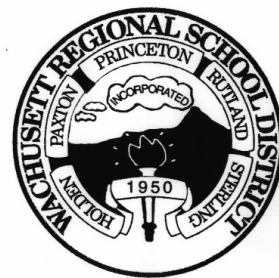
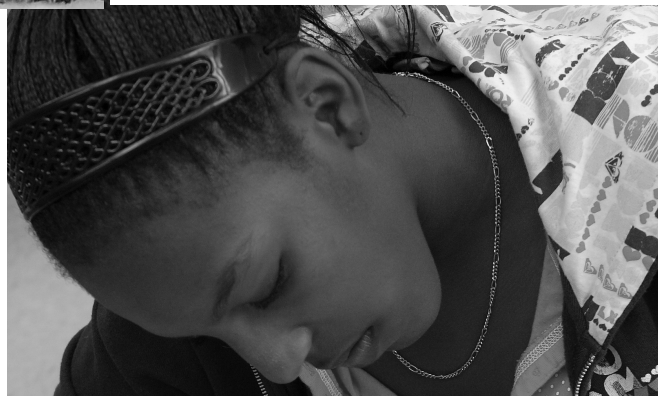


WACHUSETT REGIONAL SCHOOL DISTRICT

ANNUAL REPORT AND FY12 APPROPRIATION

2011



WACHUSETT REGIONAL DISTRICT SCHOOL COMMITTEE

GOALS

Theme I: School Culture and Climate

Goal 1: Unify the community around the vision, mission, core values and goals.

Goal 2: Provide an environment where students are safe, supported, empowered, and held accountable, and where respect for self and others is highly valued.

Goal 3: Strengthen partnerships among staff, students, parents and community members that support teaching and learning.

Theme II: Curriculum, Instruction, and Assessment

Goal 4: Ensure that instructional practices recognize and accommodate a range of abilities and learning styles in an effort to promote excellence and assist students in reaching their potential.

Goal 5: Develop programs to increase equitable educational opportunities to all students in the District.

Goal 6: Develop programs that ensure there is consistency in instruction and continuity of curriculum in what we teach.

Theme III: Student Support Services: The Whole Child

Goal 7: Enhance the District's capacity to identify and respond to students at risk.

Goal 8: Promote/provide programs and practices that enhance the social/emotional well being of all students.

Theme IV: Personnel and Professional Development

Goal 9: Create more opportunities for collaboration and mentoring.

Goal 10: Develop more professional development opportunities within the District and make available more programs outside the school district. Professional development opportunities will be focused and targeted.

Goal 11: Develop recruitment approaches that maximize the District's ability to recruit high quality staff.

Theme V: Instructional Support and Facilities

Goal 12: Develop a long-term plan for the renovation and maintenance of school facilities.

Goal 13: Identify and plan for the use of technology and media that will enhance education and/or increase the efficiency of administration.

Theme VI: Community Relations and Communications

Goal 14: Work cooperatively with town governments to improve communication and mutual understanding.

Goal 15: Increase accessibility of school facilities and programs to residents and communities

Theme VII: Organizational Leadership, and Management

Goal 16: Maintain a continuing self-review of productivity, roles and operations by the school administration and the School Committee.

Goal 17: Identify/promote succession planning at all administrative levels.

Goal 18: Improve communication with staff, students, parents and the community.

Theme VIII: Educational Funding

Goal 19: Seek financial efficiencies and maximize the cost effectiveness of programs and services while meeting improvement goals.

Goal 20: Secure funding and resources to support programs and planning efforts.

Non-Discrimination Policy

The Wachusett Regional School District does not discriminate on the basis of race, color, sex, religion, age, national origin, sexual orientation or disability, in the operation of the educational programs, activities, or employment policies, and that no person will be excluded from or discriminated against in admission to its public schools, or in obtaining the advantages, privileges, and courses of study of such public schools on account of race, color, sex, religion, age, national origin, sexual orientation, or disability.



WACHUSETT REGIONAL SCHOOL DISTRICT

School Calendar

2011-2012

Thomas G. Pandiscio, Ed.D.
Superintendent of Schools

Amended

JULY				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

AUGUST				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

SEPTEMBER				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

OCTOBER				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

NOVEMBER				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

DECEMBER				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JANUARY				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

FEBRUARY				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29		

MARCH				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

APRIL				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

MAY				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JUNE				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

First and Last Days of School

First Day of School Aug 30
Half-Day 180th Day of School Jun 13
Half-Day 185th Day of School Jun 20

*The District is required to provide a school calendar with 185 days of school scheduled.
The last day of school will be a half-day whenever it falls.

Holidays & Vacations

Labor Day Sep 5
Columbus Day Oct 10
Veterans' Day Nov 11
Thanksgiving Recess Nov 23-25
Winter Recess Dec 23-Jan 2
Martin Luther King, Jr. Day Jan 16
February Recess Feb 20-24
April Recess Apr 16-20
Memorial Day May 28

Teacher Training

Year 1 Teacher Training Aug 22-26
Year 2 Teacher Training Aug 24-26
Teacher Orientation Aug 29

Professional Development Days/Half Days

Full Day Nov 10
Full Day Mar 12
Half-Day Sep 21
Half-Day Oct 12
Half-Day Dec 14
Half-Day Jan 25
Half-Day Feb 15
Half-Day Apr 4
Half-Day May 2
Half-Day Jun 13*

 Half Days
 School not in Session

Approved by WRSDC 3/28/2011

CONTENTS

Wachusett Regional School District Committee Goals	i
School Calendar 2011/2012	ii
I. Curriculum Instruction Update	1
II. Pupil Personnel Services Update	3
III. Information Services Update	4
IV. Student Achievement/Assessment	6
V. A Glimpse of Our Schools	15
VI. Superintendent's FY12 Budget Message	29
VII. Appendices	
Appendix 1 FY12 Chapter 70, Summary	31
Appendix 2 FY12 Staffing Summary: FY00-FY10	32
Appendix 3 FY12 Appropriation	34
Appendix 4 FY12 Expense Allocation Summary	35
Appendix 5 FY08-FY12 Actual/Appropriated Expenditures	47
Appendix 6 Financial History & Forecast of Revenues (Local)	48
Appendix 7 Financial History & Forecast of Revenues (State)	50
Appendix 8 Financial History & Forecast of Revenues (Revenue by Town)	51
VIII. District Information	
Principals/School Data	52
Wachusett Regional School District Committee/Executive Staff	53

SECTION I

CURRICULUM INSTRUCTION UPDATE

Literacy

Over the past four years, the District continually expanded and refined its implementation of balanced literacy across eleven school sites. Inherent in our approach to literacy is an extended block of time to address comprehension-level skills and strategies for all students, as well as basic literacy skills such as fluency. Our Response to Intervention (RTI) component allowed us to institute school-based problem-solving teams to develop intervention plans for students failing to meet benchmark. Implementation and refinement of balanced literacy continues to be supported through instructional coaching during each school year.

During this past year (2010-2011), the District focused on two important goals in the ongoing literacy initiative:

- Refine Writers' Workshop at the K-5 level
- Implement Readers' and Writers' Workshop in grades 6-8
- Develop a school-wide bookroom at each middle school

Work around these, and other literacy goals, will expand in the coming years as Common Core Standards are integrated and support for differentiated learning broadens.

Mathematics

During this past year, we launched the development of "math pacing guides" throughout the District. Pacing guides are grade specific planning tools developed by teacher teams. Rather than continuing to be reliant on a "packaged" mathematics program, teachers will now craft curriculum resources by combining elements from multiple commercial and District-made materials. This will facilitate instructional decisionmaking based on data rather than a prescribed "teacher's guide" for mathematics. Mirroring the workshop model for literacy, teachers will now use a District-wide year long trajectory to map monthly units. From there, grade level teams and individual teachers will customize unit plans to reflect data and student needs. Additionally, teachers will provide brief whole-class lessons, followed by expanded time for small-group work, independent work, and conferring to assess and plan for individual students.

