



# **Shrewsbury Public Schools**

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## **Budget Recommendation FY12**

July 1, 2011 - June 30, 2012

### **School Committee**

Sandra Fryc, Chairperson

Erin Canzano, Vice Chair

Steve Levine, Secretary

B. Dale Magee

Mark Murray

### **Central Office Administration**

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James E. Cummings, Ed.D., Assistant Superintendent of Schools

Thomas M. Kennedy, Director of Human Resources

Liam T. Hurley, Director of Business Services

Melissa Maguire, Director of Special Education and Pupil Personnel

Jonathan Green, Director of Technology and Media Services

**Shrewsbury Public Schools**  
**FY 2012 Budget**

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**Shrewsbury Public Schools  
FY 2012 Budget**

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## **MISSION & CORE VALUES OF THE SHREWSBURY PUBLIC SCHOOLS**



### **MISSION**

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

### **CORE VALUE: RESPECT & RESPONSIBILITY**

All members of the school community will treat one another with consideration, integrity, and honesty. We honor each person's individuality, celebrate our community's diversity, and support school cultures of mutual acceptance and respect. We accept the responsibility to work hard and persevere in all that we do and to take responsibility for our actions.

### **CORE VALUE: COLLABORATION & COMMUNICATION**

All members of the school community accept shared responsibility for the learning of all students. Teaching and learning take place in collaborative school cultures that are based on trust, respect, and mutual accountability. Collaboration and effective communication with parents, town government, local businesses, and community members is foundational to our culture. In our schools students gain collaboration skills needed to become successful citizens, learners, and teammates in a global society.

### **CORE VALUE: COMMITMENT TO HIGH STANDARDS & EXPECTATIONS**

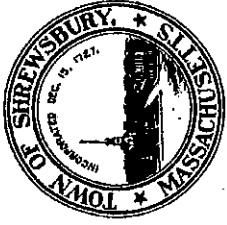
All members of the school community commit to upholding high standards and expectations for all students. We work to engage students in important learning through excellent teaching and we foster the belief that effective effort is the most important element of success. We prepare students for future success by supporting their capacity for using technology, thinking independently, solving problems, and learning throughout life.

### **CORE VALUE: EQUITY**

The school community strives to create opportunities for all students to achieve success. We provide all students with appropriate and rigorous curriculum and high-quality instruction that recognizes differences in needs and learning styles. We advocate for the resources necessary to support successful teaching and learning and we use our resources responsibly for the maximum benefit of students.

# Shrewsbury Public Schools

## District Goals 2010-2011



**Our mission:**

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

**Our core values:**

- Respect and responsibility
- Collaboration and communication
- Commitment to high standards and expectations
- Equity for all students

**District "foundational" goals:**

Goal #1: Continuous improvement of student learning

Goal #2: Continuous improvement of learning environments

Goal #3: Continuous improvement of professional practice

Goal #4: Continuous improvement of community relationships

**Shrewsbury Public Schools  
District Goals 2010-2011: Focus Areas**

<p><b><u>Goal #1: Continuous improvement of student learning</u></b></p> <ul style="list-style-type: none"> <li>A) Ensure systematic identification of learning needs and provide timely intervention to improve the performance of at-risk students</li> <li>B) Address the needs of diverse learners, including advanced learners</li> <li>C) Engage students to develop strong foundational academic skills, high level 21<sup>st</sup> century skills, and a global perspective</li> <li>D) Utilize standards-based assessment practices to provide quality feedback and to focus teaching</li> <li>E) Establish a strategic plan for the use of educational technology</li> </ul>	<p><b><u>Goal #2: Continuous improvement of learning environments</u></b></p> <ul style="list-style-type: none"> <li>A) Build upon strong school cultures to increase positive student conduct and reduce bullying and other anti-social behaviors</li> <li>B) Increase school safety and security</li> <li>C) Promote and recognize outstanding effort, achievement, and creativity on the part of students and staff</li> <li>D) Provide appropriate tools and technology, suitable facilities, adequate space, and a healthy environment for teaching and learning</li> </ul>
<p><b><u>Goal #3: Continuous improvement of professional practice</u></b></p> <ul style="list-style-type: none"> <li>A) Build educators' capacity through collaboration and leadership development</li> <li>B) Promote and recognize innovative teaching</li> <li>C) Provide professional development connected to student learning priorities through staff meetings, in-district courses, action research, online collaboration, etc.</li> <li>D) Pilot the proposed system for continuous review of programs and practices</li> </ul>	<p><b><u>Goal #4: Continuous improvement of community relationships</u></b></p> <ul style="list-style-type: none"> <li>A) Employ technology to improve communications with families, including paperless community notices and outreach to non-English speakers</li> <li>B) Increase community awareness of the district's successes and needs</li> <li>C) Utilize feedback mechanisms in order to measure levels of stakeholders' satisfaction</li> <li>D) Increase levels of community support for the district, including voluntary service and financial contributions</li> </ul>
<p style="text-align: center;"><b><u>Measures of success</u></b></p> <p>The above goals and focus areas will be evaluated according to many criteria, both quantitative and qualitative, at both the district and school level. Measures may include: academic testing results (MCAS and other standardized tests, internal tests); creation of strategic plans (e.g., technology); documentation of progress and actions taken as part of district or school projects; student participation data in various academic programming, charter schools, school choice, etc.; survey data; and other evidence of progress or achievement.</p>	



# SHREWSBURY PUBLIC SCHOOLS

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Director of Business Services

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Director of Human Resources

March 9, 2011

## Fiscal Year 2012: Superintendent's Budget Message

I am pleased to present the School Department's recommended budget for Fiscal Year 2012. This budget recommendation reflects the complexities of public school financing during the national economic crisis that began in 2008. In Fiscal Year 2010, the School Department's town appropriated budget was reduced by 2.75% and 16.4 full time equivalent educator and support staff positions were eliminated. In Fiscal Year 2011, the appropriated budget increased by 5.70 percent, but the district still eliminated 12.8 full time equivalent positions due to cost increases in other areas, especially in special education. During these past two fiscal years, the federal funding targeted for preserving public education programming that has flowed through the state Department of Elementary and Secondary Education (DESE) has prevented many more position eliminations by allowing costs to be shifted to these funding streams. Fortunately, our school district has been able to preserve a significant portion of this funding, totaling \$1,288,613, for use in Fiscal Year 2012, which will continue to mitigate the impact of the poor economy on the town's budget.

Based on projections done in February, the School Department identified a gap of \$1,838,447 (3.90%) over level funding in order to provide the resources necessary for the following four priorities:

- 1) Maintaining current personnel and programming
- 2) Responding to ongoing mandates
- 3) Making strategic investments to mitigate long term cost drivers
- 4) Preventing further erosion of resources, especially textbooks, instructional materials, and technology

Since that time, the School Department administration has looked for further savings and for ways to finance these needs by utilizing funding outside of the appropriated budget. The recommendation being made to the School Committee at this time has been reduced by about one percent from the initial gap analysis.

### School Department FY12 Budget Recommendation

FY11 Budget	FY12 Recommendation	Difference FY11 to FY12	Percentage Increase
\$47,139,676	\$48,545,211	\$1,405,535	2.98%

This recommendation represents a mixture of cost increases and cost savings. Cost increases include:

- the need to bring positions previously funded through federal stimulus funding into the budget;
- salary increases based on contractual agreements to provide experience step increases and a 1% cost of living adjustment;

- the addition of positions designed to provide programming that will allow the district to educate special education students within the district (as opposed to more costly out of district placements), to keep students from leaving for charter schools, and to respond to kindergarten enrollment needs;
- providing textbooks, instructional materials, and technology resources after multiple years where investments were not adequately made in these areas; and
- providing professional development and programming in order to respond to mandates, such as training for antibullying, after multiple years without funding in this area.

Cost savings that will be realized include:

- use of reserve Circuit Breaker special education funding due to cost savings in the current year;
- additional Circuit Breaker funding from the state compared to the current year (60% vs. 40% reimbursement of eligible costs, per the Governor's initial budget);
- reduced out of district special education costs due to favorable circumstances and strong management of this program;
- utilization of incoming school choice tuition generated in the current year;
- application of federal stimulus and Education Jobs funds not used in the current year;
- lower projections for vocational high school attendance and tuition; and
- salary differentials between retiring staff and new hires.

The Town Manager's initial recommendation for the School Department is \$46,396,351, or \$743,325 less than the current year's funding (-1.58%). The gap between the School Department's recommendation and the Town Manager's recommendation is \$2,148,860. The budget that will be presented to Town Meeting will depend on the level of resources the town will ultimately be able to provide to the School Department. The School Department administration is working hard to identify further cost savings, and it is our hope that such savings will be able to be combined with additional funding beyond what has been currently been identified in order to meet the priorities outlined above.

Respectfully,

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





# Shrewsbury Public Schools

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## Fiscal Year 2012 Budget Development Timeline

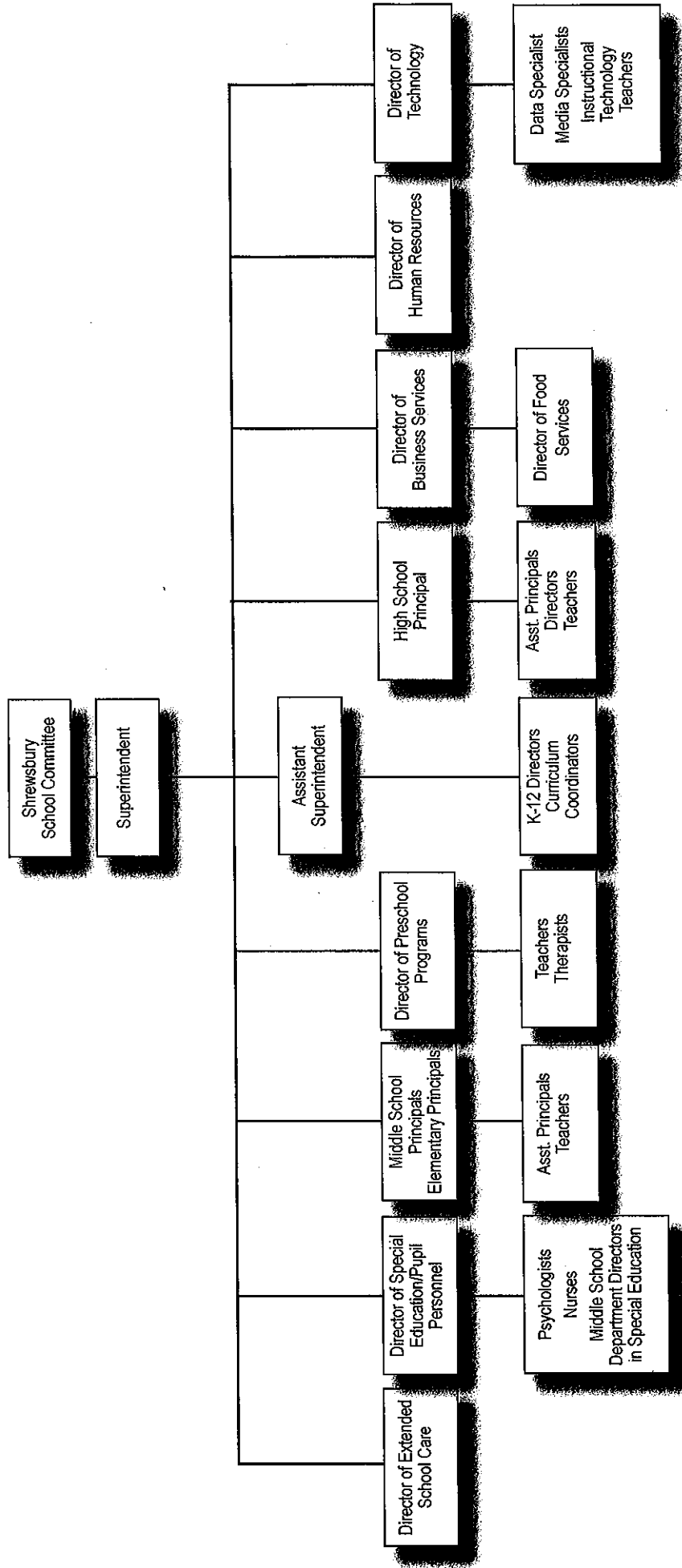
Date	Event
December 21	School Committee budget workshop
February 9	Administration presents report on initial budget gap
February 9	Administration presents report on special education budget development
February 16	Public budget hearing
March 2	School Committee meets with Board of Selectmen and Finance Committee
March 9	Administration presents initial recommendation for FY12 Budget
March 16	Public budget hearing and public hearing on school choice
March 24	School Committee meets with Finance Committee
April 6	School Committee votes on recommended budget to Town Meeting
April 27	School Committee regular meeting
May 11	School Committee regular meeting
May 16	Annual Town Meeting

**Shrewsbury Public Schools  
FY 2012 Budget**

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# FY12 Organizational Chart



## Shrewsbury Public Schools Demographic Information

### Racial/Ethnic Summary

The following table presents highlights of district enrollment by race/ethnicity for the period of 2005-2010. The data reflects a pattern of increasing racial/ethnic diversity over the six-year period.

Race	2005	2006	2007	2008	2009	2010
African American	1.7%	2.1%	1.8%	1.8%	1.6%	1.7%
Asian	12%	12%	12.1%	11.8%	11.2%	16.7%
Hispanic	4%	5%	4.2%	3.5%	4%	5.2%
White	81%	79%	80.2%	80.5%	81.5%	73.9%
Other/Multiracial	1.2%	1.9%	1.5%	2.4%	1.6%	2.1%

### Selected Populations Summary

The following table illustrates the percentage of students in specific populations as defined by the Department of Elementary and Secondary Education.

	2005	2006	2007	2008	2009	2010
First Language not English	10.6%	12%	13.6%	15%	16.2%	17.5%
Limited English Proficiency	2.2%	3.1%	3.1%	2.8%	2.5%	2.3%
Low-Income	7.5%	9%	9.4%	9.2%	10.9%	13.4%
Special Education	15%	15.7%	17.4%	17.1%	16.7%	14.8%

### Home-Schooled Students

The number of students and families who choose a home-schooling option has remained relatively stable over the past six years as illustrated in the table below.

	2005	2006	2007	2008	2009	2010
# Students who are home schooled	33	35	33	32	37	45
# Families who home school	16	16	13	13	15	18

# SHREWSBURY PUBLIC SCHOOLS ENROLLMENT SUMMARY

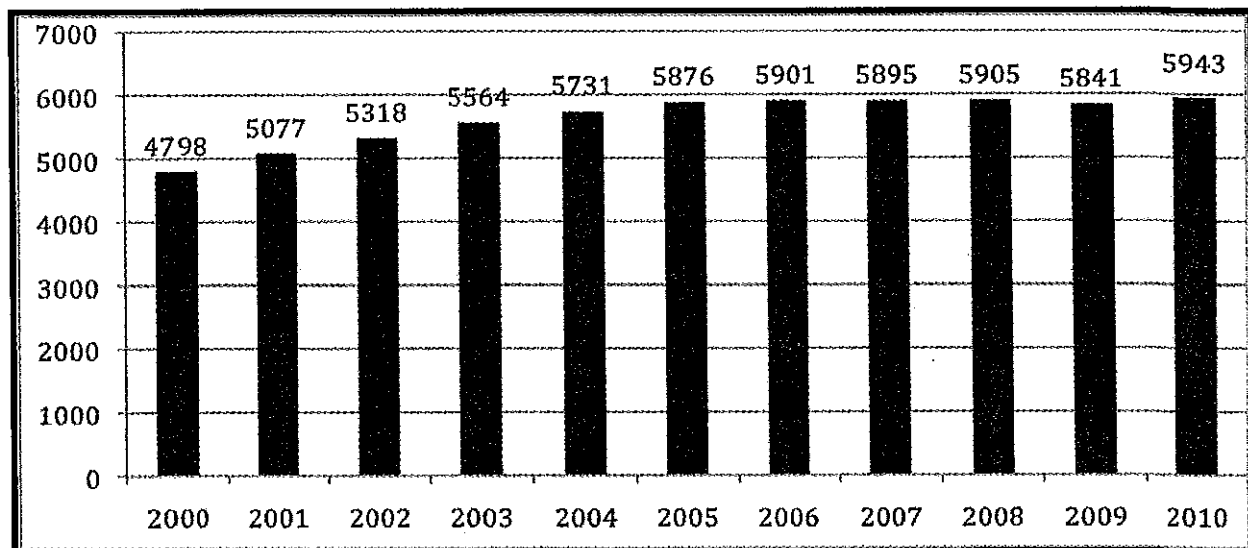
## Enrollment Projections

Total in-district student enrollment has begun to stay at a consistent level instead of increasing rapidly each year, as it had for the past decade. However, the mandated requirements to respond to the needs of students who are members of special populations (students with disabilities, English language learners, low-income students) will require consideration of significant program and facility needs during budget planning in the coming years.

## In-District PreK-12 Actual Enrollment: 2000-2010

The chart below illustrates the enrollment pattern for the past nine school years, which reflects continued growth from 4,798 to 5,943 an increase of 1,145 students.

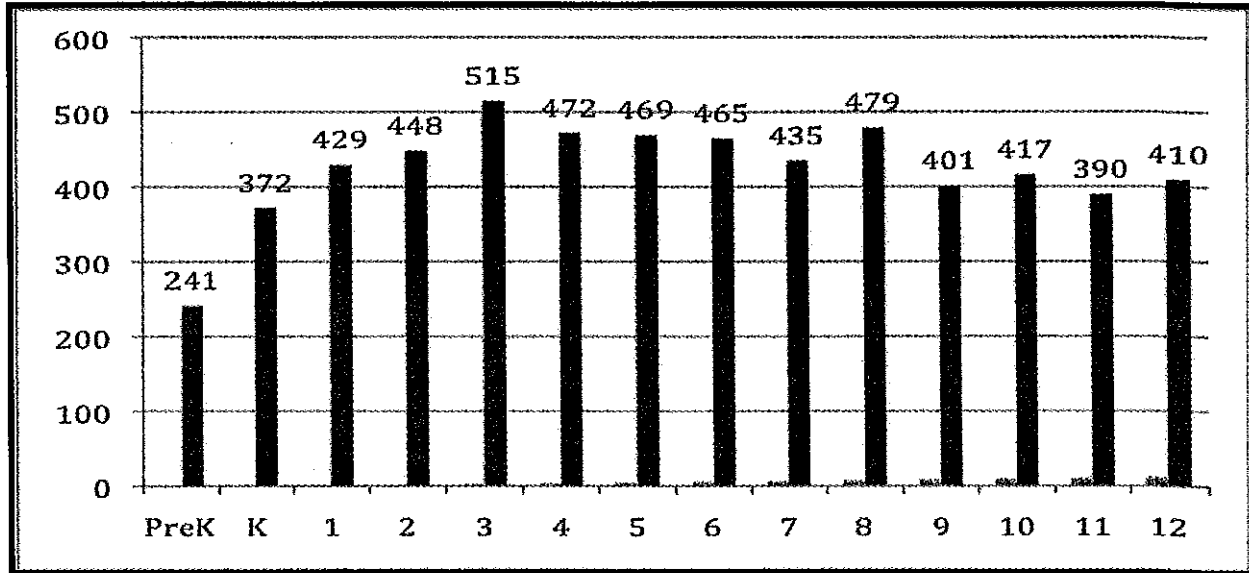
### **PreK-12 Actual Enrollment 2000-2010**



Actual Enrollment 2010-2011 School Year

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, 2010 are displayed in the chart below:

**2010 PreK-12 Enrollment (October 1)**



2010-2011

ACTUAL ENROLLMENT and GRADE CONFIGURATION

Grade Level	Beal School			Coolidge			Florin			Paton			Spring		
	Students	CR/Sect	Avg.	Students	Sections	Avg.	Students	Sections	Avg.	Students	Sections	Avg.	Students	Sections	Avg.
<b>Actual 10/1/10</b>															
HDK	168	4/8	21	42	2	21	113	5	23	89	4	22	38	2	19
FDK	124	6	21	81	4	20	202	9	22	84	4	21	83	4	21
Grade 1	63	3	21	84	4	21	219	9	24	105	4	26	78	4	20
Grade 2				95	4	24	210	9	23	93	4	23	96	4	24
Grade 3				82	4	21							87	4	22
Grade 4															
<b>Totals</b>	<b>355</b>	<b>17</b>	<b>21</b>	<b>384</b>	<b>18</b>	<b>21</b>	<b>744</b>	<b>32</b>	<b>23</b>	<b>371</b>	<b>16</b>	<b>23</b>	<b>382</b>	<b>18</b>	<b>21</b>

Three sections of grade 1 students from the Florin Street School district attend grade 1 at Beal School due to capacity limitations at Florin.

Grade Level	Sherwood Middle			Oak Middle			High School			Preschool Program			
	Students	Sections	Avg.	Students	Sections	Avg.	Students	Sections	Avg.	Program	Students	Cr/Sect.	Avg.
<b>Actual 10/1/10</b>													
Grade 5	469	18	26										
Grade 6	465	18	26	435	18	24				Pre-K (Beal)	25	1/2	13
Grade 7				479	18	27				Little Col. (SBS)	28	1/2	14
Grade 8										Parker Road Preschool	123	7/10	14
Grade 9							401	na	na	Westleyan Terrace	65	2/4	16
Grade 10							417	na	na				
Grade 11							390	na	na				
Grade 12							410	na	na				
<b>Totals</b>	<b>934</b>	<b>36</b>	<b>26</b>	<b>914</b>	<b>36</b>	<b>25</b>	<b>1618</b>	<b>na</b>	<b>na</b>	<b>School Avg./class</b>	<b>241</b>	<b>13</b>	<b>18</b>
<b>In-District Total K-12:</b>													
<b>In-District Total PreK-12:</b>													

Note: the former "Beal West" is now Preschool space (Westleyan Terrace)  
3 new sections added due to enrollment for 2010/11 school year

**2011-2012  
PROJECTED ENROLLMENT and GRADE CONFIGURATION  
USING MODIFIED TOWN MANAGER'S ENROLLMENT PROJECTIONS\***

9-Mar-11 Grade Level	Beal School			Coalgate			Floral			Patton			Spruce		
	Students	CR/Sect.	Avg.	Students	Sections	Avg.	Students	Sections	Avg.	Students	Sections	Avg.	Students	Sections	Avg.
HDK	166	5/9	18	36	2	18	128	6	21	86	4	22	37	1/2	19
FDK	104	6	17	71	4	18	185	8	23	92	4	23	66	4	17
Grade 1	63	3	21	84	4	21	205	9	23	85	4	21	80	4	20
Grade 2				84	4	21	224	9	25	104	4	26	95	4	24
Grade 3				94	4	24									
Grade 4															
<b>Totals</b>	<b>333</b>	<b>18</b>	<b>19</b>	<b>369</b>	<b>18</b>	<b>21</b>	<b>742</b>	<b>32</b>	<b>23</b>	<b>367</b>	<b>16</b>	<b>23</b>	<b>363</b>	<b>18</b>	<b>20</b>
				<i>School Avg./class</i>			<i>School Avg./class</i>			<i>School Avg./class</i>			<i>School Avg./class</i>		

Add 1 section of HDK

Three sections of grade 4 students from the Floral Street School district attend grade 1 at Beal School due to capacity limitations at Floral

9-Mar-11 Grade Level	Sherwood Middle			Oak Middle			High School			Preschool Program				
	Students	Sections	Avg.	Students	Sections	Avg.	Students	Sections	Avg.	Program	Students	Classes	Avg.	
Grade 5	472	18	26							Pre-K (Beal)	28	1/2	14	
Grade 6	454	18	25	463	18	26				Little Col. (SHS)	28	1/2	14	
Grade 7				438	18	24				Parker Road Preschool	140	5/9	16	
Grade 8							434	na	na	Wesleyan Terrace	64	2/4	16	
Grade 9							403	na	na					
Grade 10							408	na	na					
Grade 11							394	na	na					
Grade 12														
<b>Totals</b>	<b>926</b>	<b>36</b>	<b>26</b>	<b>901</b>	<b>36</b>	<b>25</b>	<b>1639</b>	<b>na</b>	<b>na</b>		<b>260</b>	<b>17</b>		
				<i>School Avg./class</i>			<i>School Avg./class</i>				<i>School Avg./class</i>			
<b>In-District Total K-12:</b>	<b>5640</b>	<b>Notes</b>												
<b>In-District Total PreK-12:</b>	<b>5900</b>	Kindergarten: Town Manager Projection - 312; School Department Projection 343 (+31) Grade 1: Town Manager Projection - 449; School Department Projection 414 (-35)												



## ENROLLMENT HISTORY BY GRADE LEVEL

2000 - 2010

GRADE	2010	2009	2008	2007	2006	2005	2004	2003	2002	2001	2000
PRE	241	211	196	181	173	188	174	157	150	131	135
K	372	348	342	376	378	394	384	398	407	385	393
1	429	426	476	439	440	452	449	484	442	475	420
2	448	493	456	454	468	466	489	464	483	444	471
3	515	465	459	482	452	502	464	480	442	469	402
4	472	459	478	454	507	466	504	464	488	424	399
5	469	473	456	496	462	502	463	494	428	419	433
6	466	436	461	450	488	461	492	436	423	427	389
7	435	466	453	485	449	486	444	438	426	400	361
8	479	439	489	449	501	443	441	437	395	364	367
9	401	421	393	419	408	425	413	356	343	324	290
10	417	398	429	404	436	402	360	343	330	296	280
11	390	415	390	423	388	345	334	324	287	283	245
12	410	391	427	383	351	344	320	289	274	236	213
<b>Total P-12</b>	<b>5944</b>	<b>5841</b>	<b>5905</b>	<b>5895</b>	<b>5901</b>	<b>5876</b>	<b>5731</b>	<b>5564</b>	<b>5318</b>	<b>5077</b>	<b>4798</b>
<b>% Change P-12</b>	<b>+ 1.8</b>	<b>- 1.1</b>	<b>+ 0.2</b>	<b>- 0.1</b>	<b>+ 0.4</b>	<b>+ 2.5</b>	<b>+ 3.0</b>	<b>+ 4.6</b>	<b>+ 4.7</b>	<b>+ 5.8</b>	

### Year-to-Year Progression: Kindergarten to Grade 12

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	% Change 1-12
Year	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	
Enrollment	403	466	471	469	488	494	492	486	501	419	429	415	413	- 11.4%
Year	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	
Enrollment	330	381	395	402	424	428	436	444	443	408	404	390	390	+ 2.3%
Year	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	
Enrollment	342	365	365	391	399	419	423	438	441	425	436	423	427	+ 17.0%
Year	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	
Enrollment	339	381	400	408	424	433	427	426	437	413	402	388	383	+ 0.5%
Year	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	
Enrollment	346	366	375	389	395	394	389	400	395	356	360	345	351	- 4.1%
Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	
Enrollment	285	316	329	340	348	354	352	361	364	343	343	334	344	+ 8.9%
Year	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	
Enrollment	264	311	329	327	341	359	356	356	367	324	330	324	320	+ 2.9%
Year	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	
Enrollment	281	294	308	327	324	323	330	328	328	290	296	287	289	- 1.7%
Year	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	
Enrollment	259	303	306	311	308	318	321	331	338	266	280	283	274	- 9.6%
Year	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	
Enrollment	238	265	259	257	281	281	280	288	291	241	234	245	236	- 11.0%
Year	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	
Enrollment	199	201	212	224	229	257	247	257	252	196	198	202	213	+ 6.0%
Year	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	
Enrollment	209	238	250	248	261	276	289	286	275	243	225	226	219	- 8.0%

**AVERAGE CLASS SIZE GRADES K-8  
SEVEN YEAR HISTORY**

Grade Level	10/1/10	10/1/09	10/1/08	10/1/07	10/1/06	10/1/05	10/1/04
Kindergarten	20.7	19.3	19	17.9	18.9	18.8	19.2
Grade 1	21.5	20.3	22.7	20.9	21	21.5	18.7
Grade 2	21.3	23.5	21.7	21.6	22.3	21.2	21.3
Grade 3	24.5	22.1	21.9	24.1	21.5	22.8	23.2
Grade 4	22.5	21	21.7	22.7	23	22.2	21.9
Grade 5	26.1	23.7	25.3	24.8	25.7	25.1	21
Grade 6	25.8	24.2	23.1	22.5	24.4	23.1	22.4
Grade 7	24.2	25.9	23.8	24.3	24.9	24.3	22.2
Grade 8	26.6	22	24.5	24.9	27.8	24.6	22.1

2010/11 Enrollment Report

Kindergarten Enrollment Numbers (Full Day / Half Day)

Total Kindergarten Enrollment		Full Day		Half Day	
Year	Actual Enrollment	Sections	Students (%)	Sections	Students (%)
2001	385	2	36 (9%)	16	349 (91%)
2002	407	2	38 (9%)	20	369 (91%)
2003	398	2	37 (9%)	18	361 (91%)
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%)

School Enrollment Projections

	1.208	1.040	1.014	1.004	1.001	0.967	5-6	0.995	1.007	7-8	0.907	1.005	0.979	1.009	9-12	TOTAL*	preschool	
k	1	2	3	4	5	6		7	8		9	10	11	12				
1998	403	381	365	408	395	1952	354	356	710	328	338	241	198	226	254	4247	134	4381
1999	359	466	395	391	424	2035	394	352	746	684	266	234	202	219	921	4386	126	4512
2000	393	420	471	402	399	2085	433	389	822	728	290	280	245	213	1028	4663	135	4798
2001	385	475	444	469	424	2197	419	427	846	764	324	296	283	236	1139	4946	131	5077
2002	407	442	483	442	488	2262	428	423	851	821	343	330	287	274	1234	5168	150	5318
2003	398	484	464	480	464	2290	494	436	930	875	356	343	324	289	1312	5407	157	5564
2004	384	449	489	464	504	2290	463	492	955	885	413	360	334	320	1427	5557	174	5731
2005	394	452	466	502	466	2280	502	461	963	929	425	402	345	344	1516	5688	188	5876
2006	378	440	468	452	507	2245	462	488	950	950	408	436	388	351	1583	5728	173	5901
2007	376	439	454	482	454	2205	496	450	946	934	419	404	423	383	1629	5714	181	5895
2008	342	476	456	478	456	2211	456	461	917	942	393	429	390	427	1639	5709	196	5905
2009	348	426	493	465	459	2191	473	436	909	905	421	398	415	391	1625	5630	211	5841
2010	372	429	448	515	472	2236	469	465	934	914	408	417	390	410	1618	5702	241	5943
2011	312	449	446	454	517	2179	472	454	926	901	434	403	408	394	1640	5645		
2012	294	377	467	453	466	2047	517	457	974	918	397	437	395	412	1641	5580		
2013	303	355	392	474	454	1978	457	501	957	909	423	399	428	399	1648	5493		
2014	281	366	369	397	476	1889	455	442	896	936	412	425	391	432	1660	5402		
2015	297	339	381	375	399	1790	476	440	916	941	415	414	416	395	1640	5288		
2016	297	359	353	386	376	1771	399	461	860	880	455	417	406	420	1698	5209		
2017	297	359	373	358	388	1774	376	386	748	899	401	457	409	410	1677	5099		
2018	297	359	373	378	359	1766	388	364	752	846	400	404	448	413	1664	5028		
2019	297	359	373	378	380	1787	360	375	735	749	419	402	395	452	1668	4939		

Notes:

- 1998-2010 are actual enrollments
- Of the 401 students in grade 9 in 2010, 17 are out of district children enrolled through the adoption of school choice
- Projections were calculated by taking a 5 year average of the birth to kindergarten survival for years 2001-2010 and multiplying the average survival factor by the births recorded in 2006-2009
- Assumed births for 2010-14 were calculated taking the average of the previous four years of recorded births

## **Report to the School Committee: School Choice and Charter School Information January 20, 2011**

Prepared by: Anne M. Mahan, Director of Business Services  
Jay Cummings, Ed.D., Assistant Superintendent

This report was presented to the School Committee on January 20, 2011. For background information on school choice and charter schools in Massachusetts, the following documents are available on the Department of Elementary and Secondary Education website at <http://www.doe.mass.edu> :

- (1) Choosing a School: A Parent's Guide to Educational Choices in Massachusetts
- (2) Advisory Memorandum on Financial Administration of the School Choice Program
- (3) School Choice Receiving District Status
- (4) Trends in School Choice Pupils and Tuition
- (5) Charter Schools: 2010-2011 Fact Sheet
- (6) DESE Understanding Charter School Tuition Reimbursements
- (7) Massachusetts Charter Schools: State Summary

### ***Background***

In prior years the committee has requested additional information on School Choice and Charter School Programs. Of particular interest is the financial impact of these programs on Shrewsbury now and into the future. The FY2011 school year is the first year that the district has accepted school choice students. The Committee vote on 28 April 2010, approved school choice for a maximum of 20 grade 9 students at Shrewsbury High School.

### ***School Choice***

#### **Sending:**

The enclosed information from the Department of Education summarizes Shrewsbury's history on "sending" students and the corresponding costs by fiscal year. Historically, the number of students/families who have chosen to be educated in public schools districts other than Shrewsbury has been few. The following reasons are given by those who choose to participate in the School Choice program:

- convenience for parent/family work schedules and students
- students having difficulty in a school and are seeking a new environment
- families who moved to Shrewsbury with students completing their education in communities they have left

The final sending school choice figures for 2009-2010 and the preliminary school choice figures for 2010-2011, based on a report from the DESE received in December, are shown in the table below.

**Shrewsbury Resident Students Attending Other Districts through School Choice**

<b>District</b>	<b>School Choice FTE 2009-2010</b>	<b>School Choice FTE 2010-2011</b>
Boylston	n/a	1.0
Bellingham	n/a	1.0
Berlin-Boylston	1.0	1.0
Clinton	2.4	n/a
Hudson	2.3	1.0
Mendon-Upton	0.5	n/a
Milford	n/a	1.0
Northbridge	n/a	1.0
Sutton	2.0	2.0
Wachusett	2.0	1.0
West Boylston	n/a	1.0
Westborough	3.0	n/a
Worcester	8.0	6.0
<b>Total FTE*</b>	21.2	16.0
<b>Total Tuition Charged**</b>	\$113,286	\$99,582
*Full time equivalent; fractions account for partial year attendance. Figures final for 2009-2010, preliminary for 2010-2011		
** Includes \$5,000 per student and additional increments for special education services for some students		

**Grade Distribution of Sending School Choice (number of students)**

	<b>2009-2010</b>	<b>2010-2011</b>
Kindergarten	2 full day, 1 half day	5 full day
Grades 1-4	8	3
Grades 5-8	0	1
Grades 9-12	12	7

The table below provides historical enrollment and a fiscal recap for Shrewsbury students attending other schools as part of the School Choice Program.

## School Choice Financial History: Charges to Shrewsbury for Sending Students

Fiscal Year	FTE Pupils	Tuition
1996	8.8	\$45,385
1997	6.0	\$23,815
1998	7.0	\$27,826
1999	7.7	\$37,470
2000	7.9	\$32,849
2001	4.7	\$21,108
2002	13.2	\$53,319
2003	10.7	\$46,558
2004	16.5	\$78,761
2005	17.1	\$104,140
2006	18.5	\$97,394
2007	10.0	\$61,861
2008	13.7	\$78,480
2009	18.5	\$106,835
2010	21.2	\$113,286
2011 (Preliminary)	16.0	\$99,582

The School Choice program has a \$5,000 payment cap for regular education students. Additional payment amounts exist for special education students correlating to the type of services provided by the receiving school district. The FY10 figures include Special Education increments for 2 students. Our first official enrollment figures for the 2010-2011 school year were available from the Department of Education on 14 December. The reduction reflects 7 seniors who graduated in FY10 and the addition of full day kindergarten students. There are 3 students in FY11 receiving Special Education services at an incremental rate.

### Receiving:

FY11 is the first year the district is hosting school choice students. Of the 20 existing slots, 17 were full by 1 September 2010. The remaining 3 openings were filled during the month of November. Once students are enrolled in the program they are entitled to attend until graduation. A vote by the School Committee is required each year to determine whether the district will participate in the school choice program. The sending districts and corresponding students are displayed in the table below:



### SHS Students Attending Grade 9 Through School Choice

District	Number of Students
Berlin-Boylson	2
Grafton	2
Leicester	1
Mendon-Upton	2
Quabbin	2
West Boylston	1
Worcester	10
<b>Total</b>	<b>20</b>

As three of the twenty students joined the district in November, the state funding received for these students will be prorated slightly. It is expected that the district will receive approximately \$95,000 in aid for school choice students in FY11. However, receiving these 20 students into the freshman class at Shrewsbury High School did not require any additional expenditures given the school's economy of scale, where existing personnel and materials were sufficient to provide for their educational needs. This generates revenue outside of the typical local and state funding mechanisms used by the district in the past.

### Charter Schools

The funding formula for charter schools is somewhat complex. In the first three years the state reimburses districts 100%, 60%, and 40% of the costs, respectively. The reimbursement formula applies to the change in costs from year to year based on enrollment and tuition rates and is explained in detail on the DESE web site at <http://www.doe.mass.edu/charter/finance/tuition/>.

As the following chart indicates, the opening of area charter schools in the last decade has attracted a number of students from Shrewsbury. This continues to divert fiscal resources out of Shrewsbury and into the receiving school.

### Charter School Financial History FY99-Present

Fiscal Year	School Year	Student FTE	% Increase	Total Tuition	State Reimbursement	Net Tuition Paid
FY99	98-99	18.00		\$ 77,252	\$ 77,252	\$ -
FY00	99-00	29.24	62%	\$ 180,385	\$ 154,078	\$ 26,307
FY01	00-01	24.44	(17%)	\$ 145,517	\$ 92,781	\$ 52,736
FY02	01-02	21.15	(13%)	\$ 130,981	\$ 36,725	\$ 94,256
FY03	02-03	23.50	11%	\$ 170,601	\$ -	\$ 170,601
FY04	03-04	20.00	(15%)	\$ 170,601	\$ 10,440	\$ 160,161
FY05	04-05	25.48	27%	\$ 205,472	\$ 36,574	\$ 168,898
FY06	05-06	38.30	50%	\$ 330,170	\$ 125,387	\$ 204,783
FY07	06-07	61.23	60%	\$ 514,694	\$ 288,709	\$ 225,985
FY08	07-08	86.00	40%	\$ 743,381	\$ 421,979	\$ 321,402
FY09	08-09	110.2	28%	\$ 1,053,352	\$ 542,361	\$ 510,991
FY10	09-10	127.2	15%	\$ 1,159,129	\$ 458,184	\$ 700,945
FY11*	10-11	145.0	14%	\$ 1,339,800	\$ 467,031	\$ 872,769

The tables below depict the final FY10 and current FY11 enrollment of Shrewsbury students in area charter schools. This is based upon reporting from charter schools to the Department of Elementary and Secondary Education (DESE). You can see the Advanced Math & Science Academy in Marlboro has drawn a number of students out of our system. (Both AMSA and Abby Kelley are within 9 miles of Shrewsbury Center.) The FY10 data reflects 8 students (7.5% of AMSA total) enrolled at AMSA who previously attended private schools. The final FY10 projection represents a 15% increase in total charter enrollment from the prior year, while the FY11P (pre-enrollment) data suggests a 14% increase in the total number of students attending charter schools. However, some of this increase is due to the fact that, as AMSA has continued to expand its grades up through Grade 12, the total number of students

at AMSA is spread over more grades. It is important to note that the number of students actually leaving Sherwood for AMSA has decreased significantly over the past two years (from 40, to 23, to 14), which the district hopes is the beginning of a reversal of the trend. Please note that the number of students entering Grade 6 at AMSA are higher than these figures as some of those students come from private schools.

<b>Charter School FY10 Final Enrollment Data</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
Abby Kelley Foster (Worcester)	4		1		2	3	3	2				1		<b>16</b>
Advanced Math and Science Academy (Marlborough)							29	41.9	17	8	6.8	5.5		<b>108.2</b>
Francis Parker (Devens)										1				<b>1</b>
Seven Hills (Worcester)		1				1								<b>2</b>
<b>Total</b>	<b>4</b>	<b>1</b>	<b>1</b>		<b>2</b>	<b>4</b>	<b>32</b>	<b>43.9</b>	<b>17</b>	<b>9</b>	<b>6.8</b>	<b>6.5</b>		<b>127.2</b>

<b>Charter School FY11 Current Enrollment Data</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
Abby Kelley Foster (Worcester)		2	1	1		1	3	3	1				1	<b>13</b>
Advanced Math and Science Academy (Marlborough)							18	37	41	12	8	9	6	<b>131</b>
Francis Parker (Devens)											1			<b>1</b>
Seven Hills (Worcester)														<b>0</b>
<b>Total</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>21</b>	<b>40</b>	<b>42</b>	<b>12</b>	<b>9</b>	<b>9</b>	<b>7</b>	<b>145</b>

In addition, the Department of Elementary and Secondary Education Charter School Office has reported that there were 80 students placed on charter school wait lists from our district, which would bring the total charter enrollment to 207 students in FY11. However, it is highly unlikely that any significant number of students will move into charter schools from wait lists during the remainder of this fiscal year.

It should also be noted that in FY10, 13 students transferred from AMSA to Shrewsbury High School, and in FY11 7 students transferred from AMSA to SHS. In FY11, 2 students transferred out of SHS to AMSA.

## Comparative Performance

It is interesting to compare the academic achievement and academic growth performance of Shrewsbury Public Schools students vs. students at AMSA and Abby Kelly Foster. The tables below show this data for the 2010 MCAS exams:

### Achievement Comparison – 2010 MCAS

Grade and Subject	Shrewsbury % Advanced /Proficient	AMSA % Advanced /Proficient	Abby Kelley Foster % Advanced /Proficient
Grade 3 ELA	81	N/A	48
Grade 3 Math	88	N/A	58
Grade 4 ELA	84	N/A	47
Grade 4 Math	81	N/A	42
Grade 5 ELA	78	N/A	38
Grade 5 Math	76	N/A	40
Grade 6 ELA	87	92	56
Grade 6 Math	85	89	26
Grade 7 ELA	89	85	74
Grade 7 Math	82	83	46
Grade 8 ELA	91	98	86
Grade 8 Math	75	75	48
Grade 10 ELA	90	98	74
Grade 10 Math	88	95	72

### Growth Comparison – 2010 MCAS

Grade and Subject	Shrewsbury Median Student Growth Percentile	AMSA Median Student Growth Percentile	Abby Kelley Foster Median Growth Percentile
Grade 3 ELA	N/A	N/A	N/A
Grade 3 Math	N/A	N/A	N/A
Grade 4 ELA	76	N/A	40
Grade 4 Math	67	N/A	47.5
Grade 5 ELA	48	N/A	34.5
Grade 5 Math	53	N/A	52.5
Grade 6 ELA	54	47	49
Grade 6 Math	66	50	36.5
Grade 7 ELA	64	47.5	40
Grade 7 Math	66	52	47.5
Grade 8 ELA	57	52	52.5
Grade 8 Math	59	51	52
Grade 10 ELA	56	50.5	51
Grade 10 Math	51	69.5	58

## **Increasing Student Retention**

There are a wide-range of reasons that parents cite for choosing to take their son or daughter out of the Shrewsbury Public Schools. Many of the reasons given are not related to curriculum. These include small school size, uniforms, and sense of community. The most cited reason related to curriculum has been the perception that the Shrewsbury Public Schools does not adequately challenge the most advanced students in the area of mathematics, and to a lesser degree science at the middle level. As is cited in the report on the Advanced Math Program at Sherwood Middle School, the district has taken concrete steps to improve the math programming at Grade 5 and Grade 6 in order to make it more rigorous and to provide fluid access to more challenging content and activities for students who demonstrate that need. This has been a great success thus far, and the approximately 50% reduction in students leaving Sherwood for AMSA in Grade 6 correlates with the advent of this program. It will be important to continue to phase this advanced math programming into the upper middle school grades in order to provide an alternative for parents who might believe that a charter experience would offer a more rigorous mathematics experience, as well as to utilize existing resources to ensure rigorous experiences in all subject areas at the middle school level. That said, it is important to note that performance data indicates that Shrewsbury students, in the aggregate, continue to perform comparably to those who attend AMSA with regard to achievement and typically outperform AMSA with regard to academic growth, despite the fact that demographically our school district is much more diverse.

## **Summary**

Based on current data we expect \$972,351 of state aid to be diverted to School Choice and Charter School programs in FY11 (\$99,582 in outgoing School Choice and a net of \$872,769 in Charter charges after reimbursement). This figure will continue to grow even if enrollment remains steady due to the annual drop in state reimbursement for the charter school program. However, this year, the outgoing School Choice is balanced by approximately \$95,000 in incoming School Choice tuition, funding which is recommended to be carried into the FY12 budget in order to offset potential reductions in personnel or program. Further, the number of students leaving for the AMSA charter school in Grade 6 was reduced significantly, and this correlates with improvements to the Sherwood Middle School math program through the addition of personnel and differentiated coursework for advanced mathematics.

# Shrewsbury Public Schools

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Melissa Maguire, Director

## FY '12 Budget Report for Special Education Presented January 2011

### Introduction:

Shrewsbury Public Schools has a comprehensive program for students with disabilities. The school system subscribes to the philosophy that all students can learn and that the purpose of special education is to minimize the impact of disability and maximize the opportunities for children with disabilities to have access to the general curriculum.

It is the responsibility of the school district to provide every student with disabilities with a free, appropriate public education (FAPE) within the least restrictive environment (LRE) from ages 3 to 22. This age range is important because it significantly increases the amount of time that the school district is responsible for educating a student with special needs that must be factored into the overall cost of special education.

The Shrewsbury Public Schools are responsible for educating 906 (October 1, 2010 statistical report) students with disabilities both in the district and out of district. This represents 15.3% of the district compared to the 2009/2010 State reporting of students in special education, which was 17.0%.

### State Reporting based on October 1 enrollment

	2009	2010
# of special education students	976	906
District % of students in special education	16.6	15.3
State % of students in special education	17.1	17.0

Based on current data there are 938 students receiving special education services. This number includes students after October 1, 2010 who have moved in to the district, students turning 3-years old, and those who have been evaluated and found eligible.

### Initial Evaluation information from September 2010 through December 30, 2010

School	# of Initial Evaluations	# Students Not Eligible for Services	# Students Eligible for Special Education	# Evaluations still in process as of 12/23/10
Beal	4	1	2	1
Coolidge	14	2	5	7
Paton	15	4	5	6
Spring	7	1	2	4
Floral	3	1	2	0
Sherwood	6	4	1	1
Oak	1	1	0	0
High School	9	6	2	1
<b>Total</b>	<b>59</b>	<b>20</b>	<b>19</b>	<b>20</b>

Other than the costs related to the professional and support staff, the most costly aspects of the special education budget include out of district placement tuition, out of district transportation, extended year services and contracted services.

It is important to note, when discussing special education costs, that the federal legislation governing special education, IDEA or the Individuals with Disabilities Education Act, was originally mandated to fund 40% of the per pupil costs of educating all children with special needs. However, the federal funding contribution to local and state budgets for special education has consistently been approximately 18%, far below what is actually needed.

Equally as important, the state circuit breaker reimbursement formula has decreased significantly over the past three years. The legislation indicates a 75% reimbursement, subject to appropriation, for expenditures that exceed the foundation of \$37,767.77 (The Foundation amount has also increased in the past two years). However, only 40% reimbursement was awarded last year. We anticipate 40% reimbursement for 2012 as well.

<b>Students Claimed</b>	<b>FY10 Claim Amount*</b>	<b>Foundation</b>	<b>Net Claim</b>	<b>40% Reimbursement</b>
89	\$6,238,081	\$3,361,332	\$2,876,749	\$1,150,694

**Students Served by Disability – Includes both in district and out of district**

<b>Disability</b>	<b># of Students 09-10</b>	<b># of Students 10-11</b>
<b>Autism</b>	<b>84</b>	<b>94</b>
<b>Communication</b>	<b>227</b>	<b>247</b>
<b>Developmental Delay (ages 3-9 only)</b>	<b>77</b>	<b>84</b>
<b>Emotional</b>	<b>35</b>	<b>40</b>
<b>Health</b>	<b>56</b>	<b>53</b>
<b>Intellectual (ages 9 and above)</b>	<b>18</b>	<b>16</b>
<b>Multiple Disabilities</b>	<b>35</b>	<b>28</b>
<b>Neurological</b>	<b>39</b>	<b>40</b>
<b>Physical</b>	<b>8</b>	<b>10</b>
<b>Sensory/Deaf/Blind</b>	<b>0</b>	<b>0</b>
<b>Sensory/Hard of Hearing or Deaf</b>	<b>11</b>	<b>9</b>
<b>Sensory/Vision Impairment or Blind</b>	<b>4</b>	<b>4</b>
<b>Specific Learning Disability</b>	<b>382</b>	<b>314</b>
<b>Total</b>	<b>976</b>	<b>939</b>

### Students Served in the District \*

School	# of Students 09-10	# of Students 10-11
Parker Road Pre-school	63	72
Beal Pre-K	59	58
Calvin Coolidge Elementary	38	38
Floral Street School	103	97
Paton Elementary	36	41
Spring Street School	55	54
Sherwood Middle School	146	139
Oak Middle School	163	149
Shrewsbury High School	243	211
<b>Total</b>	<b>906</b>	<b>859</b>

- Includes students who receive walk-in special education services at primarily Parker Road Pre-School
- Does not include referrals from Early Intervention that will result in services for the remainder of the year.
- Does not include Out of District (see page 3)

### Out of District Placements:

While the vast majority of students with special needs, 92%, are educated within Shrewsbury schools, there are a small percentage of students who need specialized programs including very small classes and a high teacher to student ratio. These students are educated out of district in either collaborative or private special education programs.

Children attend out of district programs as day or residential students depending on the severity of their disabilities. In addition, they may also attend for a longer year that includes a summer school component. A residential placement provides the student with twenty-four hour learning opportunities, full assistance with all functional life skills and intensive specialized developmental services. The children who attend residential programs do not make effective progress in day schools and often their safety awareness is severely limited, putting them at great risk.

The cost of out of district programs varies greatly. Tuition for private placements for the 2011-2012 school year have been projected to range from a high of \$378,773.75 (an increase by \$21,859.06 from last year, a 17% increase) which is for a residential program, to a low of \$26,250.00 (Collaborative program) for a day placement. The state of Massachusetts sets the tuition rates for these programs and, at times, will approve rate increases. Typically this increase can be between 3% and 4%. Thus far, for the 2010-11 school year the state has issued a freeze on tuition increases. However, schools were able to apply for extraordinary relief or restructuring and request a tuition increase. The total amount of tuition increases was \$40,462.80. The budget projected a 4% increase, which covered the actual increases granted by the state.

