



School Committee

MINUTES OF THE CHELSEA SCHOOL COMMITTEE MEETING

April 6, 2017

APPROVED MAY 4, 2017

The Chelsea School Committee met on Thursday, April 6, 2017 in the City Council Chambers, City Hall, 500 Broadway, Chelsea.

Members Present: Yessenia Alfaro-Alvarez, Rosemarie Carlisle, Richard Maronski, Diana Maldonado, Shawn O'Regan, Robert Pereira and Jeanette Velez.

Also Present: School Superintendent Dr. Mary M. Bourque, Assistant Superintendent Linda Breau, Executive Chief Academic Officer Sarah Kent, Resident Intern Sarah Warren and Student Representative Rucellie Jimenez, School Business Manager and Clerk to the School Committee Barbara Martin.

The meeting was called to order at 7:00p.m.

Reverend Sandra Whitley, Peoples AME Church, 30 Bellingham, St. introduced members of the Chelsea Project Opening Doors and Chelsea High Students: Brian Le and Charlie Rustigian. The students presented a total of \$3,068.00 in gift cards to be given to Chelsea Public School students and families currently living in shelters. A copy of the remarks are included and form a part of these minutes.

School Committee Minutes: The minutes of the March 9, 2017 School Committee Meeting, the March 9, 2017 Public Hearing and the March 30, 2017 School committee Meeting were unanimously approved.

Public Comment: None

Presentations: Commemorating 20 years of the Caminos Program at the Kelly School Dr. Bourque thanked principal Maggie Sanchez-Gleason, former Kelly School principal Tim Howard and ELC principal Jackie Bevere-Maloney for their contributions to the success of the Caminos Program. Ms. Gleason was presented with a Certification of Appreciation.

Members of the Youth and Young Adult Coalition, Inc. (YYAC) Evan Mitchell, Jenny Le and Charlie Rustigian. Spoke about their visions for helping homeless students in Chelsea and presented Social Work Services Coordinator Kim Huffer with gift cards totaling \$3,000.00. The cards were donated through the Hope for Children Foundation.

Lastly, Resident Intern Sarah Warren presented the Chelsea Public Schools strategy for promoting multilingualism, multiliteracy and multiculturalism. A copy of the presentation is attached and forms a part of these minutes.

Report of the Superintendent of Schools:

Student Achievement: Chief Academic Officer Sarah Kent reported the Graduation Rate and Dropout for the 2015-2016 school year. The 4-year cohort graduation rate was 62.5% and the drop-out rate was 7.9%. Ms. Kent noted that the summary was discussed in detail at the subcommittee meeting on March 9, 2017. A copy of the report is attached and forms a part of these minutes.

Ms. Sarah Kent then discussed the District Indicators of Success from March, 2017. Indicator 2-Attendance year to date was 93.4%, compared to 93.9% last year to date. Indicator 8- Annual dropout rate from July 1, 2016 to March 31, 2017 stands at 71 the same as last year to date. For the month of March, 14 students have withdrawn. Indicator 10-Student Mobility was 18% year to date. A copy of this report is enclosed and forms a part of these minutes.

Personnel Report: Dr. Bourque commended the personnel report to the record.

Enrollment Report: Dr. Bourque commended the enrollment report to the record. As of April 3, 2017 the district-wide enrollment was 6, 594 students, including 142 students in out-of-district placements. In addition, there are 23 Chapter 768 students for whom the district has financial responsibility.

Announcements:

4-6/4-8 CHS Drama Club presents
You're a Good Man, Charlie Brown
4-11 Early Release Days (excludes CHS)
4-14 Good Friday-No School (excluded CHS)
4-17/4-21 Spring Break- No School
5/4 School Committee Meeting

Committee Reports:

- **Student Representative:** Ms. Rucellie noted that it is a busy time at CHS. She also spoke about trying to get students more involved.
- **Subcommittee of the Whole:** Ms. Velez reported that the subcommittee met on March 30, 2017. A copy of the report is attached and forms a part of these minutes.

New Business:

- Consideration and action to approve a Budget Transfer on the amount of \$35,000.00 from District-wide New Textbook Account to CHS Testing and Evaluation. Chairman Velez called for a roll call vote.

