



Needham Public Schools

2017

PERFORMANCE REPORT



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

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Dear Neighbors, Friends, and Families,

Needham's students enjoyed many successes in the 2016-2017 school year and demonstrated in multiple ways how they live out our core values. Supported by talented teachers and coaches, caring parents and a community that values educational growth and achievement, our students exhibited extraordinary wisdom, creativity, and sportsmanship, on the stage, in their classrooms, on the field, and in the community. We are proud of their accomplishments and are pleased to share some of their stories with you in the pages of this Performance Report.

Each day, children with wide-ranging abilities from a variety of family structures, backgrounds, faith communities and neighborhoods stream into the Needham Public Schools to learn and grow together. For our faculty and staff, it is an incredible challenge—and an important responsibility—to support a school culture that respects the uniqueness of each child and also nurtures a safe, tolerant and courteous learning environment for *all* students.

The Needham Public Schools takes seriously its role in providing support for all students. As a result of the collaboration, commitment and hard work of our educators, more interdisciplinary learning and STEAM programs were added to enrich the curriculum. More individualized learning was provided district-wide through instructional technology. The middle school mathematics program was revamped to provide support for struggling learners and to accelerate learning for those students who need a challenge. Additionally, the Eliot Elementary School and High Rock School were named Commendation Schools by the MA Department of Elementary and Secondary Education for high achievement on MCAS and narrowing proficiency gaps among students.

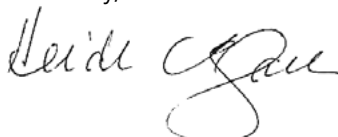

We are fortunate to have exceptional staff and many strong programs, and we believe our existing initiatives and planning have been thoughtful and focused on meeting students' academic and social and emotional needs. This Performance Report highlights our progress over the 2016-2017 school year and provides links for more detailed information.

District administrators and teachers are participating in training, professional learning and robust discussions around best practices. We do not shy away from tackling issues or having difficult conversations. Instead, we continue our efforts to engage and empower all students. A number of the district's key challenges are outlined at the end of this report.

This past November, the citizens in Needham voted to fund the design, development and construction of a new elementary school to replace Hillside. When the new Sunita L. Williams Elementary School opens in September 2019, not only the Hillside community but all schools within Needham will benefit from the planned implementation of Full-Day Kindergarten. Thank you for your ongoing support.

We intend to continue learning, improving and growing; and, of course, the entire Needham community is our partner in this important work. Your suggestions for making further progress toward the district goals are always welcome.

Sincerely,

Heidi C. Black, School Committee Chair Daniel E. Gutekanst, Superintendent

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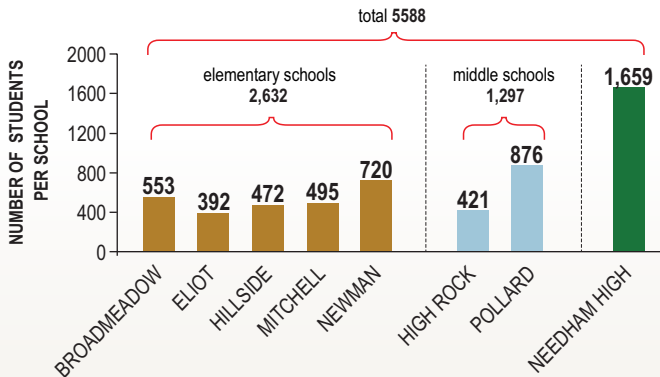
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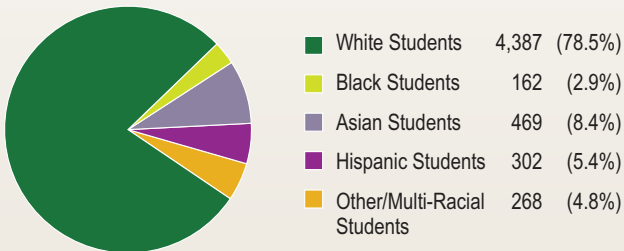
By The Numbers *Census Data on Our Schools and Other School Options*

The Needham Public Schools (www.needham.k12.ma.us) serves students in grades preschool through 12. In the last ten years, Needham's enrollment has increased by more than 585 students, placing Needham within the top ten percent of all Massachusetts school districts by number of students enrolled. During the 2016-2017 school year, the five elementary schools, the sixth grade school, the 7th-8th grade school, and the high school accommodated 5,588 students.

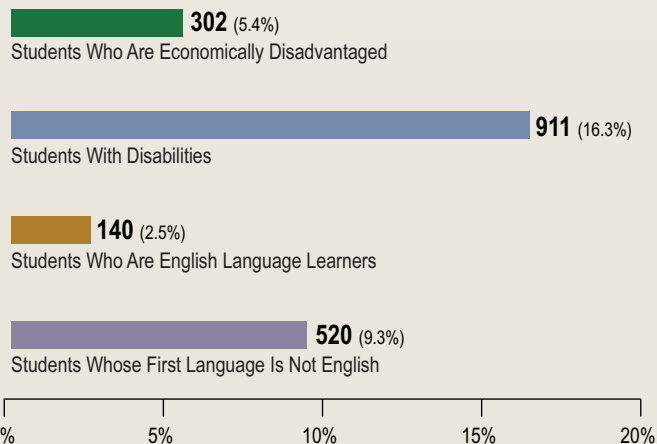
STUDENT POPULATION BY SCHOOL



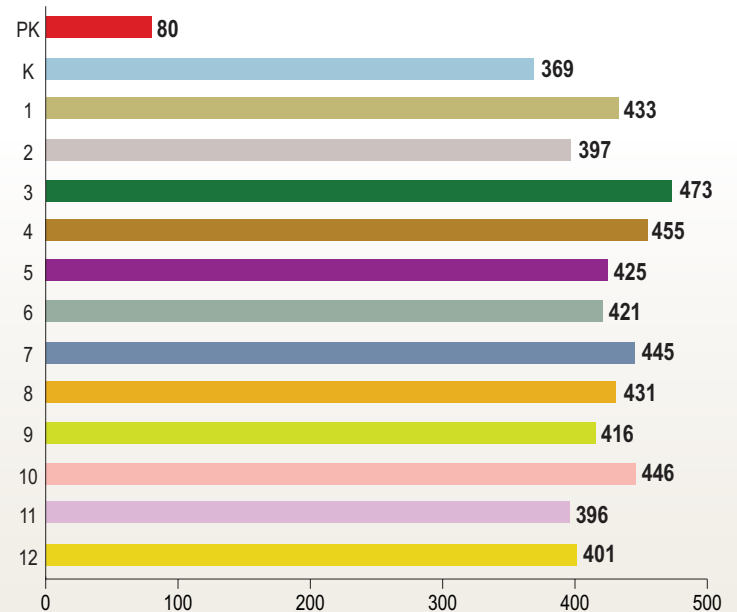
STUDENT POPULATION BY RACE



STUDENT POPULATION RECEIVING SPECIAL SERVICES



STUDENT POPULATION BY GRADE



OTHER SCHOOL OPTIONS

NUMBER OF STUDENTS

Out-of-District Public Schools ⁽¹⁾	14
Home Schooled	9
Charter Schools	2
Collaboratives ⁽²⁾	14
Vocational Technical ⁽³⁾	22
Private Schools ⁽⁴⁾	1,141

⁽¹⁾ Needham students can be enrolled in regional schools of which the town is not a member, state institutional schools, and any other schools supported by public funds.

⁽²⁾ 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, joint purchasing of school supplies, and a TEC "Virtual Academy." www.tec-coop.org and www.accept.org

⁽³⁾ Among the options for Needham residents are the opportunity to attend two vocational schools: Norfolk County Agricultural High School www.norfolkaggie.org and Minuteman Career and Technical High School www.minuteman.org

⁽⁴⁾ Needham students can be enrolled in private and parochial schools anywhere inside or outside of Massachusetts, including private Special Education schools.

