

NEEDHAM PUBLIC SCHOOLS

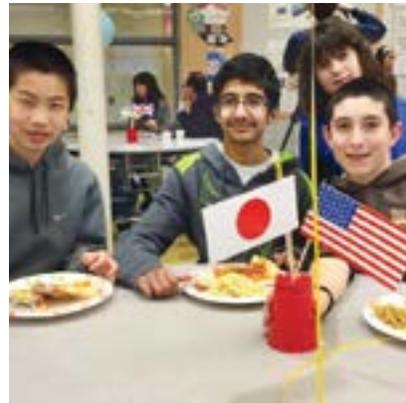
# 2014

## Performance Report



**SCHOLARSHIP**  
**CITIZENSHIP • COMMUNITY**  
**PERSONAL GROWTH**

*A school and community partnership that creates excited learners, inspires excellence, and fosters integrity*





SCHOLARSHIP | CITIZENSHIP | COMMUNITY | PERSONAL GROWTH

**School Committee**

Michael Greis, Chair  
Connie Barr, Vice Chair  
Joseph P. Barnes  
Heidi Black  
Susan Neckes  
Kim Marie Nicols  
Aaron Pressman

**Principals**

**Elementary Schools**

**Emily Gaberman**  
Broadmeadow School  
781-455-0448

**Rod MacNeal**  
Eliot School  
781-455-0452

**Michael Kascak**  
Hillside School  
781-455-0461

**Michael Schwinden**  
Mitchell School  
781-455-0466

**Jessica Peterson**  
Newman School  
781-455-0416

**Middle Schools**

**Jessica Downey**  
High Rock School  
781-455-0455

**Tamatha Bibbo**  
Pollard Middle School  
781-455-0480

**High School**

**Jonathan Pizzi**  
Needham High School  
781-455-0800

**Central Administration**

781-455-0400

**Daniel E. Gutekanst**, x203  
Superintendent

**Mary Lammi**, x212  
Interim Director,  
Student Support Services

**Thomas F. Campbell**, x209  
Director, Human Resources

**Theresa W. Duggan**, x226  
Director, Program Development  
& Implementation

**Anne Gulati**, x206  
Director, Financial Services

Dear Families and Friends,

Every school day, our students arrive into our classrooms and they bring with them a jumble of emotions, skills, experiences, expectations, and possibilities. Along with their parents, the School District has the awesome and humbling responsibility to guide young people in their quest for self-discovery, growth, and meaning.

This 2014 Needham Public Schools Performance Report describes our progress. Over the past school year, our staff and faculty skillfully connected their knowledge and wisdom to our students' lives in ways that inspired passion for languages, the arts, writing, math, and scientific discovery. We crafted innovative curriculum programs and common assessments that engaged students in creative and consequential ways that promoted interdisciplinary learning and authentic opportunities for students to express themselves and grow. We ensured equity and access for all students so they could learn and achieve. We strengthened advisory, homeroom, and small groups facilitated by teachers and adults so students could build relationships and develop skills to become responsible, resilient, and caring young people.

We also piloted new technology tools to help students learn more efficiently, collaboratively, and in a way that complements the technology-rich environments of home, college, and the workplace. We expanded our students' experiences into the community so they could serve and learn about the world around them. We worked to become more culturally proficient, knowing that each adult and child has a unique story to tell—one that is rich in culture, ethnicity, language, lifestyle, and faith.

The essence of our work in the 2013-2014 school year was to empower young people to learn, grow, achieve, and contribute to a world eager for their scholarship, service, and leadership. The School Committee, District leadership, and staff collaborated closely with Town leaders and parents, engaging the wider community to advocate for additional time, space, and the resources needed to support our students.

As you read through the 2014 Performance Report, we hope you will share in our pride. The accomplishments and the challenges of the Needham Public Schools are highlighted in the pages of this publication. We thank you for your support and welcome your feedback on our progress as we continue to kindle within our students a sense of belonging, a sense of purpose, and a hunger for education and innovation.

Sincerely

**Michael Greis**  
School Committee Chair

**Daniel E. Gutekanst**  
Superintendent of Schools

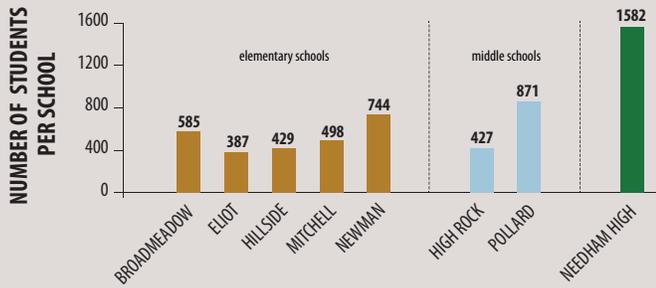
## TABLE OF CONTENTS

- **BY THE NUMBERS** .....page 2  
  - Census Data on Our Schools and Other School Options*
  
- **MEASURING PROGRESS TOWARD DISTRICT GOALS** .....page 3
  
- **GOAL 1: ADVANCE STANDARDS BASED LEARNING** .....page 3  
  - Elementary: Math Coaches, Online Math Assessment, and Standards Based Report Cards*
  - Middle School: Student Writing Across the Disciplines and Increasing Use of Nonfiction Texts*
  - Needham High School: Interdisciplinary Learning Initiative and Added Course Offerings*
  - SAT and Advanced Placement Results*
  - DESE Level Ratings and Pollard Commendation for High Achievement*
  - MCAS Results*
  - PARCC Field Test*
  - Special Education and the Integrated Preschool Program*
  - English Language Learners*
  - STEAM (Science, Technology, Engineering, Arts, Math)*
  - Fine and Performing Arts*
  
- **GOAL 2: DEVELOP SOCIAL, EMOTIONAL, WELLNESS, & CITIZENSHIP SKILLS** .....page 8  
  - Mental Health Capacity Assessment*
  - Social and Emotional Learning*
  - Wellness Program Review*
  - METCO Program Review*
  - Community Service Learning*
  - Mentoring Program*
  - Global Competency Programs*
  - Clubs*
  - Needham Community Education*
  - Athletics*
  - Parenting Conferences*
  
- **GOAL 3: ENSURE INFRASTRUCTURE SUPPORTS DISTRICT VALUES & LEARNING GOALS** .....page 11  
  - Operating Budget and Override*
  - Per Pupil Expenditure*
  - Enrollment Trends*
  - Technology Infrastructure*
  - Grants and Fee-Based Programs*
  - Highly Qualified Faculty and Staff*
  - Volunteers*
  - School Improvement Plans*
  
- **OPPORTUNITIES AND CHALLENGES** .....page 13  
  - Construction Initiatives for Hillside, Mitchell, and Needham High Schools*
  - Personalized Learning with iPads*
  - Extended School Day and New Programming*
  
- **AT A GLANCE** .....page 16  
  - Comparisons with Other Communities*

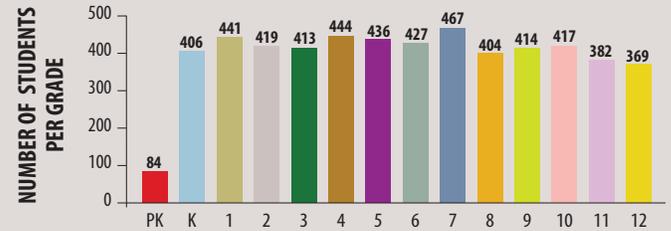
## BY THE NUMBERS *Census Data on Our Schools and Other School Options*

The Needham Public Schools ([www.needham.k12.ma.us](http://www.needham.k12.ma.us)) serve students in grades preschool through 12. During the 2013-2014 school year, the five elementary schools, the sixth grade school, the seventh-eighth grade school, and the high school accommodated 5,523 students. *Our enrollment continues to climb with an additional 47 students over last year.*

### STUDENT POPULATION BY SCHOOL\*

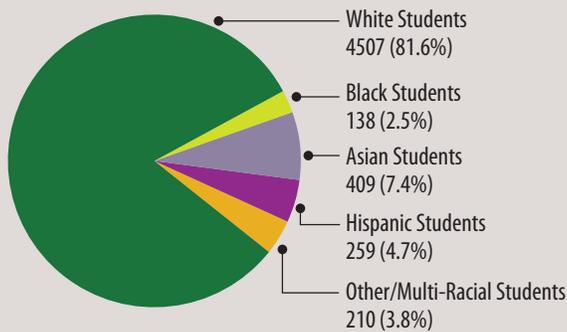


### STUDENT POPULATION BY GRADE\*

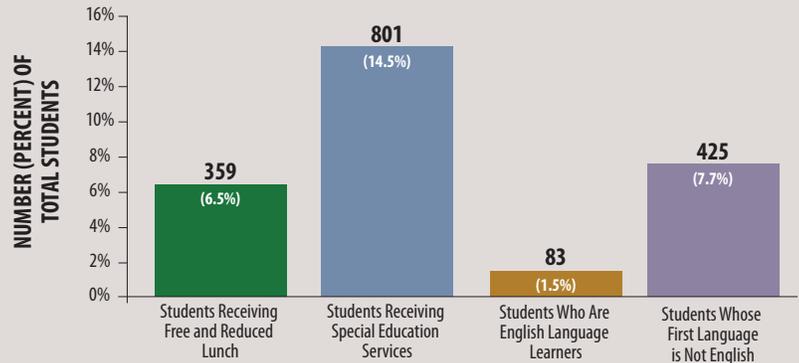


Another way to appreciate our school population is to look at subsets of our community, as shown in the next two tables.