Jeanette Velez	Y
Rosemarie Carlisle	Y
Ana Hernandez	AB
Kelly Garcia	AB
Shawn O'Regan	Y
Richard Maronski	Y
Yessenia Alfaro-Alvarez	Y
Robert Pereira	Y
Diana Maldonado	Y

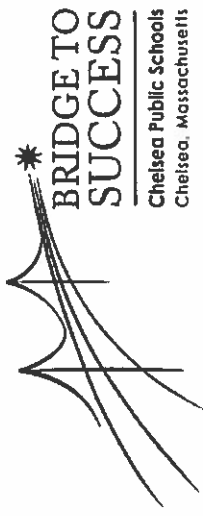
Having six votes in the affirmative, one abstention and two absent the motion was approved.

Adjournment: The meeting adjourned at 7:50 p.m.

Recorded by

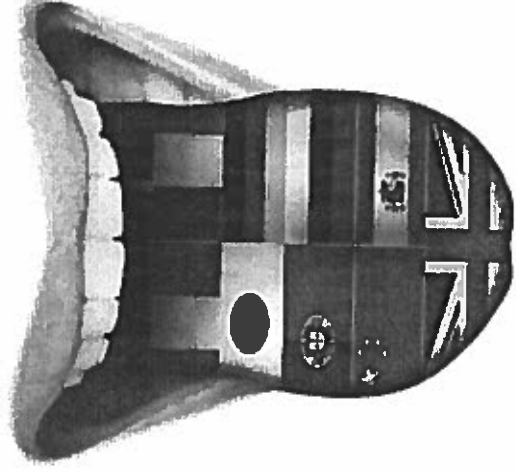
Barbara Martin

**Barbara A. Martin
Business Manager
Clerk to the Chelsea School Committee**



Chelsea Public Schools

Strategy for Promoting Multilingualism, Multiliteracy, and Multiculturalism



What the Research Tells Us

Students who learn two or more languages have:

- Stronger critical thinking, creativity, and problem-solving ability.
- Improved academic performance.
- Strengthened social & cultural identity.
- Greater ability to work with people from different cultures.
- Increased college, employment, & economic opportunities.



Preparing Our Students for 21st-Century Success

In the 21st century, language will be as important to business as technology was in the last century.

-Dr. Patricia Gandara &

Sylvia Acevedo (2016)



Economic Advantages of Multilingualism

- Recent research shows that, across all sectors of the U.S. economy, employers prefer to hire multilingual workers. In Massachusetts, demand for bilingual employees doubled in the past 5 years.
- One national study compared children of immigrants who became bilingual and biliterate vs. those who had limited or no proficiency in their home language. The bilingual/biliterate group went to college at much higher rates than the other group.
- Another national study compared children of immigrants who attained fluency in two languages to those whose first language had been lost. The second group made approximately \$5,000 less per year.



District-Wide Strategy for Multilingualism, Multiliteracy, & Multiculturalism

- Grounded in CPS values, particularly:
“the diversity of our school community (race, ethnicity, ability and socioeconomic status) is a source of strength and a resource for the education of all learners”
- Builds on 2 Strategic Initiatives:
 - Biliteracy credential
 - Expand Caminos -like program to middle school



Strategy Development Process

- Research
- Steering Committee
- District-Wide Consultation Group
- Strategy development
- Implementation planning/budgeting



Parent Survey

- 75 Responses (Kelly, Hooks, & Berkowitz—Thanks!)
- Key finding: Parents want their children to learn to read and write in both English and their home language



Educator Survey

90% of 198 educators said that it was a moderate or high priority for students whose first language is not English to learn to read and write and their home language

Strategic Vision

CPS becomes an engine of multilingualism, multiliteracy, and multiculturalism where:

- All students' linguistic and cultural heritage is cultivated as an asset in their learning and achievement, from pre-K to adult learning programs;
- All students graduate proficient in two or more languages, preparing them for success in college, career, and life;
- A diverse community of educators has the multicultural competence, strengths-based mindset, and comprehensive skills necessary to fully engage, challenge, and support all learners; and
- Families and community members of all backgrounds are involved as full partners in their children's learning and development.