Currently, it is projected that there will be 78 students in out of district placements in the 2011-12 school year. This includes potential placements at the Assabet Valley Collaborative Middle School and High School for students experiencing emotional difficulties as well as students whose team has discussed the potential for out of district placement due to the significance of their disability and intensity of their services. This does not include students who are referred for a 45-day evaluation at the Collaborative. The intent of the 45-day evaluation is to gather more information about a student's behavior and disability that has significantly impacted their ability to make effective progress.



The goal is for these students to return to their middle or high school with strengthened support so they can succeed. However, there are times when a student's disability is such that they require a more intensive program and may be referred for an out of district placement either at the Collaborative or at a private school.

**Students Served Out Of District for Fiscal Year '09-10' and '10-11'**

<b>Out of District Placement</b>	<b># of Students 09-10</b>	<b># of Students 10-11 as of 1/11</b>
<b>Elementary</b>	<b>16</b>	<b>14</b>
<b>Middle School</b>	<b>16</b>	<b>18</b>
<b>Collaborative Middle School</b>	<b>1</b>	<b>3</b>
<b>High School</b>	<b>20</b>	<b>27</b>
<b>Collaborative High School</b>	<b>7</b>	<b>6</b>
<b>Post Graduate High School</b>	<b>10</b>	<b>8</b>
<b>Post Graduate Collaborative H.S.</b>	<b>1</b>	<b>0</b>
<b>Transition Program</b>	<b>5</b>	<b>4</b>
<b>Total</b>	<b>76</b>	<b>80*</b>

\* Includes the 4 students enrolled in the Collaborative Transition Program

The Assabet Valley Collaborative started a 45-day (middle and high school aged) evaluation program for students who were experiencing significant emotional, behavioral, and mental health issues. Two students have accessed this program thus far in 2010-2011.

**Tuition ranges currently in fiscal year '11 and projected for '12**

<b>Fiscal Year</b>	<b>Total # of Students</b>	<b>Day School tuition range</b>	<b>Residential Tuition Range</b>
<b>10-11</b>	<b>80 (63 day, 16 residential)</b>	<b>\$26,250 to \$92,291</b>	<b>\$150,759 to \$352,481</b>
<b>11-12</b>	<b>78 projected (63 day, 15 residential)</b>	<b>\$26,250 to \$95,772</b>	<b>\$127,482 to \$378,773</b>

**Net Appropriation**

	<b>FY11 Budget</b>	<b>FY12 Budget</b>	<b>Difference</b>
Out-of-district Tuition	\$6,134,122	\$6,117,781	<b>(\$16,341)</b>
Less Circuit Breaker Reimbursement	\$1,004,829	\$1,150,700	<b>\$145,870</b>
<b>Net Appropriation</b>	<b>\$5,129,293</b>	<b>\$4,967,081</b>	<b>(\$162,212)</b>

**Projected range of costs for Out of District programming based on Disability Category**

<b>Disability</b>	<b>Out of District ( projected range per student)</b>
<b>SLD (Specific Learning Disability)</b>	Learning Prep: \$32,878.28 Landmark: \$21,039.70 to \$58,605.85 Willow Hill: \$48,174.01 White Oak: \$33,546.86
<b>Autism</b>	NECC Day: \$95,772.55 NECC Res.: \$200,210.84 to \$285,548.99 Boston Higashi: \$175,353.35 Nashoba Learning: \$96,937.75
<b>Communication</b>	No placements for communication
<b>Developmental Delay (up to age 9) And Intellectual (ages 9 and up)</b>	Kennedy Day Center: \$71,975.38 LABBB: \$63,568.54 Mercy Center: \$65,452.28 Learning Clinic: \$127,482.33 (residential) Evergreen: \$155,203.87 (residential) Riverview: \$67,968.83 (residential) Protestant Guild: \$56,734.56 (Residential ½ year cost shared) Cotting School: \$76,850.90
<b>Emotional</b>	Collaborative: \$39,253.30 Reed: \$69,615.79 Dr. Franklin Perkins: \$60,009.76 Dr. Franklin Perkins Res: \$185,738.28 Walker: \$71,680.85 Wayside Academy: \$48,500.36 McGrath Educational Center: \$35,421.04 Victor School: \$50,038.03 Cottage Hill: State pays Dearborn Academy: \$59,376.24 Seven Hills: \$22,256.10
<b>Health</b>	No placements for health
<b>Neurological</b>	May Nero-Rehab: \$217,909.07 (residential)
<b>Multiple</b>	Crotched Mountain: \$378,773.75 (residential) Cotting School: \$76,850.90
<b>Physical</b>	No placements for physical
<b>Sensory Vision</b>	Perkins School for the Blind: \$127,657.02
<b>Sensory Hearing</b>	Learning Center for the Deaf: \$41,700.38 to \$71,149.68

**Important considerations for increase in the Out of District Placements:**

1. Increase in Crotched Mountain of \$21,859.06 for one tuition for FY 11
2. Placements for students with significant challenges and emotional needs.
3. Students who moved in during the year and full tuitions were assumed for FY 11:
  - a. \$ 37,456 (pre-school student moved in mid-year and required placement) full tuition assumed for FY 12 is \$71,149.68
  - b. \$71,149.68
  - c. \$39,253.30
  - d. \$60,800.50
  - e. \$246,848.35
  - f. \$121,579.14
  - g. \$71,879.01
  - h. \$26,015.29
  - i. \$35,000.00
  - j. \$10,773.00

**Total move-in liability between FY 2010 and 2011:        \$ 720,752**

**Out of District Transportation:**

In addition to tuition, transportation costs are a significant budget item related to out of district placements. Shrewsbury is part of a consortium of school districts working through the Assabet Valley Collaborative to manage transportation costs. Wherever possible, students from Shrewsbury are transported with students from surrounding towns who attend the same day programs. It is important to note, however, that few of these educational programs are located in central Massachusetts. Most are located in the metro-Boston area, which substantially increases transportation costs. The state does not provide any reimbursement for out of district transportation.

	FY11 Budget	FY12 Budget	Difference
<b>Out-of-district Transportation</b>	<b>\$928,000</b>	<b>\$1,067,200</b>	<b>\$139,200</b>

**Extended Year Services:**

There are two standards for determining extended year services or summer programming for students with disabilities. One is the severity of the child's disability and the other is "substantial regression." This means that if a student is likely to lose critical skills or fail to recover these skills within a reasonable amount of time compared to typical students, summer programs are required. The decision to provide extended year services is made by the TEAM at the student's annual IEP review.

Students on the autism spectrum as well as other students with significant disabilities attend the full day summer program while students with other special education needs may attend the half-day program.

The program must be fully staffed with teachers, ABA technicians and aides and transportation must be provided for students.

	FY11 Budget	FY12 Budget	Difference
<b>Extended Year Services</b>	<b>\$318,887</b>	<b>\$334,831</b>	<b>\$15,944</b>

**Contracted Services:**

There are a variety of mandated special education services for which we must hire outside contractors. Many of these involve low incidence disabilities. Some examples of contracted services include aural rehabilitation, sign language interpretation, translation of documents into parents' native language, blind-vision therapy, music therapy, mobility specialist, Wilson reading tutoring, and independent evaluations.

	FY11 Budget	FY12 Budget	Difference
<b>Contracted Services</b>	<b>\$330,000</b>	<b>\$369,000</b>	<b>\$39,000 *</b>

\* Includes adding psychiatric consultation, assumed 1 Wilson Tutoring position from appropriated staff and includes home service contract for nine students.

**FY 12 Requests**

<b>Changes to the Special Education Program for FY 12</b>	<b>Justification</b>
.5 Clinical Coordinator	The district hired a Clinical Coordinator in January 2009. Over the past two years, there has been an increase of students on the Autism Spectrum who are receiving their services in the district as well as a significant rise in students experiencing mental health issues. The Clinical Coordinator provides support to nine schools across the district. He conducts Functional Behavior Assessments, develops behavior support plans, consults to special education teams, provides parent consultation and services, works directly with students, develops teaching plans, and more recently provides support to regular education students and staff following the District's RTI model. He also coordinates and co-treats with the consulting psychiatrist on a weekly basis. In the past, outside consultants would be contracted to provide these services. The district has not hired an outside consultant since this position started. Due to the increase in needs across the district, there is a need to provide additional clinical support.

**FY 12 Requests Continued**

<p><b>Changes to the Special Education Program for FY 12</b></p>	<p><b>Justification</b></p>
<p>1.0 ELC Coordinator for Floral Street</p>	<p>The ELC program supports students on the Autism Spectrum who require intensive instruction outside of the general education classroom and who also require behavioral support. We currently have ELC programs at Beal, Spring, and Floral Street. This program prevents students from going to costly out of district programs. The typical caseload for an ELC Coordinator is 7 to 8 students. Floral Street currently has 10 students this year and will have 15 students next year. In order to support these students effectively, another ELC Coordinator is required.</p>
<p>.4 School Psychologist (.2 Beal and .2 Spring)</p>	<p>In 2009 we piloted a Team Chair and School Psychologist model that utilized existing FTE's, but separated the roles of Team Chair and School Psychologist. We initially had 1.0 Team Chair supporting both Spring and Beal and a 1.0 School Psychologist supporting both schools. This year, we hired 2 psychologists at .6, one for each school. With the increase in mental health issues and our goal to implement RTI practices, there is a greater need for the school psychologists.</p>
<p>1.0 Special Education Teacher – Coolidge new program (Budget Neutral)</p>	<p>The district is proposing an intensive special needs classroom to be housed at Coolidge Elementary. These students participated in the intensive special needs classroom at Parker Road Preschool and require intensive instruction and support. The program would include five students, a special education teacher, and 2 instructional aides. The Special Education teacher will come from within the existing budget. Due to the significance of these students' disabilities, they are at greater risk for out of district placements. This program would prevent the potential for an out of district placement.</p>

**FY 12 Requests Continued**

<b>Changes to the Special Education Program for FY 12</b>	<b>Justification</b>
.25 Special Education Secretary	There is an opportunity to apply for additional Medicaid reimbursement from students who are in out of district placements. The procedure for reimbursement is different than our current method of documenting and billing for services. The additional support will be able to serve in this capacity as well as support other office needs related to compliance such as managing student records and managing 504 records.
3.0 Aides/Techs	Three students moved into the district this year that require aide/tech support.

**Programs continued and implemented in 2010-2011 that mitigated costs to the district:**

**Co-Taught Teaching Model**

**Co-Taught (grade 2 and 4):** The Floral co-taught program began in the first grade and looped to second grade this year. In addition, with creative scheduling a fourth grade co-taught program was added. Both programs operate across two classrooms, with two general education teachers and a special educator forming a co-teaching team; this team is supported by a full-time special education paraprofessional as well. Identified students are placed in each classroom; common instructional space and flexible grouping is used in order to maintain cohesiveness and appropriate levels of service.

**Co-Taught (grade 5 and 6):** Students who were at risk and presented a similar profile to students with Language Based Learning Disabilities were identified for this program to prevent out of district placement. Students are placed on a two-person team with two regular education teachers, one special education teacher and a paraprofessional. A sixth grade program was added this year with creative scheduling of staff. The same principles of co-teaching methodologies apply as stated in the Floral Street program.

**Mobile On Site Vocational Education (M.O.V.E) 9-12:** The high school students in Project M.O.V.E. have been recommended through the TEAM process and attend classes at the high school for part of the day and then attend the M.O.V.E. program for the remainder of the day. These students typically need direction in the areas of social/personal behavior, classroom achievement and/or appropriate attendance levels. M.O.V.E. is an alternative vocational training program and it is a site-based training in the food trade area. The primary goal is to help students gain vocational skills and develop appropriate work behaviors to better equip them for the world of work.

**Clinical Programming**

The clinical coordinator is a full time Master’s level Behavior Analyst who works across the district. This role supports students in regular education and special education requiring clinical services and support. The clinical coordinator’s primary responsibility in regular education is to assist the classroom teacher identify students who may be engaging in challenging behaviors that interfere with learning, conduct a Functional Behavior Assessment, develop Positive Behavior Support Plans, train staff to implement the plans, and follow-up when needed. The primary responsibility in special education is to develop procedural consistencies, develop accountability and reliability procedures, supervise home support programs, consult to district wide programs, and provide professional development.

**Psychiatric Consultation**

There has been a substantial increase in students with mental health issues and this continues to rise. In order to minimize out of district evaluations and placement, a psychiatrist was hired to consult across the district 4 hours weekly. The psychiatrist works with the clinical coordinator to provide clinical rounds at the schools across the district based on referrals from the schools. To date, the psychiatrist has consulted on 38 cases. She has been instrumental in assisting parents obtain outside medical attention and services as well as provided valuable recommendations to support these students in their school program.

**SOLVE Training:** Strategies of Limiting Violent Episodes (S.O.L.V.E) is a 20-hour program teaching staff various methods to prevent aggression from occurring through verbal and environmental options to control aggression safely and through physical options within the context of treatment. The clinical coordinator and three ELC Coordinators are certified as trainers for the district. They provide minimally two courses each year as well as an annual recertification for staff who have been certified.

**Summer Social Skills Program:** The Social Skills Summer Program is a four-week program designed for children who have been receiving direct special education services in social/pragmatic skills over the course of the regular school year. The goal of the program is to maintain the skills that the child has learned throughout the school year and prevent substantial regression of those skills during the summer. The program provided the necessary environment to facilitate use and maintenance of skills, through both structured and unstructured activities that require such skills as cooperation, perspective taking, negotiation, and social problem solving. This past summer, we introduced typical peers to the program. This was a great success and provided a rich program for students to learn and generalize skills with their typical peers.

**Additional Expenses Related to Special Education:**

Other important budgetary items for FY12 include:

	<u>FY 11</u>	<u>FY12</u>	<u>Difference</u>
Legal fees	\$45,000	\$45,000	\$0
Translator/Interpreter	\$9,000	\$8,000	(\$1,000)
Home/hospital tutoring	\$15,000	\$10,000	(\$5,000)
Testing supplies	\$20,000	\$20,000	\$0
Instructional materials	\$6,000	\$0	(\$6,000) use 240 grant
Evaluations	\$9,000	\$4,000	(\$5,000) doing less outside

**Legal fees:** The state and federal laws governing special education are extensive and even, at times, contradictory. In addition, sometimes, despite our best efforts, the school system must go to hearings through the Bureau of Special Education Appeals and this requires full legal representation.

**Home/hospital tutoring:** When a student is absent for more than 14 consecutive school days due to illness, the school department must provide tutorial services for the child. We have reallocated 50% of this to Pupil Personnel as many students who are not receiving special education services may require tutoring due to an illness or injury.

**Testing supplies:** These include all of the assessment tools that are used by the special education staff for initial and on-going evaluations of students with disabilities. Once a testing battery is obsolete, there is only a two-year window where it must be replaced.

**Technology and instructional materials:** In the current school year, all technology needs, including assistive technology and audiological equipment, were paid through a federal grant. We plan to fund special education technology through federal grant sources in FY '12.

**Conclusion:**

Shrewsbury Public Schools has made a strong commitment to the education of children with disabilities. An exceptional staff that is highly qualified in education and expertise and cares deeply about students provides the special education services. Most of these children are being educated in programs in town where they are able to be part of their school community. The request for additional funds for special education will allow us to continue to meet all of the state and federal mandates and provide a quality education for our students with special needs.

**Comparison of SPS to Area Towns Based on FY '09:**

The source of these two charts was the DOE website based on fiscal year '09:

<http://finance1.doe.mass.edu/statistics/>

Town	Collaborative Spending	Private School Spending	Total SPED Expenses	Net School Spending	% of Total Budget
Marlboro	672,375	5,797,689	17,189,354	59,528,585	28.9
Southborough	68,936	2,138,503	4,978,269	19,003,295	26.2
Berlin	20,956	96,776	753,834	3,024,510	24.9
Boylston	37,885	70,500	725,605	3,945,181	18.4
Berlin-Boylston	400,727	346,757	1,305,290	5,410,300	24.1
Maynard	209,121	602,307	3,229,871	14,528,053	22.2
Hudson	301,749	920,824	6,714,941	30,645,215	21.9
Westborough	1,066,013	1,359,835	8,144,280	43,317,894	18.8
Nashoba	484,619	706,596	6,516,026	36,320,128	17.9
Northborough	110,612	988,806	3,814,057	20,517,797	18.6
Statewide	224,227,262	417,417,645	2,056,627,379	10,246,451,869	20.1
Shrewsbury	619,963	4,194,338	13,475,4832	52,583,507	25.6



**Comparison of SPS to Similar Towns Based on FY '09:**

These comparisons show similar districts on the basis of district structure, wealth and enrollment.

Town	Collaborative Spending	Private school Spending	Total SPED Expenses	Net School Spending	% of Total Budget
Barnstable	1,317,337	3,994,384	11,191,818	62,373,004	17.9
Billerica	2,264,282	2,439,329	13,026,992	65,553,339	19.9
Braintree	2,000,267	2,545,713	12,126,731	50,475,503	24.0
Cambridge	2,145,997	8,850,315	27,575,863	144,053,516	19.1
Chelmsford	2,762,959	3,830,914	9,038,096	56,564,000	16.0
Franklin	1,628,777	2,339,718	12,812,046	56,323,253	22.7
Mansfield	569,015	1,215,627	8,678,571	41,599,724	20.9
Peabody	111,378	4,184,219	11,864,080	62,801,693	18.9
Waltham	1,128,641	3,649,597	14,607,811	80,942,573	18.0
Bridgewater/Raynham	2,427,720	3,736,786	12,245,112	51,653,917	23.7
Statewide	224,227,262	417,417,645	2,056,627,379	10,246,451,869	20.1
Shrewsbury	619,963	4,194,338	13,475,483	52,583,507	25.6

**Shrewsbury's Direct Special Education Expenditures as a Percentage of School Budget, FY00 to FY09**

Fiscal Year	A - In-District Instruction -		C - Out-of-District Tuition -		E Combined Special Ed Expenditures (A+B+C+D)	F Total School Operating Budget	G Special Education Percentage of Budget (E as % of F)	H state average percentage
	Teaching	Other Instructional	Mass. Public Schools and Collaboratives	Mass Private and Out-of-State Schools				
2000	2,649,992	889,240	240,539	770,047	4,349,818	26,762,594	15.1	16.9
2001	2,698,520	763,422	227,632	571,190	4,280,764	31,199,717	13.7	17.2
2002	3,610,178	868,760	173,886	784,719	5,435,543	33,143,729	16.4	17.4
2003	3,359,492	1,127,412	231,026	897,974	5,615,904	36,101,586	15.6	17.7
2004	4,047,224	1,151,063	359,291	1,585,313	7,142,891	39,991,000	17.9	18.6
2005	4,653,632	1,210,379	248,700	2,035,770	8,148,481	44,057,313	18.5	18.9
2006	4,720,498	1,356,240	303,891	2,401,514	8,782,141	45,457,192	19.3	19.1
2007	5,208,100	976,842	348,552	2,836,588	9,370,080	47,100,297	19.9	19.4
2008	6,477,820	1,123,232	518,254	3,477,571	11,596,885	51,696,448	22.4	19.8
2009	7,342,907	1,318,275	619,963	4,194,338	13,475,483	52,583,507	25.6	20.0

**Notes and Definitions**

Source: End of Year Pupil and Financial Report, Schedule 4 - Special Education Expenditures by Prototype

**Special Education Expenditures**

"Direct" special education expenditures include only those that can be related specifically to special education pupils.

"Other instructional" includes supervisory, textbooks and instructional equipment, guidance, and psychological services.

"Mass. Public Schools and Collaboratives" includes other public school districts, collaboratives, and charter schools.

Thru FY03, "Mass. Privates and Out-of-State Schools" includes only the local share of residential programs (50 percent of the cost was paid directly to those schools by the Commonwealth). Beginning in FY04, the 50 percent reimbursement was replaced by the circuit-breaker program, which reimburses the districts directly. The tuition shown in this column now represents 100 percent of the district cost.

Spending from state "circuit breaker" funds is included. Otherwise, spending from grants, revolving funds, or other non-appropriated revenue sources (totalling less than 4 percent of total special ed spending statewide) is excluded.

**Total School Expenditures**

Through FY03, "Total School Operating Budget" equals Chapter 70 actual "Net School Spending". Beginning in FY04, circuit-breaker revenues are added to the net school spending amount because the circuit-breaker program is included in the special education columns, but not in net school spending.

Operating budget includes municipal indirect spending for schools but excludes capital expenditures and transportation.

Other than circuitbreaker spending, operating budget does not include expenditures from grants, revolving funds, or other non-appropriated revenue sources.

**FY12 Special Education Out of District Tuition Protection by School**

School/ Placement	Projected Tuition 2011-2012	Student Enrollment Per School	Required Summer Programming
Kennedy Day Center	\$71,975	1	\$1,000
Learning Center for Deaf	\$184,000	3	\$3,763
Perkins School for Blind	\$127,657	1	
<b>Subtotal</b>	<b>\$383,632</b>	<b>5</b>	<b>\$4,763</b>
Boston Higashi	\$350,707	2	
Collaborative M.S.	\$117,760	3	\$7,560
Cotting School	\$70,101	1	\$6,750
Dr. Franklin Perkins	\$185,738	1	
G Stanley Hall	\$47,653	1	
LABBB	\$63,570	1	
Landmark	\$21,040	1	
Learning Center for Deaf	\$142,299	2	
Learning Prep	\$42,878	1	
Melmark N.E.	\$256,722	1	
Mercy Centre	\$125,260	2	\$10,595
NECC	\$381,322	2	
Walker	\$71,681	1	
Wayside Academy	\$48,500	1	
Willow Hill	\$48,174	1	
<b>Subtotal</b>	<b>\$1,973,404</b>	<b>19</b>	<b>\$24,905</b>
Collaborative-High School	\$274,773	7	\$11,340
Cotting	\$70,101	1	\$13,501
Crotched Mountain	\$378,774	1	
Dearborn Academy	\$54,355	1	\$5,021
Dr. Franklin perkins	\$60,010	1	
Evergreen Center	\$155,204	1	
Kennedy Day	\$71,975	1	
Landmark	\$149,229	3	
Learning Prep	\$98,635	3	
Learning Clinic	\$254,965	2	
May Neuro-Rehab	\$217,909	1	
McGrath Ed. Center	\$106,263	3	\$3,490
Melmark NE	\$215,048	1	
Mercy Centre	\$62,163	1	\$5,440
Nashoba Learning Center	\$96,938	1	
NECC	\$295,983	2	
New England Academy	\$56,643	1	
Riverview	\$33,984	1	\$2,000
Summit Academy	\$50,038	1	
White Oak School	\$33,547	1	
<b>Subtotal</b>	<b>\$2,736,536</b>	<b>26</b>	<b>\$40,792</b>
Collaborative transition	\$259,000	9	\$26,460
Dr. Franklin Perkins	\$60,010	1	
Meeting School	\$64,504	1	
NECC	\$200,211	1	
Protestant Guild	\$113,469	2	
Seven Hills Transition	\$31,051	2	\$5,016
<b>Subtotal</b>	<b>\$728,245</b>	<b>16</b>	<b>\$31,476</b>
SOAR 45 day			
Collaborative-H.S. SOAR	\$43,092	4	
Collaborative MS SOAR	\$32,319	3	
Collorative Admin Fees	\$5,250		
<b>Subtotal</b>	<b>\$80,661</b>	<b>66</b>	
<b>TOTAL</b>	<b>\$5,902,478</b>		<b>\$101,935</b>
<b>Grand Total</b>	<b>\$6,004,413</b>		

The total includes the full cost of out of district tuitions paid by all sources, including local appropriations and State Circuit Breaker aid.



# Shrewsbury Public Schools

Instructional Technology and Media Services

Jonathan Green, Director

## State of Technology in the Shrewsbury Public Schools

### Report to the School Committee

December 8, 2010

#### Executive Summary

The district's core infrastructure is sound, students and teachers are using technology in interesting and innovative ways, and there is widespread interest among teachers in increasing classroom technology use. However, teachers and curriculum leaders see many opportunities that cannot be realized because there are not enough computers for students to use in the classroom and those that exist are mostly outdated. To correct this, a substantial amount of money will be required to purchase tablet and laptop computers, add interactive whiteboards and document cameras to classrooms, upgrade the wireless network, and increase the capacity of the instructional and end-user support staff.

#### Introduction

Since assuming the directorship of the Instructional Technology and Media Services department in July following the retirement of Robert Cornacchioli (Bob C), I have been working to understand how technology is used in the district and to assess its condition. The observations in this report are based on many conversations, interviews, and meetings held over the past 5 months as I became acquainted with the people and facilities in the district. Looking for what was important I focused on the following five areas as being critical to supporting district goals; 1) technology infrastructure and support, 2) technologies that students use to create, collaborate, and communicate, 3) technologies that teachers use in and out of the classroom, 4) technology in curriculum, instruction, and assessment, and 5) technologies that teachers and staff use for administrative purposes. Addressing why each of these areas is important and where they currently stand will set the stage for the strategic plan to follow in 2011 in which we will address where we want to go and plan for how to get there. Unless specifically stated to the contrary, the needs of the Sherwood Middle School are not a part of this report as they are being addressed through the new building project. **The purpose of this report is to demonstrate the scope of the challenges we face with technology; it is not a plan, proposal, or request for funds. All dollar amounts are estimates.**

#### Technology infrastructure and support

The district's technology infrastructure consists of the foundational services and technologies that everything else is built on. These include 1) a high-speed, high-capacity network in and between all buildings, 2) a high-speed, high-capacity internet connection, 3) ubiquitous and secure wireless networking with the capacity to support many simultaneous users within the classrooms, 4) storage arrays and servers that are managed with virtualization tools, and 5) system and user support personnel.

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

partnership and further align our strategy, infrastructure, and operations. The computer network in and between buildings is sound with plenty of capacity as is the Internet connection. The server and storage infrastructure is solid and efficient, leveraging virtualization to increase efficiency and reduce overhead. The wireless network provides good coverage but is unmanaged, lacks important features, and its capacity to handle many simultaneous connections needs to be improved. Upgrading the wireless networking infrastructure will require approximately \$180,000. The system and user support staff are dedicated, efficient, and hard working, collectively handling hundreds of support requests per month. However they are understaffed to the point that support requests and the deployment of new services often takes longer than we would like and there is insufficient time to invest in increasing capacity and efficiency through innovation and automation.

### **Technologies that students use to create, collaborate, and communicate**

The transition from a factory model of education where the teacher is the sole source of academic authority and the transmitter of knowledge to a student-centered, 21<sup>st</sup> century model where the teacher is a facilitator who engages students in designed learning experiences that helps them build their understandings, test their capabilities, and develop their skills is underway. Technology, when used effectively, offers many ways to help students learn to write, analyze, visualize, compose, communicate, and collaborate. It can engage them more deeply in the content by affording them more ways to access and understand the materials and concepts. It allows them to create with digital media and express and communicate their ideas to larger and more authentic audiences. In these ways technology can enhance the 21<sup>st</sup> century skills (communication, collaboration, creativity, and critical thinking) that catalyze the “three Rs” into meaningful action and application.

The following are a few of the many ways that students are currently using technology to create, collaborate, and communicate in the Shrewsbury Public Schools:

- Elementary school students develop fluency by reading aloud to a portable digital audio recorder and listening to the results. They easily repeat the read/listen cycle of practice.
- Students practice writing in a similar fashion by recording their work, listening to the results, and then editing their work.
- Students also improve their writing and editing skills by forming writing groups and using a collaborative online word processing tool, where they read and comment on each other’s work.
- Several teams of 3–4 students each work to conceive, research, write, shoot, and edit a video news segment. The production team oversees the segments and their assembly into an every other month news broadcast.

Teachers are clamoring for more access to equipment that will allow more of them to offer these types of experiences to their students, but there are not enough computers for students to use and those that are available are mostly outdated (see Figures 1 and 2). To address this we will need to purchase laptop and tablet computers that support research, writing, and collaboration; digital cameras for documentation and assessment; and digital audio recorders/players to support reading. To replace all the computers that are five

years old or older will require approximately \$675,000/year for the next two years, and fully funding a 5-year replacement plan to keep them up to date will require an additional \$450,000/year after that. Purchasing a digital camera and digital audio recorder/player for all classrooms that do not yet have one, including Sherwood, will require approximately \$40,000.

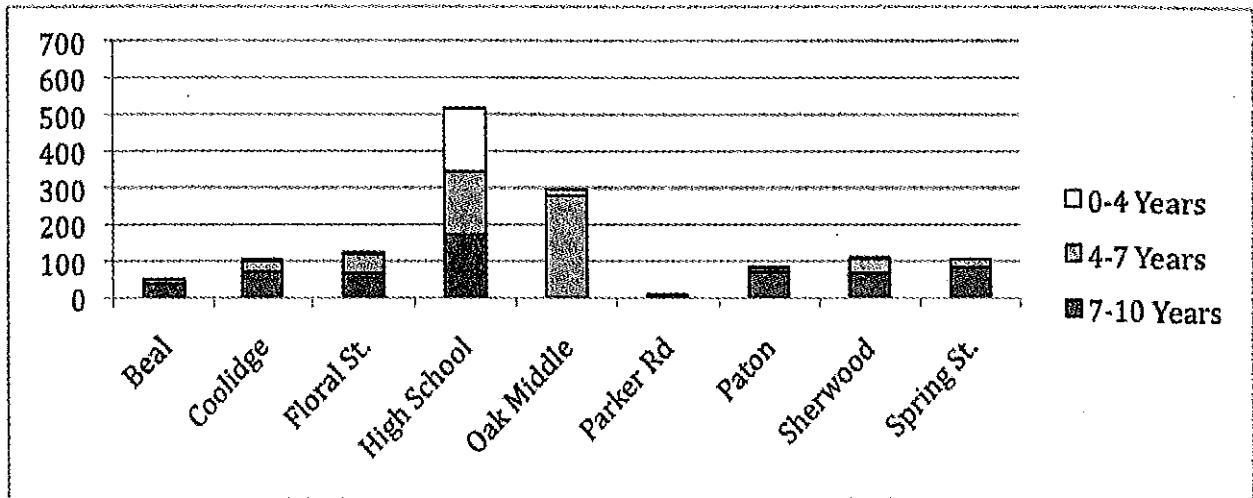


Figure 1 - Age distribution of computers that students use by building

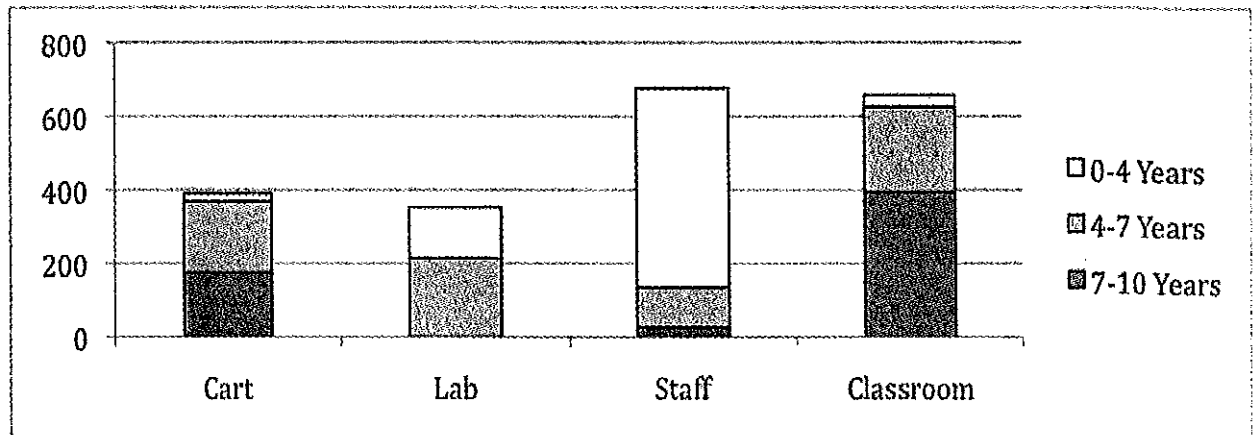


Figure 2 - Age distribution of all computers by function

### Technologies that teachers use in and out of the classroom

Teachers use technology in and out of the classroom for many purposes; they use computers and software to find, create, organize, and present resources and materials as well as managing student data, they use the Internet to communicate, publish, collaborate, and research, and they use the tools of the digital classroom; projector, interactive whiteboard, and document camera to bring the chalk board alive with digital media, interactive programs, and Internet resources. When teachers use technology effectively they introduce their students to learning tools and they model the process of adapting technologies to meet their goals. By using digital media, teachers can engage their students

through still and moving images, sounds, and text to enhance and expand the learning opportunities.

While all teachers that are at least half time have full-time use of a district laptop that is relatively recent and adequately supports their professional work (see Figure 2), not everybody has access to all the software they need. Also while we have some media carts with a projector, document camera, and amplified speakers, there are many more classrooms than carts and only 1 or 2 general classrooms have interactive whiteboards installed. To outfit all classrooms to have a projector, an interactive whiteboard, and a document camera will require approximately \$590,000. To purchase additional software licenses and subscription services will require approximately \$70,000/year.

### **Technology in curriculum, instruction, and assessment**

As we accelerate the transition to student-centered learning, technology facilitates the process by introducing new techniques and practices that replace existing ones rather than being add-ons. Teachers need ongoing support and professional development to adopt and master these practices. As teachers adopt technology-supported practices they will need ongoing support in adapting and modifying the curriculum to take advantage of current and future technologies. Providing professional development and curriculum support will work to increase the return on our technology investment.

There is widespread interest in learning about using technology in the classroom. In October, 20 teachers attended the Massachusetts Computer Using Educators (MassCUE) Technology Conference to learn more about how technology is used in classrooms around the region. While there are many good examples of technology use in the district, such as those outlined above, technology is not uniformly part of the curriculum. Members of the Teacher Technology Leaders (TTL) program provide most of the technology professional development based on their interests and availability and there is currently not enough TTL capacity to meet the needs. There are also gaps between the classroom teachers, curriculum leaders, the Teacher Technology Leaders program, tech support, and the media specialists. These gaps result in spotty technology adoption and missed opportunities. To get a better return on our technology investment requires increasing our capacity to coach, support, and develop our teachers' ability to teach effectively with technology.

### **Technologies that staff use for administrative efficiency**

When used to improve administrative efficiency, web and database technologies can save staff time, paper, and postage by automating processes, reducing data entry, and facilitating simple and effective mass communication to a wide audience.

There is widespread understanding among the faculty, administrators, and support staff of the value of using technology to improve administrative efficiency and to access and analyze data that informs student achievement. PowerSchool, our student information system, has been customized extensively to improve access to important administrative and assessment data and to simplify common administrative tasks. FileMaker databases are used extensively throughout the organization to collect, organize, manage, and analyze

data. Web-based registrations are used from the preschool lottery to high school athletics. There is a widespread use of email and the web as communications tools, the district listserv averages well over 10,000 emails per week and there are several hundred contributors to the district website. There is also a widespread desire to reduce paper use. These important areas combined with an increase in reporting requirements from the Department of Elementary and Secondary Education makes the Data Specialist position a critical asset across the district by providing an in-depth understanding of where the district's data resides and how best to manage it, how to access and protect it, and how it can be leveraged to the district's advantage. In the time since Shrewsbury created the Data Specialist position, several other neighboring districts have done so as well.

### Conclusion

Technology has a lot to offer to the Shrewsbury Public Schools and most of the foundational pieces are sound and in place. While strengthening the technology program by updating the computers, outfitting digital classrooms, licensing suitable and appropriate software and subscription services, and providing timely and effective instructional, curriculum, and end-user support will take considerable resources over an extended period (see Figure 3), it is a worthwhile investment that will realize additional academic and organizational benefits to the Shrewsbury Public Schools.

Need	Year 1	Year 2	Year 3+
Update and expand wireless network	\$85,000	\$85,000	\$15,000
Replace outdated computers	\$675,000	\$675,000	\$450,000
Digital cameras and digital audio recorders	\$40,000	\$0	\$0
Digital classrooms	\$295,000	\$295,000	\$20,000
Software and subscriptions	\$70,000	\$70,000	\$70,000
<b>Total</b>	<b>\$1,165,000</b>	<b>\$1,125,000</b>	<b>\$555,000</b>

**Figure 3 - Estimated technology expenses**



# Shrewsbury Public Schools

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James E. Cummings, Ed.D.  
Assistant Superintendent

March 7, 2011

## Proposed FY12 Textbook and Curriculum Material Requests

To: School Committee  
From: Jay Cummings

Dear School Committee Members,

The table below intends to provide you with a sense of the textbook and curriculum materials that will be purchased with the requested \$164,447 in appropriated funds within the proposed FY12 budget. In conjunction with the appropriated funding, we will be utilizing \$95,000 in school choice funds (not appropriated funds) to purchase textbooks for the high school level.

The requests being made are comprised of both annual expenditures that tie to existing curriculum programming (i.e. Everyday Math Materials), materials tied to new programming efforts (i.e. Shrewsbury Writing Project materials, middle school advanced math software licensing), and most significantly, textbook purchases that have been deferred for the past three years.

The requested funds would assist in the effort to 'catch the district up' in terms of where it should stand in regard to our ongoing textbook replacement plan. All textbook purchases have accessible electronic versions and one of the purchases (*American Nation* at the high school level) is for digital licensing only. As we explore the possibility of moving to a digital textbook environment in the future, we will be looking to pair classroom sets of textbooks with licensing for electronic textbooks that can be accessed through a wide range of digital devices. If we are able to secure these requested funds we will be left with roughly 13 textbook purchases that will need to be considered over the coming two years to bring the system to an adequate level in terms of having updated, useable textbooks.

The expenditures associated with new programming will contribute greatly to the educational program in Shrewsbury and are cost effective. The Shrewsbury Writing Project costs of \$15,562 are significantly less than we would have incurred with an adoption of a 'packaged' preK-12 writing program. Costs associated with software licensing for advanced math and student assessment materials for both English language arts and math are tied to improvement efforts being made at Sherwood Middle School and are expected to contribute to our ongoing student retention efforts.



## FY12 Textbook and Curriculum Material Requests

Requests for FY12	# Textbooks/Approx. Cost	Total
<b>High School Textbooks</b>		
(High School Math) Statistics	(120) \$14,400	Total High School Textbooks: \$95,000 (Will be purchased through use of school choice funds)
(High School Math) Accounting	(40) \$3,080	
(High School Math) Honors Advanced Math	(300) \$23,100	
(High School Foreign Language) Latin	(100) \$4,280	
(High School Social Sciences) Human Geography	(25) \$4,000	
(High School Social Sciences) American Nation	(300) \$6,000	
(High School Science) Astronomy	(60) \$6,000	
(High School Science) AP Physics	(24) \$3,120	
(High School Science) Lab Chemistry	(72) \$7,200	
(High School Science) Intro. to Physics	(90) \$9,000	
(High School English) AP Literature	(60) \$3,258	
(High School English) Shrewsbury Writing Texts	\$11,562	
<b>Middle &amp; Elementary Textbooks</b>		
(Middle School Science) Science Grade 7	(500) \$10,000	Total Elementary & Middle School Textbooks:  \$100,900
(Middle School Social Science) History Alive	(500) \$37,000	
(Middle School Social Science) Geography Alive	(200) \$20,300	
(Middle School English) Novel Replacement	\$6,600	
(Elementary) Leveled Reading Books	\$23,000	
(Elementary and Middle) Shrewsbury Writing Project Texts	\$4,000	
<b>Total FY12 Textbook Request From Appropriations: \$100,900</b>		
<b>Curriculum Materials PreK-12</b>		
Universal Assessment Screening Materials (5-6)	\$14,547	Total PreK-12 Curriculum Materials: \$63,547
Everyday Math Materials (K-6)	\$42,000	
Advanced Math-Education Program for Gifted Youth Software (5-8)	\$7,000	
<b>Total FY12 Curriculum Materials Request From Appropriated Budget: \$63,547</b>		
<b>Combined FY12 Textbook and Curriculum Materials Requests: \$164,447</b>		

## SHREWSBURY PUBLIC SCHOOLS

### Human Resource Staffing Information

The district employs nearly 1,000 individuals, including teachers, nurses, psychologists, counselors, therapists, administrators, secretaries, special education paraprofessionals, tutors, computer/network technicians, classroom paraprofessionals, coaches, food service staff, extended school care staff, and substitute teachers.

Shrewsbury has a highly skilled teaching staff. Eighty-three percent of the staff have a master's degree or higher. The high majority of those without a master's degree are actively involved in taking courses to obtain an advanced degree. A breakdown of the educational qualifications of the teaching staff is as follows:

Degree Level	Number of Employees	Percent of Employees
Bachelor's Degree	49	11
Bachelor's Degree Plus 15 Credits	28	6
Master's Degree	134	30
Master's Degree Plus 15 Credits	91	20
Master's Degree Plus 30 Credits	53	12
Master's Degree Plus 45 Credits	25	6
Master's Degree Plus 60 Credits or Doctorate	67	15

For the 2010/11 school year the district hired sixteen new teachers. Twelve (75%) of these teachers entered the district with a master's degree or higher.

The teacher selection process in Shrewsbury is rigorous. The process includes interviews with principals, assistant principals, department directors/curriculum coordinators, teachers, parents, and central office administrators. At the high school students also serve on the interview teams. All teaching positions require a demonstration teaching lesson in the classroom. The demonstration lesson is a key ingredient in the selection and hiring process. Following the demonstration lesson the students in the classroom are provided an opportunity to provide feedback to the principal or department director. New teachers attend a 2-day orientation program prior to the opening of school. In addition, each new teacher is provided with a mentor teacher for the entire year. As part of the new teacher's induction program, they are required to participate in an 18-hour course, *Strategies for Effective Teaching*. Experienced, master teachers from within the district teach this late-afternoon/evening course.

Shrewsbury is fortunate to have a strong paraprofessional staff to work with the licensed teachers and licensed support staff (counselors, therapists, nurses, psychologists). The majority of the paraprofessional staff have bachelor degrees, including many who are licensed teachers. We are fortunate that a number of our paraprofessional staff go on to become teachers in the district, including three of the above referenced sixteen teachers hired this year. The paraprofessional staff includes the following:

Classroom Instructional Aides (Parker Road, Beal, Coolidge, Floral, Paton, Spring St.)  
Library/Media Center Aides (all schools)  
Special Education Aides (all schools)  
Special Education Child Specific Aides (all schools)  
Special Education Applied Behavior Analyst (ABA) Technicians (work with students on the autism spectrum at Parker Road, Beal, Floral, Spring, Sherwood, Oak, High School)  
Special Education Speech Pathology Assistants (district wide)  
Special Education Certified Occupational Therapy Assistants (district wide)  
Title I Tutors (Coolidge, Floral)  
Literacy Tutors (Beal, Coolidge, Floral, Paton, Spring)  
Language Lab Paraprofessional (High School)  
Guidance Department Paraprofessional (High School)  
Computer/Network Technicians (district wide)  
Extended School Care Workers (elementary schools and Sherwood)  
Food Service (all schools)

A skilled and professional secretarial staff supports each school and the central office. The district utilizes *PowerSchool* student management software system. Secretaries receive regular training to use this powerful technology resource.

The administrative structure includes six central office administrators and a building principal at each school. Assistant principals are located at the High School (3), Oak Middle School (2), Sherwood Middle School (2), and Floral Street School (1).

The majority of employees are unionized. The Shrewsbury Education Association represents most of the employees through either the Unit A contract ( 447 employees) or Unit B (8 assistant principals and athletic director). The Shrewsbury Education Association also represents several paraprofessional staff groups (approximately 300 employees). The Service Employees International Union represents the cafeteria staff (approximately 45 employees). Both the Unit A and Unit B contracts are in force through FY 2013. The Paraprofessional contract will expire at the close of FY 2012. The School Committee expects to finalize a contract agreement with the cafeteria workers by early April to cover both FY 2011 and FY 2012.

#### **Full Time Equivalency (FTE)**

The following pages contain staffing level charts sorted by position categories for the past seven years, along with the proposed staffing levels for FY 2012. The staffing numbers reflect full time equivalency (FTE). While the majority of the employees in the district are full time employees, there are a growing number of part-time employees. A number of positions are actually split between two employees, with each employee working a half-time schedule. The FTE reporting process would list the two half-time jobs as one. This methodology is used by school districts and is required by the state and the federal government in reporting staffing levels. The FY 11 FTE staffing numbers of 718.30 actually represent 764 individuals.

A summary of the staffing levels for the past eight years, along with FY 2012 projections, is listed below. Note, since little or no appropriated funds cover the costs of the food service program and the extended school care program the staffing numbers for these two programs are not included in the total FTE's, but the staffing numbers for these two programs are listed separately.

Fiscal Year	Total FTE's	Notes
2004	649.30	
2005	717.26	Reflects Opening of second middle school: Oak Middle School
2006	692.06	
2007	664.06	
2008	734.16	
2009	730.96	
2010	713.56	
2011	718.30	Actual Staffing Levels
2012 Projected March 9, 2011	723.45*	

\* The 5.15 new positions included in the FY 2012 budget are as follows:

- 1.0 Special Education Elementary Learning Center Teacher
- 0.5 Special Education Behavioral Specialist (Clinical Coordinator)
- 0.4 Special Education School Psychologists
- 1.0 Special Education Paraprofessional
- 1.0 Advanced Math Coach (Oak Middle School)
- 0.5 Kindergarten Teacher
- 0.5 Kindergarten Aide
- 0.25 Special Education Secretarial Support

FY 2011  
(as of 03/01/2011)

SHREWSBURY PUBLIC SCHOOLS  
STAFFING LEVELS

FY 2012  
SCHOOL COMMITTEE MEETING, 03/09/11

Shrewsbury Public Schools	Staffing FY 11 Actuals March 1, 2011			Staffing Projection FY 12 March 9, 2011 S.C. Meeting			Total
	Elem.	Gr. 5/6	Gr. 7/8	H.S.	PreK	PreK-8	
Administration							
Superintendent							
Asst. Superintendent							
Dir. Business Services							
Dir. Special Education							
Dir. Of Human Resources							
Principals	5	1	1				8
Asst. Principals	1	2	2				8
Director of Technology							
Assistant Director Special Ed.							
Department Directors	0.6	0.6		3.8			9.5
Athletic Director							
Subtotal	6	3.6	3.6	7.8	1	0	10.5
Instructional: Classroom							
K-4 Classroom	96						96.5
Academic Subjects (5-8)	36	36					72
English/Language Arts				14.4			14.4
Mathematics				14.8			14.8
Science				14.2			14.2
Social Studies				13.2			13.2
Foreign Language	2.3	6		10.6			18.9
ESL	3.2	1	1	1.4			6.6
Subtotal	99.2	39.3	43	68.6	0	0	250.1
Instructional: Specialist							
Fam & Con Science							
Technology Education							
Music	3.8	2.4	2.2	2.2			10.6
Art	3.7	1	4.4				10.1
Physical Education	4	2	2	4			12.4
Instructional Technology / VHS	0	2	0	1.2			3.2
Health Education	1.7	1.5	1	2.6			6.8
Jobs for Bay State Graduates							
TV Studio							
Subtotal	13.2	8.9	7.2	19.4	0.8	0	49.9
Instructional: Support							
Special Education	21	11.4	10.4	10.7			67.5
Guidance				6.4			6.4
Curriculum Coaches/Coord.	3	3	2				8
Title I/Reading	1	1					2
Media Specialists	1	0.5	0.5	1			3
Adj. Coun/Sch. Psych.	5.2	3	2	2			13.2
Speech/Language & OT	5	1	1	2			10
Nurse	36.2	19.9	16.9	22.1			128.3
Subtotal	119	64	56	64	11.1	0	277.7
Classified Staff							
Tutors/Technology Support	11.9	0.4	2.6	2			23.9
Instructional Aides	31			6			38.5
SPED/ABA/COTA/Speech Aide	69.2	21.6	19	27			160.5
Media Aides/Paraprofessionals	5.5	1	1	1			8.5
Secretary	6.5	2	2	7			22.2
Courier							
Subtotal	124.1	25	24.6	38	27	0	262.15
Totals	278.7	96.7	95.3	155.9	39.9	0	718.3

Additional Staff From Self-Supporting Programs:  
Food Service: 45  
Extended School Care: 43

The above staffing numbers reflect Full Time Equivalency (FTE). The actual headcount for the 725-30 FTEs for FY 2011 is 764.