### STUDENT POPULATION BY RACE\*



### STUDENT POPULATION RECEIVING SPECIAL SERVICES\*



\*Total Number of Students in District = 5523

Needham is a member of The Education Cooperative (TEC) and the ACCEPT Education Collaborative, consortiums of surrounding school districts. Our partnership with these collaboratives provides opportunities for high quality professional development, innovative programming for students with disabilities, and joint purchasing of school supplies. A new TEC "Virtual Academy" was developed in the 2013-2014 school year as a solution for students who are unable to regularly attend school.

[www.tec-coop.org](http://www.tec-coop.org) and [www.accept.org](http://www.accept.org)

There are a number of other school options for Needham residents as shown in this table. Among these are the opportunity to attend two vocational schools: Norfolk County Agricultural High School [www.norfolkaggie.org](http://www.norfolkaggie.org) and Minuteman Career and Technical High School [www.minuteman.org](http://www.minuteman.org)

OTHER SCHOOL OPTIONS	NUMBER OF STUDENTS
Out-of-District Public Schools	32
Home Schooled	11
Charter Schools	8
Minuteman	34
Norfolk County Agricultural Collaboratives	2
Private Schools	1098

## MEASURING PROGRESS TOWARD DISTRICT GOALS

A Needham High School parent remarked, “The strength of our community is directly related to the quality of our schools; Needham must continue to strengthen the quality of its education.” This parent’s comment captures the District’s commitment to continuous improvement and the reason we are dedicating this publication to reporting on progress toward the District goals.

**The Needham Public Schools support educational innovation, promote 21st century skills, and empower our young people and the adults who serve them.** We make progress by advancing standards based learning; by developing the social, emotional, wellness, and citizenship skills of all children; and by ensuring the infrastructure supports the District values and learning goals. This report highlights our accomplishments and challenges in each of three goal areas as we continually work to improve the schools and provide the kind of learning we want for our children.



### GOAL 1

#### ADVANCE STANDARDS BASED LEARNING

**We are refining and putting into practice a system of curriculum, instruction, and assessment** that enables each student to be engaged in challenging academic experiences, grounded in clearly defined standards. This goal involves preparing teachers and helping students to meet new and more rigorous expectations required by the new Massachusetts Common Core Standards.

For the Elementary Schools, the District encourages the interaction between instruction and assessment by having teachers gather samples of student work as evidence of student learning and growth. These samples are referenced during parent conferences. With elementary reading, we utilize Fountas & Pinnell Benchmark Assessment twice per year. For students not meeting the grade level benchmark in the spring, the test is administered again at the end of the school year. In addition, the teachers are using standards based curriculum



*Reading Together at the Newman School*

maps for reading and writing; each map is structured with essential questions or learning goals, content to be taught, and skills to be acquired for the unit. Resources for teaching each unit (e.g., Lucy Calkins eReaders) are posted with the curriculum maps, as well as exemplars of student writing rubrics for assessing student writing.

**Math Coaches** in all Elementary Schools were a new addition for the 2013-2014 school year; they supported, consulted, modeled lessons, and assisted teachers in all aspects of math instruction and curriculum implementation. We piloted an **online math benchmark assessment** that is ready for roll out. Also in the 2013-2014 school year, **standards based report cards** were implemented for our first graders, comparable to the standards based report cards already provided to students in grades 2-5. Parent brochures that describe student proficiency in the various disciplines now accompany the progress reports at each elementary grade level. [http://rwd1.needham.k12.ma.us/program\\_dev/New Progress Report](http://rwd1.needham.k12.ma.us/program_dev/New%20Progress%20Report)

For students in the Middle Schools, we develop and sustain a program that embodies interdisciplinary teaming, advisory, varied instruction, exploratory programs, and transitional activities. The current design of interdisciplinary teams in our middle schools is referred to as our “cluster model.” Clusters create smaller groups within our larger school community and aid students in their cognitive, social, and emotional development.

The emphasis for the 2013-2014 Middle School year was on collecting evidence of **student writing across the disciplines and increasing use of nonfiction texts** in classroom instruction.

In sixth grade, the English Language Arts department integrated a new unit using nonfiction books. The Social Studies department used high quality National Geographic texts and introduced “historical thinking” skills. In the Science curriculum, teachers used “Articles of the Week” to reinforce literacy skills. Then in the seventh and eighth grade, the curriculum moved all students to be able to understand and analyze complex texts in various content areas. For example, in Pollard’s Fine and Performing Arts department, reading and writing were used in evaluating and analyzing art, for music program notes, and for concert reflections.

A standardized reading comprehension test called THE GRADE was given to students in grade 6, and an oral reading fluency assessment was given to all students in grades 7 and 8. Teachers used the data from these assessments to better understand students’ current achievements and to tailor instruction to individual student’s needs.

Needham High School course offerings for the 2013-2014 school year were tailored to accommodate diverse interests and needs by **adding certain course offerings** and restoring others. For example, in the 2013-2014 school year, the History and Social Sciences department continued to offer an oversubscribed

section of African American Studies & Contemporary Issues, as well as sections of AP Psychology. Likewise, the English department had two new sections of AP Literature, and the Math department offered for the first time a fully subscribed section of Robotics. Significant gains were attributable to the High School’s extra-curricular programs, too. For example, as a result of being on the Needham High School Speech and Debate Team, students’ writing, speaking, thinking, listening, and research skills improved markedly. In the 2013-2014 school year, the team finished 8th in the state at the Speech and Congress Championship.

More than 90% of the graduates of Needham High School take the **SAT exams** with the majority of these graduates taking the SAT more than once. The College Board’s Educational Testing Service furnished the results on Needham’s class of 2013 using the average scores for the last SAT tests taken: 585 for Critical Reading, 595 for Math, and 580 for Writing. These scores are significantly higher than the National and Massachusetts averages. Statistically, for one third of the students nationally who repeat the SAT, their scores go down. When we derive the averages based on our students’ best scores, the averages rise to 590 for Critical Reading, 604 for Math and 591 for Writing. Colleges and universities take these best scores into

## INTERDISCIPLINARY LEARNING INITIATIVE AT NEEDHAM HIGH SCHOOL

The Needham High School Interdisciplinary Learning Team is an advisory body consisting of teachers, administrators, and members of the Needham Education Foundation grants subcommittee, working together to review the progress and chart the future course for interdisciplinary teaching and learning at Needham High School. Based upon the successful launching of the new interdisciplinary course, “The Greater Boston Project,” the tremendous levels of educator engagement, and the clear and innovative vision, the Needham Education Foundation is continuing its support of this initiative.

In the 2013-2014 school year, the new course incorporated skills from the disciplines of English, History, and Math to explore how individuals and groups worked through history to effect change. Fifty Needham High School seniors participated in the pilot program, looked at various historical moments through a variety of lenses—population, government, economy, education, arts, leisure—and considered how these have molded what Greater Boston has become today. For an informational video on the course, go to <https://www.youtube.com/watch?v=yulrgUwHyXc>

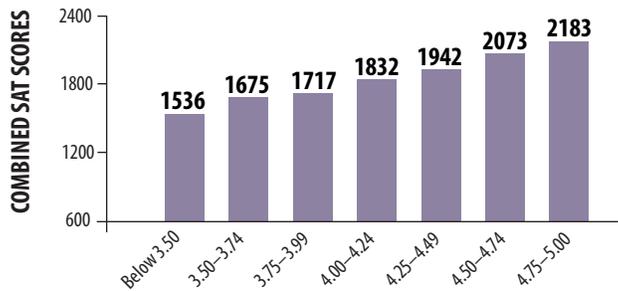
In addition to the Needham Education Foundation’s support of “The Greater Boston Project,” an Innovation Fund was established for ongoing development and implementation of interdisciplinary learning opportunities throughout the District. The NEF funding for the interdisciplinary learning initiative totals \$258,000 over three years.



