

# **Superintendent's Report**

**December 17, 2015**

1. Internet Safety – Presentation on Thursday, December 10<sup>th</sup> by Canton Police Department.
2. Sign up for South Africa Trip –Parent Meeting held
3. Recommendation to the Board re: PARCC versus MCAS for Spring 2016 (see attached documentation)

## ***Data Considered in the Spring 2016 Decision: MCAS versus PARCC?***

### ***Email sent to all faculty (in blue)***

Please keep in mind that the Massachusetts State Frameworks incorporating the Common Core for ELA and Mathematics are not a part of this decision. There has been significant misinformation communicated in the press recently about that point. The Mass Frameworks are in place, ***have been in effect since 2010***, and will continue to be the standards in this state. The decisions below are about the actual assessment of the standards, not about the standards themselves.

The Board of Education voted the following:

In Spring 2017, Massachusetts will administer a test called MCAS 2.0 or “Next Generation” MCAS. The assessment questions and rigor will be very PARCC –like. There are currently examples of PARCC questions available on the DOE site for your review. ALL DISTRICTS will be held harmless for accountability ratings in Spring 2017 on the MCAS 2.0. In other words, we will receive school and district results, but those results will not impact our district or school accountability ratings.

Spring 2016 is a transition year. Because we were an MCAS district this past year, we have several decisions to make:

- 1 We can continue with MCAS, which will be modified to include “a small number” of PARCC –like questions. PLEASE NOTE that in addition to some PARCC –like test questions, students will “likely” be ***writing in response to text***. Our test results will be used for school and district accountability ratings (We are currently Levels 1 or 2 in our district).
- 2 We can switch to the PARCC and administer either a paper/pencil version or a computer version. Each school can make the decision of whether to go paper/pencil or computer. For grade 8, students would be assigned to take either grade 8 math or Algebra I. If we switch to the PARCC, ***we will be held***

harmless. As above (2017), our schools and districts will receive all results, but those results will not impact our accountability levels. The testing window for PARCC opens later (April 25<sup>th</sup>) than MCAS (March 28th).

Please note that in our decision making, we are also looking very closely at the technology that will need to be in place if we were to move to the computer based version of PARCC for Spring 2016. Additionally, there are several differences in accommodations for students with disabilities, which the Special Education Department is currently investigating.

**ALL DISTRICTS** will continue with MCAS for the following:

- Grades 5, 8 and all high school science
- Grade 10 Math and ELA
- All high school retests
- MCAS-Alt
- ACCESS for ELLs

I will be sending out a survey on Monday to gather your input after you consider the above information and the advantages/disadvantages outlined below. The list below may not be exhaustive, but it is what we have generated thus far after discussions with others around the state. Please feel free to send me an email with any additional questions.

**Advantages of Staying with MCAS:**

- Test familiarity
- Consistent Growth Percentile
- No online component
- MCAS is still being used at a HS graduation requirement and in Science at all grades in spite of us exercising the PARCC Option
- Untimed test for all students
- 

**Disadvantages of Staying with MCAS:**

- We are not held harmless
- The 2016 MCAS will be including PARCC- like questions so we will be encountering the new type questions anyway.

- We are losing the additional year of practice for our students (two years of practice and being held harmless).
- We will no longer have "free write" long comp in grades 4 and 7.

#### **Advantages of Shifting to PARCC in Spring 2016**

- Held harmless for the school year
- Grade 8 students will be assessed on the math course that they are taking (algebra students will be tested in algebra)
- ELA test is later in the year. April/May instead of March
- MCAS 2.0 will be very similar to PARCC and will allow are students to transition over two years of being held harmless
- Special Education accommodations are different. Will allow more time to transition to the newer accommodations
- Students will have an additional year to see what MCAS 2.0 will be like in terms of difficulty
- ELA teachers have two years to adjust instruction
- Still have the paper and pencil option
- An extra year to transition with student growth data
- Students have an extra year to adjust to a timed test

#### **Disadvantages of Shifting to PARCC in Spring 2016**

- It is a timed test (some districts reported that was not an issue at all)
- No Student Growth data available linked with the SGP from MCAS
- This shift to PARCC is coming up on us very soon.

#### **Additional Details that were recently added to our decision making process:**

- The long composition for grades 4 and 7 is not being administered as part of the MCAS in Spring 2016. Instead, as with the PARCC, students will be asked to write in response to reading (as was tested on PARCC last year).
- Additionally, the MCAS will start one week later (as long comp has been eliminated for those grades) and will end one week later.

## Technology Update

Following meetings with Mike Wentland, Technology Administrator, and April Goran, Technology Integration Administrator, it was determined that we are capable of having all students (elementary and middle) take PARCC on computers if that is the desired modality. The testing window is approximately 30 days, allowing smaller groups of students to take the test at one time. In order to accomplish this, we would shift some Chromebooks from the high school and middle school to the elementary or grades 3, 4 and 5 could take the tests in their computer lab. We would need to purchase Chrome book mice for the students as well as ear buds.