Math pacing guides will continue to take shape in grades K-8 over the coming years. As with the literacy initiative, this will provide ample time for collaboration, analysis of resources, and enhancement of teacher content knowledge.

Science

During this past year, the District-wide Science Administrative Curriculum Team developed a draft align-



Paxton Center School's New Book Room



Instructional Coach explores use of the iPad at the New Literacies Institute

SECTION I

CURRICULUM INSTRUCTION UPDATE (CONTINUED)

ment guide for science and technology/engineering in grades K-5. This guide was examined and refined through feedback provided by the Science Curriculum Community and a cohort of teachers participating in the Museum of Science Gateway Partnership Program. In the spring, 50 District-wide elementary teachers volunteered to be Science Early Adopters and will implement this new curriculum structure beginning in September. Their efforts will be supported by our Teaching and Learning Alliance partners through professional development and a dedicated District-wide instructional coach who will specialize in science. A main focus of the Early Adopter efforts will be to integrate science instruction with existing balanced literacy structures in grades K-5.

Instructional Technology

During this past year, the District deployed small-group collections of Apple iPads in all elementary schools. These iPad Labs are utilized specifically with Title I and special education populations. In each building, five devices are used for Title I and five for special education instruction. Teachers use the iPads to facilitate independent practice, reading, writing, and other differentiated learning experiences. In addition to custom applications for individual students, iPads provide an incredibly engaging vehicle for learning.

Professional development for iPad classroom use was provided through instructional coaching. Instructional coaches have had their own professional development on this cutting-edge technology through DESE New Literacies Institute, MESPA, and in-house training.

Physical Education, Health and Wellness

The District was one of just 77 nation-wide recipients of a federal Carol M. White Physical Education Program grant during this past year. This award, totaling nearly \$2 million dollars, enabled us to implement media-rich physical education technology, including HOPSports and iDance. These technologies engage students, provide expert models in non-traditional physical activities (e.g., Pilates), and enhance levels of moderate to vigorous physical activity levels. Additionally, award funds allowed deployment of a comprehensive physical fitness assessment system, including data management and individual student reports. Fitness data reporting will allow us to communicate assessment results, including BMI, and healthy fitness strategies to families. In the coming year, grant funding will help us impact nutritional choices by introducing enhanced fruit and vegetable options in school cafeterias, along with nutrition instruction.



Students at Houghton follow along during HOPSports instruction using sandbags

SECTION II

PUPIL PERSONNEL SERVICES UPDATE

Supervisor of Pupil Personnel Services Nancy Houle continues to work directly with schools on various student programs and with Central Office staff coordinating programs District-wide. She oversees the MA Municipal Medicaid Program which coordinates claims by local education authorities for partial federal reimbursement of qualifying direct health services provided to MassHealth members in schools, and of administrative support expenditures incurred in providing those services. One component of administrative claiming is the completion of a time study. A valid study consists of a random sample of school direct service and direct support personnel. The sample must have a 95% (+/- 5%) confidence level and an 85% completion rate. Time studies are held for three quarters of each school year, October through June. Administrative claiming for the 4th quarter (July, August and September) is an average of the previous three quarters. Other factors considered in calculating reimbursement include quarterly salary payments; student roster; materials & supplies expense report; District-wide FTE; specialized transportation expense reports; out-of-District tuition expense; annual District-wide salaries and fringe benefits report, and the annual capital cost report.

Total reimbursement from Medicaid claims, ARRA monies and amendments (6/10 to date) total \$98,620.06. The District anticipates additional quarterly payments through July 2011.

The District continues to receive funding through the federally funded Safe, Drug-Free and Disciplined Schools and Communities Grant. This year the District received \$7,658.00 in funding. Schools continue to implement Second Step, Steps to Respect and Responsive Classroom curricula. Again this summer, the District sent six elementary teachers from three elementary schools to a week-long Responsive Classroom Summer Institute professional development workshop. All elementary schools have at least 90% of their classrooms supplied with Second Step and/or Responsive Classroom materials. As well, some elementary schools have implemented PBIS anti-bullying curricula to complement already existing social skills programs.

Pupil Personnel Services has remained active in monitoring

and researching anti-bullying legislation, and continues to attend workshops focusing on cyber-bullying, train-the-trainer programs, investigative procedures and interventions. Pupil Personnel Services also provides support and information to building administrators regarding the reporting and documenting of bullying incidences, responses to parents, and plans for targets and perpetrators. One highlight of the year is the attendance by 7th and 8th grade girls District-wide at a speaking engagement by Rachel Simmons, the author of *Odd Girl Out: The Hidden Culture of Aggression in Girls* and *The Curse of the Good Girl: Raising Authentic Girls with Courage and Confidence*. Ms. Simmons "works internationally to develop strategies to address bullying, and empower girls." This program was offered free-of-charge by the Women's Initiative of the United Way, and the Investing in Girls Alliance.

Pupil Personnel Services continues to work with schools to procure interpreters and translators for our English Language Learner (ELL) students and families. This year, the District facilitated the provision of interpreters/translators for the following languages: Korean, Spanish, and Albanian.

Although the District did not receive grant funding through the Massachusetts Department of Public Health, District nurses have been active in many arenas. All District nurses are certified through the Massachusetts Department of Elementary and Secondary Education; all nurses hold current first aid, CPR, and AED certification; nurses have participated in the following UMass Medical-sponsored professional development workshops: Urology; Pediatric Food Allergies; The Nurse's Role in IEPs/504s/Health Care Plans/DNR Orders; Bullying; Pediatric Rashes; The Psychological Impact of Loss; Playground Traumas; and the Joselin Diabetes Center Annual Conference. They have also participated in in-house professional development focusing on 504 accommodation plans; bullying, and the nurse's role in critical incidences.

A variety of reports are prepared by Pupil Personnel Services, reports which provide information used by the DESE to calculate financial reimbursement to the District.

District Students Educated Outside the District Schools

Seven hundred ninety-one (791) K-12 students attend schools outside the District.		
In-state Private and Parochial Schools		454
Vocational Technical Schools (including Agricultural)		169
Other Public Schools (not including Charter Schools)		168

SECTION III

INFORMATION SYSTEMS ADVANCEMENTS

Throughout the 2010-2011 school year, the Information Services department continued to adapt, not only to current budgetary challenges, but also to the growing and evolving technology demands of providing a 21st century education for all students. Combining innovative new technologies with traditional sensibility and frugality, the I.S. department is enabling the District to deliver essential tools and services to our classrooms without incurring unnecessary and burdensome new expenses.

Server Virtualization

In the fall of 2010, a major server overhaul was done at the Central Office which took advantage of a cutting-edge technology called virtualization. In short, virtualization allows one new server to replace and perform the same functions as several old ones. As the 2010-2011 school year began, the District was operating 22 servers at the Central Office, all of which were out of warranty and imminently in need of replacement.

Rather than spending money on warranty extensions for aging servers and budgeting for their replacement, the Information Services department investigated the potential for a virtual server solution and found that it would be an excellent fit. Planning for this project began in February 2010 and it was fully implemented by mid-October 2010.

Server virtualization allowed the District to replace its 22 old servers with just six new servers. Not only are the new servers doing exactly the same work as the 22 retired units, but they still have some untapped potential for growth. In other words, the District now has greater flexibility with increased storage capacity and the ability to add new server functionality without purchasing any additional hardware.

