



## **School Committee**

### **DRAFT MINUTES OF THE CHELSEA SCHOOL COMMITTEE MEETING**

March 3, 2016

**Approved April 7, 2016**

The Chelsea School Committee met on Thursday, March 3, 2016 in the City Council Chambers, City Hall, 500 Broadway, Chelsea.

**Members Present:** Yessenia Alfaro-Alvarez, Rosemarie Carlisle, 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, Executive Director of Administration and Finance Gerald McCue, Director of Personnel Tina Sullivan, and School Business Manager and Clerk to the School Committee Barbara Martin.

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

**Pledge of Allegiance:**

**School Committee Minutes:** The minutes of the February 4, 2016 School Committee Meeting were unanimously approved.

**Public Comment:** None

**Report of the Superintendent of Schools:**

**Student Achievement:** Assistant Superintendent Linda Breau discussed the District Indicators of Success from February, 2016.

Indicator 1-Attendance year to date was 94.0%, compared to 93.9% last year to date.

Indicator 2- Annual dropout rate from July 1, 2015 to February 29, 2016 stands at 63. For the month of February, nine students have withdrawn, seven are in an adult education program, one plans unknown and 1 location unknown.

Indicator 6-80% percent of middle school students will read at a Lexile level of 955. There was a 3% increase to 25%.

Indicator 7- 80% of elementary students will score 24 or higher on the DIBELS Daze. There was an increase of 19% to 23% year to date.

Indicator 10-Student Mobility was 13.0% year to date compared to 14.3% last year. A copy of this report is enclosed and forms a part of these minutes.

Next, Mrs. Breau reviewed the 2015 Graduation Rate noting the following:

- 62.9% of the 345 students in the 2015 cohort graduated in four years. This is a .7% decrease compared to 2014 cohort.
- 72.2% of the 252 district-wide students in the adjusted 2015 cohort graduated in four years. This is a 2.4% increase compared to the 2014 adjusted cohort.

A copy of report is attached 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 February 29, 2016 the district-wide enrollment was 6,547 students, including 144 students in out-of-district placements. In addition, there are 10 Chapter 768 students for whom the district has financial responsibility.

Dr. Bourque thanked the Chelsea High School science staff for their work on the Science Fair.

Dr. Bourque then reported on the pilot project for Early College Initiative. This year there are 16 sections with 144 students enrolled. Currently, 83% of all grades recorded were "C" or better. A copy of the datasheet is attached and forms a part of these minutes.

Lastly, Dr. Bourque noted that a new cafeteria serving line was installed at the Mary C. Burke Complex. An update is enclosed and forms a part of these minutes.

#### **Committee Reports:**

- **Budget and Finance:** Mr. Pereira reported that the subcommittee last met on February 10, 2016. A copy of the report is attached and forms a part of these minutes.
- **Curriculum & Instruction:** Ms. Alfaro reported that the subcommittee last met on February 23, 2016. A copy of the report is attached and forms a part of these minutes.
- **Human Resources:** Ms. Hernandez reported that the subcommittee last met on February 9, 2016. A copy of the report is attached and forms a part of these minutes.

#### **New Business:**

- Mr. O'Regan moved to forgo School Choice for the 2016-2017 school year.

Chairman Velez called for a roll call vote.

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

Having eight votes in the affirmative and one absent the motion was approved.

- Upon the recommendation of the School Superintendent, Mr. Pereira moves to approve the following line-item amounts from the general fund for the 2016-2017 School Budget totaling \$83,514,221.00:

District Administration	\$2,169,719
Instruction & Assessment	\$1,312,008
Special Education & Pupil Personnel	\$10,609,806
Benefits, Payroll Adjustments, Insurance	\$15,406,311
Technology Services	\$1,712,408
Facilities Management & Transportation	\$9,566,748
Chelsea High School	\$10,475,265
Eugene Wright Science & Technology	\$ 3,787,190
Joseph A. Browne Middle School	\$ 3,447,070
Clark Avenue Middle School	\$ 3,732,817
Edgar F. Hooks Elementary School	\$ 3,415,861
William A. Berkowitz Elementary School	\$ 3,499,022
Frank M. Sokolowski Elementary School	\$ 3,451,495
George F. Kelly Elementary School	\$ 3,207,651
The John Silber Early Learning Center	\$ 5,792,396

Other Educational Programs	<u>\$ 1,928,454</u>
Total General Fund Expenses	\$83,514,221

Chairman Velez called for a roll call vote.

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

Having eight votes in the affirmative and one absent the motion was approved.

**Late Motion:** After discussion, the late motion to add the position of Chief Academic Officer to the Non-Bargaining Salary Schedule was tabled, with the motion to further discuss in Policy & Procedures and Human Resources Subcommittee meetings scheduled later this month.

**Communications:** Accepted and filed: Mass. Assoc. for Health, PE and Dance  
Shore Education Collaborative  
Book of the Month: Richard Maronski donated *One Nation* by Ben Carson to a Chelsea High School student.