### Summary Sheet from Teacher Survey

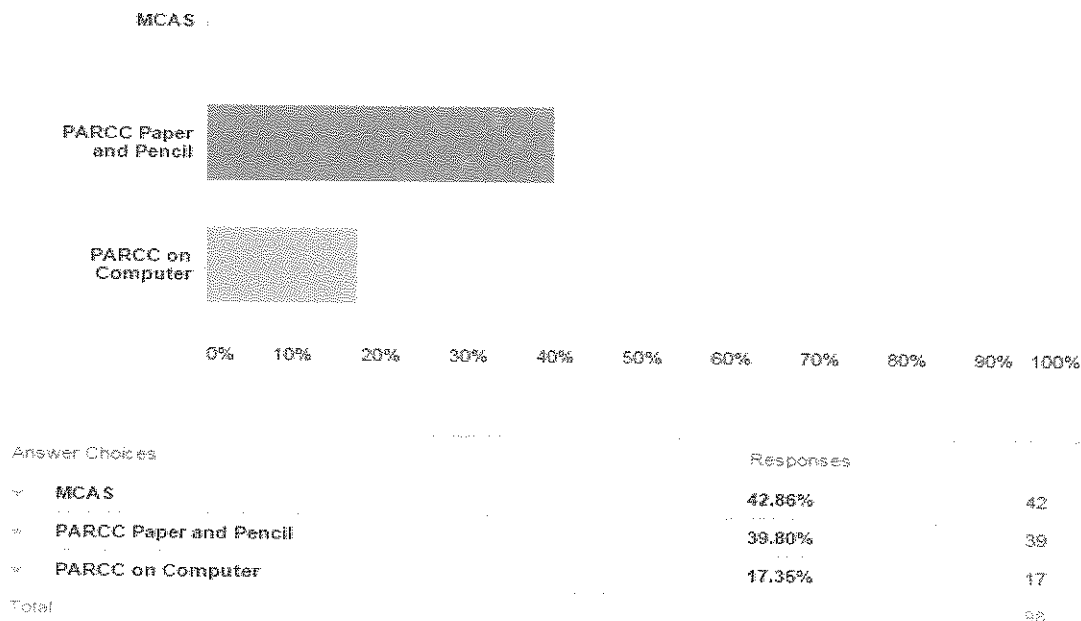
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**I believe the best option for our students in my school for this Spring 2016 is:**

Answered: 98 Skipped: 0

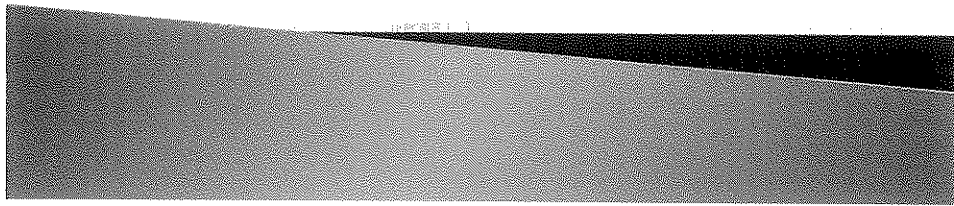


Timestamp	Name of District	In 2015, our District participant	In 2016, we plan to	If changing your PARCC administration method, are you:
11/30/2015 15:30:23	Cohasset	MCAS	Not sure	
11/30/2015 15:30:51	Abington	MCAS	Stay with MCAS	
11/30/2015 15:39:49	Wrentham	MCAS	Not sure	
11/30/2015 15:40:43	North Attleborough	MCAS	Stay with MCAS	
11/30/2015 16:19:39	Walpole	MCAS	Switch to PARCC	Using more online assessment
11/30/2015 17:18:19	Canton	MCAS	Not sure	Using more online assessment
11/30/2015 17:25:23	Hingham	MCAS	Stay with MCAS	
11/30/2015 20:08:23	READS	MCAS	Stay with MCAS	
11/30/2015 20:24:01	Duxbury	MCAS	Switch to PARCC: online	Using more online assessment
12/1/2015 19:20:16	East Bridgewater	MCAS	Not sure	
12/1/2015 19:24:16	Easton	MCAS	Stay MCAS	
12/2/2015 9:45:20	Blackstone Millville	MCAS	Not sure	
	Norton	MCAS	Stay with MCAS	
12/3/2015	Marshfield	MCAS	Vote on 12/8; recommending MCAS	
11/30/2015 16:20:55	Hanover	PARCC: A combination	Stay with PARCC and our administration method	
11/30/2015 17:40:16	Weymouth	PARCC: A combination	Stay with PARCC and our administration method	
12/1/2015 21:18:08	Foxborough	PARCC: A combination	Stay with PARCC and our administration method	
11/30/2015 15:43:34	West Bridgewater	PARCC: Online	Stay with PARCC and our administration method	
11/30/2015 15:48:52	Mashpee	PARCC: Online	Stay with PARCC and our administration method	
11/30/2015 15:50:07	Swansea	PARCC: Online	Stay with PARCC and our administration method	
11/30/2015 15:51:47	Scituate	PARCC: Online	Stay with PARCC and our administration method	
11/30/2015 16:35:16	Norwell	PARCC: Online	Stay with PARCC and our administration method	
11/30/2015 17:48:39	Plymouth	PARCC: Online	Stay with PARCC and our administration method	

