



**School Committee
Meeting Book**

**October 25, 2017
7:00 pm**

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



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

AGENDA

**October 25, 2017 7:00pm
Town Hall—Selectmen's Meeting Room
100 Maple Avenue**

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|-------|---|--|
| I. | Public Participation | <div style="border: 1px solid black; padding: 10px; text-align: center;">7:00-7:10</div> |
| II. | Chairperson's Report & Members' Reports | |
| III. | Superintendent's Report | |
| IV. | Time Scheduled Appointments: | |
| | A. SHS Student Advisory Committee: Report | 7:10 – 7:25 |
| | B. Beal Early Childhood Center Building Project:
Grade Configuration Recommendation & Vote | 7:25 – 7:50 |
| | C. SHS Class of 2017 Future Plans: Report | 7:50 – 8:10 |
| | D. Student Enrollment & Class Sizes: Report | 8:10 – 8:35 |
| V. | Curriculum | |
| VI. | Policy | |
| | A. Revised Policy on Rental & Use of School Facilities: First Reading | 8:35 – 8:45 |
| VII. | Finance & Operations | |
| | A. Fiscal Year 2019 Fiscal Priorities & Guidelines: Vote | 8:45 – 8:55 |
| VIII. | Old Business | |
| IX. | New Business | |
| X. | Approval of Minutes | 8:55 – 9:00 |
| XI. | Executive Session | |
| XII. | Adjournment | |

Next regular meeting: November 15, 2017



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation

MEETING DATE: **10/25/17**

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
Dr. B. Dale Magee, Chairperson
Mr. Jon Wensky, Vice Chairperson
Ms. Sandra Fryc, Secretary
Ms. Erin Canzano, Committee Member
Mr. Jason Palitsch, 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. SHS Student Advisory Committee: Report

MEETING DATE: **10/25/17**

BACKGROUND INFORMATION:

Under the Massachusetts Education Reform Act, school districts are required to have a Student Advisory Committee (SAC), consisting of five high school students who are elected by the student body. The SAC is required to meet with the School Committee during the year to review various issues of concern to the student body. Mr. Andrew Smith, SHS social sciences teacher, serves as the faculty advisor to the SAC.

The agenda for the SAC report is enclosed.

Mr. Wensky is the School Committee liaison to the SAC.

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 & STUDENTS AVAILABLE FOR PRESENTATION:

Mr. Andrew Smith, SHS Teacher and Faculty Advisor to the SAC

Mr. Todd Bazydlo, SHS Principal

Benjamin George, Student, Class of 2018, SAC Chair

Maya McCollum, Student, Class of 2018

Erica Hanlon, Student, Class of 2019

Paulina Hruskoci, Student, Class of 2019

Prisha Singh, Student, Class of 2019

Student Advisory Committee
Agenda for the School Committee Meeting on October 25, 2017

I. Our Growing Community

With a new school year comes new students who add to our vibrant student body. However, with an increasing student population also come potential challenges.

- a) The Beginning of Our Year
- b) Student Enrollment
- c) Second Science Class

II. What's new at SHS?

As our school continues to grow, SHS offers new opportunities for students to build our community - whether it be on the field, on the stage, or through social media.

- a) Colonial Way Experience
- b) Performing Arts
- c) Zaahah

III. SHS Spirit

What better way to start the new school year than with some Colonial pride? SHS began the school year with several events to promote and showcase our school spirit.

- a) Spirit Week
- b) Homecoming Weekend
- c) Spirit of Shrewsbury

Thank you for your continuous support of the SAC.

Respectfully submitted,

Benjamin George
Chairperson

Maya McCollum, Prisha Singh, Paulina Hruskoci, Erica Hanlon
SAC Members



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: IV. Time Scheduled Appointments: **MEETING DATE: 10/25/17**
B. Beal Early Childhood Center Building Project:
Grade Configuration Recommendation & Vote

BACKGROUND INFORMATION:

The Massachusetts School Building Authority has determined that the Beal Early Childhood Center Building Project (whether a renovation/addition or a new school) must be one of two different types of grade configurations:

- a Kindergarten and Grade 1 school designed for 750 students, or
- a Kindergarten through Grade 4 school designed for 790 students.

The SPS administration has solicited feedback from staff, parents, and community members, which was presented at the October 11 School Committee meeting. Information regarding educational research on grade configurations and financial and logistical issues related to transportation is enclosed, along with a memorandum from Dr. Sawyer recommending that the district establish a Kindergarten through Grade 4 model for all elementary schools if and when a successful Beal building project comes online. As a result, Beal, Coolidge, Floral Street, Paton, and Spring Street Schools would all become K-4 schools. An affirmative School Committee vote for a K-4 configuration will result in the architect and project team planning for a K-4 configuration for the Beal building project.

ACTION RECOMMENDED:

That the School Committee vote to establish a Kindergarten through Grade 4 grade configuration for all elementary schools in the Shrewsbury Public Schools, to take effect if and when sufficient space is made available through construction of additional classrooms through the Beal building project.

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools
Mr. Patrick Collins, Assistant Superintendent for Finance & Operations
Ms. Amy Clouter, Assistant Superintendent for Curriculum, Instruction & Assessment



Shrewsbury Public Schools

Joseph M. Sawyer, Ed.D.
Superintendent

October 20, 2017

To: School Committee

From: Joe Sawyer

Re: Beal Building Project: Recommendation for future elementary grade configuration

As the work to design a renovated/expanded or new Beal School moved into the Feasibility Study phase, it became necessary for the School Committee to determine which of the two grade configurations put forth by the Massachusetts School Building Authority for the project should be adopted by our school district. This decision is necessary at this time in order to inform the work of the architect, owner's project manager, and the Beal Building Committee so that the design process, site selection, and other elements can move forward with guidance as to exactly what kind of school "Beal 2.0" should be. Further, this decision will inform planning for how the other elementary schools will be configured, if and when a "new" Beal will come online, which we believe would be for the 2022-2023 school year at the earliest.

The two grade configurations put forth by the MSBA are:

- 1) A 750-student early childhood center with Kindergarten and Grade 1
- or
- 2) A 790-student elementary school with Kindergarten through Grade 4

After carefully considering various factors related to these grade configurations, as well as the feedback from over 900 parents and community members and 275 staff members, I **recommend that the School Committee vote to establish a Kindergarten through Grade 4 grade configuration for all elementary schools in the Shrewsbury Public Schools**, to take effect if and when sufficient space is made available through construction of additional classrooms through the Beal building project.

Before outlining the factors that led me to this recommendation, it is important to note that both models are currently in place in different schools across the district, and both models are working well. In fact, the preference of staff for a K-1 or a K-4 model, respectively, is to continue the configuration in which they currently work. This indicates that they believe that their own respective configuration is successful, and based on our students' success in both configurations, the evidence is that both views are correct. This is a good thing, especially since we have several years in the immediate future where this hybrid configuration across the district will need to remain in place prior to a "new" Beal being built.

There are potential benefits and potential drawbacks to each model, and it will be very important to address the questions and concerns raised about both models regardless of

which configuration is adopted by the School Committee. I believe the K-4 model will be more beneficial for the following reasons:

- 1) A review of the educational research literature (see accompanying document) indicates that factors other than grade configuration are most important regarding student success and the quality of a school community; in other words, there is no evidence that a certain grade configuration is more effective than another educationally.
- 2) A review of the educational research literature indicates some concern that transitions between schools can compromise student achievement. Having fewer transitions was also seen by parents, community members, and staff as a strong benefit of the K-4 model.
- 3) Several other benefits are associated with the K-4 configuration regarding having fewer transitions, including:
 - a) Students remaining in one school for five years allows families to be more familiar with the school and its staff, and vice versa, and for students to become familiar with a smaller group of classmates
 - b) Vertical articulation of curriculum from grade to grade is stronger when educators from more grades are working together in the same building
 - c) Knowledge of students' needs from year to year is more cohesive when remaining in the same building for more grades, and this is especially important for students who are experiencing difficulties or who have special learning needs
- 4) Logistically, a K-4 configuration provides several benefits that a significant majority of parents, community members, and staff found desirable, including:
 - a) The climate of the school having a "neighborhood" feel, where older students serve as role models for younger students
 - b) Siblings within the grade range are at the same school, facilitating both bus transportation for children in the same family as well as parent transportation to and from school and/or extended care
 - c) Transportation on school buses will require fewer routes that are shorter in duration compared to the alternative; this is a logistical benefit as well as avoidance of significant additional cost that would require financial resources to be redirected from the educational program (see accompanying document)
 - d) The student population of Kindergarten and Grade 1 students is projected to be significantly higher than what can be accommodated by a proposed new Beal School, meaning that there isn't a way to provide the same grade configuration model to all students (projection for 2022 is for approximately 900 students in Grades K and 1; if the "new" Beal were a 750 student K-1 school, 150 students would need to attend a *different* school for those two grades, creating an equity issue). A universal K-4 configuration across five elementary schools provides more flexibility to distribute students across the schools in an equitable manner.

Those educators, parents, and community members who promoted the K-1 configuration cited benefits and drawbacks as well, and it is very important that the district pay close attention to these if a K-4 configuration is adopted. I believe that many of these issues can be addressed effectively with the proper approaches. Examples include:

- 1) A benefit cited of a K-1 configuration was having a critical mass of early childhood educators working together in one school, as has been the case for the past 30 years at Beal, as well as being better able to have strong horizontal curriculum articulation across the the grade levels. If the “new” Beal were a K-1 building, there would be approximately 40 classroom teachers in Kindergarten and Grade 1, with about 20 in each grade. As we know from our experiences at Sherwood and Oak, it is very difficult to orchestrate certain kinds of collaboration among such large groups of teachers, and so these groups would need to be divided into smaller units even within the same building. It is interesting to note that if the “new” Beal is a K-4 building, there will be approximately 16 Kindergarten and Grade 1 teachers there, which is actually a *larger* team of early childhood educators than at the current Beal. A K-4 configuration will also provide teams of teachers at each grade level in each of the five schools, allowing for collaboration within that school. The district will need to ensure teachers in the same grade level at different schools are able to stay on the same page, which is something that we work to do in all of our grades K-4 in our current situation.
- 2) Another issue cited among K-1 supporters was ensuring that a proper early childhood environment be cultivated, and that this could be more challenging in a K-4 environment. It is important that the district commit to ensuring that Kindergarten and Grade 1 students have access to the proper furniture, equipment, and instructional materials for their age, regardless of which neighborhood school a student attends. Feedback from educators and parents, and my own observations over the several years during which our district has had Kindergarten and Grade 1 classes in K-4 schools, signal that we have been successfully meeting the needs of early learners within a K-4 configuration, in a manner that is developmentally sound. There are many successful school districts where Kindergarten and Grade 1 exist in grade configurations up to and including K-8 schools. The inclusion of higher grades in school with early childhood grades and having a successful early childhood program are not mutually exclusive, and it is incumbent upon the district and individual schools to ensure that the environment, the curriculum, and the approach to teaching are matched to the needs of our students. Along the same lines, the presence of upper elementary-aged students in the same environment as Kindergarten and Grade 1 students is something with which we have years of experience, and many see this as a benefit. While it is possible that younger students might have negative experiences with older students (some cited concerns about older students “intimidating” younger students), that is rare in our experience; of course, these same dynamics can and do happen among students in the same grade or only one grade apart.

In conclusion, after careful study and thoughtful feedback from stakeholders that represents a strong consensus, I believe that establishing a K-4 grade configuration across the district will be of greatest benefit to our students, educators, and families. I will be happy to answer any questions at our upcoming meeting on October 25.

Beal Early Childhood Center Feasibility Study



Grade Level Configuration Report: Educational Considerations

Submitted by Amy Clouter

Assistant Superintendent for Curriculum, Instruction & Assessment

Shrewsbury Public Schools

October, 2017

Introduction

The Massachusetts School Building Authority has provided two possible options for the future Beal Early Childhood Center possible renovation/expansion or new building project:

- a Kindergarten – Grade 1 school with a design enrollment of 750 students, or
- a Kindergarten – Grade 4 school with a design enrollment of 790 students.

As part of the feasibility study, the School Committee, in partnership with Dr. Sawyer and with input from community stakeholders, must thoughtfully consider the benefits and drawbacks to each model.

This report seeks to summarize the research on grade level configuration and the impact of various models on students and families with the goal of better informing the community.

Background Information

A 'Grade span' refers to the number of grade levels in a given school building. 'Grade level configuration' is a term that depicts which grades are grouped together. Currently Shrewsbury students in grades Kindergarten- Grade 4 learn in five different buildings with three different grade spans:

<i>School</i>	<i>Grade Span</i>	<i>Configuration</i>
Beal Early Childhood Center	2	K-1
Calvin Coolidge School	5	K-4
Floral Street School	4	1-4
Walter J. Paton School	5	K-4
Spring Street School	5	K-4

Given the uneven nature of school construction, this degree of variety is typical, not just in Massachusetts but across the country. As an early record review states, "The grade level organization of the American school is characterized not by a single uniform pattern but by a variety of grade level configurations. Each of these grade level configurations has its advantages and disadvantages which have varying weights and influences in local districts as a result of local circumstances...most researchers have concluded that decisions on grade level organization have

been for reasons that are more administrative than educational.” (KY state report, 1981) The same variety can be found in schools today.

Research and Literature Findings

What is the impact of different grade configurations on student achievement? Most studies have sought to answer this question for children in middle and/or high school. Researchers studying the effects of grade spans on high school graduation rates, for example concluded that students in rural communities and/or students that were disadvantaged benefitted from remaining in one school over a long period of time. (Howley, 2000) Not until recently did policy makers consider the impact of grade level configuration on younger students.

More recent studies cited on this topic suggest that the link between grade level configuration and achievement is specious even for our youngest learners. A report commissioned by the Scituate Public Schools in anticipation of an elementary building project in in 2013 reads:

The research reveals that grade level configurations have little impact on student achievement (Hooper, 2002; Howley, 2002; Klump, 2006; Renschler, 2000). In other words, it does not matter which grades are grouped together in a building. More important than the physical or structural set up is the appropriate selection and sequencing of curriculum, effective teaching practices and alignment of the written, taught and tested curriculum (Hooper, 2002) When these are done well throughout the district, it does not matter which grades are housed in which building; students will achieve.

This conclusion is supported by an analysis of common assessment data in Shrewsbury. Every one of our local elementary schools has a demonstrated record of success, and children in each of the current grade level configurations have grown both academically and socially. At the same time, a new building project provides an opportunity to ask: Is there evidence to support one option over the other for educational reasons?

A review of the literature suggests that rather than determining the ideal grade level configuration, districts should weigh the pros and cons of two key factors, namely school size and transitions.

School Size

The literature indicates that when parents are surveyed, they generally feel that the smaller the school the better, and there are some studies that support this belief. A 2006 study concluded that achievement gaps between boys and girls were narrower in small schools (Black, 2006) Smaller high schools tend to have better rates of attendance, behavior and achievement (Nathan and Thao, 2007) However, findings are inconclusive when it comes to students in the

lower grades. Most importantly, in Shrewsbury our educators have managed to achieve a small school feeling in their school communities despite increasing enrollment, and academic achievement and parent satisfaction are high across all of our schools, including the larger ones such as Floral Street School, the two middle schools, and the high school.

Although the size of the school does not determine the likelihood of student academic success at the elementary level, practical considerations would likely come into play in a K-1 school with 750 five and six year olds, particularly in common areas (restrooms, playground, lunchroom) and at transition times (arrival, dismissal). In a K-4 model older students make for positive role models, and there are fewer “new” students to orient to school routines. For this reason, in a K-4 model routines may be established sooner, freeing students and staff alike to focus on learning.

Transitions

Researchers claim that achievement declines when students transition from one level to another, regardless of the grade in which the transition occurred. Further, studies of students in the middle grades (6-8) conclude that the number of transitions a student makes is correlated to the likelihood that he or she will drop out of school (Pardini, 2002) For this reason, many educators advocate for schools with bigger grade spans, arguing that students and their families develop stronger relationships with teachers when they remain in one school over time. It’s important to note, however that others refute this belief, claiming that the effects of a transition can be mitigated by thoughtful planning. (Cromwell, 2006)

The Kindergarten – Grade 4 option reduces by one the number of transitions future students in Shrewsbury will have to make. Further, when students and families remain in one school over time, there are several other advantages to consider:

- Siblings are more likely to attend the same school.
- Kindergarten and Grade 1 students have opportunities to interact with older “learning buddies” as role models.
- When part of a longer, continuous stay at a single school with the same administration, families may be more comfortable with grade-to-grade transitions and be better able to anticipate the particulars of the following grade, as compared to a transition to an entirely new school.
- Educators can come to know students better, and to plan proactively to meet student needs. For example, students that are reading on grade level by third grade are likely to maintain their reading skills for the long term. Thus, early intervention and monitoring from Kindergarten through second grade is vital. Close communication between educators at different grade levels is more likely when teams teach in

proximity, and individual teachers are better able to consult with colleagues at the grade level below in this model as well.

Conclusion

In his book *What Works in Schools*, educational researcher Robert Marzano states, “Any school in the United States can operate at advanced levels of effectiveness – if it is willing to implement what is known about effective schooling.” (2003) We are fortunate indeed that in Shrewsbury educators at all levels and in all grade level configurations work hard to put best practices into place, to serve children and their families and to contribute to our community. Not surprisingly, our youngest students in Shrewsbury are well served by both of the proposed models presented as options.

This success makes for a dilemma; although there is strong consensus through parent, community and staff surveys that the K-4 configuration is seen as more beneficial, there are committed educators and contented families advocating respectfully for both options. The thoughtful support for each model makes the decision more difficult, and transparency in the process paramount. It’s my hope that the findings in this report will help guide this important decision. Finding the right fit for “Beal 2.0” is more a matter of scrutinizing local needs and comparing the number of proposed benefits of each option than dismissing either option out of hand.

Last Words

Research suggests that the support of parents and guardians, thoughtful consideration of the needs of students as they learn and grow, the degree of collaboration among school staff, and the individual efforts on the part of the children matter most. For that reason, regardless of the decision made by the School Committee, and because under either configuration a “new” Beal will represent a significant change, it’s important that we honor the efforts of the educators that have served Beal Early Childhood Center students and families so well for so long. The teachers that shaped the model currently in place at Beal pioneered important work that met the needs of our students at a critical time, and that success will live on in the memories of the countless students and families that first experienced school at Beal.

References

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Shrewsbury Public Schools

Patrick C. Collins, Assistant Superintendent for Finance & Operations

18 October 2017

To: Dr. Sawyer

Subj: INPUT REGARDING SCHOOL TRANSPORTATION AND
FUTURE GRADE CONFIGURATION

Background

As part of the decision-making process regarding the district's future grade configuration, you have asked for input regarding the estimated impacts and differences in transportation costs and services if the "Beal 2.0 School" were a K-1 grade configuration versus a K-4 grade configuration.

Assumptions

It is assumed for this type of estimating that the district would retain the basic three-tier bus utilization system whereby the same bus has a high school route, a middle school route and an elementary school route so as to maximize cost and use efficiency of that asset. It is also assumed that "Beal 2.0" would be part of the elementary tier. Moreover, it is assumed that the district would shift into either offering or requiring full-day kindergarten for all students under either grade configuration. Finally, it is noted that actual bus routes and number of buses required are not part of this preliminary estimating process, which focuses simply on the differences that can be estimated at this point in the two different configuration options.

Current Statistics

One way to ascertain the differences in the proposed configurations is to look at current data as the district is actually operating in a hybrid grade configuration status now. After aggregating data from the 250+ bus routes we currently operate, one can see some relatively significant differences in efficient use of bus assets and average bus route times in the K-1 versus K-4 schools.

Beal currently operates as a K-1 school and has an average of 22 students per bus with an average route length of 13 miles and 41 minutes. However, busing for our K-4 schools operates more favorably with an average of 38-51 students per bus, an average route length of 7-9 miles, and an average ride time of 28 to 35 minutes. Obviously, the "neighborhood school" model lends itself to shorter bus rides as opposed to a centralized/district school for all students in the same grade.

All of this data is depicted in the table below.

	Grade Span	Avg. Riders/Bus	Avg. Route Length [Miles]	Avg. Route Time [Minutes]
Beal	K-1	22	13	41
High School	9-12	48	13	39
Spring	K-4	38	9	35
Paton	K-4	40	9	33
Sherwood/Oak	5-8	50	9	32
Floral	1-4	52	9	29
Coolidge	K-4	51	7	28

Estimating Bus Assets Required Under Each Model

The table on the following page is used to estimate and demonstrate the differences among our current model of service, a future K-1 model, and a future K-4 model for our elementary grades. Again, given the assumption of operating under a three- tier system with students for a given school/age level based together, we would need significantly more bus assets if Beal 2.0 were a K-1 school. As a reference point, the current annual cost of a bus is \$60,316. Under the K-1 model, it's estimated that an additional 10-15 more buses would be needed at a total incremental cost of \$600,000 to \$900,000 more on an annual basis.

Tier 1		Current		
	SHS	24		
	Special Education-SHS	2		
	Private School	2		
Tier 2		Current		
	Oak/Sherwood	33		
	Special Education-Middle	2		
	Private School	7		
Tier 3		Current	Estimated K-1 Model	Estimated K-4 Model
	Beal	9	25-30	15
	Spring	6	6	6
	Paton	5	5	5
	Floral	11	11	11
	Coolidge	5	5	5
	Special Education-Elem	6	6	6
	Private School	2	2	2
		44	60-65	50
Notes:				
1. Given that <i>Beal 2.0</i> would operate on Tier 3 and be required to transport students from the entire geography of the town, we would need sufficient assets at the same time we are using a separate set of buses to collect students in grades 2-4.				
2. Given that we plan to moderately reduce student population at elementary schools at the time of opening <i>Beal 2.0</i> , we may be able to re-allocate some bus assets to service <i>Beal 2.0</i> .				

Summary Comments

The data strongly suggests that from a transportation perspective, the K-4 model would be significantly more cost effective and also lead to shorter rides times for students and more efficient use of bus assets.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: IV. Time Scheduled Appointments:
C. SHS Class of 2017 Future Plans: Report

MEETING DATE: 10/25/17

BACKGROUND INFORMATION:

Each year the high school administration provides data regarding the post-high school plans of the most recent graduating class.