Virtualization provides a number of other valuable short and long term benefits:

- Significantly reduced power and cooling costs;
- Lower ongoing warranty, repair, and replacement expenses;
- Full hardware redundancy, keeping servers online even when hardware failures occur;
- Increased capacity for data storage and deploying new services;
- Simplified backup and disaster recovery methods

The substantial financial savings noted above are expected to completely offset the cost of this project within three to five years. Beyond that break-even point, the project will actually generate an ongoing net cost benefit until such time as the servers need to be replaced again. The next server replacement will cost less, however, as all the software

licenses associated with virtualization will not have to be purchased again.

Application Development

Two years ago, the Information Services department began developing custom web-based applications to meet a variety of specialized needs. These products are being developed and maintained 100% in-house by I.S. staff. To date, applications in use include a professional development registration database, several opt-in e-mail services, an RTI database, and a curriculum mapping system.

These projects utilize the expertise of existing staff to produce customized solutions at no cost to the District. As more and more essential functions are modernized and migrated to electronic format, the District's library of web applications will surely continue to grow each year.

Computer Upgrade Plans

Budgetary challenges in recent years have meant that computers across the District haven't been replaced as often as would be optimal. In order to ensure that the equipment in our schools does not become outdated, the Information Services department has been developing an affordable hardware replacement plan. This plan calls for the purchase of off-lease computers rather than brand new units. Off-lease equipment is typically two to three years old and is resold in like-new condition with three to five year warranties. These units come at a cost savings of approximately 50% compared to purchasing new computers. This strategy is growing in popularity among school districts and represents a very cost-effective method of keeping school computers in excellent working order for years to come.

Mobile Computing

Mobile devices have long been essential tools in everyday life outside of the school environment. In the very near future, they will be relied upon in classrooms as well. This technology is ever-evolving and school districts are struggling with plans to harness the power of mobile computing. The Information Services team is working with District and school administrators to start utilizing mobile devices in ways that will enhance our classrooms today, without over-investing in specific devices or platforms that may not have lasting value.

In the past year, several pilot programs have been deployed which use Apple iPads to help teachers deliver engaging, targeted instruction to students in a small-group setting.

SECTION III

INFORMATION SYSTEMS ADVANCEMENTS (CON'T)

iPads have also been used to provide vital services to students with special needs and to distribute new teacher training materials. A project is currently underway to create a powerful teacher evaluation system that runs on the iPad. This will allow administrators to easily move from classroom to classroom performing evaluations on the spot, without disrupting instruction.

More general plans are being developed to deliver the benefits of mobile computing to larger populations of students. However, there are many budgetary, technical, and instructional challenges to overcome. The Information Services team is working closely with District administrators on strategies to acquire and deploy mobile computing technology in ways that will be the most cost-effective and educationally beneficial.

Wireless Networking

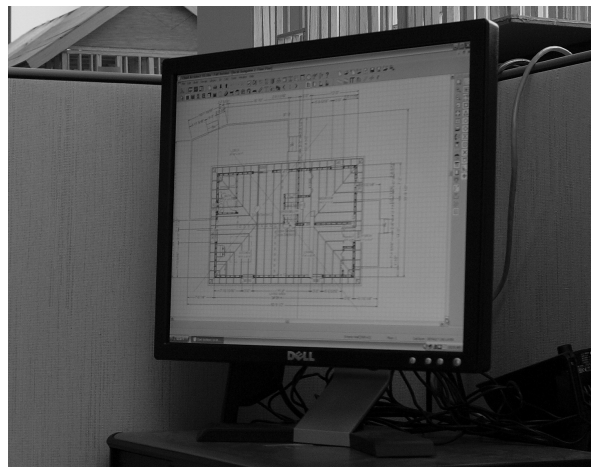
It is clear that wireless, web-enabled devices of one kind or another will soon be a staple in our schools. These devices will require a robust wireless network infrastructure that reaches every classroom in our district. Providing this wireless access may be the greatest single challenge facing the Information Services department in the coming years. Preparations are underway to meet this challenge as wireless products and services from four major vendors have been evaluated over last year.

The expansion of 4G cellular networks may soon alter the way we think about wireless networking in general. Cellular vendors are currently tailoring mobile computing products and services to fit the needs of school districts. The Information Services department is actively reviewing these offerings as well.

Looking Ahead

The role of technology in education has grown at a staggering pace in recent years and that trend will only continue. The importance of teaching 21st century skills and a renewed focus on data-driven methods and results in our classrooms will place an even greater reliance on technology. The Information Services department is hard at work preparing to meet these demands head-on. As new products emerge on the marketplace, the I.S. team proactively researches their features and benefits and determines their potential role in our classrooms.

While the sophistication and prevalence of available products and services may be changing every day, the mission of the Information Services department remains the same: to deliver and support the most effective and beneficial technological tools to every student in our district.



SECTION IV

STUDENT ACHIEVEMENT/ASSESSMENT

Prior to Education Reform and K-12 regionalization, there was no systematic process for assessing individual student achievement and program performance other than that provided by the state. Support provided through Education Reform has enabled the District to implement a comprehensive assessment program which provides evidence to support the positive long-term effects of Education Reform and K-12 regionalization upon the achievement of Wachusett Regional School District students.

Massachusetts Comprehensive Assessment System (MCAS)

The achievement of our students has brought recognition to the Wachusett Regional School District as one of the leading school districts in the Commonwealth of Massachusetts.

District MCAS Results -- 2010

Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE				
GRADE 03 - READING	20	14	57	49	19	30	3	8	622	92.6	N/A	N/A
GRADE 03 - MATHEMATICS	40	25	39	40	15	24	6	11	621	90.7	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	18	11	55	43	23	35	4	12	585	90.0	57.0	552
GRADE 04 - MATHEMATICS	28	16	37	32	31	41	4	11	586	87.5	58.0	554
GRADE 05 - ENGLISH LANGUAGE ARTS	25	16	51	47	19	28	4	10	602	91.7	56.0	569
GRADE 05 - MATHEMATICS	35	25	36	30	21	28	8	17	602	88.2	60.0	570
GRADE 05 - SCIENCE AND TECHNOLOGY	27	15	48	38	21	36	4	11	602	91.0	N/A	N/A
GRADE 06 - ENGLISH LANGUAGE ARTS	19	15	64	54	13	21	4	9	640	93.5	51.0	616
GRADE 06 - MATHEMATICS	38	27	38	32	17	25	6	16	642	89.8	53.0	614
GRADE 07 - ENGLISH LANGUAGE ARTS	15	11	71	61	12	21	3	7	610	94.9	55.5	586
GRADE 07 - MATHEMATICS	16	14	48	39	25	27	11	19	612	83.5	44.0	587
GRADE 08 - ENGLISH LANGUAGE ARTS	26	17	63	61	8	16	4	7	579	96.0	57.0	541
GRADE 08 - MATHEMATICS	28	22	37	29	23	28	11	21	579	84.5	51.0	541
GRADE 08 - SCIENCE AND TECHNOLOGY	7	4	56	36	30	41	7	19	579	84.7	N/A	N/A
GRADE 10 - ENGLISH LANGUAGE ARTS	37	26	51	52	10	18	2	4	508	96.1	52.0	463
GRADE 10 - MATHEMATICS	72	50	17	25	8	17	3	7	505	95.7	60.0	461
GRADE 10 - SCIENCE AND TECHNOLOGY	26	18	54	47	18	28	3	8	473	91.6	N/A	N/A

