



HUDSON PUBLIC SCHOOLS  
155 Apsley Street  
Hudson, Massachusetts 01749  
978.567.6100

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**HUDSON SCHOOL COMMITTEE MEETING**  
**October 9, 2018**  
**155 Apsley Street – Administration Building**  
**7:00 p.m.**

AGENDA

**I. Call the Meeting to Order**

**II. Minutes of the Following Meeting Presented for Approval:**

Regular Meeting: September 25, 2018

**III. Public Participation:**

*In order to efficiently conduct the business of the School Committee and provide for public input, please keep in mind the following:*

- *Speakers should address their issues and concerns, and avoid personal attacks;*
- *Persons addressing the Committee should refrain from reading long statements. If such statements are considered necessary for background material, then these statements should be furnished to the Committee prior to the meeting; and*
- *Persons addressing the Committee should limit their statements to approximately two minutes.*

**IV. Reports**

1. Report of the Superintendent: 2018 MCAS Results- Accountability and Assistance Levels
2. Subcommittee Reports (if needed)
3. Student Report (if any)

**V. Matters for Discussion:**

1. First Reading of Proposed Adoption of School Committee Policy BEDB-E
2. Sub-Committees: Strategic Goals – Meeting Dates
3. Parent Forum Feedback

**VI. Matters for Action:**

1. Second Reading and Approval of Proposed Description of Subcommittees and Other School Committee Responsibilities
2. Approval of Hudson High School Drama Society Overnight Field Trip to New York City April 9-10, 2019
3. Approval of Grants Awarded
4. Approval of Reclassifications of Funds (if needed)
5. Items of Interest to the School Committee



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**VII. Executive Session/Adjournment:**

To discuss strategy in preparation for negotiations with union personnel (Hudson School Secretarial Association) whereas discussion in an open session may have a detrimental effect on the legal position of the Committee.

To discuss strategy in preparation for negotiations with non-union personnel (Cathy Kilcoyne) whereas discussion in an open session may have a detrimental effect on the legal position of the Committee.

The Agenda reflects topics that the Chairperson reasonably anticipates will be discussed.

*Not Approved*

**Hudson School Committee  
Open Session Minutes**

**Meeting Date:** September 25, 2018

**Location:** 155 Aspley Street

Members present: Glenn Maston, Steven Smith, George Luoto, , Adam Tracy, Nina Ryan and Matthew McDowell

Members absent: Elizabeth Hallsworth

Others present: Dr. Marco C. Rodrigues, Superintendent  
Annamarie O'Donnell, Recording Secretary

**I. Call the Meeting to Order –7:01 p.m.**

The meeting was called to order by Committee Chair, Glenn Maston.

**II. Approval of Minutes:**

Regular Meeting: September 11, 2018

A motion to approve the minutes of September 11, 2018 was made by Mr. Luoto and seconded by Mr. Smith. On a vote of 6-0, the motion passed.

**III. Public Participation:**

Beth Langlois parent of a 2<sup>nd</sup> and a 4<sup>th</sup> grader stated that she is looking forward to the Parent Forum and asked the following questions:

- 1.) Will the forum be televised for parents unable to attend?
- 2.) Are members of the School Committee going to attend?

Mr. Maston confirmed that we are not equipped for the forum to be televised and that representatives from the School Committee will be in attendance.

**IV. Reports:**

**Report of the Superintendent**

Dr. Rodrigues reported on Student Enrollment, School Choice, and Class Sizes with the following Highlights:

- Dr. Rodrigues noted declining student enrollment in his entry plan. The 2016-2017 School Attendance report from DESE had 96.4 % of students in Hudson attending Hudson Schools with about 3.7% enrolled elsewhere. Hudson Public Schools have continued to experience declining enrollment over time.

- An important date for student enrollment is approaching. On Oct 1, 2018 the Hudson Public Schools will have to certify student enrollment numbers. This certification of the number of students attending Hudson Public Schools will dictate the process for the FY20 budget numbers.
- The district had 2624 students enrolled on Sept 18. As of Sept 25, there are 2626 students. Dr. Rodrigues stated that he would continue to look at fluctuations at enrollment very specifically.
- The district had 54 students unofficially transfer to Assabet Valley and 25 students to AMSA. These numbers will be certified officially from DESE in late January or early February.
- School Choice is also a focus when looking at student enrollment. The District typically enrolls about 100 students through School Choice leading to about \$500K in revenue for the District. At the close of FY18, Hudson Public Schools certified 115 students. This year there are currently 81 students enrolled through School Choice. The variation is primarily due to 25 seniors that graduated. Dr. Rodrigues stated that we must pay attention to these fluctuations for their implications on budgets and classes.
- The Entry Findings report showed large variations in class size. Today we have the following variations:
  - At the Elementary Schools there are class sizes from as low as 15 to as high as 23.
  - At the Quinn Middle School there are 2 teams this year vs. 3 teams last year.
    - In the core content areas the student view (what the students are experiencing in the classroom) shows an average of 19.4 students per class this year compared to an average of 16.16 students per class last year.
    - In the related arts areas, there are fewer courses per grade than this year.
  - Dr. Rodrigues shared the following regarding class sizes at Hudson High School:
    - Class size becomes more complex due to the schedule component.
    - The High School offers an impressive 258 courses with 150 of them being electives. This gives students a rich composition of electives to offer different experiences to students.
    - Dr. Rodrigues reported that 95% of the students' course requests were honored this year, but that student requests must be balanced with many other things including contractual obligations. Because of this, there will continue to be a large range of class sizes at the high school.
    - Dr. Rodrigues noted the constraints and drivers of a schedule and that every time you add priorities you add constraints.
- Dr. Rodrigues shared that all the Middle and High School scheduling staff had to learn the new scheduling process with implementation of Aspen.

Dr. Rodrigues summarized that at all levels there are a variety of scenarios of class sizes on both sides of the target class size. This is due to the complexities of needing to balance the

core courses required, compliance and contractual issues, and providing each student a rich array of electives.

Discussion ensued as Committee members expressed their concerns regarding class size and the rotating schedule at the high school, the budgetary crunch, and whether or not the District is promoting the variety of electives well enough.

Dr. Rodrigues shared that we have looked into the numbers at the High School and the Stabilization Plan defines that any class below 12 requires justification and approval by the Superintendent.

Dr. Rodrigues stated that when building the schedule, there is a need to look at the core content needs and exhaust those staff before offering electives. The District continues to examine the efficiencies of the schedule to safeguard what is important and will continue to monitor that the schedule is doing what we want.

Committee Chair, Glenn Maston asked if the Committee is able to get feedback on the scheduling process before the end of the school year.

Hudson High School Principal, Jonathan Bourn and Director of Guidance, Angie Flynn responded that even though course requests are available early on, there are many other drivers that do not come into play until much later. They also explained the priorities of Aspen when building a schedule to the Committee.

Discussion ensued relative to the number of seniors eligible for X block and whether or not this privilege is becoming a resource constraint.

Ms. Flynn outlined the requirements to be eligible for X block and reported that about 25% of the senior class are currently eligible.

Discussion ensued regarding the accuracy of the DESE School Attendance Report numbers.

Dr. Rodrigues stated he will provide some information on how these numbers are calculated.

### **Subcommittee Reports**

Mr. Smith reported that the Policy Subcommittee had met earlier that evening. He noted the following:

- The subcommittee will begin review of the “G” policies at the next Subcommittee meeting
- The updated policy on the agenda format will be ready for the first reading at the next School Committee meeting,
- The subcommittee has begun a discussion on School Committee involvement in the hiring process.
- The subcommittee will continue working on the Facilities Usage Policy at the next policy subcommittee meeting.

**Student Report**

None.

V. **Matters for Discussion:**

1. First Reading of Proposed Description of Subcommittees and Other School Committee Responsibilities

Mr. Smith gave some background and stated that the purpose of this information is to make people aware of what the subcommittees do and how often they meet. This document will be used to support the new policy on onboarding of new committee members.

Discussion ensued relative to where this document would be posted.

Committee Chair, Glenn Maston stated that there would be a vote on where to post this information at the next School Committee meeting.

2. Sub-Committees: Strategic Goals - Action Steps

Dr. Rodrigues stated that the subcommittee on strategic goals should reconvene and begin developing the next action steps.

Discussion ensued relative to the Committee beginning work on the third goal as well as the Superintendent's Goals Subcommittee meeting schedule.

Committee Chair, Glenn Maston, stated that the proposed schedule of meeting dates will be discussed at the next scheduled School Committee meeting.

**Matters for Action:**

VI.

1. Approval of Contract with Needham Electric Supply in the Amount of \$14,015.14 for the J.L. Mulready Elementary School Electrical Service Replacement Materials: Funding source is Warrant Article #3325

A motion to approve the Contract with Needham Electric Supply in the amount of \$14,015.14 for the J.L. Mulready Elementary School Electrical Service Replacement Materials with a funding source under Warrant Article #3325 was made by Mr. Luoto and seconded by Mr. Smith. On a vote of 6-0, the motion passed.

2. Approval of Hudson High School Grade 9 Overnight Field Trip to Washington D.C. April 23-27, 2019

*Not Approved*

A motion to approve the Hudson High School Grade 9 Overnight Field Trip to Washington D.C. April 23-27, 2019 was made by Mr. Smith and seconded by Mr. Luoto.

Discussion ensued about students and their ability to participate. Mr. Bourn told the Committee that it is always a point of emphasis to make sure that all eligible students are able to go if they want to.

On a vote of 6-0, the motion passed.

**Reclassifications:**

Ms. Ryan noticed an error on reclassification of funds No.1, as presented.

Dr. Rodrigues will bring the corrected reclassification of funds No.1 to the next School Committee meeting for vote.

**Items of Interest to the School Committee:**

Ms. Ryan shared that she would be doing a walk through of as many schools as possible with Dr. Rodrigues on October 3. All Committee members are welcome to join them.

**Executive Session/Adjournment**

VII. At 7:59 p.m., Committee Chair, Glenn Maston, noted that Executive Session was needed for the following reasons:

1. To conduct negotiations with non-union personnel whereas discussion in an open session may have a detrimental effect on the legal position of the Committee.
2. To conduct negotiations with union personnel (Hudson Education Association) whereas discussion in an open session may have a detrimental effect on the legal position of the Committee.

Vote by roll call:

Mr. Maston    yes  
Mr. Smith    yes  
Mr. Luoto    yes  
Mr. Tracy    yes  
Ms. Ryan    yes  
Mr. McDowell yes

Committee Chair, Glenn Maston, announced that the Committee would enter Executive Session and not return to Public Session.

*Not Approved*

Respectfully submitted,

Elizabeth Hallsworth, Secretary  
Hudson School Committee



#### IV. Report of the Superintendent



OCTOBER 9, 2018

# Hudson Public Schools

## REPORT OF THE SUPERINTENDENT

MARCO C. RODRIGUES, ED.D.