Mr. Bazydlo and Ms. Huynh will present an overview of the enclosed report, which provides information regarding what students planned to do after graduating. Given that the vast majority of students go on to postsecondary education, the report focuses on the colleges and universities where students were accepted, where they matriculated, and the characteristics of these colleges and universities.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

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

Shrewsbury High School Future Plans Report

Class of 2017



**presented to the School Committee
October 25, 2017**

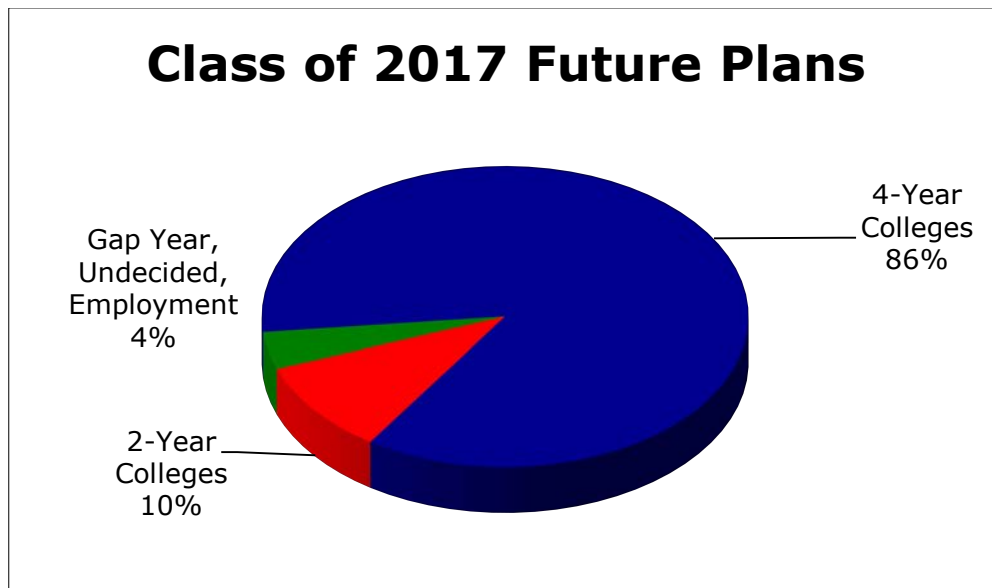
**Todd Bazydlo, Principal
Nga Huynh, Director of School Counseling**

Future Plans

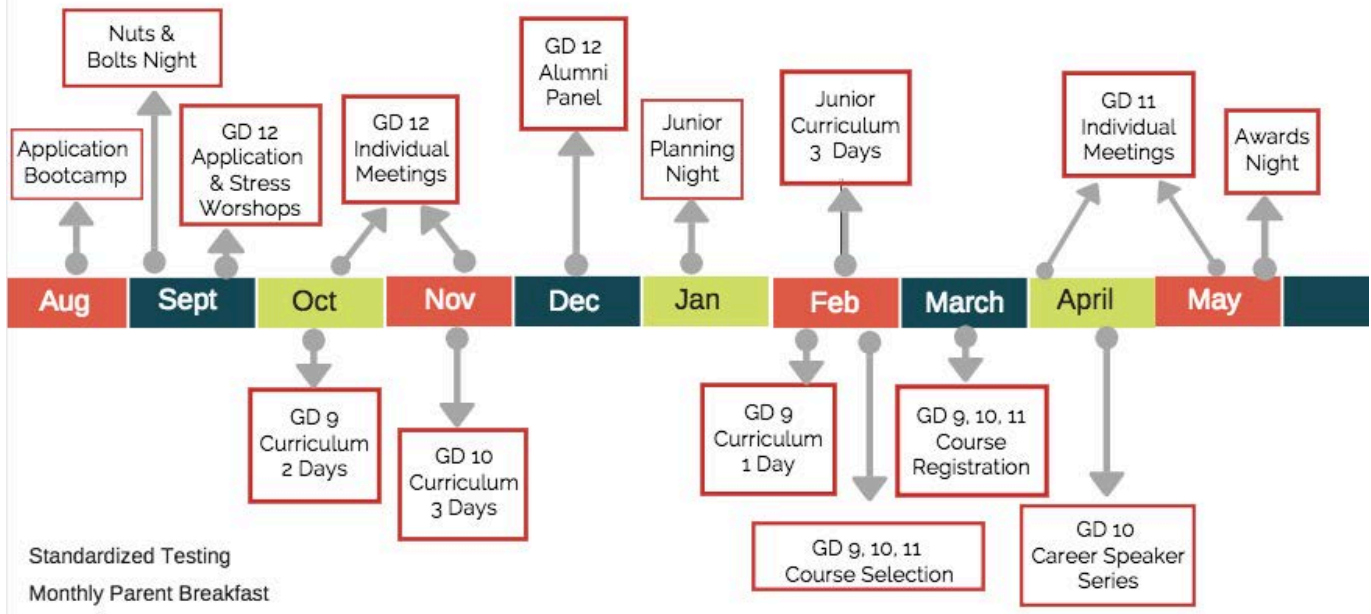
The Class of 2017 enjoyed a successful post-secondary planning year.

- 398* students graduated in the Class of 2017 with the following plans:
 - 86% attended 4-year colleges
 - 10% attended 2-year colleges or technical schools
 - 4% entered the employment field, enlisted in the military, or were undecided

*This number does not include 4 students who were granted a Certificate of Attainment (rather than a high school diploma).



School Counseling Programming



School Counseling Programming Career Exploration and the College Process

Freshman Year (3 class periods/4 days to complete curriculum for all 9th grade students)

- Counselors deliver a three-day curriculum to all freshman students. The first two days occur in October and includes an introduction to school resources and strategies to ensure a successful transition to high school. Students are registered and introduced to Naviance and complete a Learning Styles survey. The third day of the 9th grade school counseling curriculum occurs at the beginning of February and includes an individual meeting with each student's counselor.

Sophomore Year (3 class periods/4 days to complete curriculum for all 10th grade students)

- Counselors deliver the school counseling curriculum to all sophomores over 3 class periods. The focus of the curriculum over these 3 class periods includes an introduction to career search and planning in Naviance, as well as an introduction to the college search process and exploration of college majors as a result of student career interests.

Junior Year (3 class periods/4 days to complete curriculum for all 11th grade students)

- Counselors deliver the school counseling curriculum to all juniors introducing the College & Career Portfolio. The Portfolio includes all salient information about the college search process, the college essay and interviewing skills.
- Students continue to expand their use of Naviance and learn to utilize the scattergram feature to review the college acceptance data of SHS Alumni to build a working college list of "Best Fit Colleges".
- Junior Planning Night is offered to juniors and their parents/guardians to "kick off" the college search process. The program includes a student and college admissions panel.
- Counselors individually meet with Juniors in the Spring to assist students in refining their search process.

Senior Year (2 class period/3 days to complete curriculum for all grade 12 students)

- Application Bootcamp is offered during the summer for rising seniors. This summer 96 students participated in four sessions. The bootcamp program includes:
 - completion of the Common Application
 - continued research of college and universities, refinement of search process and other associated tasks in Naviance
 - completion of the individual essay, including review and feedback provided by an English teacher and a college admissions counselor
 - completion of mock interviews with an admissions counselor and feedback provided by school counselors
 - financial awareness/budgeting in the freshman year
- Nuts and Bolts Night is offered to seniors and their parents/guardians to address the application process with question-and-answer breakout sessions with the students' counselors.
- Counselors deliver the Application workshop to all senior English classes in September. This workshop includes:
 - a review and discussion of the senior checklist
 - matching the Common Application and Naviance to prepare for the electronic submission of transcripts
 - completing the FERPA agreement in Naviance
 - inviting teachers to upload letters of recommendations
- Stress Reduction workshops are delivered to all senior English classes by counselors and graduate counselor interns.
- Counselors meet individually with all seniors during the fall and early winter to complete the application process. These meetings focus on reviewing each student's final college list, processing teacher recommendations, sending official SAT/ACT scores to colleges, selecting the best option for application submission and college deadlines (regular, early action, early decision, and rolling), and processing the transcript request forms.
- Counselors write letters of recommendations for all seniors.
- Financial Aid Night (presented by MEFA, the Massachusetts Educational Financing Authority) is offered to all seniors and parents/guardians to understand the financial aid process and deadlines.
- An alumni panel is offered to seniors in the winter to begin the conversation of transition planning and the alumni panel addresses the academic, personal, and social aspects of a student's transition to the college setting.
- Paying the College Bill Seminar (sponsored by MEFA, the Massachusetts Educational Financing Authority) is offered in early spring to discuss understanding and comparing financial aid packages offered by colleges.

The School Counseling Department processed over 2,600 college applications to 396 different colleges and universities for the class of 2017.

School Counseling Parent Program

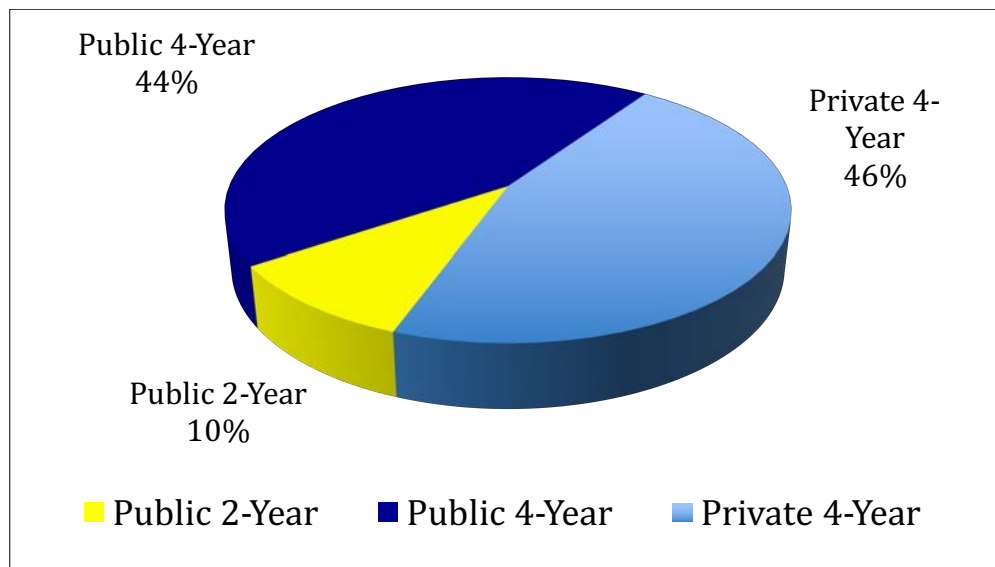
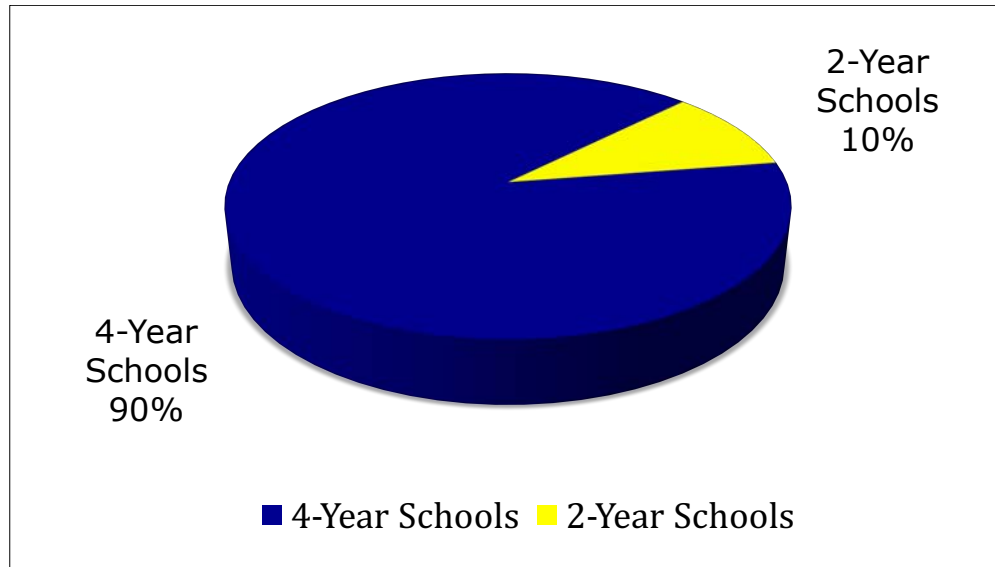
The Breakfast with School Counselors Series serves parents of freshmen and sophomores as they traverse the landscape of high school. These discussion-based meetings cover a variety of topics to help ease 9th and 10th grade parent concerns.

Topics include:

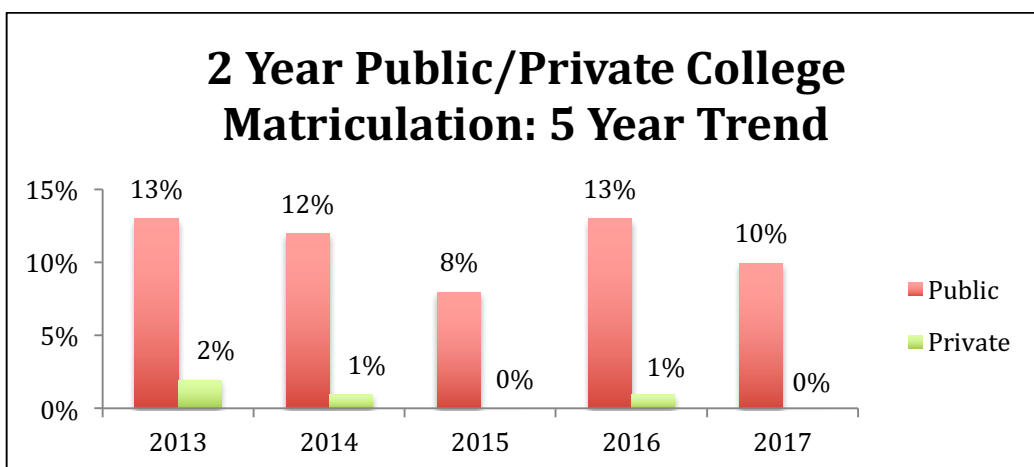
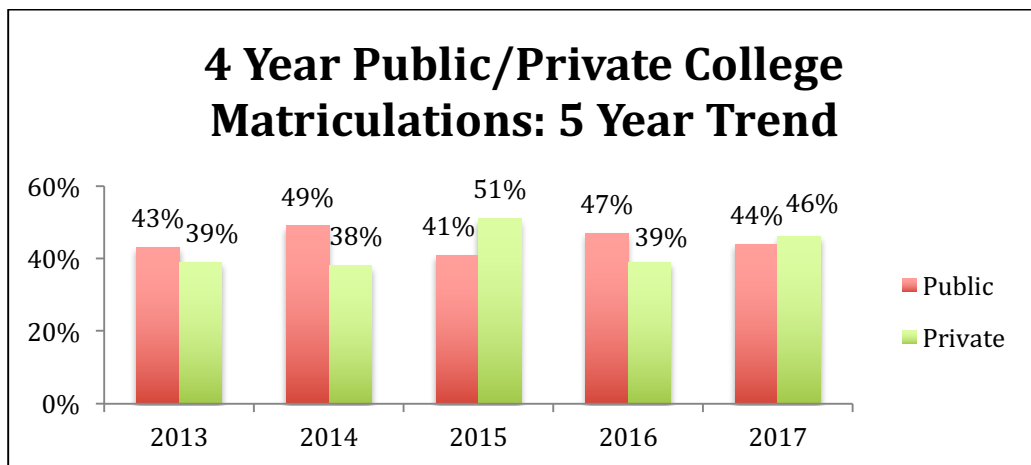
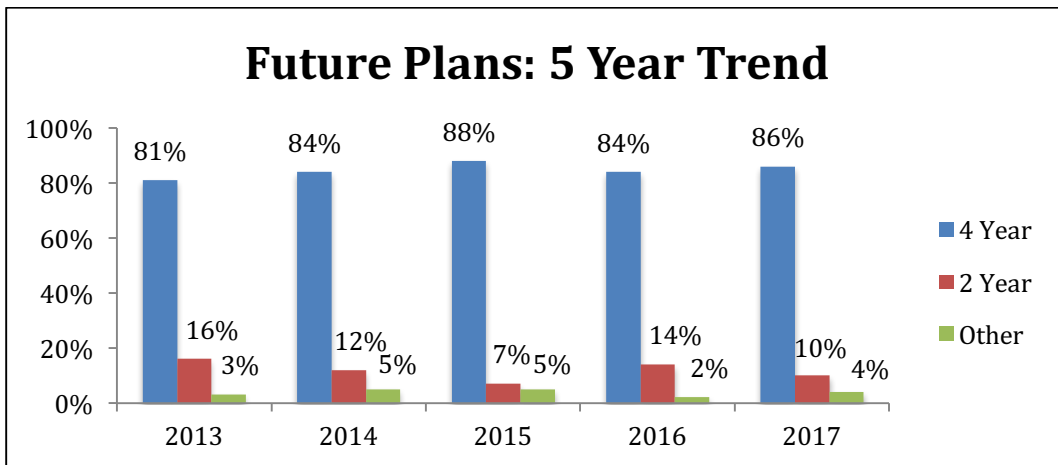
- Yes, It Matters - demystification of the transcript and “permanent record”
 - Introduction to the how the school counseling office works
 - Understanding the grading system and transcript process
- Naviance – Career and College Planning Software
 - Introduction to the school counseling curriculum and use of Naviance
 - Introduction to the different features of Naviance that students will use throughout their four years
- Stress Management
 - Identifying stressors that students face academically, socially, personally
 - Supports for students from the parent perspective
 - Identifying in-school and community resources available to students and families
- Course Selection Process
 - Course selection and registration timeline
 - Course recommendations and placements
 - Balancing the workload academically and with outside activities
 - Time Management Worksheet presented to all students
- Teenage Pressures
 - Identifying pressures that teenagers face (academically, socially, social media)
 - Informational resources for families related to different pressures
- Navigating the American College System
 - Understanding the college process from admissions representative
 - Laying the foundation for freshman and sophomore students

Public and Private **2- and 4-Year Matriculations**

- Of the 398 students graduating in the Class of 2017, a total of 382 (96%) students continued their education at 2- and 4-year colleges and universities, or technical schools.
- Of these 382 students, 90% attended 4-year colleges and universities and 10% attended 2-year colleges or technical schools.
- Of these 382 students, 54% attended public colleges and universities; 46% attended private colleges and universities.



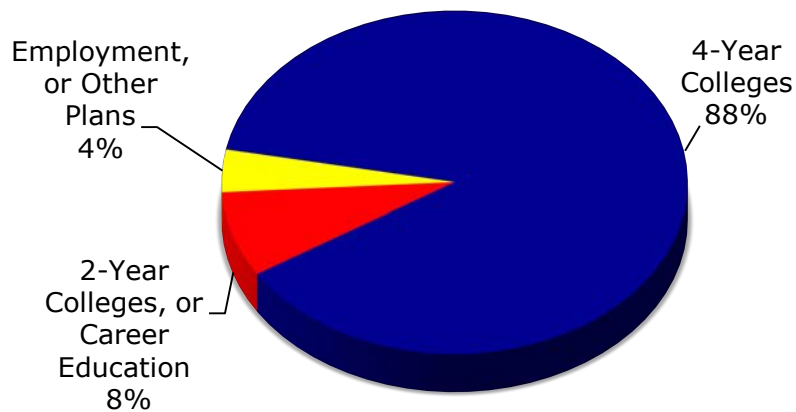
5 Year Trend Data



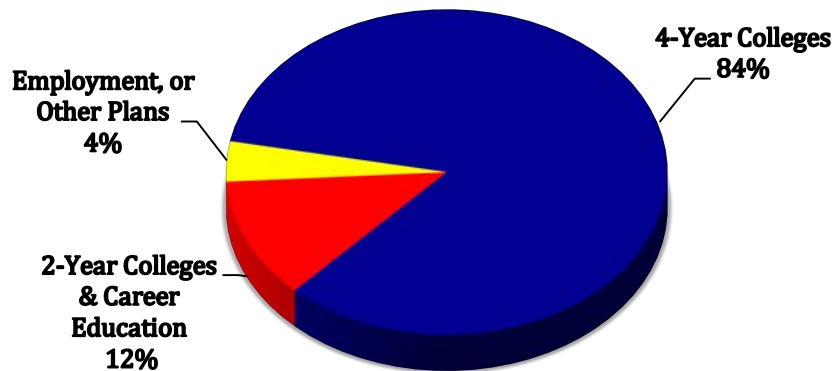
Future Plans by Gender

	Male	Female	Total
4-Year Colleges	158	185	343
2-Year Colleges	22	17	39
Career Education	1	0	1
Employment	0	2	2
Military	1	1	2
Other Plans	6	5	11
Totals	188	210	398

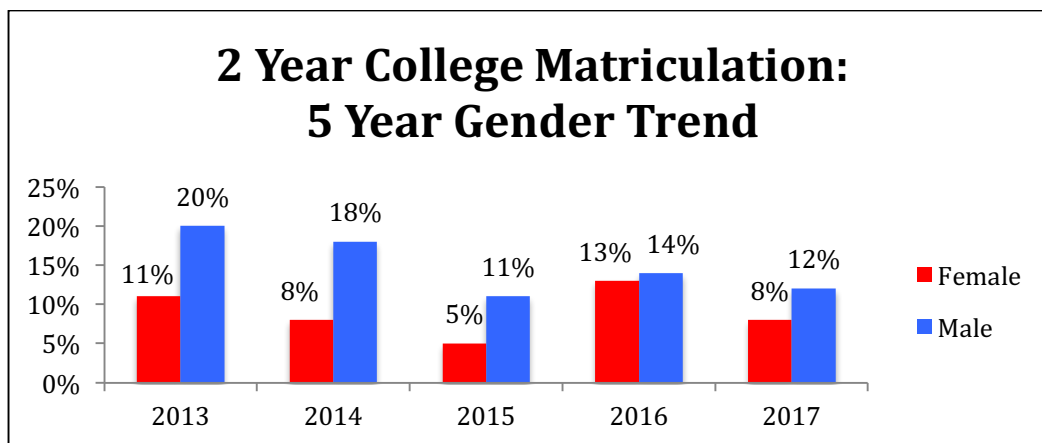
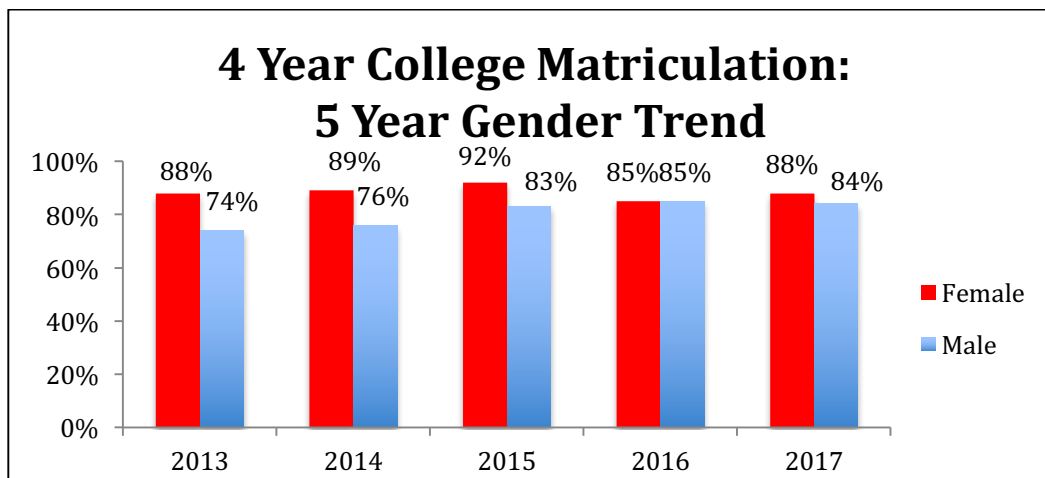
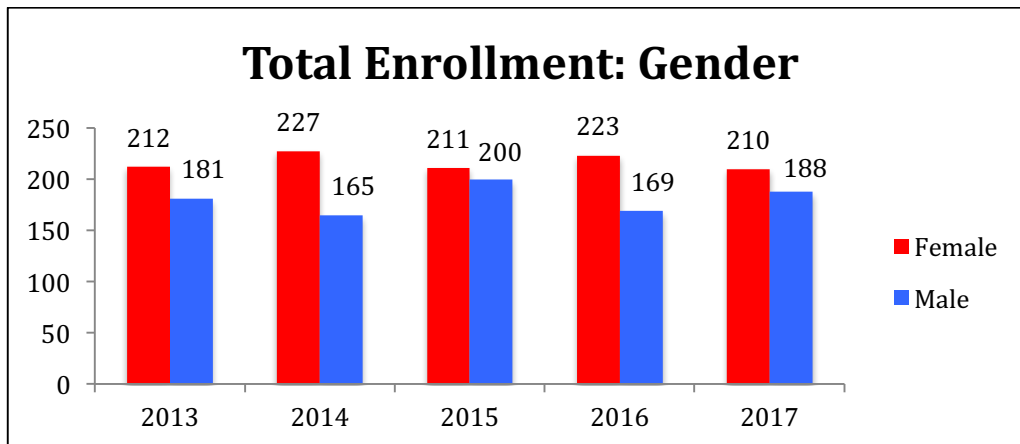
2017 Future Plans--Females



