

**Acton Public
School Committee Meeting**

June 21, 2012

7:00 p.m.

**at the
R.J. Grey Junior High Library**

ACTON PUBLIC SCHOOL COMMITTEE MEETING

Library
R.J. Grey Junior High School

June 21, 2012
7:00 p.m.

AGENDA

- 1.0 CALL TO ORDER
- 2.0 CHAIRPERSON'S INTRODUCTION
- 3.0 STATEMENT OF WARRANT
- 4.0 APPROVAL OF MINUTES
 - 4.1 APS SC May 17, 2012
- 5.0 PUBLIC PARTICIPATION
- 6.0 APS SCHOOL COMMITTEE BUSINESS
 - 6.1 Math Curriculum Update – *Jean Oviatt-Rothman*
 - 6.2 Special Education Parent Advisory Council (SpED PAC) Presentation – *Nancy Sherburne, Bill Guthlein*
 - 6.3 Acton Health Insurance Trust Report – *Kim McOsker (oral)*
 - 6.4 FY12 and FY13 Budget – *Steve Mills, Don Aicardi*
 - 6.4.1 ALG Report – *Xuan Kong (oral)*
 - 6.4.2 Acton BOS/Finance Committee Reports – *Xuan Kong (oral)*
 - 6.4.3 APS FY12 Year End Review and Expenditure Initiative
 - 6.4.4 APS FY13 Budget: Non-resident Tuition Rates – **VOTE** – *Steve Mills*
 - 6.5 Recommendation to Accept Gift from All Day Kindergarten Program to APS – **VOTE** – *Steve Mills*
- 7.0 FOR YOUR INFORMATION
 - 7.1 Pupil Services
 - 7.1.1 ELL Student Enrollment Reports – June 1
 - 7.1.2 Memo re ELL Trends – *Liza Huber*
 - 7.2 Monthly APS Financial Reports
 - 7.3 Student Enrollment Numbers/Class Size Info – June 1
 - 7.4 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>
- 8.0 NEXT MEETINGS:
 - June 28, 6:00 p.m. JT/AB/APS SC workshop at Blanchard School Library, Boxborough
 - August 1 (Wednesday), 7:30 p.m. JT/AB/APS SC meeting at RJGJHS Library
- 9.0 ADJOURN

**ACTON PUBLIC SCHOOL COMMITTEE MEETING
Draft Minutes**

**Cafetorium
Conant School**

**May 17, 2012
7:00 p.m.**

<i>Members Present:</i>	Dennis Bruce (7:20), Michael Coppolino, Xuan Kong, Kim McOsker, Paul Murphy, Deanne O'Sullivan
<i>Members Absent:</i>	none
<i>Others:</i>	Marie Altieri, Deborah Bookis, Liza Huber, Steve Mills, Beth Petr

The Acton Public School Committee was called to order at 7:04 p.m. by Chairperson, Kim McOsker.

CHAIRPERSON'S INTRODUCTION

Kim McOsker and the Committee thanked Michael Coppolino, FY12 APS School Committee Chairman.

STATEMENT OF WARRANT - none

APPROVAL OF MINUTES

The minutes of the April 3, 2012 and March 15, 2012 APS School Committee meetings were approved as written. Deanne O'Sullivan abstained from both votes because she was not on the School Committee at the time of the meetings.

PUBLIC PARTICIPATION - none

EDUCATION REPORT

Damian Sugrue, Principal of the Conant School presented on the numerous community service activities completed by his students and staff over the past school year. Conant's motto is, "The Whole Child is the Whole Idea." emphasizing that in addition to strong academics, teaching children to be good citizens is also important and provides many teachable moments.

APS SCHOOL COMMITTEE BUSINESS

7.1 Kindergarten Registration and Lottery Update

Dr. Mills and his staff take responsibility for making decisions about the number of sections based on enrollment. He knew it would be difficult for some people to agree with going from 15 to 14 Kindergarten sections last month. Marie Altieri reported that currently 269 students are enrolled for kindergarten. With 14 sections that translates to an average class size of 19.2 students. It is expected that 14 kindergarten sections will be appropriate for the next several years.

When asked about available space in our schools, Marie reported that almost every classroom in every school every year is in use. There is one room available at Merriam. Douglas and Conant each have modulars. Gates is the school with the least available space at this time. Gates Principal, Lynne Newman, stated that her school is excited about this opportunity to give space to art and music. Her staff considers it an excellent potential for collaboration.

Marie reported that in the past, demand for All Day Kindergarten has been 50% and only 30% could be accommodated. This year demand is at 60%. Douglas Principal, Chris Whitbeck spoke about the decision to add a second all day Kindergarten at Douglas. A one year half day Kindergarten teacher will be hired. The two Douglas Kindergarten teachers will do the two all day sections.

Xuan Kong asked that if this kind of decision is made again, a significant change involving families' school choice after they have registered, it be better communicated to the public. Marie Altieri stated that the Administration always appreciates constructive criticism. She explained that the District had 10 days to react, including vacation week, and that all Gates families who registered for kindergarten were mailed information.

Xuan asked about future plans including what would happen if the District decides to add another all day kindergarten next year (September 2013). Marie stated that while many people would like to see universal all day Kindergarten as a goal, it costs money and requires space. A no cost alternative half day program must be offered. While it would be helpful to set the expectation ahead of time, Marie said that this decision would depend greatly on the demand by families who are registering. The \$4500 cost for all day K is relatively high compared to other communities', but compared to the cost of child care it is low.

7.2 APS School Lunch Increase

Marie Altieri reported that is a formula-based federal requirement, similar to what was done at the Region. For next year, APSD has to increase lunch prices from the current \$2.35 to at least \$2.45 and eventually to \$2.50. Kirsten Nelson reported that there has been concern about the decreasing fund balance at APS Food Service account for the past few years.

Paul Murphy asked if last year's price increase caused a drop in children buying lunch. Marie responded that a percentage drop always occurs when prices go up. With the new electronic system it is hard to know yet to what extent this will happen. Kirsten feels that Food Service has gotten ahead of the curve with the new requirements (offering more whole grains, fruit and vegetables) although these products cost more and some kids don't like it as much so they may not buy it.

Xuan Kong advocated for a 10 cent increase instead of 15 cent because increasing too much could cause a bigger drop in sales. He suggested that the Administration could come up with ideas for how to absorb some of the health care costs in the account and consider other ways to address the fund balance concern. Kirsten responded that even though \$30,000 was spent on the Point of Sale system this year, a new oven costs \$3500 and each year large unexpected expenses, usually involving equipment, occur. She agreed that moving the health insurance would help the fund balance. Marie stated that this would be looked at seriously and reiterated that capital expenses occur consistently every year in Food Services.

Deanne O'Sullivan asked what happens next year if lunch prices are raised to \$2.50. Marie said that the District would be in compliance with the government, but could raise it for other reasons if desired.

Paul Murphy moved, Mike Coppolino seconded and it was,

VOTED: to accept the recommendation to increase the APS lunch prices by \$.15 to \$2.50 effective 8/27/12

(Yes: Bruce, Coppolino, McOsker, Murphy, O'Sullivan No: Kong)

7.3 Policy Revision - Assignment of Students from other Schools, File: JCAC

Paul Murphy read the proposed policy for a First Reading. No comments.

7.4 Boxborough Town Meeting - Update on Regionalization

The Regionalization article was approved, which was very significant. The Study Committee was applauded for all their hard work. Governance and how the new School Committee will look will be the tough issues to work out. The Study Committee (RSDSC), a subcommittee of the AB Regional School Committee, would like input from the School Committees (APS and Boxborough), Finance Committees and Boards of Selectmen from both towns to identify the important issues to address and the process to use. Xuan asked these groups to consider that membership of the RSDSC may need to be adjusted now. They will be asked for input on this. Xuan stated that the two towns need to decide about this membership, not solely the Regional School Committee, at this point in the process.

7.5 Acton Health Insurance Trust Report

Kim McOsker reported that the next meeting is May 24.

7.6 FY'13 Budget

7.6.1 ALG Report – Xuan Kong reported that ALG has not met recently but asked the Committee to think about how OPEB should be funded and how the APSC will work with the Finance Committee's long range financial model. The Committee made a commitment to do this over the summer when it came up during the budget sessions. This will be a summer workshop agenda item.

7.6.2 Acton BOS/Finance Committee Reports – Xuan reported that Pam Harting Barratt is the new Acton Board of Selectmen chairperson.

7.7 FY'12 Budget, 3rd Quarter Report

Don Aicardi was at a Massachusetts Association of School Business Officers (MASBO) meeting so Dr. Mills presented the budget. Health Insurance, Circuit Breaker and utilities are the biggest budget items right now. Don is projecting that the APSD is ending the third quarter of FY12 with a \$336,421 year end fund balance. The FY12 Budget was not underwritten with any ARRA, SFSF or Ed Jobs grants funds. SPED tuition was prepaid from FY12 to FY11 in the amount of \$128,000.

Dr. Mills stated that the Administration would like to invest in a few small items for next year with year end surplus funds. These include: Conant School basketball court/parking lot expansion (\$40,000), Gates School abatement/floor replacement, and Parker-Damon building storage space increased (\$18,000) and balcony improvements (\$15,000). Although no vote is required to transfer these funds, the School Committee has asked to review any significant year end spending proposals.

FOR YOUR INFORMATION

8.1 ELL Student Enrollment Reports

Mike Coppolino asked for a year to year report on this, instead of monthly to provide a better picture.

8.3 Student Enrollment Numbers/Class Size Info – May 1

Xuan Kong asked for Integrated Preschool enrollment numbers for the next meeting. The Committee would like to know the trend. Siting Liza's connections with the early intervention agencies, Mike Coppolino asked her to give the Committee a heads up on the children coming up. Liza stated that their usual planning for 14 – 18 students has worked very well with minimal fluctuations. This year's 8 extra students and Concord's 21 extra students was highly unusual.

NEXT MEETINGS:

June 7, 7:00 p.m. JT/AB SC meeting at RJGJHS Library

June 21, 7:00 p.m. APS SC meeting at RJGJHS Library

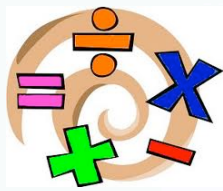
Thurs, June 28 at 6:00 p.m. in Blanchard School Library JT Workshop

Wednesday, August 1 at 7:00 in JH Library, JT SC Business meeting

The meeting was adjourned at 8:43 p.m.