Shrewsbury Public Schools  
Staffing Levels

FY 2010

FY 2011 Town Meeting

Shrewsbury Public Schools Position	FY 10 Actual Staffing		Shrewsbury Public Schools		Staffing FY 11 Projection Town Meeting May 17, 2010	
	Elem. G2/7/8	H.S.	Elem. G2/7/8	H.S.	Elem. G2/7/8	H.S.
Administration						
Superintendent	1.00		1.00		1.00	
Asst. Superintendent	1.00		1.00		1.00	
Dir. Business Services	1.00		1.00		1.00	
Dir. Special Education	1.00		1.00		1.00	
Dir. Of Human Resources	1.00		1.00		1.00	
Principals	5.00	1.00	8.00	1.00	1.00	1.00
Asst. Principals	1.00	2.00	1.00	2.00	1.00	2.00
Attendance Officer						
Assistant Director Special Ed.	0.60	0.60	0.60	0.60	0.60	0.60
Department Directors	1.00		1.00		1.00	
Athletic Director	6.00	3.60	6.00	3.60	6.00	3.60
Subtotal	95.50	38.00	95.50	38.00	95.50	38.00
Instructional Classroom						
K-4 Classroom	15.40		15.40		15.40	
Academic Subjects (5-8)	14.80		14.80		14.80	
English/Language Arts	14.20		14.20		14.20	
Mathematics	14.20		14.20		14.20	
Science	2.30	6.00	2.30	6.00	2.30	6.00
Social Studies	3.20	1.00	3.20	1.00	3.20	1.00
Foreign Language	98.70	41.30	98.70	41.30	98.70	41.30
ESL						
Subtotal	134.00	51.90	134.00	51.90	134.00	51.90
Instructional Specialist						
Fam & Con Science	3.80		3.80		3.80	
Technology Education	2.00		2.00		2.00	
Music	3.80	2.40	3.80	2.40	3.80	2.40
Art	3.70	0.30	3.70	0.30	3.70	0.30
Physical Education	4.30	2.50	4.30	2.50	4.30	2.50
Instructional Technology / VHS	0.00	1.40	0.00	1.40	0.00	1.40
Health Education	1.60	2.00	1.60	2.00	1.60	2.00
Jobs for Bay State Graduates						
TV Studio	1.00		1.00		1.00	
Subtotal	13.40	8.60	13.40	8.60	13.40	8.60
Instructional Support						
Special Education	21.00	11.40	21.00	11.40	21.00	11.40
Guidance	4.00	2.00	4.00	2.00	4.00	2.00
Curriculum Coaches/Coord.	1.00		1.00		1.00	
Title I/Reading	1.00		1.00		1.00	
Media Specialists	1.00	0.50	1.00	0.50	1.00	0.50
Adj. Coun/Sch. Psych.	6.00	3.00	6.00	3.00	6.00	3.00
Speech/Language & OT						
Nurse	5.00	1.00	5.00	1.00	5.00	1.00
Subtotal	38.00	18.90	38.00	18.90	38.00	18.90
Classified Staff						
Paraprofessional Staff	8.80	1.90	8.80	1.90	8.80	1.90
Instructional Aides	27.70		27.70		27.70	
SPED/ABA/COTA/Speech Aide	61.90	22.00	61.90	22.00	61.90	22.00
Media Aides/Paraprofessionals	5.50	1.00	5.50	1.00	5.50	1.00
Secretary	6.50	2.00	6.50	2.00	6.50	2.00
Courier	1.00		1.00		1.00	
Subtotal	110.40	26.90	110.40	26.90	110.40	26.90
Totals	266.50	99.30	266.50	99.30	266.50	99.30

Shrewsbury Public Schools  
Staffing Levels

FY 2008

FY 2009

Shrewsbury Public Schools Position	FY 08 Actual Staffing		FY 09 Actual Staffing		Total	PreK-12	PreK-8	PreK	PreK-12	Total
	Staffing Elem.	Gr/7/8 H.S.	Staffing Elem.	Gr/7/8 H.S.						
Administration										
Superintendent	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00
Asst. Superintendent	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00
Dir. Business Services	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00
Dir. Special Education	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00
Dir. Of Human Resource	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00
Principals	5.00	5.00	5.00	5.00	10.00	5.00	5.00	5.00	5.00	5.00
Asst. Principals	1.00	2.00	1.00	2.00	3.00	1.00	2.00	3.00	1.00	2.00
Attendance Officer			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Assistant Director Special Ed.			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Department Directors	0.60	0.60	0.60	0.60	1.20	0.60	0.60	0.60	0.60	0.60
Athletic Director	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00
Subtotal	6.00	3.60	7.80	3.60	11.40	6.00	3.60	7.80	3.60	11.40
Instructional: Classroom										
K-4 Classroom	97.50				97.50	97.50				97.50
Academic Subjects (5-8)	40.00	38.00			78.00		38.00	38.00		76.00
English / Language Arts	14.40	14.40			28.80		14.40	14.40		28.80
Mathematics	14.80	14.80			29.60		14.80	14.80		29.60
Science	14.20	14.20			28.40		14.20	14.20		28.40
Social Studies	13.40	13.40			26.80		13.40	13.40		26.80
Foreign Language	5.00	4.80			9.80		4.80	4.80		9.60
Reading / ESL	4.40	1.50	0.50	2.00	8.40	4.40	1.50	2.00	4.40	8.40
Subtotal	101.90	46.50	43.50	69.40	201.30	101.90	43.50	69.40	101.90	201.30
Instructional: Specialist										
Family & Con Science			2.60	0.80	3.40		2.60	0.80		3.40
Technology Education		1.00	2.00		3.00		2.00			3.00
Music	3.70	3.00	2.30	1.80	10.80		3.00	2.30		11.00
Art	3.70	0.70	1.30	3.40	9.10		0.70	1.30		9.10
Physical Education	4.40	2.60	2.10	4.10	13.20	0.50	2.60	2.10	0.50	13.90
Instructional Technology / VHS	0.00	1.00	1.00	1.20	3.20		1.00	1.20		3.20
Health Education	1.40	1.30	2.00	2.90	7.60		1.30	2.90		7.60
Jobs for Bay State Graduates			1.00	1.00	2.00		1.00	1.00		2.00
TV Studio			1.00	1.00	2.00		1.00	1.00		2.00
Subtotal	13.20	8.60	9.70	20.40	32.90	0.50	8.60	20.40	0.50	33.20
Instructional: Support										
Special Education	18.90	9.40	9.40	10.40	38.10	0.80	9.40	10.40	0.80	37.90
Guidance	1.00	1.00	5.40		7.40		1.00	6.40		7.40
Curriculum Coaches/Coord.	4.00	2.00	2.00		8.00		2.00	2.00		8.00
Title I	2.00	0.00			2.00		0.00			2.00
Media Specialists	1.00	0.50	1.00		2.50		0.50	1.00		2.50
Adj. Coun/Sch. Psych.	5.60	3.00	2.00	2.00	12.60	0.60	3.00	2.00	0.60	13.60
Speech / Language & OT	5.00	1.00	2.00	0.86	8.86	14.70	1.00	2.00	15.80	15.80
Nurse	36.50	15.90	20.80	8.46	71.66	15.50	15.90	21.80	16.60	117.56
Subtotal	75.90	31.80	33.60	33.66	143.96	20.90	31.80	33.66	20.90	143.96
Classified Staff										
Paraprofessional Staff	8.00	0.50	2.00		10.50	6.00	0.50	2.00	6.00	18.50
Instructional Aides	35.10		1.00	4.00	40.10		1.00	4.00		45.10
SPED/ABA/COYA/Speech Aide	52.50	40.00	27.40	25.50	145.40	4.00	35.00	27.40	4.00	174.50
Media Aides/Paraprofessionals	5.50	1.00	1.00		8.50		1.00	1.00		10.50
Secretary	6.50	3.00	3.00	7.00	19.50	12.50	3.00	3.00	12.50	33.00
Courier			1.00		1.00	1.00			1.00	1.00
Building Substitutes			0		0					0
Subtotal	107.60	44.50	33.40	36.50	222.00	23.50	33.40	37.40	23.50	268.10
Totals	265.20	119.10	105.90	154.50	544.70	50.00	111.80	106.20	52.10	730.96

Shrewsbury Public Schools Position	Staffing FY 06		Revised October 1, 2005		Shrewsbury Public Schools		Staffing FY 07		As of November 7, 2006		Total	
	Elem.	Gr. 5/6	Gr. 7/8	H.S.	PreK	PreK-12	Total	Elem.	Gr. 5/6	Gr. 7/8		H.S.
Administration												
Superintendent						1.00	1.00					1.00
Asst Superintendent						1.00	1.00					1.00
Dir. Business Services						1.00	1.00					1.00
Dir. Special Education						1.00	1.00					1.00
Dir. Of Human Resource						1.00	1.00					1.00
Principals	5.00	1.00	1.00	1.00		8.00	8.00	5.00	1.00	1.00		8.00
Asst. Principals	1.00	2.00	2.00	3.00		8.00	8.00	1.00	2.00	2.00	3.00	8.00
Attendance Officer						0.00	0.00					0.00
Assistant Director Special Ed.						0.00	0.00					0.00
Department Directors		0.60	0.60	3.80	1.00	4.90	10.30		0.60	0.60	3.80	4.90
Athletic Director						0.80	0.80					0.80
Subtotal	6.90	3.60	3.60	7.80	2.00	10.10	32.10	6.00	3.60	3.60	7.80	10.10
Instructional: Classroom												
K-4 Classroom	98.00					98.00	98.00	96.50				96.50
Academic Subjects (5-8)		40.00	38.00			78.00	78.00	38.00	36.00			74.00
English/Language Arts				14.40		14.40	14.40			13.40		13.40
Mathematics				13.80		13.80	13.80			14.00		14.00
Science				13.40		13.40	13.40			12.80		12.80
Social Studies				9.00		9.00	9.00			9.60		9.60
Foreign Language		5.30	5.10			10.40	10.40	2.40	1.50	0.50	0.90	5.30
Reading/ESL		7.90	1.20	0.40	0.60	10.10	10.10	96.50	42.70	41.60	64.30	0.00
Subtotal	105.90	46.50	43.50	64.80	0.00	260.70	260.70					0.00
Instructional: Specialist												
Fam & Con Science				2.60	0.80	3.40	3.40				2.60	0.80
Technology Education				2.00	2.00	4.00	4.00			1.00	2.00	3.00
Music	3.80	4.90	2.50	1.60		12.80	12.80	3.60	4.00	2.50	1.80	11.90
Art	3.60	1.80	1.20	3.40		10.00	10.00	3.60	0.70	1.10	3.60	9.00
Physical Education	4.20	2.40	2.20	3.60		12.40	12.40	4.20	2.30	2.10	3.60	12.20
Instructional Technology	2.50	1.50	1.50	1.00		6.50	6.50	0.00	1.00	1.00	1.00	3.00
Health Education	1.60	2.00	2.00	2.70		8.30	8.30	1.60	1.30	1.90	2.70	7.50
Jobs for Bay State Graduates				1.00		1.00	1.00				1.00	1.00
TV Studio				1.00		1.00	1.00				1.00	1.00
Subtotal	15.70	12.60	11.40	18.90	0.80	59.40	59.40	12.00	9.30	9.60	19.30	0.00
Instructional: Support												
Special Education	18.00	7.40	7.40	8.60	7.00	49.20	49.20	16.00	7.40	7.40	9.30	0.60
Guidance				5.90		5.90	5.90			1.00	5.40	6.40
Curriculum Specialist/Coord.	5.50	2.00	2.00			9.50	9.50	4.00	1.00	1.00		6.00
Title I	4.00	0.40				4.40	4.40	2.00	0.00			2.00
Media Specialists	4.50	1.00	1.00			7.50	7.50	1.00	0.50	1.00		3.00
Adj. Coun/Sch. Psych.	5.80	3.00	2.00		0.20	13.00	13.00	5.90	2.40	2.00	1.50	11.40
Speech/Language & OT	5.00	1.00	1.00		0.86	12.10	12.10	5.00	1.00	1.00	1.80	9.66
Nurse	42.80	14.80	14.40	19.30	8.06	112.76	112.76	35.30	12.30	12.90	19.00	14.20
Subtotal						13.40	13.40					0.00
Classified Staff												
Paraprofessional Staff	1.60			1.00		6.00	6.00	5.10			1.00	6.00
Instructional Aides	35.80			1.50	4.00	41.30	41.30	26.60			1.50	32.10
SPEP/ABA/COFA/Speech Aide	42.00	29.00	24.00	16.50	24.50	141.00	141.00	39.60	33.00	27.00	19.50	4.40
Media Aides	0.70	0.50	0.50	1.00		2.70	2.70	3.50	1.00	1.00		8.50
Secretary	6.50	3.00	3.00	7.00	1.00	32.50	32.50	6.50	3.00	3.00	7.00	11.50
Courier						1.00	1.00					1.00
Building Substitutes						0	0					0
Subtotal	86.60	32.50	27.50	27.00	29.50	227.10	227.10	83.30	37.00	31.00	30.00	22.90
Totals	257.00	116.00	100.40	137.80	39.36	692.06	692.06	235.50	104.90	98.70	140.40	47.20



SHREVEPORT PUBLIC SCHOOLS  
STAFFING LEVELS

FY04

FY05

Shreveport Public Schools	Staffing FY 04 Revised March 15, 2005*			Shreveport Public Schools			Staffing FY 05 Revised March 15, 2005*								
	Elem.	M.S.	H.S.	PreK	Gr 5-12	Total	Position	Elem.	Gr 5/6	Gr 7/8	H.S.	PreK	PreK-8	PreK-12	Total
Administration						1.00	Administration								1.00
Supintendent						1.00	Supintendent								1.00
Asst. Superintendent						1.00	Asst. Superintendent								1.00
Dir. Business Services						1.00	Dir. Business Services								1.00
Dir. Special Education						1.00	Dir. Special Education								1.00
Dir. Of Human Resources						1.00	Dir. Of Human Resources								1.00
Principals	5.00	1.00	1.00			7.00	Principals	5.00	1.00	1.00					8.00
Asst. Principals	1.00	2.00	3.00			6.00	Asst. Principals	1.00	2.00	2.00	3.00				8.00
Attendance Officer						0.00	Attendance Officer								0.00
Assistant Director Special Ed.						0.00	Assistant Director Special Ed.								0.00
Department Directors	0.50	4.20	1.00	0.40		6.10	Department Directors	0.50	0.60	0.60	3.80	1.00			6.50
Athletic Director	6.00	3.60	8.20	1.00	0.00	18.80	Athletic Director	6.00	3.60	3.60	7.80	1.00	0.00		19.00
Subtotal															
Instructional: Classroom							Instructional: Classroom								
K-5 Classroom	117.00					117.00	K-5 Classroom	117.00							117.00
Academic Subjects (6-8)		54.00				54.00	Academic Subjects (6-8)		44.00	40.00					84.00
English/Language Arts			13.20			13.20	English/Language Arts				14.00				14.00
Mathematics			12.00			12.00	Mathematics				12.80				12.80
Science			12.00			12.00	Science				12.80				12.80
Social Studies			11.00			11.00	Social Studies				13.00				13.00
Foreign Language/ESL	3.40	9.80	9.20			22.40	Foreign Language		5.70	4.90	8.40				19.00
Reading	6.10	0.50				6.60	Reading/ESL	8.00	1.20	0.40	0.60				10.20
Subtotal	126.50	64.30	57.40	0.00	0.00	248.20	Subtotal	109.00	50.90	45.30	61.60	0.00	0.00		266.80
Instructional: Specialist							Instructional: Specialist								
Fam & Con Science		2.00	3.00	0.80		5.80	Fam & Con Science				3.00	0.80			3.80
Technology Education							Technology Education				2.00				2.00
Music	5.20	3.00	1.20			9.40	Music	4.00	5.70	2.80	1.20				13.70
Art	4.20	2.20	2.80			9.20	Art	3.60	2.20	1.40	3.40				10.60
Physical Education	4.40	2.10	4.00			10.50	Physical Education	4.40	2.60	2.50	4.00				13.90
Instructional Technology	3.00	2.00	1.40			6.40	Instructional Technology	3.50	1.50	1.80	1.40				7.90
Health Education	1.60	2.80	2.40			6.80	Health Education	1.60	2.20	1.90	4.00				9.70
Jobs for Bay State Graduates							Jobs for Bay State Graduates				1.00				1.00
ETS & VHS							ETS & VHS				1.20				1.20
Subtotal	18.40	14.10	20.00	0.80	0.00	53.30	Subtotal	17.10	14.20	12.10	21.40	0.80	0.00		66.00
Instructional: Support							Instructional: Support								
Special Education							Special Education								
Guidance	16.50	8.20	7.80	5.00		37.50	Guidance	17.00	7.40	6.40	8.40	6.00			46.50
Curriculum Specialists	5.50	2.00	1.00			8.50	Curriculum Specialists/Coord.	6.00	1.00	5.00					12.00
Title I	5.80	1.50	1.00			8.30	Title I	5.80	2.00	2.00					9.80
Media Specialists	5.00	1.00	1.00			7.00	Media Specialists	4.50	1.00	1.00	1.00	0.20			7.50
Adj. Coun./Sch. Psych.	5.80	3.50	2.00	0.20		11.50	Adj. Coun./Sch. Psych.	5.80	3.00	2.00	2.00				13.00
Speech & Language / O.T.							Speech & Language / O.T.								
Nurse	5.00	1.00	1.80	0.70		8.50	Nurse	5.00	1.00	1.00	1.80	0.86			9.66
Subtotal	45.60	18.20	17.60	5.90	0.00	99.80	Subtotal	43.60	14.80	13.40	18.20	7.06	0.00		110.96
Classified Staff							Classified Staff								
Paraprofessional Staff							Paraprofessional Staff								
Instructional Aides	43.50	12.00	1.00	4.00		60.50	Instructional Aides	38.00	11.00	9.00	1.80	5.00			64.80
SPED/ABA Aides	46.50	12.00	10.00	6.50		75.00	SPED/ABA Aides	51.00	22.00	10.00	14.50	24.50			122.00
Media Aides	0.50	0.50	1.00			2.00	Media Aides	0.50	0.50	0.50	1.00				2.50
Secretary	7.50	3.50	7.00	0.50		18.50	Secretary	6.50	3.00	3.00	7.00	1.00			20.50
Counselor							Counselor								
Building Substitutes*	5.00	3.00	2.00			10.00	Building Substitutes*	5.00	2.00	2.00	2.00				11.00
Subtotal	103.00	31.00	21.80	11.00	0.00	175.80	Subtotal	101.80	38.50	24.50	27.30	30.50	0.00		241.60
Totals	299.50	131.20	125.00	18.70	0.40	649.30	Totals	277.50	122.00	98.90	136.30	35.36	0.00		717.26



# Shrewsbury Public Schools

James Cummings, Ed.D.  
Assistant Superintendent

## Maximizing Student Growth Advanced Math at Sherwood Middle School Progress Report – January, 2011

### Introduction

During the spring of 2010, a report was made to the school committee that outlined a proposal of action centered around bolstering the district's ability to meet the needs of advanced learners in the area of math. This progress report is designed to provide an overview of the work that has transpired since that initial report was made and to inform the committee of ongoing work that is being done in this area.

### Summary of Programmatic Changes

To best meet the needs of students exceeding the academic standards in grades five and six mathematics, we have implemented a program that mirrors the range and types of supports provided to students reaching to meet standards. This approach is in keeping with a philosophy based on heterogeneous grouping, allows for flexible ability grouping, provides individual students with what they need, can be accessed by all students, and builds on a high level of differentiation and growth that was already in place at Sherwood Middle School.

In a very general sense, the advanced math program is designed to consist of three integrated layers of supports for students. The first layer is a differentiated and engaging general education math classroom. In this setting, students are engaged through a variety of activities that are individualized based on need. This instruction meets the learning needs of most students.

The second layer of supports for students who have demonstrated mastery of a topic area is the extension layer. This layer is defined by students working with the Advanced Math Coach within the general education setting or in a separate space. The Advanced Math Coach further extends the level of differentiation within the general education setting, challenging students to extend themselves as far as possible.

The third layer of support is a highly specialized program that less than 1% of students possess a level of aptitude and mastery to qualify for. This layer of supports involves a very small number of students receiving math instruction outside of the general education setting. Students work with the Math Curriculum Coordinator during instructional time and utilize the Stanford University, *Education Program for Gifted Youth (EPGY)* programming via the internet as a foundational curriculum.

## Program Milestones to Date

A number of critical steps have been completed five months into the implementation of this new program:

Spring, 2010 – Matt Rosenthal, Middle School Math Curriculum Coordinator, worked with fourth and fifth grade teachers to identify students who had demonstrated advanced ability in math. Students were provided testing to assist in the identification of strengths and needs.

Spring, 2010 – Matt Rosenthal piloted online software created by Stanford University (Education Program for Gifted Youth) with eight students.

Summer, 2010 – Hired Melissa McCann as our new Advanced Math Coach at Sherwood Middle School.

Summer, 2010 – Matt Rosenthal, Middle School Curriculum Coordinator for Math, led a team of Sherwood and Oak educators in the creation of advanced math activities that could be accessed by Sherwood and Oak Middle School math teachers within the context of their classes during the 2010-2011 school year to better meet the needs of advanced math learners. These materials were organized and copied so that they exist in all math classrooms in grades 5-7.

Fall, 2010 – Year one of the Advanced Math Program was initiated.

## Layers of Math Supports

Layers of Support	
<b>ALL STUDENTS</b>	<b>Differentiation</b> (General Education)
<b>Layer 1</b>	<b>Extension</b> Enrichment materials within classrooms, ongoing development with teachers and Curriculum Coordinator
<b>Layer 2</b>	<b>Instruction</b> Individualized or small group, provided by Advanced Math Coach
<b>Layer 3</b>	<b>Advanced Skill Classes</b> Advanced instruction outside general education setting, provided by Curriculum Coordinator and use of EPGY

## **Layer 1 Update – The General Education Classroom**

We are incredibly fortunate to have very talented teachers providing challenging, rich math experiences in both fifth and sixth grade. The work that they have been doing has been furthered by the provision of advanced materials that were created over the summer by Shrewsbury teachers and replicated so that these materials are in all math classrooms.

Math teachers will be continuing to assess, develop and share math resources during the school year and also during the summer of 2011. The intention is to further develop the strong teacher skill sets in the area of advanced differentiation where needed and to provide additional extension materials and support that implementation within the general education setting.

## **Layer 2 Update – Advanced Math Coach**

The program is designed so that the Advanced Math Coach will focus on providing both direct service to students along with modeling and coaching for math teachers in grades five and six. The focus of Ms. McCann through the first five months of the school year has been on providing direct service to students and building relationships with fellow teachers.

In fifth grade, Ms. McCann has worked with 157 total students this year. Students identified as possessing a readiness for advanced math work changes by unit. At the beginning of each unit, students participate in a pre-assessment that is used in conjunction with teacher referrals to work with Ms. McCann. In fifth grade Ms. McCann has worked with a range of 60-100 students depending on the unit of study.

In sixth grade Ms. McCann has worked with 106 students so far this year. There has been a range of 40-80 students per unit in sixth grade.

Ms. McCann meets with small groups one to two times per six-day cycle. The work being done applies and extends skills and concepts of the current unit being taught in class. Both problem solving strategies and communication skills are emphasized. In addition, Ms. McCann offers a “Monthly Math Challenge” to each grade. Any student may opt to complete this challenge, and successful students are recognized at the monthly Sherwood Community Meetings.

## **Layer 3 Update – Specialized Instruction**

Middle School Math Curriculum Coordinator, Matt Rosenthal, has continued his work with four students identified as gifted in the area of math at Sherwood Middle School. Matt utilizes direct instruction as well as programming provided through the EPGY (Education Program for Gifted Youth) Program provided by Stanford University with these identified students. These students receive this specialized instruction outside of the general education classroom on a daily basis.

Participating students have provided continuous feedback to Mr. Rosenthal about their happiness with the challenge provided to them through the program. Students, parents and Mr. Rosenthal have also been very pleased with the EPGY program. This program has met our needs and has been very reliable in terms of responsiveness, support and service from Stanford University.

### **Challenges**

During the initial start-up phase of this new program implementation there have been a number of challenges. Challenges have included working through logistical and schedule issues to meet the needs of both students and teachers, and also the implementation of unit pre-assessments and criteria for student participation.

In the fall, grade six teachers raised concerns regarding the pre-assessments and criteria needed to enter the advanced math classes with Ms. McCann. To address these concerns and improve upon the program, the administration, mathematics coordinator, and advanced math coach responded by holding two afternoon math workshops with all grade six math teachers (general education and special education) to work through these issues with the goal of strengthening the program to best meet the needs of all. As a result of this collaborative effort to improve, we are making progress toward creating common understandings by involving the teachers in the creation of the assessments and using their professional judgment when deciding which students participate.

### **Recommendations for Continued Improvement**

In the coming months we will be looking to build upon the initial success of the program. Efforts will be made to pair pull-out services provided by the Advanced Math Coach with 'push-in' services provided within the general education setting. The services provided by the Advanced Math Coach are designed to be an extension of the differentiated general education classroom. Providing extension activities within the general education class will allow for modeling of those activities and will make flexible grouping easier and more inclusive for students and teachers. Ms. McCann will also be looking to build upon the number of co-teaching experiences provided to students.

Assessing student needs and readiness for extension work will continue to be improved upon. Formalizing procedures and methods for identification of readiness will be essential for the further development of this program.

Mr. Rosenthal will be working with teachers at both Sherwood and Oak to develop additional enrichment materials and activities that add to what is already available in all math classrooms. Professional development on how to best implement these materials and activities will also be provided.

Finally, an Advanced Math Coach to be based at Oak Middle School will be requested within the FY12 district budget proposal. This position will be critical for the ongoing development of

this program. Students will be provided with similar services as they receive now in grades five and six. This coach will work closely with both Ms. McCann at Sherwood and Jean-Marie Johnson, Math Department Head at Shrewsbury High School, to coordinate programming as students transition between levels.

**Shrewsbury Public Schools  
FY 2012 Budget**

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**FY 2012 Forecast**  
**Shrewsbury Public Schools**

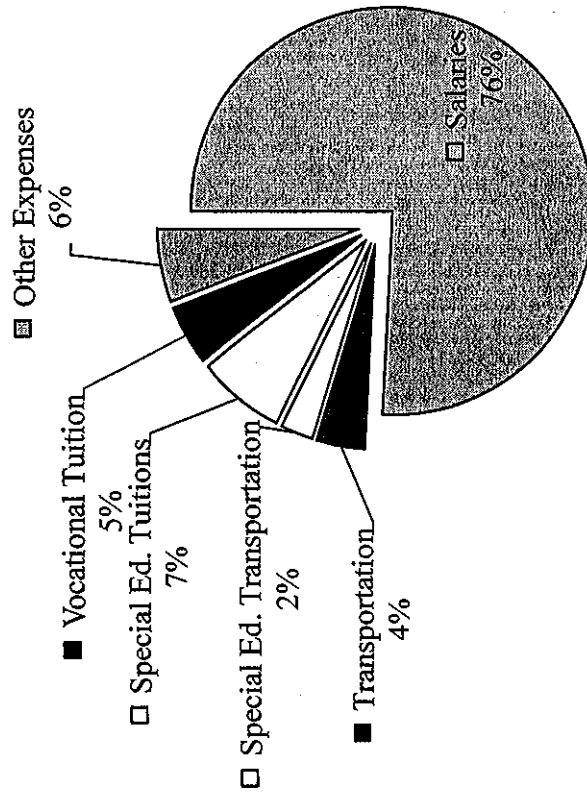
The following conditions and assumptions were applied to forecast the FY12 for the Shrewsbury Public Schools.

**Financial Conditions and Assumptions:**

1. Teacher Contract reflects 182 work days: 180 student days; 1 parent teacher conference day; 1 non-student day at the beginning of school year; 1% increase in salary scale.
2. Unit B Contract, Administration, and non represented staff reflect a 1% increase.
3. Paraprofessional Contract reflects 1% increase.
4. Step increases applied to all bargaining units.
5. Federal, State Grant, and Revolving account funding at current funding levels.
6. Transportation-assumes 3.5% contract increase per bus based on current fleet of 44 vehicles and one new additional Special Education Bus.
7. Does not account for impact of potential Health Insurance increase, nor other insurance increases. (These are considered in the municipal budget.)
8. SPED forecast based on current student population and identified placements plus estimated 3% tuition increase.
9. SPED Circuit Breaker anticipated at 60%-J. Sullivan of DESE.
- 10.SPED Out of District Transportation-budget increase of 15%.
- 11.Vocational tuition at Assabet Valley Regional Technical School (AVRTS) assumes 3.2% increase from \$15,579 to \$16,078; FY 12 assumes 142 students at AVRTS, down from 149 in FY 11. One student is budgeted for Norfolk County Agricultural and a 3% increase to \$21,936.
- 12.Transportation, Athletic, and Student Activity Fees projected at current fee structure.
- 13.Chapter 70 aid and NSS (Net School Spending) figures for FY12 based on preliminary estimates
- 14.All Teacher positions previously funded via ARRA (American Recovery and Reinvestment Act) in FY11 are now reflected in the FY12 appropriated budget request.
15. ARRA SFSF (state fiscal stabilization funds) funds awarded in FY11 in the amount of \$98,848 have been carried forward to offset Summer Special Education Instructional Aides.
16. Education Jobs Grant funds of \$1,189,765 are used to offset Paraprofessionals in FY 12.



## FY12 Projection Distribution



- Salaries
- Transportation
- Special Ed. Transportation
- Special Ed. Tuitions
- Vocational Tuition
- Other Expenses

**Shrewsbury Public Schools FY 12 Budget  
Expenditure History and Budget Recommendation**

Obj	Actual FY08	Actual FY09	Actual FY10	Budget FY11	Budget FY12	Difference (FY12-FY11)	Notes
<b>910: System wide</b>							
510030							
510090	\$ 46,113	\$ 48,218	\$ 45,908	\$ 52,500	\$ 53,025	\$ 525	
510095	\$ 51,095	\$ 72,385	\$ 93,836	\$ 125,000	\$ 126,250	\$ 1,250	Athletic/extracurricular coach and advisor stipends
510310				\$ 400		\$ (400)	
510330		\$ 542					
510395	\$ 7,087	\$ 7,827	\$ 7,664	\$ 8,042	\$ 8,256	\$ 214	
510500	\$ 44,328	\$ 44,612	\$ 44,607	\$ 42,803	\$ 43,231	\$ 428	1.0 FTE
510502			\$ 21,808		\$ 25,000	\$ 25,000	Transferred from Police Department to School
510600	\$ 6,492	\$ 2,123	\$ 2,400	\$ 2,400		\$ (2,400)	Automate Sub Calling Service
510600			\$ 76,638				
510700	\$ 221,991	\$ 237,644	\$ 242,419	\$ 201,280	\$ 203,293	\$ 2,013	
510705	\$ 386,166	\$ 318,833	\$ 271,113	\$ 304,330	\$ 307,373	\$ 3,043	
510800	\$ 38,917	\$ 42,298	\$ 43,506	\$ 42,468	\$ 42,892	\$ 425	1.0 FTE
510900	\$ 74,285	\$ 89,626	\$ 115,497	\$ 100,000	\$ 100,000	\$ -	
510920	\$ 98,165	\$ 97,176	\$ 77,490	\$ 171,367	\$ 173,081	\$ 1,714	based on 12 retirements
520000	\$ 80	\$ 2,873	\$ 7,298		\$ 9,500	\$ 9,500	Administration fee for Medicaid
520040/5	\$ 81,123	\$ 81,353	\$ 80,587	\$ 82,980	\$ 85,469	\$ 2,489	
520080	\$ 93,765	\$ 39,649	\$ 68,026	\$ 105,848	\$ 106,906	\$ 1,058	
520095	\$ 2,251	\$ 5,948	\$ 18,464	\$ 13,405	\$ 13,724	\$ 319	Box Truck Lease and R&M
520100	\$ 55,842	\$ 52,487	\$ 33,028	\$ 27,825	\$ 27,825	\$ -	
520130	\$ 127	\$ 350					
520140	\$ 93,858	\$ 52,564	\$ 62,196	\$ 91,266	\$ 92,179	\$ 913	
520310	\$ 11,143	\$ 7,748	\$ 715	\$ 3,500		\$ (3,500)	Pay out of Facilities Fee Account
520330	\$ 4,150				\$ 8,000	\$ 8,000	Automated Sub Calling Service, Budget Neutral
520830					\$ 5,000	\$ 5,000	Reallocated from Medicaid Line
530210	\$ 1,439,480	\$ 1,447,190	\$ 1,859,121	\$ 2,342,982	\$ 2,305,012	\$ (37,970)	142 students @\$16,078; 1 @ \$21,936
530310	\$ 1,952,884	\$ 1,497,682	\$ 1,615,208	\$ 1,705,800	\$ 1,770,503	\$ 64,703	38 reg ed buses; 5 in district SPED buses (1 additional SPED BUS) Less \$70 K in Transportation Fees
530315	\$ 56,707	\$ 116,620	\$ 90,902	\$ 94,120	\$ 97,414	\$ 3,294	2 buses
530320							
530580	\$ 8,532	\$ 5,403	\$ 5,809	\$ 8,069	\$ 8,069	\$ -	
540150	\$ 56,709	\$ 51,971	\$ 51,180	\$ 33,390	\$ 33,724	\$ 334	Postage machine, Stamps, Mail
540120/90/030	\$ 94,466	\$ 76,779	\$ 81,672	\$ 67,893	\$ 68,572	\$ 679	
540280	\$ 164,402	\$ 109,961	\$ 126,674	\$ 100,170	\$ 101,172	\$ 1,002	Paper, toner, copier supplies
570010/60	\$ 12,251	\$ 15,963	\$ 15,887	\$ 15,582	\$ 15,582	\$ -	
570170	\$ 2,869	\$ 4,731	\$ 245	\$ 835	\$ 835	\$ -	Boxes for Patron move-renewal
570200		\$ 828		\$ 153,596	\$ 121,912	\$ (31,684)	
570210	\$ 6,432	\$ 318	\$ 2,471	\$ 4,174	\$ 4,174	\$ -	
570260							
580700	\$ 79,158	\$ 30,942					
580800	\$ 4,742	\$ 7,124					
<b>910: System wide Totals</b>	<b>\$ 5,195,610</b>	<b>\$ 4,570,317</b>	<b>\$ 5,164,867</b>	<b>\$ 5,907,589</b>	<b>\$ 5,963,539</b>	<b>\$ 55,949</b>	

**Shrewsbury Public Schools FY 12 Budget  
Expenditure History and Budget Recommendation**

911: Central Office	Actual FY08	Actual FY09	Actual FY10	Budget FY11	Budget FY12	Difference (FY12-FY11)	Notes
510300 Superintendent Salary	\$ 170,583	\$ 180,112	\$ 163,538	\$ 158,500	\$ 161,670	\$ 3,170	1.0 FTE
510500 Administrative Salaries	\$ 319,980	\$ 342,693	\$ 335,568	\$ 432,408	\$ 434,035	\$ 1,627	4.0 FTE
501207/140 Admin Support	\$ 266,016	\$ 256,538	\$ 151,477	\$ 144,297	\$ 151,861	\$ 7,564	2.0 FTE: 1.0 FTE shifted from Transportation Fee Account- Budget Neutral 3.5 FTE
520000 Professional Services	\$ 13,200	\$ 27,073	\$ 18,274	\$ 13,356	\$ 13,356	\$ -	
520080 R.&M Equipment ConServ	\$ 45,602	\$ 44,877	\$ 82,828	\$ 77,841	\$ 78,619	\$ 778	E-SPED; Power School Support Level Data
520320 Legal Services	\$ 8,122	\$ 25,404	\$ 14,412	\$ 33,390	\$ 33,724	\$ 334	
540140 Reference Materials	\$ 855	\$ 376	\$ 365	\$ 2,226	\$ 2,226	\$ -	
540150 Print Postage Stationary	\$ 131	\$ 365	\$ 82	\$ 3,061	\$ 3,061	\$ -	
540220 Office Supplies	\$ 14,951	\$ 15,439	\$ 8,801	\$ 8,400	\$ 8,400	\$ -	
540250 Admin Tech Supplies							
570010 Car Allowance/Mileage	\$ 7,387	\$ 7,825	\$ 7,558	\$ 11,448	\$ 11,448	\$ -	
570020 Dues & Membership	\$ 13,105	\$ 13,273	\$ 12,968	\$ 15,582	\$ 15,582	\$ -	
570050 In State Conference	\$ 200			\$ -	\$ -	\$ -	
570060 Conferences	\$ 4,733	\$ 1,417	\$ 2,182	\$ 4,452	\$ 4,452	\$ -	
572010 Out of State Travel	\$ 718						
580010 Office Equipment							
580700 Admin Tech Hardware	\$ 2,150	\$ 996		\$ 4,452	\$ 4,452	\$ -	
580800 Admin Tech Software							
<b>911: Central Office Totals</b>	<b>\$ 867,731</b>	<b>\$ 916,387</b>	<b>\$ 852,522</b>	<b>\$ 963,422</b>	<b>\$ 1,018,331</b>	<b>\$ 54,909</b>	

912: Curr & Instruction	Actual FY08	Actual FY09	Actual FY10	Budget FY11	Budget FY12	Difference (FY12-FY11)	Notes
510140 Mentoring Stipends/ Educational Service	\$ 3,000	\$ 28,800	\$ 3,000	\$ -	\$ 30,000	\$ 30,000	Mandatory Supplemental Educational Services - No Child Left Behind
510900 Professional Improvements	\$ 600	\$ 8,560	\$ 5,392				
520000/130 Professional Services/Stipends	\$ 6,500	\$ 13,430	\$ 2,250	\$ -	\$ 35,000	\$ 35,000	Includes State Required Training: AntiBullying, Relicensure, Etc.
520330 ProDev Contractual Service	\$ 849	\$ 835	\$ 772	\$ -	\$ -	\$ -	
520430 Testing Services/Supp							
540000 Supplies ProDev	\$ 126,880	\$ 167,069	\$ 25,112	\$ -	\$ -	\$ -	
540180 Texts/Ins Equip	\$ 294,921	\$ 168,684	\$ 17,654	\$ 49,447	\$ 164,447	\$ 115,000	Added \$210 K less \$95 K School Choice
540200 Educational Supplies				\$ 1,213	\$ -	\$ (1,213)	
570010 Travel ProDev							
570020 Dues & Membership		\$ 3,507	\$ 36,919				
570060 Conference ProDev							
<b>912: Curr &amp; Instruction Totals</b>	<b>\$ 432,750</b>	<b>\$ 390,886</b>	<b>\$ 102,474</b>	<b>\$ 50,659</b>	<b>\$ 229,447</b>	<b>\$ 178,787</b>	

**Shrewsbury Public Schools FY 12 Budget  
Expenditure History and Budget Recommendation**

920: Pupil Personnel	Actual FY08	Actual FY09	Actual FY10	Budget FY11	Budget FY12	Difference (FY12-FY11)	Notes
Nurse xDuty Salary	\$ 595,644	\$ 630,250	\$ 640,124	\$ 661,115	\$ 685,183	\$ 24,068	10.0 FTE
Nurses Salary	\$ 20,198	\$ 21,000	\$ 21,000	\$ 21,000	\$ 21,000	\$ -	0.2 FTE
Dir of PupPers Salary	\$ 26,696	\$ 25,110	\$ -	\$ 28,779	\$ 25,191	\$ (3,588)	1.0 FTE
PupPers Clerical Salary	\$ 33,843	\$ 28,478	\$ 28,530	\$ 20,000	\$ 20,000	\$ -	
Nurse Subs Salary	\$ 2,023	\$ 841	\$ 766	\$ 500	\$ 500	\$ -	
R&M Equipment	\$ 8,400	\$ 7,266	\$ 10,000	\$ 9,739	\$ 9,739	\$ -	
Physician Services	\$ -	\$ -	\$ 80	\$ 10,000	\$ 10,000	\$ -	
Section 504 Home/Hospital Tutoring	\$ 9,618	\$ 8,945	\$ 7,722	\$ 4,452	\$ 4,452	\$ -	
PupPers Supplies	\$ 327	\$ 100	\$ -	\$ 500	\$ 500	\$ -	
Conferences	\$ -	\$ -	\$ -	\$ -	\$ 4,000	\$ 4,000	New Account - Previously in Special Education
Translator/Interpreter Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>920: Pupil Personnel Totals</b>	<b>\$ 696,749</b>	<b>\$ 721,990</b>	<b>\$ 708,222</b>	<b>\$ 756,085</b>	<b>\$ 780,565</b>	<b>\$ 20,480</b>	

921: Phys Education	Actual FY08	Actual FY09	Actual FY10	Budget FY11	Budget FY12	Difference (FY12-FY11)	Notes
Teacher Salary, Phys Ed	\$ 760,118	\$ 837,705	\$ 755,241	\$ 637,026	\$ 789,464	\$ 152,439	12.0 FTE (FY 11 - 1.0 FTE reduction restored via SEA settlement & offset by FTE shift from Health Teacher Act.)
R&M Equipment Phys Ed	\$ 271	\$ 3,778	\$ 3,000	\$ 3,400	\$ 3,400	\$ -	
Phys Ed Supplies	\$ 6,071	\$ 4,532	\$ 4,828	\$ 4,954	\$ 4,954	\$ -	
Dues & Membership	\$ -	\$ 1,440	\$ 2,041	\$ 1,600	\$ 1,600	\$ -	Fund via Student Activity Fee
Intramural Salaries PE	\$ 13,512	\$ -	\$ -	\$ -	\$ -	\$ -	
Conferences	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Site Based Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>921: Phys Education Totals</b>	<b>\$ 779,971</b>	<b>\$ 847,456</b>	<b>\$ 765,110</b>	<b>\$ 646,980</b>	<b>\$ 799,418</b>	<b>\$ 152,439</b>	

922: Instruct. Tech. & Media Svcs.	Actual FY08	Actual FY09	Actual FY10	Budget FY11	Budget FY12	Difference (FY12-FY11)	Notes
Educational TV Studio Salary	\$ 178,768	\$ 182,884	\$ 184,538	\$ 76,564	\$ 81,763	\$ 5,199	1.0 FTE
Network & TC Salary	\$ 248,807	\$ 239,529	\$ 237,087	\$ 238,752	\$ 357,665	\$ 118,913	6.0 FTE (shifted 1.0 FTE from HS and 1.0 FTE From AARRA)
Educ TV Studio/Media Para Salary	\$ 40,675	\$ 44,378	\$ 45,373	\$ 46,009	\$ 46,555	\$ 546	1.0 FTE
R&M Equipment	\$ 110,610	\$ 98,912	\$ 67,252	\$ 100,000	\$ 100,000	\$ -	
AV & ETS Supplies	\$ 4,987	\$ 4,138	\$ 4,409	\$ 4,500	\$ 4,500	\$ -	
Library Supplies	\$ -	\$ -	\$ 12,419	\$ -	\$ -	\$ -	
Books Periodicals Subs	\$ 513	\$ 206	\$ 498	\$ 500	\$ 500	\$ -	
Ins Technology Supp	\$ 80,114	\$ 90,084	\$ 68,334	\$ 66,000	\$ 66,000	\$ -	
Conferences	\$ 1,675	\$ 5,934	\$ 2,791	\$ 7,000	\$ 7,000	\$ -	
AV & ETS Equipment	\$ 8,641	\$ 3,396	\$ 8,619	\$ 7,500	\$ 7,500	\$ -	
Ins Technology HW	\$ 199,037	\$ 152,255	\$ 177,693	\$ 150,000	\$ 550,000	\$ 400,000	Added \$400 K for technology purchases
Ins Technology SW	\$ 22,817	\$ 47,344	\$ 38,448	\$ 23,100	\$ 23,100	\$ -	
Ins Technology	\$ 896,643	\$ 910,638	\$ 891,012	\$ 757,926	\$ 1,282,583	\$ 524,657	
<b>922: IT/AMS Totals</b>	<b>\$ 896,643</b>	<b>\$ 910,638</b>	<b>\$ 891,012</b>	<b>\$ 757,926</b>	<b>\$ 1,282,583</b>	<b>\$ 524,657</b>	

**Shrewsbury Public Schools FY 12 Budget  
Expenditure History and Budget Recommendation**

923: Music	Actual FY08	Actual FY09	Actual FY10	Budget FY11	Budget FY12	Difference (FY12-FY11)	Notes
510500 Dir of Music & Teacher Salary	\$ 707,005	\$ 773,124	\$ 729,001	\$ 754,089	\$ 782,694	\$ 28,605	11.2 FTE
520080 R&M Equipment Music	\$ 165	\$ 2,918	\$ 1,929	\$ 2,500	\$ 2,500	\$ -	
530310 Student Activity Transpo	\$ -	\$ 5,432	\$ 5,813	\$ -	\$ 4,000	\$ 4,000	Restored For FY 12
540140 Reference Materials	\$ -	\$ -	\$ -	\$ 100	\$ 100	\$ -	
540180 Texts/Ins Equip Music	\$ 2,520	\$ 2,567	\$ 4,514	\$ 3,000	\$ 3,000	\$ -	
540200 Ins Materials Music	\$ 5,430	\$ 3,036	\$ 2,011	\$ 1,952	\$ 1,952	\$ -	
540220 Office Supplies	\$ 470	\$ 220	\$ 242	\$ 400	\$ 400	\$ -	
570020 Dues & Membership	\$ 901	\$ 1,093	\$ 1,460	\$ 1,400	\$ 1,400	\$ -	
570060 Conferences Music	\$ 592	\$ 826	\$ 1,027	\$ 1,000	\$ 1,000	\$ -	
570200 Reserve Fund	\$ 3,256	\$ 386	\$ -	\$ -	\$ -	\$ -	
580700 Ins Technology HW	\$ -	\$ -	\$ 279	\$ 300	\$ 300	\$ -	
580800 Ins Technology SW	\$ -	\$ -	\$ 425	\$ 300	\$ 300	\$ -	
<b>923: Music Totals</b>	<b>\$ 720,340</b>	<b>\$ 789,603</b>	<b>\$ 746,700</b>	<b>\$ 765,041</b>	<b>\$ 797,646</b>	<b>\$ 32,605</b>	

924: Art	Actual FY08	Actual FY09	Actual FY10	Budget FY11	Budget FY12	Difference (FY12-FY11)	Notes
510500 Dir of Art & Teacher Salary	\$ 629,594	\$ 714,419	\$ 733,240	\$ 762,019	\$ 804,882	\$ 42,863	10.7 FTE
520080 R&M Equipment	\$ -	\$ 690	\$ 334	\$ 750	\$ 750	\$ -	
540140 Reference Materials	\$ 11,821	\$ 16,515	\$ 14,292	\$ 13,651	\$ 13,651	\$ -	
540200 Ins Materials Art	\$ -	\$ -	\$ 69	\$ 100	\$ 100	\$ -	
540220 Office Supplies	\$ -	\$ 339	\$ 65	\$ 350	\$ 350	\$ -	
570020 Dues & Membership Art	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
570060 Conference Registration	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>924: Art Totals</b>	<b>\$ 641,415</b>	<b>\$ 731,964</b>	<b>\$ 748,000</b>	<b>\$ 776,870</b>	<b>\$ 819,733</b>	<b>\$ 42,863</b>	

925: Summer SPED	Actual FY08	Actual FY09	Actual FY10	Budget FY11	Budget FY12	Difference (FY12-FY11)	Notes
510500 Teachers Salaries	\$ 41,337	\$ 150,095	\$ 185,941	\$ 55,125	\$ 83,917	\$ 28,792	
510800 Ins Aide Salary SPEDsum	\$ 79,747	\$ -	\$ 257,442	\$ 110,250	\$ 56,132	\$ (54,118)	Offset by 98,848 of ARRA SPSP Funds
520590 SPED Summer Therapy	\$ 17,341	\$ 11,425	\$ 12,050	\$ 67,534	\$ 12,330	\$ (55,184)	
530220 Tuition Public Summer	\$ 37,261	\$ 60,318	\$ 39,247	\$ 10,000	\$ 101,935	\$ 91,935	
530310 Summer SPED Transportation	\$ 47,434	\$ 66,775	\$ 44,132	\$ 75,978	\$ 63,380	\$ (12,598)	
540200 Ins Materials SPED	\$ -	\$ -	\$ 69	\$ -	\$ -	\$ -	
<b>925: Summer SPED Totals</b>	<b>\$ 223,121</b>	<b>\$ 288,613</b>	<b>\$ 538,881</b>	<b>\$ 318,887</b>	<b>\$ 317,714</b>	<b>\$ (1,172)</b>	

Shrewsbury Public Schools FY 12 Budget  
Expenditure History and Budget Recommendation

926: SPED	Actual FY08	Actual FY09	Actual FY10	Budget FY11	Budget FY12	Difference (FY12-FY11)	Notes
510500	\$ 3,116,860	\$ 3,608,220	\$ 3,251,914	\$ 3,279,772	\$ 4,182,772	\$ 903,050	61.2 plus 1.5 new=62.7, Minus Retirement \$1,70K (includes positions previously funded by AFRA)
510500	\$ 713,545	\$ 897,700	\$ 925,752	\$ 1,070,873	\$ 1,043,144	\$ (27,729)	13.8 FTE plus new 0.4 = 14.2 FTE
510600	\$ 101,673	\$ 123,215	\$ 104,644	\$ 100,361	\$ 111,928	\$ 11,567	3.0 FTE plus new 0.25 = 3.25 FTE
510800	\$ 2,788,308	\$ 2,914,430	\$ 2,939,110	\$ 3,140,206	\$ 2,109,213	\$ (1,030,993)	98.1 FTE plus new 1.0 = 99.1 FTE (EDUJOBS Federal Grant Offset of 1,189,765)
510940	\$ -	\$ -	\$ 5,486	\$ -	\$ -	\$ -	
520000	\$ 19,894	\$ 1,750	\$ -	\$ -	\$ -	\$ -	
520080	\$ 4,350	\$ 8,434	\$ 5,548	\$ 4,500	\$ 3,000	\$ (1,500)	
520320/22	\$ 29,715	\$ 41,868	\$ 57,235	\$ 45,000	\$ 45,000	\$ -	
520330	\$ 3,000	\$ 5,000	\$ 5,000	\$ 13,000	\$ 5,250	\$ (7,750)	Wilson method reading tutors
520350	\$ 95,168	\$ 79,164	\$ 81,604	\$ 110,000	\$ 124,000	\$ 14,000	
520352	\$ 21,088	\$ 12,740	\$ 13,095	\$ 4,000	\$ 2,000	\$ (2,000)	
520354	\$ 4,792	\$ 8,366	\$ 11,517	\$ 9,000	\$ 8,000	\$ (1,000)	
520360	\$ 85,193	\$ 43,217	\$ 19,546	\$ 65,000	\$ 82,000	\$ 17,000	Increased need for mental health services
520390	\$ 25,202	\$ 21,511	\$ 13,953	\$ 15,000	\$ 10,000	\$ (5,000)	
520430	\$ -	\$ 1,108	\$ -	\$ -	\$ -	\$ -	
520610	\$ 172,936	\$ 174,067	\$ 156,333	\$ 160,000	\$ 165,000	\$ 5,000	
530220	\$ 1,835,990	\$ 2,540,033	\$ 2,264,362	\$ 3,868,035	\$ 1,907,423	\$ (1,960,612)	Actual Cost offset by \$1.7M Circuit Breaker at 60% reimbursement and \$775K Circuit Break Reserves
530230	\$ 377,038	\$ 430,442	\$ 422,515	\$ 758,851	\$ 795,764	\$ 36,913	
530240	\$ -	\$ 175,347	\$ 336,108	\$ 356,915	\$ 698,242	\$ 341,327	
530250	\$ 64,961	\$ 77,577	\$ 70,303	\$ 117,983	\$ -	\$ (117,983)	
530310	\$ 652,518	\$ 1,205,825	\$ 1,019,349	\$ 928,000	\$ 1,067,200	\$ 139,200	
530340	\$ 168,631	\$ 191,568	\$ 186,462	\$ 172,800	\$ 172,800	\$ -	
540140	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
540180	\$ 3,883	\$ 4,206	\$ 2,460	\$ 4,000	\$ -	\$ (4,000)	
540200	\$ 18,609	\$ 4,664	\$ 2,272	\$ 2,000	\$ -	\$ (2,000)	
540220	\$ 1,838	\$ 1,783	\$ 1,276	\$ 2,500	\$ 1,500	\$ (1,000)	
540250	\$ 599	\$ 39	\$ -	\$ -	\$ -	\$ -	
540300	\$ 14,118	\$ 16,424	\$ 14,142	\$ 20,000	\$ 20,000	\$ -	
570010	\$ 3,467	\$ 3,605	\$ 4,173	\$ 4,000	\$ 4,000	\$ -	
570020	\$ 693	\$ 275	\$ 225	\$ 630	\$ 630	\$ -	
570060	\$ 3,402	\$ 1,325	\$ 235	\$ 1,750	\$ 1,750	\$ -	
580700	\$ -	\$ 1,423	\$ 309	\$ -	\$ -	\$ -	
580900	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>926: SPED Totals</b>	<b>\$ 10,328,579</b>	<b>\$ 12,604,840</b>	<b>\$ 11,914,879</b>	<b>\$ 14,254,125</b>	<b>\$ 12,560,616</b>	<b>\$ (1,693,509)</b>	