2017 Future Plans--Males

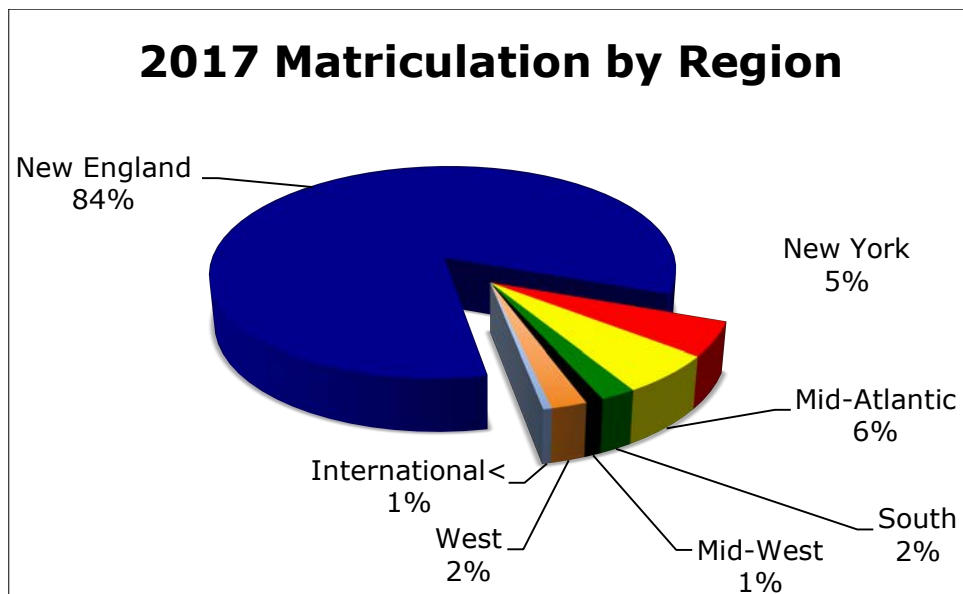


5 Year Trend Data: Gender



Geographic Breakdown by Matriculation

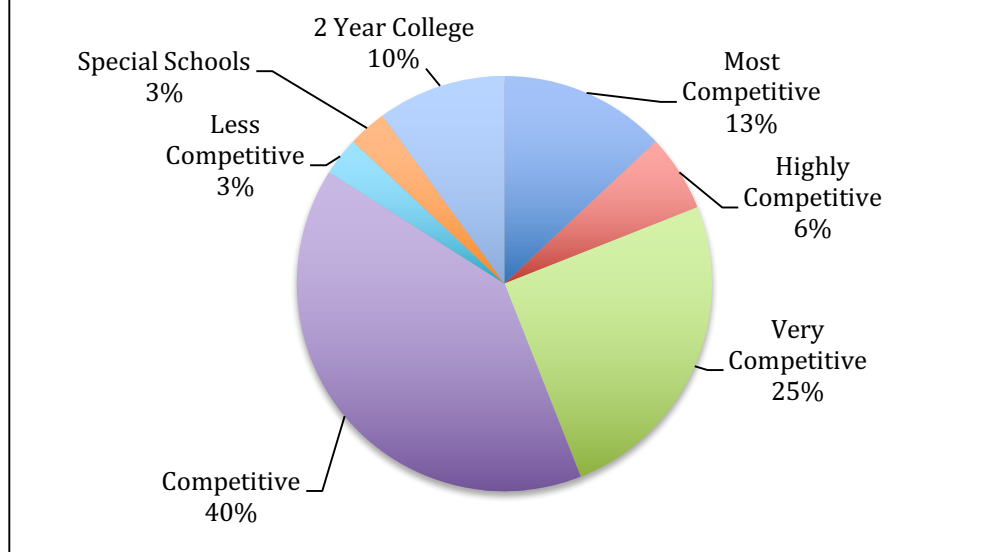
- Seniors in the Class of 2017 were accepted to 254 different colleges and universities in 33 different states, Canada, and England.
- Seniors in the Class of 2017 enrolled in 122 different colleges and universities in 26 different states, District of Columbia, Canada, and England.



	Private		Public	
	2-Year & Technical	4-Year	2-Year	4-Year
New England				
Maine	-	4	-	4
Massachusetts		90	39	104
Rhode Island	-	26		6
Connecticut	-	10	-	9
New Hampshire	-	6	-	15
Vermont	-	2	-	4
New York	-	17	-	2
Mid-Atlantic				
Delaware				1
District of Columbia	-	3	-	-
Virginia	-	2	-	2
Pennsylvania	-	5	-	4
Maryland	-	2	-	3
West Virginia				1
South				
Florida	-	1	-	1
Georgia	-	1	-	-
Kentucky				2
Louisiana	-	1	-	
North Carolina	-	1	-	1
<i>Continued</i>				

Midwest				
Ohio	-	1	-	1
Illinois	-	1	-	-
Michigan				1
West				
Arizona	-	1	-	-
California		2	-	2
Colorado	-	-	-	2
		-		
Canada	-		-	1
England	-	1	-	-
Totals	0	177	39	166

2017 Matriculations - Selectivity



Barron's Selectivity Categories Class of 2017 Students Enrolled at the Following Colleges & Universities

The Barron's College Admissions Selector is not a rating of colleges by academic standards or quality of education. It is a description of the degree of admissions competitiveness based on median entrance of examination scores of standardized tests and class ranking for admitted students. It is important to note that Shrewsbury High School has eliminated the reporting of class rank to colleges beginning with the Class of 2017. The result of eliminating class rank in the college process has shown no impact in the competitiveness of schools to which SHS students were accepted.

Most Competitive:

Even superior students will encounter a great deal of competition for admissions to the colleges in this category. In general, these colleges require high school rank in the top 10% to 20% and grade averages of A to B+. Median freshman test scores at these colleges are generally between 655 and 800 on the SAT I and 29 and above on the ACT. In addition, many of these colleges admit only a small percentage of those who apply.

Amherst College
Boston College (3)
Boston University (2)
Brandeis University
Brown University (3)
College of the Holy Cross (3)
Cornell University (4)
Emory University
The George Washington University (2)
Mount Holyoke College
Northeastern University (15)
New York University
Smith College (2)
Tufts University (2)
Tulane University
University of California, Berkeley
Villanova University (2)
Worcester Polytechnic Institute (4)

Highly Competitive:

Colleges in this group generally look for students with grade averages of B+ to B and accept most of their students from the top 20% to 35% of the high school class. Median freshman test scores at these colleges generally range from 620 to 654 on the SAT I and 27 or 28 on the ACT. These schools generally accept between one third and one half of their applicants. To provide for finer distinctions within this admissions category, a plus (+) symbol has been placed before some entries. These are colleges with median freshman scores of 645 or more on the SAT I or 28 or more on the ACT, and colleges that accept fewer than one quarter of their applicants.

American University
Babson College
+Clark University
+Fordham University
Hobart and William Smith Colleges
Miami University (Ohio)
University of Connecticut (10)
University of Maryland (3)
Virginia Polytechnic Institute (2)

Very Competitive:

The colleges in this category generally admit students whose averages are no less than B- and who rank in the top 35% to 50% of their graduating class. They generally report median freshman test scores in the 573 to 619 range on the SAT I and from 24 to 26 on the ACT. These schools generally accept between one half and three quarters of their applicants. The

plus (+) has been placed before colleges with median freshman scores of 610 or higher on the SAT I or 26 or higher on the ACT, and colleges that accept fewer than one third of their applicants.

Allegheny College
 Bryant University (3)
 +Chapman University
 Colorado State University
 City University of New York
 Embry-Riddle Aeronautical University
 +Endicott College (2)
 +Fairfield University
 George Mason University
 +Hofstra University
 James Madison University
 +Loyola University
 Marist College
 Michigan State University
 +Muhlenberg University
 Providence College (2)
 Rochester Institute of Technology (3)
 Roger Williams University (13)
 Saint Anselm College (3)
 Salve Regina University (2)
 Simmons College (2)
 University of Massachusetts at Amherst (34)
 University of Massachusetts at Lowell (11)
 +University of Colorado
 University of Dayton
 +University of Delaware
 University of San Francisco

Competitive:

This category is a very broad one, covering colleges that generally have median freshman test scores between 500 and 572 on the SAT I and between 21 and 23 on the ACT. Some of these colleges require that students have high school averages of B- or better, although others state a minimum of C+ or C. Generally, these colleges prefer students in the top 50% to 65% of the graduating class and accept about 75% of their applicants. Colleges with a plus (+) are those with median freshman SAT I scores of 563 or higher or median freshman ACT scores of 24 or higher, and those that admit fewer than half of their applicants.

Anna Maria College
 Assumption College (8)
 Becker College (2)
 Brandeis University
 Bridgewater State University (7)
 +Champlain College (2)
 Columbia College
 East Carolina University
 Emmanuel College (4)
 Fitchburg State University
 Framingham State University (13)
 Franklin Pierce University
 High Point University
 Johnson and Wales University (2)
 King's College
 Lasalle College
 Lasell College (3)
 Lesley University (2)
 MA Maritime Academy
 MA College of Liberal Arts
 Merrimack College (2)
 Norwich University

Pace University (2)
 Pennsylvania State University (2)
 +Quinnipiac University (4)
 +Sacred Heart University (2)
 +San Diego State University
 Seminole State College
 +Siena College
 Southern New Hampshire University (2)
 Springfield College (4)
 +Stonehill College (2)
 Suffolk University (7)
 The State University of New York Fredonia
 University of Massachusetts at Boston (2)
 University of Massachusetts at Dartmouth (3)
 +University of New Hampshire (7)
 University of Hartford (2)
 University of Kentucky (2)
 University of Maine (4)
 University of New England (3)
 University of Pittsburgh (2)
 University of Rhode Island (6)
 +Wagner College
 Wentworth Institute of Technology (4)
 Western New England University
 Westfield State University (6)
 West Virginia University (2)
 Wheelock College (2)
 Worcester State University (18)

Less Competitive:

Included in this category are colleges with median freshman test scores generally below 500 on the SAT I and below 21 on the ACT; some colleges that require entrance examinations but do not report median scores; and colleges that admit students with averages generally below C who rank in the top 65% of the graduating class. These colleges usually admit 85% or more of their applicants.

Curry College
 Dean College
 Keene State College (6)
 Nichols College (2)
 Plymouth State University (2)
 Salem State University

Special Schools:

Listed here are colleges whose program of studies are specialized—professional schools of art, music, health fields, the military, etc. In general, the admissions requirements are not based primarily on the academic criteria, but on evidence of talent or special interest in the field.

Anglia Ruskin University, England
 Berklee College of Music
 Bishop's University, Canada
 Fashion Institute of Technology
 MA College of Art and Design (2)
 Maine College of Art
 MA College of Pharmacy & Health Sciences (3)
 Monserrat College of Art
 New England Institute of Technology
 Ringling College of Art

2-Year Colleges:

Cape Cod Community College
 Mount Wachusett Community College
 Quinsigamond Community College (37)

Top 10* Most Popular Schools Enrolled—Private

1. Northeastern University —15
2. Roger Williams University —13
3. Assumption College —8
4. Suffolk University —7
5. Cornell University —4
6. Emmanuel College —4
7. Quinnipiac University —4
8. Springfield College —4
9. Wentworth Institute of Technology —4
10. Worcester Polytechnic Institute —4

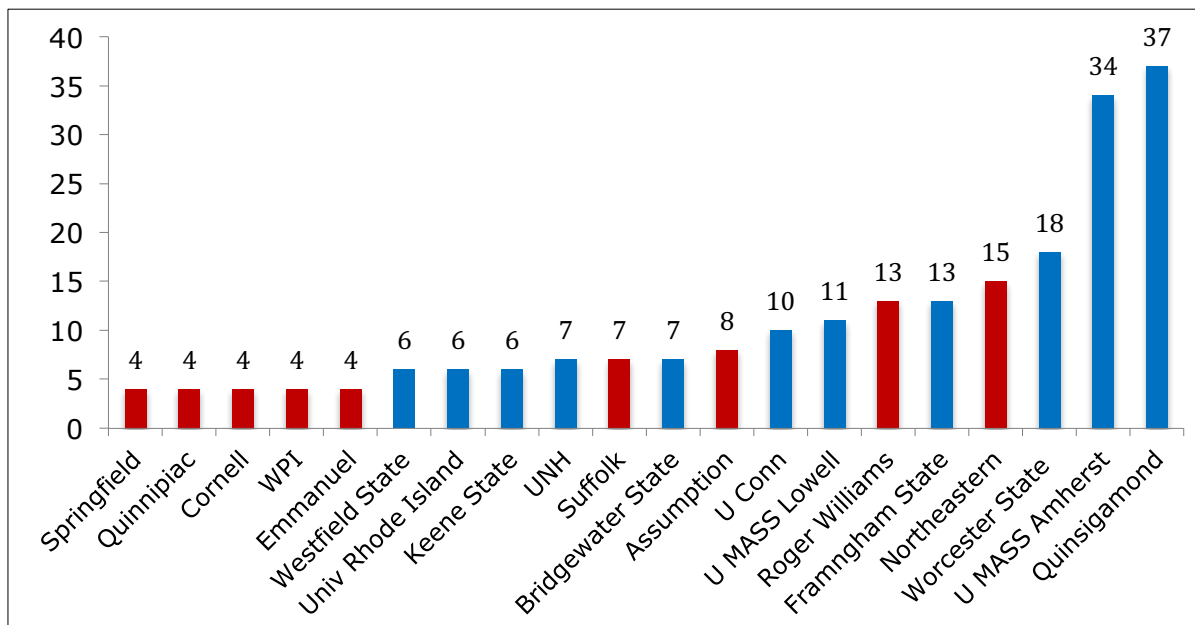
Top 11** Most Popular Schools Enrolled—Public

1. Quinsigamond Community College —37
2. University of Massachusetts, Amherst —34
3. Worcester State University—18
4. Framingham State University —13
5. University of Massachusetts, Lowell—11
6. University of Connecticut—10
7. Bridgewater State University—7
8. University of New Hampshire —7
9. Keene State College —6
10. University of Rhode Island —6
11. Westfield State University —6

*Schools with 4 or more attendees

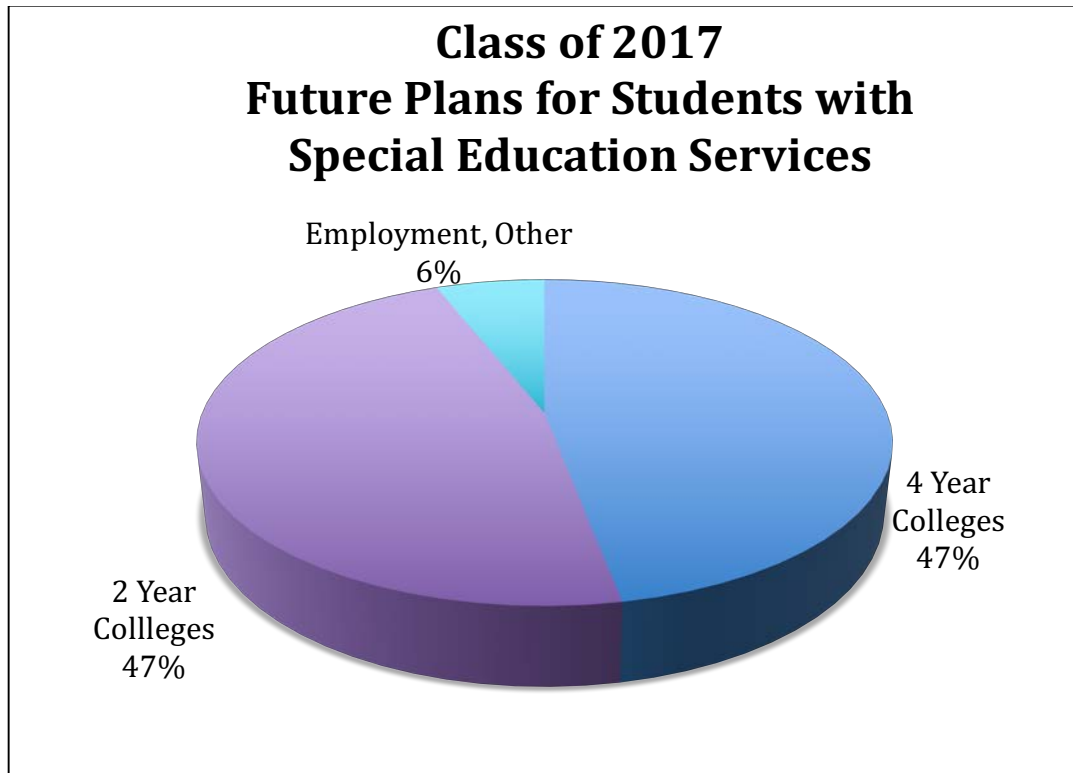
** Schools with 6 or more attendees.

Top Private and Public Enrollments

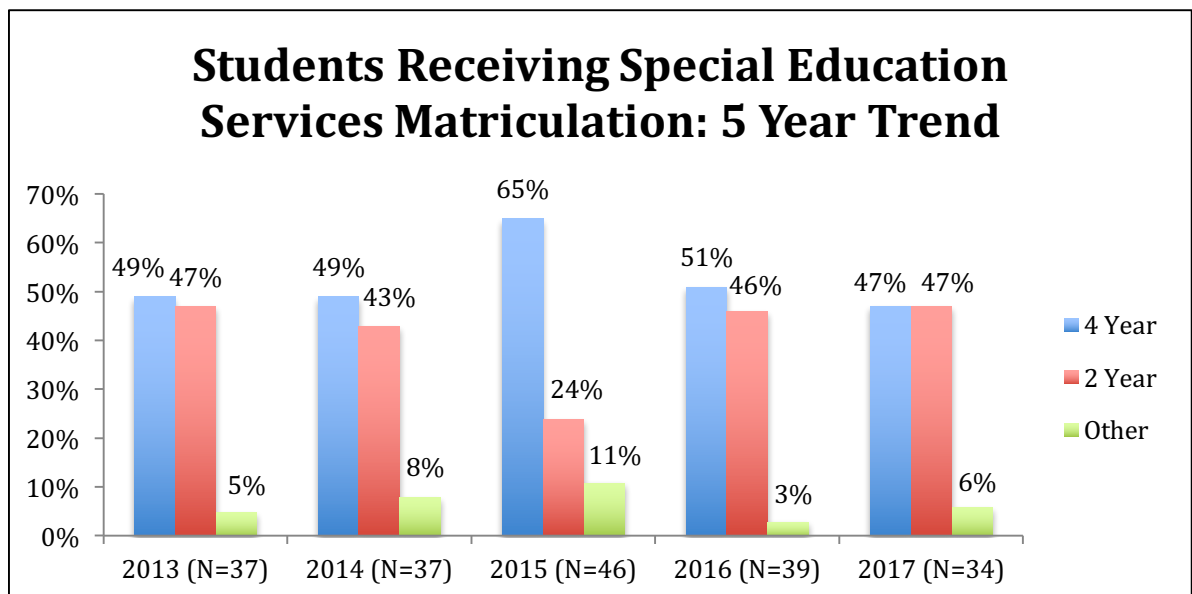
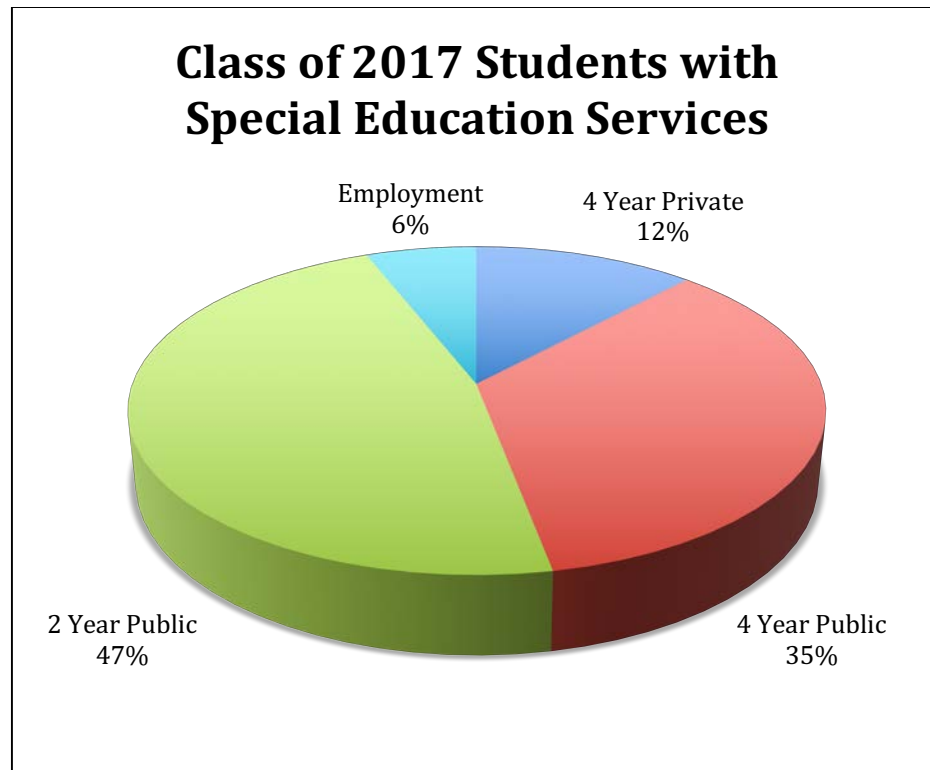


Class of 2017
Students with Special Education Services

- Thirty-four students (9%) in the Class of 2017 received special education services. Of these 34 students:
 - 47% attended 4-year colleges
 - 47% attended 2-year colleges & technical schools
 - 6% entered the employment field or military



- Of these 34 students, 82% attended public colleges and universities; 12% attended private colleges and universities.