Respectfully submitted,
Beth Petr

List of documents used: see agenda



Impact of APS K-6 Math Specialist/Coach and Math Assistants

Jean Oviatt-Rothman
K-6 Math Specialist/Coach

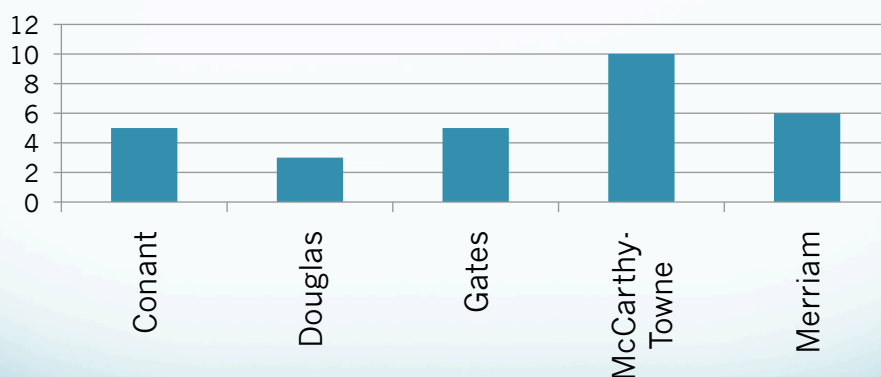


Math Specialist/Coach

Goal: Improve Math Instruction

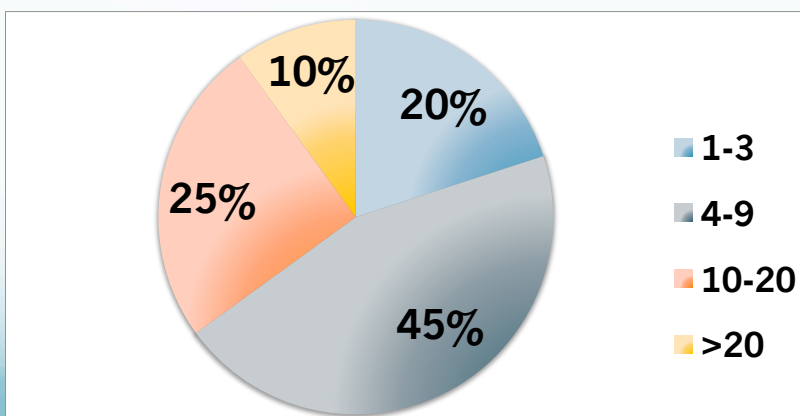
- Coaching teachers
- Assessing struggling students and strategizing with staff to meet student needs
- Training and jointly supervising math assistants with principals
- Leading professional learning workshops and grade level meetings for teachers
- Collaborating with APS special educators
- Coordinating with math leaders from ABRSD

Number of Teachers Coached 2011-2012

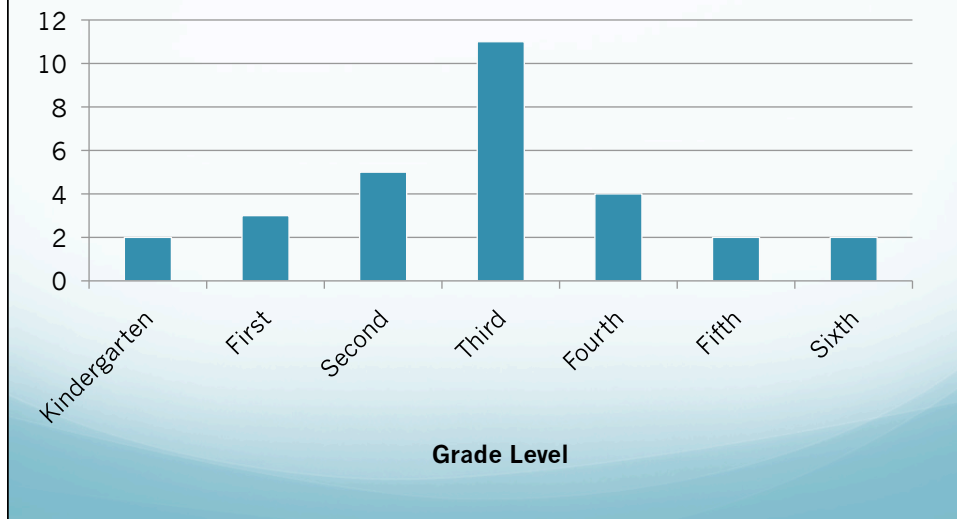


29 Teachers Total
27.6% of all Classroom Teachers

Years of Experience for Teachers Coached 2011-2012 (Mean = 10.2 years experience)



Teachers Coached per Grade 2011-2012



Assessing Struggling Students and Strategizing to Meet Needs

- New to Acton/Massachusetts – instructional gaps or inconsistencies
- New to United States – instructional gaps and/or English language challenges
- Lack of background experience
- Learning difficulties (in process of Special Education evaluations and/or did not qualify for Special Education services)

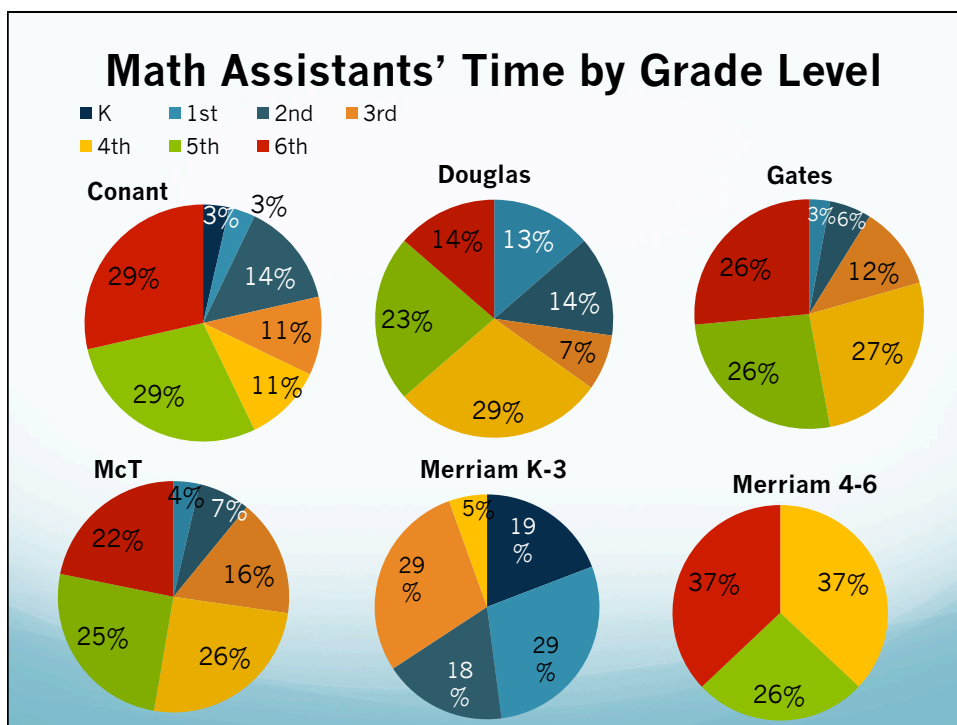
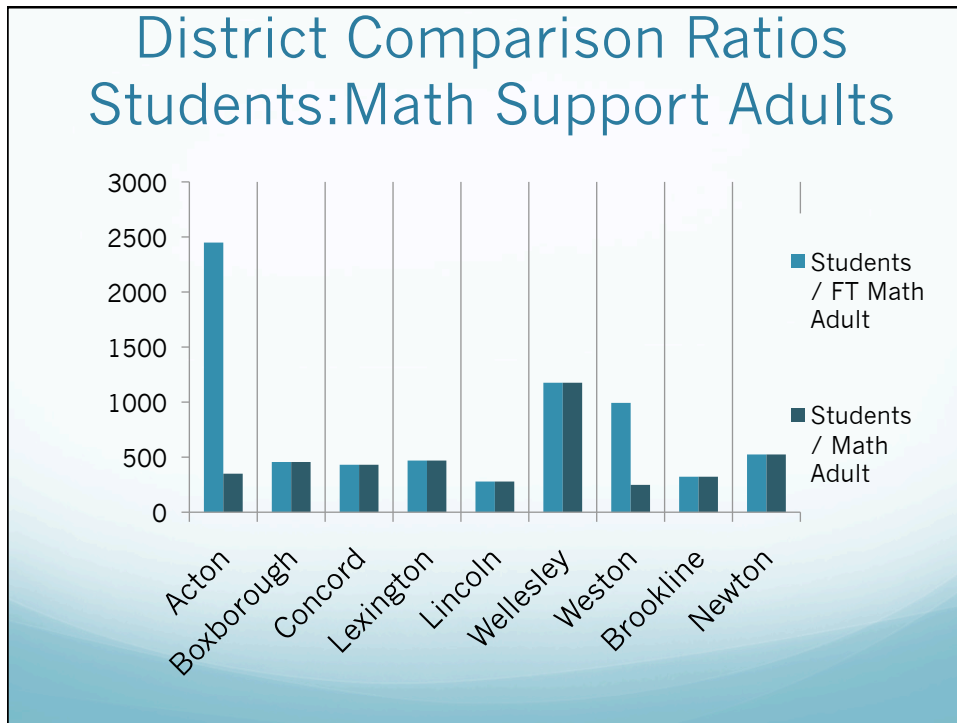
Math Assistants

- Part Time, 19 hours/ week
- All licensed teachers
- Most have advanced degrees



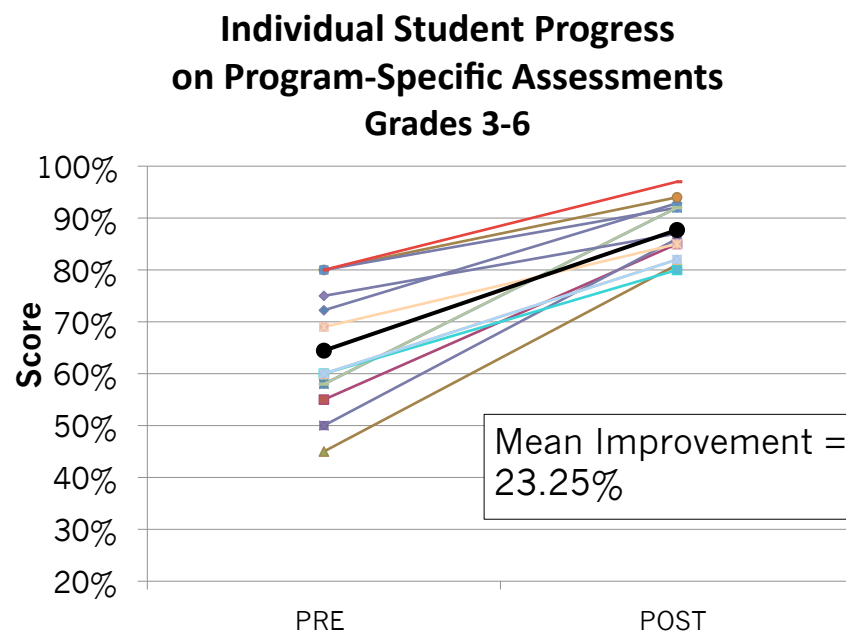
Math Assistants' Roles and Responsibilities

- Work with small groups or individual students
- Target instruction to meet students' needs
- Assist teachers with math lessons (facilitate small groups and centers)
- Work with students in various settings, depending on students' and teacher's needs
- Share effective instructional strategies and resources with teachers



	Estimated Weekly Number of Students					
	Conant	Douglas	Gates	McT	Merriam K-3	Merriam 4-6
K	*				13*	
1st	10	10	5	6	22*	
2nd	8	12	2	12	7*	
3rd	12	8	7	13*	11*	
4th	15	8	12	16	1	10*
5th	20	10	12	22		10*
6th	30*	9	12	*		15*
TOTAL	95	57	50	69	53	35

* Work with entire class(es) in small group rotations or general support.



