

To: Glenn Brand  
 From: Larry Dorey  
 Re: Discipline Report for October, 2014  
 Date: 10/31/2014

There were 17 discipline referrals to the administration during the month of October, 2014. This total is down from 29 last year. Four students were suspended this month, while two students were suspended during October, 2013.

#### Suspensions for October, 2014

Referral	2010	2011	2012	2013	2014
Abusive Language				1	
Alcohol Use	1				
Disruptive/Uncooperative Behav			2		
Drug Paraphernalia	2				
Drug Possession	1				
Harassment			2		
Insubordination		1			
Other	1				
Leaving School Grounds	3		1		
Physical Aggression					
Stealing	2				2
Tardy to Class					
Threatening	1				
Truancy Issues	3			1	1
Vandalism					1
Weapons Possession			1		
<b>Totals</b>	<b>14</b>	<b>1</b>	<b>6</b>	<b>2</b>	<b>4</b>

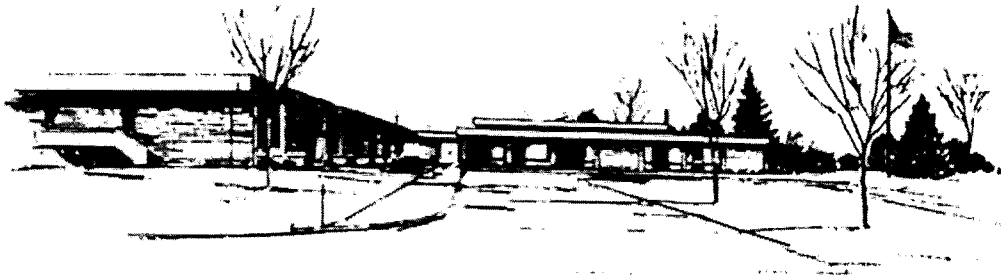
A list of all infractions for the month of October, 2014 appears on the backside of this page.

c: JoAnn Campbell

Other Infractions for October, 2014

Referral	2010	2011	2012	2013	2014
Abusive/Obscene Language			1	2	
Alcohol Use	1				
Bullying		1			
C.H. Alcohol	1	1	1	1	3
C.H. Drugs				1	
Disrespectful	2	2			
Disruptive/Uncooperative	8	3	4		
Drug Paraphernalia	2				
Drug Possession	1				
Forgery		1			
Harassment	1	3	5	1	
Leaving School Grounds	20	3	13	6	4
Noncompliance of School Rules		5	1	1	
Other	7	3	2	2	
Out of school issue	3	2	14	8	
Parking Violations	1			1	
Physical Aggression				1	
Sexual Harassment			1		
Stealing	2				2
Tardy to class			9		2
Threatening	1				
Truancy	9	2	13	5	5
Teasing	1				
Vandalism					1
Weapons Possession			1		
Totals	60	26	65	29	17

# Douglas School Improvement Plan 2014-15



School Council Members: Christopher Whitbeck,, Amy Krishnamurthy, Lisa Jensen-Fellows, Tom Reynolds, Debbie Kay, Maura Sharp, Jennifer Rand, Donna McEnery, Michelle Daniel

The Douglas School Council generally meets every six weeks. This past year, we met on the following dates:

November 29th

January 31th

April 10th

June 5th

### **Part One: Progress with Goals for 2012-2013**

The following list includes this past year' s Rationale, Responsible Parties, Strategies, Measurable Outcomes, Target Completion Dates, Assessment of Progress, Assessment Instruments, Anticipated Costs, and Source of Revenues for our two stated goals.

### **Goal for 2013-2014**

The Douglas staff and School Council agreed on one overarching goal for the 2013-14 school year. Teachers, staff and the Douglas School community focused on **Identifying our core beliefs and identifying how we can best provide an educational experience that "...respects individual talents, supports divergent thinking, tolerates deviation, and encourages creativity."**[1]

Our goals were tied to the already established system-wide goals found in the Long Range Strategic Plan:

- Preparing students by providing them with the knowledge, and intellectual and reflective skills they will need to thrive in an increasingly complex world.
- Review and articulate what all students should know and be able to do at each grade level.

**Goal Statement #1: Identifying our core beliefs and identifying how we can best provide an educational experience that "...respects individual talents, supports divergent thinking, tolerates deviation, and encourages creativity."**

**Rationale:** The Acton Public Schools system of school choice encourages schools to be unique in their approach to teaching the state's learning goals and The Common Core.