**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: 10/25/17

BACKGROUND INFORMATION:

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

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

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

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

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

Shrewsbury Public Schools

Preschool – Grade 12 Enrollment Report

Preschool – Grade 8 Class Size Report

2017-2018

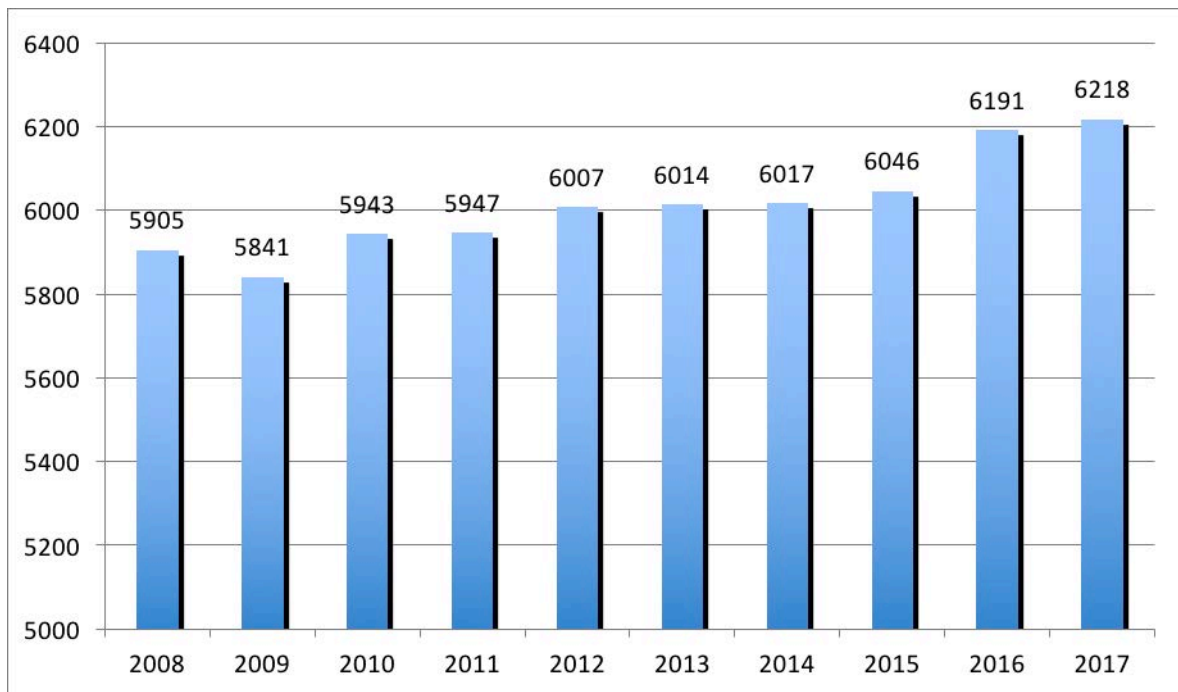
Data based on enrollment numbers as of October 1, 2017

SHREWSBURY PUBLIC SCHOOLS ENROLLMENT HISTORY

In-District PreK-12 Actual Enrollment: 2008-2017

The chart below illustrates the district's enrollment for the past 10 school years, which reflects growth from 5905 to 6218, an increase of 313 students over the past decade. The one-year increase from 2016 to 2017 was from 6191 to 6218, a 27 student increase.

PreK-12 Actual Enrollment 2008-2017 (as of October 1 of each year)



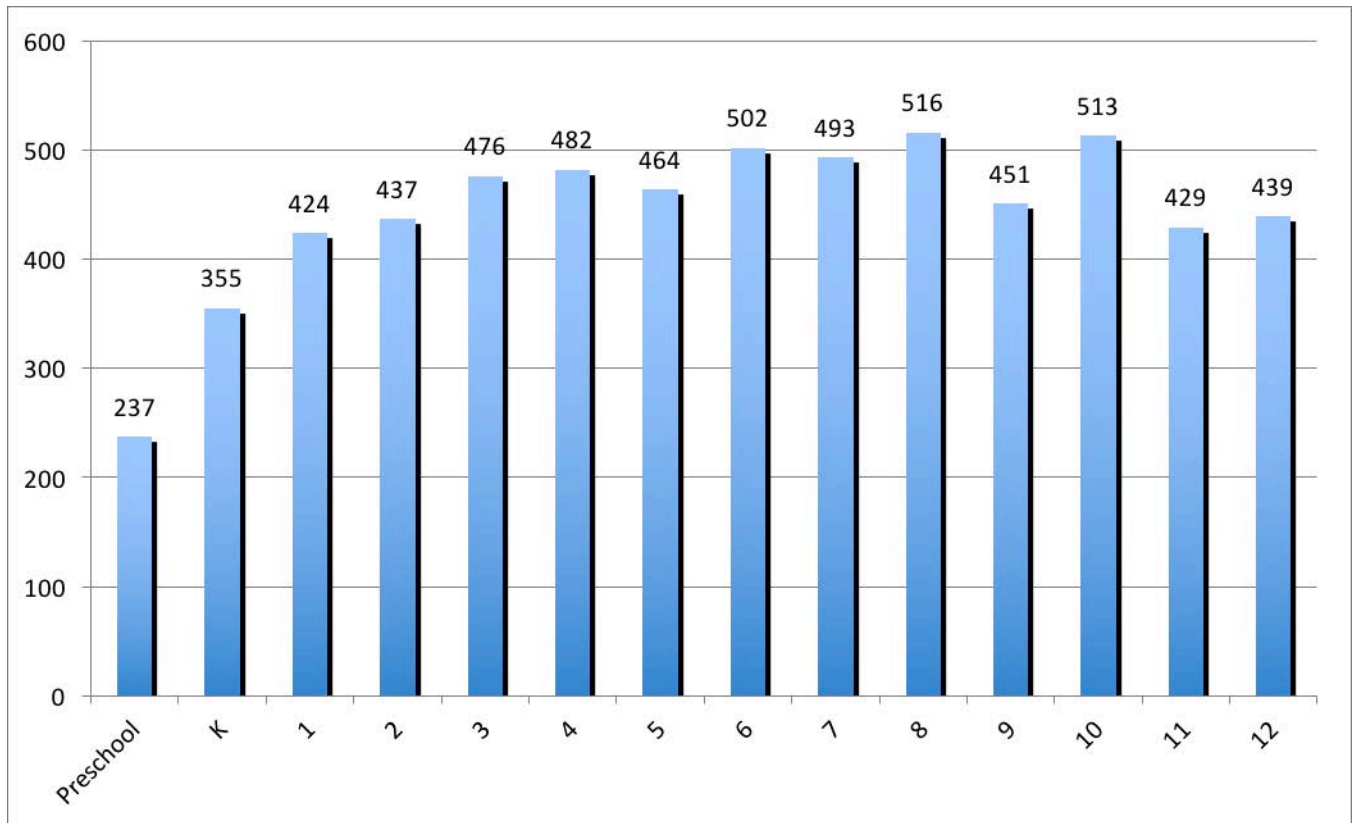
SHREWSBURY PUBLIC SCHOOLS

2017 ENROLLMENT BY GRADE

Enrollment by Grade October 1, 2017

The Department of Elementary and Secondary Education uses enrollment figures as of October 1 of each school year for its official statistics. The in-district populations for each grade in Shrewsbury as of October 1, 2017 are displayed in the chart below:

2017 PreK-12 Enrollment (October 1)



Enrollment History by Grade Level 2008-2017

Grade	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
PreK	196	211	241	243	262	250	234	238	232	237
K	342	348	372	341	364	392	346	356	388	355
1	476	426	429	429	416	399	430	424	418	424
2	456	493	448	457	447	450	430	446	459	437
3	459	465	515	464	474	452	462	439	460	476
4	478	459	472	516	458	480	467	474	462	482
5	456	473	469	485	524	462	487	473	487	464
6	461	436	465	476	465	518	469	500	490	502
7	453	466	435	462	473	490	529	481	511	493
8	489	439	479	443	466	471	478	547	492	516
9	393	421	401	414	408	420	432	413	513	451
10	429	398	417	414	421	406	423	440	428	513
11	390	415	390	413	417	421	410	412	441	429
12	427	391	410	390	412	403	420	403	410	439
Total P-12	5905	5841	5943	5947	6007	6014	6017	6046	6191	6218
% Annual Change	0.17%	-1.08%	1.75%	0.07%	1.01%	0.12%	0.05%	0.48%	2.41%	0.44%

Special Education Out of District Placements

Grade	Pre	K	1	2	3	4	5	6	7	8	9	10	11	12	13*	Total
2013	0	1	1	0	1	3	1	2	8	8	7	4	8	5	26	75
2014	0	0	1	1	0	1	4	2	4	7	6	10	5	8	26	75
2015	0	0	1	1	1	0	1	5	3	5	8	10	10	5	22	72
2016	0	0	0	1	1	1	1	1	4	3	5	9	9	12	22	69
2017	1	0	0	0	2	3	0	2	2	4	3	7	8	6	24	62

*Grade 13 represents students requiring services until age 22.

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

Vocational Technical School Enrollment

Grade	9	10	11	12	Total
2013	37	29	37	28	131
2014	35	37	25	37	134
2015	37	25	35	24	121
2016	18	31	24	35	108
2017	28	19	28	22	97

CLASS SIZE AVERAGES: HISTORY

Kindergarten Average Class Size

(School Committee Guidelines 17-19)

*Highlighted sections exceed guidelines

	Beal	Coolidge	Paton	Spring
2008	19	21	N/A	18
2009	19	20	N/A	20
2010	21	21	N/A	19
2011	19	19	N/A	18
2012	20	19	N/A	21
2013	19	20	N/A	20
2014	19	20	20	20
2015	20	20	21	20
2016	19	20	20	20
2017	18	20	20	20
Avg.	19	20	20	20

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

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

	Beal	Coolidge	Floral	Paton	Spring
2008	22	21	23	21	22
2009	19	22	23	22	21
2010	21	21	23	23	22
2011	22	21	23	23	22
2012	N/A	23	25	23	24
2013	N/A	23	25	23	23
2014	21	21	22	22	21
2015	19	21	22	22	21
2016	23	22	23	22	22
2017	18	22	23	21	21
Avg.	21	22	23	22	22

Middle School Average Class Sizes

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

	Grade 5	Grade 6	Grade 7	Grade 8
2008	25	23	25	24
2009	24	24	26	22
2010	26	26	24	27
2011	27	26	26	25
2012	29	29	30	29
2013	29	29	31	29
2014	24	23	26	24
2015	24	25	23	27
2016	24	25	26	25
2017	23	25	25	26
Avg.	26	26	26	26

Elementary Class Size History (Grade 1-4)

*Highlighted sections exceed guidelines

B=Beal; C=Coolidge; F=Floral; P=Paton; S=Spring																	
	Grade 1 (SC 20-22)					Grade 2 (SC 20-22)				Grade 3 (SC 22-24)				Grade 4 (SC 22-24)			
	B	C	F	P	S	C	F	P	S	C	F	P	S	C	F	P	S
2008	22	23	24	22	23	22	23	22	19	22	22	21	22	20	23	21	23
2009	19	21	22	21	18	23	24	25	22	20	23	24	21	22	22	21	22
2010	21	20	23	22	21	21	22	21	20	24	24	26	24	21	23	23	22
2011	22	17	22	21	20	22	24	23	22	21	23	22	21	25	24	26	25
2012	N/A	20	23	20	25	25	22	21	21	22	25	23	23	29	29	28	29
2013	N/A	19	20	19	22	26	30	21	28	27	25	29	21	24	25	24	24
2014	21	22	22	21	22	22	21	20	19	19	24	22	20	22	22	24	22
2015	19	23	21	20	19	21	22	23	22	22	21	20	21	19	24	23	22
2016	23	18	22	19	22	23	21	23	22	23	23	23	24	24	24	22	22
2017	18	22	22	20	18	18	24	20	19	24	24	22	25	24	24	24	25
AVG.	21	21	22	21	21	22	23	22	21	22	23	23	22	23	24	24	24

Year-to-Year Progression Grade 1 to Grade 12

	1	2	3	4	5	6	7	8	9	10	11	12	Gr. 1-12 % Change
Class of 2018	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	
Enrollment	440	454	459	459	469	476	474	471	432	441	441	439	-0.23%
Class of 2017	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	
Enrollment	452	468	482	478	473	465	462	466	420	423	412	410	-9.3%
Class of 2016	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	
Enrollment	449	466	452	454	456	436	435	443	408	406	410	403	-10.8%
Class of 2015	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	
Enrollment	484	489	502	507	496	461	466	479	414	421	421	420	-13.2%
Class of 2014	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	
Enrollment	442	464	464	466	462	450	453	439	401	414	417	403	-8.8%
Class of 2013	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	
Enrollment	475	483	480	504	502	488	485	489	421	417	413	412	-13.3%
Class of 2012	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	
Enrollment	420	444	442	464	463	461	449	449	393	398	390	390	-7.1%
Class of 2011	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	
Enrollment	466	471	469	488	494	492	486	501	419	429	415	413	-11.4%
Class of 2010	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	
Enrollment	381	395	402	424	428	436	444	443	408	404	390	390	2.4%
Class of 2009	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	
Enrollment	365	365	391	399	419	423	438	441	425	436	423	427	17.0%
Class of 2008	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	
Enrollment	381	400	408	424	433	427	426	437	413	402	388	383	0.5%
Class of 2007	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	
Enrollment	366	375	389	395	394	389	400	395	356	360	345	351	-4.1%
Class of 2006	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	
Enrollment	316	329	340	348	354	352	361	364	343	343	334	344	8.9%
Class of 2005	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	
Enrollment	311	329	327	341	359	356	356	367	324	330	324	320	2.9%

Kindergarten Enrollment Numbers: Full Day/Half Day

Total Kindergarten		Full Day			Half Day		
Year	Enrollment	Sections	Students	Percentage	Sections	Students	Percentage
2004	384	2	33	9%	18	351	91%
2005	394	3	51	13%	18	343	87%
2006	378	3	57	15%	17	321	85%
2007	376	4	80	21%	17	296	79%
2008	342	4	77	23%	14	265	77%
2009	348	5	96	28%	13	252	72%
2010	372	8	166	45%	10	206	55%
2011	341	8	158	46%	10	183	54%
2012	364	15	307	84%	3	57	16%
2013	392	15	318	81%	4	74	19%
2014	346	12	242	70%	6	104	30%
2015	356	12	240	67%	6	116	33%
2016	388	14	275	71%	6	113	29%
2017	355	11	216	61%	8	139	39%

Kindergarten Enrollment: Actual versus Town Manager Projections

Kindergarten			
Year	Actual Enrollment	TM Projection	% Difference
2005	394	414	-4.8%
2006	378	397	-4.8%
2007	376	410	-8.3%
2008	342	362	-5.5%
2009	348	376 (357 modified)	-7.5%
2010	372	336	10.7%
2011	341	312	9.3%
2012	364	299	21.7%*
2013	392	353	11.0%*
2014	346	384	-9.9%*
2015	356	320	11.3%
2016	388	383	1.3%
2017	355	350	1.4%

*Full day sections increased from 8 to 15 in 2012 allowing for families who desired full day to enroll. This continued in 2013.
There are 11 sections of full day for 2017, which is three less than last year.
Tuition for full day kindergarten is \$4,000 annually.

Note: New England School Development Council projection for 2017 was 368 students.

Students Transferring to Private for Grade 9

	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18
Bancroft			1			1	10				
Boston Latin		1	2								
Catholic Memorial			1								
Cushing Academy										1	1
East Catholic										1	
Gann Academy				1							
Groton School								1	1		1
Hillside										1	
Holy Name		2				1	4			1	2
Hudson Catholic											
Lancaster Academy											
Milton Academy										1	
Notre Dame	3	8	5	3	3	6	12	3	4	1	1
Phillips Academy											
St. John's	22	38	42	34	35	33	47	46	47	35	35
St. Mark's				2		2		2	2	1	1
St. Peter-Marian				2	1		2	2	2	2	1
The Rivers				1							
Whitinsville Christian Academy				1	1						
Utah									1		
Worcester Academy			2			1	1	1	1	3	6
Totals	25	49	53	44	40	44	76	55	58	47	48

2017-2018 *Projected* Enrollment & Sections

		Beal			Coolidge			Floral Street			Paton			Spring St.		
Grade Level	Proj. 2017-18	Students	Clrms/Sect	Avg.	Students	Clrms/Sect	Avg.	Students	Clrms/Sect	Avg.	Students	Clrms/Sect	Avg.	Students	Clrms/Sect	Avg.
HDK	149	149	4/8	19												
FDK	219	114	6	19	42	2	21				21	1	21	42	2	21
Grade 1	460	66	3	22	113	5	23	124	6	21	74	4	19	83	4	21
Grade 2	446				82	4	21	210	9	23	82	4	21	72	4	18
Grade 3	471				94	4	24	195	8	24	93	4	23	89	4	22
Grade 4	477				92	4	23	216	9	24	95	4	24	74	3	25
Total K	368															
Total 1-4	1854	School Avg./Class 19			School Avg./Class 22			School Avg./Class 23			School Avg./Class 21			School Avg./Class 21		
Totals	2,222	329	17		423	19		745	32		365	17		360	17	
		Sherwood Middle			Oak Middle			High School			Preschool Programs					
Grade Level	Proj. 2017-18	Students	Sections	Avg.	Students	Sections	Avg.	Students	Sections	Avg.	Program	Students	CR/Sect.	Avg.		
Grade 5	471	471	20	24												
Grade 6	500	500	20	25												
Grade 7	501				501	20	25				Parker Rd.	155	6/14	11		
Grade 8	517				517	20	26				Little Col. (SHS)	25	1/2	13		
Grade 9	455							455	NA	NA	Wesleyan Ter.	55	2/6	9		
Grade 10	524							524	NA	NA						
Grade 11	426							426	NA	NA						
Grade 12	437							437	NA	NA						
		School Avg./Class 24			School Avg./Class 25			School Avg./Class NA			School Avg./Class 11					
Totals	3,831	971	40		1,018	40		1,842	NA	NA		235				
In-District Total K-12		6,053														
In-District Total PreK-12		6,288														

- Town Manager's Projection for K-12 is 5,989
- NESDEC projection for K-12 is 6,036; NESDEC projection for PreK-12 is 6,268

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

2017-2018

Actual Enrollment & Grade Configuration

October 1, 2017

		Beal			Coolidge			Floral Street			Paton			Spring St.			
Grade Level	Actual 2017-18	Students	Clsrms/Sect	Avg.	Students	Clsrms/Sect	Avg.	Students	Clsrms/Sect	Avg.	Students	Clsrms/Sect	Avg.	Students	Clsrms/Sect	Avg.	
HDK	139	139	4/8	17													
FDK	216	116	6	19	40	2	20				20	1	20	40	2	20	
Grade 1	424	55	3	18	108	5	22	131	6	22	59	3	20	71	4	18	
Grade 2	437				73	4	18	212	9	24	78	4	20	74	4	19	
Grade 3	476				96	4	24	192	8	24	89	4	22	99	4	25	
Grade 4	482				96	4	24	216	9	24	96	4	24	74	3	25	
Total K	355																
Total 1-4	1819	School Avg./Class		18	School Avg./Class		22	School Avg./Class		23	School Avg./Class		21	School Avg./Class		21	
Totals	2174	310	17		413	19		751	32		342	16		358	17		
		Sherwood Middle			Oak Middle			High School			Preschool Programs						
Grade Level	Actual 2017-18	Students	Sections	Avg.	Students	Sections	Avg.	Students	Sections	Avg.	Program	Students	CR/Sect.	Avg.			
Grade 5	464	464	20	23													
Grade 6	502	502	20	25													
Grade 7	493				493	20	25				Parker Rd.	152	6/15	10			
Grade 8	516				516	20	26				Little Col. (SHS)	29	1/2	15			
Grade 9	451										Wesleyan Ter.	56	2/5	11			
Grade 10	513							451	NA	NA							
Grade 11	429							513	NA	NA							
Grade 12	439							429	NA	NA							
								439	NA	NA							
		School Avg./Class		24	School Avg./Class		25	School Avg./Class		NA	School Avg./Class		11				
Totals	3807	966	40		1009	40		1832	NA	NA	237						
In-District Total K-12		5981															
In-District Total PreK-12		6218															
●Town Manager's Projection for K-12 was 5,989 ●NESDEC projection for K-12 was 6,036; NESDEEC projection for PreK-12 was 6,268																	

School Committee class size guidelines:

Kindergarten guideline: 17-19

Grades 1-2 guideline: 20-22

Grades 3-8 guideline: 22-24

Totals by Schools	10/1/17
PRESCHOOL	237
BEAL	310
COOLIDGE	413
FLORAL	751
PATON	342
SPRING	358
SHERWOOD	966
OAK MIDDLE	1009
HIGH SCHOOL	1832
TOTAL ENROLLMENT	6218
Totals by Grade	
Preschool	237
Kindergarten	355
Grade 1	424
Grade 2	437
Grade 3	476
Grade 4	482
Elem. Subtotal	2411
Grade 5	464
Grade 6	502
Grade 7	493
Grade 8	516
Middle Subtotal	1975
Grade 9	451
Grade 10	513
Grade 11	429
Grade 12	439
High School Subtotal	1832
Total Enrollment	6218
Total Out of District Special Education	62
Total Vocational High School	97
Total Walk Ins – Special Education	15
TOTAL	174
Grand Total	6392

Preschool	10/1/17
PARKER ROAD	
Typical	106
General Special Education	35
Intensive Special Education	11
Total	152
LITTLE COLONIALS	
Typical	29
General Special Education	0
Intensive Special Education	0
Total	29
Parker at Wesleyan	
Typical	43
General Special Education	13
Intensive Special Education	0
Total	56
TOTAL TYPICAL	178
TOTAL General Special Education	48
TOTAL Intensive Special Education	11
Total Preschool	237

Beal Early Childhood Center	10/1/17
Kindergarten AM	
Aulenback	16
Molina	17
Neddo	17
Thayer	16
TOTAL AM	66
Kindergarten PM	
Aulenback	18
Barrett	19
Neddo	18
Thayer	18
TOTAL PM	73
FULL DAY Kindergarten	
Biadasz	19
Costello	20
Downs	19
Knott	19
MacLaughlin	20
Pinto	19
TOTAL FULL DAY	116
GRADE 1	
Chaves	19
McKiernan	17
Zakar	19
TOTAL GRADE 1	55
School Total	310

Calvin Coolidge School	10/1/17
Kindergarten	
Broszeit	19
Mills	21
Total Kindergarten	40
GRADE 1	
Cantin	23
Grillo	19
McQuade	21
Mongeon	22
Terrasi	23
Total Grade 1	108
GRADE 2	
Berthiaume	18
Flemming	18
Hurley	19
Rubin	18
Total Grade 2	73
GRADE 3	
Burnap	25
Fairbrother	24
Innamorati	23
Richardson	24
TOTAL Grade 3	96
GRADE 4	
Cloyes	25
Finneran	24
Rice	24
Weagle	23
TOTAL Grade 4	96
School Total	413

Floral Street School	10/1/17
GRADE 1	
Frankian	22
Grossman	22
Harrington	22
McCarthy	22
McGrail	22
Plourde	21
TOTAL Grade 1	131
GRADE 2	
Avery	23
Bradt	24
Caforio	24
Hogan	24
Martel	25
Poppalardo	22
Richard	24
Ward	23
Young	23
TOTAL Grade 2	212
GRADE 3	
Bisceglia	24
Borraccino Morrissey	24
Miller	24
Nolli	24
Peterso	25
Stanwick	23
West	24
Ushinski	24
TOTAL Grade 3	192
GRADE 4	
Beall	24
Edgren	23
Goulding	24
Manning	24
Murphy	24
Powell	25
Ralys	24
Ross	24
Spangenberg (302)	24
TOTAL Grade 4	216
SCHOOL TOTAL	751

Walter J. Paton School	10/1/17
Kindergarten	
Cosenza	20
TOTAL Kindergarten	20
GRADE 1	
Violette	19
Viscomi	20
White	20
TOTAL Grade 1	59
GRADE 2	
Leahy	21
Halacy	18
MacDonnell	19
Symonds	20
TOTAL Grade 2	78
GRADE 3	
Campbell	21
Carlson	24
Darling	22
Kalagher	22
TOTAL Grade 3	89
GRADE 4	
Cormier	25
Helwig	23
Leifer	24
Mora	24
TOTAL Grade 4	96
SCHOOL TOTAL	342

Spring Street School	10/1/17
Kindergarten	
Lewis	20
Silver	20
TOTAL Kindergarten	40
GRADE 1	
Baumann	18
Brand	18
Camerato	18
Kinback	17
TOTAL Grade 1	71
GRADE 2	
Halloran	18
Porter	18
Reilly	19
Sullivan	19
TOTAL Grade 2	74
GRADE 3	
Chase	25
Liporto	24
McRae	25
Toloczko	25
TOTAL Grade 3	99
GRADE 4	
Doherty	24
Luby	25
Travers	25
TOTAL Grade 4	74
SCHOOL TOTAL	358