**Adjournment:** The meeting adjourned at 8:40 p.m.

**Recorded by**



**Barbara A. Martin**  
**Business Manager**

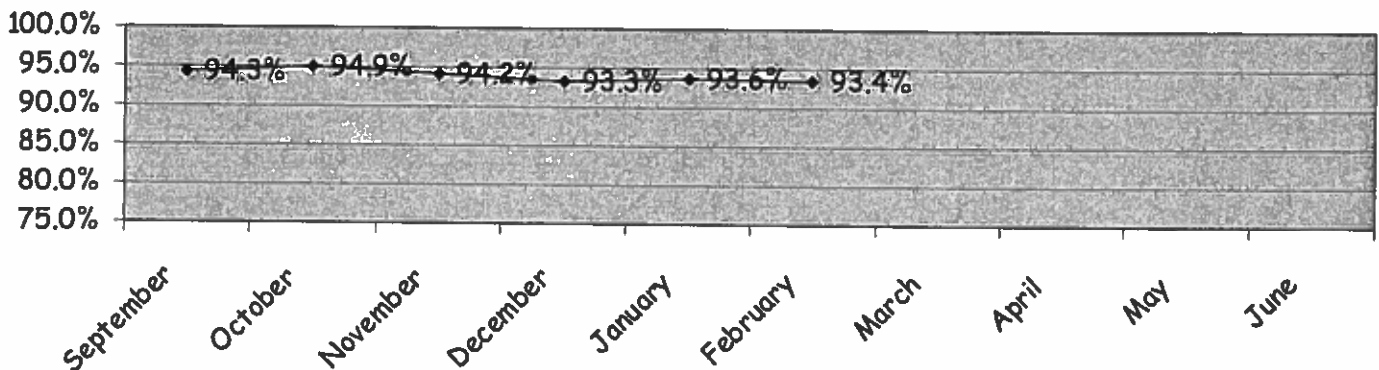
**Clerk to the Chelsea School Committee**

## Indicators for Success February 2016

**Indicator 1: District-wide daily students' attendance rate will be 95%.  
(Report monthly)**

	Sept	October	November	December	January	February		March	April	May	June
	Month	Month	Month	Month	Month	Month	YTD				
Grade 1	96.1%	95.2%	95.1%	95.2%	94.7%	94.5%	95.2%				
Grade 2	95.7%	96.2%	95.5%	95.6%	95.2%	95.3%	95.6%				
Grade 3	96.1%	95.9%	96.0%	95.4%	94.6%	95.3%	95.6%				
Grade 4	96.0%	96.8%	95.9%	96.0%	95.9%	95.7%	96.1%				
Grade 5	93.8%	96.4%	95.8%	95.4%	95.0%	96.1%	95.5%				
Grade 6	96.6%	96.4%	96.1%	95.5%	95.1%	94.7%	95.8%				
Grade 7	95.7%	96.3%	95.8%	94.9%	94.5%	94.9%	95.5%				
Grade 8	93.7%	95.2%	94.9%	93.9%	94.0%	94.0%	94.2%				
Grade 9	87.6%	90.4%	89.9%	87.8%	89.5%	89.1%	89.0%				
Grade 10	91.5%	92.2%	90.5%	87.9%	90.1%	89.4%	90.5%				
Grade 11	90.9%	92.3%	90.6%	88.5%	90.7%	89.6%	90.5%				
Grade 12	93.8%	93.6%	91.0%	89.6%	90.5%	88.3%	91.4%				
Post-Graduate	64.6%	70.0%	80.9%	79.4%	71.1%	75.0%	71.0%				
Kindergarten	95.9%	95.2%	94.5%	93.3%	93.6%	93.4%	94.4%				
Grade PreK	95.3%	94.3%	94.1%	91.7%	93.1%	92.7%	93.5%				
<b>District Total</b>	<b>94.3%</b>	<b>94.9%</b>	<b>94.2%</b>	<b>93.3%</b>	<b>93.6%</b>	<b>93.4%</b>	<b>94.0%</b>				

### District Attendance Percentage



**Indicator 2. District annual dropout rate will not exceed 3%.  
(Report annually)**

**Data for each year is period to date**

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Oct. 1 <sup>st</sup> Enrollment*	1369	1353	1330	1372	1408	1527	1536
# of Drop-Outs	72	43	79	59	58	72	63
Drop-Out %	5.26%	3.18%	5.94%	4.30%	4.12%	4.72%	4.10%

CHS Enrollment as of 9/24/2015

**CHS Programmatic Breakdown this year to date**

CHS Enrollment	Regular Ed Students	Sped Students	ELL Students
Oct. 1 <sup>st</sup> Enrollment*	952	153	431
# of Drop-Outs	28	3	32
Drop-Out %	2.9%	2.0%	7.4%

\*CHS enrollment as of 9/24/2015

**2/1/2016-2/29/2016**

- 9 students have withdrawn
- 1 Plans unknown, 7 Adult Education Program, 1 Location Unknown
- Regular=4, LEP=4, Sped=1
- Grade 9 = 1
- Grade 10 = 5
- Grade 11 = 2
- Grade 12 = 1

**Indicator 3. Using the Early Warning Indicators, students identified at-risk for dropping out at all levels, elementary, middle and high school, will decrease at least .5% each quarter or 2% per year.**

*Early Warning Indicators - % at High Risk*

Grade Level	2010-11	2011-12	2012-13	2013-14	2014-15
Elementary	8.11%	3.3%	6.4%	6.6%	4.6%
Middle	3.86%	5.9%	5.8%	5.1%	4.3%
High School	5.63%	6.1%	5.0%	6.9%	3.3%

Grade Level	Q1 2015-16	Q2 2015-16	Q3 2015-16
Elementary	3.9%	8.9%	
Middle	1.8%	6.9%	
High School	1.3%	6.6%	

Data as of February 29, 2016

**Indicator 4. Less than 8% of CHS students will be retained and less than 10% will fail at least one class in grades 9 and 10.**

- In 2009-2010, 146 students were retained (divided by CHS Oct. 1 enrollment of 1,353) for a retention rate of 10.8%.  
In 2009-2010, there were 795 ninth and tenth graders who received a final grade in a core course. 362 of them failed at least one course (45.5%).
- In 2010-2011 There were 369 Grade 9 students - 86 retained (23%) and 360 Grade 10 students - 73 retained (20%).
- In 2011-2012 There were 413 Grade 9 students - 56 retained (13.6%) and 363 Grade 10 students - 43 retained (11.8%).
- In 2012-2013 There were 412 Grade 9 students - 77 retained (18.7%) and 342 Grade 10 students - 58 retained (16.9%).
- In 2013-2014 There were 470 Grade 9 students - 164 retained (34.9%) and 347 Grade 10 students - 45 retained (12.9%).
- In 2014-2015 There were 569 Grade 9 students - 171 retained (30.1%) and 326 Grade 10 students - 59 retained (18.1%).

