HAMILTON-WENHAM
REGIONAL SCHOOL DISTRICT

School Committee Meeting

Buker Elementary School
Multi-Purpose Room

Thursday, December 17, 2015

7:15 PM

1. **Call to Order** 7:15

2. **Pledge of Allegiance**

3. **Citizens' Comments** 7:20

4. **Chair's Report** 7:30

5. **Superintendent's Report** 7:45
   a. Superintendent's Recommended FY17 Budget Presentation — Exhibit A

6. **Consent Agenda** 7:55
   a. Minutes of December 3, 2015 meeting — Exhibit B
   b. Ski Club – Ski Trips 2016 — Exhibit C

7. **Committee Reports** 8:00
   a. Communication
   b. Planning
   c. Policy

8. **New Business** 8:15
   a. Donations — Exhibit D
      - Friends of Buker School - $1,983.20
      - MRMS – Hutchinson Family - $500 (Donated Celtics Tickets)
      - Hamilton House of Pizza - $200
      - Anonymous - $100
   b. Vote to approve School Improvement Plans — Exhibit G
   c. Warrant for Election of Members for School Committee — Exhibit E
   d. MCAS or PARCC Test Administration for 2016 — Exhibit F

9. **Vote to Adjourn** to Executive Session to conduct strategy sessions in preparation for negotiations with nonunion personnel (Assistant Superintendent for Administration & Finance) and not to return to open session (Executive Session Purpose #2) 9:30

The District does not discriminate in its programs, activities or employment practices based on race, color, national origin, religion, gender, gender identity, sexual orientation, age or disability.

EXHIBIT A

FY17 Superintendent's Budget Recommendation
School Committee Presentation
December 17, 2015

Prepared by:

Dr. Michael Harvey, Superintendent of Schools
Jeffrey D. Sands, Assistant Superintendent for Finance & Administration
Vincent Leone, Director of Accounting & Payroll

FY17 Budget

Superintendent's Recommendation

Level Service Budget

What Does "Level Service" Mean?

Level Service is a continuation of the current programs, services and staffing of the District.

For FY17, Level Service translates into a spending increase in our Gross Operating Expenses of $823,421 or 2.81% over the FY16 Budget.

FY17 Budget

Superintendent's Recommendation

Why "Level Service" for FY17?

- *Continued focus on the successful implementation of Priority Initiatives previously approved by the SC*
  - *Middle School Teaming Model (FY16)*
  - *Full Day Kindergarten (FY15)*
  - *HS iPad 1 to 1 Initiative (FY15)*
  - *Elementary Math & ELA Coordinators (FY15)*
  - *District-wide Maintenance Team (FY15)*
- *Prioritize the implementation of the Master Plan in FY17*
  - *Finalizing detailed Plans regarding Programs and Facilities*
  - *Engaging a Design Firm to assist us in the development of these Plans*

FY17 Budget: Level Service
Key Assumptions

- Salary Costs
  - Incorporates a 2.5% COLA increase for all personnel.
  - Incorporates all other contractual obligations related to changes in compensation (e.g. STEP, Degree changes, and Pay Differentials).
  - No new positions.
  - Reduction in FTE's of ~4.0 versus FY16 Budget
  - Level funding of all Grants as compared to FY16, including SPED, Title I & II.
- Operating Costs
  - No new Services.
  - No new Programs.
  - Level funded the majority of operating account categories.
  - Exceptions to level funding include:
    - Transportation costs, including SPED.
    - Out-of-District Tuition Costs
    - Essex Retirement Pension Fund Appropriation
    - Facilities Special Projects

FY17 Budget – Primary Drivers

Level Service Gross Operating Expense Budget

Driver	Impact: FY17B vs FY16B $	Impact: FY17B vs FY16B %
All Staff COLAs	$ 460,000	1.6%
Teacher STEPS	$ 146,000	0.5%
Teacher Degree Changes	$ 50,000	0.2%
Essex Retirement Pension Fund Appropriation	$ 56,000	0.2%
OOD Tuition	$ 81,000	0.3%
Transportation (Regular and Special Education)	$ 115,000	0.4%
Facilities Special Projects	$ 82,500	0.3%
Net All Other Operating Expenses	$ 158,000	0.5%
Subtotal Increases:	**$ 1,148,500**	**3.9%**
Staff Replacement Cost Savings	$ (70,000)	-0.2%
FTE Savings	$ (187,000)	-0.6%
Staff Retirement Replacement Savings	$ (68,000)	-0.2%
Subtotal Decreases:	**$ (325,000)**	**-1.1%**
TOTALS:	**$ 823,500**	**2.8%**

FY17 Budget – District Totals

Level Service Net Operating Expense Budget

General Fund Operating Expenses						
	FY15 BUD	FY15 ACT	FY16 BUD	FY17 BUD	Difference	
Operating Expense - Gross, before offests & Overlays	$ 28,420,061	$ 28,481,864	$ 29,343,112	$ 30,166,532	$ 823,421	2.81%

Expense Offsets						
	FY15 BUD	FY15 ACT	FY16 BUD	FY17 BUD	Difference	
Recurring Offsets						
School Choice	$ 550,000	$ 546,819	$ 425,000	$ 375,000	$ (50,000)	-11.8%
KDG Tuition	$ -	$ -	$ -	$ -	$ -	#DIV/0!
Preschool Tuition	$ 30,000	$ 37,367	$ 30,000	$ 37,500	$ 7,500	25.0%
Special Needs Tuition	$ 30,200	$ 30,017	$ 69,010	$ 35,000	$ (34,010)	-49.3%
Facilities Rental	$ 2,000	$ 1,989	$ 2,000	$ 2,000	$ -	0.0%
Circuit Breaker Offset	$ 375,000	$ 445,000	$ 487,500	$ 567,000	$ 79,500	16.3%
	$ 987,200	$ 1,061,192	$ 1,013,510	$ 1,016,500	$ 2,990	0.3%
One-Time Offsets						
Other Revolving Accounts	$ -	$ -	$ -	$ -	$ -	#DIV/0!
Total Offsets	**$ 987,200**	**$ 1,061,192**	**$ 1,013,510**	**$ 1,016,500**	**$ 2,990**	0.3%
NET OPERATING BUDGET	**$ 27,432,861**	**$ 27,420,672**	**$ 28,329,602**	**$ 29,150,032**	**$ 820,431**	**2.90%**

FY17 Budget – District Totals

Level Service Net Assessment Budget

Total Expenses						
	FY15 BUD	FY15 ACT	FY16 BUD	FY17 BUD	Difference	
General Operating Expense (Before Offsets)	$ 28,420,061	$ 28,481,864	$ 29,343,112	$ 30,166,532	$ 823,421	2.81%
Expense Offsets	$ 987,200	$ 1,061,192	$ 1,013,510	$ 1,016,500	$ 2,990	0.30%
General Operating Expenses (After Offsets)	$ 27,432,861	$ 27,420,672	$ 28,329,602	$ 29,150,032	$ 820,431	2.90%
Debt Service Expense	$ 1,970,392	$ 1,970,392	$ 1,993,488	$ 2,129,250	$ 135,763	6.81%
TOTAL EXPENDITURES	**$ 29,403,253**	**$ 29,391,064**	**$ 30,323,089**	**$ 31,279,282**	**$ 956,193**	**3.15%**

Total Funding Sources						
	FY15 BUD	FY15 ACT	FY16 BUD	FY17 BUD	Difference	
Revenues						
Chapter 70-Base Aid	$ 3,413,341	$ 3,413,341	$ 3,413,341	$ 3,457,966	$ 44,625	1.3%
MSBA Debt Service Reimbursement	$ 1,132,065	$ 1,132,065	$ 1,132,065	$ 1,132,065	$ -	0.0%
State Transportation Reimbursement	$ 290,000	$ 290,000	$ 290,000	$ 331,304	$ 41,304	14.2%
Medicaid Reimbursement	$ 85,000	$ 82,767	$ 85,000	$ 85,000	$ -	0.0%
Interest Income	$ 4,000	$ 2,880	$ 4,000	$ 4,000	$ -	0.0%
Prior Year Unexpended Encumbrances	$ -	$ 13,217	$ -	$ -	$ -	#DIV/0!
Other Non-recurring Income	$ -	$ 7,502	$ -	$ -	$ -	#DIV/0!
Total Revenues	$ 4,924,406	$ 4,941,772	$ 4,924,406	$ 5,010,335	$ 85,929	1.7%
Transfers In From Other Funds						
Excess and Deficiency	$ -	$ -	$ 395,781	$ 555	$ (395,226)	-99.9%
Total Transfers	$ -	$ -	$ 395,781	$ 555	$ (395,226)	-99.9%
Total Funding Sources	**$ 4,924,406**	**$ 4,941,772**	**$ 5,320,187**	**$ 5,010,890**	**$ (309,297)**	**-5.8%**
Total Expenditures	$ 29,403,253	$ 29,391,064	$ 30,323,089	$ 31,279,282	$ 956,193	3.2%
Less Total Funding Sources	$ 4,924,406	$ 4,941,772	$ 5,320,187	$ 5,010,890	$ (309,297)	-5.8%
NET ASSESSMENT including Debt Service	**$ 24,478,847**	**$ 24,449,292**	**$ 25,002,902**	**$ 26,268,392**	**$ 1,265,490**	**5.1%**

Total Town Assessments						
	FY15 BUD	FY15 ACT	FY16 BUD	FY17 BUD	Difference	
Hamilton	$ 16,867,884	$ 16,867,884	$ 16,991,972	$ 17,494,749	$ 502,777	3.0%
Wenham	$ 7,610,963	$ 7,610,963	$ 8,010,930	$ 8,773,643	$ 762,713	9.5%
NET ASSESSMENT including Debt Service	**$ 24,478,847**	**$ 24,478,847**	**$ 25,002,902**	**$ 26,268,392**	**$ 1,265,490**	**5.1%**

5 Year Capital Improvement Plan
Key Assumptions

- Time Frame:
  - Covers the Five (5) Fiscal Years beginning with FY17 and ending with FY21.
- Scope:
  - Facilities & Grounds
  - Technology
  - Food Service
  - Athletics
  - Master Plan
- Definition:
  - Tangible Assets that cost at least $10,000 and have a useful life of at least 5 years.
- Funding Sources:
  - For FY17, it is assumed that the eight (8) capital items (**in green**) being recommended for FY17 will be funded through the District's Operating Budget.
  - For FY18 and beyond, funding sources have not been specifically identified and may include but are not limited to Capital Exclusions, Debt Exclusions, Overrides, Grants, MSBA, Donations, as well as the District's Operating Budget.

5 Year Capital Improvement Plan

Covering FY17 – FY21

Project	Location	Total Est Cost	FY17	FY18	FY19	FY20	FY21
New Roof	HS	3,000,000	-	-	-	-	3,000,000
Building Energy Management System	HS / MS	125,000	-	125,000	-	-	-
Building Energy Management Systems	Elem Schools	210,000	-	-	210,000	-	-
Replace Recalled Sprinkler Heads	HS / MS	37,500	-	18,750	18,750	-	-
Replace Classroom Sinks & Countertops	Elem Schools	45,000	-	-	15,000	15,000	15,000
Replace Hot Water Heater	HS / MS	100,000	100,000	-	-	-	-
Waste Water Treatment Plant Upgrades	District	TBD	-	-	-	-	-
Repair, refinish & reline Gymnasium Floors	District	60,000	-	30,000	30,000	-	-
Building Fire Suppression System (Install by 8/31/2018)	Win	600,000	-	600,000	-	-	-
Rekey School Buildings (Exterior & Interior)	District	15,000	15,000	-	-	-	-
Install Keyless Entryway Swipecard Systems	District	35,000	-	35,000	-	-	-
Install Exterior Surveillance Cameras	District	30,000	-	30,000	-	-	-
Interior Classroom & Hallway Painting	Cut & Buk	60,000	-	-	30,000	30,000	-
Replace Carpets	Cut	15,000	-	15,000	-	-	-
Classroom Shades	Cut, Buk, HS & MS	135,000	-	15,000	25,000	60,000	35,000
Emergency Generator	Buk & Admin Bldg	40,000	-	40,000	-	-	-
Autoscrubbers (4) & Floor Burnishers (2)	District	80,000	10,000	15,000	25,000	15,000	15,000
Replace flooring in HS Fitness Center	HS	15,000	-	15,000	-	-	-
Equipment for HS Fitness Center	HS	17,000	-	17,000	-	-	-
iPads for Students on Scholarship and F&RL	District	87,500	17,500	17,500	17,500	17,500	17,500
Classroom Hardware Refresh 4 year cycle (iPads)	District	301,000	-	63,000	105,000	70,000	63,000
Classroom Hardware Refresh 7 year cycle (Laptops & Labs)	District	295,785	-	80,950	68,450	92,430	53,955
Classroom Chromebooks 4 year cycle	District	36,000	-	18,000	-	18,000	-
Classroom Chromebooks (MRMS New)	District	18,000	-	18,000	-	-	-
Install / Upgrade Wireless Access Points including wiring	District	96,918	46,998	-	-	49,920	-
Replace Phone System with new VoIP System	HS / MS	47,000	-	47,000	-	-	-
Install Server Room Ductless Mini-split AC System	District	12,500	12,500	-	-	-	-
Replace Backup Server / Services	District	52,000	-	52,000	-	-	-
Replace VMWare Server and Licenses	District	113,000	-	-	113,000	-	-
Replace Network Area Storage Arrays	District	207,000	-	-	-	207,000	-
Replace Network IDF	District	72,000	-	-	-	-	72,000
Replace Classroom SMARTBoards, Projectors, etc	District	386,116	60,476	162,820	162,820	-	-
Upgrade Auditorium Theatrical Electrical Systems & Controls	HS	75,000	-	75,000	-	-	-
Auditorium HD Projector, Projection Screen & Monitors	HS	50,000	-	50,000	-	-	-
Kitchen Equipment	District	373,576	-	43,628	149,597	115,107	65,243
Turf Fields	District	TBD	-	-	-	-	-
Architect & Design Fees (Master Plan)	District	50,000	50,000	-	-	-	-
Classroom Furniture (Master Plan)	District	800,000	-	800,000	-	-	-
HS/MS Library Media Center Renovation (Master Plan)	HS / MS	1,000,000	-	-	1,000,000	-	-
MS Maker Spaces Renovation (Master Plan)	MS	300,000	-	-	-	300,000	-
Elementary Library Media Center Renovations (Master Plan)	Elem Schools	300,000	-	-	-	300,000	-
	Totals:	$ 9,292,895	$ 312,474	$ 2,383,648	$ 1,970,117	$ 1,289,957	$ 3,336,698

FY17 Budget
Timeline & Next Steps

- December 17, 2015: Superintendent's FY17 Budget Recommendation
- December 21, 2015: Superintendent's FY17 Budget Recommendation Book Distributed
- January 7, 2016: FY17 Budget Discussion Continued
  - General Discussion including Revenue Sources, Expense Offsets, Primary Cost Drivers, etc.
  - Introduction to 5 Year Capital Improvement Plan
  - School Committee Adopts Tentative FY17 Budget
- January 8, 2016: Mail Tentative FY17 Budget to Towns
- January 21, 2016: Public Hearing on School Committee's FY17 Budget
- January 21, 2016: FY17 Budget Discussion Continued
  - Maintenance & Facilities
  - Athletics
  - Technology
- January 28, 2016: FY17 Budget Meeting #2 with Town Officials
- February 4, 2016: FY17 Budget Discussion Continued
  - Special Education
  - 5 Year Capital Improvement Plan
  - 3 Year Forecast Model (FY17 – FY19)
- February 11, 2016: FY17 Budget Discussion Concluded
- February 11, 2016: School Committee votes to Adopt FY17 Budget
- April 2, 2016: Hamilton and Wenham Annual Town Meetings

EXHIBIT B
Hamilton-Wenham Regional School District
Office of the Superintendent
Wenham, Massachusetts 01984

PUBLIC HEARING ON SCHOOL CHOICE
DECEMBER 3, 2015
6:30 PM

Present: Jeanise Bertrand, Stacey Metternick, Larry Swartz, Emily Madden
Also present: Michael Harvey, Jeff Sands
Nancy Bergner, (Secretary)

Larry Swartz Called the Meeting to Order

Citizen Comments encouraging an end-of-year evaluation of costs and benefits of School Choice were received.

