

**Acton Public School Committee Meeting
Followed by Joint meeting of the Acton
Public/Boxborough Public/Acton-Boxborough
Regional School Committees**

October 18, 2012

7:00 p.m.

at the R.J. Grey Junior High School Library

ACTON PUBLIC SCHOOL COMMITTEE MEETING
Followed by Joint Acton Public/Boxborough Public/Acton-Boxborough Regional SC Meeting

Library
R.J. Grey Junior High School

October 18, 2012
7:00 p.m. APS SC Meeting
8:30 p.m. Joint APS/BPS/ABRSC Meeting

AGENDA

1. CALL TO ORDER
2. STATEMENT OF WARRANT
3. APPROVAL OF MINUTES
 - 3.1 9/20/12 APS Meeting (*addendum*)
4. PUBLIC PARTICIPATION
5. EDUCATION REPORT – “Measuring and Examining Student Growth at McCarthy-Towne”
David Krane, Principal, McCarthy-Towne School
6. SCHOOL COMMITTEE BUSINESS
 - 6.1 MCAS Update – *Deborah Bookis*
 - 6.1.1 MCAS Report
 - 6.1.2 MCAS Letters to Families
 - 6.1.3 Slides
 - 6.2 ALG Update on 10/17/12 meeting – *Kim McOsker (oral)*
 - 6.3 Health Insurance Trust (HIT) Update on 10/18/12 meeting – *Kim McOsker (oral)*
 - 6.4 Long Range Financial Planning – *Steve Mills, Don Aicard*
 - 6.4.1 Historical Review slides and worksheet (*addendum*)
 - 6.4.2 FY14 Preliminary Budget Priorities and Calendar
 - 6.5 Regionalization Update – *Xuan Kong*
 - 6.5.1 Superintendents’ Memo
 - 6.6 Enrollment Report, October 2012 – *Marie Altieri*
 - 6.7 Recommendation to Accept Gift from Conant School PTO – **VOTE** – *Steve Mills*
 - 6.8 Recommendation to Accept Gift from Douglas School PTO – **VOTE** – *Steve Mills*
 - 6.9 Recommendation to Accept Gift from Gates School PTO – **VOTE** – *Steve Mills*
 - 6.10 Recommendation to Accept Gift from McCarthy-Towne School PTO – **VOTE** – *Steve Mills*
 - 6.11 Recommendation to Accept Gift from Merriam School PTO – **VOTE** – *Steve Mills*
7. FOR YOUR INFORMATION
 - 7.1 Pupil Services
 - 7.1.1 ELL Student Population Report
 - 7.1.2 ELE Family Night, 10/11/12
 - 7.1.3 *What Have We Done to Childhood?* Presentation on 11/8/12
 - 7.2 School Newsletters
 - Conant Crier: <http://conant.ab.mec.edu/pto/newsletter.html>
 - Douglas Digest: <http://douglas.ab.mec.edu/pto/digest.html>
 - Gates Gazette: <http://gatesschoolpto.org/gazette>
 - McCarthy-Towne Bulletin: <http://www.mctptso.org/bulletin/>
 - Merriam Comm News: <http://www.merriampto.org/Merriam>
 - Acton Public School Preschool: <http://ab.mec.edu/Preschool/index.htm>

8. NEXT MEETINGS: November 1, 7:30 p.m. in the RJGJHS Library, ABRSC Meeting
November 15, 7:00 p.m. in the RJGJHS Library, APSC Meeting
9. CALL TO ORDER: JOINT SCHOOL COMMITTEE MEETING
Acton-Boxborough Regional School Committee and Boxborough Public School Committee join
the Acton Public School Committee
 - 9.1 Discussion of Regional School District Study Committee's (RSDSC) recommendations in
preparation for public forums and community input (*addendum*)

ADJOURN

**ACTON PUBLIC SCHOOL COMMITTEE
MEETING Draft Minutes**

Library
R.J. Grey Junior High School

**September 20, 2012
7:00 p.m.**

<i>Members Present:</i>	Dennis Bruce, Michael Coppolino, Kim McOsker, Paul Murphy, Deanne O'Sullivan
<i>Members Absent:</i>	Xuan Kong
<i>Others:</i>	Don Aicardi, Marie Altieri, Deborah Bookis, Liza Huber, Steve Mills, Beth Petr

The Acton Public School Committee was called to order at 7:00 p.m. by Chairperson, Kim McOsker. Kim thanked Acton TV (www.actontv.org) for the donation of cameras now installed in the library and ABRHS senior Brian Phalen for filming the meeting.

STATEMENT OF WARRANT

Warrant #201306 dated 9/18/12 in the amount of \$751,487.45 was signed by the Chair and circulated to the Committee for signatures.

APPROVAL OF MINUTES

Minutes of the previous APSC meeting were approved on 9/6/12.

PUBLIC PARTICIPATION - none

EDUCATION REPORT

Douglas School Principal, Dr. Christopher Whitbeck presented on "Student Growth Analysis". Dr. Mills began by stating that a district SMART goal this year focuses on Student Growth Analysis for all students. Dr. Whitbeck has led this work at the Douglas School for the past few years. The creation of student portfolios that follow the children over the years is a new and very valuable resource. Not all kids are showing great growth and if not, teachers try to assess/diagnose why and address it.

Dr. Whitbeck began by stating that there are so many skills to analyze that it is sometimes hard to decide what to focus on. Using data (slide 3) is valuable to help form reading groups by looking at students' levels. Staff is now asking, "How do we show growth in all areas of reading?" Deborah Bookis and others have given teachers good guidelines to use for this, including oral and written assessments. Online databases would be preferable, but they are not available yet. AMC (Assessment of Mathematic Concepts) aka Cathy Richardson program is used. Some staff are now looking at mathematics during one of the Thursday afternoon Professional Development programs.

Dr. Whitbeck pointed out that a key question is always, "How much time should be spent assessing and how much time should be spent instructing?" Staff needs to find the most effective and efficient balance.

Dr. Mills pointed out that each of our elementary schools now has a "guided library" so children can find an appropriate level book for their ability. A question was asked about how it is determined which kids need specialized instruction outside of the classroom. Deb Bookis responded that there is a level that automatically puts a child with the reading specialist based on two staff members assessment of them. There is consistency across the district on this. An unacceptable level of growth would also trigger a specialist's attention.. The point was made that each child deserves a year's worth of growth.

APS SCHOOL COMMITTEE BUSINESS

7.1 Acton Health Insurance Trust Report

Kim McOsker reported that the Trust met the morning of the School Committee meeting. They had a chance to meet with counsel and review the Trust agreement as it pertains to various topics, including OPEB and Regionalization. There have been a number of larger claims over the last several months but with the reinsurance receivables, the Trust is essentially made whole.

7.2 ALG Report

Kim McOsker reported that the ALG met on 9/13/12. They are working towards a unified planning process with the hope that the group can get to a preliminary consensus in November. The Fincomm invited the School Committee to their meeting on 9/25/12 to discuss where things stand. Fincomm is looking for earlier dialog regarding the schools' FY14 budget planning. Xuan expressed the School Committee members' concern for any conversation related to FY14 with another committee prior to meeting with School Committee's own members. The next Fincomm meeting is scheduled for October 9th. ALG members also discussed getting all of the Town board members together so that they can get to know each other as this would help with overall communication and partnership. Coordinated long range strategic planning could also be discussed. OPEB was discussed. Dennis will update. ALG agreed that there will no substitutions in attendance. Next meeting has been moved from October 11th to the 17th.

7.3 Acton BOS Report

Paul Murphy reported that the Board of Selectmen originally voted to move the voting stations to the High School, but then they rescinded it. They did vote to move Precinct 1 to the Conant School.

7.4 Acton Finance Committee Report -

Dennis Bruce reported that there had not been another meeting since the Regional School Committee report. Next meeting will be Oct 3. They need to finalize the report that is to be delivered the first week of November. The timing of the budgets is a key conversation.

7.5 Regionalization School District Study Committee (RSDSC) Update

Dr. Mills reported that there is a meeting next Tuesday night of the RSDSC. Mary Brolin, Mac Reid, Steve Mills and Beth Petr submitted a grant last week to fund the two special Town Meetings and some legal time. Yesterday, Dr. Mills' staff and Dr. Bates' staff met to start talking about issues that would not be part of the regional agreement. The two superintendents pledged to meet with any parents who would like to talk with them. It was noted that many issues need to be negotiated with the unions and administrations.

Peter Ashton reported that not a lot has changed since their update at the Regional School Committee meeting on 9/6/12. Peter asked for more input from School Committee members. The RSDSC feels they need help and feedback in terms of where the School Committees think they should be and what is reasonable to assume. One thing has changed since 9/6/12. Roger Hatch from the DESE's Office of School Finance presented a simulation of what Chapter 70 aid would look like under a full regional system K-12. Unfortunately, the report said that Chapter 70 aid in FY13 would be \$148,000 less for the fully regionalized Acton/Boxborough district than the sum of current FY13 aid distributions for the three separate districts. Peter said that when the numbers are projected out five years, there appears to be no net benefit to Acton. One requirement for moving forward is that both towns must show some benefit.

More information is being requested from DESE. Our elected officials are being contacted to see if they can help. Another important unknown is the potential impact of bringing Boxborough teachers into the Acton contract.

Peter was asked about the recommended makeup of the new School Committee. He acknowledged that this is one of the very difficult questions that the RSDSC has not come to agreement on yet. Boxborough wants greater representation but understands that there needs to be weighted voting. One possibility is to

have five Acton and three Boxborough members with weighted voting based on population. Peter feels the financial questions should be dealt with first, because compromises will be involved.

Dennis Bruce questioned why the RSDSC was only projecting out five years, when this would be a longer term commitment. Peter explained that there are so many uncertainties that the RSDSC decided this was the best estimate. It is also consistent with FinCom's projections. The numbers get progressively worse because Boxborough has choice revenue and a working assumption is that choice revenue would decline over time.

Mike Coppolino asked if regionalization was revenue neutral, would it still make sense to do. Peter said that that is what the RSDSC wants the School Committee to decide. Mike pointed out that there are operational and educational efficiencies, and questioned if the whole project and committee should be jettisoned at this stage. Peter emphasized that a proposed new regional agreement must be one that both towns can support.

The School Committee agreed to reach out to the political leaders. Xuan has talked to Jen Benson and James Eldridge. Peter asked if any Committee member had input for him to take to the RSDSC. Mike Coppolino stated that at the Regional SC meeting, he was in favor of five Acton and three Boxborough School Committee members. In his opinion, the 5% benefit that Boxborough has doesn't make sense to give if it is all one region. Dennis Bruce urged the RSDSC to look at net benefits over next 5 years or more. He asked if the split was different, would it be more palatable to both towns. Peter said this was also Bob Evans' idea. Peter reiterated that there is not a strictly financial net benefit overall at this point. Deanne O'Sullivan emphasized that there are non-financial benefits that must be kept in mind such as administrative consolidation and particularly benefits to the students. Peter replied that this was presented at the last Town Meetings and there are some real non-financial benefits. He urged the Committee to engage the elementary school parents as early as possible to see if they agree with these benefits and will convince others.

FOR YOUR INFORMATION

Kim reported that the Boxborough School Committee was meeting and would decide who will replace Bruce Sabot following his recent resignation.

NEXT MEETINGS:

October 1, 7:30 p.m. JT SC Executive Session in Superintendent's Conference Room

October 4, 7:30 p.m. JT/AB SC meeting at RJGJHS Library

October 18, 7:00 p.m. APS SC meeting at RJGJHS Library

The meeting was adjourned at 8:07 p.m.

Respectfully submitted,
Beth Petr

List of Documents used: see agenda

Measuring & Examining Student Growth at McCarthy- Towne



Key Elements of Informed Instruction

- * Data Gathering
- * Teacher Collaboration
- * Scheduling

Data Gathering: Benchmark Assessments

Using a variety of data to show growth

- *Benchmark and Interim Assessment
- *Performance Assessment
- *Student-Led Conferences
- *MCAS Math & ELA results

Data Gathering: Benchmark Assessments

Student Name	Kindergarten Teacher	Grade 1 Teacher	DOB	Concept of Word (6)	Rhyme ID (6)	Rhyme Production (6)	Initial Sounds (4)	Final Sounds (4)	Blend (4)	Segment (4)	Deletion (13)	UC Letter ID (26)	LC Letter ID (26)	Letter Sounds (26)	Dictation (13)	K Sight Vocab (26)	cvc Words (4)	Total	DRA	DIBELS LNF	DIBELS PSF	DIBELS NWF
				5	6	6	4	3	4	4	13	26	28	26	13	23	4	97.63%				
				6	6	6	4	4	3	4	11	26	26	20	11	22	4	90.53%				
				6	6	6	4	4	4	1	9	26	27	25	8	18	2	86.39%				
				2	5	3	0	0	0	0	2	15	8	3	0	0	0	22.49%				
				4	6	6	1	0	1	0	2	10	0	0	4	0	0	20.12%				

Assessment FOR learning

Interim Assessments to guide instruction in Literacy

- * Running Records
- * Teacher/Student Conferring
- * Guided Reading Groups
- * Student/Student conversations (Teacher Observed)
- * Interactive Read Aloud
- * Writing Prompts

Math Assessments

- * ADM (Kathy Richardson)
- * End-of-unit, pre-, and post tests
- * Performance Assessment
- * Anecdotal (Observational) assessment
- * Student/Teacher Confering
- * Writing prompts

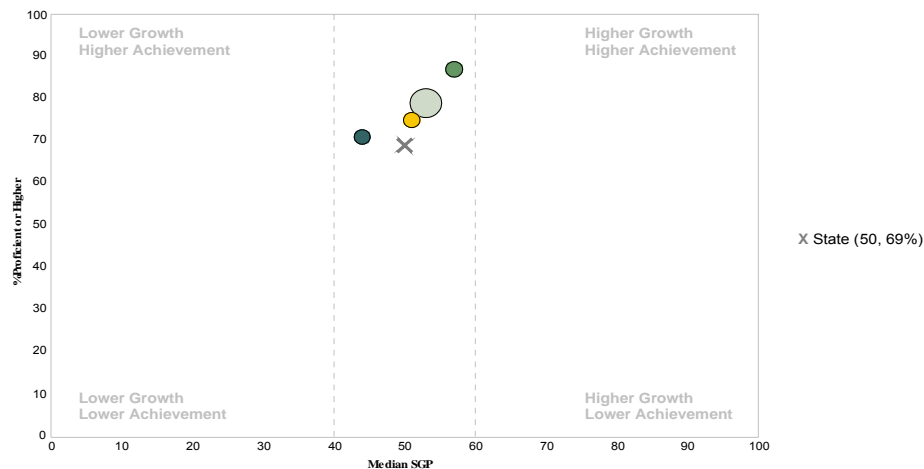
Data Gathering: Standardized Summative Assessments

Assessment OF learning



Spring 2012 MCAS School Achievement and Growth
English Language Arts
by Grade

District: Acton
School:
Grade: All Grades



		Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
	All Grades	53	208	79	281
	Grade 04	44	64	71	65
	Grade 05	51	70	75	73
	Grade 06	57	74	87	75

Median student growth percentile (SGP) is not calculated if the number of students with SGP is less than 20.

Analyze disaggregated data for all student groups to insure interventions and supports are appropriately aligned to address needs

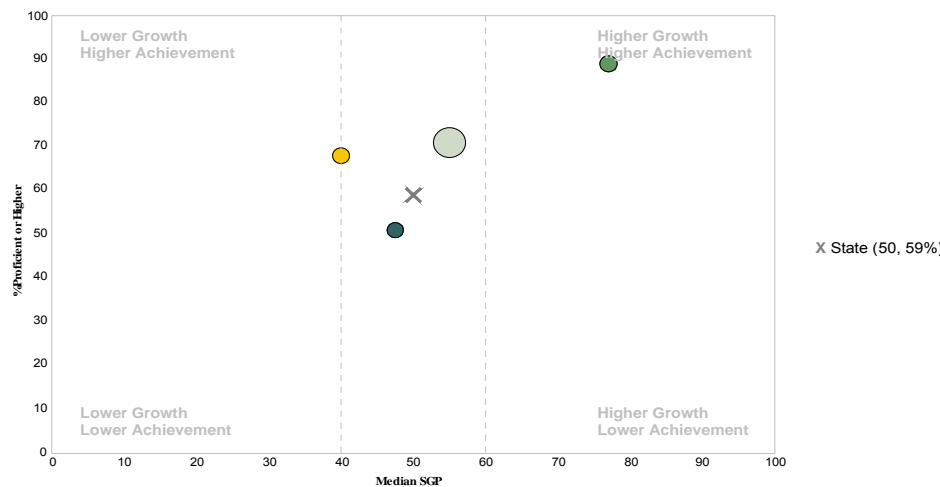
Data Gathering: Standardized Summative Assessments

Assessment OF learning



Spring 2012 MCAS School Achievement and Growth
Mathematics
by Grade

District: Acton
School:
Grade: All Grades



Analyze
disaggregated data
for all student
groups to insure
interventions and
supports are
appropriately
aligned to address
needs

	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
All Grades	55	209	71	283
Grade 04	47.5	64	51	65
Grade 05	40	71	68	73
Grade 06	77	74	89	75

Median student growth percentile (SGP) is not calculated if the number of students with SGP is less than 20.

Reading Stamina Growth (First Grade)



6th grade Archeological Dig: Aspects of learning and growth



2011-2012

Acton Public Schools

Massachusetts Comprehensive Assessment System (MCAS) Report

Deborah Bookis
Report to the Acton Public Schools School Committee
October 18, 2012

Table of Contents

	<u>Page</u>
Introduction	3
Performance and Growth Summary	3
• Recent State and Federal Changes	3
• Class of 2013 Cohort Summary	5
• Summary of District Performance and Growth	6
District Item Analyses	11
• ELA MCAS District Analysis	11
• Mathematics MCAS District Analysis	13
• Science, Technology and Engineering MCAS District Analysis	20
Action Items and Initiatives	28
Conclusion	29
<u>Data Section</u>	
• District Results	
~ Sixth grade ELA and Literacy and Mathematics	30
~ Fifth grade ELA and Literacy, Mathematics, and STE	31
~ Fourth grade ELA and Literacy, Mathematics	32
~ Third grade ELA and Literacy, Mathematics	33
• Four-Year Comparison Charts	
~ Sixth grade ELA and Literacy and Mathematics	34
~ Fifth grade ELA and Literacy, Mathematics, and STE	35
~ Fourth grade ELA and Literacy, Mathematics	36
~ Third grade ELA and Literacy, Mathematics	36

Introduction

Assessment helps us to understand how to improve student learning. In order to do that well, we need to employ different assessments for different purposes. Standardized testing, such as the MCAS, can help us identify strengths, weaknesses, and gaps in curriculum and instruction; fine-tune curriculum alignment with the statewide standards; and at best can be used as a screening to identify students who may be struggling. It is, of course, also used as an accountability system for the district. However, it does not provide the timely, granular information that teachers and principals need to inform instruction. Our district curriculum goal of learning goals and tools for all disciplines and grades with a focus on answering the question, *How Do We Know Students Are Learning?*, has helped to provide a more balanced assessment program. This approach relies on comparing the same student to the same student during the same year so that teachers and principals can make instructional and programmatic changes when needed. The emphasis on “all disciplines” is purposeful. We value all of our disciplines in the education of our students, not just those tested by MCAS or other standardized measures.

The purpose of this report is to:

- Summarize aggregate 2012 performance and growth data.
- Report trends and highlights within the data.
- Outline action items and initiatives to address goals.

Following the summary, trends and highlights, and initiatives and action items, data is provided in charts and graphs on all tested grades and disciplines.

Performance and Growth Summary

Massachusetts Comprehensive Assessment System, MCAS, tests all students, grades three through ten in mathematics and English language arts. In ELA, the long composition is embedded in the total scores for grades four and seven, thereby making comparisons to the previous grades very challenging. Science, Technology and Engineering is tested in grades five, eight, and either nine or ten. (The majority of our students take the Biology test.) The state analyzes performance and growth data across aggregates and subgroups and monitors progress through Progress and Performance Indicators (PPI). A group must contain at least thirty students for the data to factor in the PPI.

Recent State and Federal Changes

Last year, Massachusetts applied for a No Child Left Behind (NCLB) waiver because more schools and districts were being judged as inadequate under Adequate Yearly Progress (AYP), but not under the Massachusetts tiered Accountability and Assistance Levels. In addition, for the last four years in a row, Massachusetts has led the nation in the National Assessment of Educational Progress, but 81% of schools and 90% of districts in Massachusetts had been identified as not making AYP.

In an August 2012 memo to district superintendents, MA Commissioner of Elementary and Secondary Education, Mitchell D. Chester, sent the following NCLB waiver highlights:

Beginning with the 2012-13 school year, accountability reporting has changed significantly as a result of Massachusetts' approved ESEA/NCLB flexibility waiver:

- *The NCLB goal of 100 percent proficiency is replaced with a new goal of reducing proficiency gaps by half by 2017.*
- *The NCLB accountability status labels of improvement, corrective action, and restructuring are eliminated. Only state accountability and assistance levels (1-5) are used for districts and schools.*
- *AYP is replaced with a new performance measure (the Progress & Performance Index, or PPI) that incorporates student growth and other indicators, including science and dropout rates. The annual PPI measures progress toward narrowing proficiency gaps from one year to the next. The cumulative PPI measures progress over four years toward narrowing proficiency gaps. For a group to be considered to be making progress toward narrowing proficiency gaps, its cumulative PPI must be 75 or higher.*
- *A school percentile between 1 and 99 is reported for schools with at least four years of data. This number is an indication of the school's overall performance relative to other schools that serve the same or similar grades.*
- *Reports show a new "high needs" subgroup, an unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) or former ELL, or low income students.*

The 2012 distribution of Massachusetts's districts and schools according to the state accountability and assistance levels is displayed in *Figure 1.0*.