SUPERINTENDENT EVALUATION RUBRIC

Standard I: Indicators I C, D

Standard III: Indicators III C

Standard IV: Indicators IV A, C, E



**I. 2018 MCAS RESULTS**

The Department of Elementary and Secondary Education (DESE) released on September 27<sup>th</sup> the 2018 MCAS Results and the new Accountability and Assistance Level for districts and schools. This is the second year of next-generation MCAS results for grades 3-8. The Next-generation MCAS was administered in English language arts and mathematics.

| Next-Generation MCAS Achievement Level | Next-Generation MCAS Scaled Score Range | MCAS-Alt Achievement Level | MCAS-Alt Scaled Score |
|--|---|----------------------------|-----------------------|
| Exceeding Expectations                 | 530-560                                 |                            |                       |
| Meeting Expectations                   | 500-529                                 | Progressing                | 500                   |
| Partially Meeting Expectations         | 470-499                                 | Emerging                   | 485                   |
|  |   | Awareness                  | 470                   |
| Not Meeting Expectations               | 440-469                                 | Portfolio Incomplete       | 455                   |

The “legacy” MCAS test was administered in science and technology/engineering in grades 5 and 8 and in English language arts, mathematics, and science and technology/engineering in High School.

| Legacy MCAS Achievement Level | Legacy MCAS Achievement Level Score Range | MCAS-Alt Achievement Level | Points per Student |
|-------------------------------|---|----------------------------|--------------------|
| Proficient or Advanced        | 240-280                                   | Achievement Level          | 100                |
| Needs Improvement – High      | 230-238                                   | Progressing                | 75                 |
| Needs Improvement – Low       | 220-228                                   | (certain disabilities)     | 50                 |
| Warning/Failing – High        | 210-218                                   | Progressing or Emerging    | 25                 |
| Warning/Failing – Low         | 200-208                                   | Portfolio not Submitted    | 0                  |

Because the next-generation MCAS test was built with different achievement levels as compared to the legacy MCAS test, it is not appropriate to make direct comparisons of the “meeting expectations and exceeding expectations” achievement levels on the next-generation MCAS and the “Proficient and/or Advanced” performance levels on the legacy MCAS. The next-generation tests will be introduced at the high school level in English language arts and math in spring 2019, but the minimum passing level will not change until the class of 2023.

Over 1,600 Hudson Public School students participated in the MCAS testing. Of the students who participated in the next-generation MCAS test, 52 percent of students “met or exceeded expectations” on the ELA assessments administered to students in grades 3-8. Students in grades 4, 7, and 8 had the highest proportion in meeting or exceeding expectations on the ELA test with 57 percent at grade 4 and 53 percent at grades 7 and 8 (see Table 1).

Table 1

| Hudson Public Schools: English Language Arts Next Generation MCAS Results by Grade Level |                             |                                     |                          |                        |                                  |                            |                       |                   |                |
|--|-----------------------------|-------------------------------------|--------------------------|------------------------|----------------------------------|----------------------------|-----------------------|-------------------|----------------|
| Grade Level  | Number of Students Included | % Meeting or Exceeding Expectations | % Exceeding Expectations | % Meeting Expectations | % Partially Meeting Expectations | % Not Meeting Expectations | Average Scaled Scores | District Mean SGP | State Mean SGP |
| 3-8  | 1,260                       | 52                                  | 9                        | 43                     | 37                               | 11                         | 501                   | 53.6              | 50             |
| 3  | 189                         | 52                                  | 8                        | 44                     | 42                               | 6                          | 502.6                 | N/A               | N/A            |
| 4  | 214                         | 56                                  | 6                        | 50                     | 36                               | 8                          | 501.8                 | 53.8              | 50             |
| 5  | 233                         | 47                                  | 6                        | 41                     | 39                               | 14                         | 498.3                 | 47.8              | 50.1           |
| 6  | 211                         | 52                                  | 11                       | 41                     | 34                               | 14                         | 500.8                 | 53.9              | 50             |
| 7  | 204                         | 53                                  | 16                       | 37                     | 37                               | 10                         | 503.8                 | 58.5              | 50             |
| 8  | 209                         | 53                                  | 9                        | 44                     | 33                               | 14                         | 499.3                 | 54.7              | 50             |
| Hudson Public Schools: English Language Arts MCAS Results by Grade Level                 |                             |                                     |                          |                        |                                  |                            |                       |                   |                |
| Grade Level  | Number of Students Included | % Proficient or Advanced            | Advanced                 | Proficient             | Needs Improvement                | Warning/Failing            | CPI                   | District Mean SGP | State Mean SGP |
| 10   | 189                         | 95                                  | 61                       | 34                     | 3                                | 2                          | 98.3                  | 56.9              | 49.9           |

In mathematics, 50 percent of grade 3-8 students either “met or exceeded expectations”. Students in grades 3 and 4 had the highest proportion of students meeting or exceeding expectations with 55 percent and 53 percent respectively.

Grade 10 students participated in the legacy MCAS test. In ELA, 95 percent of students scored Advanced or Proficient while 86 percent of students scored Advanced or Proficient in mathematics (see Table 2).

Table 2

| Hudson Public Schools: Mathematics Next Generation MCAS Results by Grade Level |                             |                                     |                          |                        |                                  |                            |                       |                   |                |
|--|-----------------------------|-------------------------------------|--------------------------|------------------------|----------------------------------|----------------------------|-----------------------|-------------------|----------------|
| Grade Level  | Number of Students Included | % Meeting or Exceeding Expectations | % Exceeding Expectations | % Meeting Expectations | % Partially Meeting Expectations | % Not Meeting Expectations | Average Scaled Scores | District Mean SGP | State Mean SGP |
| 3-8  | 1,262                       | 50                                  | 6                        | 44                     | 40                               | 10                         | 499.1                 | 50.6              | 50             |
| 3  | 190                         | 54                                  | 8                        | 46                     | 38                               | 7                          | 503.1                 | N/A               | N/A            |
| 4  | 215                         | 53                                  | 8                        | 45                     | 38                               | 9                          | 500.1                 | 43.4              | 50.1           |
| 5  | 234                         | 43                                  | 3                        | 40                     | 47                               | 10                         | 496.6                 | 49.9              | 50             |
| 6  | 212                         | 46                                  | 4                        | 42                     | 37                               | 17                         | 495                   | 55.3              | 50             |
| 7  | 205                         | 51                                  | 10                       | 41                     | 45                               | 4                          | 502.5                 | 61.9              | 50             |
| 8  | 206                         | 52                                  | 4                        | 48                     | 37                               | 11                         | 498.1                 | 42.6              | 50             |
| Hudson Public Schools: Mathematics MCAS Results by Grade Level                 |                             |                                     |                          |                        |                                  |                            |                       |                   |                |
| Grade Level  | Number of Students Included | % Proficient or Advanced            | Advanced                 | Proficient             | Needs Improvement                | Warning/Failing            | CPI                   | District Mean SGP | State Mean SGP |
| 10   | 188                         | 85                                  | 55                       | 30                     | 11                               | 4                          | 94.3                  | 61.3              | 49.9           |

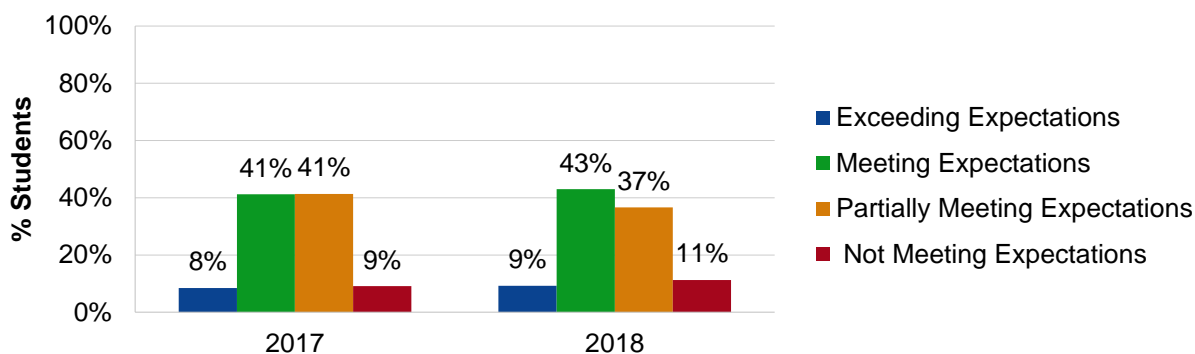
Another important way to identify student progress over time is to examine Student Growth Percentiles (SGP). Massachusetts uses SGPs to measure how a group of students’ achievement has grown or changed over time. The mean SGP is an indicator of how well the typical student in a district, school, or class performed relative to similar students in Massachusetts.

The ELA mean SGP was higher than the statewide growth rate for grades 3-8 with an SGP of 53.6 percent as compared to the state’s 50 percent. The mean SGPs in ELA were highest in grades 6, 7, and 8 with SGPs of 53.9 percent, 58.5 percent, and 54.7 percent respectively.

In mathematics, the mean SGP in grades 3-8 was 50.6 percent, compared to 50.0 percent statewide. The mean SGP in mathematics were highest in grades 6 and 7 with SGPs of 55.3 percent and 61.9 percent respectively.