Seal of Biliteracy Pilot

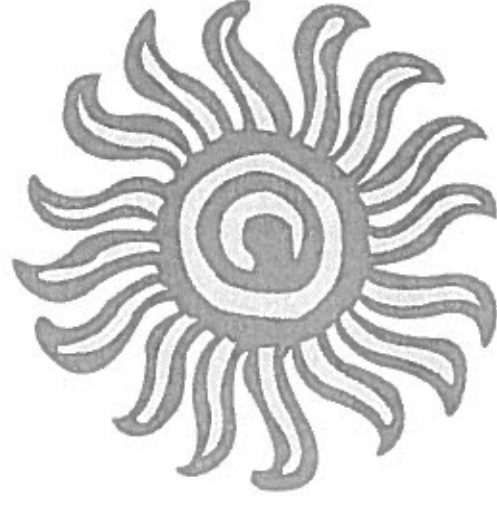
- Recognizes proficiency in two languages
- 11 graduating seniors will receive the Seal on Awards Night in May
- There are 3 levels: Platinum, Gold, Silver
- Students receive a medal and certificate.
- It will appear on their CHS transcripts.



Camino Expansion

- Will add pre-K and Kindergarten classes during the day in the 2017-18 school year
- Planning for expansion of Kelly Elementary Camino and into the middle school level in future years.

Happy 20th Birthday, Caminos!





Camino

Spanish-English Two-Way Immersion Program

Camino is a Two-Way Dual Language Immersion program in grades Pre-K to 4. Camino students study a rigorous curriculum in Spanish and English and become proficient in understanding, speaking, reading, and writing both languages.

How Does Camino Work?

Camino students study all of the same subjects that their peers do (like reading, writing, math, etc.), but they do it in two languages! Classes alternate between Spanish and English on a daily or weekly basis. Starting in 2017-18, there will be Camino classes at the pre-K (4-year-old) and Kindergarten level at the Early Learning Center. Camino grades 1-4 will continue at the Kelly Elementary School.

Why Learn Two Languages?

There is a large body of research that demonstrates a variety of benefits to learning two or more languages, such as:

- Stronger critical thinking, creativity, and problem-solving ability.
- Improved academic performance.
- Strengthened social & cultural identity.
- Greater ability to work with people from different cultures.
- Increased college, employment, & economic opportunities.

Will Learning in Two Languages Harm my Child's English Ability?

There is a common misconception that learning two languages at once damages a child's ability to learn both languages well. Some people also believe that if children who speak a first language other than

English study in their home language, they might have a harder time learning English. In fact, research indicates that learning in one's first language can enhance a child's ability to learn English. The brain development and skills-building that happen when a child learns one language support his or her ability to learn a second language. Learning two languages is hard work—even for children! But the rewards are significant.



Will Learning in Two Languages Harm my Child's Academic Performance?

Recent research studies demonstrate that children who participate in Dual Language Immersion programs, such as Camino, tend to outperform their peers academically by the end of elementary school—and they have the benefits of being bilingual and biliterate! However, it is very important that children remain in Camino throughout elementary school in order to achieve their full academic and language learning potential.

Who Can Participate in Camino?

Camino is an inclusive program. All families are welcome to express a preference to have their children enrolled. However, the program is very popular and seats are limited. Priority is given to students who were in Camino in the previous year and siblings of students who will be in the program in the coming year. The remaining seats will be allocated through a lottery system.

What is the Enrollment Process?

When completing a registration form for your child who is entering pre-K (4-year olds), K, or 1st grade, note your preference for Camino. This will enter your child into the enrollment process. There will be a separate lottery for each of the three entry grades (pre-K 4-year-olds, K, and 1). The dates, times, and locations for these lotteries will be announced on the Chelsea Public Schools website, Facebook page, and Twitter feed, as well as through the Early Learning Center and Kelly School. Children who do not receive a seat for the coming year will be placed on a wait list. Once a family is offered a Camino spot for their child, they will be asked to sign a letter of commitment, which indicates that they understand the importance of keeping the child in the program through the end of elementary school.



