

Office of the Superintendent
Acton Public Schools
Acton-Boxborough Regional School District
<http://ab.mec.edu>
(978) 264-4700 x 3211

TO: Acton Public School Committee Members
Acton-Boxborough Regional School Committee Members
FROM: Stephen Mills
ON: October 7, 2010
RE: **ADDENDUM**

JOINT OPEN MEETING:

3.0 JT APPROVAL OF JOINT and ABRSC MINUTES

- 3.1 September 2, 2010
- 3.2 September 15, 2010

5.0 JT EDUCATION REPORT : MCAS – Deb Bookis and Liza Huber

- 5.3 JT deleted
- 5.5 JT District MCAS Report, Spring 2010 Results – *Deborah Bookis*
- 5.6 JT Pupil Services Instructional Plan - *Liza Huber*
- 5.7 JT Pupil Services Preliminary Action Plan – *Liza Huber*
- 5.8 JT 7TH Grade Math MCAS Analysis – *Liza Huber*
- 5.9 JT 7th Grade MCAS Analysis by Chapter – *Liza Huber*
- 5.10 JT AB Sped PAC Letter re Subgroup Performance on 2010 MCAS

AB MEETING:

9.0 UNFINISHED BUSINESS

- 9.1 ALG Report /Acton FinCom Report - *Xuan Kong/John Petersen*
 - b. Agenda for 10/7/10 meeting
- 9.3 Health Insurance Trust Report – *John Petersen*
 - a. Update from 9/23/10 meeting
- 9.4 FY'11 Budget Update – *Steve Mills*
 - a. Superintendent's Recommendation for Use of Reserves
- 9.6 Recommendation from Subcommittee re Naming of ABRHS Track – *Steve Desy*

10.0 NEW BUSINESS

- 10.4 Revision to Nondiscrimination Policy (File: AC) - **VOTE**– *Liza Huber*
- 10.5 Recommendation to Approve Out-of-State ABRHS Day Field Trip to Museum of Modern Art in NYC, 10/22/10 – **VOTE** – *Steve Mills*

12.0 FOR YOUR INFORMATION

- 12.5 ABRSD ELL Student Population, October 2010
- 12.6 Monthly ABRSD Object Summary and SPED Financial Reports
- 12.7 October 1 Enrollment Report

ACTON PUBLIC and ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE MEETINGS Draft Minutes

Library
R.J. Grey Junior High School

September 2, 2010
7:00 p.m. Joint Executive Session
7:30 p.m. Joint School Committee Meeting
Followed by Acton-Boxborough Regional SC Meeting

Members present: Brigid Bieber, Mike Coppolino, Herman Kabakoff, Sharon Smith McManus, Maria Neyland, John Petersen
Members absent: Xuan Kong, Terry Lindgren, Bruce Sabot
Others: Marie Altieri, Steve Mills, Beth Petr

The Joint School Committee was called to order at 7:00 p.m. by Brigid Bieber and John Petersen, respective chairs.

JOINT EXECUTIVE SESSION

At 7:03 p.m., it was moved, seconded and unanimously
VOTED by role call: that the **Acton-Boxborough Regional School Committee** go into Executive Session (Joint School Committee) to discuss strategy with respect to collective bargaining.
YES (Bieber, Coppolino, Kabakoff, McManus, Neyland, Petersen)

This was done after Brigid Bieber declared that an open meeting may have a detrimental effect on the bargaining position of the Board. She said the meeting was to discuss contract negotiations with the AEA, OSA and AFSCME unions, and that the Open Meeting would reconvene at approximately 7:30 p.m..

At 7:04 p.m., it was moved, seconded and unanimously
VOTED by role call: that the **Acton Public School Committee** go into Executive Session (Joint School Committee) to discuss strategy with respect to collective bargaining.
YES (Coppolino, Kabakoff, McManus, Petersen)

This was done after John Petersen declared that an open meeting may have a detrimental effect on the bargaining position of the Board. He said the meeting was to discuss contract negotiations with the AEA, OSA and AFSCME unions, and that the Open Meeting would reconvene at approximately 7:30 p.m..

At 7:40 p.m., the Committees were polled and voted to go out of Joint Executive Session.

JOINT OPEN MEETING

CHAIRMAN'S INTRO

- 1. Citation from the House of Representatives to Acton and Acton-Boxborough Public Schools**
Representatives Cory Atkins and Jennifer Benson and Senator James Eldridge presented our schools with a citation "in Recognition of Being Rated the Second Best Small City School System in the Country by *Great Schools*". They thanked the Superintendent, the School Committees, and the voters and supporters of the overrides that have contributed to the schools' success. Rep Jen Benson thanked the Boxborough community. Brigid accepted the award with gratitude.
- 2. First Day of School Report**
Steve Mills said it had been a very successful first day of school, despite the heat being problematic in some of the buildings. He received very positive feedback regarding the benefits of the new Freshmen Orientation Day. He commented on the impressiveness of the large number of staff who

have been working in our schools for 30 or more years, as noted in his Opening Day speech. One School Committee member said that the Superintendent gave the finest convocation speech he had ever heard. Many staff members said it was very inspiring.

APPROVAL OF MINUTES

The Joint minutes of July 28, 2010 were unanimously approved as written. The Regional minutes of July 28, 2010 were also approved unanimously. Beth Petr will total the gifts from last year for the next meeting.

UNFINISHED BUSINESS

1. Update on Collective Bargaining

Brigid Bieber reported on the salary and health insurance changes in the proposed Agreements (Appendix A.) This information will be posted on the school website if approved.

Allen Nitschelm spoke from the public and asked for the percentage increase over the three years. Brigid Bieber said that the aggregate increase for AFSCME involves 36 employees, whose average salary is \$20 - 29 per hour. The total change over three years is \$210,000 translating to an increase of 9.09% including health insurance increases. John Petersen reported that through these negotiations, the Committee was able to achieve three very significant structural changes:

1. The health insurance premium contribution is moved from 85% employer:15% employee paid to 75% employer:25% employee paid;
2. A favorable shift away from the more expensive MasterHealth Plus plan is encouraged; and
3. Longevity payments will end, accruing no further liability on this item.

Acton-Boxborough Regional School Committee:

It was moved, seconded and unanimously

VOTED: to approve the proposed Agreement with the American Federation of State, County and Municipal Employees (AFSCME)

Acton Public School Committee:

It was moved, seconded and unanimously

VOTED: to approve the proposed Agreement with the American Federation of State, County and Municipal Employees (AFSCME)

Sharon McManus moved that the proposed agreement with OSA be approved.

Allen Nitschelm asked for the percentage increase over the three years. Brigid said that there are 30 people in this union being paid \$16 – 24 per hour. This percentage is slightly higher than the AFSCME numbers because in addition to the structural changes accomplished in this Agreement, we also needed to move certain positions into different grades. John Petersen further explained the history of the formation of this union and the adjustments made to the positions and grades. Allen Nitschelm then asked if the Town Manager is supposed to be voting on these matters. Brigid Bieber responded that the Town Manager has the right to vote and that he has been invited to all meetings. Furthermore, all Committee meetings are posted at the Town Halls.

Acton-Boxborough Regional School Committee:

It was moved, seconded and unanimously

VOTED: to approve the proposed Agreement with the Office Support Association (OSA)

Acton Public School Committee:

It was moved, seconded and unanimously

VOTED: to approve the proposed Agreement with the Office Support Association (OSA)

Brigid Bieber read a statement announcing settlement of three-year contracts with the American Federation of State, County and Municipal Employees (AFSCME) and the Office Support Association (OSA) unions (Appendix B). She thanked everyone who represented these organizations and their commitment to our schools.

2. Revision to Admin Benefits Manual

Recommendation to Approve Change to List of Administrative Positions on page 14, article 14.1 of the APS and ABRSD Administrators' Benefits Manual dated July 1, 2010:

- from "Assistant Superintendent for Curriculum, Instruction, and Community Education" to "Director of Curriculum and Assessment" and
- from "Director of I.T. & Instructional Technology to Director of Educational Technology"

Acton-Boxborough Regional School Committee:

It was moved, seconded and unanimously

VOTED: to approve the proposed Change to List of Administrative Positions on page 14, article 14.1 of the APS and ABRSD Administrators' Benefits Manual dated July 1, 2010

Acton Public School Committee:

It was moved, seconded and unanimously

VOTED: to approve the proposed Change to List of Administrative Positions on page 14, article 14.1 of the APS and ABRSD Administrators' Benefits Manual dated July 1, 2010

STATEMENT OF WARRANT

APS Warrant #2011-03 dated 8/10/10 in the amount of \$171,583.26 and APS warrant #2011-04 dated 8/24/10 in the amount of \$351,946.17 were signed by the chairperson and circulated to the rest of the Committee for signatures.

The Acton Public School Committee was suspended at 8:15 p.m.

AB REGIONAL MEETING

STATEMENT OF WARRANT

Warrant #11-004 dated 8/12/10 in the amount of \$861,079.55 and warrant #11-005 dated 8/26/10 in the amount of \$878,657.53 were signed by the chairperson and circulated to the rest of the Committee for signatures.

PUBLIC PARTICIPATION - none

UNFINISHED BUSINESS

1. FY'10 Final Budgets

Steve Mills reported that the year end balances were not significantly different than the balances reported to the School Committees in July. There is a slight decrease of \$3,200.54 in the APS year end balance. He said that the Level 5 cuts from last year were layoffs that we didn't have to do, but that may be necessary for FY12. He commented that 6:1 is the DESE ratio of students to computers and that we are way behind in that area. Steve thanked Don Aicardi for his hard work on closing out the books with Tess Summers. Herman Kabakoff said that despite the bottom line being nothing short of remarkable, he asked how budgeting was done for utilities and health insurance, given the savings we ended up with in those line items. He also asked if the Committee typically discusses end of year savings and how they would be handled. John Petersen felt that detailed budget decisions should not be made by the School Committee, but instead the Superintendent should manage the budget. Mike Coppolino agreed. Brigid Bieber suggested that an agenda item for a

Spring meeting be: “End of year funding and thoughts for the Superintendent and staff regarding spending it.”

2. FY’11 Budget

Steve Mills discussed the new EdJobs funding. With the September 30, 2012 deadline to utilize it, he said it is a way to save and be prepared for the tight budgets coming up. Don Aicardi said that targeted language is used so this money cannot be spent outside of the classroom. John Petersen cautioned the Committee to be careful when allocating the money, because he felt that when the appropriated budget does not go far enough to pay for costs, we often burden our school families with the difference. Heman Kabakoff asked if the EdJobs money should be considered under the “waterfall” allocation proposal that the Committee discussed last February.

Steve Mills reported that progress on the Corporate Sponsorship program slowed over the summer. Steve Desy and Nick Finamore have created a sample brochure. ABSAF and the subcommittee will be meeting soon to talk about what they’re going to charge.

3. ALG/FinCom Update

John Petersen reported that the Superintendent will pick an administrator to attend, since there is no Assistant Superintendent. The Town Manager will do the same. This was a change to the ALG charter. Next meeting will look at a new format for the ALG spreadsheet.

Maria Neyland reported that the Boxborough Leadership Forum (BLF) met a couple of weeks ago and discussed budget timeline.

4. Health Insurance Trust (HIT) Update

John Petersen reported on the 8/26/10 meeting. This year in particular there has been a lot of movement in plans due to new incentives. This might make cash flows look unusual compared to other years. We may need to look closely when we do the budget for next year.

5. Staffing Update

Marie Altieri reported on the New Teacher Orientation held on 8/25/10 and how well it went. The list of New Professional Staff includes 22 teachers and 4 administrators. Six of our 22 new staff are AB graduates and some have had kids come through the system. Mike Coppolino asked if there are any trends when exit interviews are done. Marie said that most people are retiring or not being reappointed. John pointed out that receiving 103 and 120 applicants for two positions would indicate that we are a desirable place to work.

6. Finalize School Committee Assignments

The 2010-2011 School Committee Assignments were agreed on. Xuan Kong’s suggestion for a Long-term Vision and Planning Subcommittee will be considered at the next meeting

7. Request to Rename ABRHS Track in honor of Dick Dow

Steve Desy, ABRSD Athletic Director, shared a letter from Ray Gallant, President of The Colonial Club requesting that the Track be named in honor of Dick Dow, former teacher and track coach. The “Naming School Facilities” School Committee Policy (File : FF) and Procedures (File: FF-R) were discussed. A screening committee headed up by Steve Desy will be formed and will bring a recommendation to next School Committee meeting. The screening committee will ask the public for any suggestions they have for renaming the track.

NEW BUSINESS

1. SMART Goals 2010-2011

Steve Mills said that all of the goals work toward high quality instruction for every child, in every classroom, every day. Steve and his administrative team expect to be held accountable to these goals. Several Committee members expressed appreciation for the format of the SMART goals and stressed the importance of stating goals clearly. They asked that measurable goals be as quantitative as possible so success can be determined. The Superintendent said that the consistent message from all of the staff on Monday was clear – “It’s all about instruction for the children.”

2. Schedule next executive session

Beth will schedule an executive session for AEA contract negotiation strategy for next week.

3. Discussion of MASC (Mass. Assoc. of School Committees) Annual Dues

Brigid Bieber reported that the annual MASC dues is \$5,133 for the region. The Committee agreed to renew this year.

4. Late Field Trip Approval

A late Field Trip Approval Form was received on 9/2/10. The Committee decided to consider it at their next meeting.

FOR YOUR INFORMATION

1. ABRHS Info

- a. Discipline Report: 2009-2010 Summary
- b. Student Assistance Team (SAT) Summary 2009-2010

2. RJGrey Info

- a. Back to School Letters to Parents/Students
- b. Discipline Report: 2009-2010 Summary

3. MCAS AYP Update

- a. Parent/Guardian Letters to McCarthy-Towne and RJGJHS
- b. Pupil Services Response to Anticipated MCAS Results
- c. Special Education Parent Advisory Council (SpedPAC) Letter

McCarthy-Towne and RJ Grey Junior High have been designated as Schools in Need of Improvement. As required, letters were sent out to families in those schools. Steve Mills stated that while accountability is certainly important, having our schools designated as Needs Improvement is misleading. There is so much evidence and data that our schools are overall doing very well. We need to be sure we have statistical significance when using this kind of data and making statements. Nancy Sherburne spoke from the public for AB SpedPAC. The PAC feels that the numbers don't show that we do that well for all special education students. She asked that this be discussed at next month's School Committee meeting.

4. Pupil Services – On Team September 2010 and Hold the Date: Oct 29th

5. The Beacon, 8/26/10, “Some seek to limit where sex offenders live, work”

6. Enrollment Update

7. Interaction – Fall 2010 : <http://comed.ab.mec.edu>

8. the Lamplighter – September 2010 : <http://ab.mec.edu/about/publications>

9. Parent Communication Map: <http://ab.mec.edu/pdf/files/ParentCommunicationMap.pdf>

10. Fall Athletics Coaches - AB Athletics Schedule is at:

<http://www.highschoolsports.net/school/Acton-Boxborough-Regional-HS-Acton-MA>

11. Communications from the Community:

- a. “Economy Caught in Depression, Not Recession” from C. Seward
- b. “Better Sleep Leads to Better Grades” from T. Toups

12. For your calendars <http://ab.mec.edu/about/calendars>

- a. Schools Open
- b. Open House Dates
- c. School Calendar 2010-2011, revised 5/6/10

JOINT EXECUTIVE SESSION

At 9:36 p.m., it was moved, seconded and unanimously

VOTED by role call: that the **Acton-Boxborough Regional School Committee** go into Executive Session (Joint School Committee) to discuss strategy with respect to collective bargaining.
YES (Bieber, Coppolino, Kabakoff, McManus, Neyland, Petersen)

This was done after Brigid Bieber declared that an open meeting may have a detrimental effect on the bargaining position of the Board. She said the meeting was to discuss contract negotiations and that the Open Meeting would reconvene to adjourn only.

At 9:36 p.m., it was moved, seconded and unanimously

VOTED by role call: that the **Acton Public School Committee** go into Executive Session (Joint School Committee) to discuss strategy with respect to collective bargaining.
YES (Coppolino, Kabakoff, McManus, Petersen)

This was done after John Petersen declared that an open meeting may have a detrimental effect on the bargaining position of the Board. He said the meeting was to discuss contract negotiations and that the Open Meeting would reconvene to adjourn only.

At 9:55 p.m., the Committees were polled and voted to go out of Joint Executive Session and adjourned.

NEXT MEETINGS: September 16 – 7:30 pm, DOUGLAS School, APS Meeting
 October 7 - 7:30 pm, JH Library, ABRSC Meeting

Respectfully submitted,
Beth Petr

App. A.
9-2-10
JTS

**OSA AFSCME and Hourly Staff
Salary and Health Insurance Changes
FY '11 – FY '13**

A. COLA

FY '11	No Salary Increase
FY '12	\$1.00 per hour for all hourly employees
FY '13	\$1.10 per hour for all hourly employees

B. Health Insurance

Employees will increase their contribution for health insurance from 15% to 25%, effective July 1, 2010.

Effective July 1, 2011, employees who subscribe to Blue Cross Blue Shield Master Health Plus or Blue Care Elect PPO will increase their contribution to 50% of the cost of the premium.

To help offset the increased cost of health insurance, the School Committee will provide a one time reimbursement each September for three years according to the schedule below for active employees who were enrolled in a district sponsored health plan on June 30, 2010 and who continue to be enrolled in a district sponsored health plan in September of the specified year.

September 2010:	10% of the actual cost of the plan in which the employee is enrolled.
September 2011:	\$1200 for employees enrolled in a family plan \$500 for employees enrolled in an individual plan
September 2012:	\$600 for employees enrolled in a family plan \$300 for employees enrolled in an individual plan

C. Severance for OSA and AFSCME Employees

Delete Severance from the Contract

In exchange for deleting this provision from the Contract, all current OSA and AFSCME employees who have five (5) or more full years with the school district (s) as of June 30, 2010 will receive a payout in accordance with the severance article as written:

All OSA and AFSCME employees who have five (5) or more full years with the school district(s) as of June 30, 2010 will receive \$50 for each full year of service. If the OSA or AFSCME employee is over age 50 on June 30, 2010, they will receive a check for \$100 for each full year of service.

Appendix B
9-2-10
JT SC mtg

Statement read by Brigid Bieber at 9-2-10 AB/JT School Committee meeting:

The Acton-Boxborough Regional and Acton Public School Committees are pleased to announce settlement of three - year contracts with the American Federation of State, County and Municipal Employees (which represents, the Custodians among others "AFSCME") and Office Support Association ("OSA"), two of the three school unions. We appreciate the hard work and commitment of all of the individuals represented by AFSCME and OSA. These outstanding school Districts that our children and our communities have come to enjoy and from which we all benefit, are only possible through the exceptional efforts of each school employee.

We would like to thank the Association representatives and each and every person represented by these organizations for their willingness to "come to the table" in a spirit of cooperation so that we could reach these three year agreements in a very uncertain economic environment. We believe each of the new Contracts between the ABRSD/APS and AFSCME and between ABRSD/APS and OSA balance the needs of the Districts for long-term, structural changes in compensation and benefits while meeting the needs of our employees for fair and competitive total compensation packages.