## English Language Arts

### Grades 3 – 8

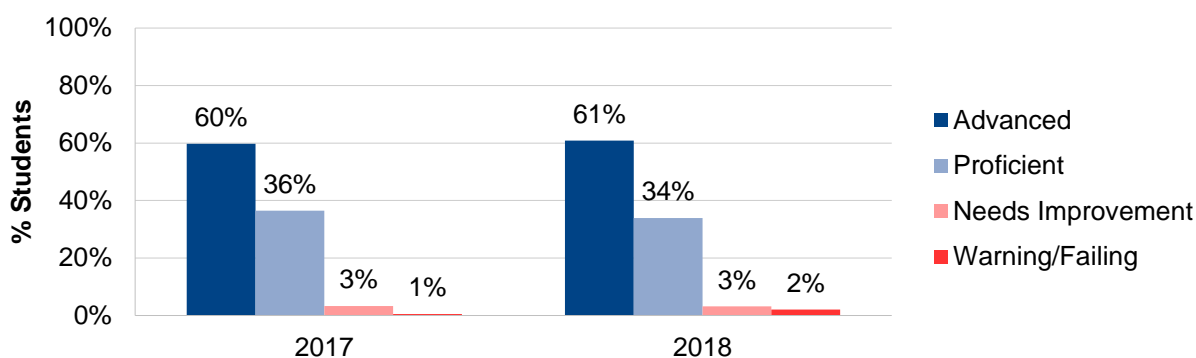


| 2018 - Grades 3-8 English Language Arts     | % Meeting or Exceeding Expectations | % Exceeding Expectations | % Meeting Expectations | % Partially Meeting Expectations | % Not Meeting Expectations | Average SS | N Included |
|---|-------------------------------------|--------------------------|------------------------|----------------------------------|----------------------------|------------|------------|
| <b>All Students</b>                         |                                     |                          |                        |                                  |                            |            |            |
| All Students                                | 52%                                 | 9%                       | 43%                    | 37%                              | 11%                        | 501.0      | 1,260      |
| <b>Economic Status</b>                      |                                     |                          |                        |                                  |                            |            |            |
| Economically Disadvantaged                  | 37%                                 | 5%                       | 32%                    | 41%                              | 22%                        | 491.1      | 335        |
| Non-Economically Disadvantaged              | 58%                                 | 11%                      | 47%                    | 35%                              | 7%                         | 504.6      | 925        |
| <b>Disability Status</b>                    |                                     |                          |                        |                                  |                            |            |            |
| Students w/ Disabilities                    | 10%                                 | 0%                       | 10%                    | 46%                              | 44%                        | 475.6      | 233        |
| Non-Disabled                                | 62%                                 | 11%                      | 50%                    | 35%                              | 4%                         | 506.6      | 1,027      |
| <b>English Language Learner (EL) Status</b> |                                     |                          |                        |                                  |                            |            |            |
| EL  | 15%                                 | 2%                       | 13%                    | 47%                              | 39%                        | 478.6      | 103        |
| Non-EL                                      | 55%                                 | 10%                      | 46%                    | 36%                              | 9%                         | 503.0      | 1,157      |
| <b>Race/Ethnicity</b>                       |                                     |                          |                        |                                  |                            |            |            |
| African Amer./Black                         | 30%                                 | 4%                       | 26%                    | 48%                              | 22%                        | 487.4      | 23         |
| Asian                                       | 83%                                 | 26%                      | 57%                    | 13%                              | 4%                         | 516.7      | 23         |
| Hispanic/Latino                             | 31%                                 | 5%                       | 27%                    | 45%                              | 24%                        | 488.6      | 131        |
| Multi-Race, Non-Hisp./Lat.                  | 50%                                 | 16%                      | 34%                    | 34%                              | 16%                        | 505.7      | 38         |
| Nat. Haw . or Pacif. Isl.                   |                                     |                          |                        |                                  |                            |            | 1          |
| White                                       | 55%                                 | 9%                       | 45%                    | 36%                              | 9%                         | 502.4      | 1,044      |
| <b>Gender</b>                               |                                     |                          |                        |                                  |                            |            |            |
| Male  | 42%                                 | 4%                       | 38%                    | 42%                              | 16%                        | 494.3      | 607        |
| Female                                      | 62%                                 | 14%                      | 48%                    | 31%                              | 7%                         | 507.3      | 653        |
| <b>Title 1 Status</b>                       |                                     |                          |                        |                                  |                            |            |            |
| Title 1                                     | 18%                                 | 0%                       | 18%                    | 70%                              | 12%                        | 486.2      | 74         |
| Non-Title 1                                 | 54%                                 | 10%                      | 45%                    | 35%                              | 11%                        | 502.0      | 1,186      |
| <b>High Needs Status</b>                    |                                     |                          |                        |                                  |                            |            |            |
| High Needs                                  | 30%                                 | 4%                       | 26%                    | 45%                              | 25%                        | 488.3      | 540        |
| Non-High Needs                              | 68%                                 | 13%                      | 55%                    | 31%                              | 1%                         | 510.5      | 720        |
| <b>Former EL Status</b>                     |                                     |                          |                        |                                  |                            |            |            |
| Former EL                                   | 48%                                 | 7%                       | 41%                    | 43%                              | 8%                         | 499.3      | 97         |
| <b>EL and Former EL Status</b>              |                                     |                          |                        |                                  |                            |            |            |
| EL and Former EL                            | 31%                                 | 5%                       | 27%                    | 45%                              | 24%                        | 488.8      | 200        |
| <b>Ever EL Status</b>                       |                                     |                          |                        |                                  |                            |            |            |
| Ever EL                                     | 33%                                 | 5%                       | 28%                    | 44%                              | 23%                        | 489.8      | 213        |

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

## English Language Arts

### Grade 10

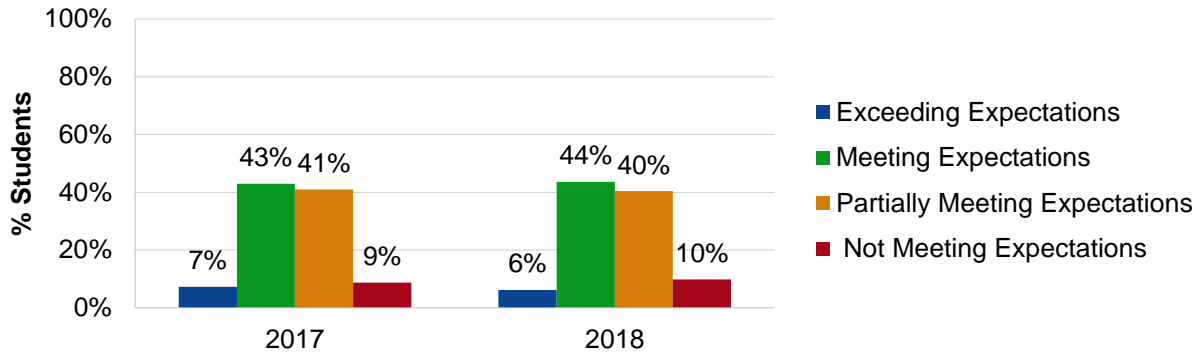


| 2018 - Grade 10 English Language Arts       | % Proficient or Higher | % Advanced | % Proficient | % Needs Improv. | % Warning/Failing | N Included |
|---|------------------------|------------|--------------|-----------------|-------------------|------------|
| <b>All Students</b>                         |                        |            |              |                 |                   |            |
| All Students                                | 95%                    | 61%        | 34%          | 3%              | 2%                | 189        |
| <b>Economic Status</b>                      |                        |            |              |                 |                   |            |
| Economically Disadvantaged                  | 90%                    | 37%        | 54%          | 7%              | 2%                | 41         |
| Non-Economically Disadvantaged              | 96%                    | 68%        | 28%          | 2%              | 2%                | 148        |
| <b>Disability Status</b>                    |                        |            |              |                 |                   |            |
| Students w / Disabilities                   | 69%                    | 27%        | 42%          | 15%             | 15%               | 26         |
| Non-Disabled                                | 99%                    | 66%        | 33%          | 1%              | 0%                | 163        |
| <b>English Language Learner (EL) Status</b> |                        |            |              |                 |                   |            |
| EL  | 77%                    | 0%         | 77%          | 23%             | 0%                | 13         |
| Non-EL                                      | 96%                    | 65%        | 31%          | 2%              | 2%                | 176        |
| <b>Race/Ethnicity</b>                       |                        |            |              |                 |                   |            |
| African Amer./Black                         |                        |            |              |                 |                   | 1          |
| Asian                                       |                        |            |              |                 |                   | 2          |
| Hispanic/Latino                             | 88%                    | 35%        | 53%          | 12%             | 0%                | 17         |
| Multi-Race, Non-Hisp./Lat.                  |                        |            |              |                 |                   | 1          |
| White                                       | 95%                    | 64%        | 32%          | 2%              | 2%                | 168        |
| <b>Gender</b>                               |                        |            |              |                 |                   |            |
| Male  | 91%                    | 56%        | 36%          | 7%              | 2%                | 90         |
| Female                                      | 98%                    | 66%        | 32%          | 0%              | 2%                | 99         |
| <b>Title 1 Status</b>                       |                        |            |              |                 |                   |            |
| Non-Title 1                                 | 95%                    | 61%        | 34%          | 3%              | 2%                | 189        |
| <b>High Needs Status</b>                    |                        |            |              |                 |                   |            |
| High Needs                                  | 85%                    | 35%        | 49%          | 9%              | 6%                | 65         |
| Non-High Needs                              | 100%                   | 74%        | 26%          | 0%              | 0%                | 124        |
| <b>Former EL Status</b>                     |                        |            |              |                 |                   |            |
| Former EL                                   |                        |            |              |                 |                   | 7          |
| <b>EL and Former EL Status</b>              |                        |            |              |                 |                   |            |
| EL and Former EL                            | 85%                    | 25%        | 60%          | 15%             | 0%                | 20         |
| <b>Ever EL Status</b>                       |                        |            |              |                 |                   |            |
| Ever EL                                     | 89%                    | 37%        | 51%          | 11%             | 0%                | 35         |

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

## Mathematics

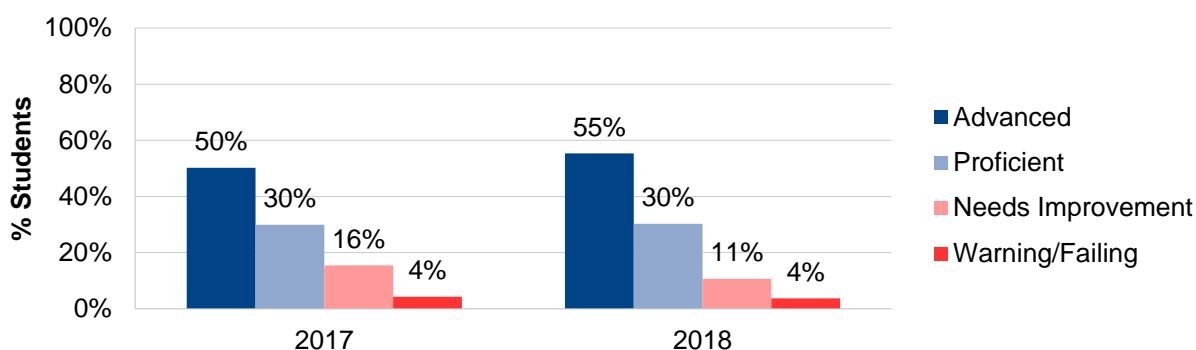
### Grades 3-8



| 2018 - Grades 3-8 - Mathematics  | % Meeting or Exceeding Expectations | % Exceeding Expectations | % Meeting Expectations | % Partially Meeting Expectations | % Not Meeting Expectations | Average SS | N Included |
|--|-------------------------------------|--------------------------|------------------------|----------------------------------|----------------------------|------------|------------|
| <b>All Students</b>  |                                     |                          |                        |                                  |                            |            |            |
| All Students   | 50%                                 | 6%                       | 44%                    | 40%                              | 10%                        | 499.1      | 1,262      |
| <b>Economic Status</b>   |                                     |                          |                        |                                  |                            |            |            |
| Economically Disadvantaged   | 28%                                 | 2%                       | 26%                    | 54%                              | 18%                        | 489.1      | 338        |
| Non-Economically Disadvantaged   | 58%                                 | 8%                       | 50%                    | 35%                              | 7%                         | 502.8      | 924        |
| <b>Disability Status</b>   |                                     |                          |                        |                                  |                            |            |            |
| Students w/ Disabilities   | 10%                                 | 0%                       | 9%                     | 53%                              | 37%                        | 477.0      | 234        |
| Non-Disabled   | 59%                                 | 7%                       | 51%                    | 37%                              | 4%                         | 504.0      | 1,028      |
| <b>English Language Learner (EL) Status</b>  |                                     |                          |                        |                                  |                            |            |            |
| EL   | 10%                                 | 0%                       | 10%                    | 58%                              | 31%                        | 478.1      | 105        |
| Non-EL   | 53%                                 | 7%                       | 47%                    | 39%                              | 8%                         | 501.0      | 1,157      |
| <b>Race/Ethnicity</b>  |                                     |                          |                        |                                  |                            |            |            |
| African Amer./Black  | 17%                                 | 0%                       | 17%                    | 70%                              | 13%                        | 486.0      | 23         |
| Asian  | 74%                                 | 30%                      | 43%                    | 26%                              | 0%                         | 517.6      | 23         |
| Hispanic/Latino  | 27%                                 | 2%                       | 26%                    | 49%                              | 23%                        | 487.2      | 132        |
| Multi-Race, Non-Hisp./Lat.   | 50%                                 | 16%                      | 34%                    | 34%                              | 16%                        | 504.9      | 38         |
| Nat. Haw. or Pacif. Isl.   |                                     |                          |                        |                                  |                            |            | 1          |
| White  | 53%                                 | 6%                       | 47%                    | 39%                              | 8%                         | 500.4      | 1,045      |
| <b>Gender</b>  |                                     |                          |                        |                                  |                            |            |            |
| Male   | 45%                                 | 6%                       | 39%                    | 43%                              | 12%                        | 496.7      | 607        |
| Female   | 54%                                 | 7%                       | 48%                    | 38%                              | 8%                         | 501.4      | 655        |
| <b>Title 1 Status</b>  |                                     |                          |                        |                                  |                            |            |            |
| Title 1  | 16%                                 | 0%                       | 16%                    | 63%                              | 21%                        | 481.9      | 76         |
| Non-Title 1  | 52%                                 | 7%                       | 45%                    | 39%                              | 9%                         | 500.2      | 1,186      |
| <b>High Needs Status</b>   |                                     |                          |                        |                                  |                            |            |            |
| High Needs   | 24%                                 | 2%                       | 23%                    | 55%                              | 21%                        | 486.7      | 544        |
| Non-High Needs   | 69%                                 | 10%                      | 59%                    | 30%                              | 1%                         | 508.4      | 718        |
| <b>Former EL Status</b>  |                                     |                          |                        |                                  |                            |            |            |
| Former EL  | 43%                                 | 3%                       | 40%                    | 51%                              | 6%                         | 497.0      | 97         |
| <b>EL and Former EL Status</b>   |                                     |                          |                        |                                  |                            |            |            |
| EL and Former EL   | 26%                                 | 1%                       | 25%                    | 54%                              | 19%                        | 487.2      | 202        |
| <b>Ever EL Status</b>  |                                     |                          |                        |                                  |                            |            |            |
| Ever EL  | 28%                                 | 1%                       | 27%                    | 53%                              | 19%                        | 487.8      | 214        |
| NOTE: Achievement level percentages are not calculated for student groups of less than 10. |                                     |                          |                        |                                  |                            |            |            |