Student Progress Examples: Grade 2												
Assessing Math Concepts: Summary of Instructional Needs (I-, I, P-, P, A)												
#7 - Ten Frames												
One Ten and Some More												
Name	Date	1. Addition Using Ten Frames						2. Subtraction Using Ten Frames				
		Model	Mental	Model	Model	Mental	Mental	Model	Mental	Model	Model	Mental
		10+8	6+10	8+6	7+5	8+7	18+7	17-7	14-10	15-7	14-9	13-6
1) Student A	10/14/11	I	A	I	I-			A	I	I	I	
	1/13/12			A	A	I				P	I	
2) Student B	10/4/11	I	I	I	I			A	P	I	I	
	1/13/12			A	A			A	A	I	P	
3) Student C	10/4/11			A	A	I	I	A	A	I	I	
	1/13/12							A	A	I	P	
4) Student D	10/4/11	A	A	I	I	A	I			P	P	I
	1/13/12			A	A	I						

SCOTT FORESMAN-ADDISON WESLEY ASSESSMENTS										
UNIT #	1	2	3	4	5	6	8	10	11	
STUDENT										
Student A	93	82	89	83	96		100	89	65	
Student B	100	76	71	83	93	96	89	100	88	
Student C	100	100	96	97	100	100	95	82	76	
Student D	100	93	82	93	100	89		89	76	

Professional Learning Workshops and Grade Level Meetings

- [September-March:](#) Kathy Richardson's Assessing Math Concepts Training for Teachers and Math Assistants [10 participants]
- [November:](#) Book Group on Teaching Math through Multiple Intelligences [13 participants]
- [January-April:](#) Grade Level Meetings around new standards [14 meetings, all K-6 classroom teachers]
- [February:](#) Guided Math Author Visit and Presentation [30 participants]
- [April-June:](#) Math Content Workshops [13 participants]

Collaborating at the District Level

- Linking APS and ABRSD through regular meetings with Jr. High and High School Math Leaders
- Coordinating with Ed. Tech Department
- Meeting with APS Special Education Coordinator

Next Steps

- Continue teacher support around new MA Mathematics Frameworks implementation (Coaching and Professional Learning opportunities)
- Parent education around new frameworks and best ways to support math instruction
- Increased collaboration with specialists (PE, Music, Art, ELL)

Thank you!

**Acton Public Schools Mathematics
2011-2012**

MEMO

To: Dr. Stephen Mills
From: Ali Ganss, Kindergarten Teacher, Conant
CC: Deborah Bookis
Date: May 31, 2012
Subject: Reflection on the Math Coaching Experience

I could not be happier with my decision to take advantage of Jean Oviatt-Rothman's service of Math Coaching this past school year. The sessions that I spent with Jean have helped me to better understand how to accurately administer Kathy Richardson's Assessing Math Concepts (AMC) math assessments at the Kindergarten level and how to then help my students in areas of the assessments in which they needed more practice.

Having returned to teaching in fall 2010 from being on child-rearing leave for three years from my Kindergarten position at Conant, I soon found that I was returning to many new and exciting developments in the district and also specifically at Conant: laptops for each teacher, as well as a new math program, Investigations, a new phonics program, and the new AMC math assessment program, all to be learned by the start of the new school year. I soon discovered that all of these changes were very positive, and this excited me very much. However, trying to grasp the many changes at once was challenging and took time. With the help of Deb Bookis over the summer and my Conant Kindergarten colleagues that fall, I was introduced to the assessments and was shown how to administer two of the three that we were expected to administer. I hoped, after assessing my students that fall and winter, that I had done so accurately, but I felt uncertain as to whether I fully understood the scoring and the many other valuable components of the assessment program.

When we Kindergarten teachers were told this 2011-2012 school year that we would be administering the AMC assessments on our laptops or ipads, I wanted to be absolutely sure that I fully understood how to do so accurately. I contacted Jean in the fall to see if she could help me to get started with the first assessment from my laptop, which she very willingly did. Jean watched as I administered a few assessments to students of varying ability levels, and as she did, both she and I discovered that I did, indeed, need clarification of certain subtleties between viable options for students' responses. Once Jean explained to me how to better score students' responses, I quickly caught on and found that the assessments were an extremely helpful tool for determining students' strategies when counting and problem solving and for determining how effectively students are able to explain their mathematical thinking.

For instance in October, when I assessed a student whom I had considered to be one of my strongest students in the area of computation, I learned from the first AMC assessment that she, indeed, counted accurately and carefully. However, I also learned that she repeatedly needed to start from the number one, when asked to add one more cube to her pile of 18 cubes that she had just counted. She was not yet at a point where she could conserve the number of cubes that she had

just counted (18) and then count on from there (19). My student's low-level strategizing brought her overall score down to the lowest level of N for "Needs Prerequisite" on the assessment. By late December when I reassessed her, this same student scored at the upper levels (P for "Practice" and A for "Applying") on those same tasks, which illustrated for me how her strategizing skills had become more advanced in two months' time.

I signed up for Jean's Math Coaching this spring, which proved to be a very enriching and valuable experience for me. Jean continued to observe as I assessed several students of varying ability levels during the next two AMC assessments, and we then analyzed my data and talked about the online AMC Anywhere site and how to properly navigate and employ all aspects of it. I learned, for example, that I could check my class's progress on each assessment alphabetically, but more important to my teaching, I could also check how my students were grouped, according to their instructional needs on each assessment. Based on the results from the AMC assessments, I asked Heather Haines, Conant's Math Assistant who supported my math lessons each Monday of the school year, if she would work with specific groups of my students on Kathy Richardson Developing Math Concepts intervention activities during her time slot in my classroom. I wanted to be sure that these children would be given either the extra practice that they needed or to stretch the skills of those students already attaining high levels on the assessments. My students enjoyed these sessions with Mrs. Haines very much, and when I reassessed them, I found that all five students who initially struggled had improved in a short amount of time. In fact, four out of five of these students reached expected proficiency benchmarks.

Thanks to Jean's Math Coaching – from helping me to recognize the differences between certain scoring criteria, to helping me navigate AMC Anywhere's comprehensive online site, to explaining in fuller detail to me how I can effectively use Kathy Richardson's Developing Number Concepts Books 1 and 2 that contain intervention activities for the assessments - I now have a very clear idea as to which students of mine use higher level strategizing when solving math problems, which students can effectively explain their mathematical thinking, and which students need more time and practice to develop these math skills. I cannot thank Jean enough for fully exploring the AMC assessments with me and for showing me all that I can learn about my students from them. I look forward to taking advantage of the amazing resource that we have in Jean again next fall, when we Kindergarten teachers will work together to navigate the updated version of our Investigations math program. Knowing that we have someone as patient, thorough, intelligent, and resourceful as Jean to help us out, I feel confident that we will all feel successful when implementing the new version of our math program!

MEMO

To: Dr. Stephen Mills

From: Karen Shiebler, Grade 5 Teacher, McCarthy-Towne

CC: Deborah Bookis

Date: May 21, 2012

Subject: Reflection on the Addition of a Math Paraprofessional and the Use of Math Coaching

I have found it very useful this year to have the help of Linda Schymik once a week as a math assistant. Linda was able to give me specific guidance around math strategies to use with large and small groups. At times I asked her to teach the lesson, so that I could see another way to explain the information or to present the concepts to the students.

Linda was also very helpful in working with small groups of students. She was able to review and practice skills with students who had either missed a lesson due to an absence, or who were struggling with that particular concept. Again, it was her knowledge of various approaches to teaching and her understanding of both the fourth and sixth grade math curriculae that helped her to recognize (and to reassure me) when students had gained enough understanding of difficult concepts (ie, decimals) to move on.

My meetings with Jean Oviatt-Rothman for math coaching were also very powerful and meaningful for me, and for my class. Although I have been teaching for a long time, I have carried my childhood math anxieties with me, and have struggled for a long time to find ways to keep math engaging, authentic and fun. I have taken several courses on teaching math, and have tried to apply skills learned to differentiate my lessons and to meet the needs of all of my students. I have found it particularly difficult to find ways to challenge my advanced students, whose underlying math comprehension is stronger than my own.


With Jean's guidance, I have learned how to run more than one small math group at a time, so that I can teach students who are struggling, students on grade level, and advanced students within the same lesson. Jean helped me to organize and plan independent activities for each group so that I could move easily from one level to the other.

Jean also demonstrated some teaching strategies using visual skills to enhance the students' comprehension. By watching her interact with children, I learned to monitor my own language level and to increase my wait time.

For me, Jean's coaching was a real confidence boost. She helped me to see that I could stick to the curriculum frameworks, and use the math book, but also trust my own instincts and those of my students in ways that allowed for their intellectual curiosity to motivate them. She helped me to finally feel comfortable in challenging those advanced kids by leaving a selection of carefully chosen and often changed activities for them to choose from in "quiet time."

Just prior to Jean's coaching, I gave my students a checklist for "math anxiety" taken from the book "Math for Humans" (I took the book group with Jean in the fall). At that time, 14 of my 25 students scored as having "quite a bit of fear and discomfort with math". 15 used the word "anxious" when asked to list adjectives that they associate with doing math.

Just before the class took the MCAS in May, I asked them to fill out the same checklist, and to list adjectives associated with math. This time 8 students scored as having "quite a bit of fear and discomfort with math." Only 5 used the word "anxious" about math, and of those, 3 also included positive adjectives like "interested" and "eager."



Spring Presentation to APS School Committee 2011-2012

Presented by



June 21, 2012

1



2011-12 Deliverables

- Special Education Parent Handbook
- Special Education Parent/Guardian Survey Analysis
- Launch of new AB SpEd PAC website
- Analysis of 2011 MCAS performance
 - Focus on APS MCAS performance

June 3, 2010

2



Info Provided by MCAS

- MCAS measures two fundamental things
 1. Student Proficiency in a subject
 2. Student Growth (SGP) – how much students are growing each year in relation to a similarly achieving peer group across the state. This report focuses on SGP.