ACTON PUBLIC and ACTON-BOXBOROUGH REGIONAL
SCHOOL COMMITTEE MEETINGS

Library
R.J. Grey Junior High School

September 2, 2010
7:00 p.m. Joint Executive Session
7:30 p.m. Joint School Committee Meeting
Followed by Acton-Boxborough Regional SC Meeting

AGENDA with Addendum

- I. CALL TO ORDER (7:00)
- II. JOINT EXECUTIVE SESSION – strategy with respect to collective bargaining, re OSA, AFSCME and AEA contracts

Joint Open Meeting resumes (7:30)

- III. CHAIRMAN'S INTRO
1. Presentation by Rep. Cory Atkins, Rep. Jen Benson and Sen. James Eldridge to our schools
 2. First Day of School Report (oral) – Steve Mills
 - a. Welcome Back Letter to All Staff from the Superintendent
- IV. APPROVAL OF MINUTES OF 7/28/10 (addendum)
- V. UNFINISHED BUSINESS
1. Update on Collective Bargaining
 - a. Consider **VOTE** to approve Agreement with AFSCME
 - b. Consider **VOTE** to approve Agreement with OSA
 2. Revision to Admin Benefits Manual
 - Recommendation to Approve Change to List of Administrative Positions on page 14, article 14.1 of the APS and ABRSD Administrators' Benefits Manual dated July 1, 2010:
 - from "Assistant Superintendent for Curriculum, Instruction, and Community Education" to "Director of Curriculum and Assessment" and
 - from "Director of I.T. & Instructional Technology to Director of Educational Technology"
 - VOTE** – Steve Mills
 - a. Page 14 of Manual, current
 - b. Page 14 of Manual, proposed

APS Meeting adjourns and AB Regional Meeting continues (8:00)

- VI. STATEMENT OF WARRANT
- VII. PUBLIC PARTICIPATION
- VIII. UNFINISHED BUSINESS
1. FY'10 Final Budgets – Steve Mills/Don Aicardi
 - a. Closing out fiscal 2010 budget
 - b. FY10 Final Object Reports
 2. FY'11 Budget – Steve Mills/Don Aicardi
 - a. Memo re New Educational Funding – Don Aicardi
 - b. Update on Corporate Sponsorship (*oral*) – Steve Mills
 3. ALG/FinCom Update
 - a. Minutes of 3/10
 - b. Packet from 8/17/10 ALG meeting
 - c. Draft minutes of 8/17/10

4. Health Insurance Trust (HIT) Update – 8/26/10 meeting
5. Staffing Update – *Marie Altieri*
 - a. New Teacher Orientation 8/25/10 Update (oral)
 - b. List of New Professional Staff
 - c. Information about New Teachers (*one revised page in addendum*)
 - d. Leaves of Absence, Resignations, Retirements
6. Finalize School Committee Assignments
 - a. 2010-2011 Assignments
 - b. Suggestions for Long-term Vision and Planning – Xuan Kong
7. Request to Rename ABRHS Track in honor of Dick Dow
 - a. Letter from Ray Gallant, President, The Colonial Club
 - b. Memo from Steve Desy, ABRSD Athletic Director
 - c. “Naming School Facilities” - School Committee Policy (File : FF)
 - d. “Naming School Facilities” Procedures (File: FF-R)

IX. NEW BUSINESS (9:00)

1. SMART Goals 2010-2011 – Steve Mills
 - o *Revision of Goals #6 Facilities and #8 Community Ed in addendum*
2. Schedule next executive session – Brigid Bieber
3. Discussion of MASC (Mass. Assoc. of School Committees) Annual Dues – Brigid Bieber

X.. FOR YOUR INFORMATION

1. ABRHS Info
 - a. Discipline Report: 2009-2010 Summary
 - b. Student Assistance Team (SAT) Summary 2009-2010
2. RJGrey Info
 - a. Back to School Letter to Parents/Students
 - i. 7th Grade packet
 - ii. 8th Grade packet
 - b. Discipline Report: 2009-2010 Summary (*addendum*)
3. MCAS AYP Update
 - a. Parent/Guardian Letters to McCarthy-Towne and RJGJHS
 - b. Pupil Services Response to Anticipated MCAS Results
 - c. Special Education Parent Advisory Council (SpedPAC) Letter
4. Pupil Services – On Team September 2010 and Hold the Date: Oct 29th
5. The Beacon, 8/26/10, “Some seek to limit where sex offenders live, work”
6. Enrollment Update (*addendum*)
7. Interaction – Fall 2010 : <http://comed.ab.mec.edu>
8. the Lamplighter – September 2010 : <http://ab.mec.edu/about/publications>
9. Parent Communication Map: <http://ab.mec.edu/pdffiles/ParentCommunicationMap.pdf>
10. Fall Athletics Coaches
AB Athletics Schedule is at:
<http://www.highschoolsports.net/school/Acton-Boxborough-Regional-HS-Acton-MA>
11. Communications from the Community:
 - a. “Economy Caught in Depression, Not Recession” from C. Seward
 - b. “Better Sleep Leads to Better Grades” from T. Toups
12. For your calendars <http://ab.mec.edu/about/calendars>
 - a. Schools Open
 - b. Open House Dates
 - c. School Calendar 2010-2011, revised 5/6/10

XI. EXECUTIVE SESSION (if needed)

- XII. NEXT MEETINGS: September 16 – 7:30 pm, DOUGLAS School, APS Meeting
October 7 - 7:30 pm, JH Library, ABRSC Meeting

XIII. ADJOURN (9:30)

**ACTON PUBLIC AND ACTON-BOXBOROUGH REGIONAL SCHOOL
COMMITTEE MEETINGS DRAFT MINUTES**

Room 115N
Acton-Boxborough Regional High School

September 15, 2010
6:00 p.m. Joint School Committee Meeting
followed by Joint SC Executive Session

Members present: Brigid Bieber, Michael Coppolino, Herman Kabakoff, Xuan Kong, Maria Neyland, John Petersen, Bruce Sabot, Sharon McManus (6:45)
Members absent: Terry Lindgren
Others: Don Aicardi, Marie Altieri, Mary Ann Fleckner, Steve Mills, Beth Petr

The Joint School Committee Meeting was called to order at 6:05 pm. by Brigid Bieber and John Petersen, respective chairs.

UNFINISHED BUSINESS – Acton-Boxborough Regional School Committee

1. Recommendation to Approve ABRHS Field Trip to Camp Hi Rock
It was moved, seconded and
VOTED: to approve the ABRHS Field Trip to Camp Hi Rock, South Egremont, MA on 9/24/10 – 9/26/10
Xuan Kong abstained. Other votes were YES.

JOINT EXECUTIVE SESSION

At 6:10 p.m., it was moved, seconded and unanimously
VOTED by role call: that the **Acton-Boxborough Regional School Committee** go into Executive Session (Joint School Committee) to discuss strategy with respect to collective bargaining.
YES (Bieber, Coppolino, Kabakoff, Kong, Neyland, Petersen, Sabot)

This was done after Brigid Bieber declared that an open meeting may have a detrimental effect on the bargaining position of the Board. She said the purpose of the executive session was to discuss contract negotiations with the AEA union.

At 6:10 p.m., it was moved, seconded and unanimously
VOTED by role call: that the **Acton Public School Committee** go into Executive Session (Joint School Committee) to discuss strategy with respect to collective bargaining.
YES (Coppolino, Kabakoff, Kong, Petersen)

This was done after John Petersen declared that an open meeting may have a detrimental effect on the bargaining position of the Board. He said the purpose of the executive session was to discuss contract negotiations with the AEA union.

At 7:09 p.m. the Committees were polled to go out of Executive Session for the sole purpose of adjourning.

NEXT MEETING: Sept 16, 7:30 pm, Douglas School Cafetorium, APS SC Meeting

Respectfully submitted,
Beth Petr

How do we know students
have learned what we've taught?

Assessment

Formative Assessment

Curriculum related assessments: internally developed assessments to measure understanding of the district curriculum

- performance assessment
- curriculum associated tests or tasks

Interim (benchmark) assessments: used to guide instruction, to identify students needing additional help, to predict student performance on outcomes assessments, to assure program expectations across schools, provide insights into program quality, to support professional decision-making, and to support curriculum selection and development.

- Assessing Math Concepts
- DRA
- QRI

Diagnostic Assessments: help educators specifically pinpoint areas of strengths and weaknesses that need to be addressed.

- those assessments used by reading specialists, PTs, OTs, etc.

Summative Assessment

Outcomes assessment: used for district accountability for NCLB

- MCAS

Assessment

Formative Assessment

Diagnostic assessments help educators specifically pinpoint areas of strengths and weaknesses that need to be addressed

- these assessments used by reading specialists, PTs, etc.

Formative classroom assessments used to guide instruction, to identify students needing additional help, to predict student performance on outcome assessments, to assess program effectiveness across subjects, provide insights into program quality, to support professional development, and to support course and school improvement development

- Peer Review With Check-ups
- HRA
- UEL

Criterion-referenced assessments are used to develop and estimate the number and distribution of the distribution of students

- performance is evaluated
- curriculum associated with the test

Summative Assessment

Summative assessment is used to evaluate student learning at the end of a course or program

- MC, etc.

What do we teach? Standards

English Language Arts

Writing

Listening

Reading

Media

Speaking

Mathematics

Number Sense & Operations Geometry

Patterns, Relations and Algebra

Data Analysis, Statistics and Measurement
Probability

Performing Arts

Comprehensive Health
(Physical, Social, Emotional, Safety
and Prevention, Personal and Community)

Foreign Languages

Visual Arts

Science and
Technology/Engineering

History, Social Studies,
Geography, Civics

Technology Literacy

Standards

Technology Literacy

Foreign Languages

Comprehensive Health
(Physical, Social, Emotional, Safety
and Prevention, Personal and Community)

Mathematics

Number Sense & Operations Geometry
Patterns, Relations and Algebra
Data Analysis, Statistics and Measurement
Probability

History, Social Studies,
Geography, Civics

Science and
Technology/Engineering

English Language Arts

Writing Listening
Reading Media
Speaking

Performing Arts

Visual Arts

Recent News about Assessment

U.S. Asks Educators to Reinvent Student Tests, and How They Are Given

By Sam Dillon

Published: September 2, 2010 NY Times

Standardized exams — the multiple-choice, bubble tests in math and reading that have played a growing role in American public education in recent years — are being overhauled.

They will be computer-based, Mr. Duncan said, and will measure higher-order skills ignored by the multiple-choice exams used in nearly every state, including students' ability to read complex texts, synthesize information and do research projects.

An Accountability Lesson from Michelle Obama
By Douglas Reeves and Timothy Waters
Education Week August 25, 2010 p. 27

First, we should change the accountability equation. The prevailing claim that “testing=learning” is as superficial as the formula that “health=weight.”

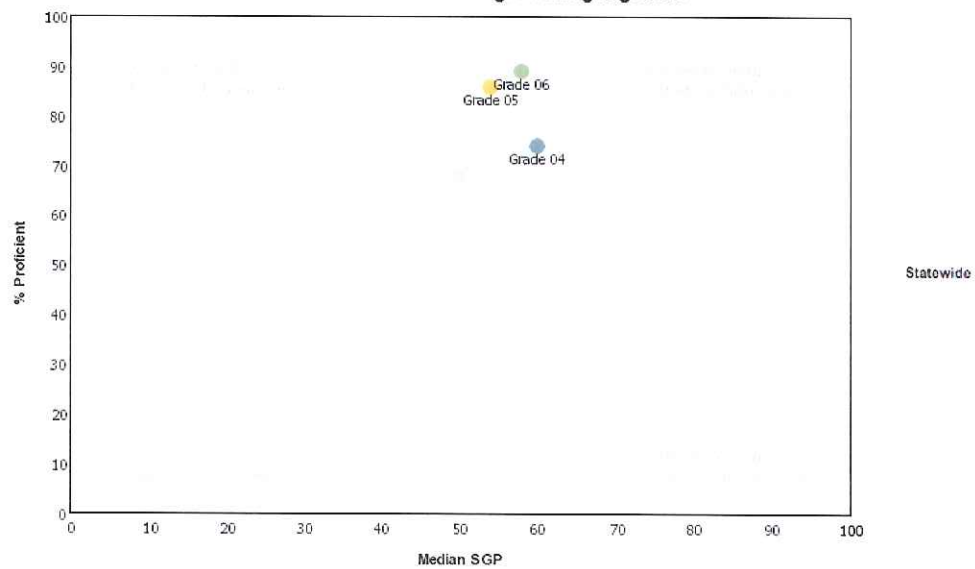
The accountability equation should be “learning=teaching and leadership.” And an effective accountability system would measure all three elements of that equation.

Performance = achievement + growth

Acton - 2010 MCAS All Grades English Language Arts

	Median SGP	% Proficient	N Students (SGP)
Grade 04	60.0	74	346
Grade 05	54.0	86	373
Grade 06	58.0	89	396

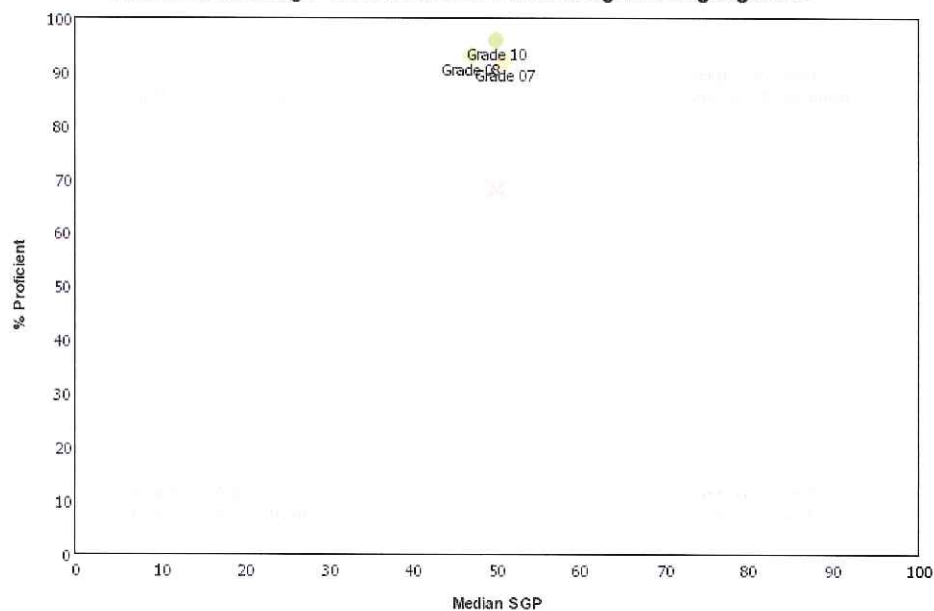
Acton - 2010 MCAS All Grades English Language Arts



Acton-Boxborough - 2010 MCAS All Grades English Language Arts

	Median SGP	% Proficient	N Students (SGP)
Grade 07	51.0	92	453
Grade 08	47.0	93	482
Grade 10	50.0	96	440

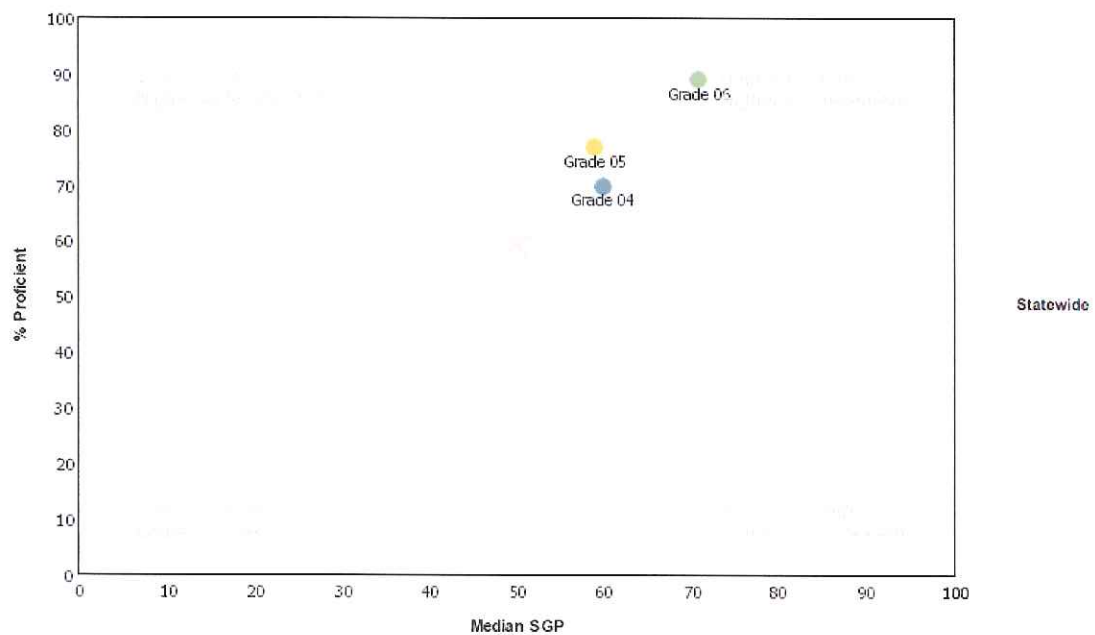
Acton-Boxborough - 2010 MCAS All Grades English Language Arts



Acton - 2010 MCAS All Grades Mathematics

	Median SGP	% Proficient	N Students (SGP)
Grade 04	60.0	70	347
Grade 05	59.0	77	373
Grade 06	71.0	89	395

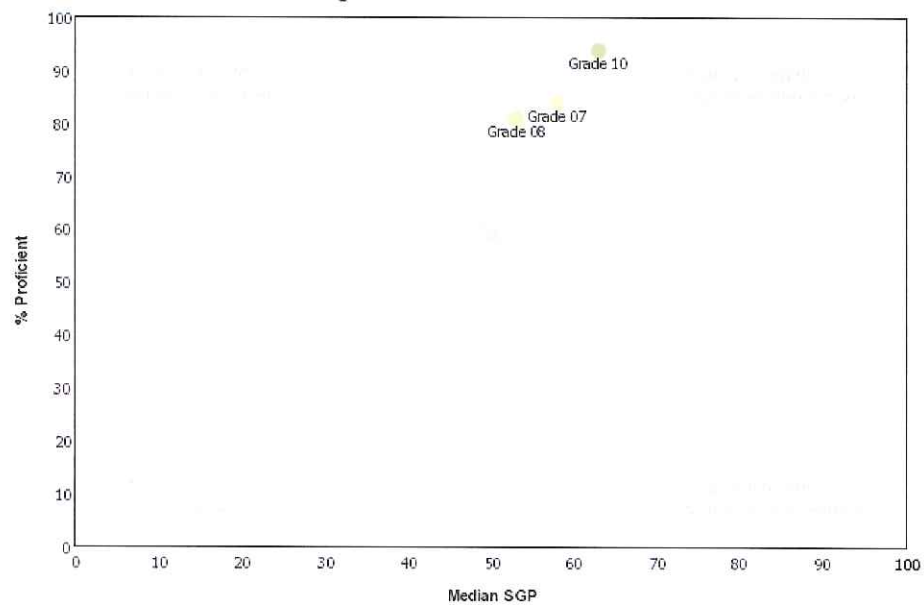
Acton - 2010 MCAS All Grades Mathematics



Acton-Boxborough - 2010 MCAS All Grades Mathematics

	Median SGP	% Proficient	N Students (SGP)
Grade 07	58.0	84	453
Grade 08	53.0	81	482
Grade 10	63.0	94	438