Timestamp	Name of District	In 2015, our District participant	In 2016, we plan to	If changing your PARCC administration method, are you:
11/30/2015 18:43:36	Old Rochester	PARCC: Online	Stay with PARCC and our administration method	
12/1/2015 0:01:46	Whitman Hanson	PARCC: Online	Stay with PARCC and our administration method	
12/1/2015 18:14:33	West Bridgewater	PARCC: Online	Stay with PARCC and our administration method	
12/1/2015 19:31:37	Carver	PARCC: Online	Stay with PARCC and our administration method	
12/2/2015 9:01:26	Avon	PARCC: Online	Stay with PARCC and our administration method	
11/30/2015 15:45:54	Dartmouth	PARCC: Paper-pencil	Stay with PARCC and change our administration method	Using more online assessment
12/1/2015 10:28:21	Pembroke	PARCC: Paper-pencil	Stay with PARCC and our administration method	
12/1/2015 18:31:47		PARCC: Paper-pencil	Stay with PARCC and our administration method	
12/13/2015 14:40:31				
	Hingham	MCAS	Stay MCAS	Info on these from Jeff
	Cohasset	MCAS	Stay MCAS	
	Abington	MCAS	Stay MCAS	
	Marshfield	MCAS	Stay MCAS	
	Norton	MCAS	Stay MCAS	
	Easton	MCAS	Stay MCAS	

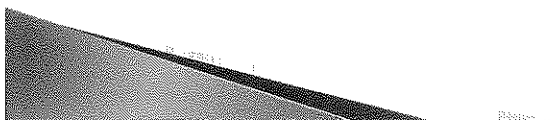
# Spring 2015

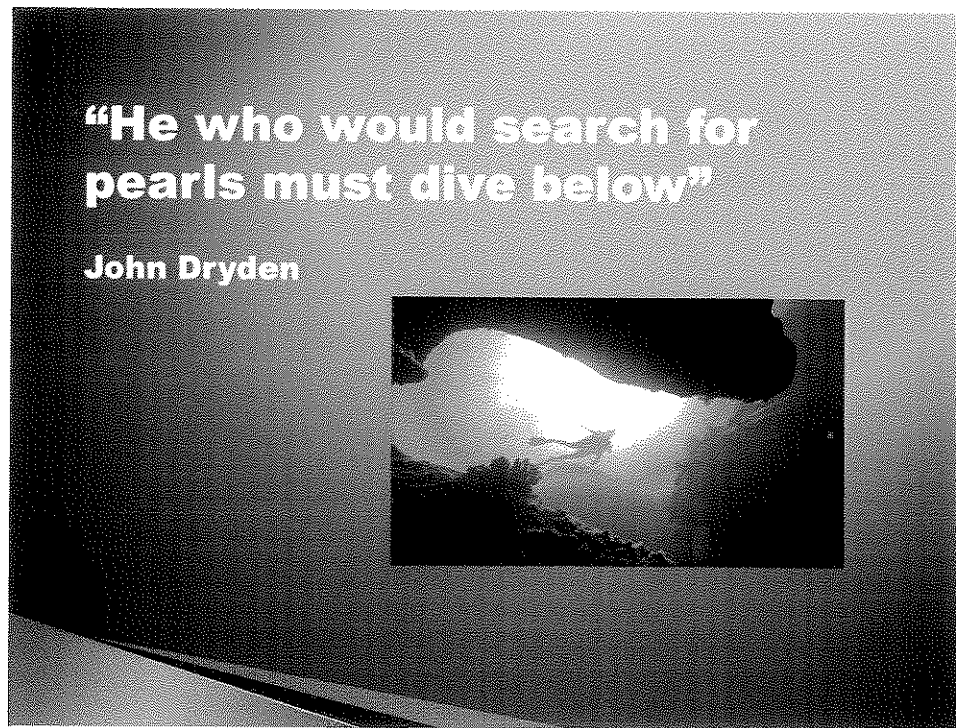
## Canton District MCAS Overview



## MCAS Background Information

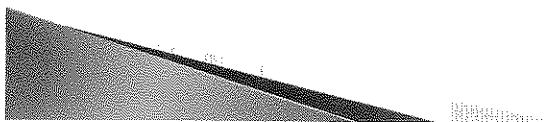
- ▶ Overall assessment on the “learning and application of” the Massachusetts State Standards in Mathematics, English Language Arts, Science and Technology, and Literacy in all content areas
- ▶ This is ONE summative test





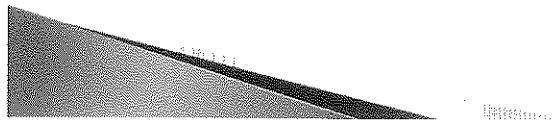
## What can we learn from this test?

- ▶ We can determine:
  - Patterns of errors (e.g. open response weaknesses)
  - Item Analysis (curriculum not strong in covering the content/standard or we did not pace correctly to cover it)
  - Individual student performance over time
  - Students who need additional supports
  - Students who need additional challenges



## MCAS Background

- ▶ Goals for proficiency are set for districts and schools through the use of a gap halving formula (through the analysis of previous years of school MCAS performance).
- ▶ Each school has a different CPI (proficiency level) that they must reach by the year 2017.



## MCAS Accountability

- ⊙ Schools and districts are now given an accountability LEVEL.
- ⊙ The levels range from 1 (highest) to 5 (lowest).
- ⊙ The levels are assigned to each school or district dependent upon its ability to reach the TARGET for the year for “All students” and “High Needs” students. (It should be noted that leveling is not a comparison between schools).
- ⊙ Currently we are a Level II district and each of our schools is a Level II school with the exception of Hansen which is a Level I.



What do all of these things look like and mean in a report?

