HINGHAM SCHOOL COMMITTEE
October 16, 2023 at 6:00 PM
Central North Meeting Room, 2nd Floor
Town Hall
210 Central Street
Hingham, MA 02043

or Remote via Zoom
Dial-in number: 1-929-205-6099
Meeting ID: 848 7700 0067
Passcode: 130801
Website: https://zoom.us/join

MEETING AGENDA

1. Call to Order

2. Adjourn to Executive Session pursuant to M.G.L. c. 30A, s. 21(a)(3) for the purposes of:

   To approve minutes from the Executive Session held on October 2, 2023 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

   To provide an update on negotiations with HEA Unit A, B, C, and D as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

   To discuss matters related to the Bus/Van Drivers Union collective bargaining successor contract for 2023-2026 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

3. Return to Open Session at 6:30 PM

4. Approval of minutes

   4.1 Minutes of the School Committee meeting held on October 2, 2023

5. Questions and Comments

   The Hingham School Committee encourages community engagement and welcomes questions and comments as agenda items are discussed at the meeting. In addition, we have set aside up to fifteen minutes at the beginning of this meeting for comments or questions that fall under the purview of the School Committee and are not already on tonight's agenda. If any guests wish to speak, please raise your hand, state your name and address, and address your comments to the Chairperson. Comments will be limited to 3 minutes per speaker and must relate to topics within the scope of responsibility of the School Committee. As established by the Massachusetts General Laws, the responsibilities of the School Committee are to (1) select and to evaluate the Superintendent, (2) review and approve budgets for public education in the district, and (3) establish educational goals and policies for the schools in the district. Speakers are encouraged to present their remarks in a respectful manner and to consider the

privacy interests of others. The public comment period is not a time for debate or response to comments by the School Committee. The School Committee is not adopting or endorsing any of the comments made during the public comment period.

In addition to this public comment period, the School Committee practice provides time for questions and comments from the public on new business items on the agenda.

6. Superintendent's Report

6.1 Enrollment Update

7. Communications

7.1 Communications Received by the Superintendent
7.2 Student Communications
7.3 Other Communications

8. Unfinished Business
8.1 To discuss proposed changed to Policies (BA - BDFA-E-3) second read, and act as appropriate

9. New Business

9.1 To discuss a Memorandum of Agreement with the Bus/Van Drivers Union for a successor contract for 2023-2026 and act as appropriate
9.2 To hear a report on spring MCAS
9.3 To consider Massachusetts Association of School Committee (MASC) resolutions and act as appropriate
9.4 To discuss grants and donations and act as appropriate
9.5 To review surplus materials and act as appropriate

10. Subcommittee and Project Reports
Warrants Signed

11. Other items as may not reasonably be known 48 hours in advance of the meeting

12. Adjourn

Next School Committee Meetings:
Monday, October 30, 2023 at 6:30 PM at METCO Headquarters
Monday, November 13, 2023 at 6:30 PM

This meeting is being held in person and/or remotely as an alternate means of public access pursuant to Chapter 2 of the Acts of 2023 and all other applicable laws temporarily amending certain provisions of the Open Meeting Law. You are hereby advised that this meeting and all communications during this meeting may be recorded by the Town of Hingham in accordance with the Open Meeting Law. If any participant wishes to record this meeting, please notify the chair at the start of the meeting in accordance with M.G.L. c. 30A, § 20(f) so that the chair may inform all other participants of said recording.

HINGHAM SCHOOL COMMITTEE
October 2, 2023

MEETING MINUTES

Called to Order at 6:30 PM
School Committee Chair Nes Correnti called the meeting to order at 6:30 PM, and began by reading the following statement for those participating by zoom:

This meeting is being held in person and/or remotely as an alternate means of public access pursuant to Chapter 2 of the Acts of 2023 and all other applicable laws temporarily amending certain provisions of the Open Meeting Law. You are hereby advised that this meeting and all communications during this meeting may be recorded by the Town of Hingham in accordance with the Open Meeting Law. If any participant wishes to record this meeting, please notify the chair at the start of the meeting in accordance with M.G.L. c. 30A, § 20(f) so that the chair may inform all other participants of said recording.

School Committee members present: Chair Nes Correnti, Vice-Chair Michelle Ayer, Secretary Jen Benham, Kerry Ni, Tim Dempsey, Alyson Anderson, and Matt Cosman

School Committee members participating remotely: none

School Committee members absent: none

Central Office Members present: Superintendent Dr. Margaret Adams, Assistant Superintendent Kathryn Roberts, and Director of Business and Support Services Aisha Oppong
Also present: Executive Assistant Sherry Robertson

This meeting incorporated the use of the OWL camera to broadcast the meeting via Zoom.
Harbormedia was also present and recording the meeting.

Visitors present: High School Principal Rick Swanson, Middle School Principal Derek Smith, East Elementary Principal Jonathan Hawes, Athletic Director Jim Quatromoni, Director of Guidance Heather Rodriguez, Cynthia Barrett, Suzanne Gunderson, and HEA President Jacqueline Beaupre.

Remote visitors: There were approximately 5 remote attendees on Zoom.

Approval of minutes:
On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the minutes of the School Committee meeting held on July 10, 2023

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the minutes of the School Committee meeting held on September 11, 2023

Jen Benham noted that she revised the minutes of September 23rd that were in the meeting packet.
On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the minutes of the School Committee meeting held on September 23, 2023, as amended.

Questions and Comments:
none

Superintendent's Report

- Dr. Adams mentioned an announcement made earlier in the week noting that both Plymouth River Elementary and South Elementary have been recognized as Schools of Recognition by the Department of Elementary and Secondary Education (DESE).
- Dr. Adams and Kathryn Roberts shared in the meeting packet information detailing the new professional development opportunities available to the staff this year.
- Personnel Report: Dr. Adams shared an update from Human Resources Coordinator Kelly Larkin listing new hires and job changes within the past month. Dr. Adams also noted that the district still has some open positions for paraeducators.
- Dr. Adams shared that there is an online survey looking for community input with regard to the naming of the new elementary school. She explained that the naming of a public building has to be voted on at Town Meeting.
- Update on Planning for Preschool: Dr. Adams referenced her memo to the Committee describing the planning process of the Preschool Working Group and they plan to make recommendations on the development of preschool and pre-k programming at the new elementary school for the 2024-2025 school year. She stated that the group expects to present recommendations to the School Committee in January.
- Accountability Report: Dr. Adams gave a presentation that explained Massachusetts' accountability system, which is designed to measure how a school or district is doing and what kind of support it may need. She shared that the accountability system considers achievement, student growth, High School completion, progress towards English proficiency, chronic absenteeism, and advanced coursework completion. Dr. Adams then shared the data for the district in these areas.

Communications

- Kathryn Roberts noted that she shared in the packet a letter template that will be shared with elementary families about the early literacy universal screening assessment for students in grades K-3.

Student Communications
Student Advisory Committee Representative Alex Doggett was present. He stated that the freshman class has elected their Student Advisory Committee representative and that the Committee would be having a meeting soon.

Other Communications
Nes Correnti noted that September was Suicide Awareness Month and that the Town of Hingham Veterans' Service Department Director SCPO Keith Jermyn along with HHS Principal Rick Swanson,

administrators, members of the HHS Veterans' Appreciation Club, and school committee members raised the SAR flag on the morning of Friday, September 22nd in memory of SGT Matthew P. Partyka, USMC.

Unfinished Business
none

New Business

School Improvement Plan: East Elementary
East Elementary Principal Jonathan Hawes gave a presentation updating the Committee with regard to the following goals: Communication; Analyze Student Performance; Safe and Inclusive Environments; and Diversity, Equity, and Inclusion. Mr. Hawes presented Action Steps that have been taken, and will be taken to achieve these goals and provided examples of the success measurement of each.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the East Elementary School Improvement Plan progress update and renew the approval of the current plan as presented.

Harvard Model UN Conference Student Trip
Hingham High School Social Studies teacher Kathryn Black was present remotely to request that the Committee approve the trip to the Model UN Conference. Ms. Black explained that this is a trip she has taken with the students in the past at which the students will engage in discussions and debates with students from around the world. She stated that the conference is in Boston and the students will stay at the Sheraton for the dates of January 25-28, 2024.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the student trip to the Model UN Conference in Boston in January of 2024.

Out of State Competition: HHS Crew Team
Athletic Director Jim Quatromoni was present and explained that this trip is a new trip this year to attend a competitive regatta in New Hampshire. He stated that this is a day trip on Sunday, October 15th and that the students will be transported by bus, leaving at 5AM and returning at 7M. Mr. Quatromoni also stated that the boats are being transported via trailers by the Hingham High School Rowing Association.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the day trip to New Hampshire for the Hingham High School Rowing Team on October 15, 2023.

Wellness Committee Update
The Committee discussed the final memo of the Wellness Committee recommending the establishment of a Task Force to examine HPS's homework policy, and to examine the flexibility of the daily schedule.

Youth Risk Behavior Survey
Assistant Superintendent Kathryn Roberts Middle School Principal Derek Smith, High School Principal Rick Swanson, and Guidance Director Heather Rodriguez, gave a presentation of the results of the YRBS (Youth Risk Behavior Survey). The presentation included the data of student responses, as well as prevention and student support efforts.

Equity Plan
Assistant Superintendent Kathryn Roberts gave a presentation of the district's Equity Plan. She reported that the resulting equity audit report highlighted recommended areas for strategic focus, including an emphasis on culturally responsive curriculum, inclusive instructional practices, equity-focused professional development, inclusive hiring practices, and use of academic and Social Emotional Learning (SEL) data to inform district equity and inclusion strategy.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the Equity Plan for the 2023-2024 school year, as presented.

Policies BA - BDFA-E-3
The Committee reviewed language changes proposed by the Policy Subcommittee for the following policies: BA: School Operational Goals; BBAA School Committee Member Authority; BBBA/BBBB School Committee Member Qualifications/Oath of Office; BBBE Unexpired Term Fulfillment; BDFA School Councils; and BDFA-E School Improvement Plan. This was a first read for these proposed changes therefore no vote was taken.

Pay Rates for Interventionists/Tutors and Substitute Paraeducators
Director of Business and Support Services Aisha Oppong spoke to the Committee regarding a memo she submitted recommending an increase in pay rates for interventionists and substitute paraeducators.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to increase the hourly rate for interventionists to $37.03 for the school year July 1, 2023 to June 30, 2024 and to pay any interventionists who worked prior to October 2, 2023 a retroactive pay adjustment, and to increase the current paraprofessional substitute hourly rate to $17.45 effective September 28, 2023.

Donations
Director of Business and Support Services Aisha Oppong discussed a donation from the Hingham Sports Partnership in the amount of $100,000 toward the cost to design and build the Dock Wellness Center at Hingham High School.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was voted to accept a donation of $100,000 from Hingham Sports Partnership as the seed money to initiate the procurement process for the construction of the Hingham High School Wellness Center, and to approve the creation of a special revolving account that will be used specifically for donations received for the Hingham High School Wellness project.

Grants
Assistant Superintendent Kathryn Roberts presented a memo to the Committee stating that the district is eligible to receive $61,275 in Title I funding, which will be allocated to the three HPS schools with the highest populations of low-income families. These schools include Plymouth River, Hingham Middle School, and Foster School. She also reported the district is eligible to receive $45,462 in Title II funding which will be primarily utilized to further strategic initiatives related to professional development, focused on UDL, inclusive and equitable practices.

- On a motion by Michelle Ayer and seconded by Jen Benham

It was **voted** to accept the Title I grant in the amount of $61,275.

- On a motion by Michelle Ayer and seconded by Jen Benham

It was **voted** to accept the Title II grant in the amount of $45,462.

Subcommittee and Project Reports/Warrants Signed

- Matt Cosman reported that the Special Education Subcommittee met on September 13th and discussed goals for the year. He also reported that SEPAC had a meeting on September 19th, which Dr. Adams and Dr. Cataldo attended. He reported that the next Special Education Subcommittee meeting will be on October 25th, and that HEF met on September 12th and is planning their annual spelling bee which will take place on November 5th.
- Alyson Anderson reported that the Policy Subcommittee met on September 21st.
- Tim Dempsey reported that the Educational Programming Subcommittee met on September 26th. He also reported that SNAP's 10-year anniversary celebration has been postponed until the spring.
- Kerry Ni reported that the Middle School Council met today. She also reported that the Salary and Negotiations Subcommittee has ongoing meetings with all bargaining units.
- Jen Benham reported that the Finance/Capital & Facilities Subcommittee is working on a schedule of upcoming meetings through the budget cycle. She also reported that there are financial warrants in the packet.
- Michell Ayer reported that the Foster School Council met on September 25th.
- Nes Correnti reported that at the School Committee's planning session on September 23rd, it was voted to appoint Alyson Anderson as the committee's representative at the upcoming MASC Conference.

Other items as may not reasonable be known 48 hours in advance of the meeting
none

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to adjourn to Executive Session at 8:47 PM not to return to Open Session pursuant to M.G.L. c. 30A, s. 21(a)(3) not to return to Open Session for the purposes of:

  To approve minutes from the Executive Session held on September 11, 2023 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

  To provide an update on negotiations with HEA Unit A, B, C, and D as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

To provide an update on negotiations with bus drivers' union as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

Respectfully Submitted By: Jen Benham

- 10.02.2023 Agenda.pdf
- Item 2.1 Minutes of the School Committee meeting held on July 10, 2023 3PM.pdf
- Item 2.2 Minutes of the School Committee Meeting held on September 11, 2023.pdf
- Item 2.3 Minutes of the School Committee meeting held on September 23, 2023 revised
- Item 2.3 Minutes of the School Committee meeting held on September 23, 2023.pdf
- Item 4.0 @HPS PD Catalog 2023-2024.docx.pdf
- Item 4.0 HPS Professional Development Corner.pdf
- Item 4.0 HPS School Renaming Survey PR.pdf
- Item 4.0 TEMPLATE--Hingham General Literacy Screener Letter (All parents, K-3).pdf
- Item 4.0 Two HPS Schools Recognized by the State (1).pdf
- Item 4.1 10_02_2023 Personnel Report.pdf
- Item 4.2 Memo Preschool Committee.pdf
- Item 4.3 2023 Accountability Data - Hingham (01310000).pdf
- Item 4.3 2023 Accountability Presentation.pdf
- Item 4.3 Glossary of Terms for DESE Accountability.docx.pdf
- Item 7.1 East ELementary SIP yr 2 update.pdf
- Item 7.2 Model UN Trip.pdf
- Item 7.3 Hingham High Rowing Competition 10.15.2023.pdf
- Item 7.4 2023 YRBS Data Presentation (2).pdf
- Item 7.4 Wellness Committee Final Memo.pdf
- Item 7.5 Equity Plan Goals.docx (1).pdf
- Item 7.6 DRAFT Policy Sections-BA--BDFA-E-3.pdf
- Item 7.7 & 7.8 Memo Rate increase sub paras and interventionists - Google Docs.pdf
- Item 7.9 HS - Wellness Center Donation from HSP.docx - Google Docs.pdf
- Item 7.10 FY24 ESSA Title I-II Grants Memo to SC.pdf
- warrant #SO91223.pdf
- Warrant #SO91923.pdf
- warrant #SO92623.pdf

The Commonwealth of Massachusetts
Executive Office for Administration and Finance
Operational Services Division
Maura Healey, Governor
Kim Driscoll, Lieutenant Governor
Matthew Gorzkowicz, Secretary

Gary J. Lambert
Assistant Secretary for Operational Services

To: Matthew Gorzkowicz, Secretary
Executive Office for Administration and Finance

Commonwealth Superintendents

From: Gary J. Lambert, Assistant Secretary for Operational Services
Operational Services Division

Date: October 2, 2023

Re: **Estimated Rate of Inflation for Fiscal Year 2025**

The Operational Services Division is required by M.G.L. Chapter 7, Section 22N, to submit an "estimated rate of inflation for social service programs" to the Secretary of the Executive Office for Administration and Finance by October 1st of each year for consideration in preparation of the Governor's annual budget recommendation.

The Operational Services Division is also required by the above statute to notify Commonwealth Superintendents of this estimated rate of inflation for their use in planning for increases to Approved Private Special Education programs.

Attached is the Operational Services Division's analysis which results in an estimated rate of inflation of 4.69% for Fiscal Year 2025.

Should you or your staff require further information regarding the estimated rate of inflation, please contact Jacquiline Brown at (617) 720-3371.

cc: Chris Marino, Assistant Secretary for the Budget and Fiscal Operations, Executive Office for Administration and Finance
Danielle Cerny, Chief of Staff, Executive Office for Administration and Finance
Rick Mikulis, Chief Financial Officer
Mark Fine, Assistant Secretary of Administration

EXECUTIVE OFFICE FOR ADMINISTRATION AND FINANCE

OPERATIONAL SERVICES DIVISION

ESTIMATED RATE OF INFLATION - FISCAL YEAR 2025

October 1, 2023

COMPONENT	PERCENTAGE OF TOTAL EXPENSES	FACTOR	SOURCE	REFERENCE	ADJUSTED PERCENTAGE
PERSONNEL	49.91%	1.046	ECI	NORTHEAST	52.21%
PAYROLL TAX	4.40%	1.056	ECI	SERVICE OCCUPATIONS	4.65%
FRINGE BENEFITS	6.07%	1.056	ECI	SERVICE OCCUPATIONS	6.41%
OCCUPANCY	6.71%	1.076	CPI	BOSTON	7.22%
DIRECT CARE CONSULTANT	2.42%	1.046	ECI	NORTHEAST	2.53%
TEMPORARY HELP	0.23%	1.046	ECI	NORTHEAST	0.24%
CLIENTS & CAREGIVERS REIM.	4.30%	1.000	Note 1		4.30%
SUBCONTRACTED DIRECT CARE	7.74%	1.046	ECI	NORTHEAST	8.10%
STAFF TRAINING	0.18%	1.046	ECI	NORTHEAST	0.19%
STAFF MILEAGE/TRAVEL	0.33%	1.018	CPI	BOSTON	0.33%
MEALS	1.57%	1.091	CPI	BOSTON	1.72%
CLIENT TRANSPORTATION	1.21%	1.018	CPI	BOSTON	1.24%
INCID. MEDICAL/MEDICINE/PHAR.	0.09%	1.033	CPI	BOSTON	0.09%
CLIENT PERSONAL ALLOWANCES	0.22%	1.000	Note 1		0.22%
PROVISION MAT. GOODS/SVS./BEN.	1.05%	1.000	Note 1		1.05%
DIRECT CLIENT WAGES	0.13%	1.000	Note 1		0.13%
OTHER COMM. PROD/SVS.	0.05%	1.000	Note 1		0.05%
PROG. SUPPLIES/MATERIALS	1.18%	1.012	CPI	BOSTON	1.19%
OTHER EXPENSE	0.44%	1.051	CPI	BOSTON	0.46%
TOTAL DIRECT ADMIN EXP. (PROG.)	2.14%	1.051	CPI	BOSTON	2.25%
ADMINISTRATION	9.62%	1.051	CPI	BOSTON	10.11%
TOTAL	100.00%				**104.69%**

Note 1:

Inflation is not applicable for "pass through" items.

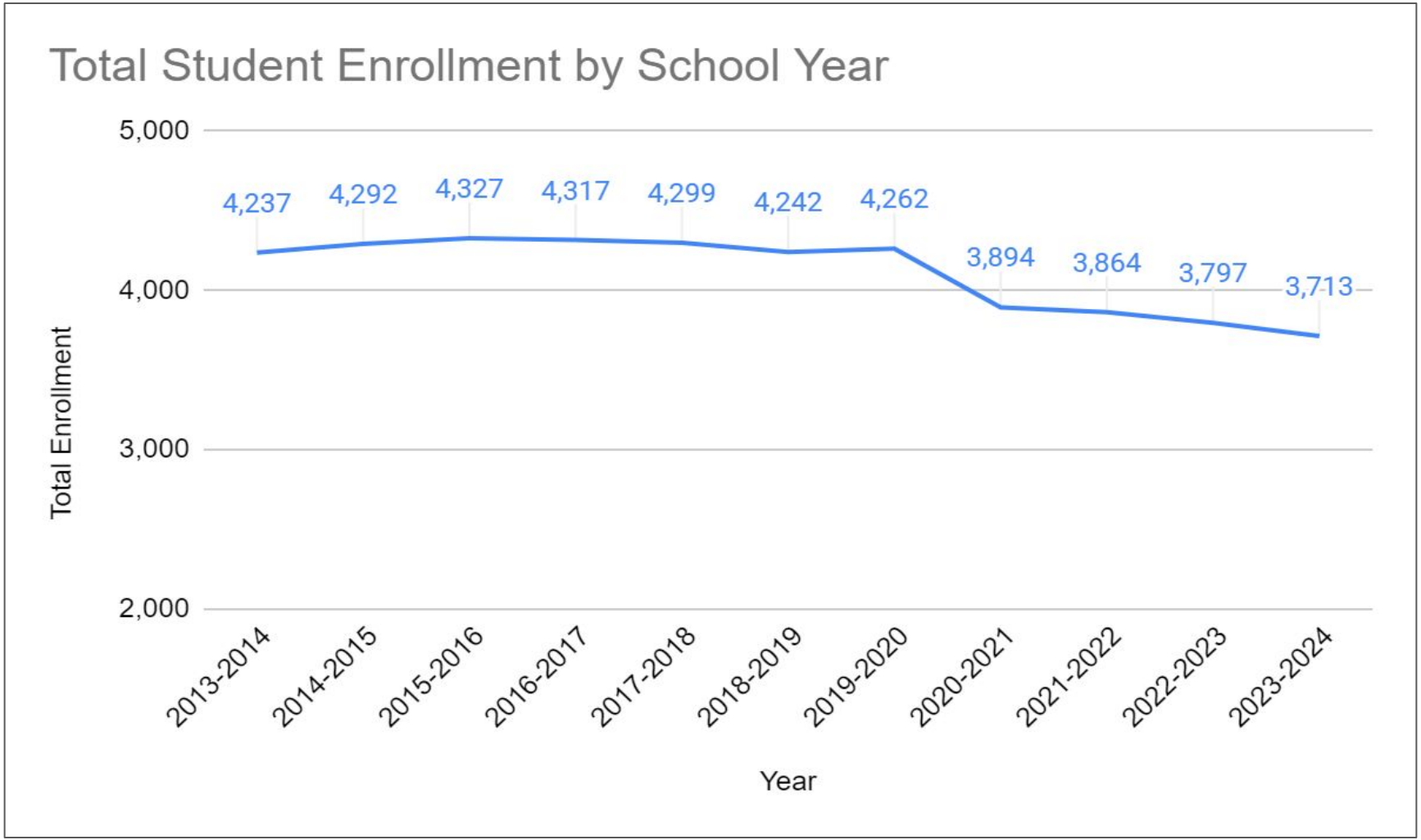
Percentage of Total Expenses:

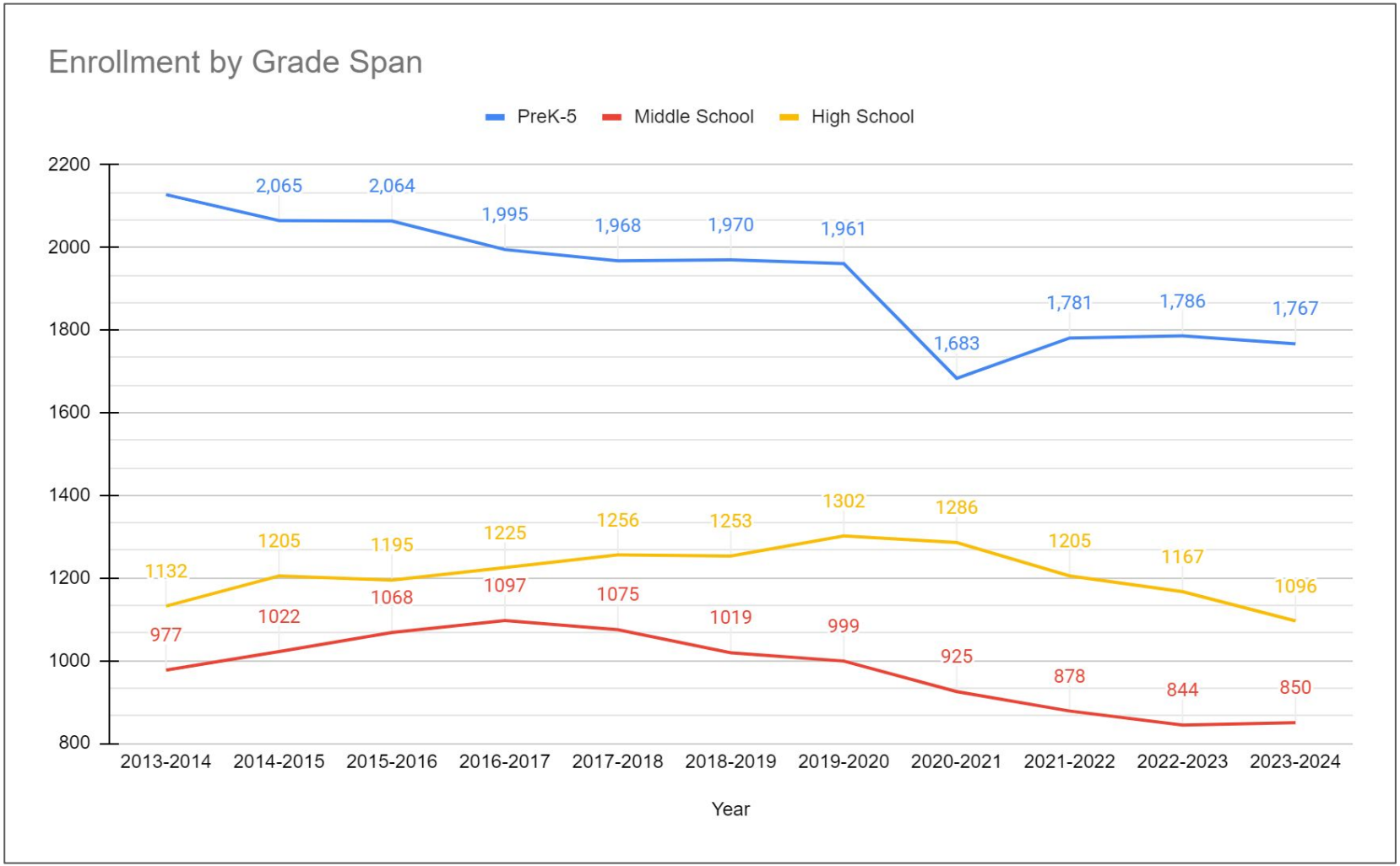
The Percentage of Total Expenses is based on FY 2022 *Uniform Financial Report* data.

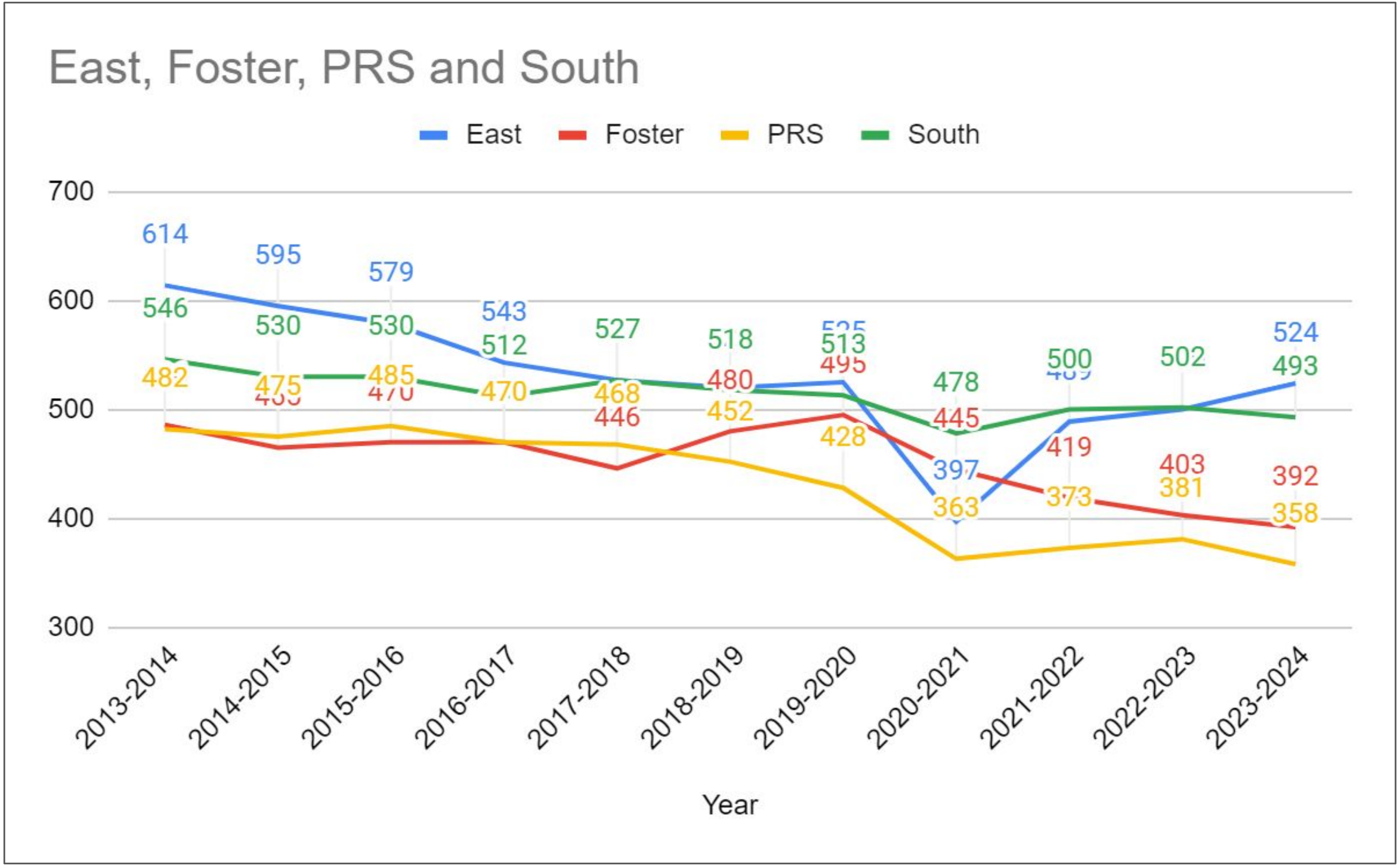
Sources:

ECI: The Employment Cost Index represents a 12 month average change to 6/30/22.

CPI: The Consumer Price Index represents a 12 month average change to 7/31/22.


Total Student Enrollment by School Year
5,000
4,000
3,000
2,000
Total Enrollment
4,237
4,292
4,327
4,317
4,299
4,242
4,262
3,894
3,864
3,797
3,713
2013-2014
2014-2015
2015-2016
2016-2017
2017-2018
2018-2019
2019-2020
2020-2021
2021-2022
2022-2023
2023-2024
Year


Enrollment by Grade Span
PreK-5
Middle School
High School
2200
2000
1800
1600
1400
1200
1000
800
2,065
2,064
1,995
1,968
1,970
1,961
1,683
1,781
1,786
1,767
1205
1195
1225
1256
1253
1302
1286
1205
1167
1096
1132
1068
1097
1075
1019
999
925
878
844
850
977
1022
2013-2014
2014-2015
2015-2016
2016-2017
2017-2018
2018-2019
2019-2020
2020-2021
2021-2022
2022-2023
2023-2024
Year



East, Foster, PRS and South
East
Foster
PRS
South
700
600
500
400
300
614
595
579
543
527
518
524
546
530
530
512
513
478
500
502
493
482
475
485
470
468
452
428
363
373
381
358
446
480
445
419
403
392
397
2013-2014
2014-2015
2015-2016
2016-2017
2017-2018
2018-2019
2019-2020
2020-2021
2021-2022
2022-2023
2023-2024
Year

HINGHAM
PUBLIC SCHOOLS

October 1, 2023 ENROLLMENT

	PreK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total K-5
East	78	3 sections 21;21;21 Total=**63**	4 sections 21;21;22;21 Total=**85**	4 sections 20;19;19;21 Total=**79**	3 sections 24;23;23 Total=**70**	4 sections 19;20;19;19 Total=**77**	4 sections 18;18;17;19 Total=**72**	**446**
Foster	*	3 sections 21;21;21 Total =**63**	3 sections 22;22;22 Total= **66**	3 sections 18;18;18 Total=**54**	3 sections 22;23;22 Total= **67**	4 sections 19;19;19;20 Total=**77**	3 sections 21;22;22 Total=**65**	**392**
Plymouth River	*	3 sections 15;15;14 Total=**44**	4 sections 17;18;17;18 Total=**70**	3 sections 19;19;19 Total=**57**	3 sections 20;19;20 Total=**59**	3 sections 22;22;22 Total=**66**	3 sections 21;21;20 Total=**62**	**358**
South	*	4 sections 18;18;17;19 Total=**72**	4 sections 21;21;21;21 Total=**84**	4 sections 22;24;24;23 Total=**93**	4 sections 19;19;19;21 Total=**78**	4 sections 20;20;20;19 Total=**79**	4 sections 22;22;22;21 Total=**87**	**493**
Total - By Grade K-5	78	242	305	283	274	299	286	**1689**

Hingham Middle School	Grade 6	Grade 7	Grade 8	Total HMS
	293	275	282	**850**

Hingham High School	Grade 9	Grade 10	Grade 11	Grade 12	Post Grad	Total HHS
	263	281	271	281	2	**1098**

Group	Total
PreK	78
K-5	1689
6-8	850
9-12 (Plus Post Grad)	1098
Total	**3715**

Other:	
Out of District	46
Homeschool	3
Vo-tech/Agricultural	3

File: BA

SCHOOL COMMITTEE OPERATIONAL GOALS

The Hingham School Committee´s goal is to establish and operate an educational system and educational programs which conform to the Massachusetts General Laws and DESE regulations, and to provide for all HPS public school students an opportunity to develop their abilities so that they may attain their greatest possible fulfillment as individuals and provide the greatest possible service to society.

The Hingham School Committee is responsible to the people for whose benefit the HPS district has been established. The Committee's current decisions will influence the course of education in our schools for years to come. The Committee and each of its members must look to the future and to the needs of all people more than the average citizen finds necessary. This requires a comprehensive perspective and long-range planning in addition to attention to immediate ~~problems~~ concerns.

The School Committee's primary responsibility is to establish those purposes, programs, and procedures that will best produce the educational achievement needed by our students. The Committee is charged with accomplishing this while also being responsible for wise management of resources available to the HPS district. The Committee must fulfill these responsibilities by functioning primarily as a legislative body to formulate and adopt policy, by selecting an executive officer to implement policy, and by evaluating the results. It must carry out its functions openly, while seeking the comments of the public, students, and staff in its decision-making processes.

In accordance with these principles, the technique will involve:

1. Periodically setting performance objectives for the School Committee itself and evaluating their accomplishment.

2. Setting objectives for performance for each position and function in the system.

3. Allowing the people responsible for carrying out objectives to have a role in setting them.

4. Establishing practical and SMARTIE district goals.
    - Specific and Strategic
    - Measureable
    - Action oriented
    - Rigorous, Realistic and Results Focused
    - Timed and Tracked
    - Inclusive
    - Equitable

5. Conducting a periodic review of performance against these goals.

6. Establishing and periodically reviewing policies which are consistent with sound educational and business practices and are in alignment with the HPS District Mission.

SOURCE: MASC – Updated 2022

SCHOOL COMMITTEE MEMBER AUTHORITY

Authority

Because all powers of the School Committee derived from state laws are granted in terms of action as a group, members of the School Committee have authority only when acting as a Committee legally in session.

The School Committee will not be bound in any way by any statement or action on the part of an individual member except when such statement or action is a result of specific instructions of the Committee.

No member of the Committee, by virtue of their office, will exercise any administrative responsibility with respect to the schools or command the services of any school employee.

The School Committee will function as a body and all policy decisions and other matters, as required by law, will be settled by an official vote of the Committee sitting in formal session.

Duties

The duties and obligations of the individual Committee member may be enumerated as follows:

1. To become familiar with the General Laws of the Commonwealth relating to education and School Committee operations, regulations of the Massachusetts Board of Education, policies and procedures of this School Committee and School Department.

2. To keep abreast of new laws and the latest trends in education.

3. To have a general knowledge of the goals, objectives, and programs of the HPS district.

4. To work effectively with other Committee members without trying either to dominate the Committee or neglect their share of the work.

5. To respect the privileged communication that exists in executive sessions by maintaining strict confidentiality on matters discussed in these sessions, except that which becomes part of the public record, once it has been approved for release.

6. To vote and act in Committee impartially for the good of all students.

7. To accept the will of the majority vote in all cases, and to remember that they are one of a team and must abide by, and carry out, all Committee decisions once they are made.

8. To represent the Committee and the schools to the public in a way that promotes interest and support.

9. To refer questions and complaints to the proper school authorities.

10. To comply with the accepted code of ethics for School Committee members.

SOURCE: MASC – Updated 2022

File: BBBA/BBBB

SCHOOL COMMITTEE MEMBER QUALIFICATIONS/OATH OF OFFICE

In order to serve on the School Committee, an individual must be a registered voter in the Town of Hingham and must take an oath of office as required by law.

Each new member will have sworn the oath before the Hingham Town Clerk prior to entering on their official duties as a member of the Committee.

From the Town Clerk, newly qualified Committee members, by law, receive, and sign a receipt for, a copy of the Massachusetts open meeting law governing the conduct of Committee meetings in general and executive sessions in particular.

Newly qualified Committee members shall, by law, receive and sign a receipt for, within 30 days of taking office, a copy of the Massachusetts Ethics Commission´s Summary of the Conflict of Interest laws. As elected, special municipal employees, all Committee members shall receive a copy of said summary annually. All Committee members shall, within 30 days of taking office, and every 2 years thereafter, complete the Massachusetts Ethics Commission´s online training program. Upon completion of the online training program, members shall provide notice of such completion to be retained for 6 years by the Municipal or District Clerk.

~~Membership on a School Committee is not limited to race, color, sex, religion, national origin, gender identity or sexual orientation.~~

Established by law

SOURCE: MASC - Updated 2022

LEGAL REFS.: M.G.L. 30A:20; 41:1; 41:107; 76:5; 268A:27-28;

File: BBBE

UNEXPIRED TERM FULFILLMENT

When a vacancy on the School Committee occurs for any reason, the Select Board and the remaining members of the Committee share the responsibility for filling it.

As provided in the law, the School Committee will notify the Select Board that a vacancy has been created within 30 days after it has occurred. After one week's notice has been given by the Committee to the Select Board, so that voters of the town may have the opportunity to state their candidacy, the two governing bodies will meet to fill the vacancy by roll call vote.

For election to fill a vacancy, a candidate must receive a majority of the votes of the officers entitled to vote. The person so elected will fill the seat on the Committee until the next town election, at which time a member will be elected to serve the remainder of the term, if any.

SOURCE: MASC – Updated 2022

LEGAL REF.: M.G.L. 41:11

File: BDFA

SCHOOL COUNCILS

The School Committee believes that the school is the key unit for educational improvement and change and that successful school improvement is best accomplished through a school-based decision-making process. By involving those directly affected by any action or decision of the school council in the process of determining that action or decision, it helps to strengthen the commitment to those decisions by those most affected by its implementation.

Under this policy, the Principal shall have primary responsibility for the management of the school. Decisions which are made at the school level must be aligned with the budget, policies, curriculum, and long-range and short-range goals adopted by the School Committee. In addition, decisions must comply with any state and federal laws and regulations and with any negotiated agreements of the HPS district.

As enacted by the state legislature in the Education Reform Act of 1993, a school council shall be established in each school to advise the Principal in specific areas of school operation. The Principal, except as specifically defined in the law, shall have the responsibility for defining the composition of and forming the group pursuant to a representative process approved by the Superintendent and School Committee.

The Principal shall, by law, serve as co-chair of the council. The second co-chair will be elected annually by the council members at its first meeting of the school year subsequent to the elections of new council members. The co-chairs will be responsible for the preparation of the agenda for the council meetings.

The school council shall meet at least once monthly during the school year. Meetings will be held outside of school hours.

School councils shall use consensus as the primary method to resolve issues and to formulate recommendations. Votes by majority may be taken at the discretion of the Principal and Robert's Rules of Order.

All meetings of the school council shall conform to the Open Meeting Law. The scope of the school council does not require, and therefore does not qualify for, executive session.

The Superintendent shall receive agendas and minutes of all school council meetings. The Superintendent shall provide copies of these materials to members of the School Committee upon request.

The following guidelines define the role of the school council: The School Council shall meet regularly with the Principal of the school and shall assist in:

1. Adoption of educational goals for the school that are consistent with state and local policies and standards.

2. Identification of the educational needs of the students attending the school.

3. Review of the school building budget.

4. Formulation of a school improvement plan that may be implemented only after review and approval by the Superintendent and adopted by the Committee. .

SOURCE: MASC – Consolidated and Updated 2022

LEGAL REFS.: M.G.L. 71:38Q, 71:59C; C30A:18-15

File: BDFA-E

SCHOOL IMPROVEMENT PLAN

The Principal, in conjunction with the school council, shall be responsible for preparing a written school improvement plan annually.

This plan shall be written and submitted for approval to the Superintendent no later than July 1 of the year in which the plan is to be adopted by the School Committee and implemented by the school. The plan should be drafted with the following in mind:

1. The educational goals for the school, consistent with District mission and goals, and the goals and standards, including student performance standards, as adopted by the Massachusetts Board of Elementary and Secondary Education.

2. An assessment of the needs of the school in light of the proposed educational goals.

3. The means to address student performance, with focus on improvement of student learning.

    a. Specify expected student outcomes and measurable/observable results.
    b. Clearly identify actions to be taken to implement the goals.
    c. Indicate anticipated costs and available funding sources.
    d. Delineate the method of evaluating and reporting progress and results.

4. Professional development for the school's professional staff.

5. The enhancement of parent/guardian involvement in the life of the school, safety, and discipline.

    a. Include a plan on how to solicit community support for the changes being developed.

6. The development of means for meeting the diverse learning needs of every child.

7. The establishment of a culture of inclusion and respectful of diversity.

8. Any further subjects as the Principal, in consultation with the school council, shall consider appropriate, except that:

    a. The council shall have no authority over matters that are subject to Chapter 150E, the collective bargaining law, and
    b. The council may not expand the scope of its authority beyond that established in law or expressly granted by School Committee policy.

If the school improvement plan is not approved by the Superintendent, it shall be returned to the Principal with specific comments as to the reason(s). The Principal shall revise the plan in cooperation with the school council, and resubmit it for approval.

SOURCE: MASC – Consolidated and Updated 2022

Hingham Public Schools

MCAS 23 Assessment

Presented by
Margaret Adams, Superintendent of Schools
Katie Roberts, Assistant Superintendent of Schools
Mary Andrews, Director of ELA
Dave Jewett, Director of Mathematics
Michelle Romano, Director of Science

Essential Questions

- How did HPS students, including subgroups, perform on MCAS in the spring of 2023?
- How does 2023 MCAS data compare to pre-pandemic achievement levels?
- What are the next steps to support the acceleration of student learning?

MCAS Test Administration 2019-2023

2022 school year was the first full MCAS administration for grades 3-8 since 2019. Grade 10 students in 2022 had not taken an MCAS test since 2019 (grade 7).

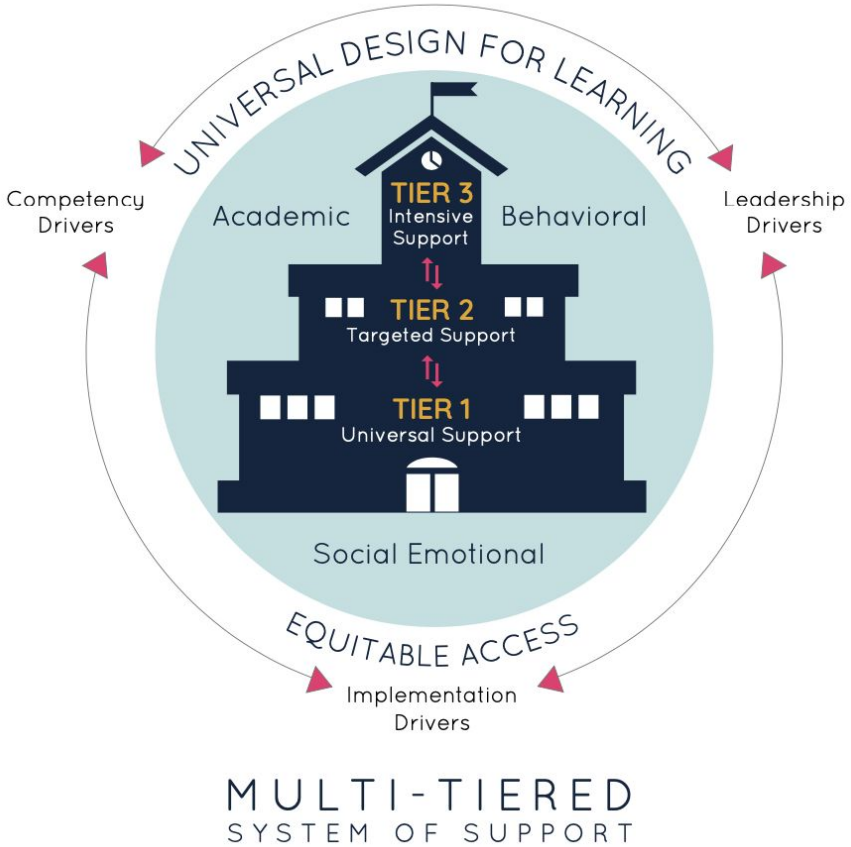
Year	Grades 3-8	Grade 10
2019	Full test administration	Full test administration
2020	**No tests administered**	**No tests administered**
2021	**Half-test administered**	Full test administered
2022	Full test administered	Full test administered
2023	Full test administered w/Accountability System*	Full test administered w/Accountability System

*NOTE: South School and Plymouth River School identified by DESE as *Schools of Distinction*

Key Takeaways of HPS MCAS Data

- Exit outcomes in Grade 10 remain strong for HPS students across content areas and subgroups.
- Nearing/exceeding pre-pandemic achievement levels in several grade levels, with particularly strong gains in Gr. 3-5 Mathematics (Note: K-5 mathematics was professional development focus area for 2022-2023.)
- HPS data points to areas for targeted focus, including Grade 6 Math, Grade 8 Science and Grade 8 Math/ELA subgroups (SWD & HN).
- Continued attention to improving achievement outcomes for sub groups:
  - Students with disabilities (SWD)
  - High needs (HN)--includes low income, ELL, SWD
  - Low Income (limited data points available)
- MTSS presentation in November will provide more current/actionable data and insight into BOY trends and learning acceleration.

District Initiatives to Accelerate Learning



Multi-Tiered Systems of Support (MTSS)

- MTSS Diagnostic Data & PLC Meetings
- iReady myPath (K-6 Math; Gr. 3-5 ELA)
- K-5 Reading Program Adoption
- HMS Open Sci Ed
- Universally Designed Learning (UDL)
- DESE Academies (Inclusive Practices, S3 Student Supports, Culturally Responsive Practices)
- New Data Analysis Tools (MCAS Data Explorer; Open Architects)
- Title I Interventions–PRS, Foster, HMS

Hingham Public Schools

MCAS 23 Assessment

ELA

ELA Highlights

Highlights:

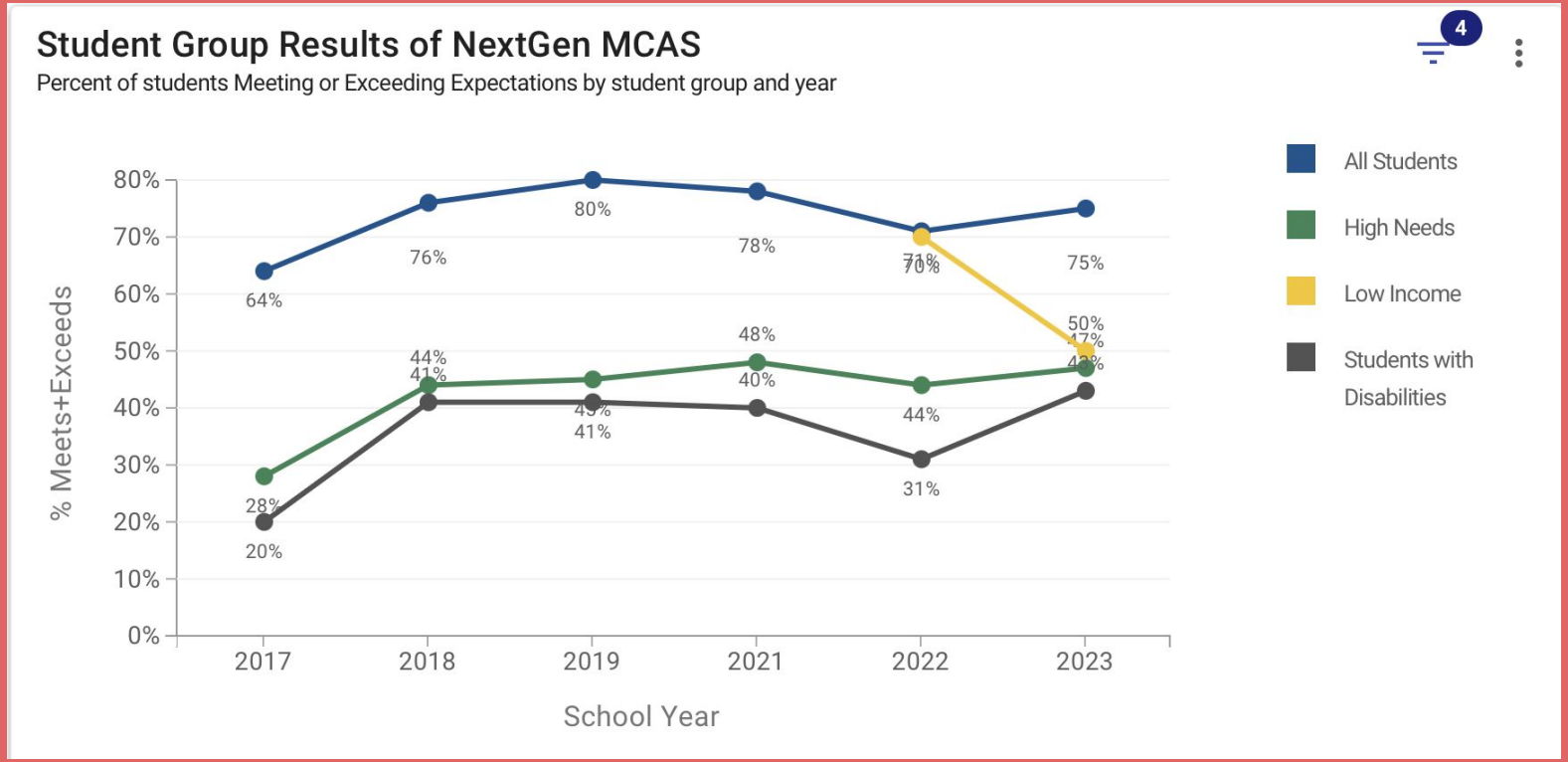
- Exit outcomes in ELA for students in all grades continue to be strong in comparison to benchmark districts and the state in general.
- Essay writing continues to be an area of distinction for the district.
- When examining grade-level data from 2022 to 2023 there was notable growth for the SWD subgroup in attaining proficiency in Grades 3, 4, 5, 7, and 10 and for the HN subgroup in grades 3, 4, and 5.
- In tracing the MCAS data for the cohorts of 10th grade students from spring 2023 (ALL, SWD, & HN) it is evident that despite a dip in their 2021 proficiency scores as 8th graders, all three cohorts made a significant recovery toward their pre-pandemic 2019 scores as 6th graders.

ELA Highlights

Areas for Growth:

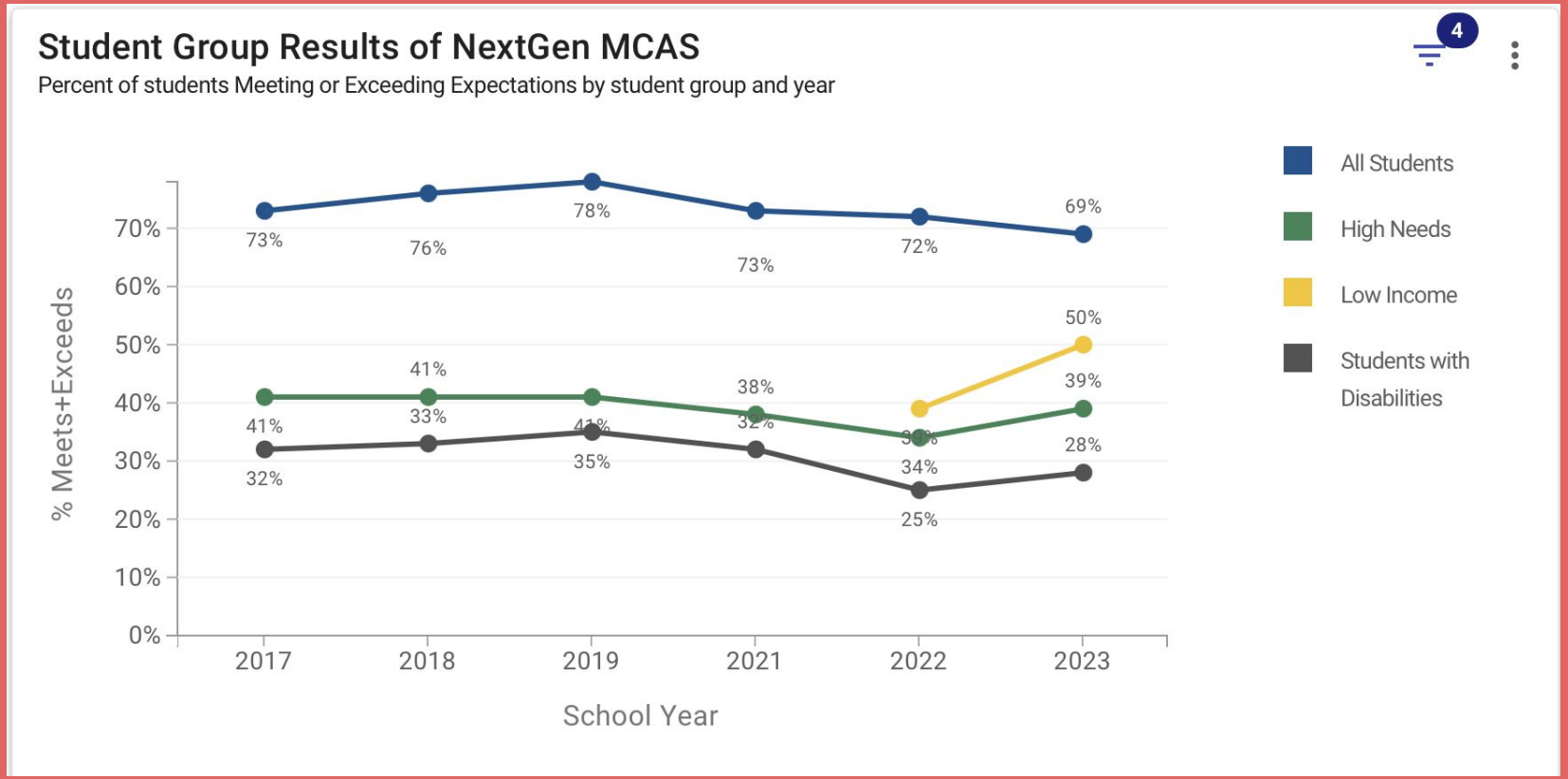
- A review of performance on specific passage analysis indicated a general need for more exposure to/practice with informational text in Grades 3-5.
- In examining data pertaining to subgroup 2023 performance on specific standards and actual exam items, on the whole HN cohorts continue to demonstrate greater disproportionality than SWD cohorts.
- Data points in both year-to-year, grade-level proficiency scores as well as specific cohort outcomes indicate that Grade 8 should be a targeted focus area, especially for the purpose of improving SWD and HN subgroup performance.
- Challenge areas for our subgroups in the elementary level included identifying author's point of view, author's purpose, and punctuation purpose.
- Challenge areas for our subgroups at the middle school included identification of text features and poetic structure, as well as higher order concepts of symbol, theme, figurative language, and inference-making.