Nondiscrimination Policy: The Needham Public Schools does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, active military/veteran status, ancestry, genetic information or national or ethnic origin in the administration of its educational policies, employment policies, and other administered programs and activities. In addition, students who are homeless or of limited English-speaking ability are protected from discrimination in accessing the course of study and other opportunities available through the schools.

Progress Toward District Goals

In an effort to make information easily accessible and to be accountable to the Needham community, the Needham Public Schools annually reports on progress toward goal areas designated as priorities for the district. In the 2016-2017 school year, these goals were:

1. Advance Learning for All Students
2. Develop Social, Emotional, Wellness, and Citizenship Skills
3. Ensure Infrastructure Supports District Values and Learning Goals

According to the June 2017 update to the School Committee, 72% of the key activities planned to advance these goals for the school year were either met or significant progress was made. This Performance Report highlights these activities as well as the challenges and opportunities that lie ahead. Further details can be found in the links provided throughout this report and within each of the eight School Improvement Plans (<https://tinyurl.com/NPS-SIPs>).



1 GOAL 1: Advance Learning for All Students

The Needham Public Schools' first goal is to refine and put into practice a system of curriculum, instruction, and assessment that enables each student to be engaged in challenging, creative, and rigorous learning experiences that are grounded in clearly defined standards.

With Goal 1 in mind, the district focused on differentiated or individualized instruction and published the 2017 **District Curriculum Accommodation Plan** or (DCAP), which is available at this link: <https://tinyurl.com/NPS-DCAP-2017>.

Districts are required by Massachusetts General Law to have a DCAP that explains the services and supports available in the general education classroom. The DCAP is a resource for all educators and parents. It includes information that assists teachers in analyzing the diverse learning styles of students and it provides examples of accommodations and learning strategies. These include supports for academic and social-emotional growth, as well as services to address the needs of children whose behavior may interfere with learning. Since knowledge of a student's family and life experiences can enhance and support the learning process, the DCAP also addresses ways to partner with parents and strengthen everyone's understanding of academic and social-emotional expectations.



NHS All-Girls Robotics Team, The HackHers

In the 2016-2017 school year, progress toward Goal 1 took place through **interdisciplinary learning** and **STEAM** (Science, Technology, Engineering, the Arts, and Mathematics) programs. These initiatives helped students develop skills in

problem solving, collaboration, communication and self-direction as they integrated knowledge from two or more disciplines. For example, a combination of a robotics class and a sculpture class brought together high school students interested in kinetic sculptures. They kicked off the unit with a trip to the MIT Museum to see the work of Arthur Ganson. Inspired by what they saw, they worked on their own creations, which they displayed and presented as part of their learning. Last May, at the Interdisciplinary Innovation Night, work was showcased from over 700 high school students enrolled in interdisciplinary units of study. Wind turbines, a solar-powered cell phone charging station, and memorials built to commemorate significant events in world history were just a few of the projects on display.

Growing Emphasis On Interdisciplinary Teaching and Learning

Thanks to the generosity and commitment of the Needham Education Foundation, there has been continued development of innovative and interdisciplinary programs at the high school, and expansion to the middle and elementary school levels, including:

- 1 two-block interdisciplinary class (*The Greater Boston Project*) revised and improved as a model
- 11 interdisciplinary units of study
- 36 teachers now teaching interdisciplinary classes or units
- new Interdisciplinary Learning Specialist position
- over 100 teachers participating in professional development to create interdisciplinary experiences for students
- several thousand students impacted—and those numbers will continue to grow



8th Grade Students Debate Legislation
At Edward M. Kennedy Institute for US Senate

Another initiative in the 2016-2017 school year helped the district with progress toward Goal 1—**“Thinking Like A Historian”** in grades 6 to 12 social studies. This approach frames history as detective work and focuses on steps such as asking questions, using multiple sources, and synthesizing information and ideas. Teachers piloted and evaluated model lessons at each grade level that incorporated these strategies. Common assessments at the high school reflected the “Thinking Like A Historian” skills (sourcing, close reading, point of view, corroboration, and conceptualization) so that the skills could be discussed and assessed regularly.

A significant amount of progress was made in identifying essential **curriculum content and learning expectations for each grade level aligned to Massachusetts Common Core Standards**. Here are the highlights of those efforts:

SCIENCE: The integration of crosscutting concepts (themes), as well as science and engineering practices (skills), were incorporated into the science curriculum. One revised or new unit was piloted in grades 2, 4, 5, 6, and 8, with a new Materials and Manufacturing unit piloted in the grade 8 Engineering class.

READING/LITERACY: Four new reading units of study were implemented at grades 1 to 5. At High Rock, the course Reading for Research was replaced with Literacy for Learning, with a greater focus on understanding and applying literacy skills to support students as they move through the secondary level curriculum.

MATHEMATICS: We have been systematically revamping the district’s K-12 math program to more fully align content with state standards and to ensure that the eight mathematical practices that underpin these standards are a regular part of how teachers and students engage in the process of “doing” math. Accelerated options were made available at grade 7 and 8 for students needing greater challenge. While middle school math teachers were planning and implementing their programmatic changes, high school teachers were busy examining their program to ensure there would be a seamless transition for students when they reach the high school.

In all curriculum areas, we examine and implement assessment tools that help educators identify and monitor student progress. Another measure is the **Massachusetts Comprehensive Assessment System**, or **MCAS** test, that assists us in learning more about our students and planning for improvements in teaching and learning.

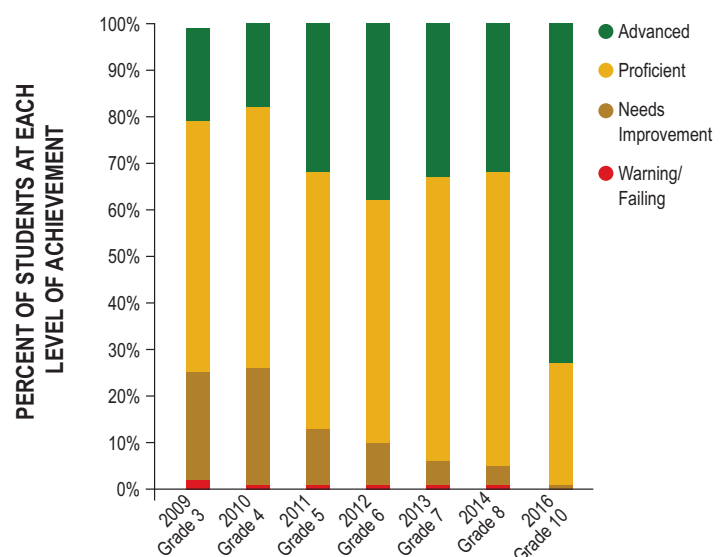
All public school students in grades 3 to 8 and grade 10 are tested in English Language Arts and Math, and grades 5, 8, and 10 are tested in Science. These MCAS tests are administered each spring, with results available in the fall of the next school year. Our students continued to perform very well. (See 2016 District MCAS Results at this link: <https://tinyurl.com/2016MCAS> and page 17 for comparisons with MCAS results from local communities.)

Like a majority of our comparable districts, we remain a Level 2 district (on a rating scale of 1 to 5, from meeting gap-closing goals to chronically under performing) as a result of scoring just shy of our 2016 MCAS targets on several benchmarks. However, across the district, student achievement and growth in English and Math remain high and we are pleased to report that five of our eight schools achieved Level 1 status (up from four in 2015). Additionally, two of our schools (Eliot Elementary and High Rock) were among just forty-nine schools across the Commonwealth named “Commendation Schools” in recognition of their high achievement and their progress toward narrowing proficiency gaps.