Accountability Information			
Accountability and Assistance Level			
Level 2 One or more schools in the district classified into Level 2			
This district's determination of need for special education technical assistance or intervention			
Meets Requirements-At Risk (MRAR)			

School Accountability Information			
School	School Type	Title I Status	Accountability and Assistance Level
St. Patrick's Parish	Elementary School	Title I School (TA)	Level 1
John F. Kennedy	Elementary School	Non Title I School (NT)	Level 2
Deer Stone	Elementary School	Title I School (TA)	Level 2
Win. H. Gabon Middle	Middle School	Non Title I School (NT)	Level 2
Carson High	High School	Non Title I School (NT)	Level 2
Rodman Early Childhood Center	Early Elementary School	Non Title I School (NT)	insufficient data

## District and Statewide Summary

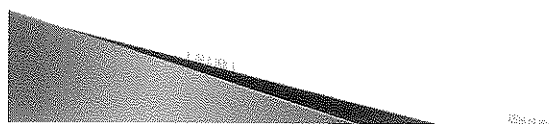
Statewide Totals by Level	Districts		Schools	
	#	%	#	%
Level 5	2	1%	4	0%
Level 4	9	2%	34	2%
Level 3	61	16%	287	18%
Level 2	237	62%	821	51%
Level 1	71	19%	464	29%
Total	383	100%	1,610	100%

Districts that chose to administer PARCC instead of MCAS in grades 3–8 in spring 2015 were held harmless for any negative changes in their school and district accountability levels.

The hold harmless provision does not apply to high schools, which all continued to administer MCAS, and to districts that administered MCAS to grades 3–8.

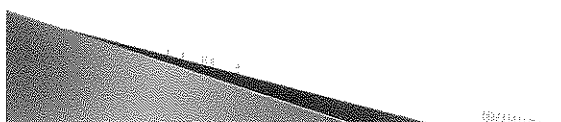
## Regional Accountability Levels

District Accountability & Assistance Level			School Accountability & Assistance Level						
Region	Level	Total	Level 5	Level 4	Level 3	Level 2	Level 1	Insufficient Data	Total
Southeast	Level 4	1			3	2			5
	Level 3	8			15	33	13	10	71
	Level 2	74			1	69	25	1	264
	Level 1	16					17	4	19
	Insufficient data	4						4	4
	Total	103			21	203	90	40	363



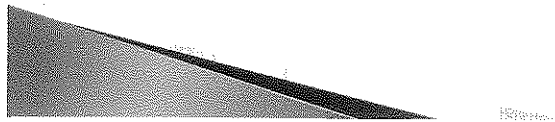
## Halving the Gap

- ▶ Our proficiency (achievement) levels are reported as a Composite Performance Index (CPI).
- ▶ Each student who achieves a proficient or advanced rating scores a 100 and this goes to Warning which scores a 0. (Advanced – Proficient – Needs Improvement – Warning)



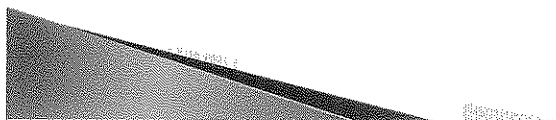
## Student Growth and Extra Points

- ▶ Student growth in ELA and Math is measured with a state median of 50. Points are assigned according to growth achieved.
- ▶ A school also receives extra points for moving a particular number of students from the Warning level to the Needs Improvement and from the Proficient Level to Advanced.



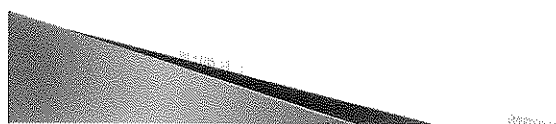
## Progress and Performance Index (PPI)

- ▶ Based on:
  - Narrowing the proficiency gaps (CPI) in Math, ELA and Science
  - Student Growth in Math and ELA
  - The annual dropout rate (for high school)
  - Cohort graduation rate



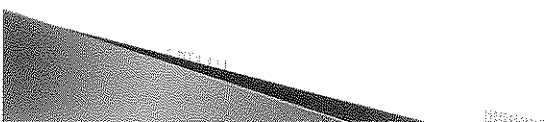
## Are we making progress?

- ▶ PPI looks at student growth, science scores (new as of 3 years ago) and drop out rates (for high school) along with progress toward proficiency targets in ELA, math and science.
- ▶ The PPI specifically focuses on “All students” and “High Needs” students which are ELL, students with disabilities and low income. Other subgroups?

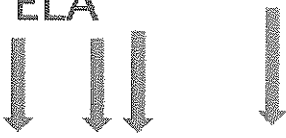


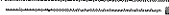







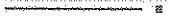
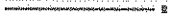
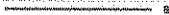

## PPI for the district Target is 75

District's progress toward narrowing proficiency gaps (Cumulative scores and performance)				How Did We Do?	
Student Group	Score	Target	Performance	Score	Target
All students	66	75	Did Not Meet Target	66	75
High needs	66	75	Did Not Meet Target	66	75
ELL, Disadvantaged, ELL, and Former ELL	96	75	Met Target	96	75
Students with disabilities	55	75	Did Not Meet Target	55	75
Amer. Ind. or Alaska Nat.	100	75	Met Target	100	75
Asian	53	75	Did Not Meet Target	53	75
Am. Asian/Black	53	75	Did Not Meet Target	53	75
Hispanic/Latino	75	75	Met Target	75	75
Multi-race, Non-Hisp./Lat.	53	75	Did Not Meet Target	53	75
Nat. Hwy. or Pacif. Isl.	53	75	Did Not Meet Target	53	75
White	72	75	Did Not Meet Target	72	75