**Quarter 1 Grades**

Grade	Total # of students	1 failing grade	2 failing grades	3 failing grades	4+ failing grades	Total %
9	498	90	65	54	40	50.0%
10	448	97	60	34	38	51.1%

**Quarter 2 Grades**

Grade	Total # of students	1 failing grade	2 failing grades	3 failing grades	4+ failing grades	Total %
9	511	70	57	64	140	64.8%
10	447	77	57	39	77	55.9%

**Quarter 3 Grades**

Grade	Total # of students	1 failing grade	2 failing grades	3 failing grades	4+ failing grades	Total %
9						
10						

**Final Grades**

Grade	Total # of students	1 failing grade	2 failing grades	3 failing grades	4+ failing grades	Total %
9						
10						



**Indicator 5. The percentage of students in grades 5, 6 and 10 who score advanced or proficient on Math MCAS will increase by 2% or more each year. (Report yearly)**

Grade Level	2007-08 Adv&Prof Pct	2008-09 Adv&Prof Pct	2009-10 Adv&Prof Pct	2010-11 Adv&Prof Pct	2011-12 Adv&Prof Pct	2012-13 Adv&Prof Pct	2013-14 Adv&Prof Pct	2014-15 Adv&Prof Pct
Grade 5	30%	28%	25%	42%	35%	31%	28%	n/a
Grade 6	38%	35%	37%	37%	47%	32%	32%	n/a
Grade 10	44%	43%	39%	51%	54%	57%	56%	51%

**Indicator 6. 80% of middle school students will read at a Lexile level of 955 or higher by the end of Grade 7.**

**(Report on 3 times per year with SRI results)**

Year	Fall	Winter	Spring
2011-2012	26.3%	25%	38%
2012-2013	20%	35%	42%
2013-2014	23.6%	26.1%	33%
2014-2015	28%	24%	26%
2015-2016	22%	25%	

**Indicator 7. 80% of elementary students will score a 24 or higher on the DIBELS Daze by the end of Grade 4.**

**(Report on DIBELS 3 times per year)**

Year	Fall	Winter	Spring
2011-2012	1%	22%	35%
2012-2013	8%	23%	40%
2013-2014	7%	22%	34%
2014-2015	6%	14%	46%
2015-2016	4%	23%	

**Indicator 8. By June of each school year, 95% or more of Kindergarten students will score in the "Proficient" or "In Process" range on the Phonemic Segmentation Fluency DIBELS subtest (less than 5% will be identified as "at-risk" in Phonemic Segmentation Fluency).**

	At risk	Some risk	Low Risk
2012	9%	11%	81%
2013	10%	9%	81%
2014**	20%	21%	59%
2015	35%	13%	52%
2016			

\*\*During the 2013-2014 school year, the ELC implemented the DIBELS Next 2012 Recommended Benchmark Goals which are considerably higher than the previous versions. This was a significant change from the benchmark goals used in previous years. Therefore, the data from the results of this year's DIBELS assessments cannot be compared to data collected from previous years. As a result the Indicator for Success has to be adjusted as well. NOTED: Referencing the previous benchmark goals, students continued to reach a success rate of 95% or above.

**REVSIED INDICATOR: By June of each school year, 80% or more of Kindergarten students will score in the "Proficient" or "In Process" range on the Phonemic Segmentation Fluency DIBELS subtest.**

**Indicator 9. 50% of Chelsea High School students in AP courses will attain a 3, 4, or 5. 2011 Goal 50%**

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Enrolled in AP Courses	192	227	252	301	340	396	409	428
AP tests taken	192	237	244	288	340	398	388	
# of Students scored a 3, 4, or 5	90	97	78	98	114	193	137	
% of Students scored a 3, 4, or 5	47%	41%	32%	34%	34%	48%	35%	

**Indicator 10. Student Mobility - Monthly transfers into and out from the school system after the first day of school**

	Sept 24		Oct 31		Nov 30		Dec 31		Jan 31		Feb 29						TOTAL	
	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out						
ELC (K only)	25	1	4	5	4	3	2	3	6	0	5	3						61
Elementary	44	30	20	16	21	11	17	18	19	20	10	10						236
Middle School	31	45	27	15	13	7	11	13	20	15	9	11						217
High School	48	65	23	29	21	7	21	19	21	26	16	14						310
District Total	148	141	74	65	59	28	51	53	66	61	40	38						824

\*District-wide mobility rate (sum of transfers in and transfers out divided by October 1<sup>st</sup> enrollment (6349)) is 13.0% 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															
Rate	17.0	18.7															

# **Chelsea Public Schools**

## **Graduation Rate**

Chelsea School Committee

March 3, 2016

7:00 p.m.

# Background

- For federal accountability purposes under No Child Left Behind (Currently ESSA), all states are required to produce data describing the percentage of students who graduate with a diploma “within the standard number of years” (MA DOE).
- The graduation rate is used as an indicator of success when measuring school districts and individual high schools.
- 2006 was the first year the state was able to calculate a cohort graduation rate based on student level data. Using data compiled through the state’s Student Information Management System (SIMS), the state tracked students from their entrance into ninth grade through the time they exit.

# Definitions

- 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).
- Dropout Rate- graduation rate should not be confused with the dropout rate. The dropout rate is calculated from July 1<sup>st</sup> of a given year to June 30<sup>th</sup> of the following year and compared against the October 1 enrollment.