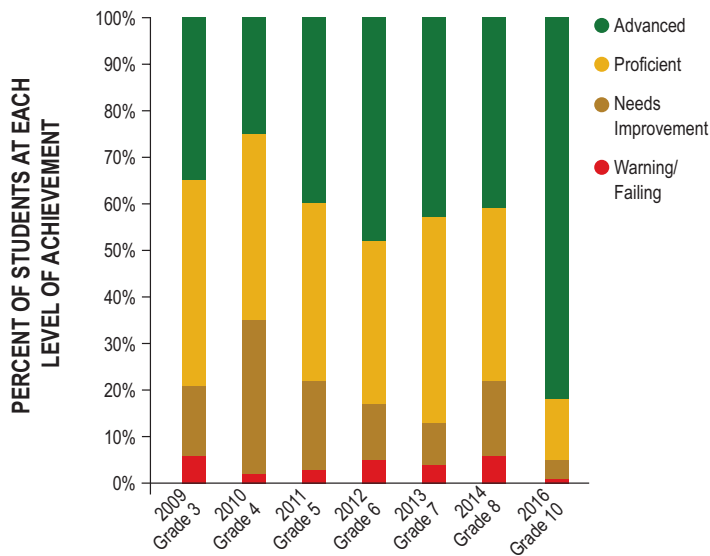
There was a significant increase in the percent of Special Education students scoring advanced or proficient in English (grades 3, 4, 6, and 8) and Math (grades 3, 6, 7, and 8) on the 2016 MCAS tests. Increases ranged from 6% to 17% in English and 5% to 23% in Math. As shown in the charts below, almost all of the students from the Class of 2018 were able to reach advanced or proficient levels on the MCAS tests in English and Math by 10th grade.

In preparation for the next-generation MCAS test (MCAS 2.0) administered this past spring, teachers, instructional technology staff, and administrators readied themselves and our students for this first-ever online version of the test. They created schedules, tested equipment, integrated keyboarding skills into technology lessons, and prepared students with practice questions using laptops and Chromebooks. Only the students in grades 4 and 8 were required to take the new test online. The online testing will expand to grades 4, 5, 7, and 8 in 2018, but the grade 10 tests as well as all Science tests will remain paper/pencil based.

CLASS OF 2018 MCAS RESULTS—ENGLISH



CLASS OF 2018 MCAS RESULTS—MATH



The 2017 test will reset benchmarks in English Language Arts and Math for grades 3 to 8 and provide new baseline data for us to use going forward.

The provision of **Special Education** was critical to making progress toward Goal 1. The district's comprehensive continuum of programs and services were designed to meet the special needs of students with varied disabilities from the preschool through a post-graduate, community-based program at the high school. Groups of students identified with autism and other developmental disorders, language-based learning disabilities, complex learning and emotional disabilities, and those with intellectual challenges were provided intensive, high quality programs through specialized in-district services. Inclusion of these students in the classrooms was an important component of their educational experience.

In Needham, most students with special needs (about 77%) are being served through the general education setting. For the 2016-2017 school year, Needham's number of out-of-district placements remained stable at 85 students.

Every six years, the Department of Elementary and Secondary Education (DESE) conducts a **Coordinated Program Review** of a district's Special Education, English Language Learners, and Civil Rights programs. In May 2017, DESE reviewed Needham's student records; interviewed administrators, teachers and para-professional staff; surveyed parents; and observed instructional spaces. A DESE report will be sent to the district in September 2017 that rates the implementation of each requirement and asks for corrective action in any areas where the district is not in compliance with statutes and regulations.

The **Fine and Performing Arts** department helped the district make progress toward Goal 1 by providing a comprehensive, standards-based visual art, music, and theater education experience to students in grades K to 12. The curriculum offered students opportunities to develop skills in different genres. Our students learned to express themselves, develop their creative sensibilities, and enhance their appreciation of the arts. To advance learning for

140 English Language Learners (ELL) Speak 33 Languages

ELL instruction is individualized according to each student's ability to understand, speak, read, and write English. In the 2016-2017 school year, our staff worked with 140 students whose families spoke a variety of different languages at home, including: Albanian, Amharic, Arabic, Bulgarian, Burmese, Cantonese, Cape Verdean, Chinese, Danish, Dutch, Farsi, French, Greek, Haitian Creole, Hebrew, Hindi, Italian, Japanese, Korean, Lithuanian, Mandarin, Mandingo, Portuguese, Romanian, Russian, Spanish, Swedish, Taiwanese, Telugu, Thai, Turkish, Ukrainian, and Vietnamese!



all students and improve equitable access in the 2016-2017 school year, the Fine and Performing Arts department expanded curricular and co-curricular offerings.

Here are a few highlights of individual and group accomplishments in the arts from the 2016-2017 school year:

- Students created two informational videos about the arts at the high school to share with new students and others (available for viewing at the following links: <https://tinyurl.com/NHS-VisualArts> and <https://tinyurl.com/NHS-PerformingArts>).
- Over 1,000 students had their work featured at the NHS Annual Art Opening last May with an exhibit that included traditional drawing and painting, ceramics, sculpture, photography, and digital design.
- Students competed and won Boston Globe Scholastic Art Awards—22 Silver and Gold Key Winners.
- Three students won National Recognition for their Scholastic Art submissions.
- Elementary school students performed in winter and spring musical concerts and exhibited artwork for the enjoyment of their school communities.



Master Blues Artist Instructs NHS Students

A Master Blues Artist and member of the NY Blues Hall of Fame, Toby Walker, provided an engaging presentation to the African American Studies classes that followed the history of the blues from slavery, to emancipation, and beyond. He also shared his personal narrative of how he came to acquire his knowledge while journeying through the South. In addition, Mr. Walker worked with guitar classes to teach them how to play blues-style music with its rhythms and picking techniques. This special program was provided through a Needham Education Foundation grant.



- Students auditioned for the MA All-State Band, Orchestra, Jazz Ensemble, and Chorus with 16 students selected from among thousands throughout the state.
- At the MICCA Music Festival (MA Instrumental and Choral Conductors Association), the high school received 3 Silver and 2 Gold Music Awards; the middle school received 1 Silver and 3 Gold Music Awards.
- The NHS Symphonic Band and NHS Chorale performed at Symphony Hall.

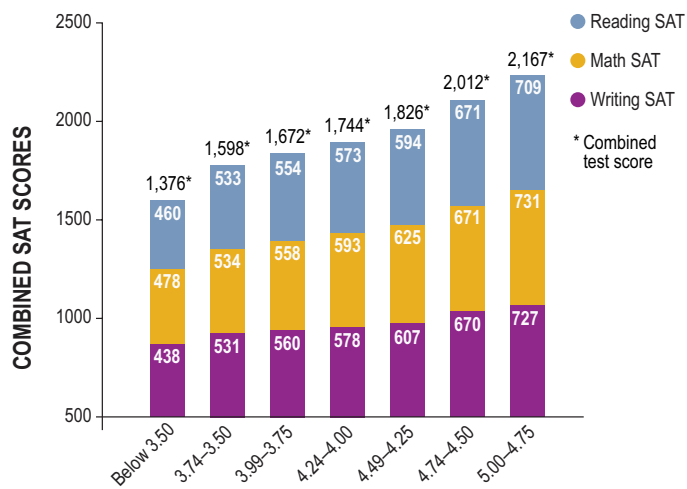
We are fortunate to have exceptionally hardworking and dedicated students who are guided by talented and invested teachers and staff. The outcome of this dynamic is a **High School Graduate Profile** that exemplifies the district's progress toward Goal 1. (See details of the document at <https://tinyurl.com/NHS-Profile>.) One measure of our students' academic achievement is their performance on standardized tests.

The chart below (left) displays SAT scores by grade point average, showing the best combined Critical Reading, Math and Writing SAT average scores from test taken by 88% of our graduates.

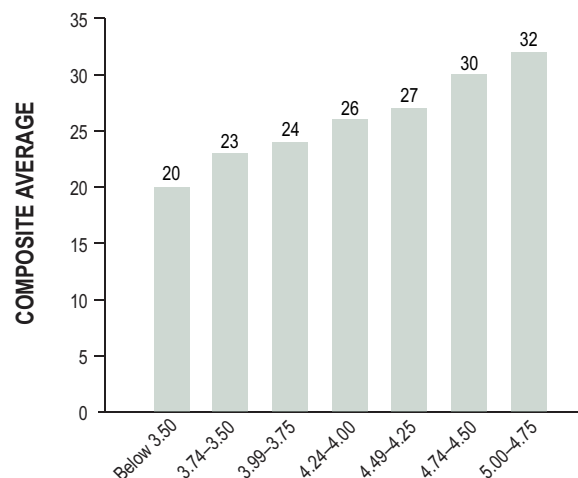
The number of ACT test takers from Needham is on the rise with forty-five percent taking at least one ACT test. While we have not tracked the number of students who take both the ACT and the SAT, the decreasing percentage of SAT test takers may be attributable to the rising ACT exclusive population. For the Class of 2016, the Needham English ACT score (26.4), Math (26.4), Reading (26.1), and Science (25.4) resulted in a composite average of 26. When broken down by GPA intervals, the ACT composite averages are shown in the chart below (right).