It is important that each school be able to articulate their beliefs and approach.

Because all schools have excellent teachers and equally prepare students for the Jr. High, parents need to choose schools for what they believe – not the product.

Dr. Zhao challenges us to create a school that fosters student innovation as a means to support an innovation driven society. Creating this type of school requires that the staff review the approach that they are taking toward curriculum instruction and analyzing whether it is both effective at leading toward conceptual mastery AND promoting innovation, critical thinking and creativity. This is the task before the Douglas School community and will begin by setting our vision.

### **Responsible Parties**

Principal, all grade level teachers and special educators will work as members of teams working to identify beliefs and methodologies.

### **Strategies**

1. Collection of current beliefs in a series of staff meetings and community forums – this will be completed via the Delphi method which involves generating a list of beliefs and then asking "experts" (in our case, teachers, parents and students to indicate their level of agreement that the statements are important. We then look to see where there is consensus about importance. A true Delphi does several rounds of surveys, and in each subsequent round the experts get additional information about why their colleagues do or do not think the statements for which consensus has not been reached are important. The rationale is that once they know others' reasoning, the experts who were on the fence might be swayed one way or the other (important or not important), getting us closer to consensus for all items. This will be completed using Survey Monkey, staff meetings and community forums.

2. Identification of benchmarks – what we want Douglas Students to be able to do, know and produce beyond the curricular benchmarks.

3. Analysis of curriculum and approaches to match beliefs and approaches

4. Teaching team work to provide opportunities for passionate engagement in skill building and fostering innovation

### **Define Outcomes**

1. A statement of Douglas Core Beliefs
2. Grade level key curriculum experiences.

### **Target Completion Date**

June, 2014

### **Assessment of Progress**

#### 1. A statement of Douglas Core Beliefs:

The work on our school improvement goal has been powerful and transformative. Beginning by defining our beliefs allowed us to focus on creating a vision that was visible to all.

The results of surveys and community forums clearly identified common areas of importance to all community members. The top priorities became:

- Providing an education encouraging creativity and deep, critical thinkers!
- Not focusing on memorize
- Balancing state mandates and control teaching
- Avoid becoming a culture that judges success based on test scores
- Teaching that is better than state standards - high expectations & rigor
- Parents, students and educators believe in inclusiveness and appreciation for diverse talents
- Continue and build community passion for school
- What WE decide to teach must ignite passion, curiosity, self- confidence and risk taking in our students
- School work must be meaningful to our students
- Education must connect to community
- Prepare our students as members of the global community

The staff and school council worked to craft these priorities into a new vision:

***At Douglas School Children feel joyful, valued, brave,  
are full of wonder, and have a deep sense of pride.***

The primary focus will be on academic rigor, creativity, innovation and entrepreneurship.

This vision was complete by January 2014 and ready for Kindergarten Tours along with a video produced by students, teachers and administration.

The video can be found at our school website: <http://douglas.abschools.org>

#### 2. Grade level key curriculum experiences:

Following our work to create a vision, we began to think about "What" we do. How do we maintain academic rigor and foster passion and creativity within our students. We realized that we needed to focus on Pedagogy. During professional

development time, we reviewed models of instruction from Michael Fullan, Sir Kenneth Robinson, and work from the Hewlett Foundation on Deeper Learning. Our search came to rest on the work of the High Tech High organization of schools (K-12 public education) in California and the idea of Problem Based Education. This model has three basic parts:

- Engaging, real life problems to engage students
- Learning based on research, fieldwork, and meaningful, necessary direct instruction
- Public Exhibitions of Learning

We began our approach to designing pedagogy in three steps

- A visit to High Tech High, High Tech Elementary, and Explorer Elementary school including classroom visits, teacher and administrator meetings and planning sessions
- Designing Problem Based Instruction Modules
- Modeling Problem Based Instruction in three classrooms (3rd, 4th, & 5th)

At this point we are poised to begin instruction whole school and our future school improvement goal will continue to focus on Pedagogy.