*Integrated Senior Studies  
Accelerated: The Greater Boston Project*

consideration during the admissions process. In the chart below are breakdowns of the SAT scores by grade point average (GPA), showing the best combined Critical Reading, Math, and Writing SAT average scores for the class of 2013.

### SAT SCORES BY GRADE POINT AVERAGE



In May 2013, three hundred and eighteen Needham High School students took 572 **Advanced Placement Tests**. Seventy-six percent of the scores were 4's or 5's, defined as well qualified or extremely well qualified to achieve college credit. A detailed presentation of SAT and AP test results and a list of colleges or universities attended by 95% our Needham High School graduates can be found at <http://www.needham.k12.ma.us/documents/NHSProfile13.pdf>

With the Massachusetts School and District Accountability and Assistance System in place, there is a large amount of data available. Needham students continue to do well. While achievement and growth indicators vary slightly from year to year at various grades and among various subgroups and schools, they are moving in a positive direction. The results for 2013 show that our overall achievement in Math increased at nearly all grade levels and for many subgroups. Growth at each grade level is up and all but one subgroup met the targeted growth threshold in English Language Arts.

Although we made progress, our gains fell just short of a number of intended targets and kept us as a Level 2 for our district accountability status. The Department of Elementary and Secondary Education (DESE) uses this **"Level" rating** ranging from 1 (meeting gap-closing goals) to 5 (chronically under-performing) based on effectiveness in closing the proficiency gap of struggling students while also continuing to raise proficiency of high-achieving students. We strive to be designated by DESE as a Level 1 District. Mitchell Elementary School and the Pollard Middle School already are rated Level 1 and **Pollard received the 2013 State Commendation** for High Achievement and Narrowing Proficiency Gaps. The full MCAS District Report can be found at [http://rwd1.needham.k12.ma.us/news/dese\\_report\\_cards13.htm](http://rwd1.needham.k12.ma.us/news/dese_report_cards13.htm)

## INCREASED COMMUNICATION BETWEEN SCHOOL AND HOME



*Eliot Families Walking from Home to School*

Parent and guardian engagement and involvement within a school is crucial to the educational success of any child. We aspire to put in place a system of two-way communication that fully supports the connection between school and home. In the 2013-2014 school year, we worked to improve communication and to build on the important partnership with parents. Here are examples of ways in which we reinforced the connection and pursued new communication channels:

- The School Committee hosted 2 Open Houses for informal conversations with parents, and every School Committee member is a liaison to each school.
- The Superintendent sent out regular Tweets and monthly Blogs, and he produced 7 Needham School Spotlights cable shows to report on key District initiatives.
- Teachers increasingly used more social media and webpages to reach students and their families.
- A *"Know Your Schools Night"* for parents of incoming kindergarteners was held January 29 with a record number of parents—over 120—attending.
- Needham High School Principal's Coffees were held five times during the school year as a forum to promote discussion with parents about activities and policies.
- Parenting Conferences for hundreds of parents were held in three forums—for High School parents on January 25, for Middle School parents on November 23 at Pollard, and for Elementary School parents on March 15 at Broadmeadow.
- The METCO Program Review recommended opportunities for improved communication with METCO families, such as Boston-based meetings with District staff.
- The Athletics Department invited feedback after each season through a formal survey process with parents; the data gathering was used to follow up with parents on the quality of the programs and any concerns.

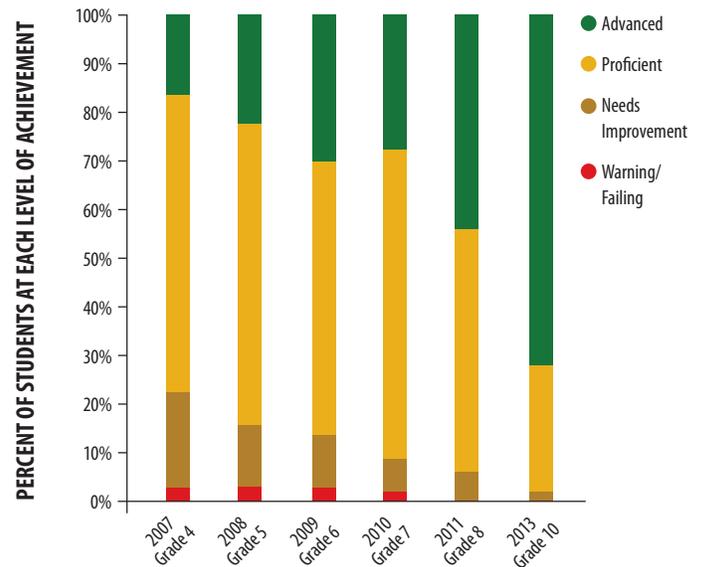
As we analyze the data to inform our curriculum and instructional practices, we know that our students learn and grow at different rates and times. The entire staff in the Needham Public Schools, not just individual teachers who happen to teach the tested subject area, contributes to every child's progress. The Massachusetts Comprehensive Assessment System (MCAS) test scores are a snapshot of that growth and learning at a point in time and do not capture the full picture of how our students are progressing throughout their experience in the Needham Public Schools. The charts on the right represent the Class of 2015 students in grade 10 and their achievement since grade 4 in English Language Arts and Math. These visuals remind us that wherever our students happen to start out, over their time with us, nearly all are able to reach the intended targets.

Needham participated in the 2014 PARCC Field Test as part of an eighteen state effort to develop the "next generation assessments" intended to build on the strengths of MCAS. PARCC stands for Partnership for Assessment of Readiness for College and Careers, and is a testing program aligned to the newly adopted Common Core Learning Standards. Since PARCC is still in the developmental stages, the Needham School Committee voted to continue to use the MCAS test in school year 2014-2015 and wait until the state Board of Education determines whether PARCC will be its replacement in 2016.

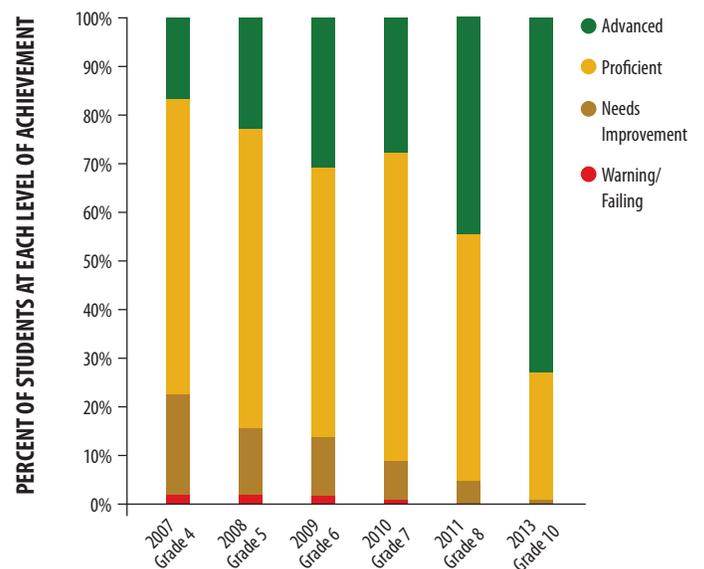
Special Education and general education staff are collaborating more on curriculum and instructional matters to target learning appropriately for all students. Response to Intervention or RTI is the method of academic intervention used to provide early, systematic assistance to children who are having difficulty learning. RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty.

There is growing enrollment of children with intensive **Special Education** needs in the District and an increase of students with medical, autism, and emotional disabilities. In the 2013-2014 school year, we increased programming capacity and guidance support for students with autism spectrum disorders at both Pollard and the High School because they required specialized staffing to support them in their academic, social, and emotional learning. At the beginning of the 2013-2014 school year, a number of children with autism turned 3 years old and entered the **Integrated Preschool Program** (See sidebar). Therefore, we also needed to increase capacity to provide educational programming for Preschool students and training opportunities for their parents.