# State Targets

- Under the new Massachusetts school and district accountability and assistance system all high schools will be held accountable for their cohort graduation rate and will be required to meet the state target to receive full credit in the PPI. The PPI will also award partial credit for continuous improvement in the four- and five-year graduation rates. For 2014-15, the points awarded are as follows:
  - 100 points: A four or five year rate  $\geq 95\%$ .
  - 75 points: A four-year rate of 80%-95% and a 5-year rate of 85%-95%.
  - 50 points: A four-year 2.5 percentage point improvement over last year.
  - 25 points: Graduation rate is within plus or minus 2.5 percentage points of the prior four-year (or five-year) rate.
  - 0 points: Decline from last year.

# State-Wide Results

- All states are required to submit graduation rate data to the U.S. Department of Education for federal accountability purposes under No Child Left Behind.
- In Massachusetts, 87.3 percent of students who entered high school as ninth graders in 2011 graduated on time in 2015, making the ninth year in a row the state's four-year, on-time graduation rate has increased.
- In all 87.3 percent of the 72,474 students in 2015 cohort—those who entered as 9<sup>th</sup> graders in 2011 or who transferred into the appropriate grade—graduated in four years, up 1.2 percent from 2014 cohort.
- According to the results, students who remained in the same high school all four years fared better than their more transient peers: 91.1 percent of student who attended only one high school graduated in four years, as compared to students who attended two schools (80.9 percent), three schools (58.6 percent), or four or more schools (34.4 percent). The 2014 graduation rate for students who required a fifth year of high school shows that for some, an extra year is the key to success: In 2015, the state-wide five-year rate for the 2014 cohort was 88.5 percent, an increase of .8 percentage points from last year.



# Chelsea's Graduation Rate

- 62.9% of the 345 district-wide students in 2015 cohort graduated in four years. This is a .7% decrease compared to the 2014 cohort.
  - 65.5% of the 328 students in Chelsea High 2015 cohort graduated in four years. This is a .2% decrease compared to the 2014 cohort.
- 72.2% of the 252 district-wide students in the adjusted 2015 cohort graduated in four years. This is a 1.5% increase compared to the adjusted cohort in 2014.
  - 75.3% of the 239 students in the Chelsea High School adjusted 2015 cohort graduated in four years. This is a 2.4% increase compared to the 2014 adjusted cohort.
- The 2014 graduation rate for district-wide students in Chelsea who required a fifth year of high school shows a decrease of 3.0% from 70.1% to 67.1%.
  - The 2014 graduation rate for students in Chelsea High School who required a fifth year of high school shows a decrease of 2.2% from 71.6% to 69.4%.
- The 2014 adjusted graduation rate for district-wide students in Chelsea who required a fifth year of high school shows a decrease of .8% from 74.3% to 73.5%.
  - The 2014 adjusted graduation rate for students in Chelsea High School who required a fifth year of high school shows an increase of .6% from 75.2% to 75.8%
- Of particular note in Chelsea is the 4.2% of our district-wide students (2.2% at Chelsea High School) who have remained in school for a sixth year to meet full graduation requirements.

# Chelsea's Graduation Rate--Subgroups 2014

2014 5 Year Cohort not Adjusted	# in Cohort		% Graduated		% Still in School		% Non-Grad Completers		% GED		% Dropped Out	
	Chelsea	State	Chelsea	State	Chelsea	State	Chelsea	State	Chelsea	State	Chelsea	State
Student Group	Chelsea	State	Chelsea	State	Chelsea	State	Chelsea	State	Chelsea	State	Chelsea	State
All Students	371	73,168	67.1	88.5	4.9	2.1	7.5	2.1	3.0	0.8	17.5	6.4
High Needs	344	38,171	66.0	80.3	5.2	4.0	8.1	3.7	2.3	1.3	18.3	10.6
LEP	73	5,134	45.2	69.8	5.5	3.8	19.2	9.9	0.0	0.4	30.1	16.0
Sped	63	14,195	46.0	73.5	17.5	8.6	14.3	5.4	0.0	1.1	22.2	11.4
Low Income	339	31,156	66.1	79.6	5.3	3.3	8.3	3.9	2.4	1.4	18.0	11.7
Black	40	6,718	80.0	80.2	0.0	4.3	7.5	5.0	0.0	0.7	12.5	9.6
Asian	11	4,086	81.8	94.1	0.0	1.1	0.0	1.5	0.0	0.4	18.2	3.0
Hispanic	289	10,850	65.7	73.5	5.5	3.7	7.3	5.5	3.1	1.4	18.3	15.8
White	31	49,186	58.1	92.4	6.5	1.6	12.1	1.0	6.5	0.7	16.1	4.2
2014 5 Year Adjusted Cohort	# in Cohort		% Graduated		% Still in School		% Non-Grad Completers		% GED		% Dropped Out	
Student Group	Chelsea	State	Chelsea	State	Chelsea	State	Chelsea	State	Chelsea	State	Chelsea	State
All Students	287	73,168	73.5	88.5	4.2	2.1	4.9	2.1	3.1	0.8	14.3	6.4
High Needs	265	38,171	72.8	80.3	4.5	4.0	5.3	3.7	2.6	1.3	14.7	10.6
LEP	31	5,134	51.6	69.8	3.2	3.8	16.1	9.9	0.0	0.4	29.0	16.0
Sped	51	14,195	51.0	73.5	17.6	8.6	9.8	5.4	0.0	1.1	21.6	11.4
Low Income	261	31,156	72.8	79.6	4.6	3.3	5.4	3.9	2.7	1.4	14.6	11.7
Black	25	6,718	88.0	80.2	0.0	4.3	4.0	5.0	0.0	0.7	8.0	9.6
Asian	9	4,086	77.8	94.1	0.0	1.1	0.0	1.5	0.0	0.4	22.2	3.0
Hispanic	230	10,850	72.6	73.5	4.3	3.7	4.8	5.5	3.0	1.4	15.2	15.8
White	23	49,186	65.2	92.4	8.7	1.6	8.7	1.0	8.7	0.7	8.7	4.2