Acton-Boxborough - 2010 MCAS All Grades Mathematics

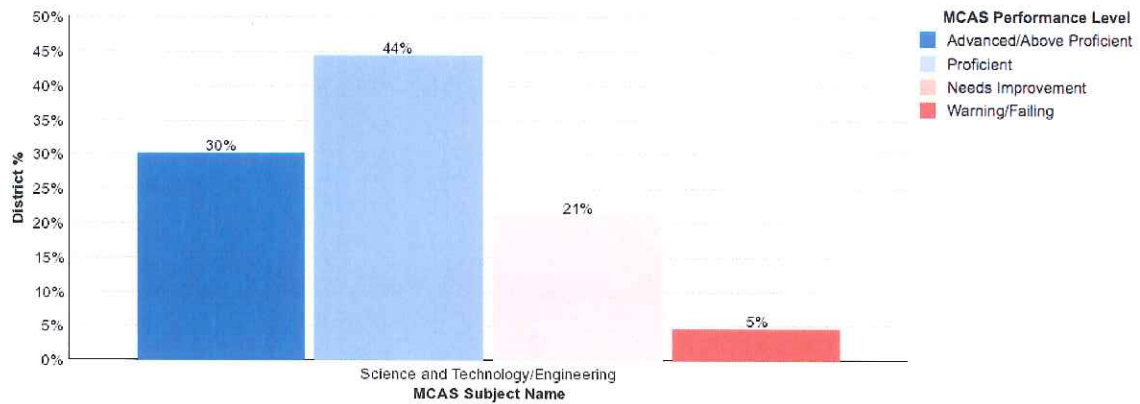


MCAS Subject Name	MCAS Performance Level	District #	District %	State %
Science and Technology/Engineering	Advanced	119	30%	15%
	Proficient	175	44%	38%
	Needs Improvement	83	21%	36%
	Warning	18	5%	11%
Science and Technology/Engineering Students		395		



District Performance Distribution
Acton - 2010 MCAS Grade 5 Science and Technology/Engineering

Students Included: On or after Oct 1

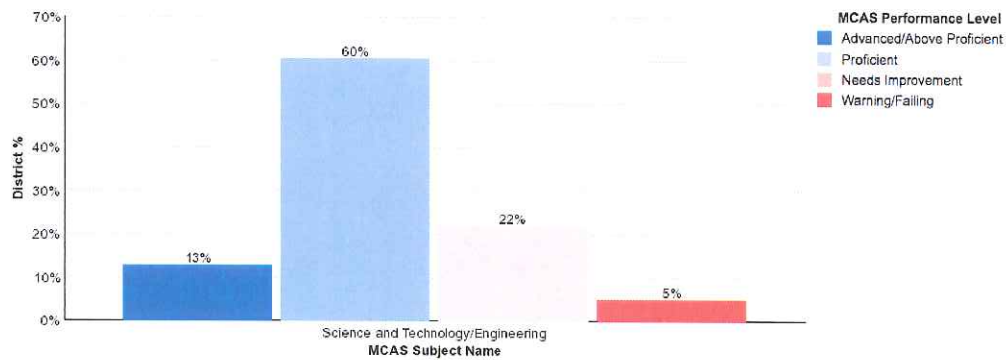


MCAS Subject Name	MCAS Performance Level	District #	District %	State %
Science and Technology/Engineering	Advanced	65	13%	4%
	Proficient	307	60%	36%
	Needs Improvement	111	22%	41%
	Warning	25	5%	19%
Science and Technology/Engineering Students		508		



District Performance Distribution
Acton-Boxborough - 2010 MCAS Grade 8 Science and Technology/Engineering

Students Included: On or after Oct 1

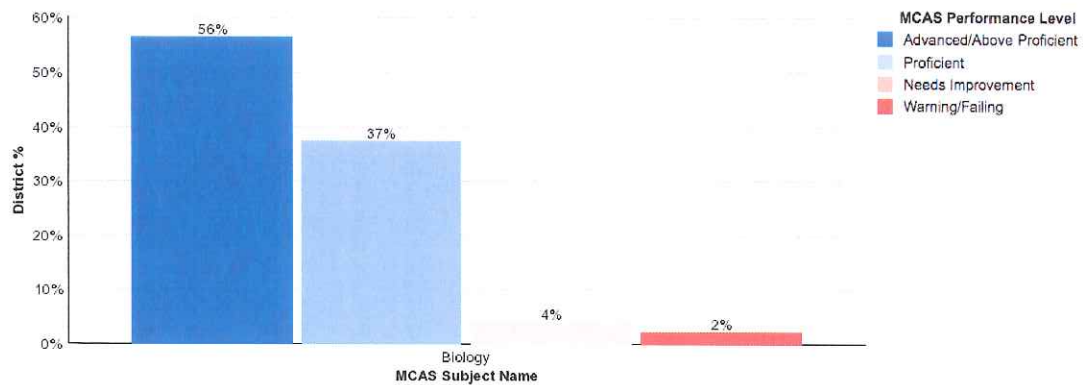


MCAS Subject Name	MCAS Performance Level	District #	District %	State %
Biology	Advanced	262	56%	17%
	Proficient	173	37%	46%
	Needs Improvement	19	4%	23%
	Failing	10	2%	13%
Biology Students		464		



District Performance Distribution
Acton-Boxborough - 2010 MCAS Grade HS (9, 10) Biology

Students Included: On or after Oct 1



Growth Model

The growth measure is really just a number from 1 to 99, with higher being better.

There are no definitions or criteria that tell us definitively how much growth is high or low; it's just our own professional judgment. (This differs from MCAS performance levels, where professional educators have helped us define what it means to be proficient on each test.)

That being said, our guidance is that growth percentiles between about 40 and 60 are what we would call "typical." Percentiles above 60 suggest high growth; percentiles below 40 suggest low growth.

Taken from DESE Powerpoint, "Measuring growth in student performance on MCAS: The growth model," slide 12 notes

Growth measures implicitly assume, without justification, that students who begin at different achievement levels should be expected to gain at the same rate . . .

and that all gains are due solely to the individual teacher to whom student scores are attached; growth measures do not control for students' socioeconomic advantages or disadvantages that may affect not only their initial levels but their learning rates.

Economic Policy Institute Briefing Paper #278, August 29, 2010, pg. 9

Grade 10 student growth percentiles tend to vary more than growth percentiles at other grade levels.

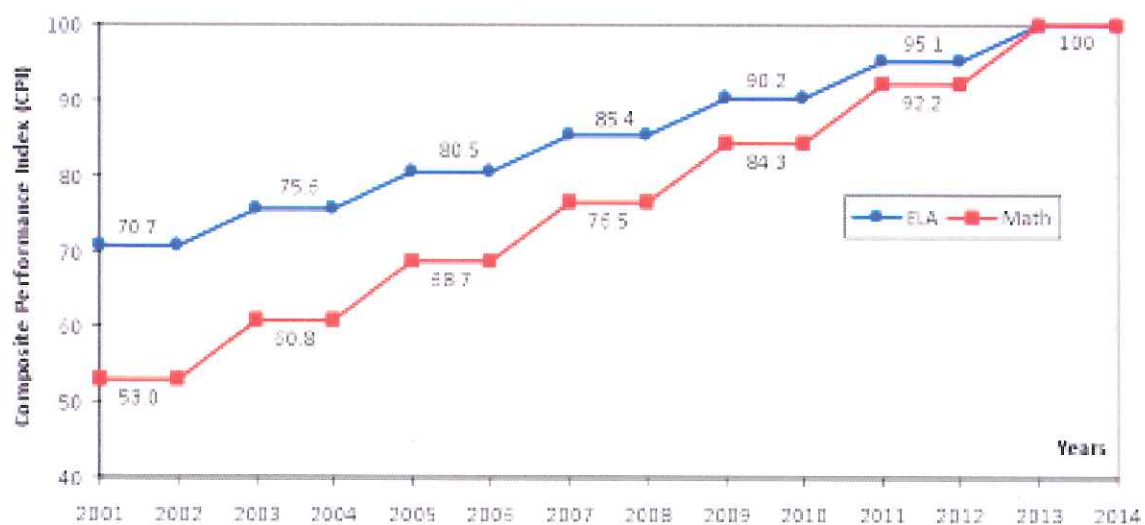
This happens because a large majority of 10th graders reach the Proficient performance level on the MCAS and are therefore concentrated at the top of the scale.

Differentiating between these scores is challenging because relatively small differences in performance seem larger when translated into student growth percentiles.

Massachusetts Student Growth Percentiles - Frequently Asked Questions (FAQ)
<http://www.doe.mass.edu/mcas/growth/faq.html?section=overview>

School Leader's Guide to 2010 School and District Accountability Reports

Chart 1: State Performance Targets, 2001-2014



Mathematics	State Target 2010	2010 CPI	On Target Range	State Target 2011
Acton Grade 3-5	84.3	90.5	91.4-94.4	92.2 +7.9
ELA	State Target 2010	2010 CPI	On Target Range	State Target 2011
Acton Grade 3-5	90.2	92.7	93.4-96.2	95.1 +4.9

2010 English Language Arts MCAS District Analysis

Grade 3

Item Number	Question Type	Strand	Standard	Percentage
11	OR	Reading & Lit.	Nonfiction	40%
18	SR	Reading & Lit.	Myth, Trad. Narrative & Classical Lit.	63%
19	MC	Reading & Lit.	Nonfiction	55%
24	SR	Reading & Lit.	Nonfiction	66%
35	SR	Reading & Lit.	Fiction	71%
36	SR	Reading & Lit.	Fiction	58%

Grade 4

Item Number	Question Type	Strand	Standard	Percentage
11	OR	Reading & Lit.	Nonfiction	61%
23	OR	Reading & Lit.	Nonfiction	58%
29	MC	Reading & Lit.	Fiction	69%
34	OR	Reading & Lit.	Fiction	48%
40	OR	Reading & Lit.	Dramatic Literature	53%

Grade 5

Item Number	Question Type	Strand	Standard	Percentage
6	OR	Reading & Lit.	Poetry	53%
16	OR	Reading & Lit.	Nonfiction	60%
23	OR	Reading & Lit.	Nonfiction	63%
27	MC	Reading & Lit.	Fiction	71%
34	OR	Reading & Lit.	Fiction	58%

Grade 6

Item Number	Question Type	Strand	Standard	Percentage
6	OR	Reading & Lit.	Myth, Trad. Narrative & Classical Lit.	61%
17	OR	Reading & Lit.	Nonfiction	65%
24	OR	Reading & Lit.	Nonfiction	69%
33	MC	Reading & Lit.	Fiction	71%
34	MC	Language	Structure & Origins of Modern Eng.	62%
35	OR	Reading & Lit.	Fiction	58%

A-B 2010 English Language Arts MCAS District Analysis

Grade 7

Item Number	Question Type	Strand	Standard	Percentage
6	OR	Reading & Lit.	Dramatic Literature	57%
16	OR	Reading & Lit.	Nonfiction	69%
23	MC	Reading & Lit.	Nonfiction	68%
24	OR	Reading & Lit.	Nonfiction	71%
35	OR	Reading & Lit.	Fiction	69%

Grade 8

Item Number	Question Type	Strand	Standard	Percentage
6	OR	Reading & Lit.	Style and Language	64%
35	OR	Reading & Lit.	Fiction	68%

Grade 10

Item Number	Question Type	Strand	Standard	Percentage
18	OR	Reading & Lit.	Fiction	63%
27	OR	Reading & Lit.	Fiction	70%
36	OR	Reading & Lit.	Nonfiction	71%

Response to MCAS ELA Analysis

- Benchmark Reading Assessments in Elementary Schools
- Use of non-fiction reading selections
- Consultant to work with teachers on use of assessments and instruction
- Workshops for conducting Running Records
- 6 Trait Workshops K-12 on writing across the curriculum
- K-12 instruction on complete answers to open-ended questions
- Focus on vocabulary, reading comprehension and text structures across the curriculum at the JH
- District-wide Literacy Plan
- Review of Common Core Standards

Acton 2010 Mathematics MCAS District Analysis

Grade 3

Item Number	Question Type	Strand	Standard	Percentage
9	MC	Geometry	Locations and Spatial Relationships	71%
13	SA	Number Sense	Numbers	45%
25	SA	Geometry	Transformations and Symmetry	59%
29	MC	Number Sense	Numbers	66%
30	MC	Geometry	Locations and Spatial Relationships	70%

Grade 4

Item Number	Question Type	Strand	Standard	Percentage
8	OR	Geometry	Transformations and Symmetry	68%
17	SA	Patterns, Rel. & Algebra	Symbols	65%
18	OR	Data, Stats & Probability	Inferences and Predictions	58%
21	MC	Data, Stats & Probability	Probability	46%
23	MC	Geometry	Properties of Shapes	68%
38	SA	Number Sense	Numbers	60%

Grade 5

Item Number	Question Type	Strand	Standard	Percentage
4	MC	Measurement	Technology and Tools	58%
5	SA	Data, Stats & Probability	Statistical Methods	66%
6	SA	Patterns, Rel. & Algebra	Models	69%
11	OR	Geometry	Properties of Shapes	61%
18	MC	Number Sense	Computation	70%
19	MC	Number Sense	Computation	67%
20	MC	Number Sense	Numbers	42%
41	MC	Geometry	Properties of Shapes	60%

Grade 6

Item Number	Question Type	Strand	Standard	Percentage
8	MC	Patterns, Rel. & Algebra	Models	66%
12	MC	Number Sense	Operations	69%

Acton-Boxborough 2010 Mathematics MCAS District Analysis

Grade 7

Item Number	Question Type	Strand	Standard	Percentage
2	MC	Number Sense	Numbers	68%
6	MC	Patterns, Rel, Al	Models	67%
12	MC	Measurement	Techniques and Tools	51%
18	MC	Measurement	Techniques and Tools	65%
37	MC	Patterns, Rel, Al	Patterns, Relations & Functions	59%
39	SA	Geometry	Transformations and Symmetry	69%

Grade 8

Item Number	Question Type	Strand	Standard	Percentage
9	MC	Number Sense	Operations	59%
16	MC	Patterns, Rel. & Algebra	Change	65%
25	MC	Data, Stats & Probability	Probability	71%
32	OR	Number Sense	Numbers	69%

Grade 10

Item Number	Question Type	Strand	Standard	Percentage
11	MC	Data, Stats & Probability	Inferences and Predictions	71%
26	MC	Data, Stats & Probability	Probability	65%
28	MC	Patterns, Rel. & Algebra	Models	70%

Response to MCAS Mathematics Analysis

- Continued use of Assessing Mathematics Concepts in Primary Grades
- Workshop for Special Education Teachers across district
- District Mathematics Study Group-Collaboration
- Content workshops for grades 3-5 in Geometry and Number Sense
- Review of Common Core Standards
- K-12 instruction on complete answers to open-ended questions
- Mathematics Specialists/Coaches

Spring 2010 MCAS Scores

Pupil Services Instructional Plan

Merriam School

Preliminary Instructional Plan

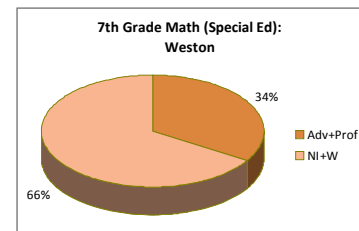
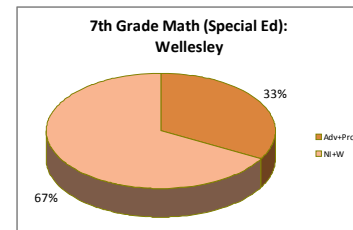
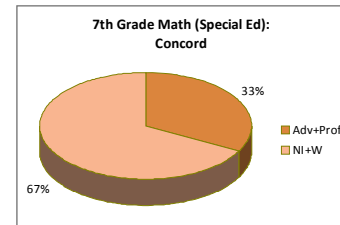
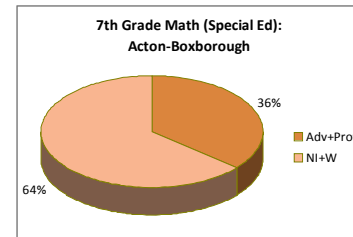
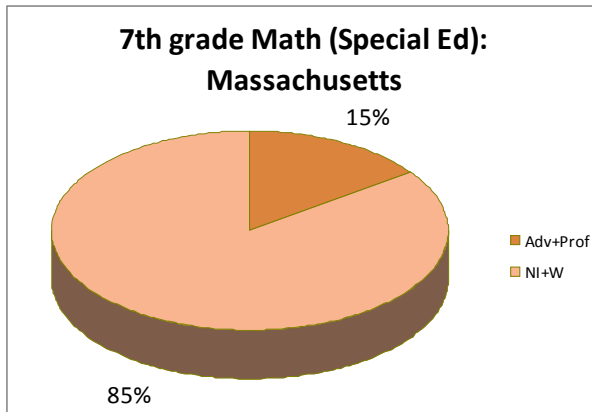
2009 – 2010	2010 – 2011
<ul style="list-style-type: none">■ Grade 3 and 4 teachers studied and created a new scope and sequence for the use of reading and writing resources.■ Grade level meetings with the principal and staff categorized all MCAS problems by category and strand■ Grade level meetings with principals and staff reviewed all students who scored in the NI and/or W categories and made relevant recommendations for improvement.	<ul style="list-style-type: none">■ Staff to participate in “Daily 5” professional development offering that looks at student work more individually within the classroom.■ January 2011, a reading assistant will be hired to help focus and sequence instruction.■ Staff meeting and grade level trainings being scheduled to target specific areas of writing that are difficult for students; open response and long composition.■ Scheduled meetings with regular and special education staff to increase collaboration regarding student needs.

McCarthy Towne School

Preliminary Instructional Plan

2009 – 2010	2010 – 2011
<ul style="list-style-type: none">■ Implemented the effective use of the new Scott-Foresman curriculum materials■ Continued monthly grade level discussions and study to refine understanding of students' concept/skill mastery and how it is accurately assessed.■ Continued to align McCarthy-Towne mathematics scope and sequence to the Massachusetts State Frameworks.	<ul style="list-style-type: none">■ Continue to implement the effective use of the Scott-Foresman curriculum.■ Reshape grade level discussions to reflect the experience of the past “first-year” implementation process.■ Formed a group comprised of regular and special educators to perform item analysis on sub-group MCAS results in mathematics.■ Identified a group of students with emotional and attentional challenges to study a variety of behavioral interventions and supports.

State and Community Analysis



Grade 7 MCAS Areas of Concern

Strand	Topic	School %	District %	State %	Diff
Geometry	Transformations and Symmetry	41%	69%	53%	-12%
Measurement	Techniques and Tools	48%	71%	59%	-12%

Grade 8 MCAS Areas of Concern

Strand	Topic	School %	District %	State %	Diff
Geometry	Spatial Relationships	39%	73%	56%	-16%
Geometry	Transformations and Symmetry	25%	58%	49%	-23%
Measurement	Measurable Attributes and Measurement Systems	38%	74%	53%	-15%
Number Sense and Operations	Numbers	49%	75%	56%	-8%
Patterns, Relations, and Algebra	Models	47%	77%	61%	-14%

Remedial Plan for RJ Grey Jr High School

- Identified the MCAS questions and aligned them to our in-district text (section by section)
- Identified the areas that carried the most weight
- Re-sequenced the curriculum to include topics of heavy weight
- Created a day by day calendar to ensure that all major areas are addressed
- Trained regular and special educators regarding content and sequence
- Created an MCAS “Book”, section by section for remediation and review

7th Grade Math MCAS Analysis

7th Grade Math MCAS Analysis

Chapter	Title	% of MCAS
Chapter 1	The Tools of Algebra	1.8%
Chapter 2	Integer Operations	3.0%
Chapter 3	Equations	4.1%
Chapter 4	Algebra & Rational Numbers	5.9%
Chapter 5	Rational Number Operations	4.7%
Chapter 6	Ratio, Proportion & Percent	19.5%
Chapter 7	Functions and Graphing	18.3%
Chapter 8	Eq. and Inequalities	0.0%
Chapter 9	Real Numbers & Right Triangles	1.2%
Chapter 10	Two-Dimensional Figures	18.9%
Chapter 11	Three-Dimensional Figures	4.1%
Chapter 12	Data Analysis & Probability	18.3%
		100.0%

75%

R.J. Grey Junior High School

April

Monday	Tuesday	Wednesday	Thursday	Friday
4 7th Open 8th Review 2	5 7th 7.1 8th Quiz 3	6 7th 7.1 8th 11.5 4	7 7th 7.2 8th 11.6 1	8 7th 7.2 8th 11.6 2
11 7th 7.3 8th 11.7 3	12 7th 7.3 8th 11.7 4	13 7th Review 8th Review 1	14 7th Quiz 8th Test 2	15 7th Open 8th Open 3
18 No School	19 No School	20 No School	21 No School	22 No School
25 7th 7.6 8th 12.1 4	26 7th 7.6 8th 12.1 1	27 7th 7.7 8th 12.3 2	28 7th 7.7 8th p726 3	29 7th Review 8th p726 4

R.J. Grey Junior High School

Preliminary Instructional Plan

2009 – 2010	2010 – 2011
<ul style="list-style-type: none">■ Purchase of “Study Island” math.■ Continued use of new grade 7 math text.■ Categorized all MCAS problems by category and strand.■ For grades 7 and 8, categorized all the expected levels of proficiency and a timeline for the math fundamentals curriculum.■ Revised math test to include MCAS-type questions.	<ul style="list-style-type: none">■ Added a certified math teacher to co-teach Math Fundamental classes.■ Currently offering a Math Support class for a particular sub-group of students (during the school day).■ Changed the sequence of the overall math curriculum to cover required MCAS topics.■ Developed a calendar, day-by-day, of all MCAS topics to be covered.■ Identified a group of students with emotional and attentional challenges and addressed behavioral supports.