Figure 1.0

Statewide Totals by Level	Districts		Schools	
	#	%	#	%
Level 5	1	0%	--	--
Level 4	12	3%	43	3%
Level 3	71	19%	298	19%
Level 2	200	53%	743	47%
Level 1	96	25%	503	32%
Total	380	100%	1587	100%
Insufficient Data	20	--	242	--

Class of 2013 Cohort Summary

The 2013 graduating class of Acton-Boxborough Regional High School achieved one of the goals of MCAS testing at a very high level: proficiency in English language arts, mathematics, and science, technology and engineering, as illustrated in *Figures 1.1, 1.2 and 1.3*, respectively. Ninety-six percent of our students achieved proficiency in ELA, ninety-five percent in mathematics, and 95 percent in Science, Technology and Engineering (STE). Less than 4 percent of students in all discipline areas assessed needed intervention and support to achieve proficiency in order to receive an ABRHS diploma. Eighty-five percent of all students graduating this year achieved advanced performance in mathematics. Also notable is the shift of performance over time as students progressed from grade four to grade ten. In mathematics the cohort grew from 39 percent in Advanced Performance to 85 percent in tenth grade. Similarly, the cohort grew from 27 percent in Advanced Performance in ELA to 59 percent and from 42 percent in STE to 69 percent. All three disciplines also achieved very small percentages of students in “Needs Improvement,” with percentages decreasing significantly over time. This historical data of the 2013 ABRHS graduating class indicates that all students have learned the necessary knowledge and skills throughout their academic careers in both Acton and Acton Boxborough to achieve proficiency on the MCAS and become eligible for an ABRHS diploma.

Figure 1.1



Figure 1.2

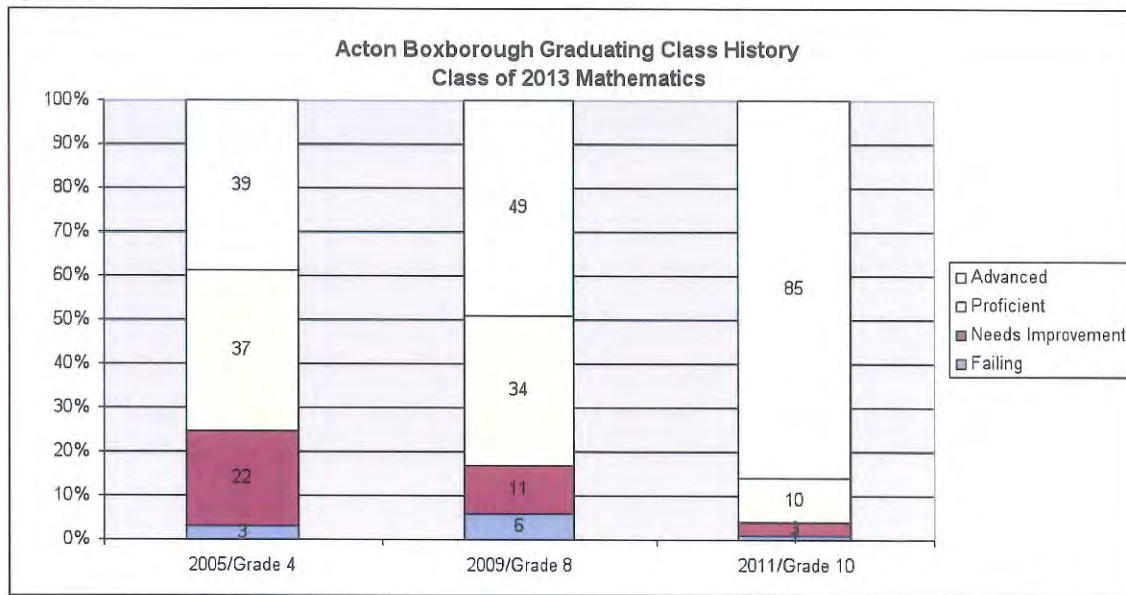
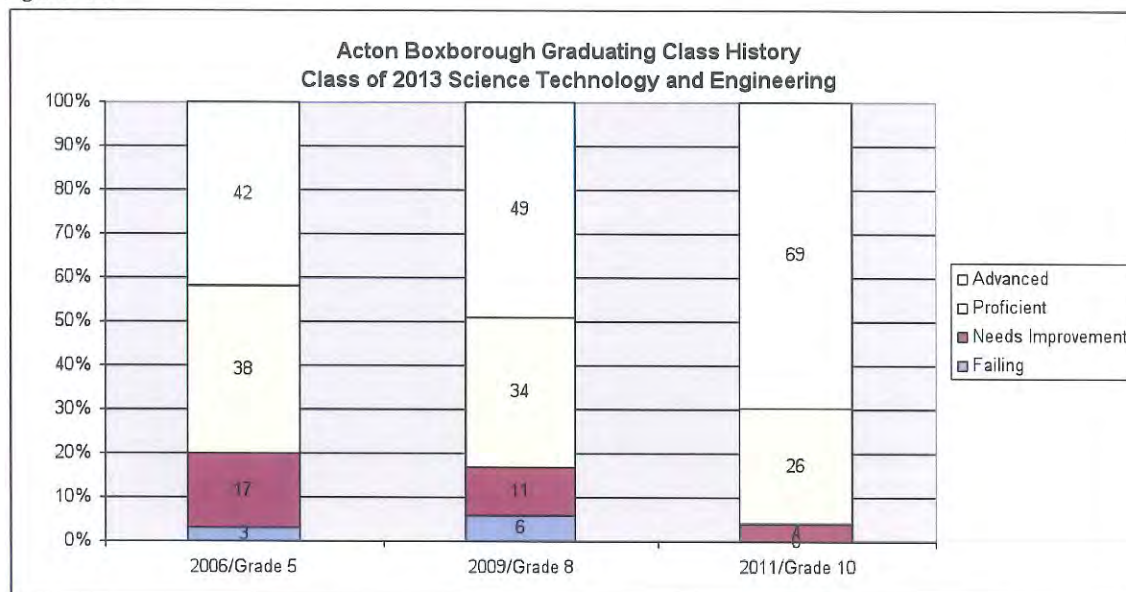


Figure 1.3



Summary of District Performance and Growth

Districts and schools are now assigned a state accountability and assistance level. In order for a district or school to receive a Level I Assessment and Accountability Level, both its aggregate and high needs groups need to achieve a cumulative (4-year) PPI of 75 ("on target") or above. As stated earlier, the high needs group is an unduplicated count of students belonging to at least one of the following subgroups: students with disabilities, ELL or former ELL, or economically disadvantaged.

Also new to MCAS reporting this year, all schools receive a school percentile between 1 and 99 that compares its relative performance to schools in the Commonwealth with the same grade spans. Our five elementary schools ranged between the 70th percentile and the 96th percentile.

Conant's overall performance places it in the 92nd percentile. It's cumulative (four-year) PPI indicates that it met its target for the aggregate but did not meet its high needs target at 68. Therefore, Conant is a Level 2 school.

Douglas' overall performance places it in the 93rd percentile. It's cumulative PPI indicates that it met its target for the aggregate and met its high needs target at 78. Therefore, Douglas is a Level 1 school.

Gates' overall performance places it in the 96th percentile. It's cumulative PPI indicates that it met its target for the aggregate but did not meet its high needs target at 70. Therefore, Gates is a Level 2 school.

McCarthy-Towne's overall performance places it in the 70th percentile. It's cumulative PPI indicates that it met its target for the aggregate but did not meet its high needs target at 68. Therefore, McCarthy-Towne is a Level 2 school.

Merriam's overall performance places it in the 87th percentile. It's cumulative PPI indicates that it met its target for the aggregate but did not meet its high needs target at 68. Therefore, Merriam is a Level 2 school.

The lowest school level determines the district level. Therefore, the Acton Public Schools is a Level 2 district.

While the 2012 MCAS district aggregate scores (Figure 1.4) indicate solid overall performance, there are areas that require further analysis. In Figure 1.4, after each percentage a "+" or "-" sign indicates the change from the previous year.

Figure 1.4

2012 District MCAS Scores of Combined Advanced/Proficient			
Grade	ELA	Mathematics	STE
3rd	80% -3	82% -2	--
4th	75% +3	72% +1	--
5th	83% -4	82% -1	76% +3
6th	88% -2	90% +3	--

Across the district, we need to continue to focus on improving the percentage of students who score proficient and advanced in mathematics and ELA. Encouragingly, the number of students who scored advanced in grade three

increased in mathematics and ELA by nineteen and five percent respectively, thus hopefully providing a stronger foundation as students enter fourth grade. It is challenging to compare ELA scores from year-to-year, since the third grade assessment is focused on reading, the fourth grade assessment includes a writing section, and the fifth and sixth grade assessments focus primarily on reading again. With very modest improvements in grade four this year, we will need to continue the action items and initiatives begun last year, namely classroom discussions, opportunities to communicate understandings through writing and receiving critical feedback, modeling “question asking,” and teaching students how to ask probing questions to improve their own comprehension. We also know that, with the adoption of the ELA Common Core Standards in the 2011 MA ELA and Literacy Framework, the writing prompt for fourth grade will change dramatically. Previously, students were always asked to write in the narrative mode. For the first time, students will be asked to write in one of three modes of writing: narrative, expository, or opinion. The next couple of years will be a transition for all teachers as they focus more of their writing instruction on expository and opinion writing.

As noted in the regional report for the 7th grade Science, Technology and Engineering assessment, the percentage of students scoring advanced and proficient rose three percent in fifth grade. That is a modest increase, yet the shift in the percent of students achieving advanced increased eleven percent, from twenty-eight to thirty-nine percent (*Figure 1.5*). Again, this is noteworthy as the Massachusetts NCLB waiver includes performance in science as a component of accountability for the first time. As the new *Next Generation Science Standards* are implemented, we will continue to better align units and instruction in all elementary grades.

Figure 1.5

GRADE 05 - SCIENCE AND TECH/ENG				
PERFORMANCE LEVEL	2009	2010	2011	2012
ADVANCED	39	30	28	39
PROFICIENT	40	44	45	37
WARNING	19	21	23	21
WARNING	2	5	3	3

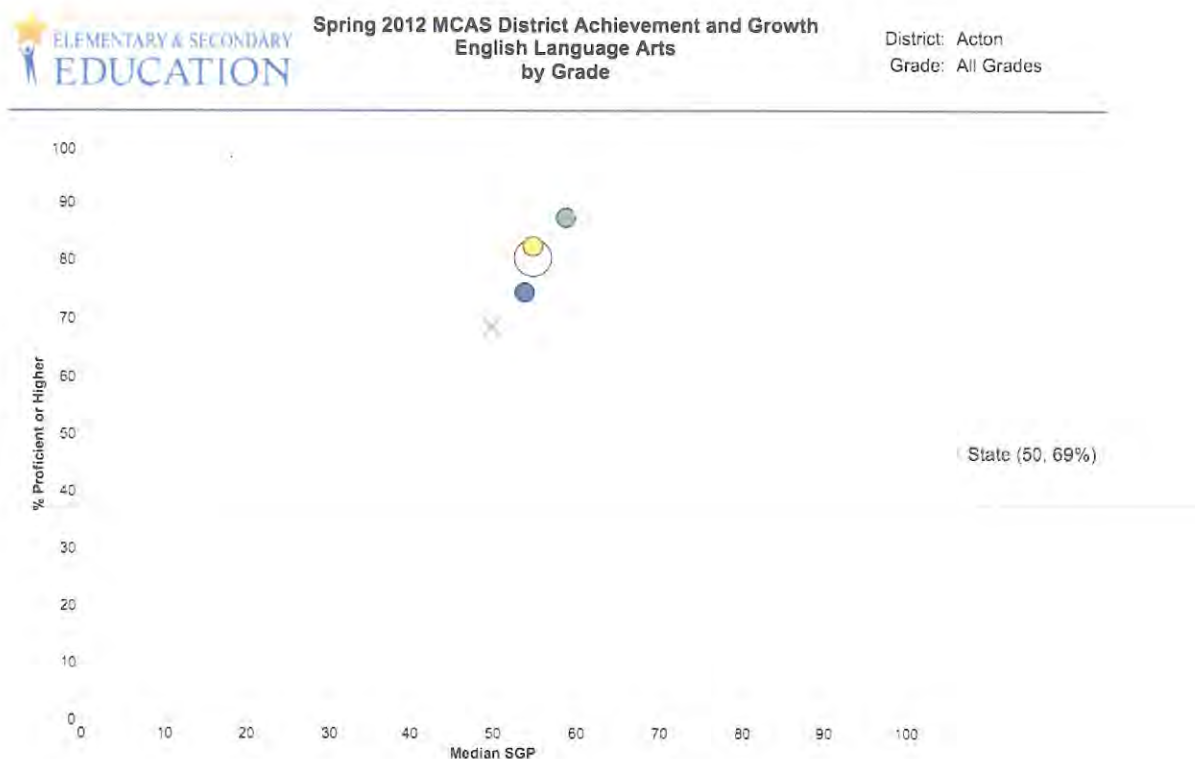
The growth data for the district was equally strong. In slide 12 of the DESE PowerPoint, *Measuring Growth in Student Performance on MCAS: The Growth Model*, it states:

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 40 and 60 are what we would call “typical.” Percentiles above 60 suggest high growth; percentiles below 40 suggest low growth.

In addition, DESE documents inform us that growth percentiles and student performance should be used together as the following two sets of tables and graphs, *Figures 1.6 and 1.7* indicate. If a district’s or school’s median SGP falls between 51 and 59 (on target), it is awarded 75 points for that growth indicator. Median SGPs between 41 and 50 indicate improvement and/or are below “on target,” and are awarded 50 points for that growth indicator. A median SGP of 60 or greater is awarded 100 points for “above target” growth. In ELA, the district aggregate median SGP for grades 4 through 6 falls within the 51-59 “on target range.” In mathematics, grade 4 falls within the 51-59 “on target range,” while fifth and sixth grade had “above target growth.” This information indicates that, while there are a few places that require further investigation, our students continue to achieve at high performance levels and are also continuing to grow at typical and high rates.

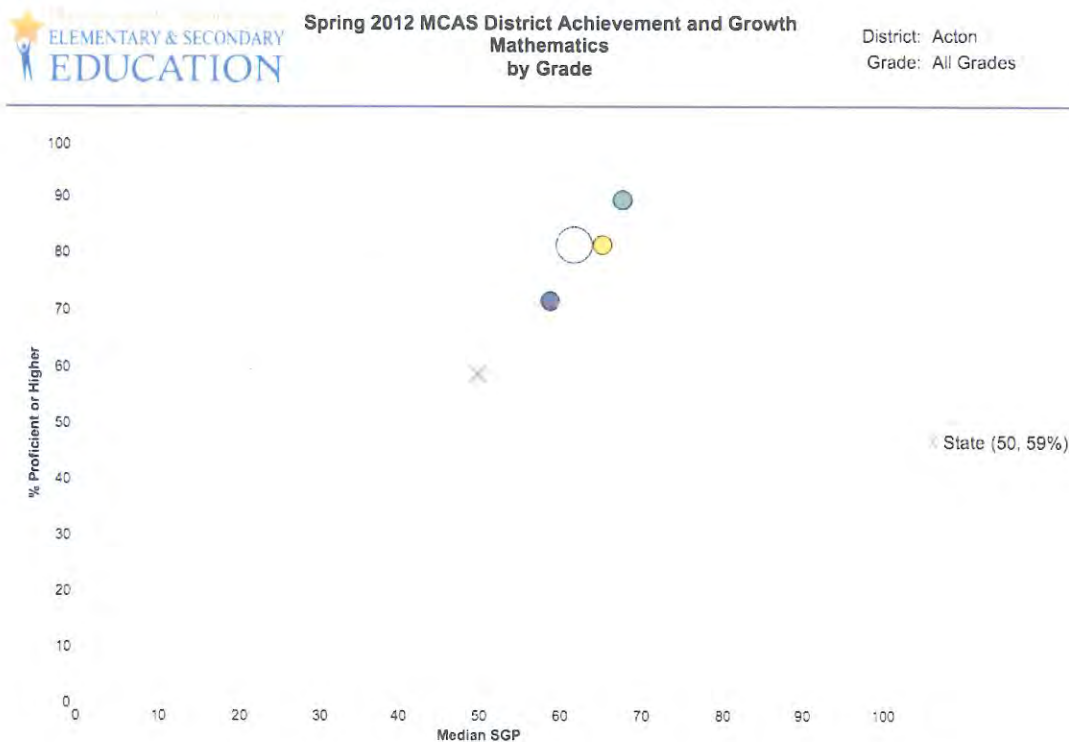
Figure 1.6



	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
All Grades	55	1,061	81	1,469
Grade 04	54	339	75	356
Grade 05	55	363	83	387
Grade 06	59	359	88	373

Median student growth percentile (SGP) is not calculated if the number of students with SGP is less than 20.

Figure 1.7



	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
All Grades	62	1,061	82	1,471
Grade 04	59	339	72	356
Grade 05	65.5	364	82	387
Grade 06	68	358	90	374

Median student growth percentile (SGP) is not calculated if the number of students with SGP is less than 20.

Aggregate median student growth percentiles by grade over the three years show consistency, falling within the “on target” range or the “above target” range for both ELA (Figure 1.8) and mathematics (Figure 1.9).

Figure 1.8

ELA

Grade			
Class Year	Fourth	Fifth	Sixth
2018	60	60	59
2019	53	55	
2020	54		

Figure 1.9

Mathematics

Grade			
Class Year	Fourth	Fifth	Sixth
2018	60	66	68
2019	64	65.5	
2020	59		

The district high needs group's cumulative PPI was not "on target," missing the 75 "mark" by 3 points. This is due to the 2010 annual PPI of 40. For the past two years, 2011 and 2012, the annual PPI for this group was 85 and 75, respectively. Further investigation into the subgroups that comprise the high needs group reveal that, while only the ELL subgroup achieved the cumulative PPI of 75 and is "on target," the measures used to determine the district's accountability for the other two subgroups are upwardly trending. The low-income subgroup's 2012 annual PPI is 81, while the previous years were 38, 50 and 58. The students with disabilities (SWD) subgroup's 2012 PPI is 75, while the previous three years were 80, 30 and 70 (upwardly trending since 2010). However, within each of those two subgroups, there are areas that require our attention and further investigation at the school and student level. These include mathematics at grade 3 (SWD CPI 69.4, Low-income CPI 65), ELA at grade 4 (SWD CPI 65.1/Median SGP 35.5, Low-income CPI 68.3), and Mathematics at grade 4 (SWD CPI 68.9/Median SGP 32.5).

District Item Analyses

ELA MCAS District Analysis

District Student Performance

Grade Level	% Advanced	% Proficient	% Needs Improvement	% Warning
3	24	56	19	1
4	16	58	20	6
5	22	60	14	3
6	35	53	10	2

District Growth Percentiles

Grade Level	Growth Percentile
3	N/A
4	54
5	55
6	59

District Grade 3: 80% Proficient or Advanced (State 61%)

Item Number	Question Type	Strand	Standard	Percentage Acton / State
37	MC	Literature	Myth, Traditional Narrative and Classical Literature	63/51
32	MC	Literature	Genre	69/66

72% of the short answer responses were answered correctly, and the one open response question scored a 2.14 or 54%.

District Grade 4: 74% Proficient or Advanced (State 57%)

Item Number	Question Type	Strand	Standard	Percentage Acton / State
39	MC	Language	Structure and Origins of Modern English	68/61
28	MC	Literature	Fiction	71/67

Open Response questions ranged from 42% to 60%.

District Grade 5: 82% Proficient or Advanced (State 61%)

Item Number	Question Type	Strand	Standard	Percentage Acton / State
40	MC	Language	Vocabulary and Concept Development	69/59
11	MC	Literature	Fiction	71/55

Open Response questions ranged from 50% to 58%.

District Grade 6: 88% Proficient or Advanced (State 66%)

Item Number	Question Type	Strand	Standard	Percentage Acton / State
28	MC	Literature	Non-fiction	70/69
1	MC	Literature	Non-fiction	72/58
20	MC	Literature	Poetry	73/55
36	MC	Literature	Theme	74/61

Open Response questions ranged from 61% to 70%.

Discussion

Clearly, the literature strand is one that requires our attention. Similar to the findings at the region, the questions on which students did not perform well are those that required an analysis of the text, inference, and using text evidence to support conclusions, or evaluating the arguments and claims in a text. Again, this is where MCAS can be a tool in identifying weaknesses in the curriculum. This is one of the shifts in the Common Core (new Massachusetts ELA and Literacy Framework), and we will continue to emphasize these skills in the literacy professional learning opportunities this year. While the open response question results are still not quite where we'd like them to be, both fifth and sixth grade improved in the bottom range number (48% to 50% and 59% to 61%, respectively). Just as in mathematics, students' success with these questions improves as students move through the grade levels.

Mathematics MCAS District Analysis

By Jean Oviatt-Rothman, Elementary Mathematics Specialist/Coach

Overall, Acton students were successful on the 2012 Mathematics MCAS (Table 1). The MCAS District Performance Distributions by Year (Fig. 1, Fig. 2) demonstrate the trend that, as APS students progress through the elementary years, their overall success on the Mathematics MCAS increases. Especially noteworthy is the achievement of APS sixth graders: 90% of the sixth grade received proficient or advanced scores in 2012, earning the *Boston Globe* district ranking of #7 in the state for mathematics. This is a slight increase from 87% of sixth graders proficient or advanced in 2011. The year-to-year success of APS sixth graders demonstrates that students are well prepared in mathematics by the end of their elementary careers.