MCAS Achievement by Subgroup: Grade 3 ELA

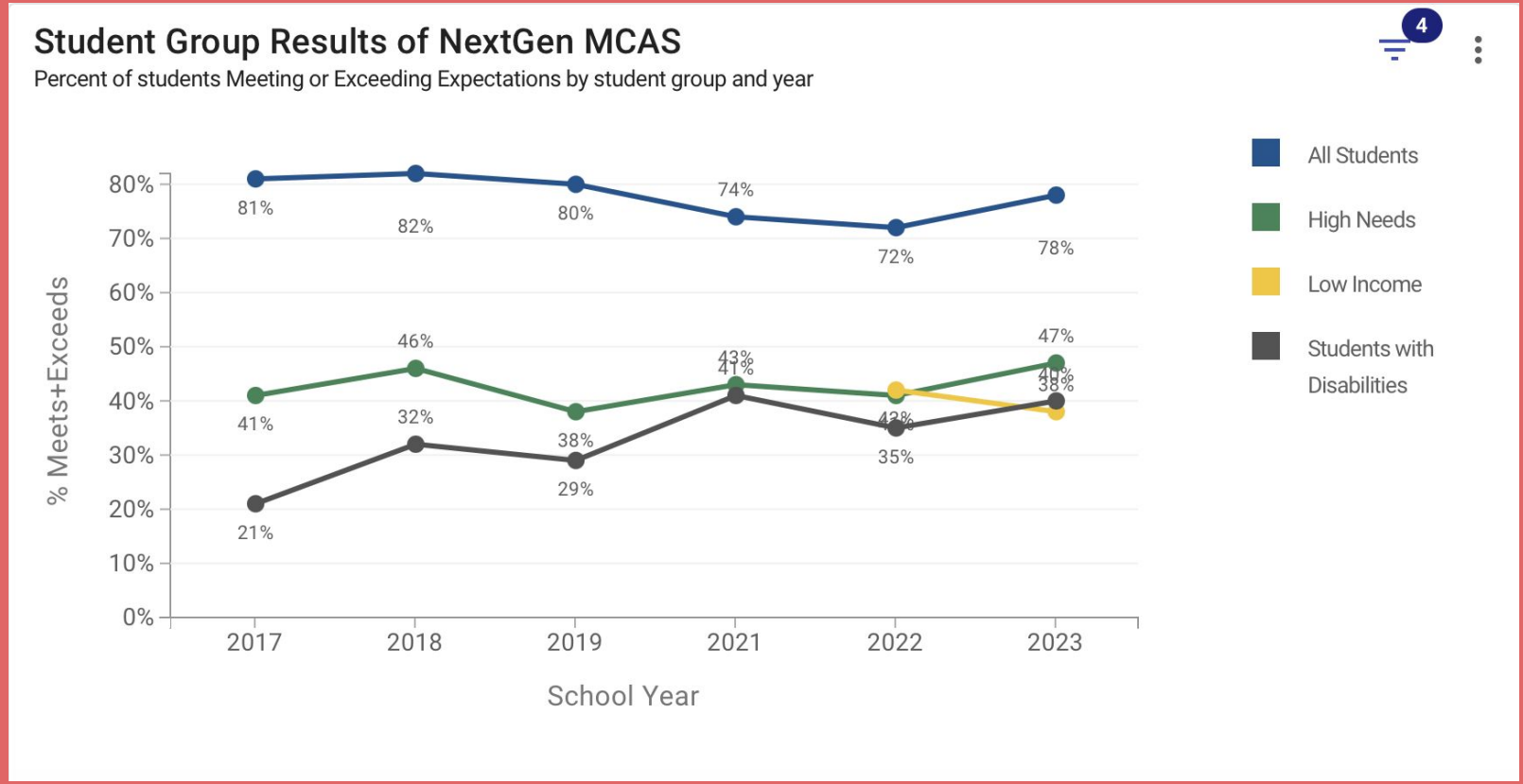


https://educationtocareer.data.mass.gov/stories/s/MCAS-Explorer/qagd-r9iy

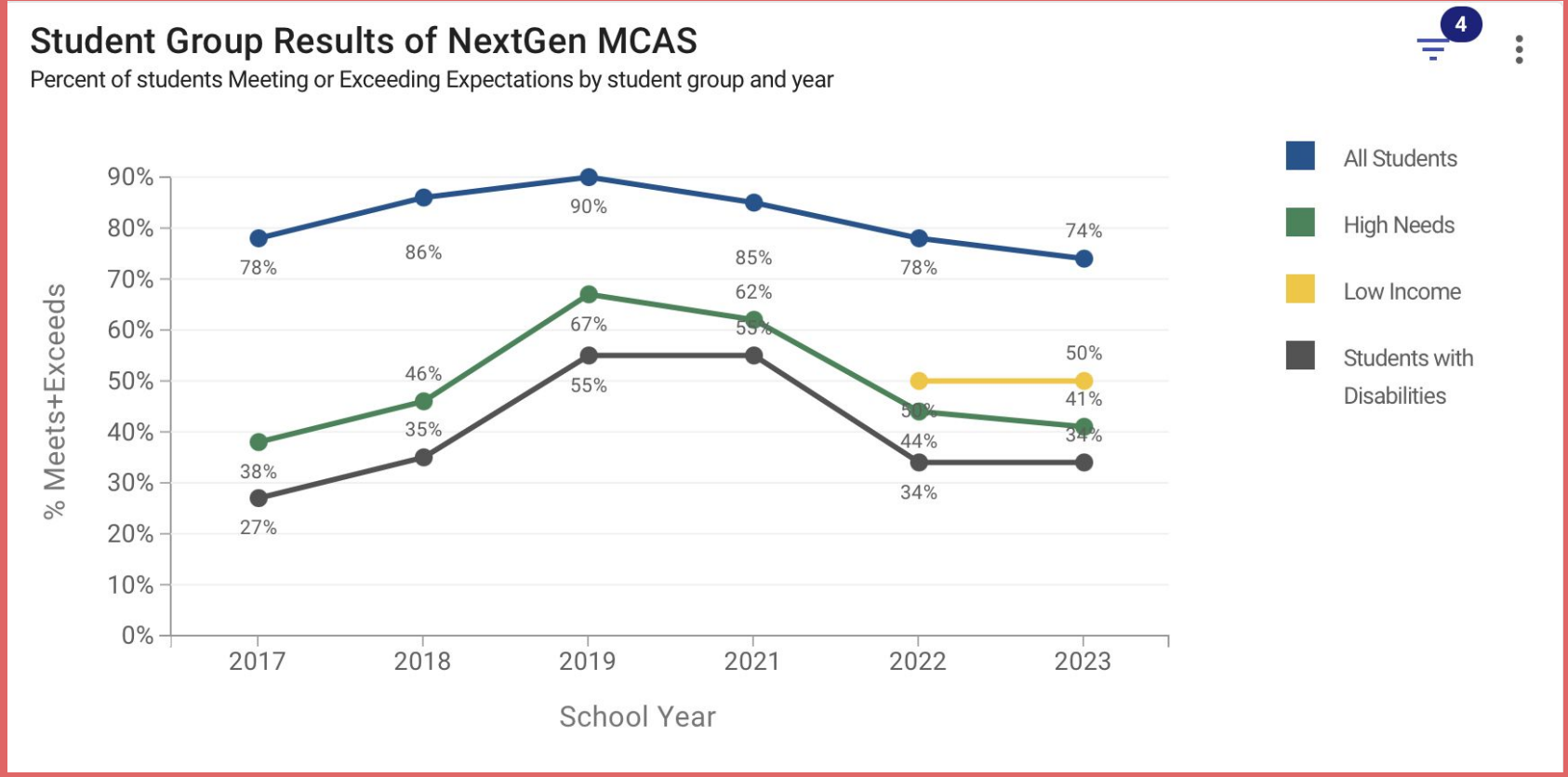
MCAS Achievement by Subgroup: Grade 4 ELA



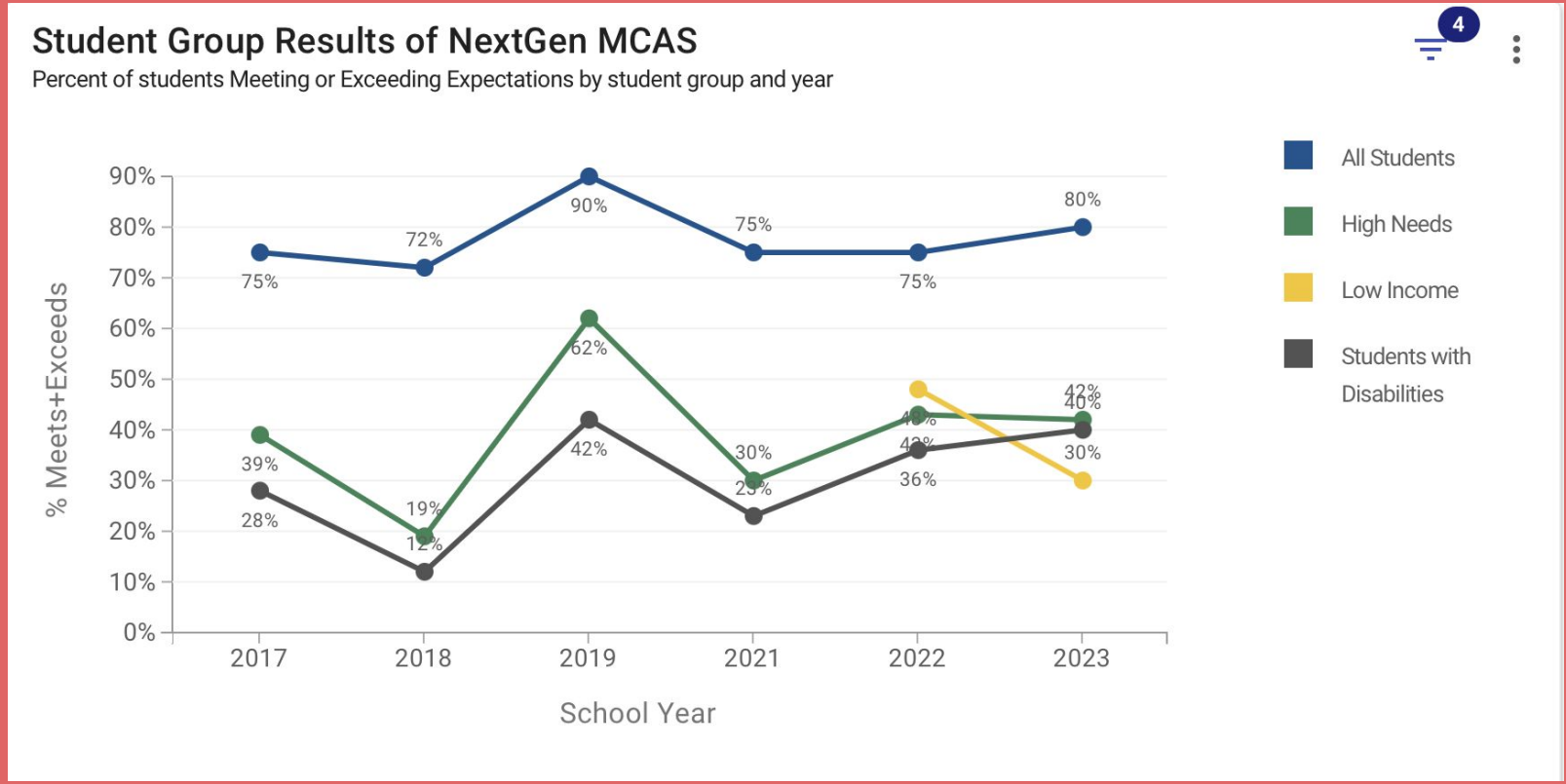
MCAS Achievement by Subgroup: Grade 5 ELA



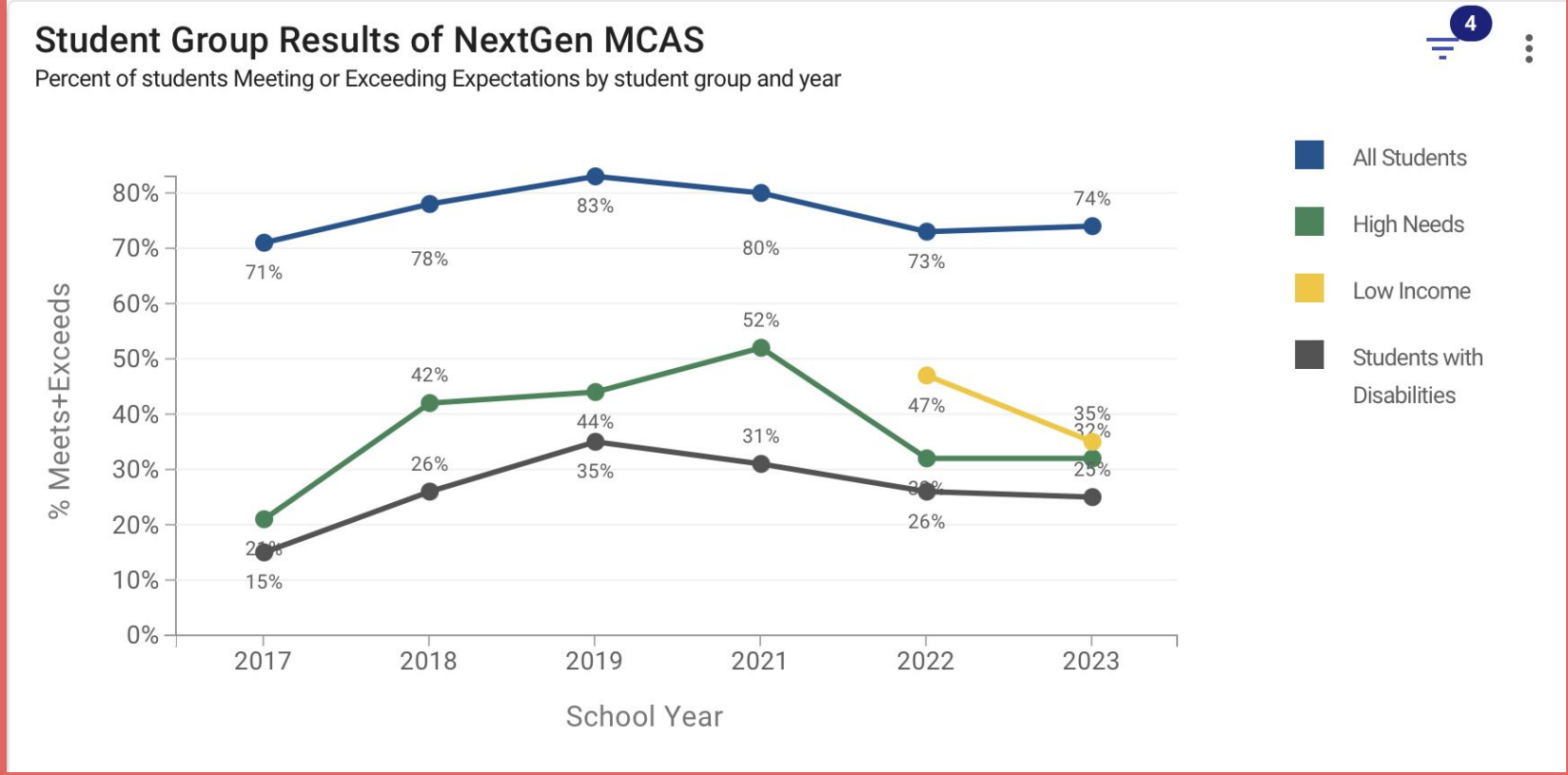
MCAS Achievement by Subgroup: Grade 6 ELA



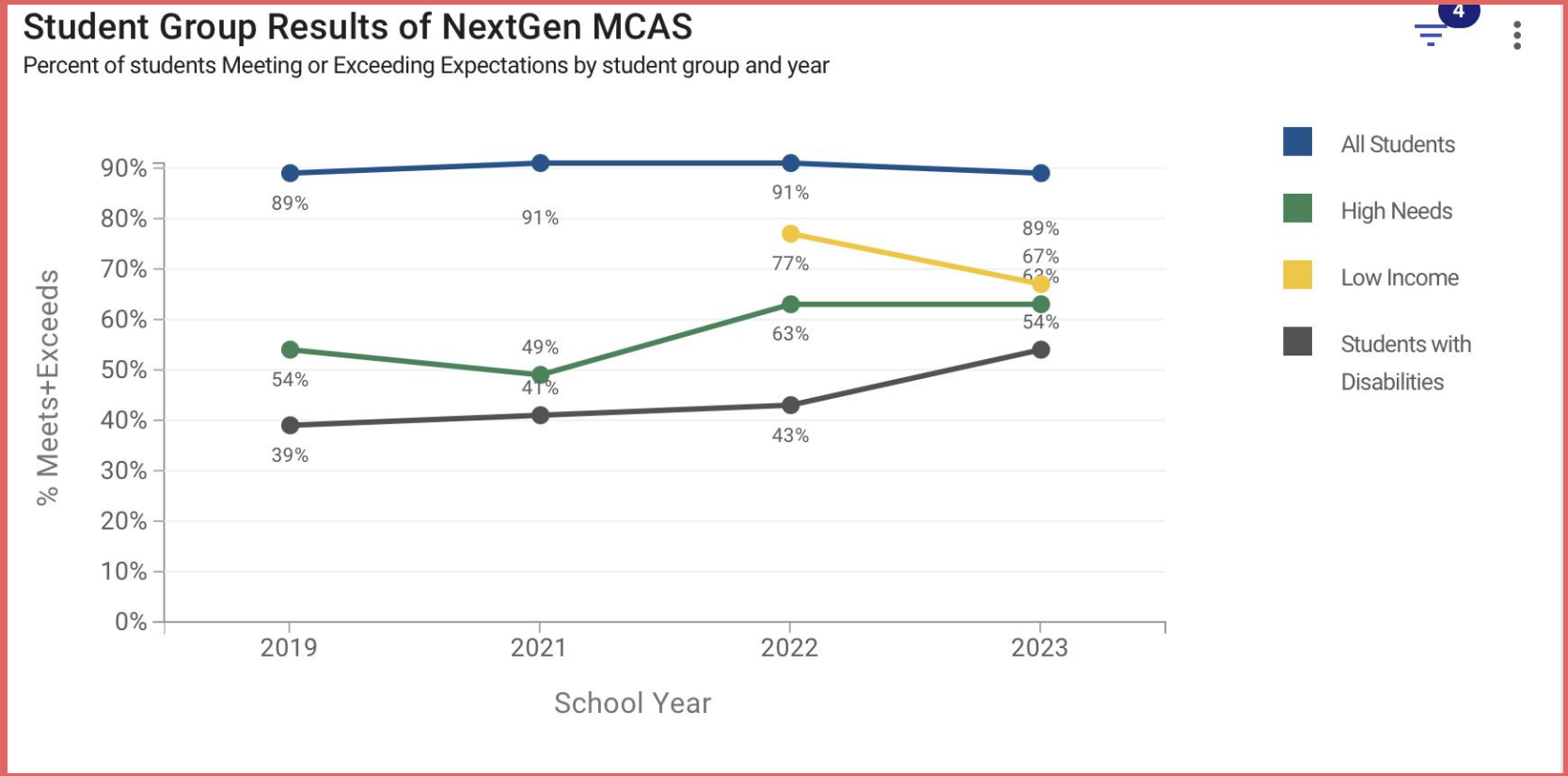
MCAS Achievement by Subgroup: Grade 7 ELA



MCAS Achievement by Subgroup: Grade 8 ELA



MCAS Achievement by Subgroup: Grade 10 ELA



MCAS 2023 ELA All Students

	Meeting/ Exceeding		Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
	District	State				
Grade 3	75%	44%	20%	55%	22%	3%
Grade 4	69%	39%	14%	55%	26%	5%
Grade 5	78%	44%	19%	59%	20%	2%
Grade 6	74%	42%	28%	46%	23%	3%
Grade 7	80%	41%	29%	51%	18%	3%
Grade 8	74%	44%	25%	49%	21%	5%
Grade 10	89%	58%	41%	48%	10%	1%

MCAS 2023 ELA Students with Disabilities

	Meeting/ Exceeding		Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
	District	State				
Grade 3	43%	15%	6%	38%	50%	7%
Grade 4	28%	12%	0%	28%	52%	21%
Grade 5	40%	13%	2%	38%	52%	9%
Grade 6	34%	11%	6%	28%	53%	13%
Grade 7	40%	10%	6%	34%	48%	12%
Grade 8	25%	12%	0%	25%	44%	31%
Grade 10	54%	22%	17%	38%	33%	5%

MCAS 2023 ELA High Needs

	Meeting/ Exceeding		Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
	District	State				
Grade 3	47%	27%	8%	39%	47%	6%
Grade 4	39%	23%	0%	39%	46%	15%
Grade 5	47%	27%	3%	44%	47%	6%
Grade 6	41%	24%	14%	28%	49%	10%
Grade 7	42%	21%	8%	34%	47%	11%
Grade 8	32%	25%	4%	28%	49%	19%
Grade 10	63%	38%	26%	37%	30%	2%

Elementary ELA Next Steps

- First-year implementation of *Into Reading*, the district's new K-5 literacy program, which is aligned to the tenets of the science of reading and features a balance of non-fiction and fiction reading selections that offer more opportunities to explore diverse points of view and enhance students' understanding of others' lived experiences.
- Refine strategies for optimizing MTSS efficacy in grades K-5, including the prioritization of regular data meetings at all four elementary schools.
- Continue use of iReady screener as well as the product's accompanying myPath lessons targeting specific skill and standard deficits in Grades 3-5.
- Continue development of common writing-across-the-curriculum tasks in science and social studies for all grade levels.
- Increase consistent implementation of *Empowering Writers* strategies in crafting narrative, expository, and opinion pieces.
- Collaborate with special educators, reading specialists, and interventionists to review MCAS data and plan strategies for remediating subgroups' challenge areas.

Middle School ELA Next Steps

- Prioritize building MTSS efficacy in grades 6-8 through Tier 2 interventions provided by Reading Lab courses and other supports.
- Institute regular data meetings as opportunities for reading specialists to share screening and progress monitoring data with regular education colleagues so that they may target instruction accordingly.
- Collaborate with special educators, reading specialists, and interventionists to review MCAS data and plan strategies for remediating subgroups' challenges with identification of text features and poetic structure, as well as higher order concepts of symbol, theme, figurative language, and inference-making.
- Expand opportunities for push-in support from writing specialist to include more class periods.
- Continue vertical articulation of a grammar program targeting grade-level language standards.
- Implement literature circles that increase student engagement and heighten understanding of multiple perspectives through an array of diverse voices.

High School ELA Next Steps

- Maintain robust writing program, with pieces representing an array of modes, purposes, and lengths.
- Target reading selections that demand proficiency with a representative range of text complexity and that challenge all students to hone higher order thinking skills such as drawing inferences and interpreting figurative language.
- Collaborate with special educators and reading specialist to review MCAS data and plan strategies for remediating subgroups' challenge areas.
- Continue vertical articulation of a grammar program targeting grade-level language standards.
- Expand implementation of literature circles that recruit interest and develop deep reading skills while targeting key academic standards.

Hingham Public Schools

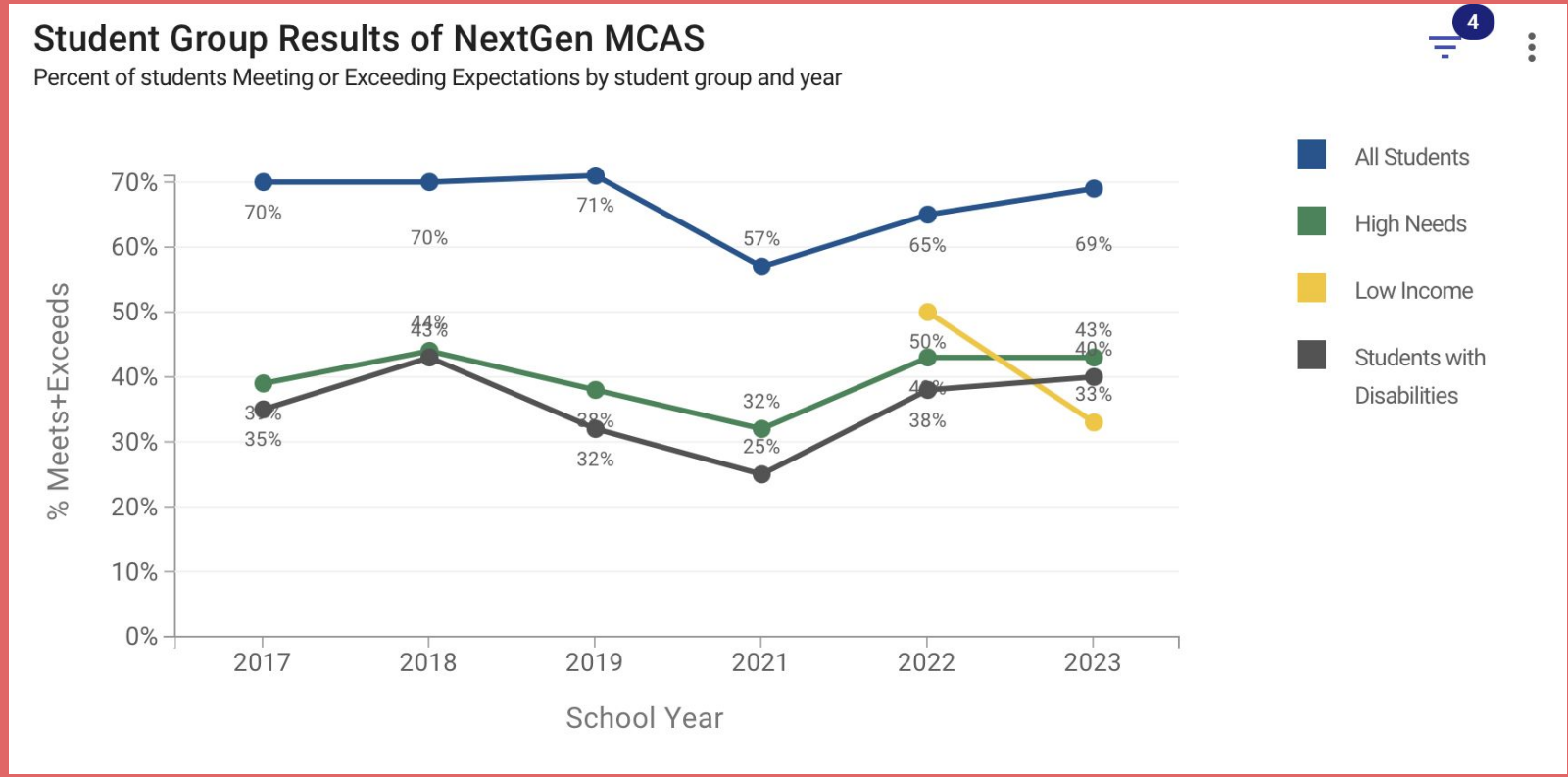
MCAS 23 Assessment

Mathematics

Math Highlights and Conclusions

- Overall, approximately ¾ of all students in all grades are meeting or exceeding expectations.
- The number of students achieving *Meeting or Exceeding Expectations* stayed the same or increased across all subgroups for grade 3-5: *All Students*, *Students With Disabilities*, and *High Needs*.
- 7th and 8th grade math performance is an area of focus state-wide.
  - Grade 7 *All Students*, *Students With Disabilities*, and *High Needs* all showed growth.
  - *Grade 8 All Students* (+11pts) showed growth *Students with Disabilities and High Needs* both decreased after increasing in 2022.
- HPS Grade 8 SWD and High Needs are a particular area of focus with a decline in performance for those subgroups in 2022-2023.
- Grade 8 Geometry Standards
  - Average of 16.25 points above the state on 12 Geometry Questions with a range of 6-27.
- Grade 8 curriculum impact
  - Expressions and Equations
- 83% of Grade 10 students achieve *Meeting or Exceeding Expectations*. 42% of Students with Disabilities and 48% of High Needs students achieve *Meeting or Exceeding Expectations.*

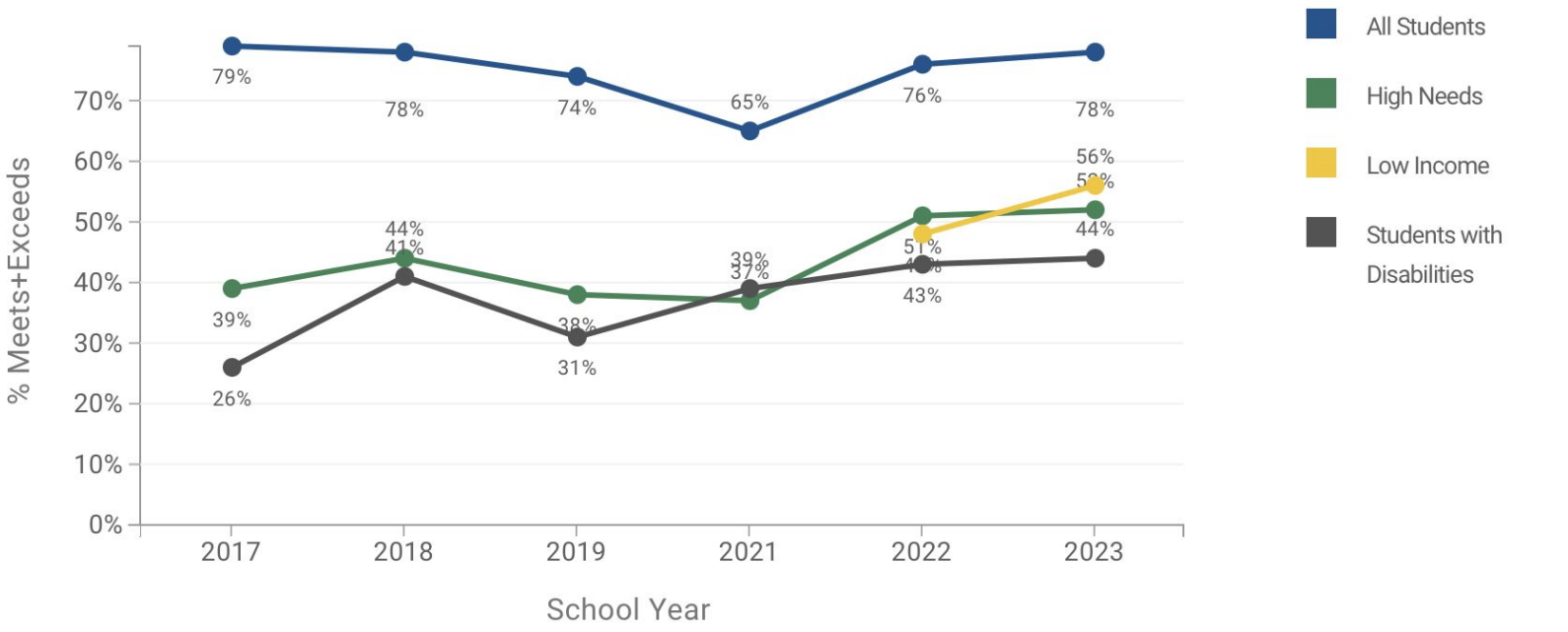
MCAS Achievement by Subgroup: Grade 3 Math



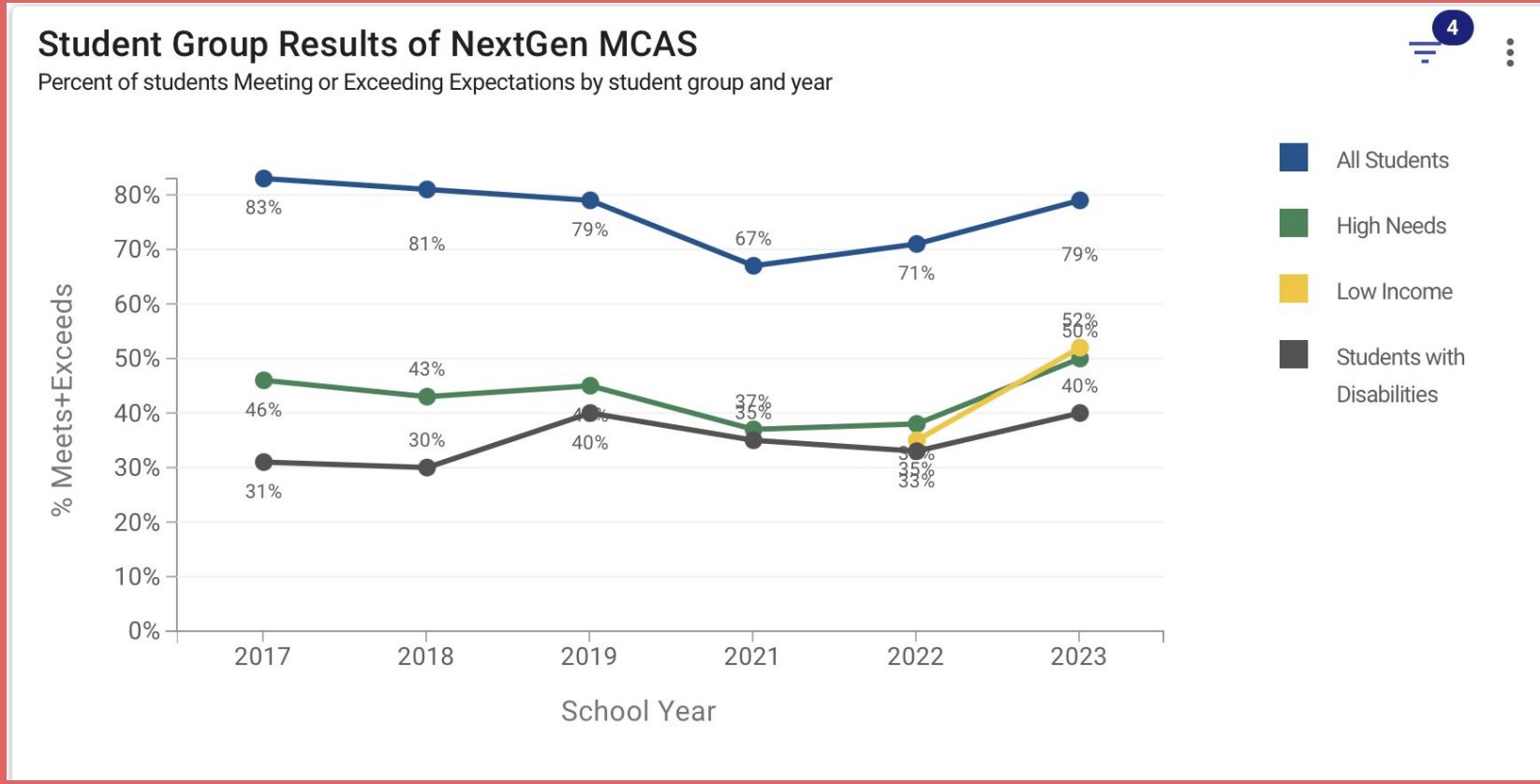
MCAS Achievement by Subgroup: Grade 4 Math

Student Group Results of NextGen MCAS

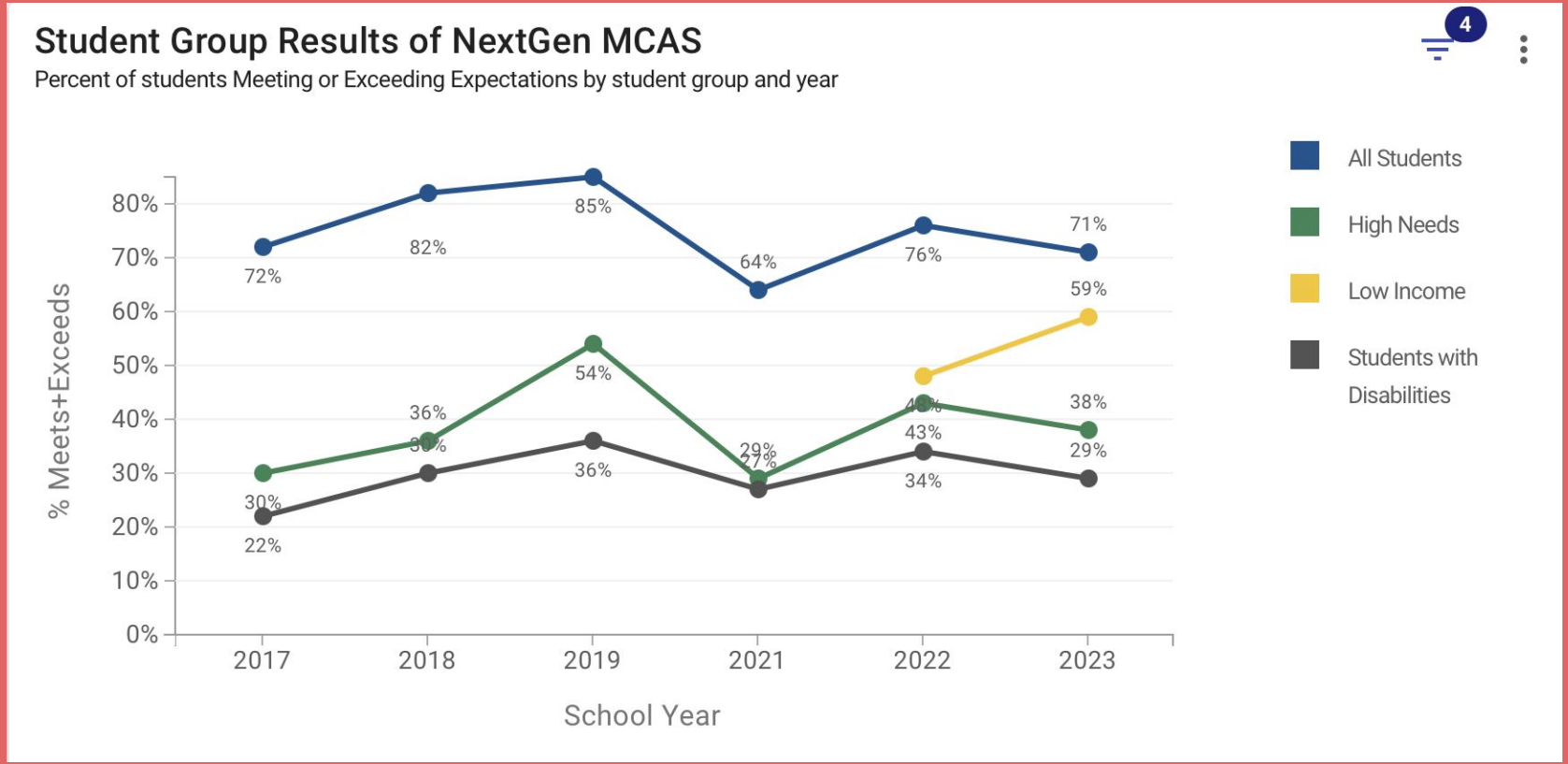
Percent of students Meeting or Exceeding Expectations by student group and year



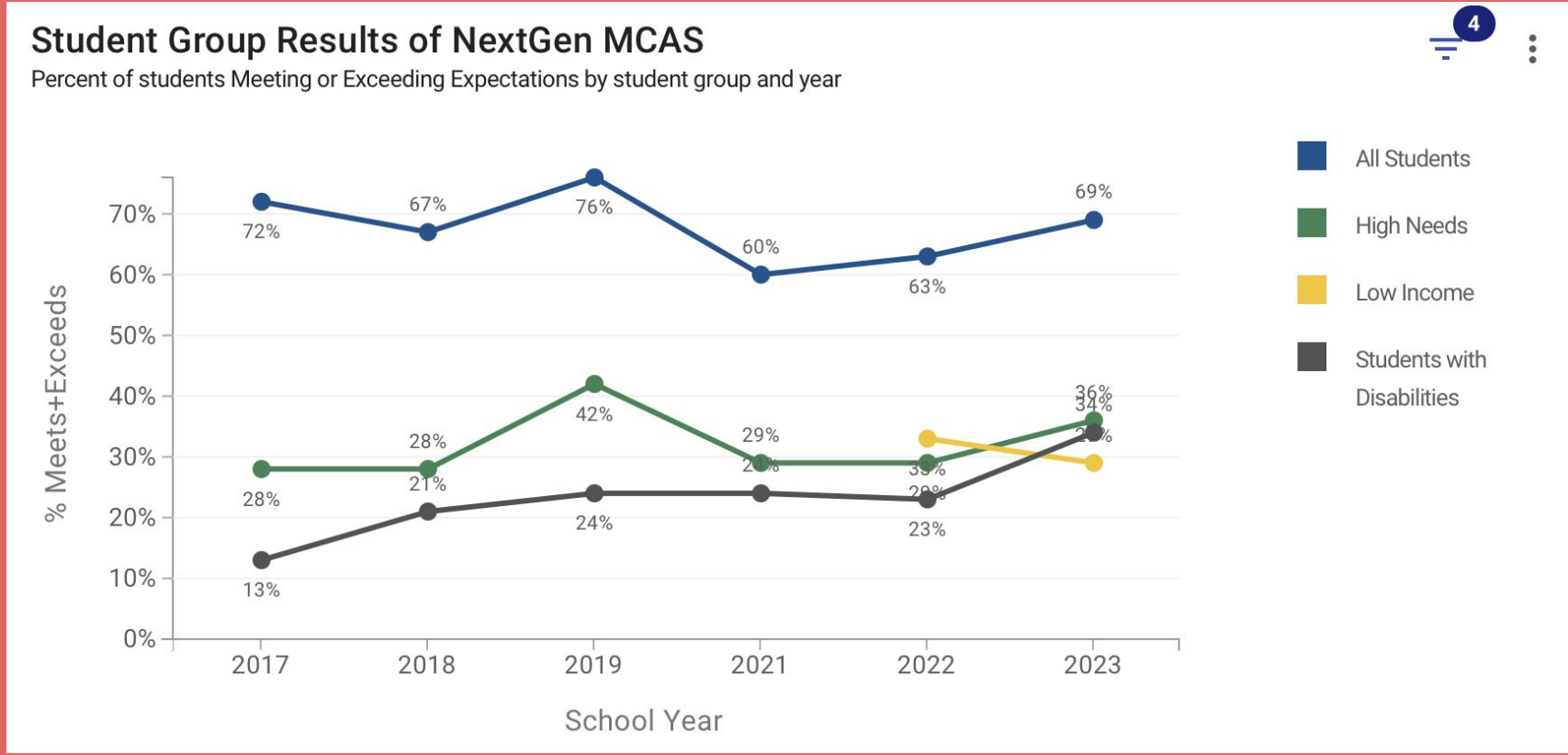
MCAS Achievement by Subgroup: Grade 5 Math



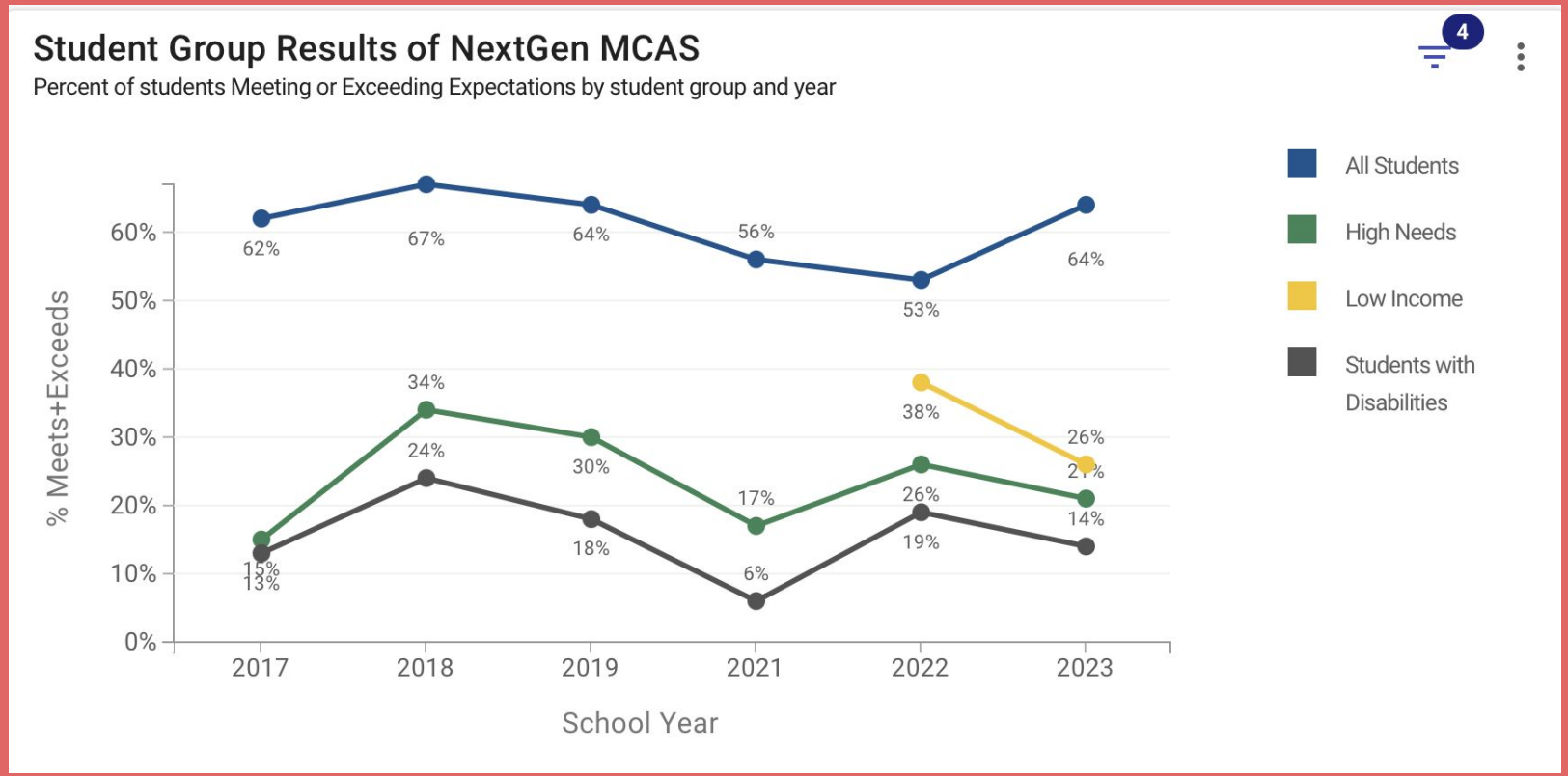
MCAS Achievement by Subgroup: Grade 6 Math



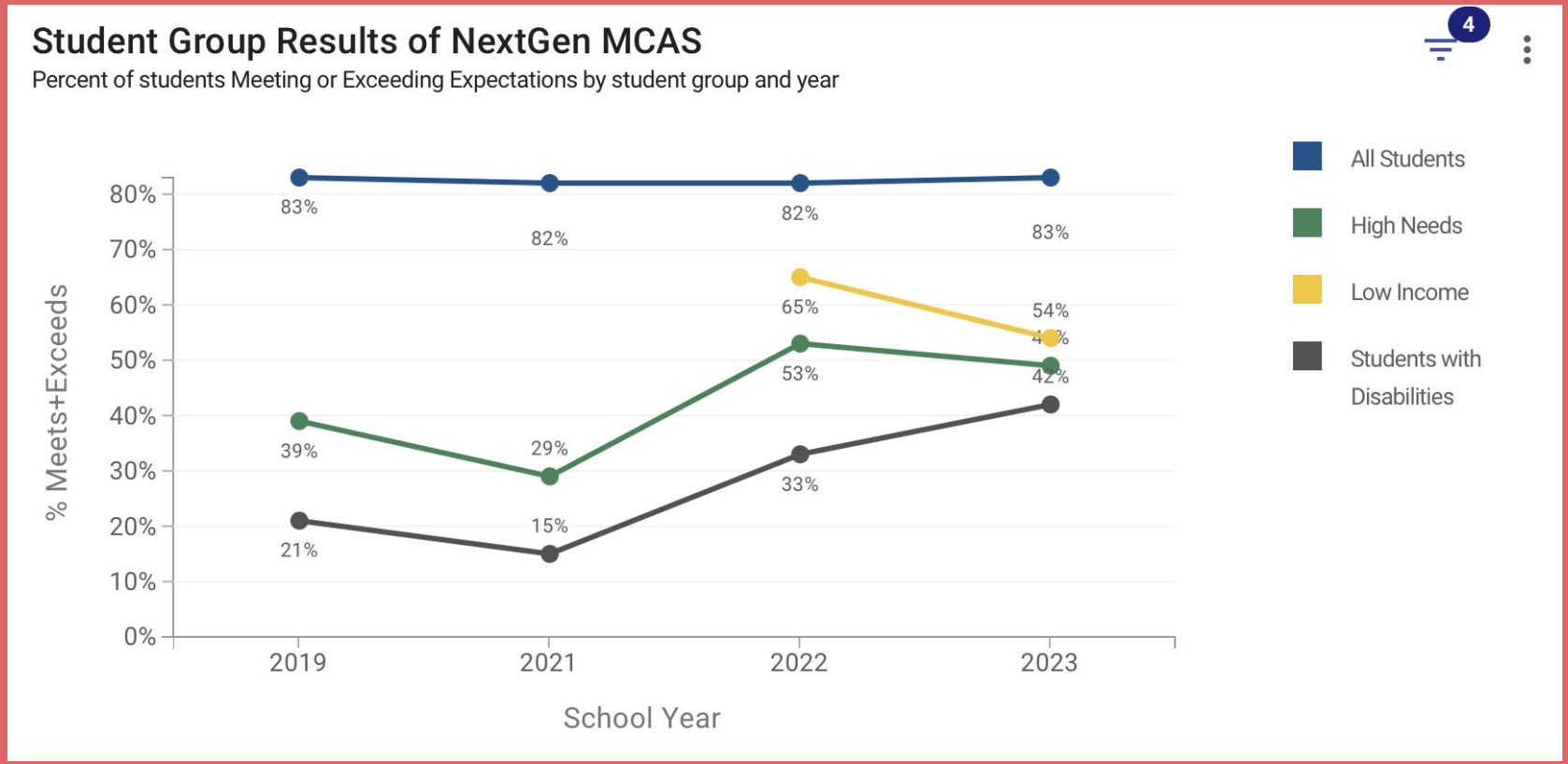
MCAS Achievement by Subgroup: Grade 7 Math



MCAS Achievement by Subgroup: Grade 8 Math



MCAS Achievement by Subgroup: Grade 10 Math



MCAS 2023 Math All Students

	Meeting/ Exceeding		Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
	District	State				
Grade 3	68%	41%	19%	49%	28%	3%
Grade 4	78%	45%	24%	54%	20%	3%
Grade 5	79%	41%	16%	63%	20%	1%
Grade 6	70%	41%	14%	56%	27%	2%
Grade 7	69%	39%	13%	56%	28%	4%
Grade 8	64%	37%	11%	53%	33%	3%
Grade 10	83%	%50	22%	61%	16%	1%

MCAS 2023 Math Students with Disabilities

	Meeting/ Exceeding		Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
	District	State				
Grade 3	40%	15%	9%	31%	51%	9%
Grade 4	44%	17%	5%	39%	44%	12%
Grade 5	40%	13%	5%	35%	56%	4%
Grade 6	29%	12%	5%	24%	64%	8%
Grade 7	34%	10%	4%	30%	50%	16%
Grade 8	14%	9%	0%	14%	70%	16%
Grade 10	42%	%16	0%	42%	46%	13%

MCAS 2023 Math High Needs

	Meeting/ Exceeding		Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
	District	State				
Grade 3	43%	24%	10%	33%	49%	9%
Grade 4	51%	27%	7%	44%	38%	10%
Grade 5	50%	24%	7%	43%	47%	3%
Grade 6	38%	22%	5%	33%	56%	6%
Grade 7	36%	19%	3%	33%	48%	16%
Grade 8	21%	22%	0%	21%	69%	10%
Grade 10	48%	28%	4%	44%	44%	7%

Math Next Steps - Elementary

- Provide support to all learners through the MTSS Tiered Instruction and Interventions.
- Use iReady Diagnostic Assessments and the MyPath Digital Learning Tool to provide opportunities for intervention, grade level work, and extension.
- Professional Development for Math Intervention Team to best use iReady data and to coordinate the use of high quality resources for intervention.
- Elementary math PLC time used to review best practices for teaching specific math standards.
- Continuation of math coaching model to support best practices with Tier 1 instruction, including a continued focus on Math Workshop Model for elementary classroom teachers (including embedded classroom support).

Math Next Steps - Secondary

All Secondary

- Review MCAS analysis with staff to address any areas of weakness and discuss best practices.
- Continue professional development on Mathematical Practices with a focus on perseverance and growth mindset.

Middle School

- Full implementation of iReady Diagnostic and MyPath individualized learning tool in Math 6, Math 7, and Math 8.
- More strategically schedule Math Lab courses across the day to provide more flexibility.
- Strategically include more push-in service as part of intervention model.
- Use of multiple data points to move students in and out of math support. Increased data team meetings.
- Combined *Math 8* and *Math 8 with Algebra* classes to one on-grade level course.
- Continue to refine use of DESMOS curriculum to provide more opportunities for student engagement, problem solving, self-reflection, and adherence to the Mathematical Practices.
- Additional Title 1 Intervention at HMS.

High School

- Continue to provide after school Algebra 1 Support Class for current Algebra 1 students.
- Continue to provide after school MCAS Support Class for current sophomores.
- Continue to provide tutoring for students who did not initially pass the grade 10 MCAS.
- Continue to use ALEKS in Algebra 1 and special education math classes to provide individualized instruction opportunities.