June 21, 2012

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Acton SpEd MCAS Highlights

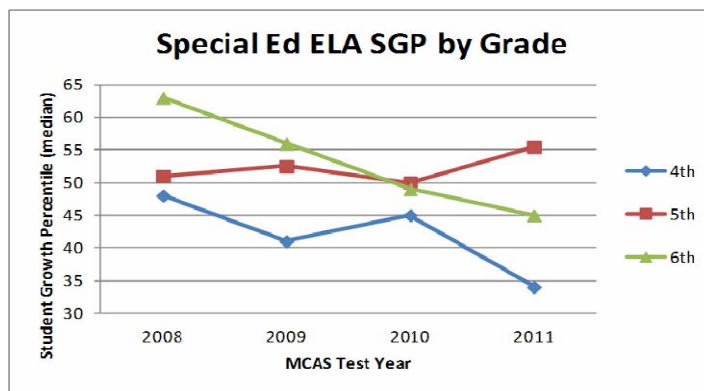
- APS Math SGP of 59 is in top 10% of other districts' special ed. populations.
- District ELA SGP of 47 falls in the 61st percentile and is down 7 points from 2008.
- Fourth grade has a negative ELA trend – SGP is down 14 points since 2008 to 34.

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Subgroup MCAS Results

Troubling ELA trend in fourth and sixth grade



June 21, 2012

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McCarthy-Towne Specific Data

- Special ed. students substantially improved ELA and Math SGP from 2010.
 - 2011 ELA SGP of 46 vs. 37.5 in 2010
 - 2011 Math SGP of 43 vs. 31.5 in 2010
- Math SGP while improved is still 16 points below district average of 59.
- SGP for all students is lower than APS overall by 9-14 points in last 2 years.

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Conant Specific Data

- Special ed. students ELA SGP declined by 27 points in one year to a low of 36.
 - 2011 ELA SGP 36 vs. 63 in 2010.
- 2011 SGP performance places group in the bottom 1/3rd of schools reporting special ed. subgroup performance.
- Math SGP continues to be strong at 65.

June 21, 2012

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Merriam Specific Data

- Special ed. student ELA SGP has eroded 20 points over four years.
 - 2011 ELA SGP was 45 vs. 65 in 2008
- 2011 performance places special ed. subgroup in the 57th percentile among schools. In 2008 Merriam was among top 5%.

June 21, 2012

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Shrinking Special Ed. Spending

- APS special ed. spending declined in FY '10 and '11. Assistant cuts may lead to third year of funding decline.

Direct Special Education Expenditures as a Percentage of School Budget								
	A	B	C	D	E	F	G	H
	In-District Instruction		Out-of-District Tuition		Combined	Total	Special Ed	State
Fiscal	Teaching	Other	Mass. public schools and	Private and out-of-state	Special Ed Expenditures	School Operating Budget	% of Budget	Average
Year	Teaching	Instruction	collaborativ	schools	A+B+C+D	Budget	E as % of F	Percentage
2008	3,735,877	363,390	619,173	1,031,973	5,750,413	23,465,229	24.5%	19.8%
2009	3,973,519	371,276	616,076	1,061,753	6,022,624	24,191,296	24.9%	20.1%
2010	3,753,266	385,413	729,573	944,859	5,813,111	25,105,450	23.2%	20.0%
2011	3,693,133	400,115	527,545	905,397	5,526,190	25,514,117	21.7%	19.8%

June 21, 2012

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Hopes

- In-depth analysis of special ed. ELA performance at McCarthy-Towne & Conant
- Development of quality in-district programming with K-6 continuum of special ed. services at Gates and Douglas
- Growth of summer and extracurricular programming for special ed. students
- Better integration of regular and special education student progress reporting to families.

June 21, 2012

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Addendum

- Addendum A – Additional Data Related to 2011 MCAS/SGP Performance of APS Special Education Students
- At our website – www.abspedpac.org you can find:
 - 2011 Special Education Parent Handbook
 - 2011 Parent/Guardian Survey Report
 - 2011 ABRSD & APS MCAS Reports (once completed)

June 21, 2012

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Addendum A – Spring 2012 Presentation to APS School Committee

Additional Data Related to 2011 MCAS/SGP Performance of APS Special Education Students

This addendum provides a deeper analysis of the points presented in the 2012 Spring PAC Presentation to the APS School Committee.

Point 1 – The academic progress of the special education subgroup in the district is good relative to other districts' subgroup performance. However, we are concerned about the continuing negative English Language Arts trend across multiple elementary schools.

The subgroup's Math progress as measured by Student Growth Percentile (SGP) is excellent – top 10% among districts in the state reporting. However, English Language Arts (ELA) progress is average with room for improvement. The special education subgroup's ELA SGP median was 47th percentile placing it 130 among 332 reporting schools. While this SGP median was above the statewide SGP median of 42, it was essentially tied with Boxborough for last place among the five peer districts tracked for this analysis.

Table 1: Peer Group District Performance of Special Education Subgroup SGP

District Rankings (Special Education)

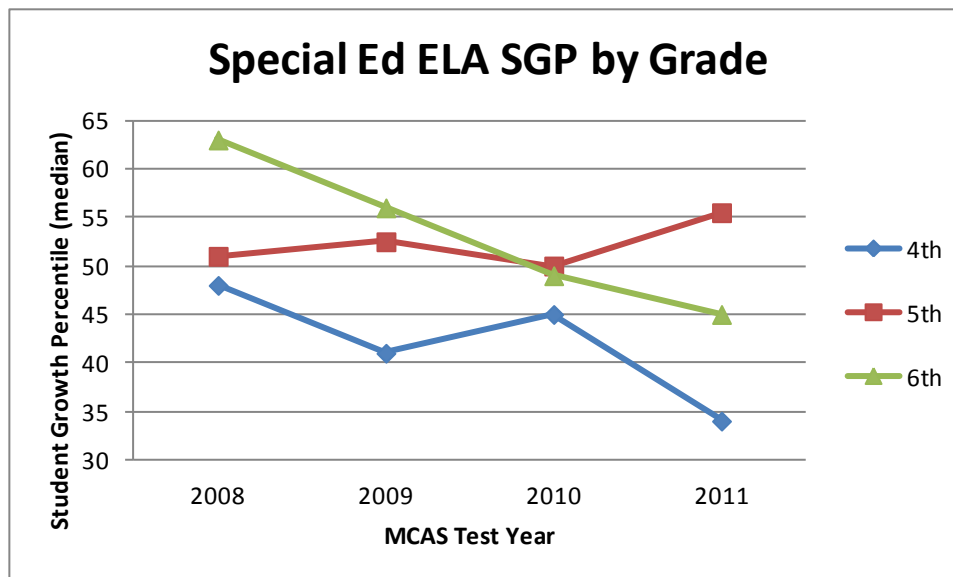
English Language Arts				Mathematics			
<u>District</u>	<u>2011</u> <u>SGP</u>	<u>Rank of</u> <u>332</u>	<u>Percentile</u> <u>Rank</u>	<u>District</u>	<u>2011</u> <u>SGP</u>	<u>Rank of</u> <u>333</u>	<u>Percentile</u> <u>Rank</u>
Acton	47	130	61%	Acton	59	35	90%
Boxborough	46.5	139	58%	Boxborough	42.5	196	41%
Concord	49	106	68%	Concord	59	36	89%
Lexington	56	46	86%	Lexington	57	44	87%
Westford	52	80	76%	Westford	57.5	42	87%
State	42			State	43		

Note: 42 districts did not report Special Ed results.

Note: 41 districts did not report Special Ed results.

Continuing Negative English Language Arts Trend

While the ELA SGP results for special education students are still in the average range, we are concerned about a negative trend over the last four years. The chart that follows shows declining SGP scores in both the fourth and sixth grade. ELA SGP has declined 14 and 18 points for the fourth and sixth grades respectively since 2008. We are most concerned about the fourth grade in 2011 whose ELA growth was only 34th percentile. This is 8 points below the state average and 13 points below the district average SGP for this population.



ELA Trend of Aggregate Student Group

In order to gain some insight into whether the trend we are seeing is mirrored in the overall student population we compared subgroup and aggregate SGP median scores. This comparison appears in the table that follows. While the aggregate population SGP scores declined in both the fourth and sixth grades the decline was very modest in comparison to the declines experienced by special education students. As a consequence, the “gap” in growth between special education students and all students increased by 8 and 12 percentile points respectively for the fourth and sixth graders. The goal of No Child Left Behind is to close the growth and achievement gaps between regular education students and all students in monitored subgroups.

We also note that the “gap” is consistently much larger in the fourth grade, which would be consistent with the proposition that there is a special education specific factor having a negative influence on progress.

Due to limitations on data available to the public we are unable to identify school specific information by grade. However, this is an analysis we would recommend the school district complete for greater clarity.

Table 2: Aggregate Student ELA SGP Performance From 2008-2011

English Language Arts -Student Growth Percentile

Test Year	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Fourth Grade				
Special Education Students	48	41	45	34
All Students	<u>59</u>	<u>59</u>	<u>60</u>	<u>53</u>
Difference	11	18	15	19
Fifth Grade				
Special Education Students	51	52.5	50	55.5
All Students	<u>59.5</u>	<u>59</u>	<u>54</u>	<u>60</u>
Difference	8.5	6.5	4	4.5
Sixth Grade				
Special Education Students	63	56	49	45
All Students	<u>59</u>	<u>56.5</u>	<u>58</u>	<u>53</u>
Difference	-4	0.5	9	8
All Grades (4-6)				
Special Education Students	54	48	47.5	47
All Students	<u>59</u>	<u>58</u>	<u>57</u>	<u>56</u>
Difference	5	10	9.5	9

Point 2 – McCarthy-Towne’s special education ELA and Math SGP scores have been erratic with some years of very low student growth.

Both the ELA and Math SGP earned by McCarthy-Towne’s special education subgroup have been pretty consistently below 50 and below the district-wide median over the four years Student Growth Percentile data has been available (2008 – 2011). Year to year volatility of SGP scores for the subgroup has also been unusually large and low points have been very low (ELA SGP in 2009 was 27, Math SGP in 2010 was 31.5). The table that follows shows the volatility of student growth (SGP) as well as student proficiency, i.e., the number of students who received a Proficient or higher score on MCAS (shown in the “>= Profic.” column). The table also includes Composite Performance Index scores (CPI), which are calculated based on MCAS achievement scores. Student scores of Proficient or better receive 100 points, while students in lower achievement categories receive 75, 50 or 25 points depending on where in each category they fall.