**Spring 2010 MCAS Scores
Preliminary Action Plan
October 2010**

By Liza Huber, Director of Pupil Services

Introduction:

The results of our Acton and Acton-Boxborough students' performances on the Massachusetts Comprehensive Assessment test (MCAS) are used in a variety of ways. The federal government uses student and school MCAS performance to determine if schools and districts are "steadily progressing, year by year, toward achievement by 2014 of the national goal set forth in the No Child Left Behind Act (NCLB). The goal is; "... all students will achieve proficiency in English Language Arts and Mathematics".

While Acton and Acton-Boxborough met its AYP targets in the participation, performance and attendance categories, it did not meet the AYP targets for improvement in three student sub-group categories: special education ELA for the Merriam School, special education math for the McTowne School, and special education math at the junior high school.

In analyzing all MCAS factors, we are proud to report that all of our schools and the majority of our students are doing well. Our two districts have among the highest composite scores in the upper grades for all the school districts in the Commonwealth. While we recognize that there will be some variation in scores from year to year as students change at a particular grade level, the overall picture is extremely positive.

Because we are concerned about and committed to improving the performance gaps that have been identified in the report between several sub-groups and the aggregate, the staff continues to identify and address those specific students' needs. Holding ourselves accountable for the measurable goal of MCAS, we use this data to make informed decisions about curricular and instructional change, including an analysis to ensure alignment with the State Frameworks.

For students with moderate to severe disabilities, there are several challenges with MCAS testing. For some, it's simply a question of stamina and/or attention. For others, matriculating through our schools requires more time to cover and achieve proficiency of grade level concepts and skills, specifically in the areas of English Language Arts and Mathematics. But, beyond these factors of steadfastness and "more time on task", re-sequencing curriculum and teaching of specific types of questions (Open Response, Short Answer, Multiple Choice) will definitely lead to better preparation in taking the MCAS test. Furthermore, the ELA requirements of making inferences and supporting their ideas based on facts can often present significant challenges and additional focus on conventions, vocabulary, and explicit instruction in writing a response to questions needs further direct teaching, practice, and reinforcement. In math, practice and repetition of skills and types of questions, (Open Response, Short Answer, Multiple Choice) are solid strategies to implement and maintain. Chapter analyses, the teaching order of chapters, and monthly, weekly, and daily schedules of instruction complement this remedial approach. But, students with specific disabilities may still not have the specific skill set at the time of administration. The aforementioned strategies will set the stage for better instruction and subsequently, a better skill set.

Preliminary Analysis of Performance By School

The Merriam School
English/Language Arts

The ELA MCAS assesses students' reading comprehension and writing ability. In grades 3, 4, 5, 6, 7, 8 and 10; students' comprehension is assessed with multiple choice questions in response to a piece of literature, as well as open response questions which require students to demonstrate evidence of reading comprehension through writing. As a point of information, the 4th, 7th, and 10th grade tests also include a long composition prompt requiring students to write a narrative connected to a personal experience. Our preliminary analysis further indicates that the percentage of students in the Needs Improvement category decreases at the 6th and 8th grade levels. The decrease in category may be explained by the emphasis on the process of writing through the curriculum (brainstorming, outlining, drafting, editing, audience feedback) - - over time.

For this upcoming year, the Merriam School has planned targeted professional development to enhance the use of teaching strategies. The hiring of a reading assistant is planned for the second half of this school year to help focus and sequence instruction (in line with topics delineated by the MCAS administration). Finally, in addition to the Six Traits workshops which have been open to all teachers K-12, the faculty has planned additional training to target the specific areas of writing that are particularly difficult for students, namely, open response and long composition. Student participation in directed post teaching and practice provided in learning centers and resource rooms is being encouraged as well.

Merriam School: Preliminary Instructional Plan

2009 – 2010	2010 – 2011
<ul style="list-style-type: none">■ Grade 3 and 4 teachers studied and created a new scope and sequence for the use of reading and writing resources.■ Grade level meetings with the principal and staff categorized all MCAS problems by category and strand.■ Grade level meetings with principals and staff reviewed all students who scored in the NI and/or W categories and made relevant recommendations for improvement.	<ul style="list-style-type: none">■ Staff to participate in "Daily 5" professional development offering that looks at student work more individually within the classroom.■ January 2011, a reading assistant will be hired to help focus and sequence instruction.■ Staff meeting and grade level trainings being scheduled to target specific areas of writing that are difficult for students; open response and long composition.■ Scheduled meetings with regular and special education staff to increase collaboration regarding student needs.

The McCarthy-Towne School
Math

The Mathematics MCAS assesses five content strands of math:

- Number Sense and Operations,
- Patterns, Relations, and Algebra,
- Geometry,
- Measurement,
- Data Analysis, Statistics and Probability.

For grades 3-10, each of the tests consists of three types of questions: multiple choice, short answer, and open response questions. As part of the item analysis for McCarthy-Towne, administrators and school staff have begun to consider the effective interventions for the Conant School, where AYP was reached in 2010 following two years of being in the Needs Improvement category.

As a comparative tool, we looked closely at the mathematics questions and skills to ensure that we are adequately teaching the five content strands. To ensure increased mastery in mathematics, we will further **focus our efforts** on number sense, a predictor of success in algebra, and maintained an increased **focus** on operations. Basic fact fluency and whole number knowledge, which defines number sense, was incorporated more frequently in the daily instruction.

In addition, Conant piloted data collection tools that directly informed classroom teachers' practice and interventions, which included small group instruction and re-teaching as indicated. New teaching strategies in specific curriculum areas were also initiated; Six Traits Writing and Digi-block math manipulatives as some examples.

Looking ahead to this year, elementary teachers and special education staff will consider ways to improve coordination of teaching all students techniques for answering open response questions on MCAS as this coordination will assist students in mathematical thinking and reasoning.

McCarthy Towne School: Preliminary Instructional Plan

2009 – 2010	2010 – 2011
<ul style="list-style-type: none">■ Implement the effective use of the new Scott-Foresman curriculum materials.■ Continue monthly grade level discussions and study to refine understanding of students' concept/skill mastery and how it is accurately assessed.■ Continue to align MCT mathematics scope and sequence to Massachusetts State Frameworks.	<ul style="list-style-type: none">■ Continue to implement the effective use of the Scott Foresman curriculum.■ Reshape grade level discussions to reflect the experience of the past first-year implementation process.■ Formed a group comprised of regular and special educators to perform item analysis on sub-group MCAS results in mathematics.■ Identified a group of students with emotional and attentional challenges to study a variety of behavioral interventions and supports.

RJ Grey
Corrective Action Status in Math

At the junior high level, Acton-Boxborough students generally outscored the state averages on individual test items on the MCAS math exams. However, at this age and stage, open response questions require significant writing to support students' mathematical thinking and reasoning. This creates challenges for our more disabled students.

During the 2009-2010 school year, use of the new Grade 7 mathematics textbook, as well as the purchase of "Study Island – Math" provided additional math support to address targeted skill areas. Small group math classes ("Math Fundamentals") taught through special education were restructured to address an MCAS review during each class. Math concepts and skills as well as a review of strategies and techniques for answering open-ended questions were incorporated into lesson plans. In the spring of 2010, a parent forum was scheduled to discuss reinforcement techniques for homework assignments in multiple choice, short answer, and open response.

As we move forward this upcoming year, in order to reinforce math concepts and to introduce students to the full range of questions types, a variety of configurations will be considered for instructional practice in order to support particular sub-groups of students. Presently, we are offering a "Math Support" class during the school day to targeted students during an RJG study block. We have further identified a group of students with emotional and attentional problems who are challenged differently. Although they have the skills, they are not invested in taking or performing on the MCAS as they see little relevancy. For these students, we have assigned special education staff and a counselor/psychologist who will devise a plan with the student which will reinforce good behavior through competitive strategies and rewards. Finally, we have added a certified math teacher to co-teach all math fundamentals classes who will help students at risk and add additional practice of skills to the delivery of instruction. Included therein is a reinforcement of those skills with much repetition. In a sense, for the purpose of those students passing the MCAS, we anticipate that this rigor of teaching to the test will reinforce the necessary skills that are required on the MCAS.

R.J. Grey: Preliminary Instructional Plan

2009 – 2010	2010 – 2011
<ul style="list-style-type: none">■ Purchase of "Study Island" math.■ Continued use of new grade 7 math text.■ Categorized all MCAS problems by category and strand.■ For grades 7 and 8, categorized all the expected levels of proficiency and a timeline for the math fundamentals curriculum.■ Revised math test to include MCAS-type questions.	<ul style="list-style-type: none">■ Added a certified math teacher to co-teach Math Fundamental classes.■ Currently offering a Math Support class for a particular sub-group of students (during the school day).■ Changed the sequence of the math curriculum to cover required MCAS topics.■ Developed a calendar, day-by-day, of all MCAS topics to be covered.■ Identified a group of students with emotional and attentional challenges and addressed behavioral supports.

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We continue to analyze the MCAS in collaboration with regular education, have identified the sub-groups in ELA and math that need attention, noted the individual students who need instructional support, and met with department heads and teachers. Our commitment is to continue to elaborate on this instructional plan to promote the growth of all our students. In summary, we have seen a systemic intervention which will enhance performance on this high stake testing. But what is so important in the Pupil Services Department is meeting the needs of the actual students who have a myriad of instructional needs. We have developed the 7th and 8th grade math analysis (attached) as an example of how we must pragmatically look at each child – daily, weekly, monthly – to ensure their progress and ultimate achievement.

7th Grade Math MCAS Analysis

Chapter	Title	% of MCAS
Chapter 1	The Tools of Algebra	1.8%
Chapter 2	Integer Operations	3.0%
Chapter 3	Equations	4.1%
Chapter 4	Algebra & Rational Numbers	5.9%
Chapter 5	Rational Number Operations	4.7%
Chapter 6	Ratio, Proportion & Percent	19.5%
Chapter 7	Functions and Graphing	18.3%
Chapter 8	Eq. and Inequalities	0.0%
Chapter 9	Real Numbers & Right Triangles	1.2%
Chapter 10	Two-Dimensional Figures	18.9%
Chapter 11	Three-Dimensional Figures	4.1%
Chapter 12	Data Analysis & Probability	18.3%
		100.0%

7th Grade MCAS Analysis by Chapter

Chapter 1 The Tools of Algebra

1.1	A Problem Solving Plan
1.2	Numbers & Expressions
1.3	Variables and Expressions
1.4	Properties
1.5	Equations and Solutions
1.6	Ordered Pairs & Relations
1.7	Scatter Plots

MC	SA	OR	Value
			0
2	0	0	2
1	0	0	1
			0
			0
			0
			0
Total			3

MCAS %
1.8%

Chapter 2 Integer Operations

2.1	Integers and Absolute Value
2.2	Adding Integers
2.3	Subtracting Integers
2.4	Multiplying Integers
2.5	Dividing Integers
2.6	The Coordinate System

MC	SA	OR	Value
4	0	0	4
			0
1	0	0	1
			0
			0
			0
Total			5

MCAS %
2.9%

Chapter 3 Equations

3.1	The Distributive Property
3.2	Simplifying Expressions
3.3	One Step Eq - Add/Subtract
3.4	One Step Eq - Mult/Div
3.5	Two Step Equations
3.6	Writing Two-Step Eq
3.7	Sequences & Equations
3.8	Using Formulas

MC	SA	OR	Value
			0
			0
			0
2	2	0	4
1	2	0	3
			0
			0
			0
Total			7

MCAS %
4.1%

Chapter 4 Algebra & Rational Numbers

4.1	Powers & Exponents
4.2	Prime Factorization
4.3	Greatest Common Factor
4.4	Simplifying Fractions
4.5	Mult/Div Monomials
4.6	Negative and Zero Exponents
4.7	Scientific Notation

MC	SA	OR	Value
6	0	0	6
			0
1	0	0	1
			0
			0
			0
3	0	0	3
Total			10

MCAS %
5.9%

Note: Value = MC + SA + 4*OR

7th Grade MCAS Analysis by Chapter

Chapter 5 Rational Number Operations

5.1	Fractions & Decimals
5.2	Rational Numbers
5.3	Multiplying Rational Numbers
5.4	Dividing Rational Numbers
5.5	Add/Subtract Like Fractions
5.6	Least Common Multiple
5.7	Add/Subtract Unlike Fractions
5.8	Equ. With Rational Numbers
5.9	Central Tendency

MC	SA	OR	Value
			0
			0
1	0	0	1
			0
			0
1	0	0	1
0	0	1	4
2	0	0	2
5	0	1	9
Total			17

MCAS %
10.0%

Chapter 6 Ratio, Proportion & Percent

6.1	Ratios & Rates
6.2	Proportions
6.3	Using Proportions
6.4	Scale Drawing & Models
6.5	Fractions, Decimals, Percent
6.6	Using the Percent Proportion
6.7	Finding Percent Mentally
6.8	Using the Percent Equation
6.9	Percent Change
6.1	Using Sampling To Predict
p760	Circle Graphs

MC	SA	OR	Value
8	0	0	8
3	0	0	3
			0
			0
4	0	0	4
			0
2	0	0	2
			0
1	1	2	10
			0
2	0	1	6
Total			33

MCAS %
19.4%

Chapter 7 Functions and Graphing

7.1	Functions
7.2	Representing Linear Functions
7.3	Rate of Change
7.4	Direct Variation
7.5	Slope
7.6	Slope-Intercept Form
7.7	Writing Linear Equations
7.8	Predicting Equations

MC	SA	OR	Value
1	0	0	1
9	1	1	14
5	0	0	5
1	1	2	10
			0
			0
1	0	0	1
			0
Total			31

MCAS %
18.2%

Note: Value = MC + SA + 4*OR

7th Grade MCAS Analysis by Chapter

Chapter 8 Equations & Inequalities

8.1	Eq. w/Variables on Both Sides
8.2	Equ. With Grouping
8.3	Inequalities
8.4	Solv. Ineq. w/ Add & Subtract
8.5	Solv. Ineq. w/ Mult & Div.
8.6	Multi-Step Inequalities

MC	SA	OR	Value
1			1
			0
			0
			0
			0
			0
Total			1

MCAS %
0.6%

Chapter 9 Real Numbers & Right Triangles

9.1	Squares & Square Roots
9.2	The Real Number System
9.3	Triangles
9.4	The Pythagorean Theorem
9.5	The Distance Formula
9.6	Similar Figures

MC	SA	OR	Value
			0
			0
0	1	0	1
1	0	0	1
			0
			0
Total			2

MCAS %
1.2%

Chapter 10 Two-Dimensional Figures

10.1	Line & Angle Relationships
10.2	Conguent Triangles
10.3	Transformations
10.4	Quadrilaterals
10.5	Polygons
10.6	Area: Triangles & Quads
10.7	Circles: Circ & Area
10.8	Area: Composite Figures

MC	SA	OR	Value
0	2	1	6
			0
2	0	3	14
0	1	0	1
0	1	0	1
1	0	0	1
1	0	1	5
0	0	1	4
Total			32

MCAS %
18.8%

Chapter 11 Three-Dimensional Figures

11.1	Three-Dimensional Figures
11.2	Volume of Prisms
11.3	Volume of Cones & Spheres
11.4	Surface Area of Prisms
11.5	Surface Area of Pyramids
11.6	Similar Solids

MC	SA	OR	Value
1	0	0	1
2	0	0	2
			0
0	0	1	4
			0
			0
Total			7

MCAS %
4.1%

Note: Value = MC + SA + 4*OR

7th Grade MCAS Analysis by Chapter

Chapter 12 Data Analysis & Probability

12.1	Stem & Leaf Plots
12.2	Measures of Variation
12.3	Box & Whisker Plots
12.4	Histograms
12.5	Appropriate Displays
12.6	Misleading Graphs
12.7	Simple Probability
12.8	Counting Outcomes
12.9	Permutations & Combinations
12.10	Composite Events

MC	SA	OR	Value
4	0	1	8
3	3	0	6
			0
			0
1	0	0	1
			0
4	0	0	4
3	0	0	3
			0
			0
Total			22

MCAS %
12.9%

Chapter 13 Polynomials & Functions

13.1	Polynomials
13.2	Adding Polynomials
13.3	Subtracting Polynomials
13.4	Monomials and Powers
13.5	Non-Linear Functions
13.6	Graph Quads & Cubics

MC	SA	OR	Value
			0
			0
			0
			0
			0
			0
Total			0

MCAS %
0.0%

Chapter 1 - 13 Total Value

170

MCAS %
100.0%

Re: Special Education Subgroup Performance on 2010 MCAS

Dear School Committee Members,

October 4, 2010

As you know the special education subgroup of students at both R. J. Grey and McCarthy-Towne did not achieve Adequate Yearly Progress (AYP) last year in accordance with No Child Left Behind (NCLB) requirements. The AB SpEd PAC has a strong interest in the effective education of students with disabilities who make up about 15-17% of the student population in our districts at both the primary and secondary school levels.

Our main concern is that the academic progress of special education students at R. J. Grey and McCarthy-Towne is not adequate to ensure appropriate annual student learning and growth. 2010 MCAS results reveal that R. J. Grey's SGP score for English Language Arts was 34 for the special education subgroup, which puts Acton-Boxborough in the bottom 20% of the 145 districts reporting MCAS results. Other SGP scores at R. J. Grey ranged between 49 and 51, which are better than the state average but not up to the higher growth demonstrated by several nearby districts. For example, Lexington placed ninth and third in the state for ELA SGP scores for its special education subgroup with an SGP of 64.5 in 7th grade and 68 in 8th grade. Concord ranked fifth in the state for 7th grade Math with an SGP of 69 for the special education subgroup while Westford ranked 17th in ELA and 12th in Math for its 8th grade special education subgroup with SGP scores of 61 and 65.5 respectively. There is no question that in Acton-Boxborough we do an admirable job of educating our students in aggregate, however in this instance that broader success masks the underperformance of this particular subgroup of students at certain schools.