Hingham Public Schools

MCAS 23 Assessment

Science

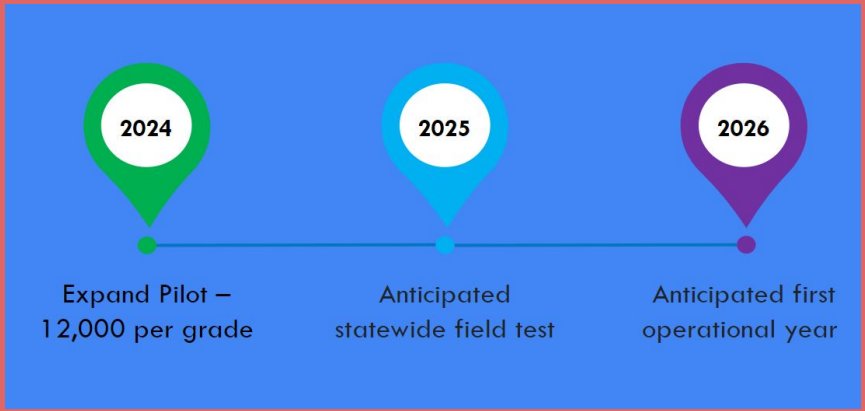
Science Highlights

The following conclusions can be drawn from a review of the MCAS Science data across all grade levels:

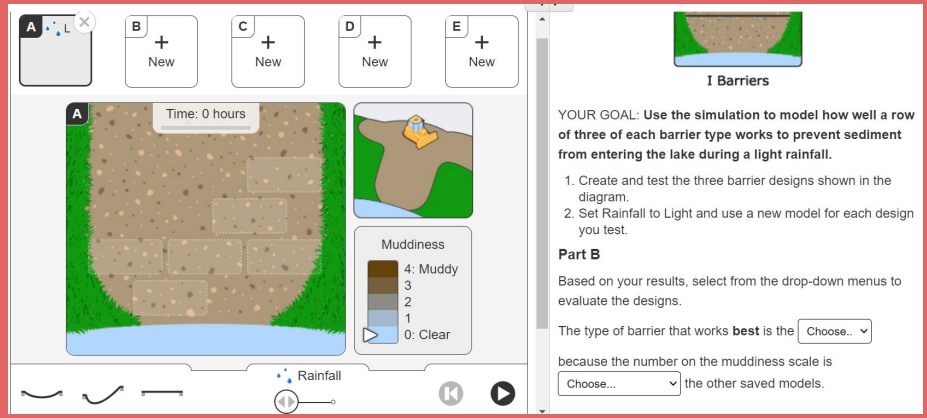
- Overall science results remained relatively unchanged although some slight decreases in achievement statewide are noted.
- HPS students meeting and/or exceeding expectations
  - Grade 5 - 80%
  - Grade 8 - 62%
  - HS Biology - 77%
- New HMS Open Sci Ed Curriculum is aligned to the next-generation, performance-task based STE test that will be gradually phased in by DESE, not aligned to the design of the current test.
- Across all levels, students excelled at *describing and explaining scientific concepts.*
- Across all levels, students struggled with *analyzing models in order to explain scientific concepts and make arguments from evidence.*

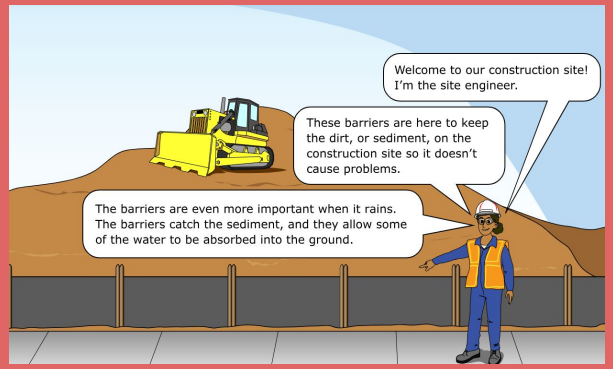
STE Updates - New STE Test in Grades 5 & 8

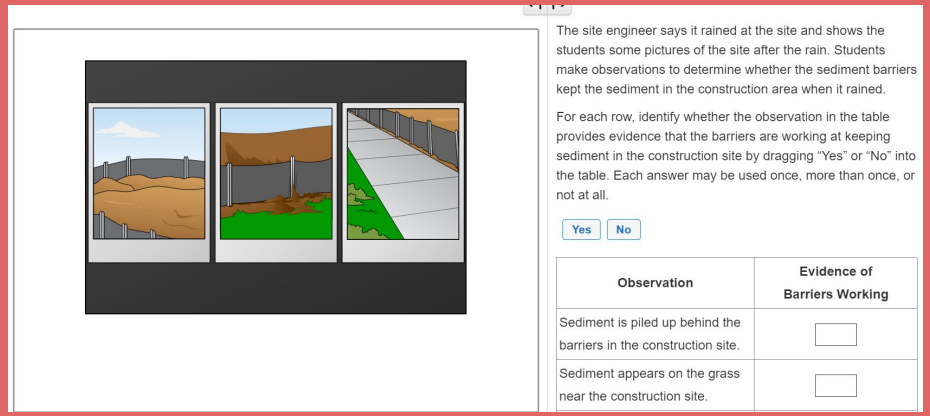
- The Department of Elementary and Secondary Education is developing a new Science and Technology/Engineering (STE) test for grades 5 and 8 that is designed to support DESE's goals of deeper learning for all students. The new STE assessment will build on the current MCAS grades 5 and 8 STE tests by having students dive deep into performance tasks focused on real-life scenarios. The design of the new assessment is based on best practices for STE learning, mirroring the design of high-quality STE curricula, such as Open Sci Ed..
- A timeline for implementation of the New STE test is as follows:



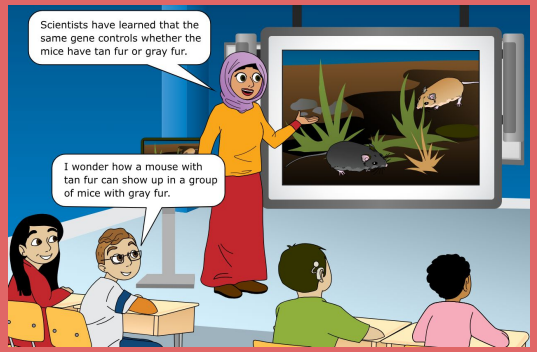
Example of New STE Test in Grade 5

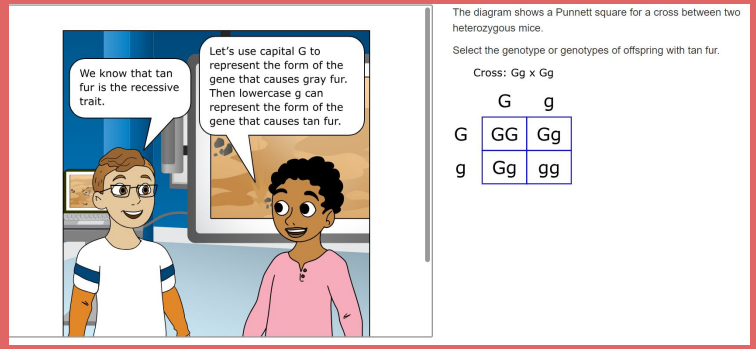


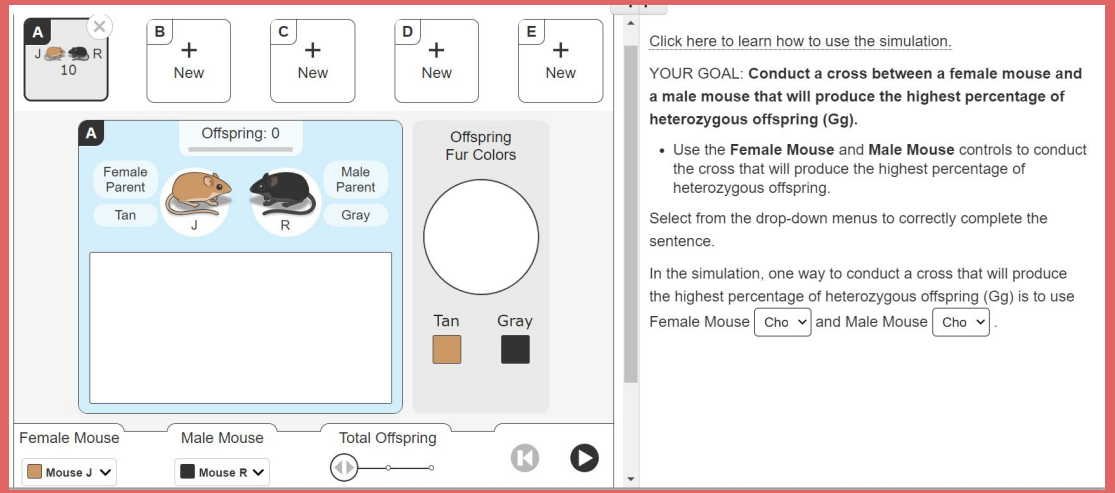




Example of New STE Test in Grade 8



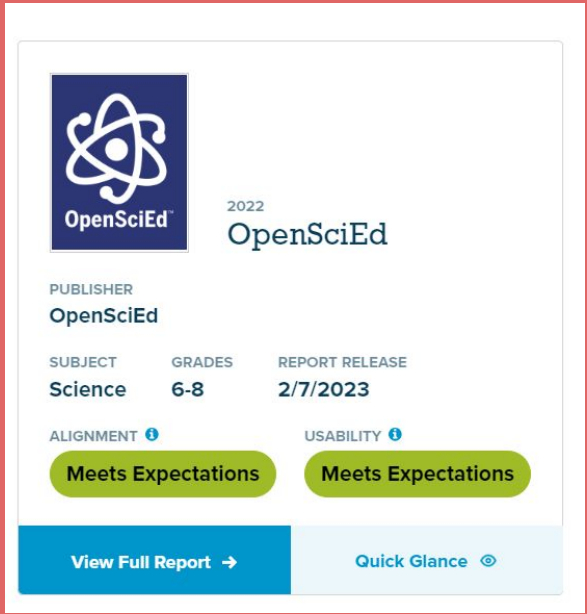




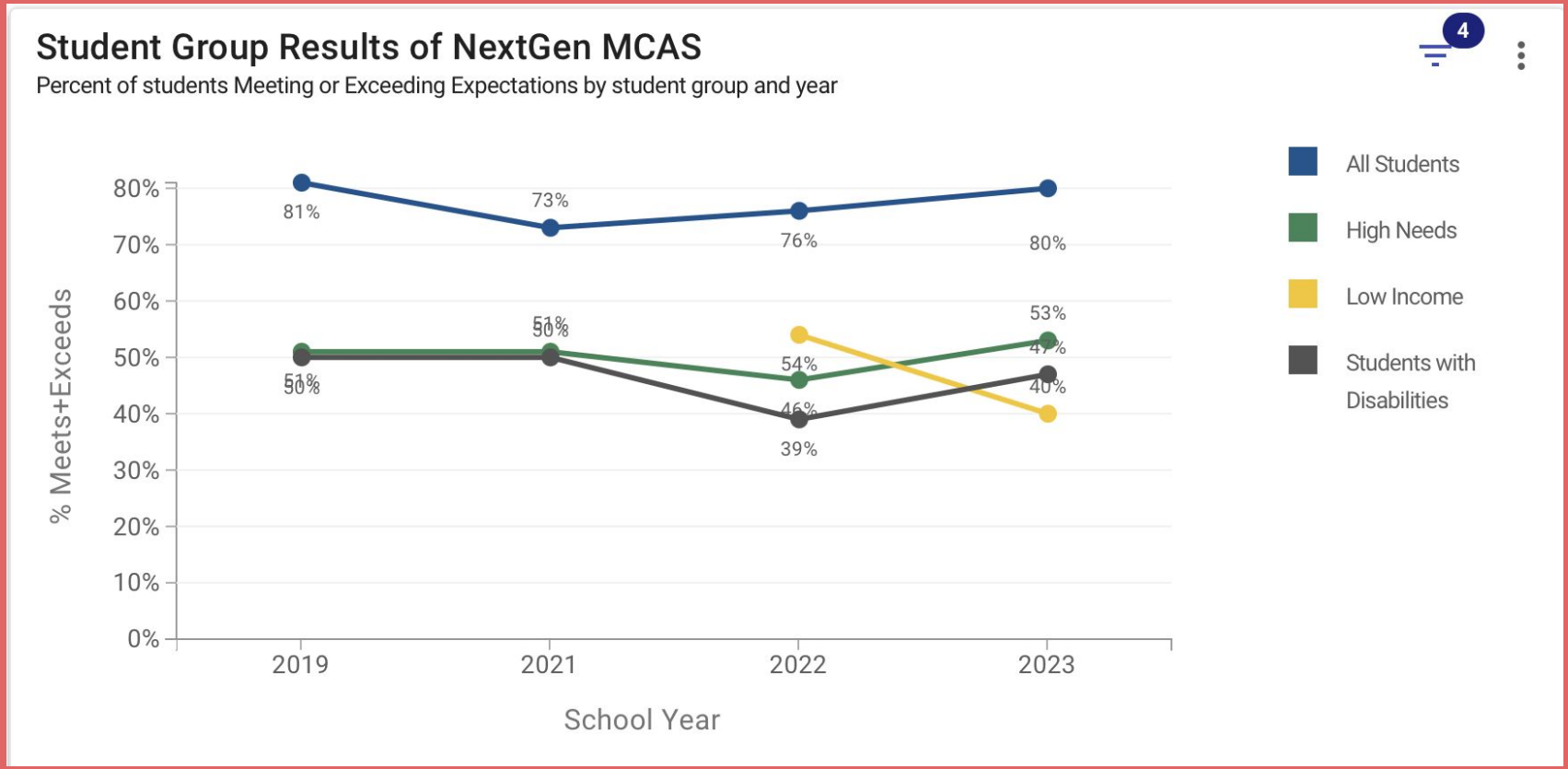
OpenSciEd Curriculum - Grades 6-8

Science 6-8

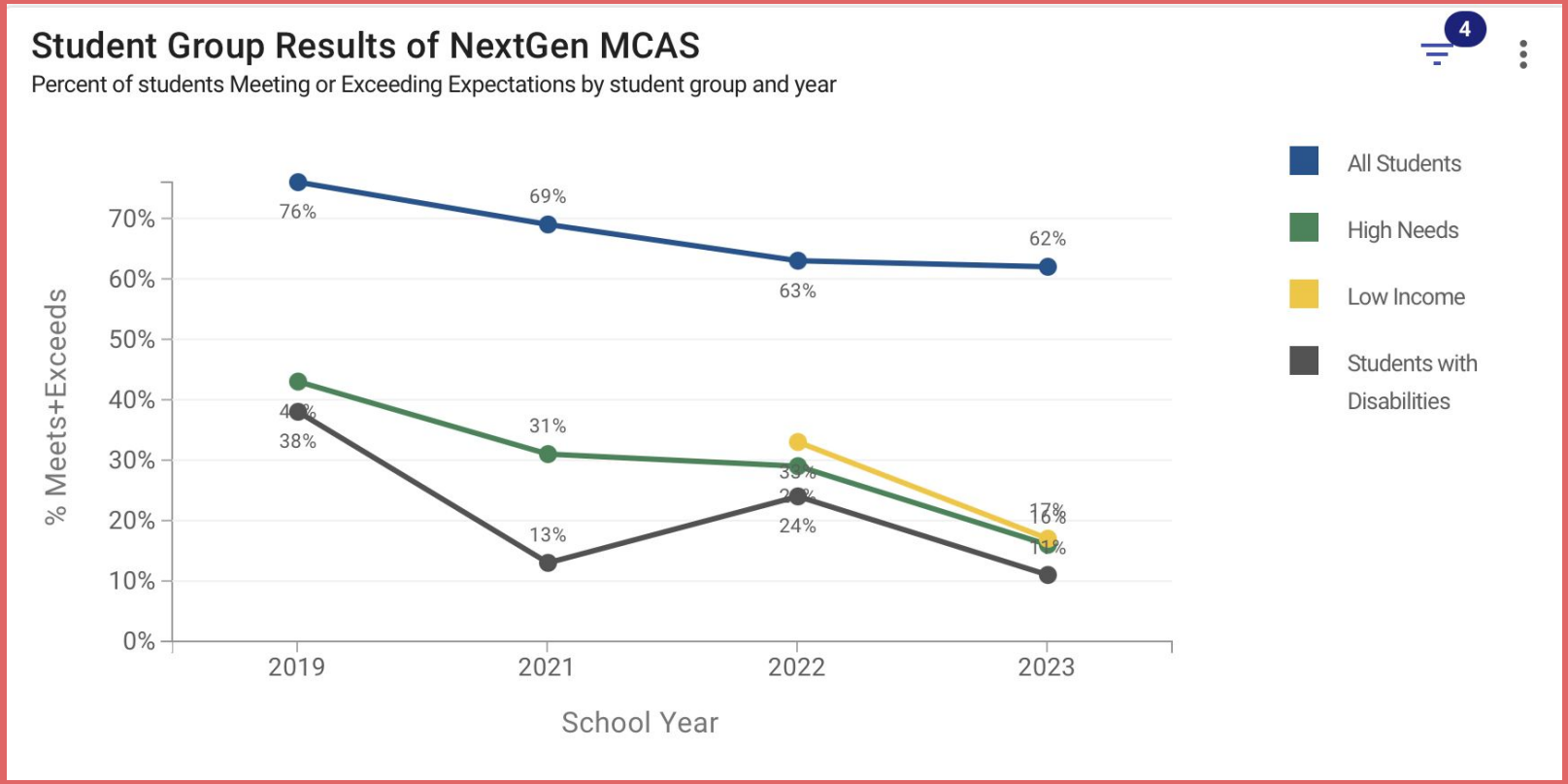
The materials reviewed for OpenSciEd Grades 6-8 meet expectations for Alignment and Usability. In Gateway 1, the materials meet expectations for Three-Dimensional Learning and Phenomena and Problems Drive Learning. In Gateway 2, the materials meet expectations for Coherence and Full Scope of the Three Dimensions. In Gateway 3, the materials meet expectations for Usability.



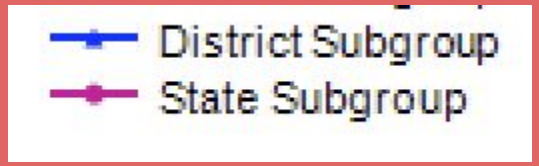
MCAS Achievement by Subgroup: Grade 5 Science

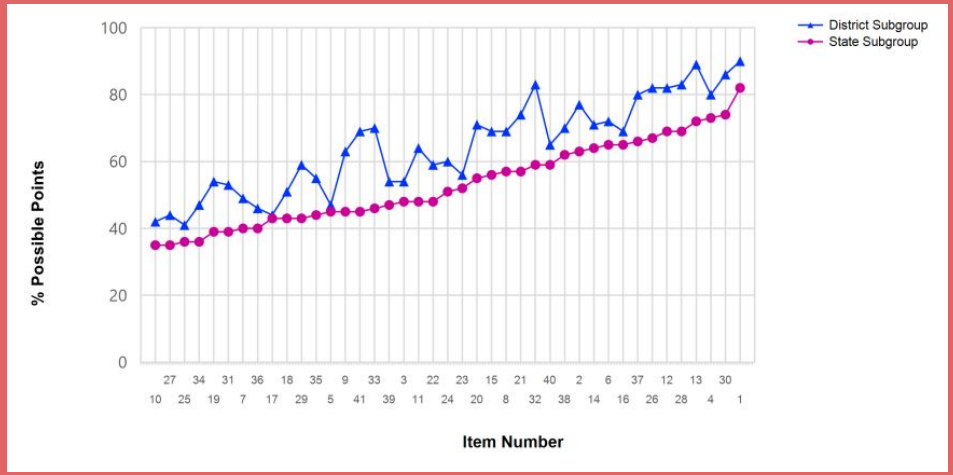


MCAS Achievement by Subgroup: Grade 8 Science

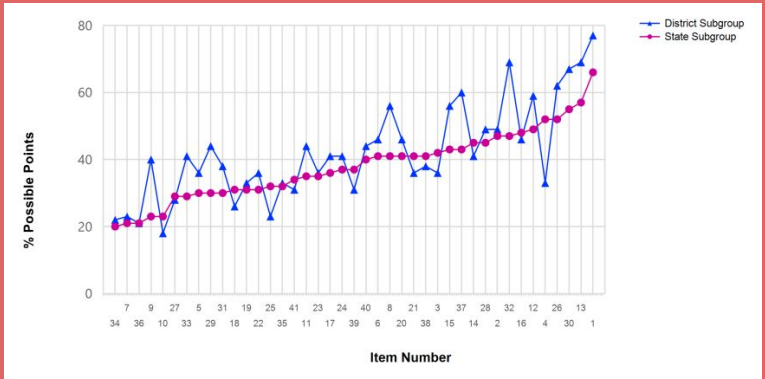


Grade 8 Item Analysis
All Students

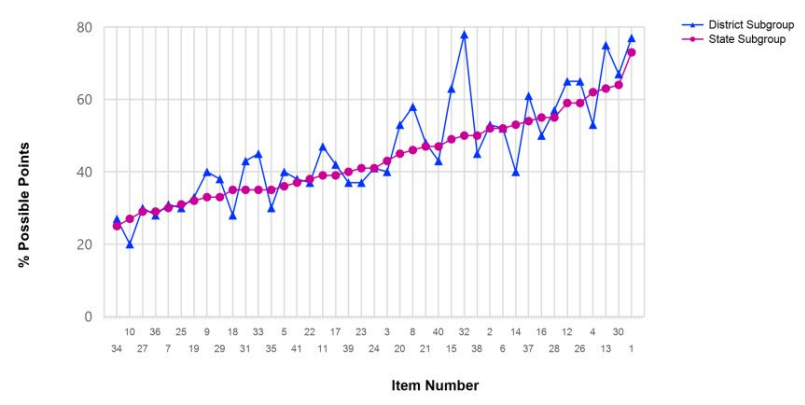




Grade 8 Item Analysis
Students with Disabilities



Grade 8 Item Analysis
High Needs



Grade 8 Challenge Areas for Students with Disabilities:

3	SR	LS	8.LS.1.7	Complete a model that shows food molecules and oxygen combining to release energy during cellular respiration.	C. Evidence, Reasoning, and Modeling	1	35%	36%	42%	-7
4	SR	PS	8.PS.1.1	Identify the model that represents a molecule when given the chemical formula.	C. Evidence, Reasoning, and Modeling	1	30%	33%	52%	-22
10	SR	LS	8.LS.3.3	Describe the location of chromosomes in cells and describe how genes cause specific proteins to be produced, resulting in the inheritance of different traits.	None	2	18%	18%	23%	-5
18	SR	LS	6.LS.4.1	Analyze a graph of groups of species over time showing an extinction event to determine what claim can be supported by	B. Mathematics and Data	1	24%	26%	31%	-7
21	SR	ES	8.ESS.3.1	Explain why two locations can have different amounts of fossil fuel resources.	C. Evidence, Reasoning, and Modeling	1	32%	36%	41%	-9
25	SR	LS	7.LS.2.3	Describe some of the reactants and products of photosynthesis.	None	1	24%	23%	32%	-8

Grade 8 Challenge Areas for Students with High Needs:

4	SR	PS	8.PS.1.1	Identify the model that represents a molecule when given the chemical formula.	C. Evidence, Reasoning, and Modeling	1	53%	62%	-9
10	SR	LS	8.LS.3.3	Describe the location of chromosomes in cells and describe how genes cause specific proteins to be produced, resulting in the inheritance of different traits.	None	2	20%	27%	-7
14	SR	LS	8.LS.4.4	Analyze a graph of a population changing over time to explain the likelihood of surviving and reproducing to pass on a trait.	B. Mathematics and Data	1	40%	53%	-13
18	SR	LS	6.LS.4.1	Analyze a graph of groups of species over time showing an extinction event to determine what claim can be supported by the graph.	B. Mathematics and Data	1	28%	35%	-7

Item Analysis Grade 8 MCAS

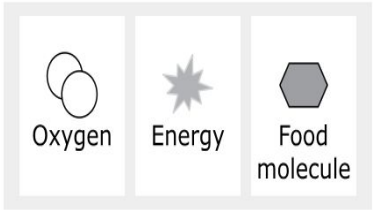
Complete a model that shows food molecules and oxygen combining to release energy during cellular respiration.

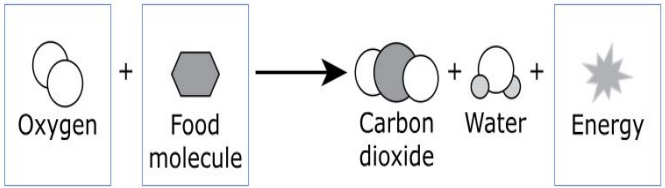
Item 3

- All students *54%* compared to state 48%
- SWD *40%* compared to state 43%
- High Needs *36%* compared to state *42%*

Every morning a student eats a bowl of cereal with milk for breakfast. The cereal and the milk are broken down and used in the student's cells during cellular respiration.

Drag and drop a symbol into each box to model cellular respiration in the student's cells. Each symbol may be used once, more than once, or not at all.





Item Analysis Grade 8 MCAS

Describe the location of chromosomes in cells and describe how genes cause specific proteins to be produced, resulting in the inheritance of different traits.

Item 10

- All students *42%* compared to state *35%*
- SWD *18%* compared to state *23%*
- High Needs *20%* compared to state *27%*

This question has two parts.

A certain chromosome in humans contains genes that affect eye color.

Part A

Select from the drop-down menus to correctly complete the sentence.

This chromosome is located in the [nucleus] of [all body] cells.

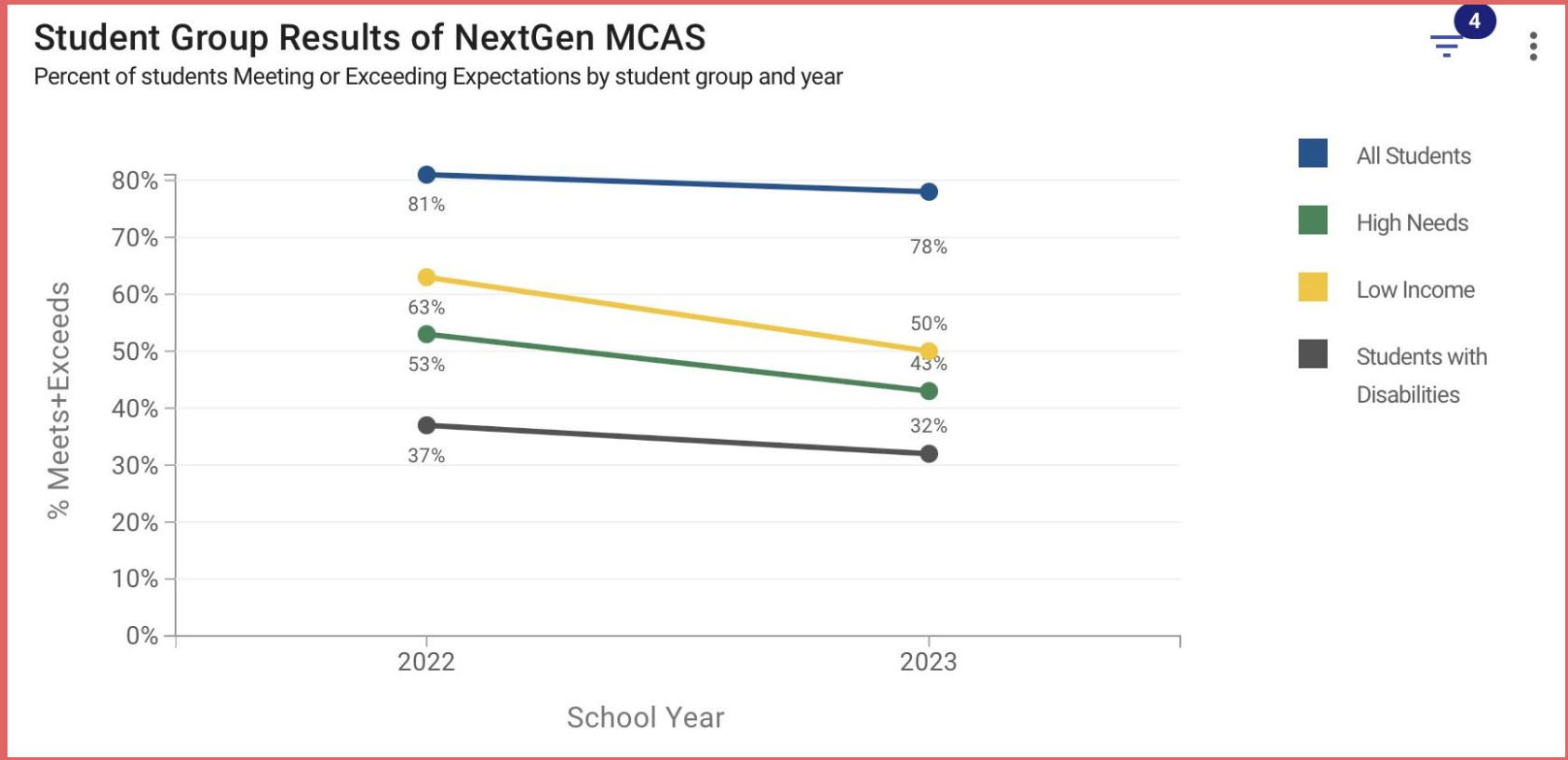
Part B

Two children from the same parents have different eye colors. One child has blue eyes, and the other has brown eyes.

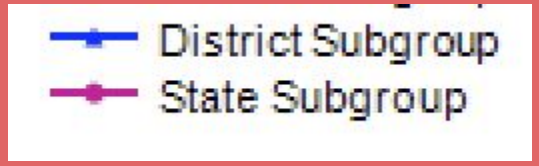
Select from the drop-down menu to correctly complete the sentence.

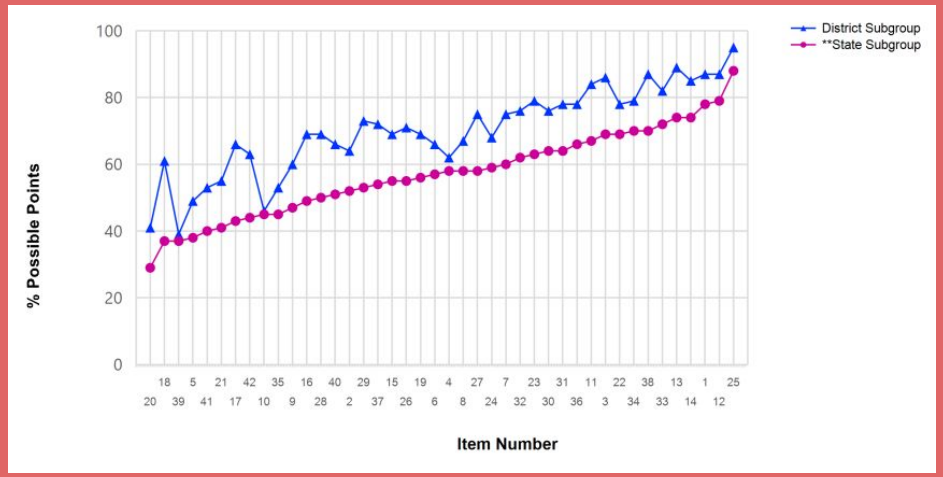
Each child has a different eye color because each inherited [genes that cause different proteins to be produced.]

MCAS Achievement by Subgroup: Grade 10 Science

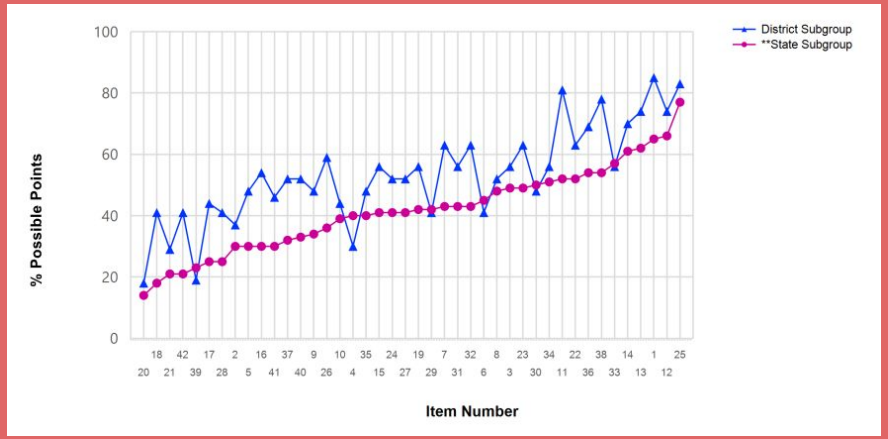


HS Biology Item Analysis
All Students





HS Biology Item Analysis
Students with Disabilities



HS Biology Item Analysis
High Needs

HS Biology Challenge Areas for Students with Disabilities:

4	SR	EV	HS.LS.4.4	Describe how bacterial reproduction and survival can result in an antibiotic becoming less effective over time.	None	1	30%	40%	-10
6	SR	MO	HS.LS.1.7	Describe how a step in a model can be improved to more accurately describe how usable energy is produced by an athlete and identify a product of cellular respiration.	C. Evidence, Reasoning, and Modeling	2	41%	45%	-4
29	SR	MO	HS.LS.1.2	Describe the interaction between the liver and the circulatory system.	None	1	41%	42%	-1
30	SR	EC	HS.LS.2.7	Describe the impact of an invasive plant species in an ecosystem.	None	1	48%	50%	-2
33	SR	EV	HS.LS.4.1	Determine the type of evidence that best supports a claim about the relatedness of two species.	None	1	56%	57%	-1
39	SR	MO	HS.LS.1.6	Identify the monomers that make up an organic macromolecule.	None	1	19%	23%	-4

HS Biology Challenge Areas for Students with High Needs:

4	SR	EV	HS.LS.4.4	Describe how bacterial reproduction and survival can result in an antibiotic becoming less effective over time.	None	1	38%	47%	-9
35	SR	MO	HS.LS.1.7	Identify the process that produces energy for cell growth.	None	1	33%	38%	-5
39	SR	MO	HS.LS.1.6	Identify the monomers that make up an organic macromolecule.	None	1	25%	27%	-2

Item Analysis
HS Biology (09,10)

Describe how the bacterial reproduction and survival can result in an antibiotic becoming less effective over time.

Item 4

- All students *62%* compared to state *58%*
- SWD *30%* compared to state *40%*
- High Needs *38%* compared to state *47%*

Scientists developed an antibiotic to fight harmful bacteria that cause infections. After several years of use, the antibiotic became less effective.

Which of the following caused the antibiotic to become less effective?

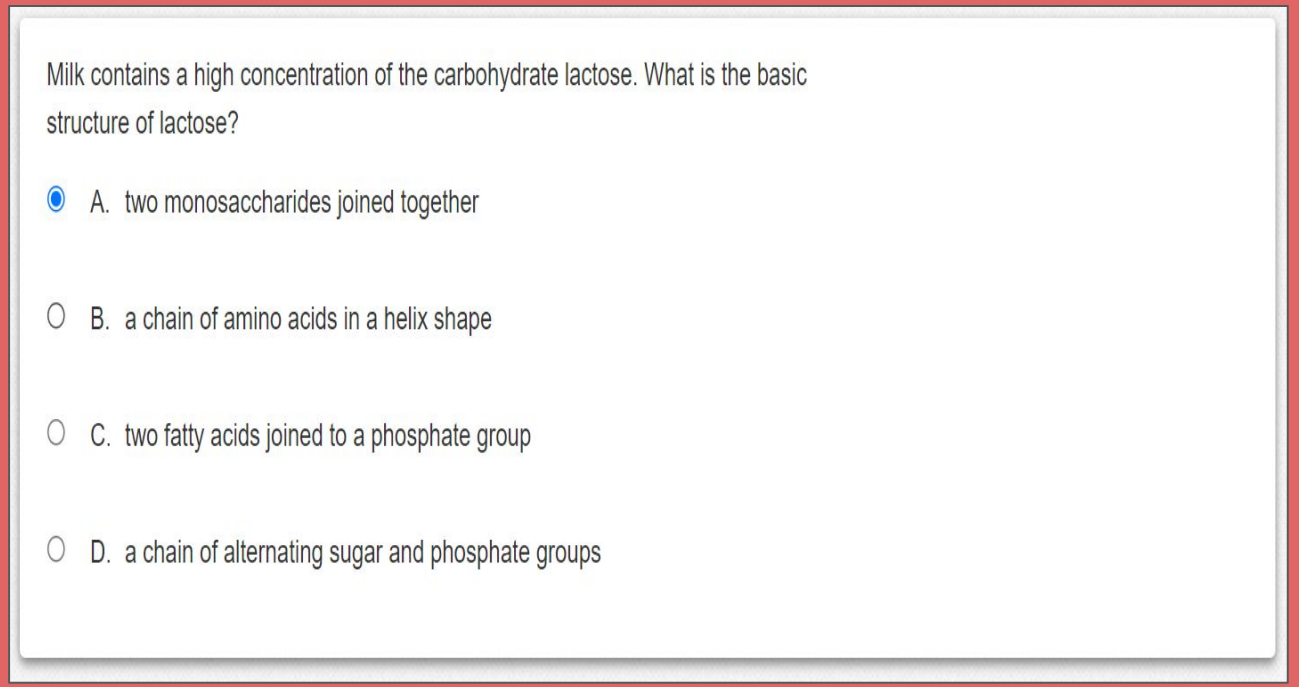
- (●) A. Bacteria that were resistant to the antibiotic survived to produce more resistant bacteria.
- ( ) B. Bacteria that were not resistant to the antibiotic began to produce resistant bacteria through meiosis.
- ( ) C. Bacteria that were not resistant to the antibiotic learned how to protect themselves from the antibiotic.
- ( ) D. Bacteria that were resistant to the antibiotic lost their resistance with repeated exposure to the antibiotic.

Item Analysis
HS Biology (09,10)

Identify the monomers that make up an organic macromolecule.

Item 39

- All students *39%* compared to state *37%*
- SWD *19%* compared to state *23%*
- High Needs *25%* compared to state *27%*



MCAS 2023 STE All Students

Next Generation Test	Meeting/ Exceeding		Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
	District	State				
Grade 5	80%	47%	32%	45%	20%	3%
Grade 8	62%	41%	13%	48%	34%	5%
HS Biology	77%	47%	32%	45%	20%	3%

MCAS 2023 STE Students with Disabilities

Next Generation Test	Meeting/ Exceeding		Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
	District	State				
Grade 5	47%	16%	7%	40%	44%	9%
Grade 8	10%	11%	0%	10%	65%	25%
HS Biology	27%	16%	4%	23%	50%	23%

MCAS 2023 Science High Needs

Next Generation Test	Meeting/ Exceeding		Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
	District	State				
Grade 5	53%	24%	8%	45%	41%	7%
Grade 8	14%	22%	3%	11%	67%	18%
HS Biology	39%	26%	9%	30%	46%	15%

Elementary Next Steps

Our goal is to move all students to meeting and/or exceeding expectations. To achieve this goal, our next steps are as follows:

- Continue to review MCAS concepts in Grade 5 Field Science.
- Continue to model experimental design and extend engineering design in Field Science.
- Continue to assist Grade 5 teachers in reviewing 3rd & 4th grade concepts via hands-on activities and scientific simulations.
- Continue to reorganize science scope & sequence to specifically align with new reading program units.
- Increase emphasis on informational text as it related to the new reading program in Grades K-5 including increase scientific informational texts in classroom libraries

Long-Term Elementary Goals:

- Begin to explore *Claim*, *Evidence*, *Reasoning* for writing a scientific conclusion
- Explore curriculum materials that include experimental design & engineering design in all grade levels
- Explore including Makerspace classes at all schools in order to reinforce STEM curricular
- Develop and institute grade-level common assessment for each unit for Grades 3-5

Secondary Next Steps

<u>Middle School</u>

- Continue implement OpenSciEd curriculum in Grades 6-8. This curriculum will:
  - Increase emphasis on data and analysis practices by including opportunities to create and analyze data tables & graphs.
  - Increase emphasis on determining evidence to support a claim.
    - These science practices will be more directly tested when the state moves to the *NEW STE TEST starting in Spring 2025*
- Implement a formal MCAS Review in order to review and reinforce concepts explored in grades 6-8; teach strategies on how to answer all types of questions on the Grade 8 STE MCAS.

<u>High School</u>

- Implement an MCAS Review for students identified as needing additional support before taking the Biology MCAS in June, as determined by performance on mid year exam.
  - *NOTE: All 9th graders will be taking Biology MCAS in June.*
- Continue to emphasize determining evidence to support a claim; continue to use Claim, Evidence, and Reasoning to write a scientific conclusion.

APPENDIX

2019-2023 ELA Results by Grade: Cohorts of All Students

Grade	2019 % M/E	2020	2021 % M/E	2022 % M/E	2023 % M/E	Δ 2019 -2023	Δ 2022 -2023
03	79%	N/A	79%	71%	75%	-4	+4
04	78%	N/A	73%	72%	*69%	-9	-3
05	80%	N/A	74%	71%	78%	-2	+7
06	90%	N/A	85%	78%	74%	-16	-4
07	89%	N/A	75%	75%	80%	-9	+5
08	83%	N/A	80%	74%	74%	-9	0
10	90%	N/A	91%	91%	89%	-1	-2

2019-2023 ELA Results by Grade: Cohorts of SWD

Grade	2019 % M/E	2020	2021 % M/E	2022 % M/E	2023 % M/E	Δ 2019 -2023	Δ 2022 -2023
03	41%	N/A	40%	31%	43%	+2	+12
04	35%	N/A	31%	25%	28%	-7	+3
05	29%	N/A	41%	35%	40%	+11	+5
06	55%	N/A	55%	34%	34%	-21	0
07	42%	N/A	22%	36%	40%	-2	+4
08	35%	N/A	31%	26%	25%	-10	-1
10	39%	N/A	41%	43%	54%	+15	+11

2019-2023 ELA Results by Grade: Cohorts of HN Students

Grade	2019 % M/E	2020	2021 % M/E	2022 % M/E	2023 % M/E	Δ 2019 -2023	Δ 2022 -2023
03	45%	N/A	48%	44%	47%	+2	+3
04	41%	N/A	38%	35%	39%	-2	+4
05	39%	N/A	43%	41%	47%	+8	+6
06	67%	N/A	62%	44%	41%	-26	-3
07	62%	N/A	31%	43%	42%	-20	-1
08	44%	N/A	52%	32%	32%	-12	0
10	53%	N/A	49%	63%	63%	+10	0

2019-2023 Math Results by Grade All Students

Grade	2019 % M/E	2020	2021 % M/E	2022 % M/E	2023 %M/E	Δ 2019 -2023	Δ 2022 -2023
03	71%	N/A	57%	65%	68%	-3	+3
04	74%	N/A	65%	76%	78%	+4	+2
05	79%	N/A	67%	71%	79%	0	+8
06	85%	N/A	64%	76%	71%	-14	-5
07	76%	N/A	60%	63%	69%	-7	+6
08	64%	N/A	56%	53%	64%	0	+11
10	83%	N/A	82%	82%	83%	0	+1

2019-2023 Math Results by Grade SWD

Grade	2019 % M/E	2020	2021 % M/E	2022 % M/E	2023 %M/E	Δ 2019-2023	Δ 2022-2023
03	32%	N/A	25%	38%	40%	+8	+2
04	31%	N/A	39%	43%	44%	+13	+1
05	40%	N/A	35%	33%	40%	0	+7
06	36%	N/A	27%	34%	29%	-7	-5
07	24%	N/A	24%	23%	34%	+10	+11
08	18%	N/A	7%	19%	14%	-5	-4
10	21%	N/A	15%	33%	42%	+21	+9

2019-2023 Math Results by Grade High Needs

Grade	2019 % M/E	2020	2021 % M/E	2022 % M/E	2023 %M/E	Δ 2019 -2023	Δ 2022 -2023
03	38%	N/A	32%	43%	43%	+4	0
04	38%	N/A	37%	51%	52%	+14	+1
05	45%	N/A	37%	38%	50%	+5	+12
06	54%	N/A	29%	43%	38%	-5	-16
07	42%	N/A	29%	29%	36%	-6	+7
08	30%	N/A	17%	26%	21%	-9	-5
10	39%	N/A	29%	53%	49%	+10	-4

2019-2023 STE Results by Grade: Cohorts of All Students

Grade	2019 % M/E	2020	2021 % M/E	2022 % M/E	2023 %M/E	Δ 2019 -2023	Δ 2022 -2023
05	81%	N/A	73%	76%	80%	-5	+1
08	75%	N/A	68%	62%	62%	-14	-1
09, 10*		N/A		80%	77%	N/A	-3

*Spring 2022 was the first administration of the Next-Generation High School Biology test. Therefore, results are not comparable to prior years.

2019-2023 STE Results by Grade: Cohorts of SWD

Grade	2019 % M/E	2020	2021 % M/E	2022 % M/E	2023 % M/E	Δ 2019 -2023	Δ 2022 -2023
05	50%	N/A	50%	39%	47%	-3	+8
08	35%	N/A	11%	24%	10%	-25	-14
09, 10*		N/A		37%	27%	N/A	-10

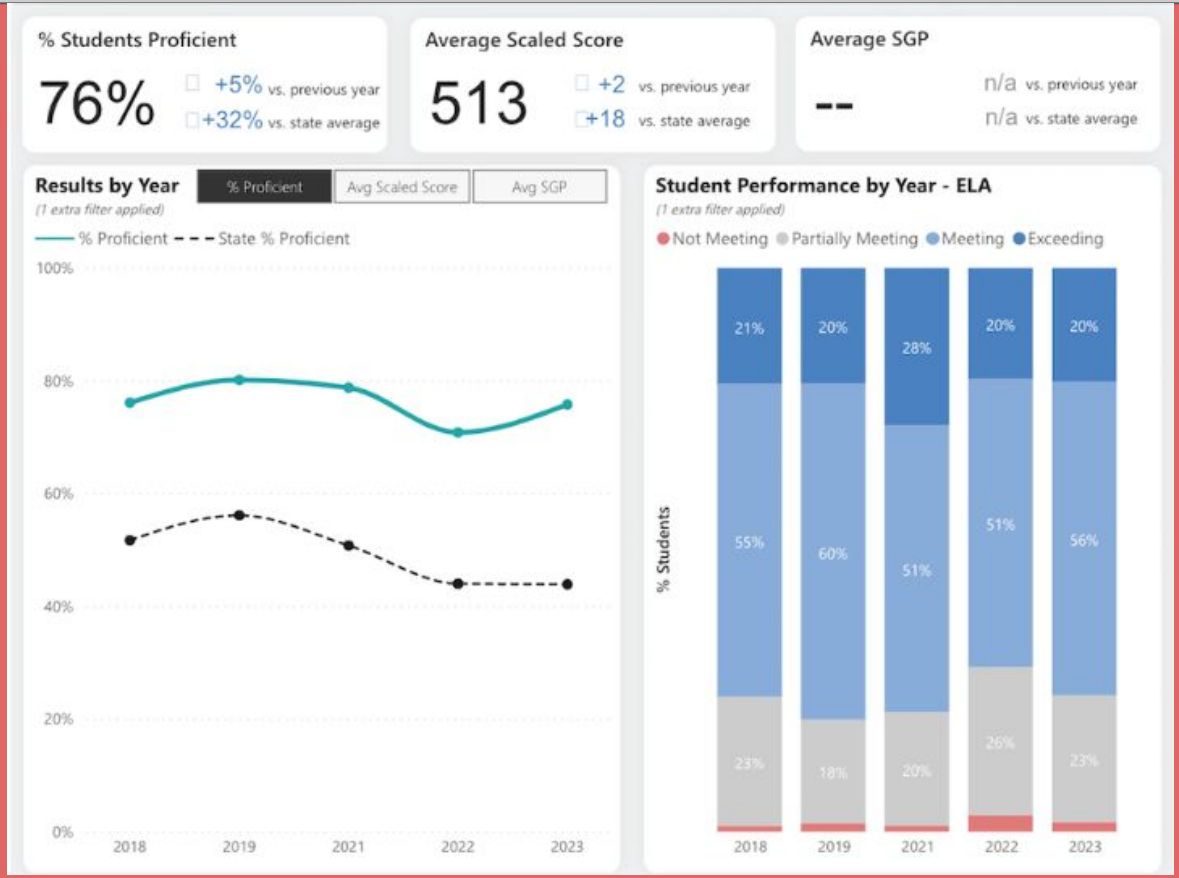
*Spring 2022 was the first administration of the Next-Generation High School Biology test. Therefore, results are not comparable to prior years.

2019-2023 STE Results by Grade: Cohorts of High Needs Students

Grade	2019 % M/E	2020	2021 % M/E	2022 % M/E	2023 % M/E	Δ 2019 -2023	Δ 2022 -2023
05	50%	N/A	51%	47%	53%	+6	+3
08	39%	N/A	28%	28%	14%	-25	-14
09, 10*		N/A		53%	39%	N/A	-14

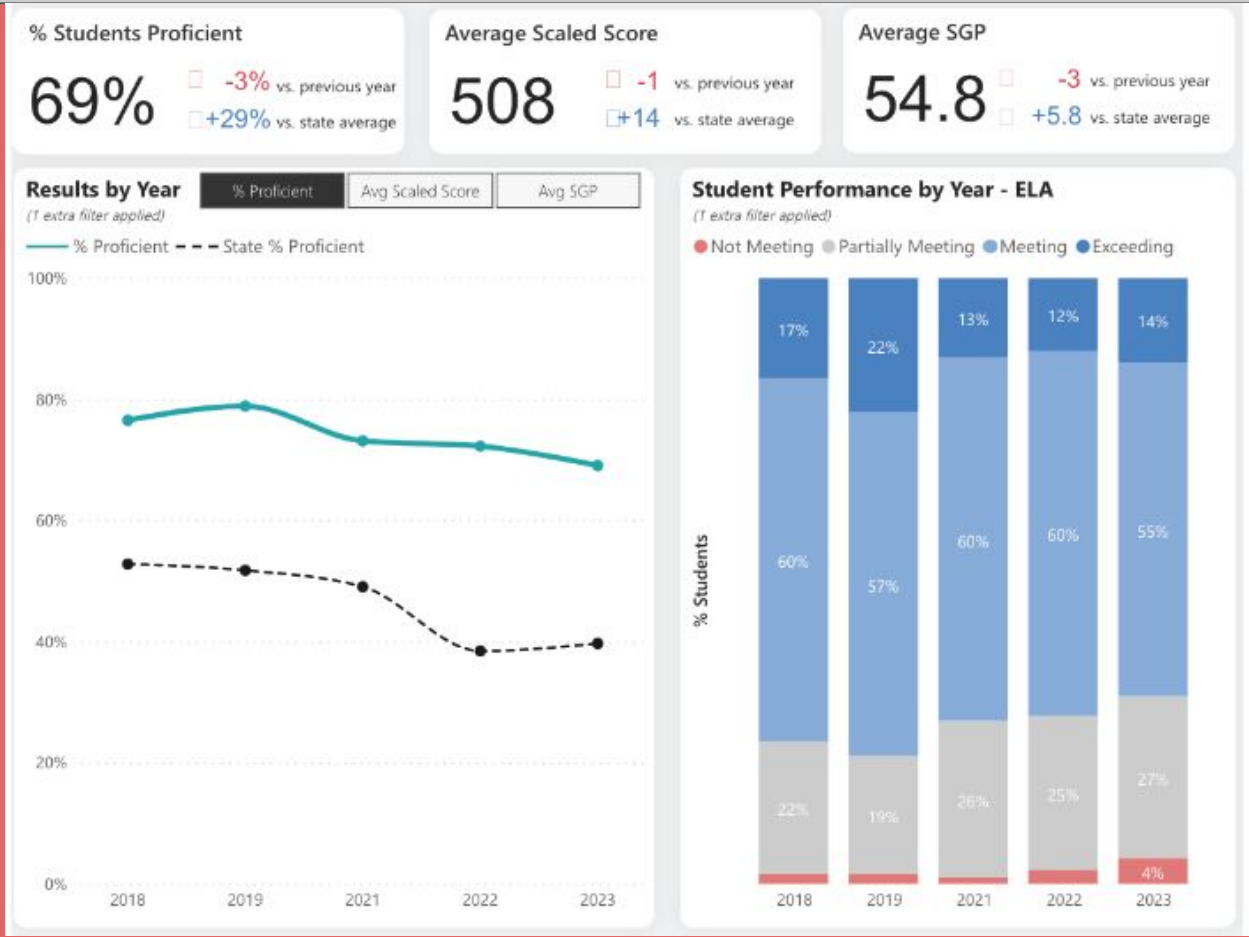
*Spring 2022 was the first administration of the Next-Generation High School Biology test. Therefore, results are not comparable to prior years.

MCAS Achievement by Year ELA: Grade 3 ALL

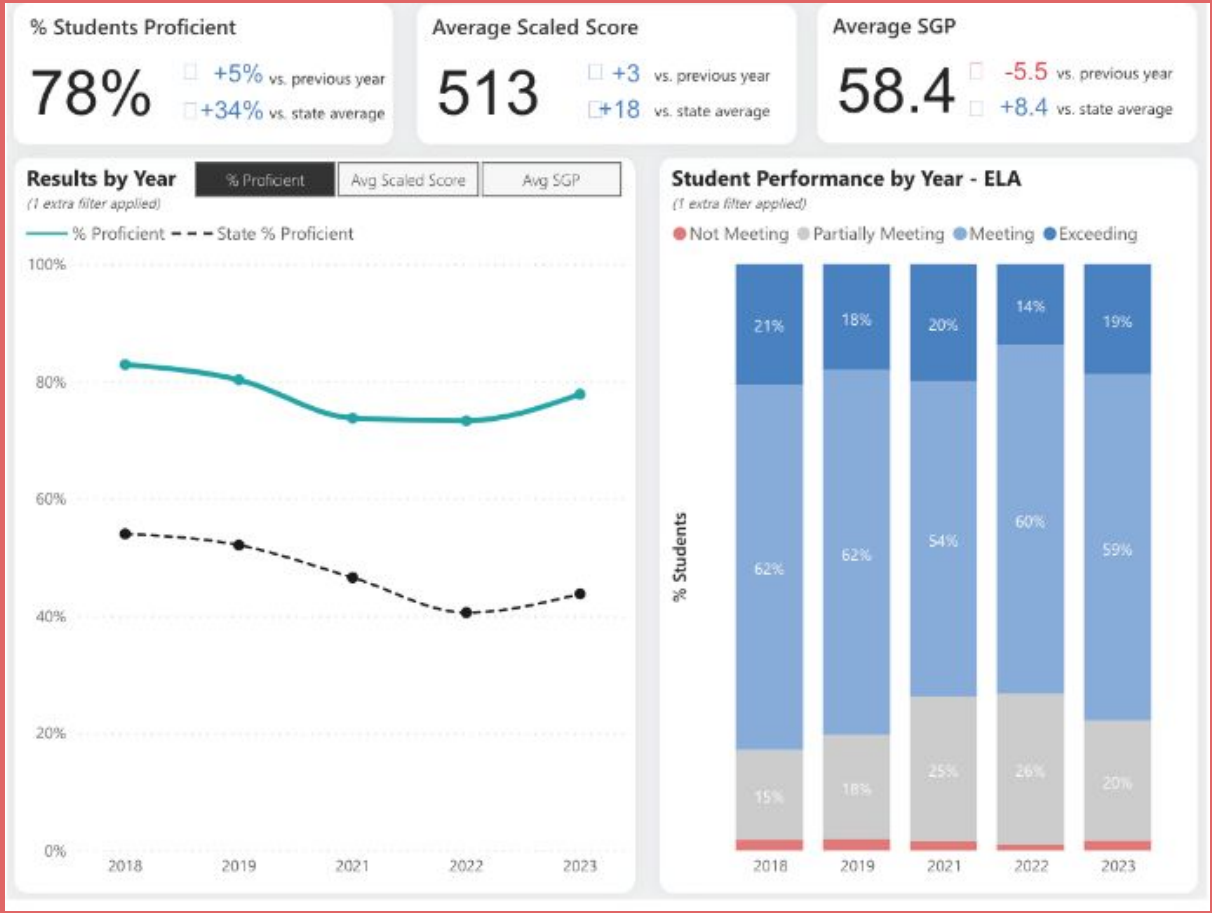


https://www.openarchitectsk12.com/

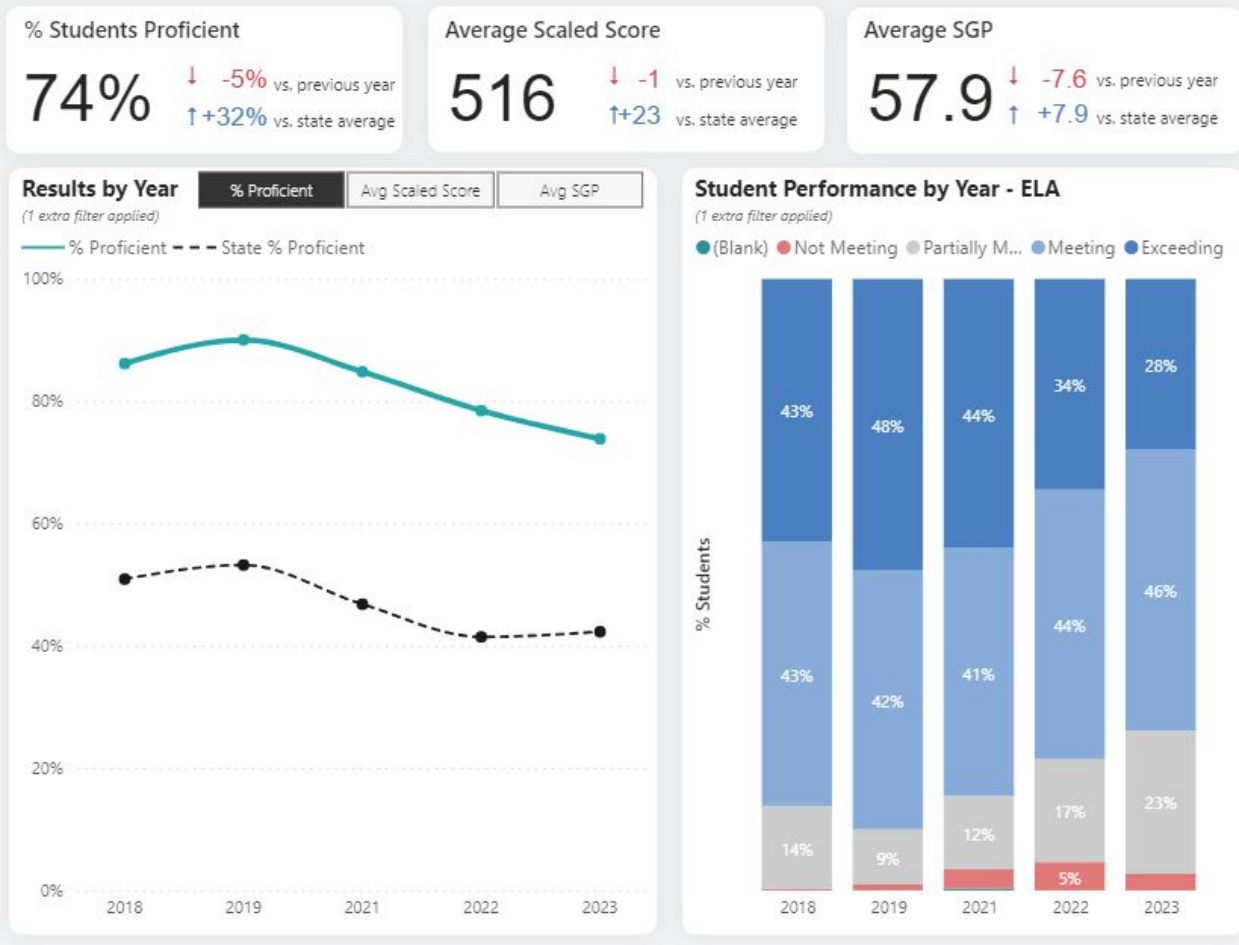
MCAS Achievement by Year ELA: Grade 4 ALL



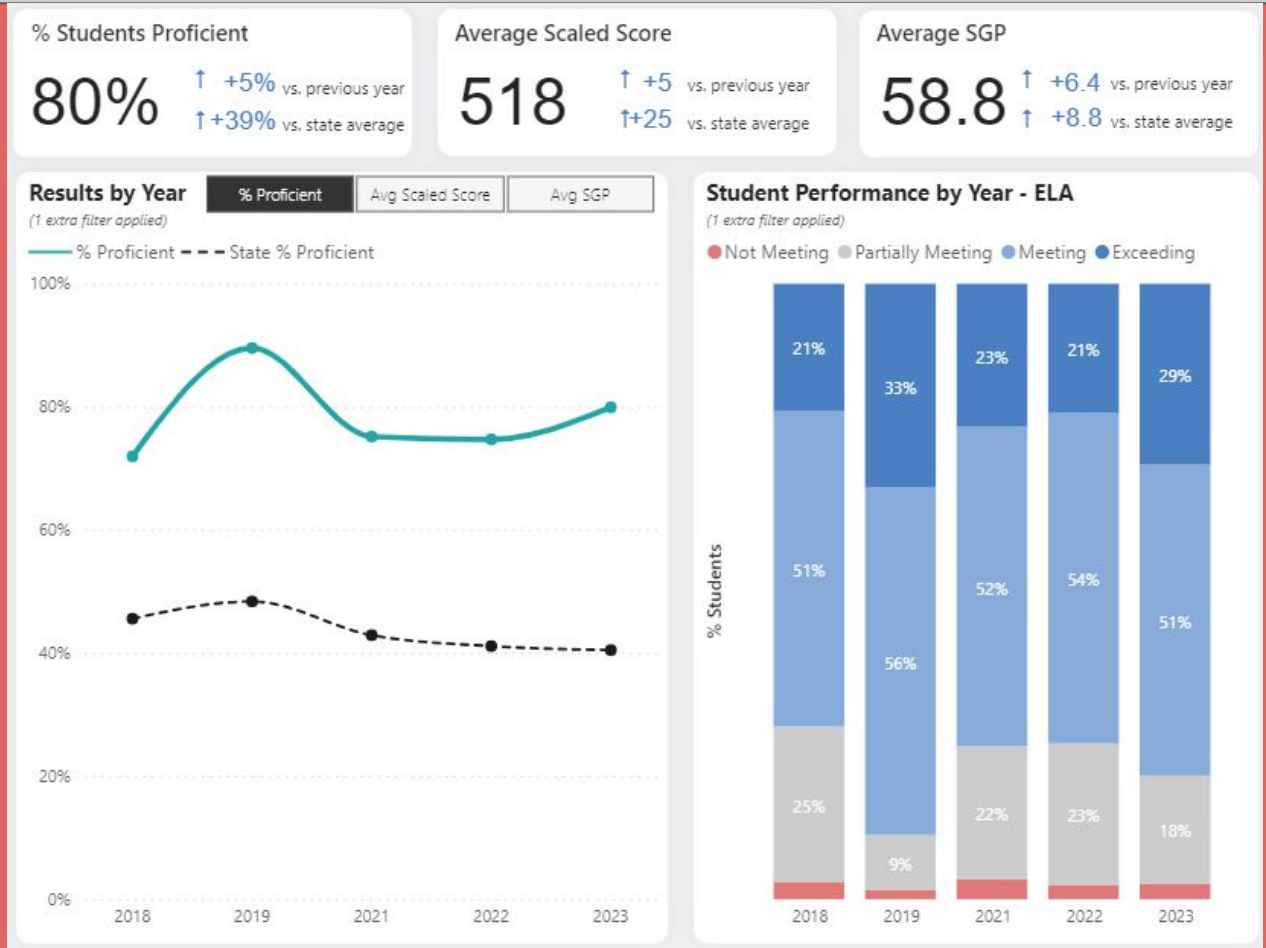
MCAS Achievement by Year ELA: Grade 5 ALL