2010 MCAS Results by School

Central Tree Middle School Rutland

Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 06 - ENGLISH LANGUAGE ARTS	14	15	64	54	16	21	6	9	145	92.2	50.0	140
GRADE 06 - MATHEMATICS	29	27	40	32	21	25	10	16	145	85.0	48.0	140
GRADE 07 - ENGLISH LANGUAGE ARTS	9	11	77	61	11	21	3	7	125	94.4	55.5	124
GRADE 07 - MATHEMATICS	10	14	49	39	29	27	13	19	125	80.6	50.0	123
GRADE 08 - ENGLISH LANGUAGE ARTS	22	17	61	61	11	16	7	7	122	93.2	49.0	118
GRADE 08 - MATHEMATICS	25	22	39	29	24	28	13	21	122	84.2	65.0	117
GRADE 08 - SCIENCE AND TECHNOLOGY	7	4	52	36	33	41	8	19	122	82.0	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	15	16	67	52	13	24	5	8	392	93.2	53.0	382
ALL GRADES - MATHEMATICS	21	26	42	33	24	27	12	15	392	83.4	55.5	380

Chocksett Middle School Sterling

Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 05 - ENGLISH LANGUAGE ARTS	34	16	49	47	17	28	1	10	107	94.6	54.0	105
GRADE 05 - MATHEMATICS	41	25	35	30	17	28	7	17	107	88.6	48.0	106
GRADE 05 - SCIENCE AND TECHNOLOGY	48	15	39	38	12	36	1	11	107	95.6	N/A	N/A
GRADE 06 - ENGLISH LANGUAGE ARTS	18	15	63	54	12	21	7	9	104	91.1	47.0	103
GRADE 06 - MATHEMATICS	48	27	28	32	14	25	10	16	104	88.5	56.5	102
GRADE 07 - ENGLISH LANGUAGE ARTS	15	11	75	61	11	21	0	7	103	96.6	57.0	102
GRADE 07 - MATHEMATICS	20	14	51	39	23	27	5	19	103	89.1	56.0	102
GRADE 08 - ENGLISH LANGUAGE ARTS	34	17	54	61	9	16	2	7	96	95.8	72.0	92
GRADE 08 - MATHEMATICS	46	22	31	29	16	28	6	21	97	88.9	73.0	93
GRADE 08 - SCIENCE AND TECHNOLOGY	7	4	59	36	30	41	4	19	97	87.1	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	25	16	60	52	12	24	2	8	410	94.5	57.0	402
ALL GRADES - MATHEMATICS	39	26	36	33	18	27	7	15	411	88.7	59.0	403

2010 MCAS Results by School

Davis Hill Elementary School Holden

Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 03 - READING	18	14	64	49	17	30	1	8	83	94.3	N/A	N/A
GRADE 03 - MATHEMATICS	38	25	39	40	16	24	7	11	82	88.7	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	10	11	57	43	27	35	6	12	81	86.1	39.0	80
GRADE 04 - MATHEMATICS	23	16	41	32	31	41	5	11	81	86.4	47.0	80
GRADE 05 - ENGLISH LANGUAGE ARTS	15	16	54	47	28	28	3	10	89	87.6	39.5	86
GRADE 05 - MATHEMATICS	30	25	42	30	19	28	9	17	89	87.4	44.5	86
GRADE 05 - SCIENCE AND TECHNOLOGY	13	15	52	38	30	36	4	11	89	88.2	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	14	16	58	52	24	24	4	8	253	89.3	39.0	166
ALL GRADES - MATHEMATICS	31	26	40	33	22	27	7	15	252	87.5	45.0	166

Dawson Elementary School Holden

Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 03 - READING	27	14	53	49	13	30	7	8	75	91.3	N/A	N/A
GRADE 03 - MATHEMATICS	53	25	36	40	5	24	5	11	75	94.3	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	26	11	54	43	20	35	0	12	69	93.5	60.0	69
GRADE 04 - MATHEMATICS	36	16	38	32	25	41	1	11	69	91.7	55.0	69
GRADE 05 - ENGLISH LANGUAGE ARTS	24	16	59	47	13	28	4	10	78	92.6	49.0	76
GRADE 05 - MATHEMATICS	40	25	32	30	23	28	5	17	78	87.8	60.0	76
GRADE 05 - SCIENCE AND TECHNOLOGY	24	15	38	38	33	36	4	11	78	86.2	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	26	16	55	52	15	24	4	8	222	92.5	53.0	145
ALL GRADES - MATHEMATICS	43	26	35	33	18	27	4	15	222	91.2	58.0	145

ACHIEVEMENT IS THE FOCUS

2010 MCAS Results by School

Dr. Leroy E. Mayo Elementary School Holden

Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 03 - READING	20	14	53	49	26	30	1	8	86	92.2	N/A	N/A
GRADE 03 - MATHEMATICS	31	25	41	40	24	24	3	11	86	88.7	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	12	11	59	43	27	35	3	12	78	90.4	46.0	78
GRADE 04 - MATHEMATICS	23	16	42	32	33	41	1	11	78	87.2	56.5	78
GRADE 05 - ENGLISH LANGUAGE ARTS	24	16	61	47	15	28	0	10	82	94.2	69.0	81
GRADE 05 - MATHEMATICS	45	25	34	30	20	28	1	17	82	93.0	77.0	81
GRADE 05 - SCIENCE AND TECHNOLOGY	21	15	62	38	15	36	2	11	82	93.6	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	19	16	58	52	22	24	1	8	246	92.3	58.0	159
ALL GRADES - MATHEMATICS	33	26	39	33	26	27	2	15	246	89.6	65.0	159

Glenwood Elementary School Rutland

Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 03 - READING	28	14	59	49	12	30	1	8	85	95.9	N/A	N/A
GRADE 03 - MATHEMATICS	46	25	38	40	12	24	4	11	84	94.0	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	14	11	57	43	25	35	3	12	87	90.2	57.0	83
GRADE 04 - MATHEMATICS	20	16	38	32	38	41	5	11	88	84.1	46.0	83
GRADE 05 - ENGLISH LANGUAGE ARTS	27	16	40	47	28	28	4	10	67	87.3	66.0	66
GRADE 05 - MATHEMATICS	39	25	31	30	21	28	9	17	67	85.4	78.0	67
GRADE 05 - SCIENCE AND TECHNOLOGY	30	15	46	38	21	36	3	11	67	89.9	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	23	16	53	52	21	24	3	8	239	91.4	62.0	149
ALL GRADES - MATHEMATICS	35	26	36	33	24	27	5	15	239	88.0	59.5	150

Houghton Elementary School Sterling

Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 03 - READING	20	14	63	49	16	30	1	8	104	94.0	N/A	N/A
GRADE 03 - MATHEMATICS	47	25	35	40	15	24	3	11	104	90.9	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	27	11	52	43	19	35	2	12	89	92.1	66.0	88
GRADE 04 - MATHEMATICS	37	16	35	32	27	41	1	11	89	90.7	64.0	88
ALL GRADES - ENGLISH LANGUAGE ARTS	23	16	58	52	18	24	2	8	193	93.1	66.0	88
ALL GRADES - MATHEMATICS	42	26	35	33	21	27	2	15	193	90.8	64.0	88

2010 MCAS Results by School

Mountview Middle School Holden

Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 06 - ENGLISH LANGUAGE ARTS	24	15	64	54	10	21	2	9	262	95.7	55.0	260
GRADE 06 - MATHEMATICS	41	27	42	32	15	25	2	16	263	93.4	52.5	258
GRADE 07 - ENGLISH LANGUAGE ARTS	18	11	70	61	11	21	2	7	262	95.5	57.0	259
GRADE 07 - MATHEMATICS	18	14	48	39	24	27	10	19	262	84.4	37.0	259
GRADE 08 - ENGLISH LANGUAGE ARTS	27	17	67	61	6	16	1	7	235	97.8	57.0	231
GRADE 08 - MATHEMATICS	23	22	37	29	29	28	11	21	235	81.5	31.0	231
GRADE 08 - SCIENCE AND TECHNOLOGY	8	4	54	36	32	41	6	19	235	83.5	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	23	16	67	52	9	24	1	8	759	96.3	56.0	750
ALL GRADES - MATHEMATICS	27	26	43	33	22	27	8	15	760	86.6	41.0	748

Wachusett Regional High School Holden

Data last updated on September 1, 2010.

Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 10 - ENGLISH LANGUAGE ARTS	39	26	52	52	9	18	1	4	491	97.0	52.0	461
GRADE 10 - MATHEMATICS	74	50	17	25	8	17	2	7	488	96.3	60.0	459
GRADE 10 - SCIENCE AND TECHNOLOGY	26	18	54	47	18	28	2	8	467	92.0	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	39	16	52	52	9	24	1	8	491	97.0	52.0	461
ALL GRADES - MATHEMATICS	74	26	17	33	8	27	2	15	488	96.3	60.0	459

**LEARN TO READ
READ TO LEARN**

2010 MCAS Results by School

Paxton Center School Paxton

Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 03 - READING	15	14	51	49	31	30	3	8	65	88.8	N/A	N/A
GRADE 03 - MATHEMATICS	35	25	43	40	17	24	5	11	65	90.0	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	20	11	63	43	10	35	7	12	59	91.5	65.5	58
GRADE 04 - MATHEMATICS	41	16	36	32	20	41	3	11	59	91.9	84.0	59
GRADE 05 - ENGLISH LANGUAGE ARTS	45	16	47	47	8	28	0	10	53	97.6	72.0	53
GRADE 05 - MATHEMATICS	28	25	42	30	26	28	4	17	53	86.8	67.0	53
GRADE 05 - SCIENCE AND TECHNOLOGY	36	15	49	38	15	36	0	11	53	96.2	N/A	N/A
GRADE 06 - ENGLISH LANGUAGE ARTS	10	15	65	54	22	21	3	9	69	91.7	51.0	69
GRADE 06 - MATHEMATICS	38	27	38	32	20	25	4	16	69	89.1	64.0	69
GRADE 07 - ENGLISH LANGUAGE ARTS	22	11	61	61	15	21	2	7	54	94.0	55.0	52
GRADE 07 - MATHEMATICS	15	14	53	39	24	27	9	19	55	83.6	38.5	54
GRADE 08 - ENGLISH LANGUAGE ARTS	20	17	72	61	8	16	0	7	60	96.7	51.0	57
GRADE 08 - MATHEMATICS	20	22	50	29	25	28	5	21	60	87.9	44.0	57
GRADE 08 - SCIENCE AND	7	4	70	36	22	41	2	19	60	91.3	N/A	N/A

Thomas Prince School Princeton

Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 03 - READING	7	14	66	49	22	30	5	8	41	90.9	N/A	N/A
GRADE 03 - MATHEMATICS	29	25	49	40	7	24	15	11	41	87.8	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	22	11	51	43	22	35	4	12	49	90.8	57.5	44
GRADE 04 - MATHEMATICS	33	16	38	32	25	41	4	11	48	91.1	65.0	45
GRADE 05 - ENGLISH LANGUAGE ARTS	9	16	58	47	26	28	7	10	43	90.7	33.5	40
GRADE 05 - MATHEMATICS	21	25	47	30	28	28	5	17	43	91.3	35.5	40
GRADE 05 - SCIENCE AND TECHNOLOGY	19	15	58	38	19	36	5	11	43	91.9	N/A	N/A
GRADE 06 - ENGLISH LANGUAGE ARTS	20	15	66	54	11	21	2	9	44	97.2	50.0	43
GRADE 06 - MATHEMATICS	43	27	45	32	9	25	2	16	44	96.6	45.0	43
GRADE 07 - ENGLISH LANGUAGE ARTS	9	11	66	61	19	21	6	7	53	93.9	45.0	49
GRADE 07 - MATHEMATICS	17	14	38	39	23	27	23	19	53	77.4	43.0	49
GRADE 08 - ENGLISH LANGUAGE ARTS	21	17	70	61	0	16	9	7	47	100.0	51.5	42
GRADE 08 - MATHEMATICS	45	22	36	29	11	28	9	21	47	94.7	61.0	42
GRADE 08 - SCIENCE AND TECHNOLOGY	13	4	57	36	21	41	9	19	47	93.1	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	15	16	63	52	17	24	5	8	277	94.0	49.0	218
ALL GRADES - MATHEMATICS	31	26	42	33	17	27	10	15	276	89.5	53.0	219

SAT I: Reasoning Test Scores

Last updated May 2011

The average SAT I: REASONING TEST scores for Wachusett Regional High School students have continued to be well above the state and national averages since the initial implementation of Education Reform. The results provided are but one of many indicators that reflect the academic success of Wachusett students. A comparison of the average scores of Wachusett students to those of students state-wide and nationally since 1999, along with the percentage of students in each group who took the test, can be seen in the tables below:

SAT Information

SAT 1: REASONING TEST -- CRITICAL READING SCORES												
	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
National	505(43%)	505(44%)	506(45%)	504(46%)	507(48%)	508(48%)	508	503	502	502	501	501
State	511(78%)	511(78%)	511(79%)	512(81%)	516(82%)	518(85%)	520	513	513	514	514	512
WRHS	518(84%)	524(83%)	529(83%)	532(83%)	532(85%)	536(88%)	536	534	534	531	530	521

SAT 1: REASONING TEST -- MATH SCORES												
	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
National	511(43%)	514(44%)	514(45%)	516(46%)	519(48%)	518(48%)	520	518	515	515	515	516
State	511(78%)	513(78%)	515(79%)	516(81%)	522(82%)	523(85%)	527	524	522	525	526	526
WRHS	528(84%)	538(83%)	539(83%)	539(83%)	547(85%)	543(88%)	551	554	545	542	540	542

SAT 1: REASONING TEST -- WRITING SCORES												
	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
National								497	494	494	493	492
State								510	511	513	510	509
WRHS								533	530	525	524	518



Advanced Placement (AP) Test Scores

Last updated May 2011

Advanced Placement (AP) Tests are given in May of each year to students all over the country. The number of subjects in which tests are given has increased over the years, with thirty-five different tests in twenty different subject areas given during the spring of 2011. AP Tests allow high school students who qualify to enter college with academic credit and/or test out of freshman level courses. Colleges also weigh AP course-taking very positively when reviewing applications for admission.

All tests are graded from 1 to 5, with 5 being the top score. Although policies vary from college to college, and from department to department within each college, scores of 3 or above usually qualify students for credit and/or testing out of freshman level courses at most colleges and universities.

Table 1 below compares percentage of scores greater than or equal to 3 in all of the tests taken at Wachusett Regional High School with the percentage of scores greater than or equal to 3 in all of the tests taken in all subjects by students nation-wide since 1998. As can be seen, Wachusett Regional High School has done very well as compared to students across the country.

TABLE 1												
	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Wachusett Regional High School												
Number of AP Tests Taken	165	225	250	224	154	185	152	231	286	300	294	269
Number of Tests with Score of 3 or Higher	134	164	219	198	172	157	131	208	253	252	252	244
Percent of Tests with Score of 3 or Higher	79%	72%	76%	88%	89%	86%	86%	90%	88%	84%	86%	91%
Nation-wide												
Percent of Tests with Score of 3 or Higher	64%	64%	61%	63%	61%	61%	59%	59%	56%	57%	59%	54%



Advanced Placement (AP) Test Scores

Table 2 below compares the percentage of scores greater than or equal to 3 in all of the tests taken at Wachusett Regional High School during May 2010, along with the percentage of scores greater than or equal to 3 in all of the tests taken by students during May 2006-2010. All tests are graded from 1 to 5, with 5 being the top score. Although policies vary from college to college, and from department to department within each college, scores of 3 or above usually qualify students for credit and/or testing out of freshman level courses at most colleges and universities.