The focus of NCLB, in the late Ted Kennedy's words, is to require districts to "... now measure performance based not on the achievement of their average and above-average students but on their progress in helping below-average students reach high standards as well." Even high performing school districts like AB have areas of weakness. Both Annual Yearly Progress (AYP) and Student Growth Percentile (SGP) data confirm there are areas of underperformance in the special education population within our school districts. It is our collective obligation to these students to identify the underlying causes and remedy them so that all of our students can face the brightest future possible. It is simply the right thing to do for our children.

Overview

In general:

- A. **The PAC embraces the intent of NCLB**, which encourages school districts nationwide to bring all students to basic educational proficiency and focus on those subgroups of students who have traditionally lagged schools' aggregate educational performance.

- B. **The PAC recognizes that the NCLB measurement system is flawed.** The classification of R. J. Grey as a school in need of “Corrective Action,” suggests a much direr situation than currently exists at the Junior High. However, if that designation were to slide to a “Needs Restructuring” designation next year, it could take management control of the school away from the Superintendent and School Committee. The PAC believes that the threat of these consequences along with the diminishment of our district’s reputation is sufficient reason to make a sustained and material effort to achieve AYP for this student subgroup in 2011.
- C. **In the PAC’s opinion achieving AYP in Math at RJ Grey for the special education subgroup is feasible.** The majority of schools in the state have avoided a corrective action label. Lexington and Westford continue to make AYP annually for their special education subgroup notwithstanding the ever-tightening performance standards. Last year Conant achieved AYP in both Math and English in the special education subgroup after being cited the prior year as a first year “Needs Improvement” school in both academic areas. While it may be difficult, this is an achievable goal.
- D. **Given the success at Conant last year the PAC believes the likelihood of achieving AYP at R. J. Grey would be significantly improved if the following were in place.**
- 1) There was School Committee/district consensus that making AYP for this subgroup of students is an important district goal.
 - 2) A person or persons were designated as responsible for achieving this goal.
 - 3) A specific, action-oriented plan and timetable were established to meet this goal.
 - 4) There was a commitment by the responsible person(s) that the plan and timetable are both feasible and likely to result in success.
- E. **The PAC is concerned about potential overuse of the MCAS-Alt test as a means to meet AYP.** The MCAS-Alt test has the potential of raising student scores without raising corresponding student achievement. Students scoring at the “Progressing” level in the alternative test are awarded 75-100 CPI points whereas the equivalent points for the regular MCAS test would be only 0-25 CPI points. In 2010 nine special education students took the MCAS-Alt test at the Junior High whereas only four students took the alternative MCAS test in 2009, so we have more than doubled the use of the MCAS Alt at the Junior High in the past year. This change likely accounts for some of the improvement seen in our 2010 MCAS scores, though what percentage we do not know.
- F. **While the AYP system is a flawed measurement system, it has flagged some troubling trends in student progress for the special education subgroup of students in our district, which are corroborated by more recently available SGP performance data.** A preliminary analysis of R. J. Grey and McCarthy-Towne MCAS performance is provided below.
- G. **The PAC supports the use of Student Growth Percentiles (SGP) as an important tool in the measurement of individual student progress as well as teacher and program effectiveness.** Although no single statistic can provide a full picture of student progress, SGP is

an objective and statistically sound measure that is available statewide. The PAC encourages the district to adopt a policy that requires:

- 1) Teachers' SGP scores for all students and student subgroups to be part of each teacher's annual performance evaluation. President Obama's criteria for states receiving Race to the Top educational funding has made it clear that tying teacher performance to compensation, advancement, and tenure decisions is the future direction of public education in the United States. We support that goal.
- 2) The use of SGP data when planning annual class assignment of students to ensure no child has back-to-back low performing teachers. Studies have shown that multiple years of below average SGP can be devastating for students while multiple years of above average SGP can materially improve a student's academic achievement over time.
- 3) The regular use of SGP data in assessing the effectiveness of teaching strategies and programs.
- 4) The review and consideration of teachers' recent SGP performance history when hiring new teaching staff in the district.

We anticipate that SGP or something similar will be included in the next reauthorization of NCLB to complement the current AYP measurement system and consequently encourage the district to embrace this powerful tool now.

Additional Information & Preliminary MCAS Analysis

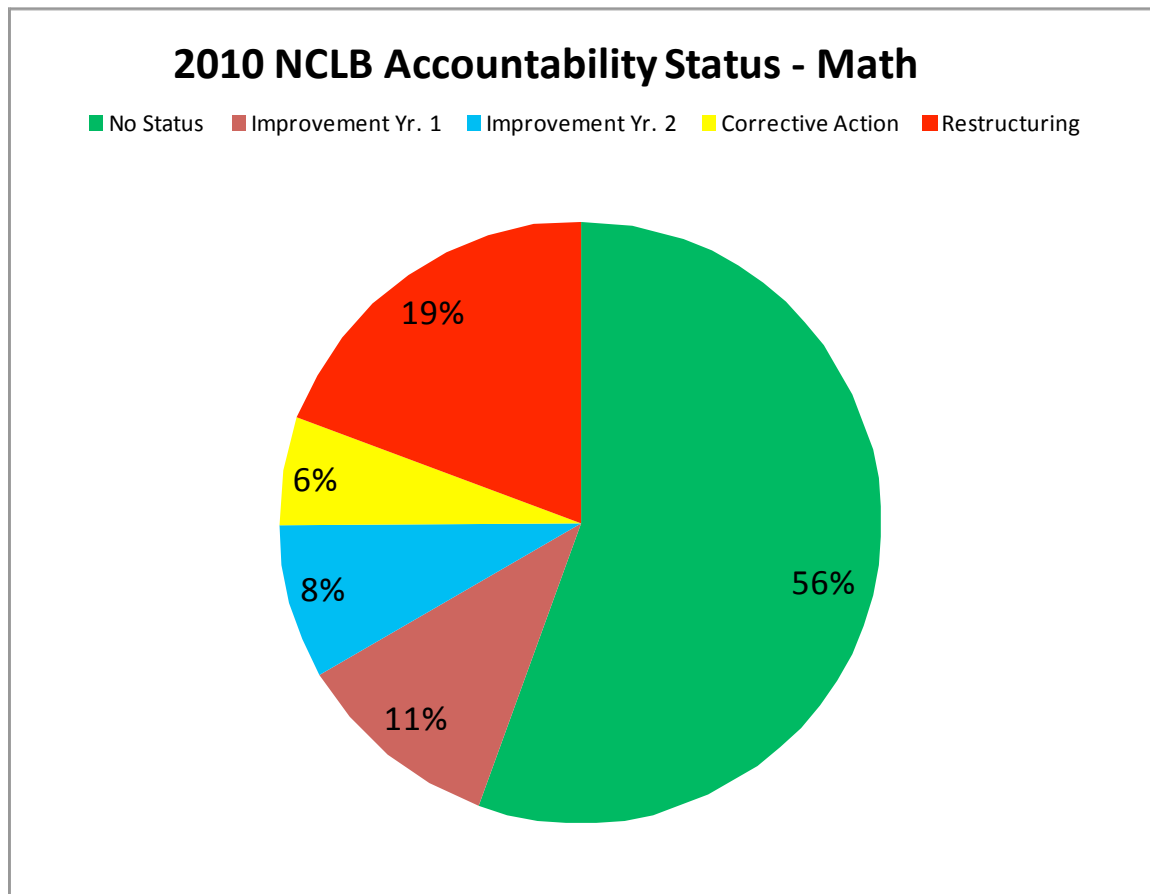
Achieving AYP is Worthwhile

As we understand the measurement structure, the NCLB system will eventually result in every school in Massachusetts being designated as "Needs Restructuring" no matter how high performing it is. The ridiculousness of this outcome has been apparent for some time. We sense a growing expectation within the district that Congress will amend NCLB in the near future thus letting Acton off the hook for not meeting AYP at the Junior High for this subgroup of students. We believe there has been complacency in the district regarding making AYP at the Junior High as a consequence of this thought process. Political forecasters are currently suggesting that elections next month may result in a potential change in party control of the House and shift of the political center in both House and Senate, which could delay any such change to NCLB. Consequently, we suggest that relying on a timely NCLB amendment to fix our problem is ill advised.

As you know, there are multiple drawbacks to not achieving AYP in Math at R. J. Grey for the special education subgroup next year.

- 1) The Junior High will be designated as a school that "Needs Restructuring," which is the lowest ranking a school can achieve under NCLB.
- 2) The district will risk losing management control of R. J. Grey as a result of a "Needs Restructuring" designation.
- 3) The school district's reputation will decline as a result of reaching the most serious NCLB classification ahead of our peer districts. School excellence is what historically has attracted new residents to our towns, enhanced our property values, and helped our communities obtain support for educational funding.

Some have expressed the opinion that since there are so many schools being cited by NCLB there won't be any adverse public reaction to R. J. Grey's status. However, we disagree. Our analysis of the 1,840 schools in Massachusetts evaluated for Math performance is shown in the chart below. RJ Grey is in the lowest quartile of the state (19% in "Restructuring" are at the bottom, 9% are in "Corrective Action"). Over half of the schools in Massachusetts have "no status" in Math indicating acceptable MCAS performance across all student subgroups. *We don't believe bottom quartile performance is acceptable to Acton and Boxborough parents in any aspect of our school systems, which on the whole are among the best in the state.*



AYP is Achievable – Accountability is Key

As you know, last year Conant was cited as a school that "Needs Improvement" because it failed to achieve AYP in both English Language Arts and Mathematics for the special education subgroup. In 2010 Conant achieved AYP for this subgroup in both academic curriculum areas. We were impressed by Dr. Price's public commitment to achieving this goal, the specificity of the action plan she shared with Conant parents shortly after the results became known in the fall of 2009 and the results she achieved following that plan. Her success suggests to us that R. J. Grey can also achieve AYP with dedication and accountability.

As a separate exercise, we recently performed an unscientific survey of ten schools, which were cited as “Needs Improvement” Year 1 in Math for a subgroup of students the same year that R. J. Grey was designated as such. We chose these schools because they were from reasonably good school districts or otherwise known to us. As shown below, three escaped the accountability status slide altogether, four managed to slow it one year and are now “Needs Improvement” Year 2 schools, and three, like R. J. Grey, currently find themselves in a “Corrective Action” status. Of this comparison group of schools we find R. J. Grey in the bottom third in terms of effective response to the original “Needs Improvement” designation. To us this survey reaffirms that achieving AYP is possible though probably not easy. However, the benefits of trying to make AYP at R. J. Grey are accelerated achievement in Math for the special education population and improved aggregate MCAS performance for our district.

Comparison of 10 Schools Rated "Needs Improvement"

<u>Town / School</u>	<u>Status</u>
Brookline - John D. Runkle	Year 2
Brookline - Lawrence	Corrective
Concord - Thoreau	No Status
Hingham - Middle School	No Status
Hingham - Middle River	No Status
Lincoln - Lincoln School	Corrective
Needham - Pollard Middle	Year 2
Newton - Bigelow Middle	Corrective
Worcester - University Park	Year 2
Worcester - Wawecus Roac	Year 2

Increased Use of the MCAS-Alt Test

The MCAS-Alt test is a portfolio-based alternative to the regular standardized MCAS test. It's considered a better way to measure the progress of students with certain disabilities who are unable to access the regular MCAS test. Notwithstanding the merits of the MCAS-Alt test format, the use of the Alternative test usually results in a much higher CPI score for students taking this test. The table below shows how the bulk of Alternative test takers score at the “Progressing” level, which falls within the “Failing/Needs Improvement” category in the MCAS classification system. Nonetheless, students scoring at the “Progressing” level in the alternative test are awarded 75-100 CPI points whereas the equivalent points for the regular MCAS test would be 0-25 CPI points.

AB has stepped up its use of the MCAS-Alt test. In spring 2010 test nine students consisting of three seventh graders (Class of 2015) and six eighth graders (Class of 2014) took the alternative test in Math, an increase of five from the prior year when four students, all seventh graders (Class of 2014) and no eighth graders (Class of 2013) took the alternative form of the MCAS. As sixth graders in Acton and Boxborough the Class of 2015 had three MCAS-Alt test takers. Therefore it appears that the Class of 2014

added two alternative test takers and the Class of 2015 maintained the same number as prior years.

We estimate each MCAS-Alt student raises the special education subgroup's CPI by about .6 points. Acton-Boxborough continues to make less use of the alternative test than the statewide average. However, while the alternative test is legitimately used as a tool to achieve AYP, we shouldn't fool ourselves into thinking that all of R. J. Grey's increase in Math achievement last year for this subgroup was due to program or instruction improvement. We recommend to the School Committee that it ask for an analysis of the impact of the alternative test on the special education subgroup's CPI at the Junior High.

2009 MCAS-Alt by Grade and Subject

	<u>7 - ELA</u>	<u>8 - ELA</u>	<u>7 - MATH</u>	<u>8 - MATH</u>	<u>CPI Points</u>
Advanced	0.0%	0.0%	0.0%	0.0%	100
Proficient	0.0%	0.0%	0.0%	0.0%	100
Needs Impr.	0.0%	0.0%	0.1%	0.3%	100
Progressing	80.7%	84.8%	84.6%	84.8%	75 - 100*
Emerging	14.0%	7.0%	5.0%	6.1%	75
Awareness	0.6%	1.3%	1.8%	0.6%	50
Incomplete	4.7%	6.9%	8.5%	8.1%	25
	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>99.9%</u>	

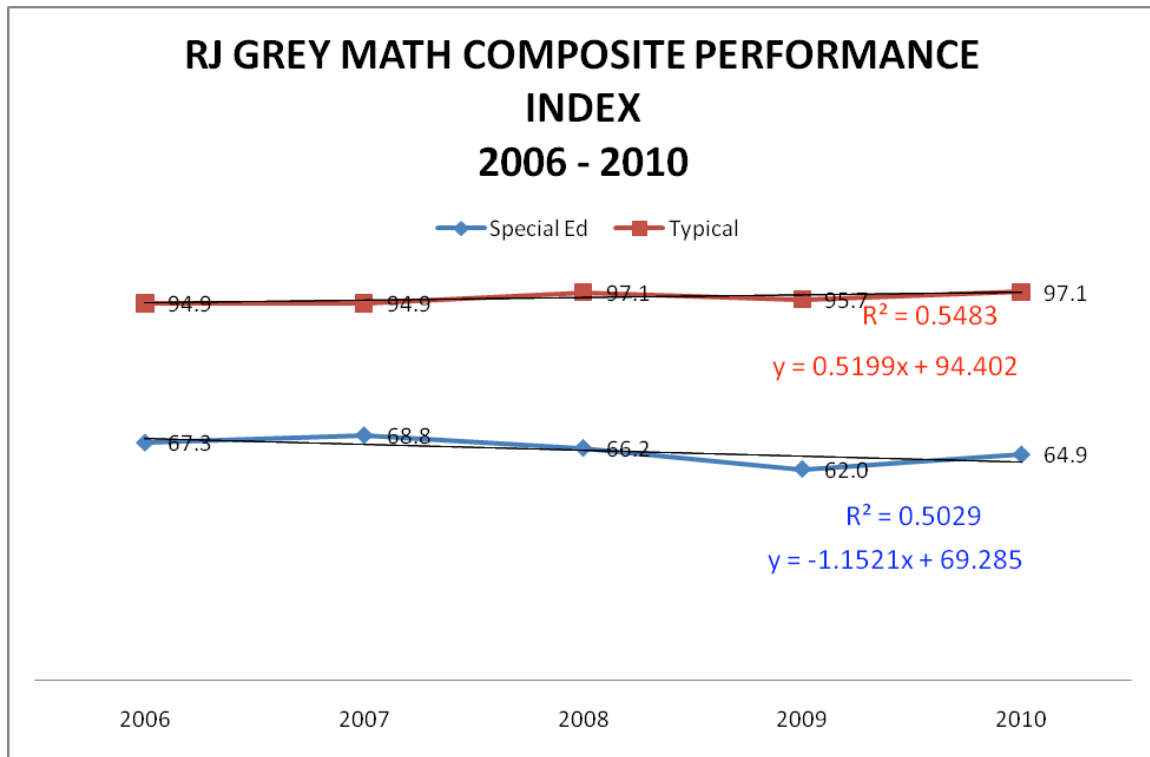
* In 2010 students with primary disability of Intellectual, Sensory/Deaf and Blind, Multiple Disabilities, Autism, and Developmental Delay score 100. Others earn 75 CPI points. In 2009, all students scored 100 points.

Preliminary Analysis of R. J. Grey Math MCAS for the Special Education Student Subgroup

Over the last five years Math scores at R. J. Grey, as measured by the Composite Performance Index (CPI), have not made large changes year to year. The scores of regular education students have increased by about .52 points per year over this time while the special education population scores have declined by about 1.15 points per year. *While it is possible that the special education subgroup's slight negative trend is due to randomness, with about 140 tested in the school subgroup each year we believe that this trend should be considered a "red flag" alerting us to look for possible issues effecting these students.* Since NCLB holds schools to either an absolute performance or an annual improvement (AYP) goal, given this trend it was inevitable that the drifting, lower-performing special education subgroup would be identified as requiring improvement.

Junior High Math CPI Scores

In 2010 R. J. Grey's CPI for Math in the special education subgroup climbed 2.9 points to 64.9, a material improvement, which is cause for optimism that the school is on the right track to achieve AYP in 2011. However, as noted earlier we are not sure of the underlying cause of that student gain. *The 2.9 point rise could be largely due to the favorable treatment afforded MCAS-alt test takers and therefore not replicable in 2011.*



Junior High Math SGP Scores

The table on the following page clearly shows the steep drop in Student Growth Percentile among seventh grade special education students in Math in 2009 (Class of 2014). This drop in SGP directly translates into lower CPI scores and AYP performance for this subgroup of students. As seventh graders the Class of 2014 special education subgroup dropped 6.6 CPI points in relation to its predecessor Class of 2013. This drop is likely a direct consequence of the slower progress experienced by these students as reflected in a 13 point drop in SGP from 45 to 32 over the same time period. One of the most intriguing questions to ask about the Class of 2014's special education subgroup performance as seventh graders is this: Why does a group with an SGP of 53 as sixth graders (Acton only, Boxborough not available) drop 21 SGP points as seventh graders? Another interesting question to ask - will this loss of momentum ever be recovered? The chart immediately below shows that Lexington and Westford tend to maintain or improve their special education students' Math progress in the seventh and eighth grades. *A simple, unscientific way to measure the cumulative impact is to add the seventh and eighth grade SGP scores together, which indicates RJ Grey is running at or below the state*

average for these two grades. Lexington and Westford, however, both routinely perform well above the state average as indicated below.

Special Education Subgroup

Math Student Growth Percentiles by Class Year

<u>Class of 2014</u>	<u>Grade</u>			<u>7-8th</u>
	<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>Total</u>
A-B (Acton - 6th)	53	32	49	81
Lexington	55	64	58	122
Westford	40	60.5	65.5	126
State	39	43	45	88
<u>Class of 2013</u>				
A-B	n/a	45	42	87
Lexington	n/a	58	68	126
Westford	n/a	52.5	53	105.5
State	n/a	42	45	87

The table below shows a similar sharp drop in SGP was experienced by the aggregate Class of 2014. The aggregate Class of 2014's SGP of 44 was 16 points lower than the prior year's seventh grade. This sharp drop occurred across a student population of almost 500 students each year, a very credible sample size. The Class of 2014 have shown the potential to grow in Math. As Acton sixth graders, the aggregate Class of 2014 scored 63 in SGP. The equivalent Boxborough class scored 36 in SGP but made up only 20% of the Junior High class. The data appears to indicate that a substantial impediment to Math progress was present at R. J. Grey during the 2008–2009 school year. The underlying cause is a mystery to us but fortunately whatever seems to have impacted students Math progress in 2009 appears to have gone away in 2010. However, we note that the Class of 2014's progress did not jump back ahead as eighth graders as evidenced by a 2010 Math SGP of 53, which is just above the median state-wide growth percentile.