Larry Swartz called for a recess of the meeting until further notice.
7:17 PM Larry Swartz reconvened the Public Meeting and invited further comment, of which there was none.

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE VOTE TO ADJOURN THE PUBLIC HEARING ON SCHOOL CHOICE.
Motion by STACEY METTERNICK seconded by HANNAH FRALEY
UNANIMOUSLY APPROVED

HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE MEETING MINUTES
DECEMBER 3, 2015
7:15 PM

CALL TO ORDER: *Larry Swartz* called the meeting to order at 7:20 pm in the Buker Elementary School Multi-Purpose Room.
Present: Jeanise Bertrand, Hannah Fraley, Dennis Hurley, Stacey Metternick, Larry Swartz, Emily Madden
Also present: Michael Harvey, Jeff Sands, Kerrianne Heppner (Student Representative)
Nancy Bergner, (Secretary)

PLEDGE OF ALLEGIANCE
All rose for the pledge of allegiance.

I. CITIZENS COMMENTS

no citizen comments

II. CHAIR'S REPORT

no new information to report

III. SUPERINTENDENT'S REPORT

A. PARCC or MCAS 2016 Decision — Exhibit A
B. School closing decision policy and notification procedures
C. Gifts to Staff policy

IV. CONSENT AGENDA

A. SC & Joint FinCom Meeting Minutes November 18, 2015 — Exhibit B
B. Minutes – November 19, 2015 — Exhibit C

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE APPROVE ALL OF THE REMAINING ITEMS ON THE CONSENT AGENDA. THERE SHALL BE NO FURTHER DISCUSSION NOR AMENDMENT OF THIS MOTION.

Motion by STACEY METTERNICK; seconded by JEANISE BERTRAND
UNANIMOUSLY APPROVED

V. NEW BUSINESS

A. Fall Athletic Teams Recognition — Exhibit D
H-WHS Athletic staff and student athletes were presented to the SC.
B. Athletic Hall of Fame
Athletic Director Craig Genualdo and Student Body President Trevor Jones presented.
C. Grant from Cell Signaling $3,385. — Exhibit E

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE VOTE TO ACCEPT THE GRANT FROM CELL SIGNALING IN THE AMOUNT OF $3,385.

Motion by STACEY METTERNICK; seconded by JEANISE BERTRAND
UNANIMOUSLY APPROVED

D. Donation: — Exhibit F
1. Friends of the Arts $1,000

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE VOTE TO ACCEPT THE DONATION FROM THE FRIENDS OF THE ARTS IN THE AMOUNT OF $1000.

Motion by STACEY METTERNICK; seconded by HANNAH FRALEY
UNANIMOUSLY APPROVED

E. Special Education Programs Overview — Exhibit G
Director of Student Services Kathy Harris presented

discussion

F. Second Reading & Adoption of Physical Restraint Policy Exhibit H
Dennis Hurley presented on behalf of the Policy Committee

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE APPROVE AND ACCEPT THE POLICY AS WRITTEN IN EXHIBIT H.

Motion by STACEY METTERNICK; seconded by DENNIS HURLEY

Discussion

UNANIMOUSLY APPROVED

G. Vote to participate in the School Choice Program for the 2016-2017 School Year.

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE VOTE NOT TO ACCEPT SCHOOL CHOICE FOR GRADES K-5 AND GRADES 6-8 FOR THE 2016-2017 SCHOOL YEAR.

Motion by STACEY METTERNICK; seconded by HANNAH FRALEY

UNANIMOUSLY APPROVED

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE VOTE TO ACCEPT SCHOOL CHOICE FOR GRADES 9-12 FOR THE 2016-2017 SCHOOL YEAR.

Motion by STACEY METTERNICK; seconded by JEANISE BERTRAND

UNANIMOUSLY APPROVED

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE VOTE TO ADJOURN TO EXECUTIVE SESSION TO CONDUCT STRATEGY SESSIONS IN PREPARATION FOR NEGOTIATIONS WITH NONUNION PERSONNEL (ASSISTANT SUPERINTENDENT FOR ADMINISTRATION AND FINANCE) AND NOT TO RETURN TO OPEN SESSION (EXECUTIVE SESSION PURPOSE #2).

Motion by STACEY METTERNICK; seconded by JEANISE BERTRAND

UNANIMOUSLY APPROVED BY ROLL CALL VOTE AT 8:50 PM

Respectfully Submitted,

Nancy R. Bergner
Secretary, H-WRSC Meeting

EXHIBIT C

Hamilton-Wenham Regional School District

FIELD TRIP REQUEST

School: HWRHS Date Submitted: 12/5/15

Faculty Sponsor: Kevin Sano Position: Ski Club

I. Trip Information:

Check (✓) one:

☐ Day Academic Field Trip - ☐ In-state ☐ Out-of-state Destination:

☐ Day Extracurricular Trip – ☐ In-state ☑ Out-of-state ☐ International Destination:

☐ Athletics – Sport:

☐ Overnight Trip – In-state - ☐ Academic ☐ Extracurricular - Destination:

☑ Out-of-State/Domestic Day Trip – ☐ Academic ☑ Extracurricular - Destination: Sunday River/Loon/Sunstock

☐ Out-of-State/Domestic Overnight Trip – ☐ Academic ☐ Extracurricular – Destination:

☐ International Trip (*extracurricular only*) – Destination:

Departure Date: Various See attached Time: Varied Return Date: Same day Time: 6 am – 11 pm

Number of Students Eligible: all Class/Group: 9-12 skiers

Faculty Sponsor: Kevin Sano

Other Faculty/Staff chaperones: Pruby Pilkonis, Tate and Liz Shepper other TBD

Other chaperones:

Mode of Transportation: Coach Bus = McGinn Number: TBD

Airlines/Flight/Ground Transportation:

II. Estimated Expenses

1. Transportation Cost: Transport / Lift Ticket	6. Financial Assistance Available? Yes ✓ No
2. Admission Charges:	7. Other Sources of Funding? Yes ✓ No
3. Lodging & meals cost:	8. Amount Available: $
4. Other (specify):	9. Are Student Activity Funds being used? ✓ Yes No
5. Total student cost: Varies on destination	10. If yes, amount being used: $ 1000 per trip up to bus

III. Attachments

1. Copy of Parent Letter with meeting date:	5. Travel Costs & Refund Policy:
2. Itinerary: - Day trip / night Trip	6. Travel Insurance Policy (if applicable): Cost:
3. Security features for transportation & accommodations:	7. Pre and Post Trip Activities: Meeting with skier
4. Arrangements for meals and lodging:	8. Other Descriptive Information:

IV. Approvals

Department Chairperson or Field Trip Requestor: KSano Date: 12/5/15

I have read the School Committee Policy H8015 on School Sponsored Field Trips and meet all policy requirements

Principal: Date: 12/5/15

I have read the School Committee Policy H8015 on School Sponsored Field Trips and find they meet all requirements

Note: Overnight and Domestic (out-of-state) and international trips require approvals from the Superintendent and Hamilton-Wenham Regional School Committee.

Superintendent: Date:

HWRSD Committee Action: *Vote* – Yes ____ No ____ Abstain ____ Date:

Please be sure all the information listed is included with your Field Trip Request for the Approval of the Superintendent & School Committee any incomplete requests will be returned. Refer to our website Policies "School-Sponsored Field Trips" H8015 for the complete policy; this is an excerpt from that policy.

APPROVAL DOCUMENTATION – Domestic and International

Approval for all trips must be received prior to making any financial contractual arrangements. All field trips must be approved in writing by the appropriate authority as specified in this policy. The initial documentation to request a field trip must include:

1. Proposed dates and itinerary.
2. Description of the process that will be used to determine student eligibility.
3. Estimated number of students expected and percentage of eligible students participating.
4. Cost per student (if applicable).
5. Mode of transportation and schedule.
6. Ratio of chaperones/teachers to students
   (Recommended ratio – HS 1:10; MS 1:10 min.; Elementary 1:10 min.; International 1:6)
7. Description of arrangements for meals and lodging (if applicable). Accommodations will include enough rooms so that no chaperones are rooming with students.
8. Description of security features for transportation and accommodations.
9. Means of financing.
10. Draft copy of any contract and refund policies associated with the trip.
11. Draft copy of the letters to be sent to parents and guardians referencing the specifics of the trip including all of the above and any rules specific to the trip which are in addition to the HWRSD student conduct policies, student handbook rules or regulations, and the MA Interscholastic Athletic Association (MIAA) rules and regulations. For international field trips, the sponsoring faculty member will provide parents a copy of the State Department travel advisory and Homeland Security Alert Status for all countries to be visited.
12. In the case of academic field trips, there must be a description of the educational alternative and mapping of that alternative for students not attending the trip, if applicable.
13. Satisfactory Criminal Offender Record Information (CORI) check of all chaperones is required and must be on file in the Superintendent's Office.
14. International trips must include a printout of the State Department Travel Advisory and Homeland Security Alert Status for all countries to be visited.

- Additional information may be requested from the appropriate authority prior to making a decision.

- Should external circumstances change after the initial trip approval detailed modifications to the relevant approval documentation (see above) will be required.

DISCIPLINE OF STUDENTS AND FIELD TRIPS – Domestic and International (this must be included on your permission slips for parents/guardians.

1. All Hamilton-Wenham Policies on Student Behavior, Student Handbook rules and regulations, MA Interscholastic Athletic Association (MIAA) rules and regulations, student conduct will apply and be in effect at all times for academic and extracurricular field trips.
2. If a student violates any Hamilton-Wenham student conduct policies, student handbook rules or regulations, MA Interscholastic Athletic Association (MIAA) rules and regulations, trip rules as specified, or otherwise misbehaves while on a field trip, the student will be immediately suspended from the field trip and sent back to school or home, as appropriate, by the faculty sponsor at the parent's/guardian's expense. In addition to being sent home, the individual will be subject to the consequences for the action/infraction upon his/her return to school as defined by the aforementioned student conduct policies, student handbook rules and regulations, and MA Interscholastic Athletic Association (MIAA) rules and regulations.
3. Hamilton-Wenham Policies on Student Behavior, Student Handbook rules and regulations, MA Interscholastic Athletic Association (MIAA) rules and regulations, and trip rules regarding student conduct will be given to chaperones. Chaperones shall agree to implement and enforce them; failure to do so will result in not being able to chaperone future school sponsored trips.

Security Plan for ski trips

- A 10 to 1 ratio of chaperones/teachers to student as per rules
- All chaperones are CORI'd.
- Check in with ski patrol upon arrival at mountain
- One of the chaperones is a trained in CPR
- All chaperones are advanced skiers and we ski as a group!
- Students are advised to ski/board in groups no smaller than 4
- All skiers/ boarders wear helmets
- A strict itinerary/timeline/ schedule of events
- Check in at lunch time
- Students and chaperones receive trail maps and share contact info
- Preparation meeting with chaperones to review expectations and procedures while on ski trips

Emergency Treatment and Medication Consent

In the event of illness of or injury to that student in connection with the trip, the chaperones are granted full authority to take whatever action they may be willing to provide and may believe to be warranted with regard to related health, safety, and medical care, and/nor will have any liability whatsoever for any expenses, damage or injury of any kind resulting from or involving such an action whether incurred or caused by other participants and/or by any others.

I/We , _____ (parent/legal guardian – please print), give permission to the Hamilton-Wenham Regional School District staff or chaperones to act on my/our behalf for my/our minor child _____ (student's name – please print) in the event of a medical emergency.

Please provide us with the following information:
Any known allergies or medical conditions

Special concerns

Insurance provider and number

Emergency contact numbers

Home phone
Cell phone
Other

Will mediation be required during the field trip? Yes _____ No _____

If yes, please describe:

As per the Hamilton-Wenham Regional School District Policy on Medications (H 8010), students may not carry any medication (prescription and non-prescription) on a field trip. If mediation is necessary, school personnel must carry the medication and dispense it to the student. Written instruction signed by the student's physician must be on file with the school. These instructions must include the diagnosis, name of mediation, dosage, and time of administration. Medication must be in the original labeled container.

Learn to Ski Rules

Your chaperones are taking on a tremendous responsibility by bringing you on weekly ski trips . In order for everyone to enjoy the program and to avoid misunderstandings, we ask you to observe the following rules while on weekly ski trips.