Advanced Placement Information

TABLE 2															
AP Test	2006			2007			2008			2009			2010		
	Number Tested	WRHS Scores 3 or Higher	WRHS Percent of Scores 3 or Higher	Number Tested	WRHS Scores 3 or Higher	WRHS Percent of Scores 3 or Higher	Number Tested	WRHS Scores 3 or Higher	WRHS Percent of Scores 3 or Higher	Number Tested	WRHS Scores 3 or Higher	WRHS Percent of Scores 3 or Higher	Number Tested	WRHS Scores 3 or Higher	WRHS Percent of Scores 3 or Higher
Art General															
Studio Art -- Drawing	10	9	90%	11	9	82%	6	6	100%	18	17	94%	12	11	92%
Biology				15	15	100%	9	8	89%	13	11	85%			
Calculus AB	28	28	100%	30	28	93%	37	37	100%	35	34	97%	38	38	100%
Calculus BC															
Chemistry							7	7	100%				9	8	89%
Computer Science A	2	2	100%	4	0	0%	4	3	75%				1	1	100%
Computer Science AB															
Economics - Macro	14	9	64%	17	12	71%	20	10	50%	30	23	77%	17	14	82%
Economics - Micro	14	13	93%	17	13	76%	19	12	63%	28	24	86%	20	19	95%
English Language/Composition	13	13	100%	31	28	90%	15	13	87%	34	32	94%	42	40	95%
English Literature/Composition	15	15	100%	17	16	94%	13	13	100%	18	18	100%	19	16	84%
Environmental Science	12	12	100%												
European History	20	19	95%	28	25	89%									
French Language	9	8	89%	12	12	100%	16	9	56%	8	4	50%	7	7	100%
German Language															
Government and Politics - Comparative															
Government and Politics - US	4	4	100%	5	5	100%	5	5	100%	1	1	100%	10	9	90%
Latin	2	2	100%	4	3	75%	1	1	100%	1	1	100%			
Music Theory	2	2	100%	1	1	100%	2	2	100%	3	3	100%			
Physics C: Mechanics															
Physics C: Elec & Magnet															
Psychology	11	11	100%	29	29	100%	26	26	100%	27	27	100%	10	10	100%
Spanish Language	14	12	86%	7	7	100%	15	10	67%	17	13	76%	10	6	60%
Spanish Literature															
Statistics	20	13	65%	22	17	77%	37	26	70%	28	13	46%	19	12	63%
US History	41	36	88%	36	33	92%	35	31	89%	22	21	95%	45	45	100%
World History							33	33	100%	11	10	91%	10	8	80%
	231	208	90%	286	253	88%	300	252	84%	294	252	86%	269	244	91%

The high level of performance of Wachusett students required to score so well on AP Exams reflects their commitment to academic excellence and the benefits of an extensive, enriched academic program.

OUR FOCUS IS ON OUR STUDENTS

SECTION V

A GLIMPSE OF OUR SCHOOLS



Central Tree Middle School
281 Main Street
Rutland, MA 01543
Principal: Nancy Fournier

Central Tree Middle School consists of approximately four hundred nine (409) students in grades six through eight, supported by thirty-three (33) teachers and additional support staff. The faculty at Central Tree Middle School remains committed to improving the quality of instruction, increasing parent involvement, and fostering a safe and orderly school environment.

The primary focus of our professional development program over the past year has been to integrate the various components of the WRSD Literacy Initiative into classroom instruction. Faculty members spent several days in subject-alike groups deepening their understanding of the initiative. Several teachers signed up to be Lab Classroom Teachers and worked closely with members of the Teaching and Learning Alliance, Inc. These teachers continued to pilot instructional techniques gathered through the initiative and then agreed to share their experiences with other teachers. This year the teachers got to observe each other and then invited other middle school teachers in the District to observe them at Central Tree in a day long session.

Another focus of professional development was Numeracy wherein the whole school participated in workshops designed to expand upon stressing the importance of math in all curriculum areas. MCAS results were analyzed on a regular basis to identify relative strengths and areas in need of improvement so that we can improve student performance. All math teachers were able to attend training and we were thus able to form a partnership with Worcester Polytechnic Institute (WPI) in the use of their math program Assistments, which allows students to practice math in MCAS format questions using a computer and to get hints and immediate feedback as to their performance. This program is used widely in other school districts with very positive results.

In addition to our focus on academic improvement, we continue to address ways to improve our school climate and culture. Through the ongoing efforts of the Diversity and Tolerance Committee, we have worked together to identify and address ways in which we can improve the way students respond to a diverse population of peers. In April we read the book, *Tunes for Bears to Dance To*, by Robert Cormier. This book is a brief, compelling book that conveys the devastating effects of evil, whether its form is as huge and incomprehensible as the Holocaust, or as small and personal as another human being. Henry, a young teenager, is lucky to be employed. Since his brother's recent death, his father is paralyzed by depression; his mother works long hours to support the family. It's the early 1950s, and, with the return of the servicemen, housing and jobs are scarce. Unfortunately, Henry's boss is a bigoted, abusive individual whose hatred of others is so consuming that he intentionally sets out to corrupt the boy's goodness. He forces Henry to commit an ugly, violent act and betray a friendship with an elderly neighbor who has lost his home and family to the Nazis. As part of his rehabilitative therapy, Mr. Levine lovingly carves his vanished village and its population out of wood. The scenes in which he is "home" again demonstrate the Holocaust's horror in a deeply moving manner, and Cormier wrenchingly personalizes the man's grief.

The entire student body viewed a PowerPoint presentation about the Holocaust in preparation for their reading of the book. As a follow up, students met with a ninety-year-old Holocaust survivor who told his story of survival after being held prisoner in Terezin and later Auschwitz. On the following day, a school-wide project was completed with the outcome being a large mural to be added to the other two murals previously completed. This was the third year Central Tree has done such a project and the theme of accepting differences and having empathy for others is one that we continue to stress and foster within our school culture. In addition we explored the themes of aggressors, victims and bystanders and their roles in history and in relation to bullying. Afterschool activities were offered by the principal who worked with groups of students as they continued to explore this theme.

We continued to hold monthly Principal Coffee and Chats to provide parents and administration with the opportunity to share information and work together to improve the experiences for our children at Central Tree. A Student of the Month Program is also held on a monthly basis to acknowledge students in a variety of areas. We are using our school slogan, REACH (Responsibility, Excellence,

Achievement, Character and Honor) which represents the school's core values, to determine students of the month from each grade.

Over eighty Rutland senior citizens attended our annual Holiday Breakfast; we also continued to collect funds for local families around the holiday season and frequently make financial and food donations to the Rutland Food Pantry. We are proud to offer a variety of athletic opportunities including field hockey, track, basketball, cheerleading, baseball and softball. Central Tree is proud to offer students additional extracurricular opportunities including a Lego Robotics Club, the CTMS Student Council, Yearbook Club, Drama Club, Game Club, Mountain Bike Club, and Mathematics Club, National Junior Honor Society and German National Junior Honor Society.

This year Central Tree held its first staff/student basketball game where money was raised to support the Multiple Sclerosis Foundation. This event was well attended and fun for all who participated.

Parent involvement is crucial to the success of Central Tree Middle School. Our PTO continues to grow in membership and in the number of sponsored events. The PTO provides our students with age-appropriate activities, such as after school movies, and with fundraising to support staff and school initiatives through their mini-grant program. A Spaghetti Supper was held in March that raised money to support our ever-growing music program. In May, a book fair was held, specifically promoting summer reading and high-quality reading materials to our students. This furthers our goal of promoting a love of reading and supporting the literacy initiative.