Sherwood Middle School	10/1/17
GRADE 5	
Blash	24
Charmers	23
D'Ascanio	23
Donahue	24
Esposito	24
Gouley	22
Graham	24
Hopkins	24
Lavery	23
Marcigliano	24
Martin	23
Matthews	23
McCabe	21
McCarthy	23
Nolle	21
O'Connor	24
O'Neil	23
Ryan	24
Virzi	25
Walsh	22
TOTAL Grade 5	464
GRADE 6	
Cozza	25
Butler	26
Carney	27
Cotie	25
Cristy	25
DiGiacomo	26
Duggan	26
Egan	24
Goudreau	25
Hendrix	25
Jasper	25
Kershaw	23
Lawson	22
Laliberte	26
Middlesworth	26
Peacock	25
Polechronis	25
Shaw	25
Sinclair	26
Stoychoff	25
TOTAL Grade 6	502
SCHOOL TOTAL	966

Oak Middle School	10/1/17
GRADE 7	
Amdur	24
Andrews	23
Beaupre	25
Belliveau	26
Binder	25
Boyajian	24
Davis	24
Dolan	24
Johnson	25
McGrath	25
Meaney	24
Mondello	25
Newton	25
O'Brien	25
Orfalea	25
Scibelli	24
Straubel	23
Suri	26
Tinsley	25
Ventura	26
TOTAL Grade 7	493
GRADE 8	
Ahlin	26
Amaral	26
Carlin	26
DeNolf	27
Dillon	25
Dufault	25
Egan	25
Heal	26
Kewriga	26
LaValley	25
Lewis	26
Madan	26
Militello	25
Mularella	26
Mulcahy	26
Pizzuto	26
Ponticelli	26
Ternullo	26
Thomas	26
Young	26
TOTAL Grade 8	516
SCHOOL TOTAL	1009

Shrewsbury High School

Shrewsbury, MA



Class Size Report 2017-2018

**Data based on enrollment numbers as of
October 1, 2017**

Shrewsbury High School

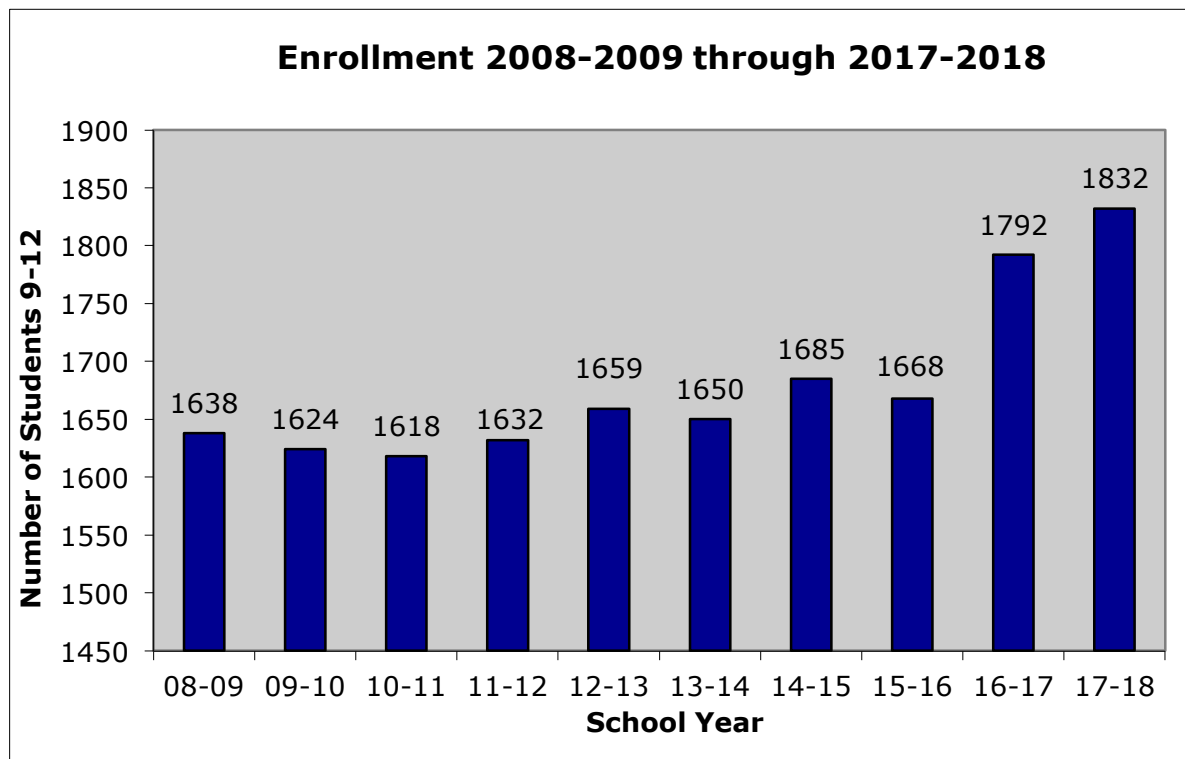
Class Size Report - October 2017

This report is based on data from the week of October 1, 2017. It contains information on class size and student enrollment for the first and second semesters of the 2017-2018 school year.

Overall Enrollment

With an increase of 40 students from last year, high school enrollment has again reached its highest level with 1,832 students in grades 9-12. Since the 2008-2009 school year, overall enrollment has increased by 194 students. The charts below show the ten-year enrollment trend for the high school both in the aggregate and by grade.

							OVERRIDE			
Grade	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
9	393	421	401	414	408	420	432	413	513	451
10	429	398	417	414	422	406	423	440	428	513
11	390	415	390	413	417	421	410	412	441	429
12	426	390	410	391	412	403	420	403	410	439
Total	1638	1624	1618	1632	1659	1650	1685	1668	1792	1832



Diversifying Student Population

From July 1st through October 1st, 2017, seventy-two (72) students have enrolled at Shrewsbury High School. This population continues to influence the demand for certain courses resulting in a relatively significant impact on FTEs for certain departments. These seventy-two students came to Shrewsbury from the following locations:

- 53 from within Massachusetts
- 9 from states other than Massachusetts including:
 - California
 - Colorado
 - Connecticut
 - Indiana
 - Michigan
 - New York
 - North Carolina
 - Tennessee
 - Virginia
- 8 from countries other than the United States including:
 - Albania
 - Brazil
 - China
 - India
 - Kenya
 - Malaysia
 - Spain
 - Venezuela
- 2 students previously home-schooled

Building/Facility Capacity

Increased enrollment impacts the master schedule, the availability of courses, class size, and building capacity. As may be expected with its highest enrollment on record, Shrewsbury High School operates at a building capacity of 96% (compared to 76% just two years ago). That is, on average, 96% of classrooms are in use during the school day (periods 1 – 7). This represents a significant factor when constructing the master schedule and the availability of courses throughout the school day. As a result, 61% of teachers now teach in two or more classrooms and 21% of teachers now teach in three different classrooms throughout the day.

ALL departments are experiencing shared classrooms this year:

- 25% of Foreign Language teachers are in at least two different classrooms.
- 44% of Social Science teachers are in at least two different classrooms.
- 53% of Science & Engineering teachers are in at least two different classrooms.
- 63% of English teachers are in at least two different classrooms.
- 67% of Visual Arts, ELE, and ITAMS teachers are in at least two different classrooms.
- 75% of Math teachers are in at least two different classrooms.
- 83% of Special Education teachers are in at least two different classrooms.

Room Availability

The chart below summarizes the number of available classrooms in each wing of the high school:

# of available rooms / # of total rooms in that hallway							
	A300s English & ELE	B300s Social Science	A200s Math	A100s & B100s Science & FCS	B200s Foreign Language	M100s Health, Special Ed. & ITAMS	Totals
P1	0 / 16	0 / 15	0 / 16	0 / 17	0 / 13	1 / 6	1 / 86
P2	2 / 16	1 / 15	1 / 16	0 / 17	0 / 13	0 / 6	4 / 86
P3	2 / 16	2 / 15	1 / 16	0 / 17	1 / 13	0 / 6	6 / 86
P4	2 / 16	2 / 15	0 / 16	2 / 17	1 / 13	1 / 6	8 / 86
P5	0 / 16	1 / 15	0 / 16	2 / 17	0 / 13	0 / 6	3 / 86
P6	0 / 16	0 / 15	0 / 16	2 / 17	1 / 13	0 / 6	3 / 86
P7	0 / 16	0 / 15	0 / 16	2 / 17	0 / 13	0 / 6	2 / 86
	6 / 112 (95%)	6 / 105 (94%)	2 / 112 (98%)	8 / 119 (94%)	3 / 91 (97%)	2 / 42 (95%)	27 / 602 (96%)

Teaching and Full-Time Equivalency (FTEs)

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

- Science: additional .4 FTE
- ITAMS: internal shift of 0.1 FTE non-teaching support to teaching staff
- Foreign Language: additional .4 FTE in French; additional .2 FTE in Mandarin Chinese
- English: additional 1.0 FTE
- Social Science: additional 1.0 FTE

Teaching FTEs by Academic Department							
		OVER RIDE					
Department--All	13-14	14-15	15-16	16-17	17-18	1- Year Diff.	5-Year Diff.
Engineering	1.2	1.6	1.8	2.0	2.0	-	+0.8
English	13.4	16.4	16.4	16.4	17.4	+1.0	+4.0
English Language Education	1.2	1.9	1.9	1.9	1.9	-	+0.7
Family & Consumer Science	3.0	3.0	3.0	3.0	3.0	-	-
Foreign Language	11.0	12.0	12.0	12.4	13.0	+0.6	+2.0
Health & Phys. Ed.	8.6	9.0	9.0	9.0	9.0	-	+0.4
ITAMS	2.0	2.6	3.0	3.4	3.5	+0.1	+1.5
Math	13.8	16.8	16.8	16.8	16.8	-	+3.0
Performing Arts	2.1	2.7	2.9	2.9	2.9	-	+0.8
Science	13.4	17.0	16.8	16.6	17.0	+0.4	+3.6
Social Science	12.4	15.4	15.4	15.4	16.4	+1.0	+4.0
Special Programs (VHS)	0.2	0.2	0.2	0.1	0.1	-	-0.1
Visual Art	3.4	4.4	4.4	4.3	4.3	-	+0.9
Total FTE	85.7	103.0	103.6	104.2	107.3	+3.1	+21.6
9 - 12 Enrollment	1650	1685	1668	1792	1832	+40	+182

Staffing (FTEs) by Academic Department							
Department--All	13-14	14-15	15-16	16-17	17-18	1-Year Diff.	5-Year Diff.
English	13.4	16.4	16.4	16.4	17.4	1.0	+4.0
Social Science	12.4	15.4	15.4	15.4	16.4	1.0	+4.0
Math	13.8	16.8	16.8	16.8	16.8	-	+3.0
Science & Engineering	14.6	18.6	18.6	18.6	19.0	+0.4	+4.4
Foreign Language	11.0	12.0	12.0	12.4	13.0	+0.6	+2.0
Academic FTEs Total	65.2	79.2	79.2	79.6	82.6	+3.0	+17.4
9 - 12 Enrollment	1650	1685	1668	1792	1832	+40	+182
Average Academic Student-to-Teacher Ratio	25.3	21.3	21.1	22.5	22.2	-0.3	-3.1

Class Enrollment

As a result of the additional FTEs indicated previously, the significant progress made in reducing the number of over-enrolled (27 or more students) sections was maintained in the English, Foreign Language, Science & Engineering, and Social Science departments. At the same time, a relatively significant number of sections in Math (20%) are now over-enrolled as the result of increased enrollment without any additional FTEs in the past three years.

Department	# sections at 27 or more students					% of over-enrolled classes				
		OVER RIDE					OVER RIDE			
	13-14	14-15	15-16	16-17	17-18	13-14	14-15	15-16	16-17	17-18
English	19	2	2	3	0	28%	2%	2%	4%	0%
For. Lang.	12	5	2	5	4	22%	8%	3%	8%	6%
Math	22	3	0	6	17	32%	4%	0%	8%	20%
Science/Eng.	53*	0*	0*	5*	7*	65%	0%	0%	7%	7%
Soc. Sci.	33	1	1	14	0	48%	1%	1%	21%	0%
TOTALS	139	11	5	33	28	41%	3%	1%	10%	6%

Teacher Caseloads

The vast majority of SHS teachers are responsible for a caseload of between 100 and 110 students (class size average is 20 - 22 students per section). Although the over-ride in June 2014 significantly reduced teachers' total caseload of students and their corresponding average class size, over half of the teachers this year (53%) have an average class size over 21 students (compared to just 33% two years ago).

	Pre- override		Post- override							
Teachers' Caseload: Average Class Size	2013 – 2014		2014 – 2015		2015 – 2016		2016 – 2017		2017 – 2018	
< 18.1	6%	16%	19%	43%	15%	50%	16%	38%	15%	29%
18.1 – 20.0	10%		24%		35%		22%		14%	
20.1 – 22.0	14%	84%	29%	57%	35%	50%	36%	62%	32%	71%
> 22.0	70%		28%		15%		26%		39%	

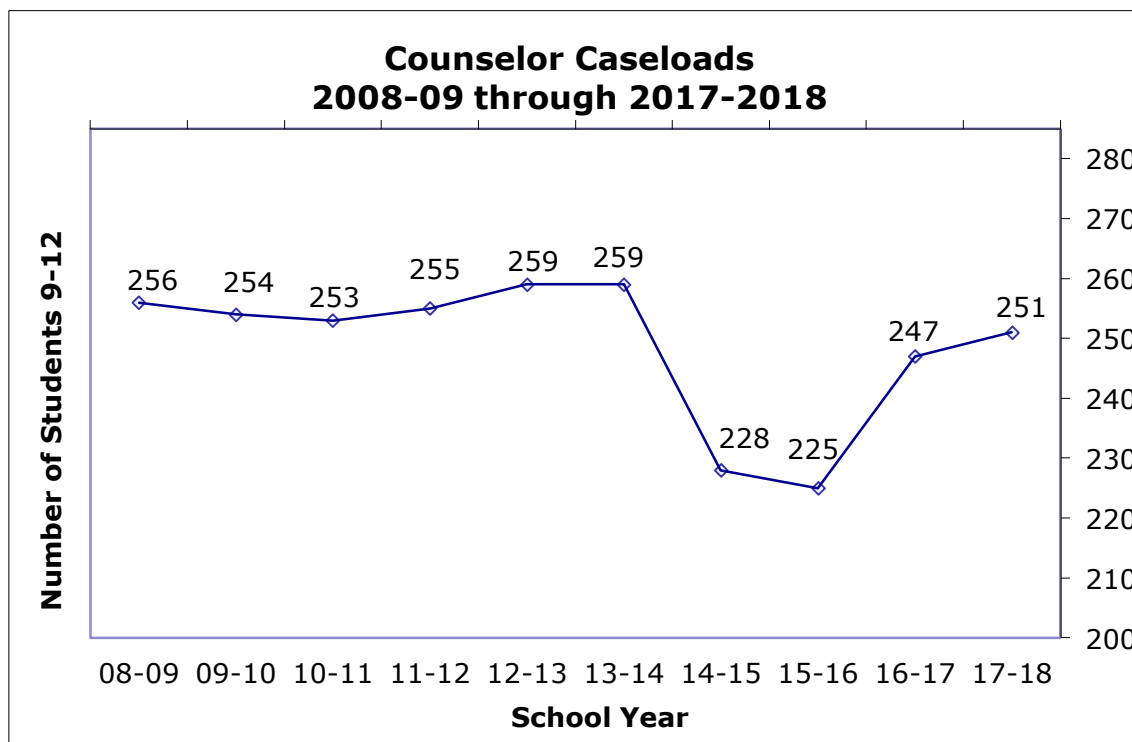
Average Class Size by Department

As the result of increased enrollment and minimal increase in teaching FTEs, the average class size for all departments increased compared to the last two years.

Average Class Size by Department 2013-14 through 2017-18						
		OVERRIDE				
Department	13-14	14-15	15-16	16-17	17-18	Range 17-18
English	23.9	20.0	20.2	21.2	20.5	8-25
English Language Learners	7.0	7.7	10.5	11.1	11.6	4-16
Engineering	21.6	19.3	19.1	20.5	17.5	14-20
Family & Consumer Science	21.6	21.8	22.1	22.5	21.0	11-24
Foreign Language	22.3	22.8	20.3	20.3	20.7	4-29
Health	24.2	24.3	24.1	27.5	27.3	19-30
Instructional Technology	16.0	16.0	11.0	12.0	9.6	1-22
Mathematics	23.5	20.6	20.3	22.3	22.3	13-30
Performing Arts	29.9	22.9	23.5	24.6	24.9	9-62
Physical Education	24.3	25.3	24.8	24.8	27.3	10-32
Science	24.2	19.8	20.3	21.4	21.3	11-26
Social Sciences	25.8	22.8	21.7	24.5	21.9	13-26
Visual Arts	19.6	16.2	16.9	17.9	16.5	9-22

School Counseling

One of the departments most affected by an increase in enrollment is the School Counseling Department. With the addition of 164 students in the past two years, the average student-to-counselor ratio has increased from 225:1 just two years ago to 251:1 this year.



Special Education & ELL Co-Taught Courses

Expanded programming for English Language Learners and Special Education students continues with several co-taught sections in Mathematics, Science, and English. This school year we have offered additional sections of co-taught Lab Chemistry, Lab Biology, Algebra and Geometry I, Algebra and Geometry II, Advanced Math I, and English 9.

Student Internships and Independent Studies

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

Internships	2016 - 17	2017 - 18
Program	# Students	# Students
Athletic Internship	3	8
Banking Internship	3	2
Family and Consumer Science	1	0
English Internship	2	0
Foreign Language Internship	5	6
Guidance Internship	7	5
ITAMS Internship	1	5
Math Internship	12	9
Media Internship	5	7
Office Internship	9	5
Performing Arts Internship	0	1
Science Internship	2	4
Social Science Internship	2	4
Special Education Internship	6	2
Visual Arts Internship	5	5
Total	63	63



Enrollment by Department

**Class Size Report
2017-2018**

Shrewsbury High School
English Language Education

October 1, 2017

ELE					
	FTE	# of Sections	# of Students	Avg. Class Size	
Berkeley	1	5	61	12.2	
Nattinville	0.9	5	55	11.0	
Total	1.9	10	116	11.6	
Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Nattinville	ELE American Culture & History I	FY 17-18	1	6	6.0
Berkeley	ELE American Culture & History II	FY 17-18	1	14	14.0
Berkeley	ELE English I	FY 17-18	1	5	5.0
Berkeley	ELE English II	FY 17-18	1	4	4.0
Nattinville	ELE English III	FY 17-18	1	15	15.0
Nattinville	ELE English IV	FY 17-18	1	5	5.0
Nattinville	ELE Academic Support	FY 17-18	2	16	
Nattinville	ELE Academic Support	FY 17-18	3	13	
Berkeley	ELE Academic Support	FY 17-18	1	15	14.7
Berkeley	Algebra & Geometry I--co-taught	FY 17-18	1	23	23.0

**Class Size Report
2017-2018**

Shrewsbury High School
Engineering

October 1, 2017

Engineering					
	FTE	# of Sections	# of Students	Avg. Class Size	
Doherty	1.0	5	86	17.2	
Wood	1.0	8	142	17.8	
Total	2.0	13	228	17.5	
Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Doherty	Engineering the Future	FY 17-18	3	18	
Doherty	Engineering the Future	FY 17-18	2	20	
Doherty	Engineering the Future	FY 17-18	1	17	18.3
Wood	Explore Technology Semester	S1	3	18	
Wood	Explore Technology Semester	S1	2	20	
Wood	Explore Technology Semester	S1	1	14	17.3
Doherty	Intro to Engineering Design	FY 17-18	2	16	
Doherty	Intro to Engineering Design	FY 17-18	1	15	15.5
Wood	Principles of Engineering Hono	FY 17-18	1	17	17.0
Wood	Robotics/Electronics	S2	2	19	
Wood	Robotics/Electronics	S2	1	19	
Wood	Robotics/Electronics	S2	3	20	19.3
Wood	Digital Electronics Honors	FY 17-18	1	15	15.0

**Class Size Report
2017-2018**

Shrewsbury High School
English

October 1, 2017

English					
	FTE	# of Sections	# of Students	Avg. Class Size	
Burnett	1.0	5	87	17.4	
Cacela	1.0	5	98	19.6	
Closter	1.0	5	109	21.8	
DePeter	1.0	5	92	18.4	
Hall	1.0	5	100	20.0	
Jha	1.0	6	130	21.7	
Lawlor	1.0	5	117	23.4	
MacDonald	1.0	5	101	20.2	
Miraski	1.0	5	116	23.2	
Palazzo	1.0	5	96	19.2	
Penfield	1.0	5	88	17.6	
Roberts	1.0	5	111	22.2	
Secino	1.0	5	101	20.2	
Splaine	1.0	5	116	23.2	
Steinberg	1.0	5	110	22.0	
Trombley	0.4	2	38	19.0	
Winn	1.0	5	101	20.2	
Yellin	1.0	5	97	19.4	
Total	17.4	88	1808	20.5	
Teacher	Course Name	Term	Section Number	Class Size	Average Class Size
Burnett	English 9B--co-taught SPED	FY 17-18	1	8	
MacDonald	English 9B	FY 17-18	2	10	9.0
DePeter	English 9A	FY 17-18	8	23	
DePeter	English 9A	FY 17-18	7	18	
DePeter	English 9A	FY 17-18	9	19	
MacDonald	English 9A	FY 17-18	3	22	
MacDonald	English 9A	FY 17-18	4	21	
Miraski	English 9A	FY 17-18	10	20	
Miraski	English 9A	FY 17-18	11	23	
Miraski	English 9A	FY 17-18	12	23	
Winn	English 9A	FY 17-18	6	24	
Winn	English 9A	FY 17-18	5	20	
Yellin	English 9A	FY 17-18	2	16	
Yellin	English 9A	FY 17-18	1	19	20.7
Cacela	English 9 Honors	FY 17-18	5	15	
Cacela	English 9 Honors	FY 17-18	6	22	
Jha	English 9 Honors	FY 17-18	1	23	
Jha	English 9 Honors	FY 17-18	2	25	
Roberts	English 9 Honors	FY 17-18	7	18	
Roberts	English 9 Honors	FY 17-18	8	24	

**Class Size Report
2017-2018**

Shrewsbury High School
English

October 1, 2017

Teacher	Course Name	Term	Section Number	Class Size	Average Class Size
Trombley	English 9 Honors	FY 17-18	3	18	
Trombley	English 9 Honors	FY 17-18	4	20	20.6
Palazzo	English 10B	FY 17-18	3	13	
Penfield	English 10B	FY 17-18	1	11	
Penfield	English 10B	FY 17-18	2	14	12.7
Closter	English 10A	FY 17-18	6	24	
Closter	English 10A	FY 17-18	5	18	
Hall	English 10A	FY 17-18	1	22	
Hall	English 10A	FY 17-18	3	22	
Hall	English 10A	FY 17-18	2	19	
Roberts	English 10A	FY 17-18	8	23	
Roberts	English 10A	FY 17-18	7	23	
Roberts	English 10A	FY 17-18	9	23	
Steinberg	English 10A	FY 17-18	4	22	21.8
Burnett	English 10 Honors	FY 17-18	11	22	
Closter	English 10 Honors	FY 17-18	7	19	
Closter	English 10 Honors	FY 17-18	4	25	
Closter	English 10 Honors	FY 17-18	1	23	
Lawlor	English 10 Honors	FY 17-18	10	25	
Lawlor	English 10 Honors	FY 17-18	5	25	
Lawlor	English 10 Honors	FY 17-18	2	25	
Splaine	English 10 Honors	FY 17-18	8	25	
Splaine	English 10 Honors	FY 17-18	9	25	
Steinberg	English 10 Honors	FY 17-18	6	22	
Steinberg	English 10 Honors	FY 17-18	3	25	23.7
Hall	**English 11: American Studies & Honors	FY 17-18	1	18	
Hall	**English 11: American Studies & Honors	FY 17-18	2	19	
Yellin	**English 11: American Studies & Honors	FY 17-18	3	18	
Yellin	**English 11: American Studies & Honors	FY 17-18	4	20	18.8
Lawlor	English 11A	FY 17-18	5	21	
Lawlor	English 11A	FY 17-18	3	21	
Splaine	English 11A	FY 17-18	2	21	
Splaine	English 11A	FY 17-18	1	22	
Splaine	English 11A	FY 17-18	4	23	
Steinberg	English 11A	FY 17-18	7	20	
Steinberg	English 11A	FY 17-18	6	21	21.3
Penfield	English 11 Honors	FY 17-18	2	25	
Penfield	English 11 Honors	FY 17-18	1	18	
Penfield	English 11 Honors	FY 17-18	3	20	
Secino	English 11 Honors	FY 17-18	4	24	
Secino	English 11 Honors	FY 17-18	5	22	21.8
Palazzo	AP English Language	FY 17-18	2	19	

**Class Size Report
2017-2018**

Shrewsbury High School
English

October 1, 2017

Teacher	Course Name	Term	Section Number	Class Size	Average Class Size
Palazzo	AP English Language	FY 17-18	1	20	
Palazzo	AP English Language	FY 17-18	3	21	
Palazzo	AP English Language	FY 17-18	4	23	20.8
Cacela	English 12A	FY 17-18	6	20	
Cacela	English 12A	FY 17-18	5	21	
Cacela	English 12A	FY 17-18	7	20	
DePeter	English 12A	FY 17-18	2	13	
DePeter	English 12A	FY 17-18	4	19	
Jha	English 12A	FY 17-18	1	15	
Jha	English 12A	FY 17-18	3	20	
Winn	English 12A	FY 17-18	8	16	18.0
Burnett	English 12 Honors	FY 17-18	3	20	
Burnett	English 12 Honors	FY 17-18	4	20	
Burnett	English 12 Honors	FY 17-18	1	17	
MacDonald	English 12 Honors	FY 17-18	9	24	
MacDonald	English 12 Honors	FY 17-18	10	24	
Miraski	English 12 Honors	FY 17-18	8	24	
Miraski	English 12 Honors	FY 17-18	6	26	
Secino	English 12 Honors	FY 17-18	7	20	
Winn	English 12 Honors	FY 17-18	2	16	
Winn	English 12 Honors	FY 17-18	5	25	
Yellin	English 12 Honors	FY 17-18	11	24	21.8
Secino	AP English Literature	FY 17-18	1	16	
Secino	AP English Literature	FY 17-18	2	19	17.5
Jha	**Creative Writing & Creative Writing Honors	S1	1	23	23.0
Jha	**Intro to World Mythology & Honors	S2	2	24	24.0
**These classes are offered at combined levels.					