1. All school rules and penalties will apply on weekly trips. School penalties for infractions will be enforced.
2. Students must not purchase, consume, possess or be involved with drugs, including alcohol, cigarettes or tobacco products.
3. Punctuality is a must!! It is essential that you be on time. Lateness will not only cause us anxiety, it will hold up the entire group. Each student should wear a watch or be with someone who does.
4. We expect your behavior to be exemplary at all times.
5. At no time are you to go anywhere alone especially while skiing. Always ski with a buddy.
6. You are responsible for completing all homework and school obligations. If at any time your teachers inform me that you have not completed work or fulfilled obligations due to your skiing with this group, you will not be allowed to participate the following week.
7. Should any of the above rules be broken your continued participation in the 4 week program will be left to the discretion of the chaperones. If you are asked not to participate you will forfeit the remaining cost of the program.

Please remember that these rules are based on experience and are intended to help everyone have an enjoyable and memorable time skiing.

I have read and understand the above. _____

Why Ski Helmets?

Downhill skiing and snowboarding can be an exhilarating experience, but, as with any sport, safety should come first. Excess speed and loss of control are the primary factors associated with snow skiing fatalities, according to a study reported in *The Physician and Sportsmedicine*, Feb. 1989. The study also states that more than 3/4 of ski-related deaths occurred after collisions with stationary objects, such as tress and lift towers. Head injuries were cited most often as the cause of fatalities. *

Last year we had a close call. A student had an accident while snowboarding. He couldn't remember what happened because he blacked out for a period of time. He was taken by ambulance to the hospital where he underwent numerous tests and was later transferred to another hospital with a neurological unit. His head injury could have been prevented had he been wearing a helmet.

This year we are adopting a mandatory helmet rule. All participants including chaperones will be required to wear helmets. No more close calls, no more excuses.

For more information about helmets, Visit: www. SkiHelmets.com

*Permission to reprint granted by the National Safety Council, a membership organization dedicated to protecting life and promoting health.

The mission of Hamilton-Wenham Alpine Athletics is:

- To promote and encourage a positive attitude for the safe participation in a life-long physical activity.
- To provide opportunities for students to enjoy alpine athletics with their peers within an environment of caring, patience and respect.

What's wrong with this skier?
Not wearing a helmet!

Hamilton-Wenham Regional HS

775 Bay Road
Hamilton, MA 01982
Phone: 978-468-0478
Fax: 978-468-0241
Email: sanok@hwschools.net

Hamilton-Wenham
Regional High School

Alpine Athletics Downhill Skiing And Snowboarding Club

Alpine Athletics Rules

- **All school rules and penalties will apply on all trips.** School penalties for infractions will be enforced.
- All participants including chaperones **must wear helmets.**
- Students must not purchase, consume, possess or be involved with drugs, including alcohol, cigarettes or tobacco products.
- **Punctuality is a must!!** It is essential that you be on time. Lateness not only causes us anxiety, it holds up the entire group.
- We expect your **behavior to be exemplary** at all times.
- At no time are you to go anywhere alone. Always ski with a buddy.
- **You are responsible for completing school obligations,** if at any time your teachers inform us that you have not completed work or fulfilled obligations due to your participation with this group, you will not be allowed to participate the following trip.
- Should any of the above rules be broken your continued participation in any HW Alpine Athletics program will be left to the discretion of the chaperones. **If you are asked not to participate you will forfeit the remaining cost of the program.**

The Chaperones
Kevan Sano
Bennett Ahearn
Tate Shippen
Prudy Pilkanis

No whining!

Alpine Offerings

Offered in conjunction with Ipswich HS

All levels, ski or snowboard

- Lift tickets
- Deluxe Coach bus transportation
- **Sunday River Day Trips $75**

  Depart 6:00 am return by 7:30pm

  - **Jan. 23, 2016**
  - **Feb. 7, 2016**
  - **Mar 6, 2016**
  - **Mar 20, 2016**
- **Loon Day Trip $90**

  Depart 6:00 am return by 7:30pm

  - **Feb. 28, 2016**
- **Gunstock Night Trip $50**

  Depart 2:30 pm return by 11:00 pm

  - **Jan. 29, 2016**
  - **Feb. 12, 2016**

Make checks payable to HWRSD

Refunds only if able to sell your spot!

Rules of the Slopes

- When skiing or snowboarding downhill, give moving skiers and snowboarders below the right of way. You should be able to see them: they might not see you.
- Stop off fhe side of a run, well out of the way and in view of other skiers and snowboarders.
- Look both ways and uphill before crossing a trail, merging or starting down the hill.
- Use a safety device to prevent runaway equipment.
- Never ski or snowboard alone.
- Follow all posted signs and rules. Avoid closed trails and out-of-bound areas.*

*Permission to reprint granted by the National Safety Council, a membership organization dedicated to protecting life and promoting health.

EXHIBIT D

DONATIONS 12.17.15

Friends of Buker School **$1,983.20**

Defer costs to students for the following field trips:

- Kindergarten to Russell Orchards
- Kindergarten to Appleton Farms
- Grade 5 to Harvard Museum
- Grade 5 to North Shore Music Theater

Donations to the MRMS to defer costs for Students to attend Washington DC trip

M/M Hutchinson **$500.00**

- Donated Celtics Tickets to be auctioned

Hamilton House of Pizza **$200.00**

- Check

Anonymous Donor in Wenham **$100.00**

- Check

EXHIBIT G

Hamilton-Wenham Regional School District

Buker, Cutler and Winthrop Schools

School Improvement Goals

2015-2016

Professional Practice Goal

During the 2015-2016 school year, elementary teachers will work alongside district colleagues in PreK-12 vertical teams in each curriculum area to define the subject-specific transfer knowledge and goals as outlined in the Understanding by Design model for our PreK-12 students.

Professional Practice Goal: Planned Activities

- Establish transfer goal committees for each curriculum area with representatives from the elementary, middle and high school levels.
- Transfer goal committees to meet twice before 11/2/15 to develop a draft of the transfer knowledge associated with each curriculum area.

Professional Practice Goal: Planned Activities

- Transfer goal committees responsible for sharing draft transfer knowledge goals in each curriculum area during the 11/2/15 professional day.

- Transfer goals in each curriculum area established by January 2016.

- Essential questions and overarching understandings developed in each curriculum area by June 2016.

Student Learning Goal

Meet or exceed the aggregate CPI (composite performance index) for students in grades 3-5 in both ELA and mathematics as measured by the 2016 MCAS.

Student Learning Goal: Planned Activities

- Analyze the available 2015 MCAS data for grades 3-5 open response type items for both the aggregate and disaggregate subgroup populations.
- Grade level data meetings held regularly throughout the year to monitor student progress and plan for instructional intervention.
- Wednesday professional development on the use of math formative assessment data to inform instruction and meet the needs of all students.

Student Learning Goal: Planned Activities

- Targeted professional development and implementation of writers' workshop for 1st through 4th grade using consultant, Martha Horn, for 10 days throughout the school year.
- Wednesday professional development focused on writing about reading for grades PreK-5 under the direction of the Elementary ELA coordinator.
  - Establish Elementary Literacy Team to develop Philosophy of Literacy Instruction and document Literacy Learning Opportunities.

Hamilton-Wenham Regional School District

Miles River Middle School

School Improvement Goals

2015-2016

Professional Practice Goal

Develop appropriate curriculum documents for each curricular area (grades 6-8)

Actions/Timelines

- Develop content area transfer goals by January
- Develop overarching understandings and essential questions by June
- Utilize developed transfer goals, overarching understandings and essential questions to begin development of cross-curricular content

Professional Practice Goal

Develop appropriate curriculum documents for each curricular area (grades 6-8)

Benchmarks/Products

- Content area transfer goals
- Content area overarching understandings
- Content area essential questions

Student Learning Goal

Implement a developmentally appropriate middle school schedule that incorporates a team structure

Actions/Timelines

- Utilize common planning time to address student concerns, meet with parents and plan as a team
- Develop and refine WIN block and team time to address student learning needs

Student Learning Goal

Implement a developmentally appropriate middle school schedule that incorporates a team structure

Actions/Timelines

- Develop a Building Leadership Team
- Provide professional development for team leaders
- Collect feedback on schedule effectiveness

Student Learning Goal

Implement a developmentally appropriate middle school schedule that incorporates a team structure

Benchmarks/Products

- Feedback on effectiveness of schedule from staff, students, parents
- Monthly building Leadership Team meetings
  - Recommendations for schedule adjustments for 16-17

Hamilton-Wenham Regional School District

Hamilton Wenham Regional High School

School Improvement Goals

2015-2016

Professional Practice Goals

- To work on the development of appropriate grade level Transfer Goals for each curricular area
- To take advantage of the common planning time to continue the process of designing, aligning and implementing common assessments in all curriculum areas.

Professional Practice Goals

- To work on the development of a set of Overarching Understandings and Overarching Essential Questions for each curricular area
- The HS staff will plan, develop and implement 2 EdCamp training opportunities for all staff and faculty.
- To evaluate the effectiveness of the new high school schedule

Student Learning Goals

- To continue the integration of the iPad as a tool for organization, collaboration, and creation
- To continue to investigate and develop ways to improve our learning spaces outside of the classroom, including the library.

EXHIBIT E

LEGAL NOTICE

WARRANT FOR ELECTION OF MEMBERS OF THE HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT SCHOOL COMMITTEE

Essex, ss.

To the Secretary of the Hamilton-Wenham Regional School District Committee:

GREETINGS:

You are hereby directed to notify the registered voters of the Towns of Hamilton and Wenham, Essex County, Massachusetts, of the election of members to the Hamilton-Wenham Regional School District Committee. In Wenham, the election will be held at the Wenham Town Hall on Thursday, April 7, 2016. The polling place shall be opened at 7:00 AM and shall remain open until 8:00 PM. In Hamilton, the election will be held at the Winthrop Elementary School on Thursday, April 7, 2016. The polling place shall be opened at 7:00 AM and shall remain open until 8:00 PM. The number of members elected shall be (4) members; (3) members for a term of three-years and (1) member for a term of one-year; you are hereby directed to serve this Warrant by posting attested copies thereof in at least one public place in each of the member towns of Hamilton and Wenham and by publishing at least once in a newspaper of general circulation in the district seven days at least before the election date.

Given under our hands this 17th day of December in the year 2015.

Lawrence Swartz	Jeanise Bertrand
Deb Evans	Hannah Fraley
Dennis Hurley	Emily Madden

A majority of the members of the Hamilton-Wenham Regional School District Committee.

Stacey Metternick, Secretary

EXHIBIT F2

Student Assessment: Next Steps

Guidance for school and district leaders
November 23 and 24, 2015

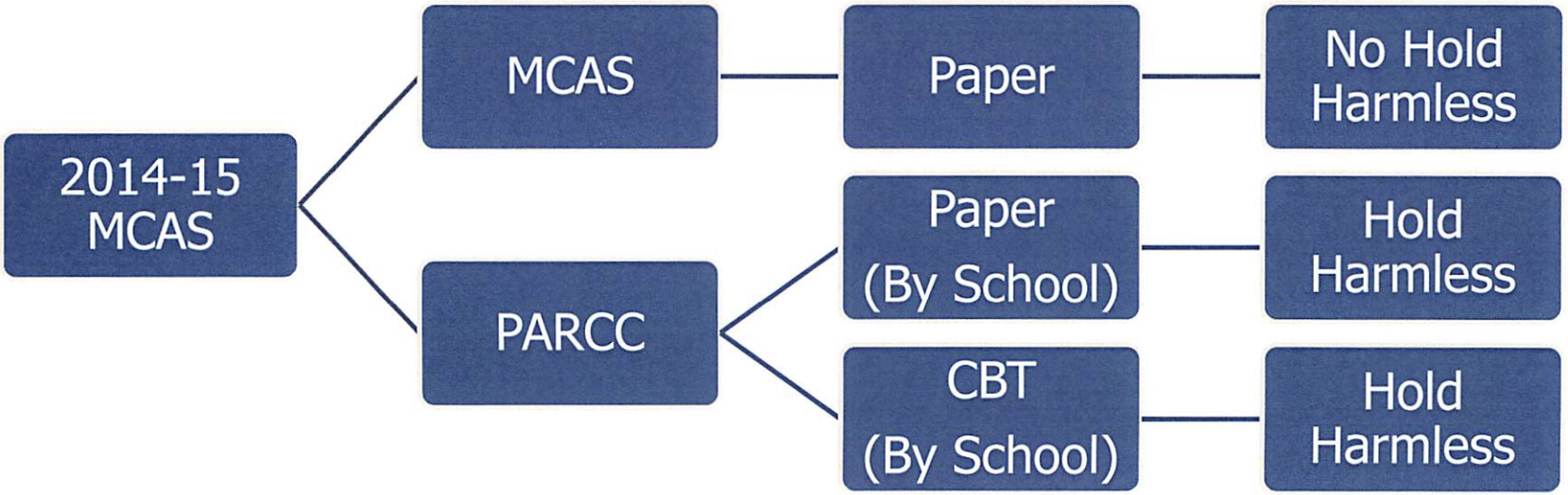
MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

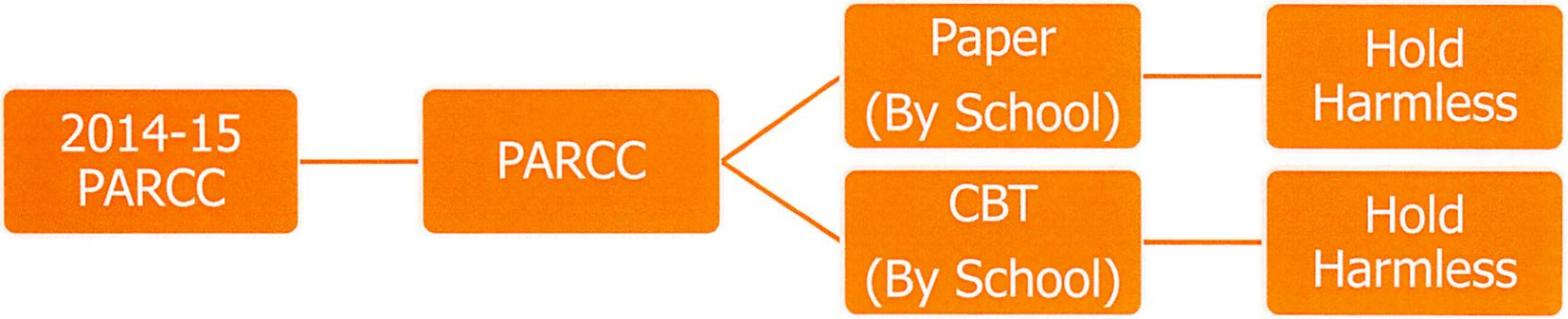
Transition plan for student assessment

- 2016 transition year
  - Districts default to test administered in 2015 unless a change is registered:
    - MCAS districts in 2015 can choose to switch to PARCC in 2016 and select their mode of administration (CBT or PBT)
    - PARCC districts in 2015 can choose to change their mode of administration (CBT or PBT)
- 2017 and beyond
  - Next-generation MCAS

The Commissioner's recommendation, as approved by the Board of Elementary and Secondary Education, is available through here.

