



Attleboro Public Schools At a Glance

Engage · Challenge · Inspire

[Envisioning 2020 \(APS Strategic Plan\)](#)

2017 – 2018

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OUR MISSION

The mission of the Attleboro Public Schools (APS) is to develop and deliver relevant learning experiences that engage, challenge, and inspire all students to maximize their unique potential and improve our world.

DISTRICT GOALS

1. APS will place students at the center of all educational decisions through guided planning to achieve personalized goals.
2. APS will improve the quality of education for all students by providing learning experiences that are personalized, challenging and have a lifelong value.
3. APS will cultivate and extend community partnerships to improve outcomes for students through outreach, collaboration, and reciprocal support.

SCHOOLS & STUDENTS

There are eleven schools in the APS:

Attleboro High School
 Attleboro Community Academy
 Cyril K. Brennan Middle School
 Robert J. Coelho Middle School
 Wamsutta Middle School
 Hill-Roberts Elementary School
 Hyman Fine Elementary School
 A. Irvin Studley Elementary School
 Peter Thacher Elementary School
 Thomas Willett Elementary School
 Early Learning Center

SY 2018 enrollment 6,075 includes:

2,377 students in pre-K – grade 4
 1,829 students in grades 5 – 8
 1,702 students in grades 9 – 12
 99 students in 12+ & out of district

Student demographics:

African American 4.9%
 Asian 4.8%
 Hispanic 14.3%
 Native American 0.2%
 White 69.7%
 Native Hawaiian, Pacific Islander 0.1%
 Multi-Race, Non-Hispanic 6.0%
 First Language not English 13.7%
 English Language Learner 5.6%
 Students with Disabilities 16.9%
 High Needs 43.0%
 Economically Disadvantaged 29.0%

SUPERINTENDENT

David Sawyer began his professional tenure with APS as a first-year social studies teacher in the fall of 1996. In addition to teaching a range of requisite history courses at AHS, he was responsible for the introduction of multiple new offerings and specialized electives to its course catalogue. After eight years as department head and member of the AHS Leadership Team, Mr. Sawyer was named Assistant Principal for Curriculum and Supervision in 2008. In this instructional leadership role, he collaborated with high school colleagues to design a new honors diploma program, established the building's first credit recovery system, and developed Attleboro's first evening diploma program, which was later reorganized as the Attleboro Community Academy.

In 2012 Mr. Sawyer was named APS Assistant Superintendent. In this role, he served as the district's chief academic officer overseeing all curriculum and instructional programming throughout the pre-K through 12+ school system. In 2014 Mr. Sawyer was asked by the School Committee to co-chair the district's first strategic planning initiative in

close to two decades. The Envisioning 2020 project established new core values, revamped mission and vision statements for the district, and committed APS to a series of strategic goals meant to guide the work of the city's public school system over a five year period beginning in 2015.

In his first two years as Superintendent, Mr. Sawyer worked with municipal and state leaders on the Municipal School Building Committee's initiative to build a new Attleboro High School. He participated in a consortium of Massachusetts districts to develop a new accountability system to succeed the MCAS, overhauled the digital infrastructure to transform the learning environment across the district, and engaged the community by establishing new partnerships to enhance student outcomes.

ASST. SUPERINTENDENT

Laurie Regan became the Assistant Superintendent of the Attleboro Public Schools on July 1, 2016, succeeding Assistant Superintendent David Sawyer. Ms. Regan's Attleboro career began as a long-term substitute special education teacher in the fall of 1997. Since that time, she has served in many capacities as a reading specialist, literacy coach, and K-8 English Language Arts Coordinator.

Throughout her tenure in Attleboro, Ms. Regan has been an avid contributor and supporter of the district's strategic plan, Envisioning 2020, with Superintendent Sawyer. Together, they have focused their efforts in reaching three identified goals that include guided planning to achieve personalized goals, providing quality learning experiences, and increasing community engagement to actualize the district's Mission and Vision.

The district's efforts in attaining the goals are engineered through the collaborative work of the Leadership Advisory Board and its councils. Committees of teachers and administrators work together to address and resolve areas of concern, identify opportunities for improvement, propose and implement solutions, and evaluate outcomes.

Throughout Ms. Regan's 20 years of service to the students and staff of Attleboro, she continues to strive to engage, challenge, and inspire all students to be integral members of our community.

STAFF

359 Total Number of Teachers
100% Teachers Licensed in Assignment

SCHOOL COMMITTEE

Chairperson: Stephen K. Withers, Jr. (III)
Vice-Chairperson: Lori K. Scales (IV)
Secretary: William E. Larson (II)
Ward I: Dianne Sawyer
Ward V: Shannon G. Johnson
Ward VI: Scott Domenici
At-Large: Robert P. Geddes
At-Large: David J. Quinn
At-Large: James Stors

CONTACTING APS

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APS wants all students to attain excellence and reach their maximum potential regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, age, or disability. This policy extends to students, staff, and individuals with whom it does business.

SPECIAL EDUCATION

Currently 1,019 students with disabilities (16.9% of total enrollment) are in special education programs in APS. As of March 2018, for students ages 6-21:

- 66.0% Full Inclusion
- 11.3% Partial Inclusion
- 17.9% Substantially Separate
- 4.7% Separate Schools, Residential Facilities, or Homebound/Hospital placements

ENGLISH LEARNERS

There are 384 English Language Learners in the district, which make up 6.4% of APS students as of April 2018.

STUDENT ACHIEVEMENT

Massachusetts Comprehensive Assessment System (MCAS)

The goal of the Massachusetts public education system is to prepare all students for success after earning a high school diploma. One of many elements used to measure academic growth is the MCAS. These results inform and guide instruction in the classroom and throughout the district.

In SY 2017, students in grades 3 – 8 took the Next Generation MCAS in English Language Arts (ELA) and mathematics. Students in grades 5 & 8 took legacy (older) MCAS in science. Students in grade 10 also took legacy MCAS in ELA, math and science.

Meeting or Exceeding Expectations (Next Generation)			
Grade	Subject	District	State
3	ELA	55	47
3	Math	52	49
4	ELA	53	48
4	Math	49	49
5	ELA	47	49
5	Math	45	46
6	ELA	46	51
6	Math	43	50
7	ELA	50	50
7	Math	43	47
8	ELA	49	49
8	Math	43	48

Proficient or Advanced (Legacy)			
Grade	Subject	District	State
5	Science	50	46
8	Science	40	40
10	ELA	91	91
10	Math	77	79
10	Science	75	74

SAT Results

Average scores on the SAT test for test-takers in the class of 2018 were:

SAT Class of 2018		
Subject	APS	State
Evidence-Based Reading & Writing	564	556
Math	556	558

Advanced Placement (AP) Performance

In SY 2017, APS students took 521 AP tests. Most colleges give credit for scores of 3 and above.

AP Scores in SY 2017		
Scores %	APS	State
1 - 2	46.3	32.5
3 - 5	53.7	67.5

Graduation Rates

Based on SY 16-17:

% Graduated: 89.5
% Still in School: 4.3
% Non-Grad Completers: 0.7
% H.S. Equivalency: 0.2
% Dropped Out: 2.1

After High School Plans

Students from SY16-17 reported the following intentions at the end of the school year.

Post-Graduate Plans		
Plan	% APS	% State
4-Year College	54	61
2-Year College	22	20
Other Post-Secondary	2	2
Work	14	9
Military	6	2
Other or unknown	3	5