**Costs \$1000 - Professional development funds from appropriated budget**

### **Part Two: Goals for 2014-2015**

The Douglas staff and School Council have agreed on one overarching goal for the upcoming school year and a second more specific goal for 4th grade based on MCAS. Teachers, staff and the Douglas School community will focus on identifying and implementing pedagogy that supports our school vision and promotes the skills associated with creativity, innovation and entrepreneurship. Our specific goal for 4th grade is to improve performance of our High Needs students in math and language arts

Our goals are tied to the already established system-wide goals found in the Long Range Strategic Plan:

- Preparing students by providing them with the knowledge, and intellectual and reflective skills they will need to thrive in an increasingly complex world.
- Review and articulate what all students should know and be able to do at each grade level.

**Goal Statement #1:** Identify and implement pedagogy that supports our school vision and promotes the skills associated with creativity, innovation and entrepreneurship.

## **Rationale:**

The current model for schools was designed over 100 years ago. The purpose was to create a population ready for the industrial revolution. Industry required an "educated" population who could follow directions, read instructions, and enter as a trainable workforce.<sup>1</sup>

The purpose of education today is to prepare a population to enter the "innovation economy."<sup>2</sup> Today, students must do more than simply recite inert knowledge - they must transform it. Learning requires a teacher to be more than a classroom manager who transmits the subject matter to passive students. At Douglas school our vision is to foster joy, bravery, wonder, and pride in our students. Our students must see themselves as a valuable part of the class and the learning experience. They must be able to contribute original ideas, they must know what it means to be innovative, and practice entrepreneurial skills.

Our aim for the next century must be the inclusion of all children regardless of learning needs, the integration of subjects via problem-focused experiences, and the integration of the school and the world via field-work, service learning, and the active pursuit of real world problems. *In this new world, content is easily accessible via the internet and so what really matters is how students react to it, shape it, apply it and transform it.*

What will our students do in school? They will work in diverse teams to build robots, roller coasters, gardens and human powered machines. They will write field guides and illustrated history books or maybe a children's astronomy picture book. They will work collaboratively to solve real problems that matter to them – what can we do to stop the geese from pooping on our playground, how can we store our jackets and satisfy the fire department, or make sure that no one misses the bus? They might also produce original plays, films or spoken word events on adolescent issues, children of the 1800's, lost cigar factories, or social problems they face on a day-to-day basis.

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<sup>1</sup> "Rethinking Education, Part I : Why Our School System Is ..." 2013. 11 May. 2014  
<<http://www.geopolitics.us/why-our-school-system-is-broken/>>

<sup>2</sup> Schumpeter, Joseph Alois. *The theory of economic development: An inquiry into profits, capital, credit, interest, and the business cycle*. Transaction Publishers, 1934.



**Responsible Parties**

Principal, all grade level teachers and special educators will work as members of teams working to identify and implement engaging problem based projects and pedagogy .

**Strategies**

1. Study successful models of problem based instruction from resources such as High Tech High, The Center for Expeditionary Learning, and iterate models implemented at Douglas in the 2013-14 school year .
2. Design school based professional development, collaborative teams, and administrative support for teachers to “tune” projects.
3. Inform parents and community of changes and additions

**Define Outcomes**

1. Clearly communicate pedagogical approach to community
2. Design and implement three Problem Based Instruction projects for each classroom
3. Work with the SPED instructors to provide increased in class instruction
4. Implement an increased level of personalized instruction
5. Identify and implement effective technology solutions to support problem based and greater personalized instruction
6. Implement electronic portfolio accessible to students and parents that will allow weekly updates of information and communication - this may replace or enhance our current report card system

**Target Completion Date**

June, 2015

**Costs \$2000**

Professional Development for teachers

**Goal Statement #2:** Improve student performance on MCAS math and language arts for all students and specifically high needs students in grade 4.

**Rationale:**

Our High needs students did not meet CPPI for Spring MCAS 2014 in math.

**Responsible Parties**

Principal, all 4th grade level teachers and special educators will work as members of teams working to identify and implement instruction designed to improve student understanding of math and language arts concepts .

**Strategies**

1. Implementation of ST math - Created by MIND Research Institute, ST Math is game-based instructional software for K-12 and is designed to boost math comprehension and proficiency through visual learning. Integrating with classroom instruction, ST Math incorporates the latest research in learning and the brain and promotes mastery-based learning and mathematical understanding. Teachers will receive professional development and implement ST math in addition to current use of EveryDay Math curriculum
2. Language Arts - Teachers will implement new writing rubrics and guidelines to address three types of writing at 4th grade - opinion, narrative and informational writing. The rubrics were developed throughout the district last year and will be implemented for full use this year as a means of improving student writing.