Table 1. Overall Student Performance, 2012 Mathematics MCAS

Grade Level	% Advanced	% Proficient	% Needs Improvement	% Warning
3	46	36	14	4
4	29	43	23	5
5	52	30	13	5
6	60	30	7	3

Figure 1. District Performance Distribution by Year: Mathematics, All Students

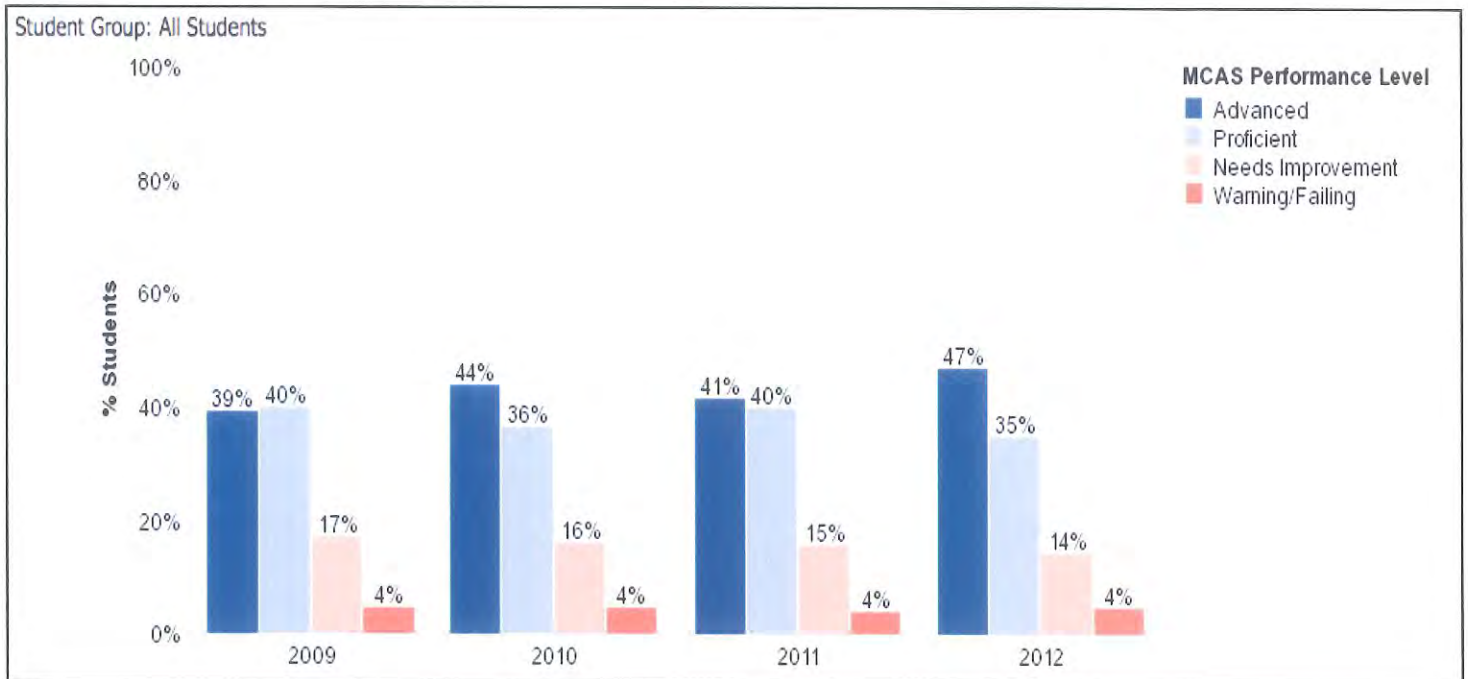
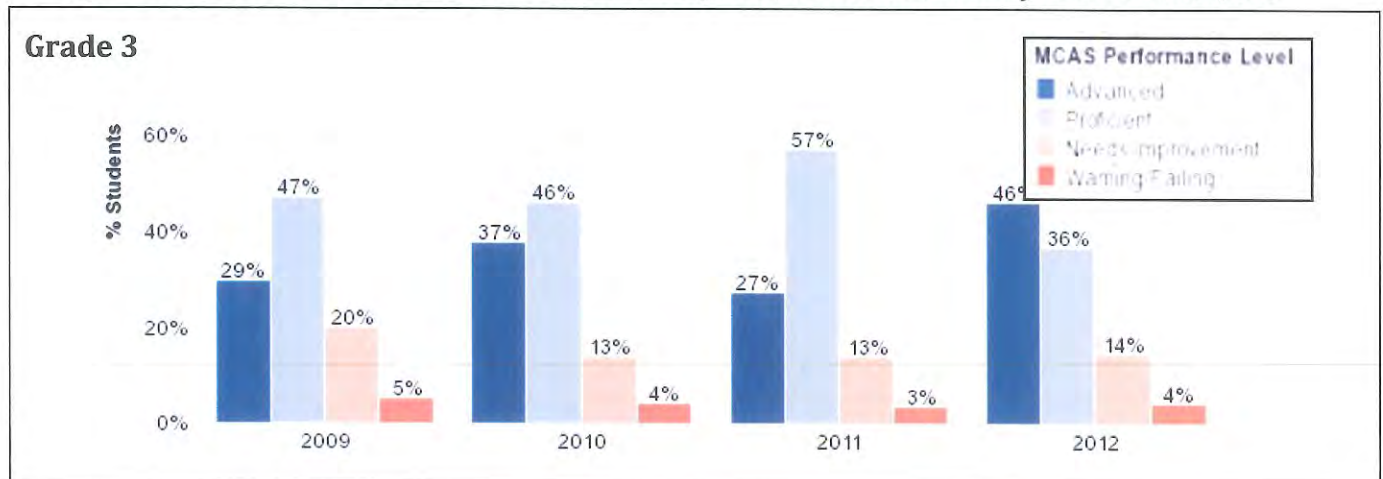
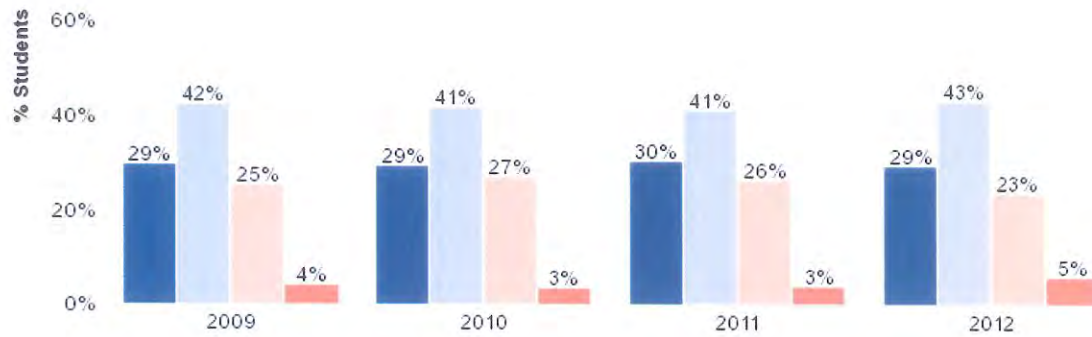


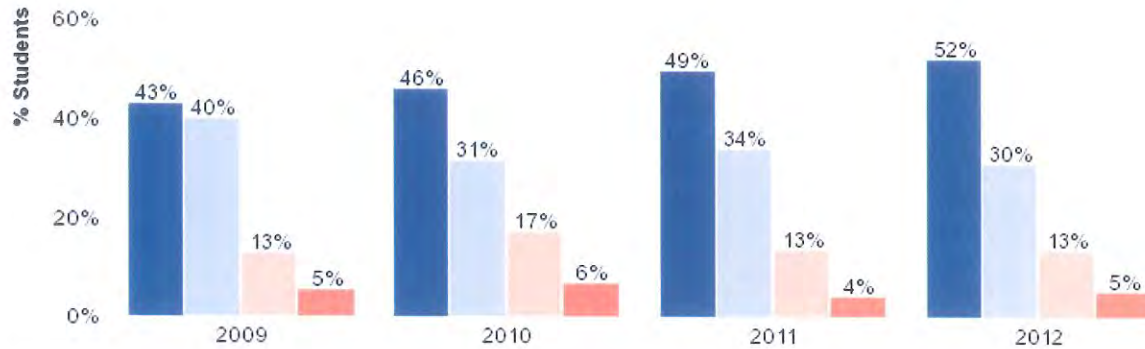
Figure 2. District Performance Distribution by Year: Mathematics by Grade Level, 3-6



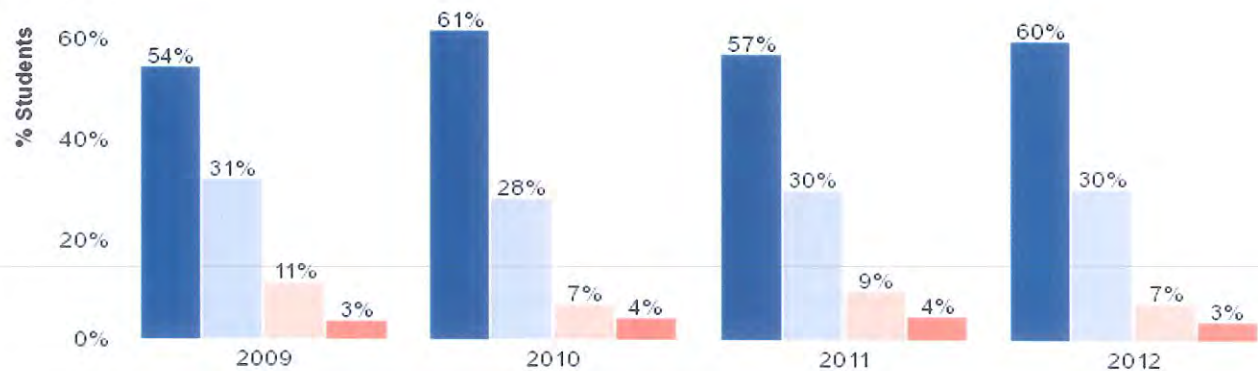
Grade 4



Grade 5



Grade 6

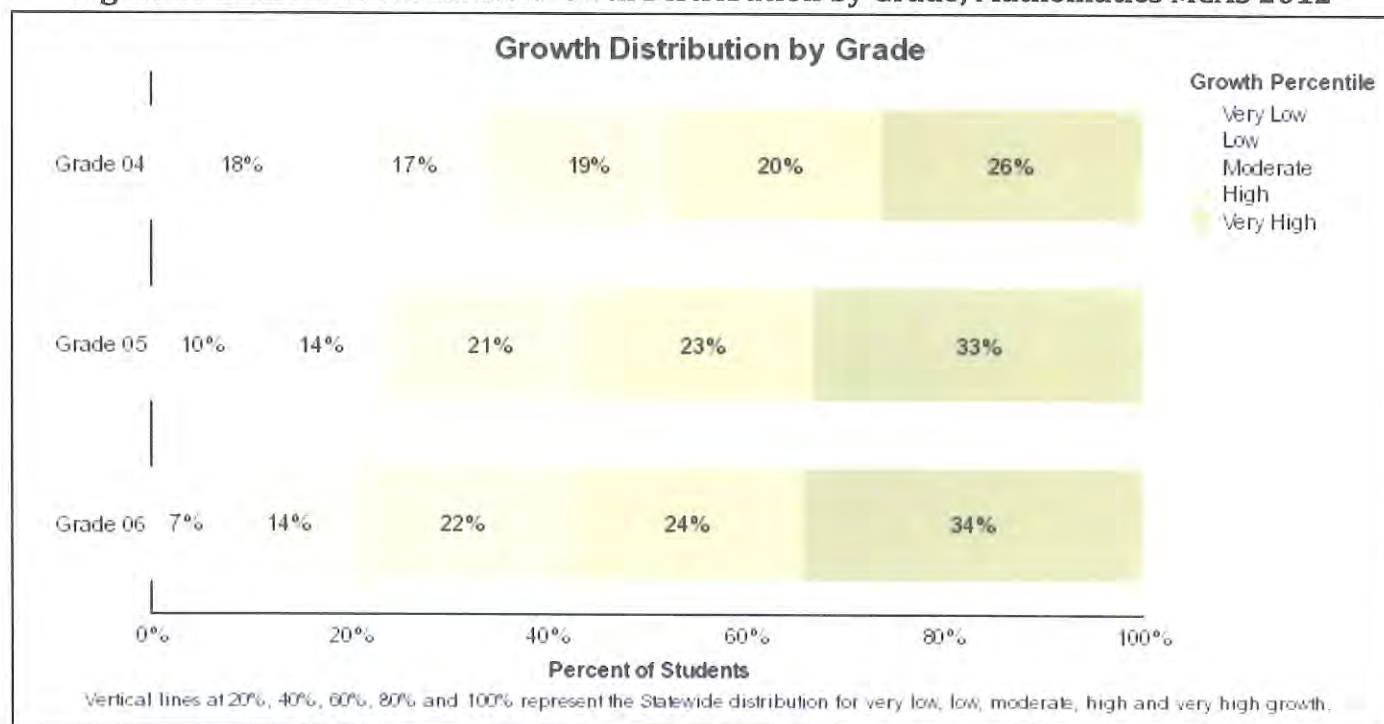


The Median Student Growth Percentiles (Table 2) and Growth Distribution by Grade (Fig. 3) further demonstrate that as students progress through the elementary years, just as their performance improves, so does their rate of growth.

Table 2. Median Student Growth Percentile (SGP), 2012 Mathematics MCAS

Grade Level	Median SGP	% Proficient or Higher
4	59	72
5	65.5	82
6	68	90

Figure 3. District Mathematics Growth Distribution by Grade, Mathematics MCAS 2012



Just as the Massachusetts Mathematics Curriculum Framework has changed to incorporate the new Common Core standards, the MCAS Mathematics test is also changing. Changing standards and a changing test make year-to-year comparisons less reliable. The 2012 Mathematics MCAS was based on the 2000/04 standards that connect with the new 2011 standards. This meant that overall there were fewer mathematics standards assessed on the 2012 test than on the 2011 test. In 2013, the MCAS will assess the 2011 standards that overlap with the 2000/04 standards. By 2014, the new 2011 standards will be fully implemented and assessed. To assist with the transition, teachers are provided each year with the DESE list of standards that could be assessed on the upcoming Mathematics MCAS so that they can adjust their instruction.

Areas for improvement can be identified from the Grade Level Item Analysis (Table 3). It should be noted that the majority of standards with $\leq 75\%$ correct in Acton had a much lower percentage correct statewide, indicating that these topics

and/or test items were challenging for all students at a particular grade level cohort, not just Acton students. Open response questions continue to be challenging for APS students, but students' success with these questions improves as students move through the grade levels: third and fourth grades had 73% correct on open response questions, fifth grade had 75%, and sixth grade had 81%. This data suggests that perhaps students' ability to answer open response questions develops over time through the combination of increased instruction, repeated exposure, and maturational gains.

Table 3. Grade Level Analysis of Question Types and Standards with $\leq 75\%$ Correct

Grade 3: 82% Proficient or Advanced (State 61%) 40 Items Total	Percent Correct Acton / State	
Question Type		
Open Response	73%	63%
2000/04 Standards Strand/Topic		
ALL 2000/04 strands and topics >75% correct		
2011 Standards Domain/Cluster		
Measurement and Data: Geometric Measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures	75%	63%
Number and Operations—Fractions: Develop understanding of fractions as numbers	75%	62%

Grade 4: 72% Proficient or Advanced (State 51%) 54 Items Total	Percent Correct Acton / State	
Question Type		
Open Response	73%	65%
2000/04 Standards Strand/Topic		
Data Analysis, Statistics and Probability: Statistical Methods	68%	60%
Geometry: Properties of Shapes	75%	66%
Measurement: Techniques and Tools	75%	69%
Number Sense and Operations: Computation	72%	64%
Patterns, Relations, and Algebra: Models	70%	61%
2011 Standards Domain/Cluster		
Measurement and Data: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	75%	68%
Number and Operations—Fractions: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	68%	56%
Number and Operations—Fractions: Extend understanding of fraction equivalence and ordering.	63%	57%
Number and Operations in Base Ten: Use place value understanding and properties of operations to perform multi-digit arithmetic	71%	64%
Operations and Algebraic Thinking: Use the four operations with whole numbers to solve problems	72%	62%

Grade 5: 82% Proficient or Advanced (State 57%) 54 Items Total	Percent Correct Acton / State	
Question Type		
Open Response	75%	58%
2000/04 Standards Strand/Topic		
Data Analysis, Statistics, and Probability: Statistical Methods	74%	63%
2011 Standards Domain/Cluster		
Measurement and Data: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	69%	52%

Grade 6: 90% Proficient or Advanced (State 60%) 54 Items Total	Percent Correct Acton / State	
Question Type		
ALL Question Types >80% Correct		
2000/04 Standards Strand/Topic		
Geometry: Properties of Shapes	75%	60%
2011 Standards Domain/Cluster		
The Number System: Apply and extend previous understandings of multiplication and division to divide fractions by fractions	74%	57%

The new Common Core Standards, upon which the Massachusetts standards are based, address the issue of a national math curriculum that has been criticized for being “a mile wide and an inch deep.” The new aim is to develop greater depth of student understanding in a few critical areas at each grade level, especially within the domains of Number & Operations, Algebraic Thinking, Measurement, and Geometry. Professional development opportunities are planned for elementary teachers to deepen their mathematical understanding, particularly around these critical areas and domains.

Focusing on the new standards, areas for improvement for APS students appear repeatedly in the domains of Measurement & Data, especially geometric measurement, and in Number & Operations—Fractions. These two domains represent topics that have typically received less instructional time and attention in the past but that require increased focus and depth in the new standards.

The new standards, once they are fully in place, will allow for a clearer instructional focus and increased mathematical rigor at each grade level. During these transition years (2012-2014), educators nationwide will be simultaneously attempting to teach new standards while filling in the instructional gaps that are inevitably created by the transition. Additionally, the assessments themselves are changing year-to-year to address the changing standards.

Guiding teachers through the transition to the Common Core, providing professional development to increase teachers' content knowledge around the critical areas, and in turn providing more focused instruction will continue to improve the mathematics education and performance of Acton students.

STE MCAS District Analysis

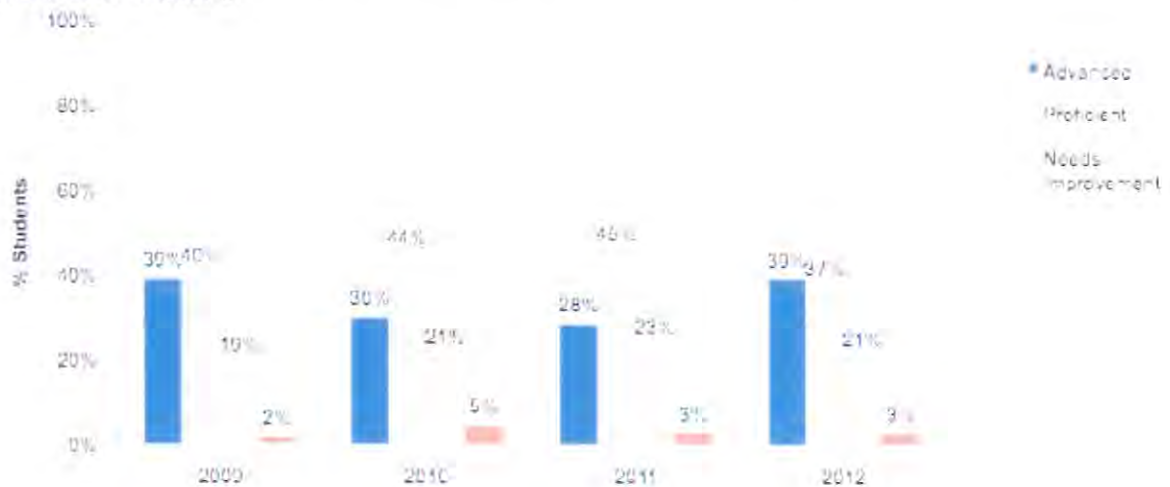
By Eileen Sullivan, Elementary Curriculum Specialist

SUMMARY

- Our fifth grade Science MCAS results over the past four years have been relatively consistent with an average of 75.5 % of fifth graders scoring in the Advanced/Proficient categories. We continue to struggle with Open Response Questions, as well as questions in Earth Science. This year's results on Open Response Questions were skewed by a particularly difficult question regarding an electric car. (See Comments/Analysis section for discussion.)
- The following item analyses are included following the Comments/Analysis section:
 - ~ Figure 1: APS MCAS Science 2012 by Standard/Strand (Questions highlighted in yellow indicate that fewer than 75% of our students answered correctly.)
 - ~ Figure 2: APS MCAS Science 2012 by Standard/Strand for high need students
 - ~ Figure 3: A more complete version of the trend chart shown below (APS Science Performance Levels 2009-1012).

Acton Public Schools MCAS Science Grade 5 2009-2012

Student Group: All Students



COMMENTS/ANALYSIS

- Our High Need subgroup (74/385) requires attention, as 49% of those students scored in the Advanced/proficient levels, compared to 85% of non-high-need students. At the district level in Acton, this group consists of students with disabilities and students from low-income families. We do not have a large enough cohort of ELL students to include it in this subgroup.
- Our weaknesses in Science still tend to reflect standards we are not addressing in our curriculum. We are still awaiting the publication of the revised MA Framework for science (due late spring 2013). At that time we will revise our program completely to reflect the changes, which will be significant – likely dramatic. The MA Standards will be based on the *Next Generation Science Standards*, <http://www.nextgenscience.org/> currently under revision. We have begun a series of changes to start to address these weaknesses. Some that have begun include:
 - ~ Introduction of the concept of “Science Notebooks” as a teaching strategy. This strategy encourages students to be more responsible for their own data collection and analysis, rather than relying on teacher or program-prepared worksheets. This approach will be enhanced by a new emphasis on “Science Talk,” which will be introduced this year to all teachers (based on the work of the TERC Inquiry Project <http://inquiryproject.terc.edu/>).
 - ~ Purchase of informational texts for grades K-6 to support conceptual development in major science areas and to help teachers implement the ELA Common Core focus on reading informational text in Science and Social Studies.

- ~ Purchase of basic science equipment for all classrooms K-6, including high quality/low cost document cameras for science observation. These have proven quite versatile – useful in mathematics and ELA, as well as their obvious use for science observation and magnification. In addition, grades 1-6 classrooms received high quality/low cost microscopes, enabling teachers to set up permanent microscope centers in their rooms to encourage observation and curiosity.
 - ~ Implementation this year of the first year of a three-year Physical/Earth Science program on *Matter* in grade 3, developed with NSF Funds by TERC. Grades 4 and 5 will follow in subsequent years. <http://inquiryproject.terc.edu/>
 - ~ Development of mini-kits for Grade 5 on topics that are poorly reflected in our curriculum. Topics include:
 - Rocks and Minerals
 - Variation and Adaptation
 - Light and Sound Energy
 - Electricity and Electromagnetism
- Occasionally MCAS questions stymie most students. An Acton teacher reported seeing post-MCAS tears due to Question 7. While the MCAS test can be useful to reflect trends and analyze programs and student learning, we must be realistic about its reach.
 - In posted exemplars, students who scored poorly often had no trouble identifying car parts that used electrical energy, but they fell apart when trying to explain energy conversions.
 - 23% of our high need students left this question completely blank or scored a 0.

2012, Science and Technology/Engineering - Grade 5

Question 7: Open-Response

Reporting Category: Physical Sciences

Standard: 5 - Give examples of how energy can be transferred from one form to another.