### CLASS OF 2015 ACHIEVEMENT IN MCAS—ENGLISH LANGUAGE ARTS

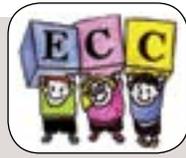


### CLASS OF 2015 ACHIEVEMENT IN MCAS—MATH



The state-mandated **English Language Learner** (ELL) program provides assessment, instruction, and support for students who have limited or no English language proficiency. In the Needham Public Schools, the number of ELL students receiving direct services in the 2013-2014 school year increased by 13 to a total of 83 students. As the Department of Elementary and Secondary Education engages in a major initiative known as RETELL (Rethinking Equity and Teaching for English Language Learners), newly adopted regulations require that all core academic teachers of ELL students, and administrators who supervise these teachers, must earn a Sheltered English

## INTEGRATED PRESCHOOL PROGRAM



In the 2013-2014 school year, there were 84 preschoolers in our Early Childhood Center, and enrollment is climbing for the 2014-2015 school year. For each of our Preschool classes at the ECC, we bring together typically developing children and children with special needs in an environment that encourages students to work and play with everyone in their class. Children learn that people differ in their interests and abilities and each child has the opportunity to serve as a model for his/her peers. What makes this program unique is that in addition to the highly skilled teaching staff, the Preschool also incorporates specialists



Preschool Students Chatting at the Early Childhood Center in Newman Elementary School

into the classroom (Speech/Language Therapist, Occupational Therapist, Physical Therapist, Counselor, Pediatric Nurse) who are seamlessly included in the program and provide specialized instruction to all students through play-based activities. For more information, go to <http://rwd1.needham.k12.ma.us/preschool/>

Immersion teacher or administrator endorsement to their license by July 2016. Our goal in the Needham Public Schools is to ensure that we have in place adequate program and staff supervision, communication with principals and classroom teachers, and engagement with ELL parents so that effective and efficient services can be provided on an ongoing basis to students who are English Language Learners.

We are incorporating more **STEAM** (Science, Technology, Engineering, Arts, Math) into our curriculum at all grade levels. The District subscribes to a hands-on, inquiry-based approach to teaching these subjects. The curriculum maps with a framework for essential questions, concepts, skills, and assessments for the units are under development.

In the 2013-2014 school year, the Needham Science Center introduced a program for students interested in visual patterns, hands-on construction and collaborative design work in a new afterschool STEAM class for fourth to sixth graders. At the High School, a one-semester hands-on course involved students in the engineering design process through robotics. These High School students learned about mechanical design, software design, and electrical components, as well as actuators and sensors, and how to effectively use them when building a robot. Likewise,



Let's Build—Engineering Fun for Kids at Hillside School

at Hillside School, the successful parent-driven *Let's Build* program gave every student the chance to explore and delve into an engineering challenge. And at the Mitchell School, Olin College students engaged third graders in learning the foundations in a program called *Engineering Discovery*. Looking toward the future, we have new opportunities for STEAM that will be realized as a result of extending the school day in school year 2014-2015.

Through instruction in the **Fine and Performing Arts**, Needham students work towards mastery of art techniques. They also learn to recognize and appreciate a wide variety of art styles and strive for artistic excellence. Their progress over the 2013-2014 school year is evident in the significant numbers of performances, exhibits, and awards. One example is the Boston Globe Scholastic Art Awards where 40 Needham High School and 15 Pollard Middle School students received recognition in a competition with thousands of other artists from schools across the state—and four Needham students received the highest level as Gold Key winners. Pollard Middle School sent a record number of students to audition and participate in the Junior District Music Festival in March 2014 for spots in highly advanced ensembles comprised of students from the surrounding 50 towns in Eastern Massachusetts. The High School Music department held a music education trip for the High School Chorus, Concert Chorale, String Orchestra, Concert Band, Symphonic Band, and Jazz Ensemble with over 200 students. They performed at a fine concert hall in Quebec, the Espace Hyerion, and participated in an exchange concert at a local school.



Scholastic Art Award for Chalk Pastel Entitled Concentration 11 by Senior Paul Franceschi

## GOAL 2

### DEVELOP SOCIAL, EMOTIONAL, WELLNESS, & CITIZENSHIP SKILLS

We are ensuring students develop the knowledge and skills that will empower them to become healthy, resilient, and culturally proficient global citizens who commit to act with integrity, respect, and compassion. Our progress toward this goal is measured through a mental health capacity assessment, program reviews, results from surveys and focus groups, and the monitoring of health-related student data.

In the 2013–2014 school year, Needham Public Schools received two grants from the MetroWest Health Foundation. With the first grant, we administered a **Mental Health Capacity Assessment** in collaboration with Children’s Hospital which helped us identify areas of strength and need. The second grant from MetroWest of \$35,500 will help us implement an action plan over the next two years to enhance our District’s evidence-based mental health curriculum for students and our staff’s ability to effectively target resources for at-risk adolescents. We are committed to improving our school mental health services and this grant will support tiers of intervention for students assessed at varying levels of need.

Our District has **Social and Emotional Learning** programs as the foundation and vehicle to deliver instruction on important mental health topics. At the Elementary and Middle School levels, Responsive Classroom and Advisory are in place and the Second Step program, Experiential Education, and Health Classes provide direct instruction in decision-making, self-management, social communication and problem-solving skills. At the High School, the four-year Health Education program and the Extended Homeroom program serve as opportunities for students to regularly engage with a teacher to develop skills that help build resiliency. We have a unified approach to delivering an anti-bullying curriculum with every teacher involved in helping our bullying prevention work to be part of the school culture.



Student Speaking at Needham High School’s “Own Your Peace/Piece” Assembly

In March 2014, several Needham High School students shared their personal stories during the High School’s “Own Your Peace/Piece” assembly—an initiative focused on building student activism, voice, resiliency, and a broad sense of community and

respect. Courageous students stood in front of hundreds of their peers to share their personal stories and challenges. Their poignant anecdotes about struggles with emotional and mental health issues, sexual orientation, racism, or learning issues were thoughtful, articulate, and inspiring. In another grass-roots effort, students conducted one thousand interviews to capture quotes for a Peace Sculpture which will integrate text and design in promoting good mental health and proactive community involvement.

The District provides support through community collaborators for Needham students and their families to access suicide prevention programs. The High School Connections Program provides both academic and counseling support for students struggling with emotional challenges. The High School Transitions Program provides a safe, supportive setting for re-entry by those students who have been absent from school for medical and/or psychiatric reasons.

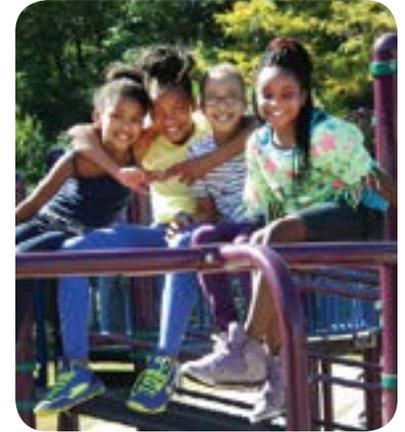
A **Wellness Program Review** was completed in the 2013–2014 school year and indicates some key strengths and recommendations regarding the curriculum, instruction, assessment, and administrative practices in the current program and the direction to take over the next three to five years. The Wellness curriculum is based on a six-dimensional wellness model (social, emotional, physical, intellectual, spiritual, and occupational/leisure). Most recently, the Wellness curriculum integrated “positive self talk” from sports psychology.

We learned through the Wellness Program Review that there is parental support for an increase in physical activity for students during the day. Students highly value the program, demonstrate an understanding of the concept of wellness, and clearly see instruction as having long-term impact on their ability to develop a healthy lifestyle beyond the classroom. Student risky behaviors have been declining significantly over the past six years; to maintain this positive trend will require continued work in this area. Space constraints are an issue related to increased enrollment at the secondary level and the result is that multiple classes must share gym facilities. Limited space leads to modifications in programming and reduced opportunities for students to engage in physical activity during a class period. Although available time for programming is on par with most districts at the secondary level, at the elementary level in the 2013–2014 school year, Needham Public Schools fell short in comparison to other communities. Fortunately this issue is being addressed by the override for the extended school day starting in 2014–2015. For the full Program Review, go to [http://rwd1.needham.k12.ma.us//program\\_dev/](http://rwd1.needham.k12.ma.us//program_dev/)

A **METCO Program Review** also was completed in the 2013-2014 school year. The METCO program provides the opportunity for children from racially imbalanced schools in Boston and Needham to learn together in an integrated public school setting. METCO increases the diversity and reduces racial isolation so that students from different backgrounds can learn from each other in meaningful ways. Needham has 155 students in the METCO program with 68 in the Elementary School, 49 in the Middle Schools, and 38 in our High School. The proportion of METCO student enrollments in Needham High School upper level courses has increased over the past years and 83% of the graduates have attended college. Students at all levels report successes, challenges, and pride in being METCO students and benefit from school-based instructional supports provided before and after school.