## Mathematics

### Grade 10



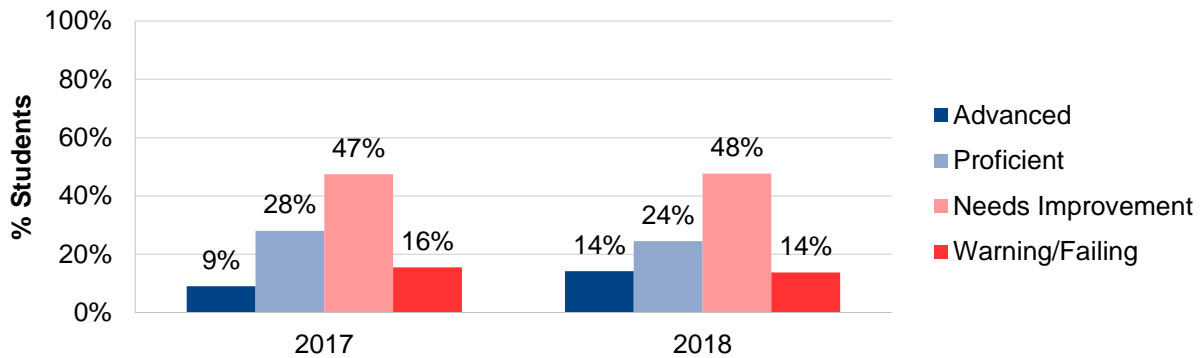
| 2018 - Grade 10 - Mathematics               | % Proficient or Higher | % Advanced | % Proficient | % Needs Improv. | % Warning/Failing | N Included |
|---|------------------------|------------|--------------|-----------------|-------------------|------------|
| <b>All Students</b>                         |                        |            |              |                 |                   |            |
| All Students                                | 86%                    | 55%        | 30%          | 11%             | 4%                | 188        |
| <b>Economic Status</b>                      |                        |            |              |                 |                   |            |
| Economically Disadvantaged                  | 69%                    | 29%        | 40%          | 26%             | 5%                | 42         |
| Non-Economically Disadvantaged              | 90%                    | 63%        | 27%          | 6%              | 3%                | 146        |
| <b>Disability Status</b>                    |                        |            |              |                 |                   |            |
| Students w/ Disabilities                    | 52%                    | 24%        | 28%          | 28%             | 20%               | 25         |
| Non-Disabled                                | 91%                    | 60%        | 31%          | 8%              | 1%                | 163        |
| <b>English Language Learner (EL) Status</b> |                        |            |              |                 |                   |            |
| EL  | 62%                    | 8%         | 54%          | 23%             | 15%               | 13         |
| Non-EL                                      | 87%                    | 59%        | 29%          | 10%             | 3%                | 175        |
| <b>Race/Ethnicity</b>                       |                        |            |              |                 |                   |            |
| African Amer./Black                         |                        |            |              |                 |                   | 1          |
| Asian                                       |                        |            |              |                 |                   | 2          |
| Hispanic/Latino                             | 82%                    | 35%        | 47%          | 12%             | 6%                | 17         |
| Multi-Race, Non-Hisp./Lat.                  |                        |            |              |                 |                   | 1          |
| White                                       | 86%                    | 57%        | 29%          | 10%             | 4%                | 167        |
| <b>Gender</b>                               |                        |            |              |                 |                   |            |
| Male  | 83%                    | 55%        | 28%          | 11%             | 6%                | 88         |
| Female                                      | 88%                    | 56%        | 32%          | 10%             | 2%                | 100        |
| <b>Title 1 Status</b>                       |                        |            |              |                 |                   |            |
| Non-Title 1                                 | 86%                    | 55%        | 30%          | 11%             | 4%                | 188        |
| <b>High Needs Status</b>                    |                        |            |              |                 |                   |            |
| High Needs                                  | 66%                    | 31%        | 35%          | 23%             | 11%               | 65         |
| Non-High Needs                              | 96%                    | 68%        | 28%          | 4%              | 0%                | 123        |
| <b>Former EL Status</b>                     |                        |            |              |                 |                   |            |
| Former EL                                   |                        |            |              |                 |                   | 7          |
| <b>EL and Former EL Status</b>              |                        |            |              |                 |                   |            |
| EL and Former EL                            | 60%                    | 20%        | 40%          | 30%             | 10%               | 20         |
| <b>Ever EL Status</b>                       |                        |            |              |                 |                   |            |
| Ever EL                                     | 65%                    | 29%        | 35%          | 29%             | 6%                | 34         |

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



## Science and Technology/Engineering

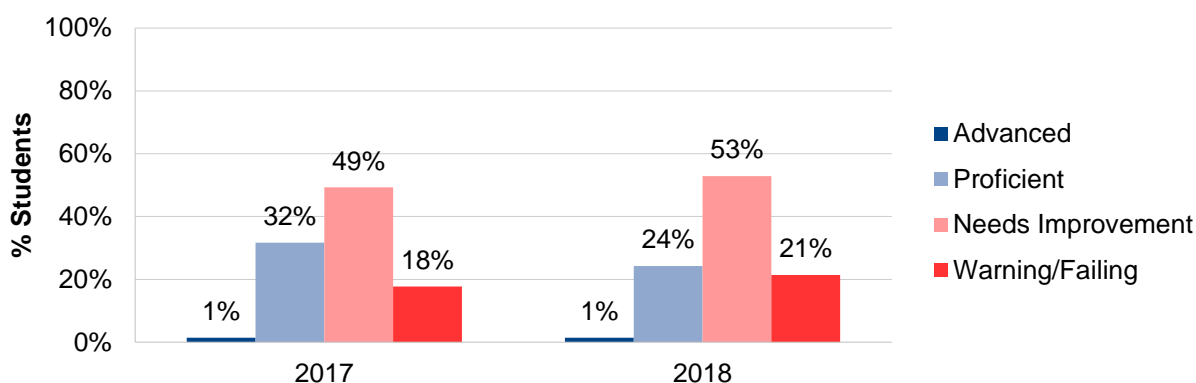
### Grade 5



| 2018 - Grade 5 - Science and Technology/Engineering  | % Proficient or Higher | % Advanced | % Proficient | % Needs Improv. | % Warning/Failing | N Included |
|--|------------------------|------------|--------------|-----------------|-------------------|------------|
| <b>All Students</b>  |                        |            |              |                 |                   |            |
| All Students   | 39%                    | 14%        | 24%          | 48%             | 14%               | 233        |
| <b>Economic Status</b>   |                        |            |              |                 |                   |            |
| Economically Disadvantaged   | 20%                    | 5%         | 16%          | 53%             | 27%               | 64         |
| Non-Economically Disadvantaged   | 46%                    | 18%        | 28%          | 46%             | 9%                | 169        |
| <b>Disability Status</b>   |                        |            |              |                 |                   |            |
| Students w / Disabilities  | 12%                    | 2%         | 10%          | 45%             | 43%               | 49         |
| Non-Disabled   | 46%                    | 17%        | 28%          | 48%             | 6%                | 184        |
| <b>English Language Learner (EL) Status</b>  |                        |            |              |                 |                   |            |
| EL   | 0%                     | 0%         | 0%           | 53%             | 47%               | 15         |
| Non-EL   | 41%                    | 15%        | 26%          | 47%             | 11%               | 218        |
| <b>Race/Ethnicity</b>  |                        |            |              |                 |                   |            |
| African Amer./Black  |                        |            |              |                 |                   | 5          |
| Asian  |                        |            |              |                 |                   | 5          |
| Hispanic/Latino  | 21%                    | 0%         | 21%          | 45%             | 34%               | 29         |
| Multi-Race, Non-Hisp./Lat.   | 27%                    | 13%        | 13%          | 33%             | 40%               | 15         |
| White  | 42%                    | 16%        | 26%          | 50%             | 8%                | 179        |
| <b>Gender</b>  |                        |            |              |                 |                   |            |
| Male   | 33%                    | 10%        | 22%          | 53%             | 14%               | 116        |
| Female   | 44%                    | 18%        | 26%          | 42%             | 14%               | 117        |
| <b>Title 1 Status</b>  |                        |            |              |                 |                   |            |
| Title 1  |                        |            |              |                 |                   | 2          |
| Non-Title 1  | 39%                    | 14%        | 25%          | 48%             | 13%               | 231        |
| <b>High Needs Status</b>   |                        |            |              |                 |                   |            |
| High Needs   | 19%                    | 4%         | 16%          | 54%             | 27%               | 108        |
| Non-High Needs   | 55%                    | 23%        | 32%          | 42%             | 2%                | 125        |
| <b>Former EL Status</b>  |                        |            |              |                 |                   |            |
| Former EL  | 13%                    | 0%         | 13%          | 87%             | 0%                | 15         |
| <b>EL and Former EL Status</b>   |                        |            |              |                 |                   |            |
| EL and Former EL   | 7%                     | 0%         | 7%           | 70%             | 23%               | 30         |
| <b>Ever EL Status</b>  |                        |            |              |                 |                   |            |
| Ever EL  | 7%                     | 0%         | 7%           | 70%             | 23%               | 30         |
| NOTE: Achievement level percentages are not calculated for student groups of less than 10. |                        |            |              |                 |                   |            |