Camino

Inglés-Español Programa de Inmersión Dos-Vías

Camino es un Programa de Inmersión Dual de Dos-Vías en los grados Pre-K al 4. Los estudiantes del Programa Camino estudian un currículo riguroso en Español e Inglés y se vuelven competentes en la comprensión, el habla, la lectura y la escritura de ambos idiomas.

¿Cómo funciona Camino?

Los estudiantes de Camino estudian todos los mismos temas que sus compañeros (como leer, escribir, matemáticas, etc.) pero lo hacen en dos idiomas! Las clases se alternan entre español e inglés diariamente o semanalmente. A partir del 2017-18, habrá clases de Camino en el nivel pre-K (4 años de edad) y Kindergarten en el Early Learning Center. Los grados 1-4 de Camino continuarán en la Escuela Primaria, Kelly.

¿Por qué Aprender Dos Idiomas?

Hay un gran cuerpo de investigación que demuestra una variedad de beneficios para el aprendizaje de dos o más idiomas, tales como:

- Mayor capacidad de pensamiento crítico, creatividad y resolución de problemas.
- Mejor desempeño académico.
- Fortalecimiento de la identidad social y cultural.
- Mayor capacidad para trabajar con personas de diferentes culturas.
- Aumento de las oportunidades universitarias, de empleo y económicas.

¿El Aprendizaje en Dos Idiomas Dañará la Capacidad de Inglés de mi Hijo/a?

Hay un error común que el aprendizaje de dos idiomas a la vez daña la capacidad de un niño para aprender bien los dos idiomas. Algunas personas también creen que si los niños que hablan un primer idioma aparte del

inglés estudian en su idioma natal, podrían tener más dificultades para aprender inglés. De hecho, la investigación indica que el aprendizaje en el primer idioma puede mejorar la capacidad de un niño para aprender inglés. El desarrollo del cerebro y la construcción de habilidades que ocurren cuando un niño aprende un idioma apoyan su habilidad para aprender un segundo idioma. Aprender dos idiomas es un trabajo duro--¡incluso para los niños! Pero las recompensas son significativas.



¿El Aprendizaje en Dos Idiomas Dañará el Rendimiento Académico de mi Hijo/a?

Estudios recientes demuestran que los niños que participan en Programas de Inmersión Doble, como Camino, tienden a superar a sus compañeros académicamente al final de la escuela primaria--y tienen los beneficios de ser bilingüe y bilingües! Sin embargo, es muy importante que los niños permanezcan en Camino a lo largo de la escuela primaria para lograr su pleno potencial académico y de aprendizaje de idiomas.

¿Quién Puede Participar en Camino?

Camino es un programa inclusivo. Todas las familias son bienvenidas a expresar su preferencia por tener sus hijos matriculados en Camino. Sin embargo, el programa es muy popular y los asientos son limitados. Se da prioridad a los estudiantes que estuvieron en Camino en el año anterior y a los hermanos de los estudiantes que estarán en el programa en el próximo año. Los asientos restantes se asignarán a través de un sistema de lotería.

¿Cuál es el Proceso de Inscripción?

Al completar un formulario de inscripción para su hijo/a que está ingresando a pre-K (4 años de edad), K, o 1er grado, anote su preferencia para Camino. Esto incluirá a su hijo/a en el proceso de inscripción. Habrá una lotería separada para cada uno de los tres grados de entrada (pre-K de 4 años de edad, K, y 1). Las fechas, horarios y lugares para estas loterías serán anunciadas en el sitio web de las Escuelas Públicas de Chelsea, en la página de Facebook y en Twitter, así como a través del Early Learning Center y la Escuela Kelly. Los niños que no reciben un asiento para el próximo año serán colocados en una lista de espera. Una vez que a una familia se le ofrece un lugar en el programa Camino para su hijo/a, se les pedirá que firmen una carta de compromiso, cual indica que entienden la importancia de mantener al niño en el programa hasta el final de la escuela primaria.



CPS 2015-2016

Summary of Graduation and Dropout Rate



Graduation Rates

- Graduation Rate- is the percentage of students graduating within four years as compared to the original grade 9 cohort.
 - The original grade 9 cohort excludes students who transfer out of the school district and adds in students who enroll in the school district during the high school years.
- Adjusted Graduation Rate- is made up of students who entered grade 9 in the Chelsea Schools system and never left (stable high school population).
- Target: A four or five year rate $\geq 95\%$.