The METCO program contributes to our understanding of the importance of cultural proficiency. As a District, we are committed to developing competencies to understand and effectively address matters of diversity, racism, ethnocentrism, and bias in the context of the pluralistic communities in which we live. We see an opportunity to use a culturally proficient lens and respond with equal attention to the needs of students from a variety of backgrounds and cultural experiences. Our approach to cultural proficiency influences protocols, curriculum, and interventions. As an example, in the 2013-2014 school year, the Mitchell School used a Needham Education Foundation grant to stock their library with culturally proficient literature. More specifically, we intend to continue professional development on cultural sensitivity to the needs of groups served by our school,

among which are 7.4% Asian students, 4.7% Hispanic students, 2.5% Black students, 3.8% Multi-Racial students, 7.7% students whose first language is not English, 6.5% from families receiving free or reduced lunch, 14.5% students with special needs, as well as other diverse segments of our community.



METCO Students from Our Elementary Schools

SEAL (Social Empowerment Active Listening) is a High School club for students who see a need to help create social change and work toward a more culturally proficient District. Their enlightened perspective is captured in a video interview with the Superintendent shown at <http://www2.needham.k12.ma.us/nhs/TV-nps/13-14/SocialEmpowerment.htm>

“Steps to Success” is a **mentoring program** based at Needham High School which pairs a caring staff member with a student who could benefit from one-to-one mentoring. Each student is matched with a dedicated Needham High staff member who becomes the student’s mentor for three years. Mentors meet frequently with the students and guide them through a wide range of experiences—from course selection to navigating social issues, visiting local museums, and getting involved in the community. Mentors help students set goals, monitor progress, and approach their teachers when academics are challenging.

## COMMUNITY SERVICE LEARNING *Here’s What’s Happening in Needham Public Schools*

Service Learning integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Each of our schools has implemented at least one curriculum-based service learning experience in the 2013-2014 school year. A snapshot of a few activities is shown here. To keep apprised of the depth and breadth of ongoing CSL programs at each school, check the newly-launched webpages at [http://rwd1.needham.k12.ma.us/Community\\_service\\_learning/](http://rwd1.needham.k12.ma.us/Community_service_learning/)



Hillside Students Prepare for Water Project on Conservation



High School Students Help Older Adults Learn Technology Skills



Broadmeadow Students Volunteer at the Food Bank

The mentors also provide critical assistance with the college application process. Ultimately, this mentoring program bridges the opportunity gap for low-income Needham Public School students and helps make college and post-secondary success a reality. The District is grateful to *Needham Steps Up*, the fundraising organization that supports this mentoring program.

**Global competence** refers to the acquisition of in-depth knowledge and understanding of international issues, an appreciation of and ability to learn and work with people from diverse linguistic and cultural backgrounds, proficiency in a foreign language, and skills to function productively in an interdependent world community. The Needham Public Schools have programs in place to help our students and staff achieve global competence. There is wide participation in the Needham High School Global Competency Program (<http://nhs.needham.k12.ma.us/core/Travel/GCP>) where students study and travel to learn these essential skills. In addition to the GCP, in the 2013-2014 school year, Needham students participated in our fourth exchange with students in China—living with exchange partners and going to their school. This Shanghai-Needham Exchange program promoted understanding between students and teachers from both schools, and provided the opportunity for our students not only to improve their Mandarin, but also to benefit from hosting students from China and from immersion into Chinese culture.

**Clubs** are another opportunity for our students to explore interests, make new friends, and connect with teachers and other adults at school. In the High School alone, there are 76 Clubs to accommodate our students, from AGSA (All Genders & Sexualities Alliance) to Robotics Club. In the Middle School, there are a significant number of clubs including Environmental Action Club, Yearbook Club, and Math Team. At the Elementary Schools, Homework Clubs are popular for academic support and to make homework more enjoyable. These clubs support students' social and emotional learning.

To enhance the afterschool experience, **Needham Community Education** (NCE) offers a wide array of educational, cultural, and skill-building classes that complement the school curriculum and provide additional opportunities for social and emotional learning. There are workshops in science, sports, fine and performing arts, cooking, crafts, and technology that are presented in a relaxed environment and accommodate close to 4400 participants from the Elementary, Middle, and High

Schools. These enrichments are fun and engaging for students, assist with transitions between Elementary and Middle Schools, prepare the college bound, and include options for community service. For details, go to [http://rwd1.needham.k12.ma.us/community\\_education/](http://rwd1.needham.k12.ma.us/community_education/)

The Interscholastic and Club **Athletic Programs** in Needham focus on the total physical, social, emotional and mental development of all students who participate. The programs encourage student-athletes to take pride in themselves, their teams, their school, and their community. They learn what it means to cooperate with others, to set individual and team goals, to manage their time balancing all areas of their lives, as well as the physical and technical skills demanded by their sports. In the 2013-2014 school year, there were over 1600 High School participants in 34 Varsity Interscholastic Programs and

8 new Club Sports where there are no cuts. Needham High School Athletics had an outstanding year—recognized by the Bay State Conference with the awarding of the BSC Carey Division All-Sport Award. Showing strength at the state level, Needham finished third in the Boston Globe All-Scholastic Ames rankings for Division 2 schools in Eastern Massachusetts. Needham Rockets won 67 percent of their games and ended the year with an impressive overall record.

Noteworthy, too, is the receipt of two MIAA Sportsmanship Awards—for Boys Track and Girls Soccer. In addition to the High School Athletic Programs, Middle School Sports Programs expanded in the 2013-2014 school year with hundreds of students participating in each of the following: Cross Country, Field Hockey, Track and Field, and Basketball.

**Parenting Conferences** took place in the 2013-2014 school year with the 4th Annual Middle School Conference, the 2nd Annual High School Conference, and the 1st Elementary School Parenting Conference, at Broadmeadow. Each conference dealt with the important task of raising resilient children, featured presentations from experts in child development, and offered numerous workshops for exploring challenges in child rearing, parenting strategies, and advice from other parents.



*Student Visiting from Sister School in Daxing, Beijing*



*MIAA Sportsmanship Award for Boys Track*

## GOAL 3

### ENSURE INFRASTRUCTURE SUPPORTS DISTRICT VALUES & LEARNING GOALS

We are building and carrying out a sustainable plan for financial, building, technological, and human resources that enables our learning goals and is responsive to student and school needs. This plan is made possible with the School Committee's approved **operating budget for FY15**, which totals \$57,961,288, a 7.3% increase over the previous year. Most of the increase is to meet contractual obligations and provide level service within the context of growing student enrollment. The budget includes \$1,317,450 from an **operational override** approved by the voters on April 8, 2014 to fund innovation and extended learning in the Needham Public Schools.

We designated funds for additional staff required at the Middle and High School levels, as well as resources to support student activities, athletics, and technology implementation. At the Elementary School level, we allocated funds for curriculum materials and funds to make up for federal funding shortfalls. The budget also took into account the growing need to provide staff training, professional development, and tools to support the mandated educator evaluation program. The budget did not include a significant increase in special education programming, except for positions required at the secondary level to meet growing enrollment and for special needs transportation. Costs for special education tuition and contractual services were level funded or reduced. Thoughtful work in the administration and organization of our Special Education program meant that overall costs did not increase at the same pace as they have in past years. However, ongoing costs will be based on the special needs of individual students.

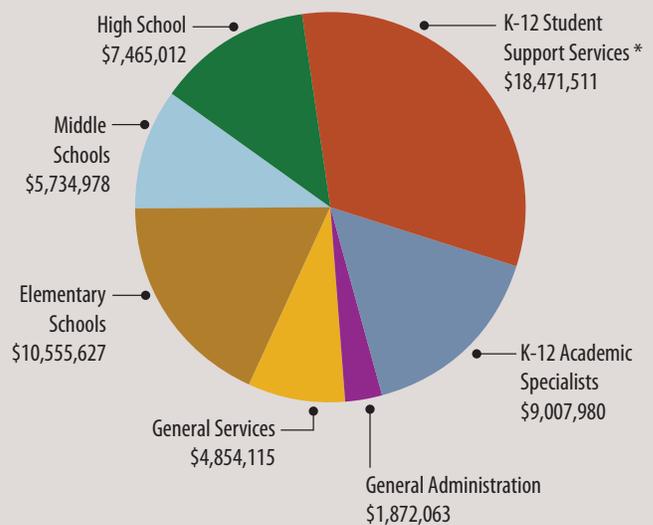
Shown in the chart on the right is how the FY15 School Committee Approved Operating Budget is allocated by program area.