The picture below shows a battery-powered electric car. The chemical energy in the battery is changed into electrical energy when the car is being driven. The electrical energy is then changed into other forms of energy in the car.



- a. Identify **three** parts of the car that use electrical energy.
- b. Describe how electrical energy changes into another form of energy in **each** part of the car you identified in part (a).

RECOMMENDATIONS

In addition to the most obvious – that we need to align our Acton Science Curriculum Standards to more completely address the MCAS State Framework – I think the following would be helpful as we move forward:

- An analysis of the amount of time spent on direct science instruction in grades K-6. This analysis will need to include the time necessary for reading instruction in Science. The 2011 NRC (National Research Council) Report, *Successful K-12 STEM Education*, notes:

Overall, the decrease in time for science education is a concern because some research suggests that interest in science careers may develop in the elementary school years. (See page 27 for the footnote.)

- Appropriate assessments be developed as revisions are made to the APS science curriculum, either building-based or district-wide, that will focus on science conceptual understandings, as well as student skills, in utilizing science and engineering practices.
- That any revisions to the grade six curriculum be done in consultation with the junior high Science Department in order to prepare students for the three-year curriculum expectations that are tested in grade 8.
- Increased time for Professional Learning in Science, both in pedagogy and in content. I do not believe teachers can be effective science teachers if they do not have the self-confidence that comes from a solid grounding in the major ideas being taught. The guidance we can take from the National Conceptual Framework in Science and the first drafts of the *Next Generation Science Standards* are making it quite clear that there are big changes coming. Major changes include the inclusion of both Scientific Practices (formerly Inquiry) and Engineering.
- Increased supervision from the elementary principals as to the implementation of the APS Science Curriculum Standards in every classroom every year. See excerpt from the NRC document on *Successful K-12 STEM Education* on the following page.
- In revising our upcoming standards, that we pay particular attention to the integration of science and engineering practices *with* content to promote analytical thinking.

Figure 1

Spring 2012 MCAS District Results by Standards

(yellow highlight indicates <75%)

Science and Technology/Engineering All Students



	Possible Points	District % Correct	State % Correct	District/State Diff
Science and Technology/Engineering				
All items	54	75%	65%	10
Question Type				
Multiple Choice	38	83%	73%	10
Open Response	16	57%	46%	11
Strand / Topic				
Earth and Space Science (preK-8)	16	74%	62%	12
Earth's History	1	81%	71%	10
Rocks and Their Properties	2	65%	56%	9
Soil	6	66%	53%	13
The Earth in the Solar System	2	82%	66%	16
The Water Cycle	2	93%	82%	11
Weather	3	78%	63%	15
Life Science (preK-8)	16	79%	68%	11
Adaptations of Living Things	9	77%	66%	11
Characteristics of Plants and Animals	2	81%	73%	8
Energy and Living Things	1	92%	77%	15
Structures and Functions	4	81%	67%	14
Physical Sciences (preK-8)	14	73%	67%	6
Electrical Energy	3	84%	78%	6
Forms of Energy	5	54%	51%	3
Light Energy	1	81%	75%	6
Magnetic Energy	1	86%	86%	0
Properties of Objects and Materials	1	90%	79%	11
Sound Energy	1	86%	79%	7
States of Matter	2	77%	65%	12
Technology/Engineering (preK-8)	8	72%	62%	10
Engineering Design	7	72%	61%	11
Materials and Tools	1	75%	69%	6

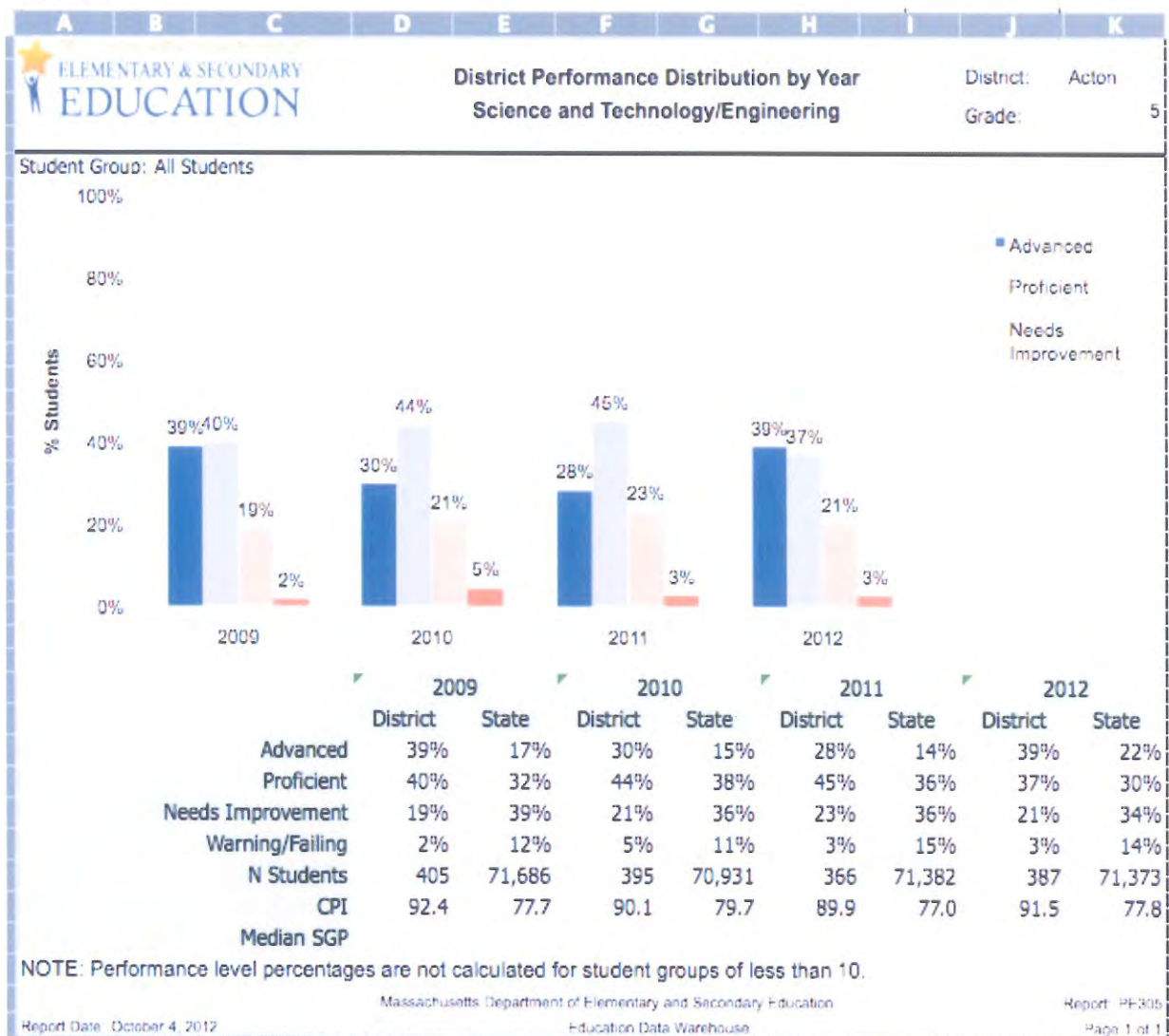
Figure 2



Spring 2012 MCAS District Results by Standards
Science and Technology/Engineering Acton
by High Needs Status (n=74) Grade: 05

	Possible Points	District % Correct	State % Correct	District/ State Diff
Science and Technology/Engineering				
All items	54	78%	74%	4
Question Type				
Multiple Choice	38	85%	81%	4
Open Response	16	61%	57%	4
Strand / Topic				
Earth and Space Science (preK-8)	16	77%	72%	5
Earth's History	1	82%	77%	5
Rocks and Their Properties	2	69%	67%	2
Soil	6	69%	64%	5
The Earth in the Solar System	2	85%	76%	9
The Water Cycle	2	95%	90%	5
Weather	3	81%	74%	7
Life Science (preK-8)	16	81%	76%	5
Adaptations of Living Things	9	79%	74%	5
Characteristics of Plants and Animals	2	84%	80%	4
Energy and Living Things	1	95%	88%	7
Structures and Functions	4	82%	76%	6
Physical Sciences (preK-8)	14	75%	75%	0
Electrical Energy	3	85%	85%	0
Forms of Energy	5	58%	60%	-2
Light Energy	1	83%	84%	-1
Magnetic Energy	1	89%	93%	-4
Properties of Objects and Materials	1	93%	87%	6
Sound Energy	1	88%	88%	0
States of Matter	2	79%	74%	5
Technology/Engineering (preK-8)	8	75%	71%	4
Engineering Design	7	75%	70%	5
Materials and Tools	1	78%	79%	-1

Figure 3



SUCCESSFUL K-12 STEM EDUCATION: IDENTIFYING EFFECTIVE APPROACHES IN SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS¹

EXCERPT:

WHAT SCHOOLS AND DISTRICTS CAN DO TO SUPPORT EFFECTIVE K-12 STEM EDUCATION

1. First, districts seeking to improve STEM outcomes beyond comprehensive schools should consider all three models of STEM-focused schools described in this report to meet the various goals they may hold for STEM education. Districts should be aware that each type comes with its own set of strengths and limitations. The research base does not support recommending one school type over another or treating a particular type of school as an indicator of STEM excellence by itself.
2. Second, districts should devote adequate instructional time and resources to science in grades K-5. A quality science program in the elementary grades is an important foundation that can stimulate students' interest in taking more science courses in middle school and high school and, possibly, in pursuing STEM disciplines and careers.
3. Third, districts should ensure that their STEM curricula are focused on the most important topics in each discipline, are rigorous, and are articulated as a sequence of topics and performances. Ideally, STEM curricula should be aligned across disciplines from grades K-12.
4. Fourth, to improve teaching and learning in the STEM disciplines, districts need to enhance the capacity of K-12 teachers. STEM teachers should have a deep knowledge of their subject matter and "an understanding of how students' learning develops in that field, the kinds of misconceptions students may develop, and strategies for addressing students' evolving needs."⁸²
5. Fifth, districts should provide instructional leaders with professional development that helps them to create the school conditions that appear to support student achievement (see section above on school conditions). School leaders should be held accountable for creating school contexts that are conducive to learning in STEM.

¹ **SUCCESSFUL K-12 STEM EDUCATION: IDENTIFYING EFFECTIVE APPROACHES IN SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS**
Committee on Highly Successful Schools or Programs for K-12 STEM Education
National Research Council
National Academies Press 2011

Action Items and Initiatives

MCAS patterns and trends provide a range of information that schools and departments can use to set goals for specific cohorts and subgroups, often resulting in instructional and curricular modifications. These goals, along with district-wide curricular initiatives and goals, result in continued strong classroom instruction for all students:

- Conduct school-based ELA and mathematics item analyses.
- Identify students needing content, behavioral, or motivational support, especially at fourth grade for ELA and mathematics and grade 3 for mathematics.
- Determine whether test-taking “transfer” strategy instruction is needed in grade four.
- For all students:
 - ~ Continued work with open response questions throughout the district.
 - ~ Continued focus on the new ELA and Literacy standards, with an emphasis on expository and opinion` writing, demonstration texts, rubrics, and feedback to students.
 - ~ Continued focus on classroom dialogue and question-asking.
 - ~ Use of *Lexia* for struggling readers.
 - ~ Assessment of math concepts in the primary grades and beginning use of other tools in the middle and upper grades.
 - ~ Implementation of the first year of TERC’s Physical/Earth Science *Matter* Program.
- Professional Learning Opportunities for Educators:
 - ~ Grammar: K-12 Guided Workshop
 - ~ Graduate Course, *Deepening Comprehension Strategies to Enhance Student Learning*
 - ~ *Growing Readers* Summer Workshops, Columbia Teachers College
 - ~ Continued use of literacy consultant, working with all teachers on assessments to inform instruction.
 - ~ Continued modifications to the math programs to ensure framework alignment and instructional gaps during the transition.
 - ~ Mathematics Coaching.
 - ~ Math Minis on Geometric Measurement and Fractions.
 - ~ EDC course, *Teaching Fractions to Struggling Learners*.
 - ~ Fractions: Grades 3-5 Guided Workshop.

- ~ Mathematics Formative Assessment Guided Workshop, Assessing Math Concepts (grades K-2), Math Reasoning Inventory, and Corwin (EDC Collaboration-Cheryl Rose Tobey) Assessment Probes (grades 3-6).
- ~ Implementation of science mini kits for grade 5.
- ~ *Science Talk and Science Notebooks* Guided Workshop.

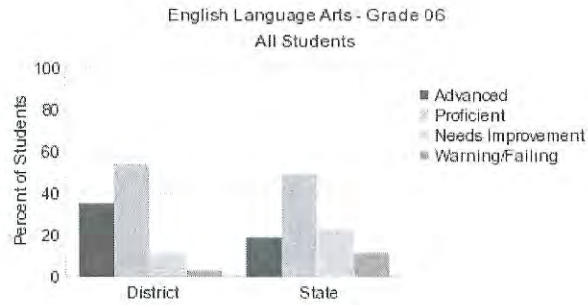
Conclusion

MCAS data provides one snapshot of whether our students are learning the state standards in ELA and Literacy; Mathematics; and Science, Technology and Engineering. Analyzing the data can help us decide where to focus our attention and where revisions in curriculum, instruction, and/or materials are needed. Areas that need our continued attention and monitoring are mathematics at grade four, writing in fourth grade as we continue the transition to the new frameworks, our students with disabilities subgroup for mathematics at grades three and four and also for ELA in grade 4, and our low-income population in the district, since the subgroup's mathematics (grade 3) and ELA (grade 4) CPI didn't quite reach their targets. The next several years of fifth-grade science MCAS data will also help inform our transition to the revised MA Science framework due this spring. While we will always strive to improve, by most indications, the students of the Acton Public Schools continue to perform well on the Massachusetts Comprehensive Assessment System. It is through the hard work and dedication of our teachers, the support of the administration at each school, and the support of the Acton community that our schools and students continue to learn and grow.

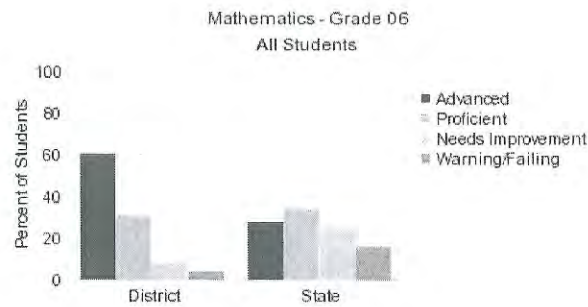
**Spring 2012 MCAS Results by Performance Level
District and State Comparison**

District: Acton
Grade: 06

English Language Arts	N Included	% District	% State
Advanced	129	35	18
Proficient	199	53	48
Needs Improvement	39	10	22
Warning/Failing	6	2	11
Total Included	373		

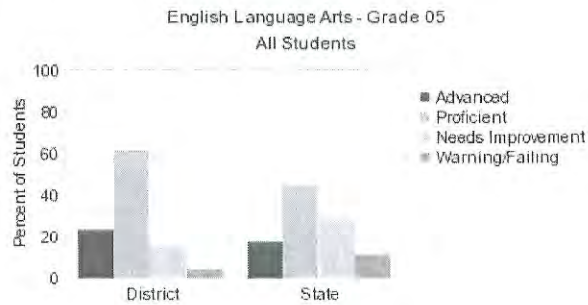


Mathematics	N Included	% District	% State
Advanced	223	60	27
Proficient	112	30	33
Needs Improvement	27	7	24
Warning/Failing	12	3	16
Total Included	374		

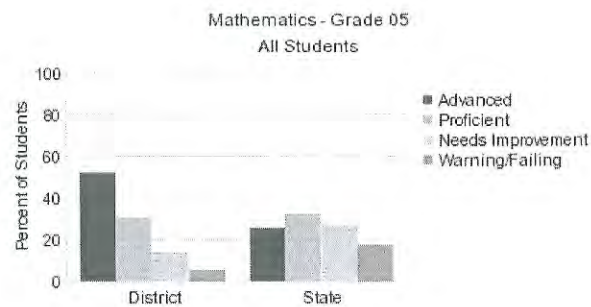


NOTE: Performance level percentages are not calculated for student groups of less than 10.

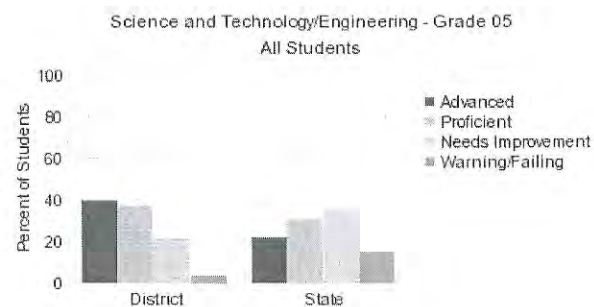
English Language Arts	N Included	% District	% State
Advanced	87	22	17
Proficient	234	60	44
Needs Improvement	54	14	28
Warning/Failing	12	3	11
Total Included	387		



Mathematics	N Included	% District	% State
Advanced	200	52	25
Proficient	118	30	32
Needs Improvement	51	13	26
Warning/Failing	18	5	17
Total Included	387		

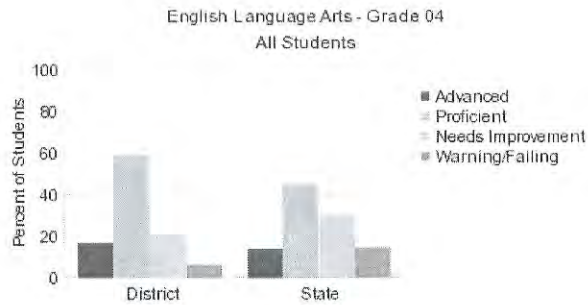


Science and Technology/Engineering	N Included	% District	% State
Advanced	152	39	22
Proficient	144	37	30
Needs Improvement	80	21	34
Warning/Failing	11	3	14
Total Included	387		

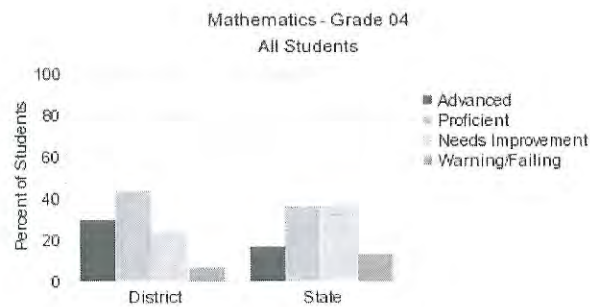


NOTE: Performance level percentages are not calculated for student groups of less than 10.

English Language Arts	N Included	% District	% State
Advanced	58	16	13
Proficient	208	58	44
Needs Improvement	70	20	30
Warning/Failing	20	6	14
Total Included	356		

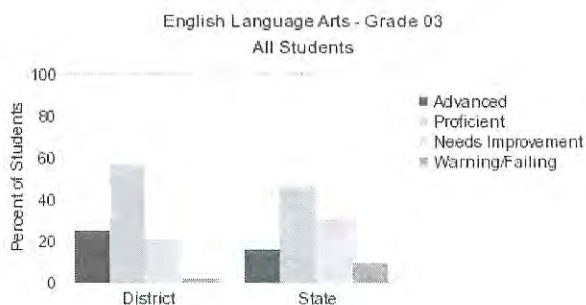


Mathematics	N Included	% District	% State
Advanced	103	29	16
Proficient	152	43	35
Needs Improvement	82	23	36
Warning/Failing	19	5	12
Total Included	356		

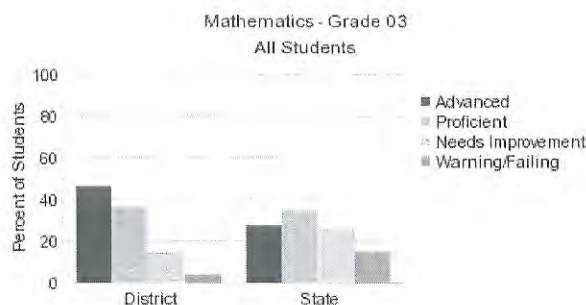


NOTE: Performance level percentages are not calculated for student groups of less than 10.

English Language Arts	N Included	% District	% State
Advanced	85	24	15
Proficient	197	56	46
Needs Improvement	67	19	30
Warning/Failing	4	1	9
Total Included	353		



Mathematics	N Included	% District	% State
Advanced	162	46	27
Proficient	129	36	34
Needs Improvement	50	14	25
Warning/Failing	13	4	14
Total Included	354		



NOTE: Performance level percentages are not calculated for student groups of less than 10.