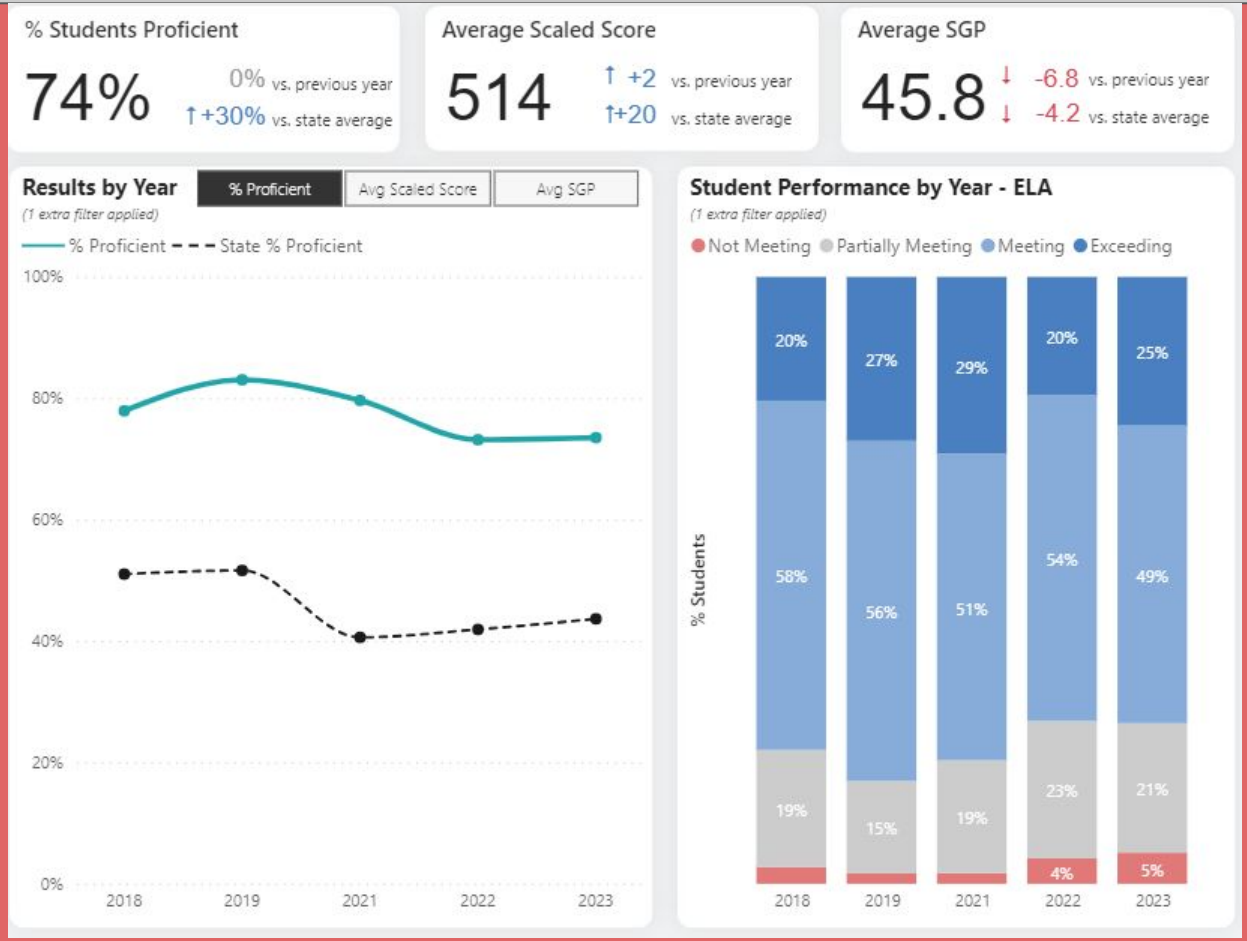
MCAS Achievement by Year ELA: Grade 6 ALL



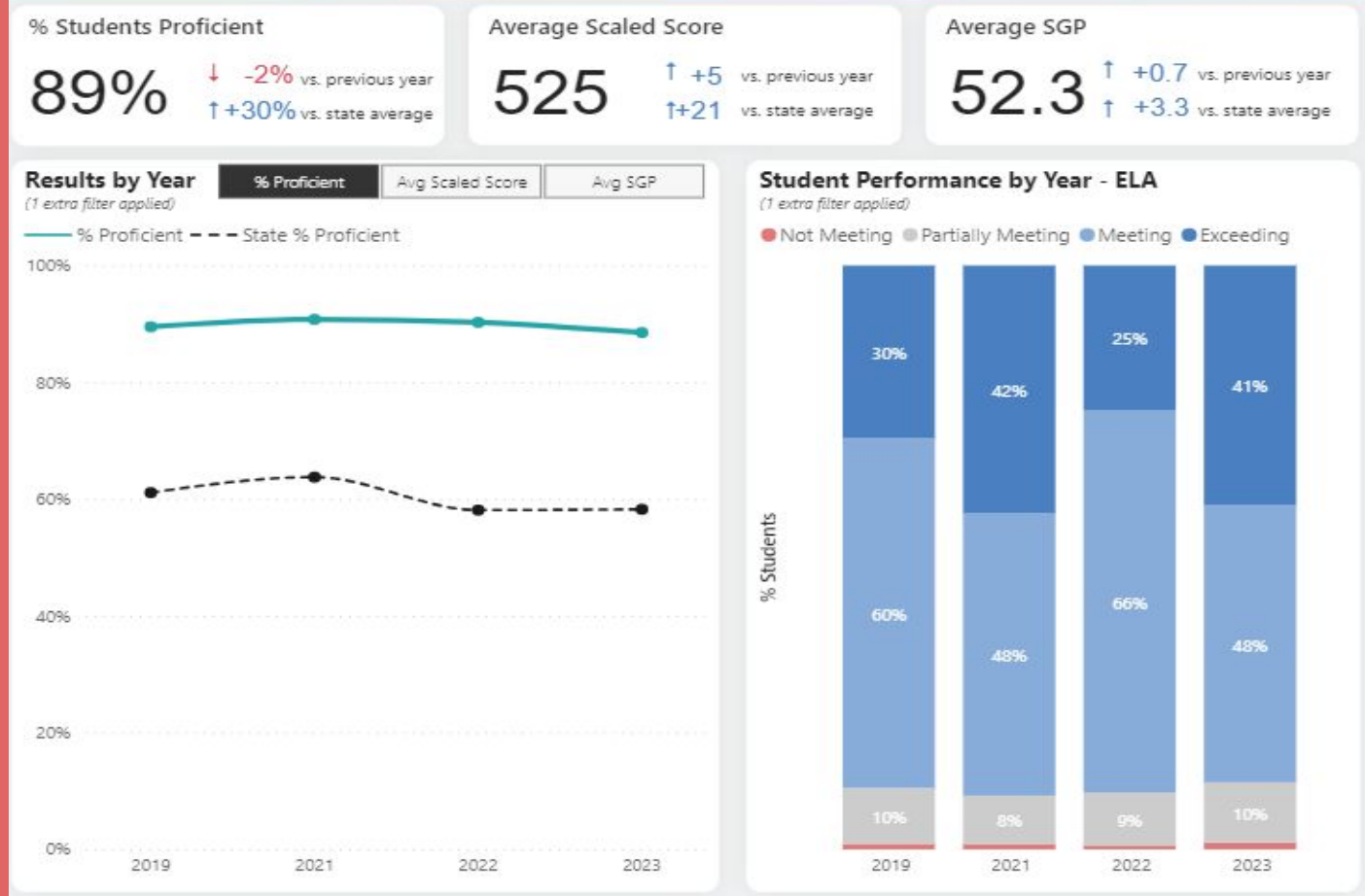
MCAS Achievement by Year ELA: Grade 7 ALL



MCAS Achievement by Year ELA: Grade 8 ALL



MCAS Achievement by Year ELA: Grade 10 ALL



MCAS Achievement by Year Math: Grade 3 ALL

% Students Proficient

69%

↑ +3% vs. previous year

↑ +28% vs. state average

Average Scaled Score

511

↑ +3 vs. previous year

↑ +17 vs. state average

Average SGP

--

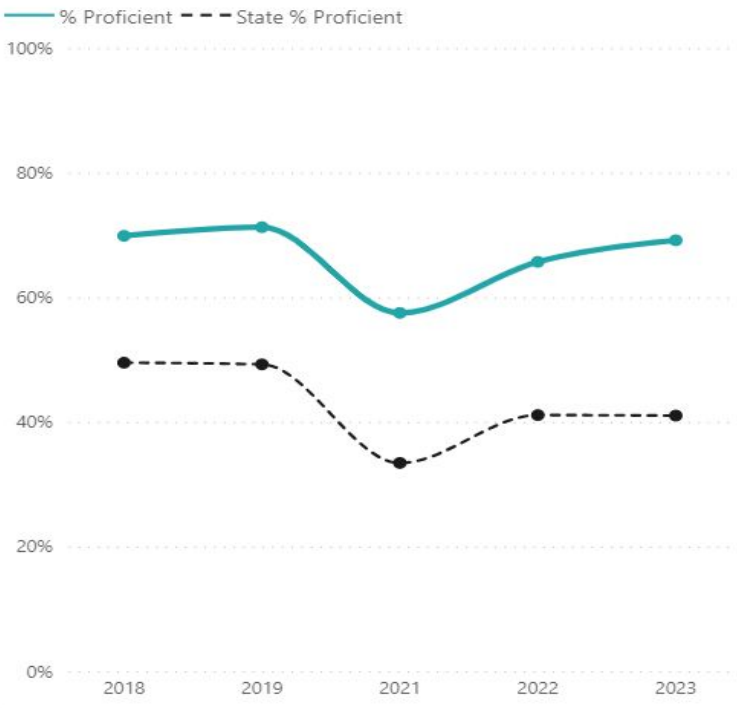
n/a vs. previous year

n/a vs. state average

Results by Year

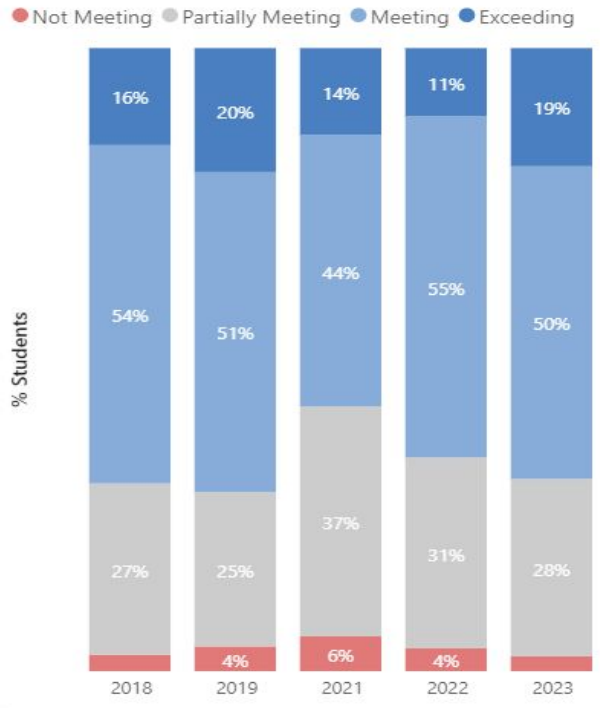
(1 extra filter applied)

% Proficient | Avg Scaled Score | Avg SGP

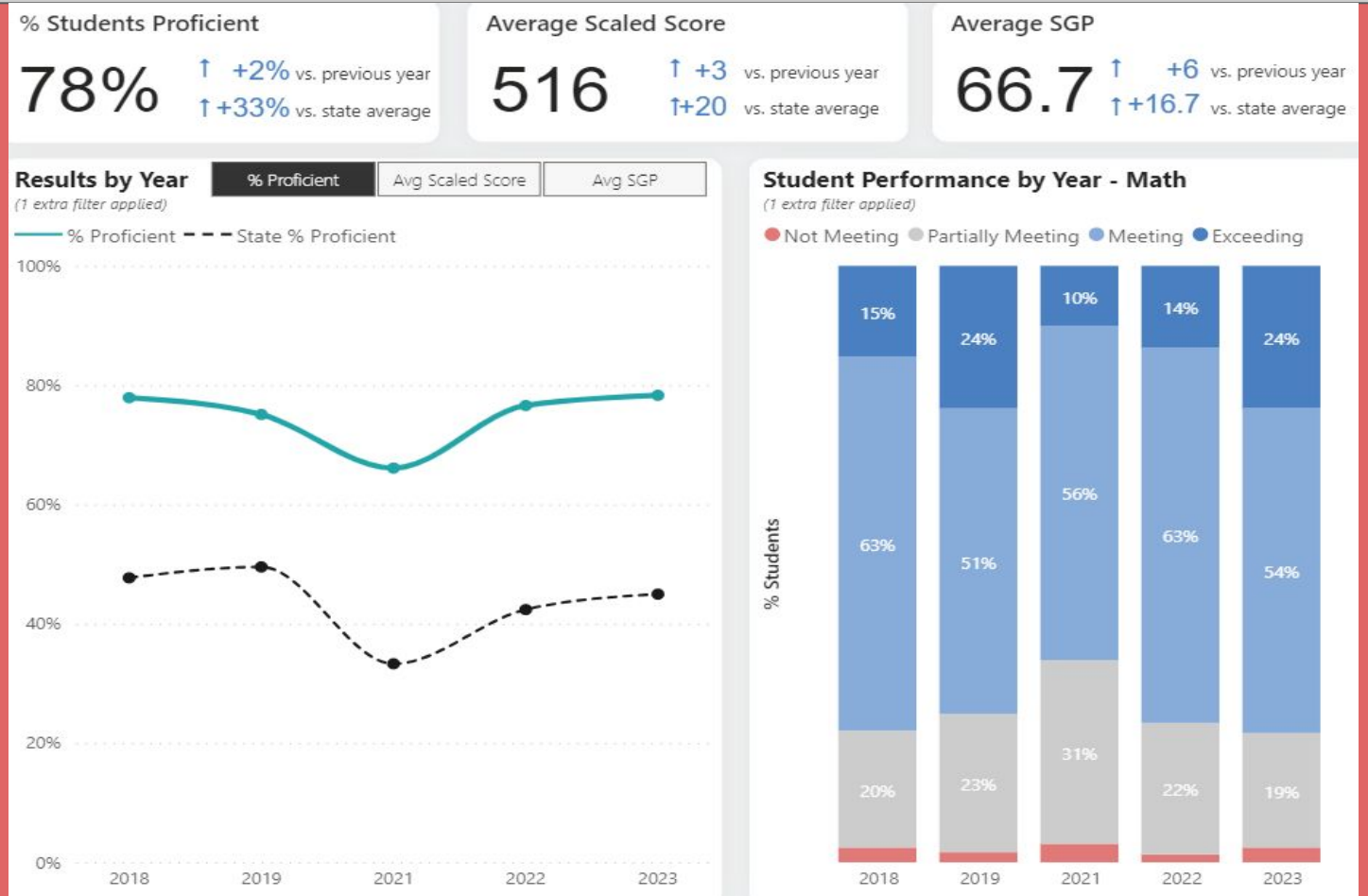


Student Performance by Year - Math

(1 extra filter applied)



MCAS Achievement by Year Math: Grade 4 ALL



MCAS Achievement by Year Math: Grade 5 ALL

% Students Proficient

79%

↑ +7% vs. previous year

↑ +38% vs. state average

Average Scaled Score

513

↑ +3 vs. previous year

↑ +18 vs. state average

Average SGP

56.9

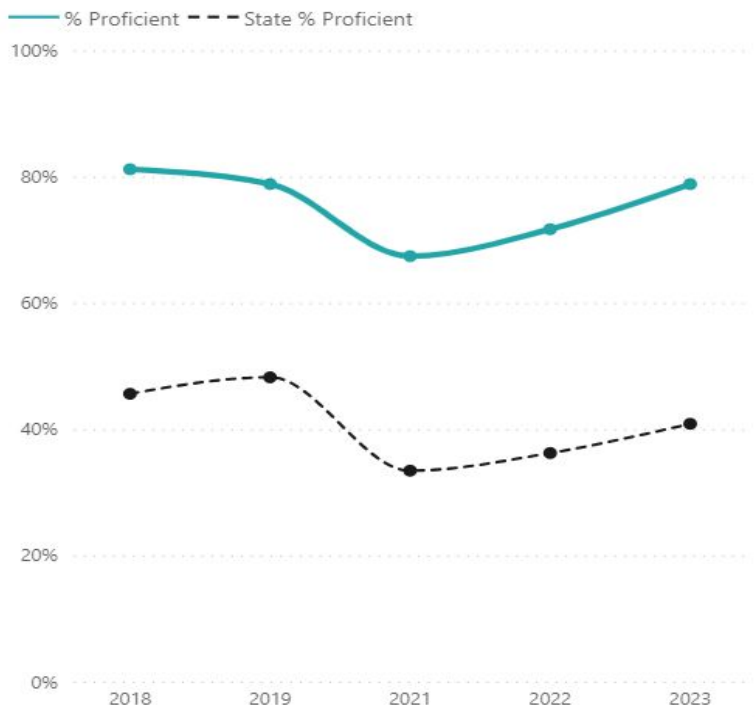
↓ -4.7 vs. previous year

↑ +6.9 vs. state average

Results by Year

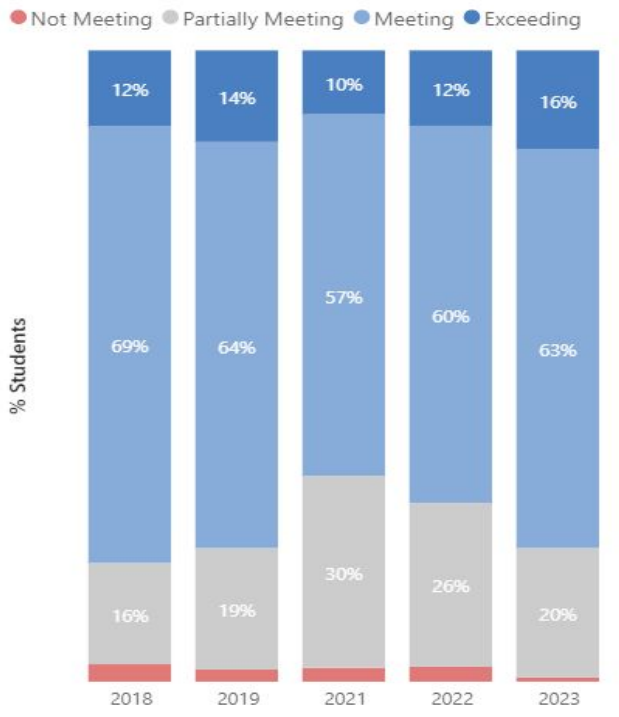
(1 extra filter applied)

% Proficient | Avg Scaled Score | Avg SGP

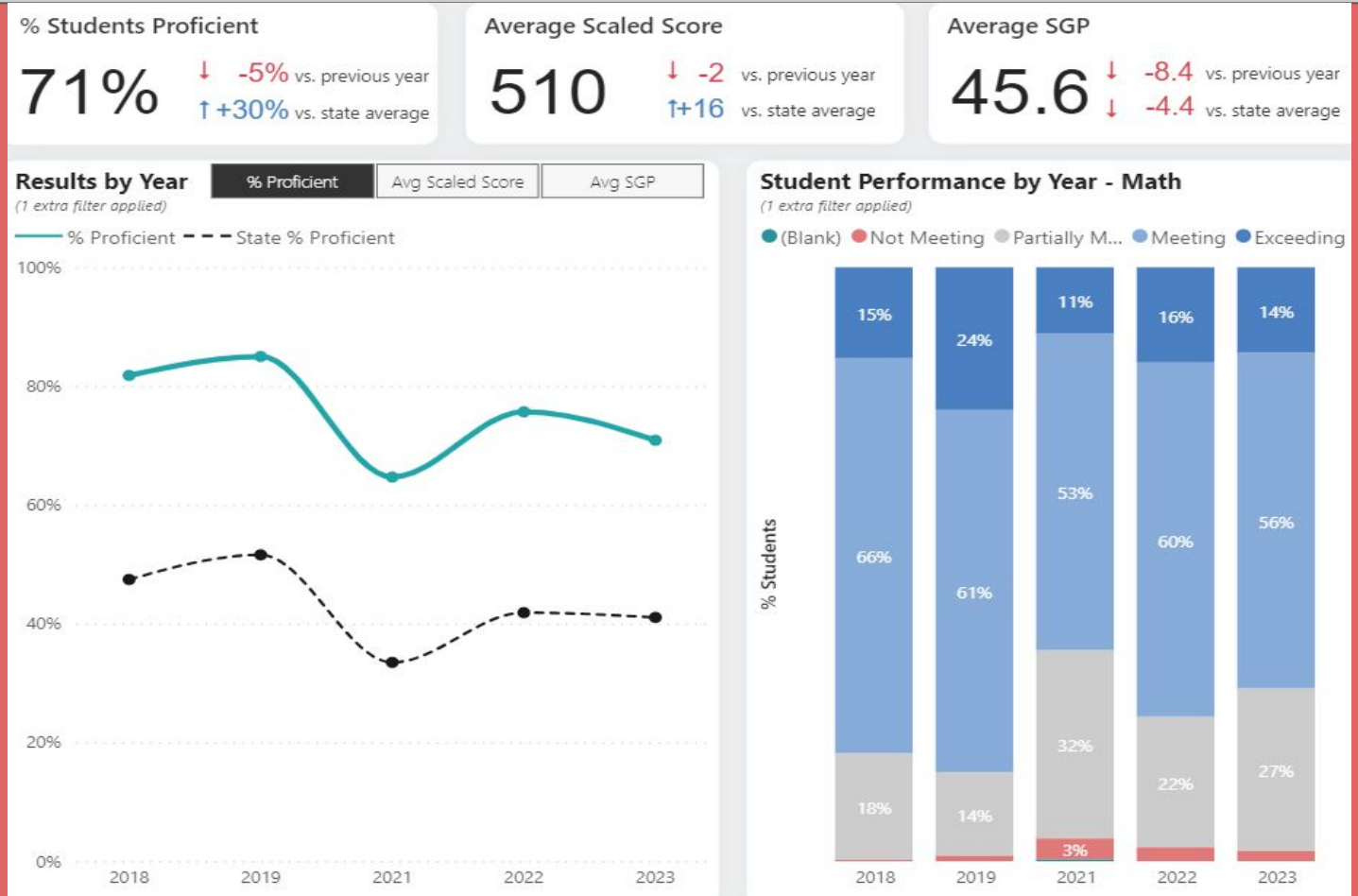


Student Performance by Year - Math

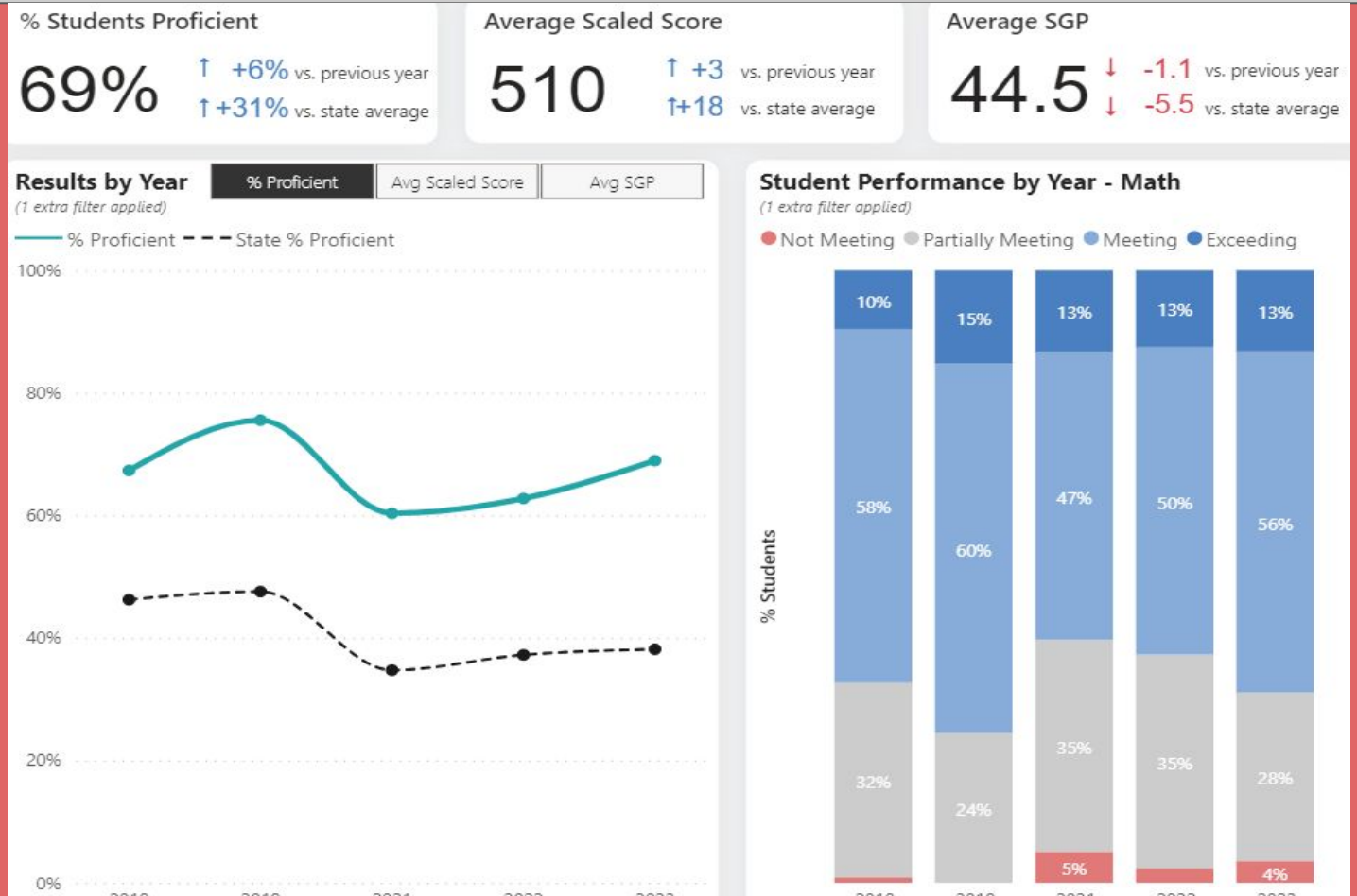
(1 extra filter applied)



MCAS Achievement by Year Math: Grade 6 ALL



MCAS Achievement by Year Math: Grade 7 ALL



MCAS Achievement by Year Math: Grade 8 ALL

% Students Proficient

64%

↑ +10% vs. previous year

↑ +26% vs. state average

Average Scaled Score

506

↑ +4 vs. previous year

↑ +13 vs. state average

Average SGP

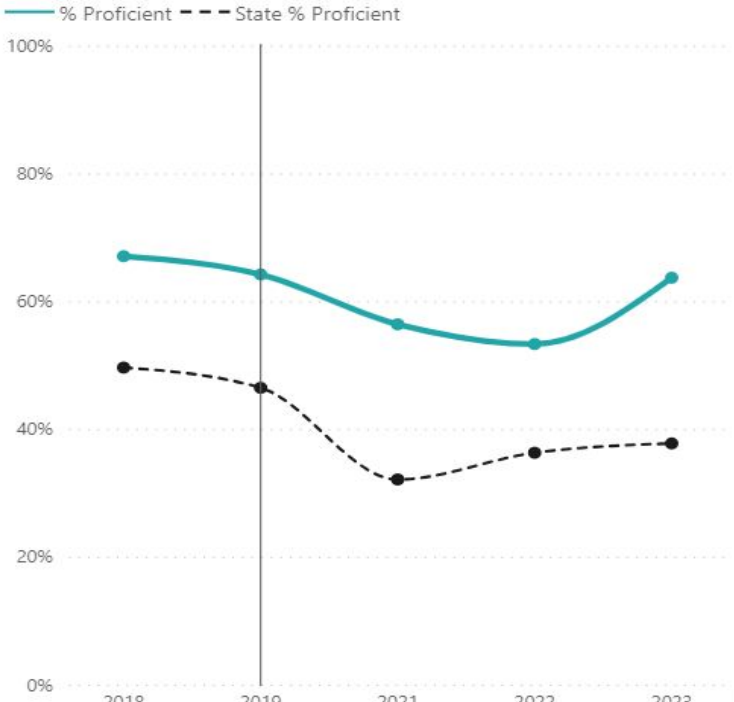
46.7

↑ +8.8 vs. previous year

↓ -3.3 vs. state average

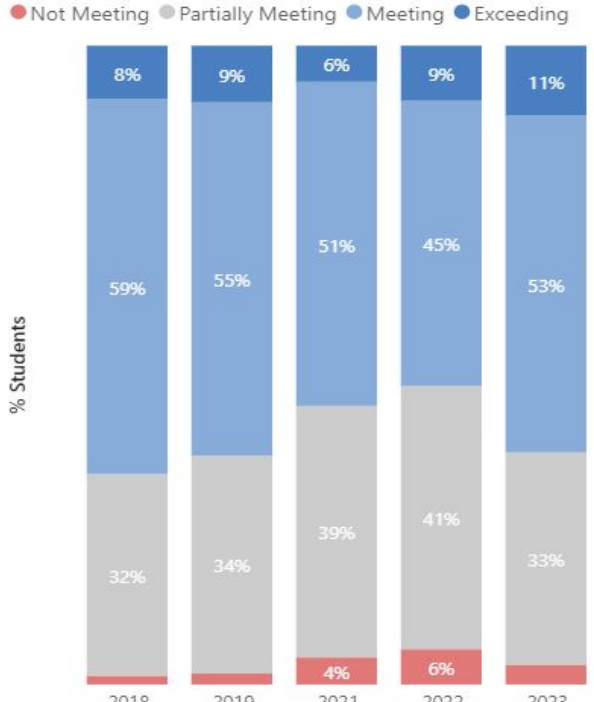
Results by Year

(1 extra filter applied)



Student Performance by Year - Math

(1 extra filter applied)



MCAS Achievement by Year Math: Grade 10 ALL

% Students Proficient

83%

↑ +1% vs. previous year

↑ +41% vs. state average

Average Scaled Score

517

0 vs. previous year

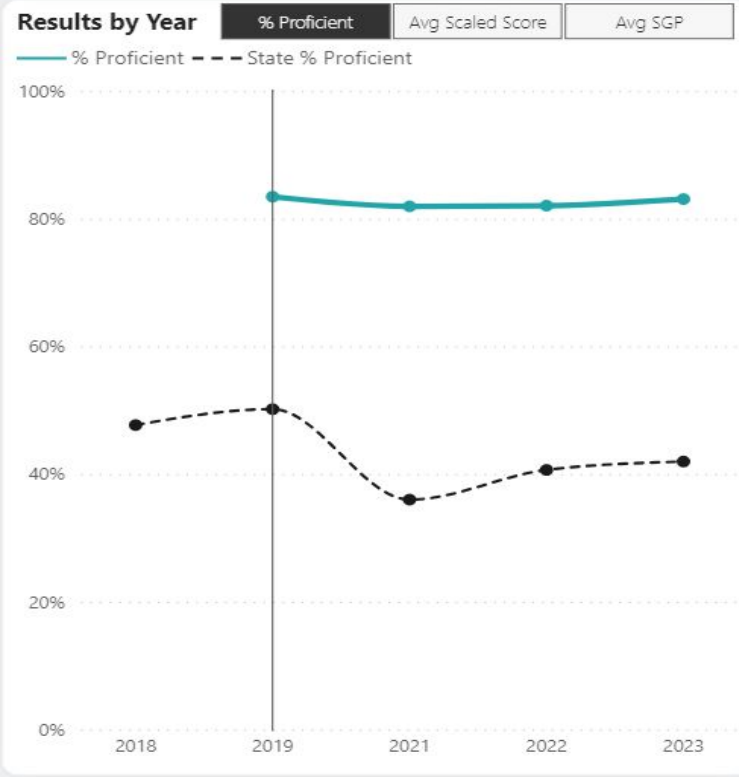
↑ +22 vs. state average

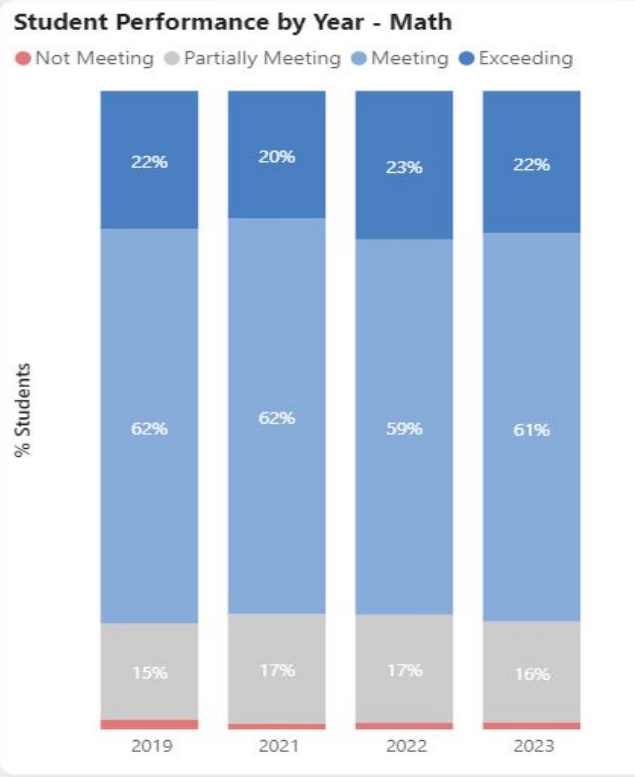
Average SGP

61.8

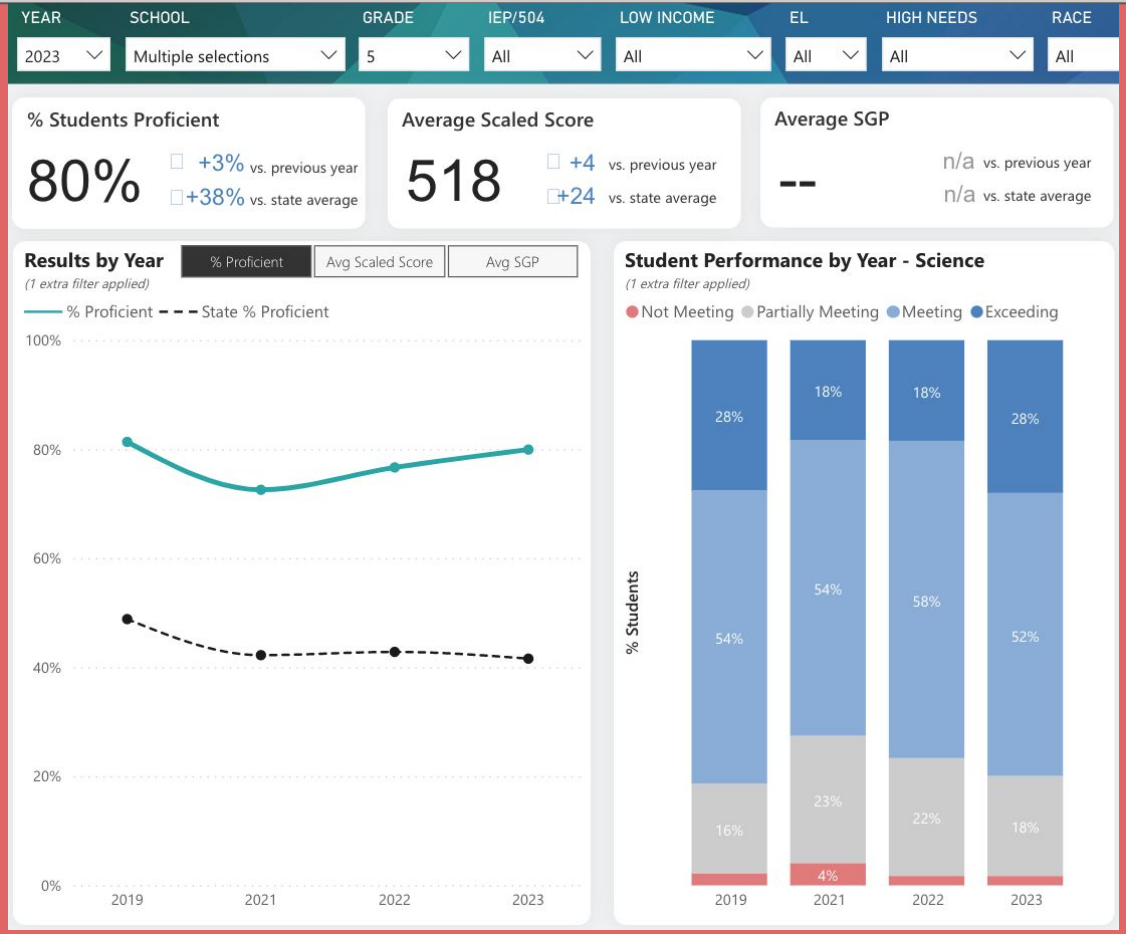
↑ +1.1 vs. previous year

↑ +18.7 vs. state average

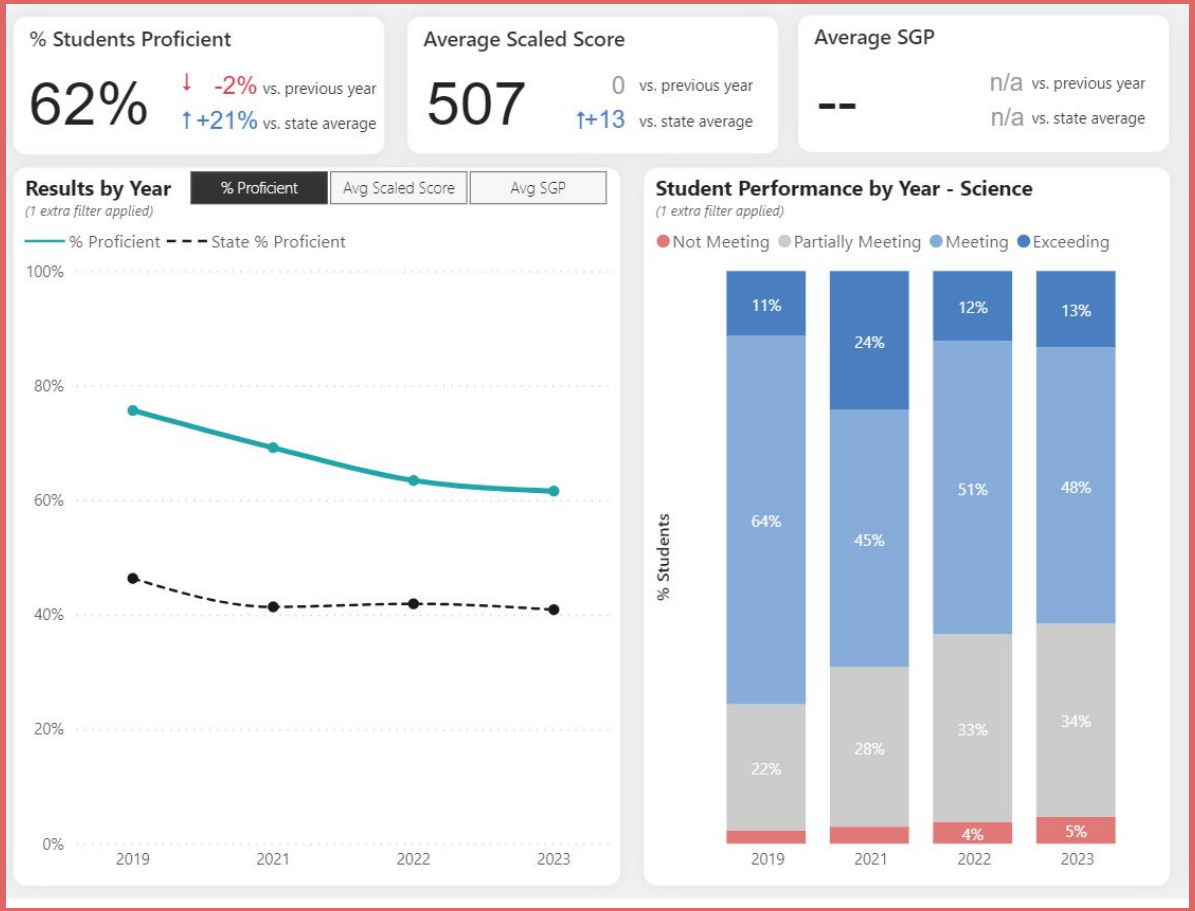




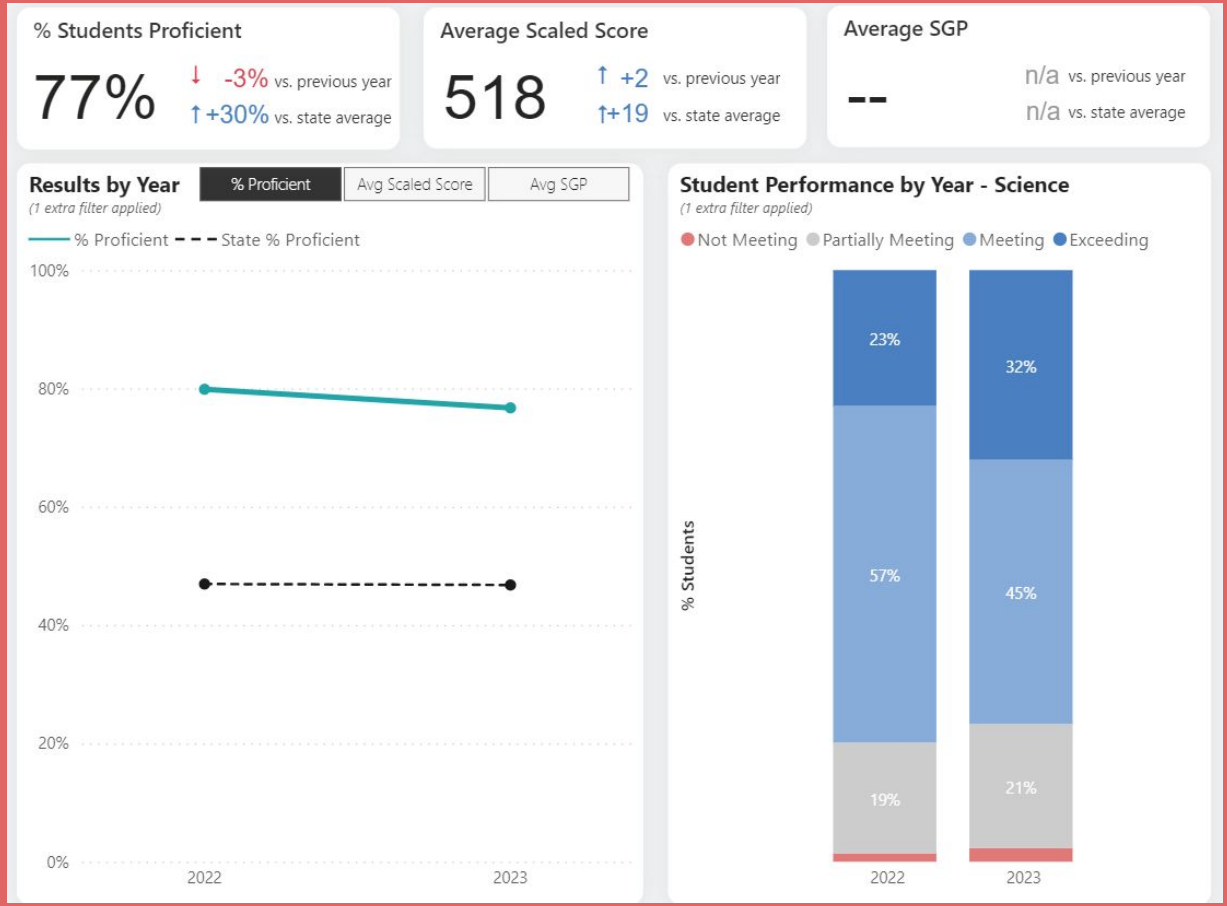
MCAS Achievement by Year STE: Grade 5 ALL



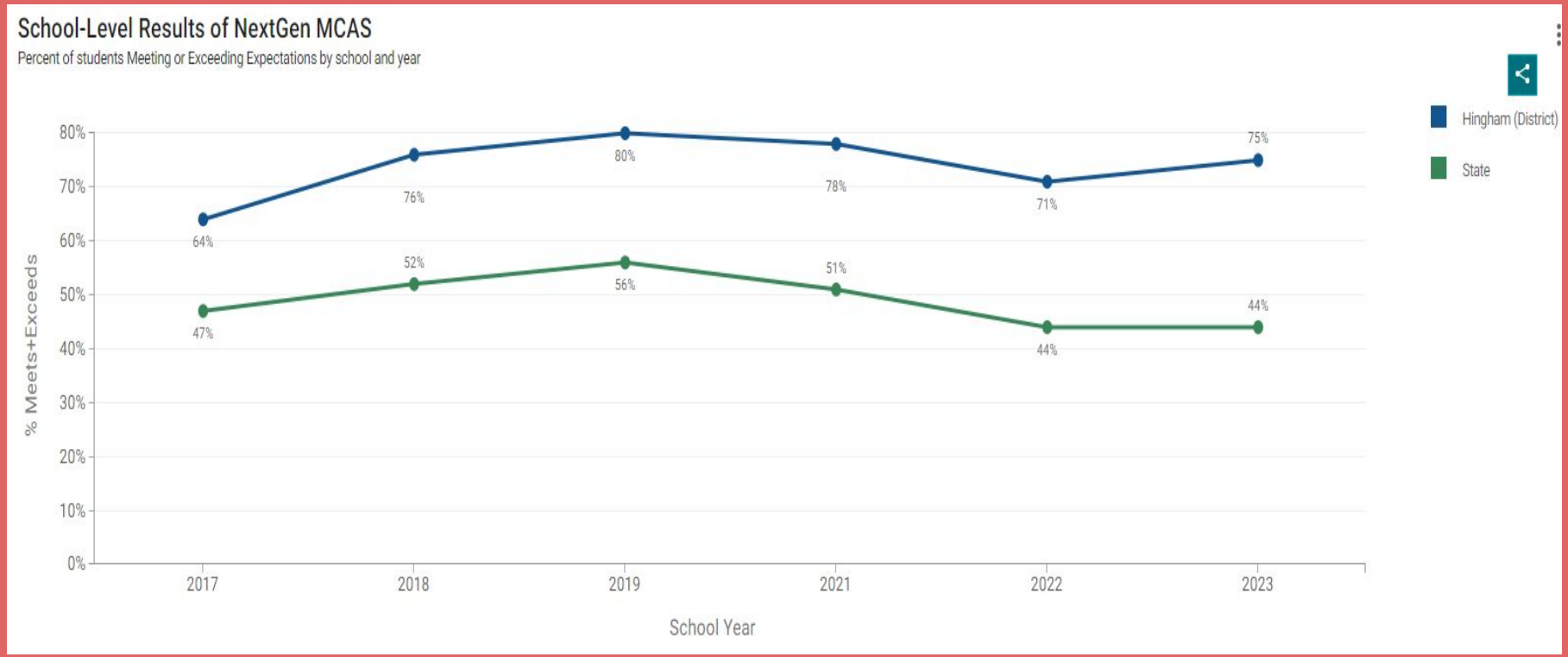
MCAS Achievement by Year STE: Grade 8 ALL



MCAS Achievement by Year STE: HS Biology ALL

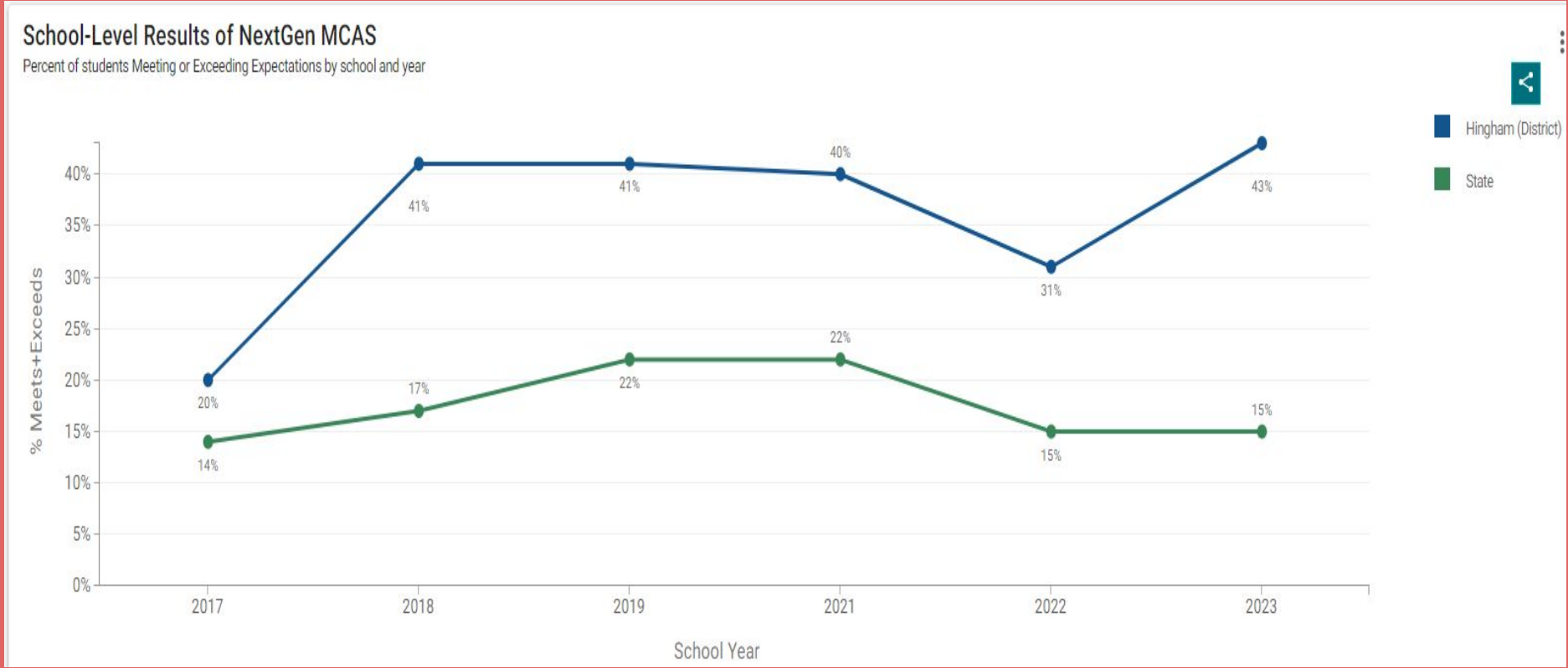


MCAS Achievement by Year: ELA Grade 3 ALL

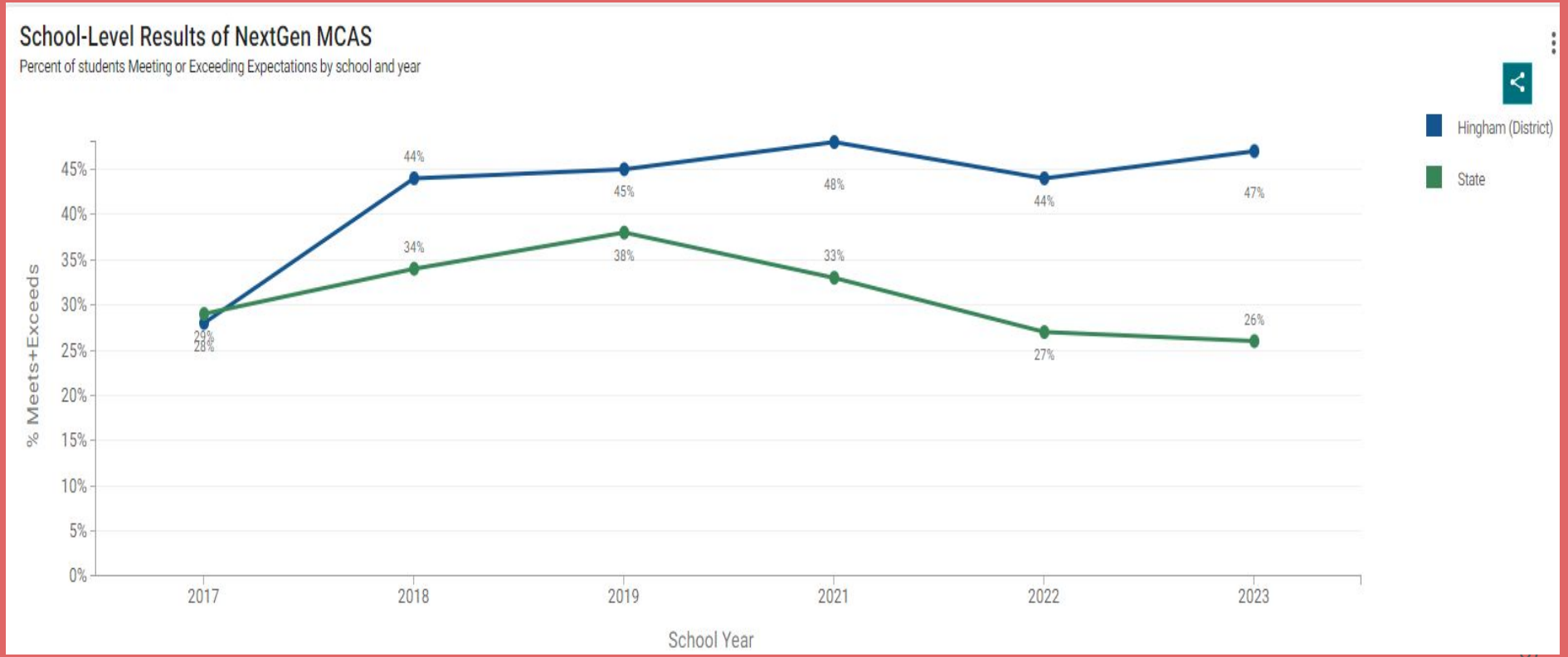


https://educationtocareer.data.mass.gov/stories/s/MCAS-Explorer/qagd-r9iy

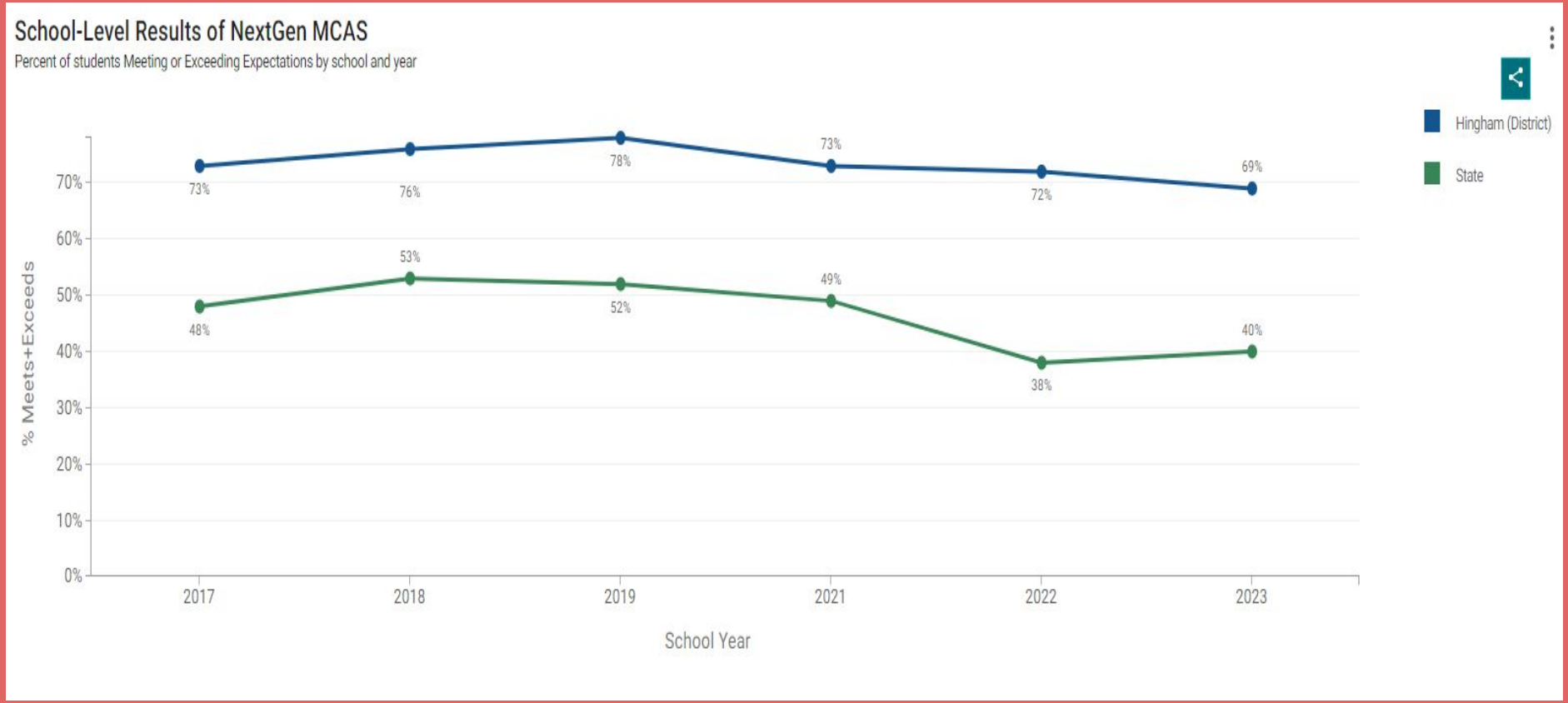
MCAS Achievement by Year: ELA Grade 3 SWD