## Science and Technology/Engineering

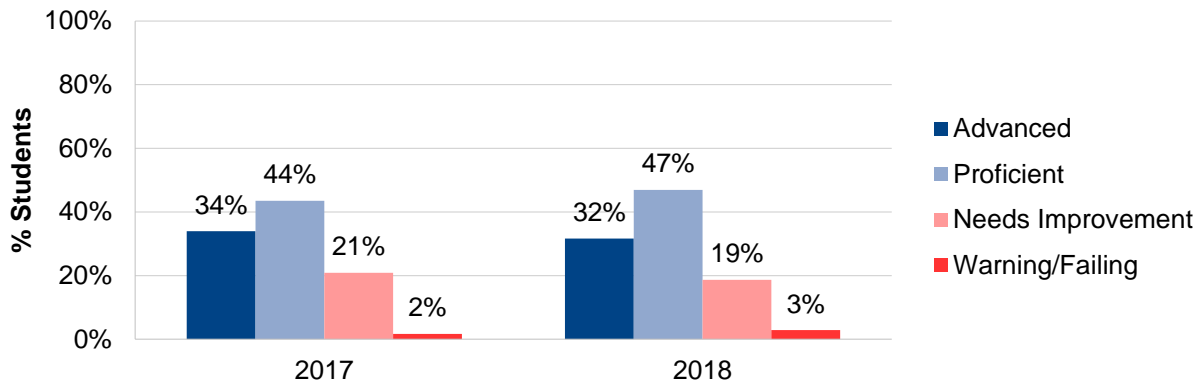
### Grade 8



| 2018 - Grade 8 - Science and Technology/Engineering  | % Proficient or Higher | % Advanced | % Proficient | % Needs Improv. | % Warning/Failing | N Included |
|--|------------------------|------------|--------------|-----------------|-------------------|------------|
| <b>All Students</b>  |                        |            |              |                 |                   |            |
| All Students   | 26%                    | 1%         | 24%          | 53%             | 21%               | 206        |
| <b>Economic Status</b>   |                        |            |              |                 |                   |            |
| Economically Disadvantaged   | 4%                     | 0%         | 4%           | 45%             | 51%               | 49         |
| Non-Economically Disadvantaged   | 32%                    | 2%         | 31%          | 55%             | 12%               | 157        |
| <b>Disability Status</b>   |                        |            |              |                 |                   |            |
| Students w / Disabilities  | 0%                     | 0%         | 0%           | 21%             | 79%               | 33         |
| Non-Disabled   | 31%                    | 2%         | 29%          | 59%             | 10%               | 173        |
| <b>English Language Learner (EL) Status</b>  |                        |            |              |                 |                   |            |
| EL   | 0%                     | 0%         | 0%           | 36%             | 64%               | 11         |
| Non-EL   | 27%                    | 2%         | 26%          | 54%             | 19%               | 195        |
| <b>Race/Ethnicity</b>  |                        |            |              |                 |                   |            |
| African Amer./Black  |                        |            |              |                 |                   | 6          |
| Hispanic/Latino  | 16%                    | 0%         | 16%          | 42%             | 42%               | 19         |
| Multi-Race, Non-Hisp./Lat.   |                        |            |              |                 |                   | 5          |
| Nat. Haw . or Pacif. Isl.  |                        |            |              |                 |                   | 1          |
| White  | 27%                    | 2%         | 26%          | 54%             | 19%               | 175        |
| <b>Gender</b>  |                        |            |              |                 |                   |            |
| Male   | 22%                    | 1%         | 21%          | 52%             | 27%               | 97         |
| Female   | 29%                    | 2%         | 28%          | 54%             | 17%               | 109        |
| <b>Title 1 Status</b>  |                        |            |              |                 |                   |            |
| Title 1  |                        |            |              |                 |                   | 1          |
| Non-Title 1  | 26%                    | 1%         | 24%          | 53%             | 21%               | 205        |
| <b>High Needs Status</b>   |                        |            |              |                 |                   |            |
| High Needs   | 4%                     | 0%         | 4%           | 43%             | 53%               | 72         |
| Non-High Needs   | 37%                    | 2%         | 35%          | 58%             | 4%                | 134        |
| <b>Former EL Status</b>  |                        |            |              |                 |                   |            |
| Former EL  | 13%                    | 0%         | 13%          | 63%             | 25%               | 16         |
| <b>EL and Former EL Status</b>   |                        |            |              |                 |                   |            |
| EL and Former EL   | 7%                     | 0%         | 7%           | 52%             | 41%               | 27         |
| <b>Ever EL Status</b>  |                        |            |              |                 |                   |            |
| Ever EL  | 15%                    | 0%         | 15%          | 53%             | 32%               | 34         |
| NOTE: Achievement level percentages are not calculated for student groups of less than 10. |                        |            |              |                 |                   |            |

## Science and Technology/Engineering

### Grade 10



| 2018 - Grade 10 - Science and Technology/Engineering | % Proficient or Higher | % Advanced | % Proficient | % Needs Improv. | % Warning/Failing | N Included |
|--|------------------------|------------|--------------|-----------------|-------------------|------------|
| <b>All Students</b>                                  |                        |            |              |                 |                   |            |
| All Students   | 79%                    | 32%        | 47%          | 19%             | 3%                | 177        |
| <b>Economic Status</b>                               |                        |            |              |                 |                   |            |
| Economically Disadvantaged                           | 64%                    | 8%         | 56%          | 31%             | 6%                | 36         |
| Non-Economically Disadvantaged                       | 82%                    | 38%        | 45%          | 16%             | 2%                | 141        |
| <b>Disability Status</b>                             |                        |            |              |                 |                   |            |
| Students w/ Disabilities                             | 56%                    | 4%         | 52%          | 32%             | 12%               | 25         |
| Non-Disabled   | 82%                    | 36%        | 46%          | 16%             | 1%                | 152        |
| <b>English Language Learner (EL) Status</b>          |                        |            |              |                 |                   |            |
| EL   |                        |            |              |                 |                   | 9          |
| Non-EL   | 80%                    | 33%        | 48%          | 18%             | 2%                | 168        |
| <b>Race/Ethnicity</b>                                |                        |            |              |                 |                   |            |
| African Amer./Black                                  |                        |            |              |                 |                   | 1          |
| Asian  |                        |            |              |                 |                   | 1          |
| Hispanic/Latino                                      | 62%                    | 23%        | 38%          | 23%             | 15%               | 13         |
| Multi-Race, Non-Hisp./Lat.                           |                        |            |              |                 |                   | 1          |
| White  | 80%                    | 32%        | 47%          | 19%             | 2%                | 161        |
| <b>Gender</b>  |                        |            |              |                 |                   |            |
| Male   | 77%                    | 29%        | 48%          | 20%             | 3%                | 86         |
| Female   | 80%                    | 34%        | 46%          | 18%             | 2%                | 91         |
| <b>Title 1 Status</b>                                |                        |            |              |                 |                   |            |
| Non-Title 1  | 79%                    | 32%        | 47%          | 19%             | 3%                | 177        |
| <b>High Needs Status</b>                             |                        |            |              |                 |                   |            |
| High Needs   | 61%                    | 9%         | 52%          | 30%             | 9%                | 56         |
| Non-High Needs                                       | 87%                    | 42%        | 45%          | 13%             | 0%                | 121        |
| <b>Former EL Status</b>                              |                        |            |              |                 |                   |            |
| Former EL  |                        |            |              |                 |                   | 6          |
| <b>EL and Former EL Status</b>                       |                        |            |              |                 |                   |            |
| EL and Former EL                                     | 60%                    | 13%        | 47%          | 27%             | 13%               | 15         |
| <b>Ever EL Status</b>                                |                        |            |              |                 |                   |            |
| Ever EL  | 61%                    | 16%        | 45%          | 32%             | 6%                | 31         |

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

## II. Accountability and Assistance Levels

### 1. PURPOSE

The purpose of the new accountability system is to provide clear, actionable information to families, community members, and the public about district and school performance. The framework for the new accountability system allows DESE to identify districts and schools that require assistance or intervention, as well as those that are demonstrating success. It maintains a single statewide accountability system that aligns with the Commonwealth's priorities while meeting federal education requirements.

Highlights of the new system include:

- The inclusion of additional accountability indicators, which provide information about district and school performance and student opportunities beyond test scores;
- A focus on raising the performance of each district's or school's lowest performing students in addition to the performance of the district or school as a whole; and
- The discontinuation of accountability and assistance levels (Levels 1 to 5), which have been replaced with accountability categories that better define the progress that districts and schools are making and the type of support or assistance they require from DESE.

### 2. ACCOUNTABILITY INDICATORS FOR DISTRICTS AND SCHOOLS

Most public school districts in Massachusetts serve grades K through 12. Additionally, there are some schools, referred to as middle/high schools, which serve a combination of non-high school and high school grades (e.g., grades 7 through 12, grades K through 12, etc.). Because results from the Next-Generation MCAS tests cannot be combined with results from the legacy MCAS tests, accountability determinations for K-12 districts and middle/high or K-12 schools are made by assessing each district, school, and subgroup's performance on each of the accountability indicators in non-high school and high school grades separately. The indicators are:

Table 3

| Indicators for Non-High School Grades   | Indicators for High School Grades  |
|---|--|
| <ul style="list-style-type: none"><li>• ELA average composite scaled score</li><li>• Mathematics average composite scaled score</li><li>• Science CPI</li><li>• ELA SGP</li><li>• Mathematics SGP</li><li>• Progress toward English proficiency</li><li>• Chronic absenteeism</li></ul> | <ul style="list-style-type: none"><li>• ELA CPI</li><li>• Mathematics CPI</li><li>• Science CPI</li><li>• ELA SGP</li><li>• Mathematics SGP</li><li>• Progress toward English proficiency</li><li>• Four-year cohort graduation rate</li><li>• Extended engagement rate</li><li>• Annual dropout rate</li><li>• Chronic absenteeism</li><li>• Advanced coursework completion</li></ul> |

### 3. REPORTED MEASURES

Accountability determinations consist of a normative component and a criterion-referenced component, which are used to classify districts and schools into accountability categories.

#### Normative Component

The normative component, or accountability percentile, measures the performance of all students in a school compared to other schools in the state. This measure is reported as a percentile, from 1 to 99, which is calculated using all available accountability indicators for a school. Schools are grouped together based on the statewide assessments that they administer: non-high schools, serving a combination of grades 3 through 8; middle/high and K-12 schools, serving one or more grades 3 through 8 and grade 10; and high schools, where the only tested grade is grade 10.

The accountability percentile is calculated only at the school level; it is not calculated at the district level. Additionally, accountability percentiles are not calculated for schools ending in grade 3 or other small schools that do not have sufficient achievement and growth data.

In the first year of reporting, the accountability percentile is based only on data from 2018. However, DESE intends to build up to a system that includes multiple years of data.

#### Criterion-Referenced Component

The criterion-referenced component measures a district or school’s progress toward improvement targets. In the new accountability system, DESE uses data from all students in the district or school and the lowest performing students in the district or school to determine overall progress toward targets.

#### Target Setting

Targets are set for each accountability indicator for the school as a whole & for the lowest performing students in each school.

Table 4

| Indicator                        | Non-high schools |                            | High schools & middle/high/K-12 schools |                            |
|----------------------------------|------------------|----------------------------|---|----------------------------|
|                                  | All students     | Lowest performing students | All students                            | Lowest performing students |
| ELA scaled score                 | ✓                | ✓                          | ✓                                       | ✓                          |
| Math scaled score                | ✓                | ✓                          | ✓                                       | ✓                          |
| Science achievement              | ✓                |                            | ✓                                       | ✓                          |
| ELA SGP                          | ✓                | ✓                          | ✓                                       | ✓                          |
| Math SGP                         | ✓                | ✓                          | ✓                                       | ✓                          |
| Four-year cohort graduation rate | N/A              | N/A                        | ✓                                       |                            |
| Extended engagement rate         | N/A              | N/A                        | ✓                                       |                            |
| Annual dropout rate              | N/A              | N/A                        | ✓                                       |                            |
| EL progress                      | ✓                |                            | ✓                                       |                            |
| Chronic absenteeism              | ✓                | ✓                          | ✓                                       | ✓                          |
| Advanced coursework completion   | N/A              | N/A                        | ✓                                       |                            |

Based on each target and actual performance, DESE assigns points for each indicator as shown in the table below:

Table 5

| Declined | No change | Improved | Met target | Exceeded target |
|----------|-----------|----------|------------|-----------------|
| 0        | 1         | 2        | 3          | 4               |

#### 4. CLASSIFICATION OF SCHOOLS

Beginning in 2018, school results are reported in two categories: schools requiring assistance or intervention and schools without required assistance or intervention.

##### Schools Requiring Assistance or Intervention

A school requiring assistance or intervention is identified as:

- In need of broad/comprehensive support, if it is designated underperforming or chronically underperforming at the discretion of the Commissioner of Elementary and Secondary Education; or
- In need of focused/targeted support, if it has not been identified as in need of broad/comprehensive support, and:
  - Is among the lowest 10 percent of schools statewide
  - Has one or more low performing subgroups
  - Has a low graduation rate for all students (below 66.7%)
  - Has low assessment participation (below 95 percent)

##### Schools Not Requiring Assistance or Intervention

A school that does not meet the criteria listed above is identified as not requiring assistance or intervention. In 2018, schools are reported as either *meeting targets*, if they have a criterion-referenced target percentage of 75 percent or higher, or *partially meeting targets* if they have a criterion-referenced target percentage below 75 percent. Beginning in 2019, schools will be reported as *meeting targets*, *partially meeting targets*, or *not meeting targets*.