Four hundred and thirty-one students took 807 Advanced Placement tests. Seventy-three percent of the scores were 4's and 5's, defined as well qualified or extremely well qualified to receive college credit. (The Global rate for scoring 3 or better was 60%.) Furthermore, 93% of the graduates plan on attending four year colleges; another 2.7% plan on attending two year colleges; and 4.3% have work, military or other plans.

SAT BY GRADE POINT AVERAGE—CLASS OF 2016



ACT BY GRADE POINT AVERAGE—CLASS OF 2016



2

GOAL 2: Develop Social, Emotional, Wellness, and Citizenship Skills

As important as the academic curriculum, Goal 2 requires the district's attention every day. In the 2016-2017 school year, all staff worked to establish an environment that is welcoming and open, challenging and encouraging, and that recognizes each individual while creating a whole community. This was and will continue to be a priority because students learn even more in a safe and supportive environment.

Focusing on **safety**, the key activity recently completed was an **update of emergency procedures**. The district produced a detailed guide with safety protocols for potential emergency situations occurring in individual classrooms or schools. These new Needham Public Schools Emergency Procedures, packaged in bright red manuals, are housed in every classroom and in prominent locations within each school building. The procedures clarify roles and responsibilities for staff, and contain current contact information for easy access to supports inside and outside the buildings. Staff training on emergency procedures will continue into the coming school year.

The **ALICE safety protocol** was fully implemented in the 2016-2017 school year. ALICE stands for Alert, Lockdown, Inform, Counter, and Evacuate and is predicated on the idea that staff and students should be able to use all available means to make informed decisions that would increase chances of safety. The district adopted and piloted the protocol in previous school years, based on recommendations from state and federal agencies on how to deal with the unlikely event of an armed intruder in our schools. Because emergencies are uncommon and urgent, each school practiced our developmentally-appropriate safety options with two armed intruder drills. The practice drills will continue annually.

Safety is also critical to the activities associated with the **Digital Citizenship curriculum** and its anti-cyberbullying component. That curriculum has been developed and shared with all teachers. Students have made progress in understanding the guidelines and demonstrating good practice in using devices as learning tools, making responsible and safe choices online, and protecting/respecting privacy. As good digital citizens, our students observed norms of behavior and digital ethics for their online interactions.

The district believes that *how* children learn is as important as *what* they learn, and that academic success is inextricably linked to building social-emotional competencies. That is why so much progress has been made in the 2016-2017 school year to promote **Social and Emotional Learning (SEL)**. At the elementary schools, newly hired teachers went through the Responsive Classroom course on how we establish rules, maintain a positive climate, build community, engage in academics, and provide logical

consequences to misbehavior. Our teachers adapted the Responsive Classroom strategies to address their own students' needs. Although things may have looked different in each classroom, there were similarities with teaching students the skills to participate successfully—from how to respond to a signal for quiet, to how to take turns, or how to respectfully disagree with a classmate. Our elementary school staff used positive language and encouraged children to learn from their mistakes.

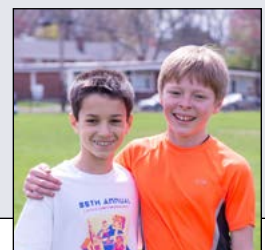
A district-wide initiative echoed this theme of learning from mistakes. In the 2016-2017 school year, "growth mindset" was explored more deeply in order to encourage the entire school community to challenge themselves, take risks, and learn from failure. Our teachers looked for ways to convey to their students the value for effort, perseverance, and learning something difficult. Students were encouraged to set small goals and explicitly make the connection between effort and achievement. This helped to foster an environment, both for staff and students, where failure and adversity were looked at as opportunities for growth and improvement.

At Pollard, an experiment took place based on best practices for social and emotional learning at other high performing school districts. In the third trimester, Pollard piloted a new program entitled **STRETCH**. This flexible block of time offered students the opportunity to stretch their skills and competencies through enriching activities and to explore their interests without pressure of homework or assessments. It was a strategy to help students alleviate school stress. STRETCH also allowed teachers to share a passion or hobby outside of their traditional subjects. Students picked from a wide range of classes, and met new teachers and classmates they would otherwise not come across.

Advice from the Class of 2023

At the end of the school year, it's a tradition for students to reflect on their experiences and share advice with classmates. Here are a few comments from our 6th graders at High Rock that demonstrate their profound social and emotional learning:

- “Keep trying: You never fail; you only learn that some things don't work.”
- “Always remember that if you fall down, it's OK as long as you get back up again!”
- “Think about the world around you; how can you make it greener and safer?”
- “Be proud of the community you come from, but also be willing to grow and become part of a new community.”
- “Stand up for your beliefs to make this world a better place.”





Elementary Students At Recess

These kinds of social and emotional learning experiences extend beyond the school day into extracurricular activities at each of our schools. In the high school alone, 140 different clubs were represented at the 2016-2017 Oracle, a student clubs and activities fair held at the beginning of the school year.

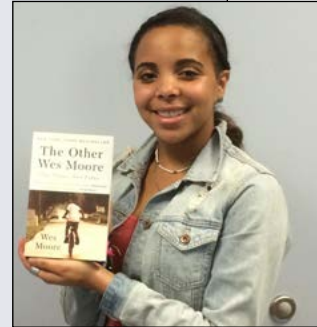
The transition process for students from the middle school to high school was identified as a source of students' stress that needed more attention. Progress was made on this front. To ease the anxiety 8th graders may have had about becoming high school students, a new model for *Step Up Day* was introduced in May 2017. In previous years, 8th grade students would tour Needham High on one of the half-days when no other students were in the building. In this new model, 8th graders visited the high school during a regular school day, with designated high school students acting as tour guides and panelists for an orientation event. The 8th graders were given a realistic sense of what being a high school student is all about and a glimpse of the wonderful high school opportunities ahead.

A clear demonstration of our commitment to social and emotional learning at Needham High is a student-driven initiative whose name has taken on many different meanings throughout our community. *Own Your Peace/Piece* (OYP) is a part of the school culture, a leadership group, a larger school-wide coalition called Ambassadors, and a support system. At its core, OYP is a group of students who are committed to advocating for emotional wellness. When you own your "peace," you understand and respect who you are, and find healthy ways to persevere through the adversity you face. When you own your "piece," you recognize the struggles of others and reach out to help. OYP Ambassadors met throughout the 2016-2017 school year on the first Friday of every month. The group members planned and led in-school activities such as homeroom conversations; January Bagel Wellness Breakfast which celebrated the diversity in our community; community service activities such as the creation of journals to be used as tools for those struggling with emotional issues; student-faculty connections; and OYP Week which culminated in the powerful Speak Out Assembly. Own Your Peace has proven to impact the culture at the high school in highly positive ways, including increasing acceptance, awareness and understanding around emotional health, and generally creating an open environment in which students reach out on behalf of themselves and others. Here is a link to the video that launched OYP Week: <https://tinyurl.com/NPS-OYP2017>.

Cultural Proficiency in Our Schools

Needham High School delved into diversity starting with a school-wide event based on the shared experience of reading the book *The Other Wes Moore*. This first NHS "One Day" (<https://tinyurl.com/One-Day-2017>) was an opportunity to discuss and explore the themes present in the book and continue to create an inclusive, welcoming, and safe community for all students, faculty, and staff, built on mutual respect for one another.

The year-long cultural proficiency theme at the high school, "There's Moore To Me Than What You See," was brought to life in varied and relevant ways within every department. Students and staff learned about one another, engaged in difficult conversations around individual differences, shared ideas, and strengthened their understanding and sense of community.