**Class Size Report
2017-2018**

Shrewsbury High School
Family and Consumer Science

October 1, 2017

Family and Consumer Science					
	FTE	# of Sections	# of Students	Avg. Class Size	
Crosson	1.0	8	133	16.6	
D'Errico	1.0	9	213	23.7	
LeMay	1.0	10	221	22.1	
Total	3.0	27	567	21.0	
Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Crosson	Child Development I	S1	1	18	
Crosson	Child Development I	S2	4	16	
Crosson	Child Development I	S1	3	21	
Crosson	Child Development I	S1	2	23	19.5
Crosson	Child Development II	S2	1	21	
Crosson	Child Development II	S2	2	11	16.0
Crosson	**Early Childhood Education & Ho	FY 17-18	1	11	
Crosson	**Early Childhood Education & Ho	FY 17-18	2	12	11.5
LeMay	Interior Design	S1	1	22	
LeMay	Interior Design	S2	2	24	
LeMay	Interior Design	S2	3	17	21.0
D'Errico	Focus on Foods	S1	2	24	
D'Errico	Focus on Foods	S1	1	23	
LeMay	Focus on Foods	S1	6	24	
LeMay	Focus on Foods	S1	7	22	
D'Errico	Focus on Foods	S2	3	23	
D'Errico	Focus on Foods	S2	4	24	
D'Errico	Focus on Foods	S2	5	24	
LeMay	Focus on Foods	S2	8	24	
LeMay	Focus on Foods	S2	10	24	
LeMay	Focus on Foods	S2	9	24	23.6
D'Errico	Mediterranean Cuisine	S1	4	24	
D'Errico	Mediterranean Cuisine	S1	3	23	
LeMay	Mediterranean Cuisine	S1	2	19	
LeMay	Mediterranean Cuisine	S1	1	21	
D'Errico	Mediterranean Cuisine	S2	5	24	
D'Errico	Mediterranean Cuisine	S2	6	24	22.5
D'Errico	Culinary Methods for Nutritious Fo	S1	1	18	18.0
**These classes are offered at combined levels.					

**Class Size Report
2017-2018**

Shrewsbury High School
Foreign Language

October 1, 2017

Foreign Language					
	FTE	# of Sections	# of Students	Avg. Class Size	
SPANISH:					
Almeida	1.0	5	101	20.2	
Babigian	1.0	5	96	19.2	
Bisbee	1.0	5	96	19.2	
Del Toro-Cournoyer	1.0	5	106	21.2	
Ernest	1.0	5	99	19.8	
Montalvo	1.0	5	110	22.0	
Sooy	0.2	1	22	22.0	
Vigneaux	1.0	5	101	20.2	
Total Spanish:	7.2	36	731	20.3	
FRENCH:					
Diop	0.2	1	20	20.0	
Duffy	1.0	5	89	17.8	
Kerxhalli	0.2	1	23	23.0	
Leger	1.0	5	103	20.6	
Plourde	1.0	5	100	20.0	
Total French:	3.4	16	315	19.7	
LATIN:					
Bellemer	0.2	1	25	25.0	
Honig	0.2	1	23	23.0	
Thompson	1.0	5	119	23.8	
Total Latin:	1.4	7	167	23.9	
MANDARIN CHINESE:					
Yeh	1.0	6	102	17.0	
Total Foreign Language	13.0	65.0	1315	20.2	
Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Del Toro-Cournoyer	Spanish I	FY 17-18	1	22	
Del Toro-Cournoyer	Spanish I	FY 17-18	2	22	
Del Toro-Cournoyer	Spanish I	FY 17-18	3	23	22.3
Almeida	Accelerated Spanish I	FY 17-18	1	19	
Bisbee	Accelerated Spanish I	FY 17-18	2	17	
Bisbee	Accelerated Spanish I	FY 17-18	3	20	18.7

**Class Size Report
2017-2018**

Shrewsbury High School
Foreign Language

October 1, 2017

Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Almeida	Spanish II	FY 17-18	2	17	
Almeida	Spanish II	FY 17-18	3	23	
Bisbee	Spanish II	FY 17-18	4	17	
Ernest	Spanish II	FY 17-18	1	21	
Ernest	Spanish II	FY 17-18	7	19	
Montalvo	Spanish II	FY 17-18	5	24	
Montalvo	Spanish II	FY 17-18	6	18	
Sooy	Spanish II	FY 17-18	8	22	20.1
Babigian	Spanish II Honors	FY 17-18	1	24	
Montalvo	Spanish II Honors	FY 17-18	2	25	24.5
Ernest	Spanish II Language & Culture	FY 17-18	2	19	
Vigneaux	Spanish II Language & Culture	FY 17-18	1	17	18.0
Babigian	Spanish III	FY 17-18	3	20	
Babigian	Spanish III	FY 17-18	5	19	
Bisbee	Spanish III	FY 17-18	7	21	
Bisbee	Spanish III	FY 17-18	8	21	
Ernest	Spanish III	FY 17-18	4	22	
Ernest	Spanish III	FY 17-18	6	18	
Vigneaux	Spanish III	FY 17-18	1	18	
Vigneaux	Spanish III	FY 17-18	2	21	20.0
Almeida	Spanish III Honors	FY 17-18	2	20	
Almeida	Spanish III Honors	FY 17-18	1	22	21.0
Montalvo	Spanish IV	FY 17-18	1	18	
Montalvo	Spanish IV	FY 17-18	2	25	
Vigneaux	Spanish IV	FY 17-18	4	25	
Vigneaux	Spanish IV	FY 17-18	3	20	22.0
Del Toro-Cournoyer	Spanish IV Honors	FY 17-18	1	27	27.0
Babigian	Spanish V & V Honors**	FY 17-18	1	15	
Babigian	Spanish V & V Honors**	FY 17-18	2	18	16.5
Del Toro-Cournoyer	AP Spanish Language	FY 17-18	1	12	12.0
Leger	French I	FY 17-18	1	20	20.0
Plourde	French II	FY 17-18	3	23	
Plourde	French II	FY 17-18	1	17	
Plourde	French II	FY 17-18	2	19	19.7
Leger	French II Honors	FY 17-18	3	20	
Leger	French II Honors	FY 17-18	2	21	
Leger	French II Honors	FY 17-18	1	22	21.0

**Class Size Report
2017-2018**

Shrewsbury High School
Foreign Language

October 1, 2017

Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Diop	French III	FY 17-18	1	20	
Kerxhalli	French III	FY 17-18	2	23	
Leger	French III	FY 17-18	3	20	21.0
Duffy	French III Honors	FY 17-18	2	19	
Duffy	French III Honors	FY 17-18	1	22	20.5
Duffy	French IV	FY 17-18	1	15	
Duffy	French IV	FY 17-18	2	19	17.0
Plourde	French IV Honors	FY 17-18	1	27	27.0
Duffy	French V & V Honors**	FY 17-18	1	14	14.0
Plourde	AP French Language	FY 17-18	1	14	14.0
Thompson	Latin I	FY 17-18	1	20	
Thompson	Latin I	FY 17-18	2	23	21.5
Thompson	Latin II & II Honors**	FY 17-18	1	29	
Thompson	Latin II & II Honors**	FY 17-18	2	28	28.5
Bellemer	**Latin III & III Honors	FY 17-18	1	25	
Honig	**Latin III & III Honors	FY 17-18	2	23	24.0
Thompson	Latin IV Honors	FY 17-18	1	19	19.0
Yeh	Mandarin Chinese II & II Honors	FY 17-18	1	26	26.0
Yeh	Mandarin Chinese III & III Honors	FY 17-18	1	26	26.0
Yeh	Mandarin Chinese IV & IV Honors	FY 17-18	1	24	24.0
Yeh	Mandarin Chinese V & V Honors	FY 17-18	1	16	16.0
Yeh	Chinese Culture	S1	1	4	
Yeh	Chinese Culture	S2	2	6	5.0
**These classes are offered at combined levels.					

**Class Size Report
2017-2018**

Shrewsbury High School
Health and Physical Education

October 1, 2017

Health and Physical Education					
Physical Education	FTE	# of Sections	# of Students	Avg. Class Size	
Burke	1.0	22	564	25.6	
Butterfield	1.0	22	605	27.5	
Gustafson	1.0	22	611	27.8	
McNally	1.0	22	622	28.3	
Toti	1.0	22	624	28.4	
Wheeler	1.0	22	583	26.5	
Total	6.0	132	3609	27.3	
Health	FTE	# of Sections	# of Students	Avg. Class Size	
Ferris	1.0	18	473	26.3	
Hickey Burtny	1.0	17	465	27.4	
Morin	1.0	16	452	28.3	
Total	3.0	51	1390	27.3	
Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Burke	Adaptive PE	S1	1	10	
Burke	Adaptive PE	S2	2	10	10.0
Butterfield	PE-Team	S1	8	31	
Butterfield	PE-Team	S1	9	25	
Butterfield	PE-Team	S1	14	28	
Wheeler	PE-Team	S1	11	31	
Wheeler	PE-Team	S1	1	28	
Wheeler	PE-Team	S1	13	30	
Wheeler	PE-Team	S1	4	30	
Wheeler	PE-Team	S1	5	30	
Butterfield	PE-Team	S2	12	30	
Butterfield	PE-Team	S2	7	28	
Butterfield	PE-Team	S2	6	25	
Wheeler	PE-Team	S2	2	29	
Wheeler	PE-Team	S2	16	28	
Wheeler	PE-Team	S2	3	29	
Wheeler	PE-Team	S2	10	25	
Wheeler	PE-Team	S2	15	29	28.5
Toti	PE-Adventure	S1	6	30	
Toti	PE-Adventure	S1	15	28	
Toti	PE-Adventure	S1	16	29	
Toti	PE-Adventure	S1	7	28	

**Class Size Report
2017-2018**

Shrewsbury High School
Health and Physical Education

October 1, 2017

Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Toti	PE-Adventure	S1	1	29	
Toti	PE-Adventure	S1	11	28	
Toti	PE-Adventure	S1	8	25	
Toti	PE-Adventure	S1	2	32	
Toti	PE-Adventure	S1	3	27	
Toti	PE-Adventure	S2	5	27	
Toti	PE-Adventure	S2	17	28	
Toti	PE-Adventure	S2	12	28	
Toti	PE-Adventure	S2	13	29	
Toti	PE-Adventure	S2	9	30	
Toti	PE-Adventure	S2	4	27	
Toti	PE-Adventure	S2	10	32	
Toti	PE-Adventure	S2	14	29	28.6
Gustafson	PE-Lifetime	S1	9	30	
McNally	PE-Lifetime	S1	6	26	
McNally	PE-Lifetime	S1	12	29	
Gustafson	PE-Lifetime	S1	5	28	
McNally	PE-Lifetime	S1	1	29	
Gustafson	PE-Lifetime	S1	15	30	
Gustafson	PE-Lifetime	S1	17	31	
Gustafson	PE-Lifetime	S1	11	29	
Gustafson	PE-Lifetime	S2	7	30	
McNally	PE-Lifetime	S2	2	29	
McNally	PE-Lifetime	S2	10	30	
Gustafson	PE-Lifetime	S2	13	30	
McNally	PE-Lifetime	S2	4	29	
McNally	PE-Lifetime	S2	16	28	
Gustafson	PE-Lifetime	S2	14	29	
Gustafson	PE-Lifetime	S2	3	31	
Gustafson	PE-Lifetime	S2	8	29	29.2
Burke	PE-Movement	S1	3	27	
Burke	PE-Movement	S1	9	23	
Burke	PE-Movement	S1	5	29	
McNally	PE-Movement	S1	14	27	
McNally	PE-Movement	S1	8	24	
McNally	PE-Movement	S1	1	29	
McNally	PE-Movement	S1	2	29	
McNally	PE-Movement	S1	12	27	
Burke	PE-Movement	S2	10	30	
Burke	PE-Movement	S2	16	30	
Burke	PE-Movement	S2	7	29	
Burke	PE-Movement	S2	11	30	
McNally	PE-Movement	S2	15	30	
McNally	PE-Movement	S2	13	29	
McNally	PE-Movement	S2	6	31	

**Class Size Report
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Shrewsbury High School
Health and Physical Education

October 1, 2017

Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
McNally	PE-Movement	S2	4	29	28.3
Burke	PE-Team II	S1	16	25	
Burke	PE-Team II	S1	17	25	
Burke	PE-Team II	S1	8	25	
Burke	PE-Team II	S1	9	32	
Burke	PE-Team II	S1	3	28	
Burke	PE-Team II	S1	18	24	
Burke	PE-Team II	S1	4	29	
Butterfield	PE-Team II	S1	14	24	
Butterfield	PE-Team II	S1	11	31	
Butterfield	PE-Team II	S1	5	26	
Butterfield	PE-Team II	S1	21	30	
Burke	PE-Team II	S2	19	28	
Burke	PE-Team II	S2	13	28	
Burke	PE-Team II	S2	2	29	
Burke	PE-Team II	S2	1	25	
Burke	PE-Team II	S2	22	25	
Burke	PE-Team II	S2	20	23	
Butterfield	PE-Team II	S2	10	30	
Butterfield	PE-Team II	S2	15	31	
Butterfield	PE-Team II	S2	7	25	
Butterfield	PE-Team II	S2	12	32	
Toti	PE-Team II	S2	6	30	27.5
Butterfield	PE-Adventure II	S1	11	23	
Wheeler	PE-Adventure II	S1	7	26	
Butterfield	PE-Adventure II	S1	13	28	
Wheeler	PE-Adventure II	S1	12	26	
Wheeler	PE-Adventure II	S1	19	18	
Butterfield	PE-Adventure II	S1	9	29	
Wheeler	PE-Adventure II	S1	1	27	
Wheeler	PE-Adventure II	S1	10	24	
Wheeler	PE-Adventure II	S1	20	28	
Butterfield	PE-Adventure II	S1	14	24	
Butterfield	PE-Adventure II	S2	18	26	
Wheeler	PE-Adventure II	S2	15	26	
Butterfield	PE-Adventure II	S2	8	25	
Wheeler	PE-Adventure II	S2	16	19	
Wheeler	PE-Adventure II	S2	2	26	
Butterfield	PE-Adventure II	S2	17	30	
Wheeler	PE-Adventure II	S2	5	21	
Wheeler	PE-Adventure II	S2	6	26	
Wheeler	PE-Adventure II	S2	3	27	
Butterfield	PE-Adventure II	S2	4	24	25.2
Gustafson	PE-Lifetime II	S1	7	27	

**Class Size Report
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Shrewsbury High School
Health and Physical Education

October 1, 2017

Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Gustafson	PE-Lifetime II	S1	9	26	
Gustafson	PE-Lifetime II	S1	1	29	
McNally	PE-Lifetime II	S1	5	28	
McNally	PE-Lifetime II	S1	8	27	
McNally	PE-Lifetime II	S1	10	27	
Toti	PE-Lifetime II	S1	2	27	
Toti	PE-Lifetime II	S1	3	28	
Gustafson	PE-Lifetime II	S2	11	26	
Gustafson	PE-Lifetime II	S2	12	27	
Gustafson	PE-Lifetime II	S2	13	28	
McNally	PE-Lifetime II	S2	15	28	
McNally	PE-Lifetime II	S2	4	26	
McNally	PE-Lifetime II	S2	14	31	
Toti	PE-Lifetime II	S2	16	28	
Toti	PE-Lifetime II	S2	6	25	27.4
Gustafson	PE-Personal Fitness & Conditi	S1	2	25	
Gustafson	PE-Personal Fitness & Conditi	S1	3	26	
Gustafson	PE-Personal Fitness & Conditi	S1	6	21	
Gustafson	PE-Personal Fitness & Conditi	S2	4	28	
Gustafson	PE-Personal Fitness & Conditi	S2	5	27	
Gustafson	PE-Personal Fitness & Conditi	S2	1	24	25.2
Hickey Burtnyk	Health 9: Wellness	S1	17	27	
Hickey Burtnyk	Health 9: Wellness	S1	7	27	
Hickey Burtnyk	Health 9: Wellness	S1	6	26	
Hickey Burtnyk	Health 9: Wellness	S1	14	25	
Ferris	Health 9: Wellness	S1	9	26	
Ferris	Health 9: Wellness	S1	12	27	
Ferris	Health 9: Wellness	S1	4	28	
Ferris	Health 9: Wellness	S2	5	27	
Ferris	Health 9: Wellness	S2	1	19	
Ferris	Health 9: Wellness	S2	13	26	
Ferris	Health 9: Wellness	S2	3	30	
Ferris	Health 9: Wellness	S2	16	24	
Hickey Burtnyk	Health 9: Wellness	S2	10	24	
Hickey Burtnyk	Health 9: Wellness	S2	11	27	
Hickey Burtnyk	Health 9: Wellness	S2	15	27	
Hickey Burtnyk	Health 9: Wellness	S2	8	29	
Hickey Burtnyk	Health 9: Wellness	S2	2	25	26.1
Ferris	Health 10: Healthy Living	S1	18	27	
Ferris	Health 10: Healthy Living	S1	14	22	
Ferris	Health 10: Healthy Living	S1	10	27	
Ferris	Health 10: Healthy Living	S1	8	24	
Ferris	Health 10: Healthy Living	S1	16	27	
Ferris	Health 10: Healthy Living	S1	1	28	

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Shrewsbury High School
Health and Physical Education

October 1, 2017

Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Morin	Health 10: Healthy Living	S1	6	27	
Morin	Health 10: Healthy Living	S1	2	28	
Morin	Health 10: Healthy Living	S1	3	26	
Morin	Health 10: Healthy Living	S1	17	29	
Ferris	Health 10: Healthy Living	S2	15	28	
Ferris	Health 10: Healthy Living	S2	7	29	
Ferris	Health 10: Healthy Living	S2	4	27	
Ferris	Health 10: Healthy Living	S2	19	27	
Morin	Health 10: Healthy Living	S2	13	30	
Morin	Health 10: Healthy Living	S2	11	27	
Morin	Health 10: Healthy Living	S2	12	27	
Morin	Health 10: Healthy Living	S2	9	26	
Morin	Health 10: Healthy Living	S2	5	29	27.1
Hickey Burtnyk	Health 11: Lifelong Health	S1	10	27	
Hickey Burtnyk	Health 11: Lifelong Health	S1	6	30	
Hickey Burtnyk	Health 11: Lifelong Health	S1	7	29	
Hickey Burtnyk	Health 11: Lifelong Health	S1	9	29	
Hickey Burtnyk	Health 11: Lifelong Health	S1	1	29	
Morin	Health 11: Lifelong Health	S1	4	29	
Morin	Health 11: Lifelong Health	S1	12	29	
Morin	Health 11: Lifelong Health	S1	8	29	
Morin	Health 11: Lifelong Health	S1	5	27	
Hickey Burtnyk	Health 11: Lifelong Health	S2	2	30	
Hickey Burtnyk	Health 11: Lifelong Health	S2	3	25	
Hickey Burtnyk	Health 11: Lifelong Health	S2	11	29	
Morin	Health 11: Lifelong Health	S2	13	30	
Morin	Health 11: Lifelong Health	S2	15	29	
Morin	Health 11: Lifelong Health	S2	14	30	28.7

**Class Size Report
2017-2018**

Shrewsbury High School
ITAMS

October 1, 2017

ITAMS					
	FTE	# of Sections	# of Students	Avg. Class Size	
Andreola	1.0	10	34	3.4	
Bredberg	0.1	1	1	1.0	
Calabresi	1.0	8	131	16.4	
Korab	1.0	8	123	15.4	
Powers	0.4	4	8	2.0	
Total	3.5	31	297	9.6	
Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Calabresi	Computer Science Principles Honors	FY 17-18	1	17	
Calabresi	Computer Science Principles Honors	FY 17-18	2	15	16.0
Calabresi	**Intro Computer Prog with Java & Ho	S1	2	12	
Calabresi	**Intro Computer Prog with Java & Ho	S1	1	12	
Calabresi	**Intro Computer Prog with Java & Ho	S2	3	14	12.7
Korab	**Multimedia Application & Adv. Multir	S1	3	21	
Korab	**Multimedia Application & Adv. Multir	S2	1	20	20.5
Andreola	Web Design	S1	1	16	
Calabresi	Web Design	S1	2	22	
Calabresi	Web Design	S2	3	20	
Calabresi	Web Design	S2	4	19	19.3
Korab	Introduction to TV Production	S1	1	11	
Korab	Introduction to TV Production	S2	3	13	
Korab	Introduction to TV Production	S2	4	14	
Korab	Introduction to TV Production	S1	2	15	13.3
Korab	TV Production II	FY 17-18	1	14	14.0
Korab	Advanced TV Production Honors	FY 17-18	1	15	15.0
Andreola	Student Innovation Team	S1	4	1	
Andreola	Student Innovation Team	S1	3	3	
Andreola	Student Innovation Team	S1	12	2	
Andreola	Student Innovation Team	S1	15	1	
Bredberg	Student Innovation Team	S1	1	1	
Powers	Student Innovation Team	S1	11	2	
Powers	Student Innovation Team	S1	2	2	
Andreola	Student Innovation Team	S2	8	5	
Andreola	Student Innovation Team	S2	7	1	
Andreola	Student Innovation Team	S2	5	2	
Andreola	Student Innovation Team	S2	16	1	
Andreola	Student Innovation Team	S2	9	2	
Powers	Student Innovation Team	S2	6	2	
Powers	Student Innovation Team	S2	14	2	1.9
**These classes are offered at combined levels.					