Table 6 below shows the accountability status for the Hudson Public Schools.

Table 6

| District/Schools             | Overall Classification: Not Requiring Assistance or Intervention |                           |
|------------------------------|--|---------------------------|
|                              | Progress Toward Improvement Targets                              | Accountability Percentile |
| <b>District</b>              | 57% - Partially Meeting Targets                                  |                           |
| <b>Hudson High</b>           | 64% - Partially Meeting Targets                                  | 58                        |
| <b>Quinn Middle</b>          | 46% - Partially Meeting Targets                                  | 46                        |
| <b>Farley Elementary</b>     | 54% - Partially Meeting Targets                                  | 50                        |
| <b>Forest Ave Elementary</b> | 24% - Partially Meeting Targets                                  | 47                        |
| <b>Mulready Elementary</b>   | 89% - Partially Meeting Targets                                  | 81                        |

## 5. CLASSIFICATION OF DISTRICTS

Beginning in 2018, a district will no longer receive an accountability determination based on the performance of its lowest performing school. Instead, each district is classified based on the results of all students in the district and its lowest performing students. District results are reported in two categories: districts requiring assistance or intervention and districts without required assistance or intervention.

### District Special Education Determinations

Each district's report displays the district's determination of need for special education technical assistance or intervention. A district's determination is based on four categories: Meets Requirements (MR); Needs Assistance (NA); Needs Intervention (NI); and Needs Substantial Intervention (NSI). This designation helps signal whether outcomes for all students in the district indicate progress, including that of students with disabilities, or whether technical assistance and/or intervention is needed to improve outcomes for all children, especially students with disabilities.

|                         |   | Districts without required assistance or intervention                          |   | Districts requiring assistance or intervention  |  |
|-------------------------|---|--|---|---|--|
| Accountability category |   | <b>Meeting targets</b><br><br>Criterion referenced target percentage 75-100    | <b>Partially meeting Targets</b><br><br>Criterion referenced target percentage 0-74 | <b>Focused/ targeted support</b><br><br>Districts with low graduation rate or low participation | <b>Broad/ comprehensive support</b><br><br>Underperforming and chronically underperforming districts   |
|                         | Need for special education assistance or intervention | <b>Meets requirements</b><br><br>Criterion referenced target percentage 50-100 | <b>Needs assistance</b><br><br>Criterion referenced target percentage 0-49          | <b>Needs intervention</b><br><br>Districts with low graduation rate or low participation        | <b>Needs substantial intervention</b><br><br>Underperforming and chronically underperforming districts |

The Hudson school district does not require assistance or intervention as its progress toward improvement targets fall within the 57 percentile – Partially meeting targets. Accordingly, the District's determination of need for special education technical assistance or intervention fall under the Meets Requirements (MR) category.

Table 7 – 2018 Accountability Report

| HUDSON SCHOOL DISTRICT   |   |                                       |           |   |                       |          |                      |                                   |           |                            |                       |          |             |
|--|---|---------------------------------------|-----------|---|-----------------------|----------|----------------------|-----------------------------------|-----------|----------------------------|-----------------------|----------|-------------|
| Overall classification: Not Requiring Assistance or Intervention |   |                                       |           | Progress toward improvement targets: 57%- Partially Meeting Targets |                       |          |                      |                                   |           |                            |                       |          |             |
| Indicator  | All students                              |                                       |           | Lowest performing students  |                       |          | All students         |                                   |           | Lowest performing students |                       |          |             |
|  | (Non-high school grades)                  |                                       |           | (Non-high school grades)  |                       |          | (High school grades) |                                   |           | (High school grades)       |                       |          |             |
|  | Points earned                             | Total possible points                 | Weight %  | Points earned   | Total possible points | Weight % | Points earned        | Total possible points             | Weight %  | Points earned              | Total possible points | Weight % |             |
| Achievement  | English language arts achievement         | 3                                     | 4         | -   | 2                     | 4        | -                    | 4                                 | 4         | -                          | 4                     | 4        | -           |
|  | Mathematics achievement                   | 0                                     | 4         | -   | 2                     | 4        | -                    | 4                                 | 4         | -                          | 4                     | 4        | -           |
|  | Science achievement                       | 1                                     | 4         | -   | -                     | -        | -                    | 3                                 | 4         | -                          | -                     | -        | -           |
|  | <b>Achievement total</b>                  | <b>4</b>                              | <b>12</b> | <b>60</b>   | <b>4</b>              | <b>8</b> | <b>67.5</b>          | <b>11</b>                         | <b>12</b> | <b>47.5</b>                | <b>8</b>              | <b>8</b> | <b>67.5</b> |
| Growth   | English language arts growth              | 3                                     | 4         | -   | 2                     | 4        | -                    | 3                                 | 4         | -                          | 2                     | 4        | -           |
|  | Mathematics growth                        | 3                                     | 4         | -   | 2                     | 4        | -                    | 4                                 | 4         | -                          | 3                     | 4        | -           |
|  | <b>Growth total</b>                       | <b>6</b>                              | <b>8</b>  | <b>20</b>   | <b>4</b>              | <b>8</b> | <b>22.5</b>          | <b>7</b>                          | <b>8</b>  | <b>22.5</b>                | <b>5</b>              | <b>8</b> | <b>22.5</b> |
| High school completion   | Four-year cohort graduation rate          | -                                     | -         | -   | -                     | -        | -                    | 0                                 | 4         | -                          | -                     | -        | -           |
|  | Extended engagement rate                  | -                                     | -         | -   | -                     | -        | -                    | 4                                 | 4         | -                          | -                     | -        | -           |
|  | Annual dropout rate                       | -                                     | -         | -   | -                     | -        | -                    | 0                                 | 4         | -                          | -                     | -        | -           |
|  | <b>High school completion total</b>       | <b>-</b>                              | <b>-</b>  | <b>-</b>  | <b>-</b>              | <b>-</b> | <b>-</b>             | <b>4</b>                          | <b>12</b> | <b>20</b>                  | <b>-</b>              | <b>-</b> | <b>-</b>    |
| Progress toward attaining English language proficiency           | <b>English language proficiency total</b> | <b>4</b>                              | <b>4</b>  | <b>10</b>   | <b>-</b>              | <b>-</b> | <b>-</b>             | <b>-</b>                          | <b>-</b>  | <b>-</b>                   | <b>-</b>              | <b>-</b> |             |
| Additional indicators  | Chronic absenteeism                       | 1                                     | 4         | -   | 2                     | 4        | -                    | 3                                 | 4         | -                          | 0                     | 4        | -           |
|  | Advanced coursework completion            | -                                     | -         | -   | -                     | -        | -                    | 0                                 | 4         | -                          | -                     | -        | -           |
|  | <b>Additional indicators total</b>        | <b>1</b>                              | <b>4</b>  | <b>10</b>   | <b>2</b>              | <b>4</b> | <b>10</b>            | <b>3</b>                          | <b>8</b>  | <b>10</b>                  | <b>0</b>              | <b>4</b> | <b>10</b>   |
| Weighted total   |   | 4.1                                   | 9.6       | -   | 3.8                   | 7.6      | -                    | 7.9                               | 10.7      | -                          | 6.5                   | 7.6      | -           |
| Percentage of possible points                                    |   | 43%                                   |           | -   | 50%                   |          | -                    | 74%                               |           | -                          | 86%                   |          | -           |
| Percentage of possible points by gradespan                       |   | 47%                                   |           |   |                       |          |                      | 80%                               |           |                            |                       |          |             |
|  |   | Weight of non-high school results:70% |           |   |                       |          |                      | Weight of high school results:30% |           |                            |                       |          |             |
| Criterion-referenced target percentage                           |   | 57%                                   |           |   |                       |          |                      |                                   |           |                            |                       |          |             |
|  |   | Partially meeting targets             |           |   |                       |          |                      |                                   |           |                            |                       |          |             |

The MCAS results are being disseminated to parents on Wednesday October 10<sup>th</sup>. At the elementary level, parents will receive their child’s MCAS report via backpacks. At the middle and high schools, the MCAS results will be sent via US Mail on Wednesday as well. Families will receive a School Messenger announcement of the dissemination process.

To assist parents and guardians with their child’s MCAS report and scores, we will offer the opportunity to meet with the Superintendent and Building Principals to answer any questions they may have.

**An MCAS Parent Forum has been scheduled for:**

**Date: October 25, 2018**

**Time: 6:30 pm to 8:00 pm**

**Location: Hudson High School- Room F101**

Meanwhile, should a parent or guardian have any questions or concerns regarding the MCAS test results, please contact the Building Principal for assistance.



V. Matters for Discussion

1. First Reading of Proposed Adoption of School Committee Policy BEDB-E

## Agenda Format

At regular meetings, the following will be the customary order of business:

1. Call to Order
2. Approval of Minutes
3. Superintendent's Report
4. Student Presentations
5. Community Comments, time limit of such to be 10 minutes
6. Special Reports and Presentations
7. Matters for Discussion
8. Matters for Action
9. New Business
10. Executive Session (if necessary)
11. Adjournment

SOURCE: MASC

*Approved by Hudson School Committee – April 24, 2018*



The Sub-Committee on Policy is conducting a review of the existing Policy Manual. The Sub-Committee is using the Massachusetts Association of School Committee’s (MASC) Policy Manual recommendations as the baseline for the review. The proposed changes or new policy adoptions are indicated under the “Proposed Change or New Policy” column below with new language **bolded** and deleted language underlined and bolded and in **red**.

**SECTION B – SCHOOL BOARD GOVERNANCE AND OPERATIONS**

| Section | Existing Policy   | Proposed Change or New Policy  |
|---------|---|--|
| BEDB-E  | <p style="text-align: center;"><b>Agenda Format</b></p> <p>At regular meetings, the following will be the customary order of business:</p> <ol style="list-style-type: none"> <li>1. Call to Order</li> <li>2. Approval of Minutes</li> <li>3. Superintendent’s Report</li> <li>4. Student Presentations</li> <li>5. Community Comments, time limit of such to be 10 minutes</li> <li>6. Special Reports and Presentations</li> <li>7. Matters for Discussion</li> <li>8. Matters for Action</li> <li>9. New Business</li> <li>10. Executive Session (if necessary)</li> <li>11. Adjournment</li> </ol> <p>SOURCE: MASC<br/><i>Approved by Hudson School Committee – April 24, 2018</i></p> | <p style="text-align: center;"><b>Agenda Format</b></p> <p>At regular meetings, the following will be the customary order of business:</p> <ol style="list-style-type: none"> <li>1. Call to Order</li> <li>2. Approval of Minutes</li> <li>3. <b>Public Participation</b></li> <li>4. <b>Reports and Presentations</b> <ol style="list-style-type: none"> <li>a. Report of the Superintendent</li> <li>b. Sub-Committee Reports (if needed)</li> <li>c. Student Presentation</li> </ol> </li> <li><b><u>Community Comments, time limit of such to be 10 minutes</u></b></li> <li><b><u>Special Reports and Presentations</u></b></li> <li>5. Matters for Discussion           <ol style="list-style-type: none"> <li>a. <b>New Business</b></li> <li>b. <b>Old Business</b></li> </ol> </li> <li>6. Matters for Action           <ol style="list-style-type: none"> <li>a. <b>New Business</b></li> <li>b. <b>Old Business</b></li> </ol> </li> <li>7. <b>Items of Interest to the School Committee</b></li> <li>8. Executive Session (if necessary)</li> </ol> |

9. Adjournment

**Consent Agenda**

**To encourage efficiency during school committee meetings, the school committee may elect to use a consent agenda for items which usually do not require discussion or explanation. A consent agenda allows the board to consider and vote on certain items as a group with a single motion.**

**Any school board member may request to remove any item from the consent agenda. The request does not require a second or a vote by the school board. An item removed from the consent agenda will be discussed and acted upon immediately following the consideration of the consent agenda.**

## Agenda Format

At regular meetings, the following will be the customary order of business:

1. Call to Order
2. Approval of Minutes
3. Public Participation
4. Reports and Presentations
  - a. Report of the Superintendent
  - b. Sub-Committee Reports (if needed)
  - c. Student Presentation
5. Matters for Discussion
  - a. New Business
  - b. Old Business
6. Matters for Action
  - a. New Business
  - b. Old Business
7. Items of Interest to the School Committee
8. Executive Session (if necessary)
9. Adjournment

### Consent Agenda

To encourage efficiency during school committee meetings, the school committee may elect to use a consent agenda for items which usually do not require discussion or explanation. A consent agenda allows the board to consider and vote on certain items as a group with a single motion.