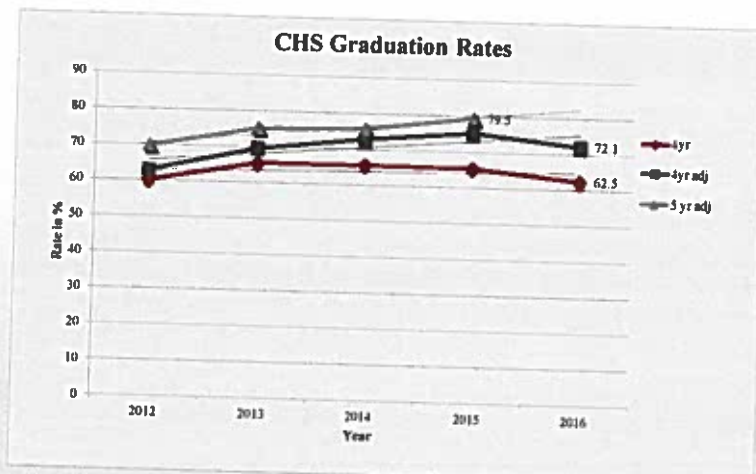
Statewide Background: Graduation Rate¹

- In Massachusetts, 87.5% of students who entered high school as ninth graders in 2012 graduated on time in 2016, making the tenth year in a row the state's four-year, on-time graduation rate has increased. (+.2%)
- State 4-year graduation rates varied by subgroup:
 - Hispanic males: 68.1%
 - Hispanic females: 77.9%
 - ELLs: 64.1%
 - Economically disadvantaged: Males: 74.7%, Females: 82.3%
 - High needs: 79.1%
 - Urban: 76.5%

¹ Source: Cohort 2016 Four-Year Graduation Rates – State Results, MA DESE Website



CHS Graduation Rates



Summary: Graduation Rates

- In 2016, our 4-year cohort graduation rate was 62.5%.
- In 2016, 72.1% of students who attended Chelsea High for all four years graduated on time. (Our stable student population.)
- These numbers are short of our target but represent a gradual increase over time.
- Throughout the State, graduation rates of Latino youth (72.7%) and English Language Learners (64.1%) are struggling.



Drop Out Rate

- The dropout rate is calculated from July 1st of a given year to June 30th of the following year and compared against the October 1st enrollment.



Statewide Background: Dropout Rate²

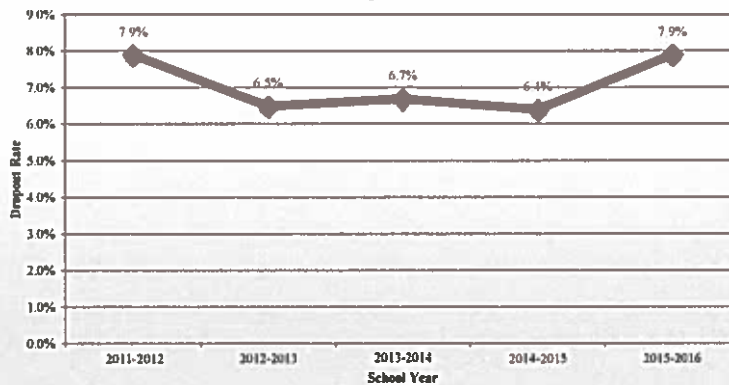
- Aggregate dropout rates in Massachusetts have remained fairly consistent for the last four years and equal for the last two at 1.9%.
- State dropout rates vary by subgroup:
 - Hispanic males: 5.7% account for 25.5% of all dropouts
 - Hispanic females: 3.4% account for 14.3% of all dropouts
 - ELLs: 6.6% and account for 19.6% of all dropouts
 - Economically disadvantaged: 4.1% and account for 50.7% of all dropouts
 - High needs: 3.7% and account for 72.9% of all dropouts
- Statewide, these subgroups saw increases in dropout rate this year from last ranging from .3% to .9%

2. Source: High School Dropouts 2015-16 Massachusetts Public Schools, MA DESE Website



Dropout Rate

CPS Dropout Rate



Summary: Dropout Rate

- In 2015-2016, 7.9% of students dropped out of school which represents an increase from previous years.
 - 54% of Chelsea dropouts were ELL
 - 40% of Chelsea dropouts were in Chelsea 3 years or less
 - 46% immigrated from Central America
- Throughout the State, dropout rates of Latino youth (40% of all dropouts), English Language Learners (20% of all dropouts) and economically disadvantaged students (51% of all dropouts) are high.