In 2011 the special education subgroup SGP scores improved to the mid-40s. Notwithstanding that improvement, the PAC is concerned that if we don’t understand the underlying cause of the volatility poor growth may re-emerge in future years.

Table 3: Special Education Student MCAS Scores at McCarthy-Towne 2008-2011

McC-T English Language Arts SGP
Special Education

Results by Test Year						
Test Year	SGP	>=Profic.	CPI	B(W) District		
				SGP	>=Profic.	CPI
2011	46	46	75.4	-1	-3	-2.6
2010	35.5	39	73.4	-12	-5	-2.3
2009	27	39	76	-21	-4	-2.7
2008	39.5	51	73.2	-14.5	0	-4.9
Average	37.0	43.8	74.5	-12.1	-3.0	-3.1

McC-T Mathematics
Special Education

Results by Test Year						
Test Year	SGP	>=Profic.	CPI	B(W) District		
				SGP	>=Profic.	CPI
2011	43	31	67.4	-16	-12	-7.3
2010	31.5	39	67.6	-20.5	1	-3.6
2009	42	31	68.3	-14.5	-10	-6.1
2008	56.5	42	73.2	3	2	-0.7
Average	43.3	35.8	69.1	-12.0	-4.8	-4.4

Point 3 – Conant experienced a very sharp one-year decline in English Language Arts SGP.

The special education subgroup's ELA SGP at Conant plummeted from a best-in-district of 63 in 2010 to a worst-in-district of 36 in 2011. Student growth percentiles for the fourth to sixth graders declined 27 points, proficiency declined by 10 percent, and CPI declined by 7.9 points. Conant's Student Growth Percentile median for the special education subgroup placed it in the bottom 1/3rd of all schools in the state reporting SGP results for this student population.

We note that for the aggregate student population Conant's ELA SGP has been slipping over the last three years from very high levels to 58.5 in 2011, which is still strong. However, the gap in growth between special education students and regular education students is a whopping 22.5 points.

Although we would not highlight most one-year trends, in this case the drop in growth for special education students was so dramatic we believe the Administration should apply a heightened level of scrutiny to factors that may have contributed to this rapid decline.

Table 4: Special Education Student MCAS Scores at Conant 2008-2011

Conant		English Language Arts SGP				
Special Education		Results by Test Year				
		B(W) District				
<u>Test Year</u>	<u>SGP</u>	<u>>=Profic.</u>	<u>CPI</u>	<u>SGP</u>	<u>>=Profic.</u>	<u>CPI</u>
2011	36	41	71.9	-11	-8	-6.1
2010	63	51	79.8	15.5	7	4.1
2009	48	37	72.7	0	-6	-6
2008	56	55	74.4	2	4	-3.7
Average	50.8	46.0	74.7	1.6	-0.8	-2.9

Conant		Mathematics				
Special Education		Results by Test Year				
		B(W) District				
<u>Test Year</u>	<u>SGP</u>	<u>>=Profic.</u>	<u>CPI</u>	<u>SGP</u>	<u>>=Profic.</u>	<u>CPI</u>
2011	65	43	72.4	6	0	-2.3
2010	60	38	72.9	8	0	1.7
2009	50.5	37	69.2	-6	-4	-5.2
2008	51	38	69.6	-2.5	-2	-4.3
Average	56.6	39.0	71.0	1.4	-1.5	-2.5

Point 4 – Merriam is caught in a downward trend for special education student growth in English Language Arts

The special education subgroup's ELA SGP at Merriam has declined 20 points over the last four years from an exceptional SGP of 65 in 2008 to an average SGP of 45 in 2011. The subgroup's performance in 2008 would have placed it among the top 5% of schools in the state while the school's 2011 performance ranks it in the 57th percentile, which we don't feel is up to the standards set by the district's mission statement. We note that the ELA SGP for All Students also declined ten points from 2008 to 2011 (from 60 to 50) suggesting the possibility there is a common underlying cause for the decline.

Although not so severe a drop as experienced by the Conant subgroup, the PAC hopes that research into the underlying cause of the decline in ELA SGP will result in findings which help reverse the trend at Merriam.

On the other hand Merriam's special education students' Math SGP has substantially improved from a score of 45 in 2008 to 63.5 in 2011. This subgroup's 2011 Math SGP scores placed Merriam in the 90th percentile among all schools reporting special education results. The table that follows shows special education student MCAS scores at Merriam for 2008-2011.

Table 4: Special Education Student MCAS Scores at Merriam 2008-2011

Merriam English Language Arts SGP
Special Education

Results by Test Year						
<u>Test Year</u>	<u>SGP</u>	<u>>=Profic.</u>	<u>CPI</u>	B(W) District		
				<u>SGP</u>	<u>>=Profic.</u>	<u>CPI</u>
2011	45	49	82.4	-2	0	4.4
2010	43	44	74.1	-4.5	0	-1.6
2009	58	49	82.3	10	6	3.6
2008	65	60	85.6	11	9	7.5
Average	52.8	50.5	81.1	3.6	3.8	3.5

Merriam Mathematics
Special Education

Results by Test Year						
<u>Test Year</u>	<u>SGP</u>	<u>>=Profic.</u>	<u>CPI</u>	B(W) District		
				<u>SGP</u>	<u>>=Profic.</u>	<u>CPI</u>
2011	63.5	58	82.1	4.5	15	7.4
2010	59	41	75.9	7	3	4.7
2009	62.5	43	80	6	2	5.6
2008	45	46	76.9	-8.5	6	3
Average	57.5	47.0	78.7	2.3	6.5	5.2

Acton Public Schools
FY'12 Fiscal Year End Review
June 21, 2012

Superintendent
Dr. Stephen Mills

1

FY'12 Year End Balances:
How should they be used?

- A. Purchase on a priority basis requests not included in the FY'13 budget?
- B. Allow FY'12 balances to flow into the certification of municipal free cash?

Highlight To Remember

No vote is “required” to transfer funds; but, consistent with the desire of the SC to review any significant year end spending proposals, I will be presenting spending recommendations for your input and affirmation.

3

Acton Public Schools
FY'12 Fiscal Year End Review
June 21, 2012

Don Aicardi, Finance Director

4



APS FY'12 Projected Year End Balance

Current FY'12 Year End Estimate:	\$310k
Proposed Year End Spending	<u>(\$86k)</u>
	\$224k

Year End Balance As A Percentage:
1.2% of \$26.1m budget

FY'12 Year End Balances:

What are the goals for using this capacity?

Objective A



**Building Improvements &
Educational Equipment**

8

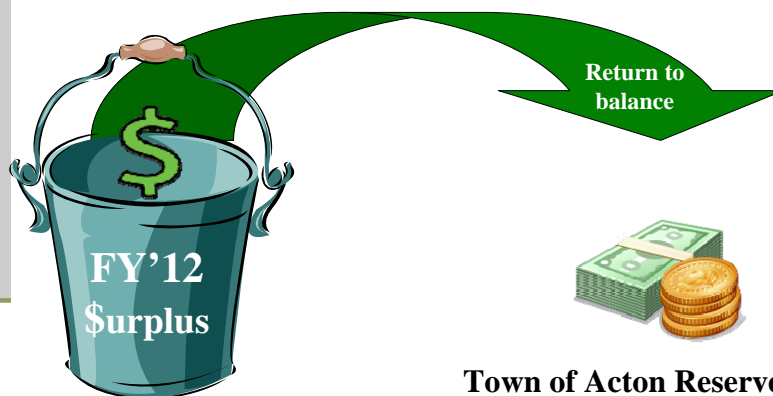
FY'12 Year End Expenditures That We Are Weighing

Most of the non-personnel needs that are being weighed were considered during the FY'13 internal budget process **BUT**

were not included in the FY'13 "investment budget."

9

Objective B



10

Review of Reserves FY'11 to FY'12

(From Budget Saturday Presentation, January 2012)

The replenishment of reserves is a pro-education decision:

FY'11 Close - APS Turned Back \$498k

We will continue to monitor the replenishment of the Town's reserves because the health of the Town's reserves is important to future school budgets.

Review of Reserves FY'11 to FY'12

(From Budget Saturday Presentation, January 2012)

The complexity of replenishment:

Last spring's ALG plan assumed \$250k in reserve replenishment from the Town of Acton at FY'11 year end.

The actual replenishment to the Town of Acton's year end fund balance (municipal & schools combined) at FY'11 year end was \$2.7m.

Objective B

REMINDER:

The final version of the Town of Acton's FY'13 ALG plan once again assumed that **\$250k** would be generated at the close of FY'12 from Fiscal Year Turnbacks & Excess Revenues for the entire municipal budget (**municipal and schools together**)

Current FY'12 Year End Estimate:	\$310k
Proposed Year End Spending	(\$86k)

CURRENT TURNBACK ESTIMATE: \$224k

13

Objective B

REMINDER: Prior to Town Meeting, **\$1.079m** in reserves was used to support the FY'13 budget:

\$488k from Free Cash

\$391k from NESWC

\$200k from Free Cash to assist the Nurse's Enterprise Account

14

Acton Public Schools
 FY'12 Year End Expenditure Initiative
 June 21, 2012

Superintendent
 Dr. Stephen Mills

15

FY'12 Recommended Year End
 Expenditures

Item	Cost	Rationale
Conant School BB Court/Parking Lot Expansion	\$40,000	Current parking spaces are not adequate due to school bus parking & programs; Would allow current play area to be converted which would alleviate parking crunch
Gates School	\$18,000	Abatement/floor replacement
Lexia Reading Hardware & Licenses (All 5 Schools)	\$13,000	Supporting individualized reading instruction (2 for each school)
Parker-Damon Building	\$15,000	Increase storage space and balcony improvements
TOTAL	\$86,000	

Wrap Up

Thank you for your support of the APS FY'12 budget.

I am happy to answer any questions that you may have.



ACTON PUBLIC SCHOOLS / ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

96 Hayward Road, Acton, Massachusetts 01720-2995 • (978) 264-4700 • Fax: (978) 266-2523

To: Acton School Committee
 From: Don Aicardi, Director of Finance *DA*
 Date: 6/21/2012
 CC: Dr. Stephen Mills

Background

School Committee policy (JFABA) notes that “any students from outside Acton or Boxborough who wish to enroll on a tuition basis” that the Regional School Committee “must approve such application on a space available basis”. The Policy also notes that the committee “shall set the rate for tuition each year in the spring upon the recommendation of the Superintendent. The tuition set pursuant to this policy shall be the average expense per pupil (including in such average both regular education costs and special education costs) for the Acton Public School District and the Acton-Boxborough Regional School District, respectively.”

Methodology

To the best of my knowledge, the potential non-resident tuition has been calculated for APS in two ways. The first way is simply to take the FY13 budget for APS and divide it by the number of students used in the foundation enrollment calculation (as used by the DESE in the Chapter 70 calculation). This method has its virtues, but would not capture all fund expenditures, only those from the general fund appropriation.