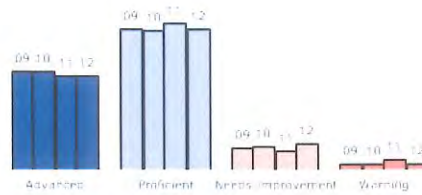
Massachusetts School and District Profiles

Acton

MCAS Annual Comparisons

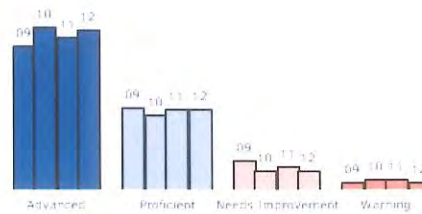
GRADE 06 - ENGLISH LANGUAGE ARTS PERFORMANCE 2009 2010 2011 2012 LEVEL				
ADVANCED	37	37	35	35
PROFICIENT	53	52	55	53
NEEDS IMPROVEMENT	8	9	7	10
WARNING	2	2	4	2

GRADE 06 - ENGLISH LANGUAGE ARTS
Percentage of Students by Performance Level



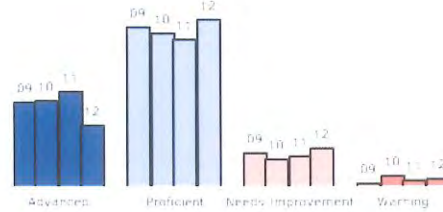
GRADE 06 - MATHEMATICS PERFORMANCE 2009 2010 2011 2012 LEVEL				
ADVANCED	54	61	57	60
PROFICIENT	31	28	30	30
NEEDS IMPROVEMENT	11	7	9	7
WARNING	3	4	4	3

GRADE 06 - MATHEMATICS
Percentage of Students by Performance Level



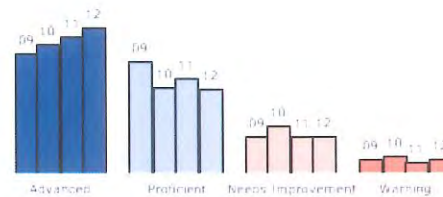
GRADE 05 - ENGLISH LANGUAGE ARTS PERFORMANCE 2009 2010 2011 2012 LEVEL				
ADVANCED	30	31	34	22
PROFICIENT	57	55	53	60
NEEDS IMPROVEMENT	12	10	11	14
WARNING	1	4	2	3

GRADE 05 - ENGLISH LANGUAGE ARTS
Percentage of Students by Performance Level



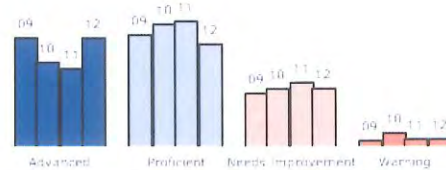
GRADE 05 - MATHEMATICS PERFORMANCE 2009 2010 2011 2012 LEVEL				
ADVANCED	43	46	49	52
PROFICIENT	40	31	34	30
NEEDS IMPROVEMENT	13	17	13	13
WARNING	5	6	4	5

GRADE 05 - MATHEMATICS
Percentage of Students by Performance Level



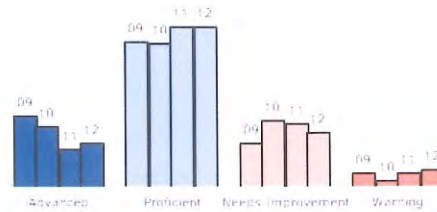
GRADE 05 - SCIENCE AND TECH/ENG PERFORMANCE 2009 2010 2011 2012 LEVEL				
ADVANCED	39	30	28	39
PROFICIENT	40	44	45	37
NEEDS IMPROVEMENT	19	21	23	21
WARNING	2	5	3	3

GRADE 05 - SCIENCE AND TECH/ENG
Percentage of Students by Performance Level



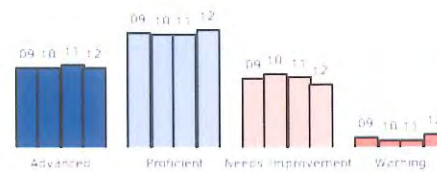
GRADE 04 - ENGLISH LANGUAGE ARTS				
PERFORMANCE 2009 2010 2011 2012				
LEVEL				
ADVANCED	26	22	14	16
PROFICIENT	53	52	58	58
NEEDS IMPROVEMENT	16	24	23	20
WARNING	5	2	5	6

GRADE 04 - ENGLISH LANGUAGE ARTS
Percentage of Students by Performance Level



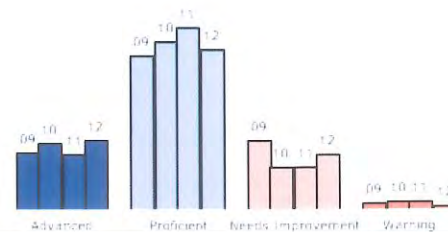
GRADE 04 - MATHEMATICS				
PERFORMANCE 2009 2010 2011 2012				
LEVEL				
ADVANCED	29	29	30	29
PROFICIENT	42	41	41	43
NEEDS IMPROVEMENT	25	27	26	23
WARNING	4	3	3	5

GRADE 04 - MATHEMATICS
Percentage of Students by Performance Level



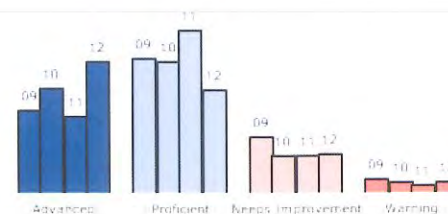
GRADE 03 - ENGLISH LANGUAGE ARTS				
PERFORMANCE 2009 2010 2011 2012				
LEVEL				
ADVANCED	20	23	19	24
PROFICIENT	54	59	64	56
NEEDS IMPROVEMENT	24	15	15	19
WARNING	2	3	3	1

GRADE 03 - ENGLISH LANGUAGE ARTS
Percentage of Students by Performance Level



GRADE 03 - MATHEMATICS				
PERFORMANCE 2009 2010 2011 2012				
LEVEL				
ADVANCED	29	37	27	46
PROFICIENT	47	46	57	36
NEEDS IMPROVEMENT	20	13	13	14
WARNING	5	4	3	4

GRADE 03 - MATHEMATICS
Percentage of Students by Performance Level





ACTON PUBLIC SCHOOLS ❖ ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

16 Charter Road, Acton, MA 01720-2995 Phone: 978-264-3313 Fax: 978-264-3340 Email: dbookis@abschools.org

Deborah E. Bookis
*Director of Curriculum
 and Assessment*

September 2012

Dear Parents/Guardians,

Enclosed is your child's MCAS report, which includes both achievement and growth data.

Growth for individual students is measured by comparing the change in his or her MCAS performance from one year to the next to that of their "academic peers," other students in the state with a similar MCAS performance history. This "student growth percentile" (SGP) indicates a student's growth as compared to his/her academic peers. Student growth percentiles range from 1 to 99. Each year, students are tested on new and more challenging content that is appropriate to their grade level. Typical student growth percentiles are between about **40 and 60**.

Please note that, as the growth model uses students' historical MCAS results to calculate growth percentiles and currently requires results from at least two grades, growth data will not be available for grade 3 (the first grade of MCAS testing) nor for science (as science is only tested in grades 5, 8 and high school). Additionally, "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."¹ Here in Acton and Acton-Boxborough, we've found this to be true at a variety of grade levels.

You will continue to receive your child's achievement data (Warning, Needs Improvement, Proficiency, Advanced) along with the growth data. According to the MA Department of Elementary and Secondary Education, "Achievement data, . . . is still an extremely important measure of how students stand relative to proficiency."² Growth data alone does not create a full picture of school, district or student performance; the information is meant to be used in conjunction with MCAS achievement level results, as well as a broad range of school- and classroom-based measures of assessment.

Our district results are available on our website: <http://ab.mec.edu/curriculum/assessment.shtml>

Accountability and Assistance Levels

Beginning with the results of the spring 2012 MCAS, accountability reporting has changed as a result of the Massachusetts No Child Left Behind (NCLB) waiver. One of those changes is that only state accountability and assistance levels, 1 through 5 with 1 needing the least state assistance, are to be used for districts and schools. A district is assigned the level of its lowest leveled school. This year, the majority of all districts (53%) and schools (47%) in the Commonwealth received a level 2 accountability and assistance level. The Acton Public Schools received a level 2, as did Conant School.

¹ Growth Model: Massachusetts Student Growth Percentiles-Frequently Asked Questions

² MCAS Student Growth Percentiles: State Report, October 2009

Teacher Quality and Right-to-Know Qualifications

The Acton Public Schools and Acton-Boxborough Regional School District are committed to providing quality instruction for all students and do so by employing the most qualified individuals to teach and support each student in the classroom. The Massachusetts Department of Elementary and Secondary Education informed us that our districts met the Highly Qualified Teacher (HQT) goal of 100%.

Parent Involvement

Involving families as full partners in the education of their children is a cornerstone of NCLB. When families support learning, children are more successful in school, and school success helps children become productive citizens of our diverse community and global society. We encourage you to become involved in helping us improve. Some suggestions include:

- Attending parent-teacher meetings and other special meetings.
- Serving as a volunteer in the school or district.
- Encouraging other parents to become involved.

For more information on participating in the school improvement process, please contact your building principal.

Sincerely,

Deborah E. Bookis



ACTON PUBLIC SCHOOLS ❖ ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

16 Charter Road, Acton, MA 01720-2995 Phone: 978-264-3313 Fax: 978-264-3340 Email: dbookis@abschools.org

Deborah E. Bookis
*Director of Curriculum
and Assessment*

September 2012

Dear Parents/Guardians,

Enclosed is your child's MCAS report, which includes both achievement and growth data.

Growth for individual students is measured by comparing the change in his or her MCAS performance from one year to the next to that of their "academic peers," other students in the state with a similar MCAS performance history. This "student growth percentile" (SGP) indicates a student's growth as compared to his/her academic peers. Student growth percentiles range from 1 to 99. Each year, students are tested on new and more challenging content that is appropriate to their grade level. Typical student growth percentiles are between about **40 and 60**.

Please note that, as the growth model uses students' historical MCAS results to calculate growth percentiles and currently requires results from at least two grades, growth data will not be available for grade 3 (the first grade of MCAS testing) nor for science (as science is only tested in grades 5, 8 and high school). Additionally, "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."¹ Here in Acton and Acton-Boxborough, we've found this to be true at a variety of grade levels.

You will continue to receive your child's achievement data (Warning, Needs Improvement, Proficiency, Advanced) along with the growth data. According to the MA Department of Elementary and Secondary Education, "Achievement data, . . . is still an extremely important measure of how students stand relative to proficiency."² Growth data alone does not create a full picture of school, district or student performance; the information is meant to be used in conjunction with MCAS achievement level results, as well as a broad range of school- and classroom-based measures of assessment.

Our district results are available on our website: <http://ab.mec.edu/curriculum/assessment.shtml>

Accountability and Assistance Levels

Beginning with the results of the spring 2012 MCAS, accountability reporting has changed as a result of the Massachusetts No Child Left Behind (NCLB) waiver. One of those changes is that only state accountability and assistance levels, 1 through 5 with 1 needing the least state assistance, are to be used for districts and schools. A district is assigned the level of its lowest leveled school. This year, the majority of all districts (53%) and schools (47%) in the Commonwealth received a level 2 accountability and assistance level. The Acton Public Schools received a level 2; Douglas School received a level 1.

¹ Growth Model: Massachusetts Student Growth Percentiles-Frequently Asked Questions

² MCAS Student Growth Percentiles: State Report, October 2009

Teacher Quality and Right-to-Know Qualifications

The Acton Public Schools and Acton-Boxborough Regional School District are committed to providing quality instruction for all students and do so by employing the most qualified individuals to teach and support each student in the classroom. The Massachusetts Department of Elementary and Secondary Education informed us that our districts met the Highly Qualified Teacher (HQT) goal of 100%.

Parent Involvement

Involving families as full partners in the education of their children is a cornerstone of NCLB. When families support learning, children are more successful in school, and school success helps children become productive citizens of our diverse community and global society. We encourage you to become involved in helping us improve. Some suggestions include:

- Attending parent-teacher meetings and other special meetings.
- Serving as a volunteer in the school or district.
- Encouraging other parents to become involved.

For more information on participating in the school improvement process, please contact your building principal.

Sincerely,

Deborah E. Bookis



ACTON PUBLIC SCHOOLS ♦ ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

16 Charter Road, Acton, MA 01720-2995 Phone: 978-264-3313 Fax: 978-264-3340 Email: dbookis@abschools.org

Deborah E. Bookis
*Director of Curriculum
and Assessment*

September 2012

Dear Parents/Guardians,

Enclosed is your child's MCAS report, which includes both achievement and growth data.

Growth for individual students is measured by comparing the change in his or her MCAS performance from one year to the next to that of their "academic peers," other students in the state with a similar MCAS performance history. This "student growth percentile" (SGP) indicates a student's growth as compared to his/her academic peers. Student growth percentiles range from 1 to 99. Each year, students are tested on new and more challenging content that is appropriate to their grade level. Typical student growth percentiles are between about **40 and 60**.

Please note that, as the growth model uses students' historical MCAS results to calculate growth percentiles and currently requires results from at least two grades, growth data will not be available for grade 3 (the first grade of MCAS testing) nor for science (as science is only tested in grades 5, 8 and high school). Additionally, "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."¹ Here in Acton and Acton-Boxborough, we've found this to be true at a variety of grade levels.

You will continue to receive your child's achievement data (Warning, Needs Improvement, Proficiency, Advanced) along with the growth data. According to the MA Department of Elementary and Secondary Education, "Achievement data, . . . is still an extremely important measure of how students stand relative to proficiency."² Growth data alone does not create a full picture of school, district or student performance; the information is meant to be used in conjunction with MCAS achievement level results, as well as a broad range of school- and classroom-based measures of assessment.

Our district results are available on our website: <http://ab.mec.edu/curriculum/assessment.shtml>

Accountability and Assistance Levels

Beginning with the results of the spring 2012 MCAS, accountability reporting has changed as a result of the Massachusetts No Child Left Behind (NCLB) waiver. One of those changes is that only state accountability and assistance levels, 1 through 5 with 1 needing the least state assistance, are to be used for districts and schools. A district is assigned the level of its lowest leveled school. This year, the majority of all districts (53%) and schools (47%) in the Commonwealth received a level 2 accountability and assistance level. The Acton Public Schools received a level 2, as did Gates School.

¹ Growth Model: Massachusetts Student Growth Percentiles-Frequently Asked Questions

² MCAS Student Growth Percentiles: State Report, October 2009

Teacher Quality and Right-to-Know Qualifications

The Acton Public Schools and Acton-Boxborough Regional School District are committed to providing quality instruction for all students and do so by employing the most qualified individuals to teach and support each student in the classroom. The Massachusetts Department of Elementary and Secondary Education informed us that our districts met the Highly Qualified Teacher (HQT) goal of 100%.

Parent Involvement

Involving families as full partners in the education of their children is a cornerstone of NCLB. When families support learning, children are more successful in school, and school success helps children become productive citizens of our diverse community and global society. We encourage you to become involved in helping us improve. Some suggestions include:

- Attending parent-teacher meetings and other special meetings.
- Serving as a volunteer in the school or district.
- Encouraging other parents to become involved.

For more information on participating in the school improvement process, please contact your building principal.

Sincerely,

Deborah E. Bookis



ACTON PUBLIC SCHOOLS ♦ ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

16 Charter Road, Acton, MA 01720-2995 Phone: 978-264-3313 Fax: 978-264-3340 Email: dbookis@abschools.org

Deborah E. Bookis
*Director of Curriculum
and Assessment*

September 2012

Dear Parents/Guardians,

Enclosed is your child's MCAS report, which includes both achievement and growth data.

Growth for individual students is measured by comparing the change in his or her MCAS performance from one year to the next to that of their "academic peers," other students in the state with a similar MCAS performance history. This "student growth percentile" (SGP) indicates a student's growth as compared to his/her academic peers. Student growth percentiles range from 1 to 99. Each year, students are tested on new and more challenging content that is appropriate to their grade level. Typical student growth percentiles are between about **40 and 60**.

Please note that, as the growth model uses students' historical MCAS results to calculate growth percentiles and currently requires results from at least two grades, growth data will not be available for grade 3 (the first grade of MCAS testing) nor for science (as science is only tested in grades 5, 8 and high school). Additionally, "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."¹ Here in Acton and Acton-Boxborough, we've found this to be true at a variety of grade levels.

You will continue to receive your child's achievement data (Warning, Needs Improvement, Proficiency, Advanced) along with the growth data. According to the MA Department of Elementary and Secondary Education, "Achievement data, . . . is still an extremely important measure of how students stand relative to proficiency."² Growth data alone does not create a full picture of school, district or student performance; the information is meant to be used in conjunction with MCAS achievement level results, as well as a broad range of school- and classroom-based measures of assessment.

Our district results are available on our website: <http://ab.mec.edu/curriculum/assessment.shtml>

Accountability and Assistance Levels

Beginning with the results of the spring 2012 MCAS, accountability reporting has changed as a result of the Massachusetts No Child Left Behind (NCLB) waiver. One of those changes is that only state accountability and assistance levels, 1 through 5 with 1 needing the least state assistance, are to be used for districts and schools. A district is assigned the level of its lowest leveled school. This year, the majority of all districts (53%) and schools (47%) in the Commonwealth received a level 2 accountability and assistance level. The Acton Public Schools received a level 2, as did McCarthy-Towne School.

¹ Growth Model: Massachusetts Student Growth Percentiles-Frequently Asked Questions

² MCAS Student Growth Percentiles: State Report, October 2009

Teacher Quality and Right-to-Know Qualifications

The Acton Public Schools and Acton-Boxborough Regional School District are committed to providing quality instruction for all students and do so by employing the most qualified individuals to teach and support each student in the classroom. The Massachusetts Department of Elementary and Secondary Education informed us that our districts met the Highly Qualified Teacher (HQT) goal of 100%.

Parent Involvement

Involving families as full partners in the education of their children is a cornerstone of NCLB. When families support learning, children are more successful in school, and school success helps children become productive citizens of our diverse community and global society. We encourage you to become involved in helping us improve. Some suggestions include:

- Attending parent-teacher meetings and other special meetings.
- Serving as a volunteer in the school or district.
- Encouraging other parents to become involved.

For more information on participating in the school improvement process, please contact your building principal.

Sincerely,

Deborah E. Bookis



ACTON PUBLIC SCHOOLS ♦ ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

16 Charter Road, Acton, MA 01720-2995 Phone: 978-264-3313 Fax: 978-264-3340 Email: dbookis@abschools.org

Deborah E. Bookis
*Director of Curriculum
and Assessment*

September 2012

Dear Parents/Guardians,

Enclosed is your child's MCAS report, which includes both achievement and growth data.

Growth for individual students is measured by comparing the change in his or her MCAS performance from one year to the next to that of their "academic peers," other students in the state with a similar MCAS performance history. This "student growth percentile" (SGP) indicates a student's growth as compared to his/her academic peers. Student growth percentiles range from 1 to 99. Each year, students are tested on new and more challenging content that is appropriate to their grade level. Typical student growth percentiles are between about **40 and 60**.

Please note that, as the growth model uses students' historical MCAS results to calculate growth percentiles and currently requires results from at least two grades, growth data will not be available for grade 3 (the first grade of MCAS testing) nor for science (as science is only tested in grades 5, 8 and high school). Additionally, "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."¹ Here in Acton and Acton-Boxborough, we've found this to be true at a variety of grade levels.

You will continue to receive your child's achievement data (Warning, Needs Improvement, Proficiency, Advanced) along with the growth data. According to the MA Department of Elementary and Secondary Education, "Achievement data, . . . is still an extremely important measure of how students stand relative to proficiency."² Growth data alone does not create a full picture of school, district or student performance; the information is meant to be used in conjunction with MCAS achievement level results, as well as a broad range of school- and classroom-based measures of assessment.

Our district results are available on our website: <http://ab.mec.edu/curriculum/assessment.shtml>

Accountability and Assistance Levels

Beginning with the results of the spring 2012 MCAS, accountability reporting has changed as a result of the Massachusetts No Child Left Behind (NCLB) waiver. One of those changes is that only state accountability and assistance levels, 1 through 5 with 1 needing the least state assistance, are to be used for districts and schools. A district is assigned the level of its lowest leveled school. This year, the majority of all districts (53%) and schools (47%) in the Commonwealth received a level 2 accountability and assistance level. The Acton Public Schools received a level 2, as did Merriam School.

¹ Growth Model: Massachusetts Student Growth Percentiles-Frequently Asked Questions

² MCAS Student Growth Percentiles: State Report, October 2009

Teacher Quality and Right-to-Know Qualifications

The Acton Public Schools and Acton-Boxborough Regional School District are committed to providing quality instruction for all students and do so by employing the most qualified individuals to teach and support each student in the classroom. The Massachusetts Department of Elementary and Secondary Education informed us that our districts met the Highly Qualified Teacher (HQT) goal of 100%.

Parent Involvement

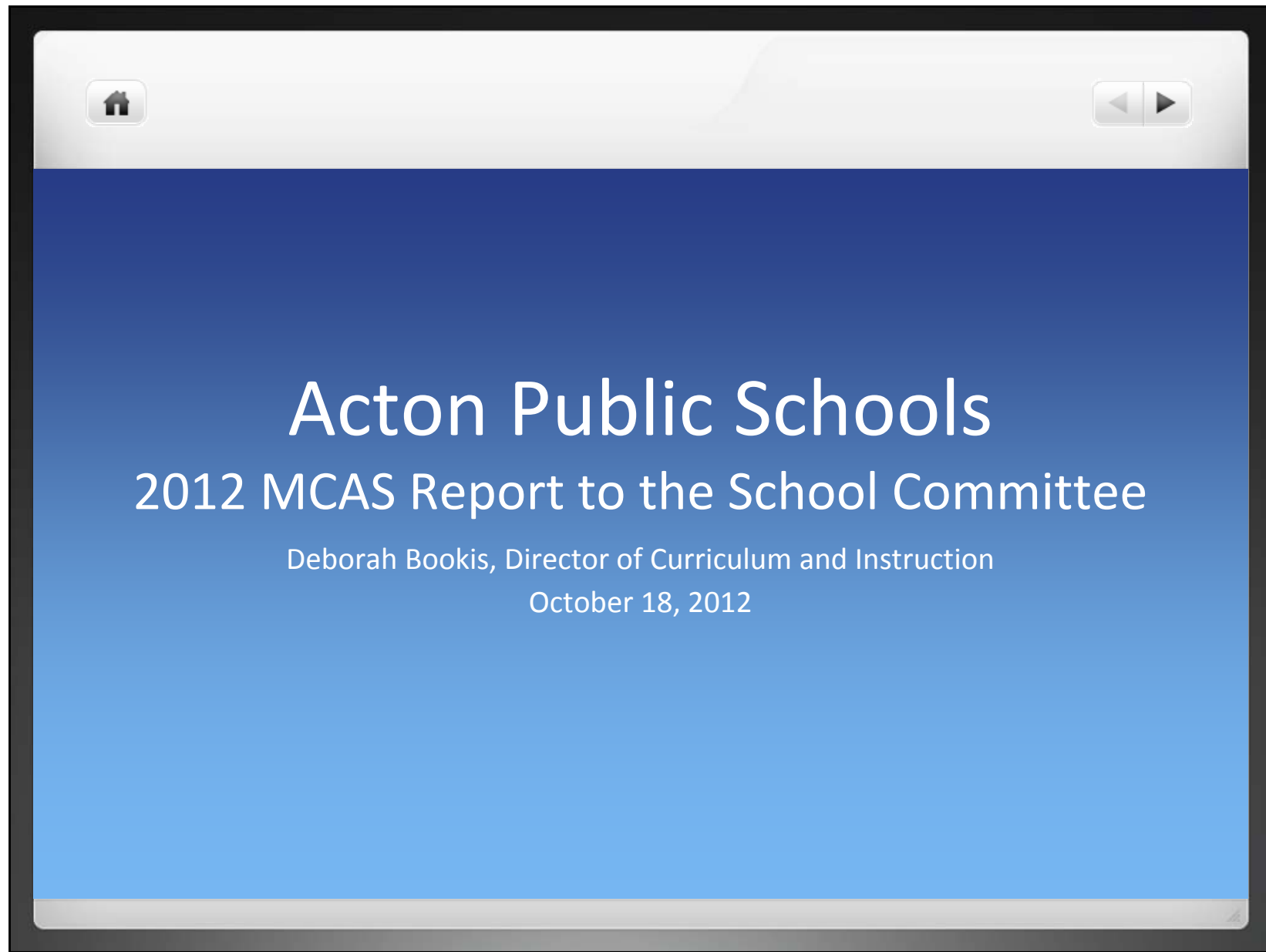
Involving families as full partners in the education of their children is a cornerstone of NCLB. When families support learning, children are more successful in school, and school success helps children become productive citizens of our diverse community and global society. We encourage you to become involved in helping us improve. Some suggestions include:

- Attending parent-teacher meetings and other special meetings.
- Serving as a volunteer in the school or district.
- Encouraging other parents to become involved.