Questions?

If you would like any further information, please don't hesitate to reach out.

Sarah Kent, Chief Academic Officer
kents@chelseaschools.com



March 2017

Monthly:

2. District-Wide daily attendance rate will be 95%. (p. 3)
8. The CPS dropout rate will decrease by 2% per year. (p. 6)

Quarterly Updates:

4. 85% of grade 4 students will exit grade 4 and enter grade 5 with a 3 or better in ELA, Math and Science. (p. 4)
5. 85% of grade 8 students will exit grade 8 and enter grade 9 with a C or better in ELA, Math and Science. (p. 5)

Winter/Spring:

3. 75% of Kindergarten students will score in the Proficient or In Progress range on the Nonsense Word Fluency Correct Letter Sounds (NWF-CLS) DIBELS subtest. (p. 4)

Annual:

1. All CPS Schools will be on track to be Level 2 or better in the State's accountability system. (p. 2)
6. 85% of High School Students in AP courses will attain a 3, 4, or 5. (p. 5)
7. The CPS four-year graduation rate will increase by 2% per year; the five year graduation rate will increase by 2% per year. (p. 6)
9. All students will graduate from Chelsea High School with a plan for college, career and life. (p. 7)
10. Annual staffing data will show improved teacher retention. (p. 8)

Appendix: Additional Relevant Data:

- Mobility (p. 9)
- Mobility Rate (p. 9)
- CHS Grade 9 & 10 Failing Grades (p. 10)
- CHS Grade 9 & 10 Retention (p. 10)

Chelsea Public Schools Indicators of Success 2016 - 2021



Indicator 1: All CPS Schools will be on track to be Level 2 or better in the State's accountability system.

PARCC/MCAS

School	ELA CPI 2016	ELA CPI 2017	ELA SGP 2016	ELA SGP 2017	Math CPI 2016	Math CPI 2017	Math SGP 2016	Math SGP 2017	Science CPI 2016	Science CPI 2016
Berkowitz	69		61		73.6		38			
Hooks	73.6		74		94.7		61			
Kelly	66.6		47		74.4		46			
Sokolowski	65		53		75.8		55			
Browne	59.2		46		48		31		36.4	
Clark	69.4		40		60.5		29		51.7	
WSTA	64.8		38		55.2		29		45.4	
CHS	83		55		62.3		26		65.6	

Chelsea Public Schools Indicators of Success 2016 - 2021



Indicator 2: District-Wide daily attendance rate will be 95%.

	% 2016	Sept	Oct	Nov	Dec	Jan	Feb	March		April	May	June
		Month	Month	Month	Month	Month	Month	Month	YTD			
Grade 1	95.1%	95.9%	96.0%	95.6%	94.4%	93.7%	93.2%	94.8%	94.9%			
Grade 2	95.7%	95.9%	95.9%	95.8%	94.1%	94.0%	92.6%	95.0%	95.0%			
Grade 3	95.5%	95.9%	95.8%	95.8%	93.8%	94.9%	92.9%	95.1%	95.2%			
Grade 4	96.1%	96.4%	96.4%	96.0%	93.9%	94.7%	92.0%	95.8%	95.3%			
Grade 5	95.6%	95.7%	96.3%	96.1%	93.9%	95.1%	92.8%	95.7%	95.2%			
Grade 6	95.6%	96.3%	95.8%	95.9%	94.3%	94.5%	91.6%	95.0%	95.0%			
Grade 7	95.4%	95.5%	96.2%	95.9%	94.5%	94.8%	91.9%	95.0%	95.1%			
Grade 8	94.0%	95.1%	95.0%	95.0%	93.8%	94.5%	91.5%	94.5%	94.4%			
Grade 9	89.1%	89.8%	90.9%	89.4%	89.2%	89.0%	85.7%	89.0%	89.2%			
Grade 10	90.4%	92.4%	91.8%	90.1%	89.6%	90.0%	85.5%	90.1%	90.2%			
Grade 11	90.6%	91.6%	91.4%	90.4%	89.4%	88.9%	85.9%	89.4%	89.8%			
Grade 12	90.8%	93.2%	92.1%	90.1%	90.4%	88.9%	84.9%	86.4%	89.6%			
Post-Graduate	74.6%	72.1%	98.3%	100%	100%	100%	n/a	n/a	n/a			
Kindergarten	94.1%	93.9%	94.0%	92.3%	91.7%	91.5%	89.7%	93.1%	92.4%			
Grade PreK	93.7%	94.6%	93.4%	92.8%	92.1%	91.9%	91.2%	92.9%	92.6%			
District Total	93.0%	94.6%	94.6%	93.9%	92.7%	92.8%	90.4%	93.3%	93.4%			