Another method of determining the average expense per pupil would be to go to the DESE website where all expenditures from the previous fiscal years are posted. The DESE does this to “present Massachusetts school spending data in a way that is comprehensive, comparable, and transparent to the general public. These calculations show **all** school operating expenditures including those outside the general fund such as grants, private donations, and revolving accounts. They include payments for local resident pupils who are being educated in schools outside the district.”

The DESE website notes that “the following funding sources are all included in the functional expenditure per pupil measure:

- school committee appropriations
- municipal appropriations outside the school committee budget that affect schools
- federal grants
- state grants
- circuit breaker funds
- private grants and gifts
- school choice and other tuition revolving funds
- athletic funds
- school lunch funds
- other local receipts such as rentals and insurance receipts.”

If one uses the total expenditures from APS from FY11 on the DESE website which lists total district expenditures, all funds, all functions (\$29,792,355) and then divides that number by the total average membership for that year (2,595), it is possible to perform an "average expense per pupil" calculation as required in the school committee policy. I believe that this second type of calculation is superior to the first method because it captures all expenditures from all funds from an unimpeachable source, the DESE website, and can be clearly understood by a third party.

Recommendation

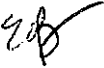
Therefore, the administration recommends that the tuition rate for non-resident students in the Acton Public School District be set at \$11,480 for the 2012-2013 school year.

6.5

Acton-Boxborough Community Education

*** MEMO ***

TO: Steve Mills

FROM: Erin Bettez 

RE: ADK Surplus

DATE: June 1, 2012

Enclosed please find a check in the amount of \$123,500 made payable to the Acton Public Schools. The check represents the projected surplus from the All Day Kindergarten Program for FY'12 and is a gift to the Acton Public Schools.

cc: Marie Altieri, Denise Kelly

**MONTHLY REPORTING OF
ELL STUDENT POPULATION**

Acton Public Schools

June 1, 2012

Category	Total as of 5/1/2012	Additions	Subtractions	Total as of 6/1/2012
Conant	28	+1	0	29
Douglas	25	0	-2	23
Gates	6	0	0	6
McCarthy-Towne	26	0	0	26
Merriam	27	+1	0	28
APS TOTAL	112	+2	-2	112

June 12, 2012

To: Stephen Mills

From: Liza Huber

Subject: **English Language Learner Education Trends**

In the Acton Public Schools, there has been a steady increase in our English Language Education (ELE) student population. Over the last several fiscal years, student numbers have increased significantly as reflected by October 1 and March 1 caseload numbers for each year. Moreover, during the 2011-2012 school year, the District now offers ELE services in all five elementary schools. At Acton-Boxborough, student trends remain steady.

	FY07	FY08	FY09	FY10	FY11	FY12
AB	21	21	20	19	14	22
APS	44/48	48/55	68/74	81/85	95/102	108/112
TOTALS	93	91	88	104	107	134

There are many changes in the works in English Language Education in Massachusetts as a result of U.S. Department of Justice review of state policies and practices this past year. The proposals being presented by Commissioner Chester to the Board of Elementary and Secondary Education at the end of June come under the umbrella term RETELL (Rethinking Equity and Teaching for English Language Learners). The overall goal is to strengthen teaching and learning for ELLs, provide better access to effective instruction in order to close an existing and persistent proficiency gap in the largest growing subgroup in the state's public education system.

Major components of RETELL:

- **Changes in Teacher Training:** Two new Sheltered English Immersion (SEI) graduate courses, one required for core academic teachers and one for building administrators, will replace the 4 ELL Category Trainings. Completing this course to earn an SEI endorsement to licenses will be required by 2016. There will be some partial credit awarded for this course to teachers who have already completed Category Trainings 1, 2, and 4. This is a very small number in our school districts, so we are looking at the need to provide access to this training (a blended course involving both online and face-to-face learning sessions) to almost all "core educators", both regular and special educators, and building administrators in the years leading up to 2016.
- **Ongoing Professional Development:** All educators will be required to complete at least 15 professional development points (PDPs) related to SEI/ELL in each

cycle of their license renewal process. It is expected to become part of PD planning in the new teacher evaluation system. (There has also been a proposal to make the SEI endorsement a part of all pre-service teacher training, but I don't see the details presented in the current proposal for the Board of Elementary and Secondary Education.)

- **More Robust ELL Standards and Assessments:** This upcoming school year, Massachusetts is also transitioning from 1) the state-based ELPBO proficiency benchmarks, to the WIDA standards currently used in approx. 20 other states, and 2) the state-designed MEPA / MELA-O assessments to WIDA's accompanying test, the ACCESS. These changes embed language learning in the core content areas and are better aligned with the Common Core. Because of more rigorous standards, it is anticipated in the ELL field that students may stay in ELL programs longer. This may have staffing implications for schools and districts.
- **School and District Accountability for Closing Achievement Gaps:** The Massachusetts accountability system classifies schools / districts into 1 of 5 levels, based in part on performance of student groups, one of which is ELLs. There will be new accountability requirements to address the specific needs of ELLs, in addition to increasing amounts of state intervention, support, and technical assistance for districts that fall in levels 2-5.

06/15/2012 11:55 | TOWN OF ACTON / ACTON PUBLIC SCHOOLS
 dkelly | FY12 APPROPRIATED BUDGET

| PG 1
 | glytdbud

JUNE 15, 2012

FOR 2012 99

ACCOUNTS FOR:		ORIGINAL	TRANFRS/	REVISED			AVAILABLE	PCT
1005	GENERAL FUND SCHOOL	APPROP	ADJUSTMTS	BUDGET	YTD EXPENDED	ENC/REQ	BUDGET	USED
<hr/>								
01	SALARIES, TEACHING	12,068,520	77,100	12,145,620	12,047,410.78	46,633.50	51,575.72	99.6%
02	SALARIES, PRINCIPALS	722,790	0	722,790	692,298.75	30,461.25	30.00	100.0%
03	SALARIES, CENTRAL AD	409,758	-224	409,534	406,502.20	17,749.92	-14,718.12	103.6%
04	SALARIES, SUPP STAFF	3,058,357	96,900	3,155,257	3,048,946.96	156,555.86	-50,245.82	101.6%
06	SALARIES, BUILDINGS	254,609	0	254,609	269,721.54	8,603.34	-23,715.88	109.3%
07	SALARIES, CUSTODIAL	636,492	0	636,492	573,618.86	25,217.43	37,655.71	94.1%
08	SALARIES, HOME INSTR	1,019	0	1,019	.00	.00	1,019.00	.0%
09	SALARIES, SUBSTITUTE	375,375	-5,578	369,797	329,671.55	1,180.00	38,945.45	89.5%
10	FRINGES, COURSE REIM	17,000	0	17,000	20,325.84	375.00	-3,700.84	121.8%
11	FRINGES, HEALTH INSU	3,697,937	-29,000	3,668,937	3,462,820.38	.00	206,116.62	94.4%
16	INSTRUCTIONAL SUPPLI	243,860	-1,858	242,002	193,225.84	53,917.14	-5,141.31	102.1%
17	INSTRUCTIONAL TEXTBO	81,613	10,904	92,517	61,117.06	11,012.39	20,387.63	78.0%
18	INSTRUCTIONAL, LIBRA	16,425	0	16,425	14,083.71	1,436.69	904.60	94.5%
19	OTHER, CAPITAL OUTLA	272,850	-17,331	255,519	253,979.56	40,452.01	-38,912.35	115.2%
23	OTHER, MAINTENANCE B	212,003	0	212,003	182,572.96	18,042.46	11,387.58	94.6%
24	OTHER, MAINTENANCE O	93,828	-652	93,176	85,460.37	35,584.18	-27,868.52	129.9%
26	OTHER, LEGAL SERVICE	58,000	-23,000	35,000	29,372.29	1,200.00	4,427.71	87.3%
27	OTHER, ADMIN SUPPLIE	197,464	9,739	207,203	161,204.65	19,390.74	26,607.61	87.2%
29	OTHER, CUSTODIAL SUP	46,700	0	46,700	56,406.95	6,569.52	-16,276.47	134.9%
30	OTHER, SPED TRANSPOR	510,715	0	510,715	510,715.00	.00	.00	100.0%
31	OTHER, STUDENT TRANS	349,236	0	349,236	337,917.65	43,213.49	-31,895.14	109.1%
32	OTHER, TRAVEL	14,638	0	14,638	13,778.14	8,260.71	-7,400.85	150.6%
33	OTHER, SPED TUITION/	1,920,318	-25,000	1,895,318	1,723,362.01	78,034.44	93,921.55	95.0%
34	OTHER, UTILITIES	854,212	-92,000	762,212	589,764.99	79,792.83	92,654.18	87.8%
TOTAL GENERAL FUND SCHOOL		26,113,719	0	26,113,719	25,064,278.04	683,682.90	365,758.06	98.6%

06/15/2012 11:56 | TOWN OF ACTON / ACTON PUBLIC SCHOOLS
 dkelly | FY12 SPED PROGRAMS

PG 1
 glytdbud

JUNE 15, 2012

FOR 2012 99

ACCOUNTS FOR:	ORIGINAL	TRANFRS/	REVISED			AVAILABLE	PCT
1005 GENERAL FUND SCHOOL	APPROP	ADJSTMTS	BUDGET	YTD EXPENDED	ENC/REQ	BUDGET	USED

05 SW SPECIAL EDUCATION							

05010501 52401 SPED LEGAL SERVICES	38,000	-23,000	15,000	8,800.00	1,200.00	5,000.00	66.7%
11040501 51502 PS:SECRETARY	71,443	0	71,443	68,348.99	2,922.55	171.46	99.8%
14040501 51411 SPED CHAIRPERSON	94,760	0	94,760	90,766.25	3,993.75	.00	100.0%
14040524 51419 COORDINATOR	27,917	0	27,917	26,740.00	1,176.50	.50	100.0%
14050503 51433 SUMMER PROGRAM STIP	65,000	-25,893	39,107	32,271.10	.00	6,835.44	82.5%
14050504 51615 SUMMER SPED ASST	65,000	22,218	87,218	87,218.46	.00	.00	100.0%
14050505 52468 TRANSLATION	10,000	5,000	15,000	11,813.90	372.08	2,814.02	81.2%
14050509 54305 SPED TEXTBOOKS	2,371	0	2,371	2,439.70	.00	-68.70	102.9%
14050510 54302 OCCUPATIONAL THERAP	822	0	822	846.93	.00	-24.93	103.0%
14050511 52409 IN SERVICE CONFEREN	1,152	0	1,152	2,281.50	100.00	-1,229.50	206.7%
14050518 52427 PUBLIC TUITION	0	0	0	4,300.00	.00	-4,300.00	100.0%
14050520 51409 REFERRAL TO SPECIAL	30,000	0	30,000	25,940.85	.00	4,059.15	86.5%
14050521 52443 SPED REFERRAL TO SP	104,586	51,000	155,586	116,189.84	35,579.16	3,817.00	97.5%
14050521 52452 SUMMER PROGRAM, CS	25,000	-25,000	0	.00	.00	.00	.0%
14050522 52462 PS SEC 504 CONTR SV	996	0	996	.00	.00	996.00	.0%
TOTAL SW SPECIAL EDUCATION	537,047	4,325	541,372	477,957.52	45,344.04	18,070.44	96.7%
18 SPECIAL EDUCATION							