For more information on participating in the school improvement process, please contact your building principal.

Sincerely,

Deborah E. Bookis





How can we use MCAS results?

Illuminate strengths, weaknesses, and gaps in curriculum and instruction

Fine-tune alignment with the ELA and Literacy, Mathematics, and STE State Frameworks

Identify students who may be struggling (screening tool)




Waiver highlights

Before	After
Maintain high standards and differentiation	Maintain high standards and differentiation
NCLB Goal: 100% of students proficient in 2014	Waiver Goal: Halve Proficiency Gaps by 2017
NCLB Accountability Status Labels	State's 5 Accountability and Assistance Levels (1-5)
AYP (Adequate Yearly Progress)	PPI (Progress and Performance Index) Yearly and Cumulative
Minimum subgroup size: 40	Minimum subgroup size: 30
Title I: 20% choice and SES/10% PD	Title I: Sliding Scale 0-25% PD



Accountability

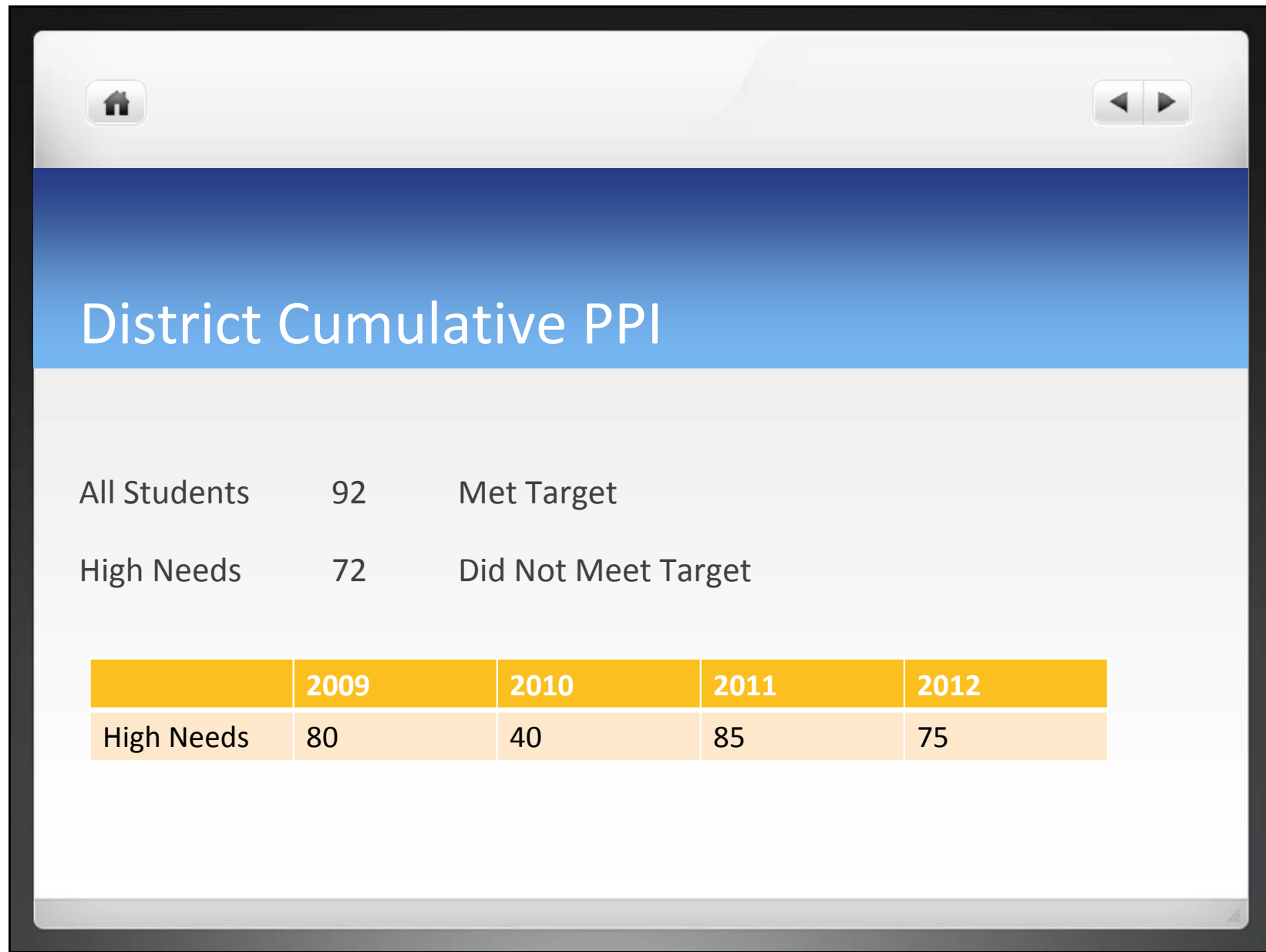
What is PPI? (Progress and Performance Indicator)

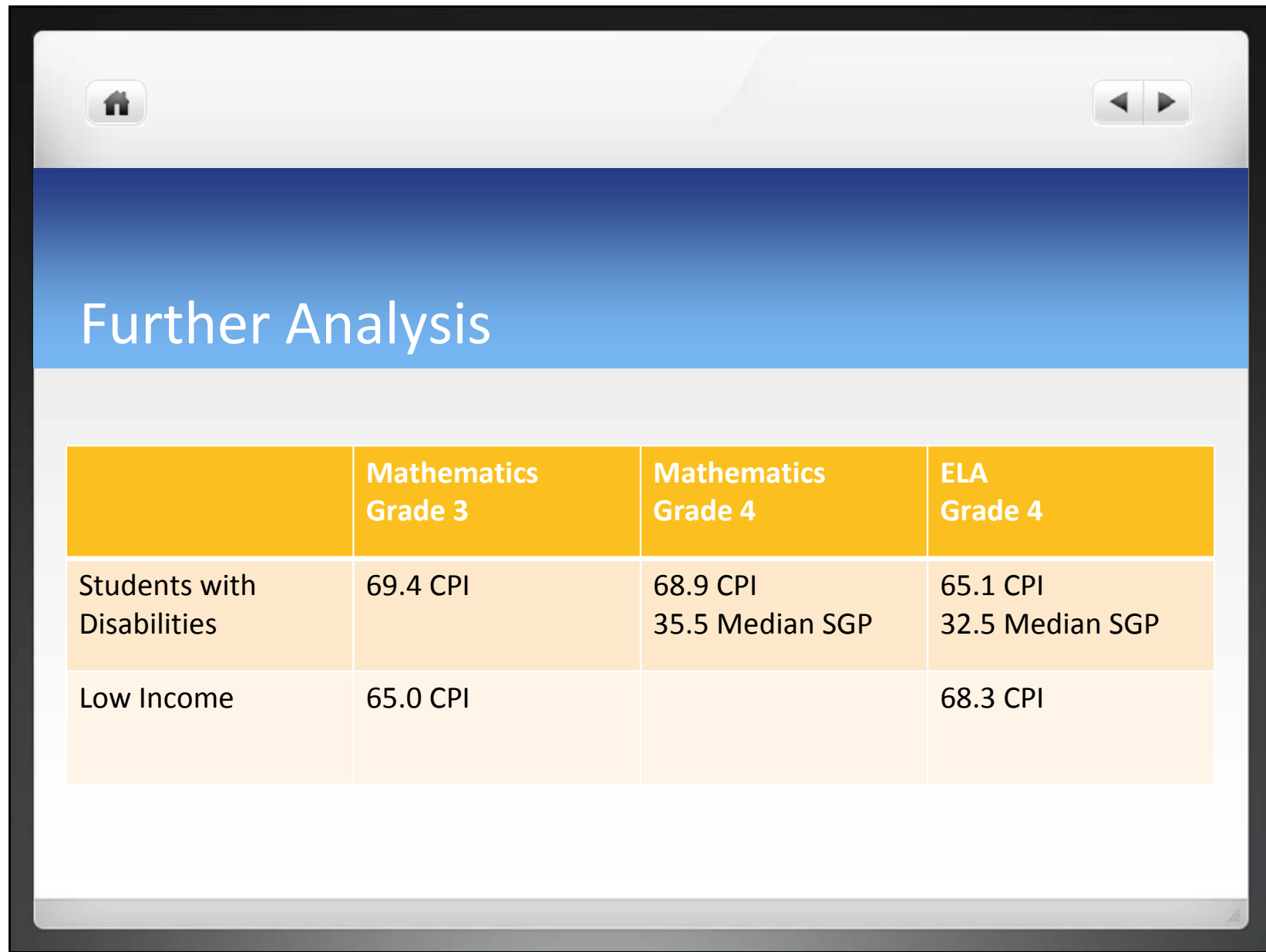
100 Point Index assigned to districts, schools and student groups based on progress from one year to the next

Points	Progress
100	Above Target
75	On Target
50	Improved Below Target
25	No Change
0	Declined

Based on:

- Achievement-CPI (Composite Performance Index)
- Growth/Improvement-SGP (Student Growth Percentile)
- For high schools only-graduation and dropout rates





	Mathematics Grade 3	Mathematics Grade 4	ELA Grade 4
Students with Disabilities	69.4 CPI	68.9 CPI 35.5 Median SGP	65.1 CPI 32.5 Median SGP
Low Income	65.0 CPI		68.3 CPI



Assessment

Achievement and Growth

Achievement: Combined Proficiency and Advanced Scores

Grade	ELA	Mathematics	STE
3rd	80% -3	82% -2	---
4th	75% +3	72% +1	---
5th	83% -4	82% -1	76% +3 (11%)
6th	88% -2	90% +3	---



Assessment Achievement and Growth

Median Growth Scores ELA

	Fourth	Fifth	Sixth
2018	60	60	59
2019	53	55	
2020	54		

Median Growth Scores Mathematics

	Fourth	Fifth	Sixth
2018	60	66	68
2019	64	65.5	
2010	59		



How can we use MCAS results?

Illuminate strengths, weaknesses, and gaps in curriculum and instruction

Literature focus on analysis of text, using text evidence to support conclusions, inferencing, evaluating arguments and claims in text

Mathematics focus on geometric measurement and fractions

Earth Science Questions

Open Response Questions



How can we use MCAS results?

Fine-tune alignment with the ELA and Literacy, Mathematics, and STE State Frameworks

Writing at fourth grade (expository and opinion), complex text reading

Movement of standards in the Mathematics Framework,

Spring alignment with new MA Science Framework

Identify students who may be struggling (screening tool)

Employ use of benchmark, performance, and diagnostic assessments



Continuous Learning

- About our students . . . school-based analyses
- About our curriculum . . . item analyses
- About our programs and materials . . . needed to support teaching and learning
- And for our educators . . . professional learning

ACTON PUBLIC SCHOOLS HISTORICAL SPENDING REVIEW FY07 TO FY12

Don Aicardi, Finance Director
October 18, 2012

APS HISTORICAL SPENDING REVIEW

The annual APS budget is a statement of the educational values of our community.

Is it possible to analyze how that value translates into actual numbers?

APS HISTORICAL SPENDING REVIEW

First, we're going to look at the Authorized Budget related information

Once completed, we will look at the most important trends from the actual dollars spent

3

APS HISTORICAL SPENDING REVIEW

Definition

Appropriated Budget (General Fund) is the budget approved each spring, first by the school committee and then by the Acton town meeting.

4

APS HISTORICAL SPENDING REVIEW

Definition

“Outside Funds That Have Most Significantly Impacted the annual Operating Budget” are from either State or Federal sources:

ARRA SFSF

ARRA IDEA

Circuit Breaker

5

APS HISTORICAL SPENDING REVIEW

Why do we need to look at both sources at the same time?

Both sources provide insight into our future budget challenges.

Why?

Federal funds that used to support the budgets are “non-recurring” and their loss will effect future budget availability. Circuit Breaker is also an important budget driver.

6

APS HISTORICAL SPENDING REVIEW

How many actual dollars have we spent over the last five fiscal years in APS?



7

APS HISTORICAL SPENDING REVIEW

Total Outside Funds \$3,753,294 Includes:



8

APS HISTORICAL SPENDING REVIEW

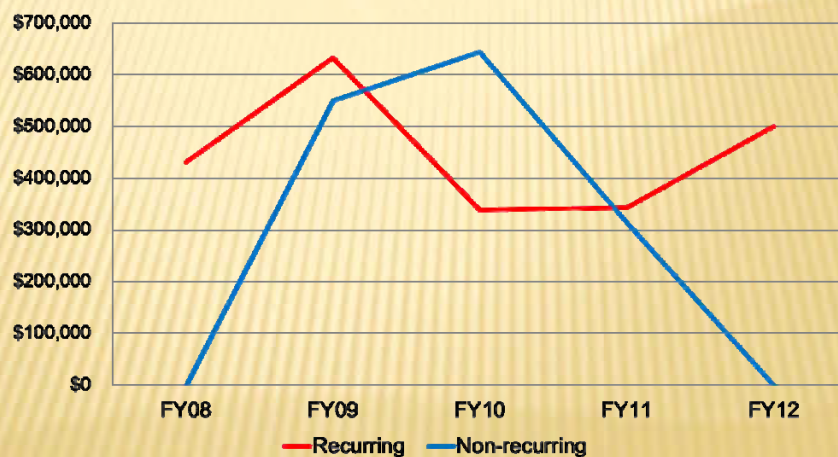
Recurring Sources: \$2,245,749 60%
Circuit Breaker

Non-recurring Sources: \$1,507,545 40%
ARRA SFSF \$934,649
ARRA IDEA \$572,896

9

APS HISTORICAL SPENDING REVIEW

Outside Funds



10

APS HISTORICAL SPENDING REVIEW

FY	Recurring	Non-recurring	Total
FY08	\$430,759	\$0	\$430,759
FY09	\$633,041	\$549,814	\$1,182,855
FY10	\$338,629	\$644,094	\$982,723
FY11	\$342,815	\$313,637	\$656,452
FY12	\$500,505	\$0	\$500,505
Total	\$2,245,749	\$1,507,545	\$3,753,294

11

APS HISTORICAL SPENDING REVIEW

Using FY07 as the base,
Appropriated Budgets have increased on
average from FY08 to FY13 **by 3.2%**

And,

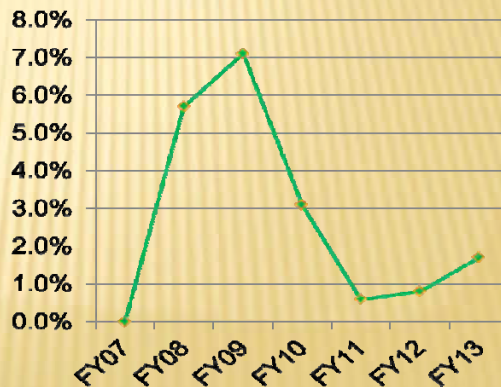
Using FY09 as the base,
Budgets have increased on average from
FY10 to FY13 **by 1.6%.**

12

APS HISTORICAL SPENDING REVIEW

What has been the annual rate of increase in the appropriated budgets?

FY07 to FY08 5.7%
 FY08 to FY09 7.1%
 FY09 to FY10 3.1%
 FY10 to FY11 0.6%
 FY11 to FY12 0.8%
 FY12 to FY13 1.7%



13

APS HISTORICAL SPENDING REVIEW

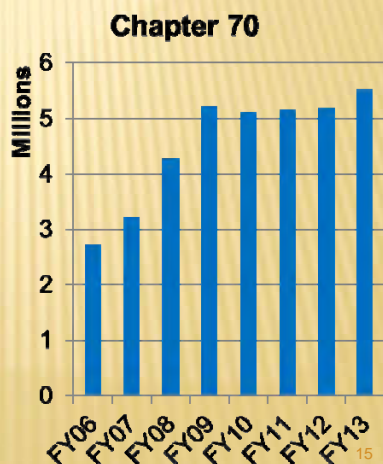
Let's review some other important elements:

- ❖ Chapter 70
- ❖ School Population Trends
- ❖ Number of Certified Staff

14

APS HISTORICAL SPENDING REVIEW

FY	Chapter 70	Total % Increase
FY06	\$2,723,714	
FY07	\$3,214,302	18%
FY08	\$4,283,795	33%
FY09	\$5,228,141	22%
FY10	\$5,123,578	(-2%)
FY11	\$5,160,527	1%
FY12	\$5,188,231	1%
FY13	\$5,537,500	7%



APS HISTORICAL SPENDING REVIEW

OBSERVATION:

APS received significant increases in Chapter 70 aid in FY07, FY08 and FY09 due to:

- ❖ 2007 Reforms
- ❖ Foundation Budget formula

APS HISTORICAL SPENDING REVIEW

Number of Students

FY	Pre-school	K	1	2	3	4	5	6	Other Sped	Total	Increase/ (Decrease)
FY07	46	311	316	371	376	377	389	392	25	2,603	
FY08	44	294	325	341	389	394	385	399	27	2,598	(8)
FY09	38	304	328	341	351	382	404	386	25	2,559	(39)
FY10	58	340	336	351	363	361	392	408	14	2,623	64
FY11	41	328	353	344	346	374	364	395	18	2,563	(60)
FY12	38	301	341	361	353	353	374	365	15	2,501	(62)
FY13	50	288	322	357	372	361	358	378	15	2,501	0

17

APS HISTORICAL SPENDING REVIEW

Total Student Growth In APS:

Increased 80 Students (3.2%) from FY02-FY06

Increased 20 Students (.77%) from FY07-FY10

Decreased (122) Students (-4.7%) from FY10- FY13

18

APS HISTORICAL SPENDING REVIEW

Number of Staff Funded From Operating Budget

FY	Certified Staff	Non-Certified Staff	Total	Increase/ (Decrease)
FY06	169.33	110.57	279.90	-----
FY07	168.95	118.70	287.65	8
FY08	169.04	125.30	294.34	7
FY09	170.74	129.97	300.71	6
FY10	170.39	121.26	291.65	(9)
FY11	174.02	126.10	300.12	8
FY12	175.78	133.30	309.08	9

19

APS HISTORICAL SPENDING REVIEW

Class Size Averages

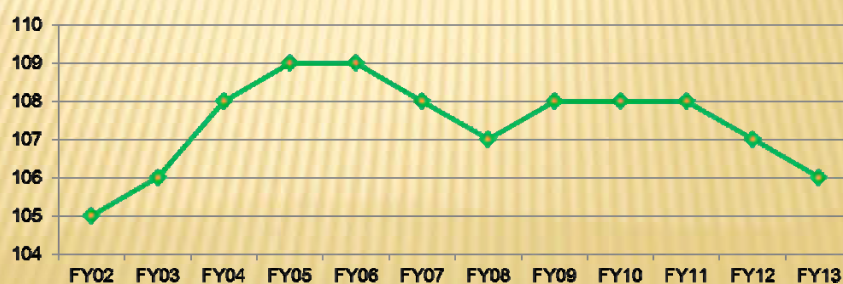
FY02	23.4	FY08	23.6
FY03	23.7	FY09	23.0
FY04	23.1	FY10	23.6
FY05	23.3	FY11	23.2
FY06	23.4	FY12	22.9
FY07	23.4	FY13	23.0

20

APS HISTORICAL SPENDING REVIEW

APS Class Sections (K-6)

FY02	105	FY06	109	FY10	108
FY03	106	FY07	108	FY11	108
FY04	108	FY08	107	FY12	107
FY05	109	FY09	108	FY13	106



21

APS HISTORICAL SPENDING REVIEW

SUMMING UP:

- ❖ Chapter 70 Increased by 2.5M from FY06 - FY09, then flattened out at 5.1M FY10 – FY12.
- ❖ Total # of Students increased 4.5% from FY02 - FY10 and then dropped -4.6% to similar FY02 level (2,500) in FY13.
- ❖ Total Staff has been increasing; with emphasis on “non-certified staff”
- ❖ Even though population is decreasing, class size average has been held steady due to decrease in K-6 sections.

22

APS HISTORICAL SPENDING REVIEW

First, we've just looked at the "authorization/budget" situation to set up the analysis of the "actual" numbers

Now, we will look at the most important trends from the actual expenditures.....

23

APS HISTORICAL SPENDING REVIEW

Spending Trends

24

APS HISTORICAL SPENDING REVIEW

Expenditures Have Been Increasing on Average:

FY08 to FY12 by **3.4%**

FY10 to FY12 by **1.4%**

25

APS HISTORICAL SPENDING REVIEW

What has been the annual rate of increase in actual spending, when outside funding sources are also included?

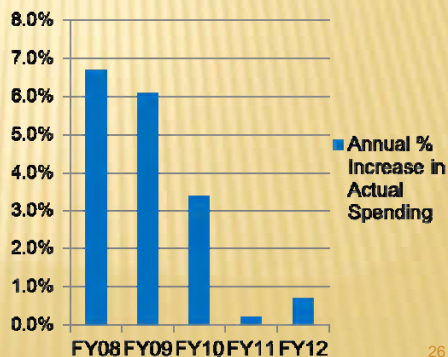
FY07 to FY08 **6.7%**

FY08 to FY09 **6.1%**

FY09 to FY10 **3.4%**

FY10 to FY11 **0.2%**

FY11 to FY12 **0.7%**



26

APS HISTORICAL SPENDING REVIEW

“Most Important Spending Trends”

27

APS HISTORICAL SPENDING REVIEW

**FY07 to FY12 Salary Annual Average
Increases:**

Salaries, Buildings - 7.5%

Salaries, Support Staff - 6.9%

Salaries, Principals - 9.4%

Salaries, Substitutes - 17.3%

28

APS HISTORICAL SPENDING REVIEW

OBSERVATION:

Salaries, Principals - 9.4% Due to creation of Two Assistant Principals in FY11 (two positions reallocated from curriculum & technology)

Salaries, Support Staff - 6.9% Increase from non-certified staff

Salaries, Buildings - 7.5% Summer Maintenance & Maintenance OT

Salaries, Substitutes - 17.3% Increases that have been fluctuating in Substitutes, Certified, Long Term account

29

APS HISTORICAL SPENDING REVIEW

Fringes, Health Insurance, (when all spending is combined) has annually averaged a 1.7% increase from FY07 to FY12.