District Choice for Grades 3-8 in 2015-16





Additional 2016 Administration Details

- PARCC
  - Districts can assign students to either the grade 8 math test or Algebra I test.
  - Voluntary high school testing in grades 9 and 11 will **not** be offered.
- MCAS (augmented with a small number of PARCC items)
  - As part of the PARCC portion of the ELA test, students will likely write in response to text in all grades.
  - Possible elimination of the ELA Composition (grades 4 and 7); to be confirmed in the next few weeks.

All districts will continue to administer:

- Grade 5 and 8 MCAS Science and Technology/Engineering tests
- Grade 10 MCAS ELA and Mathematics tests
- High school MCAS Science and Technology/Engineering tests
- High school MCAS retests
- MCAS-Alt
- ACCESS for ELLs 2.0

Spring 2016 testing windows

- MCAS
  - Grades 3-8 ELA: March 28-April 12
    - **New -** ELA window will be one week later for grades 3-8
    - Grade 10 dates will remain the same.
  - Grades 3-8 Math: May 9-24
- PARCC
  - **New -** Consolidated schedule (PBA and EOY from 2015 combined into one window for 2016)
    - CBT: April 25-June 6
    - PBT: April 25-May 27

Test Sessions

MCAS

- ELA— 3 Sessions Min. 60 mins. each, but ultimately untimed
- Math– 2 Sessions, Min. 60 mins. each, but ultimately untimed.

PARCC

- ELA– 3 Sessions, varies by grade between 75 and 110 mins.
- Math– Grades 3-5-- 4 x 60 min
  Grades 6-8– 3 x 80 mins.

Accessibility and Accommodations for 2016

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

Accessibility and Accommodations Overview

MCAS:

- 2015-2016 Participation Requirements remain in effect: www.doe.mass.edu/mcas/participation/?section=all

PARCC:

- Many "accommodations" for MCAS are built into computer-based PARCC tests as **accessibility features** for *all students*.
- Many **test administration considerations** are available to *any student*, at discretion of principal.
- **Accommodations** are available only to students with disabilities and English language learners.

MCAS-Alt:

- For all students designated for alternate assessment.

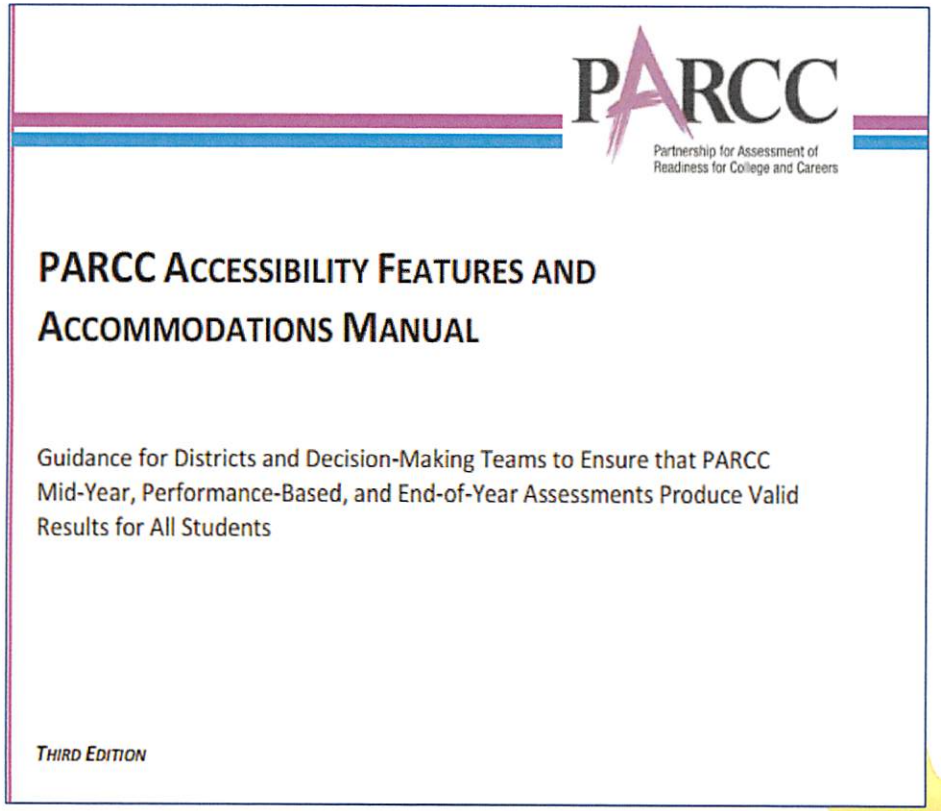
PARCC Accessibility and Accommodations Resources

- ***PARCC Accessibility Features and Accommodations Manual***

www.parcconline.org/parcc-accessibility-features-and-accommodations-manual

- ***MA Overview of PARCC Accommodations and Accessibility***

http://www.doe.mass.edu/news/news.aspx?id=21217



PARCC

Partnership for Assessment of Readiness for College and Careers

PARCC ACCESSIBILITY FEATURES AND ACCOMMODATIONS MANUAL

Guidance for Districts and Decision-Making Teams to Ensure that PARCC Mid-Year, Performance-Based, and End-of-Year Assessments Produce Valid Results for All Students

THIRD EDITION

Comparison of PARCC and MCAS Accessibility Policies

PARCC	MCAS
CBT schools can use **paper-based** testing as an accommodation	**Paper-based**
Timed tests, with *extended time* for students with disabilities and ELLs	**Untimed** tests for all students.
Individualized graphic organizers and reference sheets may not be used	**Individualized graphic organizers and reference sheets** allowed with ESE approval
Expanded accessibility for *all* students; more accommodations available for ELLs	**Accommodations** only available to students with disabilities; limited accommodations available for ELLs
PARCC Emergency Accommodation Form for students with temporary or recently-occurring disability (i.e., fracture).	**504 Plan** developed for student with temporary or recently-occurring disability.

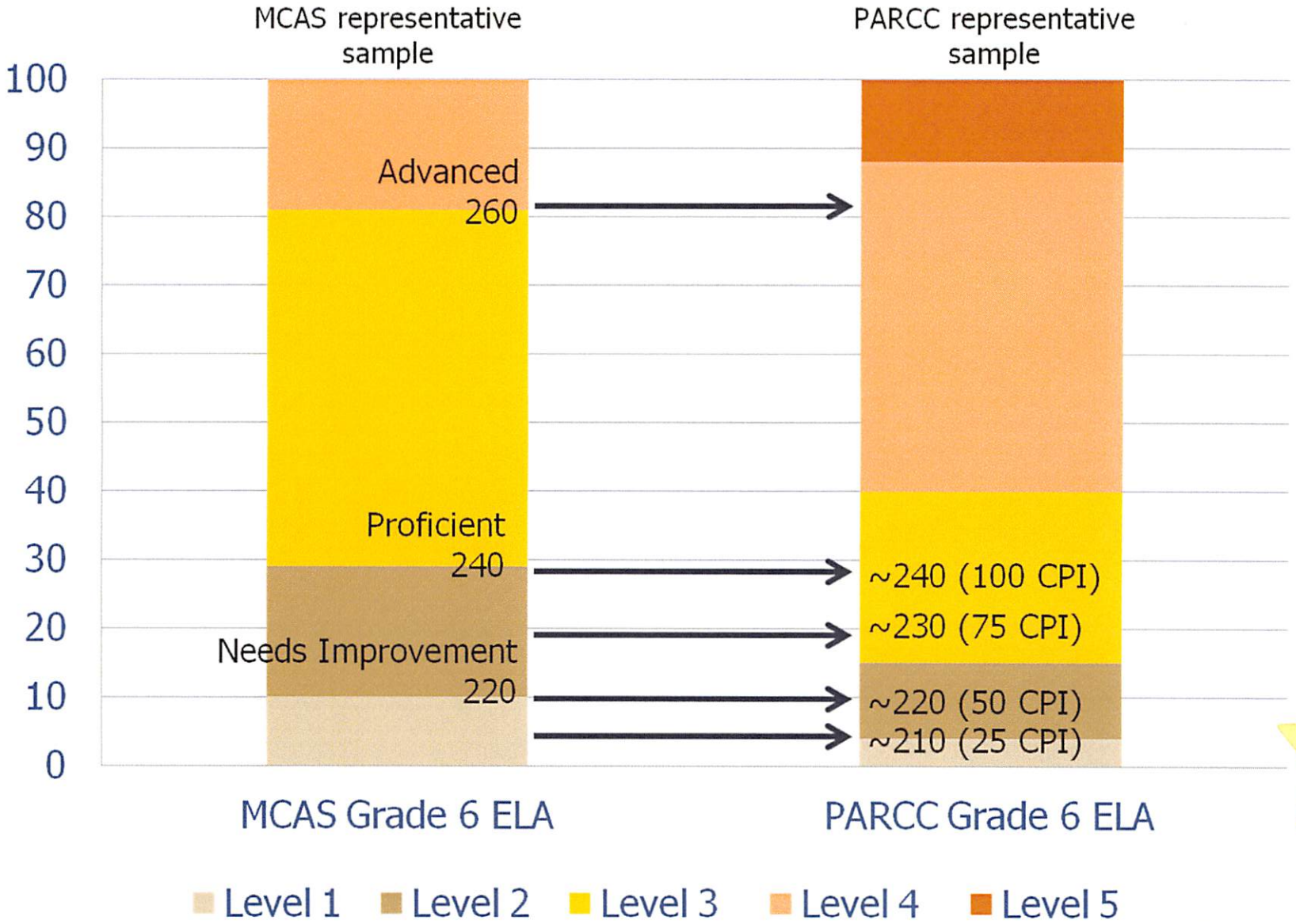
Reporting and Accountability

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

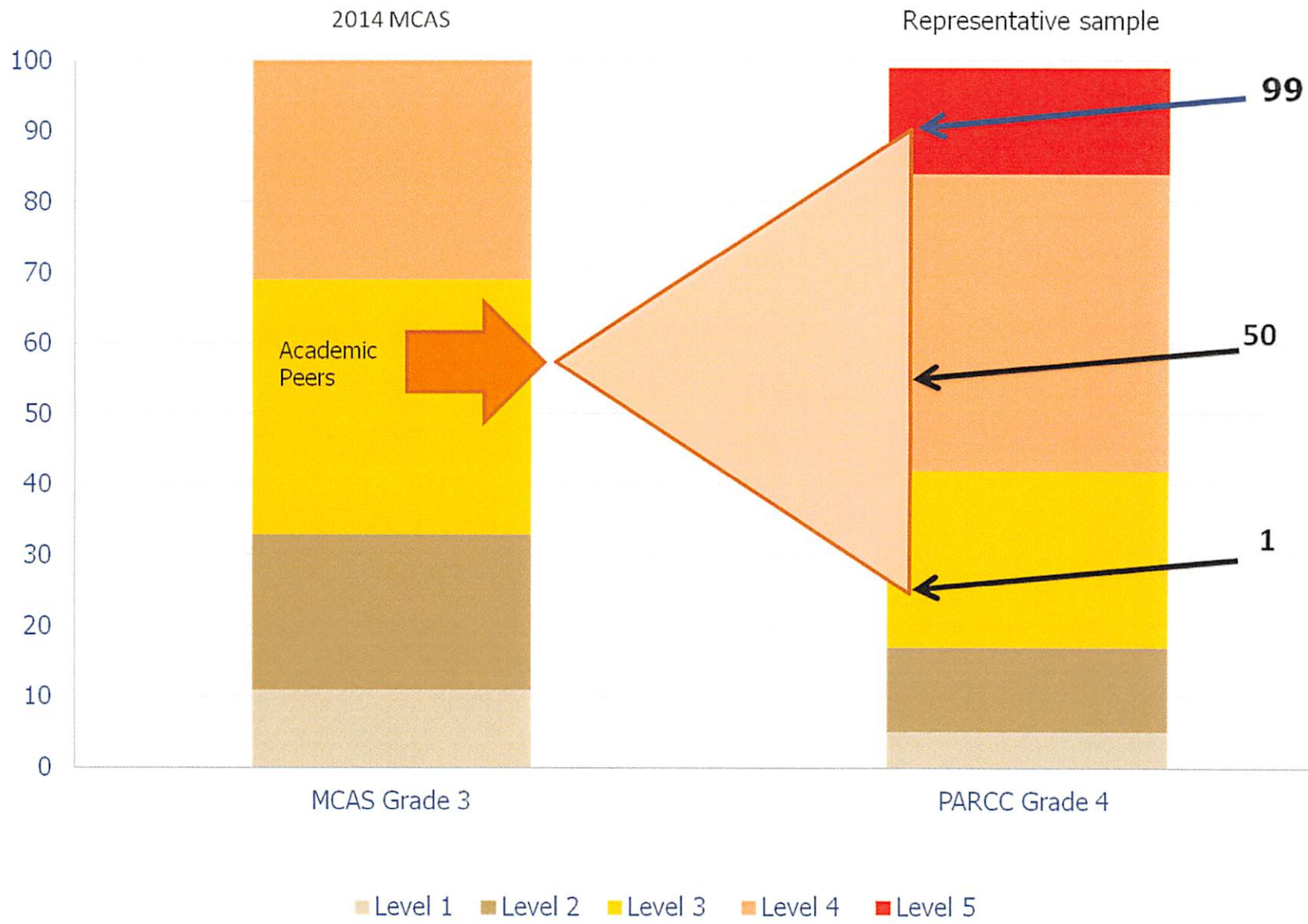
2016 Reporting on PARCC

- As in 2015, ESE plans to:
  - Link PARCC and MCAS results
    - Based on 2016 or 2015 representative samples and resulting concordance tables
  - Report achievement and growth results (where available) for students, schools, districts, and state
    - PARCC and MCAS achievement levels
    - PARCC and MCAS scaled scores
    - Composite Performance Index (CPI) scores
    - Student Growth Percentiles (SGPs)