**Class Size Report
2017-2018**

Shrewsbury High School
Math

October 1, 2017

Math					
	FTE	# of Sections	# of Students	Avg. Class Size	
Anderson	1.0	5	118	23.6	
Blasioli	1.0	5	109	21.8	
Cobb	1.0	5	101	20.2	
Collins	1.0	5	116	23.2	
Gardner	1.0	5	113	22.6	
Johnson	0.4	2	47	23.5	
Lowery	1.0	5	109	21.8	
McDonagh	1.0	5	98	19.6	
Moisan	1.0	5	103	20.6	
Mongiat	1.0	5	113	22.6	
Moran	1.0	5	115	23.0	
Nelson	1.0	5	101	20.2	
Noel	1.0	5	110	22.0	
Prior	1.0	5	127	25.4	
Satterfield	1.0	5	119	23.8	
Schroen	0.4	2	52	26.0	
Weir	1.0	5	115	23.0	
White	1.0	5	108	21.6	
Total	16.8	84	1874	22.3	
Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
McDonagh	Algebra & Geometry I	FY 17-18	2	19	
McDonagh	Algebra & Geometry I--co-taught SPED	FY 17-18	1	18	
Moran	Algebra & Geometry I	FY 17-18	3	20	
Prior	Algebra & Geometry I--co-taught ELE	FY 17-18	1	23	
Prior	Algebra & Geometry I	FY 17-18	1	18	19.6
Lowery	Algebra & Geometry II B--co-taught SPED	FY 17-18	1	19	19.0
Blasioli	**Algebra & Geometry II & IIB	FY 17-18	1	18	
Blasioli	**Algebra & Geometry II & IIB	FY 17-18	2	16	
Blasioli	**Algebra & Geometry II & IIB	FY 17-18	6	20	
Cobb	**Algebra & Geometry II & IIB	FY 17-18	3	14	
Cobb	**Algebra & Geometry II & IIB	FY 17-18	8	18	
Cobb	**Algebra & Geometry II & IIB	FY 17-18	13	15	
Mongiat	**Algebra & Geometry II & IIB	FY 17-18	11	20	
Mongiat	**Algebra & Geometry II & IIB	FY 17-18	14	16	
Nelson	**Algebra & Geometry II & IIB	FY 17-18	7	19	
Nelson	**Algebra & Geometry II & IIB	FY 17-18	9	21	
Nelson	**Algebra & Geometry II & IIB	FY 17-18	12	13	
Satterfield	**Algebra & Geometry II & IIB	FY 17-18	4	19	
Satterfield	**Algebra & Geometry II & IIB	FY 17-18	10	20	
White	**Algebra & Geometry II & IIB	FY 17-18	5	20	
White	**Algebra & Geometry II & IIB	FY 17-18	15	14	17.5
Blasioli	Algebra & Geometry II Honors	FY 17-18	5	27	
Blasioli	Algebra & Geometry II Honors	FY 17-18	6	28	
Johnson	Algebra & Geometry II Honors	FY 17-18	2	25	
Johnson	Algebra & Geometry II Honors	FY 17-18	1	22	
Mongiat	Algebra & Geometry II Honors	FY 17-18	4	26	
Mongiat	Algebra & Geometry II Honors	FY 17-18	3	24	
Noel	Algebra & Geometry II Honors	FY 17-18	7	25	25.3

**Class Size Report
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 Shrewsbury High School
Math

October 1, 2017

Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Noel	Research Methods & Alg/Geom II Honors	FY 17-18	1	22	22.0
Noel	Advanced Math I B--co-taught SPED	FY 17-18	1	15	15.0
Gardner	**Advanced Math I & IB	FY 17-18	6	19	
Gardner	**Advanced Math I & IB	FY 17-18	7	21	
Gardner	**Advanced Math I & IB	FY 17-18	8	23	
McDonagh	**Advanced Math I & IB	FY 17-18	5	17	
Moisan	**Advanced Math I & IB	FY 17-18	1	19	
Moisan	**Advanced Math I & IB	FY 17-18	2	21	
Moisan	**Advanced Math I & IB	FY 17-18	3	20	
Noel	**Advanced Math I & IB	FY 17-18	4	22	
Weir	**Advanced Math I & IB	FY 17-18	9	19	
Weir	**Advanced Math I & IB	FY 17-18	10	18	
Weir	**Advanced Math I & IB	FY 17-18	11	22	20.1
Cobb	Advanced Math I Honors	FY 17-18	7	27	
Gardner	Advanced Math I Honors	FY 17-18	8	25	
Moran	Advanced Math I Honors	FY 17-18	3	27	
Moran	Advanced Math I Honors	FY 17-18	4	25	
Nelson	Advanced Math I Honors	FY 17-18	1	25	
Nelson	Advanced Math I Honors	FY 17-18	2	23	
White	Advanced Math I Honors	FY 17-18	6	26	
White	Advanced Math I Honors	FY 17-18	5	27	25.6
Anderson	**Research Methods & Adv. Math I Honors	FY 17-18	1	22	22.0
Satterfield	Advanced Math II Topics	FY 17-18	1	23	23.0
Moisan	Advanced Quantitative Reasoning	FY 17-18	1	29	
Mongiat	Advanced Quantitative Reasoning	FY 17-18	2	27	28.0
Moran	Functions & Trigonometry	FY 17-18	3	20	
Moran	Functions & Trigonometry	FY 17-18	2	23	
White	Functions & Trigonometry	FY 17-18	1	21	21.3
Anderson	Pre-Calculus	FY 17-18	5	23	
Anderson	Pre-Calculus	FY 17-18	3	23	
Anderson	Pre-Calculus	FY 17-18	4	25	
Collins	Pre-Calculus	FY 17-18	8	23	
Collins	Pre-Calculus	FY 17-18	6	26	
Collins	Pre-Calculus	FY 17-18	7	20	
Lowery	Pre-Calculus	FY 17-18	2	19	
Lowery	Pre-Calculus	FY 17-18	1	27	23.3
Prior	Pre-Calculus Honors	FY 17-18	1	29	
Prior	Pre-Calculus Honors	FY 17-18	5	28	
Satterfield	Pre-Calculus Honors	FY 17-18	4	29	
Satterfield	Pre-Calculus Honors	FY 17-18	2	28	
Weir	Pre-Calculus Honors	FY 17-18	3	29	
Weir	Pre-Calculus Honors	FY 17-18	6	27	28.3
Collins	Mathematical Modeling Honors	FY 17-18	1	17	17.0
Gardner	Calculus Honors	FY 17-18	5	25	
McDonagh	Calculus Honors	FY 17-18	4	25	

**Class Size Report
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Shrewsbury High School
Math

October 1, 2017

Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
McDonagh	Calculus Honors	FY 17-18	3	19	
Schroen	Calculus Honors	FY 17-18	2	26	
Schroen	Calculus Honors	FY 17-18	1	26	24.2
Lowery	AP Calculus AB	FY 17-18	1	22	
Lowery	AP Calculus AB	FY 17-18	2	22	22.0
Collins	AP Calculus BC	FY 17-18	1	30	
Prior	AP Calculus BC	FY 17-18	2	29	29.5
Anderson	AP Statistics	FY 17-18	1	25	
Cobb	AP Statistics	FY 17-18	2	27	
Noel	AP Statistics	FY 17-18	3	26	26.0
Moisan	Accounting	FY 17-18	1	14	14.0
**These classes are offered at combined levels.					

**Class Size Report
2017-2018**

Shrewsbury High School
Performing Arts

October 1, 2017

Performing Arts					
	FTE	# of Sections	# of Students	Avg. Class Size	
Lapomardo	1.0	6	174	29.0	
Liporto	0.6	4	151	37.8	
Mercadante	0.6	4	81	20.3	
O'Toole	0.3	2	35	17.5	
Webb	0.4	4	56	14.0	
Total	2.9	20	497	24.9	
Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Webb	Theatre Arts I	S1	1	17	17
Webb	Theatre Arts II	S2	1	10	10
Webb	Movement for Theatre	S2	1	9	9
Lapomardo	Theatrical Design	S1	1	13	13
Webb	Directing/Playwriting I	S1	1	20	20
O'Toole	Music Technology	S1	1	21	21
Lapomardo	Voice in Acting	S2	1	10	10
O'Toole	**AP Music Theory & Techniques of Music T	FY 17-18/S1/S2	1	14	14
Lapomardo	Acapella Choir Honors	FY 17-18	1	19	19
Lapomardo	Freshman Choir	FY 17-18	1	34	34
Lapomardo	Mixed Choir	FY 17-18	1	75	75
Lapomardo	Women's Choir Honors	FY 17-18	1	23	23
Mercadante	**Orchestra & Orchestra Honors	FY 17-18	1	29	
Mercadante	**Orchestra & Orchestra Honors	FY 17-18	2	23	26
Liporto	Jazz Band/Wind Ensemble Honors	FY 17-18	1	62	62
Liporto	Concert Band	FY 17-18	1	49	49
Mercadante	World Drumming	S1	1	14	
Mercadante	World Drumming	S2	2	15	14.5
Liporto	Intro to Guitar	S1	1	20	
Liporto	Intro to Guitar	S2	2	20	20.0
**These classes are offered at combined levels.					

**Class Size Report
2017-2018**

Shrewsbury High School
Science

October 1, 2017

Science					
	FTE	# of Sections	# of Students	Avg. Class Size	
Brocki	1.0	5	105	21.0	
Canney	1.0	5	105	21.0	
Carter	1.0	6	126	21.0	
Chico	1.0	5	105	21.0	
Collins	1.0	5	106	21.2	
Cuddy	1.0	5	87	17.4	
Duggan	1.0	5	104	20.8	
Hruskoci	0.4	4	92	23.0	
Lambert-Peloquin	1.0	5	117	23.4	
Lowery	1.0	5	116	23.2	
MacRae	1.0	5	103	20.6	
Moriarty	1.0	6	137	22.8	
Moynihan	1.0	5	111	22.2	
O'Connor	1.0	7	157	22.4	
Phillips	1.0	5	110	22.0	
Roland	1.0	5	93	18.6	
Schroen	0.6	3	55	18.3	
Tashjian	1.0	5	113	22.6	
Total	17.0	91	1942	21.3	
Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Roland	Lab Introductory Physics	FY 17-18	1	18	
Roland	Lab Introductory Physics	FY 17-18	2	13	15.5
Collins	Introductory Physics	FY 17-18	4	23	
Collins	Introductory Physics	FY 17-18	6	24	
MacRae	Introductory Physics	FY 17-18	2	24	
MacRae	Introductory Physics	FY 17-18	1	23	
Roland	Introductory Physics	FY 17-18	3	24	
Roland	Introductory Physics	FY 17-18	5	24	
Schroen	Introductory Physics	FY 17-18	7	19	
Schroen	Introductory Physics	FY 17-18	8	13	
Schroen	Introductory Physics	FY 17-18	9	23	21.9
MacRae	Introductory Physics Honors	FY 17-18	2	18	
MacRae	Introductory Physics Honors	FY 17-18	1	17	
MacRae	Introductory Physics Honors	FY 17-18	3	21	18.7
Tashjian	Lab Biology--co-taught SPED	FY 17-18	2	15	
Chico	Lab Biology	FY 17-18	1	18	
Chico	Lab Biology	FY 17-18	1	18	17.0
Duggan	Biology	FY 17-18	3	24	
Duggan	Biology	FY 17-18	1	25	
Duggan	Biology	FY 17-18	2	24	
Lambert-Peloquin	Biology	FY 17-18	8	24	
Lambert-Peloquin	Biology	FY 17-18	6	23	
Lambert-Peloquin	Biology	FY 17-18	7	24	

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 Shrewsbury High School
Science

October 1, 2017

Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Lambert-Peloquin	Biology	FY 17-18	5	24	
Tashjian	Biology	FY 17-18	4	23	23.9
Canney	Biology Honors	FY 17-18	10	24	
Canney	Biology Honors	FY 17-18	9	26	
Moriarty	Biology Honors	FY 17-18	5	24	
Moriarty	Biology Honors	FY 17-18	3	24	
Moriarty	Biology Honors	FY 17-18	4	25	
O'Connor	Biology Honors	FY 17-18	2	23	
O'Connor	Biology Honors	FY 17-18	1	23	
Tashjian	Biology Honors	FY 17-18	6	24	
Tashjian	Biology Honors	FY 17-18	8	25	
Tashjian	Biology Honors	FY 17-18	7	26	24.4
Lambert-Peloquin	Research Methods & Biology Honors	FY 17-18	1	22	22.0
Cuddy	Lab Chemistry	FY 17-18	2	11	
Cuddy	Lab Chemistry--co-taught SPED	FY 17-18	1	13	
Duggan	Lab Chemistry	FY 17-18	1	15	13.0
Brocki	Chemistry	FY 17-18	3	24	
Brocki	Chemistry	FY 17-18	4	22	
Brocki	Chemistry	FY 17-18	5	23	
Brocki	Chemistry	FY 17-18	6	20	
Lowery	Chemistry	FY 17-18	2	24	
Lowery	Chemistry	FY 17-18	1	23	
Phillips	Chemistry	FY 17-18	9	22	
Phillips	Chemistry	FY 17-18	8	20	
Phillips	Chemistry	FY 17-18	10	20	
Phillips	Chemistry	FY 17-18	7	24	22.2
Cuddy	Research Methods & Chemistry Honors	FY 17-18	5	15	15.0
Cuddy	Chemistry Honors	FY 17-18	1	24	
Cuddy	Chemistry Honors	FY 17-18	3	24	
Lowery	Chemistry Honors	FY 17-18	9	25	
Lowery	Chemistry Honors	FY 17-18	8	25	
Moynihan	Chemistry Honors	FY 17-18	2	24	
Moynihan	Chemistry Honors	FY 17-18	5	24	
Moynihan	Chemistry Honors	FY 17-18	6	24	
Moynihan	Chemistry Honors	FY 17-18	4	23	
Phillips	Chemistry Honors	FY 17-18	7	24	23.2
Carter	Human Anatomy & Physiology Honors	FY 17-18	3	24	
Carter	Human Anatomy & Physiology Honors	FY 17-18	2	24	
Carter	Human Anatomy & Physiology Honors	FY 17-18	1	16	
Carter	Human Anatomy & Physiology Honors	FY 17-18	4	22	21.5
Collins	Physics	FY 17-18	1	18	
Collins	Physics	FY 17-18	2	19	18.5
Chico	Physics Honors	FY 17-18	3	24	
Chico	Physics Honors	FY 17-18	2	21	

**Class Size Report
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Shrewsbury High School
Science

October 1, 2017

Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Chico	Physics Honors	FY 17-18	1	24	23.0
Canney	Environmental Science	FY 17-18	1	15	
Canney	Environmental Science	FY 17-18	2	20	
Canney	Environmental Science	FY 17-18	3	20	18.3
Brocki	AP Environmental Science	FY 17-18	1	16	
Moriarty	AP Environmental Science	FY 17-18	2	16	16.0
Duggan	AP Biology	FY 17-18	1	16	
O'Connor	AP Biology	FY 17-18	2	23	19.5
Collins	AP Physics I	FY 17-18	1	22	
Roland	AP Physics I	FY 17-18	2	14	18.0
Lowery	AP Chemistry	FY 17-18	1	19	
Moynihan	AP Chemistry	FY 17-18	2	16	17.5
Carter	**Bioethics & Bioethics Honors	S1	4	21	
O'Connor	**Bioethics & Bioethics Honors	S1	1	24	
O'Connor	**Bioethics & Bioethics Honors	S1	3	24	
Carter	**Bioethics & Bioethics Honors	S2	6	19	
O'Connor	**Bioethics & Bioethics Honors	S2	5	23	
O'Connor	**Bioethics & Bioethics Honors	S2	2	17	21.3
Moriarty	**Oceanography & Ocenaography Honors	S1	1	24	
Moriarty	**Oceanography & Ocenaography Honors	S2	2	24	24.0
Hruskoci	**Astronomy & Astronomy Honors	S1	1	24	
Hruskoci	**Astronomy & Astronomy Honors	S1	2	22	
Hruskoci	**Astronomy & Astronomy Honors	S2	3	24	
Hruskoci	**Astronomy & Astronomy Honors	S2	4	22	23.0
**These classes are offered at combined levels.					

**Class Size Report
2017-2018**

Shrewsbury High School
Social Science

October 1, 2017

Social Sciences					
	FTE	# of Sections	# of Students	Avg. Class Size	
Aloisi	1.0	6	117	19.5	
Brown	1.0	5	102	20.4	
Burke	1.0	8	183	22.9	
Burton	1.0	5	100	20.0	
Carpentier	1.0	5	114	22.8	
Charest	1.0	7	159	22.7	
DiFrancesca	0.4	2	45	22.5	
Burke-Smith	1.0	5	102	20.4	
Fitzgerald	1.0	5	106	21.2	
Grady	1.0	5	112	22.4	
Gray	1.0	6	143	23.8	
Hertel-Therrien	1.0	5	115	23.0	
Mulryan	1.0	6	126	21.0	
Rigberg	1.0	6	140	23.3	
Scheer	1.0	6	135	22.5	
Smith	1.0	5	104	20.8	
Wright	1.0	6	135	22.5	
Total	16.4	93	2038	21.9	
Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Brown	World Civilization	FY 17-18	5	20	
Brown	World Civilization	FY 17-18	3	22	
Burke-Smith	World Civilization	FY 17-18	7	16	
Burke-Smith	World Civilization	FY 17-18	17	23	
Burton	World Civilization	FY 17-18	4	20	
Burton	World Civilization	FY 17-18	11	20	
Charest	World Civilization	FY 17-18	20	22	
Charest	World Civilization	FY 17-18	6	20	
Charest	World Civilization	FY 17-18	1	22	
DiFrancesca	World Civilization	FY 17-18	8	21	
DiFrancesca	World Civilization	FY 17-18	2	24	
Gray	World Civilization	FY 17-18	18	22	
Rigberg	World Civilization	FY 17-18	12	24	
Rigberg	World Civilization	FY 17-18	23	26	
Scheer	World Civilization	FY 17-18	10	22	
Scheer	World Civilization	FY 17-18	14	23	
Smith	World Civilization	FY 17-18	16	22	
Smith	World Civilization	FY 17-18	19	21	
Wright	World Civilization	FY 17-18	9	22	
Wright	World Civilization	FY 17-18	13	22	21.7
Burke-Smith	US History I	FY 17-18	10	18	
Burke-Smith	US History I	FY 17-18	2	21	
Burton	US History I	FY 17-18	5	19	

**Class Size Report
2017-2018**

Shrewsbury High School
Social Science

October 1, 2017

Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Burton	US History I	FY 17-18	7	21	
Carpentier	US History I	FY 17-18	4	21	
Carpentier	US History I	FY 17-18	3	22	
Fitzgerald	US History I	FY 17-18	1	19	
Fitzgerald	US History I	FY 17-18	6	19	
Scheer	US History I	FY 17-18	8	19	
Scheer	US History I	FY 17-18	9	20	19.9
Burke-Smith	US History I Honors	FY 17-18	3	24	
Burton	US History I Honors	FY 17-18	13	20	
Carpentier	US History I Honors	FY 17-18	6	24	
Carpentier	US History I Honors	FY 17-18	8	25	
Grady	US History I Honors	FY 17-18	1	23	
Grady	US History I Honors	FY 17-18	2	25	
Hertel-Therrien	US History I Honors	FY 17-18	11	20	
Hertel-Therrien	US History I Honors	FY 17-18	5	24	
Mulryan	US History I Honors	FY 17-18	7	23	
Mulryan	US History I Honors	FY 17-18	4	24	
Mulryan	US History I Honors	FY 17-18	9	24	
Wright	US History I Honors	FY 17-18	10	25	
Wright	US History I Honors	FY 17-18	12	20	23.2
Burke	US History II	FY 17-18	3	20	
Burke	US History II	FY 17-18	4	19	
Grady	US History II	FY 17-18	6	20	
Grady	US History II	FY 17-18	5	20	
Rigberg	US History II	FY 17-18	1	22	
Rigberg	US History II	FY 17-18	2	22	20.5
Aloisi	US History II Honors	FY 17-18	2	24	
Aloisi	US History II Honors	FY 17-18	1	18	
Carpentier	US History II Honors	FY 17-18	7	22	
Fitzgerald	US History II Honors	FY 17-18	4	24	
Fitzgerald	US History II Honors	FY 17-18	3	24	
Grady	US History II Honors	FY 17-18	5	24	
Smith	US History II Honors	FY 17-18	6	21	22.4
Aloisi	*US History II: American Studies & History	FY 16-17	1	18	
Aloisi	*US History II: American Studies & History	FY 16-17	2	19	
Brown	*US History II: American Studies & History	FY 16-17	3	18	
Brown	*US History II: American Studies & History	FY 16-17	4	20	18.8
Brown	AP US History	FY 17-18	1	22	
Smith	AP US History	FY 17-18	2	18	
Smith	AP US History	FY 17-18	3	22	20.7
Charest	*Economics & Honors	S1	1	24	
Charest	*Economics & Honors	S1	2	26	
Wright	*Economics & Honors	S2	2	26	25.3

**Class Size Report
2017-2018**

Shrewsbury High School
Social Science

October 1, 2017

Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Aloisi	*American Government & Honors	S1	1	19	
Aloisi	*American Government & Honors	S2	2	19	19.0
Wright	*America and the World Today & Honors	S1	1	20	20.0
Burke	**Psychology & Psychology Honors	S1	5	22	
Charest	**Psychology & Psychology Honors	S1	1	25	
Gray	**Psychology & Psychology Honors	S1	3	23	
Burke	**Psychology & Psychology Honors	S1	6	26	
Burke	**Psychology & Psychology Honors	S2	7	21	
Gray	**Psychology & Psychology Honors	S2	4	24	
Charest	**Psychology & Psychology Honors	S2	2	20	23.0
Burke	**Sociology & Sociology Honors	S1	1	25	
Mulryan	**Sociology & Sociology Honors	S1	3	24	
Scheer	**Sociology & Sociology Honors	S1	2	26	
Burke	**Sociology & Sociology Honors	S2	6	26	
Burke	**Sociology & Sociology Honors	S2	4	24	
Rigberg	**Sociology & Sociology Honors	S2	7	21	
Scheer	**Sociology & Sociology Honors	S2	5	25	24.4
Rigberg	**The World at War	S1	1	25	25.0
Mulryan	**World Religions	S2	1	13	13.0
Gray	AP Psychology	FY 17-18	6	25	
Gray	AP Psychology	FY 17-18	1	23	
Gray	AP Psychology	FY 17-18	5	26	
Hertel-Therrien	AP Psychology	FY 17-18	3	26	
Hertel-Therrien	AP Psychology	FY 17-18	4	24	
Hertel-Therrien	AP Psychology	FY 17-18	2	21	24.2
Fitzgerald	AP Human Geography	FY 17-18	2	20	
Mulryan	AP Human Geography	FY 17-18	1	18	19.0
**These classes are offered at combined levels.					