Any school board member may request to remove any item from the consent agenda. The request does not require a second or a vote by the school board. An item removed from the consent agenda will be discussed and acted upon immediately following the consideration of the consent agenda.

*Approved by Hudson School Committee – October 23, 2018*

## V Matters for Discussion

### 2. Sub-Committees: Strategic Goals- Meeting Dates

# HUDSON PUBLIC SCHOOLS

## SCHOOL COMMITTEE GOALS

2018-2021

**Goal 1**

Achieve continuous improvement in the academic and social growth of ALL students.

**Goal 2**

Provide a safe and supporting environment for our students and staff.

**Goal 3**

Promote a collaborative relationship with the community and all stakeholders through effective communication and transparency.

**Goal 4**

Encourage progressive development and innovation in our professional practice at all levels within the district.

**Goal 5**

Develop a financially stable and fiscally responsible budget that is responsive to the needs of the district.

VI. Matters for Action:

1. Second Reading and Approval of Proposed Description of Subcommittees and Other School Committee Responsibilities



# HUDSON PUBLIC SCHOOLS

## SCHOOL COMMITTEE MEMBERS ASSIGNMENTS

2018-2019

### Sub-Committees:

1. Budget: All Committee Members
2. Policy: Steve Smith, Liz Hallsworth, Matt McDowell
3. Strategic Goals: Adam Tracy, Glenn Maston, Liz Hallsworth
4. Superintendent's Evaluation: Glenn Maston, Nina Ryan, George Luoto

### Negotiation Teams:

1. Teachers: Adam Tracy, Steve Smith
2. Paraeducators: Glenn Maston, Nina Ryan
3. Secretaries: George Luoto, Matt McDowell
4. Custodians: Liz Hallsworth, Adam Tracy

### School Councils:

1. Hudson High School: George Luoto
2. Quinn Middle School: Matt McDowell
3. Farley: Liz Hallsworth
4. Forest Ave: Glenn Maston
5. Mulready: Nina Ryan

### Other Responsibilities:

1. Teacher Sick Bank: George Luoto, Nina Ryan
2. Special Education Parent Advisory Council (SEPAC) Liaison: Steve Smith
3. CHAPS Board Representatives: Nina Ryan, Steve Smith

# Description of Subcommittees and Other School Committee Responsibilities

## Subcommittees

**Description:** Small committees are setup to address specific areas of importance to the School Committee. Generally, 2 or 3 School Committee members are part of each Subcommittee with the Subcommittee working through specific topics and making recommendations for the full School Committee to adopt.

### 1. Budget

**Description:** All School Committee members are part of this Subcommittee. The goal of the Subcommittee is to work through the annual budget details with the Superintendent and the District Leadership Team. The final budget is voted on during School Committee meetings and ultimately presented to the Selectmen and Finance Committee before it is presented at Town Meeting for approval.

**Schedule:** Subcommittee meetings normally occur periodically from October through December.

### 2. Policy

**Description:** Work with the Superintendent to review the District Policies and determine which policies should be updated, introduced, and/or removed. Once the desired changes are identified, the Superintendent and/or Subcommittee draft and review the changes, which are ultimately presented to the full School Committee for approval.

**Schedule:** Meeting schedule and frequency can vary, but would average about once per month and meetings normally occur right before a standard School Committee meeting.

### 3. Strategic Goals

**Description:** Develop recommendations related to strategic topics identified by the School Committee. This can include things such as the School Committee strategic goals, action items related to the strategic goals, and facilitating meetings with the community related to some topics being addressed by the Subcommittee.

**Schedule:** Meeting schedule and frequency can vary but would average about once per month and community sessions would occur as needed.

### 4. Superintendent's Evaluation

**Description:** Oversee the annual Superintendent evaluation process, which includes developing goals for the coming year and evaluating performance against the prior year's goals. Present this information each year to the full School Committee for approval.

**Schedule:** Subcommittee meets more during September/October and May/June timeframes.

# Description of Subcommittees and Other School Committee Responsibilities

## Negotiation Teams

Description: As contracts are scheduled to be renewed, work with the district negotiating team to develop strategy for negotiations and participate in negotiation sessions with the union.

Schedule: Number of sessions, timing, and frequency will vary depending on the specific negotiations and will be determined by the union and District negotiating team.

1. Teachers – (current contract: August 28, 2018 – August 27, 2021, pending ratification)
2. Paraeducators – (current contract: September 1, 2018 – August 31, 2021)
3. Secretaries (current contract: July 1, 2016 – July 1, 2019)
4. Custodians – (current contract: July 1, 2016 – June 30, 2019)

## School Councils

Description: Be a liaison between the School Committee and the School Council. The Councils are made up of the principal, one community member who does not have a student at the school, two teachers and two parents who have students attending the school. The purpose of this Council is to assist the principal in the identification of the educational needs of the students attending the school, review the annual school budget, review the Student/Parent Handbook and formulate an annual school improvement plan.

Schedule: There is generally 1 meeting every month during the school year.

1. Hudson High School
2. Quinn Middle School
3. Farley Elementary
4. Forest Ave Elementary
5. Mulready Elementary

## Other Responsibilities

1. Teacher Sick Bank

Description: Work with the administration team to approve any sick bank requests.

Schedule: Typically handled on an ad hoc basis through phone and/or email.

2. Special Education Parent Advisory Council (SEPAC) Liaison

Description: Be the liaison between SEPAC and the School Committee. Attend SEPAC meetings and listen to parent ideas/concerns to help facilitate Special Education improvements with the Superintendent. Work with the SEPAC President to help move key initiatives forward.

Schedule: SEPAC meeting occur monthly (don't necessarily have to attend all and may require some meetings outside of the standard monthly SEPAC meetings).

3. CHAPS Board Member

Description: Participate as a CHAPS Board member by attending board meetings and providing input from the perspective of the Hudson Public Schools.

Schedule: Typically includes 2 to 3 meetings per year that occur in the October and May time periods.

VI. Matters for Action:

2. Approval of Hudson High School Drama Society Overnight Field Trip to New York City- April 9-10, 2019



# Hudson High School

69 Brigham Street · Hudson, Massachusetts 01749 · 978.567.6250  
www.hudson.k12.ma.us



Hudson Public Schools  
Achievement & Character

Jonathan S. Bourn, Interim Principal  
Daniel R. McAnespie, Assistant Principal  
Danica A. Johnston, Assistant Principal

## Request for Overnight Field Trip

|   |  |  |                           |
|---|--|--|---------------------------|
| <b>Staff Member(s) Making the Request</b>             | Kathleen McKenzie  |  |                           |
| <b>Name of Team, Organization, or Class</b>           | Drama Society  |  |                           |
| <b>Title of Trip (be sure to include destination)</b> | Annual NYC Trip  |  |                           |
| <b>Departure Date and Time</b>                        | April 9, 2019 at approximately 6:30 am   |  |                           |
| <b>Return Date and Time</b>                           | April 10, 2019 at approximately 10:00 pm   |  |                           |
| <b>Estimated Number of Student Participants</b>       | 30-40  |  |                           |
| <b>Number and Names of Chaperones</b>                 | Kathleen McKenzie<br>Deb Martin-Hardy<br>Sarah Worrest<br>Melissa Cherry (If needed) |  |                           |
| <b>Cost Per Student</b>                               | \$500.00   |  |                           |
| <b>Check One or Both</b>                              | <b>Curricular</b>  |  | <b>Extra-Curricular</b> x |

Please answer the questions below. If a question does not pertain to your trip, please indicate that the question is "not applicable."

### 1. Please describe the trip.

The trip will depart Hudson High School via Motor Coach, provided by Suburban Tours, on the morning of the 9<sup>th</sup> and return late in the evening on the 10<sup>th</sup>. While in NYC, students will tour the city, watch two Broadway Shows, and attend a Master Class taught by an Acting Professional.

**2. Please describe how the trip connects to the curriculum or to the purpose of your club or organization.**

This trip teaches students on many levels and follows the National Standards for Advanced 9-12 Theatre Education:

- Content Standard 2- Acting...in...informal productions
- Content Standard 4- Directing...in...informal productions
- Content Standard 6- Comparing...and analyzing...various art forms
- Content Stand 7- Critiquing and constructing meaning from informal and formal...productions
- Content Standard 8- Analyzing...the role...of theatre

**3. What classroom activities will you employ in preparation for and immediately following the trip that will strengthen the connection to the curriculum?**

N/A

**4. Please provide a detailed itinerary.**

Our exact itinerary has not been planned yet, but the itinerary from the 2018 is attached.

**5. If fundraising activities will be included, please list and describe such activities.**

N/A

**6. If school days must be missed to accommodate this trip, please indicate the number of days missed and the reason why the request includes missed school days (i.e. conference or program only occurs during the specified date range).**

Students will miss two days of school as the program only operates on Tuesdays and Wednesdays.

**Please attach copies of the following if you have them:**

|   |  |
|---|--|
| ✓ | Permission slip                                |
| ✓ | Informational letters, brochures, fliers, etc. |
| ✓ | Medical forms                                  |

KMSK  
Signature of Staff Member Making Request

10-2-18  
Date

[Signature]  
Principal's Signature

10/2/18  
Date

|   |  |
|---|--|
| <b>Date of School Committee Approval:</b> |  |
|---|--|

## MEMORANDUM

**TO:** Marco Rodriguez and Jonathan Bourne  
**FROM:** Kathleen McKenzie  
**RE:** Drama Society New York Trip  
**DATE:** August 28, 2018

---

This memo is to inform you of my interest of taking 20-40 students to New York City on April 9 and 10, 2019. The total cost of the trip will depend on the number of students that I have sign-up to attend. In the past the trip has cost approximately \$500 per student. In addition to myself, I would like to bring 2 chaperones with me. These chaperones will be made up of the production staff of our theatre department: Deb Martin-Hardy and Sarah Worrest. If an additional chaperone is needed, I would like to bring Melissa Cherry.

The trip will depart Hudson High School via Motor Coach, provided by Suburban Tours, on the morning of the 9<sup>th</sup> and return late in the evening on the 10<sup>th</sup>. While in NYC, students will tour the city, watch two Broadway Shows, and attend a Master Class taught by an Acting Professional.

This trip teaches students on many levels and follows the National Standards for Advanced 9-12 Theatre Education:

- Content Standard 2- Acting...in...informal productions
- Content Standard 4- Directing...in...informal productions
- Content Standard 6- Comparing...and analyzing...various art forms
- Content Stand 7- Critiquing and constructing meaning from informal and formal...productions
- Content Standard 8- Analyzing...the role...of theatre

It is my hope that this trip will be placed on the agenda of an upcoming School Committee meeting.