05051801 52416 SPED INDEP EVALUATI	4,840	0	4,840	475.00	4,252.00	113.00	97.7%
05051802 52404 SPED PERIODICALS/SU	780	0	780	894.72	.00	-114.72	114.7%
05051802 52406 SPED POSTAGE	2,614	0	2,614	4,453.60	1,614.05	-3,453.65	232.1%
05051802 52407 SPED INSVC CONFEREN	341	0	341	520.00	.00	-179.00	152.5%
05051802 52408 SPED TRAVEL - LOCAL	176	0	176	72.31	.00	103.69	41.1%
05051802 52410 SPED DUES & FEES	296	0	296	721.00	.00	-425.00	243.6%
05051802 52455 SPED MNT COPY EQUIP	3,371	0	3,371	2,675.00	.00	696.00	79.4%
05051802 52456 SPED MNT OFFICE EQU	275	0	275	.00	.00	275.00	.0%
05051803 54301 SPED OFFICE SUPPLIE	3,402	0	3,402	3,760.99	75.20	-434.19	112.8%
05051804 58708 SPED OUTLAY EQUIP	20,715	-8,000	12,715	15,393.18	3,271.89	-5,950.07	146.8%
05051805 52424 MEDICAID SERVICES	1,040	0	1,040	.00	.00	1,040.00	.0%
05051806 52413 SPED MEDICAL SERVIC	2,421	0	2,421	1,307.48	790.00	323.52	86.6%
05051807 52425 SPED TUITION - CASE	375,715	16,000	391,715	391,715.00	.00	.00	100.0%
05051808 52426 SPED TUITION PRIVAT	1,052,704	-164,061	888,643	562,409.84	34,530.09	291,703.07	67.2%
05051808 52465 CIRCUIT BREAKER TUI	-347,500	118,883	-228,617	.00	.00	-228,617.00	.0%
05051810 52430 CO: SPED CASE TRANS	510,715	0	510,715	510,715.00	.00	.00	100.0%
06041801 51408 SPED TEACHER	298,055	0	298,055	297,769.00	.00	286.00	99.9%
06041802 51418 SPEECH TEACHER	79,581	0	79,581	79,580.95	.00	.05	100.0%

JUNE 15, 2012

FOR 2012 99

ACCOUNTS FOR:			ORIGINAL	TRANFRS/	REVISED		AVAILABLE	PCT	
1005	GENERAL FUND SCHOOL		APPRDP	ADJUSTMTS	BUDGET	YTD EXPENDED	ENC/REQ	BUDGET	USED

06041803	51624	SPED EDUCATION ASST	186,499	0	186,499	178,535.20	14,473.93	-6,510.13	103.5%
06051801	54305	RES TEXTBOOKS	521	0	521	734.74	.00	-213.74	141.0%
06051802	54332	EDUC NEEDS SUPPLIES	575	0	575	443.56	267.44	-136.00	123.7%
06051802	54333	SPEECH SUPPLIES	429	0	429	428.98	.00	.02	100.0%
07041801	51408	SPED TEACHER	163,901	0	163,901	163,900.00	.00	1.00	100.0%
07041802	51418	SPEECH TEACHER	95,315	0	95,315	95,315.00	.00	.00	100.0%
07041803	51624	SPED EDUCATION ASST	87,754	0	87,754	76,959.79	6,252.78	4,541.43	94.8%
07051801	54305	RES TEXTBOOKS	521	0	521	539.10	.00	-18.10	103.5%
07051801	54334	EDUC NEEDS TEXTS	330	0	330	619.85	.00	-289.85	187.8%
07051802	54332	EDUC NEEDS SUPPLIES	575	0	575	309.98	332.00	-66.98	111.6%
07051802	54333	SPEECH SUPPLIES	423	0	423	422.99	.00	.01	100.0%
08041801	51408	SPED TEACHER	211,774	0	211,774	212,809.94	.00	-1,035.94	100.5%
08041802	51418	SPEECH TEACHER	53,341	0	53,341	54,480.00	.00	-1,139.00	102.1%
08041803	51624	SPED EDUCATION ASST	114,614	0	114,614	138,979.07	10,470.61	-34,835.68	130.4%
08051801	54305	RES TEXTBOOKS	521	0	521	1,093.06	.00	-572.06	209.8%
08051802	54332	EDUC NEEDS SUPPLIES	479	0	479	478.99	67.00	-66.99	114.0%
08051802	54333	SPEECH SUPPLIES	429	0	429	425.46	.00	3.54	99.2%
09041801	51408	SPED TEACHER	276,769	0	276,769	280,912.03	.00	-4,143.03	101.5%
09041802	51418	SPEECH TEACHER	89,745	0	89,745	89,745.00	.00	.00	100.0%
09041803	51624	SPED EDUCATION ASST	94,024	0	94,024	95,068.73	6,045.21	-7,089.94	107.5%
09051801	54334	EDUC NEEDS TEXTS	622	0	622	622.38	67.00	-67.38	110.8%
09051802	54330	RESOURCE SUPPLIES	479	0	479	761.54	18.91	-301.45	162.9%
09051802	54333	SPEECH SUPPLIES	429	0	429	436.56	.00	-7.56	101.8%
10041801	51408	SPED TEACHER	306,797	0	306,797	306,797.00	.00	.00	100.0%
10041802	51418	SPEECH TEACHER	79,357	0	79,357	79,357.00	.00	.00	100.0%
10041803	51624	SPED EDUCATION ASST	217,561	0	217,561	215,817.12	19,245.15	-17,501.27	108.0%
10051801	54334	EDUC NEEDS TEXTS	622	0	622	673.06	.00	-51.06	108.2%
10051802	54332	EDUC NEEDS SUPPLIES	571	0	571	587.65	67.56	-84.21	114.7%
10051802	54333	SPEECH SUPPLIES	429	0	429	433.15	.00	-4.15	101.0%
14041801	51416	SPED OCCUP THERAPIS	219,597	0	219,597	213,630.61	3,019.84	2,946.55	98.7%
14041801	51417	PHYSICAL THERAPIST	78,784	0	78,784	78,785.00	.00	-1.00	100.0%
14051801	51407	HOME INSTRUCT TEACH	1,019	0	1,019	.00	.00	1,019.00	.0%
14051803	54338	SPED EDUC SUPPLIES	3,104	0	3,104	3,441.60	.00	-337.60	110.9%
14051804	52425	COLLABORATIVE TUITI	0	29,178	29,178	29,178.00	.00	.00	100.0%
TOTAL SPECIAL EDUCATION			4,297,451	-8,000	4,289,451	4,195,185.21	104,860.66	-10,594.87	100.2%
51 AUTISTIC SERVICES									

14045101	51436	AUTISTIC COORDINATO	72,100	0	72,100	69,061.25	3,038.75	.00	100.0%
14045102	51616	TRAINER	576,416	0	576,416	510,973.36	39,289.10	26,153.54	95.5%
14055103	52463	AUTISTIC CONTRACT S	1,106	0	1,106	.00	.00	1,106.00	.0%
TOTAL AUTISTIC SERVICES			649,622	0	649,622	580,034.61	42,327.85	27,259.54	95.8%

06/15/2012 11:56 | TOWN OF ACTON / ACTON PUBLIC SCHOOLS
dkelly | FY12 SPED PROGRAMS

| PG 3
| glytdbud

JUNE 15, 2012

FOR 2012 99

ACCOUNTS FOR:	ORIGINAL	TRANFRS/	REVISED			AVAILABLE	PCT
1005 GENERAL FUND SCHOOL	APPROP	ADJSTMTS	BUDGET	YTD EXPENDED	ENC/REQ	BUDGET	USED

TOTAL GENERAL FUND SCHOOL	5,484,120	-3,675	5,480,445	5,253,177.34	192,532.55	34,735.11	99.4%
TOTAL EXPENSES	5,484,120	-3,675	5,480,445	5,253,177.34	192,532.55	34,735.11	

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Actual
Acton Public Schools
2011 - 2012
June 1, 2012