With Goal 2 in mind, the district continued to focus on expanding the competencies associated with social and emotional learning to include community service learning and cultural proficiency. An SEL Committee comprised of representative teachers, administrators, and counselors from each school reviewed the current SEL practices from preschool through grade 12 and explored various frameworks. They identified the CASEL Model as best supporting the district's progress in this area. The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a nonprofit organization providing research, practice, and policy to support high quality social and emotional learning in districts nationwide.

By engaging in **Community Service Learning** (CSL) activities in the 2016-2017 school year, our students learned more about themselves, their interests, and the privileges and responsibilities of being a member of a school, local, and global community. We are proud of the ways that students at each school took action to assist others, as shown by just a few examples of Community Service Learning that follow:

Needham Kids Helping Refugees—Elementary school students created hope-themed cards to sell and the proceeds benefited the International Rescue Committee to help Syrian families.

Students Take Action—Pollard students focused on human and animal rights and social justice themes, wrote about their learning experiences, and made a long-term commitment to making a difference in their community.

School The World—Needham High students learned about providing education to students living in the poorest communities of South America and raised funds to go toward the construction of schools and playgrounds, the training of teachers, the encouragement of parents, and the stocking of libraries.

In addition to community service, **Cultural Proficiency and Equity** have been an important area of focus for the district for years. Training for administrators and teachers continued in order to further develop their skills and perspective to assist all of our students and their families. The training involved self-assessment of values and beliefs, vigilance toward the dynamics of diversity, and the development of a mindset that holds all cultures in high esteem. In 2017, Cultural Proficiency training was provided for the first time to our clerical and administrative support staff, too.

The curriculum is continuously reviewed and enhanced as we become more culturally proficient. For example, eighty 5th grade students at Mitchell Elementary School undertook a year-long “study in courage” which introduced them to people who have demonstrated resiliency in overcoming obstacles, with a special focus on individuals from diverse cultures and races. The students read historical fiction about a young Sudanese civil war survivor and they were visited by two inspirational speakers, both Lost Boys of Sudan. Another example occurred with the Middle School Program of Studies which reflected enhancements to the Grade 7 English Language Arts as follows: “Students study several themes in depth, particularly prejudice, identity, the role of the individual in society, and culture as a determinant of point of view.” At the high school, too, the English Language Arts curriculum was improved by the addition of diverse literature including eight new books from Asian, Latino, and African American authors. This change was spearheaded by a high school senior who turned her concerns about the lack of diverse voices in the curriculum into a project involving the entire English department, informed by interviews with teachers and a panel discussion with students.

This high school senior was a member of SEAL, which stands for Student Empowerment Active Listening. SEAL is a group of like-minded high school students advocating for and seeking social change. SEAL provides an outlet for marginalized students and community members to discuss issues and experiences and provide leadership, activities, and events. In the 2016-2017 school year, SEAL continued to help the district make progress toward the goal of becoming increasingly culturally proficient.

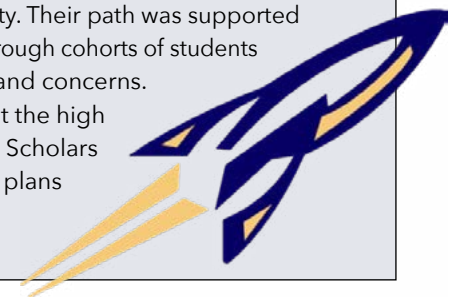
There have been times when respect, responsibility, and relationships between students needed repair. In the 2016-2017 school year, we used a Restorative Circle which is a community process for supporting those in conflict. It brings together the three parties—those who have acted, those directly impacted, and the wider community—with the intent to dialogue as equals. We have found that Circles can be applied to a wide variety of situations such as: students using racial or ethnic epithets as a joke; conflict between friends that crosses a line into potential harassment; conflict between students who don’t know one another; or to help athletic teams rebuild a positive team culture.



Former Lost Boy of Sudan Visits With Mitchell Students

Launching Scholars and Castle Scholars: Programs for Closing the Achievement Gap

Pollard Middle School started Launching Scholars to reduce the achievement gap in math of sub-groups of students, as indicated by MCAS data. There are two components of Launching Scholars: a one-week summer enrichment to preview the grade 7 and grade 8 math material and focus on growth mindset and SEL competencies; and an after school academic support one day per week throughout the school year to review material necessary to being a successful learner and class participant. When the program was initiated, high school teachers collaborated with Pollard to ensure alignment with advanced work in grades 9 through 12. Similarly, the goal of Castle Scholars is to increase the representation of under-represented groups in high school Honors, Accelerated, and Advanced Placement courses and to improve students’ sense of belonging in the high school community. Their path was supported through mentoring and through cohorts of students with similar experiences and concerns. With 23 Castle Scholars at the high school and 12 Launching Scholars at Pollard, the district has plans to grow both programs.



We have made great strides in our work during the 2016-2017 school year, although we have far more work ahead of us in remedying inequities for our historically marginalized groups like our students of color. The district is working toward the goal of having courses at each level (College Preparatory, Honors, Accelerated, and Advanced Placement) reflect the overall population of the district. Unfortunately, our current data resembles the national achievement gap trends.



Pollard Middle School Students With Their Principal, Mrs. Bibbo

However, our faculty, staff, students, and families believe that all students can achieve at high levels; therefore, the district is attempting to address the implicit biases that may be at play when students are recommended for certain level courses or when students make their own course selections.

Now in its 48th year, Needham's **METCO Program** continues to increase diversity and reduce racial isolation so that students from different backgrounds can learn from each other in meaningful ways. Our participation in the program brings deeper racial and cultural understanding to the entire district and prepares our students to succeed in a diverse global community. It is open to all children of African American, Latino, Asian, and Native American descent who reside in the city of Boston and volunteer to participate. They represent broad ethnic, cultural, economic, and religious backgrounds, and have a range of educational strengths and needs.

To further demonstrate the district's progress toward Goal 2, it is important to report on our **Interscholastic Teams**. Whether on the field, in the pool, in the classroom or on the stage, our students demonstrated talent, maturity, hard work, and poise. Their first focus was on being a good person, then on being a good teammate, and finally on being a good team.

Here are just ten of countless examples of efforts that made the families, teachers, and coaches who guided and assisted Needham's students very proud during the 2016-2017 school year. While most of these examples focus on our high school students, we recognize that their experiences on teams throughout elementary and middle school led to these accomplishments.

1. Two middle school students qualified for the Massachusetts State Geography Bee and competed in the State Finals.
2. Girls' and Boys' Swim and Dive Teams were honored with the Massachusetts Interscholastic Athletic Association (MIAA) Sportsmanship Award presented to the team that exemplified good spirit, fair play, maturity, discipline, and leadership.
3. Boys' Basketball Team won the Boys' State Conference Carey Title for the first time since 1986 and South Sectional Title for the first time in school history.

4. Girls' Soccer Team was recognized for the third consecutive year as winner of the Making Strides High School Challenge for the highest level of fundraising in the state for the American Cancer Society.
5. Girls' Hockey Team played in the Division I MIAA Hockey Championship. Their season was characterized by hard work, athleticism, great spirit, and sportsmanship.
6. Girls' Lacrosse Team captured the Division I State Championship for the first time in over 15 years.
7. Speech and Debate Team qualified 8 students for the National competition.
8. 118 NHS students competed in National exams for their World Language proficiency and were recognized in Spanish, Latin, and French. Awards included 20 Gold Medals.
9. NHS Robotics Teams, the HackHers (all girls team) and T-10 (co-ed team), both qualified for the State Tournament and were recognized with the Inspire Award, the highest award given at a competition. The HackHers also won the PTC Design Award and were selected to be part of an alliance that won the entire competition.
10. NHS Take Back the Night received a citation from the Massachusetts House of Representatives in recognition of their teamwork for "leading the community in words and actions against domestic violence and sexual assault."