Acton-Boxborough 7th Grade Math

<u>Group</u>	<u>MCAS Yr.</u>	<u>CPI</u>	<u>SGP</u>	<u>% A/P+</u>	<u>% P or ></u>
Special Ed	2010	66.8	50	7	38
	2009	59.5	32	7	27
	2008	66.1	45	6	34
All	2010	92.6	58	36	84
	2009	88.9	44	34	76
	2008	92.2	60	46	83

Comparison of Math SGP Scores to Peer Districts

The next two tables compare R. J. Grey's special education student performance in 7th and 8th grade Mathematics to the Lexington and Westford school districts as well as to statewide averages. In 2010 RJ Grey's 7th grade SGP scores were in line with the other two suburban districts and modestly better than the statewide average.

However, Lexington's and Westford's 8th grade special education students grew at a much faster rate than AB's did. These towns had 10-16 point higher scores on Math SGP than AB did for their 8th grade special education student population.

MATH STUDENT GROWTH PERCENTILE

Special Education Subgroup

	2010		2009		2008	
	7th Grade	8th Grade	7th Grade	8th Grade	7th Grade	8th Grade
A-B	50.0	49.0	32.0	42.0	45.0	49.0
Lexington	49.0	58.0	64.0	68.0	58.0	55.0
Westford	44.0	65.5	60.5	53.0	52.5	56.0
State	45.0	45.0	43.0	45.0	42.0	42.0
A-B B(W) than:						
Lexington	1.0	-9.0	-32.0	-26.0	-13.0	-6.0
Westford	6.0	-16.5	-28.5	-11.0	-7.5	-7.0
State	5.0	4.0	-11.0	-3.0	3.0	7.0
n = Students						
A-B	64	69	65	77	69	76
Lexington	76	101	97	73	75	85
Westford	46	42	46	41	36	43
State	11,293	10,895	11,330	11,593	11,285	10,841

2010 Special Education MCAS Summary

	<u>A-B</u>	<u>Lexington</u>	<u>Westford</u>	<u>State</u>
CPI				
7th	66.8	71.8	69.0	50.8
8th	63.2	78.9	72.5	48.5
SGP				
7th	50	49	44	45
8th	49	58	65.5	45
%A/P+				
7th	7	13	2	1
8th	9	26	8	3
% P or >				
7th	38	44	35	15
8th	32	54	40	13

Preliminary Analysis of McCarthy-Towne MCAS for the Special Education Student Subgroup

A review of Student Growth Percentiles among the special education subgroup at McCarthy-Towne over the last three years provides some insight into the underlying causes of not achieving AYP in 2010. *For English Language Arts, SGP has been well below the Acton district average and roughly in line with the state average over the last three years. For Math, SGP has trended sharply downward while overall district SGP has remained essentially flat over the last three years.*

Conant implemented programs to address low special education student performance and achieved AYP in 2010 as a result of the changes made. As shown below, Conant raised its SGP for this student subgroup by 15 points in ELA and 9.5 points in Math in 2010 versus the prior year. It is possible that a portion of student advances were random or not directly attributable to the programmatic changes employed given the small sample size. An analysis of individual scores would help quantify the effectiveness of the remedial actions taken at Conant so that the most effective interventions could be employed at McCarthy-Towne to improve special education student performance there.

STUDENT GROWTH PERCENTILE

	<i>Special Education Subgroup</i>					
	ELA			Math		
	<u>2010</u>	<u>2009</u>	<u>2008</u>	<u>2010</u>	<u>2009</u>	<u>2008</u>
McCarthy	35.5	27.0	39.5	31.5	42.0	56.5
Conant	63.0	48.0	56.0	60.0	50.5	51.0
District	47.5	48.0	54.0	52.0	56.5	53.5
State	41.0	40.0	39.0	43.0	43.0	40.0
McT B(W)						
Conant	-27.5	-21.0	-16.5	-28.5	-8.5	5.5
District	-12.0	-21.0	-14.5	-20.5	-14.5	3.0
State	-5.5	-13.0	0.5	-11.5	-1.0	16.5
n = Students						
McCarthy	46	41	40	46	40	40
Conant	37	28	29	38	28	29
District	190	169	172	189	168	172
State	89,969	89,677	90,105	89,944	89,871	90,238

A similar analysis of the total student body at McCarthy-Towne indicates flat SGP in ELA over the last three years, consistently and modestly (7-9 points) below the district median and in line with the statewide median. Math has trended downward by 10 points over the last three years going from just above the district median to 8 points below the district median over that time. The special education subgroup's SGP results therefore

seem to follow the same pattern as the aggregate student body – that is flat for ELA, trending downward in Math, and generally below the district average. *However, the size of the difference has tended to be larger for the special education student subgroup and in the case of Math, the difference has been growing.* Based on these trends it is possible the underlying causes for McCarthy-Towne’s AYP performance in the subgroup is due to both factors in common with the overall student body as well as factors specific to special education. It is also possible the mix of specific disabilities in the subgroup at McCarthy-Towne effects those students’ progress differently than for the district overall. Therefore an analysis of special education students’ MCAS performance by disability would be useful to know.

STUDENT GROWTH PERCENTILE

	Aggregate - All Students					
	ELA			Math		
	<u>2010</u>	<u>2009</u>	<u>2008</u>	<u>2010</u>	<u>2009</u>	<u>2008</u>
McCarthy	48.0	51.0	50.0	55.0	58.0	65.0
Conant	66.0	72.0	67.0	73.0	63.0	59.5
District	57.0	58.0	59.0	63.0	65.0	63.0
State	50.0	50.0	50.0	50.0	50.0	50.0
McT B(W)						
Conant	-18.0	-21.0	-17.0	-18.0	-5.0	5.5
District	-9.0	-7.0	-9.0	-8.0	-7.0	2.0
State	-2.0	1.0	0.0	5.0	8.0	15.0
n = Students						
McCarthy	219	213	211	219	214	209
Conant	216	219	213	217	219	214
District	1,115	1,123	1,113	1,115	1,125	1,113
State	498,668	499,025	501,261	498,632	499,717	501,976

The table below presents Composite Performance Index results by grade and class year so results can be reviewed for a relatively stable group of students (class year) or by grade. CPI is the measure used for calculating AYP. For ELA you can see that for each grade the most recent test takers (those at the bottom of each column are the 2010 MCAS results) usually have CPI averages below the class that came before them. Third graders (Class of 2019) had a 71.4 CPI, which is lower than any of the other third grade classes for which data is available. This suggests that students entering into the AYP database begin at a lower ELA achievement level than the students leaving the database. This trend would make achieving AYP more difficult. On the other hand, the most recent third grade class did better on Math than preceding classes.

This table also shows that CPI for ELA tends to be flat over time, e.g. in ELA the Class of 2015 dropped 5 CPI points from third to sixth grade and the Class of 2016 picked up 5.3 points. For Math CPI, there is an upward trend over time with Math CPI scores increasing for the Classes of 2015 and 2016. However, there is also a disturbing downward trend shown by the Class of 2017 which we suggest bears attention. Some or all of the noted trends in CPI could be due to changes in individual students which make up each Class, particularly given there are 10-20 special education students per Class.

McCARTHY TOWNE CPI SCORES BY CLASS

ELA, Special Education Subgroup

	<u>Grade</u>			
Class of:	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>
2012				91.7
2013			78.8	85.3
2014		n/a	90.4	86.5
2015	80.0	77.5	75.0	75.0
2016	75.0	62.5	82.9	80.3
2017	72.7	65.9	76.6	
2018	n/a	60.4		
2019	71.4			

Note: Small population of 10-20 students. (n/a<10)

Math, Special Education Subgroup

	<u>Grade</u>			
Class of:	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>
2012				76.4
2013			58.8	79.4
2014		n/a	65.4	78.8
2015	72.5	65.0	67.3	76.9
2016	67.3	76.4	60.5	75.0
2017	68.2	63.6	54.7	
2018	n/a	58.3		
2019	80.4			

Note: Small population of 10-20 students. (n/a<10)

Conclusion

There is no question that Acton and Acton-Boxborough are high performing school districts. However, like any organization our schools have areas of weakness in relation to our overall strengths. Available MCAS data for both student proficiency and student growth indicate that in certain areas our special education students are not performing to an acceptable standard. To remedy this situation we need to focus additional attention on the educational supports and teaching strategies these students need to achieve academic success.



Acton Leadership Group Meeting

October 07, 2010

7:15 AM

Town Hall, Faulkner Hearing Room

Bart Wendell Facilitating

----- Agenda Topics -----

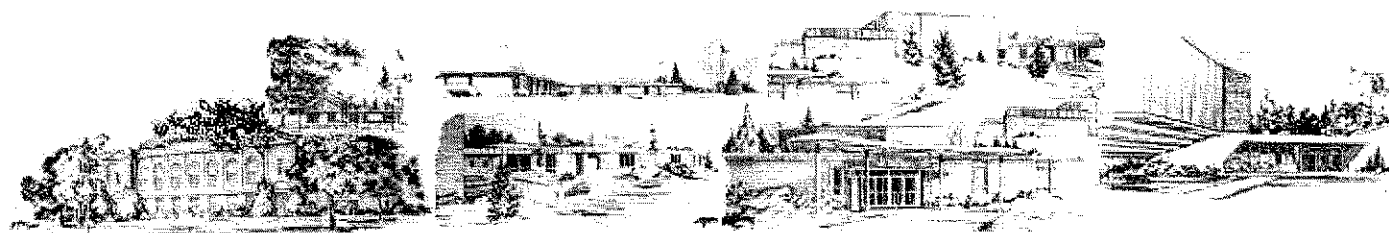
----- Agenda Topics -----		
1. Informational Discussion on Special Town meeting warrant	General Discussion	
2. Adjourn		

Acton Health Insurance Trust Report

John Petersen

The Trust met on September 23rd 2010

- Cash Flow Report (Jul-Oct) showed a favorable variance of \$290 K (6%). About 1% of the favorability relates to reinsurance.
- The trustees reviewed the decision not to provide coverage for young adults. Trustees know of no other municipalities or co-ops that have provided this coverage. The trust decided to maintain its position. Coverage will be extended to young adults as required by federal law. School and town staff received additional communication regarding the coverage of young adults and options for insuring young adults.
- Mr. Petersen did not attend the meeting.
- Next Trust Meeting Wednesday October 27th at 8am RJ Grey CO conference room



Acton Public Schools # Acton-Boxborough Regional School District
 16 Charter Road Acton, MA 01720 Phone: 978-264-4700 Ext. 3205 Fax: 978-264-3340
 E-mail: daicardi@mail.ab.mec.edu

Donald Aicardi
 Finance Director

TO: Superintendent Stephen Mills
 FROM: Don Aicardi, Director of Finance
 RE: FY11 Recommended Final Table 6 Regional School Assessment
 DATE: September 30, 2010

Please see two attached documents: the first is the final FY11 Notice to Regional Schools Districts of Estimated Receipts (cherry sheet), the second is a recommended updated Table 6 Regional School Assessment for the regional school committee.

The FY11 Notice of Estimated Receipts has revenue numbers that were contained in the final state budget which were sent to districts on July 1, 2010. Revenue assumptions for these same categories were incorporated into the Table 6 Regional School Assessment approved last spring.

	FY11 Town Meeting Spring 2010	FY11 Final (Using Final FY11 Cherry Sheet & Reserves)	Variance
OTHER FINANCING SOURCES:			
CHAPTER 70 BASE AID	\$6,993,907	\$6,931,919	(\$61,988)
CHOICE/CHARTER SCHOOL ASSESSMENT	(\$415,767)	(\$392,880)	\$22,887
CHARTER SCHOOL AID	\$88,879	\$111,022	\$22,143
TRANSPORTATION (Cherry Sheet)	\$0	\$593,641	\$593,641
TRANSFER FROM PREMIUM ON LOAN-JHS	\$658	\$658	\$0
TRANSFER FROM RESERVES (E&D)	\$700,000	\$700,000	\$0
TRANSFER FROM RESERVES (TRANSPORTATION)	\$605,806	\$605,806	\$0
TOTAL OTHER FINANCING SOURCES	\$7,973,483	\$8,550,166	\$576,683

The final amounts of Chapter 70 Revenue, Choice/Charter Assessment, and Charter School Aid were revealed to be very close to the estimates used at the Town Meetings last spring. The amount of E&D that was approved at that time remains unchanged at \$700,000. The major difference in the financing sources is the inclusion of the FY11 Cherry Sheet number for Regional School Transportation of \$593,641. It has been included as a funding source per the

Department of Revenue's direction that regional school districts use the transportation revenue as contained on the annual Cherry Sheet in the same year in which it is received, and not held in reserve for use the following fiscal year. The overall revenue increase for the regional school district from the numbers used in the spring is **\$576,683**.

Once the final revenue numbers are included, the two assessments for the towns of Boxborough and Acton can be reduced by **\$576,683**; a \$491,709 reduction for the Town of Acton, and a \$84,974 reduction for the Town of Boxborough, respectively.

	Acton	Boxboro	Variance
ASSESSMENT SPRING, 2010	\$24,115,163	\$6,187,433	
FINAL ASSESSMENT FALL 2010	\$23,623,454	\$6,102,459	
Variance	(\$491,709)	(\$84,974)	(\$576,683)

No changes were made to any other section of this assessment; they remain identical to the ones approved last spring.

This recommended Table 6 is being sent to you for informational purposes at this time. The assessment, if approved by the regional school committee at your November 4th Regional Meeting, will be sent to officials in the towns of Acton and Boxborough. These new assessments will be incorporated into their respective towns' budgets before being sent to the Department of Revenue.

If there is any additional information I can provide you or the committee, please let me know.

NOTICE TO REGIONAL SCHOOL DISTRICTS

OF ESTIMATED RECEIPTS

General Laws, Chapter 58, Section 25A

ACTON BOXBOROUGH

A. EDUCATION

Distributions and Reimbursements:

1. Chapter 70	6,931,919
2. Regional School Transportation <i>Ch. 71, s. 16C</i>	593,641
3. Charter Tuition Reimbursements <i>Ch. 71, s. 89</i>	111,022

Offset Items - Reserve for Direct Expenditure:

4. School Lunch <i>1970, Ch. 871</i>	12,909
5. School Choice Receiving Tuition <i>Ch. 76, s. 12B, 1993, Ch. 71</i>	251,722
6. Essex County Technical Institute Receiving Tuition <i>1998, Ch. 300, s. 21</i>	

Total Estimated Receipts, Fiscal 2011	7,901,213
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Estimated Charges:

7A. Special Education <i>Ch. 71B, ss. 10, 12</i>	
8A. School Choice Sending Tuition <i>Ch. 76, s. 12B, 1993, Ch. 71</i>	1,550
9A. Charter School Sending Tuition <i>Ch. 71, s. 89</i>	391,330

Total Estimated Charges, Fiscal 2011	392,880
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B. TOTAL ESTIMATED RECEIPTS, NET OF ESTIMATED CHARGES, FISCAL 2011	7,508,333
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For additional information about how the estimates were determined and what may cause them to change, please click on the following link:
[Local Aid Estimate Program Summary](#).

Released July 1, 2010

Table 6

ACTON-BOXBOROUGH RSD
Revised Analysis of Assessments
Final State Aid Numbers
School Year 2010-2011

	GROSS BUDGET 2010-2011	ACTON 79.23%	BOXBOROUGH 20.77%
INSIDE DEBT LIMIT:			
OPERATING BUDGET	\$34,434,599	\$27,282,533	\$7,152,066
REGULAR TRANSPORTATION	\$1,336,313	\$1,080,409	\$255,904
SPEED TRANSPORTATION	\$565,205	\$447,812	\$117,393
TOTAL INSIDE DEBT LIMIT	\$36,336,117	\$28,810,754	\$7,525,363
OUTSIDE DEBT LIMIT:			
CONST DEBT SERVICE (JHS&SHS/OUTSIDE 2 1/2)			
JH CONSTRUCTION/RENOVATION	\$463,049	\$390,026	\$73,023
SH CONSTRUCTION/RENOVATION	\$1,429,244	\$1,203,852	\$225,392
TOTAL OUTSIDE DEBT LIMIT	\$1,892,293	\$1,593,878	\$298,415
GROSS BUDGET	\$38,228,410	\$30,404,632	\$7,823,778
DEFERRAL OF TEACHER SALARIES	\$47,669	\$37,768	\$9,901
TOTAL BUDGET INCLUDING DEFERRAL	\$38,276,079	\$30,442,400	\$7,833,679
OTHER FINANCING SOURCES:			
CHAPTER 70 BASE AID	\$6,931,919	\$5,492,159	\$1,439,760
CHOICE/CHARTER SCHOOL ASSESSMENT	(\$392,880)	(\$311,279)	(\$81,601)
CHARTER SCHOOL AID	\$111,022	\$87,963	\$23,059
REGIONAL SCHOOL TRANSPORTATION	\$593,641	\$479,959	\$113,682
TRANSFER FROM PREMIUM ON LOAN-JHS	\$658 *	\$554	\$104
TRANSFER FROM RESERVES (E&D)	\$700,000	\$589,610	\$110,390
TRANSFER FROM RESERVES (TRANSPORTATION)	\$605,806	\$479,980	\$125,826
TOTAL OTHER FINANCING SOURCES	\$8,550,166	\$6,818,946	\$1,731,220
ASSESSMENTS	\$29,725,913	\$23,623,454	\$6,102,459
INCREASE OVER FY10 ADJUSTED ASSESSMENT	\$566,019	\$511,597	\$54,422
PERCENTAGE INCREASE	1.9%	2.21%	0.90%
FY10 ADJUSTED ASSESSMENT	\$29,159,894	\$23,111,857	\$6,048,037
INCREASE OVER FY10 ORIGINAL ASSESSMENT	\$178,115	\$205,747	(\$27,632)
PERCENTAGE INCREASE	0.6%	0.9%	-0.5%
FY10 ORIGINAL ASSESSMENT	\$29,547,798	\$23,417,707	\$6,130,091

*Premium must be used to reduce debt service costs.

Changes:

\$605,806 in Reserves (Transportation) and \$700,000 in Reserves (E&D) both remain as approved at Annual Town meetings
Assumes Use of FY11 \$593,641 from FY11 final Cherry Sheet (Regional Transportation)
Uses Chapter 70 Revenue, Choice/Charter Assessment, Charter School Aid, and Transportation numbers from final FY11 Cherry Sheets

To: Dr Stephen Mills, Members of the Regional School Committee
From: Steve Desy
RE: Naming School Facilities-Screening Committee Recommendation
Date: October 4, 2010

Earlier this evening the Screening Committee met to discuss recommendations received from the community regarding the naming of the high school track. Members of the committee are: Steve Desy, Ray Gallant, Mark Smith, Sue Ruether, Oliver Davis, Michelle Higgins, Jim Maxwell, Lisa Owen and Brian Crossman.

This committee received three recommendations from the community:

- 1) Name the track in honor of Richard Dow
- 2) Name the track in honor of Brian Crossman
- 3) Sell the naming rights to the track to a corporation or local business

After discussion and review the committee has voted to recommend to the Committee that the Colonial Club's proposal to name the track in recognition of Richard Dow's significant contributions to the students of Acton-Boxborough be accepted.

Thank you for your consideration of this matter.