**SUBURBAN TOURS**  
THE STUDENT TRAVEL & TOUR SPECIALISTS

**HUDSON HIGH SCHOOL  
NEW YORK CITY THEATRE  
APRIL 10 – 11, 2018  
TWO DAYS/ONE NIGHT**

**Itinerary:**

**April 10  
Tuesday**

- 6:30 a.m. Depart Hudson High School, 69 Brigham Street, Hudson, MA for New York City.  
**Note:** Brief rest stop en route.
- 11:00 a.m. Anticipated time of arrival in New York City area. Proceed to Bronx Zoo, 2300 Southern Blvd., Bronx
- Arrival until  
1:30 p.m. At Bronx Zoo
- 1:30 p.m. Board coach. Depart for Museum of Modern Art, 11 W 53<sup>rd</sup> St., New York
- 2:30 – 4:30 p.m. At MoMA
- 4:30 p.m. Proceed to Ellen's Stardust Diner, 1650 Broadway (at 51<sup>st</sup> St.), 212-956-5151
- 5:00 – 6:15 p.m. Dinner at Ellen's
- After dinner Proceed to the Shubert Theatre, 225 West 44<sup>th</sup> St. (between Broadway and 8<sup>th</sup> Ave.)
- 7:00 – 9:45 p.m. At Broadway performance of "Hello, Dolly"
- After performance Board coach. Depart for Hilton Meadowlands, 2 Meadowlands Plaza, East Rutherford, NJ 201-896-0500
- Upon arrival Check into hotel.

**Continued on page two**

[www.suburbantours.com](http://www.suburbantours.com)

1250 Mineral Spring Ave., North Providence, RI 02904  
ph: 800.431.3004 · 401.723.6770 · fax: 401.723.0696 · e-mail: [travel@suburbantours.com](mailto:travel@suburbantours.com)





**OVERNIGHT SCHOOL FIELDTRIP NOTICE**

**Student's Name:** \_\_\_\_\_

**Trip to:** New York City

**Trip Dates and Times:** DEPART HHS AT 6:30 AM ON TUESDAY, APRIL 9, 2019 AND ARRIVE BACK AT HHS AT APX 9:30 PM ON WEDNESDAY APRIL 10, 2019

**Group Contact Person:** KATHLEEN MCKENZIE Kmckenzie@hudson.k12.ma.us

**STUDENTS:** You must have each of your teachers and your parent/guardian sign this fieldtrip notice. Completed form must be returned to Ms. McKenzie in room C110 no later than Friday, April 5, 2019. **IT IS YOUR RESPONSIBILITY TO MAKE ARRANGEMENTS WITH EACH OF YOUR TEACHERS TO MAKE UP ANY WORK YOU WILL MISS AS A RESULT OF THIS TRIP.**

**→ TEACHERS:** Please sign below to indicate that this student has made, or will be making arrangements with you to make up all assignments that will be missed while he/she is on the trip. **STUDENTS WILL MISS CLASSES ON TUESDAY APRIL 9 AND Wednesday APRIL 10.**

| BLOCK | CLASS | TEACHER'S NAME | TEACHER'S SIGNATURE |
|-------|-------|----------------|---------------------|
| A     |       |                |                     |
| B     |       |                |                     |
| C     |       |                |                     |
| D     |       |                |                     |
| E     |       |                |                     |
| F     |       |                |                     |
| G     |       |                |                     |

**Parent/Guardian Signature**

**Date**

Hudson High School  
69 Brigham Street  
Hudson, MA 01749  
(978) 567-6250 x0131

Attention families of Hudson High Students:

As in past years, the Drama Society at Hudson High School is offering the opportunity for students to visit the sights and sounds of New York City on **April 9, 2019 and return on April 10, 2019**. While in the city, students will have the opportunity to attend two (2) Broadway shows, a workshop led by professionals in the theatre industry, and visit up to two (2) of New York City's most famous sites. In past years we were able to see Rockefeller Center, NBC Studios, the Guggenheim, and Radio City Music Hall.

This trip will last two days and one night and costs \*\$500 per student. Included in this price are the following:

- Round Trip Transportation
- One Night's Accommodations in the New York City Area
- One Breakfast
- One Dinner
- Two Tickets to a Broadway Show (Ticket allocation of \$110.00 per person, actual show and seat location may impact the final cost.)
- Participate in a Broadway Classroom Workshop
- Admission to the Site Seeing Tours

Nonrefundable \*\*payments and updates for the trip will be as follows:

|                                |                          |
|--------------------------------|--------------------------|
| \$175.00 Payment due:          | November 8, 2017         |
| \$175.00 Payment due:          | December 13, 2017        |
| Final payment of \$150.00 due: | January 10, 2018         |
| Parent Meeting:                | April 3, 2018 at 5:30 PM |

If your student is interested in visiting NYC on **April 9-10, 2019** please sign the form at the bottom of the page and return it to Ms. McKenzie, along with your payment of \$175.00 at the November 8, 2017 Drama Society Meeting.

If you have any questions please do not hesitate to e-mail Ms. McKenzie at [kmckenzie@hudson.k12.ma.us](mailto:kmckenzie@hudson.k12.ma.us)

\*Price is for 42-49 students rooming 4 to a room.

\*\*Students must be academically eligible to attend the trip. If students are not academically eligible, trip costs will not be reimbursed.

.....  
\_\_\_\_\_ is interested in attending the NYC trip on \_\_\_\_\_, 2019.

\_\_\_\_\_  
Parent Signature      Date

Student's Name \_\_\_\_\_

**Hudson High School's Drama Society  
Emergency Contact Form**

**RETURN WITH YOUR INITIAL PAYMENT**

**Please Print**

Student \_\_\_\_\_ Date of Birth \_\_\_\_\_

Parents'/Guardians' Names (#1) \_\_\_\_\_

(#2) \_\_\_\_\_

Primary Address \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone \_\_\_\_\_

Cell Phone (Student) \_\_\_\_\_

(Parent #1) \_\_\_\_\_

(Parent #2) \_\_\_\_\_

E-Mail (Student) \_\_\_\_\_

(Parent #1) \_\_\_\_\_

(Parent #2) \_\_\_\_\_

**Emergency Contact (Other Than Parents)**

Name and Relationship \_\_\_\_\_

Home Phone \_\_\_\_\_

Cell Phone \_\_\_\_\_

**Parent/Guardian's Signature:**

Signed \_\_\_\_\_ Date \_\_\_\_\_

VI. Matters for Action:

3. Approval of Grants Awarded

FY19-312 Emergency Impact Aid for Displaced Students

## GRANT ACCEPTANCE FORM

The following grant has been awarded to Hudson Public Schools and presented to the School Committee for Acceptance.

| GRANT                    | Grant Information   |
|--------------------------|---|
| <b>Description:</b>      | <b>FY19-312 Emergency Impact Aid for Displaced Students</b>   |
| <b>Purpose:</b>          | The purpose of these federal funds is to provide assistance to districts to cover the costs associated with educating students displaced* to Massachusetts during the 2017-2018 school year by the Hurricanes in August-September 2017 (Harvey, Irma, or Maria) or by the 2017 California wildfires (covered disaster or emergency).  |
| <b>Type of Funder:</b>   | FEDERAL   |
| <b>Awarded Amount:</b>   | \$26,235.00   |
| <b>Start Date</b>        | 9/21/2018   |
| <b>End Date</b>          | 12/31/2018*   |
| <b>Status</b>            | Federal Application Approved/ Pending MA DOE Final processing   |
| <b>Grantor</b>           | MASS DOE  |
| <b>PROGRAM Admin</b>     |   |
| <b>PROGRAM Notes:</b>    | <p><b>FEDERAL Grant – CFDA 84.938</b></p> <p><b>General Fund use:</b><br/>           **Funds have been allocated to directly offset expenses incurred in fiscal year FY18 while supporting displaced students. The district has reviewed the displaced students and is allocating resources to offset FY18 TCH salaries.</p> <p><b>Grantor Name / Address:</b></p> <p>Massachusetts Dept. of Elementary and Secondary Education<br/>           75 Pleasant Street<br/>           Malden, MA 02148-4906</p> <p><b>Grantor Contact Name / Number / Email:</b></p> <p>Email: federalgrantprograms@doe.mass.edu<br/>           Federal Grants Coordinator for Hudson with<br/>           Jay Sullivan</p> |
| <b>Program Location:</b> | <b>District</b>   |

School Committee Date: \_\_\_\_\_

Vote: \_\_\_\_\_

**Hudson Public Schools  
FY19 Grant and Gift Presentation Summary**

| TYPE      | Awarding Agency | GRANT YEAR / GRANT NAME                            | Brief Description of Award   | Grant Award            |
|-----------|-----------------|--|--|------------------------|
| Federal   | MA DOE          | 19-140 Title II                                    | Title II, Part A of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to school districts to improve high quality systems of support for excellent teaching and leading.   | \$ 61,012.00           |
| Federal   | MA DOE          | 19-180 Title III                                   | Title III of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to help ensure that English learners (ELs) and immigrant children and youth attain English proficiency and develop high levels of academic achievement in English.  | \$ 35,939.00           |
| Federal   | MA DOE          | 19-240 SPED IDEA                                   | The purpose of this federal special education entitlement grant program is to provide funds to ensure that eligible students with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs.   | \$ 726,965.00          |
| Federal   | MA DOE          | 19-262 SPED Early Childhood Education              | The purpose of this federal special education entitlement grant program is to provide funds to ensure that eligible 3, 4, and 5 year-old children with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs in the least restrictive environment (LRE). | \$ 47,179.00           |
| Federal   | MA DPH          | 19-290 Essential School Health                     | Supports a portion of salaries for a HHS Nurse, a Regional coordinator, and Inter-agency consultant as well as reimburses the district for Nurse Subs and specific equipment needed across each Nursing office.  | \$ 218,900.00          |
| Federal   | MA DOE          | 19-305 Title I                                     | Title I, Part A of the Federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to help provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.   | \$ 257,220.00          |
| Federal   | MA DOE          | 19-309 Title IV                                    | Title IV, Part A of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to build capacity to help ensure that all students have equitable access to high quality educational experiences.  | \$ 17,050.00           |
| State     | MA DOE          | 19-345 COMMUNITY ADULT LEARNING CTR.               | This grant funds Hudson's Adult evening education classes for the 2018-2019 academic year with a focus on Adult Basic Education and English as a Second Language Classes. 14 Classes are held each year at HHS supporting Hudson and surrounding communities.  | \$ 356,400.00          |
| Federal   | MA DOE          | 19-312 Emergency Impact Aid for Displaced Students | The federal emergency impact aid grant has been approved and must be used to offset direct expenses from the FY18 school year.   | \$ 26,235.00           |
|           |                 |  | <b>TOTAL:</b>  | <b>\$ 1,746,900.00</b> |
|           |                 | <b>FY19 GIFTS TO HUDSON PUBLIC SCHOOLS</b>         | <b>School</b>  | <b>\$ Gift Amount</b>  |
| Corporate | Sponsor         | Amass Memorial @ Marlborough Hospital              | Farley Elementary - Event Sponsor  | \$ 300.00              |
|           |                 |  | <b>TOTAL:</b>  | <b>\$ 300.00</b>       |
|           |                 | <b>FY19 GIFTS FOR HHS SCHOLARSHIPS</b>             | <b>HUDSON HIGH SCHOOLS</b>   | <b>\$ Gift Amount</b>  |
|           |                 |  | <b>Total:</b>  | <b>\$ -</b>            |
|           |                 |  | <b>Grant Total:</b>  | <b>\$ 1,747,200.00</b> |