Comparing Results: 2015 PARCC Transitional CPIs



Comparing Results: 2015 PARCC Transitional Student Growth Percentiles



2016 Accountability

- Schools & districts administering PARCC will have their 2016 accountability and assistance level "held harmless" (i.e., the level will stay the same or improve from 2015, but cannot decline)*
- Applies to all districts & schools that administer PARCC—even if they took PARCC in 2015
- Schools administering MCAS will be classified into a level as usual, and will not be "held harmless"

* Exception for Level 5 classifications

Looking Ahead

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

Planning for 2017

In the coming months, the Department will:

- Issue a Request for Proposals and award a contract to develop a next-generation test for the spring 2017 administration.
- Work with districts to prepare them for computer-based testing by 2019.
- Convene new committees to advise the Department on technical quality, policy, content, and accessibility.
- Work within PARCC to ensure development of high-quality test items, while sharing costs with other member states.
- Consider development of a new CD requirement

Resources

PARCC

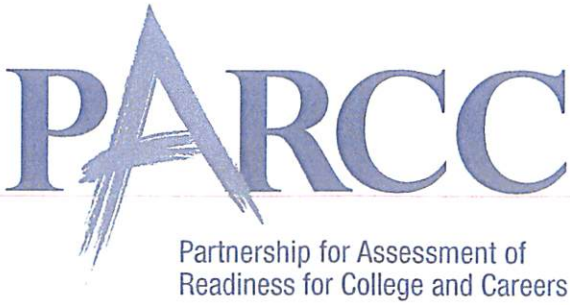
- Released Items from Spring 2015
  - https://prc.parcconline.org/assessments/parcc-released-items
- Technology System Check and Requirements
  - http://parcc.pearson.com/technology-setup/
- Test Administration Resources
  - http://www.doe.mass.edu/parcc/testadmin/
- Practice Tests
  - http://parcc.pearson.com/practice-tests/

Contact us:
assessment@doe.mass.edu
(781) 338-3625

Recommendation

- Administer the PARCC in Grades 3-8 in 2016
  - Best Preparation for the MCAS 2.0 test that will be implemented in 2017
  - Last Opportunity for current 8th Grade to experience a next generation test before graduation requirement
  - Reinforces the curriculum work that has been ongoing on the HWRSD
- Unanimous recommendation of the HWRSD Leadership Team

EXHIBIT F3



Grade 3
English Language Arts/Literacy
Test Booklet

Practice Test

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

You have come to the end of the test.

- **Review your answers.**
- **Then, close your test booklet and raise your hand to turn in your test materials.**

STOP

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

20. This story tells about Derrick's first camping trip.

Write Derrick's journal entry about this camping trip. Include information about how the characters responded to the events in the story as you write the journal entry.

19. Part A

What is a central message of the story?

Ⓐ People may be surprised by the weather.

Ⓑ People can be happy even when things go wrong.

Ⓒ Sometimes it is easy to prepare for new things.

Ⓓ Something that is here today may be gone soon.

Part B

Which sentence from the story supports the answer to Part A?

Ⓐ "There was a stiff, icy breeze blowing off the lake." (paragraph 6)

Ⓑ "'The snow should be gone tomorrow.'" (paragraph 13)

Ⓒ "'We're glad you came.'" (paragraph 35)

Ⓓ "As for Dad, he smiled a brave smile." (paragraph 38)

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

18. Part A

Derrick asks if there should be water in the boat. How does Dad respond to this event?

Ⓐ Dad starts to feel better.

Ⓑ Dad talks about how much fun it is to catch fish.

Ⓒ Dad is sad that the trip was not a success.

Ⓓ Dad gets everyone to work together to make it safely back to shore.

Part B

Which detail from the story supports the answer to Part A?

Ⓐ "'And wait until you taste some fried, freshly caught fish . . . .'" (paragraph 21)

Ⓑ "'You guys, bail!'" (paragraph 32)

Ⓒ ". . . the boat sloshing with water." (paragraph 33)

Ⓓ "'Thanks for inviting me.'" (paragraph 34)

17. Part A

Derrick and the narrator start to make fish faces. How does this affect what happens next in the story?

Ⓐ It helps Dad feel better, and he joins in.

Ⓑ It upsets Dad, and the boat almost sinks.

Ⓒ It surprises Dad, and he lets go of the motor.

Ⓓ It leads Dad to a solution, and they catch fish.

Part B

Choose **two** details from paragraphs 28 through 33 that support the answer to Part A.

Ⓐ ". . . his favorite fish, the largemouth bass."

Ⓑ "'Fishy, fishy, bite my hook,' he chanted . . . ."

Ⓒ "Dad's bass frown upturned into a grin."

Ⓓ ". . . the boat started sinking."

Ⓔ "'. . . should there be this much water in your boat?'"

Ⓕ "We barely reached shore . . . ."

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

16. Part A

Read the sentence from paragraph 15 of the story.

Derrick clapped both hands over his mouth.

Why does Derrick cover his mouth with his hands?

Ⓐ He does not want to show his feelings.

Ⓑ He is making an angry face.

Ⓒ He is covering a sneeze.

Ⓓ He does not feel well.

Part B

Which detail from paragraph 15 **best** supports the answer to Part A?

Ⓐ "His face turned red . . . ."

Ⓑ ". . . his cheeks ballooned out . . . ."

Ⓒ "From behind his hands . . ."

Ⓓ ". . . snorting of trapped laughter."

15. Part A

Read paragraph 14 from the story.

> Maybe the cola was warm, or maybe it had been jostled too much, because when Dad opened it, that bottle erupted like Mount Vesuvius. Cola overflowed like lava. Dad dropped the bottle. It rolled across the tent floor spewing its contents, and we ended up perched on our sleeping bags like castaways adrift in a cola sea.

What does **that bottle erupted like Mount Vesuvius** mean as used in the paragraph?

Ⓐ The cola bottle was open and floating in the water.

Ⓑ The cola was bubbling and spilling out.

Ⓒ The cola bottle was moving around.

Ⓓ The cola was hot.

Part B

Which detail from paragraph 14 supports the answer to Part A?

Ⓐ ". . . the cola was warm . . . ."

Ⓑ ". . . jostled too much . . ."

Ⓒ ". . . overflowed like lava."

Ⓓ ". . . perched on our sleeping bags . . ."

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

36 "I wonder what will happen next?" Derrick asked, putting another marshmallow on his stick.

37 "Yeah," I said. "I wonder."

38 As for Dad, he smiled a brave smile.

Copyright © 2006 by Highlights for Children, Inc., Columbus, Ohio.

26 Derrick joined in. "Fishy," he crooned, looking down into the water. "Here, fish, fish." When he turned back to me, his eyes were bulged, his mouth was puckered, and he was gulping down air the way a fish gulps water. The perfect fish-face!

27 I let out a whoop and made a fish-face of my own, my open hands on either side of my head for gills. "Fishy!"

28 Derrick and I turned our fish-faces toward Dad. There sat Dad with the goggled eyes and downturned frown of his favorite fish, the largemouth bass. "Fishy, fishy, bite my hook," he chanted in a throaty voice, "so I can take you home to cook."

29 Derrick hooted with laughter and fell into the bottom of the boat. Dad's bass frown upturned into a grin.

30 Lucky that Dad's mood improved when it did, because it was about then that the boat started sinking.

31 "Mr. Adams," Derrick asked, "should there be this much water in your boat?"

32 "Holy mackerel!" Dad yelled. He reached for the motor. "You guys, bail![3]"

33 We barely reached shore, the boat sloshing with water.

34 That night, as we sat around the campfire toasting marshmallows, Derrick admitted he'd been worried about coming on the trip. "But it's been incredible," he said. "I'll never forget it. Thanks for inviting me."

35 "You're welcome," said Dad. "We're glad you came."

[3]bail—scoop water out of the boat

PLEASE DO NOT WRITE IN THIS AREA
SERIAL #

13 He passed out sandwiches after we settled in. "Minor setback," he assured Derrick. "The snow should be gone tomorrow." Dad reached for the large bottle of cola to pour us each a drink.

14 Maybe the cola was warm, or maybe it had been jostled too much, because when Dad opened it, that bottle erupted like Mount Vesuvius. Cola overflowed like lava. Dad dropped the bottle. It rolled across the tent floor spewing its contents, and we ended up perched on our sleeping bags like castaways adrift[2] in a cola sea.

15 Derrick clapped both hands over his mouth. His face turned red, and his cheeks ballooned out as if *he* were about to explode, too. From behind his hands came the snuffling and snorting of trapped laughter.

16 I tried to keep a straight face, out of respect for Dad—not just because he'd insisted that we keep the tent floor dry, but because he'd wanted this trip to be perfect.

17 "Minor setback," Dad muttered as we soaked up cola with our towels.

18 The next morning dawned bright and beautiful, much to Dad's relief. Derrick stood at the water's edge, admiring the clear still lake, the tree-lined shore, and the cloudless sky.

19 "Wait until you catch your first fish, Derrick," Dad said as he got the boat ready. "That's an experience you won't forget." Dad turned to me. "Right, Steve?"

20 "Right, Dad," I answered.

21 "And wait until you taste some fried, freshly caught fish for breakfast," Dad said. "Right, Steve?"

22 "Right, Dad," I said, although I thought Dad was trying a little too hard.

23 But Derrick didn't catch his first fish. In fact, none of us felt even a nibble on our lines. This wasn't a minor setback for Dad. This was a major disaster.

24 The silence grew. The still air settled hot and heavy.

25 I leaned over the side of the boat. "Fishy," I sang into the depths of the lake. "Come on, I know you're down there." It sure beat sitting around in silence. And we weren't catching any fish anyway.

[2]adrift—floating

Today you will read the story "A Once-in-a-Lifetime Experience." Pay close attention to the actions of the characters and the events in the story. Answer the questions to help you prepare to write a narrative story.

Read the story "A Once-in-a-Lifetime Experience." Then answer questions 15 through 20.

A Once-in-a-Lifetime Experience

by Sandra Beswetherick

1 It was my idea to invite Derrick, the new kid in our neighborhood, on our annual father-and-son weekend trip. Derrick had never been camping or fishing.

2 "Great idea!" Dad said. "It'll be a once-in-a-lifetime experience for him, one he'll never forget."

3 Dad and I didn't realize how true that would turn out to be.

4 The car blew a tire on the way to our campsite. Not an impressive start.

5 "A minor setback, that's all," Dad said as Derrick and I tumbled out of the car to help.

6 It was dark by the time we reached the campsite, got the boat into the water, and set up the tent. There was a stiff, icy breeze blowing off the lake.

7 Derrick shivered as he examined the sky. "That isn't snow, is it?"

8 "Snow?" I said.

9 "It never snows in March!" Dad protested.

10 But those big flakes fell fast and heavy, blanketing the ground.

11 I burst out laughing. Derrick grinned. But Dad was horrified. He hustled us into the tent so we wouldn't catch pneumonia[1] or something. But first he made sure we didn't track any snow into the tent with us.

12 "We need to keep the floor dry," Dad insisted. "There's nothing worse than sleeping in wet sleeping bags."

[1]catch pneumonia—get sick

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SERIAL #

14. You read the articles "A Howling Success" and "The Missing Lynx." Think about the key details in each article that show how people can help animals.

Write an essay comparing and contrasting the key details presented in the two articles about how endangered animals can be helped. Use specific details and examples from both articles to support your ideas.

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SERIAL #

Refer to the article "A Howling Success" and the article "The Missing Lynx." Then answer questions 13 and 14.

13. Part A

Which statement describes an important point found in **both** articles?

Ⓐ Scientists brought in smaller animals to help feed the larger animals.

Ⓑ Scientists worked to return animals to their natural habitats.

Ⓒ Scientists warned hunters not to harm the endangered animals.

Ⓓ Scientists had a difficult time saving the endangered animals.

Part B

Which detail from "The Missing Lynx" supports the answer to Part A?

Ⓐ ". . . roads cut through the lynxes' habitat, so the cats are sometimes hit by cars." (paragraph 2)

Ⓑ ". . . released more than 1,000 rabbits into the rabbitats." (paragraph 6)

Ⓒ "The landowners wanted to hunt the rabbits for themselves . . . ." (paragraph 10)

Ⓓ ". . . also moved some wild lynxes to new areas . . ." (paragraph 11)

12. Part A

What is the meaning of the phrase **wiped out** as it is used in paragraph 3 of the article "The Missing Lynx"?

Ⓐ destroyed

Ⓑ made very tired

Ⓒ hidden

Ⓓ pushed away

Part B

Which word from paragraph 3 helps the reader understand the meaning of **wiped out**?

Ⓐ biggest

Ⓑ diet

Ⓒ disappeared

Ⓓ areas

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SERIAL #

OPERATION: LYNX

7 Putting back the rabbits was one part of the puzzle. Putting back the lynxes was another.

8 When scientists first saw how endangered the Iberian lynx had become, they took some wild lynxes and brought them to breeding centers. There the animals could mate and have babies in safety. The goal was to have more lynxes to release back into the wild.

9 Over the years, the lynxes in the breeding centers multiplied. Finally, it was time to release some of them.

MAKING LYNXES WELCOME

10 But before that could happen, scientists needed to work with landowners to stop them from killing lynxes that came onto their properties. The landowners wanted to hunt the rabbits for themselves and didn't want the lynxes to get them first. Now scientists have been able to convince many landowners to allow lynxes to live on their land. The scientists explained to the landowners that lynxes keep other rabbit predators out of their territory. That means there can still be plenty of rabbits for both the lynxes and the hunters. Once many landowners had agreed, the lynxes were released.

HOPE FOR THE FUTURE

11 The lynxes have adapted well to their new home and are even having lots of babies. In addition to releasing captive-bred lynxes, scientists also moved some wild lynxes to new areas where there hadn't been any in a long time.

12 After all these efforts to rescue the Iberian lynx, there is some good news. In the last 10 years, the lynx population has tripled! Today more than 300 lynx roam free. There is still a long way to go, but the hope is that these special cats are on the road to recovery.

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Read the article "The Missing Lynx" and then answer question 12.

The Missing Lynx

by Kathy Kranking

1 Meet the most endangered wild cat in the world—the *Iberian* (eye-BEER-ee-un) *lynx*. A hundred years ago, thousands of these lynxes roamed Spain and nearby Portugal—part of the region that makes up Iberia. But by the 1990s, they were missing from almost the entire area. Fewer than 100 remained in the wild.