Chocksett Middle School
40 Boutelle Road
Sterling, MA 01564
Principal: Margaret N. Morgan

Chocksett Middle School consists of approximately four hundred twenty (420) students in grades five through eight, supported by twenty nine (29) teachers and additional support staff. Chocksett Middle School believes that all educational and school related decisions should be based upon the divergent needs and uniqueness of the early adoles-

cent. Through a climate of respect, we must provide our students with learning opportunities that meet each student's varied physical, social and intellectual needs and that maximize his or her potential. We believe that our curricula must go beyond the traditional academic offerings. Through sound educational practices and the utilization of emerging technologies, we can prepare our students for the challenges that will be theirs in the future.

Our work this year has focused on issues that can be categorized by the following; communication, school procedures/policies, student academic growth, student social emotional growth and facilities. Ongoing avenues for communication with parents, staff and students provide opportunities to build relationships and to gain insight to the strengths and weaknesses within our school. This year all Grade 8 students met with the Principal, via Principal lunches. Parents have participated in PTO, SIMCO, and at Principal's Coffee & Chats. A Principal's message is sent home with quarterly report cards and is posted on the school web-site.

In order to provide a clear understanding of Chocksett's policies and procedures, the school handbook has been reviewed and rewritten in coalition with SIMCO.

Student academic growth remains a constant focus of attention. The Chocksett staff has discussed the implications of our MCAS and Growth Model results for instructional changes/adjustments and implementation. All staff members have participated in professional development on strategies for answering Open Response questions. ISSPs have been developed for identified students in need. Work continues in regards to our "literacy program" and differentiated instruction and assessment.

We have included long term technology goals in our School Improvement Plan and are reviewing curriculum to ensure that our students receive the 21st century skills they need to compete in the global environment.

Since middle school students academic growth is closely related to their social-emotional well being, we continue to attend to this area in a variety of ways. Various anti-bullying educational measures have been implemented throughout the school year: Internet/Cyberspace safety programs, grade level instruction, staff training. Once again, transition programming for incoming Grade 5 students and parents took place at the end of this school year. We have been and will continue to be vigilant in providing both an emotionally and physically safe environment for our school community.

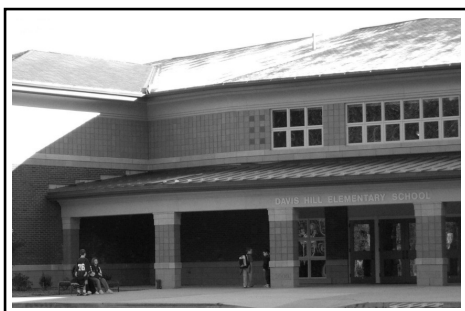
We continue to address ways to improve our school climate. We hold quarterly Principal Coffee and Chats to provide parents and administration with the opportunity to share information and work together to improve the experiences for our children at Chocksett. Our new Core Values of Respect and Responsibility have been embedded in school practices and classroom instruction. Over one hun-

dred Sterling senior citizens attended our annual Holiday Breakfast; we also continued to collect funds for local families around the holiday season and have made financial and food donations to the Sterling Food Pantry. We continue to offer a variety of athletic opportunities including field hockey, track, basketball, cheerleading, baseball, softball, and intramural volleyball. Chocksett is proud to offer students additional extracurricular opportunities including Student Council, Yearbook, Destination Imagination, Science Olympiad, Mathletes, Model UN, and the Central District Music Festival program. In addition to our sports teams, students competing in afterschool Academic Competitions are also recognized in an after school ceremony.

Parent involvement is crucial to the success of Chocksett Middle School. Our PTO continues to support various events and programs, such as the ASAP tutorial program, advisor stipends, financial assistance for field trips, and other academic enrichment endeavors.

In an effort to maintain a clean and safe facility, a custodian has been assigned to Chocksett during the school day. His continuous oversight of the facility has supported efforts to maintain our facility at an acceptable level of cleanliness and repair. The issue of "flooding" in the lobby following intense rainfall has been rectified.

We are continually grateful for the demonstrated commitment of our staff and parents to provide our students with a comprehensive educational experience within an emotionally and physically safe environment.



Davis Hill Elementary School
80 Jamieson Road
Holden, MA 01520
Principal: Mark A. Aucoin

What is Davis Hill? Is it a public school with students ranging from kindergarten to grade five? Sure, but more than that. Is it a building constructed in 2000 with great classrooms and work spaces for students, a wonderful and modern gym, library and cafeteria? Yes, but even more than that.

We are a living, breathing, exciting and dynamic school for

educators to work in, students to learn in, and for the parents and community to be involved with. We are defined by and held accountable to our commitment to our Massachusetts' State Frameworks, the Common Core of Learning, and our District's curriculum standards, and the philosophy of "Children First". But even with all that it, again, is only part of the picture.

We are a group of educators, teachers, specialists, and administrators totally dedicated and committed to bringing the highest level of education to our students. It is the Davis Hill communities' combined mission to enable our students to acquire knowledge, demonstrate tolerance, accept diversity, make personal decisions that reflect ethical behavior, understand their own and other's self worth and dignity, and be prepared to further pursue their life's goals.

The programs used at Davis Hill accommodate diverse learning styles and the differentiated needs of our students. The Davis Hill School community is committed to the core values of academic excellence, cooperative and respectful relationships, and life-long learning. The mission of Davis Hill School, therefore, is to improve the acquisition of knowledge, the appreciation and tolerance for differences and diversity, and the development of the skills for learning that will last a lifetime for children.

Our aim is to have students who leave Davis Hill at the end of fifth grade be able to read, write and compute to a high standard; to be able to make personal decisions which reflect ethical behavior and a clear understanding of their own and other's self worth and dignity; and will be prepared to further pursue their life's goals.

Teachers make every effort to meet the individual needs of all learners. The teachers monitor students' skills throughout the year. At-risk students may also have a Response to Intervention Plan that emphasizes the appropriate accommodations needed for children within the regular education program.

Other learning opportunities include a week long Adventure Camp for grade five, Destination Imagination (DI), Math Olympics, and LEGO Engineering. The past two years the fifth graders attended a weeklong ecology camp in Saco, Maine, dedicated to teaching skills involving multi-sensory learning, science of ecology and waterways, team building, adventure activity, and environmental protection issues. The program provides children with positive experiences of how they can make a difference in the social and environmental future of the world.

The school and our PTA support Destination Imagination (DI) teams for the International Problem Solving Tournament. This program uses the multiple intelligences of students to build skills, such as problem solving, teamwork and divergent thinking. Through the efforts of enthusiastic volunteers, students have been able to participate in a variety of after school LEGO Engineering programs from

kindergarten through grade five. Students are provided opportunities to design, plan, and cooperatively engage in engineering activities through teamwork.

Our students participate in community service projects, making monthly donations to the Wachusett Food Pantry. Students donated to the Telegram & Gazette Santa during the holidays. Teams of students purchased holiday gifts for needy families and seniors. In keeping with the tradition of Davis Hill being the biggest contributor to our local food pantry, we had a food and toy drive, organized and run by third grade students. It was a huge success.

Community connections are highly valued. The Holden Fire Department and Holden Police Department conduct programs for students at varied grade levels. Officer Sculthorpe, a Holden Police Officer, is assigned as school liaison to develop a positive relationship between school age children and the Department. We have strong connections to the history of Holden and our third graders make a day of touring the town. We welcome student teachers from local colleges to come to our school for observations and practicum experiences. The school also houses the Holden Recreational Department's Before School and After-School Child-Care Program.

There are many activities during the school year where children and parents become involved. Some of the events for this year have been our annual Fall Festival, Veteran's Day Recognition, Community Reading Day, the Holiday Fair, Geo-Bee, Destination Imagination, Family Arts Night, Family Picnic Day, and Kindergarten Orientation Day. Throughout the year parents can be seen on a daily basis providing important support by volunteering in classrooms and with special projects.