Needham's teams received recognition precisely because the focus is not on winning, but on ensuring students are centered on supporting each other, growing, and learning. This is a strategy for making progress toward Goal 2 that is a model for all our schools. (Check out <https://tinyurl.com/NHS-Athletics>)



Needham High Girls' Lacrosse Team: 2017 State Champions

3

GOAL 3: Ensure Infrastructure Supports District Values and Learning Goals

The Needham Public Schools' third goal is to develop, promote, and implement a sustainable plan for financial, building, technological, and human resources that supports learning for all and is responsive to school and student needs.

Each year, the Needham School Committee collaborates with the Town's Finance Committee to prepare an **Operating Budget and Capital Improvement Plan** that supports a viable and innovative educational program for our students, one that is consistent with the district's core values of Scholarship, Citizenship, Community, and Personal Growth. The budget approved at the May 1, 2017 Town Meeting for the fiscal year ending June 30, 2018 (FY17-18) totals \$68,350,083 and represents a 4.85% or \$3,160,169 increase over FY16-17. Full details can be found at: <https://tinyurl.com/NPS-Budget2018>.

The FY18 budget increase addresses the following needs:

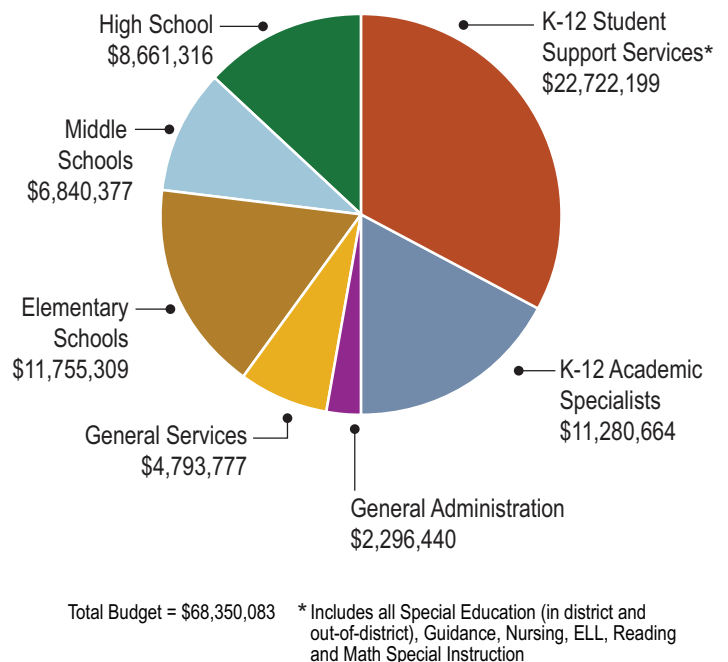
Contractual Salary Increases—Contractual obligations to our educators, staff, and school leaders account for \$2.02 million, and include the addition of a work day for teachers.

Increased Special Education and Student Support Costs—More students moved into the district with significant needs; out-of-district tuition and transportation costs increased; and more programming is required to assist students with autism, anxiety, and emotional challenges.

Enrollment and Class Size Support—The district needs appropriate staffing levels to ensure class sizes remain within acceptable School Committee policy guidelines and needs to fund ongoing training of professional staff.

Reading, Math, and Curriculum Support—Targeted program improvements are needed, including: literacy specialists at Broadmeadow and Newman; a full-time Math Intervention teacher at Pollard; augmenting visual arts integration at High Rock; collaboration time for kindergarten teachers; purchasing textbooks and curriculum materials; strengthening elementary math instructional leadership; and providing instructional leadership team advisors for each elementary school.

Technology—Targeted program supports are needed in this area as well, including: increased support for technology integration and technical support; funding to provide Chromebooks for each rising 9th grader in line with the district's personalized learning initiative; and licenses and software.

BUDGET

Supporting Student Learning At Newman Elementary School

Support from **Needham Education Foundation** augments public funding. NEF grants promote innovation and excellence in education by enhancing the curriculum and providing an important means for teachers, parents, and students to experiment and explore. For details on NEF grants awarded in the 2016-2017 school year, go to www.nefneedham.org/.

Priorities for the Capital Improvement Plan start with technology and equipment replacement needs for FY18 at a cost of \$654,901. Additional funding for capital construction projects and feasibility studies are also in the plan in order to: construct walking trails behind the new elementary school, study space options for full-day kindergarten, expand and improve Needham High, and make minor renovations at Pollard for bathrooms and gym flooring.



One of the most significant funding decisions of the school year was made on November 8, 2016 when the citizens of Needham voted in support of **funding a new school** on Central Avenue via a debt exclusion override not to exceed \$66 million. This amount includes the cost to design, engineer, and construct the school, and covers the town's cost of acquiring the former Owen's Poultry Farm site and adjacent properties on Central Avenue. The Massachusetts School Building Authority (MSBA) will contribute between 20%-22% of the total project cost, approximately \$13-\$14 million.

In terms of infrastructure, the need for additional space at the high school has become critical. According to the most recent demographic study, Needham High enrollment is expected to peak at 1,835 students in 2024-2025, which is 176 more students than are currently enrolled. Over the years, we have taken many steps to address the problem, such as creative scheduling, repurposing offices and storage areas to accommodate programs, carving out study spaces in the hallways, expansion of the cafeteria, and a comprehensive **high school space needs feasibility study** with proposed solutions to meet the need for more classroom space. See the final report of the study at this link: <https://tinyurl.com/NHS-SpaceStudyResults>.

New School to be Named in Honor of Astronaut Sunita Williams



The School Committee voted unanimously to name the new school that will replace Hillside the Sunita L. Williams Elementary School. Sunita, who attended kindergarten at Hillside and was a 1983 graduate of Needham High, is a Navy Captain and NASA astronaut who has flown two missions on the International Space Station. Certainly Sunita Williams is a wonderful role model for our students! We are excited about the school's name, and we look forward to welcoming Captain Williams home for the school's dedication in about two years.

Captain Sunita Williams meets NHS Class of '17 grads Jack Higgins (U.S. Merchant Marine Academy, Class of '21) and Beth Gordon (U.S. Air Force Academy, Class of '21)

Dore & Whittier Architects assessed the existing high school building and site to determine potential locations for additions and renovations, as well as any necessary upgrades that would be required. D&W arrived at an agreed upon number of additional classrooms and educational spaces necessary to maintain the quality of education expected at NHS as enrollment increases. The School Committee and Town's Permanent Public Building Committee endorsed a classroom expansion option that will meet these space needs, and the Town voted to provide funding to create a design for the preferred option. (See page 14 for information about the proposed construction project.)

In the 2016-2017 school year, progress was made toward the district's vision for technology and 1-to-1 personalized learning through a number of infrastructure improvements involving **technology systems and strategic initiatives**. We continued to focus on integrating technology into the classrooms at every level to enhance teaching and learning.



Expansion of Mobile Devices in Elementary Schools

At the elementary schools, pilots were conducted at every grade level to evaluate mobile devices and work through technical issues. Based on feedback from the teachers and students involved in the pilots, the district will be expanding from 900 devices to 1,500 devices in the 2017-2018 school year. The plan is to put iPads in every kindergarten, 1st, and 2nd grade classroom; Chromebooks in every 3rd, 4th, and 5th grade classroom; and an additional iPad cart and Chromebook cart available for teachers to check out as needed.

At the high school, after carefully assessing student needs and conducting several different types of 1-to-1 pilots, high school teachers and administrators determined that the device best suited to the high school experience is the Chromebook. In September 2017, all of the incoming 9th graders will be issued Chromebooks for use in and out of the classroom. To ease the transition from using iPads at our middle schools to using Chromebooks at the high school, parents were invited to participate in an evening at Needham High in January 2017 so that staff could explain how they have prepared for this shift and what the experience will be like for our students.



New Staff Hired For The 2016-2017 School Year

Beyond the physical buildings and the technology, the district's infrastructure is largely dependent upon its **Human Resources**. A major effort is made for **recruitment**. From December through August, in preparation for the 2016-2017 school year, the district interviewed and hired 129 staff, both part-time and full-time positions. These included 3 Assistant Principals, the Director of World Languages, the Director of School Health Services, the Middle School English Curriculum Coordinator, and 2 Principals. Of the 73 professional positions, 57.5% were considered to be hard to fill, largely due to a critical shortage of candidates with the needed credentials or background. The interview process involved a resume review, interview with a committee, a site visit to observe the candidates' teaching, extensive reference checks, and a final interview with the Director of Human Resources and the Superintendent.