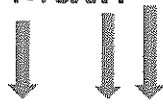
## District CPI (achievement) for ELA

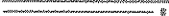









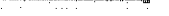



	Baseline CPI	2014 CPI	2015 CPI	CPI Change	2015 Target	5 Year Goal	CPI Percentage of School Total	N	PPI Points	Absent (No Data)	Rating
	0 10 20 30 40 50 60 70 80 90 100										
All students		90.4	90.4	0.0	86.6	96.7	70	1800	25	-	No Change
High needs		80.1	79.4	-0.7	86.7	90.1	61	470	25	-	No Change
Econ. Disadvantaged		-	-	-	86.7	-	-	252	-	-	-
ELL and Former ELL		79.5	86.1	87.2	1.1	86.3	89	43	75	-	On Target
Students w/ disabilities		73.0	68.8	69.4	0.6	82.0	55	259	50	-	Improved Below Target
Amer. Ind. or Alaska Nat.		92.7	94.4	96.0	1.6	95.1	68	176	100	-	Above Target
Asian		86.3	82.7	81.5	-1.2	90.9	50	192	25	-	No Change
Am. Assoc./Black		90.5	89.2	88.4	-0.8	93.7	82	69	25	-	No Change
Hispanic/Latino		93.5	88.9	86.6	-2.3	95.0	41	67	25	-	No Change
Multi-race, Non-Hisp./Lat.		94.3	93.8	94.1	0.3	96.2	77	1313	75	-	On Target
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	1	-	-	-
White		-	-	-	-	-	-	-	-	-	-

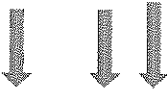
Points given for achievement level for each student added together

## District CPI (achievement) for Math




	Baseline CPI	2014 CPI	2015 CPI	CPI Change	2015 Target	5 Year Goal	CPI Percentage of School Total	N	PPI Points	Absent (No Data)	Rating
	0 10 20 30 40 50 60 70 80 90 100										
All students		86.6	87.6	86.4	-1.2	91.1	97	1806	25	-	No Change
High needs		65.1	70.9	67.0	-3.9	76.7	41	473	0	-	Declined
Econ. Disadvantaged		-	-	-	-	-	-	255	-	-	-
ELL and Former ELL		76.8	80.4	82.4	2.0	84.5	79	44	50	-	Improved Below Target
Students w/ disabilities		57.8	59.2	55.4	-3.8	71.9	44	260	0	-	Declined
Amer. Ind. or Alaska Nat.		92.5	93.3	95.2	1.9	95.0	68	176	100	-	Above Target
Asian		70.1	70.4	65.7	-4.7	80.1	50	194	0	-	Declined
Am. Assoc./Black		72.9	79.9	81.1	1.2	81.9	84	70	75	-	On Target
Hispanic/Latino		80.4	79.4	80.1	0.7	86.9	42	68	50	-	Improved Below Target
Multi-race, Non-Hisp./Lat.		88.7	89.8	89.0	-0.8	92.5	73	1315	25	-	No Change
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	1	-	-	-
White		-	-	-	-	-	-	-	-	-	-

## District CPI (achievement) for Science




	Baseline CPI	2011 CPI	2012 CPI	CPI Change	2013 Target	5 Year Goal	CPI Percentage of Students Exceeding	N	CPI Points	About the Data Rating
All students	66.5	66.1	66.4	-1.7	91.0	93.8	66	74	25	No Change
High needs	65.6	72.4	66.5	-5.9	77.1	82.6	28	164	0	Declined
Econ. Disadvantaged	-	-	67.5	-	-	-	-	87	-	-
ELL and Former LLL	-	-	-	-	-	-	-	13	-	-
Students w/ disabilities	58.0	60.1	57.3	-2.8	72.0	79.0	31	89	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	1	-	-
Asian	88.0	91.9	93.4	1.5	92.0	94.0	70	68	100	Above Target
Asi. Amer./Black	70.4	73.2	65.8	-7.4	80.3	85.2	34	76	0	Declined
Hispanic/Latino	84.1	-	-	-	-	92.1	-	31	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	-	-	-	33	-	-
Nat. Havn. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-
White	88.7	90.0	89.1	-0.9	92.5	94.4	75	548	25	No Change

## Extra Credit for moving a number of students from one level to another in ELA




	Extra credit for increasing to Advanced (10th Grade)				Extra credit for increasing to Advanced/Proficient (10th Grade)				About the Data
	2011	2012	2013	N	2011	2012	2013	N	Rating
All students	24.0	26.5	1820	25	3.1	3.1	1820	0	-
High needs	8.2	7.9	470	0	10.6	11.7	470	0	-
Econ. Disadvantaged	-	12.3	252	-	-	9.1	252	-	-
ELL and Former LLL	6.7	7.0	43	0	2.2	7.0	43	0	-
Students w/ disabilities	2.2	1.2	259	0	18.7	18.5	259	0	-
Amer. Ind. or Alaska Nat.	-	-	2	-	-	-	2	-	-
Asian	33.7	34.1	176	0	2.4	2.3	176	0	-
Asi. Amer./Black	12.5	10.4	192	0	5.4	8.9	192	0	-
Hispanic/Latino	20.9	23.2	69	25	4.5	6.7	69	0	-
Multi-race, Non-Hisp./Lat.	15.9	23.9	67	25	3.2	6.0	67	0	-
Nat. Havn. or Pacif. Isl.	-	-	1	-	-	-	1	-	-
White	24.8	28.3	1313	25	2.9	2.0	1313	25	-