OBSERVATION: The growth of actual health insurance expenses has been slowed by:

- * increasing the percentage of contribution by school employees
- * other municipal health insurance reforms
- * well below the rate of annual increase initially feared in FY07 and FY08
- * heightens tie to “total compensation” of employees

30

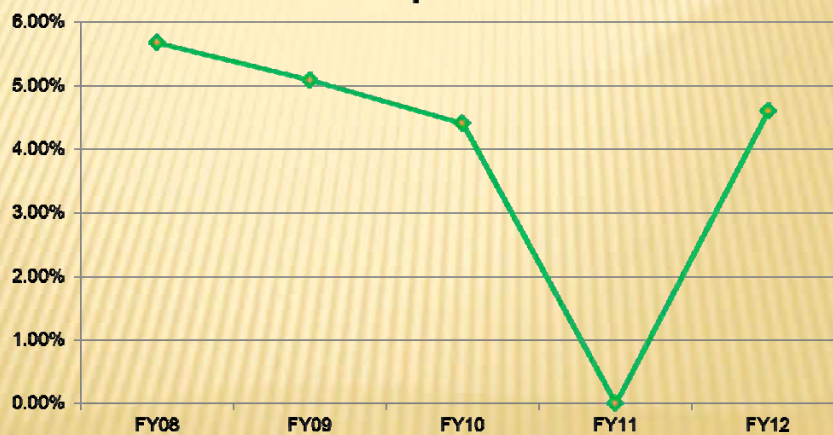
APS HISTORICAL SPENDING REVIEW

FY	Health Insurance (All Sources)	Increase/ (Decrease)	% Increase/ (Decrease)
FY07	\$3,195,846	----	----
FY08	\$3,536,888	\$341,041	10.7%
FY09	\$3,541,226	\$4,338	.1%
FY10	\$3,839,899	\$298,673	8.4%
FY11	\$3,627,120	(\$212,779)	(5.5%)
FY12	\$3,468,899	(\$158,221)	(4.4%)

31

APS HISTORICAL SPENDING REVIEW

Annual Total Compensation % Increase



32

APS HISTORICAL SPENDING REVIEW

FY	Salaries	Health Insurance (All employees)	Health Insurance Mitigation (All employees)	TOTAL	% Increase
07	\$14,462,552	\$3,195,846	\$0	\$17,658,398	---
08	\$15,124,434	\$3,536,888	\$0	\$18,661,322	5.68%
09	\$16,070,260	\$3,541,226	\$0	\$19,611,485	5.09%
10	\$16,636,487	\$3,839,899	\$0	\$20,476,385	4.41%
11	\$16,656,654	\$3,627,120	\$113,730	\$20,397,504	(-0.39%)
12	\$17,674,699	\$3,468,899	\$193,000	\$21,336,598	4.60%
				Annualized Increase	4.2%

33

APS HISTORICAL SPENDING REVIEW

Other, Capital Outlay, and Other, Maintenance of Buildings/Grounds (when all spending is combined) were significantly higher than budgeted and significantly higher in later fiscal years than in earlier fiscal years.

OBSERVATION: Due to savings in energy and other accounts, the Superintendent performed a review of maintenance needs, with School Committee approval, to address the most significant needs such as paving, parking, carpets, etc. which are charged to these accounts.

34

APS HISTORICAL SPENDING REVIEW

Spending for *Instructional Supplies* and *Instructional Textbooks* were significantly increased in FY11 when the first year of the Long Range Strategic Plan was implemented for the purchases of textbooks and technology.

Other than that one fiscal year (FY11) expenses in these line items have been consistent.

The FY11 one-time increase came from **non-recurring** budget capacity.

35

APS HISTORICAL SPENDING REVIEW

Other, SPED Tuition, all combined spending (operating budget, ARRA SFSF, ARRA IDEA, and Circuit Breaker) shows a **(13.4%)** decrease in growth from FY09 to FY12. Using FY07 as a base, growth averaged 2.8% from FY08 to FY12.

OBSERVATION:

1. State budgetary pressures lowered available revenue.
2. The State stepped up and directed federal ARRA IDEA monies to assist school districts in FY10 and FY11.
3. Since that time, the State has been slowly restoring funding in the last two budget cycles.
4. Programmatic decisions to keep students in district have also been important to decrease potential costs.

36

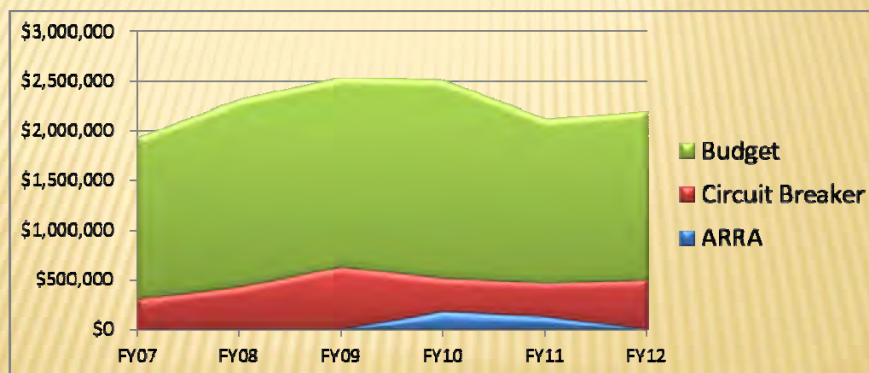
APS HISTORICAL SPENDING REVIEW

FY	ARRA	Circuit Breaker	Budget	Total	% of Growth
07	\$0	\$305,696	\$1,621,094	\$1,926,790	--
08	\$0	\$430,759	\$1,881,127	\$2,311,886	16.66%
09	\$0	\$633,041	\$1,902,877	\$2,535,919	8.83%
10	\$179,163	\$338,629	\$1,994,693	\$2,512,485	-0.93%
11	\$130,721	\$342,815	\$1,645,914	\$2,119,450	-18.54%
12	\$0	\$500,505	\$1,695,150	\$2,195,656	3.47%
	\$309,884	\$2,551,445	\$15,819,599	\$13,602,187	

37

APS HISTORICAL SPENDING REVIEW

Other, SPED Tuition Actual Expenditures

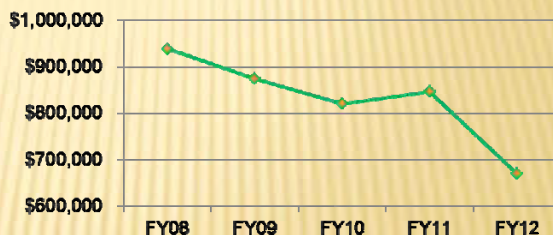


38

APS HISTORICAL SPENDING REVIEW

Other, Utilities continues to be an underrated superstar of directly concentrating our efforts to reduce expenditures.

FY08 \$938,666
 FY09 \$874,152
 FY10 \$820,043
 FY11 \$846,460
 FY12 \$669,394



Efforts to lower usage by our staff and students, investments in equipment, and sensitivity to market prices enabled us to allow those dollars to be spent on other classroom related expenses.

39

APS HISTORICAL SPENDING REVIEW

Revolving/Special Revenue Account
 APS Expenditures

40

APS HISTORICAL SPENDING REVIEW

OBSERVATION:

While not technically part of this presentation, substantial funds (raised through the operation of programs or PTO fundraising) have been spent to support programs/expenditures at the five elementary schools. Due to the interest in these programs, we will quickly highlight those expenses.

More details on these funding sources will be included as part of the "Special Revenue fund" presentation in December, 2012.

41

APS HISTORICAL SPENDING REVIEW

FY	Before & After School Programs	PTO	Enrichment (Comm Ed donations)	Total
09	\$446,399	\$321,715	\$0.00	\$768,114
10	\$480,160	\$295,488	\$31,701	\$807,349
11	\$414,878	\$287,437	\$80,045	\$782,360
12	\$404,888	\$338,790	\$96,047	\$839,725
Total	\$1,746,325	\$1,243,430	\$207,793	\$3,197,548

42

APS HISTORICAL SPENDING REVIEW

Five Conclusions

43

APS HISTORICAL SPENDING REVIEW

CONCLUSION #1:

Unlike the staffing trends that we saw two weeks ago at ABRSD, any emphasis on increasing staff has been on less expensive, **non-certified staff**.

For example, 12.75 classroom assistant positions have been added in the last two fiscal years in response to a desire to alleviate fundraising pressure on PTOs paying for those positions.

Enrollment decreases, combined with a decrease in sections, has allowed **average class size** to remain stable - but your "mileage" may vary.

44

APS HISTORICAL SPENDING REVIEW

CONCLUSION #2:

Emphasis has been placed on rearranging existing staff towards long underemphasized staff positions, such as Assistant Principals and a Math Curriculum Specialist.

Recent staffing decisions have been directed towards a multi-year, targeted implementation of our Long Range Strategic Plan, recently adding:

- 0.8 FTE Music Specialist
- 1.0 FTE Physical Ed
- 0.6 FTE Art Specialist

45

APS HISTORICAL SPENDING REVIEW

CONCLUSION #3:

Health Insurance and SPED tuition expenses once were feared to be major budget drivers; however, their levels of growth have not been so high as originally feared.

The redistribution of the health insurance costs between employee and employer in health insurance, as well as efforts to develop programs to keep special education students within the district, have allowed for much more conservative annual increases in actual spending from FY10 to FY12.

46

APS HISTORICAL SPENDING REVIEW

CONCLUSION #4:

The annual authorized budgets averaged 3.2% per year from FY08 to FY13. In recent years, that growth has been much lower, around 1.6%.

- ✕ Tightening the technical calculations of the budget
- ✕ Municipal reforms and negotiated changes in the employee-employer ratios in health insurance
- ✕ Status of Health Insurance Trust has assisted efforts to keep annual increases in health insurance rates lower
- ✕ Other efforts to control spending, like in utilities, have been successful due to lower market conditions and efforts to decrease use

47

APS HISTORICAL SPENDING REVIEW

CONCLUSION #5:

The last of the federal revenue (i.e. EdJobs) was used in the finalization to balance the FY13 budget. This created an artificially low annual increase from FY12 to FY13 of 1.7%.

Based on historical trends, the budgetary increases for level service alone will once again return the Acton Public School system to spending levels well over 3%.

The most recent “austere budget” increases of the last several years will no longer be possible since outside funding sources are no longer available to artificially lower spending.

48

APS HISTORICAL SPENDING REVIEW

Thank you for your attention. I will be happy to answer any questions that you have.

10/16/2012

Keep	2007 Expended	2008 Expended	2009 Expended	2010 Expended	2011 Expended	2012 Expended	
Salaries, Teaching 01	\$10,221,922.52	\$10,489,072.21	\$11,196,552.80	\$11,546,479.89	\$11,493,197.39	\$12,068,692.19	3.6%
Salaries, Principals 02	\$491,448.81	\$512,209.00	\$527,931.50	\$529,497.02	\$706,196.98	\$722,770.53	9.4%
Salaries, Central Administration 03	\$391,858.76	\$382,516.03	\$400,053.00	\$402,001.24	\$409,155.16	\$468,853.10	3.9%
Salaries, Support Staff 04	\$2,367,624.45	\$2,524,603.82	\$2,723,706.66	\$2,858,519.60	\$2,770,850.47	\$3,187,191.14	6.9%
Salaries, Buildings 06	\$205,906.67	\$218,366.41	\$248,516.25	\$254,044.23	\$258,300.53	\$282,613.12	7.5%
Salaries, Custodial 07	\$600,921.50	\$676,364.93	\$697,285.68	\$656,297.67	\$607,922.63	\$604,940.82	0.1%
Salaries, Home Instruction 08	\$847.52	\$0.00	\$1,635.00	\$341.30	\$0.00	\$0.00	-20.0%
Salaries, Substitute 09	\$182,021.93	\$321,301.87	\$274,578.79	\$389,305.64	\$411,031.15	\$339,638.58	17.3%
Fringes, Course Reimbursement 10	\$8,918.00	\$17,104.00	\$19,551.00	\$10,814.50	\$12,713.25	\$20,700.84	26.4%
Fringes, Health Insurance 11	\$3,195,846.49	\$3,536,887.77	\$3,541,226.17	\$3,839,898.79	\$3,627,120.11	\$3,468,898.99	1.7%
Instructional Supplies 16	\$231,396.52	\$238,805.36	\$229,582.61	\$236,529.52	\$505,470.11	\$245,742.15	1.2%
Instructional Textbooks 17	\$68,668.41	\$88,646.93	\$123,790.80	\$84,885.44	\$306,526.01	\$83,106.33	4.2%
Instructional, Library 18	\$24,360.77	\$18,880.27	\$17,097.31	\$16,591.41	\$17,682.56	\$15,483.50	-7.3%
Other, Capital Outlay 19	\$184,616.62	\$170,396.53	\$351,150.01	\$396,698.41	\$475,468.23	\$372,266.85	20.3%
Other, Maintenance Buildings 23	\$205,418.39	\$251,735.53	\$258,792.85	\$205,889.71	\$346,882.02	\$202,729.06	-0.3%
Other, Maintenance Outlays 24	\$80,100.03	\$83,809.93	\$97,891.51	\$86,207.24	\$107,165.97	\$120,753.16	10.2%
Other, Legal Service 26	\$72,445.99	\$36,443.12	\$65,560.10	\$86,766.25	\$23,033.75	\$30,969.79	-11.5%
Other, Admin Supplies 27	\$221,624.23	\$250,801.96	\$194,340.54	\$175,660.29	\$179,216.10	\$178,330.56	-3.9%
Other, Custodial Supplies 29	\$43,382.95	\$48,614.12	\$46,886.71	\$61,767.53	\$49,657.67	\$63,081.25	9.1%
Other, Sped Transportation 30	\$306,137.54	\$284,715.58	\$380,564.84	\$518,059.50	\$446,033.00	\$510,715.00	13.4%
Other, Student Transportation 31	\$257,616.49	\$295,225.42	\$332,130.01	\$315,705.35	\$336,277.99	\$382,333.84	9.7%
Other, Travel 32	\$14,510.32	\$10,160.12	\$11,757.03	\$10,310.31	\$13,870.97	\$17,922.66	4.7%
Other, Sped Tuition/ 33	\$1,926,790.29	\$2,311,886.44	\$2,535,918.93	\$2,512,485.40	\$2,119,450.29	\$2,195,655.86	2.8%
Other, Utilities 34	\$881,998.04	\$938,666.77	\$874,152.45	\$820,043.60	\$846,460.22	\$669,394.33	-4.8%
Other, 57	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
Other Finance Uses, 59	\$39,664.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-20.0%
GRAND TOTAL	\$22,226,047.24	\$23,707,214.12	\$25,150,652.55	\$26,014,799.84	\$26,069,682.56	\$26,252,783.65	

Annual % Increase?
with Grants

\$1,481,167
6.7%

\$864,147
3.4%

\$1,443,438
6.1%

\$54,883
0.2%

\$183,101
0.7%

Acton Public Schools FY'14 Budget Preliminary Budget Discussion

School Committee Meeting
October 18, 2012

APS FY'14 Operating Budget

Superintendent's Introduction

Introduction

1. Long Range Strategic Plan
2. Investment Budget
3. Sound Financial Management

FY'11 Year End Expenditure Initiative-APS (LRSP Year 1)

APS Expenditure Initiative:
\$575,000

(Books & Technology)

From Non-recurring budget capacity

FY'13 APS Investment Budget

Staff: \$108,000 In Classroom Assistants (\$21,600 per school)

0.4 FTE ELE teacher (\$26k)

0.8 FTE Music Specialist (\$45k)

1.0 FTE Physical Ed (\$58k)

0.6 FTE Art Specialist (\$43k)

Other: 0.5 FTE Budget Analyst (\$30k)

Health Insurance for Five Potential

New Positions **EST (\$75k)**

TOTAL: \$385k

APS FY'14 Preliminary Budget Discussion

1)FY14 Investment Budget Ideas (LRSP Year 3):

- 1.0 FTE SPED Teacher New Resource Room at Douglas School
- More Classroom Assistants Funded From Operating Budget To Alleviate Fundraising Stress by PTOs
- Additional Assistant Principals
- Increase Opportunities For Professional Learning

APS FY'14 Preliminary Budget Discussion

1.0 FTE SPED Teacher at Douglas School & New Resource Room

- LRSP Goals: 1, 2, 3
- Previous FY Investment: none
- Future Investment: Would improve SPED teacher/student ratios
- Expected Outcome: Would help to more evenly distribute SPED population within APS

APS FY'14 Preliminary Budget Discussion

Additional Assistant Principals

- LRSP Goals: 2, 3
- Previous FY Investment: Two fulltime APs created in FY11 covering four schools
- Future Investment: Help administer teacher evaluation process
- Expected Outcome: Improve levels of AP coverage, particularly at Douglas

APS FY'14 Preliminary Budget Discussion

More Classroom Assistants Funded From Operating Budget To Alleviate Fundraising Stress by PTOs

- LRSP Goals: 1, 2
- Previous FY Investment: \$108,000 in FY13
- Future Investment: Complete process started two years ago
- Expected Outcome: Less reliance on PTO fundraising

APS FY'14 Preliminary Budget Discussion

Increase Opportunities For Professional Learning

- LRSP Goals: 3
- Previous FY Investment: Currently \$42k in APS budget for Professional Collaboration Groups
- Future Investment: Continue to add resources towards this important goal of supporting our teachers
- Expected Outcome: To better support Professional Staff due to more and different demands within this profession

APS FY'14 Preliminary Budget Discussion

2)FY14 Revenue Assumptions

- Chapter 70
- Circuit Breaker

3) Health Insurance Trust/FY14 Rates

Fall, 2012 Preliminary Planning Rates from
Health Insurance Trust

APS FY'14 Preliminary Budget Discussion

Thank you.

TO: Acton-Boxborough Regional School Committee
FROM : Dr. Stephen Mills and Dr. Curtis Bates
DATE: 9/28/12
RE: Regionalization

As the current Superintendents of the Acton Public Schools, Acton-Boxborough Regional Schools and Boxborough Public School Districts, we have been asked to address ten logistical issues regarding the potential regionalization of the Blanchard School. The following responses are not in any priority order.

1. Will there be a policy of accepting external funding to offset operating budget expenses (e.g. fundraising for classroom assistants)?

Currently the Boxborough School Committee has a specific policy prohibiting the use of external funding such as PTSOs to fund any personnel positions. The five Acton elementary schools, to greater and lesser degrees, do use PTSO and “Before and After School” funding to offset some operating expenses. The Acton Public School Committee, during the past two budget cycles, has relieved pressure on the PTSOs by adding approximately \$50,000 per school for this issue. As the two Superintendents, we believe this decision should be left up to the new School Committee to decide policy on the funding of paraprofessionals.

2. Will all six elementary schools have a shortened day every Thursday?

Most definitely it is the goal of the two current Superintendents to have a week day schedule including Thursdays similar to the current Blanchard School. There are contractual issues that would need to be addressed and resolved in the negotiations process.

3. How will the start times of all six elementary schools be affected? Will the times change every year?

For strictly financial reasons there is a multi-tiered school bus transportation system involving the current region and APS. Unless a future school committee(s) and Superintendents choose to spend quite a bit more money, we as Superintendents believe that the Blanchard School may have to assume a transportation plan similar to what Acton currently has.

4. What about religious holidays?

The two current Superintendents believe that the two currently existing districts will have the same calendar by the time of regionalization regarding this issue.

5. Should the Regional School Committee have authority to balance classes between towns? Should there be specific language regarding exceptions for special needs children? Should there be language to allow voluntary pre-kindergarten to grade 6 movement between towns? If parents choose to send their children to a school in the other town, will parents be responsible for transportation? If a Boxborough student goes to an Acton elementary school, will that student have equal rights to the lottery system?

This is a complex subject. There are specific special education programs currently existing in the elementary schools. Special education students from the six elementary schools would need to attend the existing special education programs at the appropriate elementary school. Regarding the assignment of regular education students to the elementary schools, as new families move in to the communities, the Superintendent's staff assigns the new students to schools based on expressed preference of the family and available seating in the elementary schools. We would expect that process to continue with the six elementary schools. The Regional School District Study committee (RSDSC) has already stated that students residing in the towns will always have the opportunity to attend a school in their town. If families choose to attend an elementary school in the other town, transportation will be provided.

6. How will A-B's Community Education and similar programs in Boxborough be merged and how will each town share in available funds?

Currently, there is a very robust and successful AB Community Education Program under the direction of Erin Bettez. Many Boxborough residents currently avail themselves of AB Comm Ed's services. Boxborough has an Extended Day Program of their own. The Directors of the two programs would work together to establish the best way to move forward with Community Education/Extended Day Programming.

7. How will the Regional School Committee handle the distribution of current technology and equipment in each elementary school?

There is no plan now, or in the future, to redistribute current technology and equipment from any elementary school in either town.

8. If the Regional District owns each building, will this impact parent/community member accessibility related to the use of this building?

A short answer is, no. Parent and community members will maintain current levels of accessibility to these buildings. The Regional School District believes that all of our buildings are for community use after their educational missions are completed each day.

9. What are the issues related to staff employment?

Again, there are contractual issues with this question. It would be our vision that there would be one employment contract for the six elementary schools, the Junior High and

the High School. Currently, Boxborough has some sustainability questions moving forward. Because of the prospect of diminishing enrollment and diminishing staff at the Blanchard School, if regionalization were to occur, Blanchard teachers would have contractual rights to be placed in open positions in the Acton elementary schools.

10. How would OPEB be handled to insure consistency in funding between the member entities and the proposed new preK – 12 Region?