The Needham School Committee and the Needham Education Association have contractual agreements with each employee unit. These employee **contracts** were negotiated with Unit A, or professionally licensed staff, in June 2016. As a result of these negotiations, the District Leadership Team and NEA representatives worked collaboratively to identify ways to increase teacher voice, efficacy, and leadership within the schools. The work was structured around case studies with a focus on teachers' and administrators' roles in decision making, problem solving, planning, and initiative implementation. The negotiations also led to new K-5 Teacher Leader positions in the 2017-2018 school year—one for each grade level and the specials at each school. These staff will participate on a school-based team that advises the principal on matters of curriculum, instruction, assessment, social and emotional learning, and professional development. Contract negotiations with Unit B (Administrators), Unit C (licensed Student Support Staff), and Unit E (Nutrition Services) were completed successfully. Negotiations are ongoing with Unit D (School Support Staff).



Challenges and Opportunities

We are proud of the progress made toward the district goals in the 2016-2017 school year. Now we look forward to the challenges and opportunities that lie ahead which include, among others, the implementation of a compulsory full-day kindergarten program, the construction of the new Williams Elementary School, expansion of the high school, and an unrelenting focus on supporting all students.

Our educators took the first step in preparing for the implementation of full-day kindergarten for the Needham Public Schools by developing a **vision for a high-quality kindergarten program**. Core principles were established through a collaborative process with administrators, current kindergarten teachers, and KASE teachers. Our educators believe that full-day kindergarten should be designed to encompass the whole child. Students should be immersed in meaningful activities that challenge them socially, academically, physically, and emotionally.

Out of the core principles emerged the district's vision for a full-day kindergarten program. Here are the elements of that vision and an example of each:

Physical Environment and Routines—Classrooms are bright, engaging spaces where children are encouraged to explore.

Social-Emotional Environment—Kindergarten is a place where every child feels appreciated and respected.

Curriculum—The curriculum is deeply rooted in early childhood research and practice.

Assessment—Children have opportunities to apply their knowledge and demonstrate what they know and are able to do in a variety of ways.

Family Engagement—Families are partners with the teacher in supporting their child's growth and development.



Kindergarten Class At The Eliot School

This foundational work will continue to ground the design and **plan for implementation of full-day kindergarten** with the goal of launching the program district-wide in September 2019. The schedule is influenced by the need to address space issues for housing full-day kindergarten at each elementary school, and therefore coincides with the slated opening of the new Williams Elementary School.

The **construction of the Williams Elementary School** is in the design development stage, which will lead to the preparation of construction documents and bidding. The design development document was submitted to the Massachusetts School Building Authority (MSBA) on February 1, 2017 and is available for review at this link: <https://tinyurl.com/DesignDev-Needham>.

The plan is for a new, approximately 90,702 square foot elementary school to replace Hillside. Although the official MSBA design enrollment for the school is 430 students, the school will accommodate up to 544 students to provide both flexibility and capacity to meet enrollment growth.

The design team, School Committee, and Town's Permanent Public Building Committee determined that four classrooms per grade level are necessary and appropriate at the new Williams Elementary School. In addition, the school accommodates all of the core education programs including a world language classroom, small

group and extended learning areas, technology, and STEAM. The Special Education spaces exceed MSBA guidelines to provide for the breadth of services offered and to consolidate the K-5 Early Learning Center program at a single school. Currently, the K-2 ELC program is located at Newman and the Grade 3-5 program is at Hillside. The consolidated program will minimize disruptive transitions for students and provide a seamless K-5 experience.

Space needs are an ongoing challenge for the district. (See chart with Enrollment Trends on page 15.) In December 2016, McKibben Demographics produced an enrollment forecast through the 2031-2032 school year for Needham Public Schools that includes forecasts by major grade groupings and for each elementary school catchment area. The new Williams Elementary School (Hillside catchment area) will experience the greatest increase in elementary students, peaking at 517 in 2021-2022.

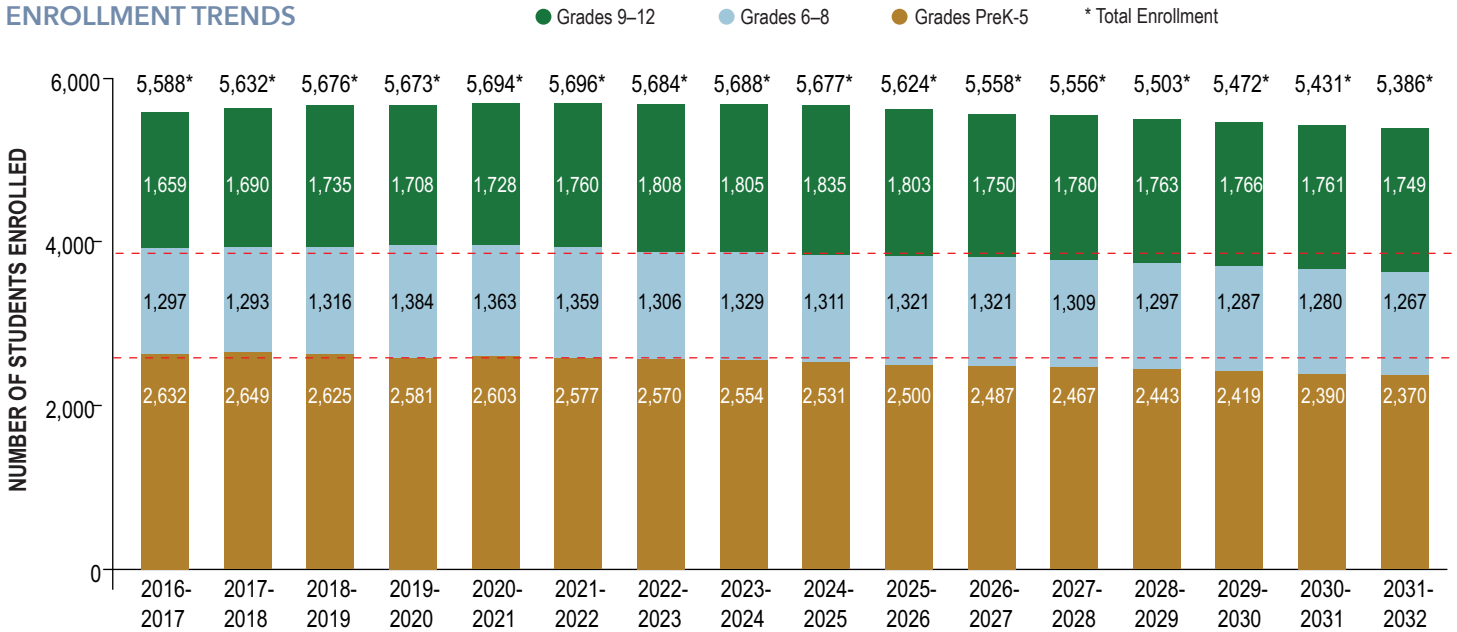
McKibben's forecasting took into account changes in the residential construction market, the demographic profiles of residents, and the economic conditions that may impact housing stock turnover. It was a Needham-specific and nuanced methodology. The forecast concluded that Needham High will experience continued growth through the 2024-2025 school year, peaking at 1,835 high school students. In the latter half of the forecast, high school enrollment will begin a slow decline to 1,749 students in the 2031-2032 school year—90 students higher than the enrollment for 2016-2017 and 299 higher than the original design enrollment.

High School expansion is critical. To serve a population of 1,835 students, 60 general classrooms and 15 science labs are needed—eight more classrooms and one more science lab than exist today. These additional spaces will relieve overcrowding in the core academic disciplines and allow the district to schedule a maximum of 24 students per section while still maintaining small class sizes when necessary and in the best interests of students. The additional need is for Special Education classrooms and flexible work spaces for collaboration among teachers and administrators. This proposed project would expand the building over the Webster Street entrance, and would take about 12 to 18 months to complete.