Indicator 3: 75% of Kindergarten students will score in the Proficient or In Progress range on the Nonsense Word Fluency Correct Letter Sounds (NWF-CLS) DIBELS subtest.

	2015-2016	2016 - 2017
Winter (% students)	49%	44%
Spring (% students)	61%	

Indicator 4: 85% of grade 4 students will exit grade 4 and enter grade 5 with a 3 or better in Reading, Writing, Math and Science.

	2015-2016 (% students)	Quarter 1 (% students)	Quarter 2 (% students)	Quarter 3 (% students)	Final Grade (% students)
Reading	65.6%	39.9%	47.7%		
Writing	55.0%	23.6%	33.1%		
Math	76.0%	42.7%	51.9%		
Science	53.7%	74.4%	77.9%		



Indicator 5: 85% of grade 8 students will exit grade 8 and enter grade 9 with a C or better in ELA, Math and Science.

	2015 - 2016 (% students)	Quarter 1 (% students)	Quarter 2 (% students)	Quarter 3 (% students)	Final Grade (% students)
ELA	73.6%	57.0%	56.7%		
Writing	78.3%	86.7%	68.0%		
Math	57.1%	69.1%	60.0%		
Science	59.3%	62.0%	51.6%		

Indicator 6: 85% of High School Students in AP courses will attain a 3, 4, or 5.

	2015 - 2016	2016 - 2017
# of students enrolled in AP courses	428	454
# AP tests taken	400	
# of tests scored 3, 4, or 5	128	
% of tests scored 3, 4, or 5	32%	



Indicator 7: The CPS four-year graduation rate will increase by 2% per year; the five year graduation rate will increase by 2% per year.

	2014-2015	2015-2016
4 year graduation rate	63.6%	62.5%
5 year graduation rate	67.1%	

Indicator 8: The CHS dropout rate will decrease by 2% per year.

Data for each year is period to date

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Oct. 1 st Enrollment*	1369	1353	1330	1372	1408	1527	1536	1556
# of Drop-Outs	86	54	94	74	66	89	71	71
Drop-Out %	6.28%	3.99%	7.07%	5.39%	4.69%	5.83%	4.62%	4.56%

*CHS enrollment as of 9/30/16

CHS Programmatic Breakdown this year to date

CHS Enrollment	Regular Ed Students	Sped Students	ELL Students
Oct. 1 st Enrollment*	927	141	488
# of Drop-Outs	26	3	42
Drop-Out %	2.8%	2.1%	8.6%

*CHS enrollment as of 9/30/16

Chelsea Public Schools Indicators of Success 2016 - 2021



3/1/2017-3/31/2017 DROPOUT NOTES:

- 14 students have withdrawn
- 4 to an Adult Ed Program, 10 Plans Unknown
- Regular=6, LEP=7, SpEd=1
- Grade 9 = 6
- Grade 10 = 4
- Grade 11 = 3
- Grade 12 = 1

Indicator 9: All students will graduate from Chelsea High School with a plan for college, career and life.

Plan	Class of 2016	Class of 2017
Attend 2 or 4 year college	71%	
Enter directly into workforce	15%	
Enter military	4%	
Enter certificate program	5%	
Take gap year and/or enroll in Year Up or City Year Program	3%	
Enter a trade school	1%	
total:	99%	



Indicator 10: Annual staffing data will show improved teacher retention.