## Extra Credit for moving a number of students from one level to another In Math



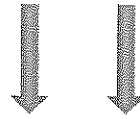
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)				About the Data	
	2014 % Advanced	2015 % Advanced	#	pts./Student	2014 % Warning/Failing	2015 % Warning/Failing	#	pts./Student	2014 % Advanced	2015 % Advanced
All students	36.5	39.1	1826	0	6.9	7.6	1826	0		
High needs	14.1	15.9	473	25	20.4	23.7	473	0		
Econ. Disadvantaged	-	20.8	255	-	-	21.2	255	-		
ELL and Former ELL	23.9	20.5	44	0	10.9	9.1	44	25		
Students w/ Disabilities	6.3	7.3	260	25	33.2	36.5	260	0		
Amer. Ind. or Alaska Nat.	-	-	2	-	-	-	2	-		
Asian	60.7	63.1	176	0	4.8	1.7	176	25		
Afr. Amer./Black	15.5	16.0	194	0	19.6	26.8	194	0		
Hispanic/Latino	22.7	26.6	70	25	12.1	7.1	70	25		
Multi-race, Non-Hisp./Lat.	27.0	32.4	68	25	15.9	14.7	68	0		
Nat. Haw. or Pacif. Isl.	-	-	1	-	-	-	1	-		
White	49.0	49.3	1315	0	4.7	5.1	1315	0		

## Extra Credit for moving a number of students from one level to another in Science

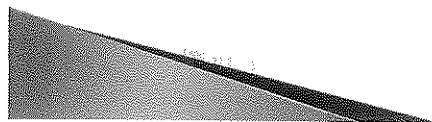


	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)				About the Data	
	2014 % Advanced	2015 % Advanced	#	pts./Student	2014 % Warning/Failing	2015 % Warning/Failing	#	pts./Student	2014 % Advanced	2015 % Advanced
All students	29.1	24.6	747	0	5.2	5.5	747	0		
High needs	8.8	6.7	164	0	17.6	22.0	164	0		
Econ. Disadvantaged	-	8.0	87	-	-	23.0	87	-		
ELL and Former ELL	-	-	13	-	-	-	13	-		
Students w/ Disabilities	3.8	3.4	89	0	31.1	31.5	89	0		
Amer. Ind. or Alaska Nat.	-	-	1	-	-	-	1	-		
Asian	40.3	42.6	68	0	4.8	1.5	68	25		
Afr. Amer./Black	15.5	6.6	76	0	15.5	25.0	76	0		
Hispanic/Latino	-	-	31	-	-	-	31	-		
Multi-race, Non-Hisp./Lat.	-	-	23	-	-	-	23	-		
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-		
White	29.9	25.2	548	0	3.9	2.7	548	25		

## Student Growth in ELA

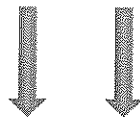


	0	10	20	30	40	50	60	70	80	90	100	2014 SGP	2013 SGP	SGP Change	5 Year Goal	Met State Markings?	N	PPA Points	About the Data Rating
All students												45.0	51.0	6.0	51.0	No	1460	75	On Target
High needs												43.0	46.0	3.0	51.0	No	346	50	Below Target
Econ. Disadvantaged												-	-	-	51.0	-	185	-	-
ELL and Former ELL												-	-	-	51.0	-	25	-	-
Students w/disabilities												39.0	39.0	0.0	51.0	No	194	25	Below Target
Amer. Ind. or Alaska Nat.												-	-	-	51.0	-	1	-	-
Asian												49.5	58.5	9.0	51.0	Yes	138	75	On Target
Afr. Amer./Black												44.5	45.5	1.0	51.0	No	136	50	Below Target
Hispanic/Latino												52.0	58.0	6.0	51.0	Yes	54	75	On Target
Multi-race, Non-Hisp./Lat.												48.0	54.0	6.0	51.0	Yes	54	75	On Target
Nat. Hawn. or Pacif. Isl.												-	-	-	51.0	-	1	-	-
White												45.0	49.0	4.0	51.0	No	1079	50	Below Target