2 There are a number of reasons Iberian lynxes have become so rare. One reason is that some of the land they need has been taken for farming and building. Another is that roads cut through the lynxes' habitat, so the cats are sometimes hit by cars. Also, people illegally kill them.

3 But one of the biggest reasons the lynxes are disappearing has to do with their diet: These cats eat rabbits and little else. Unfortunately, in the last 60 years, rabbits in lynx areas have been almost wiped out by disease and hunting. As the rabbits disappeared, the lynxes have, too. So this is really as much a story about missing rabbits as it is about missing lynxes. To save the lynxes, scientists have to help the rabbits.

4 To help the lynxes, scientists came up with a plan to bring back the rabbits. They created "rabbitats." (The word is a cross between "rabbit" and "habitats.") In the rabbitats are artificial burrows—tubes that go underground in the way that real rabbits do.

5 The scientists put fences around big areas containing the rabbitats. The fences were high enough to keep out rabbit predators such as foxes, mongooses, and boars. But lynxes could easily jump over them. That meant they wouldn't have to compete with other predators for food.

6 Finally, the scientists released more than 1,000 rabbits into the rabbitats. The rabbits had been given shots to protect them from disease. With fewer predators and with ready-made burrows to live in, the rabbits would be able to start breeding right away.

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11. Part A

Look at the second photograph. What additional information about wolves is learned from the photograph?

Ⓐ Wolves sometimes howl before eating a meal.

Ⓑ Elk sometimes enter a river to get away from wolves.

Ⓒ Wolves follow their prey until the prey gets tired.

Ⓓ Elk are better swimmers than wolves.

Part B

Which words from the caption **best** support the answer to Part A?

Ⓐ "WAITING GAME . . ."

Ⓑ ". . . wolves pace nearby . . . ."

Ⓒ ". . . elk finds safety . . ."

Ⓓ ". . . the pack gives up the hunt . . . ."

10. Part A

Which section from "A Howling Success" introduces how the scientists helped the wolves feel comfortable in the park?

Ⓐ **THE COMEBACK BEGINS**

Ⓑ **CATCH AND RELEASE**

Ⓒ **EARLY SUCCESS**

Ⓓ **TRACKING THE PACKS**

Part B

Which statement from the article supports the answer to Part A?

Ⓐ Wolves were brought to Yellowstone and put in outdoor pens.

Ⓑ Wolves released in Yellowstone are doing well.

Ⓒ A law was passed in 1973 to protect endangered animals.

Ⓓ Several wolf packs in Yellowstone had puppies.

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9. Part A

What is a **main** idea of "A Howling Success"?

Ⓐ Wolves have been missing from Yellowstone for over 70 years.

Ⓑ Many people feared wolves and wanted them out of the park.

Ⓒ Wolves helped control the number of elk living in the park.

Ⓓ Scientists helped increase the number of wolves in Yellowstone.

Part B

Which detail from the article **best** supports the answer to Part A?

Ⓐ "They worried that the predators would attack their cows, sheep, horses . . . " (paragraph 4)

Ⓑ "Then things began to change." (paragraph 5)

Ⓒ ". . . living wolf-free in Yellowstone for many years." (paragraph 10)

Ⓓ ". . . captured 17 more adult wolves in Canada and released them into the park." (paragraph 12)

8. Part A

What is the meaning of the word **thriving** as it is used in paragraph 14 of the article?

Ⓐ watching

Ⓑ hunting

Ⓒ doing well

Ⓓ having fun

Part B

Which phrase from the article helps the reader understand the meaning of the word **thriving**?

Ⓐ ". . . scattered among 11 packs . . ." (paragraph 14)

Ⓑ "Elsewhere in the west . . ." (paragraph 14)

Ⓒ ". . . made an amazing comeback . . ." (paragraph 14)

Ⓓ ". . . are the animals truly safe . . ." (paragraph 15)

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SERIAL #

15 But are the animals truly safe yet? Scientists are doing all they can to make sure they are. For instance, they're keeping track of the packs' movements and frequently checking the wolves' health. They're also watching the packs defend their territories. And they're studying elk and other wolf prey to see how they're surviving in a new kind of world—one where wolves often rule.

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SERIAL #

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WAITING GAME: As some wolves pace nearby, an elk finds safety in an icy stream. Later, the pack gives up the hunt to bed down, while the elk dashes to safety.

11 With so many "meals-on-hoofs"[2] running around, life was good for the wolves. Plenty of food meant they could raise plenty of pups. During their first year in the wilds of Yellowstone, the wolves gave birth to a grand total of nine little ones.

12 Meanwhile, scientists captured 17 more adult wolves in Canada and released them into the park. In the spring of 1997, nine different Yellowstone wolf packs had a total of 67 new pups.

13 Scientists were going to capture and bring still more wolves to the park. But, with the wolf numbers already growing so quickly, they decided that this was no longer necessary. The plan was working out even better than they had hoped.

TRACKING THE PACKS

14 Over the past 13 years, wolves have been thriving in Yellowstone National Park. Today, more than 170 of them are scattered among 11 packs there. Elsewhere in the West, wolves have made an amazing comeback, too.

[2]"meals-on-hoofs"—a play on words referring to the program Meals On Wheels, that delivers meals to individuals at home who are unable to purchase or prepare their own meals

4 In fact, many American pioneers disliked wolves. They worried that the predators would attack their cows, sheep, horses—or even children. So they killed every wolf they could. The U.S. government even encouraged this widespread killing. As a result, by the mid-1900s, only about 400 wolves still survived in the "lower 48"[1] states.

THE COMEBACK BEGINS

5 Then things began to change. In 1973, the Endangered Species Act became law. It helped protect gray wolves—and many other animals and plants that were in danger of becoming extinct.

6 But was it enough just to protect the few remaining wolves? Wouldn't it be better to try to bring wolves back to some of the places they once lived? Many people thought so. And that's where this success story really begins.

CATCH AND RELEASE

7 Yellowstone National Park is one of the wildest places in the United States. But until a few years ago, something very important was missing: wolves! The ones that had lived there had all been wiped out. To set things right again, the U.S. government decided to bring wolves back to Yellowstone.

8 The plan took off in 1995, when scientists captured 14 wolves in Canada. (Wolves were still plentiful there.) Then they took the captured wolves to Yellowstone and put them into huge outdoor pens. As soon as the wolves got used to their surroundings, the scientists set them free in the wild. Finally, after about 70 years, wolves were roaming Yellowstone once again.

EARLY SUCCESS

9 Within a few hours of leaving their pens, the wolves made their first kill. It was an elk—a kind of huge deer that had been their favorite prey in Canada. The wolves, it seems, were quickly making themselves right at home.

10 Elk had been living wolf-free in Yellowstone for many years. Their herds had grown bigger and bigger. More young grew into adults. Even the old and weak herd members managed to survive longer than usual. But from now on, the wolves would help to keep the number of elk under control.

[1]"lower 48"—the continental states of the United States excluding Alaska and Hawaii

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SERIAL #

Today you will do some research on animals and their natural environments. First, you will read an article about wolves in Yellowstone National Park. Then you will read an article titled "The Missing Lynx." As you read these sources, you will gather information and answer questions about animals and their environments so you can write a response.

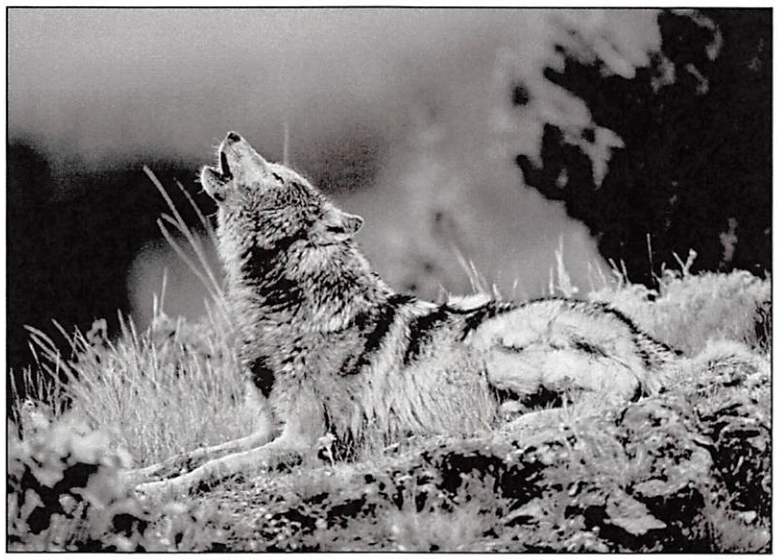
Read the article "A Howling Success." Then answer questions 8 through 11.

A Howling Success

by Gerry Bishop

1 *In Yellowstone National Park, a gray wolf sends its eerie call into the wild. You might say that it's howling for joy.*

2 When you look at this photo and think about wolves, what words come to mind? Wild? Scary? Awesome?



3 Over time, people have had all kinds of feelings about wolves. Some people have admired and even worshipped them. But far too often, people have feared or really hated them.

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SERIAL #

Refer to the stories "Johnny Chuck Finds the Best Thing in the World" and "Me First." Then answer question 7.

7. Old Mother West Wind and the Sandwitch both try to teach important lessons to characters in the stories.

Write an essay that explains how Old Mother West Wind's and the Sandwitch's words and actions are important to the plots of the stories. Use what you learned about the characters to support your essay.

6. Part A

How do Pinkerton's actions lead him to be tricked by the Sandwitch?

Ⓐ Pinkerton thinks only about himself, so he keeps the Scouts from meeting the Sandwitch.

Ⓑ Pinkerton cares more about eating than helping his fellow Scouts, so he keeps the Sandwitch a secret.

Ⓒ Pinkerton wants to be better than the other Scouts, so he volunteers to help the Sandwitch.

Ⓓ Pinkerton wants to arrive before everyone, so he runs ahead of the Scouts toward the sound of the Sandwitch's voice.

Part B

Which detail from "Me First" supports the answer to Part A?

Ⓐ "Pinkerton was first on the bus and sat in the front row." (paragraph 5)

Ⓑ "As the Pig Scouts marched across the sand, they heard a faint voice far in the distance." (paragraph 7)

Ⓒ "'ME FIRST!' cried Pinkerton, kicking up sand and leaving the other Pig Scouts far behind." (paragraph 10)

Ⓓ "A slab of cheese! A blob of mayo! A smear of mustard. All for ME! FIRST!" (paragraph 10)

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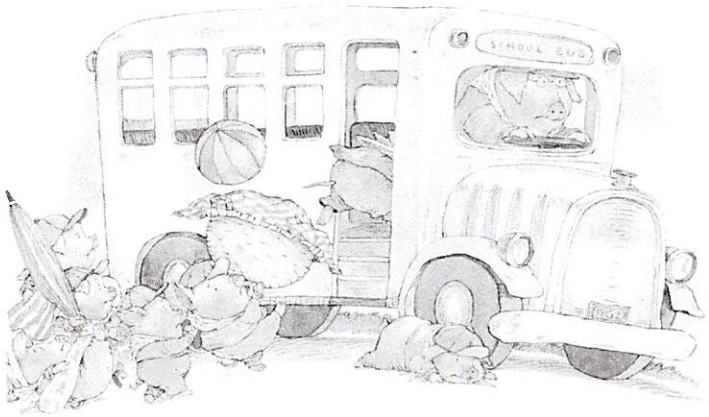
5.



Part A

Which statement **best** describes what the picture adds to the story?

Ⓐ The picture shows that Pinkerton is hungry.

Ⓑ The picture shows that the other Scouts are upset at Pinkerton.

Ⓒ The picture shows that the Scouts take different items to the beach.

Ⓓ The picture shows that Pinkerton has learned how to behave.

Part B

Which sentence from the story **best** supports the answer to Part A?

Ⓐ "He would do anything to be first, even if it meant bouncing off bellies, stepping on snouts, or tying tails." (paragraph 1)

Ⓑ "One Saturday, Pinkerton's Pig Scout troop went on a day trip to the beach." (paragraph 5)

Ⓒ "After lunch the Pig Scouts decided to go for a hike." (paragraph 7)

Ⓓ "He was just in time to catch the bus." (paragraph 37)

4. Part A

What does the phrase **his teeth jiggled** in paragraph 14 show about Pinkerton?

Ⓐ Pinkerton feels pain.

Ⓑ Pinkerton feels tired.

Ⓒ Pinkerton feels excited.

Ⓓ Pinkerton feels nervous.

Part B

Which detail from "Me First" shows another example of the answer to Part A?

Ⓐ "Soon he heard the voice again, closer and louder this time." (paragraph 9)

Ⓑ "His imagination almost burst." (paragraph 10)

Ⓒ "He landed face to face with a small creature . . . ." (paragraph 12)

Ⓓ "Pinkerton waited. One second. Two seconds." (paragraph 16)

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30 "Then how about making up something—oh, how about something concerning a pushy pig who always wanted to be first?"

31 Pinkerton sighed and began, "Once upon a time there lived a pig who always wanted to be first, until one day he met a wise Sandwitch—"

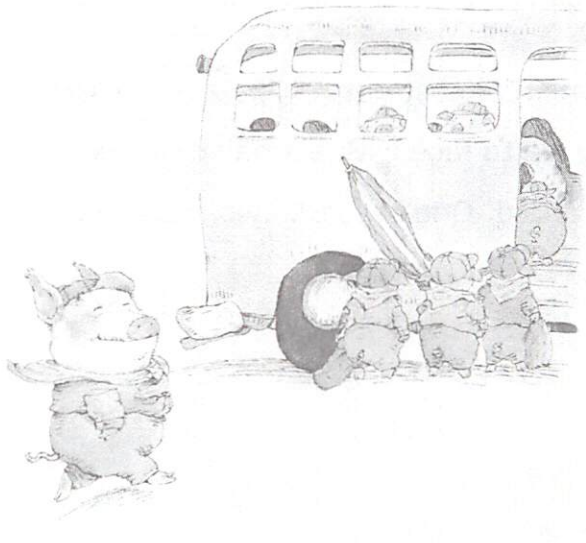
32 "Wise and beautiful," cut in the Sandwitch.

33 "—a wise and beautiful Sandwitch who showed him that FIRST was not always BEST."

34 "Aha!" cackled the Sandwitch. She gave Pinkerton a slow, serious, and meaningful wink. "Have you learned something?"

35 "Oh yes, yes, yes," said Pinkerton. "I promise I have."

36 "In that case, thanks for the care. Goodbye and good luck." She opened the gate and Pinkerton sped off so fast he didn't even notice the delicious sandwich she held out to him.