**Class Size Report
2017-2018**

Shrewsbury High School
Special Programs

October 1, 2017

Special Programs				
	FTE	# of Sections	# of Students	Avg. Class Size
Williams	0.1	N/A	N/A	N/A
Garcia	0.1	N/A	N/A	N/A
Huynh (VHS)	0.2	N/A	30	N/A
Last Name	Course Name	Term	Section Number	Class Size
Huynh	VHS AP Economics: Micro and Macro	FY 17-18	2	3
Huynh	VHS AP Economics: Micro and Macro	FY 17-18	4	3
Huynh	VHS AP Economics: Micro and Macro	FY 17-18	1	1
Huynh	VHS AP Economics: Micro and Macro	FY 17-18	3	4
Huynh	VHS AP European History	FY 17-18	1	1
Huynh	VHS AP Govern & Politics: U.S.	FY 17-18	1	1
Huynh	VHS Biotechnology	S1	2	1
Huynh	VHS Criminology	S1	1	1
Huynh	VHS Criminology	S1	2	1
Huynh	VHS Criminology	S1	3	1
Huynh	VHS Marketing & the Internet	S1	1	1
Huynh	VHS Meteorology	S1	1	1
Huynh	VHS Pre-Veterinary Medicine	S1	1	1
Huynh	VHS Psychology of a Crime	S1	1	1
Huynh	VHS Spanish Culture & 20th Cent His	S1	1	1
Huynh	VHS Criminology	S2	6	1
Huynh	VHS Criminology	S2	4	1
Huynh	VHS Genes & Diseases	S2	1	1
Huynh	VHS German Language and Culture	S2	1	1
Huynh	VHS Psychology of a Crime	S2	2	1
Huynh	VHS Psychology of a Crime	S2	4	1
Huynh	VHS Psychology of a Crime	S2	3	1
Huynh	VHS Statistics Honors	S2	1	1
				30

Class Size Report 2017-2018

Shrewsbury High School
Visual Arts

October 1, 2017

Visual Arts					
	FTE	# of Sections	# of Students	Avg. Class Size	
Blenkhorn	1.0	10	167	16.7	
Cobb	1.0	9	134	14.9	
Fox	1.0	9	166	18.4	
LeBlanc	0.4	3	40	13.3	
Williams	0.9 + .1 VHS	9	153	17.0	
Total	4.3	40	660	16.5	
Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Cobb	Art Intro	S1	7	22	
Cobb	Art Intro	S1	6	12	
Cobb	Art Intro	S2	8	11	
Cobb	Art Intro	S2	10	10	
Cobb	Art Intro	S2	9	16	
Fox	Art Intro	S1	3	11	
Fox	Art Intro	S1	4	22	
Fox	Art Intro	S2	5	22	
LeBlanc	Art Intro	S1	1	12	
LeBlanc	Art Intro	S2	2	16	15.4
Blenkhorn	Ceramics	S2	4	18	
Blenkhorn	Ceramics	S2	6	18	
Blenkhorn	Ceramics	S1	1	18	
Blenkhorn	Ceramics	S2	5	17	
Blenkhorn	Ceramics	S1	2	18	
Blenkhorn	Ceramics	S1	3	18	
Williams	Ceramics	S1	8	18	
Williams	Ceramics	S1	7	17	
Williams	Ceramics	S2	10	18	
Williams	Ceramics	S2	9	18	17.8
Blenkhorn	Ceramics II and Sculpture	S1	2	17	
Blenkhorn	Ceramics II and Sculpture	S1	1	16	
Blenkhorn	Ceramics II and Sculpture	S2	3	17	
Blenkhorn	Ceramics III and Sculpture	S2	1	10	15.0
Fox	Creative Sketchbooks	S1	1	22	
Fox	Creative Sketchbooks	S1	2	22	22.0
Williams	Photography	S2	3	16	
Williams	Photography	S1	2	16	
Williams	Photography	S2	4	16	
Williams	Photography	S1	1	16	16.0
Cobb	Digital Imaging	S1	2	19	
Cobb	Digital Imaging	S1	1	15	

**Class Size Report
2017-2018**

Shrewsbury High School
Visual Arts

October 1, 2017

Last Name	Course Name	Term	Section Number	Class Size	Average Class Size
Fox	Digital Imaging	S2	4	18	
Fox	Digital Imaging	S2	3	18	
Fox	Digital Imaging	S2	5	22	18.4
Cobb	Digital Imaging II	S2	1	11	11.0
Williams	Mixed Media	S2	1	18	18.0
LeBlanc	Studio I	FY 17-18	1	12	12.0
Cobb	Studio II Honors	FY 17-18	1	18	18.0
Fox	AP Studio Art/Drawing	FY 17-18	1	9	9.0

Caseloads
2017 - 2018

School Counselor	Class of 2021	Class of 2020	Class of 2019	Class of 2018	FTE	2013 – 2014 Totals	2014 – 2015 Totals	2015 – 2016 Totals	2016 – 2017 Totals	2017- 2018 Totals
Diamantopoulos	56	66	66	59	1.0	259	231	228	253	246
Eriole	59	76	63	58	1.0	255	243	232	251	255
Floyd	61	69	60	65	1.0	261	242	232	247	254
Flynn	63	67	65	60	1.0	-	208	233	254	255
Huynh (Director)	28	27	0	17	.4	104	73	54	65	72
Lussier	60	73	56	66	1.0	258	226	235	247	255
O'Connor	60	69	57	63	1.0	255	230	229	241	249
Rice	65	67	63	51	1.0	259	235	224	235	246
Totals	452	514	430	439	7.4	1651	1688	1667	1793	1832

Annual Ratios of
Students-to-School Counselors

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

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

Teacher	Title	# of Students	FTE	Assignment
Arey	Teacher/Liaison	20	1	<ul style="list-style-type: none"> • Essential History • TEST • Learning Skills (4)
Derosier	ELC Teacher/Liaison	8	1	<ul style="list-style-type: none"> • Vocational Exploration • ELC Math • ELC History • ELC Science • ELC English • World of Work
Donofrio	Adjustment Counselor	fluid	1	<ul style="list-style-type: none"> • Transitions Program
Gonzales	Teacher/Liaison	29	1	<ul style="list-style-type: none"> • Learning Skills (5) • Lab Chemistry—co-taught
Harrigan	Teacher/Liaison	16	1	<ul style="list-style-type: none"> • Learning Skills (3) • TEST (2) • Advanced Math I—co-taught
Heald	Teacher/Liaison	17	1	<ul style="list-style-type: none"> • A/G II—co-taught • Essential Math • Learning Skills (3) • A/G I—co-taught
McSweeney	Transition Specialist/Liaison	20	1	<ul style="list-style-type: none"> • TEST (2) • Transitions Program
Neiman	Psychologist	13	1	<ul style="list-style-type: none"> • Academic Support • Counseling—Individual and Groups • TEST
O'Connor	Teacher/Liaison	22	1	<ul style="list-style-type: none"> • Learning Skills (3) • Lab Biology—co-taught • MOVE Program (2)
Quinn	Speech Language Pathologist	2	1	<ul style="list-style-type: none"> • Speech/Language Services and Groups as determined by IEPs
Rohtstein	Teacher/Liaison	22		<ul style="list-style-type: none"> • Essential History • Tech Explorations • Learning Skills (3)

Shaughnessy	Teacher/Liaison	21	1	<ul style="list-style-type: none"> • Learning Skills (3) • Essential English • TEST • English 9B—co-taught
Sherman	Teacher/Liaison	25	1	<ul style="list-style-type: none"> • Essential Math 11-12 • Learning Skills (5)
Simler	Teacher/Liaison	24	1	<ul style="list-style-type: none"> • Essential English 11/12 • Learning Skills (5)
Spisto	Psychologist	6	1	<ul style="list-style-type: none"> • Academic Support • Counseling—Individual and Groups • TEST
Tokay	Teacher	8	.2	<ul style="list-style-type: none"> • Essential English 9/10
Wallace	ELC Teacher/Liaison	5	1	<ul style="list-style-type: none"> • Vocational Explorations • ELC Math • ELC English • Tech Explorations • Life Skills Science • World of Work



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**

MEETING DATE: **10/25/17**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **10/25/17**

A. Revised Policy on Rental & Use of School Facilities: First Reading

BACKGROUND INFORMATION:

1. Policy 851 is recommended for updating to reflect the future rentals of the synthetic turf field. By establishing this, the district will be able to move forward more concretely in engaging local youth athletics groups regarding potential future use and investment in the project.
2. At the time of the second reading at a subsequent meeting, a schedule of rental fees for the synthetic turf field will be presented separately for approval.
3. Ms. Canzano and Mr. Palitsch are members of the School Committee Policy Subcommittee.

ACTION RECOMMENDED:

That the School Committee hear the first reading of the revised policy and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:

Mr. Jason Palitsch, School Committee, Member of Policy Subcommittee
Ms. Erin Canzano, School Committee, Member of Policy Subcommittee
Dr. Joseph M. Sawyer, Superintendent of Schools

POLICY FAMILY	Equipment, Buildings & Grounds	851
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Policy 851: Rental & Use of School Facilities

Adopted 10/8/69

Amended 10/3/01

Proposed to be Amended (11/15/2017)

Philosophy of After Hours Use

The School Committee encourages the use of school facilities for educational, recreational, cultural, and civic purposes by recognized organizations within the town. Such use, in the judgment of the Committee, must be reasonably accommodated within the capacity of the facilities requested and cannot interfere with school programs. Additionally, the use of facilities must be consistent with the school's energy conservation program.

The fees associated with the use of facilities will vary contingent upon the nature of the sponsoring group and the activity. It is not the intent of the Committee that for-profit groups be subsidized by public funds. Such groups shall incur additional charges for the use of school buildings.

The Committee reserves the right to modify or waive fees when, in its judgment, circumstances so warrant.

Implementation

1. For non-school related activities, all costs shall be borne by the user group. Fees will include the direct costs associated with the activity and overhead expenses.

2. School buildings and equipment will not be rented to citizens for private parties' activities.

3. This policy does not disqualify the use of school facilities by religious organizations. However, religious organizations will not be permitted to establish their primary place of worship at school facilities.

4. The categories of groups and the fee schedule shall be available in the School Department. Fees will be assigned according to the following groups:

Group A: Recognized school or civic groups based in Shrewsbury but not necessarily established as non-profit organizations (e.g., PTO, school councils, Music Association, Shrewsbury Child Development Committee, Shrewsbury Alumni Association, etc.).

Group B: Non-profit groups (e.g., all Shrewsbury youth sports groups, churches and all other groups classified under section 501(c) 3 of the IRS tax code) with a majority of the participants residing in Shrewsbury.

Group C: For-profit groups (e.g., Amway, private dancing schools, theater groups) and non-profit groups that have fewer than half of the participants residing in Shrewsbury (Scottish Festival, colleges, armed forces, etc.).

Group D: For-profit camps (e.g., basketball and soccer camps)

5. The School Department requires that adequate staff be scheduled to ensure the security of the building and to provide for expeditious cleaning. The terms of existing labor contracts will be consulted when hiring staff.

6. All user groups shall save and hold harmless the Shrewsbury Public Schools and its officers and employees and assume responsibility for all liabilities arising from incidents as a result of use of the facilities.

7. The School Department reserves the right to schedule events in the facility that is most appropriate, given the size of the group and nature of the activity.

Regulations

All user groups will adhere to the "Regulations Governing Use of School Facilities." The School Committee reserves the right to limit or exclude the use of school facilities by any group that violates one or more of the regulations.

All user groups of the synthetic turf field will adhere to the "Regulations Governing Use of the Synthetic Turf Field." The School Committee reserves the right to limit or exclude the use of the synthetic turf field by any user group that violates one or more of the regulations. The School Committee also reserves the right to limit the rental of the synthetic turf field in order to protect this asset and extend its useful life.

Use of Funds

Funds received in connection with the rental of school facilities will be deposited into a separate revolving account. Such funds will be used to pay the associated costs of the activity (e.g. custodial fees) and/or make building repairs, replace worn equipment, or offset the costs for energy and custodial supplies.

Funds received in connection with the rental of the synthetic turf field will be deposited into a separate account for exclusive use for operation, maintenance, and future capital investment regarding the synthetic turf field.

Review

The School Committee will review the fee structure for the use of school facilities on an annual basis, and will review this policy within five years.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **10/25/17**

A. Fiscal Year 2019 Fiscal Priorities & Guidelines: Vote

BACKGROUND INFORMATION:

Mr. Collins presented a draft of Fiscal Priorities & Guidelines for the Fiscal Year 2019 at the School Committee meeting on October 11, 2017. The document is enclosed.

The Fiscal Projection Subcommittee, consisting of Dr. Magee and Mr. Palitsch, met with Dr. Sawyer and Mr. Collins on September 25, 2017, and provided input used in formulating the draft.

ACTION RECOMMENDED:

That the Committee vote to approve the Priorities & Guidelines for Fiscal Year 2019 Budget Development document as presented.

STAFF AVAILABLE FOR PRESENTATION:

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



Shrewsbury School Committee Priorities & Guidelines for Fiscal Year 2019 Budget Development

Overview

This document provides the community with information about the School Committee's priorities for the Fiscal Year 2019 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 2019 School Department Budget proposal.

Assumptions

It is assumed that the initial FY19 School Department Budget proposal will:

1. Provide sufficient resources to maintain the excellence of our public education system and make targeted improvements where needed.
2. Provide adequate resources to meet all legal mandates required of the school district.
3. Reflect the terms of collective bargaining agreements and other contractual obligations.
4. Provide sufficient resources to maintain a) the existing educational program and b) staffing levels necessary to meet mandates and priorities.
5. 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.).
6. Estimate the level funding of all federal grants and factor known increases or reductions from FY18.
7. Review fee levels for all programs and adjust, as necessary, to reflect market price conditions and specific cost structure of each program, including potential adjustments related to how Full Day Kindergarten may evolve due to the Beal Building Project.
8. Examine ways to reduce or shift costs in order to achieve district priorities without requiring additional funding allocations wherever possible.
9. Given space constraints the administration should assume it is most likely that no new School Choice seats will be voted by the School Committee for approval for the 2018-2019 school year.
10. Consistent with prior practice, the initial budget proposal will take into consideration the town's tax levy constraints.
11. Budget document preparation will be constructed to align with the best practices inherent in the Association of School Business Officials International (ASBO) Meritorious Budget Awards Program.

Priorities and Guidance

The initial FY19 School Department Budget proposal shall include resources to address each of the following priorities for Fiscal Year 2019:

1. To address growing enrollment 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.
2. 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.
3. 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.
4. 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.
5. To provide sufficient resources towards the initial phasing-in of the district's new Strategic Priorities which will be voted by the School Committee in December 2017.
6. To provide sufficient staff resources to meet both growing enrollment and educational programming mandates [including special education] where necessary. Particular attention will be given to Shrewsbury High School where we are now at all-time high enrollment of 1,835 and we endeavor to keep intact a robust and varied Program of Studies.
7. To provide sufficient resources [staffing, technology] to meet the growing demand of state reporting for students, staff, compliance requirements, and the ability to meet peak demand of new student enrollments during the summer while maintaining the integrity of the student registration process to include verification of residency in Shrewsbury.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **10/25/17**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

MEETING DATE: **10/25/17**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **10/25/17**

BACKGROUND INFORMATION:

The minutes of the October 11, 2017 meeting are enclosed.

ACTION RECOMMENDED:

That the School Committee approve the minutes of the School Committee meeting on October 11, 2017.

STAFF AVAILABLE FOR PRESENTATION:

Dr. B. Dale Magee, Chairperson

Ms. Sandra Fryc, Secretary

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

MINUTES OF SCHOOL COMMITTEE MEETING

Wednesday, October 11, 2017

Present: Dr. Dale Magee, Chairperson; Mr. Jon Wensky, Vice Chairperson; Ms. Sandy Fryc, Secretary; Ms. Erin Canzano; Mr. Jason Palitsch; 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 Dr. Magee at 7:01 pm.

I. Public Participation

None.

II. Chairperson's Report & Members' Reports

Mr. Wensky offered thanks and congratulations to everyone who contributed to making the Colonial Way Experience at Shrewsbury High School (SHS) a success. He added that it was a student's idea to set up music, activities, and food trucks (in the manner of Yawkey Way in Boston) prior to a football game with St. John's High School.

III. Superintendent's Report

Dr. Sawyer also offered congratulations and thanks to everyone involved with the Colonial Way Experience at SHS, noting that outstanding student leadership, and hard work by SHS staff, made it a success, adding it was a terrific evening for our community. He noted SHS concerts happening that evening and the next day and wished good luck to the performers in the band, orchestra, and choirs. Finally, he advised that this evening was the annual dinner for families of our English language learners, happening at Oak Middle School. Dr. Sawyer offered thanks to all of our English Language Education staff for their efforts to reach out and make these families feel welcome in our schools and our community.

IV. Time Scheduled Appointments:

A. Beal Early Childhood Center Building Project

i. Report on Future Grade Configuration Survey Data

Dr. Sawyer began by noting that the surveys on grade configuration options (Kindergarten-Grade 1; Kindergarten-Grade 4) for the Beal Early Childhood Center enjoyed outstanding participation, with 922 respondents to the Parent & Community Survey, and 245 respondents to the Staff Survey. He addressed survey items in order for the K-Grade 1 configuration first, providing both Parent & Community and Staff responses regarding benefits and drawbacks for each consideration, and noted that the two were often aligned. Dr. Sawyer advised that overall, the weighted averages of almost all K-Grade 1 considerations were in the “drawbacks” category (with a score of less than 3 on a 5 point scale). Dr. Sawyer then similarly addressed survey items for the K-Grade 4 configuration, and noted that the weighted averages of all K- Grade 4 considerations were in the “benefits” category (with a score greater than 3 on a 5 point scale.)

Dr. Sawyer provided quotes from the survey in support of both configurations, and highlighted themes around the perceived strengths and challenges of both options. He noted that both configurations are currently in play, and work well, in the district. Dr. Sawyer advised that more information and his recommendation would be provided to the Committee in advance of their vote on a configuration choice at the meeting on October 25. In response to a question from the Committee, Dr. Sawyer advised that both options would expand the availability of Full Day Kindergarten (FDK), and that based on enrollment projections the new school would provide the ability to offer FDK to all students.

A. Beal Early Childhood Center Building Project

ii. Public Hearing on Future Grade Configuration

This public hearing was the second of two that gave community members an opportunity to ask questions and provide feedback in advance of the School Committee vote on October 25, 2017, to decide which of two grade configurations (K- Grade 1; K- Grade 4) to adopt.

Ms. Margaret Aulenback, a kindergarten teacher from the Beal Early Childhood Center (BECC), spoke on behalf of BECC staff and advocated for the K-Grade 1 configuration because of its collaborative learning environment and focus on the social, emotional, and academic learning of young students.

Mary Aicardi, a community member with children in SPS, commented on the number of transitions between schools that students make, asked about transportation costs and equity among schools, and felt both choices were good. Mr. Collins advised that the K-Grade 1 model would incur higher transportation costs and longer rides for students, and Dr. Sawyer noted that all district schools follow the same curriculum regardless of the grade configuration.

A. Beal Early Childhood Center Building Project

iii. School Committee Discussion of Future Grade Configuration

Committee members thanked survey respondents for their participation and thoughtful feedback; encouraged community members and staff to continue to provide feedback; noted that both

models would allow for continued student success at SPS; and acknowledged the thoroughness of the process being utilized to explore and compare both configuration options.

B. School Transportation Annual Report

Mr. Collins, Assistant Superintendent for Finance and Operations, and Mr. Stephen Rocco, Transportation, Safety & Security Coordinator, began their annual report with an overview of services and transportation providers. They provided information on: “Regular Day Busing” vehicles (47) and routes (254); bus utilization for high, middle, and elementary school students; contract and rates (SPS is in the last year of a 5 year contract, and anticipates a significant rate increase - greater than 1-2% - going forward); system changes; online payment and increased process automation; ridership statistics (4780 total daily riders); registration data by month; payment methods utilized (92% of families pay online by credit card); budget resources and state reimbursement; and challenges and areas of improvement for the future.

Mr. Wensky noted the availability of the federally-funded *Safe Routes to School Program* which offers information on bike and walking routes; Committee members also asked clarifying questions about the potential for an up-front, electronic bus change request portal; the percent of late registrants that were new residents; and the longest current bus ride for students (approximately 1 hour). Dr. Sawyer and Mr. Collins both acknowledged the close working relationship that SPS enjoys with local provider AA Transportation.

V. Curriculum

None.

VI. Policy

None.

VII. Finance & Operations

A. Fiscal Year 2019 Budget Calendar: Vote

Mr. Collins advised that he presented the initial Fiscal Year 2019 Budget Calendar at the School Committee meeting on September 27, 2017, and provided a brief summary of the upcoming year. He presented a copy of the Town Manager’s FY19 Budget Town Calendar, noting it had been approved at the Board of Selectmen meeting on October 10, 2017. Mr. Collins advised that the calendar was solid, and added that Town Manager Mr. Kevin Mizikar would release his initial budget to the Finance Committee on February 7, 2018.

On a motion by Mr Palitsch, seconded by Mr. Wensky, the Committee voted unanimously to approve the Fiscal Year 2019 Budget Calendar as presented.

B. Fiscal Year 2019 Fiscal Priorities & Guidelines: Discussion

Mr. Collins began his report by noting that it included input from Subcommittee on Fiscal Projections members Dr. Magee and Mr. Palitsch. He advised that the overarching goal is to provide sufficient resources to maintain the excellence of our public education and make targeted improvements where needed. Mr. Collins summarized FY19 Budget assumptions, and listed FY19 Budget priorities. When addressing the priority of maintaining class sizes, he noted that SHS is now at all time high enrollment of 1,835 and projected to be at 1,868 for FY19. Mr. Collins added that as new district Strategic Priorities evolve and are voted on in December, FY19 Budget Priorities will align with them to allow for allocation of funding.

Dr. Sawyer thanked Fiscal Projections Subcommittee members Dr. Magee and Mr. Palitsch for their work and contributions to the report.

VIII. Old Business

None.

IX. New Business

None.

X. Approval of Minutes

Without objections from the Committee, the minutes of the School Committee meeting on September 27, 2017, and the Workshop meetings on September 25, 2017 and September 27, 2017 were accepted as distributed.

XI. Executive Session

None.

XII. Adjournment

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

Respectfully submitted,

Elizabeth McCollum, Clerk

Documents referenced:

1. FY19 Budget Calendar
2. FY19 Fiscal Guidelines and Priorities Draft
3. FY19 Budget Slide Presentation
4. FY19 Budget Town Calendar
5. Annual Transportation Report Slide Presentation
6. Beal Grade Configuration Slide Presentation
7. Beal Grade Configuration Parent Survey Data
8. Beal Grade Configuration Staff Survey Data
9. Set(s) of minutes as referenced above



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XI. Executive Session**

MEETING DATE: **10/25/17**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:

ITEM NO: **XII. Adjournment**