# Chelsea's Graduation Rate--Subgroups 2015

2015 4 Year Cohort not Adjusted	# in Cohort		% Graduated		% Still in School		% Non-Grad Completers		% GED		% Dropped Out	
	Chelsea	State	Chelsea	State	Chelsea	State	Chelsea	State	Chelsea	State	Chelsea	State
All Students	345	72,474	62.9	87.3	12.8	5.6	2.6	1.1	2.3	0.9	19.4	5.1
High Needs	320	38,034	61.6	78.5	13.1	9.8	2.5	2.0	2.5	1.3	20.3	8.5
LEP	63	4,905	41.3	64.0	14.3	14.3	9.5	7.1	0.0	0.4	34.9	14.1
Sped	43	13,840	37.2	69.9	27.9	16.6	4.7	2.5	2.3	1.1	27.9	9.7
Low Income	312	31,301	61.5	78.2	13.1	8.9	2.6	2.0	2.6	1.3	20.2	9.5
Black	31	6,486	74.2	77.5	9.7	11.3	3.2	2.7	3.2	0.8	9.7	7.7
Asian	9	4,135	77.8	92.4	22.2	3.8	0.0	1.1	0.0	0.5	0.0	2.2
Hispanic	272	11,040	61.0	72.2	12.5	10.4	2.6	3.2	2.2	1.3	21.7	12.8
White	30	49,001	60.0	91.6	16.7	3.9	3.3	0.4	3.3	0.8	16.7	3.2
2015 4 Year Adjusted Cohort	# in Cohort		% Graduated		% Still in School		% Non-Grad Completers		% GED		% Dropped Out	
Student Group	Chelsea	State	Chelsea	State	Chelsea	State	Chelsea	State	Chelsea	State	Chelsea	State
All Students	252	72,474	72.2	87.3	11.1	5.6	1.2	1.1	1.6	0.9	13.9	5.1
High Needs	232	38,034	71.1	78.5	11.6	9.8	1.3	2.0	1.7	1.3	14.2	8.5
LEP	19	4,905	68.4	64.0	0.0	14.3	5.3	7.1	0.0	0.4	26.3	14.1
Sped	34	13,840	47.1	69.9	26.5	16.6	5.9	2.5	0.0	1.1	20.6	9.7
Low Income	227	31,301	70.9	78.2	11.9	8.9	1.3	2.0	1.8	1.3	14.1	9.5
Black	20	6,486	85.0	77.5	5.0	11.3	0.0	2.7	0.0	0.8	10.0	7.7
Asian	6	4,135	100.0	92.4	0.0	3.8	0.0	1.1	0.0	0.5	0.0	2.2
Hispanic	204	11,040	69.6	72.2	11.8	10.4	1.5	3.2	2.0	1.3	15.2	12.8
White	20	49,001	75.0	91.6	15.0	3.9	0.0	0.4	0.0	0.8	10.0	3.2

## Graduation Rate

	# in Cohort	% Graduated	% Still in School	% Non-Grads	% GED
4-Year Graduation Cohort 2010	390	53.3	15.9	1.8	3.8
4-Year Adjusted Graduation Cohort 2010	303	59.4	13.9	1.7	4.3
5-Year Graduation Cohort 2010	390	59.0	4.6	4.6	5.6
5-Year Adjusted Graduation Cohort 2010	303	65.0	3.3	4.0	6.6
4-Year Graduation Cohort 2011	372	54.6	17.2	3.0	2.7
4-Year Adjusted Graduation Cohort 2011	284	60.9	15.5	1.8	2.5
5-Year Graduation Cohort 2011	372	59.7	7.5	3.8	5.1
5-Year Adjusted Graduation Cohort 2011	284	65.8	6.7	2.1	4.6
4-Year Graduation Cohort 2012	360	58.3	16.1	3.1	2.2
4-Year Adjusted Graduation Cohort 2012	272	61.4	13.6	3.7	2.9
5-Year Graduation Cohort 2012	360	67.5	3.1	0.0	3.6
5-Year Adjusted Graduation Cohort 2012	272	68.8	3.3	5.5	4.8
4-Year Graduation Cohort 2013	328	64.3	14.0	1.5	3.4
4-Year Adjusted Graduation Cohort 2013	253	68.8	13.8	0.8	3.6
5-Year Graduation Cohort 2013	328	70.1	4.3	2.1	3.4
5-Year Adjusted Graduation Cohort 2013	253	74.3	4.3	1.2	3.6
4-Year Graduation Cohort 2014	371	63.6	13.7	3.8	3.5
4-Year Adjusted Graduation Cohort 2014	287	70.7	11.1	2.4	3.8
5-Year Graduation Cohort 2014	371	67.1	4.9	7.5	3.0
5-Year Adjusted Graduation Cohort 2014	287	73.5	4.2	4.9	3.1
4-Year Graduation Cohort 2015	345	62.9	12.8	2.6	2.3
4-Year Adjusted Graduation Cohort 2015	252	72.2	11.1	1.2	1.6

# Summary (District-Wide)

- 62.9 percent of the students in the Class of 2015 graduated in four years. This is a .7 percentage point decrease from the previous four-year graduation rate.
- The difference in the original cohort (for 2015, 9th grade students who started in CHS in 2011 minus those who transfer out and adding those who transfer in during the four years) and the adjusted cohort (9<sup>th</sup> grade students who started in 2011 and continued their high school education in Chelsea) was 93 students for the 2015 Graduation cohort. In 2013 and 2014 the difference was 75 students and 84 students respectively. This speaks volumes to our mobility issue and the number of students who come in new to us during their high school years.
- It is notable that 11.1% of our stable student population remains in school at the current time working towards completion of graduation requirements.
- 63.6 percent of the students in the Class of 2014 graduated in four years.
- In the Class of 2014, 67.1 percent of the students graduated in five years. This is an increase of 3.5 percentage points over the 2014 four year graduation rate. These data are indicative of what we have always known, that many of our students require more than four years to complete a high school education.