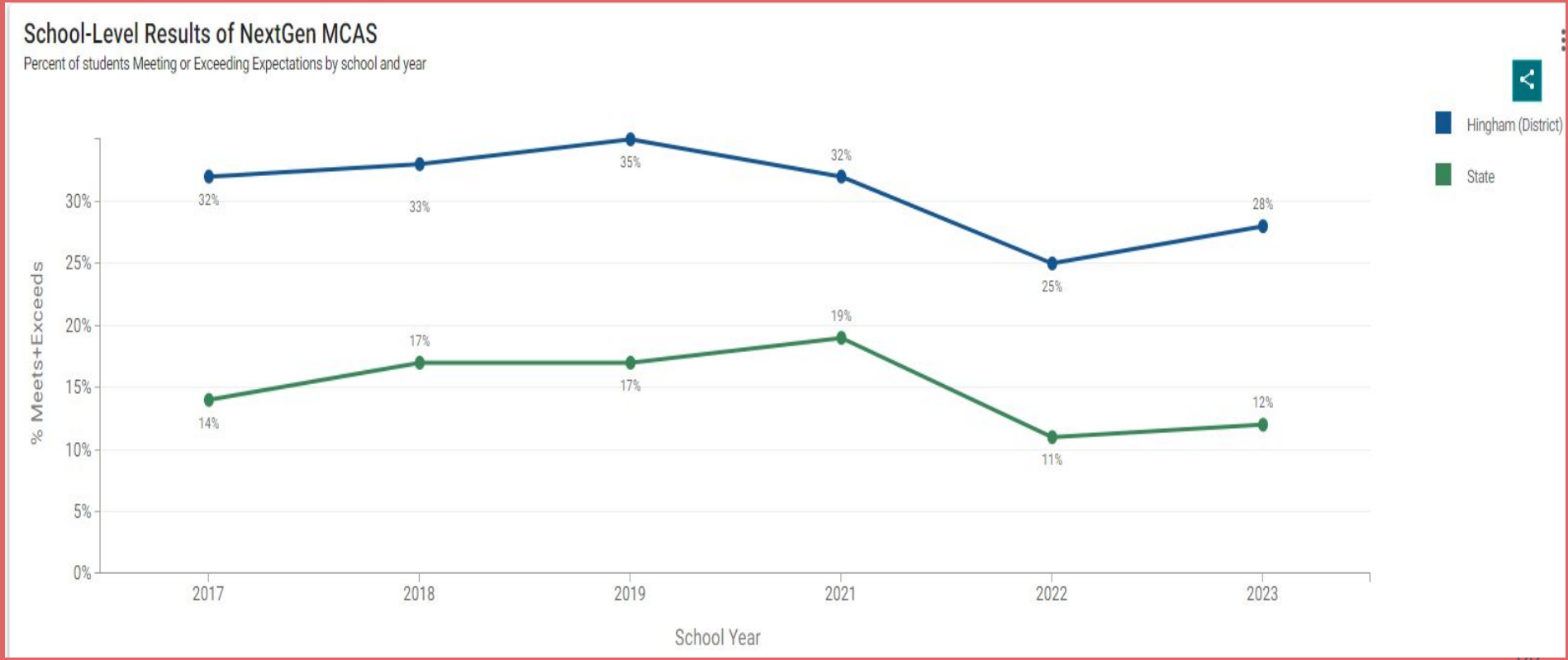
MCAS Achievement by Year: ELA Grade 3 HN



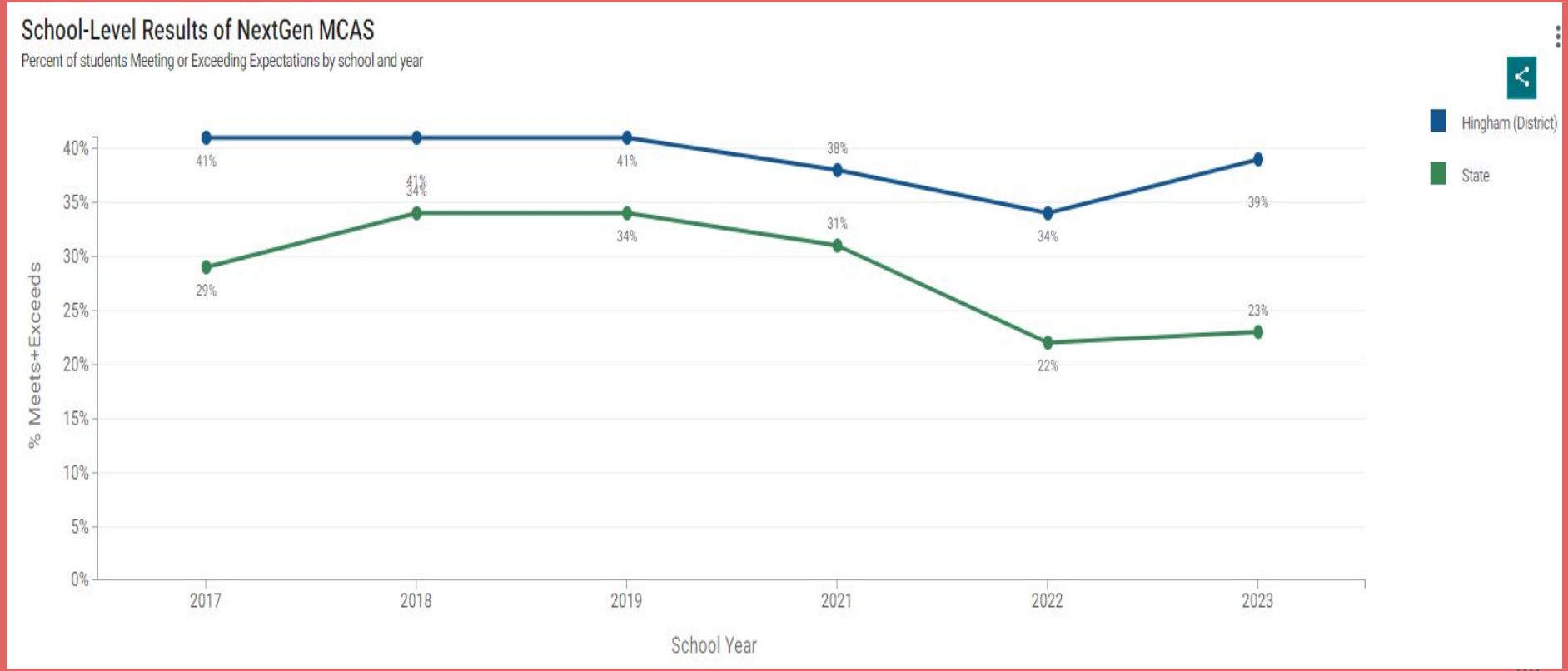
MCAS Achievement by Year: ELA Grade 4 ALL



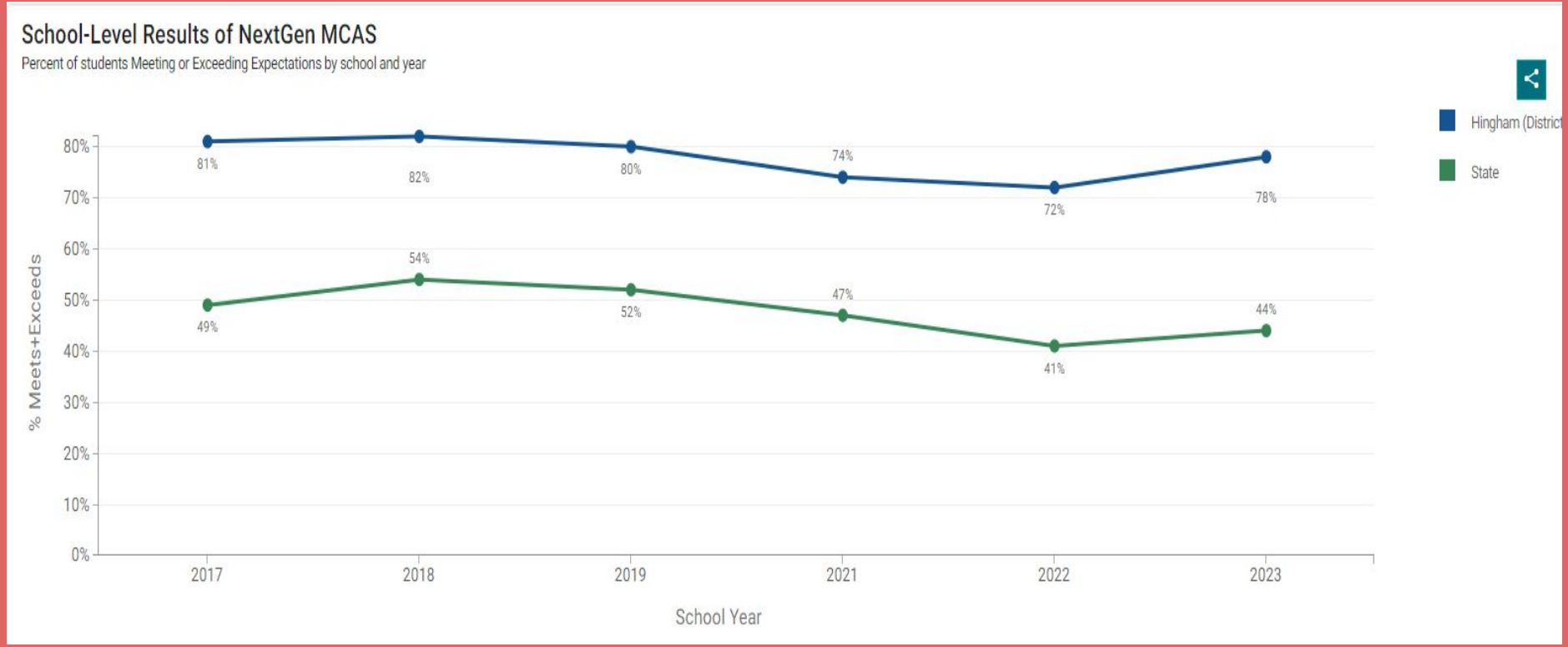
MCAS Achievement by Year: ELA Grade 4 SWD



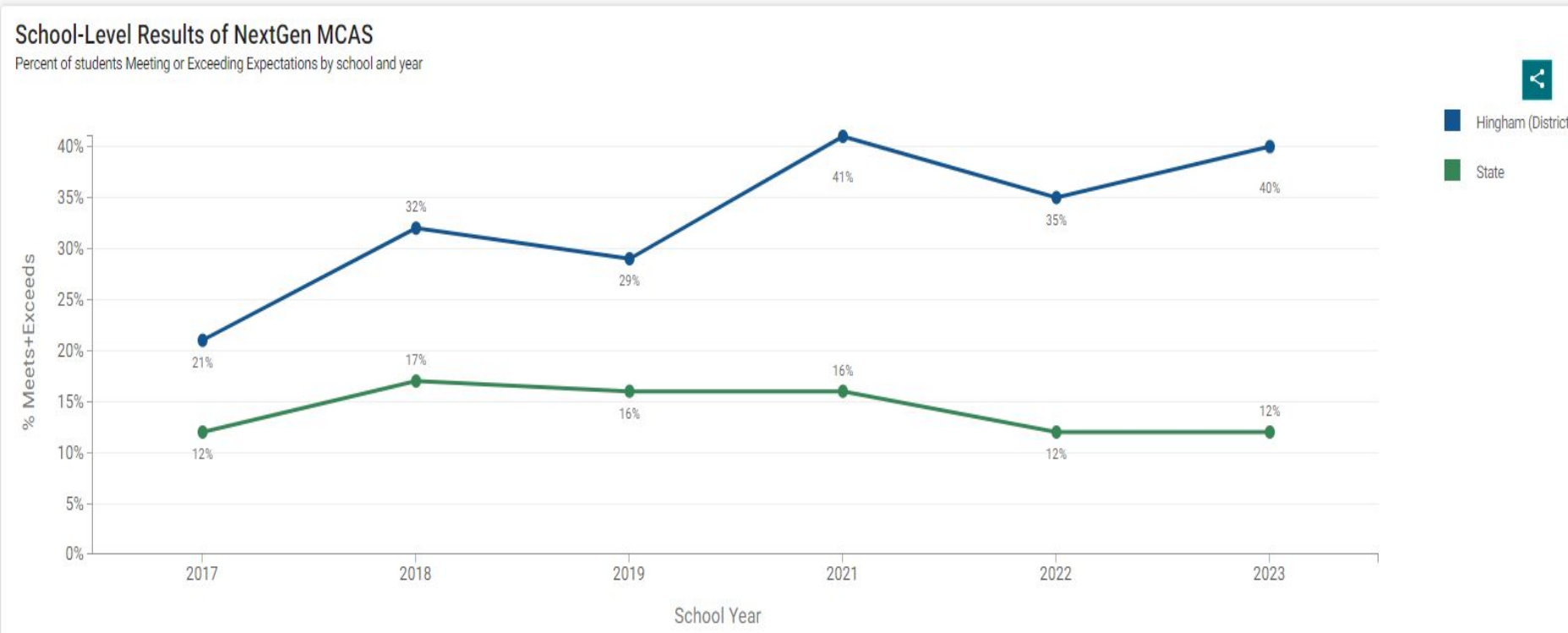
MCAS Achievement by Year: ELA Grade 4 HN



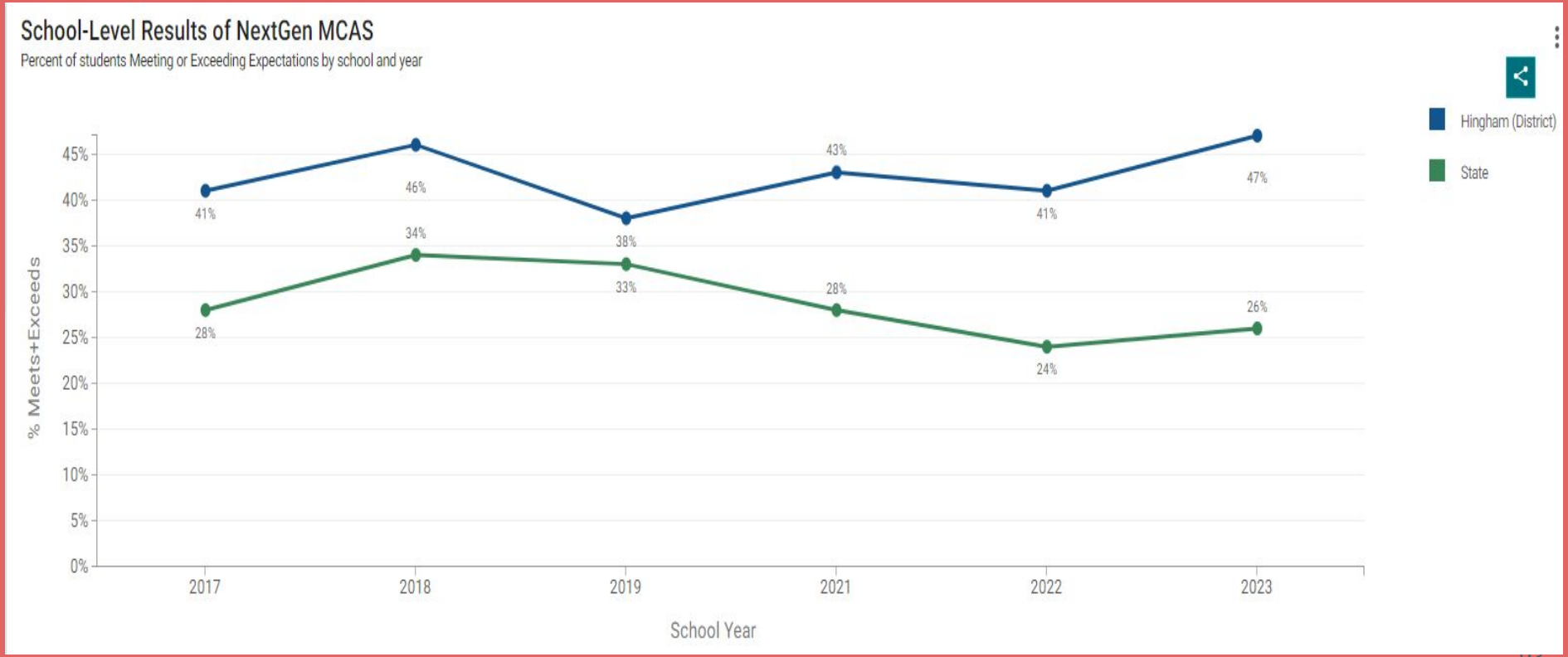
MCAS Achievement by Year: ELA Grade 5 ALL



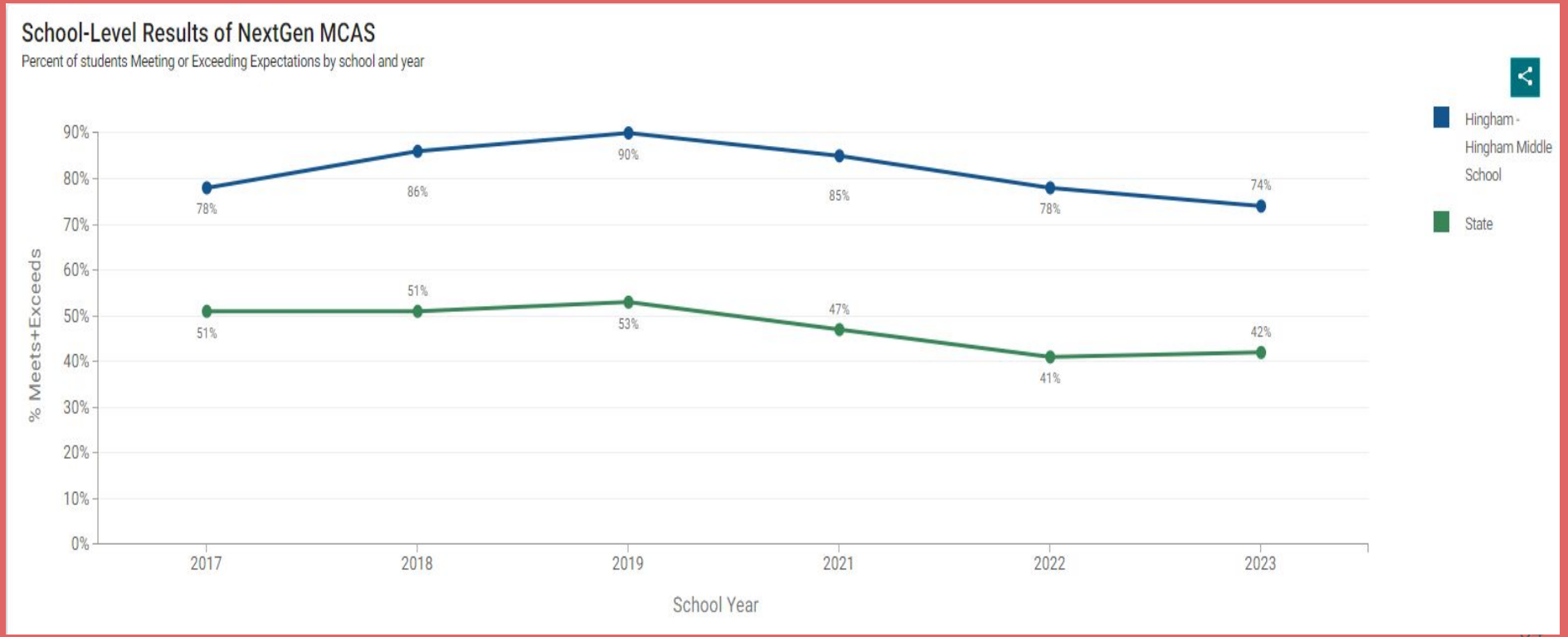
MCAS Achievement by Year: ELA Grade 5 SWD



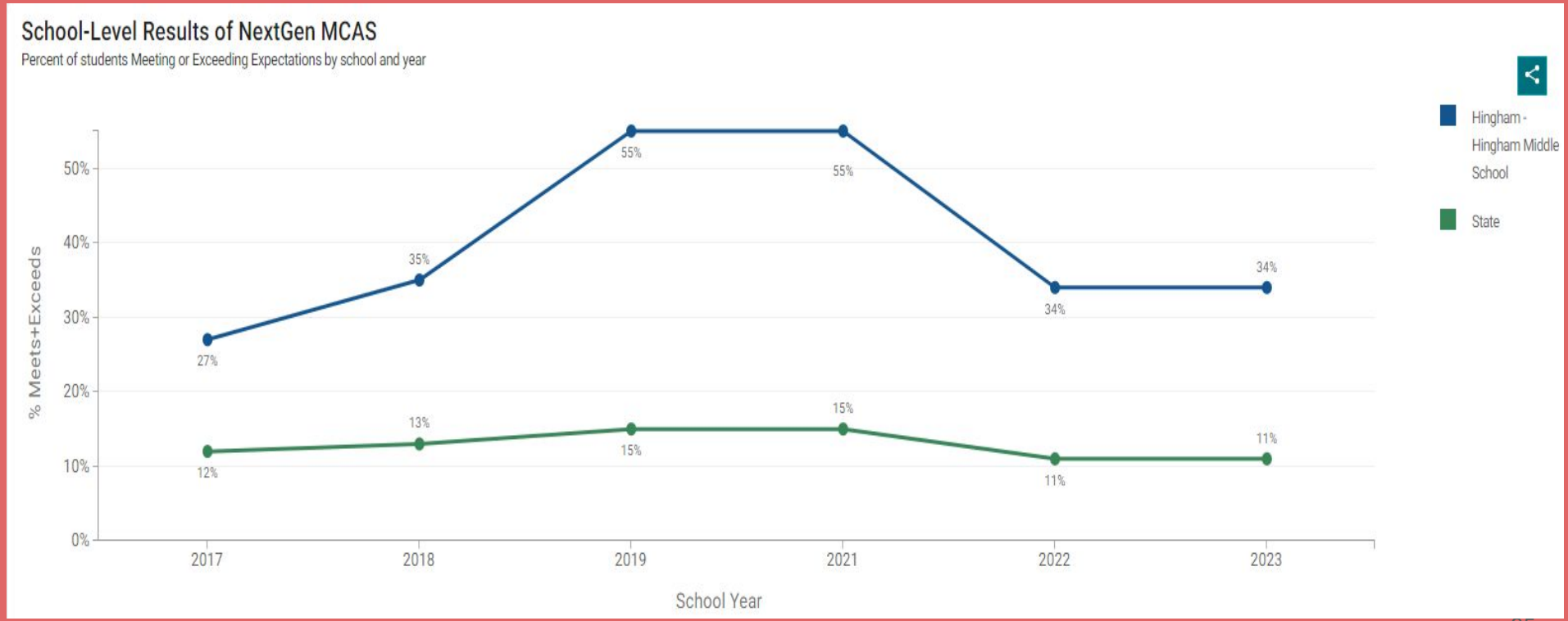
MCAS Achievement by Year: ELA Grade 5 HN



MCAS Achievement by Year: ELA Grade 6 ALL

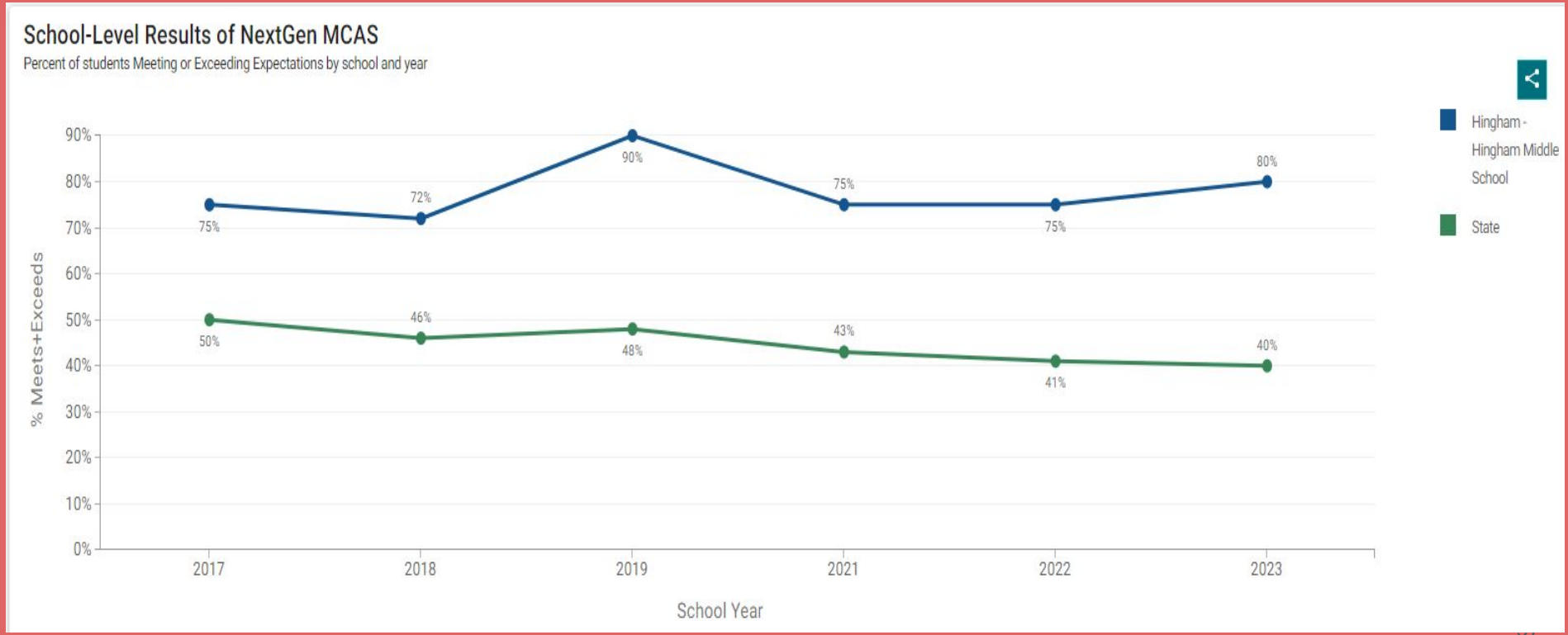


MCAS Achievement by Year: ELA Grade 6 SWD

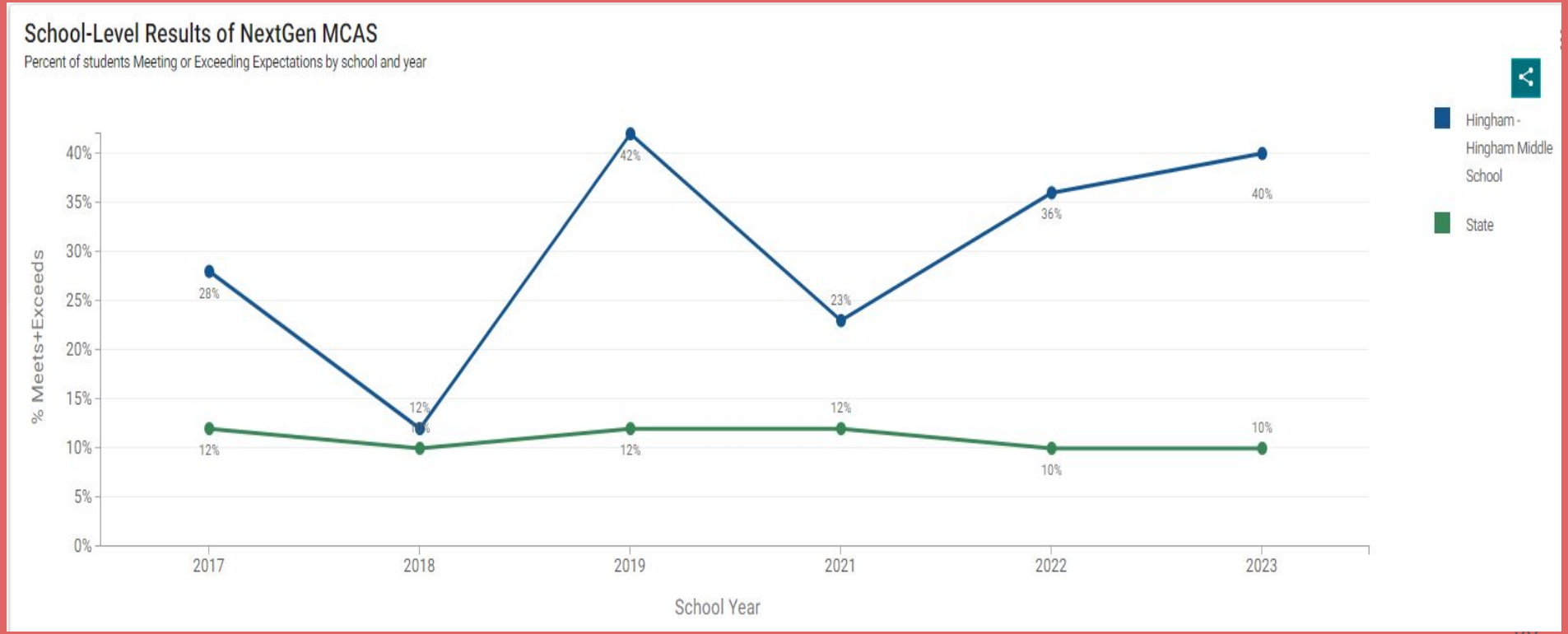


MCAS Achievement by Year: ELA Grade 6 HN

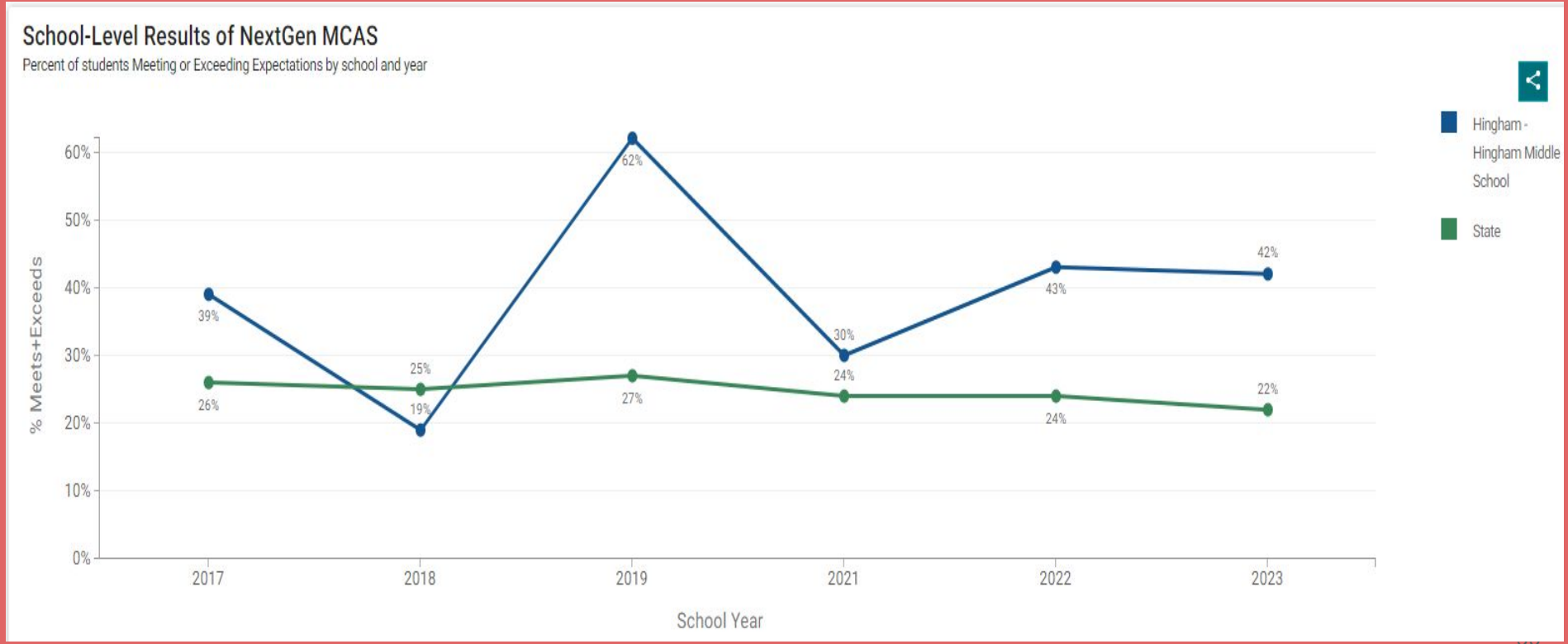
MCAS Achievement by Year: ELA Grade 7 ALL



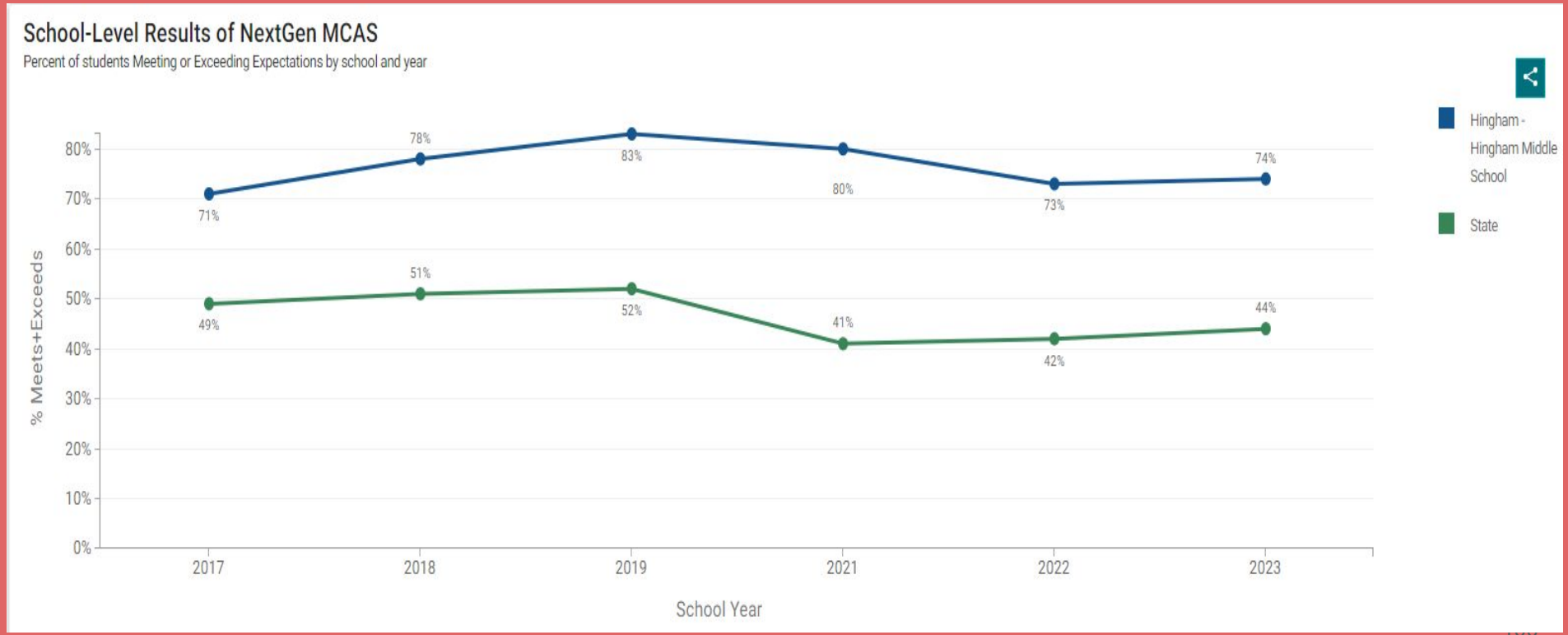
MCAS Achievement by Year: ELA Grade 7 SWD



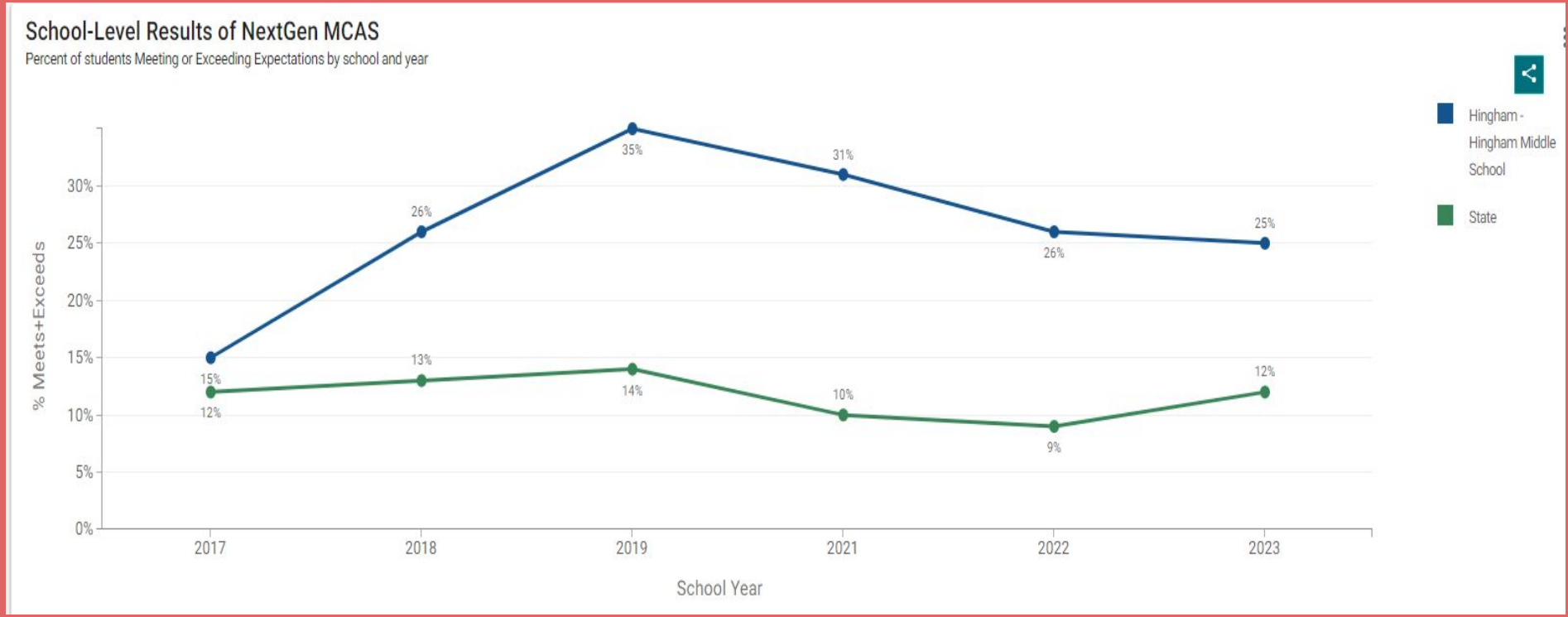
MCAS Achievement by Year: ELA Grade 7 HN



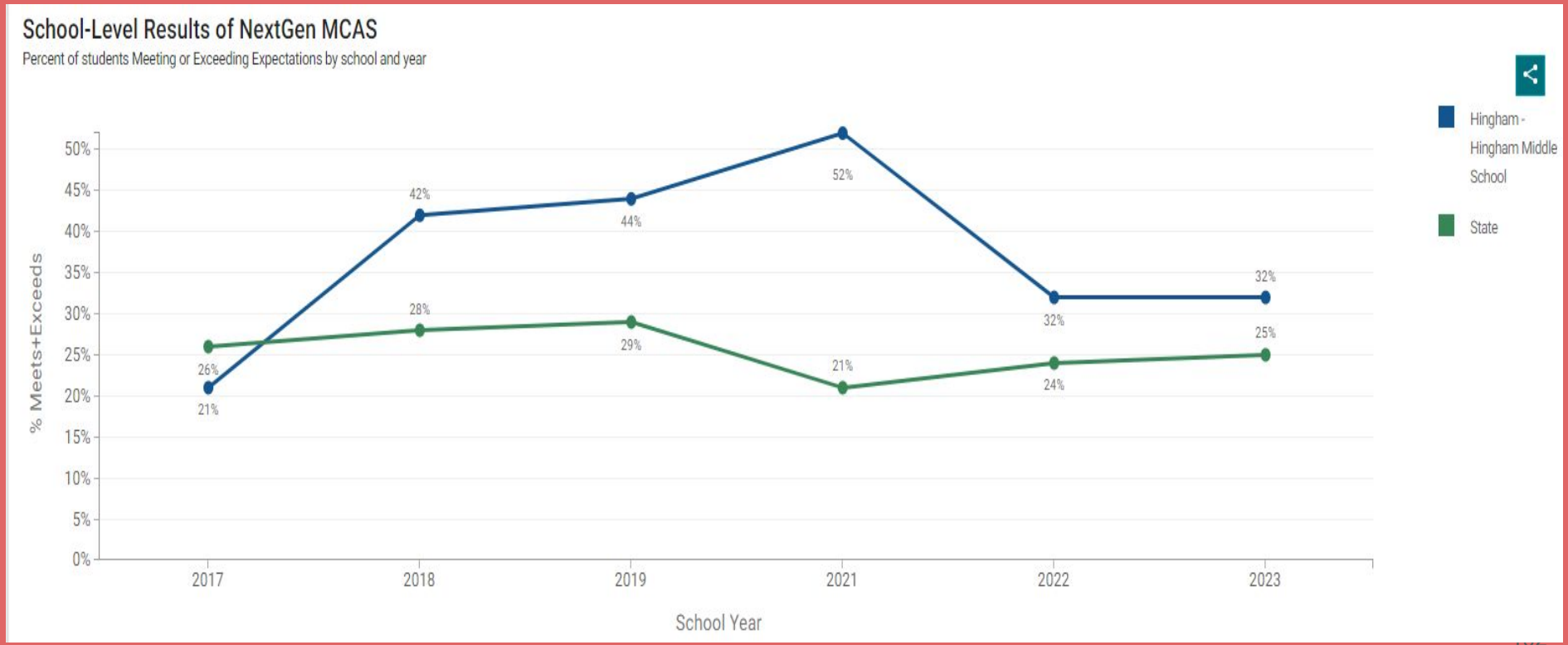
MCAS Achievement by Year: ELA Grade 8 ALL



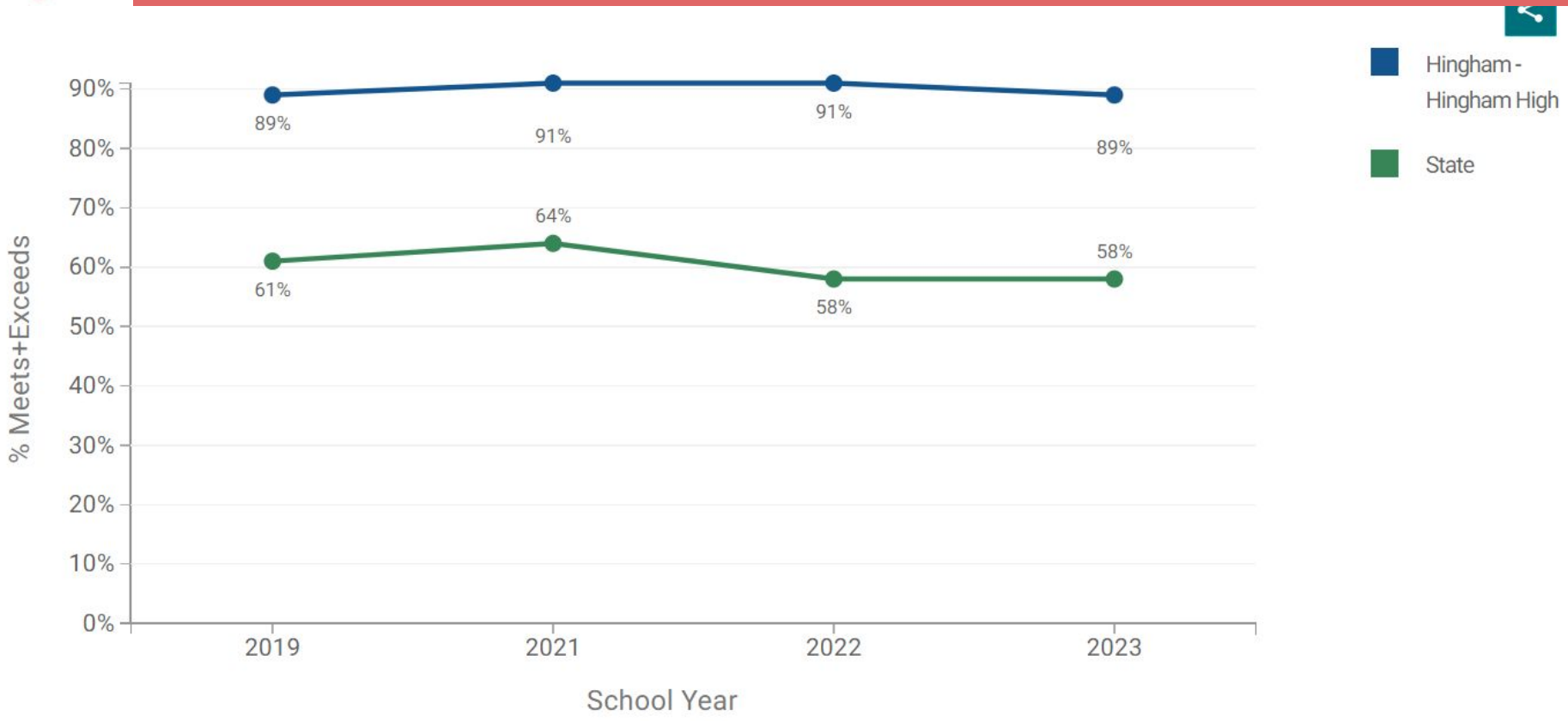
MCAS Achievement by Year: ELA Grade 8 SWD



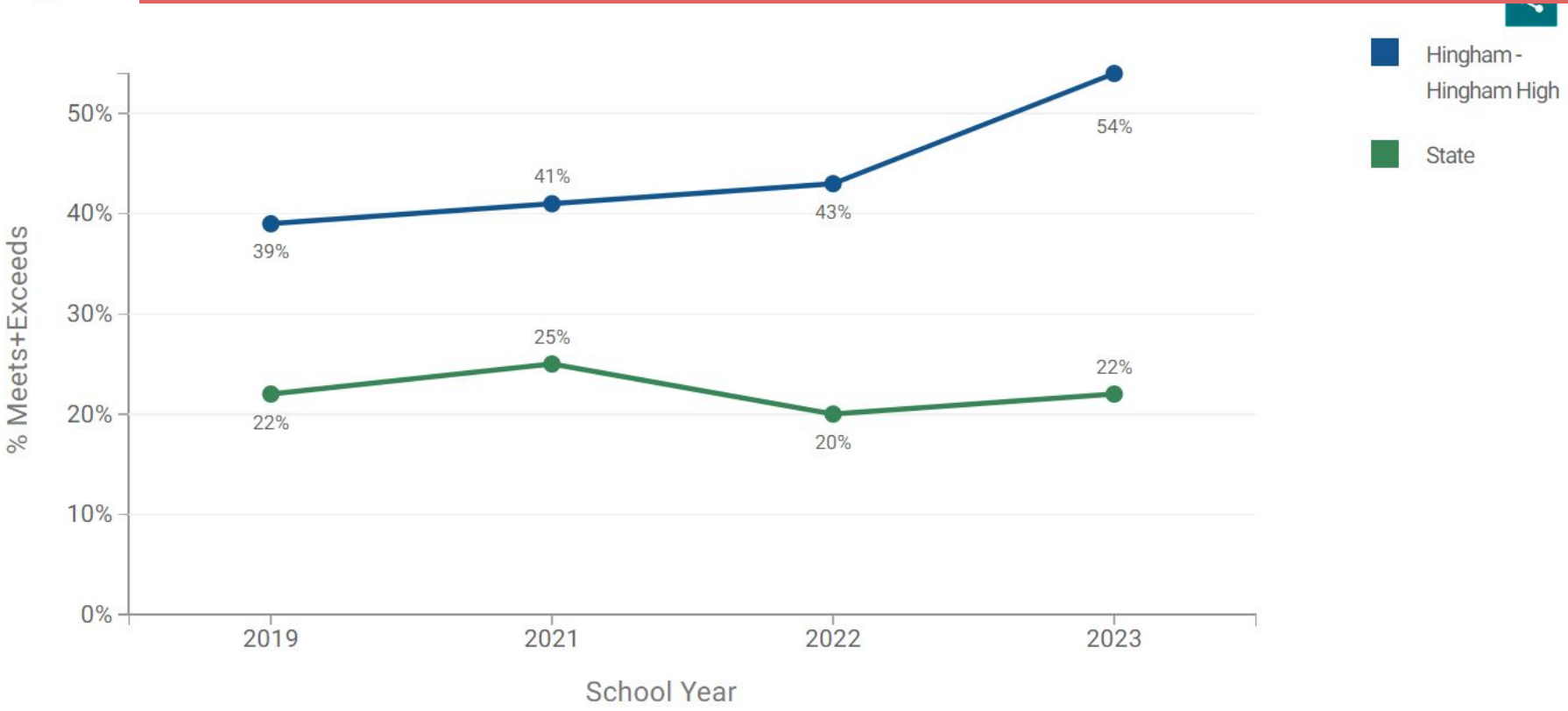
MCAS Achievement by Year: ELA Grade 8 HN



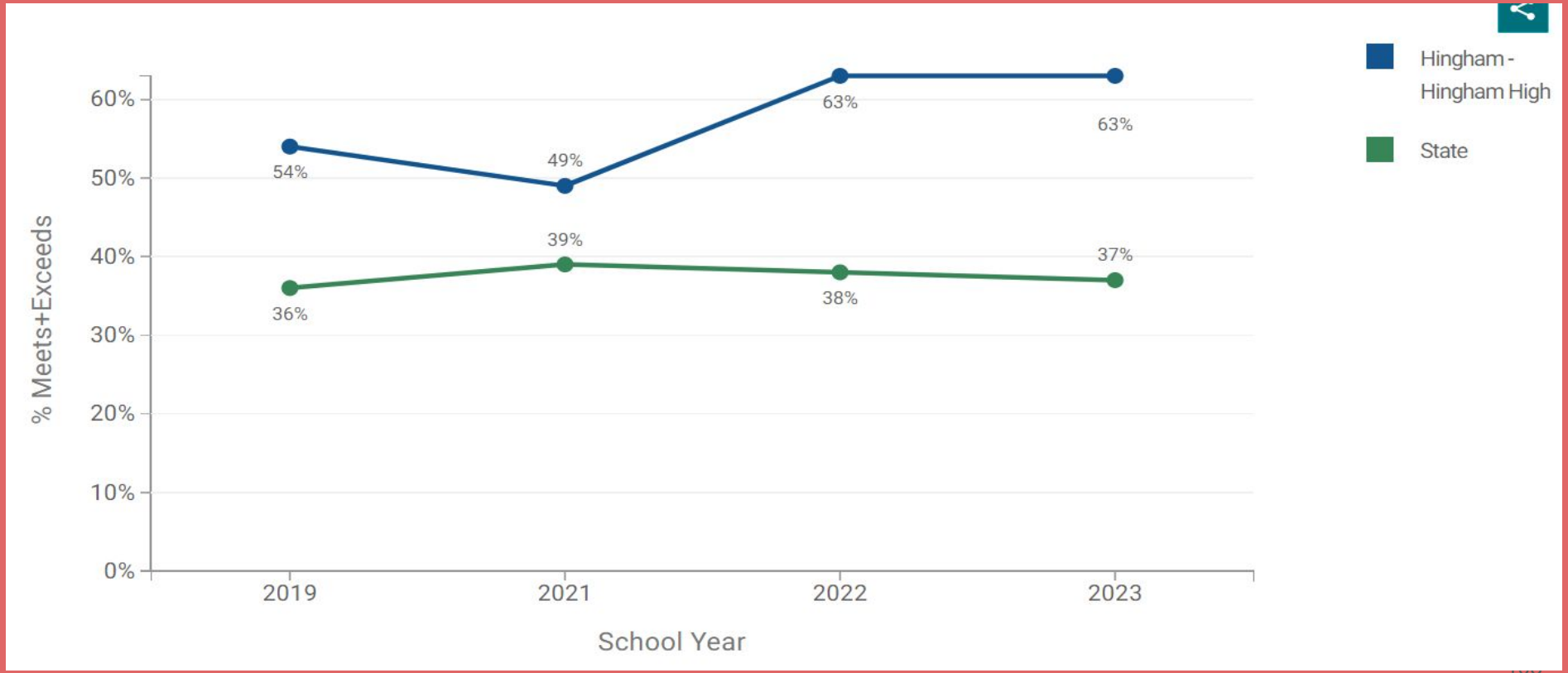
MCAS Achievement by Year: ELA Grade 10 ALL



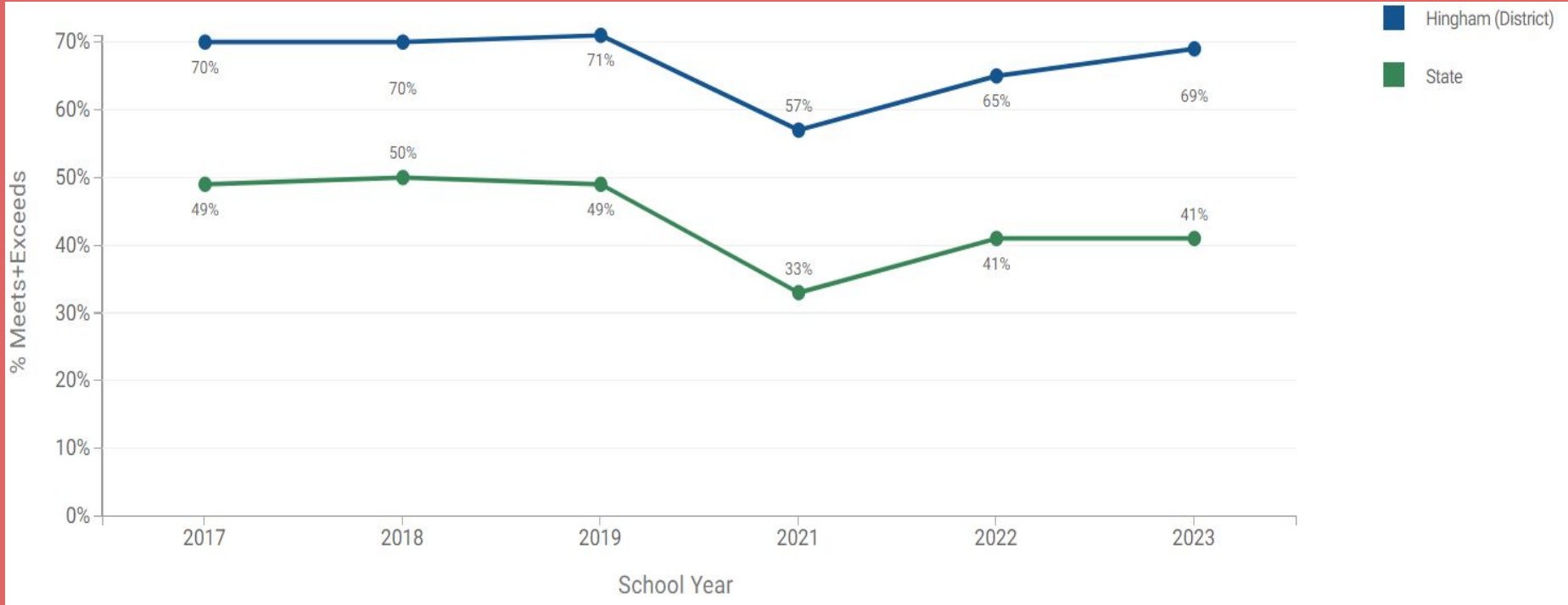
MCAS Achievement by Year: ELA Grade 10 SWD