925355

927: ESL	Actual FY08	Actual FY09	Actual FY10	Budget FY11	Budget FY12	Difference (FY12-FY11)	Notes
510500	\$ 290,646	\$ 369,053	\$ 405,307	\$ 444,514	\$ 463,592	\$ 19,078	7.2 FTE
510800	\$ 52,348	\$ 97,734	\$ 84,789	\$ 80,425	\$ 115,985	\$ 35,560	4.7 FTE
510900	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
530580	\$ -	\$ -	\$ 45	\$ -	\$ -	\$ -	
540180	\$ 1,301	\$ 1,481	\$ 3,366	\$ 2,500	\$ 2,500	\$ -	
540200	\$ 30	\$ -	\$ 205	\$ 265	\$ 265	\$ -	
540110	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
570020	\$ -	\$ 15	\$ 495	\$ 280	\$ 280	\$ -	
570060	\$ -	\$ -	\$ 400	\$ 720	\$ 720	\$ -	
580800	\$ -	\$ -	\$ -	\$ 800	\$ 800	\$ -	Boardmaker
<b>927: ESL Totals</b>	<b>\$ 344,325</b>	<b>\$ 468,283</b>	<b>\$ 494,606</b>	<b>\$ 529,504</b>	<b>\$ 584,142</b>	<b>\$ 54,638</b>	

**Shrewsbury Public Schools FY 12 Budget  
Expenditure History and Budget Recommendation**

930: Oak Middle	Actual FY08	Actual FY09	Actual FY10	Budget FY11	Budget FY12	Difference (FY12-FY11)	Notes
510500 Supervisory Salary	\$ 105,129	\$ 101,000	\$ 101,000	\$ 101,000	\$ 102,515	\$ 1,515	1.0 FTE
510500 Principal Salary	\$ 2,292,812	\$ 2,400,019	\$ 2,333,809	\$ 2,432,218	\$ 2,541,058	\$ 108,840	38.0 FTE plus 1.0 Advanced Math Coach = 39.0 FTE
510500 Teachers Salary	\$ 32,371	\$ 22,977	\$ 22,978	\$ 23,990	\$ 25,960	\$ 1,970	0.5 FTE
510500 Librarian Salary	\$ 30,508	\$ 47,058	\$ 44,723	\$ 13,113	\$ -	\$ (13,113)	
510505 Tech Special Salary	\$ 170,001	\$ 171,699	\$ 173,502	\$ 178,811	\$ 183,059	\$ 4,248	2.0 FTE
510510 Asst Principal Salary	\$ 99,763	\$ 102,405	\$ 74,540	\$ 71,582	\$ 75,414	\$ 3,833	2.0 FTE
510600 Secretary Salary	\$ 86,426	\$ 61,923	\$ 47,779	\$ 11,880	\$ 40,678	\$ 28,797	1.6 FTE (FY 11 Reductions rerouted via SPA Settlements)
510800 Ins Aide Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
510900 Professional Improvement	\$ -	\$ -	\$ 111	\$ -	\$ -	\$ -	
520080 R&M Equipment ConServ	\$ 1,242	\$ 1,656	\$ -	\$ -	\$ -	\$ -	
520310 Security Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
520390 Speakers and Consultants	\$ 3,525	\$ 221	\$ 701	\$ 1,750	\$ 1,750	\$ -	
540000 Supplies ProfDev	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
540030 R&M Buildings Supp	\$ 1,470	\$ 2,246	\$ 1,789	\$ 2,000	\$ 2,000	\$ -	
540140 Books Periodicals Subs	\$ 3,960	\$ 4,063	\$ 4,063	\$ 4,000	\$ 4,000	\$ -	
540150 Printing	\$ 8,481	\$ 2,745	\$ 571	\$ 7,000	\$ 7,000	\$ -	
540180 Text/ Ins Equip	\$ 15,246	\$ 24,635	\$ 13,420	\$ 9,140	\$ 9,140	\$ -	
540200 Educational Supplies	\$ 1,727	\$ 429	\$ 477	\$ 2,500	\$ 2,500	\$ -	
540220 Office Supplies	\$ 1,714	\$ -	\$ -	\$ 2,000	\$ 2,000	\$ -	
540240 R&M Equipment Supp	\$ 130	\$ -	\$ -	\$ 500	\$ 500	\$ -	
540250 Instructional Tech Supplies	\$ 475	\$ 1,202	\$ 607	\$ 750	\$ 750	\$ -	
540270 Library Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
570010 Travel Prof Dev	\$ 1,704	\$ 498	\$ 200	\$ 2,000	\$ 2,000	\$ -	
570020 Dues & Membership	\$ 1,090	\$ 587	\$ 421	\$ 3,000	\$ 3,000	\$ -	
570060 Conferences ProfDev	\$ -	\$ 160	\$ 280	\$ 500	\$ 500	\$ -	
570320 Student Membership	\$ 376	\$ 903	\$ 4,632	\$ 1,000	\$ 1,000	\$ -	
580700 Principal Tech HW	\$ -	\$ -	\$ -	\$ 2,500	\$ 2,500	\$ -	
580800 Ins Technology SW	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>930: Oak Middle Totals</b>	<b>\$ 2,858,150</b>	<b>\$ 2,946,428</b>	<b>\$ 2,825,601</b>	<b>\$ 2,871,234</b>	<b>\$ 3,007,324</b>	<b>\$ 136,090</b>	

**Shrewsbury Public Schools FY 12 Budget  
Expenditure History and Budget Recommendation**

935: Sherwood Middle										Notes
	Actual FY08	Actual FY09	Actual FY10	Budget FY11	Budget FY12	Difference (FY12-FY11)				
510500	\$ 102,363	\$ 106,446	\$ 107,146	\$ 106,446	\$ 107,057	\$ 611	1.0 FTE			
510500	\$ 2,602,151	\$ 2,568,709	\$ 2,482,496	\$ 2,144,964	\$ 2,771,968	\$ 627,004	40.0 FTE (FY 11 Budget offset by \$360,205 of ARRA Federal funding - add back)			
510500	\$ -	\$ 20,718	\$ 20,719	\$ 23,990	\$ 25,960	\$ 1,970	0.5 FTE			
510505	\$ 108,842	\$ 102,953	\$ 104,349	\$ 106,215	\$ 165,016	\$ 58,801	2.0 FTE			
510510	\$ 168,756	\$ 176,792	\$ 178,278	\$ 183,359	\$ 187,560	\$ 4,201	2.0 FTE			
510600	\$ 99,569	\$ 98,975	\$ 69,441	\$ 68,910	\$ 74,712	\$ 5,802	2.0 FTE			
510800	\$ 112,192	\$ 19,213	\$ 58,787	\$ 23,384	\$ 23,985	\$ 601	1.25 FTE			
510900	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -				
520080	\$ -	\$ 192	\$ 151	\$ 500	\$ 500	\$ -				
520090	\$ -	\$ 595	\$ 300	\$ 2,000	\$ 2,000	\$ -				
520130	\$ 3,309	\$ 25	\$ -	\$ -	\$ -	\$ -				
520240	\$ -	\$ 414	\$ 216	\$ 500	\$ 500	\$ -				
520390	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -				
540000	\$ 780	\$ 542	\$ 779	\$ 1,000	\$ 1,000	\$ -				
540030	\$ 3,279	\$ 1,297	\$ 1,251	\$ 2,000	\$ 2,000	\$ -				
540140	\$ -	\$ 376	\$ -	\$ 900	\$ 900	\$ -				
540150	\$ 2,355	\$ 4,770	\$ 81	\$ 3,000	\$ 3,000	\$ -				
540180	\$ 28,066	\$ 4,728	\$ 11,755	\$ 15,000	\$ 15,000	\$ -				
540200	\$ 24,283	\$ 6,312	\$ 7,874	\$ 6,064	\$ 6,064	\$ -				
540220	\$ 8,853	\$ 9,520	\$ 13,513	\$ 5,000	\$ 5,000	\$ -				
540270	\$ -	\$ 113	\$ 186	\$ 200	\$ 200	\$ -				
540340	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -				
570020	\$ 1,228	\$ 1,150	\$ 1,424	\$ 1,000	\$ 1,000	\$ -				
570060	\$ 2,162	\$ 3,104	\$ 705	\$ 3,500	\$ 3,500	\$ -				
570200	\$ -	\$ 4,949	\$ 195	\$ 750	\$ 750	\$ -				
570320	\$ -	\$ 125	\$ -	\$ -	\$ -	\$ -				
580700	\$ 4,878	\$ 10,253	\$ 3,827	\$ 4,500	\$ 4,500	\$ -				
580800	\$ -	\$ 1,451	\$ -	\$ 1,000	\$ 1,000	\$ -				
<b>935: Sherwood Middle Totals</b>	<b>\$ 3,273,067</b>	<b>\$ 3,143,722</b>	<b>\$ 3,063,271</b>	<b>\$ 2,704,183</b>	<b>\$ 3,403,172</b>	<b>\$ 698,989</b>				



**Shrewsbury Public Schools FY 12 Budget  
Expenditure History and Budget Recommendation**

940: High School	Actual FY08	Actual FY09	Actual FY10	Budget FY11	Budget FY12	Difference (FY12-FY11)	Notes
510500 Principal Salary	\$ 112,240	\$ 116,918	\$ 116,918	\$ 116,918	\$ 119,841	\$ 2,923	1.0 FTE
510500 Professional Salaries/Extra Duty	\$ -	\$ 3,400	\$ 13,684	\$ 10,000	\$ 10,000	\$ -	Virtual High School
510500 Librarian Salary	\$ 77,793	\$ 80,516	\$ 81,696	\$ 82,126	\$ 83,827	\$ 1,701	1.0 FTE
510505 Tech Special Salary	\$ 70,255	\$ 73,464	\$ 74,191	\$ 74,918	\$ 76,165	\$ 1,247	1.0 FTE
510510 Asst. Principal Salary	\$ 288,608	\$ 298,571	\$ 301,513	\$ 300,745	\$ 311,721	\$ 10,976	3.0 FTE
510600 Secretary Salary	\$ 183,094	\$ 213,221	\$ 182,875	\$ 177,636	\$ 194,283	\$ 16,647	6.0 FTE
510800 Ins Aide Salary	\$ 77,854	\$ 82,262	\$ 85,138	\$ 77,132	\$ 23,522	\$ (53,610)	1.0 FTE (Moved 1.0 FTE to Tech)
520080/90 R&M Buildings ConServ	\$ 19,153	\$ 2,401	\$ 1,743	\$ 2,000	\$ 2,000	\$ -	
520400 Graduation Exercise	\$ 11,180	\$ 6,997	\$ 9,157	\$ 10,000	\$ 10,000	\$ -	
530310 Student Activity Transportation	\$ 339	\$ -	\$ 992	\$ -	\$ 11,000	\$ 11,000	Main Team and Speech & Debate Transportation added
540000 Supplies ProDev	\$ 145	\$ -	\$ -	\$ -	\$ -	\$ -	
540030 R&M Building Supplies	\$ 116	\$ 479	\$ -	\$ -	\$ -	\$ -	
540140 Books Periodicals Subs	\$ 6,336	\$ 7,973	\$ 2,411	\$ 4,500	\$ 4,500	\$ -	
540150 Printing	\$ 4,177	\$ 5,291	\$ -	\$ -	\$ -	\$ -	
540180 Texts/Ins Equip	\$ 515	\$ 6,364	\$ 2,992	\$ 2,500	\$ 2,500	\$ -	
540200 Ins Materials	\$ 10,412	\$ 7,012	\$ 9,608	\$ 6,000	\$ 6,000	\$ -	
540220 Office Supplies	\$ 3,952	\$ 4,683	\$ 3,393	\$ 3,500	\$ 3,500	\$ -	
540240 R&M Equipment Suppl	\$ 1,889	\$ -	\$ 364	\$ 500	\$ 500	\$ -	
540340 Civic Activity Supplies	\$ 2,660	\$ 267	\$ -	\$ -	\$ -	\$ -	
570010 Travel Prof Dev	\$ 30,698	\$ 35,155	\$ 6,834	\$ 5,153	\$ 5,153	\$ -	
570020 Dues & Membership	\$ 760	\$ 460	\$ -	\$ 500	\$ 500	\$ -	
570060 Conference ProDev	\$ -	\$ -	\$ 1,915	\$ -	\$ -	\$ -	
580700 Principal Tech HW	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>940: High School Totals</b>	<b>\$ 902,176</b>	<b>\$ 945,455</b>	<b>\$ 895,425</b>	<b>\$ 874,127</b>	<b>\$ 865,012</b>	<b>\$ (9,115)</b>	

941: High School SPED	Actual FY08	Actual FY09	Actual FY10	Budget FY11	Budget FY12	Difference (FY12-FY11)	Notes
510500 Dir of HS SPED Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
510500 Teacher Salary SPED	\$ 196,636	\$ 256,175	\$ 305,824	\$ 311,195	\$ 327,091	\$ 15,896	4.5 FTE
520000 Purchase of Services	\$ -	\$ -	\$ 447	\$ -	\$ -	\$ -	
540140 Books Periodicals Subs	\$ -	\$ -	\$ 115	\$ -	\$ -	\$ -	
540180 Texts/Ins Equip SPED	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
540200 Ins Materials SPED	\$ -	\$ 1,793	\$ 2,417	\$ -	\$ -	\$ -	
570020 Dues & Memberships SPED	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
570060 Conference SPED	\$ 2,043	\$ -	\$ -	\$ 2,500	\$ 2,500	\$ -	
570200 Site Based Funds	\$ 198,678	\$ 257,968	\$ 308,803	\$ 313,695	\$ 329,591	\$ 15,896	
<b>941: High School SPED Totals</b>	<b>\$ 198,678</b>	<b>\$ 257,968</b>	<b>\$ 308,803</b>	<b>\$ 313,695</b>	<b>\$ 329,591</b>	<b>\$ 15,896</b>	

**Shrewsbury Public Schools FY 12 Budget  
Expenditure History and Budget Recommendation**

942: Math		Actual FY08	Actual FY09	Actual FY10	Budget FY11	Budget FY12	Difference (FY12-FY11)	Notes
510500	Dir of Math Salary	\$ 48,777	\$ 52,155	\$ 52,540	\$ 47,560	\$ 57,506	\$ 9,946	0.6 FTE
510500	Teacher Salary Math	\$ 877,439	\$ 903,702	\$ 927,640	\$ 961,979	\$ 998,371	\$ 36,392	14.8 FTE
530310	Student Activity Transpo	\$ -	\$ 330	\$ -	\$ -	\$ -	\$ -	
540180	Texts/Ins Equip Math	\$ 2,684	\$ 1,699	\$ 718	\$ -	\$ -	\$ -	
540200	Ins Materials	\$ -	\$ -	\$ 1,465	\$ 750	\$ 750	\$ -	
540220	Office Supplies	\$ 498	\$ 298	\$ 352	\$ -	\$ -	\$ -	
540250	Ins Technology HW	\$ 478	\$ 487	\$ -	\$ -	\$ -	\$ -	
570020	Dues & Memberships Math	\$ 181	\$ 369	\$ 470	\$ 300	\$ 300	\$ -	
570060	Conferences Math	\$ -	\$ 289	\$ 60	\$ 800	\$ 800	\$ -	
	<b>942: Math Totals</b>	\$ 930,056	\$ 959,329	\$ 983,726	\$ 1,011,389	\$ 1,057,727	\$ 46,338	

943: Science		Actual FY08	Actual FY09	Actual FY10	Budget FY11	Budget FY12	Difference (FY12-FY11)	Notes
510500	Dir of Science Salary	\$ 42,153	\$ 52,175	\$ 52,658	\$ 55,718	\$ 54,633	\$ (1,085)	0.6 FTE
510500	Teacher Salary Science	\$ 810,019	\$ 885,440	\$ 915,988	\$ 978,530	\$ 1,016,847	\$ 38,317	14.2 FTE
520080	R&M Equipment Science	\$ -	\$ -	\$ -	\$ 500	\$ 500	\$ -	
530310	Students Activity Transpo	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
540180	Texts/Ins Equip Science	\$ 3,737	\$ 3,595	\$ 5,545	\$ 5,760	\$ 5,760	\$ -	
540200	Ins Materials Science	\$ 6,869	\$ 3,654	\$ 7,661	\$ 7,800	\$ 7,800	\$ -	
570020	Dues & Memberships Science	\$ 74	\$ 74	\$ -	\$ -	\$ -	\$ -	
570060	Conferences Science	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	<b>943: Science Totals</b>	\$ 862,853	\$ 944,937	\$ 981,851	\$ 1,048,308	\$ 1,085,540	\$ 37,232	

945: Health		Actual FY08	Actual FY09	Actual FY10	Budget FY11	Budget FY12	Difference (FY12-FY11)	Notes
510500	Dir of Health Salary	\$ 82,753	\$ 84,184	\$ 85,136	\$ 86,827	\$ 88,393	\$ 1,566	0.9 FTE
510500	Teachers Salary Health	\$ 411,658	\$ 441,901	\$ 521,353	\$ 543,861	\$ 508,769	\$ (35,092)	7.2 FTE (Drug Free Grant applied here)
540140	Reference Materials	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
540200	Ins Materials Health	\$ 1,153	\$ 2,323	\$ 2,543	\$ 2,860	\$ 2,860	\$ -	
540220	Office Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
570020	Dues & Memberships	\$ -	\$ 120	\$ 244	\$ 250	\$ 250	\$ -	
570060	Conferences Health	\$ 136	\$ 125	\$ 181	\$ 250	\$ 250	\$ -	
	<b>945: Health Totals</b>	\$ 495,700	\$ 528,653	\$ 609,487	\$ 634,048	\$ 600,522	\$ (33,526)	

Shrewsbury Public Schools FY 12 Budget  
Expenditure History and Budget Recommendation

946: Humanities (Social Sciences)		Actual FY08	Actual FY09	Actual FY10	Budget FY11	Budget FY12	Difference (FY10-FY09)	Notes
510500	Dir of Humanities Salary	\$ 46,403	\$ 50,124	\$ 52,423	\$ 58,353	\$ 59,239	\$ 886	0.6 FTE
510500	Teacher Salary Humanities	\$ 738,086	\$ 809,503	\$ 814,884	\$ 798,756	\$ 840,506	\$ 41,750	13.4 FTE
540180	Texts/Ins Equip Humanities	\$ 1,292	\$ 1,730					
540200	Ins Materials Humanities	\$ 1,520	\$ 1,218	\$ 2,312	\$ 750	\$ 750		
570020	Dues & Memberships Human	\$ 243			\$ 300	\$ 300		
570060	Conferences Humanities			\$ 125	\$ 800	\$ 800		
<b>946: Humanities Totals</b>		<b>\$ 787,545</b>	<b>\$ 862,574</b>	<b>\$ 869,744</b>	<b>\$ 858,959</b>	<b>\$ 901,595</b>	<b>\$ 42,636</b>	

947: English		Actual FY08	Actual FY09	Actual FY10	Budget FY11	Budget FY12	Difference (FY12-FY11)	Notes
510500	Dir of English Salary	\$ 50,664	\$ 44,056	\$ 46,211	\$ 50,943	\$ 52,914	\$ 1,971	0.6 FTE
510500	Teacher Salary English	\$ 840,249	\$ 968,683	\$ 913,396	\$ 953,888	\$ 995,029	\$ 41,141	14.4 FTE
530310	Student Transport English	\$ 5,010	\$ 3,240					
540140	Books Periodicals Subs			\$ 581				
540180	Texts/Ins Equip English	\$ 2,085	\$ 6,431	\$ 387				
540200	Ins Materials English	\$ 2,805	\$ 3,745	\$ 1,018	\$ 750	\$ 750		
570020	Dues & Membership English	\$ 474	\$ 760		\$ 300	\$ 300		
570060	Conference English	\$ 700			\$ 800	\$ 800		
<b>947: English totals</b>		<b>\$ 901,986</b>	<b>\$ 1,026,916</b>	<b>\$ 961,792</b>	<b>\$ 1,006,681</b>	<b>\$ 1,049,793</b>	<b>\$ 43,112</b>	

948: Guidance		Actual FY08	Actual FY09	Actual FY10	Budget FY11	Budget FY12	Difference (FY12-FY11)	Notes
510500	Dir of Guidance	\$ 85,787	\$ 88,755	\$ 85,728	\$ 86,505	\$ 55,679	\$ (30,826)	0.6 FTE
510500	Guidance Salary	\$ 424,668	\$ 460,975	\$ 458,370	\$ 385,385	\$ 449,261	\$ 63,676	6.4 FTE
510600	Guidance Secretary & Para Salary	\$ 93,640	\$ 67,840	\$ 82,129	\$ 42,803	\$ 84,748	\$ 41,945	2.0 FTE (Added 1 FTE from ARRA)
510900	Professional Improvement							
540000	Supplies Guidance			\$ 500	\$ 500	\$ 500		
540140	Reference Materials	\$ 935	\$ 1,194	\$ 1,620	\$ 1,500	\$ 1,500		
540220	Office Supplies	\$ 709	\$ 753	\$ 607	\$ 500	\$ 500		
570020	Dues & Memberships Guidance	\$ 140		\$ 325	\$ 500	\$ 500		
570060	Conference Guidance							
580700	Technology Hardware	\$ 557	\$ 1,295					
580800	Technology Software	\$ 495	\$ 495	\$ 395	\$ 1,000	\$ 1,000		
<b>948: Guidance Totals</b>		<b>\$ 606,931</b>	<b>\$ 621,309</b>	<b>\$ 629,675</b>	<b>\$ 518,893</b>	<b>\$ 593,688</b>	<b>\$ 74,795</b>	

**Shrewsbury Public Schools FY 12 Budget  
Expenditure History and Budget Recommendation**

951: Athletics	Actual FY08	Actual FY09	Actual FY10	Budget FY11	Budget FY12	Difference (FY12-FY11)	Notes
510090	\$ 6,311	\$ 3,321	\$ 6,920	\$ -	\$ -	\$ -	fund via athletic revolving gate receipts
510500	\$ 66,619	\$ 84,213	\$ 85,265	\$ 88,044	\$ 91,595	\$ 3,551	1.0 FTE Fund via athletic fee account
510500	\$ -	\$ 86,618	\$ 58,463	\$ -	\$ -	\$ -	Previously funded through Athletic Fees
520080	\$ 6,591	\$ -	\$ 8,032	\$ -	\$ 15,000	\$ 15,000	fund via athletic revolving gate receipts
520150	\$ 3,500	\$ 2,440	\$ 2,765	\$ -	\$ -	\$ -	fund via athletic revolving gate receipts
520375	\$ 700	\$ 610	\$ 700	\$ 1,600	\$ -	\$ (1,600)	fund via athletic revolving gate receipts
530310	\$ 18,573	\$ 83,270	\$ 44,406	\$ 30,000	\$ -	\$ (30,000)	fund via athletic fee account
530510	\$ 35,498	\$ 40,344	\$ 35,769	\$ 34,300	\$ -	\$ (34,300)	fund via athletic revolving gate receipts
530520	\$ 1,803	\$ -	\$ 59	\$ -	\$ -	\$ -	fund via athletic revolving gate receipts
530530	\$ 2,471	\$ -	\$ -	\$ -	\$ -	\$ -	fund via athletic revolving gate receipts
530540	\$ 840	\$ -	\$ -	\$ -	\$ -	\$ -	fund via athletic revolving gate receipts
530550	\$ -	\$ 280	\$ 175	\$ -	\$ 31,000	\$ 31,000	Previously funded through Athletic Fees
530560	\$ 8,238	\$ -	\$ -	\$ -	\$ -	\$ -	
540020	\$ -	\$ -	\$ 85	\$ -	\$ -	\$ -	
540130	\$ 3,955	\$ 6,999	\$ 4,500	\$ 4,500	\$ 16,000	\$ 11,500	
540310	\$ 6,201	\$ 130	\$ 3,000	\$ 3,000	\$ -	\$ (3,000)	
570020	\$ -	\$ 3,577	\$ 870	\$ 500	\$ 8,500	\$ 8,000	Previously funded through Athletic Fees
570060	\$ -	\$ -	\$ 529	\$ -	\$ 600	\$ 600	Previously funded through Athletic Fees
570280	\$ 3,536	\$ 3,536	\$ 5,299	\$ 500	\$ 3,516	\$ 3,016	
<b>951: Athletics Totals</b>	<b>\$ 164,835</b>	<b>\$ 315,287</b>	<b>\$ 257,137</b>	<b>\$ 167,444</b>	<b>\$ 166,231</b>	<b>\$ 3,787</b>	

956: Family Consumer Science	Actual FY08	Actual FY09	Actual FY10	Budget FY11	Budget FY12	Difference (FY12-FY11)	Notes
510500	\$ 182,997	\$ 192,492	\$ 201,513	\$ 208,354	\$ 216,161	\$ 7,807	
510500	\$ -	\$ 243	\$ 126	\$ 300	\$ 300	\$ -	3.0 FTE
520080	\$ 9,333	\$ 11,688	\$ 10,970	\$ 8,816	\$ 8,816	\$ -	
540200	\$ -	\$ 98	\$ 18	\$ 100	\$ 100	\$ -	
540220	\$ 300	\$ 300	\$ -	\$ 300	\$ 300	\$ -	
570020	\$ -	\$ -	\$ -	\$ 200	\$ 200	\$ -	
570060	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
570200	\$ 192,873	\$ 204,705	\$ 212,500	\$ 218,070	\$ 225,877	\$ 7,807	
<b>956: Family Con Science Totals</b>	<b>\$ 192,873</b>	<b>\$ 204,705</b>	<b>\$ 212,500</b>	<b>\$ 218,070</b>	<b>\$ 225,877</b>	<b>\$ 7,807</b>	

**Shrewsbury Public Schools FY 12 Budget  
Expenditure History and Budget Recommendation**

958: World Languages									
	Actual FY08	Actual FY09	Actual FY10	Budget FY11	Budget FY12	Difference (FY12-FY11)	Notes		
510500	\$ 61,548	\$ 69,737	\$ 70,359	\$ 72,872	\$ 74,380	\$ 1,508	0.8 FTE		
510500	\$ 1,144,659	\$ 1,278,068	\$ 1,216,045	\$ 1,251,152	\$ 1,297,405	\$ 46,253	18.9 FTE		
510800	\$ -	\$ 19,872	\$ 21,287	\$ -	\$ 22,187	\$ 22,187	1.0 FTE		
510900									
540140	\$ 350	\$ 250	\$ -	\$ 150	\$ 150	\$ -			
540180	\$ 12,558	\$ 4,787	\$ 1,418	\$ 2,500	\$ 2,500	\$ -			
540200	\$ 566	\$ 1,000	\$ 5,485	\$ 3,836	\$ 3,836	\$ -			
540220	\$ 198	\$ -	\$ 55	\$ 200	\$ 200	\$ -			
540700									
570020									
570060	\$ 612	\$ 230	\$ 690	\$ 1,000	\$ 1,000	\$ -			
<b>958: World Languages Totals</b>	<b>\$ 1,220,491</b>	<b>\$ 1,373,943</b>	<b>\$ 1,315,337</b>	<b>\$ 1,331,710</b>	<b>\$ 1,401,658</b>	<b>\$ 69,948</b>			

959: Tech Education 7-12									
	Actual FY08	Actual FY09	Actual FY10	Budget FY11	Budget FY12	Difference (FY12-FY11)	Notes		
510500	\$ 212,701	\$ 201,910	\$ 135,180	\$ 140,709	\$ 144,657	\$ 3,948	2.0 FTE		
520080	\$ 100	\$ -	\$ -	\$ -	\$ -	\$ -			
540200	\$ 5,373	\$ 5,455	\$ 3,282	\$ -	\$ -	\$ -			
540220	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
570020	\$ -	\$ -	\$ -	\$ 4,000	\$ -	\$ -			
570060	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
570200	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
<b>959: Tech Education 7-12 Totals</b>	<b>\$ 218,174</b>	<b>\$ 207,365</b>	<b>\$ 138,462</b>	<b>\$ 144,709</b>	<b>\$ 144,657</b>	<b>\$ (52)</b>			

**Sirewsbury Public Schools FY 12 Budget  
Expenditure History and Budget Recommendation**

960: Beal School	Actual FY08	Actual FY09	Actual FY10	Budget FY11	Budget FY12	Difference (FY12-FY11)	Notes
510500 Principal Salary	\$ 92,000	\$ 95,220	\$ 95,220	\$ 95,220	\$ 97,124	\$ 1,904	1.0 FTE
510500 Teacher Salary	\$ 800,736	\$ 869,262	\$ 842,708	\$ 742,520	\$ 840,951	\$ 98,431	11.0 FTE + 5 New = 11.5 FTE (New 0.5 Teacher due to enrollment; Total Cost offset by Full Day Kindergarten Fees)
510500 Librarian Salary	\$ 14,051	\$ 14,994	\$ 15,537	\$ 15,313	\$ 15,942	\$ 629	1.2 FTE
510600 Secretary Salary	\$ 46,562	\$ 50,139	\$ 50,717	\$ 47,417	\$ 51,434	\$ 4,017	1.5 FTE
510800 Kinder Ins Aide & Media Salary	\$ 193,429	\$ 133,222	\$ 94,641	\$ 58,037	\$ 124,058	\$ 66,021	6.0 FTE + 0.5 New = 6.5 FTE (New .5 Aide due to enrollment; Total Cost offset by Full Day Kindergarten Fees and FY 11 Reductions restored via SPA Settlement)
520000 Purchase of Services		\$ 738					
520080 R&M Equipment ConServ	\$ 299	\$ 381	\$ 350	\$ 500	\$ 500	\$ -	
520090 R&M Buildings ConServ	\$ -	\$ -	\$ 1,936			\$ -	
540000 Supplies ProDev	\$ 428					\$ -	
540140 Books Periodicals Subs				\$ 300	\$ 300	\$ -	
540150 Printing						\$ -	
540170 Library Supplies	\$ 958			\$ 200	\$ 200	\$ -	
540180 Texts/Ins Equip						\$ -	
540200 Ins Materials	\$ 7,631	\$ 8,808	\$ 8,480	\$ 5,808	\$ 5,808	\$ -	
540220 Office Supplies	\$ 1,768	\$ 3,640	\$ 4,119	\$ 2,000	\$ 2,000	\$ -	
540240 R&M Equipment Supp		\$ 16				\$ -	
540250 Ins Technology HW				\$ 200	\$ 200	\$ -	
570020 Dues & Memberships	\$ 529					\$ -	
570060 Conference ProDev	\$ 1,433	\$ 674	\$ 1,186	\$ 2,500	\$ 2,500	\$ -	
580800 Ins Technology SW	\$ 87					\$ -	
<b>960: Beal School Totals</b>	<b>\$ 1,159,911</b>	<b>\$ 1,176,357</b>	<b>\$ 1,115,632</b>	<b>\$ 970,015</b>	<b>\$ 1,141,017</b>	<b>\$ 171,002</b>	

962: Coolidge School	Actual FY08	Actual FY09	Actual FY10	Budget FY11	Budget FY12	Difference (FY12-FY11)	Notes
510500 Principal Salary	\$ 95,760	\$ 99,612	\$ 99,612	\$ 99,612	\$ 101,604	\$ 1,992	1.0 FTE
510500 Teacher Salary	\$ 1,112,046	\$ 1,160,470	\$ 1,083,313	\$ 1,057,277	\$ 1,228,970	\$ 171,693	17.5 FTE (FY 11 - 1.0 FTE reduction restored via SEA settlement; Total Cost offset by Full Day Kindergarten Fees)
510500 Librarian Salary	\$ 14,051	\$ 14,995	\$ 15,087	\$ 15,163	\$ 15,567	\$ 404	2 FTE
510505 Tech Special Salary						\$ -	
510600 Secretary Salary	\$ 33,070	\$ 36,331	\$ 36,684	\$ 35,365	\$ 36,515	\$ 1,150	1.0 FTE
510800 Ins Aide & Media Salary	\$ 109,349	\$ 86,361	\$ 87,062	\$ 63,060	\$ 120,869	\$ 57,809	6.3 FTE (FY 11 reductions restored via SPA Settlement)
520080 R&M Equipment ConServ						\$ -	
520090 R&M Buildings ConServ	\$ 299	\$ 343	\$ 57	\$ 300	\$ 300	\$ -	
540000 Supplies ProDev	\$ 2,578	\$ 989	\$ 1,750	\$ 800	\$ 800	\$ -	
540030 R&M Buildings Suppl.	\$ 134		\$ 50			\$ -	
540140 Books Periodicals Subs	\$ 5,766	\$ 3,323	\$ 184			\$ -	
540140 Capital Equipment						\$ -	
540150 Printing						\$ -	
540180 Texts/Ins Equip						\$ -	
540200 Ins Materials	\$ 7,480	\$ 7,420	\$ 7,567	\$ 7,625	\$ 7,625	\$ -	
540220 Office Supplies	\$ 673	\$ 2,166	\$ 1,389	\$ 1,400	\$ 1,400	\$ -	
540240 R&M Equipment Supp	\$ 1,143	\$ 666	\$ 867	\$ 1,000	\$ 1,000	\$ -	
540250 Ins Technology Supp						\$ -	
540270 Library Supplies	\$ 120			\$ 200	\$ 200	\$ -	
570020 Dues & Memberships	\$ 189			\$ 300	\$ 300	\$ -	
570060 Conference ProDev	\$ 911	\$ 1,590	\$ 1,235	\$ 1,500	\$ 1,500	\$ -	
580700 Principal Tech HW						\$ -	
<b>962: Coolidge School Totals</b>	<b>\$ 1,383,450</b>	<b>\$ 1,414,386</b>	<b>\$ 1,334,857</b>	<b>\$ 1,283,601</b>	<b>\$ 1,516,650</b>	<b>\$ 233,048</b>	

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**Shrewsbury Public Schools FY 12 Budget  
Expenditure History and Budget Recommendation**

964: Paton School	Actual FY08	Actual FY09	Actual FY10	Budget FY11	Budget FY12	Difference (FY12-FY11)	Notes
510500 Principal Salary	\$ 96,220	\$ 100,338	\$ 111,938	\$ 100,338	\$ 102,846	\$ 2,508	1.0 FTE
510500 Teacher Salary	\$ 1,125,110	\$ 1,157,057	\$ 1,026,138	\$ 1,042,576	\$ 1,156,689	\$ 114,113	16.5 FTE
510500 Librarian Salary	\$ 14,051	\$ 14,995	\$ 15,163	\$ 15,313	\$ 15,567	\$ 254	2 FTE
510505 Tech Special Salary							
510600 Secretary Salary	\$ 30,819	\$ 33,540	\$ 34,411	\$ 34,449	\$ 33,116	\$ (1,334)	1.0 FTE
510800 Ins Aide & Media Salary	\$ 69,692	\$ 87,569	\$ 103,242	\$ 76,199	\$ 108,250	\$ 32,051	6.3 FTE (FY 11 Reductions restored via SPA Settlement)
520090 R&M Equipment ConsSrv				\$ 200	\$ 200	\$ -	
540000 Supplies Prof Dev				\$ 50	\$ 50	\$ -	
540030 R&M Buildings							
540140 Books Periodicals Subs	\$ 1,145	\$ 1,514	\$ 1,241	\$ 2,500	\$ 2,500	\$ -	
540150 Printing							
540180 Texts/Ins Equip	\$ 989	\$ 3,254	\$ 1,385	\$ 3,500	\$ 3,500	\$ -	
540200 Ins Materials	\$ 12,468	\$ 8,018	\$ 10,766	\$ 5,965	\$ 5,965	\$ -	
540220 Office Supplies	\$ 408	\$ 157	\$ 114	\$ 525	\$ 525	\$ -	
540240 R & M Equipment Supp							
540250 Ins Technology Supp							
540270 Library Supplies	\$ 76	\$ 328	\$ 190	\$ 200	\$ 200	\$ -	
540340 Civic Activity Supplies							
570010 Travel Prof Dev				\$ 500	\$ 500	\$ -	
570020 Dues & Memberships							
570060 Conferences ProDev							
580700 Principal Tech HW							
580800 Principal Tech SW							
<b>964: Paton School Totals</b>	<b>\$ 1,350,979</b>	<b>\$ 1,406,770</b>	<b>\$ 1,304,588</b>	<b>\$ 1,282,316</b>	<b>\$ 1,429,907</b>	<b>\$ 147,591</b>	

968: Spring Street School	Actual FY08	Actual FY09	Actual FY10	Budget FY11	Budget FY12	Difference (FY12-FY11)	Notes
510500 Principal Salary	\$ 94,700	\$ 108,214	\$ 94,000	\$ 94,000	\$ 95,880	\$ 1,880	1.0 FTE
510500/01 Teacher Salary	\$ 1,067,136	\$ 1,031,392	\$ 937,793	\$ 1,067,026	\$ 1,163,246	\$ 96,220	17.5 FTE (FY 11 - 1.0 FTE reduction restored via SEA Settlement)
510500 Librarian Salary	\$ 14,051	\$ 14,995	\$ 15,163	\$ 15,313	\$ 15,567	\$ 254	2 FTE
510505 Tech Special Salary							
510600 Secretary Salary	\$ 33,515	\$ 31,426	\$ 29,516	\$ 29,641	\$ 32,697	\$ 3,055	1.0 FTE
510800 Ins Aide & Media Salary	\$ 98,068	\$ 105,743	\$ 113,115	\$ 90,175	\$ 120,685	\$ 30,510	6.3 FTE (FY 11 reductions restored via SPA Settlement)
520090 R&M Equipment ConsSrv							
540000 Supplies Prof Dev	\$ 462			\$ 1,770	\$ 1,770	\$ -	
540030 R&M Buildings				\$ 975	\$ 975	\$ -	
540140 Books Periodicals Subs	\$ 641	\$ 817	\$ 1,107	\$ 750	\$ 750	\$ -	
540150 Printing							
540180 Texts/Ins Equip	\$ 1,540	\$ 371	\$ 570	\$ 2,500	\$ 2,500	\$ -	
540200 Educational Supplies	\$ 7,343	\$ 7,187	\$ 2,311	\$ 1,913	\$ 1,913	\$ -	
540220 Office Supplies	\$ 3,012	\$ 2,314	\$ 4,659	\$ 900	\$ 900	\$ -	
540240 R&M Equipment Supp	\$ 500	\$ 1,070	\$ 288			\$ -	
540250 Principal Tech							
540270 Library Supplies	\$ 455			\$ 400	\$ 400	\$ -	
570020 Dues & memberships	\$ 809			\$ 250	\$ 250	\$ -	
570060 Conferences ProDev	\$ 1,407	\$ 874		\$ 1,000	\$ 1,000	\$ -	
580500 Equipment Replacement	\$ 1,479					\$ -	
580700 Principal Tech HW						\$ -	
<b>968: Spring Street School</b>	<b>\$ 1,325,117</b>	<b>\$ 1,304,403</b>	<b>\$ 1,198,880</b>	<b>\$ 1,307,113</b>	<b>\$ 1,439,032</b>	<b>\$ 131,919</b>	

**Shrewsbury Public Schools FY 12 Budget  
Expenditure History and Budget Recommendation**

969: Floral Street School	Actual FY08	Actual FY09	Actual FY10	Budget FY11	Budget FY12	Difference (FY12-FY11)	Notes
510500 Principal Salary	\$ 95,760	\$ 102,873	\$ 99,612	\$ 99,612	\$ 101,604	\$ 1,992	1.0 FTE
510500 Teacher Salary	\$ 1,957,939	\$ 2,016,178	\$ 1,916,646	\$ 2,034,783	\$ 2,254,293	\$ 219,510	32.2 FTE (FY 11 - 1.0 FTE reduction restored via SEA settlement)
510500 Librarian Salary	\$ 14,051	\$ 15,085	\$ 15,163	\$ 15,313	\$ 15,567	\$ 254	2 FTE
510505 Tech Special Salary	\$ 84,378	\$ 81,529	\$ 85,849	\$ 88,647	\$ 90,780	\$ 2,133	1.0 FTE
510510 Asst Principal Salary	\$ 61,092	\$ 66,024	\$ 67,873	\$ 69,689	\$ 71,184	\$ 1,495	2.0 FTE
510600 Secretary Salary	\$ 200,731	\$ 167,197	\$ 191,954	\$ 167,920	\$ 183,452	\$ 15,532	9.6 FTE (FY 11 Reductions restored via SPA Settlement)
510800 Ins Aide & Media Salary	\$ 1,009						
520080 R&M Equipment Con Srv	\$ 1,029	\$ 532					
520090 R&M Buildings Con Srv							
540000 Supplies ProDev	\$ 611	\$ -	\$ -	\$ 1,000	\$ 1,000	\$ -	
540030 R&M Buildings Supp	\$ 1,500	\$ 1,492	\$ 1,323	\$ 1,500	\$ 1,500	\$ -	
540140 Books Periodicals Sibs							
540150 Printing	\$ 4,625	\$ 20,455	\$ 20,161	\$ 12,500	\$ 12,500	\$ -	
540180 Texts/Ins Equip	\$ 9,727	\$ 9,920	\$ 3,102	\$ 4,872	\$ 4,872	\$ -	
540200 Ins Materials	\$ 3,807	\$ 2,103	\$ 2,451	\$ 1,000	\$ 1,000	\$ -	
540220 Office Supplies	\$ 674	\$ 221	\$ -	\$ 1,000	\$ 1,000	\$ -	
540240 R&M Equipment Supp	\$ 231	\$ 980	\$ -	\$ 300	\$ 300	\$ -	
540270 Library Supplies	\$ 397	\$ 351	\$ 980	\$ 1,500	\$ 1,500	\$ -	
570020 Dues & Memberships	\$ 1,110	\$ -	\$ 235	\$ 2,000	\$ 2,000	\$ -	
570060 Conference ProDev							
580700 Ins Technology HW	\$ 50	\$ -	\$ 200	\$ 750	\$ 750	\$ -	
580800 Ins Technology SW							
<b>969: Floral Street School Totals</b>	<b>\$ 2,438,720</b>	<b>\$ 2,484,961</b>	<b>\$ 2,405,891</b>	<b>\$ 2,502,886</b>	<b>\$ 2,743,802</b>	<b>\$ 240,916</b>	



**Shrewsbury Public Schools FY 12 Budget  
Expenditure History and Budget Recommendation**

970: Parker Rd Preschool	Actual FY08	Actual FY09	Actual FY10	Budget FY11	Budget FY12	Difference (FY12-FY11)	Notes
510500 Preschool Director Salary	\$ 59,330	\$ 72,816	\$ 78,957	\$ 70,000	\$ 70,000	\$ -	.70 FTE (0.3 FTE funded through grant and Preschool Fee account)
510500 Teacher Salary	\$ 251,557	\$ 202,019	\$ 175,942	\$ 238,709	\$ 218,683	\$ (40,026)	3.25 FTE (Utilizing Preschool fee account)
510600/800 Secretary/Ins Aide Salary	\$ -	\$ 13,350	\$ 7,324	\$ -	\$ -	\$ -	Total Cost offset by Preschool fee account
520080 R&M Equipment Cons.Serv	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
540000 Supplies Prof Dev	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
540030 R&M Buildings Supp	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
540150 Printing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
540180 Texts/Ins Equip	\$ 6,156	\$ -	\$ -	\$ -	\$ -	\$ -	
540200 Ins Materials	\$ -500	\$ 8,569	\$ 38	\$ -	\$ -	\$ -	
540220 Office Supplies	\$ -	\$ 1,374	\$ -	\$ -	\$ -	\$ -	
540240 R&M Equipment Supp	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
540250 Principal Tech	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
570010 Travel ProfDev	\$ -	\$ 165	\$ -	\$ -	\$ -	\$ -	
570060 Conferences ProfDev	\$ -	\$ 912	\$ -	\$ -	\$ -	\$ -	
580800 Ins Technology SW	\$ -	\$ 299,205	\$ 262,262	\$ 328,709	\$ 288,683	\$ (40,026)	
970: Parker Rd Preschool	\$ 317,544	\$ 299,205	\$ 262,262	\$ 328,709	\$ 288,683	\$ (40,026)	
<b>GRAND TOTALS*</b>	\$ 42,716,472	\$ 45,665,646	\$ 44,601,695	\$ 47,139,676	\$ 48,545,211	\$ 1,405,535	2.98%

Grand Total FY12 School Department Request/Town Meeting Recommendation \$ 48,545,211

**SHREWSBURY PUBLIC SCHOOLS  
FY12 SITE-BASED FUNDS BUDGET**

LOCATION	FY05 BUDGET	FY06 REVISED	FY07 BUDGET	FY07 BUDGET	FY07 BUDGET	FY08 BUDGET	FY09 BUDGET	FY10 BUDGET	FY11 BUDGET	FY12 BUDGET	DELTA FY12 - FY11
Beal/Beal West Schools	\$ 32,768	\$ 12,893	\$ 13,000	\$ 14,365	\$ 13,000	\$ 13,000	\$ 12,100	\$ 11,508	\$ 11,508	\$ 11,508	\$ -
Parker Rd							\$ 12,900	\$ -	\$ -	\$ -	\$ -
Coolidge School	\$ 25,835	\$ 14,483	\$ 14,500	\$ 16,023	\$ 14,500	\$ 14,500	\$ 15,125	\$ 13,125	\$ 13,125	\$ 13,125	\$ -
Paton School	\$ 25,337	\$ 14,483	\$ 14,500	\$ 16,023	\$ 14,500	\$ 14,500	\$ 13,350	\$ 13,440	\$ 13,440	\$ 13,440	\$ -
Spring Street School	\$ 27,686	\$ 16,729	\$ 16,700	\$ 18,454	\$ 16,700	\$ 16,700	\$ 14,300	\$ 10,958	\$ 10,958	\$ 10,958	\$ -
Floral Street School	\$ 52,240	\$ 29,898	\$ 30,000	\$ 33,150	\$ 30,000	\$ 30,000	\$ 32,650	\$ 26,922	\$ 26,922	\$ 26,922	\$ -
Sherwood Middle School	\$ 77,334	\$ 48,649	\$ 49,000	\$ 54,145	\$ 49,000	\$ 49,000	\$ 53,450	\$ 46,914	\$ 46,914	\$ 46,914	\$ -
Oak Middle School (7-8)	\$ 71,262	\$ 42,157	\$ 42,000	\$ 46,410	\$ 42,000	\$ 42,000	\$ 46,000	\$ 38,640	\$ 38,640	\$ 38,640	\$ -
High School	\$ 163,493	\$ 102,324	\$ 102,000	\$ 112,862	\$ 102,000	\$ 102,000	\$ 114,853	\$ 74,479	\$ 74,479	\$ 74,479	\$ -
Physical Education K-12	\$ 16,227	\$ 8,027	\$ 8,000	\$ 8,840	\$ 8,000	\$ 8,000	\$ 11,700	\$ 9,954	\$ 9,954	\$ 9,954	\$ -
Music K-12	\$ 20,780	\$ 11,700	\$ 12,000	\$ 13,260	\$ 12,000	\$ 12,000	\$ 14,450	\$ 14,952	\$ 14,952	\$ 14,952	\$ 4,000
Art K-12	\$ 19,613	\$ 11,515	\$ 12,000	\$ 15,000	\$ 12,000	\$ 12,000	\$ 15,180	\$ 14,851	\$ 14,851	\$ 14,851	\$ -
Health K-12	\$ 3,835	\$ 2,251	\$ 2,000	\$ 2,210	\$ 2,000	\$ 2,000	\$ 3,850	\$ 3,360	\$ 3,360	\$ 3,360	\$ -
Pupil Personnel Services	\$ 10,269	\$ 8,309	\$ 8,500	\$ 9,393	\$ 8,500	\$ 8,500	\$ 19,525	\$ 25,191	\$ 25,191	\$ 25,191	\$ 4,000
Foreign Languages	\$ 9,170	\$ 5,384	\$ 6,000	\$ 6,630	\$ 6,000	\$ 6,000	\$ 6,350	\$ 7,686	\$ 7,686	\$ 7,686	\$ -
English as a Second Lang.	\$ 2,207	\$ 1,297	\$ 1,300	\$ 1,437	\$ 1,300	\$ 1,300	\$ 1,500	\$ 4,565	\$ 4,565	\$ 4,565	\$ -
Literacy Department	<i>Not Applicable</i>										
<b>TOTAL SITE BASED FUNDS</b>	<b>\$ 558,057</b>	<b>\$ 330,098</b>	<b>\$ 331,500</b>	<b>\$ 368,202</b>	<b>\$ 331,500</b>	<b>\$ 331,500</b>	<b>\$ 387,283</b>	<b>\$ 316,545</b>	<b>\$ 312,545</b>	<b>\$ 327,545</b>	<b>\$ 15,000</b>

These funds are used to purchase instructional materials, general school supplies, textbooks, and office supplies.