According to the Massachusetts Department of Education per pupil expenditure data, we know that **per pupil expenditures** in Needham have remained comparable to the state-wide average over time and have been consistently less than the average per pupil expenditure of twenty communities with whom we compare ourselves. (See inside back cover for *At A Glance* comparison.) Needham's FY13 per pupil expenditure of \$14,320 was just slightly more than the state average of \$13,999 but less than the twenty community average of \$15,477.

Additionally, per pupil expenditures have been growing more slowly in Needham than elsewhere in the state.

We remain focused on supporting the efficient use of resources because we are mindful of the fragile economic situation both locally and federally. Based on the Town's revenue projections for FY15, the portion of the school's operating budget funded by state revenue is projected to decrease slightly from 15.1% to 14.0% while the portion funded by local revenue is projected to increase from 84.9% to 86.0%. The increase in the local share for FY15 generally reflects the impact of the override. For full Operating Budget details and an in-depth explanation of the override, go to <http://rwd1.needham.k12.ma.us/finance/Budget>

### FY 2014/15 SCHOOL COMMITTEE APPROVED OPERATING BUDGET BY PROGRAM AREA

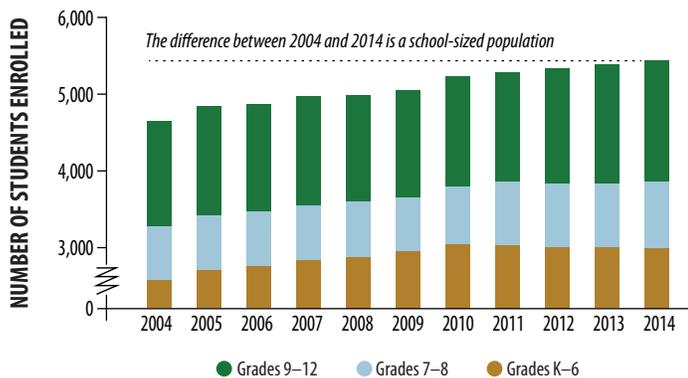


Total Budget = \$57,961,288

\* Includes all Special Education (in district and out-of-district), Guidance, Nursing, ELL, Reading and Math Special Instruction

Needham's **student population has been growing steadily** over the past years in contrast to the rest of the state where enrollment, on average, is declining. Since FY94, Needham's student enrollment has grown 43.2% or 1.8% per year on average. By contrast, statewide enrollment has grown by only 7.2% over the same period. Over the past ten years, Needham's enrollment has increased by 586 students—the equivalent of a school-sized population. (See *chart on Enrollment Trend on page 12.*)

## ENROLLMENT TREND BY GRADE SPAN



Funding is critical for technology. The Needham Public Schools require a robust **technology infrastructure** with appropriate hardware and services, information systems, and software. We also need the personnel to develop and support systems, and train staff in their use of these systems. This is true for both administrative and instructional staff. We invested in a new payroll and financial system. Rapid technological change and increased user demand are driving our attention to infrastructure to support technology replacement cycles, wireless services, instruction for students, technology supplies, curriculum resources, and apps. Our current seven-year replacement cycle for computers is not realistic given the rapid changes to operating systems and software. Therefore, we are working on developing a sustainable technology plan that addresses 21st century skills, assistive technology requirements, and modern administrative systems to fulfill the Department of Elementary and Secondary Education requirements.

Beyond the operating budget, we rely on **grants** wherever possible, and offer **fee-based programs** for extracurricular activities and non-mandated services. In FY14, grant funding was \$2,609,050, which was \$32,665 more than the amount received in the previous year. The School Department collected approximately \$5.6 million in fee revenues from 48 different

fee-based programs last year. Some of the largest fee-based programs are: Food Services, Kindergarten After School Program (KASE), Transportation, Athletics, Fee-Based Arts Instruction, Adult Education, and the Preschool program.

Our **highly qualified faculty and staff** are the lifeblood of the Needham Public Schools. We have a student-to-teacher ratio of 15.5 to 1 in FY14 and 99.4% of the teachers are licensed in their teaching assignments. Despite the excellent results and the high level of student/staff interaction, the very high student-to-teacher ratio is a concern. Staff increases made possible by cost containment and community support for the budget have enabled us to keep up with rising enrollments, but not improve this ratio through FY14.

Decades of research confirm that student outcomes are inextricably linked to the quality of instruction students receive. With this objective in mind, Needham began implementation of the new educator evaluation system in the 2013-2014 school year as required by regulations promulgated by the Department of Elementary and Secondary Education. Close to 600 licensed teachers and administrators used the comprehensive model with integrity and fidelity. The steps included a self assessment of professional strengths and challenges as well as an analysis of student achievement; the development of two goals focused on professional practice and student achievement; the development of an educator plan documenting steps to achieve the goals; a minimum of six observations of teachers who are in their first year and three observations for all other teachers; submission of evidence to show progress on goals; and formative and summative evaluations for all teachers by administrators. This new educator evaluation model presented challenges but a cooperative, collaborative team approach was the key to successful implementation and was another step in Needham Public School's support of high-quality instruction.

Our Human Resources department hired almost seventy new teachers in preparation for the 2014-2015 school year. New

programming and secondary enrollment needs account for about thirty of those positions, and the remainder are staff to replace retiring teachers and those who have moved out of state or are starting new careers. All of the new teachers, including the five new Elementary Spanish teachers, bring a combination of great experience, solid academic credentials, energy, and a fresh perspective to teaching and learning.



Food Services Arranged Berry Day at Mitchell School



Food Services Introduced Kale Chips at High Rock

We want to commend and thank our **volunteers**—those parents and community members who assist our students and staff and improve our schools. In the 2013-2014 school year, we benefitted from the efforts of each school's Parent Teacher Council (PTC) and numerous committees, from the individuals who provided tutoring to students needing extra help or further enrichment in math or reading, from the neighbors and friends who collaborated on planning and delivering outstanding special events and fundraisers, from those who spent time in the classrooms or Science Center assisting staff with daily assignments, and from local businesses who helped promote or support initiatives that advanced the goals of the Needham Public Schools.

The road map as we move forward into the future is reflected in each **School Improvement Plan**. These plans are prepared by the School Council, which is comprised of the Principal, representative parents, teachers, and a community member. Together, this important team assesses such elements as the impact of class size on student performance, student-to-teacher ratios, ratios of students to other supportive adults, professional development of the school's staff, enhancement of parental involvement in the life of the school, school safety and discipline, extra-curricular activities, diverse learning needs of children, and any further subjects the Principal, in consultation with the School Council, considers appropriate. The School Improvement Plans are reviewed and updated annually and presented to the School Committee. Since this Performance Report captures progress toward the District goals, it is a synthesis of the achievements from the 2013-2014 school year as demonstrated in each of the School Improvement Plans. For details by school, simply go to the school-specific website and look under the tab "Our School" for the School Improvement Plan link.



*STEAM-Themed Mosaic Mural Depicts Life at Hillside.*

*This Beautiful Piece of Communal Art Brightens the Building Now and Will Travel to a New Hillside School in the Future.*

## OPPORTUNITIES AND CHALLENGES

**We are proud of the progress made in the 2013-2014 school year and look forward to the many opportunities and challenges that lie ahead**—including appropriate school space, technology that meets the needs of our staff and our students, and more time for innovation and extended learning.

### **Construction Initiatives for Hillside and Mitchell Schools:**

Two major construction initiatives involving our oldest and most crowded elementary schools are underway.

Hillside is in need of significant improvements not only to meet current building, energy and accessibility codes, but to allow our educational needs to be met. Many of the building components have reached the end of their useful life. On November 20, 2013, the Massachusetts School Building Authority (MSBA) voted to invite the Hillside Elementary School into the MSBA's Eligibility Period. On July 30, 2014 the MSBA voted to collaborate with Needham in conducting a Feasibility Study. The MSBA partners with Massachusetts communities to support the design and construction of educationally appropriate, flexible, sustainable, and cost-effective public school facilities. In addition, any state aid that the Town receives for school projects comes through the MSBA reimbursement.

The Mitchell School's enrollment increased 22% since 2005. There are 22 classrooms at Mitchell; in 2005, we needed 19 of them for classrooms. For the past two years, we needed all 22 and that pushed Art classes into a severely undersized space, Music onto the stage, and a dozen staff members into windowless storage areas and shared office areas. To help relieve overcrowding until a permanent construction solution is achieved, the Town approved the installation of four modular classrooms which are opening in September 2014.