The current Acton-Boxborough Regional School District has an OPEB line item in its budget. If Blanchard were to regionalize, it would be assumed that Boxborough taxpayers would pay their proportionate amount (20%) of the Regional School District OPEB assessment similar to all other accounts in the Regional School District budget.

MONTHLY ENROLLMENT
ACTON PUBLIC SCHOOLS
ACTON-BOXBOROUGH REGIONAL SCHOOLS
2012-2013 ACADEMIC YEAR

Oct-12

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	265	43	6	271	267	43	6	273	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
1	312	59	7	319	312	59	8	320	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
2	350	54	8	358	348	54	8	356	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
3	383	53	7	390	382	53	8	390	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
4	355	65	2	357	354	65	2	356	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
5	354	68	2	356	354	70	2	356	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
6	382	76	5	387	382	75	5	387	0	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	0								
In D. Pre-sch.	37	5	0	37	37	5	0	37	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. Pre-sch.	3	2	0	3	3	2	0	3	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 K-6	20	7	0	20	20	7	0	20	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	2461	432	37	2498	2459	433	39	2498	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							
7	377	74	11	462	375	74	11	460	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
8	396	71	7	474	396	72	7	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								
J.H.S. Total	773	145	18	936	771	146	18	935	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	413	71	12	496	408	71	12	491	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	397	75	7	479	392	74	7	473	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	420	106	4	530	419	107	4	530	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	381	100	7	488	379	100	7	486	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	1611	352	30	1993	1598	352	30	1980	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	2384	497	48	2929	2369	498	48	2915	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	45	9	0	54	45	9	0	54	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	2429	506	48	2983	2414	507	48	2969	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	2461	432	37	2498	2459	433	39	2498	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	2429	506	48	2983	2414	507	48	2969	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	4890	506	85	5481	4873	507	87	5467	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							

All Principals (2)

C. Bates

D. Aicardi

S. Mills

Distribution:

In D. = In District

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

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

Students other than Choice counted under column C:

Staff Students -

Tuition In Students -

Sped Tuition in Students

6.6

Actual
Acton Public Schools
2012 - 2013
October 1, 2012

Grade YO	Conant			Douglas			Gates			McCarthy-Towne					Merriam					Total	#Sec.	Avg. Size		
	Rm	CAD	CB	CC	2#	Total	DAD	DBD	DC	1#	Total	GAD	GB	1#	Total	TAD	TB	TC	112#				MAD	MB
K-25		22	18	18	58	20	20	21	61	19	20	39	21	18	18	57	20	19	19	58	273	14	19.5	
	Rm	3	4	5	3	4	5	1	3	8	3#	113	311	312	111#	224	234	323	3#	8#				
Gr. 1-2		22	22	21	65	22	21	21	64	21	22	21	64	22	22	20	64	21	22	20	63	320	15	21.3
	Rm	5	7	8	6	7	8	10	5	6	2#	114	301	302	133	135	231	334	4#	8#				
Gr. 2-2		22	21	23	66	22	22	23	67	20	23	22	65	23	23	22	68	23	22	23	90	356	16	22.3
	Rm	10	17	9	1#	9	10	11	2#	17	7	9	1#	212	213	314	233	321	322	332	1#	8#		
Gr. 3-2		25	24	25	74	25	24	25	74	25	25	25	75	24	24	25	73	24	23	24	94	390	16	24.4
	Rm	18	19	20	12	13	14	18	19	20	1#	115	210	310	21	23	73	230	330	331	1#	2#		
Gr. 4-2		23	24	23	70	23	25	24	72	24	24	23	71	25	23	23	71	25	23	24	72	356	15	23.7
	Rm	14	15	16	19	20	21	14	15	16	211	303	313	211#	223	235	335	1#	2#					
Gr. 5-2		24	24	24	72	24	24	24	72	24	24	22	70	23	24	23	70	23	24	25	72	356	15	23.7
	Rm	11	12	13	15	16	17	11	12	13	1#	112	214	215	232	324	333	4#	5#					
Gr. 6-1		26	26	27	79	26	23	26	75	26	25	26	77	26	26	26	78	26	26	26	78	387	15	25.8
	Total Staff	3#			3#			8#			10#			15#			39#							
Total Range	21 Sec Averag	23.0	484	21 Sec Averag	23.1	485	20 Sec Averag	23.1	461	21 Sec Averag	22.9	481	23 Sec Averag	22.9	527	2438	106	23.0						
	18	27	20	26	19	26	19	26	18	26	19	26	19	26	18	27								

000000October 1, 2012
Column C Breakdown

Grade	Staff Free	Choice	Tuition In	Sped Tuition	Total
K	6	0	0	0	6
1	8	0	0	0	8
2	8	0	0	0	8
3	8	0	0	0	8
4	2	0	0	0	2
5	2	0	0	0	2
6	5	0	0	0	5
APS Total	39	0	0	0	39
Out District	0	0	0	0	0
Total	39	0	0	0	39
7	5	6	0	0	11
8	2	5	0	0	7
Sub Total	7	11	0	0	18
9	0	12	0	0	12
10	0	7	0	0	7
11	0	3	0	1	4
12	0	6	0	1	7
UG	0	0	0	0	0
Sub Total	0	28	0	2	30
Out District	0	0	0	0	0
Region Total	7	39	0	2	48
					0
Grand Total	46	39	0	2	87

Acton Public School and Blanchard School K-6

October 1, 2012

Grade	Acton	*Non - Resident s Acton	Acton SchoolsTot al	Boxborough	*Non - Residents Boxborough	Boxborough SchoolsTota l
K	267	6	273	43	0	43
1	312	8	320	52	7	59
2	348	8	356	51	3	54
3	382	8	390	53	0	53
4	354	2	356	63	2	65
5	354	2	356	65	5	70
6	382	5	387	72	3	75
Ungraded	0	0	0	0	0	0
Post-Grads	0	0	0	0	0	0
Sped Out of District	20	0	20	7	0	7
Other	0	0	0	0	0	0
Total	2419	39	2458	406	20	426
Acton Enrollment	2419					
Boxborough Enrollment	406					
Total Acton /Boxborough	2825					
Acton %	85.63%					
Boxborough %	14.37%					
Total Percentage	100.00%					
Acton Preschool	40					
Boxborough Preschool	7					

*Non-Residents include Staff Children & School Choice

Acton-Boxborough Regional School District

October 1, 2012

Grade	Acton	Boxborough	*Non-Residents	Total
7	375	74	11	460
8	396	72	7	475
9	408	71	12	491
10	392	74	7	473
11	419	107	4	530
12	379	100	7	486
Ungraded	0	0	0	0
Post-Grads	0	0	0	0
Sped Out of District	45	9	0	54
Other	0	0	0	0
Total	2414	507	48	2969
Acton Enrollment	2414			
Boxborough Enrollment	507			
Total Acton /Boxboroug	2921			
Acton %	82.64%			
Boxborough %	17.36%			
Total Percentage	100.00%			

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

Three Year Comparison

Year -->	2010	2011	2012	Total of 3 Yrs	Avg. of 3 Yrs
Acton Enrollment	2381	2391	2414	7186	2395.33
Boxborough Enrollment	576	536	507	1619	539.67
Total	2957	2927	2921	8805	2935.00
Acton %	80.52%	81.69%	82.64%	81.61%	81.61%
Boxborough %	19.48%	18.31%	17.36%	18.39%	18.39%
Total	100.00%	100.00%	100.00%	100.00%	100.00%

000000October 1, 2012
Comparison of Enrollment Projections

	ALL STUDENTS*	ASHTON'S	NESDEC	ONLY A & A/B
Levels	Actual	Projection	Projection	PS & A/B ACTUAL
K	273	280	276	267
1	320	315	295	312
2	356	349	313	348
3	390	365	304	382
4	356	359	313	354
5	356	356	328	354
6	387	373	346	382
A.P.S. Total	2438	2397	2175	2399
7	460	444	420	449
8	475	469	438	468
J.H.S. Total	935	913	858	917
9	491	477	435	479
10	473	464	421	466
11	530	520	440	526
12	486	482	430	479
H.S. Total	1980	1943	1726	1950
Reg. Total	2915	2856	2584	2867
Grand Total	5353	5253	4759	5266

*Includes Choice, staff students and tuitioned in students

000000Count Comparison 2011-2012

Levels	Oct. 1, 2010					Oct. 1, 2011					Oct. 1, 2012					Difference				
	A	B(I)	C	Tot		A	B(I)	C	Tot		A	B(I)	C	Tot		A	B(I)	C	Total	
K	320	49	8	328		294	59	7	301		267	43	6	273		-27	-16	-1	-28	
1	347	55	6	353		333	53	8	341		312	59	8	320		-21	6	0	-21	
2	342	68	2	344		354	54	7	361		348	54	8	356		-6	0	1	-5	
3	344	68	2	346		351	68	2	353		382	53	8	390		31	-15	6	37	
4	369	71	5	374		351	66	2	353		354	65	2	356		3	-1	0	3	
5	360	60	4	364		369	75	5	374		354	70	2	356		-15	-5	-3	-18	
6	394	75	1	395		361	84	4	365		382	75	5	387		21	-9	1	22	
K-6 Ungr.	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0	0	
In D. Pre-sch.	41	7	0	41		38	8	0	38		37	5	0	37		-1	-3	0	-1	
O.D. Pre-sch.	5	3	0	5		2	3	0	2		3	2	0	3		1	-1	0	1	
O.D. SPED K-6	13	4	0	13		13	4	0	13		20	7	0	20		7	3	0	7	
A.P.S. Total	2535	495	28	2563		2466	474	35	2501		2459	433	39	2498		-7	-41	4	-3	
7	395	69	9	473		391	71	7	469		375	74	11	460		-16	3	4	-9	
8	401	75	5	481		408	71	9	488		396	72	7	475		-12	1	-2	-13	
J.H.S. Total	796	144	14	954		799	142	16	957		771	146	18	935		-28	4	2	-22	
9	402	108	4	514		385	78	8	471		408	71	12	491		23	-7	4	20	
10	390	101	6	497		415	109	3	527		392	74	7	473		-23	-35	4	-54	
11	370	97	8	475		387	99	7	493		419	107	4	530		32	8	-3	37	
12	381	115	12	508		361	96	7	464		379	100	7	486		18	4	0	22	
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	1543	421	30	1994		1548	382	25	1955		1598	352	30	1980		50	-30	5	25	
Total JHS & HS	2339	565	44	2948		2347	524	41	2912		2369	498	48	2915		22	-26	7	3	
O.D. SPED 7-12	42	11	0	53		44	12	0	56		45	9	0	54		1	-3	0	-2	
Reg. Total	2381	576	44	3001		2391	536	41	2968		2414	507	48	2969		23	-29	7	1	
A.P.S. Total	2535	495	28	2563		2466	474	35	2501		2459	433	39	2498		-7	-41	4	-3	
Reg. Total	2381	576	44	3001		2391	536	41	2968		2414	507	48	2969		23	-29	7	1	
Grand Total	4916	576	72	5564		4857	536	76	5469		4873	507	87	5467		16	-29	11	-2	

Enrollment by Race

October 1, 2012

School	Low Income	Asian/Pacific Islander			African-American			Hispanic			American Indian			Minority			Percent Asian	Total
		Islander	American	Pacific	American	African-		Caucasian	Hispanic		Indian	Minority	Minority	Minority	Asian			
Conant	11	274	6		6	197		7		0		287		59.30%		56.61%	484	
Douglas	21	137	6		6	336		6		0		149		30.72%		28.25%	485	
Gates	14	177	10		10	266		5		3		195		42.30%		38.39%	461	
McCarthy-Towne	20	72	19		19	359		28		3		122		25.36%		14.97%	481	
Merriam	16	136	10		10	366		11		4		161		30.55%		25.81%	527	
Total	82	796	51		51	1524		58		10		915		37.53%		32.65%	2438	
% of Total APS	3.36%	32.65%	2.09%		2.09%	62.51%		2.38%		0.41%		37.53%						
JHS	46	249	17		17	646		22		1		289		30.91%		26.63%	935	
SHS	71	475	23		23	1425		55		2		555		28.03%		23.99%	1980	
Total	117	724	40		40	2071		77		3		844		28.95%		24.84%	2915	
% of Total A/B	4.01%	24.84%	1.37%		1.37%	71.05%		2.64%		0.10%		28.95%						
Grand Total	199	1520	91		91	3595		135		13		1759		32.86%		28.40%	5353	
% of Grand Total	3.72%	28.40%	1.70%		1.70%	67.16%		2.52%		0.24%		32.86%						

000000Minuteman School of Applied Arts and Sciences
October 1, 2012

GRADE	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	10/11	10/12
9	7	4	7	7	8	12	8	9	12	6	11	3	8	7	2	7	10	3
10	4	4	4	11	8	10	8	6	11	11	8	11	4	6	9	2	7	10
11	1	4	3	3	7	11	9	6	7	9	9	10	10	2	7	9	1	5
12	9	2	3	2	3	8	8	13	6	6	9	9	9	9	1	5	7	0
PG	17	7	7	4	7	6	9	4	2	2	0	4	1	4	3	0	0	0
ACTON																		
TOTAL	38	21	24	27	33	47	42	38	38	34	37	37	32	28	22	23	25	18
9	0	1	3	2	1	2	3	1	5	4	2	3	2	6	1	2	0	3
10	2	0	1	2	2	1	4	2	2	6	4	2	3	2	7	1	1	0
11	2	2	0	1	2	1	1	2	2	1	4	4	2	3	2	7	1	1
12	3	2	2	0	0	2	2	1	2	2	1	3	4	2	4	2	5	1
PG	1	1	3	0	3	0	0	2	3	1	3	0	0	0	0	0	0	0
BOXBOROUGH																		
TOTAL	8	6	9	5	8	6	10	8	14	14	14	12	11	13	14	12	7	5
GRAND																		
TOTAL	46	27	33	32	41	53	52	46	52	48	51	49	43	41	36	35	32	23

6.7

Conant School PTO
80 Taylor Road
Acton, MA 01720



October 12, 2012

To:
Dr. Stephen Mills
Superintendent
Acton Public Schools
16 Charter Road
Acton, MA 01720

Dear Dr. Mills,

On behalf of the Luther Conant Elementary School PTO, please accept this gift of \$18,738 to the district for the funding of teaching assistants for the 2012-13 school year. Please combine this gift with \$6262 of unused PTO funds from the 2011-12 school year for a total gift of \$25,000.

The PTO is thankful to the many Conant families and the greater Acton community for their support in raising these funds.

Sincerely,

A handwritten signature in cursive script that reads "Ranjini Reddy". The signature is written in dark ink and is positioned above the printed name and title.

Ranjini Reddy
President, Conant PTO



CT DOUGLAS PTO



6.8

21 Elm Street
Acton, MA 01720

CT Douglas School Phone: 978-266-2560

September 12, 2012

Dr. Stephen Mills
Superintendent
Acton Public Schools
Charter Road
Acton, MA 01720

Dear Dr. Mills,

On behalf of the C.T. Douglas School PTO, we would like to thank you for all the support you have given during the past year.

In June 2012, the Douglas PTO approved our budget for the 2012-2013 school year. As in the past, our main focus is on direct services to the children. This year over 65% of our basic budget will be used to fund classroom support/assistants, technology staff, library staff, and a new writing coach. This budget reflects the PTO's commitment to not only maintain, but increase the level of staff support, including spending \$10,000 on the new coach, an investment made possible thanks to the \$20,000 the Acton School District gave us to help fund assistants.

We would like to present our PTO gift to the C.T. Douglas School for the 2012-2013 school year of \$40,098.93 to fund the staff listed above.

This gift represents funds for expenses that are reimbursed to Central Office for actual hours worked or products purchased and we understand if the funds are not used in their entirety a credit will be issued for use in a subsequent year.

The funds support expenses that we would not be able to continue without the generosity of our parents and the community. We do not take this generosity lightly; given current economic conditions, we feel that our budget is a realistic expectation for the coming year.

Thank you for reviewing this budget for approval for the coming year.

Sincerely,

Martha Papalia and Eileen Matarese
Douglas PTO Co-Chairs, 2011-2012

Cc: Dr. Chris Whitbeck; Sharon Armistead; Corinne Hogseth, PTO Treasurer



Paul R. Gates M.D. School

75 Spruce St. Acton MA 01720 Phone: 978-266-2570 Fax: 978-266-2573 Email: lnewman@mail.ab.mec.edu
Lynne Newman, *Principal*

September 6, 2012

Stephen E. Mills, Ed.D.
Superintendent of Schools
Acton Public Schools
16 Charter Road
Acton, MA 01720

Dear Dr. Mills,

I would like to request acceptance of the gift of money from the Gates School PTO in the amount of \$19,686. When combined with the existing balance of \$7350 in the Gates PTO Account, the balance should be \$27,218. This total amount has been designated for Classroom Assistants, including Computer and Media assistants, for the 2012 - 2013 school year.

I hope you will present this request for acceptance of this year's Gates PTO gift of \$27,218 to the Acton Public School Committee at their next regularly scheduled meeting.

Sincerely,

Lynne Newman
Principal
Gates Elementary School
Acton, MA 01720

McCarthy-Towne School

Eleven Charter Road, Acton, MA 01720

Telephone: 978-264-3377, FAX: 978-264-4098

Email: dkrane@mail.ab.mec.edu

Dr. Stephen Mills
Superintendent of Schools
16 Charter Road
Acton Public Schools
Acton, MA 01720

October 12, 2012

Dear Dr. Mills,

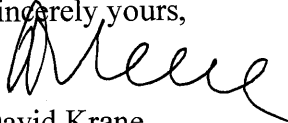
The McCarthy-Towne School PTSO has presented the school with a \$77,000 gift to be used for our Contracted Services programs and Classroom and Reading Assistants.

The money will be divided among the following programs:

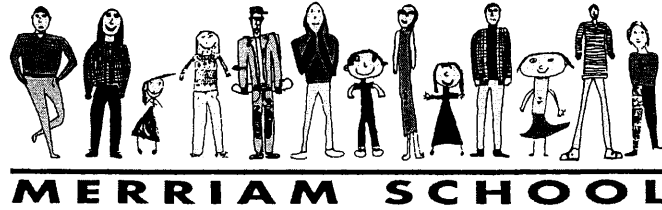
Classroom and Reading Assistants	\$36,450.
Art Integration Specialist	\$21,536.
Media Assistant (additional hours)	\$ 4,162.
Parent Involvement Coordinator	\$14,852.

Please present this gift to the School Committee for their approval at the next School Committee meeting. Thank you.

Sincerely yours,



David Krane
Principal
McCarthy-Towne School



11 Charter Road, Acton, MA 01720 (978) 264-4700, Ext. 3751

To: Dr. Stephen Mills
From: Ed Kaufman, Merriam Principal
Lisa Sippy, PTO Treasurer
Date: October 11, 2012
Subject: Payment for Assistant Salaries

The Merriam PTO would like to request that the School Committee accept this gift of \$90,000 to cover our contribution to fund salaries for classroom assistants (grades 1-6) for eighteen hours per week from September 2012 – June 2013.

To: Liza Huber
From: Carol Huebner

Re: Gift to the School District

Date: May 30, 2012

Liza, as you know Debbie Bennett is retiring this year following a thirty three year career with the Acton Public Schools. Debbie first worked at the Conant School, beginning in September 1979. She was one of the original five staff who began the APS Preschool back in September 1994 serving as the first speech/language specialist. Since September 1999 she has been a lead teacher here at the preschool.

In recognition of her work with the children and families of the APS Preschool parents and staff have purchased a beautiful lawn statue (cost \$550). Their wish is for this statue, depicting three preschool age children happily sliding down a slide, to be given to the Administration Building in Debbie's honor. The dedication on the statue will read:

With great appreciation for your
33 years of dedication to the children and families of the

Acton Public Schools

Debbie Bennett

September 1979 to June 2012

Speaking with one voice, speaking from our hearts

**MONTHLY REPORTING OF
ELL STUDENT POPULATION**

Acton Public Schools

October 1, 2012

Category	Total as of 9/1/2012	Additions	Subtractions	Total as of 10/1/2012
Conant	39	0	0	39
Douglas	23	0	0	23
Gates	13	0	0	13
McCarthy-Towne	29	0	0	29
Merriam	24	0	0	24
APS TOTAL	128	0	0	128



FAMILY NIGHT

English Learner Education (ELE)

Thursday, October 11, 2012

We cordially invite you to join the Acton Public Schools and Acton-Boxborough Regional School District for an ELE Family Night.

Come and meet your child's ELE teacher, connect with the schools and other parents, and learn more about your town and its resources.

This special night will offer useful information about the schools, academics, after school programs, community outreach programs, an adult ESL program, and other resources.

**Where: R.J. Grey Junior High School Library
Front Entrance**

Time: 7:00pm-8:30pm



For transportation, call Pat Garrison, 978-264-4700 x3476



Childcare provided by high school students



Interpreters will be available

Yes, I / we will attend the ELL Family Night _____

Yes, I / we will need babysitting for my child / children at the school during the meeting. _____

Yes, I / we will need an interpreter at the meeting. _____

Child's Name: _____

Parent/Guardian Signature: _____

A Collaboration of Early Childhood Educators
from the towns of Acton, Bedford, Boxborough, Carlisle, Concord, Hanscom AFB,
Harvard/Devens, Lincoln, Littleton, Maynard, Sudbury and Stow

presents

What Have We Done to Childhood?

.... A free talk for parents of children ages 3-12 ...

- Why unleashing the instinct to play will make our children happier, more self-reliant, more socially resistant to bullying behaviors, and better prepared for life.

Dr. Gray will present evidence from the research that children's playfulness and curiosity are powerful vehicles for education if allowed to function effectively. He will explain their roles in children's intellectual, social, moral, emotional, and physical development.

By Dr. Peter Gray, Professor Emeritis

Boston College, Dept. of Psychology

Thursday November 8 at 7:00 p.m.

at Kerem Shalom - 659 Elm Street in Concord
Near the Route 2 Rotary and the Papa Razzi Restaurant
and across from the gas station



This program has been made possible by a generous gift from an anonymous donor and a grant from the Acton Public Schools.
Sponsors include: First Connections, the Center for Parents and Teachers, the Acton/ Boxborough/ Harvard/ Littleton Early Childhood Council,
the Concord Area Preschool Association and the Concord Children's Center.