3/8/2011

**EXPENDITURE HISTORY:  
ALL FUND SOURCES**

	FY06	FY07	FY08	FY09	FY10	Change from FY09 to FY10
School Committee Expenditures	\$ 37,662,718	\$ 39,743,807	\$ 42,716,219	\$ 45,665,646	\$ 44,601,695	\$ (1,063,951)

	FY06	FY07	FY08	FY09	FY10	Change from FY09 to FY10
Town Expenditures*	\$ 16,774,433	\$ 16,800,220	\$ 17,907,711	\$ 16,331,335	\$ 16,898,809	\$ 567,474

\* Includes Debt Service Payments

	FY06	FY07	FY08	FY09	FY10	Change from FY09 to FY10
Other Funds	\$ 1,863,382	\$ 1,832,597	\$ 1,882,342	\$ 3,673,728	\$ 2,399,558	\$ (1,274,170)
Federal Grants	\$ 125,577	\$ 58,903	\$ 66,690	\$ 65,922	\$ 68,940	\$ 3,018
State Grants	\$ 1,455,094	\$ 902,087	\$ 1,608,207	\$ 1,436,579	\$ 1,597,356	\$ 160,777
Circuit Breaker	\$ 123,182	\$ 96,474	\$ 155,237	\$ 127,185	\$ 128,842	\$ 1,657
Private Grants	\$ 524,746	\$ 288,385	\$ 287,747	\$ 394,823	\$ 589,056	\$ 194,233
School Choice & Other Day Tuition	\$ 43,224	\$ 239,043	\$ 384,535	\$ 299,882	\$ 400,830	\$ 100,948
Athletic Fund	\$ 1,730,976	\$ 1,923,484	\$ 2,048,818	\$ 1,993,759	\$ 1,848,158	\$ (145,601)
School Lunch	\$ 1,560,843	\$ 1,534,499	\$ 1,580,238	\$ 2,090,219	\$ 2,213,218	\$ 122,999
Other Local Receipts	\$ 7,427,024	\$ 6,875,472	\$ 8,013,814	\$ 10,082,097	\$ 9,245,958	\$ (836,139)
<b>Total</b>						



# Shrewsbury Public Schools

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James Cummings, Ed.D.  
Assistant Superintendent

## Report to the School Committee (Abridged) : FY11 Entitlement Grants

Federal and state entitlement grants are an important source of funding for our school operations. Entitlement grants are established and allocated at the state and federal level. Entitlement grants are noncompetitive and are awarded automatically on the basis of defined formulas that differ by grant. This report will show the amount of funding we are receiving for Fiscal Year 2011 (FY11), i.e., the 2010-2011 school year, and it will also provide comparisons to past years.

While relatively small in comparison to the appropriated school department budget, state and federal grants provide valuable resources for a wide variety of student supports and staff development. In FY11 we have again seen a decrease in the majority of the state and federal grant allocations that Shrewsbury receives.

This year's grant report includes information related to grants that have been created for FY10 and FY11 through The *American Recovery and Reinvestment Act of 2009 (ARRA)*. This act provided funds for education with the intention of saving jobs, supporting states and school districts, and advancing reforms and improvements that will ideally create long-lasting results. Monies were allocated to school districts with the understanding that these funds could be spent over the course of the FY10 and FY11 school years for recovery and investment purposes.

The table below shows the grants we are currently receiving, a brief description of what each is used for, and the amount we have been allocated for the current fiscal year.

**Federal and State Entitlement Grants**

Grant	Description	FY10 Amount
(Title IIA) Teacher Quality Grant	Federal funding for professional development of teachers. Title IIA monies are being used in FY11 to fund an instructional coach position, this position was funded through the appropriated budget prior to FY10. Remaining funds are used for conferences, presenters, consultants, professional organization memberships, books and materials for teacher learning, and internal support of teacher development (workshops, mentoring, teacher leadership stipends, funds for substitutes to cover for teachers during training, etc.)	\$102,928 <i>(FY10-\$105,922)</i>
(Title III) English Language Acquisition	Federal funding to assist with the education of English language learners (ELLs). Shrewsbury uses its funding to pay for state mandated training for teachers, the English Language Education (ELE) summer program, books and instructional materials for ELL students, translators and interpreters, etc.	\$31,844 <i>(FY10 -\$34,923)</i>
Special Education Entitlement Grant	Federal funding to assist with the costs of educating students with disabilities. Shrewsbury uses its funding to pay the salaries of 11 special education teachers; a portion of the salaries of special education coordinators; the salaries of 21 special education aides; and some textbooks, instructional materials and technology for students with disabilities.	\$1,408,614 <i>(FY10-\$1,408,095)</i>
Early Childhood Special Education Grant	Funding through the Department of Early Education and Care (DEEC) to provide support for preschool special education programming. Shrewsbury uses these funds for a portion of the preschool director's salary and a portion of the preschool psychologist salary.	\$34,096 <i>(FY10 -\$34,094)</i>
Quality Full-Day Kindergarten	Funding through the DESE to support the improvement of full-day kindergarten programs. Shrewsbury uses its funding to provide classroom aides for full-day K classrooms (8 part-time aides/3.3 FTE) and professional development through collaboration and consultation.	\$75,400 <i>(FY10 -\$45,920)</i>

(Title I) Supplemental Education for Disadvantaged Children	Federal funding to provide academic support to children in schools that qualify for assistance due to their socioeconomic status as measured by the rate of participation in the subsidized lunch program. In Shrewsbury, Coolidge and Floral Street qualify for "targeted assistance." Shrewsbury uses this funding for a department director/reading specialist (.8 FTE) and part-time paraprofessional reading tutors (6 part-time tutors/3.5 FTE) who provide reading intervention to at-risk students. This grant has been reduced substantially over the past two years (-\$62,125), so FTEs have been reduced and math intervention is no longer provided.	\$169,732 <i>(FY10-\$197,102)</i>
(Title IV) Safe and Drug Free Schools	Federal funding to provide educational experiences targeted at reducing risky behaviors among students. Shrewsbury uses funding to pay for the provision of "Guiding Good Choices Program" for middle school parents and for some curriculum improvement work done during the summer.	\$6,036 <i>(FY10-\$15,663)</i>
Academic Support Services	Funding from DESE to support MCAS preparation and remediation for high school students at risk of failing MCAS test. Shrewsbury uses this funding for after school and summer programming to provide additional learning for students who qualify.	\$18,300 <i>(FY10-\$20,300)</i>
<b>Recently Discontinued Grants</b>		
Special Education Program Improvement Grant	Federal funding to provide professional development in order to increase the effectiveness of the district's special education program. In past years Shrewsbury focused on training special educators in an alternative reading program (i.e., Orton-Gillingham), provided training in new regulations re: diagnosing specific learning disabilities, and training re: best practices in serving students on the autism spectrum. The DESE eliminated this grant in FY10.	\$0 <i>(FY09-\$19,333)</i>
(Title IID) Enhanced Educational Technology	Federal funding for improving the use of educational technology. In the past, Shrewsbury utilized its funding for a Technology Teacher Leadership program where teachers from each school, K-8, are paid a small stipend to provide technology professional development to their peers.	\$0 <i>(FY10-\$3,180)</i>
<b>Total Grant Funding for FY11</b>		<b>\$1,846,950</b>

The table below illustrates the allocation of State and Federal Entitlement Grant Funds to the Shrewsbury Public Schools over the past five years.

Grant	FY07	FY08	FY09	FY10	FY11	1 Year Difference	5 Year Difference
Teacher Quality Grant (Title IIA)	\$110,669	\$111,121	\$106,727	\$105,922	\$102,928	(\$2,994)	(\$7,741)
Enhanced Educational Technology (Title IID)	\$4,564	\$4,780	\$3,382	\$3,180	\$0	(\$3,180)	(\$4,564)
English Language Acquisition (Title III)	N/A	\$35,049	\$41,375	\$34,923	\$31,844	(\$3,079)	N/A
Special Education Entitlement Grant	\$1,270,075	\$1,307,522	\$1,330,283	\$1,408,095	\$1,408,614	\$519	\$138,539
Early Childhood-Special Education	\$35,279	\$35,327	\$34,090	\$34,094	\$34,096	\$2	(\$1,183)
Full Day Kindergarten Grant	\$44,700	\$52,200	\$52,200	\$45,920	\$75,400	\$29,480	\$30,700
Special Education Program Improvement Grant	\$51,095	\$35,300	\$19,333	\$0	\$0	\$0	\$0
Supplemental Education for Disadvantaged Children (Title I)	\$341,186	\$363,600	\$231,857	\$197,102	\$169,732	(\$27,370)	(\$171,454)
Safe and Drug Free Schools (Title IV)	\$22,643	\$20,770	\$18,691	\$15,663	\$6,036	(\$9,627)	(\$16,607)
Innovative Programs (Title V)	\$4,723	\$4,064	\$0	\$0	\$0	N/A	(\$4,723)
Com. Service Learning	\$7,000	\$4,000	\$4,000	\$0	\$0	N/A	(\$7,000)
Academic Support Services	\$7,900	\$22,690	\$22,600	\$20,300	\$18,300	(\$2,000)	\$10,400
<b>Totals</b>	<b>\$1,902,334</b>	<b>\$1,998,923</b>	<b>\$1,864,538</b>	<b>\$1,865,199</b>	<b>\$1,846,950</b>	<b>(\$18,249)</b> -1%	<b>(\$55,384)</b> -3%

## **State and Federal Entitlement Grant Summary**

The above data show that, overall, federal and state grant funding for Shrewsbury has remained fairly stable over a one-year period (-1%). State and Federal entitlement grant funding has decreased by approximately 3% over a five-year period, while our student population has grown by approximately 3%.

Our most significant area of grant reduction for the third year in a row has been seen in Supplemental Education for Disadvantaged Children (Title I). This grant provides additional resources to support students in schools where the poverty rate is higher. Grant allocations in this area have been cut substantially (a 36% reduction from 2008 to 2009, a 15% reduction from 2009-2010, and a 14% reduction from 2010-2011) over the past three years. These reductions have resulted in a decrease in the reading teacher FTE'S, elimination of services provided in the area of math, and a reduction in materials and supplies available for supplemental instruction.

## **American Recovery and Reinvestment Act Funding**

The *American Recovery and Reinvestment Act of 2009 (ARRA)* provided funds for education with the intention of saving jobs, supporting states and school districts, and advancing reforms and improvements that will ideally create long-lasting results. In the fourth quarter of the 2009 fiscal year, State Fiscal Stabilization Funds provided to Shrewsbury totaled \$1,984,114. These funds were provided in lieu of Chapter 70 funds by the state and were to be utilized as a substitute for Chapter 70 funding. In 2009, ARRA stabilization funds were used to fund health insurance costs in Shrewsbury.

ARRA funds provided since 2009 were allocated to districts with the understanding that these funds could be spent over the course of the FY10 and FY11 school years. This report provides information on grant funding relative to two central components of ARRA education funding: the State Fiscal Stabilization Fund (SFSF) and the Individuals with Disabilities Education Act (IDEA). Allocated funds are required to be spent in two ways, the preservation of existing jobs and strategic investments.



## American Recovery and Reinvestment Act Funding (FY10 & FY11)

The Individuals with Disabilities Education Act funds provided under the American Recovery and Reinvestment Act were intended to assist school districts in to preserve special education jobs and to implement strategies to improve outcomes for students with disabilities. The table below illustrates the allocations and expenditures in Special Education provided through ARRA funding.

Special Education ARRA Funds				
ARRA Allocations to Shrewsbury	Amount	Job Preservation Expenditures	Strategic Investment Expenditures	Remaining ARRA Funds
FY 10 School-age IDEA (allotment #1)	\$900,221	\$514,000 (8.0 FTE)	\$121,487 (2.0 FTE) (2 Co-teaching positions)	\$264,734
FY 10 School-age IDEA (carry forward of \$265,000 from allotment #1 & allotment #2)	\$898,556	\$536,000 (8.0 FTE)	\$627,290 (8.0 FTE) (Co-teaching positions, Dropout Prevention Coordinator, 5 Literacy Tutor positions, special education transition program)	\$0
<b>Total</b>	<b>\$1,798,777</b>	<b>\$1,050,000</b>	<b>\$748,777</b>	<b>\$0</b>

Through American and Reinvestment Recovery Act funding, special education at the preschool level was provided with monies to be utilized for the preservation of jobs and the implementation of strategies to improve outcomes for preschool students with disabilities. The table below illustrates the allocations and expenditures in ARRA-Special Education Preschool.

Special Education Preschool ARRA Funds				
ARRA Allocations to Shrewsbury	Amount	Job Preservation Expenditures	Strategic Investment Expenditures	Remaining ARRA Funds
FY 10 Preschool IDEA (allotment #1)	\$35,023	\$0	\$16,000 (.4 FTE) Part-time Team Chair	\$19,000
FY 10 Preschool IDEA (carry forward from allotment #1 & allotment #2)	\$54,023	\$0	\$54,023 (Transition Aide Positions, Technology, Professional Development)	\$0
<b>Total</b>	<b>\$70,046</b>	<b>\$0</b>	<b>\$70,046</b>	<b>\$0</b>

Through the American Recovery and Reinvestment Act of 2009, districts were provided with state fiscal stabilization funds to stabilize the economy and invest in education and other essential public services to ensure long-term economic health. The table below illustrates the allocations and expenditures in ARRA-Stabilization.

<b>FY10 Stabilization ARRA Funds</b>				
<b>ARRA Allocations to Shrewsbury</b>	<b>Amount</b>	<b>Job Preservation Expenditures</b>	<b>Strategic Investment Expenditures</b>	<b>Remaining ARRA Funds</b>
FY 10 State Fiscal Stabilization Funds	\$1,065,713	\$537,514 (11.2 FTE)	\$147,031 (2.0 FTE) (Elementary Curriculum Coordinator and Instructional Coach positions)	\$381,168
FY 10 State Fiscal Stabilization Funds (\$381,168 carry forward, utilized in FY11)	\$0	\$0	\$381,168 (5.0 FTE) (Data Specialist, 2 Instructional Coaches, Advanced Math Coach, portion of Curriculum Coordinator positions, investment in technology)	\$0
<b>Total</b>	<b>\$1,065,713</b>	<b>\$537,514</b>	<b>\$528,199</b>	<b>\$0</b>

<b>FY11 Stabilization ARRA Funds</b>				
<b>ARRA Allocations to Shrewsbury</b>	<b>Amount</b>	<b>Job Preservation Expenditures</b>	<b>Strategic Investment Expenditures</b>	<b>Remaining ARRA Funds</b>
FY 11 State Fiscal Stabilization Funds	\$98,848	\$0	\$0	\$98,848
<b>Total</b>	<b>\$98,848</b>	<b>\$0</b>	<b>\$0</b>	<b>\$98,848</b>

In August, 2010 the Education Jobs law was passed by Congress. This bill provided \$1,189,765 to the Shrewsbury Public Schools for the preservation of education jobs beginning in FY11. Districts could use these funds in FY11 to restore positions or could carry these funds forward into FY12. Shrewsbury has not spent any of these funds in FY11 and will be applying these funds to the FY12 budget.

<b>FY 11 Edujobs Funding</b>			
<b>Edujobs Allocation to Shrewsbury</b>	<b>Amount</b>	<b>Job Preservation Expenditures</b>	<b>Remaining Edujobs Funding</b>
FY 11	\$1,189,765	\$0	\$1,189,765
<b>Total</b>	<b>\$1,189,765</b>	<b>\$0</b>	<b>\$1,189,765</b>

**Shrewsbury Public Schools**  
**Grant Awards FY'06- FY'11**

**ENTITLEMENT & ALLOCATION GRANTS:**

<u>Federal/State</u>		<u>Fund Code</u>	<u>Name of Grant</u>	<u>FY06</u>	<u>FY07</u>	<u>FY08</u>	<u>FY09</u>	<u>FY10</u>	<u>FY11</u>
<u>Private</u>				\$	\$	\$	\$	\$	\$
F		140	Educator Quality (Title II)	112,471	110,669	111,121	106,727	105,922	102,928
F		160	Enhancing Education thru Technology	8,774	4,564	4,780	3,382	3,180	0
F		180	English Language Acquisition	22,816	30,502	35,049	41,375	34,923	31,844
F		240	Federal SPED Entitlement	1,260,599	1,270,075	1,307,522	1,330,283	1,408,095	1,408,614
F		262	Early Education Allocation	35,073	35,279	35,327	34,090	34,094	34,096
F		274	SPED Professional Development	15,000	51,095	35,300	19,333	0	0
F		302	Title V/formerly Title VI	9,328	4,723	4,064	0	0	0
F		305	Title I	365,417	341,186	361,400	231,857	197,102	169,732
F		332	Safe & Drug Free Schools (formerly 331)	23,084	22,643	20,770	18,691	15,663	6,036
F		760	ARRA IDEA School Age					900,221	1,163,199
F		762	ARRA IDEA Pre-K					35,023	17,084
F		780	ARRA - State Fiscal Stabilization Funds	1,852,562	1,870,736	1,915,333	1,785,738	2,734,223	3,314,701
			Federal Subtotal						

S		216b	Mental Health Support	12,000	0	0	0	0	0
S		235	Inclusive Partnership-QCC	0	22,069	0	0	0	0
S		632	Academic Support/School year	6,880	7,900	22,690	22,600	0	18,300
S		782	SFSF				1,984,114	1,065,713	0
			State Subtotal	18,880	29,969	22,690	2,006,714	1,065,713	18,300
			Total Entitlement & Allocation Grants	1,871,442	1,900,705	1,938,023	3,792,452	3,799,936	3,333,001
			Change from Previous Year	72,828	29,263	37,318	1,854,429	7,484	(466,935)

**COMPETITIVE GRANTS:**

<u>Federal/State</u>		<u>Fund Code</u>	<u>Name of Grant</u>	<u>FY06</u>	<u>FY07</u>	<u>FY08</u>	<u>FY09</u>	<u>FY10</u>	<u>FY11</u>
<u>Private</u>				\$	\$	\$	\$	\$	\$
F		354	Community Service Learning	1,200	7,000	4,000	4,000	0	0
F		643	Health Ed Assessment Trainer		3,000	2,500		0	0
			Federal Subtotal	1,200	10,000	6,500	4,000	0	0
S		645	Regional Health Coordinators	0	2,500	0	0	0	0
			State Subtotal	0	2,500	0	0	0	0
			Total Competitive Grants	1,200	12,500	6,500	4,000	0	0
			Change From Previous Year	(10,800)	11,300	(6,000)	(2,500)	(4,000)	0

Shrewsbury Public Schools  
Grant Awards FY'06- FY'11

CONTINUATION AND OTHER NON COMPETITIVE GRANTS

<u>Fund Code</u>	<u>Name of Grant</u>	<u>FY06</u>	<u>FY07</u>	<u>FY08</u>	<u>FY09</u>	<u>FY10</u>	<u>FY11</u>
		\$	\$	\$	\$	\$	\$
S	701 Quality Full Day Kindergarten State Subtotal	44,925 44,925	44,700 44,700	52,200 52,200	52,200 52,200	45,920 45,920	75,400 75,400
	Total Contin. and Other Non-C Grants Difference	44,925 29,261	44,700 (225)	52,200 7,500	52,200 0	45,920 (6,280)	75,400 29,480
	<b>TOTAL GRANT AWARDS</b>	1,917,567	1,957,905	1,996,723	3,848,652	3,845,856	3,408,401
	<u>Total Change from Previous years</u>	91,289	40,338	38,818	1,851,929	(2,796)	(437,455)

**Shrewsbury Public Schools**  
**FY07 - FY10 Revenue Sources**

	Total Revenue FY07	Total Revenue FY08	Total Revenue FY09	Total Revenue FY10
Chapter 70 Aid	\$15,898,949	\$17,419,670	\$16,882,697	\$18,489,475
FY10 (SFSF)			\$1,984,114	\$360,205
Town Contribution Required for NSS	\$27,101,973	\$28,796,799	\$30,297,112	\$31,084,837
Grants-Federal/State	\$1,957,905	\$1,996,723	\$1,903,018	\$3,845,486
Full Day Kindergarten Fees	\$125,798	\$174,432	\$152,649	\$222,058
Preschool Fees	\$211,410	\$248,036	\$282,737	\$258,906
Extended Day Care Fees	\$784,942	\$787,649	\$808,373	\$843,342
Transportation Fees	\$555,465	\$536,066	\$569,978	\$591,342
Athletic Fees (Est. FY07)	\$225,150	\$295,559	\$293,911	\$303,012
Athletic Gate Receipts	\$46,200	\$68,606	\$32,693	\$49,215
SAT Fees	\$39,400	\$36,151	\$16,350	\$19,025
Music Lesson Program Fees (Est. FY07)	\$32,730	\$81,154	\$127,650	\$151,053
Student Activity Fees (Est. FY08)				
Sherwood Middle School		\$29,002	\$11,460	\$11,141
Oak Middle School		\$13,675	\$21,225	\$21,000
High School		\$49,859	\$49,700	\$29,500
Summer School Fees	\$34,172	\$24,775	\$10,690	\$13,995
Summer Enrichment Fees	\$103,286	\$119,061	\$143,550	\$163,834
Food Service	\$1,754,435	\$1,955,911	\$1,969,256	\$1,746,477
Facility Rental Fees	\$161,232	\$168,085	\$126,186	\$118,293
Citizens Fund Account	\$36,650	\$19,615	\$10,157	\$20,345
Volunteer Activity Coordinator	\$22,500	\$7,500	\$22,500	\$7,500
Chinese Gift Account (Est. FY08)		\$18,700	\$8,165	\$5,274

**Transportation Fee**

\$250 per student / \$500 family cap

**Athletic Fee**

\$290 per sport / \$870 family cap

**Student Activity Fee**

Middle School \$50 per activity / \$150 family cap  
High School \$100 per activity / \$300 family cap

Massachusetts Department of Elementary and Secondary Education  
**Chapter 70 Trends**

**271 SHREWSBURY**

FY	Foundation Enrollment		Foundation Budget		Required Local Contribution		Chapter 70 Aid		Required Net School Spending (NSS)		Actual Net School Spending		Dollars Over/Under Requirement		Percent Over/Under
	Pct Chg	Pct Chg	Pct Chg	Pct Chg	Pct Chg	Pct Chg	Pct Chg	Pct Chg	Pct Chg	Pct Chg	Pct Chg	Pct Chg	Pct Chg	Pct Chg	
FY00	4.278	4.4	24,900,147	5.3	19,622,055	5,616,512	12.4	25,238,567	7.6	28,762,594	10.2	3,524,027	14.0		
FY01	4.448	4.0	26,785,550	7.6	20,638,750	6,394,912	13.9	27,033,662	7.1	31,199,717	8.5	4,166,055	15.4		
FY02	4.695	5.6	29,465,870	10.0	21,875,011	7,590,859	18.7	29,465,870	9.0	33,143,729	6.2	3,677,859	12.5		
FY03	4.933	5.5	31,933,286	8.4	23,187,512	8,745,774	15.2	31,933,286	8.4	36,101,586	8.9	4,168,300	13.1		
FY04	5.128	3.5	33,741,872	5.7	23,454,168	10,287,704	17.6	33,741,872	5.7	39,141,459	8.4	5,399,587	16.0		
FY05	5.383	5.0	36,777,283	9.0	24,828,582	11,948,701	16.1	36,777,283	9.0	42,111,030	7.6	5,333,747	14.5		
FY06	5.571	3.5	39,662,058	7.8	25,861,451	13,800,607	15.5	39,662,058	7.8	44,016,335	4.5	4,354,277	11.0		
FY07	5.705	2.4	43,006,922	8.4	27,107,973	15,898,949	15.2	43,006,922	8.4	45,644,331	3.7	2,637,409	6.1		
FY08	5.811	1.9	46,216,469	7.5	28,796,799	17,419,670	9.6	46,216,469	7.5	50,466,635	10.6	4,250,166	9.2		
FY09	5.852	0.7	49,163,923	6.4	30,297,112	16,882,697	-3.1	47,179,809	2.1	51,146,928	1.3	3,967,119	8.4		
FY10	5.857	0.1	50,640,025	3.0	31,084,837	18,489,475	9.5	49,574,312	5.1	53,181,977 *	4.0	3,607,665	7.3		

FY	Dollars Per Foundation Enrollment		Percentage of Foundation		Chapter 70 Actual NSS
	Foundation Budget	Actual NSS	Ch 70 Required NSS	Actual NSS	
FY00	5,821	1,313	22.6	101.4	19.5
FY01	6,022	1,438	23.9	100.9	20.5
FY02	6,276	1,617	25.8	100.0	22.9
FY03	6,447	1,766	27.4	100.0	24.2
FY04	6,580	2,006	30.5	100.0	26.3
FY05	6,832	2,220	32.5	100.0	28.4
FY06	7,119	2,477	34.8	100.0	31.4
FY07	7,538	2,787	37.0	100.0	34.8
FY08	7,953	2,998	37.7	100.0	34.5
FY09	8,401	2,885	34.3	96.0	33.0
FY10	8,646	3,157	36.5	97.9	34.8

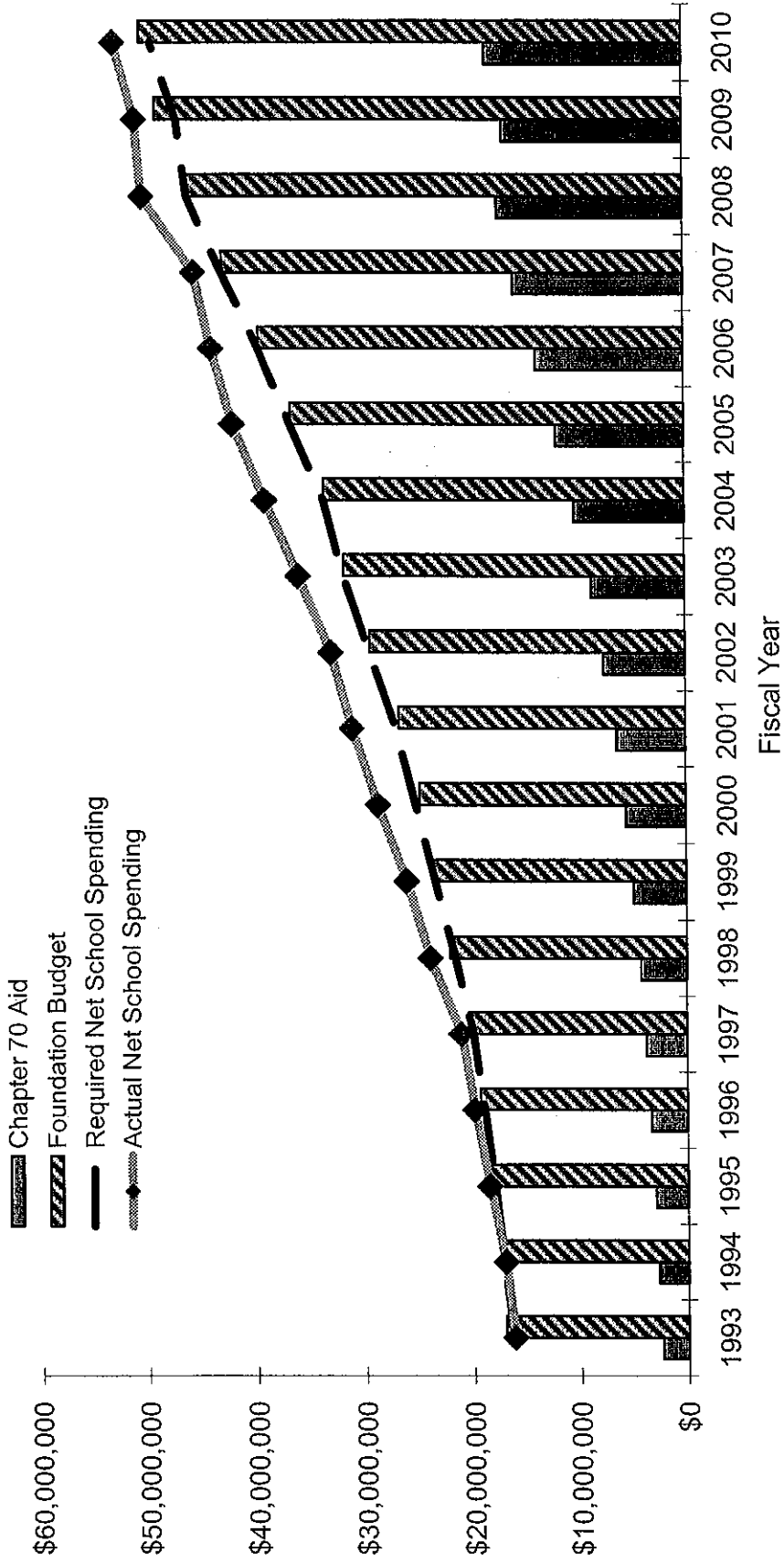
\* Budgeted

To see earlier years back to FY93, unhide rows 10 to 16 and 31 to 37.  
 Foundation enrollment is reported in October of the prior fiscal year (e.g. FY10 enrollment = Oct 1, 2008 headcount).  
 Foundation budget is the state's estimate of the minimum amount needed in each district to provide an adequate educational program.  
 Required Net School Spending is the annual minimum that must be spent on schools, including carryovers from prior years.  
 Net School Spending includes municipal indirect spending for schools but excludes capital expenditures, transportation, grants and revolving funds.  
 Federal SFSF grants in FY09 and FY10 are not included in these calculations. Net school spending is limited to Chapter 70 aid and appropriated local contributions. However, the SFSF calculations were directly based upon the Chapter 70 formula and helped districts spend at foundation budget levels.

In FY09, this district received an SFSF grant of \$1,984,114  
 In FY10, this district's SFSF grant entitlement was \$1,065,713

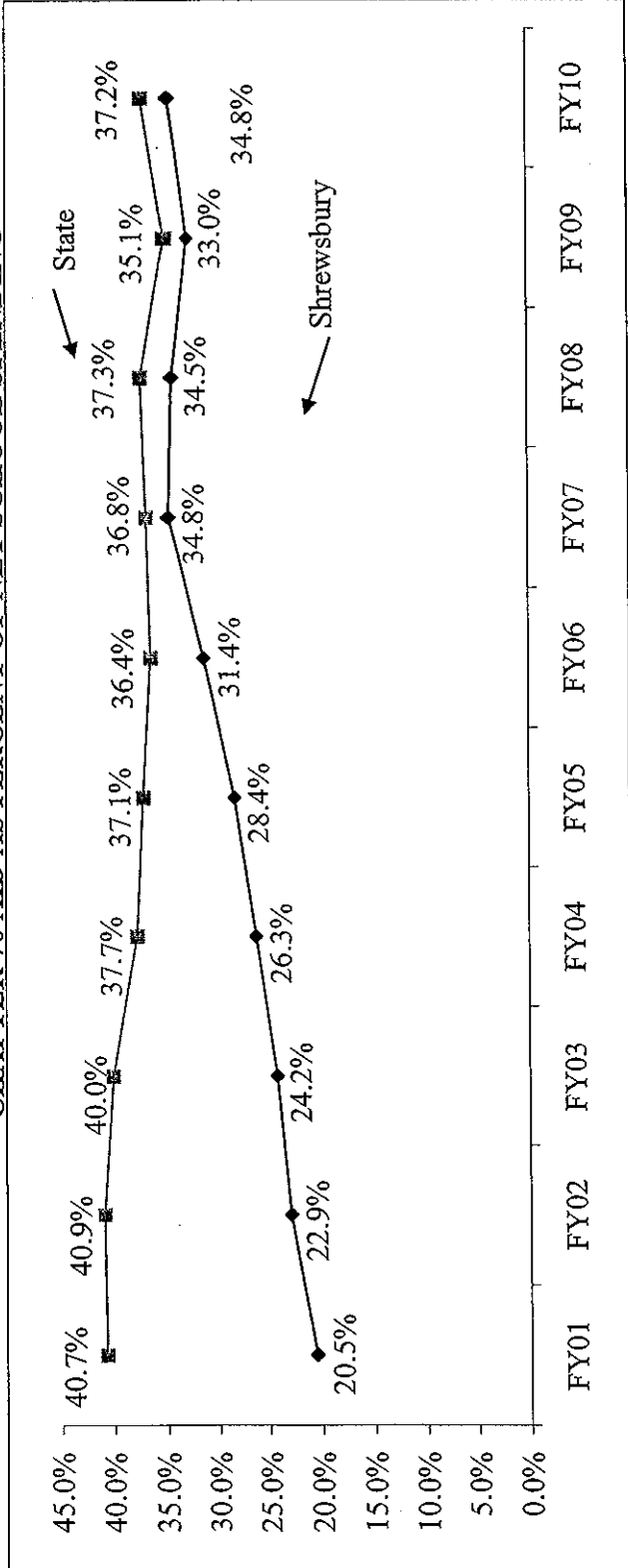
# Chapter 70 Trends, FY93 to FY10

## SHREWSBURY



FY10 actual net school spending represents the amount budgeted

**SHREWSBURY PUBLIC SCHOOLS  
CHAPTER 70 AID AS PERCENT OF NET SCHOOL SPENDING**



1. Net School Spending is the sum of all school committee and municipal expenditures that support the public schools with exceptions such as transportation and debt service.
2. While the proportion of Chapter 70 aid as a percent of Net School Spending remained flat on a state level, it increased significantly in Shrewsbury during this period. This chart depicts the important role state aid has played in fueling this community's budget growth.

Fiscal Year	State		Shrewsbury	
	Ch:70 Aid Per Pupil	Net School Spending Per Pupil	Ch:70 Aid Per Pupil	Net School Spending Per Pupil
FY01	\$ 3,155	7,750	\$ 1,438	7,014
FY02	\$ 3,351	8,190	\$ 1,617	7,059
FY03	\$ 3,380	8,452	\$ 1,766	7,289
FY04	\$ 3,228	8,563	\$ 2,006	7,633
FY05	\$ 3,318	8,952	\$ 2,220	7,823
FY06	\$ 3,442	9,452	\$ 2,477	7,901
FY07	\$ 3,685	10,005	\$ 2,787	8,001
FY08	\$ 3,923	10,508	\$ 2,998	8,685
FY09	\$ 3,745	10,677	\$ 2,885	8,740
FY10	\$ 4,112	11,358	\$ 3,157	9,080
				Ch:70 Aid as Percent of Net School Spending
				20.5%
				22.9%
				24.2%
				26.3%
				28.4%
				31.4%
				34.8%



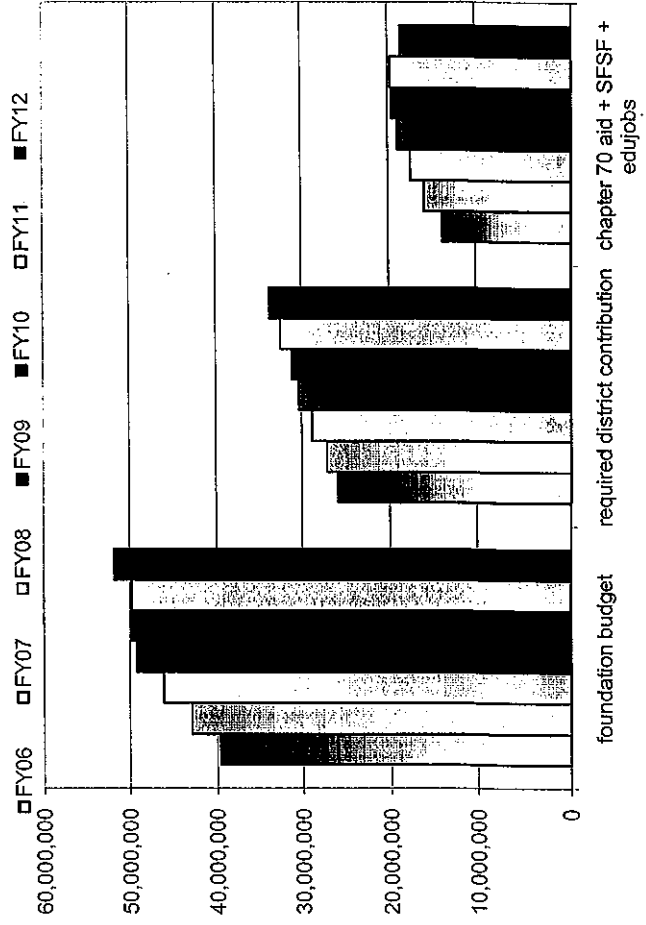
**Massachusetts Department of Elementary and Secondary Education  
FY12 Chapter 70 Summary, Preliminary**

**271 SHREWSBURY**

**Aid Calculation FY12**

**Comparison to FY11**

		FY11	FY12	Change	Pct Chg
<b>Prior Year Aid</b>		5,848	5,921	73	1.25%
1 Chapter 70 +SFSF FY11	<b>18,511,623</b>	49,767,093	51,780,005	2,012,912	4.04%
<b>Foundation Aid</b>		32,455,678	33,692,240	1,236,562	3.81%
2 Foundation budget FY12	51,780,005	<b>18,412,775</b>	<b>18,511,623</b>	98,848	0.54%
3 Required district contribution FY12	33,692,240	50,868,453	52,203,863	1,335,410	2.63%
4 Foundation aid (2 -3)	18,087,765	98,848	0	-98,848	-100.00%
5 Increase over FY11 (4 - 1)	0	1,189,765	0	-1,189,765	-100.00%
<b>Non-Operating District Reduction to Foundation</b>		19,701,388	18,511,623	-1,189,765	-6.04%
6 Non-operating district reduction to foundation	0	28.39%	29.58%		
		39.59%	35.75%		
<b>Chapter 70 Aid FY12</b>		52,157,066	52,203,863	46,797	0.09%
<b>sum of line 1 and 5 minus line 6</b>	<b>18,511,623</b>	104.80%	100.82%		



# Massachusetts Department of Elementary and Secondary Education

## Determination of City and Town Total Required Contribution FY12

### 271 SHREWSBURY

Effort Goal

1) 2010 equalized valuation	5,064,277,500	13) Required local contribution FY11	32,455,678
2) Property percentage	0.3148%	14) Municipal revenue growth factor (DOR)	2.81%
3) Local effort from property wealth	15,941,257	15) FY12 preliminary contribution (13 x 14)	33,367,683
4) 2008 income	1,401,655,000	16) Preliminary contribution pct of foundation (15/8)	64.44%
5) Income percentage	1.4641%		
6) Local effort from income	20,521,635	<b>If preliminary contribution is above the target share:</b>	
7) Combined effort yield (row 3+ row 6)	36,462,892	17) Excess local effort (15 - 10)	
8) Foundation budget FY12	51,780,005	18) 20% reduction toward target (17 x 20%)	
9) Maximum local contribution (82.5% * row 8)	42,718,504	19) FY12 required local contribution (15 - 18)	
10) Target local contribution (lesser of row 7 or row 9)	36,462,892	20) Contribution as percentage of foundation (19 / 8)	
11) Target local share (row 10 as % of row 8)	70.42%	<b>If preliminary contribution is below the target share:</b>	
12) Target aid share (100% minus row 11)	29.58%	21) Shortfall from target local share (11 - 16)	5.98%
		22) Added increment toward target (13 x 1% or 2%)*	324,557
		*1% if shortfall is between 5% and 10%; 2% if shortfall > 10%	
		23) Shortfall from target after adding increment (10 - 15 - 22)	2,770,652
		24) FY12 required local contribution (15 + 22)	<b>33,692,240</b>
		25) Contribution as percentage of foundation (24 / 8)	65.07%

See a [listing of all 351 communities](#)

Massachusetts Department of Elementary and Secondary Education

Office of School Finance

FY12 Chapter 70 Foundation Budget

271 SHREWSBURY

	Base Foundation Components										Incremental Costs Above The Base					TOTAL*
	(1) Pre-School	(2) Half-Day	(3) Full-Day	(4) Elementary	(5) Jr High	(6) High School	(7) ELL PK	(8) ELL K-Half	(9) ELL K-12	(10) Vocational	(11) Special Ed In District	(12) Special Ed Out of Dist	(13) Low Income Elem	(14) Low Income Other		
Foundation Enrollment	60	311	43	2,278	1,479	1,660	0	20	126	139	223	58	513	266	5,921	
1 Administration	10,157	52,646	14,558	771,217	500,715	561,993	0	3,386	42,657	47,058	521,064	135,523	0	0	2,660,975	
2 Instructional Leadership	18,344	95,082	26,293	1,392,906	904,349	1,015,024	0	6,115	77,044	84,993	0	0	0	0	3,620,149	
3 Classroom and Specialist Teachers	84,113	435,985	120,561	6,386,851	3,649,107	6,023,061	0	42,225	532,039	857,381	1,719,386	0	1,294,032	506,906	21,651,647	
4 Other Teaching Services	21,572	111,817	30,921	1,638,110	765,590	715,377	0	5,750	72,449	59,902	1,605,364	2,071	0	0	5,028,922	
5 Professional Development	3,327	17,245	4,770	252,767	177,894	193,589	0	1,502	18,924	26,801	82,940	0	28,482	14,768	823,010	
6 Instructional Equipment & Tech	12,174	63,102	17,450	924,435	600,193	1,077,821	0	4,058	51,132	157,939	72,395	0	0	0	2,980,699	
7 Guidance and Psychological	6,120	31,722	8,772	464,735	401,667	585,114	0	2,715	34,219	47,320	0	0	0	0	1,562,384	
8 Pupil Services	2,434	12,617	3,491	277,347	294,114	761,210	0	1,217	15,341	63,740	0	0	0	0	1,431,510	
9 Operations and Maintenance	23,357	121,069	33,478	1,773,560	1,248,380	1,358,561	0	10,540	132,805	212,904	582,057	0	199,855	103,628	5,800,193	
10 Employee Benefits/Fixed Charges	21,053	109,127	30,176	1,598,700	986,892	1,064,193	0	8,828	111,239	144,723	659,395	0	131,354	68,109	4,933,790	
11 Special Ed Tuition	0	0	0	0	0	0	0	0	0	0	0	1,286,727	0	0	1,286,727	
<b>12 Total</b>	<b>202,652</b>	<b>1,050,412</b>	<b>290,471</b>	<b>15,480,627</b>	<b>9,528,901</b>	<b>13,335,942</b>	<b>0</b>	<b>86,337</b>	<b>1,087,849</b>	<b>1,702,760</b>	<b>5,242,801</b>	<b>1,424,321</b>	<b>1,653,722</b>	<b>693,411</b>	<b>51,780,005</b>	
13 Wage Adjustment Factor	100.0%															
<b>Foundation Budget Per Pupil</b>																
<b>8,745</b>																

\* Total foundation enrollment does not include columns 11 through 14, because those columns represent increments above the base. The pupils are already counted in columns 1 to 10.

Total foundation enrollment assigns pupils in pre-kindergarten and half-time kindergarten an enrollment count of .5.

Special education in-district headcount is an assumed percentage, representing 3.75 percent of K to 12 non-vocational enrollment and 4.75 percent of vocational enrollment.

Special education out-of-district headcount is also an assumed percentage, representing 1 percent of non-vocational K-12 enrollment.

Low income headcounts are the number of pupils in columns 1 through 10 who are eligible for free or reduced lunch.

Each component of the foundation budget represents the enrollment on line 1 multiplied by the appropriate state-wide foundation allotment.

The wage adjustment factor is applied to underlying rates in all functions except instructional equipment, benefits and special education tuition.

The foundation budget shown on this page may differ from the final number used in the formula, due to rounding error.

**Massachusetts Department of Elementary and Secondary Education  
Total Expenditure Per Pupil, All Funds, By Function, FY10**

**SHREWSBURY**

318 of 328 operating districts with accepted data

In-District FTE Average Membership = 5,804.3  
 Out-District FTE Average Membership = 327.2  
 All FTE Average Membership = 6,131.5

	general fund appropriations	grants, revolving and other funds	total expenditures all funds	function as percentage of total	expend- iture per pupil	state average per pupil
Administration	1,566,831	248	1,567,079	2.42	269.99	448.30
Instructional Leadership	3,173,629	258,483	3,432,112	5.31	591.31	820.23
Classroom and Specialist Teachers	22,143,044	2,406,945	24,549,989	37.97	4,229.62	4,968.01
Other Teaching Services	5,874,732	703,651	6,578,383	10.17	1,133.36	963.00
Professional Development	299,886	197,413	497,299	0.77	85.68	228.71
Instructional Materials, Equipment and Technology	600,109	141,288	741,397	1.15	127.73	392.83
Guidance, Counseling and Testing	1,577,309	14,980	1,592,289	2.46	274.33	359.94
Pupil Services	2,799,375	3,317,945	6,117,320	9.46	1,053.93	1,177.75
Operations and Maintenance	3,731,643	572	3,732,215	5.77	643.01	1,049.34
Insurance, Retirement Programs and Other	6,861,073	17,149	6,878,222	10.64	1,185.02	2,198.91
Payments To Out-Of-District Schools	7,370,725	1,597,356	8,968,081	13.87	27,408.56	20,956.51
<b>TOTAL EXPENDITURES</b>	<b>55,998,356</b>	<b>8,656,030</b>	<b>64,654,386</b>	<b>100.00</b>	<b>10,544.63</b>	<b>13,092.74</b>

percentage of overall spending from the general fund 86.6%

**Massachusetts Department of Elementary and Secondary Education**  
**Total Expenditure Per Pupil, All Funds, By Function, FY10**

**SHREWSBURY**

318 of 328 operating districts with accepted data

In-District FTE Average Membership = 5,804.3  
 Out-District FTE Average Membership = 327.2  
 Total FTE Average Membership = 6,131.5

	general fund appropriations	grants, revolving and other funds	total expenditures all funds	function as percentage of total	expenditure per pupil	state average per pupil
<b>Administration</b>	<b>1,566,831</b>	<b>248</b>	<b>1,567,079</b>	<b>2.42</b>	<b>269.99</b>	<b>448.30</b>
8300 School Committee (1110)	5,291	0	5,291	0.01	0.91	25.59
8305 Superintendent (1210)	176,339	0	176,339	0.27	30.38	77.58
8310 Assistant Superintendents (1220)	145,847	0	145,847	0.23	25.13	24.94
8315 Other District-Wide Administration (1230)	0	0	0	0.00	0.00	34.06
8320 Business and Finance (1410)	890,403	0	890,403	1.38	153.40	153.77
8325 Human Resources and Benefits (1420)	194,952	0	194,952	0.30	33.59	33.18
8330 Legal Service For School Committee (1430)	56,139	0	56,139	0.09	9.67	18.63
8335 Legal Settlements (1435)	15,508	0	15,508	0.02	2.67	3.17
8340 District-wide Information Mgmt and Tech (1450)	82,352	248	82,600	0.13	14.23	77.39
<b>Instructional Leadership</b>	<b>3,173,629</b>	<b>258,483</b>	<b>3,432,112</b>	<b>5.31</b>	<b>591.31</b>	<b>820.23</b>
8345 Curriculum Directors (Supervisory) (2110)	1,001,298	166,114	1,167,412	1.81	201.13	172.60
8350 Department Heads (Non-Supervisory) (2120)	0	58,618	58,618	0.09	10.10	21.41
8355 School Leadership-Building (2210)	2,168,195	32,911	2,201,106	3.40	379.22	480.67
8360 Curriculum Leaders/Dept Heads-Building Level (222)	0	0	0	0.00	0.00	70.48
8365 Building Technology (2250)	4,136	0	4,136	0.01	0.71	30.64
8380 Instructional Coordinators and Team Leaders (2315)	0	840	840	0.00	0.14	44.44
<b>Classroom and Specialist Teachers</b>	<b>22,143,044</b>	<b>2,406,945</b>	<b>24,549,989</b>	<b>37.97</b>	<b>4,229.62</b>	<b>4,968.01</b>
8370 Teachers, Classroom (2305)	21,006,724	2,406,945	23,413,669	36.21	4,033.85	4,431.59
8375 Teachers, Specialists (2310)	1,136,320	0	1,136,320	1.76	195.77	536.42
<b>Other Teaching Services</b>	<b>5,874,732</b>	<b>703,651</b>	<b>6,578,383</b>	<b>10.17</b>	<b>1,133.36</b>	<b>963.00</b>
8385 Medical/ Therapeutic Services (2320)	965,227	0	965,227	1.49	166.30	222.66
8390 Substitute Teachers (2325)	465,048	0	465,048	0.72	80.12	108.05
8395 Non-Clerical Paraprofs./Instructional Assistants (233)	4,055,402	703,651	4,759,053	7.36	819.92	553.41
8400 Librarians and Media Center Directors (2340)	389,055	0	389,055	0.60	67.03	78.89
<b>Professional Development</b>	<b>299,886</b>	<b>197,413</b>	<b>497,299</b>	<b>0.77</b>	<b>85.68</b>	<b>228.71</b>
8405 Professional Development Leadership (2351)	1,215	0	1,215	0.00	0.21	16.88
8410 Teacher/Instructional Staff-Professional Days (2353)	186,811	0	186,811	0.29	32.18	65.16
8415 Substitutes for Instructional Staff at Prof. Dev. (2355)	0	0	0	0.00	0.00	6.35
8420 Prof. Dev. Stipends, Providers and Expenses (2357)	111,860	197,413	309,273	0.48	53.28	140.32
<b>Instructional Materials, Equipment and Technology</b>	<b>600,109</b>	<b>141,288</b>	<b>741,397</b>	<b>1.15</b>	<b>127.73</b>	<b>392.83</b>
8425 Textbooks & Related Software/Media/Materials (241)	101,767	69,612	171,379	0.27	29.53	84.74
8430 Other Instructional Materials (2415)	104,104	0	104,104	0.16	17.94	54.08
8435 Instructional Equipment (2420)	5,342	0	5,342	0.01	0.92	32.38
8440 General Supplies (2430)	49,788	38,943	88,731	0.14	15.29	72.16
8445 Other Instructional Services (2440)	3,181	32,733	35,914	0.06	6.19	77.88
8450 Classroom Instructional Technology (2451)	252,417	0	252,417	0.39	43.49	50.87
8455 Other Instructional Hardware (2453)	38,000	0	38,000	0.06	6.55	12.68
8460 Instructional Software (2455)	45,510	0	45,510	0.07	7.84	8.04
<b>Guidance, Counseling and Testing</b>	<b>1,577,309</b>	<b>14,980</b>	<b>1,592,289</b>	<b>2.46</b>	<b>274.33</b>	<b>359.94</b>
8465 Guidance and Adjustment Counselors (2710)	623,754	14,980	638,734	0.99	110.04	245.18
8470 Testing and Assessment (2720)	14,142	0	14,142	0.02	2.44	12.63
8475 Psychological Services (2800)	939,413	0	939,413	1.45	161.85	102.13
<b>Pupil Services</b>	<b>2,799,375</b>	<b>3,317,945</b>	<b>6,117,320</b>	<b>9.46</b>	<b>1,053.93</b>	<b>1,177.75</b>
8485 Attendance and Parent Liaison Services (3100)	44,607	0	44,607	0.07	7.69	14.53
8490 Medical/Health Services (3200)	687,142	0	687,142	1.06	118.38	136.07
8495 In-District Transportation (3300)	1,580,689	724,070	2,304,759	3.56	397.08	461.52
8500 Food Salaries and Other Expenses (3400)	76,638	1,848,159	1,924,797	2.98	331.62	343.31
8505 Athletics (3510)	250,515	400,380	650,895	1.01	112.14	132.25
8510 Other Student Body Activities (3520)	159,069	345,336	504,405	0.78	86.90	60.68
8515 School Security (3600)	715	0	715	0.00	0.12	29.39
<b>Operations and Maintenance</b>	<b>3,731,643</b>	<b>572</b>	<b>3,732,215</b>	<b>5.77</b>	<b>643.01</b>	<b>1,049.34</b>
8520 Custodial Services (4110)	1,427,245	572	1,427,817	2.21	245.99	361.95
8525 Heating of Buildings (4120)	252,425	0	252,425	0.39	43.49	118.40
8530 Utility Services (4130)	740,459	0	740,459	1.15	127.57	236.19
8535 Maintenance of Grounds (4210)	302,642	0	302,642	0.47	52.14	47.77
8540 Maintenance of Buildings (4220)	569,670	0	569,670	0.88	98.15	206.53
8545 Building Security System (4225)	0	0	0	0.00	0.00	2.56
8550 Maintenance of Equipment (4230)	123,765	0	123,765	0.19	21.32	23.53
8555 Extraordinary Maintenance (4300)	0	0	0	0.00	0.00	95.00

**Massachusetts Department of Elementary and Secondary Education  
Total Expenditure Per Pupil, All Funds, By Function, FY10**

**SHREWSBURY**

318 of 328 operating districts with accepted data

In-District FTE Average Membership = 5,804.3  
 Out-of-District FTE Average Membership = 327.2  
 Total FTE Average Membership = 6,131.5

	general fund appropriations	grants, revolving and other funds	total expenditures all funds	function as percentage of total	expend- iture per pupil	state average per pupil
8560 Networking and Telecommunications (4400)	243,039	0	243,039	0.38	41.87	15.76
8565 Technology Maintenance (4450)	72,398	0	72,398	0.11	12.47	13.64
<b>Insurance, Retirement Programs and Other</b>	<b>6,861,073</b>	<b>17,149</b>	<b>6,878,222</b>	<b>10.64</b>	<b>1,185.02</b>	<b>2,198.91</b>
8570 Employer Retirement Contributions (5100)	660,087	0	660,087	1.02	113.72	359.19
8575 Insurance for Active Employees (5200)	4,986,150	17,149	5,003,299	7.74	862.00	1,345.07
8580 Insurance for Retired School Employees (5250)	943,647	0	943,647	1.46	162.58	391.27
8585 Other Non-Employee Insurance (5260)	151,127	0	151,127	0.23	26.04	53.13
8590 Rental Lease of Equipment (5300)	62,196	0	62,196	0.10	10.72	5.62
8595 Rental Lease of Buildings (5350)	35,740	0	35,740	0.06	6.16	6.42
8600 Short Term Interest RAN's (5400)	0	0	0	0.00	0.00	0.43
8610 Crossing Guards, Inspections, Bank Charges (5500)	22,126	0	22,126	0.03	3.81	37.76
<b>Payments To Out-Of-District Schools</b>	<b>7,370,725</b>	<b>1,597,356</b>	<b>8,968,081</b>	<b>13.87</b>	<b>27,408.56</b>	<b>20,956.51</b>
Tuition To Other Schools (9000)	6,261,072	1,597,356	7,858,428	12.15	24,017.20	19,028.61
Out-of-District Transportation (3300)	1,109,653	0	1,109,653	1.72	3,391.36	1,927.90
<b>TOTAL EXPENDITURES</b>	<b>55,998,356</b>	<b>8,656,030</b>	<b>64,654,386</b>	<b>100.00</b>	<b>10,544.63</b>	<b>13,092.74</b>
percentage of overall spending from the general fund	86.6%					

**Direct Special Education Expenditures as a Percentage of School Budget, FY00 to FY09**

876 - SOUTHERN WORCESTER ▼

271 SHREWSBURY

Fiscal Year	-- In-District Instruction--		- Out-of-District Tuition -		Combined Special Ed Expenditures (A+B+C+D)	Total School Operating Budget	Special Education Percentage of Budget (E as % of F)	state average percentage
	Teaching	Other Instructional	Mass. Public Schools and Collaboratives	Mass Private and Out-of-State Schools				
2000	2,649,992	689,240	240,539	770,047	4,349,818	28,762,594	15.1	16.9
2001	2,698,520	783,422	227,632	571,190	4,280,764	31,199,717	13.7	17.2
2002	3,610,178	866,760	173,886	784,719	5,435,543	33,143,729	16.4	17.4
2003	3,359,492	1,127,412	231,026	897,974	5,615,904	36,101,586	15.6	17.7
2004	4,047,224	1,151,063	359,291	1,585,313	7,142,891	39,991,000	17.9	18.6
2005	4,653,632	1,210,379	248,700	2,035,770	8,148,481	44,057,313	18.5	18.9
2006	4,720,496	1,356,240	303,891	2,401,514	8,782,141	45,457,192	19.3	19.1
2007	5,208,100	976,842	348,552	2,836,586	9,370,080	47,100,297	19.9	19.4
2008	6,477,828	1,123,232	518,254	3,477,571	11,596,885	51,696,448	22.4	19.8
2009	7,342,907	1,318,275	619,963	4,194,338	13,475,483	52,583,507	25.6	20.0

Notes and Definitions

Source: End of Year Pupil and Financial Report, Schedule 4 - Special Education Expenditures by Prototype

Special Education Expenditures

"Direct" special education expenditures include only those that can be related specifically to special education pupils.