Retention	2015- 2016		2016 - 2017	
	Total teachers in CPS	443.75	100%	
Teachers who left CPS	77	17.4%		
Teachers who retired or were terminated	32	7.2%		
Teachers who left on their own*	45	10.2%		

* reasons for leaving included: moving back home, new job in another district, returning to school, health

Promotions

	2015- 2016	2016 - 2017
Paraprofessional to teacher	6	
Teacher to administrator	3	
Administrator promotion	3	
Substitute to paraprofessional	2	
Total promotions	14	



APPENDIX:

Mobility:

	2015-16 Total		Sept		Oct		Nov		Dec		Jan		Feb		Mar		Apr		May		June		TOTAL	
	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out
ELC (K only)	61	25	46	10	16	4	7	4	6	7	5	3	5	2	6	6							91	36
Elementary	172	127	58	39	21	16	13	13	20	29	25	21	19	8	29	25							185	151
Middle School	153	135	43	34	23	11	15	8	12	10	15	10	11	7	14	18							133	98
High School	201	202	77	76	35	31	24	1	12	24	28	27	28	13	38	37							242	209
District Total	587	489	223	159	95	62	59	26	50	70	73	61	63	30	87	86							651	494

*District-wide mobility rate (sum of transfers in and transfers out divided by October 1st enrollment (6374)) is 18.0% year to date.

Student Mobility Rate September 1 – June 30 (10-month calculation)

Year	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Rate	32.0	32.4	33.7	33.5	23.9	36.0	28.6	37.5	23.6	32.0	28.5	25.0	24.8	17.0	20.0	17.6	20.6
Year	2014	2015	2016														
Rate	17.0	18.7	17.0														

Chelsea Public Schools Indicators of Success 2016 - 2021



CHS Failing Grades

2016-2017	Quarter 1	Quarter 2	Quarter 3	Final Grade
Grade 9 Total # Students	442	441		
G9: One failing grade	90	83		
G9: Two failing grades	45	63		
G9: Three failing grades	35	49		
G9: Four or more failing grades	80	50		
G9: Total percent	56.6%	55.4%		
Grade 10 Total # Students	436	431		
G10: One failing grade	85	66		
G10: Two failing grades	42	70		
G10: Three failing grades	35	68		
G10: Four or more failing grades	84	53		
G10: Total percent	56.4%	59.9%		

CHS Retention

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Grade 9 retained	23%	13.6%	18.7%	34.9%	30.1%	15.6%	
Grade 10 retained	20%	11.8%	16.9%	12.9%	18.1%	11.3%	



School Committee

DRAFT MINUTES OF THE CHELSEA SCHOOL COMMITTEE SUBCOMMITTEE OF THE WHOLE MEETING

March 30, 2017

The Chelsea School Committee Subcommittee of the Whole met on Thursday, March 30, 2017 in the City Council Chambers, City Hall, 500 Broadway, Chelsea.

Members Present: Yessenia Alfaro-Alvarez, Ana Hernandez, Diana Maldonado, Richard Maronski, Shawn O'Regan, Robert Pereira and Jeanette Velez.

Also Present: School Superintendent Dr. Mary M. Bourque, Assistant Superintendent Linda Breau, Chief Academic Officer Sarah Kent, and School Business Manager and Clerk to the School Committee Barbara Martin.

The meeting was called to order at 6:20p.m.

- Chelsea High School Drop - out numbers and Graduation Rate were discussed by Dr. Bourque and Ms. Kent. A copy of their reports are attached and form a part of these minutes.
- Dr. Bourque notes that changes needed to be made to the School Calendar for the 2016-2017 School Year for Chelsea High School (CHS) only, in order to meet the mandated 180 days. Since CHS had 7 additional days off in December, they will be attending school on Good Friday, April 14th for ½ day and the last school day will be Friday, June 30th. The last teacher day will be waved.

Adjournment: The meeting adjourned at 6:56 p.m.

Recorded by

Barbara A. Martin
Business Manager
Clerk to the Chelsea School Committee