**Target Completion Date**

**Costs \$2000**

June, 2015

ST Math curriculum - School budget

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[1] Zhao, Yong (2009)Catching Up or Leading The Way: American Education In The Age Of Globalization. ASCD, Alexandria VA. Pvi.

**Office of the Superintendent**  
Acton-Boxborough Regional School District  
(978) 264-4700 x 3206  
[www.abschools.org](http://www.abschools.org)

**To: Parents and Guardians**  
**From: Glenn A. Brand, Superintendent of Schools**  
**Date: October 2014**  
**Re: No School, Delayed Opening & Emergency Release Procedures**

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Our goal as a school system is to ensure that our school campuses and facilities are safe for students to attend each day. While every effort will be made to achieve this goal, there will be times when conditions beyond our control, including weather and/or environmental factors, might force a decision to release school early, delay the opening of school or cancel school all together. This information is provided in an effort to clarify the plans that will take effect when the holding of school is impacted.

**The Decision-Making Process**

The Superintendent is responsible for deciding when to cancel, delay or close our schools. This decision-making process, however, is influenced by a number of factors including consultation with the Department of Public Works in Acton and Boxborough, local public safety officials and our own facilities and transportation offices. The Superintendent will make a determination between approximately 5:00 and 5:30 a.m. regarding any school closure or delays for the day.

**Communication**

If schools are closed or delayed, the information will be disseminated through the following means:

- District website ([www.abschools.org](http://www.abschools.org) )
- ConnectEd (automated system that places calls to home and cell phone numbers provided to PowerSchool)
- Superintendent’s Twitter Account @SuperABRSD
- Local media including WBZ; Channel 7 WHDH Channel 5 WCVB and FOX 25.

**If you would like to change your contact information, including phone number(s) and/or email, or if you would like to opt out of the ConnectEd notifications, please update your information in the PowerSchool Parent Portal at <https://absis.ab.mec.edu>**

**Delayed-Opening Announcement**

If extra time is deemed necessary to safely clear roads and sidewalks, a decision will be made to shorten the day through a “Delayed-Opening.” Once this decision is made, usually either a “1-Hour” or “2-Hour” Delayed-Opening will be announced.

Under such conditions, the following will apply:

- Transportation will begin their schedules and pick-up times as close to the delayed time of opening as possible. For example, if a bus run begins at 6:45 a.m. on a regular school day and a two-hour delay is called then that bus will aim to pick-up students at 8:45 a.m.
- Schools will be dismissed at their regular times.
- Meals will be served at their regular times in the cafeteria.
- Kindergarten a.m. sessions and Preschool a.m. sessions will be cancelled.
- All before school programs will be cancelled except for Community Education Extended Day which opens on a delayed schedule. All after-school activities and programs will operate under their normal schedule.
- School offices will open either one or two hours later depending on the delay announced.

### **School Closure**

If the decision is made to cancel school for the day a “No School” announcement will be made and all schools and programs within the Acton-Boxborough Regional School System will be closed. An emergency notification system will be used to contact home phones, cell phones and emails provided by parents/guardians through PowerSchool at 6:00 a.m.

If a “No School” decision is made then the following will apply:

- All classes Prek-12 and school activities will be canceled for the day, unless otherwise notified. This will include all before and after school activities, sports and extra-curricular events.
- All after school and evening meetings will be cancelled unless an exception is made.
- All Community Education programs will be cancelled.
- Transportation of students to out-of-district schools will be cancelled when the Acton-Boxborough Regional School District is closed.
- All school offices will be closed.
- The Central Office and the Department of Pupil Services, Technology and Maintenance and Facilities will be open unless stated otherwise.

### **Emergency Release**

Once students arrive at school and the buildings are open, every effort will be made to operate a normal schedule and release students at the normally scheduled time. However, in the event of severe weather or other emergency conditions it may be necessary for the Acton-Boxborough Regional Schools to release students before the end of the school day. If such a decision needs to be made then the emergency notification system will be used to alert parents and guardians.

Please have a plan in place with your child who might arrive home early on these unusual occasions.