# Summary (Chelsea High School)

- 65.5 percent of the students in the Class of 2015 graduated in four years. This is a .2 percentage point decrease from the previous four-year graduation rate.
- The difference in the original cohort (for 2015, 9th grade students who started in CHS in 2011 minus those who transfer out and adding those who transfer in during the four years) and the adjusted cohort (9<sup>th</sup> grade students who started in 2011 and continued their high school education in Chelsea) was 89 students for the 2015 Graduation cohort. In 2013 and 2014 the difference was 70 students and 79 students respectively. This speaks volumes to our mobility issue and the number of students who come in new to us during their high school years.
- It is notable that 8.4% of our stable student population remains in school at the current time working towards completion of graduation requirements.
- 65.7 percent of the students in the Chelsea High Class of 2014 graduated in four years.
- In the Class of 2014, 69.4 percent of the students graduated in five years. This is an increase of 3.7 percentage points over the 2014 four year graduation rate. This data is indicative of what we have always known, that many of our students require more than four years to complete a high school education.

## Chelsea's Dropout Rate

	District	Chelsea High
2002-03	8.3%	8.1%
2003-04	8.1%	8.0%
2004-05	9.0%	8.9%
2005-06	8.4%	8.4%
2006-07	8.1%	7.4%
2007-08	10.1%	10.1%
2008-09	9.4%	9.3%
2009-10	6.8%	6.5%
2010-11	5.8%	5.8%
2011-12	7.9%	7.9%
2012-13	6.5%	6.5%
2013-14	6.6%	6.7%
2014-15	6.4%	6.4%

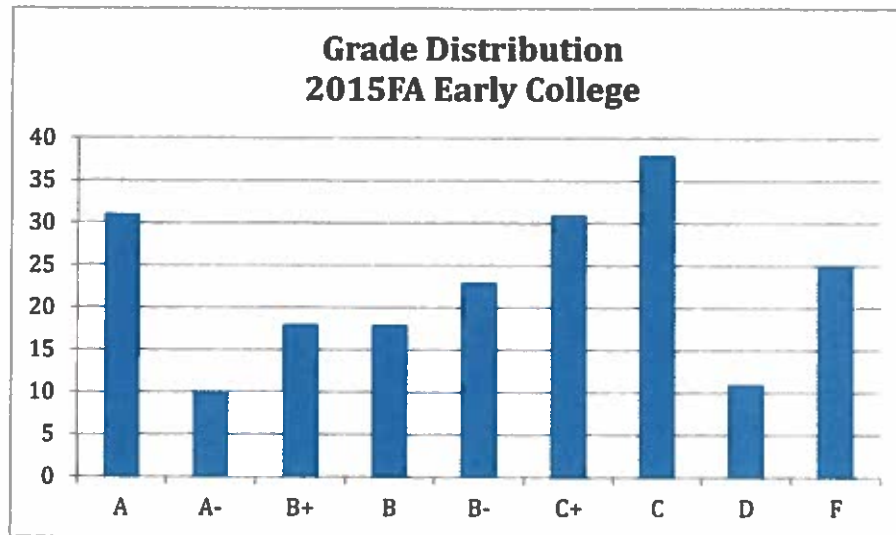
## 2015FA Chelsea High School Early College Datasheet

16 sections

144 students (average high school GPA for cohort: 2.32)

278 enrollments

21 students withdrew from one or two courses. This was done, in most cases, in consultation with BHCC instructors, CHS guidance counselors or social workers, and TRIO Chelsea staff. (The average high school GPA for students who withdrew is 1.64.)



123 students remained enrolled throughout the semester.

83% of all grades recorded were 'C' or better.

### Observations—

- Students responded best to content-area courses (Street Law, Medical Terminology) over math and English courses.
- Students struggled across the board with the volume of homework required in developmental math courses.
- BHCC faculty had good experiences, for the most part. Three faculty members returned to CHS for 2016SP, and two others have requested to return for 2016FA.

### Looking forward—

- Pursue alignment of CHS and BHCC math and English in order to help students accelerate in to degree programs earlier.
- Integrate elements of BHCC English and math into CHS Pathways Program core classes that could earn students BHCC placement or credit by completing their CHS courses.
- Create defined programs of study that will allow students to complete a certificate or a significant part of an associate degree. This will likely support both secondary and post-secondary completion.
- Continue BHCC professional development and refine recruitment practices for faculty teaching at the high school.
- Explore ways for CHS faculty to become involved in Early College.