*Improved 3rd Grade Classroom at Mitchell School*



*Modular Classroom Under Construction at Mitchell School*

To keep apprised of progress on construction projects at Hillside or Mitchell Schools, visit this website: [http://rwd1.needham.k12.ma.us/Hillside\\_and\\_Mitchell\\_Planning/](http://rwd1.needham.k12.ma.us/Hillside_and_Mitchell_Planning/)

#### **Additional Instructional Space at Needham High School:**

Needham High School was designed to accommodate 1,450 students, but with enrollment heading toward 1,758 within the next few years, the school is quickly running out of classroom space. Planning is underway to reconfigure existing spaces within the High School, expand the cafeteria, and add modular classrooms to meet student and program needs.

**Personalized Learning with iPads:** Mobile technology tools have become increasingly applicable to classroom use and allow for greater and expanded learning opportunities for students. For the past few years, we have been working toward implementation of a 1 to 1 environment at the secondary level. After successful pilot programs in seventh and eighth grade, and in partnership with our parents, beginning in September 2014 all sixth graders will use an iPad in and outside of school to support and enhance their learning experience. We are rolling out this program at High Rock so that students can use the device for their three years of Middle School. We believe the iPad program will boost student organization, confidence, and learning while ensuring personalized learning experiences become routine rather than random and occasional—for struggling students as well as for students seeking more challenging curriculum. We also look forward to teaching students the digital citizenship skills for making appropriate choices while using online resources for social and academic purposes.

The Technology staff have been hard at work planning for the implementation of iPads for the entire sixth grade. We are ensuring the readiness of the school's infrastructure (i.e., number of wireless access points, bandwidth to support the increased use of the network, a mobile device management system, and a server to facilitate pushing out apps to the students and teachers). Teachers are receiving training in order to be able to provide the best educational experience for High Rock's students. Family information sessions were held and will continue in the 2014-2015 school year to provide support and assistance to parents and students as we launch this ambitious and exciting initiative.

The most important instructional element in every Needham classroom has been and will remain the teacher who builds a strong and personal connection with each student every day. At the same time, the instructional environment in which the teacher connects and works with students must provide nimble, responsive, and mobile resources to motivate and empower each child. We believe the iPad initiative will do just that, and we are eager to share our progress with the community.

**Extended School Day and New Programming:** On April 8, 2014, Needham voters, once again, stepped up to support the community's students and schools by passing an override to extend the school day and provide new and innovative programming for Elementary students. Administrators and teachers are busy planning these new programs, hiring the new teachers and conducting staff training to implement the extended day program in a meaningful and successful way. We are excited to tackle this work, knowing that we have a unique opportunity to infuse innovation and new levels of collaboration into our school day for all students and staff.

At the Elementary level, students will be receiving expanded and new programming in Physical Education/Wellness, STEAM (Science, Technology, Engineering, Arts, Math), and Spanish (which will begin in first grade). Kindergarteners will have Music every other week. Student programming will increase twenty-five minutes per day,



*iPad Pilot for Middle School*

resulting in an additional seventy-five hours or three weeks more of Elementary instruction per year. Elementary teachers will have consistent preparation time and additional time to meet and collaborate with colleagues in ways that are structured and planned. Each Elementary School has a new master schedule that incorporates these changes.

Middle School teachers will participate in two monthly 45-minute collaboration/planning periods. Students will receive an additional ten minutes of instruction per day in existing programs, which is thirty hours of additional instruction. This additional time allows High Rock and Pollard Schools to meet minimum standards of 990 hours to be recognized as secondary schools by the Department of Elementary and Secondary Education.

Check the next two pages of this publication for the comparison of Instructional Hours for Needham's Elementary and Middle Schools with other local communities.

The High School schedule will remain unchanged. However, on Fridays, High School teachers will arrive earlier and meet for about an hour to collaborate and plan in ways that are not possible during the normal instructional day. This designated

common planning time will allow High School staff to consult with students, parents, and/or colleagues; hold grade-level student case management meetings; hold consultations between general and special educators; collaborate on development or scoring of common assessments; develop and align curriculum and instructional practices for educators who teach the same courses (e.g., Algebra II teachers); and conduct meetings of standing instructional committees.

We recognize the importance of this initiative and we are thankful to a generous and involved community that invested wisely in a unique opportunity to introduce innovative Elementary programs, extend the Elementary and Middle School day, and provide all professionals with the time necessary to confer, collaborate, and address the aspirations of our students and the goals of the District.



*Graduate Receives Diploma from NHS Principal*

### NEW NEEDHAM PUBLIC SCHOOL SCHEDULE FOR 2014-2015

SCHOOL	STUDENT DAY						
	PRE-K	K (AM)	K (PM)	1-5	6	7-8	9-12
Newman	8:45-3:10						
Broadmeadow		8:20-11:03	12:02-2:45	8:20-2:45			
Eliot		8:20-11:03	12:02-2:45	8:20-2:45			
Hillside		8:20-11:03	12:02-2:45	8:20-2:45			
Mitchell		8:20-11:03	12:02-2:45	8:20-2:45			
Newman		8:45-11:28	12:27-3:10	8:45-3:10			
High Rock					7:40-2:10		
Pollard						7:50-2:20	
High School (M-Th)							8:00-2:35
High School (F)							8:35-2:35

#### COVER CAPTIONS

**Pictures In Right-Hand Column, Top To Bottom:** 1. Preschool Student At Our Early Childhood Center; 2. Middle School Students On Class Trip To Washington, DC; 3. Multicultural Dinner At High Rock School; 4. Runner Racing For Needham High; 5. Elementary School Students From Our METCO Program. **Picture Behind Title Text:** Grade 2 Students From Eliot School Working With Their Teacher. **Back Cover Captions, Pictures Top To Bottom:** 1. Enthusiastic Students During High Rock's Field Day; 2. Needham High School Girls Cross Country Champions; 3. Newman Elementary Student Working On Writing; 4. High School Student Using iPad During Class

## AT A GLANCE *How Needham Compares*

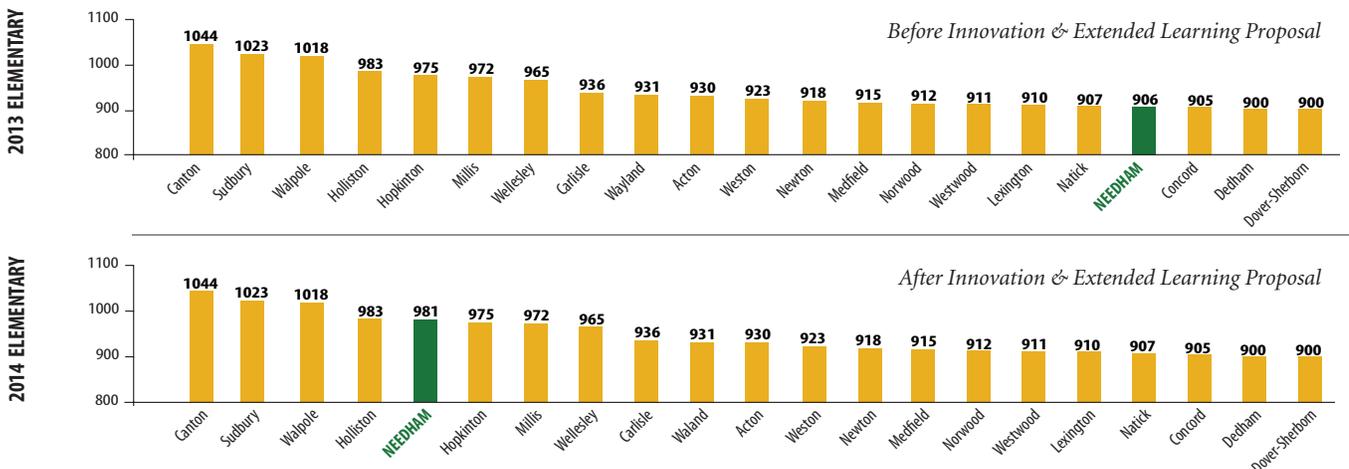
People often ask how Needham compares with similar communities. These charts contain data on taxes, school expenditures, student performance, and instructional hours for comparison. The figures are the most recent available for each of these towns. Shaded numbers represent the rank order of the corresponding community in each category.