**EARLY CHILDHOOD STUDENT POPULATION  
MONTHLY REPORTING & PROJECTIONS**  
Acton-Boxborough Regional Schools  
November 1, 2014

	October 1, 2014	Additions/ Subtractions October 1, 2014	Final Total As of October 1, 2014	November 1, 2014	Additions/ Subtractions November 1, 2014	Final Total As of November 1, 2014	End of Year Projection**
<i>SPED (In-District) 3-5 Year Olds - Acton</i>	33	0	33	33	+1	34	46
<i>SPED (In-District) 3-5 Year Olds - Boxborough</i>	5	0	5	5	0	5	14
<b>SPED Students In Class TOTAL</b>	<b>38</b>	<b>0</b>	<b>38</b>	<b>38</b>	<b>+1</b>	<b>39</b>	<b>60</b>
Itinerant - Acton	17	0	17	17	0	17	22
Itinerant - Boxborough	2	+1	3	3	0	3	5
OOD - Acton Preschool	1	0	1	1	0	1	2
<b>SPED TOTAL</b>	<b>58</b>	<b>+1</b>	<b>59</b>	<b>59</b>	<b>+1</b>	<b>60</b>	<b>88-90</b>
<i>*TYPICAL - Acton 3-4 Year Olds (In-District)</i>	47	0	47	47	0	47	48
<i>*TYPICAL - Boxborough 3-4 Year Olds (In-District)</i>	16	0	16	16	0	16	16
<b>TOTAL</b>	<b>121</b>	<b>+1</b>	<b>122</b>	<b>122</b>	<b>+1</b>	<b>123</b>	<b>152**</b>

The school district must ensure that programs are available for eligible students 3 and 4 years of age. The programs must developmentally appropriate and located in a setting that includes student with and without disabilities (State Requirement 603 CMR 28.06 (7) and Federal Requirement 34 CFR 300.101 (b); 300.124(b); 300.323(b))  
 \*\*Projections may be impacted by move-ins and/or Department of Public Health referrals

17.5.2

**MONTHLY REPORTING OF  
ELL STUDENT POPULATION BY SCHOOL**  
Acton-Boxborough Regional School District  
November 1, 2014

Category	Total as of 10/1/2014	Additions	Subtractions	Total as of 11/1/2014
ABRHS	16	+1	0	17
Blanchard	7	+2	0	9
Conant	33	+1	0	34
Douglas	39	+1	0	40
Gates	26	0	0	26
McCarthy-Towne	38	+1	0	39
Merriam	26	0	0	26
RJG JHS	11	+1	0	12
<b>TOTAL</b>	<b>196</b>	<b>+7</b>	<b>0</b>	<b>203</b>

*Office of the Superintendent*  
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TO: All Schools  
FROM: Superintendent Glenn Brand  
DATE: November 4, 2014  
RE: **Dismissal Schedule for November 26, 2014**

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On Wednesday, November 26, the day before Thanksgiving, dismissal times for the schools will be as follows:

<b>Junior High:</b>	<b>11:06 a.m.</b>
<b>Senior High:</b>	<b>11:18 a.m.</b>
<b>Blanchard/Douglas/Gates</b>	<b>12:20 p.m.</b>
<b>Conant/McT/Merriam</b>	<b>1:00 p.m.</b>

Please note: Elementary dismissal follows the usual Thursday schedule.