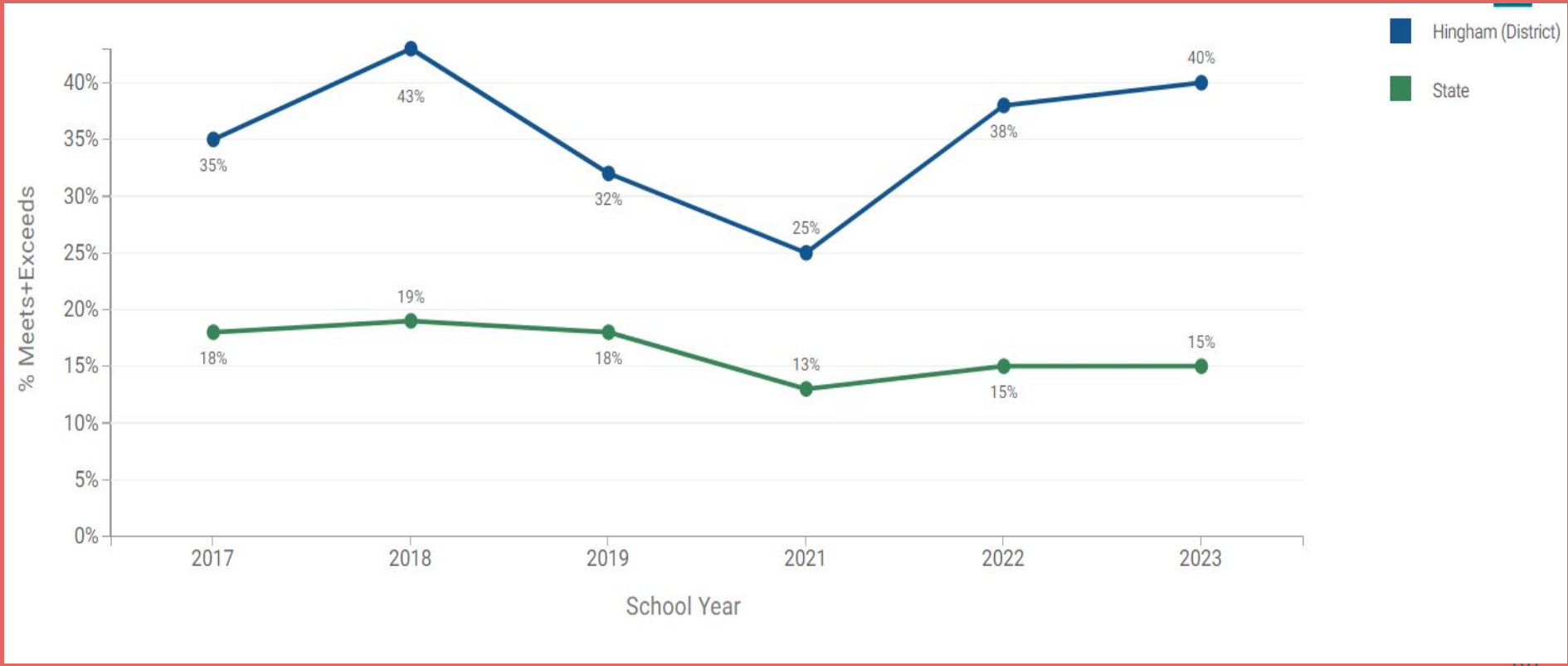
MCAS Achievement by Year: ELA Grade 10 HN



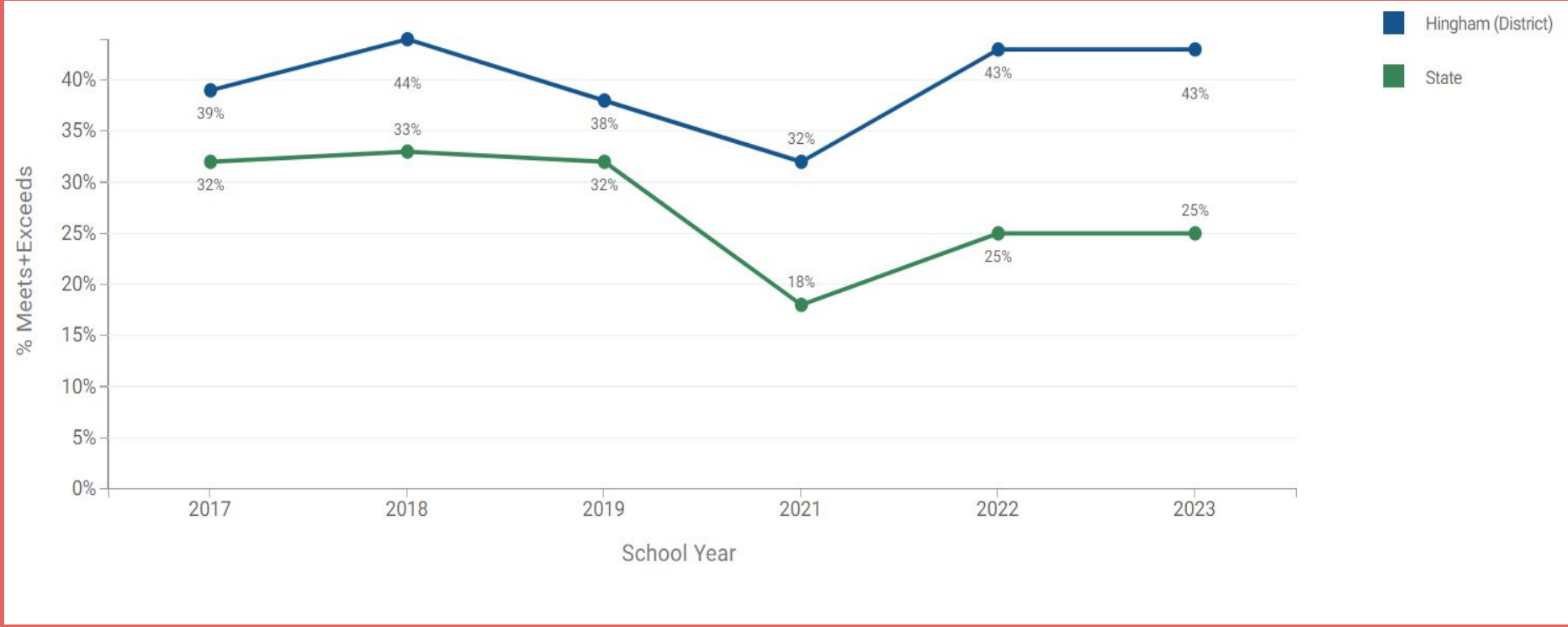
MCAS Achievement by Year: Math Grade 3 ALL



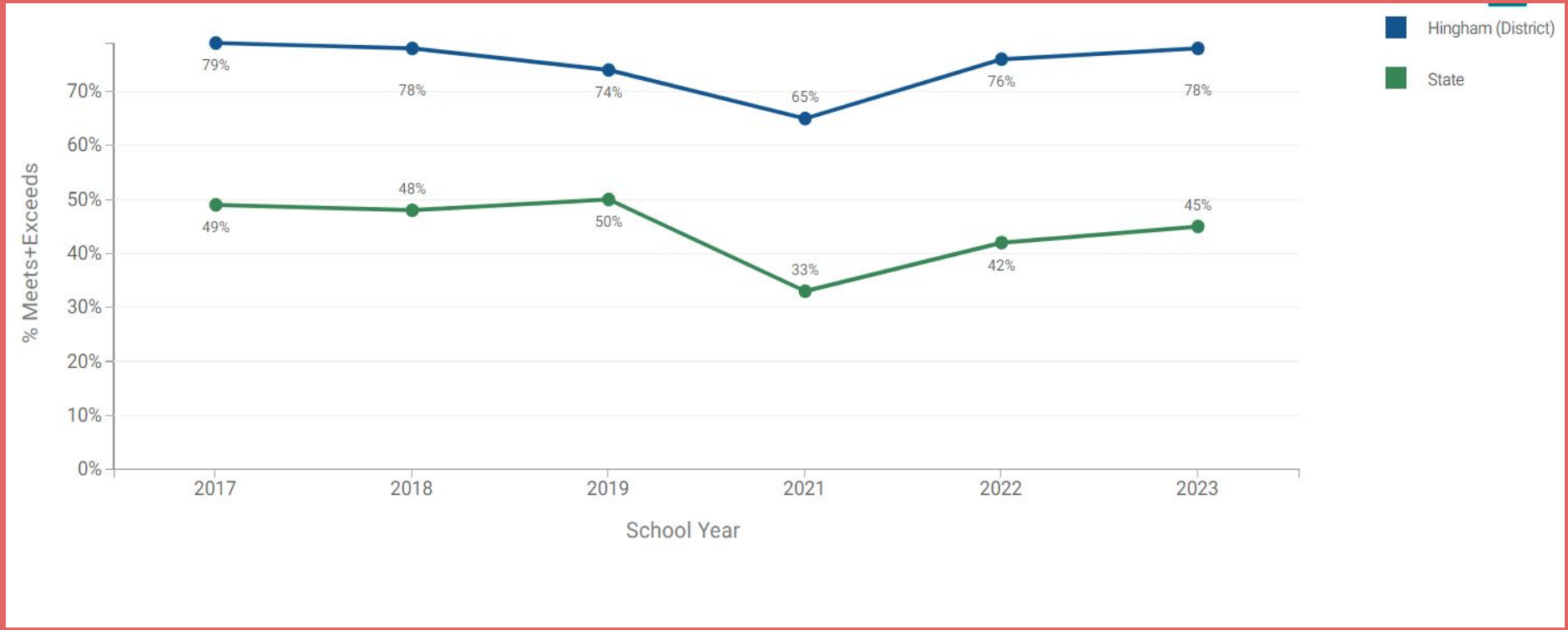
MCAS Achievement by Year: Math Grade 3 SWD



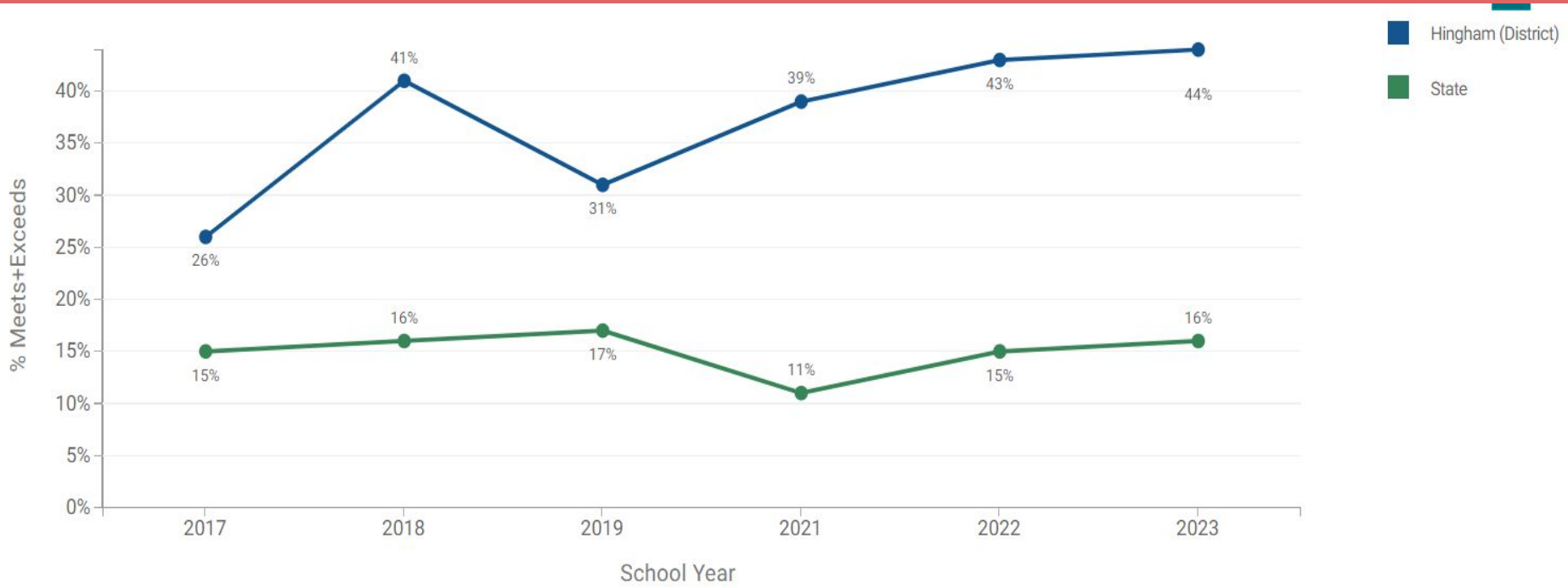
MCAS Achievement by Year: Math Grade 3 HN



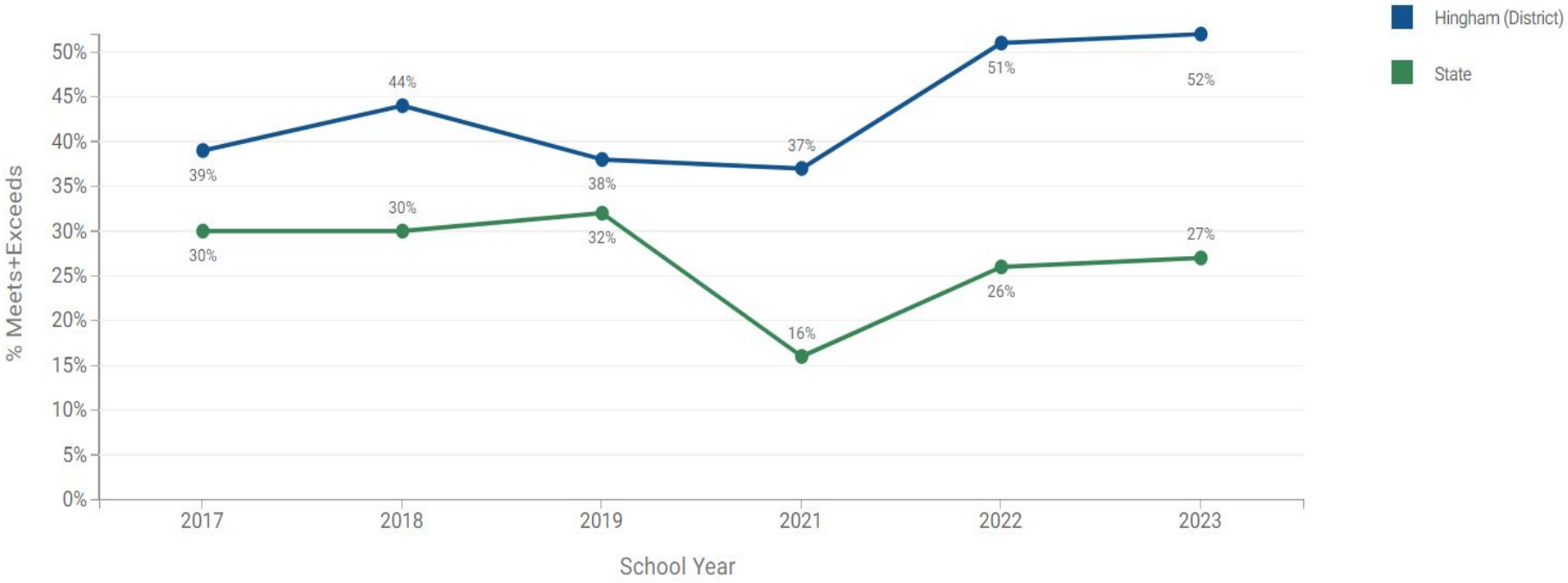
MCAS Achievement by Year: Math Grade 4 ALL



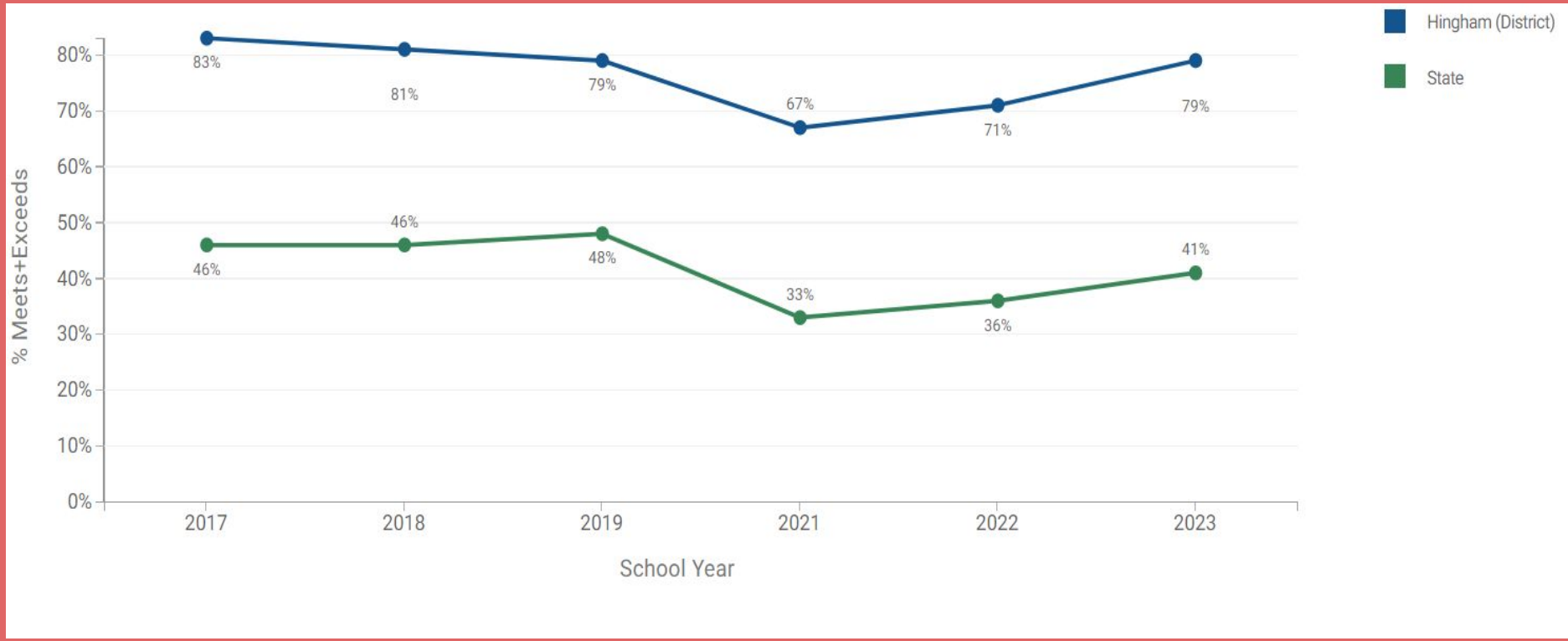
MCAS Achievement by Year: Math Grade 4 SWD



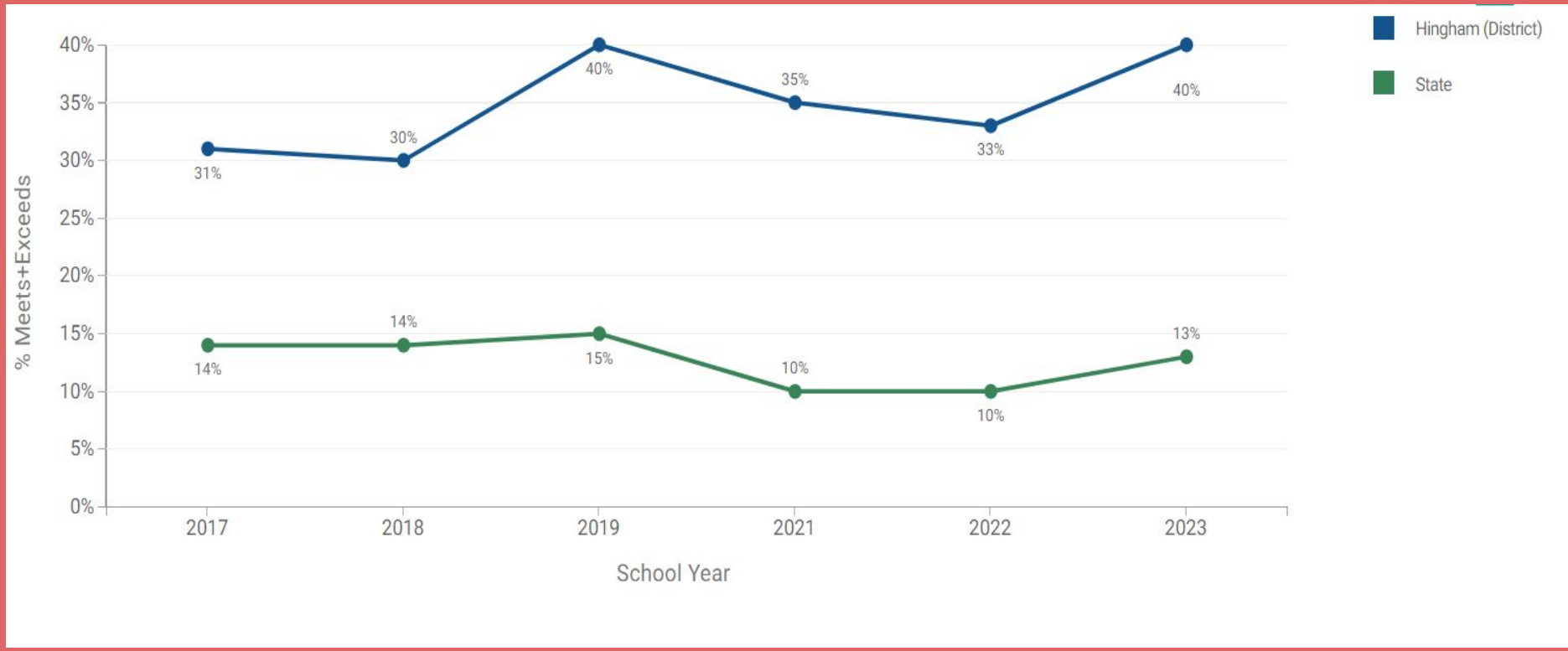
MCAS Achievement by Year: Math Grade 4 HN



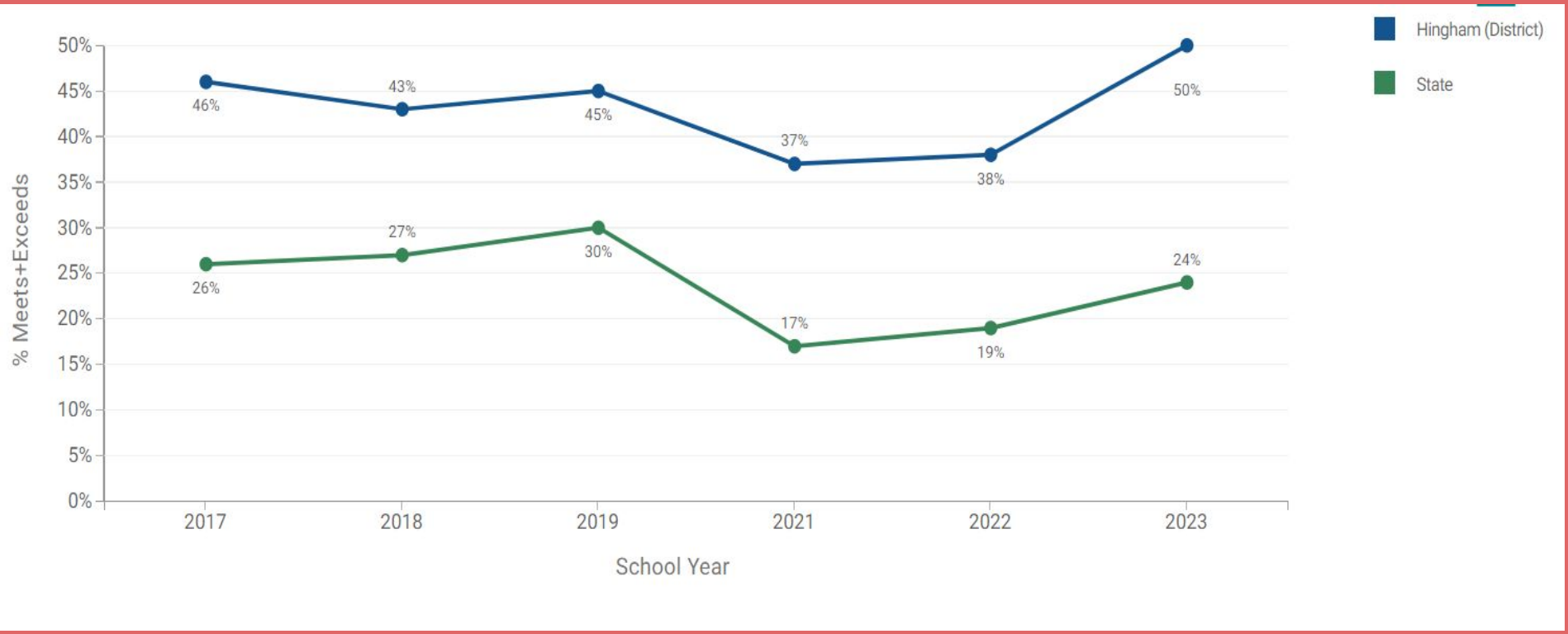
MCAS Achievement by Year: Math Grade 5 ALL



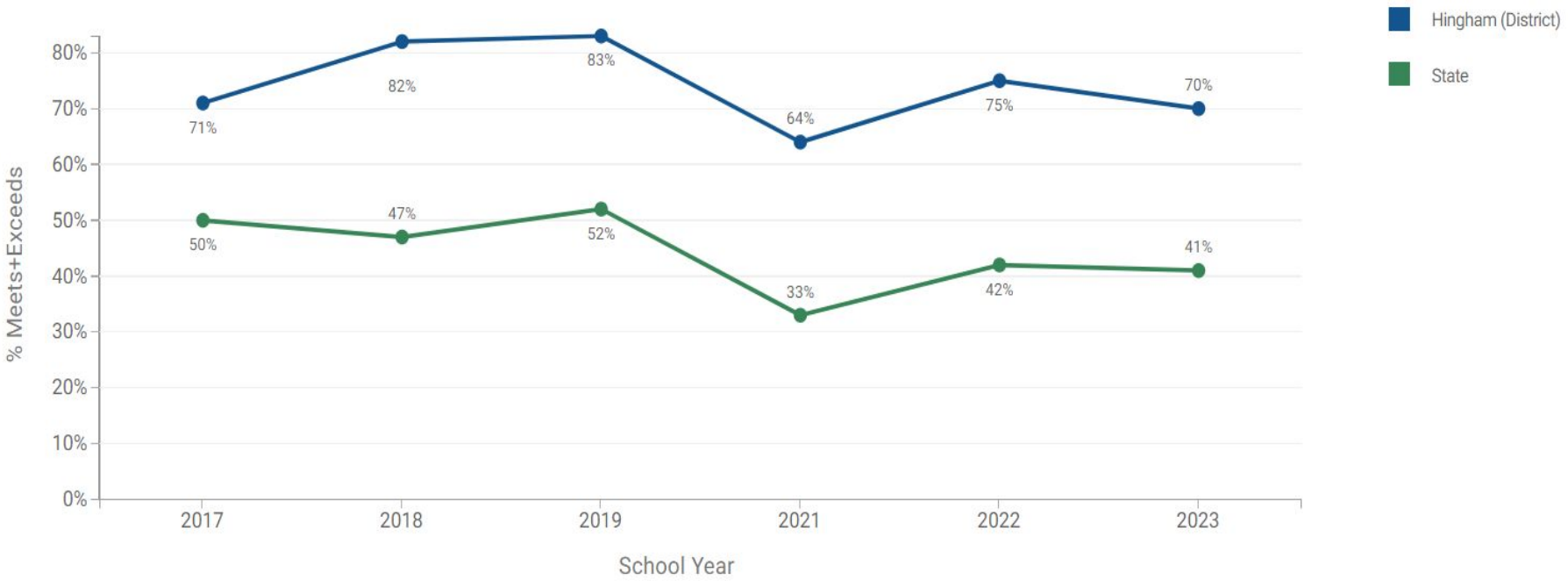
MCAS Achievement by Year: Math Grade 5 SWD



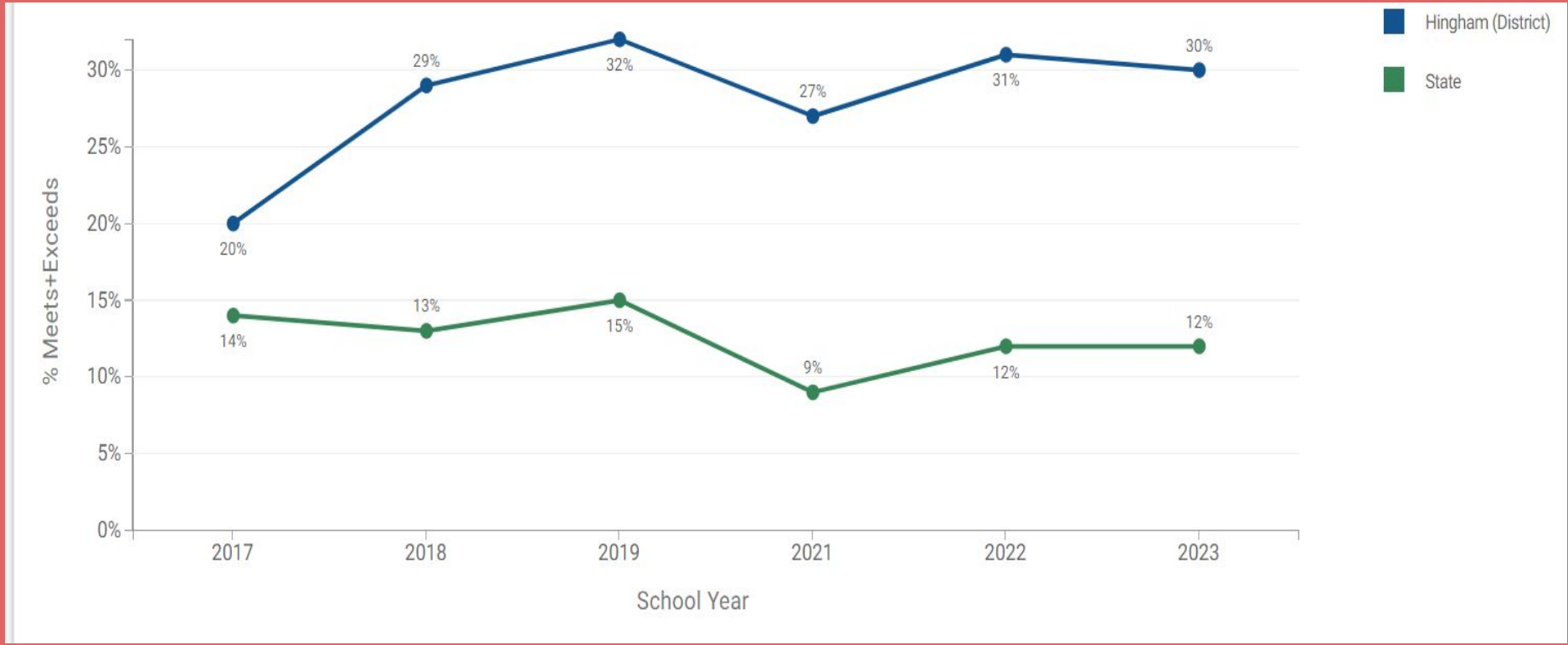
MCAS Achievement by Year: Math Grade 5 HN



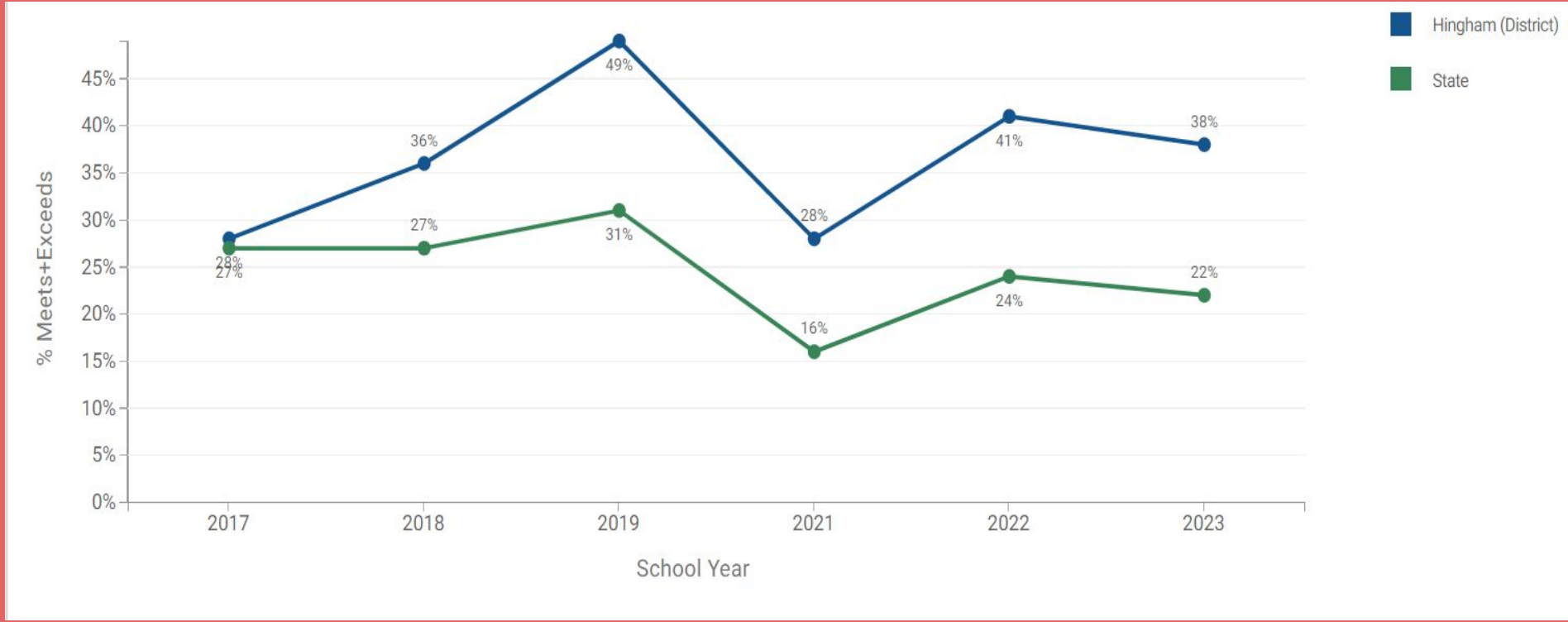
MCAS Achievement by Year: Math Grade 6 ALL



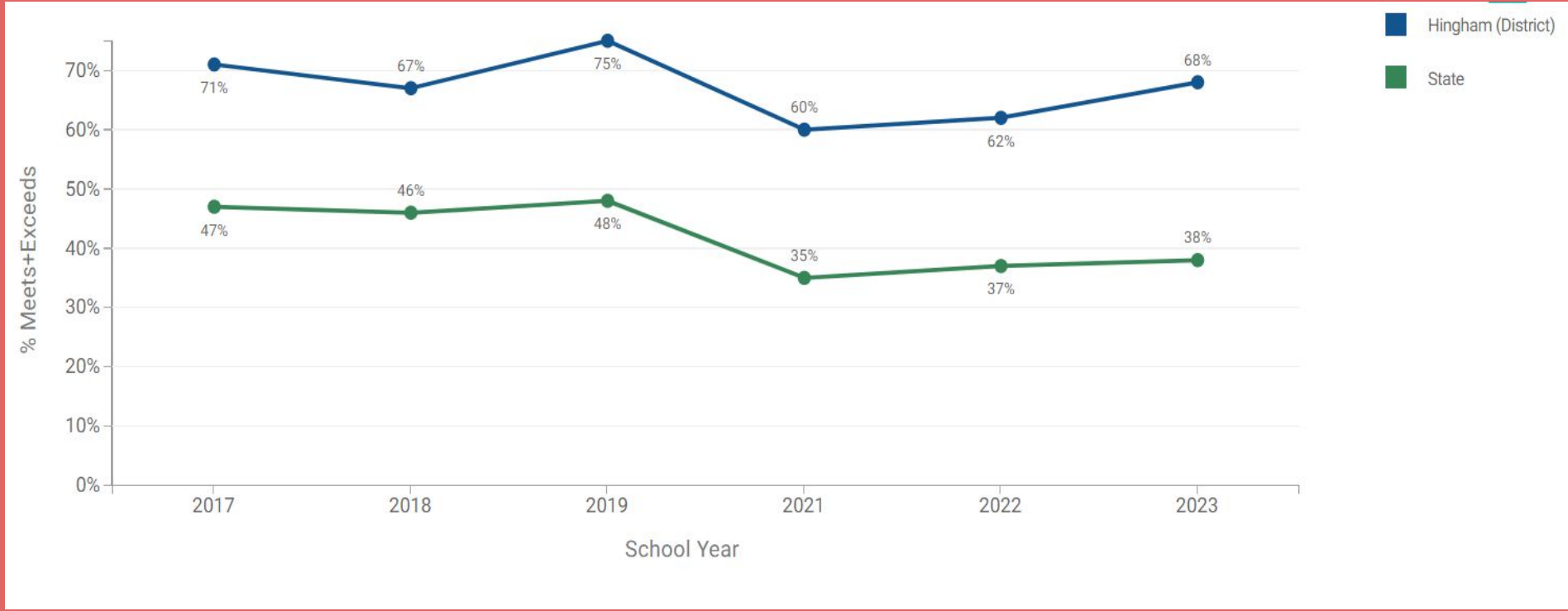
MCAS Achievement by Year: Math Grade 6 SWD



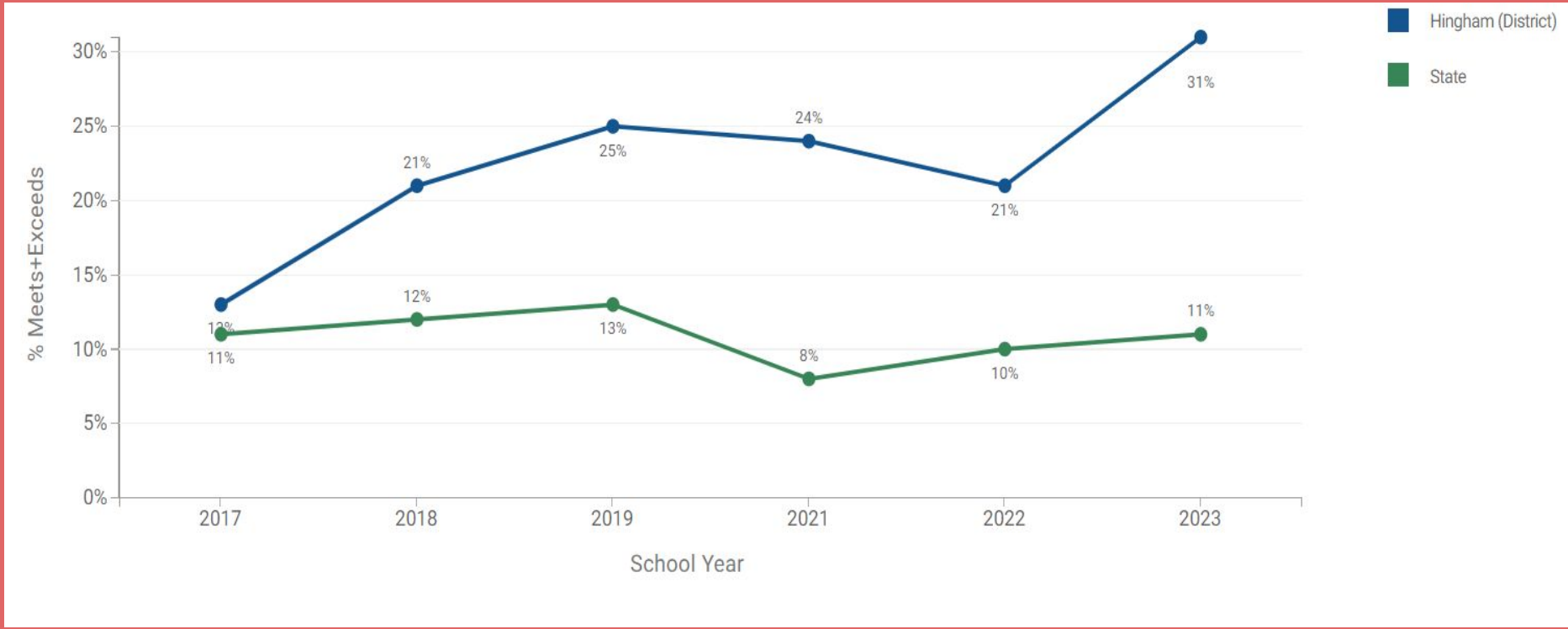
MCAS Achievement by Year: Math Grade 6 HN



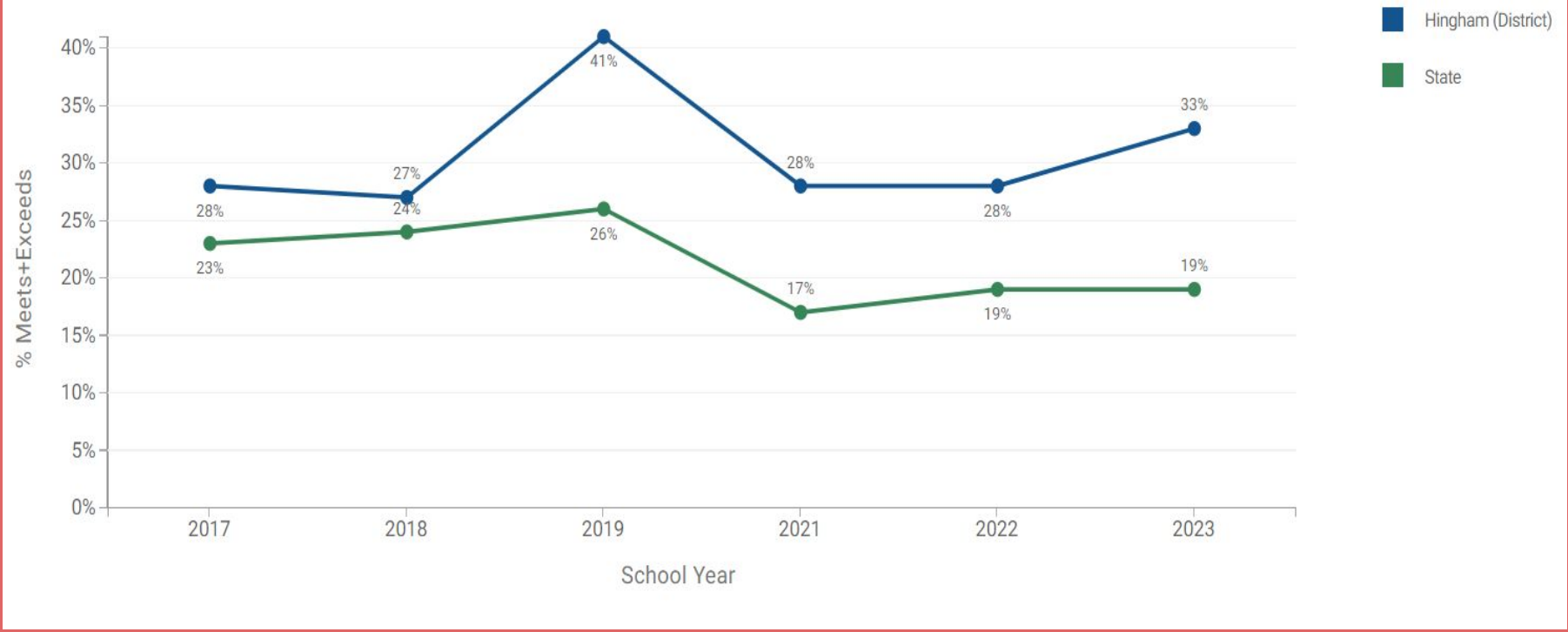
MCAS Achievement by Year: Math Grade 7 ALL



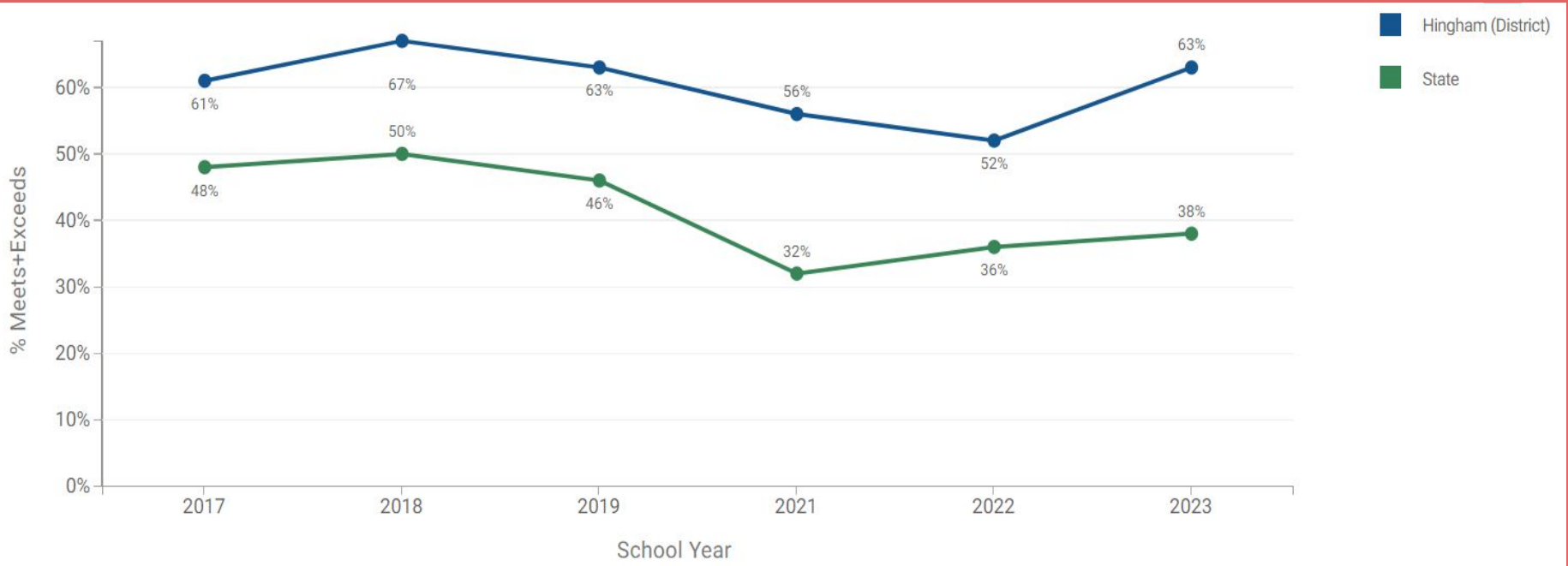
MCAS Achievement by Year: Math Grade 7 SWD



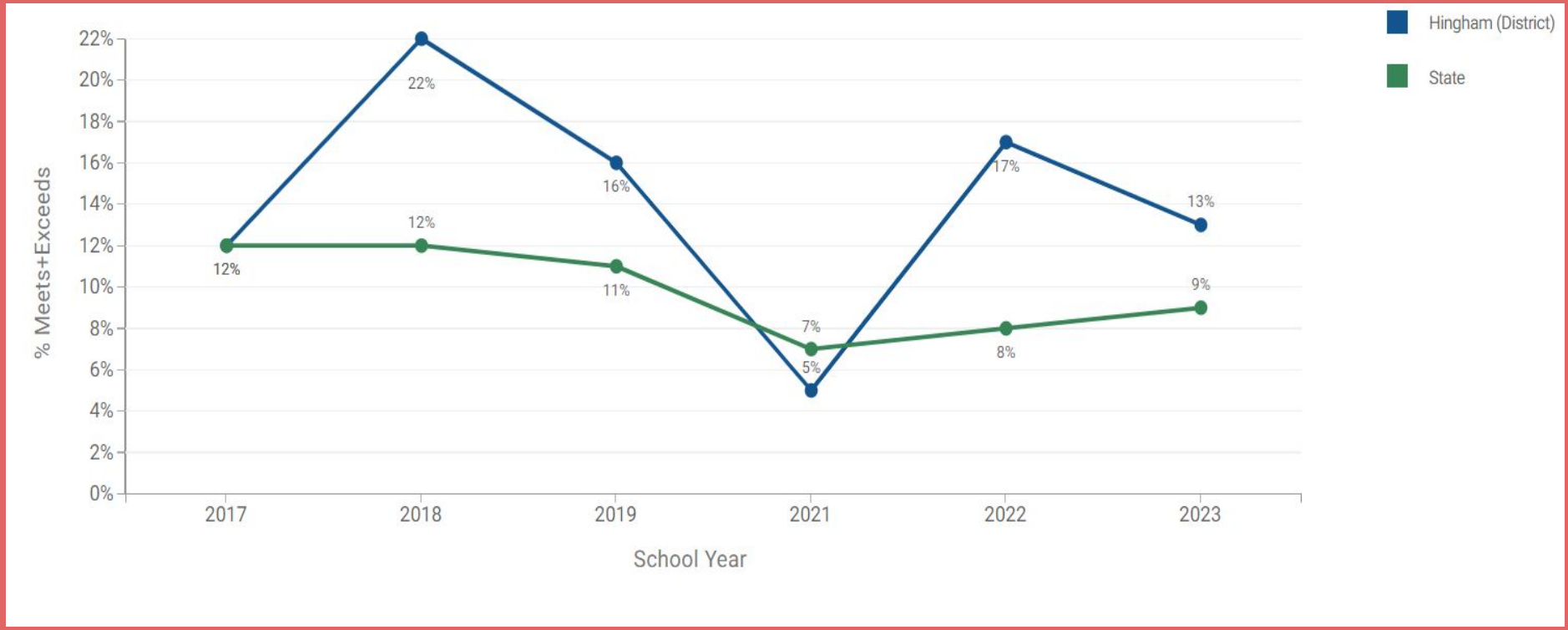
MCAS Achievement by Year: Math Grade 7 HN



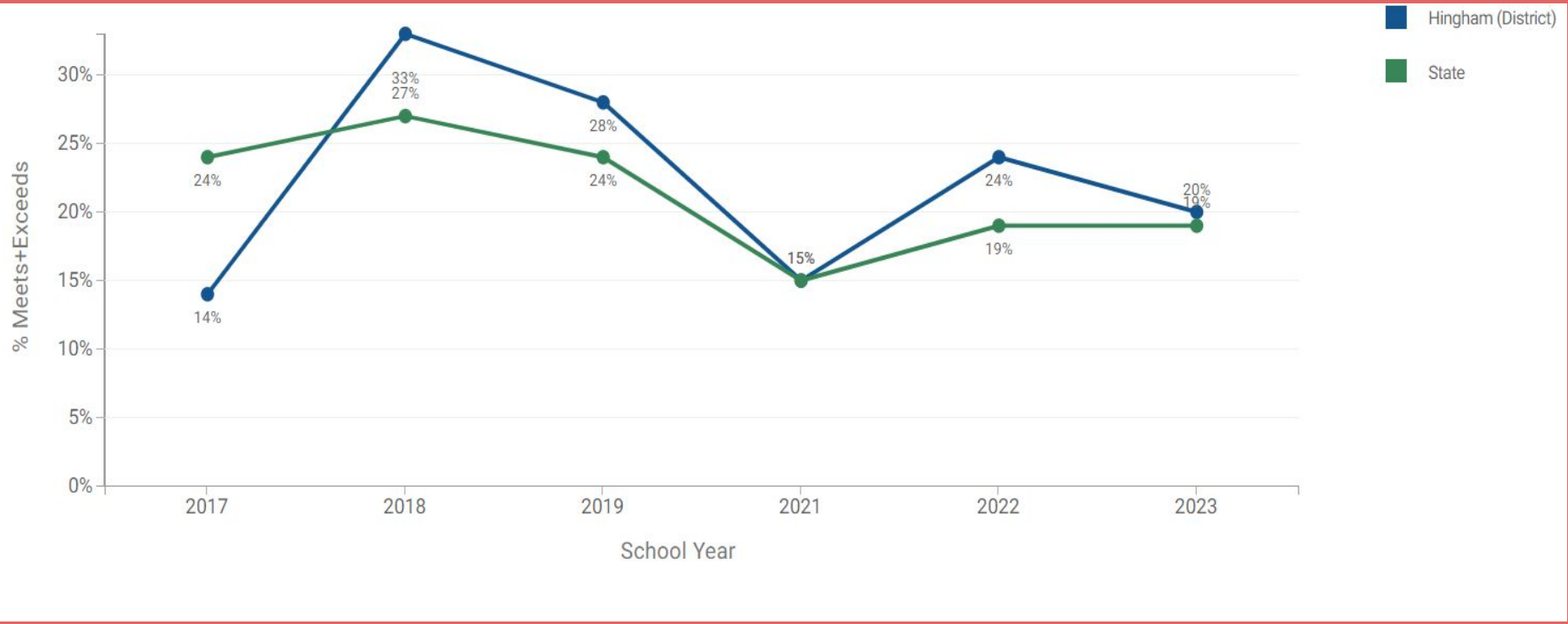
MCAS Achievement by Year: Math Grade 8 ALL



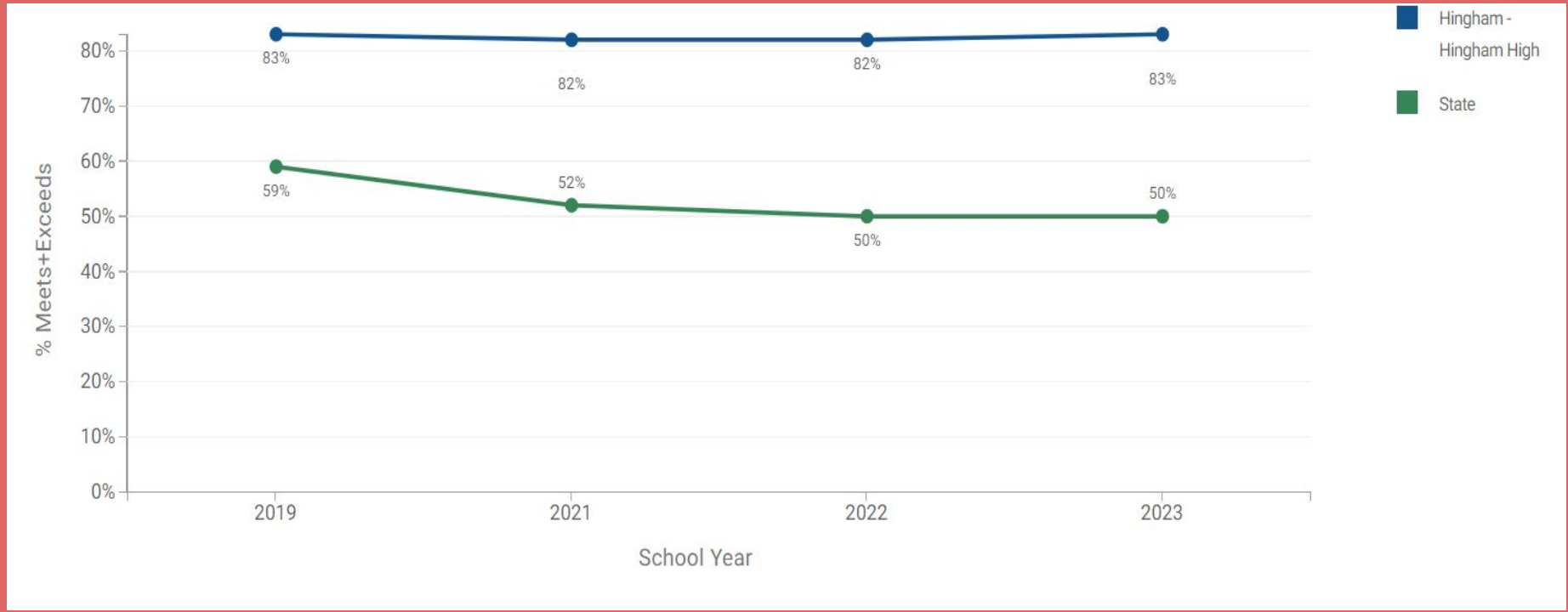
MCAS Achievement by Year: Math Grade 8 SWD



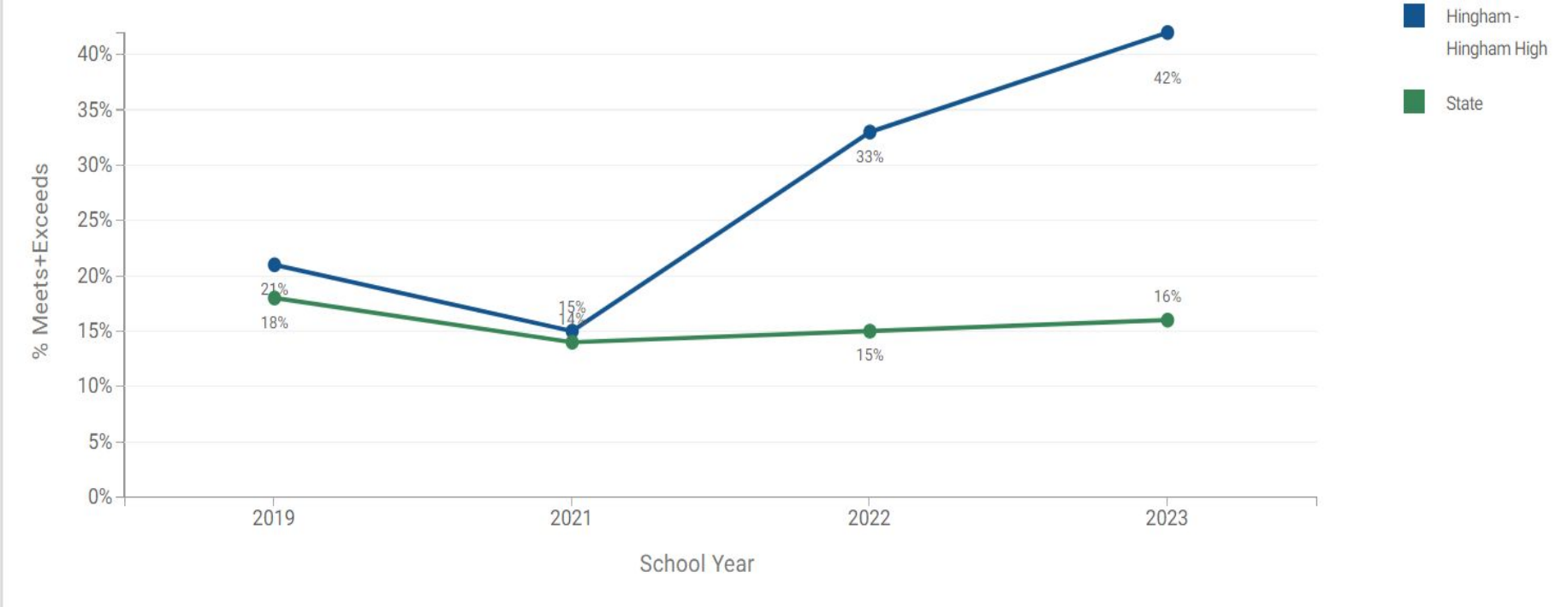
MCAS Achievement by Year: Math Grade 8 HN