CC: Marie Altieri
Beth Petr
Dr. Alixe Callen



PETER A. CARBUTT
Attorney at Law

September 10, 2010

Steve Desy
Athletic Director
Acton Boxborough Regional High School
36 Charter Road
Acton, MA 01720

RE: Coach Richard Dow

Dear Steve,

I recently learned of the suggestion to name Acton-Boxborough's High School Track after Coach Dow. Please use my letter as one of the many supporting this goal. Coach Dow was not only inspirational to me during high school but afterwards as I competed during college and on as well. Even when he was no longer my official coach he was still my coach.

To this day, the things he drilled into us every day, remain are a part of who I am. Coach Dows influence is generational as I share what he gave me with my children as they begin their adventures into sports and school. You will hear from many people that Coach Dow was more than a coach and a teacher, that he was also a mentor and in some cases a father figure. What he instilled into me transcended into more than sports and is a part of who I am. A person who has touched and influenced as many lives in such a way is indeed more than a coach.

Few people in our lives have this kind of impact and to honor them in such a way is significant for not only those he is important to, but to encourage others to strive to such a level. Honoring Coach Dow in this way honors us all.

Sincerely,



Peter A. Carbutt

- ABRHS Class of 78, X-Country, Winter Track, Spring Track, 1975, 1976, 1977, 1978
- UMass Dartmouth X-Country, Spring Track
 - 1979-1982
 - X-Country and Track
 - Inducted into Hall of Fame twice as part of two historical teams
 - Steeplechase – Top 7 all New Englanders all 4 years
 - Mile Record Holder – 8th best time in History of University
- Boston Marathon – 2hrs 50min
- Two bad knees, but still practicing and passing on what I learned from Coach Dow

www.carbuttlaw.com

P.O. Box 88

35 Hollis Street

Groton, MA 01450-0088

Tel/Fax 978-448-3673 Cell 978-808-6248

peter@carbuttlaw.com

9/27/10

Mr. Steve Desy,

It is with respect and great appreciation that I write this letter supporting the naming of the Acton-Boxboro track in honor of Coach Richard Dow.

I was at ABRHS from 1974-1978 and played soccer for all 4 years. I would say I did not have a good experience with that program and was never given the chance to prove myself as a player. In the beginning of my junior year Coach Dow approached me and talked to me about joining winter track. I was shocked! I didn't have much confidence in my athletic ability but for some reason he knew I was fast and dedicated to what ever I attempted. After several discussions, Coach Dow convinced me I was a better athlete that I was giving myself credit for. I also knew the track program was strong and was skeptical I would get a chance to prove myself. There was something about his character that connected well with me and other students that made them feel safe to try things, to believe in themselves and all along the way he would challenge us to get better. The bottom-line is he expected us to perform at our best at all times and would hold us appropriately accountable if we did not. He always treated us respectfully and would spend the necessary time with each athlete to coach and train them to perform at the highest standards possible. He also had a great sense of humor.

I did join the winter track team my junior year and went on to be on both the winter and spring teams for the last 2 years of high school. To this day the confidence I gained in myself I attribute largely to the coaching and mentoring I received from Coach Dow. We won DCL championships, were a record holding team in the 4X100 relay for years, I became faster and more motivated. I accomplished speeds and beat opponents who were among the fastest in New England. That experience was the key that propelled me in college as I went on to play 4 years of varsity soccer. I have 3 children now that are 14, 19 and 21 and I have been coaching various sports for 15 years thanks to the great influence coach Dow has left on me. I am now passing what I learned on to many young people and seeing them accomplish things they once believed impossible.

I think it is incredibly appropriate that the track be named in Coach Dow's honor for he not only was a great coach in the days he was actively coaching but because he has left a lasting legacy which we now pass on to our children.

Sincerely,

Peter Russell
A-B Class of 1978

Jay Shuttle
132 Jim Ash Road
Palmer, Ma. 01069
1-413-433-5454

Mr. Steve Desy
Athletic Director
ABRHS
36 Charter Road
Acton, Ma. 01720

September 27, 2010

Dear Steve,

I recently heard from Ray Gallant that there was a chance that the track at ABRHS might be named in Dick Dow's honor. This is fantastic news! I graduated from A/B in 1973. I was recruited by Dick Dow, in my freshmen year, to join the track team. This was his first year as head coach. The team was "invisible" at that time. In my junior and senior years we were at the very top in Massachusetts track and field! I remember Dick bringing his car loaded with us kids on Sunday evenings to different track events just to give us kids a chance to race against the best around. He used to bring a bunch of us to Cabots cage in Boston during the week so we could get used to running in the building where the state meets would be held. That was so incredible! He didn't have to do these things but he did anyways and I still remember them today. He put A/B the school and A/B track in the spotlight and I have the press clippings to prove it!

I consider Dick Dow a friend and appreciate all he brought out of me back then. I was and still am proud to have been part of ABRHS. My high school years were probably the best years of my life and Dick Dow was responsible for a huge part of that. I still have many great friends from back then, and we all would be so proud to see the track named after such a man as Dick Dow.

Thank you (in advance),

Jay Shuttle
class of "73"

September 30, 2010

Steve Desy
Athletic Director
ABRegional High School
36 Charter Rd
Acton, MA 01720

Dear Steve,

We are writing to offer our support for the naming of AB Track at Leary Field in honor of Coach Dick Dow. It is an excellent tribute to a man who started a legacy at AB High.

Having participated in athletics at AB, we know the value of the lessons learned on the fields and tracks of our youth. Coach Dow's dedication to every student as well as the building of the Track and Field Program should definitely be recognized.

Thank you for coordinating this effort.

Sincerely,

Lisa D'Agostine Cote
Diane Oldenburg Burton
Mary Alex Clancy
Inger Kaalstad Loeser
Joan Westcott Gile
Carolyn Reidy Elkins
Bonnie Perkins Kresky

Class of 1978

File: AC

NONDISCRIMINATION

Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed by the following statements that the School Committees intend to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.

Limited English Proficiency,
The Acton Public and Acton-Boxborough Regional School Districts do not discriminate on the basis of race, color, national origin, gender, age, religion, sexual orientation, homeless status, veteran status, or handicap in admission or access to, or treatment or employment in, its programs and activities.

Any person having inquiries or complaints concerning the Acton Public and Acton-Boxborough Regional School Districts' compliance with Title VI, Title IX, Section 504, ADA or Chapter 622 is directed to contact ~~Nancy M. Kolb~~^{the}, Director of Pupil Services, Administration Building, 15 Charter Road, Acton, MA telephone number 978-264-4700 x3265, who has been designated by the Acton Public and Acton-Boxborough Regional School Districts to coordinate the District's efforts to comply with these laws, or write to the Office for Civil Rights, ~~John W. McCormack, Post Office and Court House, Room 701, Post Office Square, Boston, MA 02109~~, or the Massachusetts Department of Education, Office of Program Quality Assurance, 350 Main Street, Malden, MA 02148. *

LEGAL REFS.: Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972
Executive Order 11246, as amended by E.O. 11375
Equal Pay Act, as amended by the Education Amendments of 1972
Title IX, Education Amendments of 1972
Rehabilitation Act of 1973
Education for All Handicapped Children Act of 1975
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
M.G.L. 76:5; Amended 1993
M.G.L. 76:16 (Chapter 622 of the Acts of 1971)

33 Arch St.
Suite 900

1 of 2

Acton Public Schools and Acton-Boxborough Regional School District

* Replaced with new notice.

File: AC

Board of Education Chapter 622 Regulations Pertaining to Access to Equal
Educational Opportunity, adopted 6/24/75, as amended 10/24/78

Board of Education 603 CMR 26:00

Board of Education Chapter 766 Regulations, adopted 10/74, as amended through
3/28/78

CROSS REFS.: ACA- ACE, Subcategories for Nondiscrimination
 GBA, Equal Opportunity Employment
 JB, Equal Educational Opportunities

NOTICE OF NONDISCRIMINATION

The Acton Public and Acton-Boxborough Regional School Districts do not discriminate on the basis of race, color, national origin, Limited English Proficiency, gender, age, religion, sexual orientation, veteran status, handicap or homeless in admission or access to, or treatment or employment in, its programs, and activities.

Any person having inquiries or complaints concerning the Acton Public and Acton-Boxborough Regional School Districts' compliance with Title VI, Title IX, Section 504, ADA or Chapter 622 is directed to contact the Director of Pupil Services, Administration Building, 15 Charter Road, Acton, MA, telephone number 978-264-4700, x3265, who has been designated by the Acton Public and Acton-Boxborough Regional School Districts to coordinate the Districts' efforts to comply with these laws, or write to the Office for Civil Rights, 33 Arch Street, Suite 900, Boston, MA 02110, or the Massachusetts Department of Education, Office of Program Quality Assurance, 350 Main Street, Malden, MA 02148.

September 2010

~~OVERNIGHT, INTERNATIONAL and/or OUT-OF-STATE~~
FIELD TRIP PERMISSION FORM

Submit for Superintendent and School Committee approval

Please file at least four (4) weeks in advance for 1-3 day trips

Please file at least three (3) months in advance trips longer than 3 days and/or trips with per student cost greater than \$500.00

• Name of Teacher(s): **Nat Martin, Eliza Green, Liz Mackay**

• School: **ABRHS**

• # of Students going: **48** # of Chaperones (gender): **6 (4 female, 2 male)**

Names of Chaperones: **Teachers listed above and Scott Alberg (ABRHS teacher)**
Diana Woodruff (Department Head) and a nurse (to be determined)

• Date(s) of Trip: **Oct 22** School Time Involved: **8:00-2:18 (all day)**

• Purpose of Trip/Destination: **Museum of Modern Art, NYC. The purpose of the trip is to give students an opportunity to study, in person, the work of the artists who are known for risk-taking, experimentation and innovation. Students will also be given the chance to develop the skills of an art critic through written reviews of artists and their works**

• Have you taken this trip before? **Yes (this would be our 3rd)** **Nurse (2 Students with medical needs. We have worked with the school nurses for this reason last year)**

• Any special arrangements required (such as extra insurance, ADA accommodations)?

• Cost per Student: (Please describe how the cost is determined.) **\$60 (Bus cost & driver tip, entry to museum)**

• Who will pay for the trip? **Students**


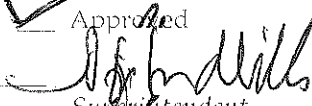
• Has any fundraising been done? **No** If so, what?

• Are any parents driving? **No** If so, have appropriate insurance forms been filled out?

• Have you followed the procedure outlined in Policy IJOA? **Yes**

• Other comments:

Bus would leave at 8 am and return by 9 pm. The museum could only fit us in at 12:30 on Oct 22, so the timing of the trip needed to be adjusted so that we leave and return slightly later than in previous years.

<input checked="" type="checkbox"/> Approved  Principal	<input type="checkbox"/> Not Approved	<u>9/30/10</u> Date
<input checked="" type="checkbox"/> Approved  Superintendent	<input type="checkbox"/> Not Approved	<u>9/30/10</u> Date
<input type="checkbox"/> Approved	<input type="checkbox"/> Not Approved	 Date
School Committee		

FIELD TRIP PROCEDURES

The following procedures must be followed prior to any field trip. In addition to the following points, all appropriate forms must be completed prior to the event.

Authorization for Field Trips

1. Day Trips

Day field trips must be approved by the building principal. Application for approval must be submitted two weeks in advance. No day trip will be approved unless its purpose meets the criteria outlined in the policy.

For day trip approval, there can be no planned:

- overnight travel involved;
- bus or automobile travel occurring between the hours of 11:00 p.m. and 6:00 a.m.;
- trip requiring more than one driver per vehicle.

2. Extended/Overnight Trips and International Trips

Field trips involving any extended or overnight arrangements and/or international travel must be approved by both the principal and the superintendent of schools prior to the distribution of any informational materials to students and parents.

No trip will be approved unless its purpose meets the criteria outlined in the policy. These trips must also be undertaken in accordance with File: JJH, 'Student Travel.'

Applications for approval must be submitted:

- before the trip is announced to students;
- four (4) weeks in advance for a one (1), two (2) or three (3) day trip;
- three (3) months in advance
if the cost per student is greater than \$500
or if the trip is longer than three (3) days.

For approval, there can be no planned:

- automobile or bus travel occurring between 11:00 p.m. & 6:00 a.m.;
- trip requiring more than one driver per vehicle.

Overnight and/or international field trips will require that the sending school schedule an informational meeting with parents prior to the trip.

The trip coordinator of overnight and/or international field trips must file accurate itineraries and appropriate telephone numbers including hotel numbers and cell phone numbers of trip leaders with the school office.

ELL STUDENT POPULATION
Acton-Boxborough Regional School District
September 1, 2010

Category	Final Total as of 6/1/2010	Additions	Subtractions	Current Total as of 9/1/2010
RJG JHS	11			7
ABRHS	12			8
ABRSD TOTALS	23			15

OCTOBER 6, 2010

FOR 2011 13

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED

1000 GENERAL FUND							

01 SALARIES, TEACHING	15,863,388	0	15,863,388	2,111,426.52	13,000,857.28	751,104.20	95.3%
02 SALARIES, PRINCIPALS	719,582	0	719,582	193,125.45	526,956.55	-500.00	100.1%
03 SALARIES, CNTRL ADMN	424,885	0	424,885	117,911.75	363,678.47	-56,705.22	113.3%
04 SALARIES, SUPP STAFF	2,637,878	0	2,637,878	492,472.11	2,164,269.88	-18,863.99	100.7%
05 SALARIES, ATHLETICS	411,494	0	411,494	61,817.99	199,751.90	149,924.11	63.6%
06 SALARIES, BUILDINGS	272,837	0	272,837	104,002.28	156,288.76	12,545.96	95.4%
07 SALARIES, CUSTODIAL	765,337	0	765,337	195,962.85	504,700.01	64,674.14	91.5%
08 SALARIES, HOME INSTR	7,133	0	7,133	6,230.50	.00	902.50	87.3%
09 SALARIES, SUBS	204,393	0	204,393	17,901.61	7,187.87	179,303.52	12.3%
10 FRINGES, COURSE REIM	28,000	0	28,000	9,790.00	.00	18,210.00	35.0%
11 FRINGES, HLTH INSUR	5,639,686	0	5,639,686	1,793,040.53	.00	3,846,645.47	31.8%
12 FRINGES, OTHR EE INS	25,810	0	25,810	5,399.38	.00	20,410.62	20.9%
13 FRINGES, UNEMPLYMNT	27,000	0	27,000	42,919.12	.00	-15,919.12	159.0%
14 FRINGES, WORKRS COMP	96,300	0	96,300	82,104.15	.00	14,195.85	85.3%
15 FRINGES, PENSION	842,449	0	842,449	842,449.00	.00	.00	100.0%
16 INSTRUCT SUPPLIES	242,761	0	242,761	71,994.01	47,762.00	123,004.99	49.3%
17 INSTRUCT TEXTBOOKS	123,931	0	123,931	24,177.62	25,886.02	73,867.36	40.4%
18 INSTRUCTIONAL, LBY	28,873	0	28,873	7,439.01	9,484.63	11,949.36	58.6%
19 OTHER, CAP OUTLAY	305,113	0	305,113	127,007.84	11,907.38	166,197.78	45.5%
21 OTHER, DEBT SERVICE	1,892,293	0	1,892,293	341,187.51	.00	1,551,105.49	18.0%
22 OTHER, PROP/CASUALTY	96,062	0	96,062	80,585.85	.00	15,476.15	83.9%
23 OTHER, MAINT BLDG/GR	344,694	0	344,694	92,261.88	30,669.42	221,762.70	35.7%
24 OTHER, MAINT EQUIP	196,048	0	196,048	127,686.74	53,904.33	14,456.93	92.6%
26 OTHER, LEGAL SERVICE	129,776	0	129,776	8,821.77	20,625.00	100,329.23	22.7%
27 OTHER, ADMIN SUPP	569,615	0	569,615	192,622.98	89,626.65	287,365.37	49.6%
28 OTHER, ATHLETIC SUPP	62,885	0	62,885	23,619.88	1,031.36	38,233.76	39.2%
29 OTHER, CUSTODL SUPP	62,859	0	62,859	33,623.33	54.34	29,181.33	53.6%
30 OTHER, SPED TRANSP	583,635	0	583,635	339,190.30	313,334.18	-68,889.48	111.8%
31 OTHER, STUDENT TRANS	626,628	0	626,628	224,249.78	243,610.12	158,768.10	74.7%
32 OTHER, TRAVEL	23,934	0	23,934	3,089.62	2,066.60	18,777.78	21.5%
33 OTHER, SPED TUITION/	3,301,333	0	3,301,333	910,603.47	2,990,095.67	-599,366.14	118.2%
34 OTHER, UTILITIES	1,422,403	0	1,422,403	197,663.00	1,600.27	1,223,139.73	14.0%
35 OTHER, SEWER	249,395	0	249,395	161,374.97	54,224.91	33,795.12	86.4%
TOTAL GENERAL FUND	38,228,410	0	38,228,410	9,043,752.80	20,819,573.60	8,365,083.60	78.1%
GRAND TOTAL	38,228,410	0	38,228,410	9,043,752.80	20,819,573.60	8,365,083.60	78.1%

** END OF REPORT - Generated by Denise Kelly **

Note:

The following will be reclassified to Appropriated once monies are received and processed:

ARRA SFSF \$167,054

Circuit Breaker \$711,761

OCTOBER 6, 2010

FOR 2011 13

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED

1000 GENERAL FUND							

07 SPECIAL EDUCATION							

05040701 51404 SPED DIRECTOR	46,504	0	46,504	12,488.00	34,074.51	-58.51	100.1%*
05040702 51502 PUPIL SVC SECRETARY	50,518	0	50,518	13,308.08	87,728.85	-50,518.93	200.0%*
05050701 52430 SPED TRANSPORTATION	565,205	0	565,205	332,602.50	251,032.50	-18,430.00	103.3%*
05050701 52476 SPED TRNS MEDICAL AI	0	0	0	.00	32,400.00	-32,400.00	100.0%*
05050702 51502 SPED SECRETARY	1,499	0	1,499	3,160.62	.00	-1,661.62	210.8%*
05050703 52402 SPED TRAVEL	1,559	0	1,559	197.50	.00	1,361.50	12.7%
05050703 52406 SPED POSTAGE	5,325	0	5,325	1,427.91	3,578.86	318.23	94.0%
05050703 52410 SPED DUES AND FEES	298	0	298	298.00	.00	.00	100.0%
05050704 51630 SPED SUMMER ASST	1,426	0	1,426	19,962.90	.00	-18,536.90	1399.9%*
05050705 51424 SPED HOME INSTR	7,133	0	7,133	6,230.50	.00	902.50	87.3%
05050706 51409 TEACHER REFERRAL PR	0	0	0	8,430.80	17,851.52	-26,282.32	100.0%*
05050706 52443 REFER TO SPECIALIST	196,862	0	196,862	21,130.00	152,065.00	23,667.00	88.0%
05050707 52409 SPED CONFERENCES	358	0	358	.00	.00	358.00	.0%
05050708 54301 SPED OFFICE SUPPLIES	1,586	0	1,586	.00	84.73	1,501.27	5.3%
05050709 58708 O/L INSTRUCT EQUIP	12,102	0	12,102	5,238.81	494.81	6,368.38	47.4%
05050710 52413 SPED MEDICAL SVCS	968	0	968	.00	.00	968.00	.0%
05050711 52484 SPED INDEP EVALUATIO	3,873	0	3,873	.00	.00	3,873.00	.0%
05050713 52426 SPED PRIVATE DAY TUI	3,301,467	0	3,301,467	216,302.14	1,388,734.81	1,696,430.05	48.6%
05050713 52428 SPED RESIDENTIAL TUI	0	0	0	153,746.52	808,250.85	-961,997.37	100.0%*
05050713 52488 CIRCUIT BREAKER TUIT	-643,580	0	-643,580	.00	.00	-643,580.00	.0%*
05050714 52425 CASE SPED COLLAB TUI	638,859	0	638,859	394,322.50	338,322.50	-93,786.00	114.7%*
05050715 52401 SPED LEGAL SERVICES	59,776	0	59,776	4,675.00	20,625.00	34,476.00	42.3%
05050716 52470 SPED OFF EQUIP MNT	968	0	968	330.10	637.90	.00	100.0%
05050717 52471 SPED COPY EQUIP MNT	3,873	0	3,873	3,212.10	1,654.60	-993.70	125.7%
05050718 51618 BUS MONITOR	4,850	0	4,850	.00	.00	4,850.00	.0%
05050718 51646 SPED MEDICAL AIDE	18,430	0	18,430	6,587.80	29,901.68	-18,059.48	198.0%*
05050719 52443 HOME TUTOR C/S	42,479	0	42,479	123.69	2,876.31	39,479.00	7.1%
14040701 51411 SPED CHAIRPERSON	90,246	0	90,246	24,405.50	67,325.59	-1,485.09	101.6%*
14040702 51409 SPED OUT OF DISTR SP	63,242	0	63,242	17,230.15	46,280.15	-268.30	100.4%*
14040702 51416 OCCUPATIONAL THERAPI	60,045	0	60,045	7,622.18	52,422.68	.14	100.0%
14040702 51417 PHYSICAL THERAPIST	30,934	0	30,934	3,569.25	27,364.35	.40	100.0%
14050701 51433 SPED SUMMER PROG SPE	72,750	0	72,750	27,095.71	.00	45,654.29	37.2%
14050702 52443 SPED ADAPTIVE PHYS E	12,130	0	12,130	.00	.00	12,130.00	.0%
14050702 52483 SPED SPEC CONTR SVC	0	0	0	.00	495.00	-495.00	100.0%*
14050703 52425 SPED OTHER COLLAB TU	0	0	0	143,602.31	454,292.51	-597,894.82	100.0%*
14050704 52402 OUT OF DISTRICT CAR	485	0	485	.00	.00	485.00	.0%
14050705 51602 SPED ADAPTIVE PHYS E	116	0	116	100.00	.00	16.00	86.2%