"Other instructional" includes supervisory, textbooks and instructional equipment, guidance, and psychological services.

"Mass. Public Schools and Collaboratives" includes other public school districts, collaboratives, and charter schools.

Thru FY03, "Mass. Private and Out-of-State Schools" includes only the local share of residential programs (50 percent of the cost was paid directly to those schools by the Commonwealth). Beginning in FY04, the 50 percent reimbursement was replaced by the circuit-breaker program, which reimburses the districts directly. The tuition shown in this columns now represents 100 percent of the district cost.

Spending from state "circuit breaker" funds is included. Otherwise, spending from grants, revolving funds, or other non-appropriated revenue sources (totalling less than 4 percent of total special ed spending statewide) is excluded.

Total School Expenditures

Through FY03, "Total School Operating Budget" equals Chapter 70 actual "Net School Spending". Beginning in FY04, circuit-breaker revenues are added to the net school spending amount because the circuit-breaker program is included in the special education columns, but not in net school spending.

Operating budget includes municipal indirect spending for schools but excludes capital expenditures and transportation.

Other than circuitbreaker spending, operating budget does not include expenditures from grants, revolving funds, or other non-appropriated revenue sources.

## Teacher Compensation Information

Nearly 80% of the school department's financial resources pay for the salaries and wages of the 1,000 employees who deliver services to educate and support the 6,000 students educated in Shrewsbury. Below is information describing the compensation plans and schedules. Nearly all employees are covered under a collective bargaining agreement. The only employees not covered by a collective bargaining agreement are central office administrators and building principals (15); secretaries (32); technology support (8); before and after school program staff (43); and substitute teachers. The two largest bargaining units are the Shrewsbury Education Association (477 employees) and the Shrewsbury Paraprofessional Association (254 employees).

### ***Shrewsbury Education Association (SEA) Collective Bargaining Agreement***

The Shrewsbury Education Association represents classroom teachers, counselors, psychologists, department directors, special education teachers and therapists, media specialists and nurses. The SEA represents 477 individual employees.

While collective bargaining agreements are negotiated at the local level by the union and the school committee, the methodology for teacher compensation throughout the state is primarily based on two factors:

1) Educational degree level and, 2) years of teaching experience.

Educational degree level: Teacher contracts will have various "degree lanes" to place a teacher on: Bachelor's degree and master's degree are universal, plus most contracts will have additional "degree lanes". Locally, the most common "degree lanes" are:

Bachelor's Degree\*

Bachelor's Degree plus 15 graduate credits (towards master's degree)\*

Master's Degree\*

Master's Degree plus 15 graduate credits\*

Master's Degree plus 30 graduate credits\*

Master's Degree plus 45 graduate credits\*

Master's Degree plus 60 graduate credits\*

2 Master's Degrees

Certificate of Advanced Graduate Studies (CAGS)

Doctorate Degree

\*Represents "degree lanes" in Shrewsbury contract (note the "Master's Degree plus 60 credits" includes a teacher with 2 Master's, or CAGS, or Doctorate.)



Degree lane distribution in Shrewsbury as of March, 2011:

Degree	Bachelor	B+15	Master's	M+15	M+30	M+45	M+60
Staff %	11%	6%	30%	20%	12%	6%	15%

Years of teaching experience is represented by "steps". The number of steps in a contract is negotiated between the union and the school committee. In the local area, 12 steps is the most common. Note, steps are built into the wage and salary scales of almost all public sector employment at the local and state level, including school departments and municipal departments. However, the number of steps in a teacher salary schedule generally consists of many more steps than a "municipal-side" salary schedule as well as other non-teacher salary schedules in the school department.

In Shrewsbury, for example:

- Teachers – 12 steps
- Paraprofessionals - 5/6 steps
- School Secretaries - 5 steps
- Principals/Central Office Administrators - 0 steps
- Department Heads – Municipal Government – 5 steps
- Municipal Government secretaries – 5 steps
- Police/Fire – 5 steps

A teacher with no previous teaching experience is generally hired at step 1 at the appropriate degree level. In almost every school a newly hired teacher with teaching experience in another public school district is provided credit on the salary scale for the previous teaching experience. Example: teacher who comes to Shrewsbury with a master's degree and 5 years of teaching in another public school would be placed on step 6 of the master's degree salary schedule for the first year in Shrewsbury.

With each year of experience the teacher advances a step on the salary scale until the teacher reaches the top step. The percent increases for steps average 3.7%, exclusive of the step increase from step 11 to step 12, which is 12%.

In most years the teacher salary scale is adjusted upwards by a negotiated "Cost of Living Adjustment" (COLA), which is part of the overall negotiations process. In generally good economic times the COLA increases in Massachusetts vary between 3% and 5%. The percent of the COLA increase is also impacted by changes in other terms and conditions of the union contract (language changes that impact working conditions, health insurance contribution rates, etc.).

A teacher who is not a maximum step receives both a step increase and the associated cost of living increase each year. Once a teacher is a top step any pay increase is reflected only in the negotiated cost of living increase.

History of Shrewsbury teacher contract settlements over the past 13 years:  
 (chart reflects duration of contracts, general wage increase (COLA), and  
 changes in step schedule.

	Duration	# Steps	% COLA
<b>2000-2003</b>	<b>3 years</b>		
Year 1 2000/2001		20	3%
Year 2 2001/2002		18	4%
Year 3 2002/2003		16	4%
<b>2003-2006</b>	<b>3 years</b>		
Year 1 2003/2004		16	3%
Year 2 2004/2005		15	3%
Year 3 2005/2006		14/13	3%
<b>2006-2009</b>	<b>3 years</b>		
Year 1 2006/2007		13	2%*
Year 2 2007/2008		13	2.5%
Year 3 2008/2009		12	3.5%
<b>2009/2010</b>	<b>1 year</b>	12	0**
<b>2010-2013</b>	<b>3 years</b>		
Year 1 2010/2011		12	0***
Year 2 2011/2012		12	1.0%
Year 3 2012/2013		12	2.75%****

\* In 2006/07 teachers received a 2% COLA but there were no step increases.

\*\* In 2009/10 there was no COLA and step increases were deferred until mid-year; the top step was adjusted upwards by 2%, but it was effective mid-year. Net increase for those at top step was 1.0%.

\*\*\* In 2010/11 there was no COLA and step increases were deferred until mid-year; the top step was adjusted by \$500 and those at top step also received a one-time payment of \$386 (the \$386 is not reflected in the base salary for any future increases)

\*\*\*\* In 2012/13 the teacher work year will also increase by two days

Also included in this report are the following:

- Chart illustrating the step and educational degree distribution for Shrewsbury Education Association staff in effect as of March, 2011
- Salary schedule for the Shrewsbury Education Association for the 2011-2012 year; the chart also reflects the percentage increases between steps
- Four-year teacher salary illustration -three pages of examples of actual teacher salary increases from 2008 to the upcoming 2011-2012 year.

### **Health Insurance**

The teachers in Shrewsbury, along with other school department and municipal employees and retirees have agreed to substantial changes in the health insurance program over the past six years. These changes have resulted in increased premium and out-of-pocket costs to employees. While health insurance remains a major cost concern for the town, the amount of funds allocated for health insurance to both active and retired school department employees is \$717 below the state average (based on FY 2010 actual numbers) when calculated on a per pupil basis. More specifically, among the seven Assabet Valley Collaborative districts (Shrewsbury, Westborough, Northborough/Southborough, Berlin/Boylston, Marlborough, Hudson, Maynard), Shrewsbury has the lowest amount of funds allocated on a per pupil basis for health insurance costs. Among twenty-five central Massachusetts school districts only Clinton and Grafton have a lower per pupil allocation than Shrewsbury for health insurance costs.

SHREWSBURY PUBLIC SCHOOLS

STEP GRADE DISTRIBUTION FOR 2010-2011  
AS OF MARCH 2011

GRADE /STEP	B	B+15	M	M+15	M+30	M+45	M+60	TOTAL
1	1	0	0	0	0	0	0	1
2	4	0	4	0	0	0	0	8
3	3	0.4	6	2	0	0	0.6	12
4	3	7	10.1	2	0	0	0.6	22.7
5	5.9	5	21.6	15	9	1	1	58.5
6	1	4	7.8	1	3	0	2	18.8
7	1	4	8	6	0	0	1	20
8	2	1	9	4.6	3	2.6	0	22.2
9	1	0	5.2	7.6	5	0	1	19.8
10	3	1	13	3	2.1	0	2	24.1
11	2	2	9	15.7	7	4	7.6	47.3
12	19.7	2.6	35.3	31	23.3	17	50	178.9
Total	46.6	27	129	87.9	52.4	24.6	65.8	433.3
%	10.8%	6.2%	29.8%	20.3%	12.1%	5.7%	15.2%	100.0%

**SHREWSBURY PUBLIC SCHOOLS  
2011-2012 STEP DIFFERENCE**

Step	M+15	% Difference
1	\$48,145	
2	\$49,719	3.3%
3	\$51,135	2.8%
4	\$52,551	2.8%
5	\$53,810	2.4%
6	\$56,012	4.1%
7	\$58,908	5.2%
8	\$61,677	4.7%
9	\$63,722	3.3%
10	\$67,497	5.9%
11	\$69,386	2.8%
12	\$77,835	12.2%
<b>Average:</b>	<b>Without</b>	<b>4.5%</b>
	<b>Step 12</b>	<b>3.7%</b>

Step	M	%
1	\$46,415	
2	\$47,987	3.4%
3	\$48,932	2.0%
4	\$50,505	3.2%
5	\$51,920	2.8%
6	\$54,124	4.2%
7	\$57,428	6.1%
8	\$59,317	3.3%
9	\$61,833	4.2%
10	\$65,924	6.6%
11	\$67,655	2.6%
12	\$75,415	11.5%
<b>Average:</b>	<b>Without</b>	<b>4.5%</b>
	<b>Step 12</b>	<b>3.8%</b>

Step	B+15	%
1	\$43,802	
2	\$45,076	2.9%
3	\$46,571	3.3%
4	\$47,987	3.0%
5	\$49,403	3.0%
6	\$51,606	4.5%
7	\$54,752	6.1%
8	\$56,957	4.0%
9	\$59,001	3.6%
10	\$62,620	6.1%
11	\$64,823	3.5%
12	\$73,021	12.6%
<b>Average:</b>	<b>Without</b>	<b>4.8%</b>
	<b>Step 12</b>	<b>4.0%</b>

Step	B	%
1	\$41,851	
2	\$43,266	3.4%
3	\$44,684	3.3%
4	\$46,100	3.2%
5	\$47,517	3.1%
6	\$49,561	4.3%
7	\$53,180	7.3%
8	\$55,225	3.8%
9	\$57,271	3.7%
10	\$61,047	6.6%
11	\$63,093	3.4%
12	\$71,094	12.7%
<b>Average:</b>	<b>Without</b>	<b>5.0%</b>
	<b>Step 12</b>	<b>4.2%</b>

Step	M+60	%
1	\$53,652	
2	\$55,225	2.9%
3	\$56,483	2.3%
4	\$57,743	2.2%
5	\$59,158	2.5%
6	\$61,361	3.7%
7	\$64,665	5.4%
8	\$66,869	3.4%
9	\$68,914	3.1%
10	\$72,375	5.0%
11	\$75,208	3.9%
12	\$83,452	11.0%
<b>Average:</b>	<b>Without</b>	<b>4.1%</b>
	<b>Step 12</b>	<b>3.4%</b>

Step	M+45	%
1	\$51,764	
2	\$53,339	3.0%
3	\$54,911	2.9%
4	\$56,169	2.3%
5	\$57,586	2.5%
6	\$59,632	3.6%
7	\$63,093	5.8%
8	\$65,137	3.2%
9	\$67,341	3.4%
10	\$70,487	4.7%
11	\$73,162	3.8%
12	\$81,527	11.4%
<b>Average:</b>	<b>Without</b>	<b>4.2%</b>
	<b>Step 12</b>	<b>3.5%</b>

Step	M+30	%
1	\$50,034	
2	\$51,606	3.1%
3	\$53,023	2.7%
4	\$54,440	2.7%
5	\$55,697	2.3%
6	\$57,899	4.0%
7	\$61,204	5.7%
8	\$63,564	3.9%
9	\$65,610	3.2%
10	\$69,228	5.5%
11	\$71,432	3.2%
12	\$80,564	12.8%
<b>Average:</b>	<b>Without</b>	<b>4.5%</b>
	<b>Step 12</b>	<b>3.6%</b>

Average of steps: 4.5%  
Average of steps without 12: 3.7%

**PREPARED: 3/4/2011**

## Four-year Teacher Salary Illustration (2008 – 2011)

**Example A:** New teacher hired for the start of the 2008/09 school year at step 1 of the master's degree salary schedule. Assume for the following 3 years the teacher received a step increase but a 0% across the board increase for those 3 years.

Year	Degree	Step	Salary	Cumulative Salary
2008/09	Master's	1	\$ 45,955	\$ 45,955 (1 year)
2009/10	Master's	2	\$ 47,512	\$ 93,467 (2 years)
2010/11	Master's	3	\$ 48,448	\$ 141,915 (3 years)
2011/12	Master's	4	\$ 50,005	\$ 191,920 (4 years)

**Actual:** New teacher hired for the start of the 2008/09 school year at step 1 of the master's degree salary schedule. This example follows the actual salary progression based on the negotiated settlement with the Shrewsbury Education Association.

Year	Degree	Step	Salary	Cumulative Salary
2008/09	Master's	1	\$ 45,955	\$ 45,955 (1 year)
2009/10	Master's	2	\$ 46,734	\$ 92,689 (2 years)
2010/11	Master's	3	\$ 47,980	\$ 140,669 (3 years)
2011/12	Master's	4	\$ 50,505	\$ 191,174 (4 years)

*Over the 4 year period the teacher received \$746 less than she would have received if the settlement had been step increases plus a 0% increase for each year.*

**Example B** New teacher hired for the start of the 2008/09 school year at step 4 of the master's degree salary schedule. Assume for the following 3 years the teacher received a step increase but a 0% across the board increase for those 3 years.

Year	Degree	Step	Salary	Cumulative Salary
2008/09	Master's	4	\$ 50,005	\$ 50,005 (1 year)
2009/10	Master's	5	\$ 51,406	\$ 101,411 (2 years)
2010/11	Master's	6	\$ 53,588	\$ 154,999 (3 years)
2011/12	Master's	7	\$ 56,960	\$ 211,959 (4 years)

**Actual:** New teacher hired for the start of the 2008/09 school year at step 1 of the master's degree salary schedule. This example follows the actual salary progression based on the negotiated settlement with the Shrewsbury Education Association.

Year	Degree	Step	Salary	Cumulative Salary
2008/09	Master's	4	\$ 50,005	\$ 50,005 (1 year)
2009/10	Master's	5	\$ 50,206	\$ 100,211 (2 years)
2010/11	Master's	6	\$ 52,497	\$ 152,708 (3 years)
2011/12	Master's	7	\$ 57,530	\$ 210,238 (4 years)

*Over the 4 year period the teacher received \$1721 less than she would have received if the settlement had been step increases plus a 0% increase for each year.*

**Example C** New teacher hired for the start of the 2008/09 school year at step 8 of the master's degree salary schedule. Assume for the following 3 years the teacher received a step increase but a 0% across the board increase for those 3 years.

Year	Degree	Step	Salary	Cumulative Salary
2008/09	Master's	8	\$ 58,729	\$ 58,729 (1 year)
2009/10	Master's	9	\$ 61,221	\$ 119,950 (2 years)
2010/11	Master's	10	\$ 65,271	\$ 185,221 (3 years)
2011/12	Master's	11	\$ 66,985	\$ 252,206 (4 years)

Actual: New teacher hired for the start of the 2008/09 school year at step 8 of the master's degree salary schedule. This example follows the actual salary progression based on the negotiated settlement with the Shrewsbury Education Association.

Year	Degree	Step	Salary	Cumulative Salary
2008/09	Master's	8	\$ 58,729	\$ 58,729 (1 year)
2009/10	Master's	9	\$ 59,975	\$ 118,704 (2 years)
2010/11	Master's	10	\$ 63,246	\$ 181,950 (3 years)
2011/12	Master's	11	\$ 67,655	\$ 249,605 (4 years)

*Over the 4 year period the teacher received \$ 2,601 less than she would have received if the settlement had been step increases plus a 0% increase for each year.*

**Example D** New teacher hired for the start of the 2008/09 school year at step 9 of the master's degree salary schedule. Assume for the following 3 years the teacher received a step increase but a 0% across the board increase for those 3 years.

Year	Degree	Step	Salary	Cumulative Salary
2008/09	Master's	9	\$ 61,221	\$ 61,221 (1 year)
2009/10	Master's	10	\$ 65,271	\$ 126,492 (2 years)
2010/11	Master's	11	\$ 66,985	\$ 193,477 (3 years)
2011/12	Master's	12	\$ 72,714	\$ 266,191 (4 years)

Actual: New teacher hired for the start of the 2008/09 school year at step 9 of the master's degree salary schedule. This example follows the actual salary progression based on the negotiated settlement with the Shrewsbury Education Association.

Year	Degree	Step	Salary	Cumulative Salary
2008/09	Master's	9	\$ 61,221	\$ 61,221 (1 year)
2009/10	Master's	10	\$ 63,246	\$ 124,467 (2 years)
2010/11	Master's	11	\$ 66,128	\$ 190,595 (3 years)
2011/12	Master's	12	\$ 75,415	\$ 266,010 (4 years)

*Over the 4 year period the teacher received \$ 181 less than she would have received if the settlement had been step increases plus a 0% increase for each year.*

**Example E** Veteran teacher for the start of the 2008/09 school year at maximum step of the master's degree salary schedule. Assume for the following 3 years the teacher received a 0% across the board increase for those 3 years.

Year	Degree	Step	Salary	Cumulative Salary
2008/09	Master's	13	\$ 72,714	\$ 72,714 (1 year)
2009/10	Master's	13	\$ 72,714	\$ 145,428 (2 years)
2010/11	Master's	11	\$ 72,714	\$ 218,142 (3 years)
2011/12	Master's	12	\$ 72,714	\$ 290,856 (4 years)

Actual: Veteran teacher for the start of the 2008/09 school year at maximum step of the master's degree salary schedule. This example follows the actual salary progression based on the negotiated settlement with the Shrewsbury Education Association.

Year	Degree	Step	Salary	Cumulative Salary
2008/09	Master's	13	\$ 72,714	\$ 72,712 (1 year)
2009/10	Master's	13	\$ 73,441	\$ 146,155 (2 years)
2010/11	Master's	12	\$ 75,054	\$ 221,209 (3 years)
2011/12	Master's	12	\$ 75,415	\$ 296,624 (4 years)

***Over the 4 year period the teacher received \$5768 (2%) more than she would have received if the settlement had been a 0% increase for each year. The average increase for 3 years is 0.67%***

Maximum step summary: 2008/09 step 13 was part of the regular contract that expired in August 2009; 2009/10: top step was adjusted upwards by 2%, effective mid-year: net result is 1% increase for teachers at max; 2010/11: top step adjusted upwards \$500 and a flat payment of \$386 made mid-year (\$386 not reflected in base); 2011/12: 1% across the board.

### **Teacher Jobs Saved FY 2011**

2010/11: Even though there was no money budgeted for an across the board settlement with the SEA, the negotiated settlement allowed the School Committee to utilize the money budgeted for full year step increases to fund the actual settlement and save 4 teaching positions (1 Physical Education at the high school; 3 Elementary Classroom teachers (1 each at Coolidge, Floral, Spring St).

### **Teacher Jobs Saved FY 2010**

2009/10: The negotiated settlement with the SEA allowed the School Committee to utilize \$741,000 that had been budgeted for salary increases and use this money to save 15 teaching positions throughout the district.



**Shrewsbury Public Schools  
FY 2012 Budget**

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## Abridged Report to the School Committee: 2010 Massachusetts Comprehensive Assessment System (MCAS) and Adequate Yearly Progress (AYP) Results

### Introduction

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

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

The MCAS results from the tests of spring 2010 show that Shrewsbury students continued to demonstrate high levels of academic success. This report will provide an overview of these results, a summary of the district's ratings relative to AYP, and an explanation of how the district uses MCAS data in its ongoing efforts for continuous improvement.

### MCAS Test Information

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

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

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

General MCAS Performance Level Definitions	
PERFORMANCE LEVEL	DESCRIPTION
<b>Advanced (In Grade 3, called Proficient Plus)</b>	Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.
<b>Proficient</b>	Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.
<b>Needs Improvement</b>	Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.
<b>Warning (In Grade 10, called Failing)</b>	Students at this level demonstrate little or no understanding of the subject matter and could not apply their knowledge to solve problems.

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

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

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

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

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

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

This report is broken down into three main sections, each providing information and data related to 2010 MCAS testing results. The first section focuses on performance results, how Shrewsbury students performed in terms of achievement scoring. The second section

concerns student growth. Student growth is being utilized on a full scale for the first time in Massachusetts in 2010 and provides a metric for how students 'grow' in comparison to peers with similar testing histories. Finally, the third section focuses on adequate yearly progress.

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

## **Performance Results – English Language Arts**

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

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

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

#### **Summary**

District-wide performance in English language arts was strong in 2010. Out of the seven grades participating in MCAS testing, four grades demonstrated an increase in the percentage of students scoring in the advanced and proficient categories. Among the remaining three grade levels, one (Grade 8) maintained their level of performance in terms of percentage of students scoring in advanced and proficient categories. Grade 5 and Grade 10 showed a slight decrease in the percentage of students scoring in the advanced and proficient categories (-3% Grade 5, -1% Grade 10).

### **2. Combined Performance in Advanced/Proficient Categories**

#### **Summary**

Looking at the five-year trends in percentage of students scoring in the advanced and proficient categories, five out of seven grade levels have maintained a high, yet stable, percentage of students scoring in these two highest categories in ELA. Two grade levels have made significant growth over the past five years. Grade 4 ELA has increased 14 percentage points and grade 7 has increased by 10 percentage points over the past five years.

### Achievement Comparison - ELA

Grade and Subject	Shrewsbury % Adv/Pro. 2006	Shrewsbury % Adv/Pro. 2007	Shrewsbury % Adv/Pro. 2008	Shrewsbury % Adv/Pro. 2009	Shrewsbury % Adv/Pro. 2010	% Change 09-10	State Avg. 2010 %Adv/Pro.
Grade 3 ELA	78	76	76	79	81	+2	53
Grade 4 ELA	70	81	74	80	84	+4	54
Grade 5 ELA	75	80	80	81	78	-3	63
Grade 6 ELA	83	83	85	86	87	1	69
Grade 7 ELA	79	86	87	86	89	+3	72
Grade 8 ELA	91	90	89	91	91	0	78
Grade 10 ELA	90	92	93	91	90	-1	78

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

#### **Summary**

In ELA the change in the percentage of students scoring in the advanced category was mixed. Four grade levels saw a decrease in the percentage of students scoring in the advanced category with a range of 3 to 8 percent. The percentage of students scoring in the advanced category increased in three grade levels with a range of 2 to 7 percent.

Test	% of students Advanced 2006	% of students Advanced 2007	% of students Advanced 2008	% of students Advanced 2009	% of students Advanced 2010	% Change 09-10
Gr 3 ELA	34	25	28	26	33	+7
Gr 4 ELA	14	30	20	36	38	+2
Gr 5 ELA	28	27	22	36	33	-3
Gr 6 ELA	18	16	26	38	30	-8
Gr 7 ELA	15	17	24	26	32	+6
Gr 8 ELA	27	22	24	36	32	-4
Gr 10 ELA	47	48	50	53	47	-6

## 4. District Subgroup Performance – ELA

### Summary

NCLB subgroup performance in ELA remained largely stable in 2010. Significant growth was demonstrated by the African American/Black subgroup with an increase of 15% of students scoring in the advanced and proficient categories.

AYP Subgroup (2010)	Shrewsbury % Adv/Pro 2009	Shrewsbury % Adv/Pro 2010	% Change 09-10	State Avg. %Adv/Pro 2010
<b>All Students (3,156)</b>	85	86	+1	68
Stud. w/Disab. (549)	48	48	0	28
LEP/FLEP (160)	60	60	0	32
Low-Income (432)	68	68	0	47
African Am/Black (49)	84	69	-15	47
Asian (368)	92	88	-4	75
Hispanic/Latino (132)	73	74	+1	43
White (2,446)	85	88	+3	76

## Performance Results – Math

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

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

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

#### Summary

The performance in mathematics demonstrated a high level of improvement overall. The five year trends show very significant increases in a number of area, including a 52% increase in the percentage of scoring advanced in grade three and a 23% increase in both grade five and grade six. Grade eight continues to include our highest percentage of students not scoring in the proficient or advanced categories (24% in 2010). This test is considered one of the most challenging in this regard across the state with a state average of 49% of students not reaching proficiency.

<b>Grade 3 Mathematics</b>				
	Advanced	Proficient	Needs Improvement	Warning
2006	7	63	23	7
2007	37	44	13	6
2008	47	32	15	6
2009	45	39	12	5
<b>2010</b>	<b>59</b>	<b>29</b>	<b>9</b>	<b>4</b>

<b>Grade 4 Mathematics</b>				
	Advanced	Proficient	Needs Improvement	Warning
2006	27	33	32	6
2007	28	39	28	6
2008	48	32	16	3
2009	37	37	22	4
<b>2010</b>	<b>45</b>	<b>36</b>	<b>15</b>	<b>4</b>

<b>Grade 5 Mathematics</b>				
	Advanced	Proficient	Needs Improvement	Warning
2006	23	30	29	17
2007	38	35	20	7
2008	42	32	19	7
2009	43	33	16	8
<b>2010</b>	<b>46</b>	<b>30</b>	<b>16</b>	<b>8</b>

<b>Grade 6 Mathematics</b>				
	Advanced	Proficient	Needs Improvement	Warning
2006	35	32	22	9
2007	37	33	21	9
2008	48	35	12	6
2009	48	34	13	5
<b>2010</b>	<b>58</b>	<b>27</b>	<b>9</b>	<b>6</b>

<b>Grade 7 Mathematics</b>				
	Advanced	Proficient	Needs Improvement	Warning
2006	20	35	27	16
2007	34	37	20	9
2008	30	36	24	9
<b>2009</b>	<b>38</b>	<b>37</b>	<b>16</b>	<b>9</b>
<b>2010</b>	<b>36</b>	<b>46</b>	<b>11</b>	<b>7</b>

<b>Grade 8 Mathematics</b>				
	Advanced	Proficient	Needs Improvement	Warning
2006	23	32	32	10
2007	27	36	24	13
2008	36	32	20	12
2009	39	29	21	10
<b>2010</b>	<b>46</b>	<b>29</b>	<b>18</b>	<b>6</b>

<b>Grade 10 Mathematics</b>				
	Advanced	Proficient	Needs Improvement	Failing
2006	63	27	8	2
2007	64	25	10	2
2008	60	30	7	2
2009	65	23	8	5
<b>2010</b>	<b>69</b>	<b>19</b>	<b>9</b>	<b>3</b>



## 2. Combined Performance in Advanced/Proficient Categories

### Summary

A number of strengths were demonstrated in terms of the percentages of students scoring in the advanced and proficient categories in Math. Five out of the seven grades participating in the testing demonstrated an increase with a range of four to seven percent. Looking at the five-year history, significant gains can be seen at every grade level. For grades three through eight, the average increase in percentage of students scoring advanced or proficient since 2006 is over twenty percent. Tenth grade scoring shows a very stable and very high percentage of students in the advanced and proficient categories over the past five years.

Grade and Subject	Shrewsbury % Adv/Pro. 2006	Shrewsbury % Adv/Pro. 2007	Shrewsbury % Adv/Pro. 2008	Shrewsbury % Adv/Pro. 2009	Shrewsbury % Adv/Pro. 2010	% Change 09-10	State Avg. 2010 %Adv/Pro
Grade 3 Math	70	81	79	84	88	+4	65
Grade 4 Math	60	67	80	74	81	+7	48
Grade 5 Math	53	73	74	76	76	0	55
Grade 6 Math	67	70	83	82	85	+3	59
Grade 7 Math	55	71	66	75	82	+7	53
Grade 8 Math	56	63	68	68	75	+7	51
Grade 10 Math	89	89	90	88	88	0	75

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

There were gains in terms of the percentage of students scoring in the advanced category on the 2009 Math MCAS test. Out of the seven grade levels tested, one test resulted in 0% growth, two showed decreases (2% and 11%) and four grade levels demonstrated growth ranging from 1 to 8% improvement.

Test	% of students Advanced 2006	% of students Advanced 2007	% of students Advanced 2008	% of students Advanced 2009	% of students Advanced 2010	% Change 09-10
Gr 3 Math	7	37	47	45	59	+14
Gr 4 Math	27	28	48	37	45	+8
Gr 5 Math	23	38	42	43	46	+3
Gr 6 Math	35	37	48	48	58	+10
Gr 7 Math	20	34	30	38	36	-2
Gr 8 Math	23	27	36	39	46	+7
Gr 10 Math	62	64	50	65	69	+4

## 4. District Subgroup Performance – Mathematics

### Summary

NCLB subgroup performance in math was very strong in 2010, exceeding the state averages by a wide margin and improving in six out of seven categories with one subgroup remaining stable.

AYP Subgroup (2010)	Shrewsbury %Adv/Pro 2009	Shrewsbury %Adv/Pro 2010	%Change 09-10	State Avg %Adv/Pro 2010
<b>All Students (3,161)</b>	78	82	+4	58
Stud. w/Disab. (532)	35	41	+6	21
LEP/FLEP (161)	57	64	+7	31
Low-Income (432)	52	64	+12	37
African Am/Black (71)	62	63	+1	35
Asian (368)	93	93	0	75
Hispanic/Latino (133)	58	63	+5	34
White (2,451)	77	82	+5	64

## Performance Results – Science & Technology

This is the third year for state reporting of data for the high school tests in this subject, which are now part of the graduation requirement that started with the Class of 2010. Due to the fact that science and technology is only tested in grades 5,8, and 9/10 there is no growth data produced for this testing area. Aggregate subgroup data is also not provided by DESE.

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

#### Summary

Steady growth has been seen over the past five years in the area of science & technology. The most significant growth has been recorded in grade five with an increase of 19 percent of students scoring in the advanced and proficient categories since 2006. Science & technology has been tested at the high school level for the past three years only. In that time there has already been a ten percent increase in the number of students scoring in the advanced category. Grade eight shows that 39% of students are not yet scoring in the advanced or proficient category, while this is an area that needs further analysis and focus, this test is considered the most challenging in the state and has the highest percentage of students not reaching proficiency (60%).

<b>Grade 5 Science &amp; Technology</b>				
	Advanced	Proficient	Needs Improvement	Warning
2006	20	40	37	3
2007	25	47	22	5
2008	42	39	16	2
2009	36	38	22	4
<b>2010</b>	<b>36</b>	<b>43</b>	<b>17</b>	<b>4</b>

<b>Grade 8 Science &amp; Technology</b>				
	Advanced	Proficient	Needs Improvement	Warning
2006	12	40	37	7
2007	5	35	47	12
2008	7	52	33	8
2009	11	49	32	8
<b>2010</b>	<b>13</b>	<b>49</b>	<b>33</b>	<b>6</b>

<b>Grade 9 &amp; 10 Science</b>				
	Advanced	Proficient	Needs Improvement	Warning
2006	N/A	N/A	N/A	N/A
2007	N/A	N/A	N/A	N/A
2008	25	52	21	2
2009	43	37	10	10
<b>2010</b>	<b>35</b>	<b>46</b>	<b>17</b>	<b>2</b>

## 2. Combined Performance in Advanced/Proficient Categories

### Summary

The percentage of students scoring in the advanced and proficient categories in science and technology has increased steadily over the past five years. In comparison to 2009, all three grade levels tested showed an increase.

Grade and Subject	Shrewsbury % Advanced /Proficient 2006	Shrewsbury % Advanced /Proficient 2007	Shrewsbury % Advanced /Proficient 2008	Shrewsbury % Advanced /Proficient 2009	Shrewsbury % Advanced /Proficient 2010	% Change from 09-10	State Avg. 2010 %Adv/Pro.
Grade 5 Science/Tech	60	72	81	74	79	+5	63
Grade 8 Science/Tech	52	40	59	60	62	+2	40
Grade 10 Science/Tech	N/A	N/A	73.5	78	81	+3	65

## Growth Model Results

Due to the fact that growth model results are new, I have provided information about this new system of measurement. Following this introduction is a breakdown of results for ELA and mathematics.

### Introduction

In the past, MCAS result have been provided in absolute measures and provided insight into how individual students, as well as groups of students, perform in terms of state curriculum standards. Attempting to quantify individual and cohort growth based on traditional MCAS data has been highly speculative. Massachusetts has begun utilizing a growth model system to measure growth, last year this metric was piloted and this year it will be fully implemented.

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

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

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

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

## Individual Student Examples

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

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

## Aggregate Growth Percentiles

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

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

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

## Growth Model Results - ELA

### 1. Growth Comparison - ELA

#### Summary

The overall student growth percentile medians for the district, and individual grade levels, is very high in ELA. The one-year trend for district-wide student growth percentiles in ELA tracked downward in all but two grade levels. While changes of one to ten percent are considered insignificant, it bears watching as a trend and will require more in-depth analysis.

Grade and Subject	Shrewsbury Median Student Growth Percentile 2009	Shrewsbury Median Student Growth Percentile 2010	% Change
Grade 3 ELA	N/A	N/A	N/A
Grade 4 ELA	76	76	0
Grade 5 ELA	58	48	-10
Grade 6 ELA	63	54	-9
Grade 7 ELA	57.5	64	+6.5
Grade 8 ELA	66	56	-10
Grade 10 ELA	62	56	-6
All Grades ELA	64	59	-5

### 2. District Subgroup Growth – ELA

#### Summary

District-wide growth among NCLB subgroups between 2009 and 2010 indicate a fairly level performance in ELA. Each subgroup aggregate growth percentile change exceeded the percentage change of the aggregate total student population in Shrewsbury.

AYP Subgroup	Shrewsbury Median Student Growth Percentile 2009	Shrewsbury Median Student Growth Percentile 2010	% Change
<b>All Students</b>	64	59	-5
Stud. w/Disab. (549)	40	41	+1
LEP/FLEP (132)	51	51	0
Low-Income (370)	45	46	+1
African Am/Black (70)	48	46	-2
Asian (368)	60	59	-1
Hispanic/Latino (137)	46	47	+1

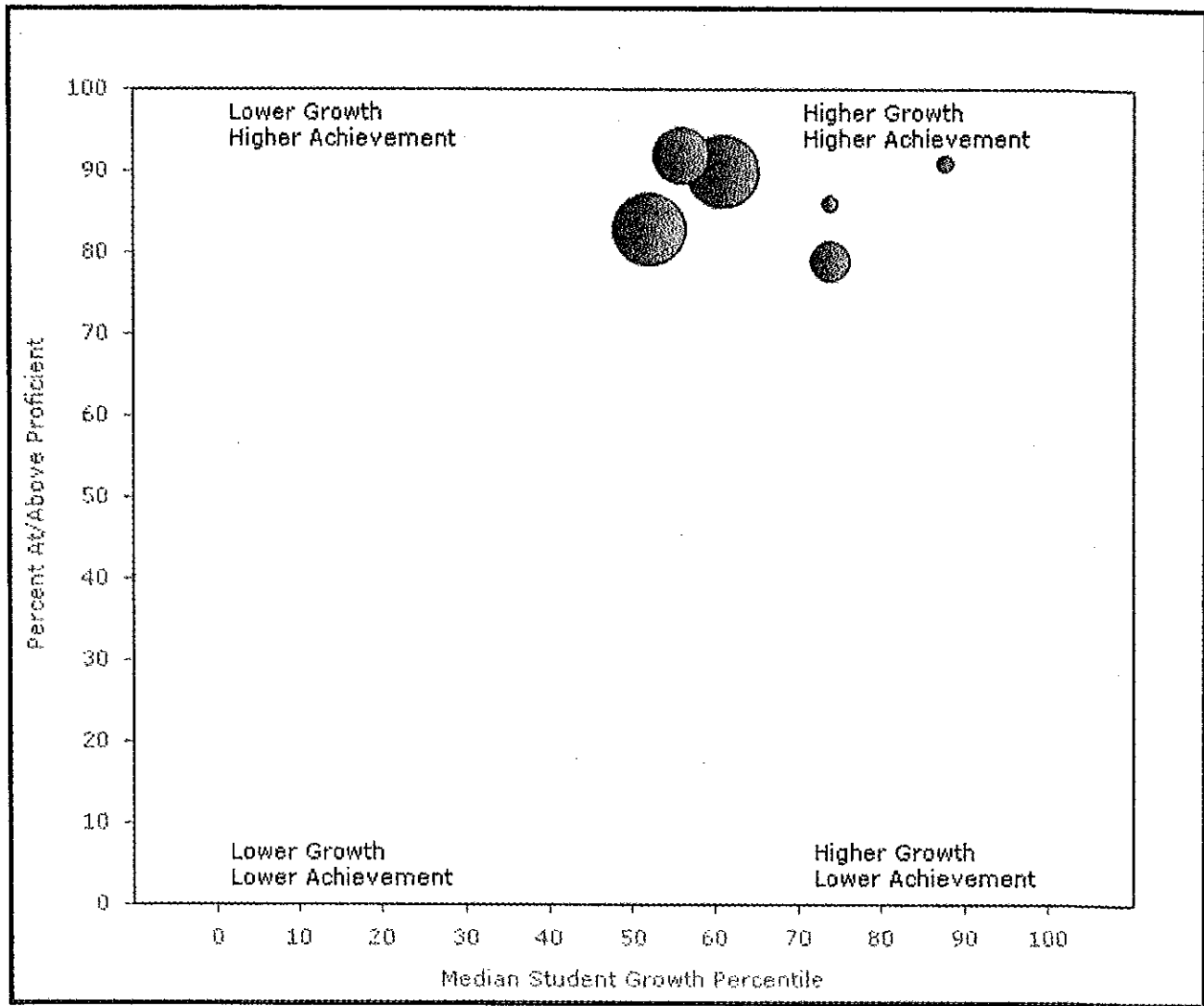
### 3. Scatter Plot - ELA

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

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

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

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



School	Median SGP	% At/Above Proficient	Included in SGP
Calvin Coolidge	74.0	70	78
Floral Street School	73.0	77	197
Oak Middle School	61.0	89	887
Sherwood Middle School	62.0	85	872
Shrewsbury Sr High	62.0	93	382
Spring Street	83.0	90	87
Walter J Paton	76.0	88	103



## Growth Model Results - Math

### 1. Growth Comparison - Mathematics

#### Summary

The district-wide growth percentiles are strong in math again this year when compared to state scores. When compared to our own growth percentiles from 2009, there has been a relatively stable trend with three grade levels increasing (range 1 to 6%), three grade levels decreasing (range -2 to -3%) and one grade level remaining stable.

Grade and Subject	Shrewsbury Median Student Growth Percentile 2009	Shrewsbury Median Student Growth Percentile 2010	% Change
Grade 3 Math	N/A	N/A	N/A
Grade 4 Math	69	67	-2
Grade 5 Math	50	53	+3
Grade 6 Math	69	66	-3
Grade 7 Math	60	66	+6
Grade 8 Math	62	59	-3
Grade 10 Math	50	51	+1
All Grades Math	60	60	0

### 2. District Subgroup Growth - Mathematics

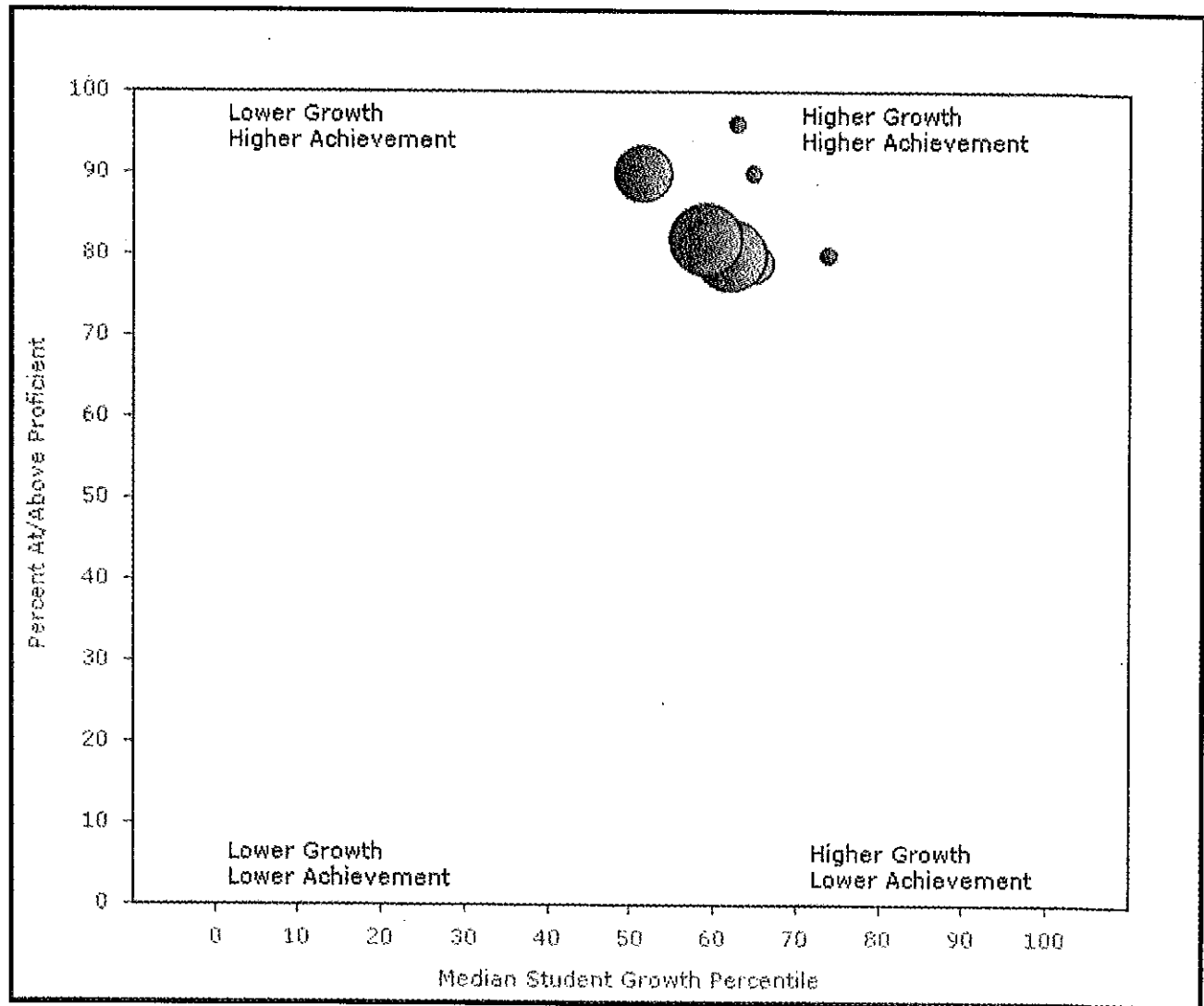
#### Summary

NCLB subgroup growth performance was mixed in 2010 with four subgroups. All subgroups exceeded the state average in 2010. Four grade levels demonstrated a decrease from 2009 with a nine percent decrease with the LEP/FLEP subgroup. Low income and Asian subgroups both demonstrated an increase in growth performance in 2010.

AYP Subgroup	Shrewsbury Median Student Growth Percentile 2009	Shrewsbury Median Student Growth Percentile 2010	% Change
<b>All Students</b>	60	59	-1
Stud. w/Disab. (552)	57	51	-6
LEP/FLEP (132)	64	55	-9
Low-Income (376)	49	54.5	+5.5
African Am/Black (71)	52	49.5	-2.5
Asian (366)	68	71	+3
Hispanic/Latino (136)	56	68	+12

### 3. Scatter Plot - Mathematics

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



School	Median SGP	% At/Above Proficient	Included in SP
Calvin Coolidge	74.0	80	83
Floral Street School	65.0	79	185
Oak Middle School	62.0	80	862
Sherwood Middle School	59.0	82	879
Shrewsbury Sr High	51.5	90	348
Spring Street	65.0	90	84
Walter J Paton	63.0	96	81

## Adequate Yearly Progress

Adequate Yearly Progress (AYP) is a measure of the extent to which a student group demonstrates proficiency in English language arts and mathematics. AYP reports are issued each year by the Department of Elementary and Secondary Education (DESE) to show the progress schools and districts are making toward the federal mandate of the No Child Left Behind law of having all students reach proficiency by the year 2014.

AYP determinations are made separately for English language arts and for mathematics. For each subject there are multiple AYP determinations - for all students ("the aggregate") and for student subgroups. Student groups for whom AYP determinations are made include students with disabilities, students with limited English proficiency, economically disadvantaged students (eligible for subsidized school lunch program), and African American/Black, Hispanic, Asian, White, and Native American students. Students are counted in each student group to which they belong, so a student may count towards the AYP determination multiple times.

AYP measures student performance against specific expectations each year. To receive an affirmative AYP determination, schools and districts must meet the MCAS participation benchmark requiring all students to be tested, an attendance or graduation benchmark, and either the DESE's *performance* target or the school or district's unique *improvement* target, which are benchmarked against the goal of proficiency for all by 2014.