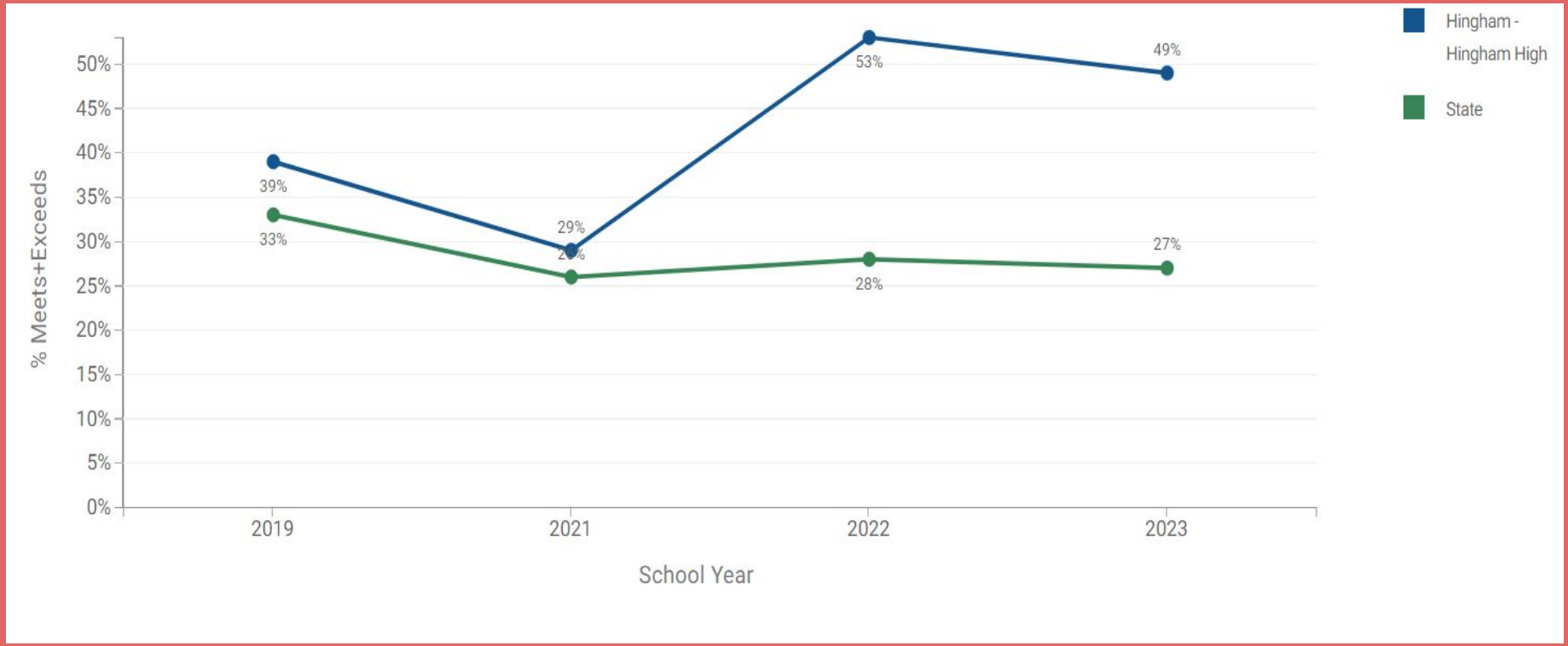
MCAS Achievement by Year: Math Grade 10 ALL



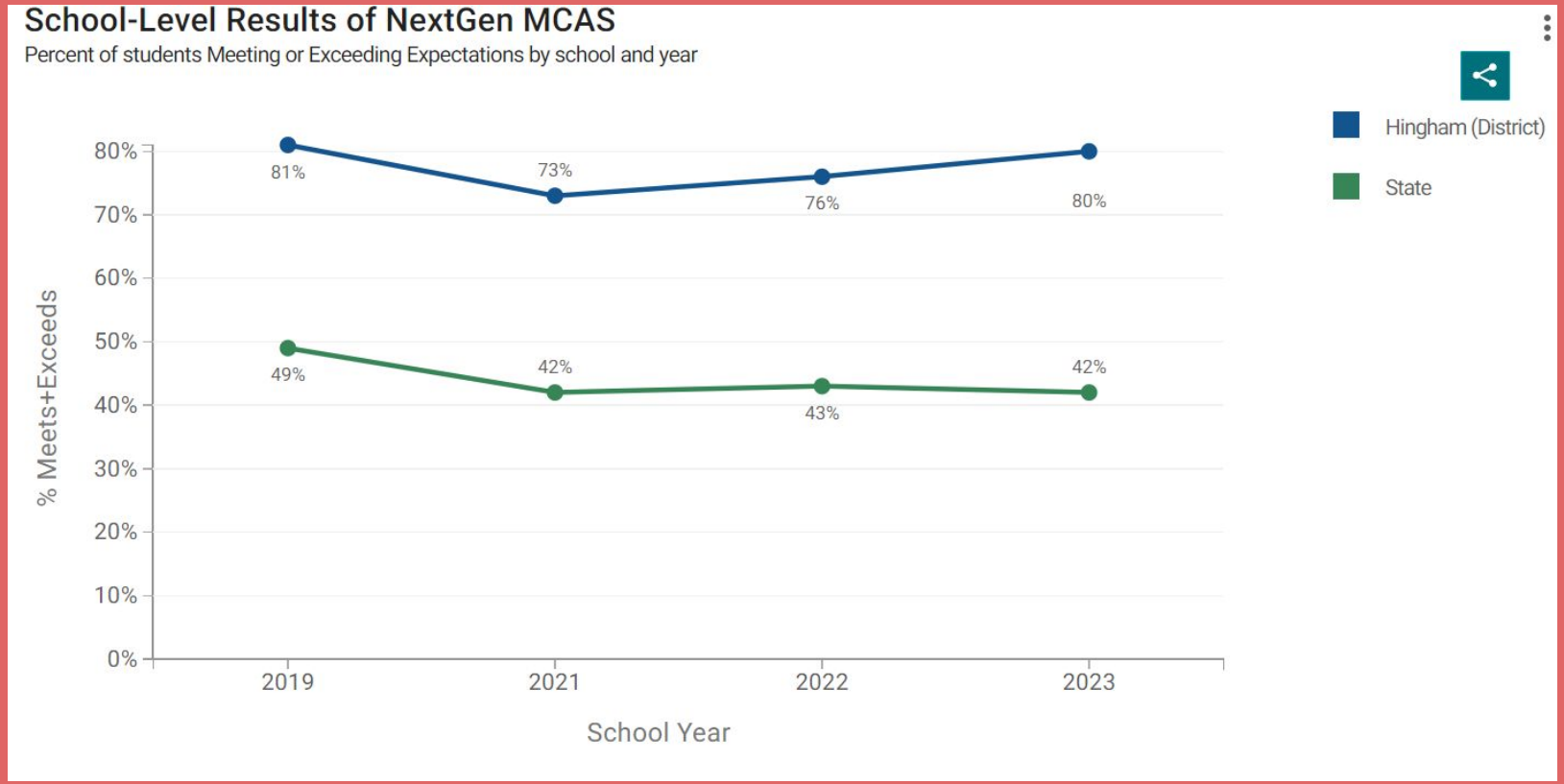
MCAS Achievement by Year: Math Grade 10 SWD



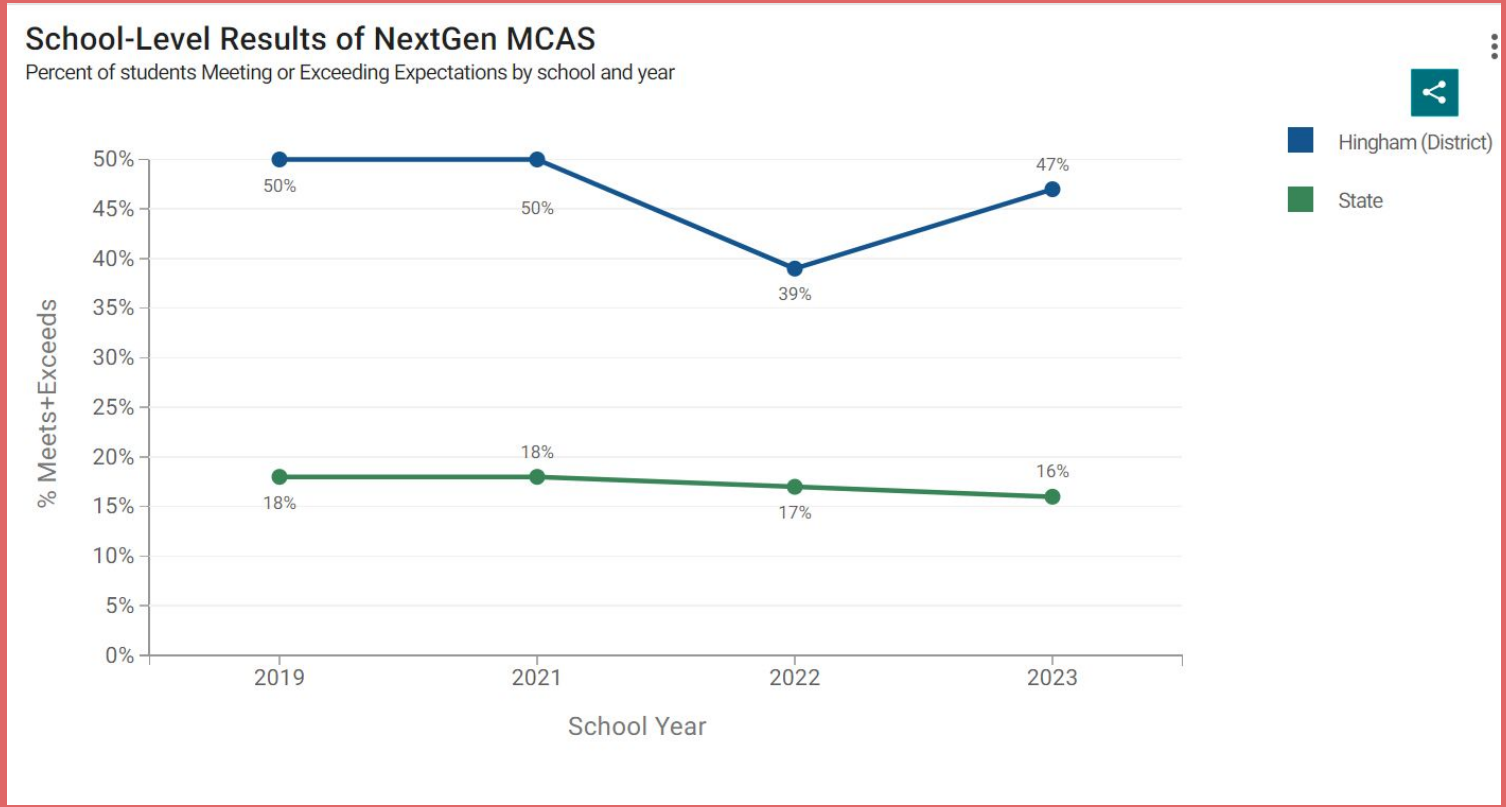
MCAS Achievement by Year: Math Grade 10 HN



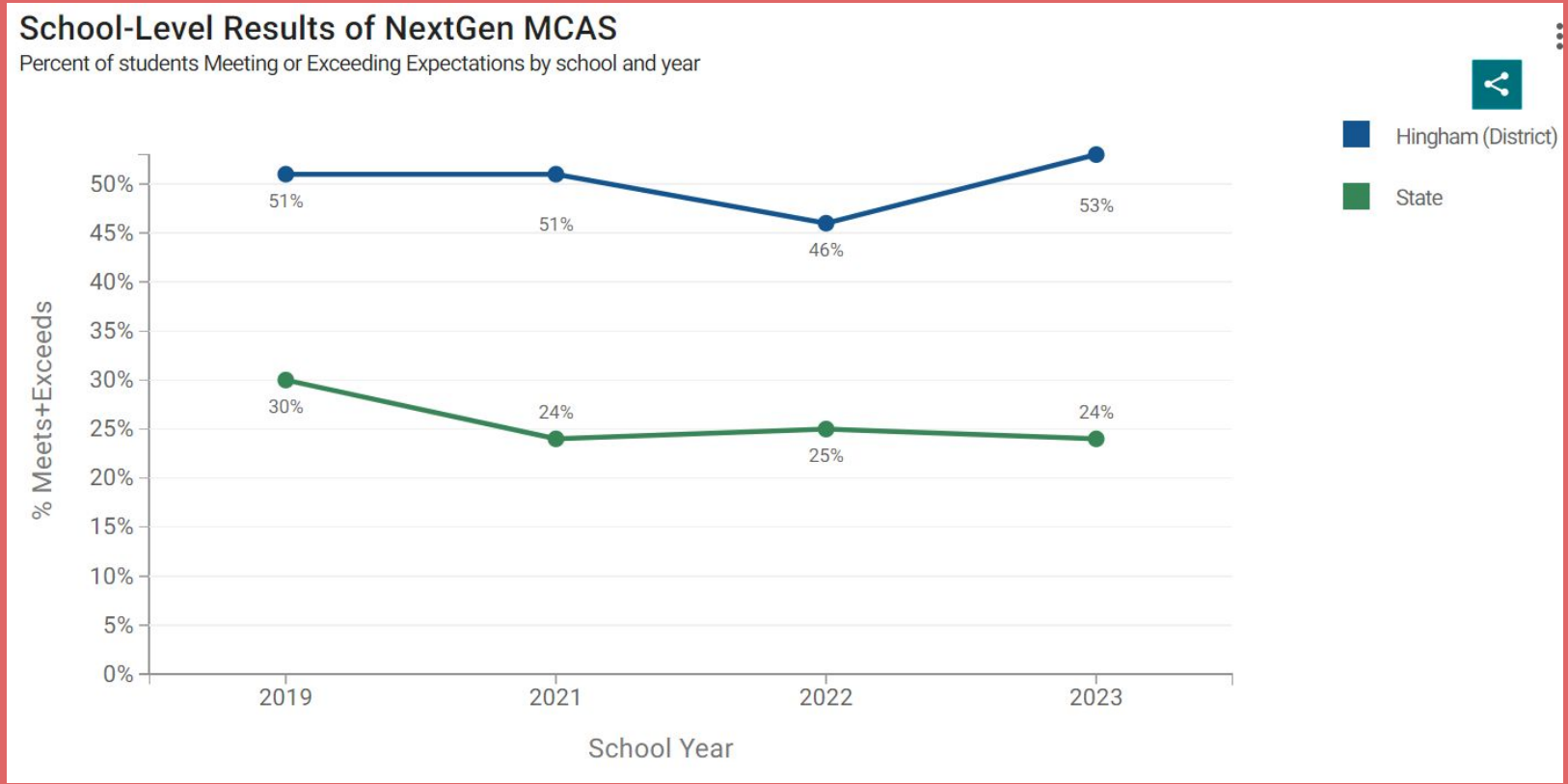
MCAS Achievement by Year STE: Grade 5 ALL



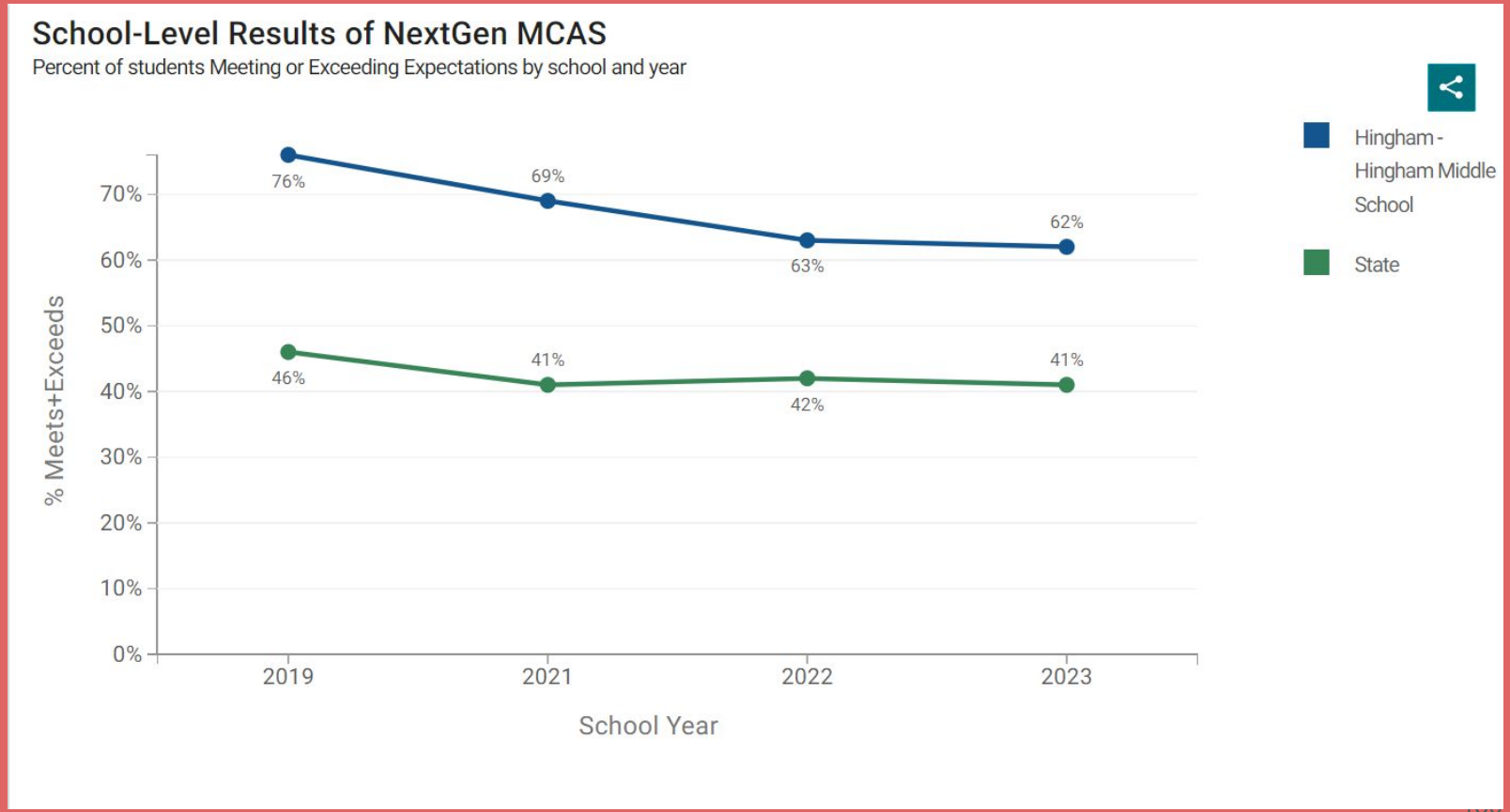
MCAS Achievement by Year: STE Grade 5 SWD



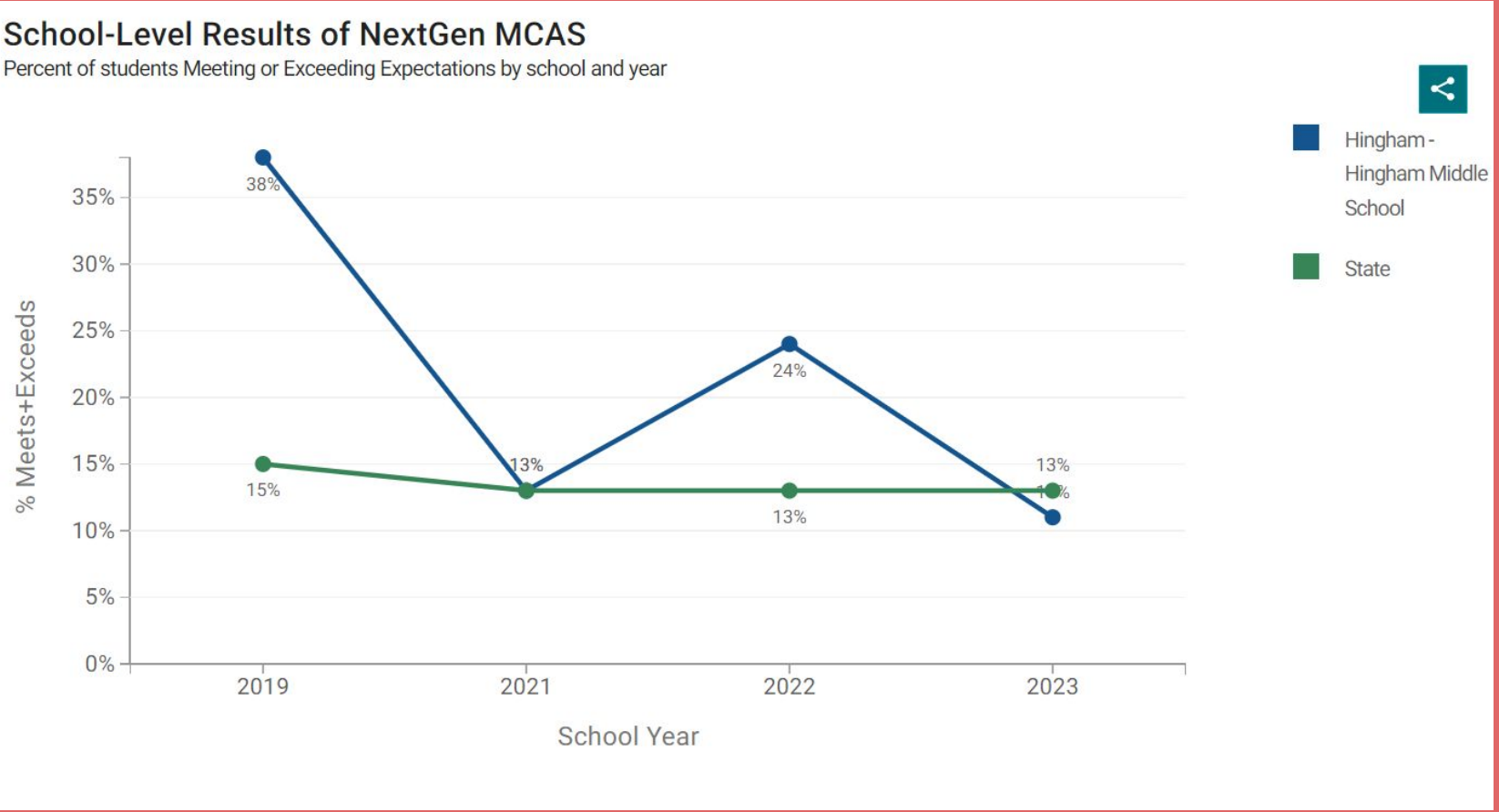
MCAS Achievement by Year: STE Grade 5 HN



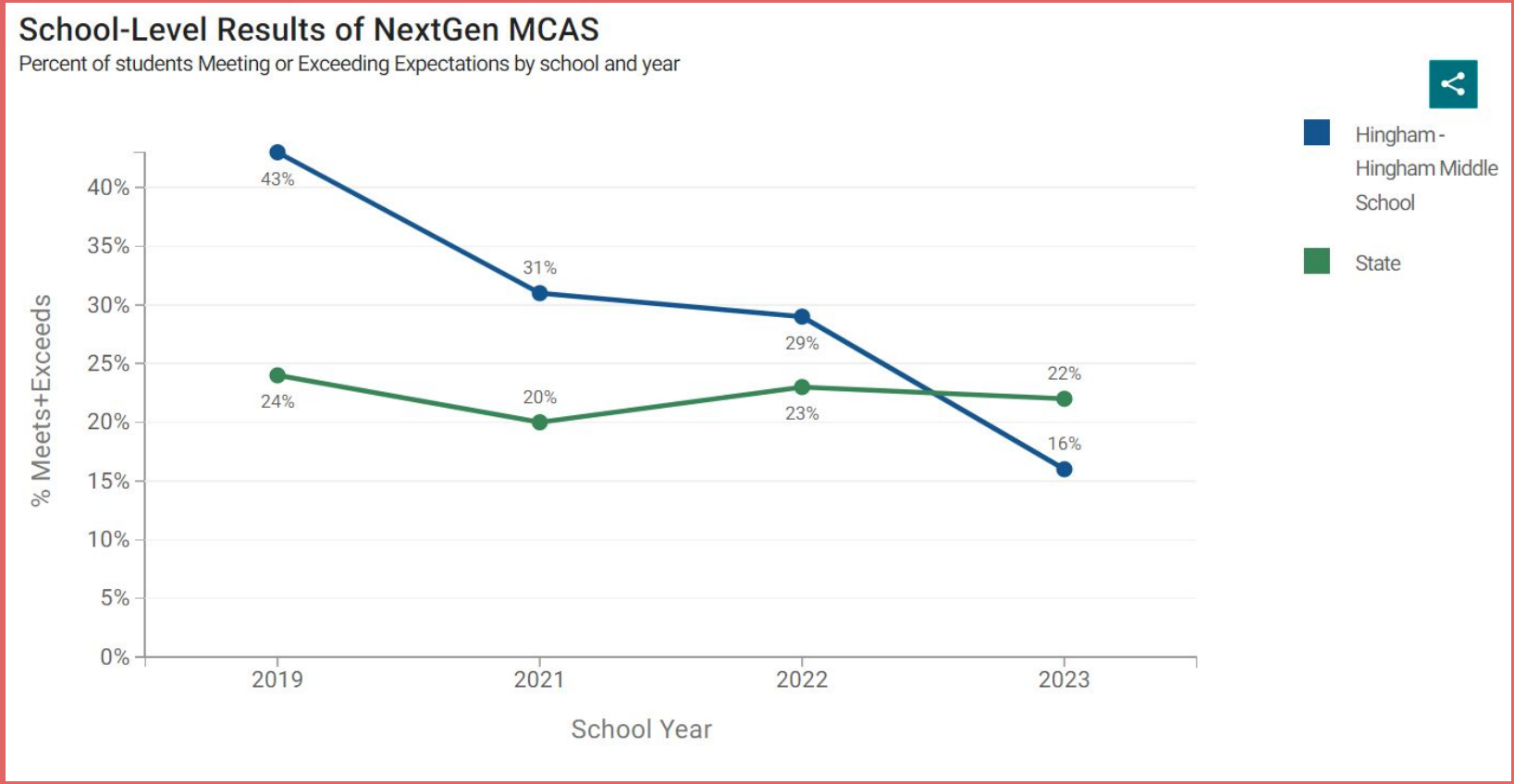
MCAS Achievement by Year STE: Grade 8 ALL



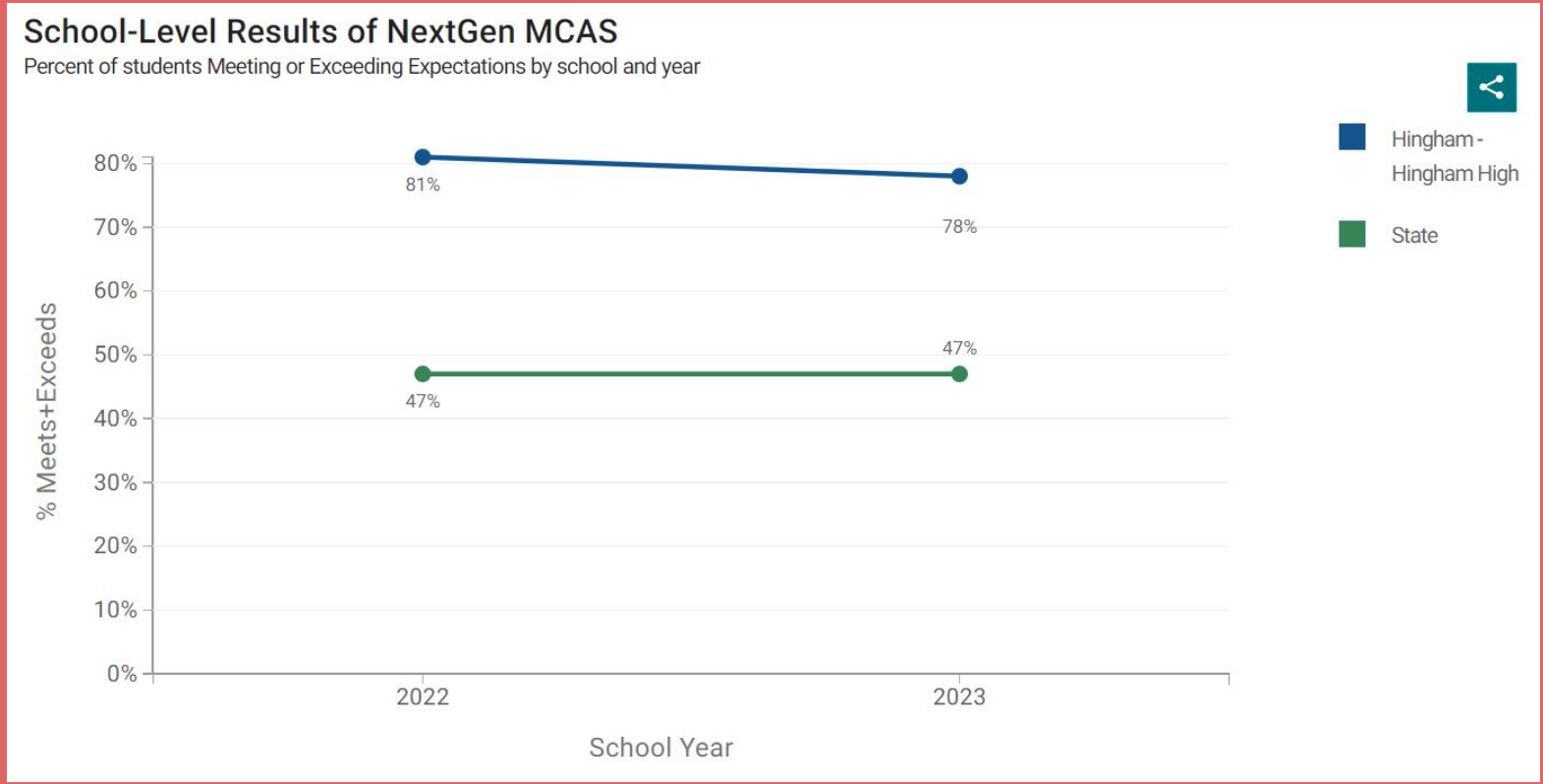
MCAS Achievement by Year: STE Grade 8 SWD



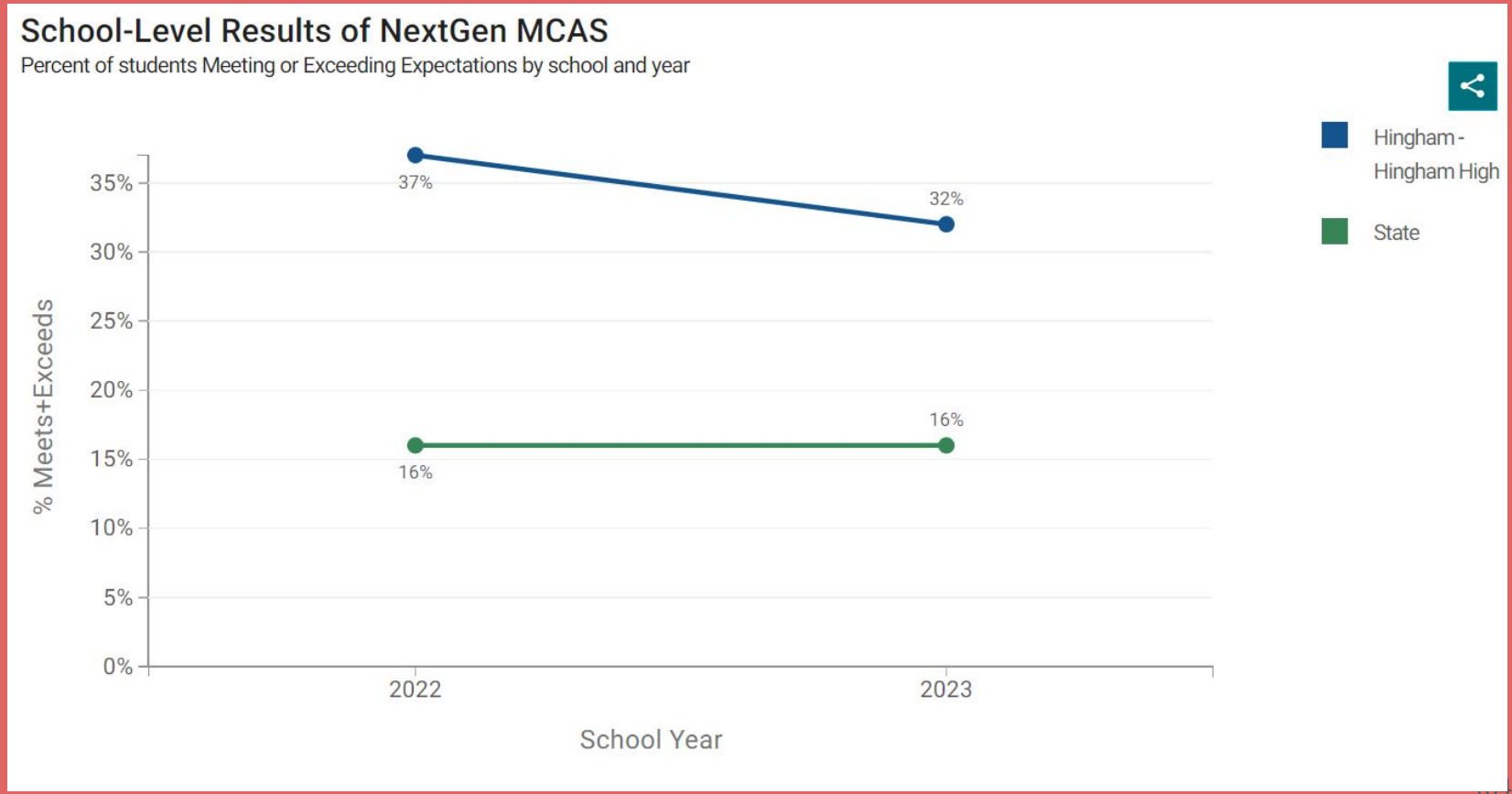
MCAS Achievement by Year: STE Grade 8 HN



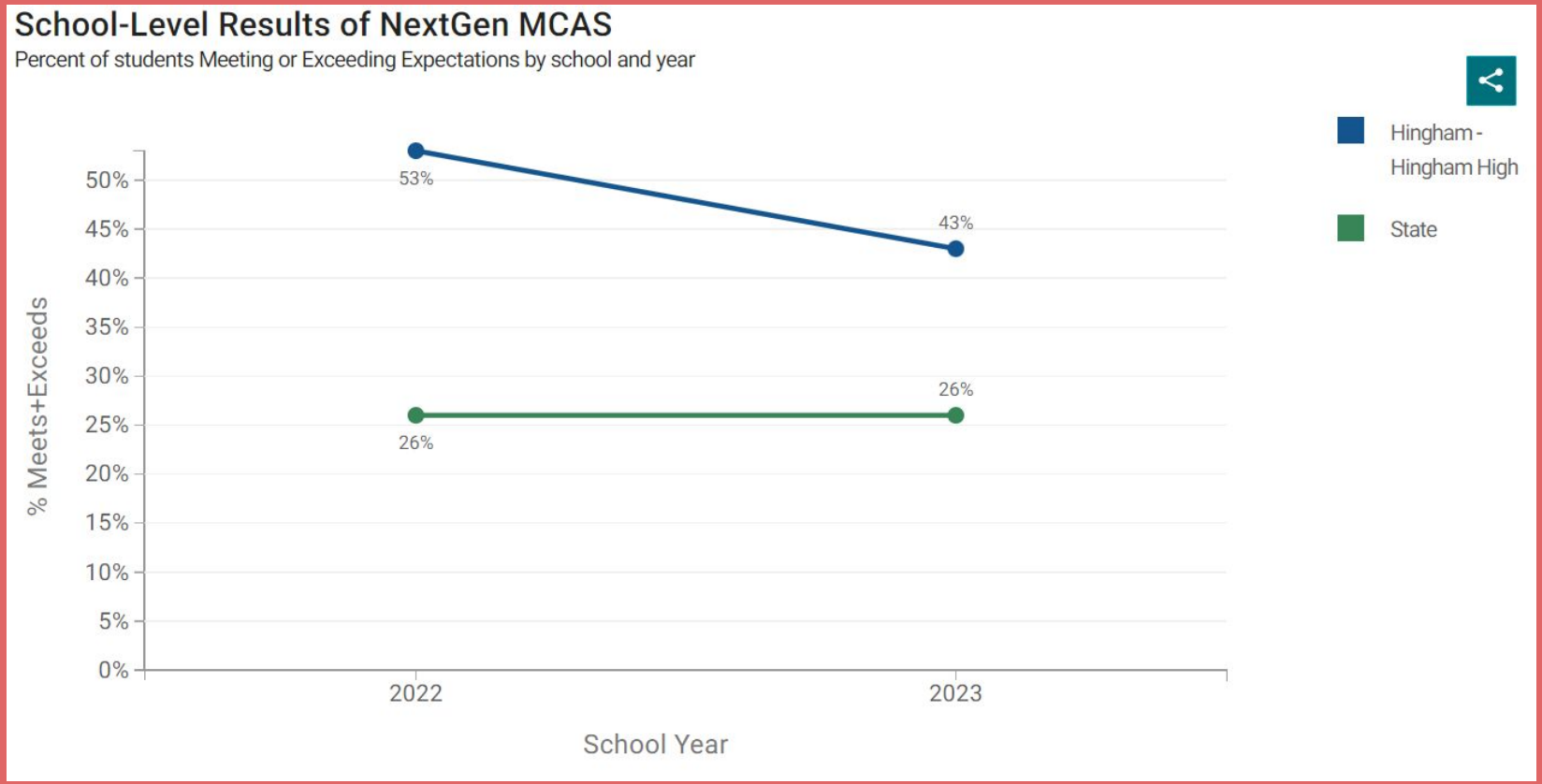
MCAS Achievement by Year: HS Biology ALL



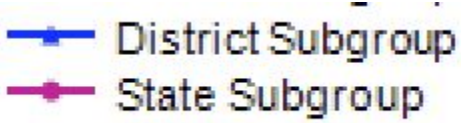
MCAS Achievement by Year: HS Biology SWD

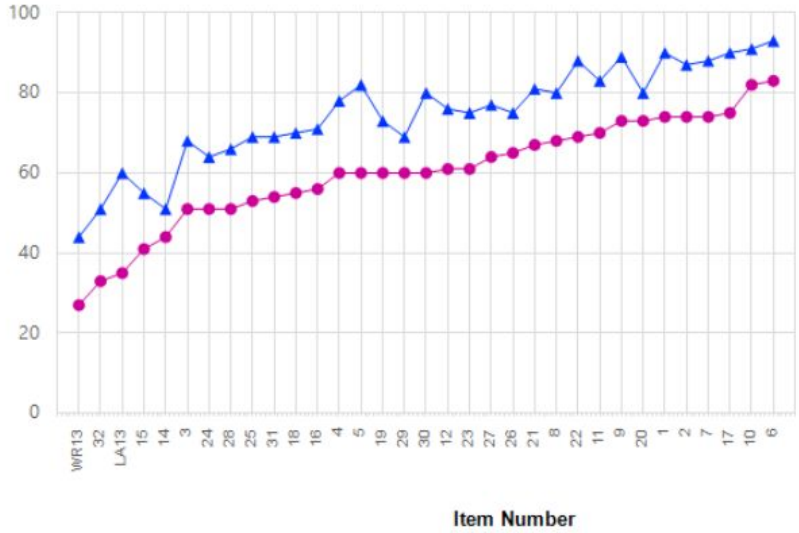


MCAS Achievement by Year: HS Biology HN

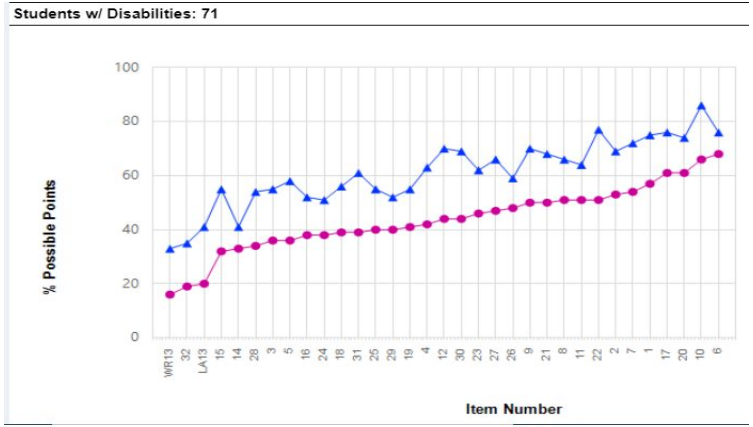


ELA
Grade 3 Item Analysis
All Students

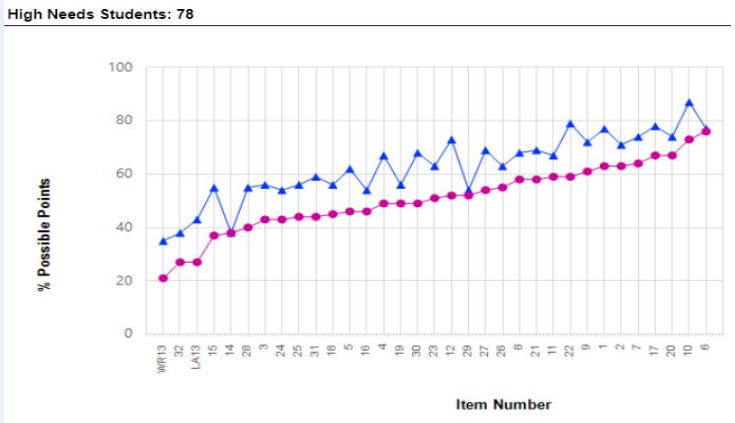




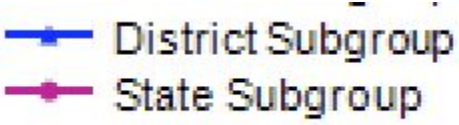
Grade 3 Item Analysis SWD

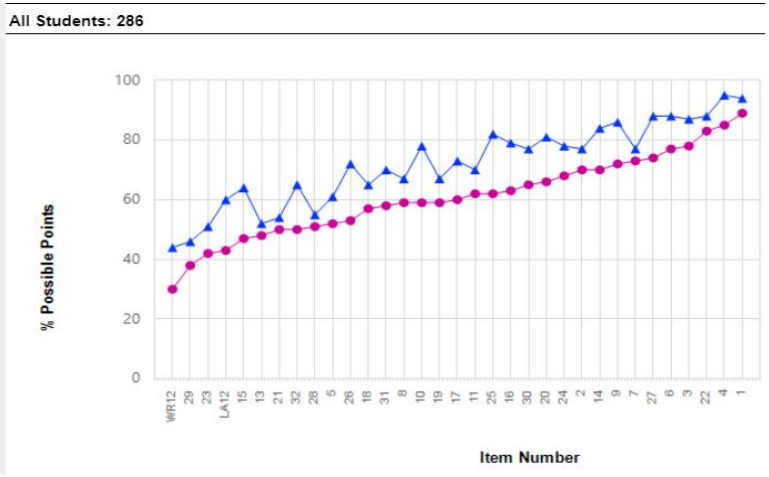


Grade 3 Item Analysis HN

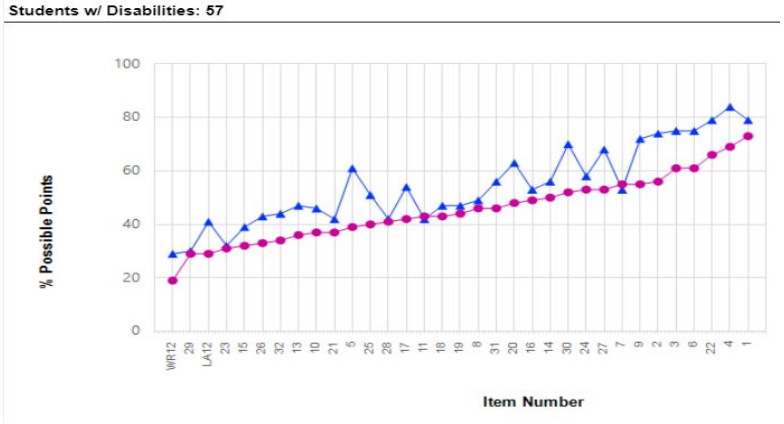


ELA
Grade 4 Item Analysis
All Students

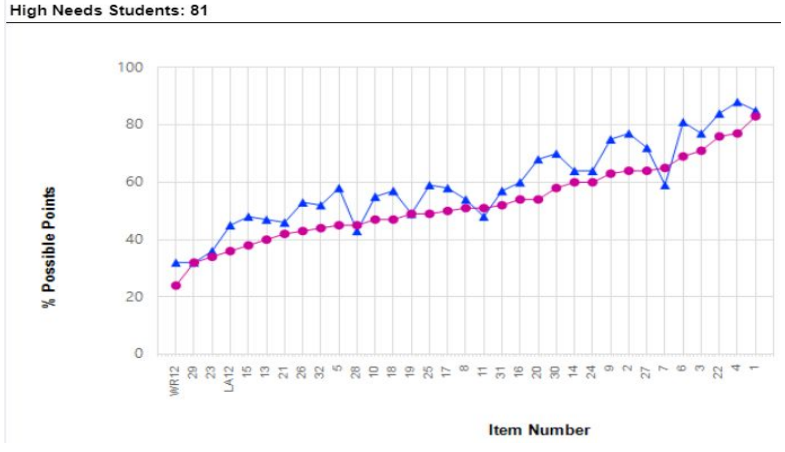




Grade 4 Item Analysis SWD



Grade 4 Item Analysis HN



ELA

Grade 4 Challenge Areas for Students with Disabilities:

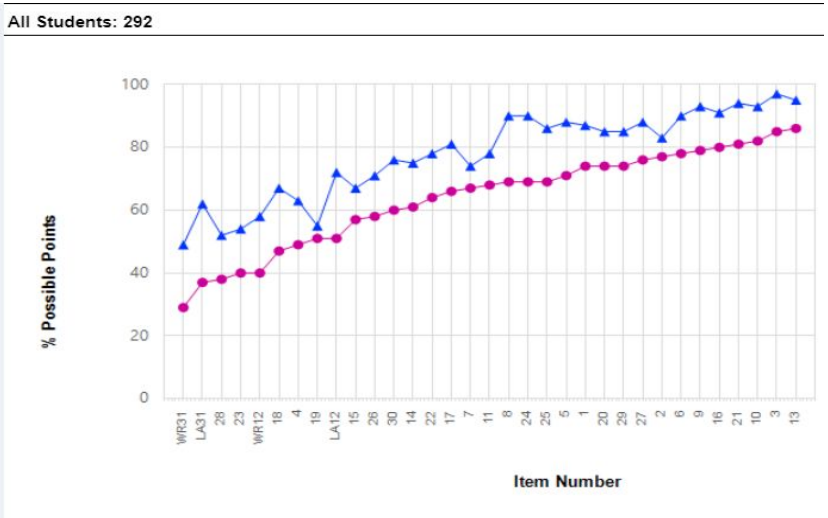
R.PK-12.6	Identify a detail from the passage that reveals the author's point of view.	1	42%	43%	-1
R.PK-12.5	Identify the purpose of a paragraph from the passage.	1	53%	55%	-2

Grade 4 Challenge Areas for Students with High Needs:

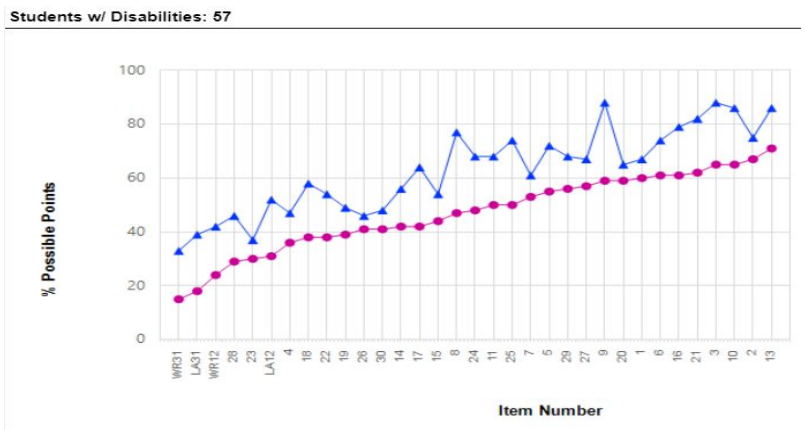
L.PK-12.2	Identify the purpose of punctuation used in a sentence from the passage.	1	43%	45%	-2
R.PK-12.6	Identify a detail from the passage that reveals the author's point of view.	1	48%	51%	-3
R.PK-12.5	Identify the purpose of a paragraph from the passage.	1	59%	65%	-6

ELA
Grade 5 Item Analysis
All Students

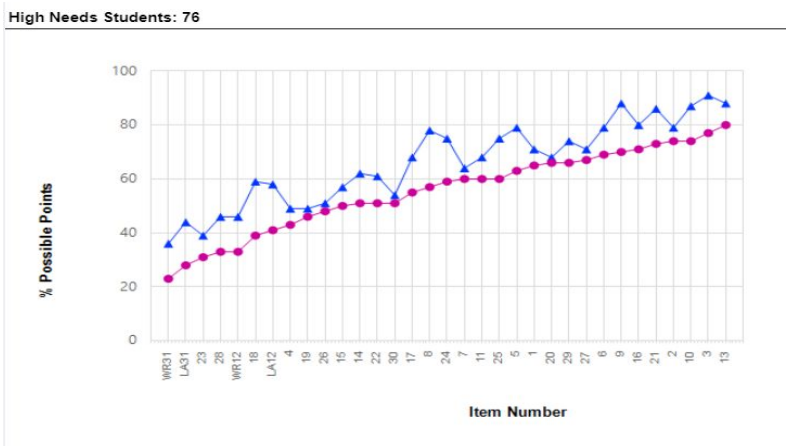
District Subgroup
State Subgroup



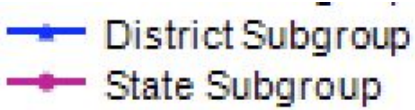
Grade 5 Item Analysis SWD

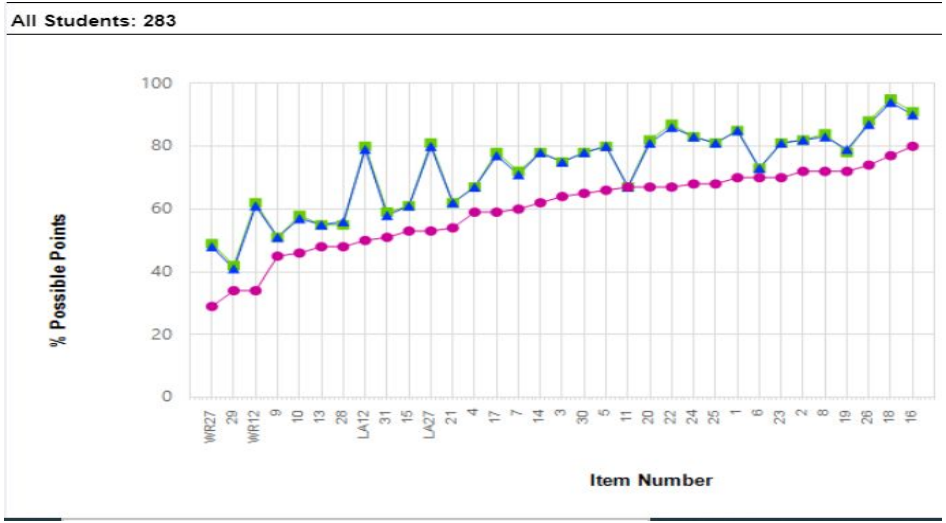


Grade 5 Item Analysis HN

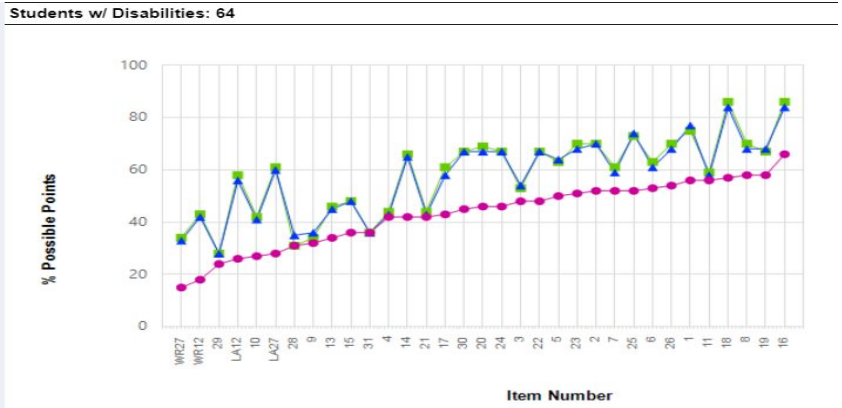


ELA
Grade 6 Item Analysis
All Students

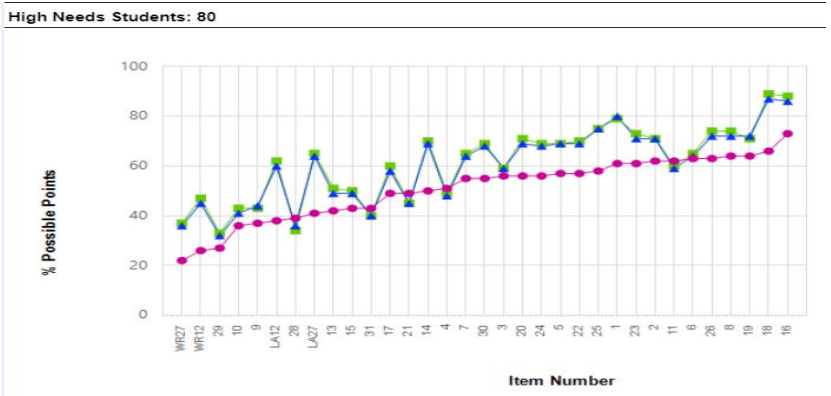




Grade 6 Item Analysis SWD



Grade 6 Item Analysis HN



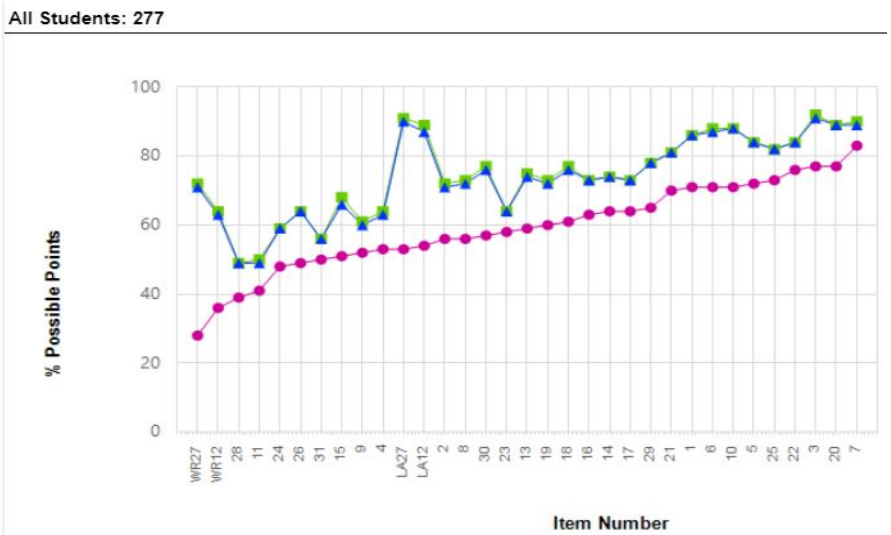
ELA

Grade 6 Challenge Areas for Students with High Needs:

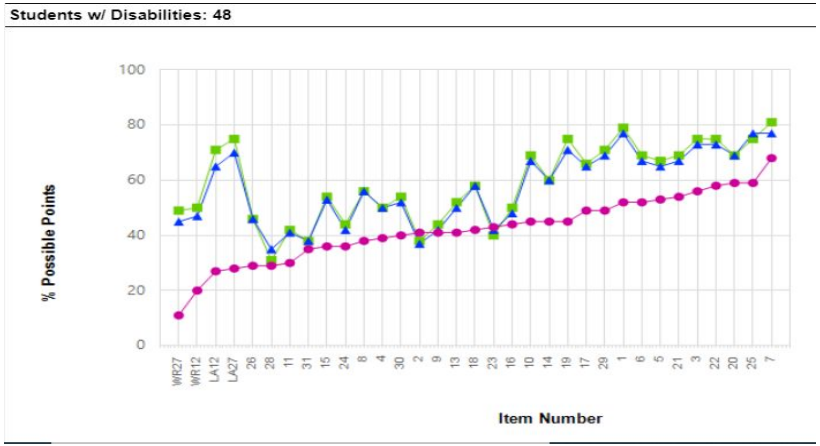
R.PK-12.4	Analyze symbolism in a passage.	1	60%	59%	62%	-2
R.PK-12.3	Determine the reason for a character's action in a passage.	1	49%	48%	51%	-2
R.PK-12.2	Determine a theme developed in a poem.	1	40%	40%	43%	-3
L.PK-12.2	Determine the function of punctuation used in a sentence.	1	45%	45%	49%	-4
R.PK-12.1	Make an inference about a character based on a specific detail from a poem.	1	34%	36%	39%	-5