37 He was just in time to catch the bus. On he scooted—pink, plump, and glad to be last.

From ME FIRST by Helen Lester, illustrated by Lynn Munsinger. Text copyright © Helen Lester. Illustrations copyright © 1992 by Lynn Munsinger. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

20 All Pinkerton could say was "But I . . ."

21 Taking no notice, the Sandwitch continued, "You said, 'Me first.' You wanted to be the first to care for me. Well, congratulations! Now just come along to my sand castle." Grabbing Pinkerton firmly by the sleeve, she led him around a few bends.

22 Before he could say "But I . . ." again, the gate to her castle closed.

23 "All right, my pink, plump, pushy one, now you care for me. You may have the honor of being the FIRST to powder my nose and comb my toes."

24 Seeing no way out, Pinkerton powdered her nose and combed her toes.

25 "Next," she crowed, "you may be the FIRST to put my supper in a bucket and feed me with a shovel." Pinkerton looked around. He had no choice. He put her supper in a bucket and fed her with a shovel.

26 Rubbing her tummy, the Sandwitch spoke on: "Finally, after you've had the privilege[3] of being the FIRST to wash my dishes and sweep my castle and do my laundry and curl my hair and tuck me in, you may be the FIRST to tell me a bedtime story."

27 Pinkerton washed the dishes, swept the castle, did the laundry, curled the Sandwitch's hair and tucked her in.

28 The Sandwitch stretched and yawned loudly. "Now the story. I need my story." Pinkerton was so tired he could barely speak.

29 "I don't know any stories," he whimpered.

[3]privilege—special chance

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SERIAL #

5 One Saturday, Pinkerton's Pig Scout troop went on a day trip to the beach. Pinkerton was first on the bus and sat in the front row.

6 He was first off the bus, first in the water, first out of the water, and first into the picnic basket.

7 After lunch the Pig Scouts decided to go for a hike. Off they went, with Pinkerton leading the line, of course. As the Pig Scouts marched across the sand, they heard a faint voice far in the distance.

8 The voice called out, "Who would care for a sandwich?" Pinkerton pricked up his pointy ears. Care for a sandwich? Oh yes, me first! he thought, and he began to trot ahead of the others.

9 Soon he heard the voice again, closer and louder this time. "WHO WOULD CARE FOR A SANDWICH?"

10 "ME FIRST!" cried Pinkerton, kicking up sand and leaving the other Pig Scouts far behind. His imagination almost burst. Peanut butter! Jelly! Two tomatoes! Seven pickles! A slab of cheese! A blob of mayo! A smear of mustard. All for ME! FIRST!

11 "WHO WOULD CARE FOR A SANDWICH?"

12 Now at a full gallop Pinkerton shrieked, "ME FIRST!" Over a sandy hill he flew and . . . *Kerplop*. He landed face to face with a small creature with a bump on her nose and fur on her toes.

13 "Am I glad to see you!" she cackled. "I sure could hear you coming: 'Me first. ME FIRST! ME FIRST!' I guess you *really* would care for a sandwich."

14 "Oh, yes indeed," replied Pinkerton. He jumped up and down so fast his teeth jiggled.

15 "Good!" cackled the small creature.

16 Pinkerton waited. One second. Two seconds. Three seconds. "Well?" he asked.

17 "Well what?" replied the small creature.

18 "The sandwich," begged Pinkerton. "Where's . . . the sandwich?"

19 The small creature curtsied.[2] "You're looking at her." She went on, "I am a Sandwitch, and I live in the sand, and you said you would care for a Sandwitch, so here I am. Care for me."

[2]curtsied—bent her knees and bowed

GO ON ▶

Read the story titled "Me First" by Helen Lester. Then answer questions 4 through 6.

Me First

by Helen Lester

1 Pinkerton was pink, plump, and pushy. He would do anything to be first, even if it meant bouncing off bellies, stepping on snouts,[1] or tying tails.

2 "Me first!" he cried when he had been last in line and finished first down the slide.

3 "Me first!" he cried at story time, settling on his round bottom with his big head right smack in front of the book.

4 And every day in the school trough-a-teria "Me first!" rang out and there was Pinkerton.

[1]snouts—noses

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

3. Part A

What is the moral of "Johnny Chuck Finds the Best Thing in the World"?

Ⓐ Sometimes you can find happiness by following others.

Ⓑ You will usually be happy when you are by yourself.

Ⓒ Sometimes you must search for happiness.

Ⓓ You can be happy with what you have.

Part B

Which detail from the story **best** supports the answer to Part A?

Ⓐ "'Where are you going in such a hurry?' asked Johnny Chuck." (paragraph 23)

Ⓑ "'Why I don't know of anything better than my own little home and the warm sunshine and the beautiful blue sky.'" (paragraph 25)

Ⓒ "The sun was very, very warm and they ran so far and they ran so fast . . . ." (paragraph 27)

Ⓓ "When the long day was over they started up the Lone Little Path past Johnny Chuck's house to their own homes." (paragraph 28)

2. Part A

How do the details in the story show the idea of "Con-tent-ment"?

Ⓐ through describing what Johnny Chuck does at his home

Ⓑ through the question that Johnny Chuck asks in the story

Ⓒ through the explanation of the animals' hunger after their search

Ⓓ through the listing of all the animals that join the group

Part B

Which detail from "Johnny Chuck Finds the Best Thing in the World" supports the answer to Part A?

Ⓐ "By and by they all came to the house of Johnny Chuck." (paragraph 22)

Ⓑ ". . . played all day among the flowers with the Merry Little Breezes of Old Mother West Wind . . ." (paragraph 26)

Ⓒ ". . . Striped Chipmunk and Peter Rabbit and Bobby Raccoon and Jimmy Skunk and Reddy Fox ran this way and ran that way over the Green Meadows trying to find the Best Thing in the World." (paragraph 27)

Ⓓ "Peter Rabbit hadn't found so much as the leaf of a cabbage." (paragraph 28)

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SERIAL #

1. Part A

What does **cross** mean as it is used in paragraph 28 of "Johnny Chuck Finds the Best Thing in the World"?

Ⓐ excited

Ⓑ lost

Ⓒ upset

Ⓓ scared

Part B

Which statement **best** supports the answer to Part A?

Ⓐ ". . . ran this way and ran that way . . ."

Ⓑ ". . . hadn't found the Best Thing in the World."

Ⓒ ". . . they started up the Lone Little Path . . . ."

Ⓓ "They didn't hurry now . . . ."

26 So Johnny Chuck stayed at home and played all day among the flowers with the Merry Little Breezes of Old Mother West Wind and was as happy as could be.

27 But all day long Striped Chipmunk and Peter Rabbit and Bobby Raccoon and Jimmy Skunk and Reddy Fox ran this way and ran that way over the Green Meadows trying to find the Best Thing in the World. The sun was very, very warm and they ran so far and they ran so fast that they were very, very hot and tired, and still they hadn't found the Best Thing in the World.

28 When the long day was over they started up the Lone Little Path past Johnny Chuck's house to their own homes. They didn't hurry now for they were so very, very tired! And they were cross—oh so cross! Striped Chipmunk hadn't found a single nut. Peter Rabbit hadn't found so much as the leaf of a cabbage. Bobby Raccoon hadn't found the tiniest bit of sweet milky corn. Jimmy Skunk hadn't seen a single beetle. Reddy Fox hadn't heard so much as the peep of a chicken. And all were as hungry as hungry could be.

29 Half way up the Lone Little Path they met Old Mother West Wind going to her home behind the hill. "Did you find the Best Thing in the World?" asked Old Mother West Wind.

30 "No!" shouted Striped Chipmunk and Peter Rabbit and Bobby Raccoon and Jimmy Skunk and Reddy Fox all together.

31 "Johnny Chuck has it," said Old Mother West Wind. "It is being happy with the things you have and not wanting things which some one else has. And it is called Con-tent-ment."

From OLD MOTHER WEST WIND by Thorton W. Burgess—Public Domain

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SERIAL #

11 "The Best Thing in the World," said Bobby Raccoon to himself, "why, that must be a whole field of sweet milky corn! I think I'll go and find it."

12 So Bobby Raccoon climbed down out of the great hollow tree and started down the Lone Little Path through the wood as fast as he could go after Striped Chipmunk and Peter Rabbit, for there is nothing that Bobby Raccoon likes to eat so well as sweet milky corn.

13 At the edge of the wood they met Jimmy Skunk.

14 "Where are you going in such a hurry?" asked Jimmy Skunk.

15 "Down in the Green Meadows to find the Best Thing in the World!" shouted Striped Chipmunk and Peter Rabbit and Bobby Raccoon. Then they all tried to run faster.

16 "The Best Thing in the World," said Jimmy Skunk. "Why, that must be packs and packs of beetles!" And for once in his life Jimmy Skunk began to hurry down the Lone Little Path after Striped Chipmunk and Peter Rabbit and Bobby Raccoon.

17 They were all running so fast that they didn't see Reddy Fox until he jumped out of the long grass and asked:

18 "Where are you going in such a hurry?"

19 "To find the Best Thing in the World!" shouted Striped Chipmunk and Peter Rabbit and Bobby Raccoon and Jimmy Skunk, and each did his best to run faster.

20 "The Best Thing in the World," said Reddy Fox to himself. "Why, that must be a whole pen full of tender young chickens, and I must have them."

21 So away went Reddy Fox as fast as he could run down the Lone Little Path after Striped Chipmunk, Peter Rabbit, Bobby Raccoon and Jimmy Skunk.

22 By and by they all came to the house of Johnny Chuck.

23 "Where are you going in such a hurry?" asked Johnny Chuck.

24 "To find the Best Thing in the World," shouted Striped Chipmunk and Peter Rabbit and Bobby Raccoon and Jimmy Skunk and Reddy Fox.

25 "The Best Thing in the World," said Johnny Chuck. "Why I don't know of anything better than my own little home and the warm sunshine and the beautiful blue sky."

Today you will read two stories titled "Johnny Chuck Finds the Best Thing in the World" and "Me First." As you read, think about the actions of the characters and the events of the stories. Answer the questions to help you write an essay.

Read the story titled "Johnny Chuck Finds the Best Thing in the World." Then answer questions 1 through 3.

Johnny Chuck Finds the Best Thing in the World

by Thornton W. Burgess

1 Old Mother West Wind had stopped to talk with the Slender Fir Tree.

2 "I've just come across the Green Meadows," said Old Mother West Wind, "and there I saw the Best Thing in the World."

3 Striped Chipmunk was sitting under the Slender Fir Tree and he couldn't help hearing what Old Mother West Wind said. "The Best Thing in the World—now what can that be?" thought Striped Chipmunk. "Why, it must be heaps and heaps of nuts and acorns! I'll go and find it."

4 So Striped Chipmunk started down the Lone Little Path through the wood as fast as he could run. Pretty soon he met Peter Rabbit.

5 "Where are you going in such a hurry, Striped Chipmunk?" asked Peter Rabbit.

6 "Down in the Green Meadows to find the Best Thing in the World," replied Striped Chipmunk, and ran faster.

7 "The Best Thing in the World," said Peter Rabbit, "why, that must be a great pile of carrots and cabbage! I think I'll go and find it."

8 So Peter Rabbit started down the Lone Little Path through the wood as fast as he could go after Striped Chipmunk.

9 As they passed the great hollow tree Bobby Raccoon put his head out. "Where are you going in such a hurry?" asked Bobby Raccoon.

10 "Down in the Green Meadows to find the Best Thing in the World!" shouted Striped Chipmunk and Peter Rabbit, and both began to run faster.

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SERIAL #

Directions:

Today, you will be taking the Grade 3 English Language Arts/Literacy Performance-Based Assessment Practice Test.

Read each passage and all questions carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer. You may look back at the passage or passages as often as necessary.

Mark your answers by filling in the circles in your test booklet. Do not make any stray marks in the test booklet. If you need to change an answer, be sure to erase your first answer completely.

To answer a question that asks you to pick one answer, fill in the circles as follows:

Ⓐ●ⓒⓓ

To answer a question that asks you to pick more than one answer, fill in the circles as follows:

Ⓐ●ⓒⓓ●Ⓕ

Some questions will ask you to provide a written response to the passages you have read. You may plan your response using scratch paper. Be sure to write your response in the box provided in your test booklet. Crossed-out work, writing that falls outside of the box, or work on scratch paper will not be scored.

If you do not know the answer to a question, you may skip it and go on. If you finish the test early, you may review your answers and any questions you may have skipped.

Do NOT Affix Student ID Label Here

A

Student Name _____

School Name _____

District Name/LEA _____

PARCC

Grade 4

Mathematics

Performance Based Assessment

Practice Test

B

Last Name	First Name	MI

C

Place the Student ID Label Here

D Gender

○ Female ○ Male

E Date of Birth

Day	Month	Year
0 0	○ Jan	0 0 0
1 1	○ Feb	1 1 1
2 2	○ Mar	2 2 2
3 3	○ Apr	3 3
4	○ May	4 4
5	○ Jun	5 5
6	○ Jul	6 6
7	○ Aug	7 7
8	○ Sep	8 8
9	○ Oct	9 9 9
	○ Nov	
	○ Dec	

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F State Student Identifier

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Unit 1

Directions:

Today, you will be taking Unit 1 of the Grade 4 Mathematics Practice Test.

Read each question carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer. Mark your answers by filling in the circles in your Test Booklet for the answers you choose.

If a question asks you to show or explain your work, you must do so to receive full credit. Be sure to:

- Write your response in the box provided in your Test Booklet.
- Label each part of your work if a question has multiple parts, and clearly identify your answer for each part.
- Respond in the box provided. Crossed-out work, writing that falls outside of the box, or work on scratch paper will not be scored.

Do not make any stray marks on the Test Booklet. If you need to change an answer, be sure to erase your first answer completely.

If you do not know the answer to a question, skip it and go on. If you finish Unit 1 of the test early, you may review your answers and any questions you may have skipped.