Note:

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ARRA IDEA \$167,054

Circuit Breaker \$711,761

OCTOBER 6, 2010

FOR 2011 13

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED

TOTAL SPECIAL EDUCATION	4,652,286	0	4,652,286	1,427,400.57	3,818,494.71	-593,609.28	112.8%
28 SPECIAL EDUCATION/JH/SH -----							
14052801 58708 INSTRUCTIONAL EQUIPM	86	0	86	.00	.00	86.00	.0%
15042801 51425 PSYCHOLOGIST	218,706	0	218,706	26,858.28	205,913.51	-14,065.79	106.4%*
15042802 51408 SPED TEACHER	579,899	0	579,899	66,627.07	434,090.88	79,181.05	86.3%
15042803 51409 SPEECH/LANG TEACHER	82,647	0	82,647	11,806.71	70,840.29	.00	100.0%
15042804 51624 SPED EDUCATION ASST	175,944	0	175,944	8,324.15	43,332.57	124,287.28	29.4%
15052801 52417 SPED EVAL AND TRAINI	660	0	660	.00	.00	660.00	.0%
15052802 54305 SPED TEXTBOOKS	1,269	0	1,269	.00	.00	1,269.00	.0%
15052802 54334 SPEECH TEXTS	494	0	494	.00	.00	494.00	.0%
15052803 54302 SPED EDUCATIONAL SUP	1,254	0	1,254	1,519.98	121.50	-387.48	130.9%*
16042801 51425 PSYCHOLOGIST	158,081	0	158,081	20,323.50	137,757.50	.00	100.0%
16042802 51408 SPED TEACHER	431,342	0	431,342	48,968.40	375,424.20	6,949.40	98.4%
16042803 51408 SPEECH/LANG TEACHER	109,302	0	109,302	13,382.22	95,919.98	-.20	100.0%*
16042804 51624 SPED EDUCATION ASST	147,746	0	147,746	10,982.65	103,596.64	33,166.71	77.6%
16052801 54305 SPED TEXTBOOKS	1,325	0	1,325	238.21	90.15	996.64	24.8%
16052801 54334 SPEECH TEXTBOOKS	497	0	497	181.65	.00	315.35	36.5%
16052802 54302 SPED EDUC SUPPLIES	1,098	0	1,098	843.06	530.05	-275.11	125.1%*
TOTAL SPECIAL EDUCATION/JH/SH	1,910,350	0	1,910,350	210,055.88	1,467,617.27	232,676.85	87.8%
TOTAL GENERAL FUND	6,562,636	0	6,562,636	1,637,456.45	5,286,111.98	-360,932.43	105.5%
TOTAL EXPENSES	6,562,636	0	6,562,636	1,637,456.45	5,286,111.98	-360,932.43	
GRAND TOTAL	6,562,636	0	6,562,636	1,637,456.45	5,286,111.98	-360,932.43	105.5%

** END OF REPORT - Generated by Denise Kelly **

Note:

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ARRA IDEA \$167,054
Circuit Breaker \$711,761

MONTHLY ENROLLMENT
ACTON PUBLIC SCHOOLS
ACTON-BOXBOROUGH REGIONAL SCHOOLS
2010-2011 ACADEMIC YEAR

Levels	Sept. 1				Oct. 1				Nov. 1				Dec. 1				Jan. 1				Feb. 1				Mar. 1				Apr. 1				May 1				Jun 1			
	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot								
K	318	48	8	326	320	49	8	328	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
1	347	54	7	354	347	55	6	353	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
2	344	69	2	346	342	68	2	344	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
3	343	68	2	345	344	68	2	346	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
4	370	71	5	375	369	71	5	374	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
5	362	80	3	365	360	80	4	364	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
6	393	75	1	394	394	75	1	395	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
K-6 Ungr.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
In D, Pre-sch.	40	7	0	40	41	7	0	41	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
O.D. Pre-sch.	8	3	0	8	5	3	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
O.D. SPED K-6	13	4	0	13	13	4	0	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
A.P.S. Total	2538	479	28	2566	2535	480	28	2563	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
7	400	73	8	481	395	69	9	473	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
8	401	76	5	482	401	75	5	481	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
J.H.S. Total	801	149	13	963	796	144	14	954	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
9	416	110	3	529	402	108	4	514	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
10	394	100	6	500	390	101	6	497	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
11	381	93	6	480	370	97	8	475	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
12	385	117	12	514	381	115	12	508	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
9-12 Ungr.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
P.G.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
H.S. Total	1576	420	27	2023	1543	421	30	1994	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
Total JHS & HS	2377	569	40	2986	2339	565	44	2948	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
O.D. SPED 7-12	43	10	0	53	42	11	0	53	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
Reg. Total	2420	579	40	3039	2381	576	44	3001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
A.P.S. Total	2538	479	28	2566	2535	480	28	2563	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
Reg. Total	2420	579	40	3039	2381	576	44	3001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
Grand Total	4958	579	68	5605	4916	576	72	5564	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							

A = ACTON
 B = BOXBOROUGH
 C = Choice/Staff/Tuition In

Pre-School = SPED
 P.G. = Post Graduates
 Ungr. = Ungraded
 O.D. = SPED Out of District

Distribution:

In D. = In District

S. Mills
 M. Altieri
 D. Bookis
 L. Huber

C. Bates

All Principals (2)

NESEDEC Correction 10/6/10 7th Sheet

Students other than Choice counted under column C:
 Staff Students -
 Tuition In Students -
 Sped Tuition In Students

Actual
Acton Public Schools
2010 - 2011
October 1, 2010

CAD, DAD, GAD, TAD, and MAD - ALL DAY PROGRAMS

Grade	YOG	Conant				Total	Douglas				Total	Gates				Total	McCarthy-Towne					Total	Merriam					Total	#Sec	Avg. Siz
		Rm	CAD	CB	CC		DAD	DB	DC	GAD		GB	GC	2#	TAD		TB	TC	[3]2#	MAD	MB		MC	MC2	4#	8#				
K-23		21	20	21	62		21	21	19	61		21	21	20	62		21	21	19	61	21	20	20	21	82	328	16	20.5		
	Rm 3	4	6	1#		3	4	5	1#		1	3	8	1#		113	311	312	[2]2#	323	234	20	224	1#	6#					
Gr. 1-22		22	23	23	68		23	22	22	67		21	23	22	66		21	22	21	64	22	22	22	22	88	353	16	22.1		
	Rm 5	7	8			6	7	8			5	6	10	1#		114	301	302	[1]		231	321	135	1#	2#					
Gr. 2-21		23	24	22	69		23	23	23	69		23	23	23	69		22	23	24	69		22	23	23	68	344	15	22.9		
	Rm 9	10	17			9	10	11			7	9	17			212	213	314	[2]1#		222	233	332	1#	2#					
Gr. 3-20		24	22	23	69		22	23	24	69		23	24	24	71		24	23	23	70		22	23	22	67	346	15	23.1		
	Rm 18	19	20			12	13	14			18	19	20	1#		115	210	310	[0]		330	331	230	4#	5#					
Gr. 4-19		25	25	25	75		25	25	25	75		25	26	25	76		25	24	24	73		25	25	25	75	374	15	24.9		
	Rm 14	15	16			19	20	21	1#		14	15	16			211	303	313	[4]	223	335	235	3#	4#						
Gr. 5-18		24	24	23	71		25	24	25	74		24	25	24	73		25	24	25	74		24	24	24	72	364	15	24.3		
	Rm 11	12	13			15	16	17			11	12	13			112	214	215		333	324	232	335	1#	1#					
Gr. 6-17		25	25	24	74		25	24	25	74		24	25	24	73		25	25	25	75		24	25	25	99	395	16	24.7		
	Total Staff																													
Total Range		21 Sec. Average	23.2	488		21 Sec. Average	23.3	489		21 Sec. Average	23.3	490		21 Sec. Average	23.3	498		21 Sec. Average	23.1	486		24 Sec. Average	23.0	551		2504	108	23.2		
		20	25			19	25			20	26			19	25							20	25			19	26			

October 1, 2010
Column C Breakdown

<i>Grade</i>	<i>Staff Free</i>	<i>Choice</i>	<i>Tuition In</i>	<i>Sped Tuition</i>	<i>Total</i>
K	8	0	0	0	8
1	6	0	0	0	6
2	2	0	0	0	2
3	2	0	0	0	2
4	5	0	0	0	5
5	4	0	0	0	4
6	1	0	0	0	1
APS Total	28	0	0	0	28
Out District	0	0	0	0	0
Total	28	0	0	0	28
7	2	7	0	0	9
8	3	2	0	0	5
Sub Total	5	9	0	0	14
9	0	4	0	0	4
10	0	6	0	0	6
11	0	6	0	2	8
12	0	12	0	0	12
UG	0	0	0	0	0
Sub Total	0	28	0	2	30
Out District	0	0	0	0	0
Region Total	5	37	0	2	44
					0
Grand Total	33	37	0	2	72

Acton Public School and Blanchard School K-6

October 1, 2010

Grade	Acton	*Non - Residents Acton	Acton SchoolsTotal	Boxborough	*Non - Residents Boxborough	Boxborough SchoolsTotal
K	320	8	328	48	1	49
1	347	6	353	54	1	55
2	342	2	344	66	2	68
3	344	2	346	61	7	68
4	369	5	374	68	3	71
5	360	4	364	73	7	80
6	394	1	395	70	5	75
Ungraded	0	0	0	0	0	0
Post-Grads	0	0	0	0	0	0
Sped Out of District	13	0	13	4	0	4
Other	0	0	0	0	0	0
Total	2489	28	2517	444	26	470
Acton Enrollment	2489					
Boxborough Enrollment	444					
Total Acton /Boxborough	2933					
Acton %	84.86%					
Boxborough %	15.14%					
Total Percentage	100.00%					
Acton Preschool	46					
Boxborough Preschool	7					

*Non-Residents include Staff Children & School Choice

Acton-Boxborough Regional School District

October 1, 2010

Grade	Acton	Boxborough	*Non-Residents	Total
7	395	69	9	473
8	401	75	5	481
9	402	108	4	514
10	390	101	6	497
11	370	97	8	475
12	381	115	12	508
Ungraded	0	0	0	0
Post-Grads	0	0	0	0
Sped Out of District	42	11	0	53
Other	0	0	0	0
Total	2381	576	44	3001
Acton Enrollment	2381			
Boxborough Enrollment	576			
Total Acton /Boxborough	2957			
Acton %	80.52%			
Boxborough %	19.48%			
Total Percentage	100.00%			

*Non-Residents include: Choice, Staff Children and Sped Tuition-in

Three Year Comparison

Year -->	2008	2009	2010	Total of 3 Yrs	Avg. of 3 Yrs
Acton Enrollment	2336	2343	2381	7060	2353.33
Boxborough Enrollment	617	593	576	1786	595.33
Total	2953	2936	2957	8846	2948.67
Acton %	79.11%	79.80%	80.52%	239.43%	79.81%
Boxborough %	20.89%	20.20%	19.48%	60.57%	20.19%
Total	100.00%	100.00%	100.00%	300.00%	100.00%

NESDEC has been corrected.

October 1, 2010
Comparison of Enrollment Projections

	ALL STUDENTS*	NESDEC	ONLY A & A/B
<i>Levels</i>	<i>Actual</i>	<i>Projection</i>	<i>APS & A/B ACTUAL</i>
K	328	274	320
1	353	364	347
2	344	355	342
3	346	365	344
4	374	365	369
5	364	367	360
6	395	396	394
<i>A.P.S. Total</i>	2504	2486	2476
7	473	489	464
8	481	475	476
<i>J.H.S. Total</i>	954	964	940
9	514	501	510
10	497	499	491
11	475	467	467
12	508	497	496
<i>H.S. Total</i>	1994	1964	1964
<i>Reg. Total</i>	2948	2928	2904
<i>Grand Total</i>	5452	5414	5380

*Includes Choice, staff students and tuitioned in students

Count Comparison 2008-2010

Oct. 1, 2008					Oct. 1, 2009					Oct. 1, 2010					Difference Oct 1, 2010 (-) Oct 1, 2009				
Levels	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Total			
K	301	60	3	304	334	46	6	340	320	49	8	328	-14	3	2	-12			
1	326	64	2	328	333	61	3	336	347	55	6	353	14	-6	3	17			
2	336	75	5	341	349	67	2	351	342	68	2	344	-7	1	0	-7			
3	349	78	2	351	358	69	5	363	344	68	2	346	-14	-1	-3	-17			
4	381	76	1	382	359	81	2	361	369	71	5	374	10	-10	3	13			
5	404	80	0	404	391	79	1	392	360	60	4	364	-31	-19	3	-28			
6	384	80	2	386	407	79	1	408	394	75	1	395	-13	-4	0	-13			
K-6 Ungr.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
In D.Pre-sch.	38	6	0	38	49	4	0	49	41	7	0	41	-8	3	0	-8			
O.D. Pre-sch.	8	0	0	8	9	4	0	9	5	3	0	5	-4	-1	0	-4			
O.D. SPED K-6	17	4	0	17	14	5	0	14	13	4	0	13	-1	-1	0	-1			
A.P.S. Total	2544	523	15	2559	2603	495	20	2623	2535	495	28	2563	-68	0	8	-60			
7	402	99	2	503	393	77	5	475	395	69	9	473	2	-8	4	-2			
8	407	93	0	500	402	100	2	504	401	75	5	481	-1	-25	3	-23			
J.H.S. Total	809	192	2	1003	795	177	7	979	796	144	14	954	1	-33	7	-25			
9	385	87	6	478	402	97	6	505	402	108	4	514	0	11	-2	9			
10	394	116	11	521	382	88	7	477	390	101	6	497	8	13	-1	20			
11	342	100	23	465	383	116	13	512	370	97	8	475	-13	-19	-5	-37			
12	362	106	27	495	337	101	21	459	381	115	12	508	44	14	-9	49			
9-12 Ungr.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
P.G.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
H.S. Total	1483	409	67	1959	1504	402	47	1953	1543	421	30	1994	39	19	-17	41			
Total JHS & HS	2292	601	69	2962	2299	579	54	2932	2339	565	44	2948	40	-14	-10	16			
O.D. SPED 7-12	44	16	0	60	44	14	0	58	42	11	0	53	-2	-3	0	-5			
Reg. Total	2336	617	69	3022	2343	593	54	2990	2381	576	44	3001	38	-17	-10	11			
A.P.S. Total	2544	523	15	2559	2603	495	20	2623	2535	495	28	2563	-68	0	8	-60			
Reg. Total	2336	617	69	3022	2343	593	54	2990	2381	576	44	3001	38	-17	-10	11			
Grand Total	4880	617	84	5581	4946	593	74	5613	4916	576	72	5564	-30	-17	-2	-49			

Enrollment by Race

October 1, 2010

School	Low Income	Asian/Pacific		African-		Caucasian		Hispanic		American Indian		Minority		Percent		Total
		Islander	American	American		American		American		Indian		Minority		Minority		
Conant	10	232	2	6		248		6		0		240		49.18%		488
Douglas	13	138	6	10		335		10		0		154		31.49%		489
Gates	11	170	5	1		313		1		1		177		36.12%		490
McCarthy-Towne	15	62	12	18		394		18		0		92		18.93%		486
Merriam	16	147	6	10		387		10		1		164		29.76%		551
Total	65	749	31	45		1677		45		2		827		33.03%		2504
% of Total APS	2.60%	29.91%	1.24%	1.80%		66.97%		1.80%		0.08%		33.03%				
JHS	30	221	8	26		696		26		3		258		27.04%		954
SHS	44	451	16	53		1474		53		0		520		26.08%		1994
Total	74	672	24	79		2170		79		3		778		26.39%		2948
% of Total A/B	2.51%	22.80%	0.81%	2.68%		73.61%		2.68%		0.10%		26.39%				
Grand Total	139	1421	55	124		3847		124		5		1605		29.44%		5452
% of Grand Total	2.55%	26.06%	1.01%	2.27%		70.56%		2.27%		0.09%		29.44%				

Minuteman School of Applied Arts and Sciences October 1, 2010

GRADE	10/93	10/94	10/95	10/96	10/97	10/98	10/99	10/00	10/01	10/02	10/03	10/04	10/05	10/06	10/07	10/08	10/09	10/10
9	2	2	7	4	7	7	8	12	8	9	12	6	11	3	8	7	2	7
10	9	2	4	4	4	11	8	10	8	6	11	11	8	11	4	6	9	2
11	10	9	1	4	3	3	7	11	9	6	7	9	9	10	10	2	7	9
12	7	11	9	2	3	2	3	8	8	13	6	6	9	9	9	9	1	5
PG ACTON	13	13	17	7	7	4	7	6	9	4	2	2	0	4	1	4	3	0
TOTAL	41	37	38	21	24	27	33	47	42	38	38	34	37	37	32	28	22	23
9	3	3	0	1	3	2	1	2	3	1	5	4	2	3	2	6	1	2
10	4	1	2	0	1	2	2	1	4	2	2	6	4	2	3	2	7	1
11	2	4	2	2	0	1	2	1	1	2	2	1	4	4	2	3	2	7
12	2	2	3	2	2	0	0	2	2	1	2	2	1	3	4	2	4	2
PG BOXBOROUGH	3	2	1	1	3	0	3	0	0	2	3	1	3	0	0	0	0	0
TOTAL	14	12	8	6	9	5	8	6	10	8	14	14	14	12	11	13	14	12
GRAND TOTAL	55	49	46	27	33	32	41	53	52	46	52	48	51	49	43	41	36	35