Proposed High School Classroom Wing At Webster Street Entrance



ENROLLMENT TRENDS



The project also must include infrastructure, such as electrical, flooring, and related needs in the gyms; and replacement of the chillers required for the proper operation of the HVAC system. As with any construction project, it will create some disruptions that will be mediated as best possible. Although the additional space will help alleviate the strain, Needham High School will remain tight as we hit our enrollment peak. As a result of this construction project, we will be able to accommodate the students, keep our broad programming, and provide appropriate learning spaces for our students well into the future. We look forward to working with Town Meeting in the fall and making this much needed project plan a reality.

Another significant challenge for the district is the important task of **supporting all students and being vigilant in our pursuit of equity**. In the 2016-2017 school year, families raised a concern that the placement practices for middle school students of color were discriminatory. In response, the district collected and analyzed data, consulted with legal counsel and outside educators, and discontinued the practice.

The district works to ensure all students are assigned to a high quality teacher at every grade level and in each school to optimize

each child's experience, growth, and potential. The student assignment and placement process, which is directed and managed by the building principal, involves a close look at each child's individual needs. Our primary goal is to create balanced classes in terms of gender, academic strengths, social maturity, special needs, and supportive peer groups, which are likely to promote healthy and productive learning environments. Additional factors in the placement of students include programming needs such as Special Education, English Language Learners, and METCO. Ultimately, the academic and social and emotional needs of each child drive decision-making at all levels.

At the end of the school year, the Superintendent provided an update to the School Committee and parents about the ways in which we are supporting all students. The presentation is available at this link: <https://tinyurl.com/NPS-SupportingAll>.

This district is committed to engaging staff, students, parents, and community members in conversations and actions that promote equity. A consultant has been hired to assist us in reviewing our policies, programs and practices, and ensuring they are equitable and inclusive. This work will continue into the 2017-2018 school year.

“Education is the answer needed to assist children to develop the skills, mindset, imagination, and courage to tackle the most stubborn and intractable dilemmas of today and tomorrow. That is why we work to make progress toward the district goals and we do so with honor, humility, and a profound sense of hope in all our young people.”

—Remarks made at the first Staff Meeting of 2016-2017



At A Glance *How Needham Compares*

People often ask how Needham compares with similar communities. These charts contain data on taxes, school expenditures, and student performance for Needham and surrounding towns. 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.

	FY17 AVERAGE SINGLE FAMILY TAX BILL ⁽¹⁾		FY16 PER PUPIL EXPENDITURE ⁽²⁾		FY17 TEACHER TOP SALARY WITH MASTERS + 30 ⁽³⁾		FY17 STUDENT: TEACHER RATIO ⁽²⁾	
COMMUNITY	AMOUNT	RANK	AMOUNT	RANK	AMOUNT	RANK	RATIO	RANK
Belmont	\$11,950	8	\$13,349	19	\$96,217	8	16.6	21
Brookline	—		\$18,866	5	\$98,985	5	12.6	8
Concord	\$13,895	5	\$19,169	3	\$107,001	1	12.9	10
Dedham	\$6,621	18	\$18,724	7	\$90,552	17	11.6	2
Dover	\$14,527	3	\$23,233	2	\$97,771	6	12.0	5
Framingham	\$6,138	19	\$18,088	9	\$84,942	20	11.7	3
Holliston	\$8,092	15	\$13,186	21	\$93,681	13	13.8	18
Hopkinton	\$9,216	14	\$14,127	18	\$90,699	16	13.4	14
Lexington	\$13,506	6	\$18,003	10	\$95,704	10	12.2	6
Medfield	\$10,529	12	\$14,311	15	\$91,398	15	13.2	12
Natick	\$7,144	17	\$14,245	16	\$87,270	18	14.1	20
NEEDHAM	\$10,034	13	\$16,547	13	\$94,897	11	13.9	19
Newton	\$11,346	10	\$18,779	6	\$95,926	9	11.9	4
Norwood	\$4,658	20	\$16,298	14	n/a	n/a	12.4	7
Sherborn	\$15,425	2	\$19,135	4	\$97,771	7	13.5	15
Walpole	\$7,168	16	\$14,244	17	\$92,953	14	13.6	17
Wayland	\$12,529	7	\$17,426	11	\$100,651	4	12.8	9
Wellesley	\$14,333	4	\$18,636	8	\$103,003	2	13.3	13
Weston	\$19,380	1	\$23,899	1	\$102,451	3	11.4	1
Westwood	\$10,596	11	\$16,713	12	\$94,580	12	13.5	16
Winchester	\$11,946	9	\$13,312	20	\$86,312	19	13.1	11

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

⁽³⁾Source: Commonwealth of Massachusetts Department of Elementary and Secondary Education website; school district websites and informal telephone survey of school districts.

School Improvement Plans

This Performance Report summarizes the progress made toward the district goals. For more information on accomplishments specific to each school, please refer to their **School Improvement Plans**:

Broadmeadow Elementary School
<https://tinyurl.com/SIP-Broadmeadow>

Eliot Elementary School
<https://tinyurl.com/SIP-Eliot>

Hillside Elementary School
<https://tinyurl.com/SIP-Hillside>

Mitchell Elementary School
<https://tinyurl.com/SIP-Mitchell>

Newman Elementary School
<https://tinyurl.com/SIP-Newman>

High Rock School
<https://tinyurl.com/SIP-HighRock>

Pollard Middle School
<https://tinyurl.com/SIP-Pollard>

Needham High School
<https://tinyurl.com/SIP-NHS>



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 page 6 for the highest scores.

	SPRING 2016 MCAS ELA CPI		SPRING 2016 MCAS MATH CPI		SPRING 2016 MCAS SCIENCE CPI		CLASS OF 2016 COMBINED SAT	
COMMUNITY	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK
Belmont	NA		NA		93.2	6	1778	11
Brookline	93.6	10	90.8	9	88.4	18	1804	8
Concord	99.3	1	97.4	1	98.5	1	1856	2
Dedham	NA		NA		79.1	20	1487	21
Dover	97.8	2	93.7	4	95.0	2	1841	3
Framingham	NA		NA		74.2	21	1605	18
Holliston	93.7	9	89.7	10	91.0	11	1691	14
Hopkinton	96.1	5	93.4	6	91.8	8	1676	16
Lexington	96.1	6	95.0	2	93.9	4	1875	1
Medfield	NA		NA		89.4	14	1698	13
Natick	NA		NA		88.9	16	1658	17
NEEDHAM	95.0	8	92.9	7	90.6	12	1727	12
Newton	NA		NA		88.5	17	1780	10
Norwood	NA		NA		81.7	19	1539	20
Sherborn	97.8	3	93.7	5	95.0	3	1841	4
Walpole	NA		NA		89.7	13	1589	19
Wayland	NA		NA		93.1	7	1807	7
Wellesley	96.0	7	92.3	8	91.6	9	1813	6
Weston	NA		NA		91.4	10	1834	5
Westwood	NA		NA		89.1	15	1683	15
Winchester	96.4	4	94.2	3	93.8	5	1790	9

Source: Commonwealth of Massachusetts Department of Elementary and Secondary Education website. 2016 MCAS data for all students, all grades where available. **MCAS results in ELA and Math are not reported for those districts that participated in the PARCC test.** MCAS test data for Concord is Concord-Carlisle in grades 9-12. MCAS test data for Dover & Sherborn is Dover-Sherborn in grades 6-12.





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Needham Public Schools Made Significant Progress Toward Our 2017 Goals

See inside for details on these topics and more:

- Interdisciplinary Learning and STEAM Programs
- MCAS Test Results
- Commendation Schools
- Social and Emotional Learning
- Cultural Proficiency and Equity
- Funding for new Sunita L. Williams Elementary School
- High School Expansion
- Technology Update
- Vision for Full-Day Kindergarten
- Needham Students Achieve Success!

Background: Kindergarten students learning about nature on the boardwalk of the Eastman Trail at Newman Elementary School