Schools and districts that do not make AYP for two or more consecutive years must follow a required course of action to improve school performance. A school or district's "accountability status" defines that course of action. Accountability status designations include Improvement, Corrective Action and Restructuring.

In order to avoid being designated with one of the above labels:

- Schools must achieve AYP in both English language arts and mathematics for all student groups for two or more consecutive years.
- Districts must achieve AYP for at least one grade span in both subjects for two consecutive years. (District AYP determinations are based on three grade spans: grades 3-5, 6-8, and 9-12)

**Adequate Yearly Progress – Aggregate**

The table below illustrates **aggregate AYP status** for the district and for each school participating in MCAS testing. Performance levels are based on 2010 CPI: Very High (90 - 100); High (80 - 89.9); Moderate (70 - 79.9); Low (60 - 69.9); Very Low (40 - 59.9); and Critically Low (0 - 39.9).

	AYP for aggregate in ELA	ELA Performance	AYP for aggregate in Math	Math Performance
District	Yes	Very High	Yes	Very High
Coolidge	Yes	Very High	Yes	Very High
Floral Street	Yes	Very High	Yes	Very High
Paton	Yes	Very High	Yes	Very High
Spring Street	Yes	Very High	Yes	Very High
Sherwood	Yes	Very High	Yes	Very High
Oak	Yes	Very High	Yes	Very High
SHS	Yes	Very High	Yes	Very High

As indicated above, the district made AYP for aggregate school population, as did all seven schools listed.

**Adequate Yearly Progress – Subgroups**

The table below provides information as to the **subgroup AYP status** for the district. The DESE groups individual grade levels into grade-spans. These grade spans are grouped 3-5, 6-8, and 9-12. A three-year history of subgroup AYP, as well as identification of subgroups failing to make AYP is provided below. The district failed to make AYP in 2009 due to the fact that in the area of math, each of the individual three grade spans did not meet subgroup AYP. In 2010 one the 3-5 grades span did not make AYP in subgroups.

**English Language Arts**

Grade Spans	2008	2009	2010	2009 Subgroups not making AYP in ELA
3-5	No	No	No	Special Education & F/LEP
6-8	Yes	Yes	Yes	None
9-12	Yes	No	Yes	None

**Math**

Grade Spans	2008	2009	2010	2010 Subgroups not making AYP in Math
3-5	Yes	No	Yes	None
6-8	Yes	No	Yes	None
9-12	Yes	No	Yes	None

The table below provides information as to the **subgroup AYP status** for each individual district school participating in MCAS testing along with the identified subgroup that did not meet AYP performance and/or improvement benchmarks in 2010.

	AYP for all Subgroups in ELA	2010 Subgroups not making AYP in ELA	AYP for Subgroups in Math	2010 Subgroups not making AYP in Math
Coolidge	No	Low Income	Yes	None
Floral Street	Yes	None	Yes	None
Paton	Yes	None	Yes	None
Spring Street	Yes	None	Yes	None
Sherwood	No	LEP Special Educ. Low Income Hispanic	No	LEP Hispanic
Oak	Yes	None	Yes	None
SHS	No	Special Educ.	Yes	None

## **Adequate Yearly Progress**

### **Summary**

Coolidge Elementary School and Sherwood Middle School did not meet AYP in 2010, not because of their overall performance (which was quite strong, as it was at all of our schools), but rather because of the performance of segments of their student population. Floral Street School did meet AYP in 2010, but under NCLB regulations is still considered a school in need of improvement until it meets AYP for two consecutive years.

It should be noted that only when a subgroup reaches a size of forty or more the state's accountability mechanism is activated, which is not the case at the other elementary schools, which, in some cases, might have similar designations if their groups were larger. Further, the AYP benchmarks continue to rise, which has resulted in over 57% of all Massachusetts schools now being sanctioned in some form through NCLB. While the district and the schools involved are taking this situation seriously and are redoubling efforts to improve, it is with the knowledge that, by a host of measures, Floral Street School, Coolidge and Sherwood Middle School, like their Shrewsbury counterparts, are outstanding schools. It would be unwise to overreact to these designations given this context.

### **Floral Street School**

Floral Street School's special education subgroup missed its performance and improvement target for English language arts for the second consecutive year in 2008. This resulted in Floral Street School being designated by the DESE as a school in "Improvement Year 1" status last year. In 2009 Floral Street School's special education subgroup made AYP in English language arts, yet its low-income subgroup did not. Despite the fact that these two subgroups are different, the DESE considered 2009 as the third year that Floral Street School did not make AYP for subgroups. As a school in its third year of not making AYP for subgroups, it is placed in "Improvement Year 2" status. To have that status removed, Floral Street School must make adequate yearly progress in all areas for two consecutive years and has done so in 2010.

Due to the fact that Floral Street School receives Title I services, this designation requires school choice to be provided to Floral Street School families within the district (where space is available). It also requires that supplemental educational services in the form of tutoring be offered to all Floral Street School families that qualify for the federal free and reduced lunch program and that 10% of its Title I funding for professional development related to the area of need.

### **Coolidge School**

Coolidge School did not make AYP for subgroups in 2009. White students failed to meet their targeted performance and improvement CPI benchmarks in the area of English language arts. In 2010 White students made AYP, however the low-income subgroup missed its English Language Arts CPI target by .3 out of a 100 point scale and therefore did not make AYP for subgroups. Like Floral Street School's situation last year, despite the fact that these two subgroups are different, the DESE considers 2010 as the second year that Coolidge Elementary School did not make AYP for subgroups.

Like Floral Street School, Coolidge receives Title I services and therefore designation requires school choice to be provided to Coolidge Elementary School families within the district (where space is available).

### **Sherwood Middle School**

In 2008, Sherwood Middle School made AYP for all subgroups, thereby 'coming off' of the list of schools in need of improvement. In 2009 Sherwood Middle School did not make AYP for their special education subgroup in ELA and did not make AYP in math for their special education and low-income subgroups. In 2010 Sherwood Middle School did not meet AYP for the subgroups; LEP, Special Education, Low income, and Hispanic in the area of English Language Arts and LEP and Hispanic subgroups in mathematics. Since this is the second consecutive year in which a subgroup did not make AYP, Sherwood is identified as a school in 'improvement year 1 – subgroups.'

### **Summary of 2010 MCAS Results and Action Steps**

The MCAS and AYP results from 2010 indicate that Shrewsbury remains a very high performing school district. While recent years have challenged the system due to resource limitations, several elements have contributed to this success:

- the focus on constantly improving teaching and learning through the application of "best practice" instructional strategies;
- adjustments to curriculum and materials based on previous data;
- a greater focus on intervening early and decisively when students fall behind; and
- an increased level of professional collaboration among educators in order to share effective practices and collectively solve problems.

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

professional development opportunities at the building and district level that are job embedded with consideration of opportunities provided through technology.

**Areas of focus for the coming year that are designed to have a direct impact on student performance and growth:**

- Identification and greater replication of existing best practices
- Further development and assessment of the Advanced Math Program at Sherwood Middle School
- Expansion of best practices focused on meeting the needs of advanced learners across grade levels and subject areas
- Expanding our use of identification and intervention strategies that will promptly and effectively address student needs. This continuing effort should directly impact our ability to help students move from warning and needs improvement into proficiency and advanced categories.
- Continued development of special education co-teaching model
- Increased analysis, use, and dissemination of performance and growth data to assist in guiding and modifying curriculum
- Expansion of the Shrewsbury Writing Project
- Consideration of web-based English language software to aid ELL students
- Analysis of NCLB subgroup performance and professional development designed to increase awareness and application of strategies designed to meet the needs of all learners.



# **Shrewsbury High School Testing Report**

## **Class of 2010**



**presented to the School Committee  
November 17, 2010**

**Brian Reagan, Principal  
G. Gregory Nevader, Director of Guidance**

# Shrewsbury High School Testing Report Class of 2010

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# Summary Statements

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

- Page 4      **Average Scores—1600 scale and 2400 scale (Figures 1 and 2)**
- Based on the 1600 scale, Shrewsbury's SAT scores dropped from an all-time high of 1107 to 1099. Despite the decrease, these scores remain well above the state and national averages of 1038 and 1017, respectively.
  - Based on the 2400 scale, Shrewsbury's SAT scores dropped from an all-time high of 1654 to 1638. Once again, despite the decrease, these scores remain well above the state and national averages of 1547 and 1509, respectively.
- Page 5-6      **SAT: Individual Critical Reading, Math, and Writing scores**
- Shrewsbury had a slight decrease in each section of the SATs:
    - Critical Reading decreased by 5 points. **(Figure 3)**
    - Math decreased by 3 points. **(Figure 4)**
    - Writing decreased by 8 points. **(Figure 5)**
- Page 7      **SAT: Critical Reading, Math, and Writing scores by Gender (Figure 6)**
- Consistent with state and national trends, Shrewsbury females score higher on the Writing section of the SAT while Shrewsbury males score higher on the Math section of the SAT.
  - On the Critical Reading section of the SAT, Shrewsbury females score 22 points higher than their male counterparts. On a state and national level, however, males outscore females by 7 points and 5 points, respectively.
- Page 8      **SAT: Participation Rates—Local School Districts (Figure 7)**
- All students at Shrewsbury High School are encouraged to take the SAT in preparation for college admissions. For the Class of 2010, nearly 90% of seniors took the SAT, a particularly high percentage compared to most other high schools locally, statewide, and nationally. In addition, this is a particularly high percentage for a school with an enrollment of over 1600 students.
- Page 9      **SAT: Comparison of Local School Districts (Figure 8)**
- Shrewsbury students in the Class of 2010 ranked fifth out of thirteen comparable high schools in the region.
- Pages 10-11      **SAT: Shrewsbury High School One-Year and Five-Year Comparisons (Figure 9)**
- Despite the decrease in SAT scores from the previous year, Shrewsbury has experienced a significant improvement compared to just 5 years ago, increasing 16 points in Critical Reading, 25 points in Math, and 21 points in Writing.
  - With an overall increase of 41 points over the past 5 years, Shrewsbury has made very strong gains in achievement. This impressive increase over the past 5 years ranks Shrewsbury second out of thirteen comparable high schools in the region.

## **Subject Test Scores:**

### Page 12-18 **Summary of SAT Subject Tests (Figures 11 - 17)**

- Overall, the SAT Subject Test scores of Shrewsbury students remain much stronger than the state and national averages. Individual Subject Test scores are summarized over the next several pages.
- Students taking the Biology Subject Test have an option to take the test with an emphasis on Molecular Biology or Ecological Biology. The majority of students at Shrewsbury elect to take the Molecular Biology Subject Test, and scores are at an all-time high of 707.
- Although the Chemistry score dropped by 65 points from the previous year, only 15 students from Shrewsbury took this particular test. As a result of such a small number of students taking the test, it is not uncommon for scores to fluctuate a great deal from one year to the next.

## **ACT:**

### Pages 19-20 **ACT Participation Rates and Mean Scores (Figure 18)**

- As a whole, Massachusetts has one of the lowest participation rates in the country. However, Shrewsbury has seen a significant increase in the number of students electing to take the ACT in addition to the SAT. Of the 367 students in the Class of 2010, 96 students (26%) took the ACT—nearly double the number of students who took the test the previous year.
- The average ACT score for the Shrewsbury's Class of 2010 is 24.2 (based on a scale of 1 – 36). This score is equivalent to about 1120 on the SATs.

## **Advanced Placement Exams:**

### Page 21 **Participation Rates (Figure 19)**

- Both the number of students taking AP exams and the number of AP exams administered are at all-time highs—274 students (juniors and seniors combined) and 463 exams administered.
- Forty-three percent (43%) of the students in the Class of 2010 took at least one AP exam.

### Page 22 **Average Scores—Shrewsbury High School and Nationally (Figure 20)**

- Scored on a scale of 1 – 5, the average AP Exam scores of Shrewsbury students are particularly impressive. Ten out of thirteen AP courses at Shrewsbury had an average score above 3.7—and seven out of thirteen had an average score above 4.0.
- Last year, the AP program at Shrewsbury was expanded to include AP Human Geography. It is not uncommon for scores to be lower than state and national averages during the first 2-3 years of implementing a new AP course.

Pages 22-24 **Exam Results—Shrewsbury High School**

- Most colleges award students scoring a 3 or above with college credit. The percentage of students in the Class of 2010 scoring 3 or above remains above 90%.
- Ten out of 14 AP courses offered at Shrewsbury had at least 90% of their students scoring at a 3 or above.
- Nearly half of the exams administered (45%) resulted in a score of 5—the highest possible score available. **(Figure 21)**

Page 24 **Scholars**

- Sixty-eight of the 153 seniors (44%) who took AP exams were named AP Scholars. Three students were named National Scholars, granted to students who receive an average grade of 4 on all AP exams taken **and** a grade of 4 or higher on five or more exams.

### **PSAT/NMSQT**

Page 25 **National Merit Scholarship Program**

- The number of students recognized by the National Merit Scholarship Corporation has remained constant for the past six years. Four students were named National Merit Finalists and one student from the Class of 2010 was named a Scholarship Recipient, winning a \$2500 scholarship from the National Merit Scholarship Program.

### **Final Comments**

Page 26 **Final Overview of the 2009 – 2010 School Year**

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

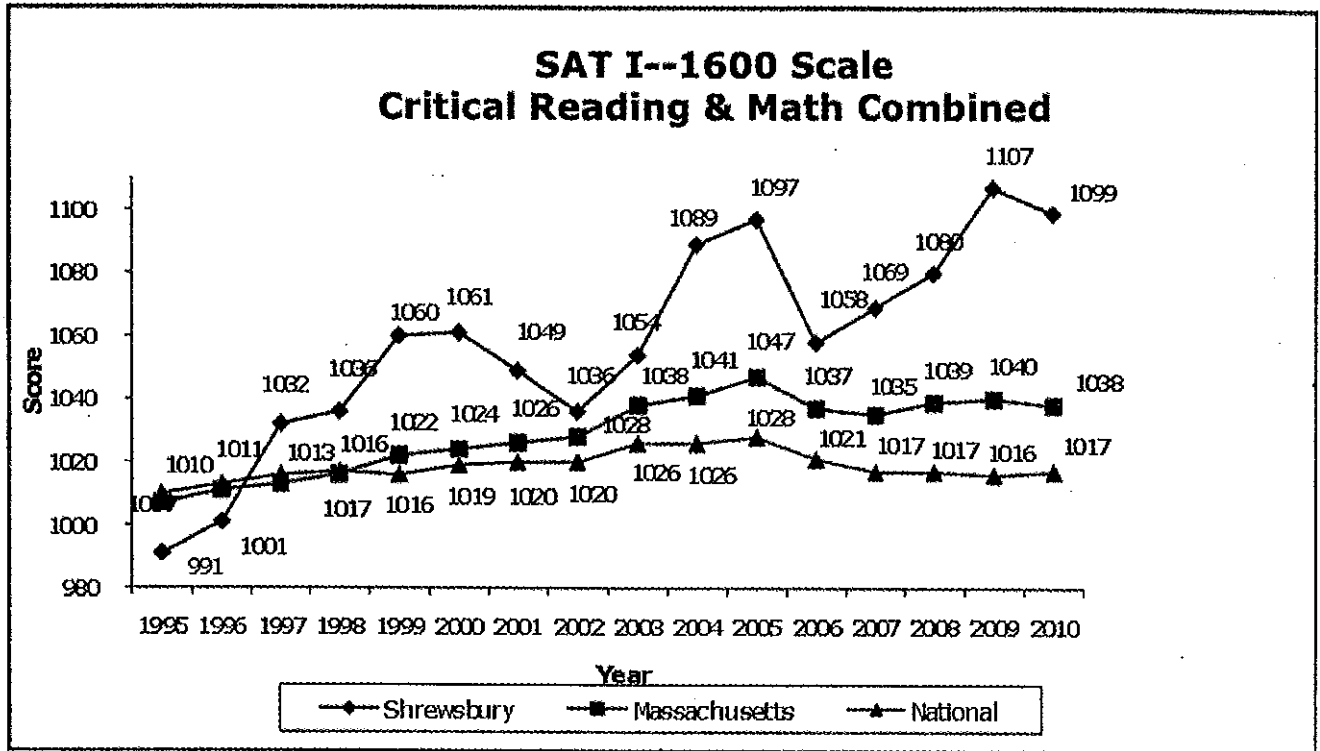


Figure 1

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

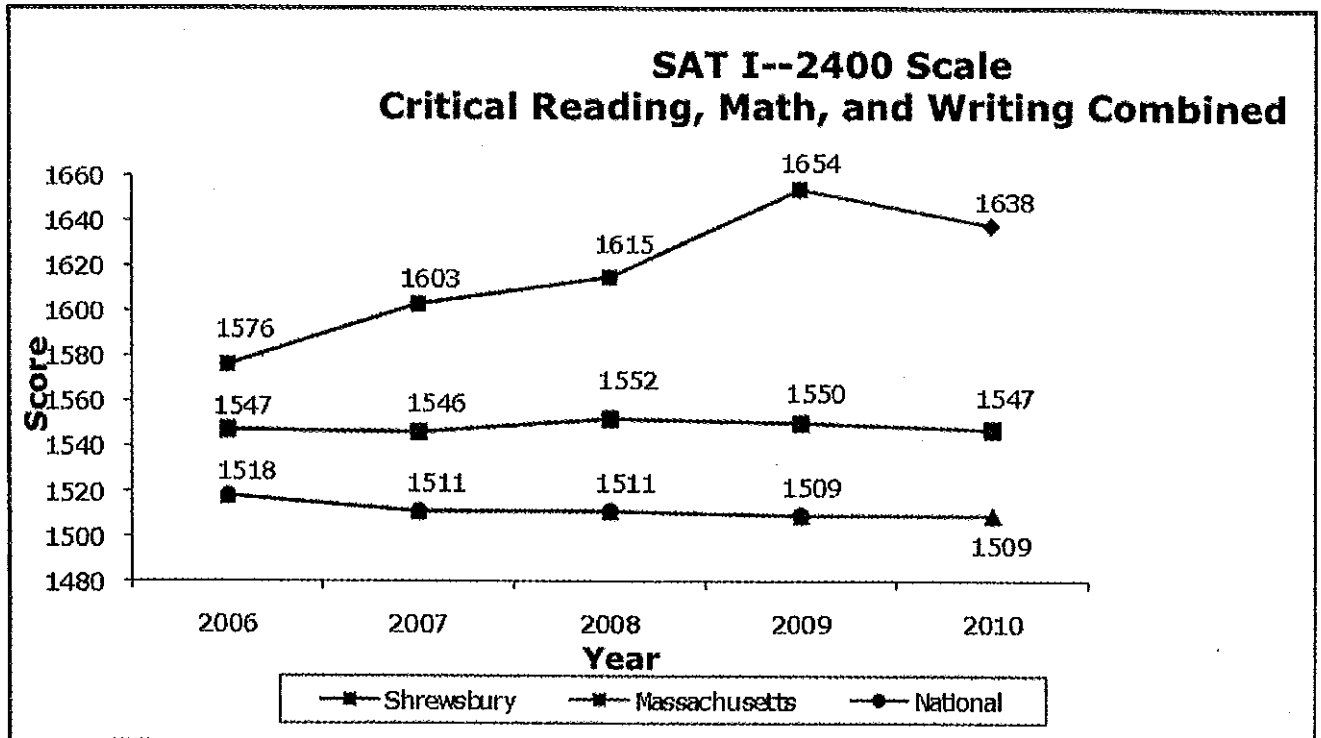


Figure 2

## Critical Reading & Math Sections

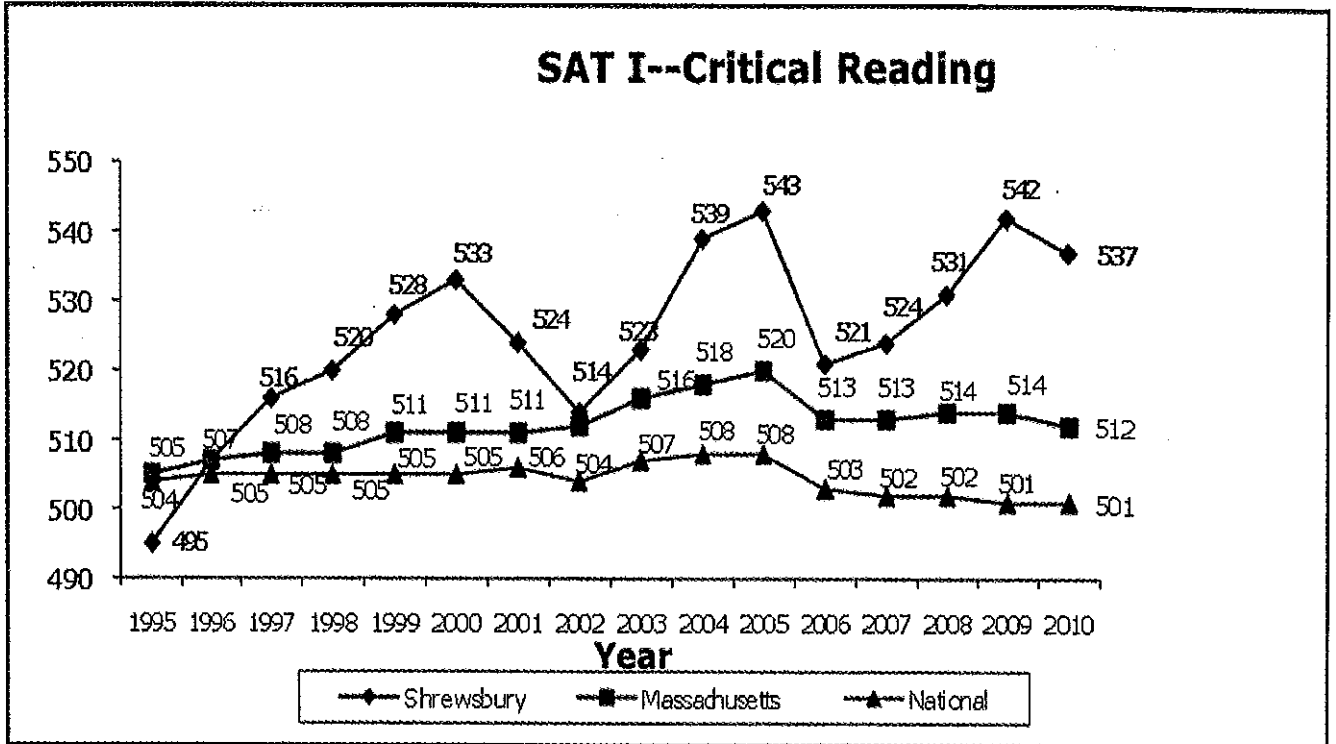


Figure 3

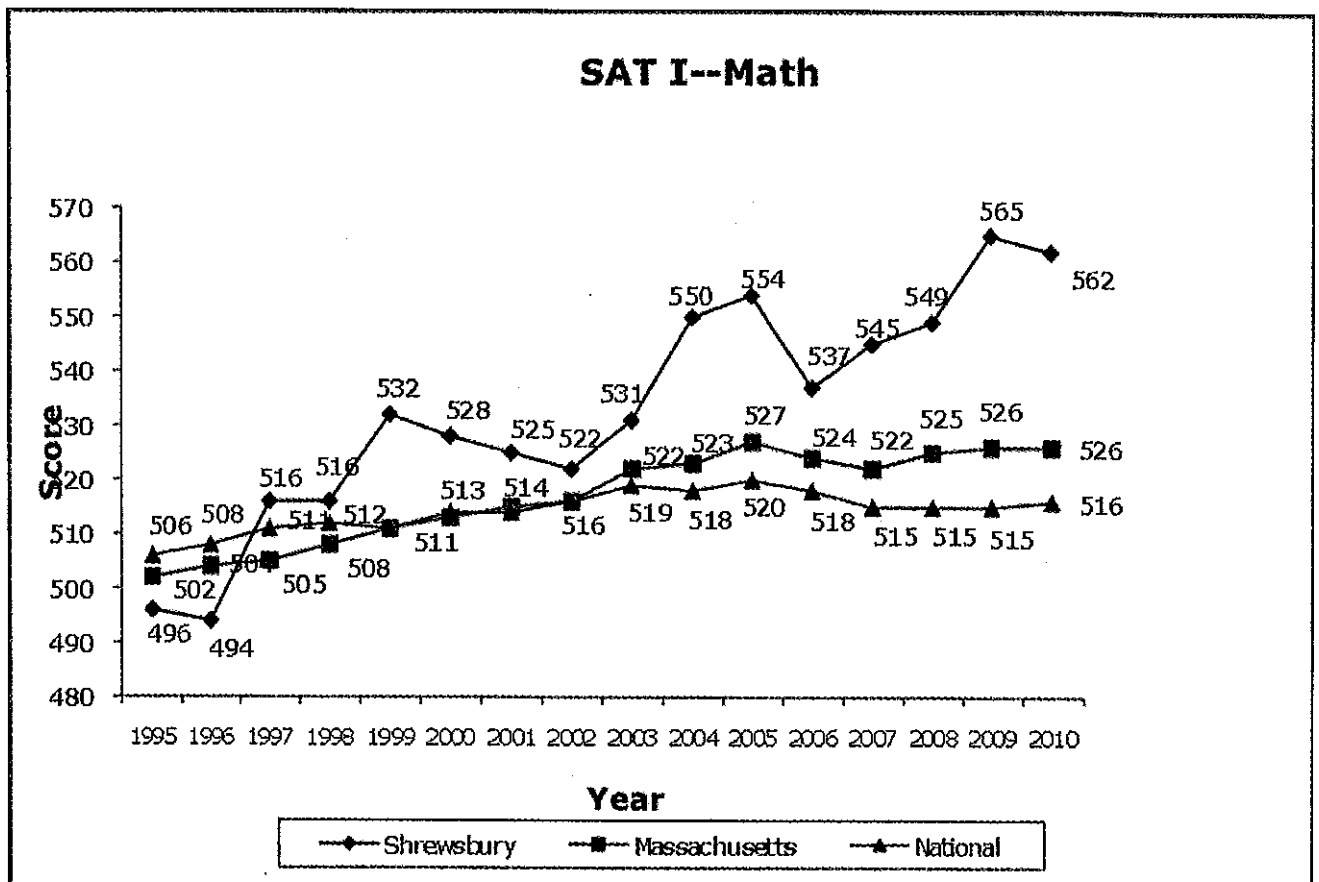


Figure 4

# Writing Section

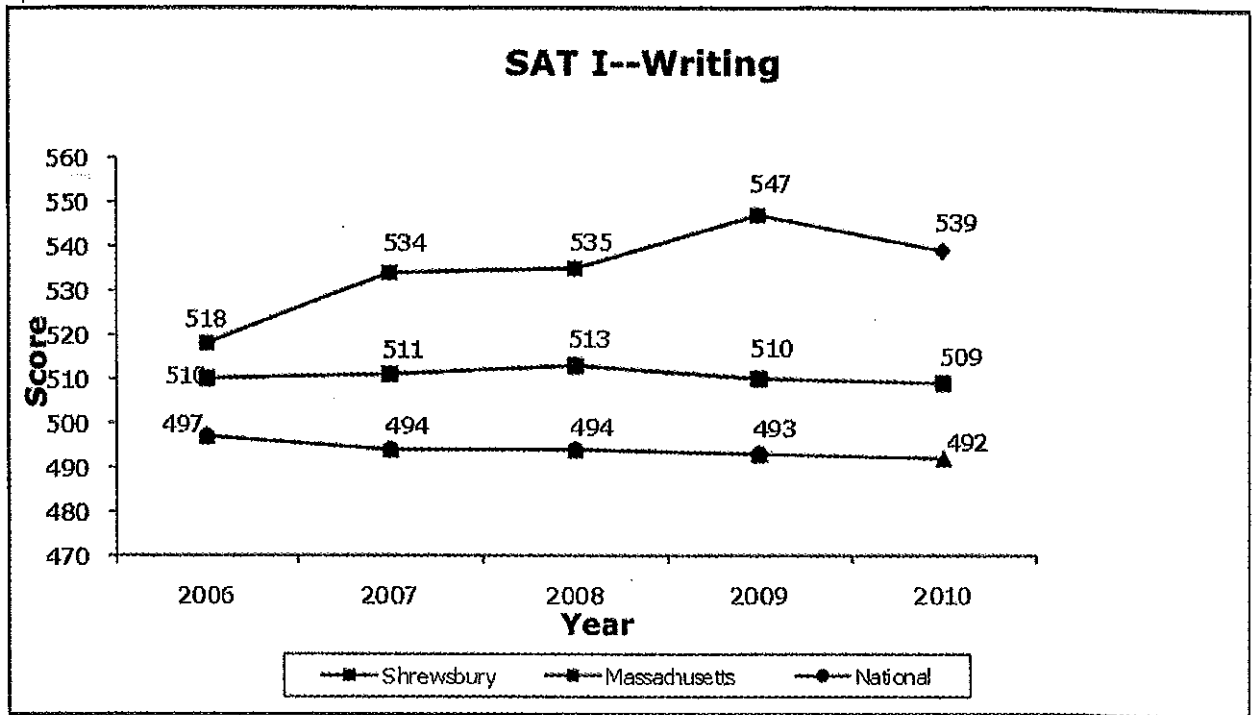


Figure 5



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

Critical Reading	SHS	Massachusetts	National
Males	526	516	503
Females	548	509	498
Male-to-Female Difference	-22	+7	+5
Math	SHS	Massachusetts	National
Males	567	545	534
Females	556	510	500
Male-to-Female Difference	+11	+35	+34
Writing	SHS	Massachusetts	National
Males	520	503	486
Females	560	515	498
Male-to-Female Difference	-40	-12	-12

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

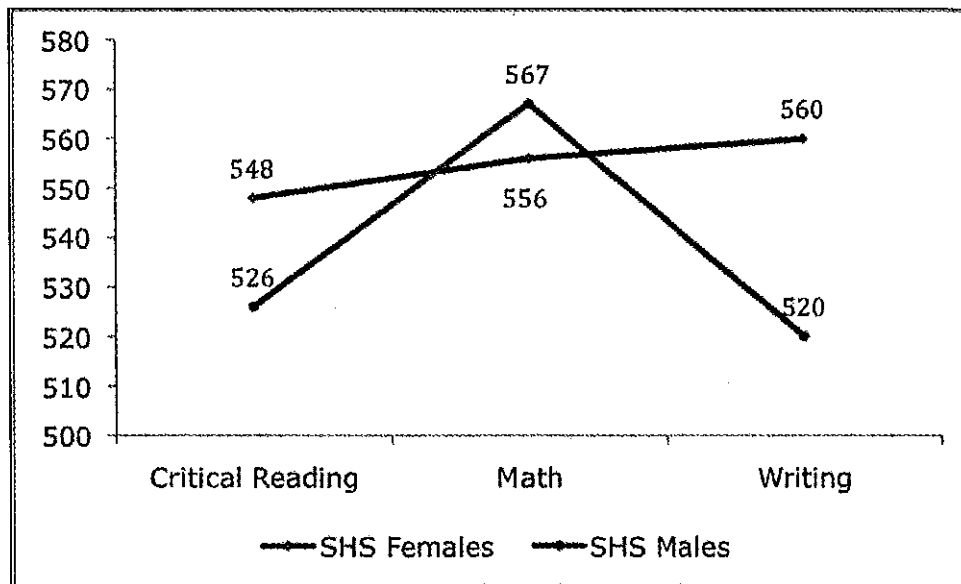


Figure 6

## SAT Participation Rates Local School Districts

School	# of Tests Taken	2010 Class Size	Participation Rate (%)
Westboro	257	285	90.1%
Shrewsbury	329	367	89.6%
Hopkinton	223	260	85.8%
Algonquin Regional	308	362	85.1%
Chelmsford	327	389	84.1%
Franklin	325	398	81.7%
Wachusett Regional	352	454	77.5%
Nashoba Regional	193	250	77.2%
Maynard	66	92	71.7%
Marlborough	209	304	68.8%
Hudson	163	239	68.2%
Tahanto Regional	56	89	62.9%

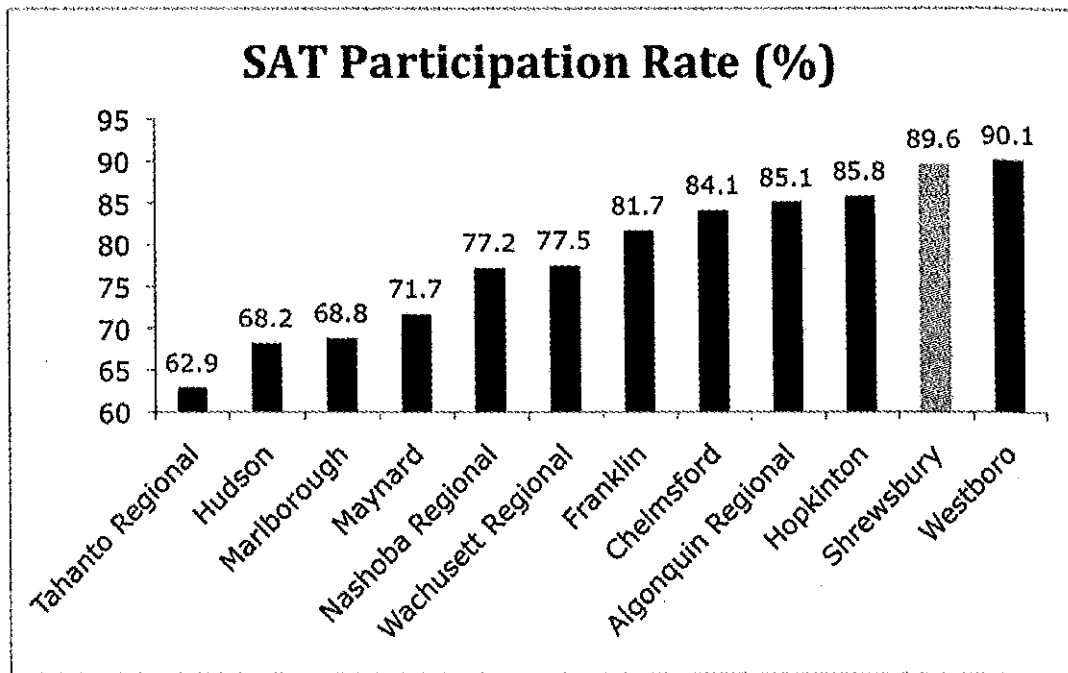


Figure 7

## SAT Mean Scores

### Local School Districts

School	# of test takers	Critical Reading	Math	Combined CR and Math	Writing	Total All three sections
Hopkinton	223	568	579	1147	571	1718
Nashoba	193	562	585	1147	559	1706
Westboro	257	560	586	1146	564	1710
Algonquin	308	557	579	1136	563	1699
Shrewsbury	271	537	562	1099	529	1628
Chelmsford	327	529	561	1090	522	1612
Franklin	325	530	559	1089	534	1623
Tahanto	56	542	523	1065	536	1601
Wachusett	352	521	542	1063	518	1581
Marlborough	209	519	539	1058	515	1573
Hudson	163	508	507	1015	505	1520
Maynard	66	482	503	985	467	1452

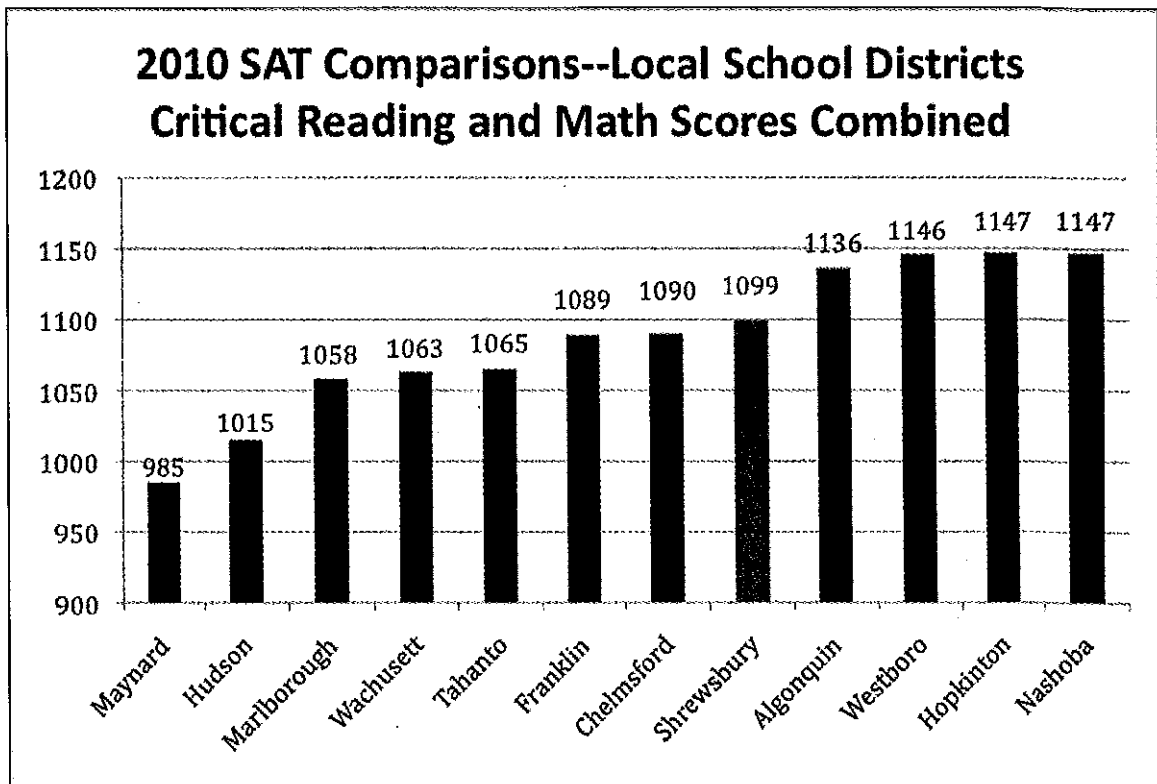


Figure 8

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

SAT	2009 Scores	2010 Scores	One-Year Differential	2006	5-Year Trend
Critical Reading	542	537	-5	521	+16
Math	565	562	-3	537	+25
1600 Total	1107	1099	-8	1058	+41
Writing	547	539	-8	518	+21
2400 Total	1654	1638	-16	1576	+62

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

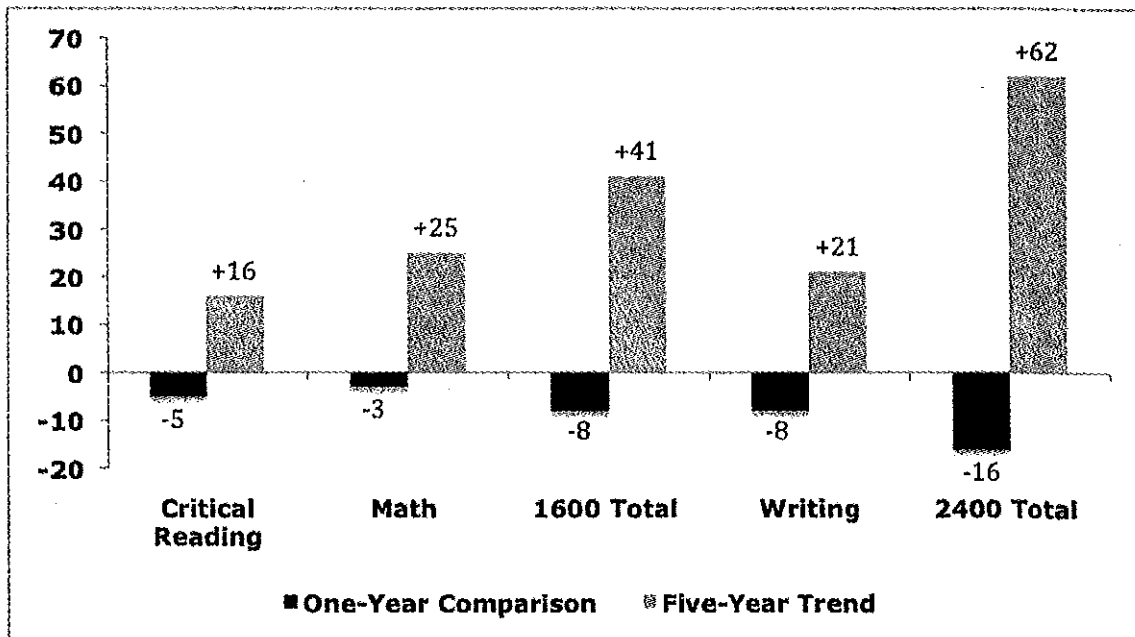


Figure 9

## SAT Mean Scores One-Year and Five-Year Comparisons

### Local School Districts

School	2005 Combined CRandMath	2010 Combined CRandMath	One-Year Differential	2005 Combined CRandMath	5-Year Trend
Hopkinton	1097	1147	+50	1093	+54
Shrewsbury	1107	1099	-8	1058	+41
Algonquin	1135	1136	+1	1106	+30
Chelmsford	1066	1090	+24	1063	+27
Nashoba	1134	1147	+13	1121	+26
Franklin	1102	1089	-13	1072	+17
Marlborough	1017	1058	+41	1052	+6
Westboro	1192	1146	-46	1147	+1
Maynard	1039	985	-54	991	-6
Tahanto	1025	1065	+40	1074	+9
Wachusett	1070	1063	-7	1088	+18
Hudson	1030	1015	-15	1042	-27

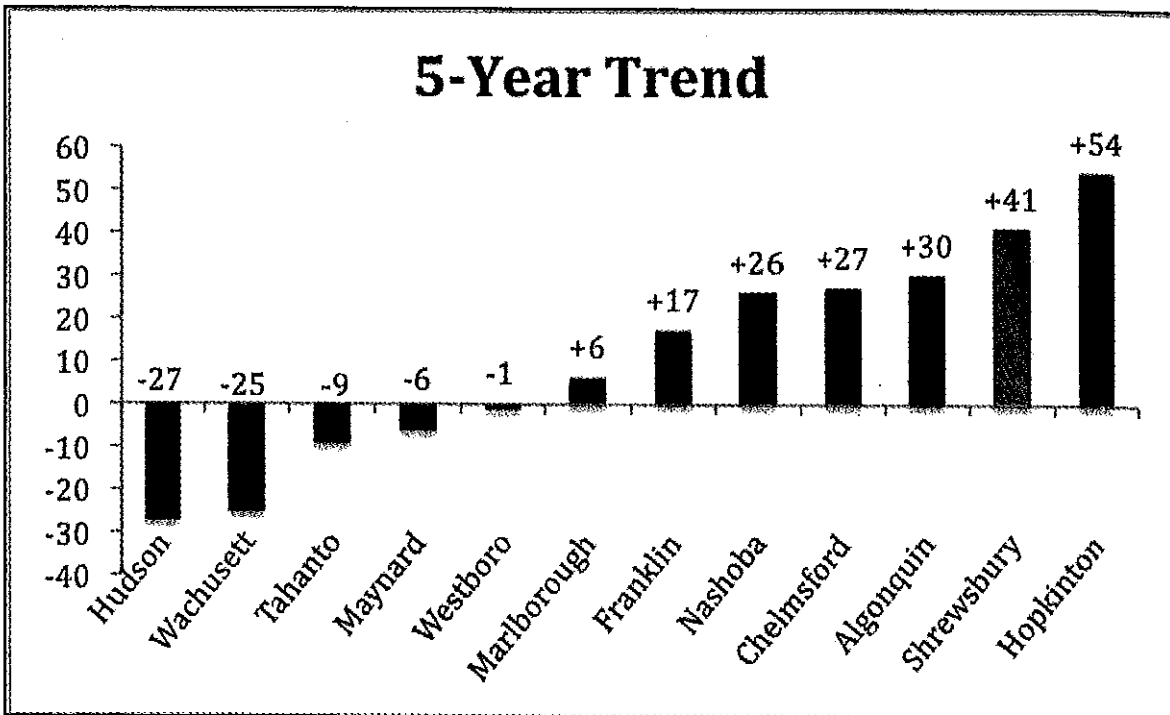


Figure 10

## SAT Subject Tests

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

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

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

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

### Summary of Subject Test Scores

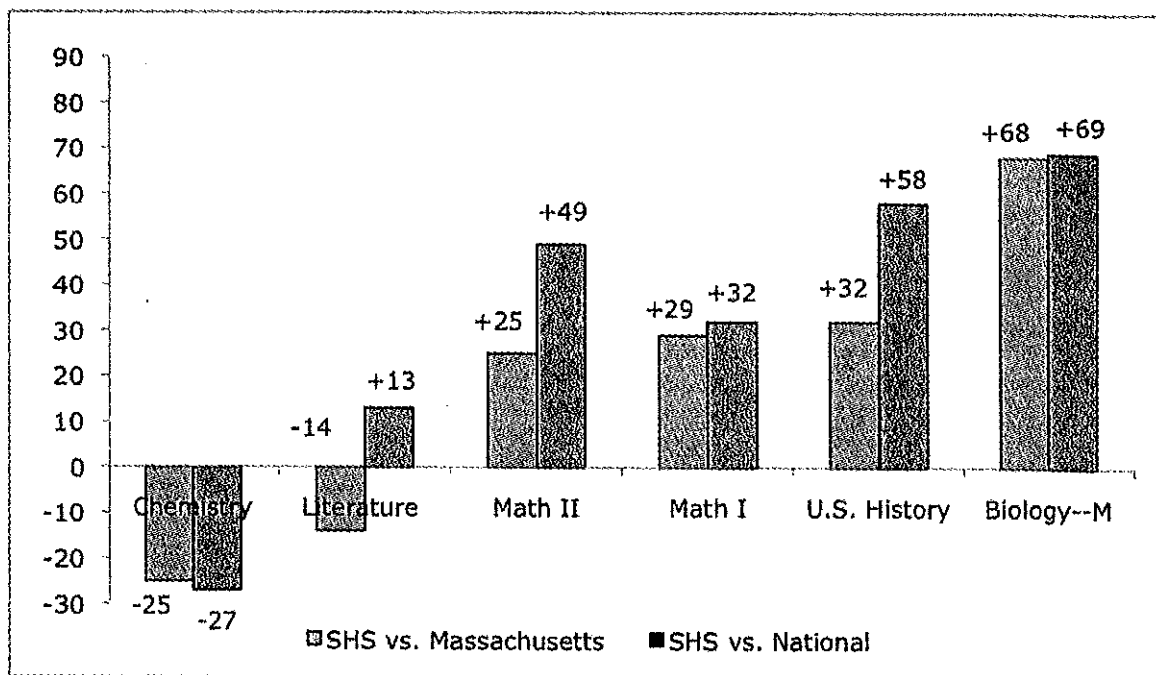


Figure 11

# Shrewsbury High School

## U.S. History

Percent by Score Interval by Reference Group

U.S. History SAT Score Interval	2009			2010		
	SHS	MA	National	SHS	MA	National
700 - 800	49%	32%	25%	44%	30%	25%
600 - 699	27%	35%	31%	33%	34%	31%
500 - 599	19%	23%	24%	18%	25%	23%
400 - 499	5%	9%	17%	6%	10%	17%
300 - 399	0%	1%	5%	0%	1%	4%
200 - 299	0%	0%	0%	0%	0%	1%
Mean (Average Score)	669	635	599	659	627	601
Number Tested	65	5,892	119,903	52	5,909	123,229
75th Percentile	740	710	690	720	710	690
50th Percentile	690	650	610	680	640	610
25th Percentile	610	570	510	600	560	510

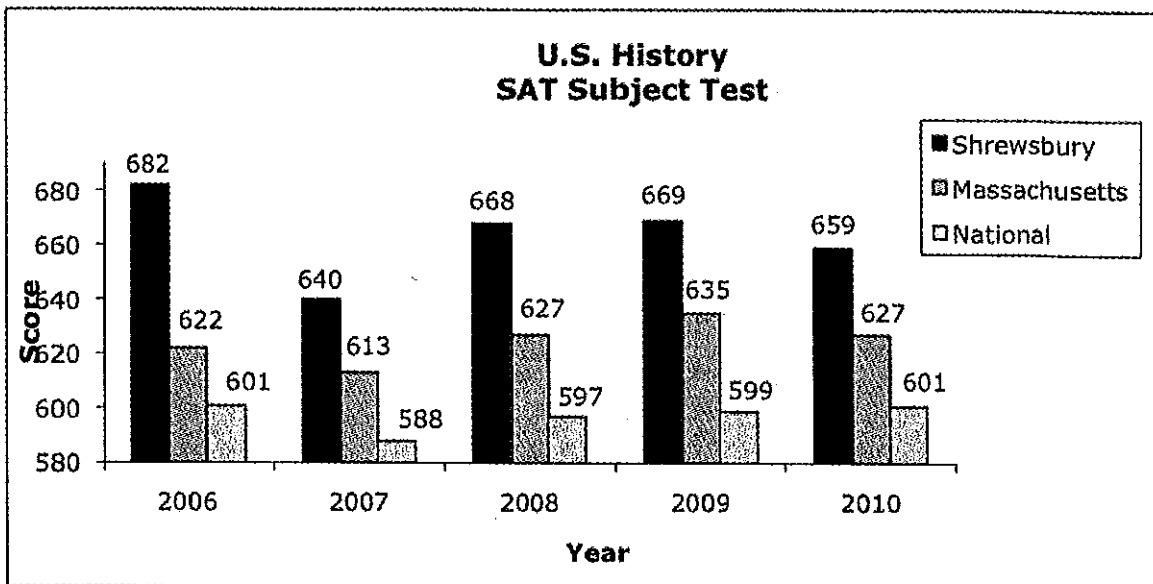


Figure 13

# Shrewsbury High School

## Math I

Percent by Score Interval by Reference Group

Math I SAT Score Interval	2009			2010		
	SHS	MA	National	SHS	MA	National
700 - 800	27%	17%	19%	35%	18%	22%
600 - 699	52%	42%	37%	37%	42%	37%
500 - 599	17%	29%	26%	25%	30%	26%
400 - 499	5%	10%	14%	3%	9%	12%
300 - 399	0%	1%	4%	0%	1%	4%
200 - 299	0%	0%	0%	0%	0%	0%
Mean (Average Score)	640	606	599	637	608	605
Number Tested	60	7,364	88,051	65	7,625	85,109
75th Percentile	700	670	680	700	670	680
50th Percentile	650	610	610	640	610	620
25th Percentile	600	550	530	570	550	540