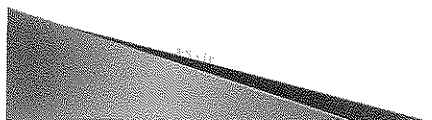


1460

## Student Growth in Math

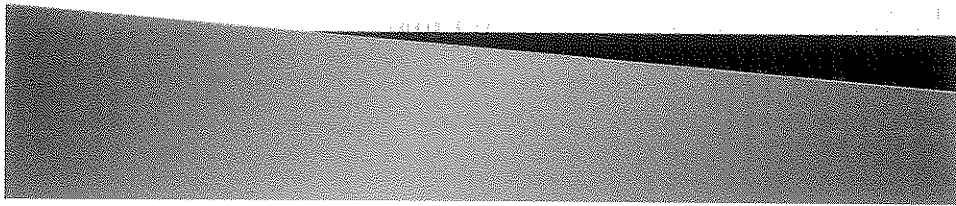


	0	10	20	30	40	50	60	70	80	90	100	2014 SGP	2013 SGP	SGP Change	5 Year Goal	Met State Markings?	N	PPA Points	About the Data Rating
All students												51.0	47.0	-4.0	51.0	No	1465	50	Below Target
High needs												49.0	42.0	-7.0	51.0	No	350	50	Below Target
Econ. Disadvantaged												-	-	-	51.0	-	169	-	-
ELL and Former ELL												-	-	-	51.0	-	25	-	-
Students w/disabilities												52.0	42.0	-10.0	51.0	No	197	50	Below Target
Amer. Ind. or Alaska Nat.												-	-	-	51.0	-	1	-	-
Asian												62.0	54.0	-8.0	51.0	Yes	139	75	On Target
Afr. Amer./Black												45.0	42.0	-3.0	51.0	No	136	50	Below Target
Hispanic/Latino												48.5	50.0	1.5	51.0	No	54	50	Below Target
Multi-race, Non-Hisp./Lat.												41.0	35.5	-5.5	51.0	No	52	25	Below Target
Nat. Hawn. or Pacif. Isl.												-	-	-	51.0	-	1	-	-
White												52.0	47.0	-5.0	51.0	No	1080	50	Below Target



1465

# Questions?



### Community Preschools

Blue Hills	Canton Community K	Learning Circle	Fountain of Grace		
8:30-11:30	9-1	a.m./p.m./extended	7-5		
2-4 mornings	2-5 days	2-5 days	Various options		
\$2115 -year	\$3310-year (5 days)				
\$211 month	\$331 month		\$250-week		
Based on this a five hour day would be- \$527					

### Area Integrated Preschools Yearly Tuition

	Canton current (9-2)	Canton 2% increase	Canton 3% increase	Walpole	Norwood	Stoughton (full day-6 hours)	
2 day	\$2400	\$2448	\$2472	N/A	2 half days- \$2050	\$2650	
3 day	\$3600	\$3672	\$3708	N/A	3 half days- \$2650	\$3900	
4 day	\$4800	\$4896	\$4944	20 hour comparable option-\$2646	\$5200	N/A	
5 day	\$6000	\$6120	\$6180	9-2 option- \$4578	N/A	\$6350	

12/11/15

**CANTON HIGH SCHOOL BAND, CANTON, MA  
TRIP TO NEW YORK – April 8 – 9, 2016  
TRIP #16-01087**

Friday, April 8, 2016

6:00 AM: One motorcoach arrives at Canton High School for loading. **On departure, please call our 24-hour (1-800-654-4560 then “0”) service to let us know your departure time.**

6:30 AM: Depart from Canton High School on a first class, air-conditioned, DVD equipped MOTORCOACH. **Please note your motorcoach will be a wheelchair lift accessible bus.**

*(4 hours have been allotted for the drive; plus half hour for rest stop on your own enroute)*

**In the event of a delay, please call your tour manager or our 24-hour (1-800-654-4560 then “0”) service to let us know your approximate arrival time.**

11:00 AM: Arrive in New York City; meet your TOUR MANAGER in **Times Square** – The heart of the Theater District; where New Yorkers celebrate New Year's Eve. View the skyscrapers and glittering marquees. Lunch on your own

1:00 PM: Depart for the Lincoln Center

1:30 PM: Arrive at **Avery Fisher Hall**

2:00 PM: Enjoy a PERFORMANCE of the NEW YORK PHILHAMONIC **Presents Beethoven and Strauss**

4:00 PM: After the performance, depart for dinner

4:30 PM: Arrive for DINNER at TBD TIMES SQUARE RESTAURANT

After dinner, enjoy a return visit to **Times Square**

7:00 PM: Depart for the theater

7:30 PM: Arrive at the **Theatre**

8:00 PM: Enjoy a BROADWAY PERFORMANCE of KINKY BOOTS (subject to availability)

10:30 PM: After the performance, depart for home. *(4 hours have been allotted for the drive; plus half hour for rest stop on your own enroute)*

*Optional travel insurance is available.  
For more information see our website [www.tours-eti.com](http://www.tours-eti.com)*

12/11/15

Saturday, April 9, 2016

**In the event of a delay, please call our 24-hour (1-800-654-4560 then "0") service to let us know your approximate arrival time.**

3:00 AM: Arrive at Canton High School

**IN CASE OF EMERGENCY OR TO LEAVE A MESSAGE, PLEASE CALL 1-800-654-4560. PLEASE LEAVE ALL PERTINENT INFORMATION INCLUDING NAMES AND PHONE NUMBERS**

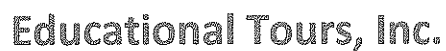
12/11/15

**TRIP FEATURES  
CANTON HIGH SCHOOL BAND  
TRIP TO NEW YORK – April 8 – 9, 2016  
TRIP #16-01087**

**THE TOUR INCLUDES**

- \* Round trip transportation aboard a first class, air-conditioned, DVD equipped motorcoach
- \* One dinner
- \* Times Square
- \* Broadway Show
- \* New York Philharmonic Performance
- \* All trip planning and arrangements
- \* \$3,000,000 Liability Insurance
- \* SYTA Consumer Protection Plan Coverage
- \* Optional travel insurance is available and follows Educational Tours, Inc.'s cancellation policy
- \* Member of the Student Youth Travel Association
- \* Services of our company tour manager for your entire stay in New York City
- \* All gratuities and fuel surcharges
- \* Based on tariffs in effect 12/2/15 and subject to availability at time of booking
- \* Health and accident insurance coverage, including medical evacuation, up to \$2,500 per person included for all participants
- \* 1-800-654-4560 Emergency service, answered 24 hours, provided for your peace of mind, while the trip is in progress