# Mary C Burke Complex

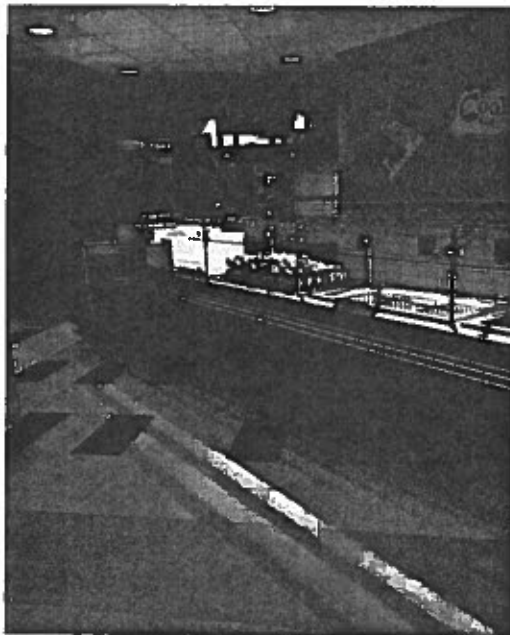
Serving Line Updates

Amanda Muniz

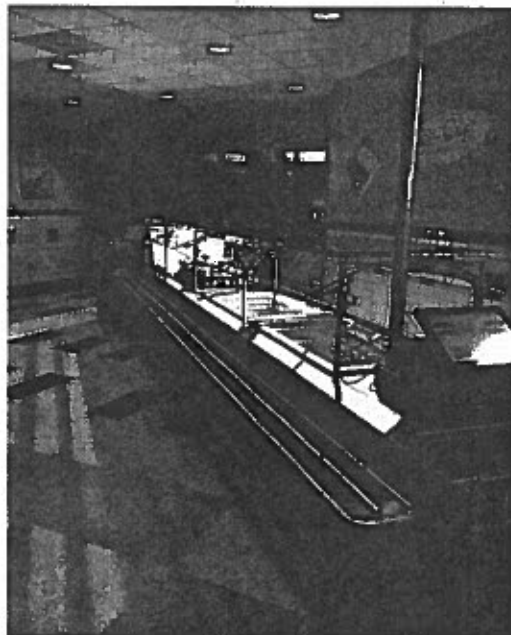
Food Service Director

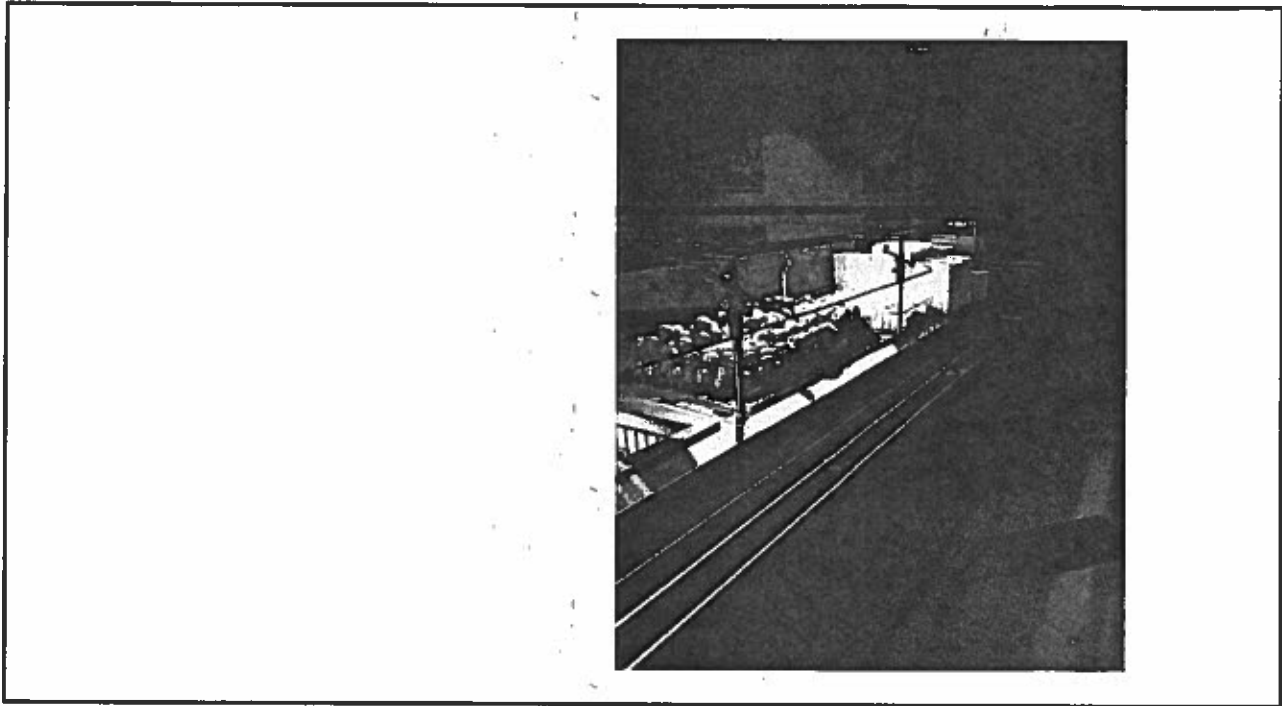
Over February school break the Mary C Burke Complex had brand new serving line equipment installed. This equipment is sized according to average elementary school age heights. The lines are stainless steel, with a beautiful blue indigo base. There are two cold wells and a hot well along with a stainless steel table for our trays and plastic ware. The shelving on the lines houses lighting units to showcase the food items being served for the day. With these new lines came two stainless steel milk chests per line that face the students for speed of service. We also have new condiment stations that are stainless steel and the indigo. There are stainless steel refrigerators to store back up cold items, which will also aid in speed of service. Lastly there are new storage cabinets for our back up service items. Overall the equipment was installed successfully and looks amazing. The students well received the new lines and have been complimenting the cashiers since the start of school. Here are some pictures showing our improvements.

Line updates



Entire service line





Flow of service



D

**DRAFT Minutes of the Chelsea Budget and Finance Subcommittee  
February 10, 2016**

The Budget and Finance Subcommittee met at 6:05 p.m., in the third floor  
conference room,

City Hall, 500 Broadway, Chelsea

**Members Present:** Rosemarie Carlisle, Ana Hernandez, Diana Maldonado, and  
Subcommittee Chair Robert Pereira

**Also Participating:** Barbara Martin, Gerry McCue

**Call to Order:** The meeting was called to order at 6:05 p.m.

**New Business:**

**Budget Transfers:** Transfers were review, none required full committee  
approval.

**FY2017 Budget Update:**

Mr. McCue then took the floor to update the subcommittee on projected FY2017 Chapter 70 funding. Our Chapter 70 funding is \$63,254,413 with a City of Chelsea contribution totaling \$20,268,874, leaving \$1,678,669 increase in available funding. Our total enrollment was 6,508 a positive difference of 52 from last year. Mr. McCue also added that the City of Chelsea will be contributing and extra \$750,000 this fiscal year.