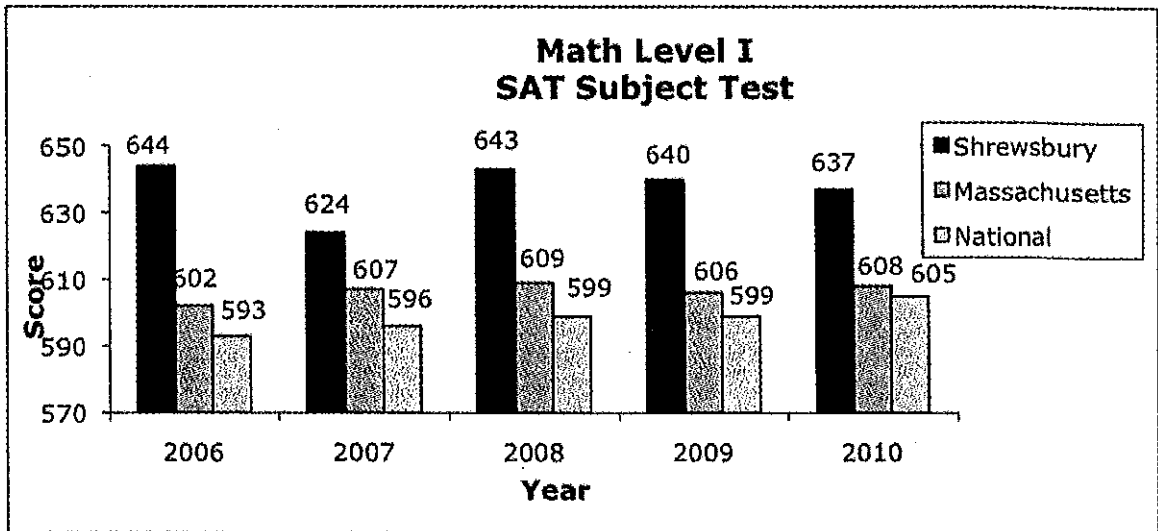


Figure 14



# Shrewsbury High School

## Math II

Percent by Score Interval by Reference Group

Math II SAT Score Interval	2009			2010		
	SHS	MA	National	SHS	MA	National
700 - 800	57%	46%	37%	53%	43%	38%
600 - 699	31%	36%	31%	41%	35%	30%
500 - 599	22%	16%	24%	6%	19%	23%
400 - 499	0%	2%	8%	0%	3%	8%
300 - 399	0%	0%	1%	0%	0%	0%
200 - 299	0%	0%	0%	0%	0%	0%
Mean (Average Score)	710	680	648	698	673	649
Number Tested	42	6,205	155,952	36	6,774	163,713
75th Percentile	770	760	740	760	750	750
50th Percentile	710	680	650	700	670	650
25th Percentile	650	610	570	620	610	570

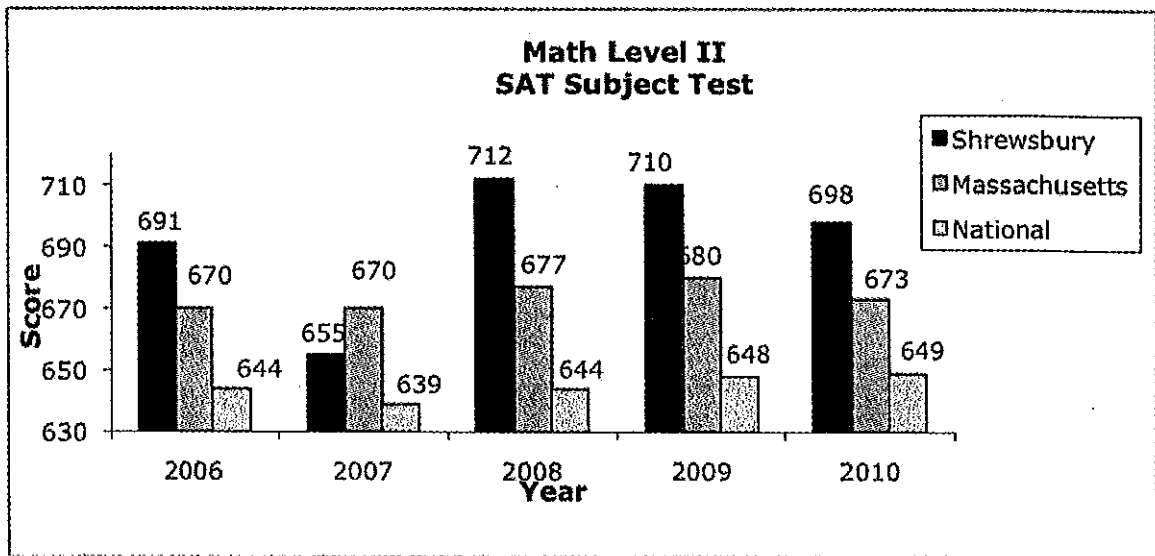


Figure 15

# Shrewsbury High School

## Biology—Molecular

Percent by Score Interval by Reference Group

Biology-M SAT Score Interval	2009			2010		
	SHS	MA	National	SHS	MA	National
700 - 800	50%	34%	36%	73%	31%	35%
600 - 699	28%	37%	33%	23%	40%	36%
500 - 599	14%	21%	20%	0%	23%	19%
400 - 499	7%	6%	8%	0%	6%	8%
300 - 399	0%	1%	3%	0%	1%	3%
200 - 299	0%	0%	0%	0%	0%	0%
Mean (Average Score)	671	649	641	707	639	638
Number Tested	14	2,488	40,020	22	2,644	41,739
75th Percentile	-	720	720	730	710	720
50th Percentile	-	660	660	720	650	650
25th Percentile	-	590	570	670	580	580

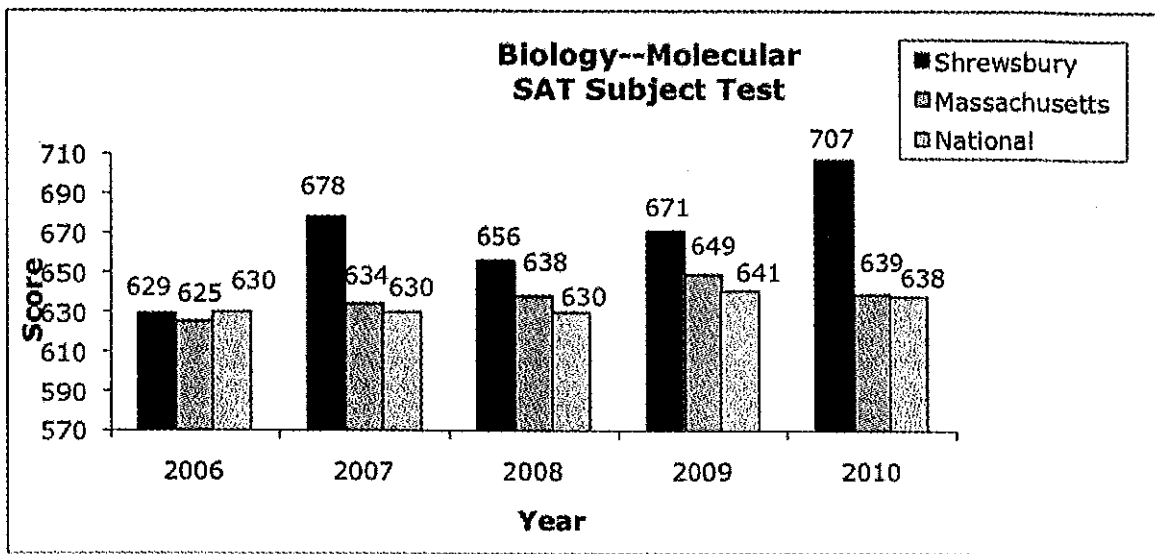


Figure 16

# Shrewsbury High School

## Chemistry

Percent by Score Interval by Reference Group

Chemistry SAT Score Interval	2009			2010		
	SHS	MA	National	SHS	MA	National
700 - 800	51%	34%	37%	14%	36%	40%
600 - 699	26%	33%	29%	40%	31%	28%
500 - 599	19%	24%	21%	47%	22%	20%
400 - 499	4%	9%	12%	0%	10%	12%
300 - 399	0%	1%	2%	0%	1%	2%
200 - 299	0%	0%	0%	0%	0%	0%
Mean (Average Score)	682	639	638	617	642	644
Number Tested	27	3,564	63,142	15	3,674	67,891
75th Percentile	770	720	730	-	730	740
50th Percentile	690	640	650	-	650	660
25th Percentile	540	570	560	-	570	560

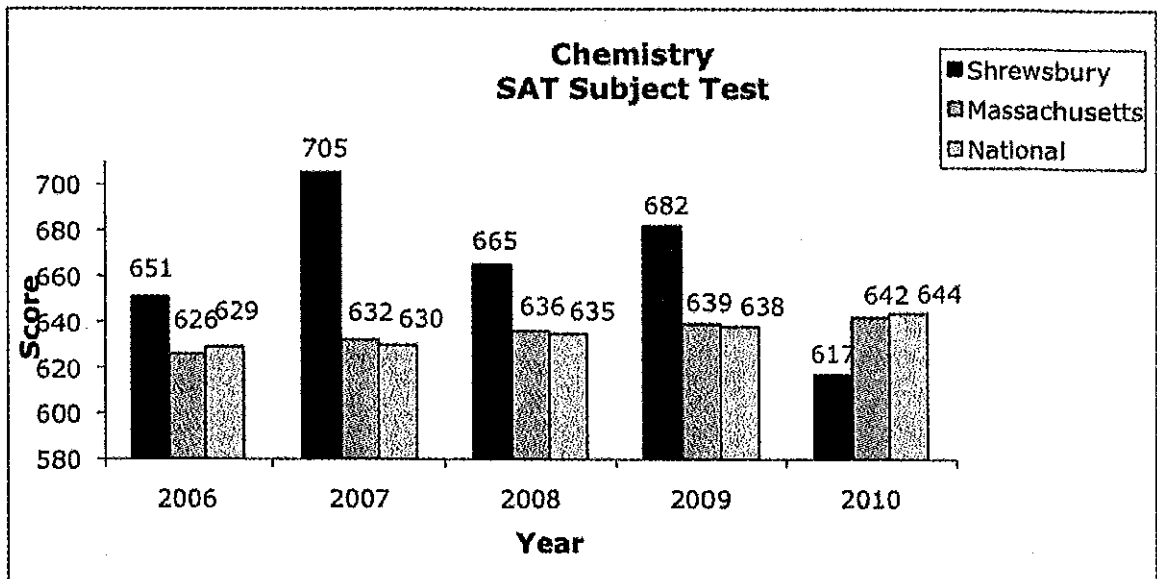


Figure 17

## ACT

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

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

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

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

### Shrewsbury High School Score Results

Although growing in popularity, Massachusetts has one of the lowest ACT participation rates in the country. Historically, most schools in the mid-West and West encourage students to take the ACT. At the same time, most high schools in New England and the East Coast encourage students to take the SAT. On a national basis, 1.4 million students took the SAT last year and 1.2 million students took the ACT.

**Of the 367 students in the Class of 2010, 96 students (26%—nearly double the percent of students who took the ACT in the previous year) took the ACT with the following results in each section:**

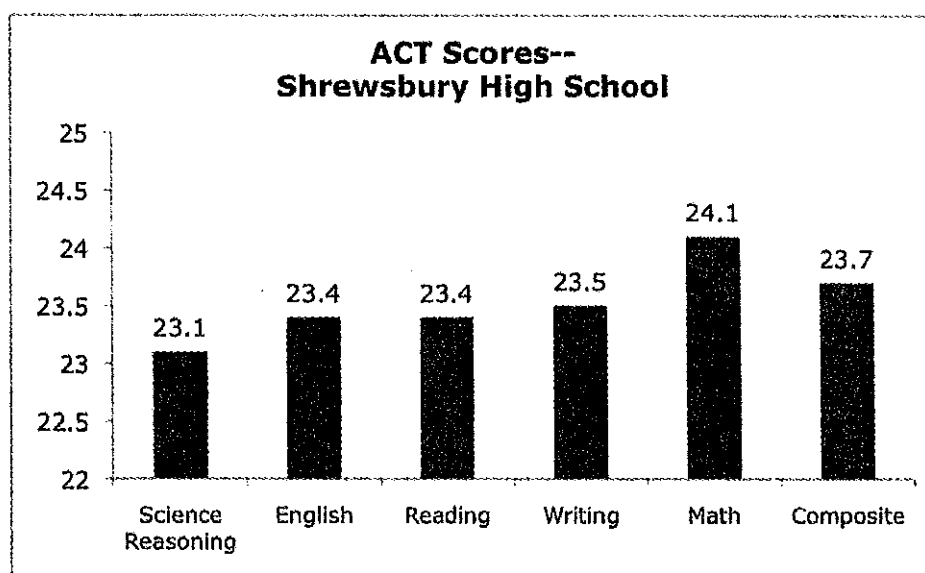


Figure 18

### SAT – ACT Conversion Chart

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

Shrewsbury's composite ACT average score of 24.21 converts to approximately 1120 on the SATs (29 points higher than Shrewsbury's SAT average of 1099).

## Advanced Placement Program

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

Of the 367 students in the Class of 2010, 157 students (43% of the class) took at least one AP Exam. Overall, 463 exams were administered to students in 2010.

The following AP courses were offered during the 2009 – 2010 school year:

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

\*\*First year this course was offered

### Advanced Placement Participation Rates Shrewsbury High School

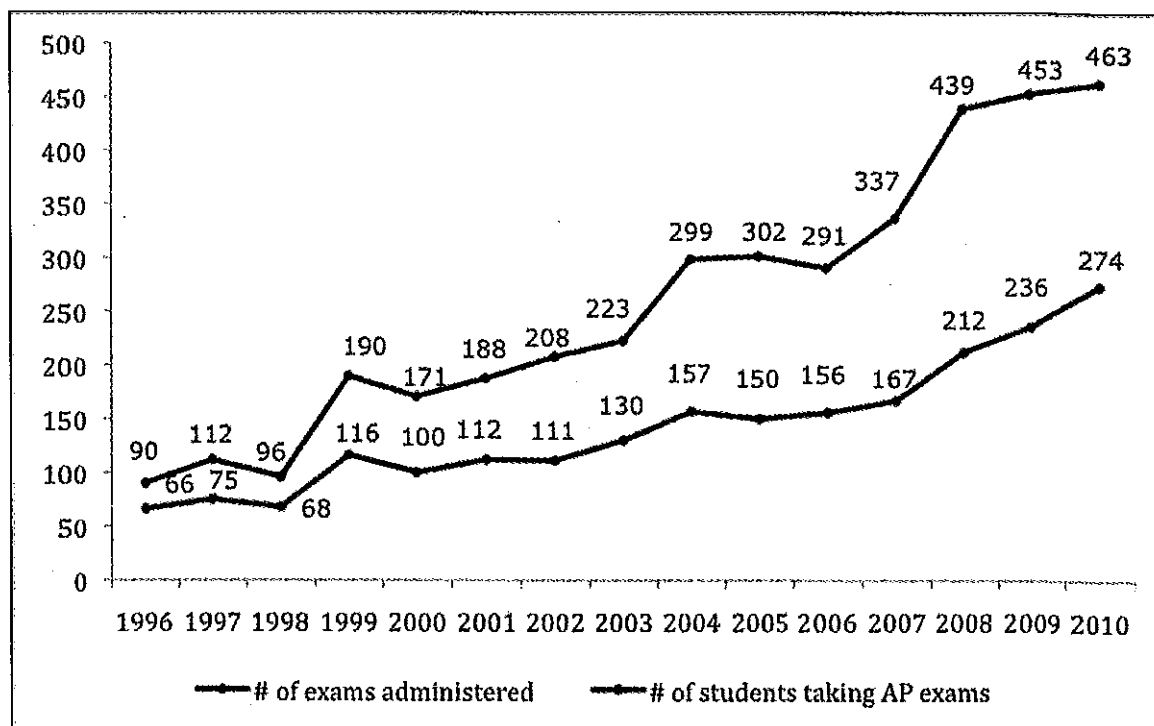


Figure 19

## Advanced Placement Exams

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

	# of Tests Taken	SHS	Massachusetts	National
Spanish Language	14	4.71	3.42	3.24
Psychology	99	4.57	3.5	2.99
Calculus AB	41	4.56	3.14	2.68
Latin Literature	5	4.40	3.41	2.86
Chemistry	23	4.39	3.18	2.58
Calculus BC	28	4.14	4.16	3.78
Biology	24	4.08	3.08	2.52
English Literature	33	3.85	3.25	2.8
English Language	58	3.83	3.33	2.79
US History	71	3.73	3.37	2.58
French Language	9	3.33	3.05	2.72
Statistics	28	3.14	3.08	2.7
Human Geography	21	2.86	3.56	2.4

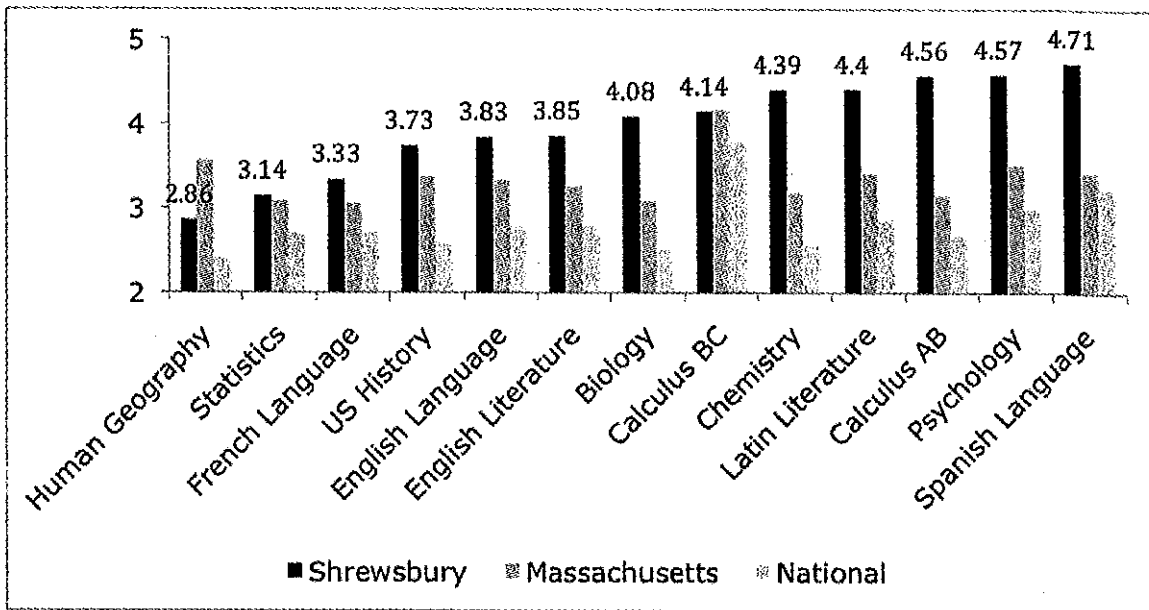


Figure 20

## Advanced Placement Exam Results

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total # of tests administered	% Scoring 5	% Scoring 4 or Above	% Scoring 3 or Above	% Scoring 2 or Above
Art Drawing	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	3	0%	33%	100%	100%
Biology	15	2	3	2	2	2	2	2	2	2	2	2	2	2	2	24	63%	71%	83%	95%
Calculus AB	29	7	4	1	0	0	0	0	0	0	0	0	0	0	0	41	71%	88%	98%	95%
Calculus BC	16	3	7	1	1	1	1	1	1	1	1	1	1	1	1	28	57%	68%	93%	94%
Chemistry	15	6	0	0	0	0	0	0	0	0	0	0	0	0	0	23	65%	91%	91%	not offered
English Language	15	19	23	1	0	0	0	0	0	0	0	0	0	0	0	58	26%	59%	98%	98%
English Literature	10	11	9	3	0	0	0	0	0	0	0	0	0	0	0	33	30%	64%	91%	100%
French Language	2	0	6	1	0	0	0	0	0	0	0	0	0	0	0	9	22%	22%	89%	92%
Human Geography	1	5	8	4	3	3	3	3	3	3	3	3	3	3	3	21	5%	29%	67%	not offered
Latin Literature	3	1	1	0	0	0	0	0	0	0	0	0	0	0	0	5	60%	80%	100%	56%
Psychology	68	23	5	2	1	1	1	1	1	1	1	1	1	1	1	99	69%	92%	97%	99%
Spanish Language	10	4	0	0	0	0	0	0	0	0	0	0	0	0	0	14	71%	100%	100%	100%
Statistics	1	9	12	5	1	1	1	1	1	1	1	1	1	1	1	28	4%	36%	79%	100%
US History	19	23	21	7	1	1	1	1	1	1	1	1	1	1	1	71	27%	59%	89%	87%
<b>TOTALS</b>	204	114	101	27	14	14	14	14	14	14	14	14	14	14	14	457	25%	40%	92%	91%

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

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total # of test takers	% Scoring 5	% Scoring 4 or Above	% Scoring 3 or Above	% Scoring 2 or Above
Chinese Lang. & Culture	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100%	100%	100%	-
Computer Science A	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2	50%	50%	100%	-
Physics C: Elect. & Magnet.	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100%	100%	100%	-
Physics C: Mechanics	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100%	100%	100%	-
US Government & Politics	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0%	100%	100%	-
<b>TOTALS</b>	4	1	1	0	0	0	0	0	0	0	0	0	0	0	0	5	67%	85%	100%	100%



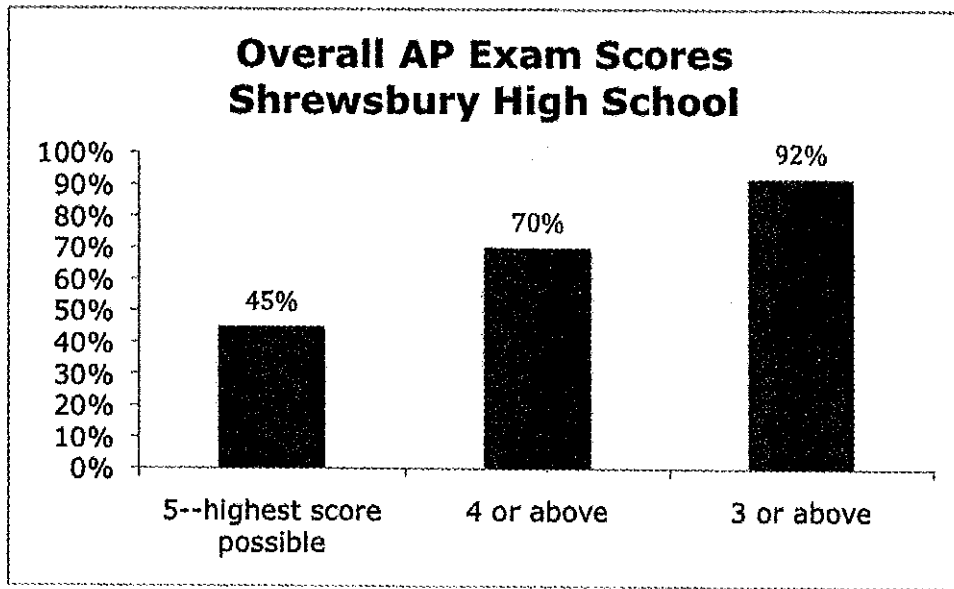


Figure 21

## Advanced Placement Scholars

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

### Award Levels

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

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

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

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

Year	AP Scholar	AP Scholar w/Honors	AP Scholar w/Distinction	AP National Scholar
2010	31	15	19	3
2009	23	17	38	4
2008	30	20	32	3
2007	21	11	16	2
2006	20	11	16	2
2005	15	12	26	4

## PSAT/NMSQT

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

Similarly to the SAT, the PSAT/NMSQT measures:

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

### Shrewsbury High School

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

### National Merit Scholarship Program

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

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

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

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

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

## 2009 – 2010 School Year

- In general, the more students take a standardized test, the higher they score. To increase students' familiarity of the SAT, the Guidance Department has made the following changes this past year:
  - **PSAT:** In the past, the PSAT at Shrewsbury was offered to all juniors as well as those sophomores enrolled in Honors English. This year, the Guidance Department offered all sophomores the opportunity to take the PSAT resulting in a significant increase in the number of students who took the test.
  - **ACT:** The ACT and SAT are two different standardized tests that measure completely different skills. While the SAT is an aptitude test (a problem-solving test), the ACT is curriculum-based. That is, students either know the answers or they don't—they can't sit there and try to solve the problem. As a result, there are certain students who will naturally score higher on the ACT than on the SAT. This past year, the Guidance Department made a concerted effort to encourage students to take both the ACT and SAT resulting in nearly double the number of students who took the ACT. Guidance counselors will continue to encourage students to take both assessments.
  - **SAT:** During the 2009-2010 school year, Shrewsbury High School was a test center for the SATs and Subject tests for the May, October, and November SATs. We were recently approved as a test center for the March and June administrations, also. As a result, it will be much more convenient for students to take the SAT more than once resulting in more familiarity with the test and improved scores.
- Shrewsbury High School offers an SAT Prep Class throughout the year. For the past few years, Shrewsbury has offered two classes in the spring and one class in the fall with total annual enrollments of 115 – 125 students. Our expectation is that we will be able to continue offering these courses as an affordable option to test preparation.
- As the number of students taking AP exams continue to increase, we have had a more difficult time securing a test center that can hold over 100 students at a time. Although we have used Charles River Labs as well as facilities at UMass Medical, these options are no longer available to us. We continue to search for other locations for secure testing in the spring of 2011, but these options may cost a daily rental fee for the use of these spaces/buildings.

# **Shrewsbury High School Future Plans Report**

**Class of 2010**



**presented to the School Committee  
October 20, 2010**

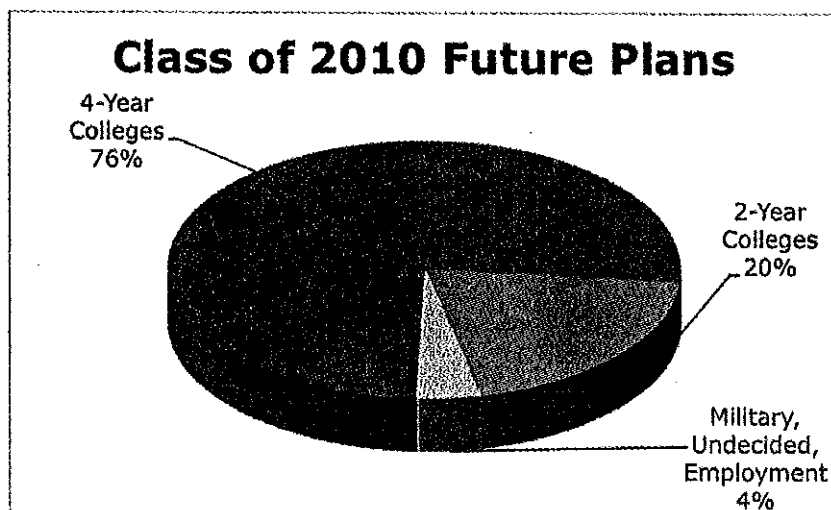
**Brian Reagan, Principal  
G. Gregory Nevader, Director of Guidance**

## Future Plans

The Class of 2010 enjoyed a successful post-secondary planning year.

- 367 students graduated in the Class of 2010 with the following plans:
  - 76% attended 4-year colleges
  - 20% attended 2-year colleges, post-graduate (PG) school, or technical school
  - 4% entered the employment field, enlisted in the military, or were undecided

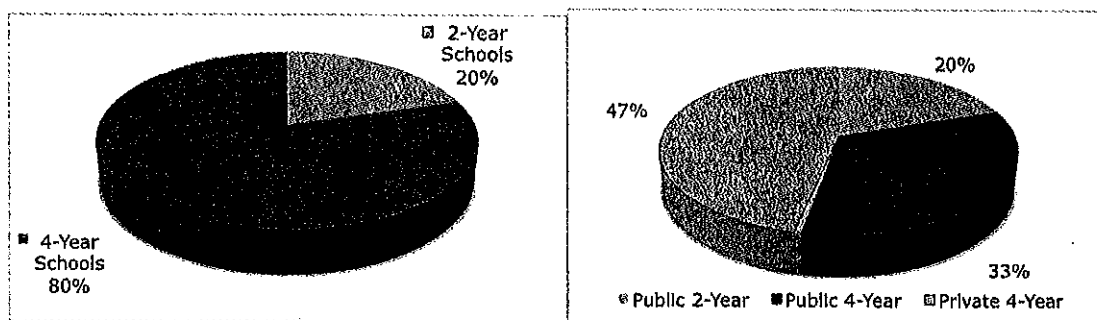
\*This number does not include 4 students who were granted a Certificate of Attainment (rather than a high school diploma).



- The Guidance Department processed over 2,700 college applications to 296 different colleges and universities.

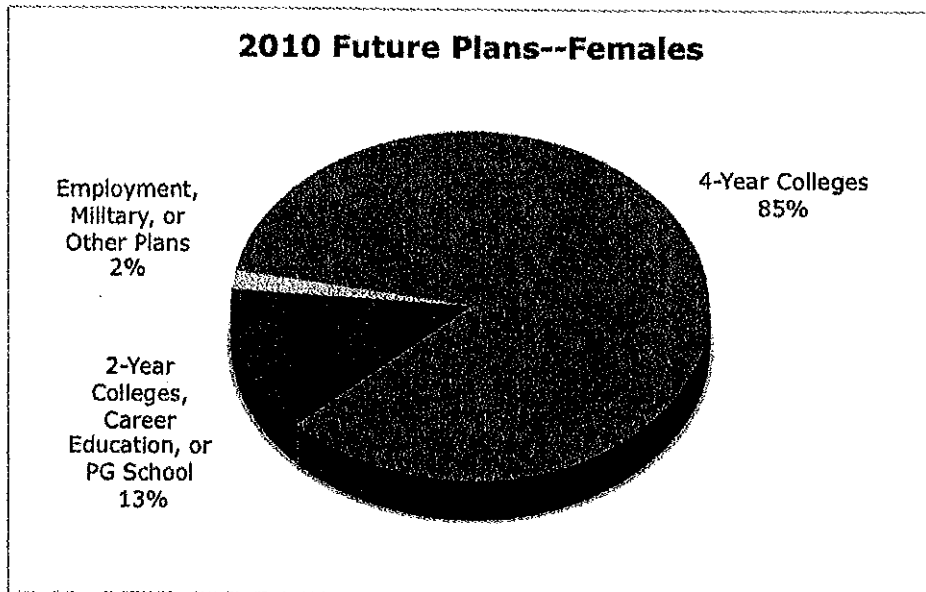
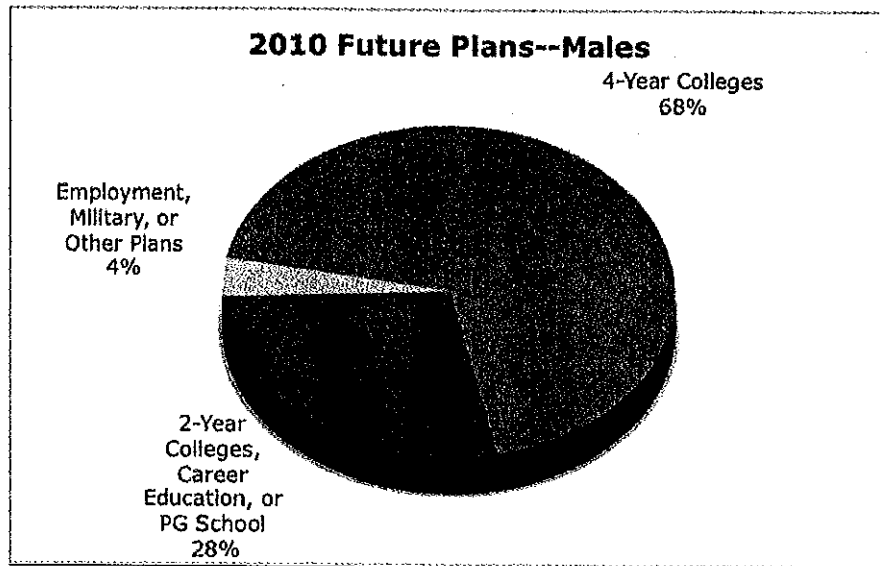
## Public and Private 2- and 4-Year Matriculations

- Of the 367 students graduating in the Class of 2010, a total of 357 (96%) continued their education at 2- and 4-year colleges and universities.
- Of these 367 students, 80% attended 4-year colleges and 20% attended 2-year colleges, PG schools, or technical schools.
- Of these 367 students, 54% attended public colleges and universities; 46% attended private colleges and universities.



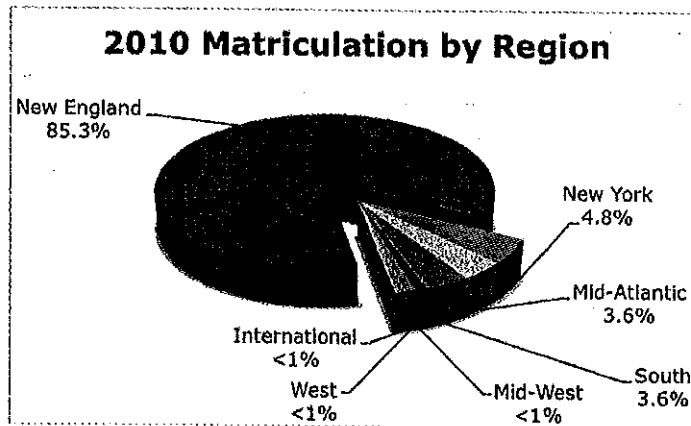
## Future Plans by Gender

	Male	Female	Total
4-Year Colleges	129	152	281
2-Year Colleges	49	21	70
Career Education	1	3	4
Post-Graduate School	2	0	2
Employment	4	2	6
Military	1	0	1
Other Plans	2	1	3
<b>Totals</b>	<b>188</b>	<b>179</b>	<b>367</b>

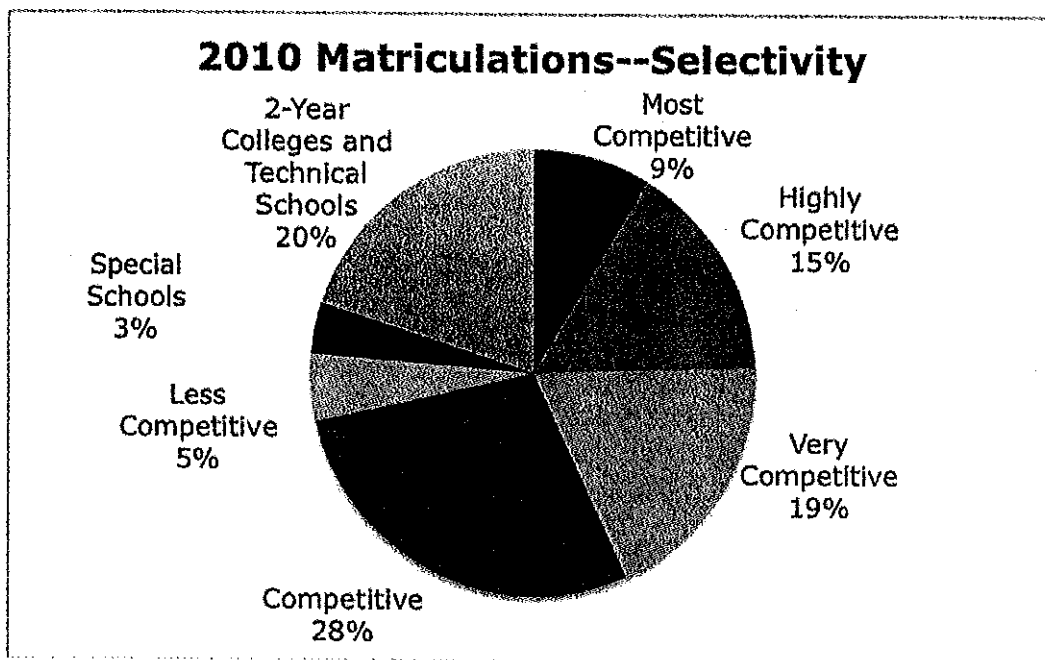


## Geographic Breakdown by Matriculation

- Seniors in the Class of 2010 were accepted to 251 different colleges and universities in 30 different states and Canada.
- Seniors in the Class of 2010 enrolled at 109 different colleges and universities in 21 different states and Canada.



	Private		Public	
	2-Year	4-Year	2-Year	4-Year
<b>New England</b>				
Massachusetts	-	94	70	80
Rhode Island	-	13	-	2
Connecticut	-	12	-	4
New Hampshire	-	6	-	11
Vermont	-	4	-	2
Maine	-	1	-	1
<b>New York</b>	-	15	-	2
<b>Mid-Atlantic</b>				
District of Columbia	-	2	-	-
Virginia	-	-	-	3
New Jersey	-	1	-	1
Pennsylvania	-	4	-	2
<b>South</b>				
Florida	-	7	-	-
South Carolina	-	-	-	2
Alabama	-	-	-	1
North Carolina	-	2	-	-
Texas	-	-	-	1
<b>Midwest</b>				
Indiana	-	1	-	-
Michigan	-	-	-	1
<b>West</b>				
California	-	1	-	-
Colorado	-	-	-	1
Arizona	-	-	-	1
<b>International</b>				
Canada	-	1	-	2
<b>Totals</b>	0	164	70	117



### Barron's Selectivity Categories Class of 2010 Students Enrolled at the Following Colleges & Universities

**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.*

- Boston College (5)
- Brandeis University (2)
- Brown University
- Carnegie Mellon University
- Cornell University
- Dartmouth College
- George Washington University (2)
- Harvard University
- Holy Cross, College of (3)
- Massachusetts Institute of Technology
- McGill University (2)
- Miami, University of
- New York University
- Rensselaer Polytechnic Institute (2)
- Rhode Island School of Design
- Stanford University
- Tufts University
- Villanova University
- Wellesley College
- Williams College

**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.*

- Babson College
- Bentley University (2)
- +Boston University (7)
- Clark University (2)
- Connecticut, University of (4)
- Elon University
- Emerson College (3)
- Michigan—Ann Arbor, University of
- Northeastern University (9)
- Providence College (3)
- Quinnipiac University (7)
- Rollins College
- +Rose-Hulman Institute of Technology
- Rutgers, State University of New Jersey
- Stony Brook University (2)
- Syracuse University (3)
- Texas—Austin, University of
- Union College (NY)
- +Worcester Polytechnic University (7)



**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.*

Alabama, University of  
 Bryant University (3)  
 Champlain College (3)  
 Colorado—Boulder, University of  
 Elmira College  
 Florida Institute of Technology  
 George Mason University (2)  
 Hofstra University  
 Ithaca College (2)  
 James Madison University  
 Manhattanville College (2)  
 Massachusetts—Amherst, University of (36)  
 New Hampshire, University of (6)  
 St. Michael's College  
 Salve Regina University  
 Seton Hall University  
 Stonehill College (2)

**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.*

Arcadia University  
 Arizona, University of  
 Assumption College (9)  
 California University of Pennsylvania  
 Castleton State College  
 Coastal Carolina University (2)  
 Daniel Webster College  
 Emmanuel College  
 +Endicott College (6)  
 Fitchburg State College (6)  
 Framingham State College (3)  
 Hartford, University of (5)  
 Keene State College (2)  
 Lyndon State College  
 Maine, University of—Orono  
 Marywood University (2)  
 Massachusetts—Boston, University of (1)  
 Massachusetts—Dartmouth, University of (4)  
 Massachusetts—Lowell, University of (7)  
 Merrimack College (3)  
 Plymouth State University

Rivier College  
 Roger Williams University (4)  
 Southern New Hampshire University (2)  
 Suffolk University (2)  
 Rhode Island, University of (2)  
 Tampa, University of (2)  
 Wentworth Institute of Technology (2)  
 West Chester University of Pennsylvania  
 Western New England College (2)  
 Westfield State College (5)  
 Wheelock College  
 Worcester State College (16)

**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.*

Anna Maria College (3)  
 Becker College (7)  
 Dean College  
 Fisher College (2)  
 Methodist University  
 Mount Ida College  
 Regis College  
 Salem State College

**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.*

Berklee College of Music  
 Culinary Institute of Technology  
 Full Sail University (2)  
 Massachusetts College of Art and Design  
 Massachusetts College of Pharmacy & Health Sciences (3)

**2-Year Colleges and Technical Schools:**

Cape Cod Community College  
 Massachusetts Bay Community College  
 Paul Mitchell Cosmetology School (2)  
 Porter & Chester Institute (2)  
 Quinsigamond Community College (63)  
 Springfield Technical Community College

**Post-Graduate Schools:**

Bridgton Academy  
 Worcester Academy

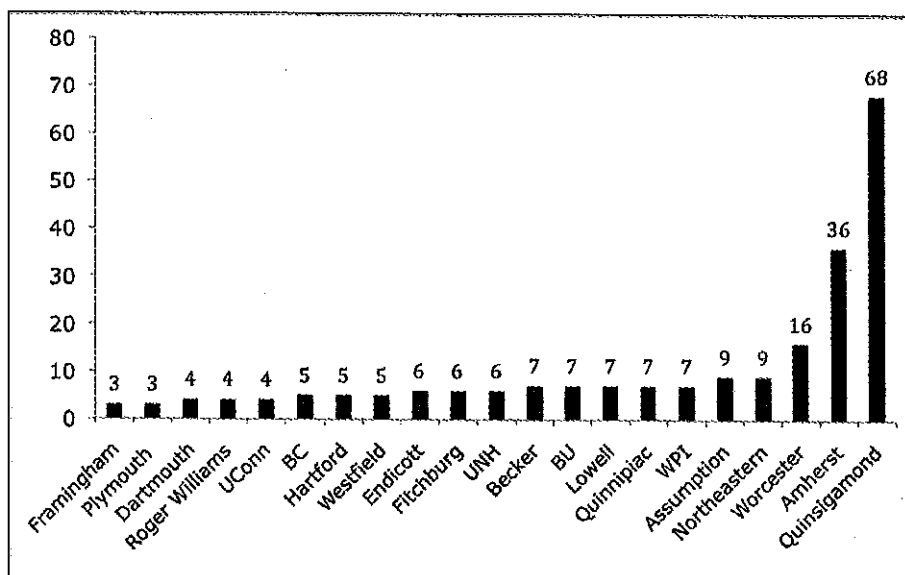
## Top 10 Most Popular Schools Enrolled—Private

1. Assumption College—9  
Northeastern University—9
3. Becker College—7  
Boston University—7  
Quinnipiac University—7  
Worcester Polytechnic Institute—7
7. Endicott College—6
8. Boston College—5  
University of Hartford—5
10. Roger Williams—4

## Top 10 Most Popular Schools Enrolled—Public

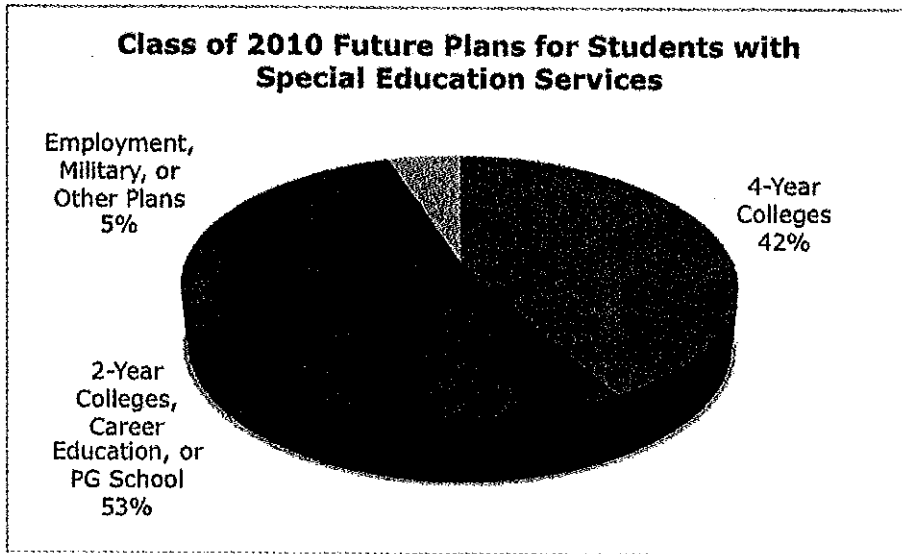
1. Quinsigamond Community College—68
2. Massachusetts, University of—Amherst—36
3. Worcester State College—16
4. Massachusetts, University of—Lowell—7
5. Fitchburg State College—6  
New Hampshire, University of—6
7. Westfield State—5
8. Connecticut, University of—4  
Massachusetts, University of—Dartmouth—4
10. Framingham State College—3  
Plymouth State—3

### Top 10 Private and Public Enrollments

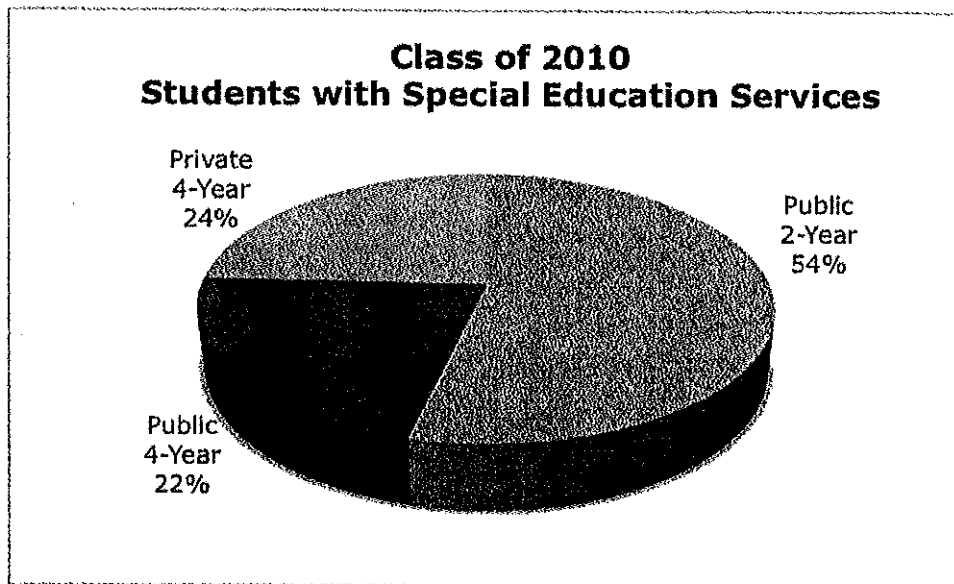


**Class of 2010**  
**Students with Special Education Services**

- Forty-three students (11.7%) in the Class of 2010 received special education services. Of these 43 students:
  - 42% attended 4-year colleges
  - 53% attended 2-year colleges & technical schools
  - 5% entered the employment field or were undecided



- Of these 43 students, 76% attended public colleges and universities; 24% attended private colleges and universities.



## SHREWSBURY PUBLIC SCHOOLS GLOSSARY OF TERMS

**ABA technician:** a paraprofessional staff member who provides services to students with autism spectrum disorders using “applied behavioral analysis” techniques.

**ARRA Funds:** American Recovery and Reinvestment Act signed into law in February 2009. These funds are federal stimulus funds awarded to create new jobs and maintain existing ones. The district received stimulus funds via SFSF and IDEA grant awards for the 4<sup>th</sup> quarter in FY2009, FY2010, and FY2011. ARRA funds have been preserved and will be used in FY12 to offset the budget.

**AYP:** Adequate yearly progress. Under No Child Left Behind (NCLB), each state is required to develop and implement measurements for determining whether its schools and districts are making adequate yearly progress (AYP) toward the goal of 100 percent of students achieving standards in reading/language arts and math. It sets the minimum level of proficiency that the state, its school districts, and schools must achieve each year on annual tests and related academic indicators.

**Child-specific aide:** a paraprofessional who is assigned to a single child with significant disabilities to assist in a student’s basic needs throughout the day and help adapt curriculum.

**Instructional aide:** a paraprofessional staff member who provides educational support to students. Instructional aides may provide small group academic support and also supervise bus arrival/departure, lunch, and recess periods.

**Chapter 70 aid (a/k/a state aid for education):** a state-legislated funding mechanism to ensure fair and adequate minimum per student funding. The funding formula is predicated upon a minimum (foundation) budget for each district, a required local contribution, and a balance of funding from the state.

**Circuit-breaker program:** the state reimbursement program that funds a portion of extraordinary costs associated with special needs students. The FY11 rate is 40% of costs exceeding \$37,768.

**Curriculum Frameworks:** curriculum guidelines developed by the Massachusetts Department of Education for all content areas that establish the skills and content students should master in grades PreK-12. Mastery of framework contents is tested by the MCAS assessments in grades 3-11.

**ELL/ESL:** English Language Learner/English as a Second Language (English is not the student’s native language)

**FTE:** Full time equivalent. Positions are reported to the Massachusetts Department of Education (DOE) based on the measurement of an employee’s work schedule. An FTE of

1.0 indicates that a person is equivalent to a full-time employee; while an FTE of 0.5 signals that the employee is only half-time.

**MCAS:** Massachusetts Comprehensive Assessment System. The Massachusetts Comprehensive Assessment System (MCAS) is designed to meet the requirements of the Education Reform Law of 1993. This law specifies that the testing program must

- test all public school students in Massachusetts, including students with disabilities and limited English proficient students;
- measure performance based on the Massachusetts Curriculum Framework learning standards;
- report on the performance of individual students, schools, and districts.

The 2011 MCAS tests include reading/language arts, mathematics, and science/technology.

**Out-of-district transportation:** school bus or van transport provided to students with special needs, as required by state and federal laws, to state-approved special education schools typically located in central or eastern Massachusetts.

**Paraprofessional:** staff members who assist teachers/specialists with classroom instruction or assist in the preparation or reproduction of instructional materials or operation and maintenance of instructional equipment, or performance of other teaching-related duties. ABA technicians, child-specific aides, and instructional aides make up the majority of our paraprofessional staff.

**Site-based management funds:** an allocation of funds at each school used by principals and directors to meet school and program needs. Funds are typically used to purchase classroom supplies, office supplies, equipment, and support professional development.

**Student with special needs:** a student with a disability who has an Individualized Educational Plan (IEP), as required by state and federal law. Students who have an IEP may require: specialized instruction, speech and language therapy, occupational or physical therapy, a child specific aide, a placement at a special education school, or special transportation services.

**Title I Program:** federally funded program based on average poverty rates that provides funds for reading and math support for students in grades K-4 who may be working below grade level. In FY11, Coolidge School and Floral Street School receive Title I funds.

**Vocational Program:** a program offered at Assabet Valley Regional Vocational Technical High School in Marlboro that provides a host of vocational educational/training programs. State law requires that students residing in Shrewsbury may elect this option; tuition rates are set by the state and paid by the town of Shrewsbury.