COMMUNITY	FY14 AVERAGE SINGLE FAMILY TAX BILL <sup>(1)</sup>		FY13 PER PUPIL EXPENDITURE <sup>(2)</sup>		FY13 TEACHER TOP SALARY WITH MASTERS +30 <sup>(2)</sup>		FY14 STUDENT: TEACHER RATIO <sup>(2)</sup>	
	AMOUNT	RANK	AMOUNT	RANK	AMOUNT	RANK	RATIO	RANK
Belmont	\$10,566	8	\$12,659	17	\$91,406	7	17.1 : 1	21
Brookline	—	—	\$16,898	6	\$90,239	9	13.5 : 1	11
Concord	\$12,249	5	\$16,274	9	\$97,654	1	13.7 : 1	13
Dedham	\$6,217	18	\$16,434	8	\$82,131	16	12.4 : 1	5
Dover	\$13,245	3	\$17,123	4	\$92,073	5	12.3 : 1	4
Framingham	\$5,922	19	\$16,484	7	\$80,349	19	12.8 : 1	8
Holliston	\$7,220	15	\$12,548	18	\$87,600	10	13.2 : 1	9
Hopkinton	\$8,539	14	\$13,004	15	\$83,792	15	14.2 : 1	18
Lexington	\$11,481	6	—	—	\$87,478	11	12.1 : 1	3
Medfield	\$9,182	12	\$12,321	20	\$84,824	13	13.7 : 1	14
Natick	\$6,459	16	\$13,526	14	\$81,141	17	14.7 : 1	19
<b>NEEDHAM</b>	<b>\$8,765</b>	<b>13</b>	<b>\$14,320</b>	<b>12</b>	<b>\$85,382</b>	<b>12</b>	<b>15.5 : 1</b>	<b>20</b>
Newton	\$9,907	10	\$17,149	3	\$90,726	8	12.4 : 1	6
Norwood	\$4,205	20	\$13,897	13	\$78,921	20	12.7 : 1	7
Sherborn	\$14,333	2	\$17,123	4	\$92,073	5	11.5 : 1	2
Walpole	\$6,405	17	\$12,768	16	\$84,368	14	14.1 : 1	16
Wayland	\$10,974	7	\$16,269	10	\$95,306	2	13.5 : 1	12
Wellesley	\$12,469	4	\$17,231	2	\$94,205	4	13.2 : 1	10
Weston	\$17,832	1	\$20,579	1	\$94,367	3	11.3 : 1	1
Westwood	\$9,601	11	\$14,827	11	—	—	14.1 : 1	17
Winchester	\$10,195	9	\$12,380	19	\$80,538	18	13.7 : 1	15

<sup>(1)</sup> Source: Commonwealth of Massachusetts Department of Revenue website. Brookline does not submit data. <sup>(2)</sup> Source: Commonwealth of Massachusetts Department of Elementary and Secondary Education website.

In the 2013-2014 school year, Needham had less time on learning than many districts. As a result of the April 8, 2014 override supporting the Innovation and Extended Learning Proposal, Elementary and Middle School Instructional Hours will be increased and Needham will be more on par with the comparative communities. *(See page 15 for new hours.)*

### ELEMENTARY INSTRUCTIONAL HOURS COMPARISON

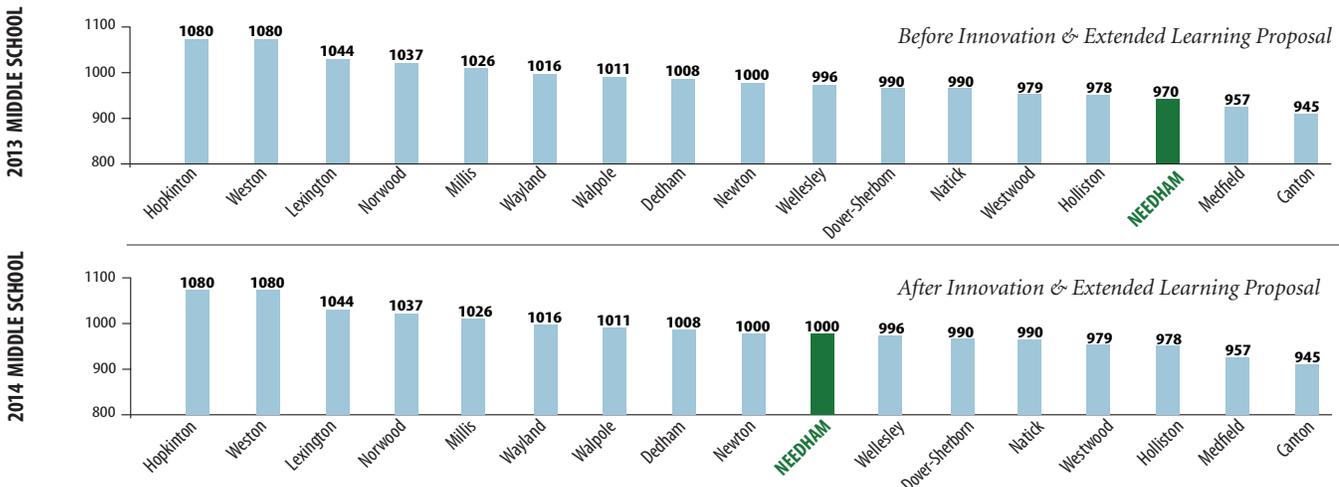


**NOTE:** The MCAS scores represent a composite Proficiency Index (CPI) formula that gives scores of Proficient or Advanced 100 points, high Needs Improvement 75 points, low Needs Improvement 50 points and high Warning 25 points. The average score is the CPI. A score of 100 means that all students have scored Proficient or Advanced. The SAT scores are computed by the College Board’s Educational Testing Service as the average combined scores for the last exams taken by students in Math, Reading, and Writing and not the highest scores for each student. *(See pages 4-5 for the highest scores.)*

COMMUNITY	SPRING 2013 MCAS ELA CPI		SPRING 2013 MCAS MATH CPI		SPRING 2013 MCAS SCIENCE CPI		CLASS OF 2013 COMBINED SAT	
	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK
Belmont	95.8	8	93.6	3	92.1	9	1768	11
Brookline	93.2	18	90.5	15	87.2	17	1790	9
Concord	99.5	1	97.7	1	98.8	1	1807	6
Dedham	89.6	20	86.3	19	83.5	19	1478	21
Dover	98.2	2	92.7	7	93.5	3	1843	2
Framingham	82.0	21	76.1	21	76.6	21	1587	18
Holliston	94.7	14	91.1	14	90.6	10	1625	17
Hopkinton	95.0	11	92.2	11	92.7	8	1687	15
Lexington	96.6	4	94.9	2	93.5	4	1905	1
Medfield	95.1	10	90.2	17	89.7	16	1761	12
Natick	94.2	16	90.5	16	90.0	13	1644	16
<b>NEEDHAM</b>	<b>94.7</b>	<b>15</b>	<b>92.1</b>	<b>12</b>	<b>90.4</b>	<b>11</b>	<b>1760</b>	<b>13</b>
Newton	94.8	13	92.4	9	89.9	14	1805	7
Norwood	90.4	19	83.2	20	79.4	20	1484	20
Sherborn	98.2	3	92.7	8	93.5	5	1843	3
Walpole	93.3	17	87.6	18	89.9	15	1579	19
Wayland	94.9	12	92.3	10	93.3	6	1793	8
Wellesley	95.5	9	91.5	13	84.7	18	1822	5
Weston	96.5	5	93.0	6	93.0	7	1835	4
Westwood	96.4	6	93.2	5	90.4	12	1727	14
Winchester	96.2	7	93.6	4	95.2	2	1773	10

Source: Commonwealth of Massachusetts Department of Elementary and Secondary Education website. 2013 MCAS data for all students, all grades. Test data for Concord is Concord-Carlisle in grades 9-12. Test data for Dover & Sherborn is Dover-Sherborn in grades 6-12.

### MIDDLE SCHOOL INSTRUCTIONAL HOURS COMPARISON



Needham Public Schools wishes to thank **CONDON REALTY** for their support in making the 2014 Performance Report available to our community.



1330 Highland Avenue  
Needham, MA 02492-2692

[www.needham.k12.ma.us](http://www.needham.k12.ma.us)

Non-Profit Org.  
U.S. Postage  
PAID  
Permit #59954  
Needham, MA

POSTAL CUSTOMER  
Needham, MA 02492



**THE NEEDHAM PUBLIC SCHOOLS** do not discriminate on the basis of age, race, color, sex, gender identity, religion, national origin, sexual orientation or disability, and ensure that all students and employees have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study.