Mr. McCue then pointed out the new spending proposals to date, which were as follows. We were looking to add more teachers in grades three and five. Also, with an increased Special Education population more paraprofessionals and teachers are needed. It was also noted that we are in need of another board certified behavioral analyst, currently we only have one. Adding a second BCBA teacher and four more English Language Learners (ELL) teachers were also discussed, especially wrap around services for ELL at the Browne Middle School. It is important to note that Committee Members we especially seeing growth in our ELL and Special Education programs and reducing class sizes. Adding three more administrative positions to strengthen assessment, improve curriculum, and help with the transition of students to the new Clark Ave. School. Replacing technology, our goal was to have a computer for each student. This goal was set three years ago. The Subcommittee was also informed of the need of one more custodian at the high school, a 3.6% increase in the supplies budget, and expanding Citizen schools, BHCC dual enrollment, and other after school programming. The proposals also included adequate funding for collective bargaining agreements and fringe benefits, insurance increases were mentioned but outcomes of such were not known for certain, but there was an expected 8% increase in insurance cost. Funding contractual transportation increases were also mentioned. And lastly we need to rent a gym space for the students of the

Clark Ave. School, because during phase two of construction, the students will not have a gym at the school any longer.

Mr. McCue then updated the Subcommittee on identified savings, which are as follows. Reduction of one PK to expand special education, reducing one grade 7 classroom at the Clark Ave., and reducing special education specialist to only one preschool . We could have 30% to 25% savings in a new assessment system. We can also save on Special Education tuition, and on special education contracted services.

It should also be noted that there were additional needs presented to the Subcommittee by Mr. McCue. We need more social workers, a director of school safety, and more technology teachers. There is also a need for more funding toward building maintenance.

**Budget Bottom Line:**

As of now the funding needed is 3.9M our new Chapter 70 funds decreased a total of \$203,992, and the additional city funds total \$1,882,661 all together totaling, \$2,086,653. We are looking to prioritize spending, Lobby the State Legislature, and continuing to work on foundation budget reform.

**Old Business:**

None

**Public Comment:**

None

**Adjournment:**

Ana Hernandez made a motion for adjournment at 6:52. Diana Maldonado then seconded the motion. After a unanimous vote the meeting was adjourned at 6:52

E.

## Curriculum & Instruction Sub-Committee Meeting February 23th , 2016

**Attendees:**

- Yessenia Alfaro
- Richard Maronski
- Kelly Garcia
- Michelle Sodergren
- Linda Breau

**Motion to open meeting: 6:05pm**

**Notes:**

-The Complex Middle School will not be hosting summer school this year but will be hosting summer school for Special Education and ELL programs. instead they are trying to pilot a program where students will receive support during the school year with a tutoring program (waiting for approval and final signatures).

-“For Kids Only” – new program to be run this summer tentatively during the month of July. Currently have 39 students enlisted for this program.

**Presentation by Michelle Sodergren, Literacy and Humanities coordinator grades 5-12**

-briefly discussed each book and how they relate to current issues within our society, school building and even some of our families

**Below is the list of Chelsea Middle Schools Anchor Texts for 2015-2016**

**-5<sup>th</sup> Grade**

- Quarter 1 – *The Breadwinner*
- Quarter 2 – *Wonder*
- Quarter 3 – *Bud, Not Buddy*
- Quarter 4 – *Esperanza Rising*

**-6<sup>th</sup> Grade**

- Quarter 1 – *Number the Stars*
- Quarter 2 – *Watsons go to Birmingham*
- Quarter 3 – *House on Mango Street*
- Quarter 4 – *Home of the Brave*

**-7<sup>th</sup> Grade**

- Quarter 1 – *Long Walk to Water*
- Quarter 2 – *The Giver (780)*
- Quarter 3 – *The Color of my Words*
- Quarter 4 – *The Outsiders*

**-8<sup>th</sup> Grade**

**Quarter 1 – *The Absolutely True Diary of a Part-Time Indian***

**Quarter 2 – *The Boy in the Striped Pajamas***

**Quarter 3 – *Romeo and Juliet***

**Quarter 4 – *Unwind***

**Common themes amongst these books are tragedy, love, family, immigration, dystopian society, making good & bad choices, gang involvement, poverty, gender neutrality, the Holocaust, alcoholism, laziness, native reservation and many more engaging topics.**

**All books seem to be culturally responsive.**

**Motion to adjourn meeting: 6:44pm**

**Second by Kelly Garcia**

**Michelle's email:**

**[Sodergrenm@chelseaschools.com](mailto:Sodergrenm@chelseaschools.com)**

**Next meeting: representative from the Chelsea High regarding the Capstone Project**

**Human Resources Sub-Committee Meeting**

**February 9, 2016**

Meeting was called to order at 7: 00 pm

Attendance: Robert Pereira, Diana Maldonado, Rosemarie Carlisle and Ana Hernandez, Tina Sullivan, Ellen Benson

Director of Human Resources Sullivan reported that the initial meeting of negotiations with the United Steelworkers representing the School Nurses and Nurse Aides were held this afternoon. Ground rules and meeting dates were established.

The Human Resources subcommittee recommended that Robert Pereira serve as a School Committee representative on the negotiating team.

The meeting adjourned at 7:08 pm