*Optional travel insurance is available.  
For more information see our website [www.tours-eti.com](http://www.tours-eti.com)*



## TRIP NUMBER:

INVOICE DATE:

12/04/15

**SOLD TO: CANTON HIGH SCHOOL**  
900 WASHINGTON STREET  
CANTON MA 02021

**TOTAL AMOUNT DUE: \$6,900.00**

P.O. Box 257 Holt, MI 48842 1-800-654-4560 517-699-0677 fax  
www.tours-eti.com

# **CANTON HIGH SCHOOL**

## **Performing Arts Department**

**Ida Pappas**

K-12 Interim Performing Arts Department Coordinator

781-821-5050 x 2105

pappasi@cantonma.org

**Brian Thomas**

Director of Bands & Electives Teacher

781-821-5050 x 2226

thomasb@cantonma.org

**B. Darrel Whidden**

Choral Director & Electives Teacher

781-821-5050 x 2206

whiddend@cantonma.org

Dear Parents,

The Performing Arts Department is planning a trip to New York City, New York, on Friday, April 8<sup>th</sup>. While in New York, we will attend the New York Philharmonic performing Beethoven's *Symphony No. 6*, enjoy dinner, and see a performance of the Broadway show *Kinky Boots*. This is an all-day trip, and students should plan ahead for this. The trip will cost each student planning to attend between \$335.00 and \$360.00. At this time, we are asking for a \$150.00 deposit from each student planning to attend. Profit earned from citrus sales will be deducted from each student's deposit balance. Attached is a form stating your citrus profits. Please send a check for the difference made out to Town of Canton along with the signed permission form no later than Monday, December 7<sup>th</sup>.

Brian Thomas

Director of Bands

B. Darrel Whidden

Choral Director

## **RESIDENCY POLICY**

### **A. Residency Requirements**

Only children of school age who actually reside in the Town of Canton are entitled to attend the Canton Public Schools (M.G.L., c. 76, s. 5). "Residence" is the primary place where a person dwells permanently, and is the place that is the center of his or her domestic, social, and civic life. Temporary residence in the Town of Canton for the purpose of enrolling in the Canton Public Schools, shall not be considered residency. (M.G.L. c. 76, s. 6). Persons who are found to temporarily reside in Canton for the special purpose of enrolling in the Canton Public Schools will be dismissed immediately from the Canton Public Schools and the parent(s), guardian(s), or others may be jointly and severally liable to the school district for tuition and other costs and fees.

Before any student is assigned to or attends any Canton public school, the student's parent or legal guardian must provide documents demonstrating proof of permanent residency in Canton. The student cannot be enrolled until residency is established. Residency can, and does, change for students and their families, therefore the Canton Public Schools reserves the right to request additional, updated information at any time, and to routinely verify the residency of students entering grades kindergarten, six and nine. The Canton Public Schools will implement administrative procedures consistent with this policy.

Exceptions to the residency requirements include:

- (1) students whose families move out of town during their senior year of high school;
- (2) students in any other grade whose families move out of town after April 1st, who would like to finish the current school year and who pay the daily per pupil cost to remain enrolled and any future costs the District incurs on student's behalf;
- (3) students for whom another community or state agency may pay approved tuition rates; and
- (4) homeless students entitled to a free, appropriate public education in accordance with the provisions of the McKinney-Vento Homeless Education Assistance Act. (See Policy JFABD for additional details).

Decisions regarding residency may be appealed to the Superintendent of Schools who may exercise discretion if the situation warrants it. The Superintendent's decision shall be final.

### **B. Investigation**

Once the student has enrolled, school principals are required to look into situations in which there is reason to believe that the phone number and the address do not appear to be authentic. The principals will report questionable situations to the Superintendent or his/her designee.

The Canton Public Schools may conduct an investigation into the residency of any student at any time. If the school department suspects that a family of a current Canton Public School student lives outside Canton, an investigation and/or recertification will take place. If a case warrants closer inspection, the Superintendent may authorize a home visit and/or utilize the Canton Police Department or private investigator to further investigate a residency concern.

### **C. Removal of Non-Resident Students**

If it is discovered that a Canton student is a nonresident, the student's parent or legal guardian

will be notified of the violation and instructed to enroll the student in the school district of the city or town where he or she actually lives. Failure to transfer the student out of the Canton Public Schools within five (5) school days will result in the student's immediate dismissal from the Canton Public Schools, unless there are fewer than ten (10) school days left in the marking period/school year; in which case, the student will be transferred at the end of the marking period/school year.

A student, other than a high school senior, who becomes a non-resident on or after April 1st, may elect to pay the daily per pupil tuition cost, plus any future costs the district incurs on student's behalf, and complete the rest of the school year in his/her present school. Only students whose families move out of town during their senior year of high school will be allowed to complete the school year tuition free.

#### **D. Tuition**

When a violation is determined, the Canton Public Schools will take action to recover tuition and other costs expended on behalf of the child during the period of non-residency. Parent(s), guardian(s), and other(s) may be jointly and severally liable to the Canton Public Schools for the student's tuition and other academic or related costs, as well as any investigation costs or legal fees incurred by the District as a result of any violations.