ELA
Grade 7 Item Analysis
All Students

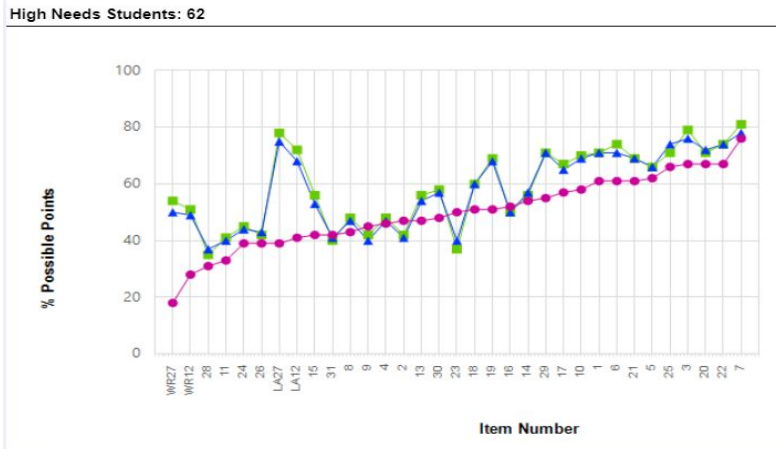
District Subgroup
State Subgroup



Grade 7 Item Analysis SWD



Grade 7 Item Analysis HN



ELA

Grade 7 Challenge Areas for Students with Disabilities:

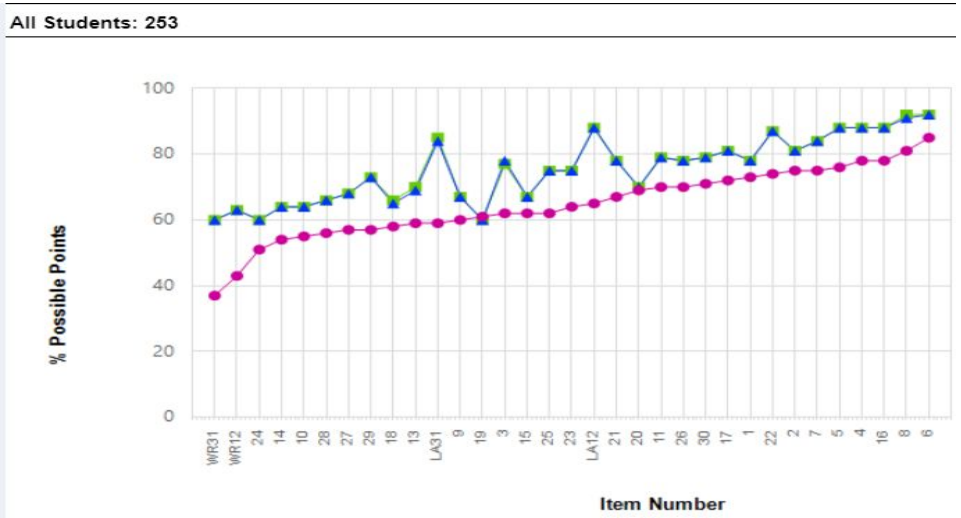
R.PK-12.5	Determine the relationship between sentences in a passage and a text feature in a passage.	1	38%	37%	41%	-3
L.PK-12.5	Analyze what the figurative language used in a passage suggests about a character.	1	40%	42%	43%	-3

Grade 7 Challenge Areas for Students with High Needs:

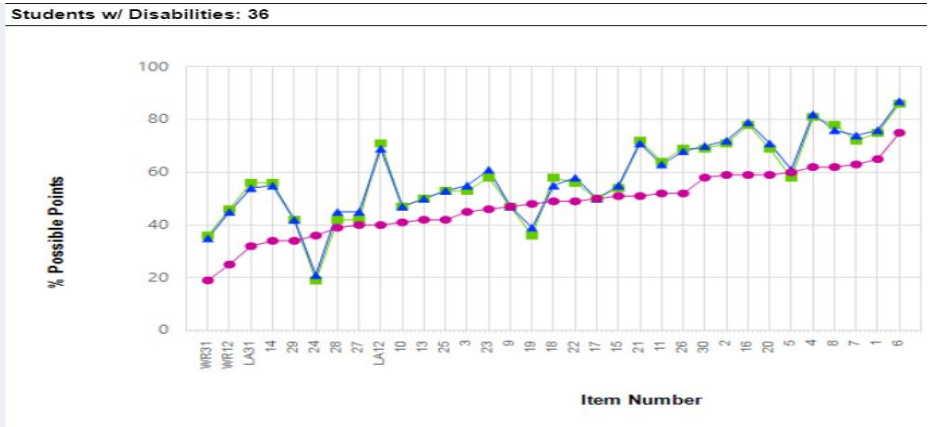
R.PK-12.3	Analyze how a specific paragraph develops a character.	1	50%	50%	52%	-2
R.PK-12.1	Identify which character traits are revealed by details in a poem.	1	40%	41%	42%	-2
R.PK-12.9	Determine a similarity in how information is presented in two passages.	1	42%	40%	45%	-3
R.PK-12.5	Determine the relationship between sentences in a passage and a text feature in a passage.	1	42%	41%	47%	-5
L.PK-12.5	Analyze what the figurative language used in a passage suggests about a character.	1	37%	40%	50%	-13

ELA
Grade 8 Item Analysis
All Students

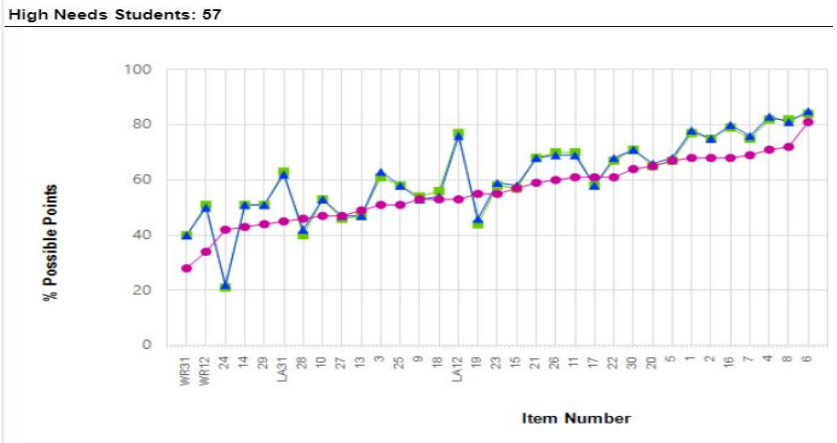
District Subgroup
State Subgroup



Grade 8 Item Analysis SWD



Grade 8 Item Analysis HN



Grade 8 Challenge Area for All Students:

R.PK-12.5	Determine the structure of a poem.	1	60%	60%	61%	-1

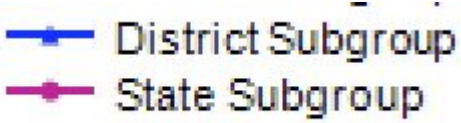
Grade 8 Challenge Areas for Students with Disabilities:

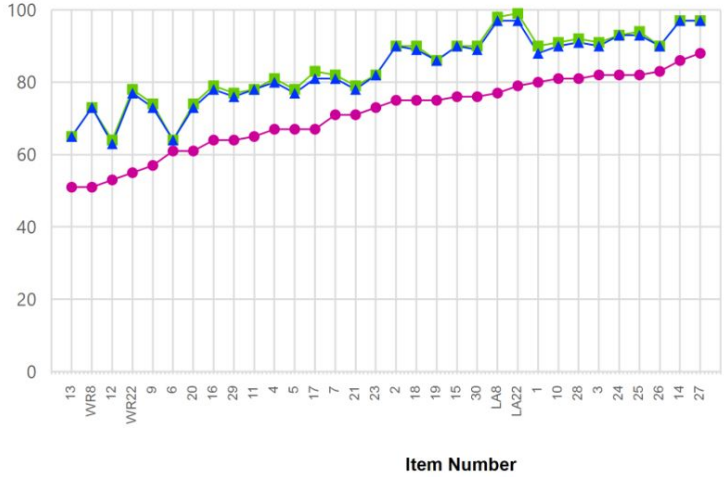
R.PK-12.2	Determine how details from a paragraph of a passage help develop the setting.	1	58%	61%	60%	-2
R.PK-12.5	Determine the structure of a poem.	1	36%	39%	48%	-12
R.PK-12.1	Make an inference based on a specific paragraph in an article.	1	19%	21%	36%	-17

Grade 8 Challenge Areas for Students with High Needs:

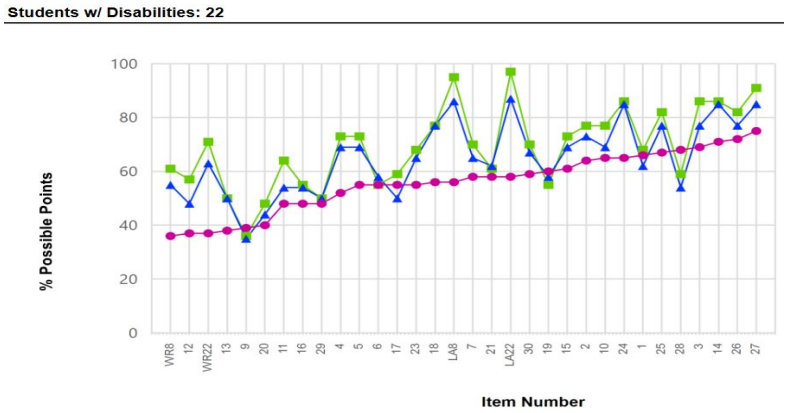
R.PK-12.3	Compare the development of an idea in two articles on similar topics.	1	46%	47%	47%	-1
R.PK-12.4	Analyze an instance of irony in a paragraph of a passage.	1	47%	47%	49%	-2
R.PK-12.3	Identify a statement that a speaker of a poem would agree with based on specific lines.	1	58%	58%	61%	-3
R.PK-12.2	Identify the central idea of two articles on similar topics.	1	40%	42%	46%	-6
R.PK-12.5	Determine the structure of a poem.	1	44%	46%	55%	-11
R.PK-12.1	Make an inference based on a specific paragraph in an article.	1	21%	22%	42%	-21

ELA
Grade 10 Item Analysis
All Students

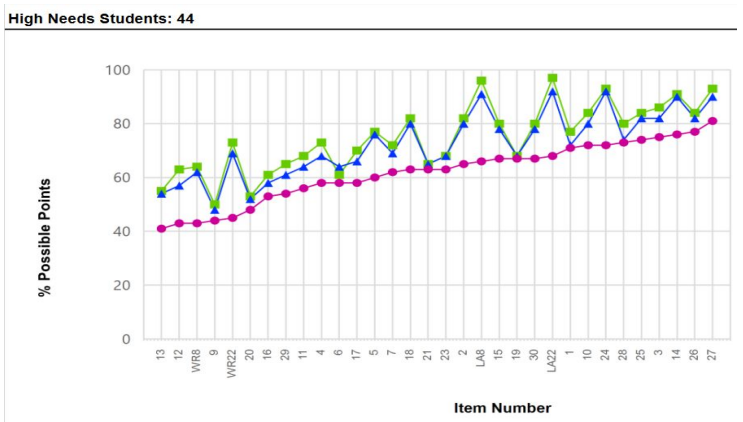




Grade 10 Item Analysis SWD



Grade 10 Item Analysis HN

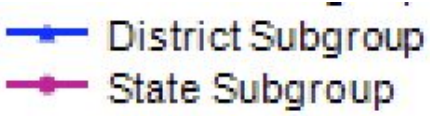


ELA

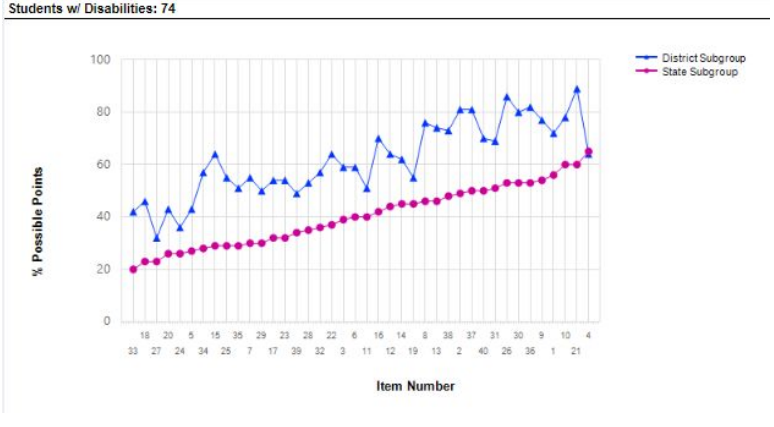
Grade 10 Challenge Areas for Students with Disabilities:

R.PK-12.4	Determine the meaning of figurative language used in a poem.	1	36%	35%	39%	-3
L.PK-12.2	Identify the purpose of dashes in sentences from two articles on similar topics.	1	55%	58%	60%	-5
R.PK-12.3	Make an inference about characters' relationships based on specific details from two excerpts on similar topics.	1	59%	54%	68%	-9

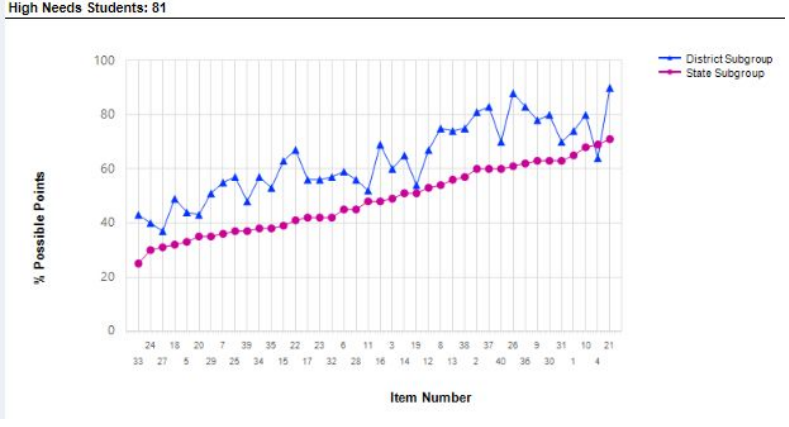
MATH
Grade 3 Item Analysis
All Students



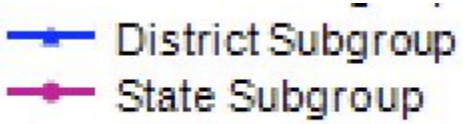
Grade 3 Item Analysis
Students with Disabilities

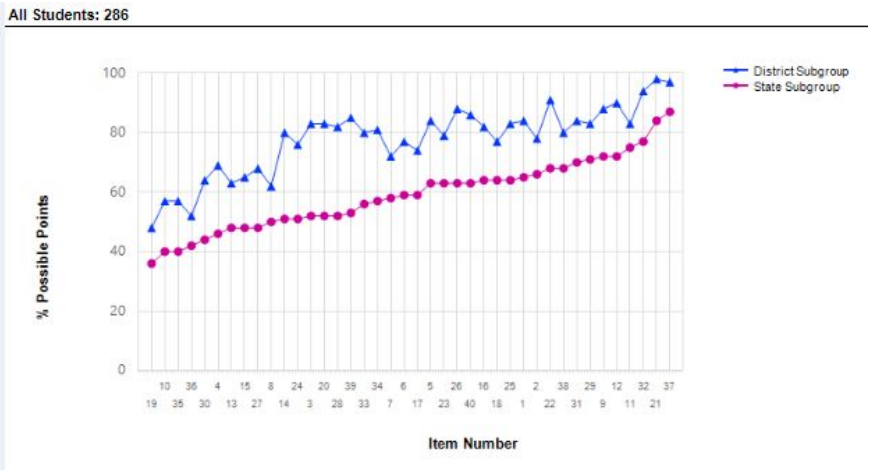


Grade 3 Item Analysis
High Needs

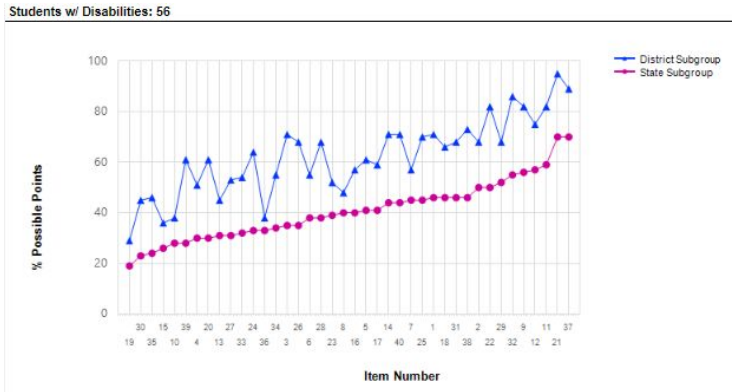


MATH
Grade 4 Item Analysis
All Students

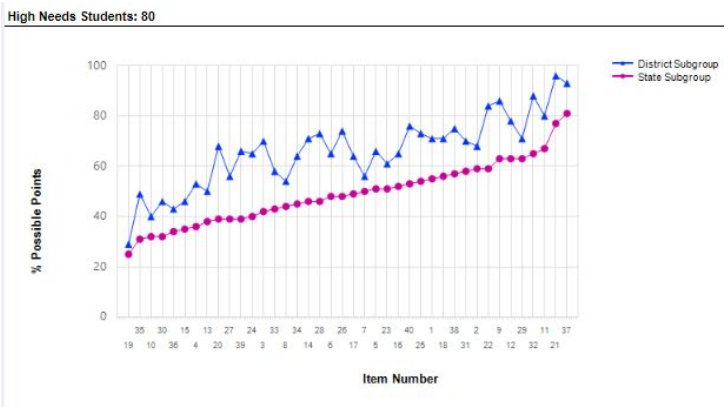




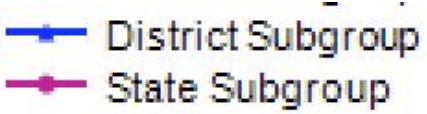
Grade 4 Item Analysis
Students with Disabilities

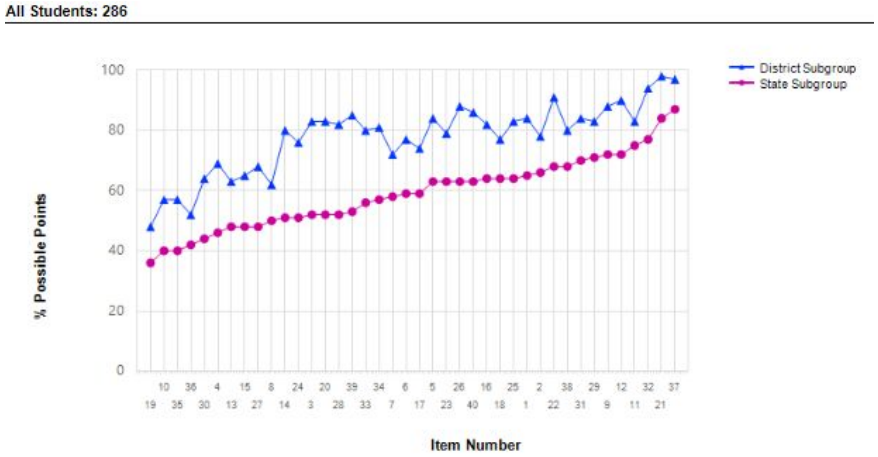


Grade 4 Item Analysis
High Needs

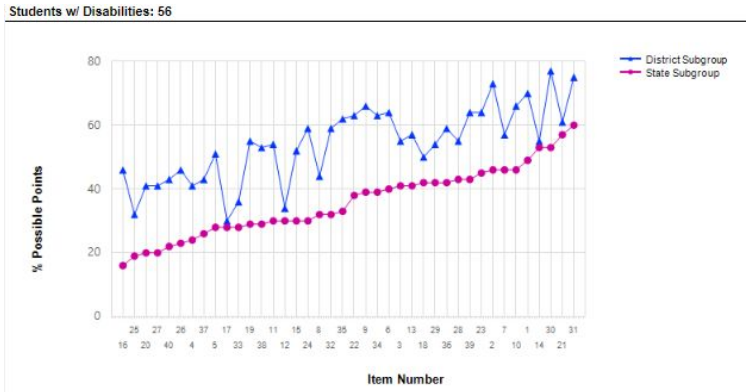


MATH
Grade 5 Item Analysis
All Students

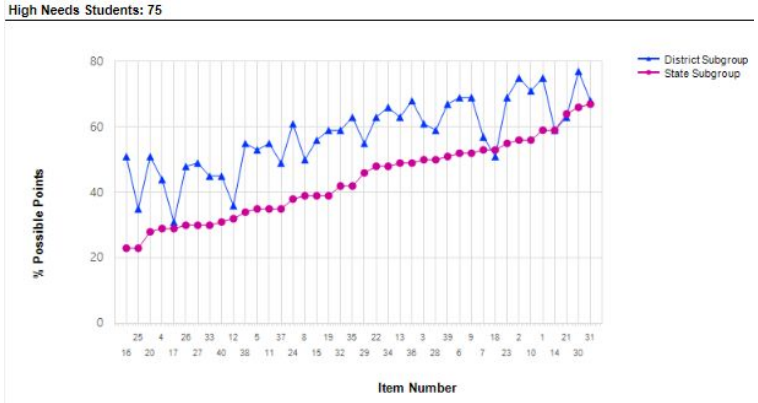




Grade 5 Item Analysis
Students with Disabilities

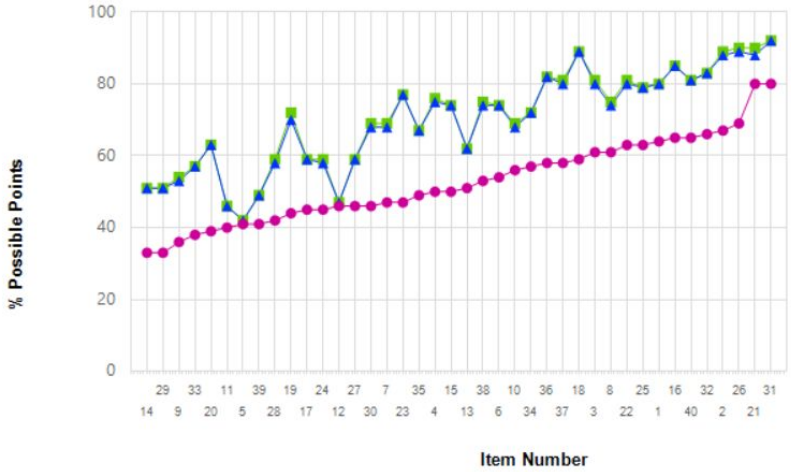


Grade 5 Item Analysis
High Needs



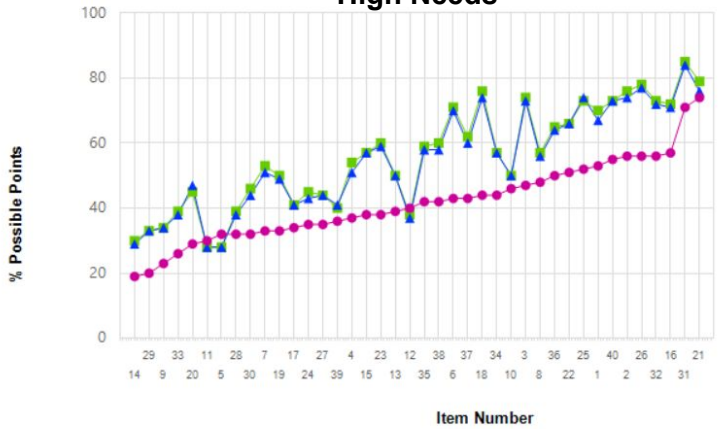
MATH
Grade 6 Item Analysis
All Students

School Subgroup
District Subgroup
State Subgroup



Grade 6 Item Analysis
Students with Disabilities

Grade 6 Item Analysis
High Needs



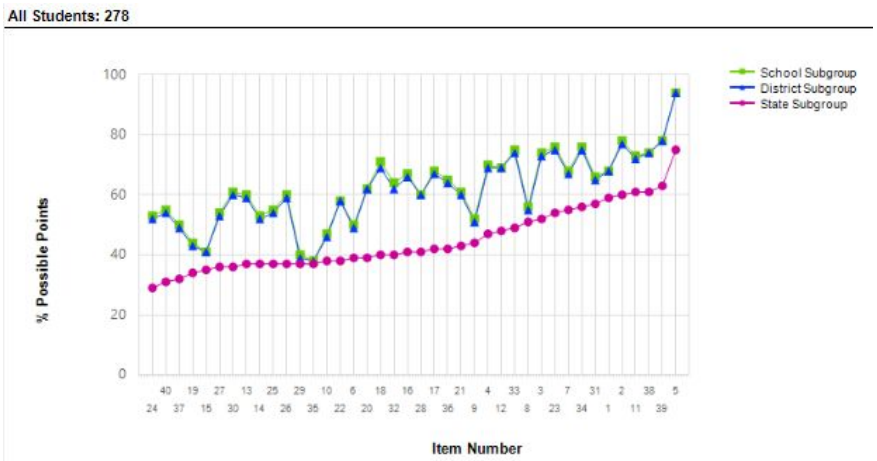
MATH

Grade 6 High Needs Challenge Areas

5	SR	GE	6.G.A.2	Solve a real-world problem involving the volume of a right rectangular prism.	1	28%	28%	32%	-4
11	SR	EE	6.EE.A.3	Use the distributive property to determine equivalent expressions given a variable expression.	1	28%	28%	30%	-2
12	SR	SP	6.SP.A.3	Determine the best measure of variability for a real-world situation.	1	38%	37%	40%	-2

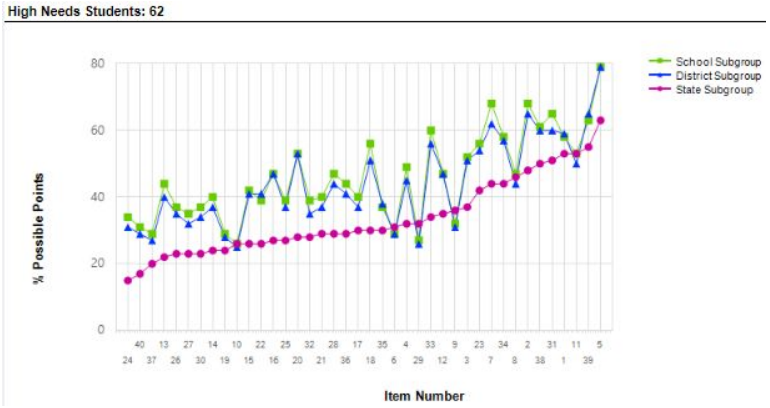
Grade 7 Item Analysis
All Students

School Subgroup
District Subgroup
State Subgroup



Grade 7 Item Analysis
Students with Disabilities

Grade 7 Item Analysis
High Needs



Grade 7 SWD

35	SR	RP	7.RP.A.2	Determine which proportion represents a given verbal description of a proportional relationship.	1	37%	37%	39%	-2

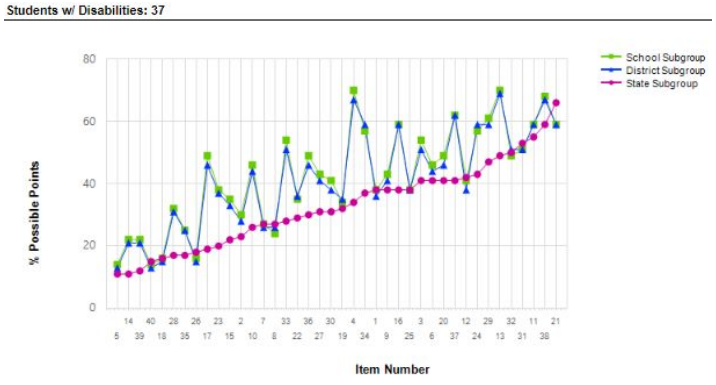
Grade 7 High Needs

6	SR	GE	7.G.A.3	Determine which statement correctly describes a way that a three-dimensional figure could be sliced to result in a given two-dimensional shape.	1	29%	29%	31%	-2
9	SA	EE	7.EE.B.4	Extend a pattern to find a number in the pattern, and choose an expression that represents the general rule of the pattern.	2	32%	31%	36%	-4
10	SR	EE	7.EE.A.2	Determine which expressions are equivalent to a verbal description of a real-world context.	1	26%	25%	26%	0
11	SR	EE	7.EE.B.4	Determine which inequality, in the form px+q<r, can be used to represent a real-world situation.	1	53%	50%	53%	0
29	SR	RP	7.RP.A.2	Determine which table represents a proportional relationship between two quantities.	1	27%	26%	32%	-5

MATH
Grade 8 Item Analysis
All Students

School Subgroup
District Subgroup
State Subgroup

Grade 8 Item Analysis
Students with Disabilities



Grade 8 Item Analysis
High Needs

Grade 8 SWD

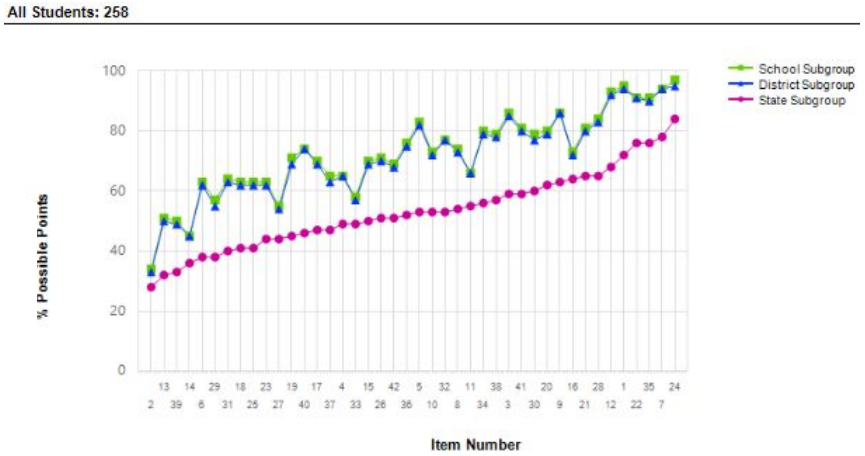
8	SR	NSEE	8.EE.A.1	Apply the properties of negative integer bases and exponents to identify the signed values of expressions.	1	40%	40%	40%	0

Grade 8 High Needs

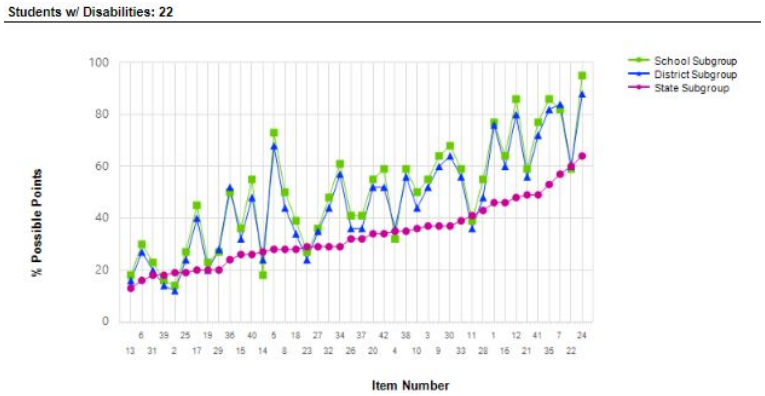
5	CR	FN	8.F.B.4	Use the linear relationship represented in a table to determine the y-intercept and slope; to write the equation of the line; and to determine whether a given point falls on the line.	4	15%	14%	19%	-4
8	SR	NSEE	8.EE.A.1	Apply the properties of negative integer bases and exponents to identify the signed values of expressions.	1	28%	28%	31%	-3
15	SA	NSEE	8.EE.C.8	Create two linear equations, each involving the same two variables, to solve a real-world problem.	1	33%	32%	33%	0
19	SR	FN	8.F.A.3	Interpret the equation y=mx+b, and decide whether given functions are linear or not linear.	2	35%	36%	37%	-2
21	SR	NSEE	8.NS.A.2	Determine between which pair of integers the square root of a given number lies.	1	64%	63%	68%	-4
26	SR	NSEE	8.EE.A.1	Use the properties of exponents to identify equivalent expressions	1	16%	15%	21%	-5
31	SR	FN	8.F.B.4	Use the linear relationship represented in a table of values to solve a real-world problem that involves determining the y-value for a given x-value.	1	60%	60%	61%	-1
32	SR	SP	8.SP.A.3	Use the equation of a linear model derived from data to solve a real-world problem.	1	57%	58%	59%	-2
38	SR	FN	8.F.A.2	Compare properties of two functions represented algebraically and in a table, and interpret each function's rate of change and initial value.	1	59%	58%	61%	-2

MATH
Grade 10 Item Analysis
All Students

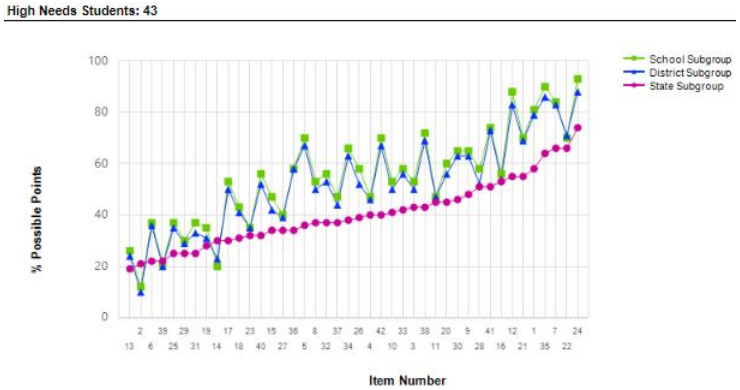
School Subgroup
District Subgroup
State Subgroup



Grade 10 Item Analysis
Students with Disabilities



Grade 10 Item Analysis
High Needs



2023 ELA Statewide Results by Grade

	2023					% M or E change compared to	
	% NM	%PM	% ME	% EE	% M or E	2022	2019
Grade 3	16	40	37	7	44	0	-12
Grade 4	17	43	34	5	40	+2	-12
Grade 5	16	40	39	5	44	+3	-8
Grade 6	24	34	34	8	42	+1	-11
Grade 7	19	40	33	8	40	+1	-8
Grade 8	22	34	34	10	44	+2	-8
Grades 3-8	19	39	35	7	42	+1	-10
Grade 10	11	30	43	15	58	0	-3

2023 ELA Statewide Results by Race/Ethnicity

	2023					% M or E change compared to	
Grades 3-8	**% NM**	**%PM**	**% ME**	**% EE**	**% M or E**	**2022**	**2019**
Af.Am/Black	29	45	24	3	26	0	-7
Asian	9	27	47	17	64	+1	-8
Hispanic	34	44	20	2	22	0	-11
White	13	37	42	9	50	-2	-9
Grade 10	**% NM**	**%PM**	**% ME**	**% EE**	**% M or E**	**2022**	**2019**
Af.Am/Black	17	41	36	7	42	+1	+4
Asian	5	16	46	34	79	0	+1
Hispanic	24	39	30	6	36	-2	-1
White	6	27	49	18	67	+2	-2

2023 Math Statewide Results by Grade

	2023					% M or E change compared to	
	% NM	%PM	% ME	% EE	% M or E	2022	2019
Grade 3	20	39	33	8	41	0	-8
Grade 4	18	37	37	8	45	+3	-5
Grade 5	13	46	36	5	41	+5	-7
Grade 6	17	42	34	7	41	+1	-11
Grade 7	22	40	31	8	38	+1	-10
Grade 8	20	42	30	7	38	+2	-8
Grades 3-8	18	41	33	7	41	+2	-8
Grade 10	9	42	40	10	50	0	-9

2023 Math Statewide Results by Race/Ethnicity

	2023					% M or E change compared to	
Grades 3-8	**% NM**	**%PM**	**% ME**	**% EE**	**% M or E**	**2022**	**2019**
Af.Am/Black	32	47	19	2	21	+2	-7
Asian	6	23	45	26	71	+2	-5
Hispanic	34	47	18	2	19	+1	-10
White	11	40	41	8	49	+2	-7
Grade 10	**% NM**	**%PM**	**% ME**	**% EE**	**% M or E**	**2022**	**2019**
Af.Am/Black	15	58	25	2	27	+1	-8
Asian	3	17	44	36	80	+2	-2
Hispanic	18	57	23	2	25	+1	-8
White	4	36	49	11	60	+1	-7

2023 STE Statewide Results by Grade

	2023					% M or E change compared to	
	% NM	%PM	% ME	% EE	% M or E	2022	2019
Grade 5	19	40	33	8	42	-1	-7
Grade 8	19	40	35	6	41	-1	-5
Grades 5 & 8	19	40	34	7	41	-1	-7
Grade 10	12	42	35	11	46	-1	NA

2023 STE Statewide Results by Race/Ethnicity

	2023					% M or E change compared to	
Grades 5 & 8	**% NM**	**%PM**	**% ME**	**% EE**	**% M or E**	**2022**	**2019**
Af. Am/Black	32	47	19	2	21	+1	-3
Asian	8	27	47	18	65	0	-2
Hispanic	35	45	18	2	20	-1	-5
White	11	38	42	8	50	-2	-6
Grade 10	**% NM**	**%PM**	**% ME**	**% EE**	**% M or E**	**2022**	**2019**
Af.Am/Black	21	54	23	3	25	0	NA
Asian	5	21	42	31	74	+5	NA
Hispanic	26	51	20	3	23	0	NA
White	6	39	42	13	55	-1	NA

Key takeaways from state data

- 2023 ELA and Math **state-wide data** indicate that the achievement slide from 2019 has halted and recovery is underway.
- **State-wide science** results remain relatively unchanged although some slight decreases in achievement are noted.
- **Grade 3 results** signal a need to remain cautious about incoming testing grades (PK-K during pandemic).
- Still have significant ground to make up to reach pre-pandemic achievement levels in some areas.
- State results mask varying district results.

dese MASSACHUSETTS Department of Elementary and Secondary Education

report of the resolutions committee

The members of the Resolutions Committee met on June 28, 2023 to consider resolutions proposed by member districts for consideration at the 2023 Annual Meeting of the Association. Members present were: Mildred Lefebvre (Chair), Holyoke; Beverly Hugo (Life Member); Barbara Davis (Life Member), Holbrook; Robin Zoll, Southeastern Reg. Voc. Tech.; Katherine Hubley, Quincy; Michael Boudreau and Maura Ryan, Hamden-Wilbraham, Stacey Rizzo (MASC President), Revere; Paul Schlichtman, Arlington; Humera Fasihuddin, Hadley; Robert Swartz, Gardner; Linda Woodland, Wachusett Regional; and Jessica Barnhill, Framingham. Beverley Griffin Dunne, Peabody/Essex Tech., participated remotely.

The following resolutions were moved forward by the Resolutions Committee and approved by the Board of Directors.

RESOLUTION 1: FULL, STABLE FUNDING FOR METCO

(Sponsored by the Arlington School Committee)

WHEREAS in 1966, the first 220 students rode buses from Boston neighborhoods to schools in seven suburbs; and

WHEREAS in 1968, the Massachusetts Legislature passed the Racial Imbalance Act, in which the Commonwealth accepted financial responsibility "for any town that wishes to enroll students from outside the district for the purpose of racial integration (subject to appropriation); and

WHEREAS in 1968, the Metropolitan Council for Educational Opportunity (METCO) assumed responsibility for implementing the provisions of the Racial Imbalance Act, providing support for students, families, and receiving districts; and

WHEREAS METCO's mission is to provide students with a strong academic foundation rich in cultural, educational, ethnic, socioeconomic, and racial diversity and foster the opportunity for children from Boston and from neighboring suburbs to develop a deeper understanding of each other in an integrated public school setting; and

WHEREAS Over the last half century, METCO has reached tens of thousands of students, supporting 3,100 families annually in 31 participating suburban school districts and 190 public schools, with graduation rates and college attainment far above state averages; and

WHEREAS METCO creates environments where students, parents and teachers of different backgrounds can appreciate diversity, find common ground through shared experiences, build lifelong inter-racial friendships, and strive toward the mutual goal of preparing young people to become global citizens; and

WHEREAS METCO districts have expressed an interest in welcoming more METCO students into their schools; and

WHEREAS METCO has been recognized as the nation's most successful school integration program in the United States; and

WHEREAS requiring METCO funding to be subject to appropriation results in METCO families and partner districts spending considerable time and energy to lobby for funding to maintain the current level of services;

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls upon the Governor and the Legislature to create a stable funding structure to support METCO and its partner districts that fully funds the support provided by METCO, and the cost of providing services delivered by METCO's partner districts.

RESOLUTION 2: REGARDING INVESTIGATIONS AND RECOMMENDATIONS FOR TRANSPORTATION BIDDING PROCEDURES

(Sponsored by the Southeastern Vocational Technical School Committee)

WHEREAS school districts across the commonwealth are struggling with the problem of transportation services and the bidding and purchasing of these services; and

WHEREAS a stunning number of districts find that, after soliciting multiple bids, it is a frequent occurrence that only a single bidder submits a proposal; and

WHEREAS in light of the paucity of submissions, the single bidder is able to propose significant increases over previous years exacerbating not only financial matters, but also skepticism about the integrity of the bidding process.

THEREFORE, BE IT RESOLVED that the MA Association of School Committees prevail upon the Office of the State Auditor to investigate the bidding practices of school transportation providers, and to present such findings and recommendations as may be necessary to contain costs and make more efficient transportation services available for public schools.

RESOLUTION 3: REGIONAL TRANSPORTATION

(Sponsored by the Hampden-Wilbraham Regional School Committee)

WHEREAS as outlined in M.G.L. Title XII c. 71, § 16C, the regional school district shall be subject to all laws pertaining to school transportation; and when the agreement provides for the furnishing of transportation by the regional school district, the regional school district shall be obliged to provide transportation for all school children in grades kindergarten through twelve and the commonwealth shall reimburse such district to the full extent of the amounts expended for such transportation, subject to appropriation; and

WHEREAS provided, however, that no reimbursement for transportation between school and home shall be made on account of any pupil who resides less than one and one-half miles from the school of attendance, measured by a commonly traveled route; and

WHEREAS the Commonwealth of Massachusetts has not consistently reimbursed regional transportation to the full extent of the amount expended for such transportation;

THEREFORE IT BE RESOLVED that in such case where a pupil resides greater than one and one-half mile from the school of attendance, measured by a commonly traveled route, and the commonwealth reimbursement does not fully cover the amounts expended for such transportation, the regional school district may allow pupils to opt out of such transportation or may charge a fee that in aggregate may not exceed the differential between the amounts expended for furnishing transportation and the commonwealth reimbursement.

BE IT FURTHER RESOLVED that the MASC encourage the Legislature to modify M.G.L. Title XII c. 71, § 16C, with the aforementioned proposed language (or alternative and remove the period) to provide regional districts the ability if so desired to charge a transportation fee that in aggregate cannot exceed the differential between the and that the Commonwealth reimbursement and the regional school district transportation expense for any pupil that resides greater than one and one-half mile from the school of attendance measured by a commonly traveled route. Pupils may opt out of transportation and not be subject to a transportation fee.

RESOLUTION 4: DIVERSITY, EQUITY, AND INCLUSION

(Submitted by Division X; amended by the Resolutions Committee)

WHEREAS we are responsible for fostering equitable learning environments wherein all students, staff members, and families are treated with respect and their voice and presence valued regardless of race, ethnicity, gender identity, sexual orientation, expression, religion, natural origin, culture, physical ability, or other status; and

WHEREAS we should always stand, speak out, and help educate against violence and injustice on the basis of prejudice or discrimination; and

WHEREAS we should provide inside and outside of the classroom support to continue efforts centered on equity, diversity, and inclusion, with a heightened awareness and focus on racial equity and to adopt proper speech and text to the furtherance of these objectives;

THEREFORE, BE IT RESOLVED: that MASC recommends that all districts adopt the position of DEI coordinator to work towards an anti-racist school system.

RESOLUTION 5: MA SCHOOL BUILDING AUTHORITY

(Submitted by the Wachusett Regional School Committee)

WHEREAS the School Building assistance program is the oldest capital grant program operated by the Commonwealth, as established in MGL Chapter 70B section 1; and

WHEREAS the Massachusetts School Building Authority (MSBA) is charged to promote the thoughtful planning and construction of school facility space in order to ensure safe and adequate facilities for public schools, and to assist municipalities in meeting the cost thereof; and

WHEREAS the MSBA has improved the learning facilities of over 600,000 students across the Commonwealth by working with local communities to create affordable, sustainable, and energy efficient schools; and

WHEREAS the MSBA is limited in funding as stated in MGL 70B section 7, to $800,000,000 plus either the rate of growth in the dedicated sales tax revenue amount as defined in subsection a of section 35BB of chapter 10, or 4.5%; and

WHEREAS the MSBA has declared a pause on their Accelerated Repair Program and limits on their Core Projects due to rising costs and inflation, and the need to stay within the Annual Cap as referenced in the Memorandum of October 19, 2022 from the MSBA Deputy Treasurer and Executive Director; and

WHEREAS each year the Accelerated Repair Program is delayed results in an increase in application backlog among the Commonwealth's existing backlog of school building needs;

THEREFORE, BE IT RESOLVED that the Massachusetts Association of School Committees calls upon the Massachusetts Legislature to amend MGL ch.70B, section 7 by removing the $800,000,000 cap; and

BE IT FURTHER RESOLVED that the Massachusetts Association of School Committees calls upon the Massachusetts School Building Authority to reinstate the Accelerated Repair program for 2024 applications; and

BE IT FURTHER RESOLVED that the Massachusetts Association of School Committees calls upon the Massachusetts Legislature to allow public preschools to be included in the Accelerated Repair Program and Core Program.

RESOLUTION 6: SCHOOL BUS STOP ARM SURVEILLANCE ACT AND ENFORCEMENT AND PENALTIES

(Submitted by the Peabody and Marlboro School Committees)

WHEREAS it is against the law in Massachusetts to pass a stopped school bus with the stop arm extended and flashing lights while student passengers embark and disembark the bus. Unless witnessed by a police officer, the penalties for passing a stopped school bus are minimal. The danger to the passengers is extraordinary, and can prove fatal; and

WHEREAS: a survey conducted in 2022 by the National Association of State Directors of Pupil Transportation Services (NASDPTS) found that motorists illegally pass stopped school buses: "Throughout a 180-day school year, ... sample results point to more than 41.8 million violations per year among America's motoring public."; and

WHEREAS technological advances have now made possible digital video violation detection monitoring systems to detect drivers failing to stop for school buses; and

WHEREAS: penalties for passing a stopped school bus utilizing a digital video violation detection monitoring system

need to be commensurate with the same penalties imposed for said action if witnessed by a police officer;

THEREFORE, BE IT RESOLVED that the Massachusetts Association of School Committees calls on the Massachusetts Legislature to enact legislation to pass into law the ability for cities and towns to install on all school buses live digital video detection monitoring systems for the purpose of enforcing violations against the owner of a motor vehicle whose vehicle failed to stop for a school bus when required to do so by law.

AND BE IT FURTHER RESOLVED that the Massachusetts Association of School Committees calls on the Massachusetts Legislature to enact legislation raising the fine for passing a stopped school bus to a significant schedule of fines as penalty whether witnessed by a police officer or recorded by a digital video detection monitoring system.

RATIONALE: The significant safety concerns present when a vehicle passes a stopped school bus embarking or disembarking passengers are endangering our students in Massachusetts. Presently, unless witnessed by a police officer, the penalties for passing a school bus are minimal. If the registration plate of the offending vehicle is reported by the bus driver, there is a minimal fine.

Requiring a police officer to witness the violation prevents appropriate law enforcement action from taking place, especially for repeat offenders. Allowing the installation and utilization of digital video detection monitoring systems on school buses will allow for appropriate law enforcement action, provide for monitoring and data pertinent to this safety concern, and serve as a deterrent to drivers who are contributing to this safety issue. Protecting the safety of our students is a paramount concern.

RESOLUTION 7: RELATED TO MCAS

(Submitted by the Framingham School Committee)

WHEREAS access to a high-quality, publicly funded education is a guaranteed right written into the Massachusetts Constitution; and

WHEREAS an effective public education program meets the needs of students who present a variety of abilities and learning styles; and

WHEREAS a successful system of public education nurtures and supports students and offers opportunities for growth along a continuum that begins in preschool and extends through higher education; and

WHEREAS the goal of public education is to teach students how to be critical thinkers, engaged citizens and lifelong learners; and

WHEREAS the use of MCAS has restricted curriculum and narrowed the focus of education in our public schools; and

WHEREAS the use of MCAS has impacted student emotional wellbeing; and

WHEREAS MCAS testing has unjustly targeted communities with underfunded public schools for state takeovers that have failed to improve student performance by any measure; and

WHEREAS using MCAS testing as a high-school graduation requirement has prevented or delayed countless students from earning a diploma, either interrupting or derailing education or career plans;

THEREFORE BE IT RESOLVED:

- that MASC urges Massachusetts to develop a wider, more consensus-built strategy for an evaluation system with meaningful input from legitimate stakeholders.

- that MASC urges the state Legislature to launch a comprehensive evaluation to investigate the extent of biases pertaining to MCAS testing and make these results public.

- that MASC urges Massachusetts to enact a moratorium on MCAS testing effective immediately.

- that MASC urges Massachusetts to develop an alternative to the high-stakes MCAS tests.

RESOLUTION 8: SAFE STORAGE OF FIREARMS

(Submitted by the Framingham School Committee)

WHEREAS the safety and well-being of our students, teachers, and staff is a top priority in schools and keeping them safe from the threat of gun violence should be the responsibility of all adult stakeholders at each of our school sites; and

WHEREAS in the United States, gun violence is the leading cause of death in children and teens; and

WHEREAS approximately 1200 children and teens die by gun suicide each year," and over 80 percent of children under age 18 who died by firearm suicide used a gun belonging to a family member; and

WHEREAS in incidents of gun violence on school grounds, up to 80 percent of shooters under the age of 18 obtained their guns from their own home or that of relatives or friends; and

WHEREAS an estimated 4.6 million American children live in households with at least one loaded, unlocked firearm and every year

WHEREAS research shows that secure firearm storage practices are associated with up to a 78 percent reduction in the risk of self-inflicted firearm injuries and up to an 85 percent reduction in the risk of unintentional firearm injuries among children and teens; and

WHEREAS evidence strongly suggests that secure firearm storage is an essential component to any effective strategy to keep schools and students safe; and

continued on page 28

Proposal to Amend the MASC By-laws

Resolutions will expire at the conclusion of the Delegate Assembly three years after their adoption. The MASC Legislative Committee shall provide a list of expiring resolutions to the membership no later than March 1st of the year in which they expire. Readoption of an expiring resolution can be accomplished under the method proscribed in ARTICLE IX, section 1. *(This proposal was submitted by the MASC Legislative Committee)*

RATIONALE:

- Permits three years of focus on resolutions which overlaps two legislative cycles.
- Provides an additional opportunity for school committees to become involved in the resolution process by championing resolutions which are set to expire.
- Allows the Association to affirm what's important to current membership by re-adoption.
- Clears expired, less relevant and no longer supported resolutions for new priorities.

Report of the Resolutions Committee continued from page 27

WHEREAS the US Secret Service National Threat Assessment Center recommends the importance of appropriate storage of weapons because many school attackers used firearms acquired from their homes; and

WHEREAS across the country, lawmakers, community members and local leaders are working together to implement public awareness campaigns, such as the Be SMART Program, which is endorsed by the National PTA and encourages secure gun storage practices and highlights the public safety risks of unsecured guns; and

WHEREAS secure storage of firearms is a legal requirement in Massachusetts pursuant to G.L. Chapter 140, sections 131L and 131C, and failure to comply with secure storage laws can lead to criminal prosecution, jail time, fines, and/or revocation of FID card or license, depending on the offense; and

WHEREAS the American Academy of Pediatrics recommends storing firearms unloaded and locked, with ammunition locked separately to reduce risks of injury to children; and

WHEREAS in order to continue with preventive measures to increase student and school safety we must act now;

THEREFORE, BE IT RESOLVED that MASC recommends all districts to urge their Superintendent and staff to create an appropriate communication to parents and guardians that explains the importance of secure firearm storage to protect children and teens from unauthorized access to unsecured firearms, and their legal obligations consistent with Massachusetts safe storage law.

BE IT FURTHER RESOLVED that MASC urges other communities to work with their local law enforcement agencies, health agencies and non-profit organizations to collaborate and increase efforts to inform District parents and guardians of their obligations regarding secure storage of firearms in their homes and vehicles.

HINGHAM PUBLIC SCHOOLS

220 Central Street • Hingham, Massachusetts 02043
781-741-1500 VOICE • 781-749-7457 FAX
www.hinghamschools.com

Memo

To: Hingham's School Committee

From: Gregory Lamothe - PRS Principal
Aisha N. Oppong – Director of Business and Support Services

CC: Dr. Margaret Adams

Date: 10/4/2023

Subject: Donation from Ray Gouley Electric for Library Books

Policy
In accordance with state law, all grants and gifts to the District shall be reviewed and accepted by the School Committee before expenditure. The School Committee will encourage the administration to seek and secure possible sources of state, federal, and other special funds that will enhance the educational opportunities for the children in alignment with district goals. The superintendent will submit for School Committee approval spending plans at the same cost center level as the district budget.

Donation Items:
Ray Gouley from Gouley Electric has donated 200 dollars in honor of PRS's first principal Roger L. He has requested this money be used for books for the school library.

Motion:
To accept $200 in donations from Ray Gouley Electric for books to be bought for the library in memory of Roger L.

HINGHAM PUBLIC SCHOOLS

220 Central Street • Hingham, Massachusetts 02043
781-741-1500 VOICE • 781-749-7457 FAX
krobertts@hinghamschools.org
www.hinghamschools.org

Kathryn M. Roberts
Assistant Superintendent
of Teaching & Learning

TO: Dr. Margaret Adams, Superintendent
Aisha Oppong, Business Director

FROM: Kathryn Roberts, Assistant Superintendent
Mary Andrews, K-12 ELA Director

DATE: October 6, 2023

RE: Grade 6 Middle School Novels Deaccession

The sixth grade team recently inventoried book closets and classroom storage to identify older novel titles that have not been taught in over five years.

Attached please find an inventory of the materials for which we are requesting approval to deaccession. It is worth noting that reading specialists from all four elementary schools were provided a list of titles and have already taken the novels that they wanted as added options for enrichment groups. Since then, we have reached out to book resellers, such as Abe Books, Books Run, GoTextBooks, and Follett book sales, and have determined that the materials do not have resale value.

Please reach out with any questions.

Respectfully submitted,

Kathryn Roberts

Mary Andrews

HINGHAM PUBLIC SCHOOLS

220 Central Street • Hingham, Massachusetts 02043
781-741-1500 VOICE • 781-749-7457 FAX
krobertts@hinghamschools.org
www.hinghamschools.org

Kathryn M. Roberts
Assistant Superintendent
of Teaching & Learning

TO: Dr. Margaret Adams, Superintendent
Aisha Oppong, Business Director

FROM: Kathryn Roberts, Assistant Superintendent
Michelle Romano, K-12 ELA Director

DATE: October 11, 2023

RE: Grade 11/12 Environmental Science Textbook Deaccession

The science department recently adopted a new AP Environmental Science and Level 2/3 Environmental Science textbook from Cengage.

Attached please find an inventory of the materials for which we are requesting approval to deaccession. It is worth noting that we have reached out to book resellers, such as Abe Books, Books Run, GoTextBooks, and Follett book sales, and have determined that the materials do not have resale value.

Please reach out with any questions.

Respectfully submitted,

Kathryn Roberts

Michelle Romano

Quantity	ISBN	Title	k12Book Service	Follett https://v	Abe Books	GoTextbooks
190	9780140345353	The Devils Arithmetic	rejected	0.00	no -- $25/mo fee involved	rejected
18	9780142401095	The Devils Arithmetic	rejected	0.00	no -- $25/mo fee involved	rejected
92	9780451529619	The Swiss Family Robinson	rejected	0.00	no -- $25/mo fee involved	rejected
180	9780375858291	Moon Over Manifest	rejected	0.00	no -- $25/mo fee involved	rejected
60	9780689710681	Mrs. Frisby and the Rats of Nimh	rejected	0.00	no -- $25/mo fee involved	rejected
6	0689710682	Mrs. Frisby and the Rats of Nimh (Aladdin Fantasy Ed)	rejected	0.00	no -- $25/mo fee involved	rejected
72	9780679767220	My Dog Skip	rejected	0.00	no -- $25/mo fee involved	rejected
168	9780451531346	Call of The Wild & Selected Stories	rejected	0.00	no -- $25/mo fee involved	rejected
10	9780812504323	Call of the Wild Complete and Unabridged	rejected	0.00	no -- $25/mo fee involved	rejected
80	9780380728855	The True Confessions of Charlotte Doyle	rejected	0.00	no -- $25/mo fee involved	rejected
20	9780545477116	The True Confessions of Charlotte Doyle (Scholastic Edition)	rejected	0.00	no -- $25/mo fee involved	rejected
52	9780451530974	Treasure Island	rejected	0.00	no -- $25/mo fee involved	rejected