**MONTHLY ENROLLMENT  
ACTON-BOXBOROUGH REGIONAL SCHOOLS  
2014-2015 ACADEMIC YEAR**

	Sept. 1				Oct. 1				Nov. 1				Dec. 1				Jan. 1				Feb. 1				Mar. 1				Apr. 1				May 1				Jun 1			
Levels	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot				
K	274	38	7	319	275	38	7	320	273	38	7	318																												
1	301	36	7	344	303	37	7	347	303	37	7	347																												
2	312	47	8	367	314	45	8	367	314	46	8	368																												
3	325	60	11	396	325	59	11	395	325	60	11	396																												
4	376	55	8	439	377	55	8	440	379	55	8	442																												
5	380	56	6	442	377	58	5	440	378	59	5	442																												
6	357	75	4	436	356	76	4	436	358	76	4	438																												
In D.Pre-sch. Clrm	32	5	1	38	33	5	1	39	34	5	1	40																												
In D.Pre-sch. Itnt	16	3	0	19	17	3	0	20	17	3	0	20																												
OOD Pre-sch	1	0	0	1	1	0	0	1	1	0	0	1																												
O.D. SPED K-6	20	6	1	27	21	6	0	27	21	6	0	27																												
Elem. Total	2394	381	53	2828	2399	382	51	2832	2403	385	51	2839	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
7	354	68	6	428	354	68	6	428	355	69	6	430																												
8	401	72	6	479	400	73	6	479	401	72	6	479																												
J.H.S. Total	755	140	12	907	754	141	12	907	756	141	12	909	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
9	373	76	9	458	372	76	9	457	372	76	9	457																												
10	401	72	8	481	400	71	8	479	399	71	8	478																												
11	405	74	7	486	404	75	7	486	402	75	7	484																												
12	394	82	8	484	393	82	8	483	393	82	8	483																												
9-12 Ungr.	0	0	0	0	0	0	0	0	0	0	0	0																												
P.G.	0	0	0	0	0	0	0	0	0	0	0	0																												
H.S. Total	1573	304	32	1909	1569	304	32	1905	1566	304	32	1902	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
Secondary Total	2328	444	44	2816	2323	445	44	2812	2322	445	44	2811	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
O.D. SPED 7-12	58	9	0	67	57	9	1	67	57	9	1	67																												
Reg. Total	2386	453	44	2883	2380	454	45	2879	2379	454	45	2878	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Elem Total	2394	381	53	2828	2399	382	51	2832	2403	385	51	2839	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Secondary Total	2386	453	44	2883	2380	454	45	2879	2379	454	45	2878	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Grand Total	4780	834	97	5711	4779	836	96	5711	4782	839	96	5717	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			

A = ACTON  
B = BOXBOROUGH  
C = Choice/Staff/Tuition In

Pre-School = SPED  
P.G. = Post Graduates  
Ungr. = Ungraded  
O.D. = SPED Out of District

In D. = In District

Distribution:

G. Brand  
M. Altieri  
D. Bookis

C. Jeannotte  
A. Bisewicz  
K. Nelson  
E. Weiner  
R. Cvitkovich

D. Labb

All Principals (2)

Students other than Choice counted under column C:  
Staff Students -  
Tuition In Students -  
Sped Tuition in Students



Staff and Choice  
In total Column

Actual  
Acton-Boxborough  
Grade 1-6  
2014-2015  
November 1, 2014

11/5/14  
10:50 AM

Grade YOG	Blanchard			Total	Conant			Total	Douglas			Total	Gates			Total	McCarthy-Towne			Total	Merriam				Total	#Sec.	Avg. Siz						
Rm	BAD	BPM		CAD	CAM		DAD1	DAD2	DAM		GAD	GAM	GPM		TAD1	TAD2	TAM		MAD	MAM	MPM												
K-27	29	13																															
	21	21	42		20	20	40		20	20	21	61		21	18	19	58		19	19	21	59			20	20	18	58	318	16	19.9		
Gr. 1-26	211	213	2	3	4	6	1	3	4	5	0			3	5	1			310	311	312	2			22	23	23	68	347	16	21.7		
Gr. 2-25	219	221	227	4	5	7	8		6	7	8	2		10	8				301	302	303	1			133	231	334	1	8	368	17	21.6	
Gr. 3-24	226	229	231	7	10	17	9		10	11	9	0		6	7	9	2		313	314	315	1			223	233	322	1	11	396	18	22.0	
Gr. 4-23	243	245	247	2	18	20	14		12	13	14	0		18	19	20	2		213	214	215	1			230	324	330	331	3	8	442	19	23.3
Gr. 5-22	118	128	130	0	14	15	16	0	19	20	21	2		11	15	17	1		210	211	212	2			235	321	332	335	0	5	443	19	23.3
Gr. 6-21	108	110	112	2	11	12	13		15	16	17	0		12	13	14	1		113	114	115				125	232	353	1	4	437	18	24.3	
			19					2				6					8						7					8	50				
<b>Total</b>	19 Sec. Average	21.1	<b>400</b>	20 Sec. Average	22.9	<b>457</b>	21 Sec. Average	22.9	<b>481</b>	19 Sec. Average	22.4	<b>426</b>	21 Sec. Average	22.3	<b>468</b>				23 Sec. Average	22.6	<b>519</b>	<b>2751</b>	<b>123</b>	<b>22.4</b>									
Range	17	25		20	25		20	25		18	24		19	25							18	25							17	25			
	29 Acton residents attend Boxborough																																
	23 Boxborough residents attend school in Acton																																

ALL DAY K - BAD, CAD, DAD1, DAD2, GAD, TAD1, TAD2, and MAD