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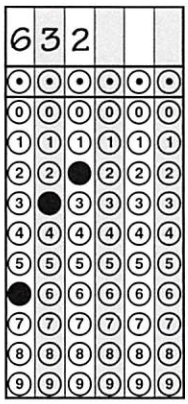
SERIAL #

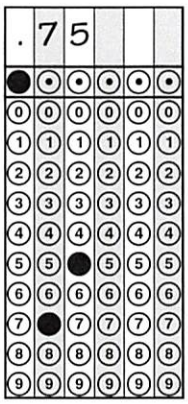
Directions for Completing the Answer Grids

1. Work the problem and find an answer.
2. Write your answer in the boxes at the top of the grid.
   - Print your answer starting with the first digit in the left box.
   - Print only one digit or symbol in each box. You may not need all the boxes to enter an answer, but do not leave a blank box in the middle of an answer.
3. Under each box in which you wrote your answer, fill in the bubble that matches the number or symbol you wrote above.
   - Fill in one and ONLY one bubble for each box. Do not fill in a bubble under an unused box.
   - Fill in each bubble by making a solid mark that completely fills the circle.
   - Fractions cannot be entered into an answer grid and will not be scored. Enter fractions as decimals.
4. See below for examples on how to correctly complete an answer grid.

To answer 632 in a question, fill in the answer grid as follows:



To answer .75 in a question, fill in the answer grid as follows:



1. The value of the digit 4 in the number 42,780 is 10 times the value of the digit 4 in which number?

Ⓐ 34,651

Ⓑ 146,703

Ⓒ 426,135

Ⓓ 510,400

2. Mike is 3 years old. Joe is 6 times as old as Mike.

Which equation shows how to find Joe's age?

Ⓐ $6 \div 3 = 2$

Ⓑ $9 - 3 = 6$

Ⓒ $3 \times 6 = 18$

Ⓓ $3 + 6 = 9$

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SERIAL #

Use the information provided to answer Part A and Part B for question 3.

The number of science fair projects entered for each grade in a city-wide science fair is shown.

City-Wide Science Fair

Grade	Number of Science Fair Projects
3	462
4	759
5	891

3. Part A

The science fair projects are set up on tables. There are 99 long tables used. Each long table holds 7 projects. The rest of the projects are set up on short tables. Each short table can hold 4 projects. What is the **fewest** number of short tables that will be needed for the rest of the projects?

Ⓐ 202

Ⓑ 203

Ⓒ 354

Ⓓ 355

Part B

The science fair judges will be science teachers and volunteers. Each judge will only have time to view 5 science fair projects. There are 133 science teachers. What is the **fewest** number of volunteers needed to have enough judges for all of the projects?

Ⓐ 290

Ⓑ 396

Ⓒ 422

Ⓓ 423

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SERIAL #

4. Which pair of fractions is equivalent?

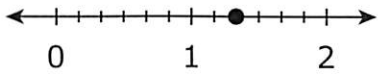
Ⓐ $\frac{1}{3}$ and $\frac{3}{5}$

Ⓑ $\frac{2}{4}$ and $\frac{3}{5}$

Ⓒ $\frac{6}{10}$ and $\frac{4}{8}$

Ⓓ $\frac{6}{10}$ and $\frac{3}{5}$

5. The point on the number line shows the value of the sum of two fractions.



Which expression has the same sum?

Ⓐ $\frac{4}{3} + \frac{4}{3}$

Ⓑ $\frac{6}{4} + \frac{2}{4}$

Ⓒ $\frac{5}{6} + \frac{3}{6}$

Ⓓ $\frac{2}{12} + \frac{6}{12}$

6. Which pairs of fractions show a correct comparison?

Select the **two** correct answers.

Ⓐ $\frac{2}{5} = \frac{40}{100}$

Ⓑ $\frac{2}{5} > \frac{6}{9}$

Ⓒ $\frac{2}{5} > \frac{2}{3}$

Ⓓ $\frac{3}{5} < \frac{8}{12}$

Ⓔ $\frac{3}{5} > \frac{2}{3}$

Ⓕ $\frac{3}{5} = \frac{98}{100}$

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SERIAL #

Use the information provided to answer Part A and Part B for question 7.

Jake and each of his two brothers choose a fraction between 0 and 1. Jake chooses $\frac{3}{4}$, Aaron chooses $\frac{9}{10}$, and Simon chooses $\frac{4}{12}$.

7. Part A

Which comparison is correct?

Ⓐ $\frac{9}{10} < \frac{4}{12}$

Ⓑ $\frac{4}{12} = \frac{3}{4}$

Ⓒ $\frac{3}{4} < \frac{9}{10}$

Ⓓ $\frac{4}{12} > \frac{3}{4}$

Part B

Select a group of fractions that includes an equivalent fraction for each of the fractions $\frac{3}{4}$, $\frac{9}{10}$, and $\frac{4}{12}$.

Ⓐ $\frac{3}{8}, \frac{9}{100}, \frac{1}{4}$

Ⓑ $\frac{3}{8}, \frac{90}{100}, \frac{1}{3}$

Ⓒ $\frac{9}{12}, \frac{90}{100}, \frac{1}{3}$

Ⓓ $\frac{9}{12}, \frac{90}{100}, \frac{1}{4}$

Use the information provided to answer Part A and Part B for question 8.

Jian's family sells honey from beehives. They collected 3,311 ounces of honey from the beehives this season. They will use the honey to completely fill 4-ounce jars or 6-ounce jars.

Jian's family will sell 4-ounce jars for $5 each or 6-ounce jars for $8 each.

Jian says if they use only 4-ounce jars, they could make $4,140 because 3,311 ÷ 4 = 827 R 3. That rounds up to 828, and 828 multiplied by $5 is $4,140.

8. Part A

Explain the error that Jian made when finding the amount of money his family could make if they use only 4-ounce jars.

Enter your explanation in the space provided.

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Part B

Explain how to determine the money Jian's family could make if they use only 6-ounce jars. Include the total amount of money and the total number of 6-ounce jars in your explanation.

Enter your answers and your explanation in the space provided.

Use the information provided to answer Part A and Part B for question 9.

Camille wants to make fruit drinks. The directions to make one drink include mixing $\frac{4}{8}$ cup of yogurt and 1 cup of ice with the amounts of each fruit shown.

- $\frac{5}{8}$ cup of banana slices
- $\frac{2}{8}$ cup of blueberries

9. Part A

Camille wants to make 6 drinks for her friends. How many total cups of blueberries and banana slices will she use to make the 6 drinks?

Ⓐ $\frac{7}{8}$

Ⓑ $\frac{12}{8}$

Ⓒ $\frac{30}{8}$

Ⓓ $\frac{42}{8}$

Part B

Next Camille will add the yogurt and ice. How many total cups of yogurt and ice will she use to make the 6 drinks? Show your work or explain your answer.

Enter your answer and work or explanation in the space provided.

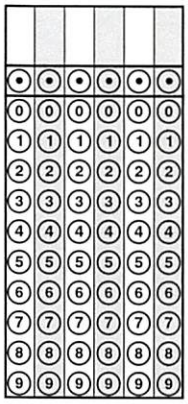
10. Part A

Alex ran 0.5 mile.

What number should replace the ? to make a fraction equivalent to 0.5?

$$\frac{?}{10}$$

Enter your answer in the box.



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Part B

Christy ran $\frac{4}{10}$ mile on Monday and $\frac{7}{100}$ mile on Tuesday. She said that she ran a total of $\frac{47}{100}$ mile. Christy told Alex that she ran a greater distance than he ran, because 47 is more than 5.

- Identify the incorrect reasoning in Christy's statement.
- Explain how Christy can correct her reasoning.
- Use >, <, or = to give a correct comparison between the distances that Alex and Christy ran.

Enter the incorrect reasoning, your explanation, and the correct comparison in the space provided.

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11. A basketball team scored a total of 747 points for the season. This was 9 times the number of points scored in the first game. How many points were scored during the first game?

Ⓐ 73

Ⓑ 75

Ⓒ 82

Ⓓ 83

12. Which numbers make the comparison true?

$$27{,}768 < \square$$

Select the **two** correct answers.

Ⓐ 27,759

Ⓑ 28,744

Ⓒ 26,773

Ⓓ 27,568

Ⓔ 27,836

13. What is the value of $6 \times \frac{3}{8}$?

Ⓐ $\frac{2}{8}$

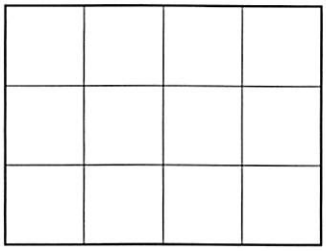
Ⓑ $\frac{9}{8}$

Ⓒ $\frac{18}{8}$

Ⓓ $\frac{51}{8}$

Use the information provided to answer Part A and Part B for question 14.

Martin cut a pan of corn bread into equal pieces as shown in the model.



14. Part A

Martin gave $\frac{1}{3}$ of the corn bread to his neighbor.

Explain how you can use the model to show $\frac{1}{3}$. Then write a fraction that is equivalent to $\frac{1}{3}$.

Enter your explanation and your answer in the space provided.

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Part B

Martin gave $\frac{6}{12}$ of the corn bread to his teacher.

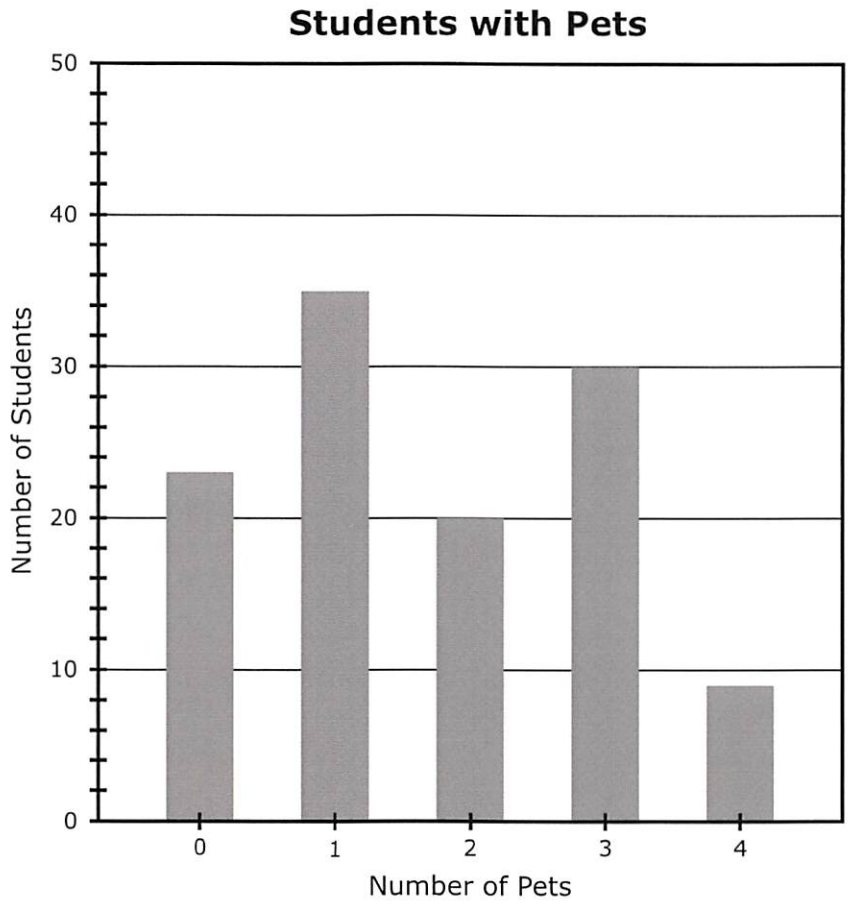
Write a comparison using <, >, or = to compare the fractions $\frac{1}{3}$ and $\frac{6}{12}$.

Explain how the model can be used to compare these fractions.

Enter your comparison and your explanation in the space provided.

Use the information provided to answer Part A through Part C for question 15.

Ms. Sloan asked 117 fourth-grade students the question, "How many pets do you have?" She displayed the data she collected in the bar graph shown.



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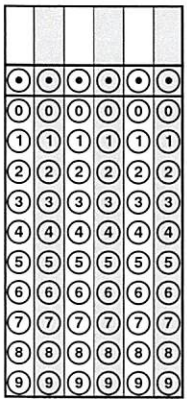
15. Part A

How many of the students that responded have 2 pets?

Enter your answer in the box.



Part B

How many more students have 1 pet than students who have 3 pets? Explain your answer.

Enter your answer and explanation in the space provided.

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Part C

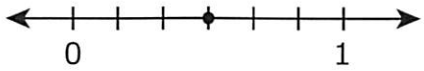
Find the total number of pets the fourth-grade students have.

- Explain how you used the bar graph to solve the problem.
- Show your work using equations.

Enter your explanation, your work, and the total number of pets in the space provided.

16. Part A

Shaun plotted a point on the number line by drawing 5 equally spaced marks between 0 and 1 and placing a point on the third mark. He claims that the point represents the fraction $\frac{3}{5}$ because each mark represents $\frac{1}{5}$, so the third mark represents $\frac{3}{5}$.



- Explain why Shaun's reasoning is incorrect.
- Explain how you can use the number line to determine the fraction that Shaun's point represents.
- Determine the fraction that Shaun's point represents.

Enter your explanations and your answer in the space provided.

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SERIAL #

Part B

Shaun wants to write a fraction that is equivalent to the fraction $\frac{2}{3}$.

Describe how Shaun can find a fraction that is equivalent to $\frac{2}{3}$.

Enter your description in the space provided.

17. The table shows the number of yards Ed ran in each of the first three football games of the season.

Ed's Running Yards

Game	Yards
1	157
2	309
3	172

After the first three games of the season, Rico had exactly 3 times the total number of running yards that Ed had.

How many **more** total running yards did Rico have than Ed after the first three games of the season? Show your work or explain how you got your answer.

Enter your answer and your work or explanation in the space provided.

STOP

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SERIAL #

You have come to the end of the test.

- **Review your answers.**
- **Then, close your test booklet and raise your hand to turn in your test materials.**

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SERIAL #

EXHIBIT F4

PARCC

Partnership for Assessment of
Readiness for College and Careers

Grade 4
Mathematics
Test Booklet

Performance Based Assessment
Practice Test

Do NOT Affix Student ID Label Here

A

Student Name _____

School Name _____

District Name/LEA _____

PARCC

Grade 3

English Language Arts/Literacy

Performance-Based Assessment

Practice Test

B

Last Name	First Name	MI

C

Place the Student ID Label Here

D Gender

○ Female ○ Male

E Date of Birth

Day	Month	Year
0 0	○ Jan	0 0 0
1 1	○ Feb	1 1 1
2 2	○ Mar	2 2 2
3 3	○ Apr	3 3
4	○ May	4 4
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8	○ Sep	8 8
9	○ Oct	9 9 9
	○ Nov	
	○ Dec	

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