Staff Children
Case []
CAD, DAD, GAD, TAD, and MAD - ALL DAY PROGRAMS

Grade YOG	Conant	Douglas	Gates	McCarthy-Towne	Merriam	Total	#Sec	Avg. Siz
	CAD	DAD	GAD	TAD	MAD	MB	MC	3#
	20	21	20	20	20	20	21	61
	4	3	1	113	135	231	321	334
	5	5	5	22	22	23	23	67
	20	21	20	21	21	21	22	85
	19	19	19	21	21	21	22	85
	20	20	20	20	20	20	21	61
	21	21	21	21	21	21	22	85
	22	22	22	22	22	22	23	68
	23	23	23	23	23	23	24	93
	24	24	24	24	24	24	25	73
	25	25	25	25	25	25	26	77
	26	26	26	26	26	26	27	81
	27	27	27	27	27	27	28	85
	28	28	28	28	28	28	29	89
	29	29	29	29	29	29	30	93
	30	30	30	30	30	30	31	97
	31	31	31	31	31	31	32	101
	32	32	32	32	32	32	33	105
	33	33	33	33	33	33	34	109
	34	34	34	34	34	34	35	113
	35	35	35	35	35	35	36	117
	36	36	36	36	36	36	37	121
	37	37	37	37	37	37	38	125
	38	38	38	38	38	38	39	129
	39	39	39	39	39	39	40	133
	40	40	40	40	40	40	41	137
	41	41	41	41	41	41	42	141
	42	42	42	42	42	42	43	145
	43	43	43	43	43	43	44	149
	44	44	44	44	44	44	45	153
	45	45	45	45	45	45	46	157
	46	46	46	46	46	46	47	161
	47	47	47	47	47	47	48	165
	48	48	48	48	48	48	49	169
	49	49	49	49	49	49	50	173
	50	50	50	50	50	50	51	177
	51	51	51	51	51	51	52	181
	52	52	52	52	52	52	53	185
	53	53	53	53	53	53	54	189
	54	54	54	54	54	54	55	193
	55	55	55	55	55	55	56	197
	56	56	56	56	56	56	57	201
	57	57	57	57	57	57	58	205
	58	58	58	58	58	58	59	209
	59	59	59	59	59	59	60	213
	60	60	60	60	60	60	61	217
	61	61	61	61	61	61	62	221
	62	62	62	62	62	62	63	225
	63	63	63	63	63	63	64	229
	64	64	64	64	64	64	65	233
	65	65	65	65	65	65	66	237
	66	66	66	66	66	66	67	241
	67	67	67	67	67	67	68	245
	68	68	68	68	68	68	69	249
	69	69	69	69	69	69	70	253
	70	70	70	70	70	70	71	257
	71	71	71	71	71	71	72	261
	72	72	72	72	72	72	73	265
	73	73	73	73	73	73	74	269
	74	74	74	74	74	74	75	273
	75	75	75	75	75	75	76	277
	76	76	76	76	76	76	77	281
	77	77	77	77	77	77	78	285
	78	78	78	78	78	78	79	289
	79	79	79	79	79	79	80	293
	80	80	80	80	80	80	81	297
	81	81	81	81	81	81	82	301
	82	82	82	82	82	82	83	305
	83	83	83	83	83	83	84	309
	84	84	84	84	84	84	85	313
	85	85	85	85	85	85	86	317
	86	86	86	86	86	86	87	321
	87	87	87	87	87	87	88	325
	88	88	88	88	88	88	89	329
	89	89	89	89	89	89	90	333
	90	90	90	90	90	90	91	337
	91	91	91	91	91	91	92	341
	92	92	92	92	92	92	93	345
	93	93	93	93	93	93	94	349
	94	94	94	94	94	94	95	353
	95	95	95	95	95	95	96	357
	96	96	96	96	96	96	97	361
	97	97	97	97	97	97	98	365
	98	98	98	98	98	98	99	369
	99	99	99	99	99	99	100	373
	100	100	100	100	100	100	101	377
	101	101	101	101	101	101	102	381
	102	102	102	102	102	102	103	385
	103	103	103	103	103	103	104	389
	104	104	104	104	104	104	105	393
	105	105	105	105	105	105	106	397
	106	106	106	106	106	106	107	401
	107	107	107	107	107	107	108	405
	108	108	108	108	108	108	109	409
	109	109	109	109	109	109	110	413
	110	110	110	110	110	110	111	417
	111	111	111	111	111	111	112	421
	112	112	112	112	112	112	113	425
	113	113	113	113	113	113	114	429
	114	114	114	114	114	114	115	433
	115	115	115	115	115	115	116	437
	116	116	116	116	116	116	117	441
	117	117	117	117	117	117	118	445
	118	118	118	118	118	118	119	449
	119	119	119	119	119	119	120	453
	120	120	120	120	120	120	121	457
	121	121	121	121	121	121	122	461
	122	122	122	122	122	122	123	465
	123	123	123	123	123	123	124	469
	124	124	124	124	124	124	125	473
	125	125	125	125	125	125	126	477
	126	126	126	126	126	126	127	481
	127	127	127	127	127	127	128	485
	128	128	128	128	128	128	129	489
	129	129	129	129	129	129	130	493
	130	130	130	130	130	130	131	497
	131	131	131	131	131	131	132	501
	132	132	132	132	132	132	133	505
	133	133	133	133	133	133	134	509
	134	134	134	134	134	134	135	513
	135	135	135	135	135	135	136	517
	136	136	136	136	136	136	137	521
	137	137	137	137	137	137	138	525
	138	138	138	138	138	138	139	529
	139	139	139	139	139	139	140	533
	140	140	140	140	140	140	141	537
	141	141	141	141	141	141	142	541
	142	142	142	142	142	142	143	545
	143	143	143	143	143	143	144	549
	144	144	144	144	144	144	145	553
	145	145	145	145	145	145	146	557
	146	146	146	146	146	146	147	561
	147	147	147	147	147	147	148	565
	148	148	148	148	148	148	149	569
	149	149	149	149	149	149	150	573
	150	150	150	150	150	150	151	577
	151	151	151	151	151	151	152	581
	152	152	152	152	152	152	153	585
	153	153	153	153	153	153	154	589
	154	154	154	154	154	154	155	593
	155	155	155	155	155	155	156	597
	156	156	156	156	156	156	157	601
	157	157	157	157	157	157	158	605
	158	158	158	158	158	158	159	609
	159	159	159	159	159	159	160	613
	160	160	160	160	160	160	161	617
	161	161	161	161	161	161	162	621
	162	162	162	162	162	162	163	625
	163	163	163	163	163	163	164	629
	164	164	164	164	164	164	165	633
	165	165	165	165	165	165	166	637
	166	166	166	166	166	166	167	641
	167	167	167	167	167	167	168	645
	168	168	168	168	168	168	169	649
	169	169	169	169	169	169	170	653
	170	170	170	170	170	170	171	657
	171	171	171	171	171	171	172	661
	172	172	172	172	172	172	173	665
	173	173	173	173	173	173	174	669
	174	174	174	174	174	174	175	673
	175	175	175	175	175	175	176	677
	176	176	176	176	176	176	177	681
	177	177	177	177	177	177	178	685
	178	178	178	178	178	178	179	689
	179	179	179	179	179	179	180	693
	180	180	180	180	180	180	181	697
	181	181	181	181	181	181	182	701
	182	182	182	182	182	182	183	705
	183	183	183	183	183	183	184	709
	184	184	184	184	184	184	185	713
	185	185	185	185	185	185	186	717

MONTHLY ENROLLMENT
ACTION PUBLIC SCHOOLS
ACTON-BOXBOROUGH REGIONAL SCHOOLS
2011-2012 ACADEMIC YEAR

Levels	Sept. 1			Oct. 1			Nov. 1			Dec. 1			Jan. 1			Feb. 1			Mar. 1			Apr. 1			May 1			Jun 1				
	A	B(1)	Σ	A	B(1)	Σ	A	B(1)	Σ	A	B(1)	Σ	A	B(1)	Σ	A	B(1)	Σ	A	B(1)	Σ	A	B(1)	Σ	A	B(1)	Σ	A	B(1)	Σ		
K	297	59	5	302	294	59	7	301	293	58	7	300	292	58	7	299	295	56	7	302	294	58	7	301	295	59	7	302	294	58	7	301
1	333	53	5	338	333	53	8	341	334	51	8	342	334	52	8	342	337	52	8	345	337	52	8	346	338	52	8	346	339	52	8	347
2	355	54	7	362	354	54	7	361	355	54	7	362	355	54	7	362	360	54	7	367	359	54	7	366	360	54	7	367	360	53	7	368
3	351	68	2	353	351	68	2	353	352	67	2	354	353	66	2	355	354	66	2	355	354	66	2	356	354	66	2	356	353	66	2	355
4	351	66	2	353	351	66	2	353	355	66	2	357	354	66	2	356	355	68	2	357	355	68	2	357	355	67	2	357	352	66	2	354
5	370	75	5	375	369	75	5	374	371	75	5	376	372	75	5	377	376	77	5	381	376	77	5	381	377	76	5	382	378	76	5	383
6	359	85	4	363	361	84	4	365	361	84	4	365	362	84	4	366	363	84	4	367	364	84	4	368	365	83	4	369	368	83	4	373
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	8	0	37	38	8	0	38	42	8	0	42	46	8	0	46	50	9	0	50	52	10	0	52	54	10	0	54	59	10	0	59
O.D. Pre-sch.	2	0	0	2	2	3	0	2	2	3	0	2	2	3	0	2	2	3	0	2	2	3	0	2	3	3	0	3	3	3	0	3
O.D. SPED K-6	12	4	0	12	13	4	0	13	13	4	0	13	13	4	0	13	13	5	0	13	13	5	0	13	15	5	0	15	15	6	0	15
A.P.S. Total	2467	472	30	2497	2466	474	35	2501	2478	470	35	2513	2483	470	35	2518	2504	474	35	2539	2506	477	35	2541	2515	475	35	2550	2518	474	35	2562
7	391	71	7	469	391	71	7	469	390	71	7	468	390	72	7	469	389	72	7	468	389	72	7	468	389	72	7	468	387	72	7	466
8	404	71	9	484	408	71	9	488	409	71	9	489	409	71	9	489	409	71	9	489	409	71	9	489	410	71	9	490	410	71	9	489
J.H.S. Total	795	142	16	953	799	142	16	957	799	142	16	957	799	143	16	958	798	143	16	957	798	143	16	957	799	143	16	958	797	143	16	956
9	394	77	8	479	385	78	8	471	388	78	8	474	388	78	7	473	385	78	7	470	385	78	7	470	387	77	7	471	387	77	7	471
10	414	108	3	525	415	109	3	527	415	109	3	527	416	109	3	528	416	108	3	526	415	108	3	526	415	108	3	526	414	108	3	525
11	387	100	7	494	387	99	7	493	386	99	7	492	386	99	7	492	385	99	7	492	385	99	6	490	384	99	7	490	385	99	7	494
12	362	94	9	465	361	96	7	464	362	96	7	465	362	96	7	465	362	95	7	467	362	94	6	462	361	94	7	462	358	94	7	459
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	1557	379	27	1963	1548	382	25	1955	1551	382	25	1958	1552	382	24	1958	1548	380	24	1975	1547	379	22	1948	1545	378	24	1947	1546	378	24	1948
Total JHS & HS	2352	521	43	2916	2347	524	41	2912	2350	524	41	2915	2351	525	40	2916	2346	523	40	2909	2345	522	38	2905	2344	521	40	2905	2343	521	40	2904
O.D. SPED 7-12	44	13	0	57	44	12	0	56	43	12	0	55	43	12	0	55	43	13	0	56	43	13	0	56	45	13	0	58	45	13	0	58
Reg. Total	2396	534	43	2973	2391	536	41	2968	2393	536	41	2970	2394	537	40	2971	2389	536	40	2965	2388	535	38	2961	2389	536	40	2965	2389	534	40	2963
A.P.S. Total	2467	472	30	2497	2466	474	35	2501	2478	470	35	2513	2483	470	35	2518	2504	474	35	2539	2506	477	35	2541	2515	475	35	2550	2518	474	35	2562
Reg. Total	2396	534	43	2973	2391	536	41	2968	2393	536	41	2970	2394	537	40	2971	2389	536	40	2965	2388	535	38	2961	2389	536	40	2965	2389	534	40	2963
Grand Total	4863	534	73	5470	4857	536	76	5469	4871	536	76	5483	4877	537	75	5489	4893	536	75	5504	4894	535	73	5502	4904	536	75	5515	4907	534	75	5522

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

All Principals (2)

A. Bisewicz
K. Nelson
E. Weiner

M. Altieri
D. Bookis
L. Huber

Students other than Choice counted under column C:

Staff Students -

Tuition In Students -

Sped Tuition In Students