Davis Hill is truly enriched by this active and enthusiastic group of volunteers and caring and involved parents. Our PTA sponsors many family night programs, field trip transportation, and enrichment programs for our students. The administration and staff of Davis Hill are thankful for the many parents and seniors who come into Davis Hill on a daily basis to work with students and to assist teachers. This school has a wonderful sense of community that is felt the minute you enter the school.



Dawson Elementary School
155 Salisbury Street
Holden, MA 01520
Principal: Patricia A. Scales

Dawson Elementary School has continued its tradition of providing educational excellence while promoting strong social skills and positive values within our students. We continue to engage and challenge students in an environment that fosters the IALAC (I am Loving and Caring) spirit. Each month a different social skill is introduced and reinforced by the teachers and administration. Students are identified by their teachers as demonstrating the social skills that we, as a school, work on and receive an award at a monthly assembly. Staff members are recognized throughout the year for their hard work by the administration, by other team members, and even students. The Second-Step Social Skills program is being implemented in all grades to support the IALAC program. We have also incorporated anti-bullying activities in the school. Our activities are designed to be proactive to help students become aware of bullying and how to avoid and deal with situations they may encounter.

As part of the School Improvement Plan and the overall goals of the District, students are encouraged to participate in community service activities in and out of the school. Students have participated in activities such as letters to soldiers, senior center activities, American Cancer Society, Why Me, Tufts Floating Pediatric Hospital, as well as the local food pantry.

Enrichment programs are scheduled throughout the year. These programs support and enrich the curriculum. Programs are supported by the Dawson PTA. Teachers



offer suggestions to a parent enrichment coordinator. The enrichment coordinator meets with administration to discuss possible programs for the year. Once agreed to, the programs are scheduled throughout the school year. These programs also enrich their understanding of the world around them. Field trips are also supported through the generous support of the PTA to cover transportation costs.

School community activities are encouraged throughout the year. This past year parents and students participated in a Fall Festival, Open House/Book Fair, Pancake Breakfast, and a Luau. These community events encourage parents and students to socialize in a fun and relaxed manner. This year Dawson School encouraged community members to participate in Community Reading Day. Administration from Central Office, town departments, business, and our state representative attended to share their love of reading.

Individual grade levels present a variety of programs to the school community. These programs are curriculum based and are presented in a variety of ways such as plays, musicals, and science related activities. Parent support is always welcomed when coordinating these activities. Providing an enriching academic program is a goal that Dawson Elementary strives for. The dedicated staff work hard to plan and implement activities that support and enrich the curriculum while meeting the needs of their students. Teachers participate in on-going professional development provided throughout the year by the District as well as mentoring each other in their teams. Teachers assess children throughout the year to monitor student progress and to plan instruction to meet their needs. Teachers have been working hard to plan units of study in many of the curriculum areas as well as common assessments.

This past year teachers have been working very hard to improve student performance on standardized assessments. Teachers in grades 3-5 have attended workshops that provided additional strategies that teachers could share with the students to enable them to do their best. Teachers also planned and implemented the first Dawson School MCAS pep rally. This was to help students relieve test anxiety and to motivate them.

All classrooms have computers available for student use. The library and computer lab are also available for research, Successmaker, word processing and other classroom projects. Many classrooms use an Alpha Smart as a word processing tool in the classroom. Exemplar software is used for enrichment problem solving. Grade 5 teachers are teaching students Hands-On Equations to deepen their understanding of numeracy and algebra. Four teachers are being trained as "Super Users" in using Limelight software. These teachers will begin to learn how to develop assessments using this particular software that will align with the Curriculum Frameworks and the Core Standards. They will also be trained in using a clicker response system.

Meeting the needs of all the children at Dawson is the pri-

mary goal of all the teachers, support staff, and administration. Teachers work together in teams to plan and implement instruction that incorporates best practices in teaching.



Glenwood Elementary School
65 Glenwood Road
Rutland, MA 01543
Principal: Anthony Gasbarro

Glenwood Elementary School is in its fifth year of operation in Rutland. Despite its age, it is in remarkable condition due to the vigilant effort of our custodial staff and the cooperation of students, faculty and staff. This year we experienced some major changes in Rutland. The two elementary schools in town, Naquag and Glenwood, were reconfigured and Glenwood is now home to all the third through fifth grade students in Rutland. We currently have approximately 430 students. The blending of all students, parents, and faculty has been a major goal this year and we feel we have made the transition seamless and successful for all concerned.

This has been a busy year for the students, parents, faculty, and staff at Glenwood Elementary School. The Glenwood community is proud to announce that it officially made Adequate Yearly Progress based on the results of the 2010 MCAS test results. Students and teachers worked diligently throughout the year to make significant gains in every subgroup. Parents were invited to attend an MCAS night where the most recent test results were shared. In addition, the No Child Left Behind school report card was received and posted to our website in March 2011. It details the school's official AYP status with information such as enrollment data, teacher qualifications, and detailed MCAS and AYP results. Details of that report card are available at www.wrsd.net/glenwood.

The literacy initiative continues to be well received by students, teachers and parents. For the second year, Writers' Workshop is part of the literacy block in conjunction with the Readers' Workshop model. Students have expanded their ability to write for a purpose and are looking at authentic texts to model the craft of writing. All students are reading texts of their own choice at their individual reading level.

Glenwood is fortunate to have a full-time Title 1 teacher who provides intensive literacy and mathematical instruction to students in a pullout model in grades 3-5. Students receive

targeted assistance after scores from District formative assessments are analyzed as well as through teacher input. A Title 1 Open House was well attended by parents in the fall and a mathematics night was scheduled for the spring. Materials were sent home to students before the summer to minimize summer reading and mathematical regression.

Math instruction for Glenwood includes the Everyday Math program being utilized in grades 3-5 with some faculty members piloting the math pacing guide. This pacing guide expands on the content of the Everyday Math curriculum and is more aligned with the Massachusetts Curriculum Frameworks. It develops skills at a mastery level versus a spiraling system of instruction. Teachers will be following a District-wide trajectory of topics but they will have the freedom to develop daily lessons that teach those topics based on individual classroom needs. Many faculty members are using the math pacing guide with great success. All faculty members are using this year to refine or develop their own pacing guides for implementation during the 2011-2012 year.

As part of our desire to meet students' needs at their ability levels, all students are given a nationally normed reading and math test in the fall to see their current oral reading and math fluency. Students who are not meeting benchmarks are given an additional dose of instruction during daily Tier 2 instructional periods through RTI (Response to Intervention). Faculty members at all grade levels are able to provide research-based interventions in both literacy and math. This year, all students receiving Title 1 reading support are being progress monitored by the Title 1 teacher with consultation with the classroom teacher.

There has been a greater emphasis this year to encourage the use of technology to support content instruction as well as student skill building. Glenwood has been fortunate to pilot an online resource, Discovery Education, which provides visually rich content that is standard based to integrate into all content areas K-5. In addition, a technology skills curriculum has been developed and technology benchmarks have been created for grades 3-5. Our school library aide has been instructing students in technology programs such as Type to Learn, Kidspiration, and Microsoft Word.

School safety remains a focus for the Glenwood Elementary School. Fire drills, stay in place drills and evacuation drills are all part of the Crisis Plan for Glenwood, which is on file at the school and with the Rutland Police Department and the Rutland Fire Department. Administration, as well as faculty and staff with students who may be inclined to require additional support, are all equipped with two-way radios so that assistance can be provided at a moment's notice.

Teachers are providing instruction to all students using the current Second Step program. This program gives students practice on how to handle situations where they may require empathy training, problem solving, anger management and impulse control. In addition, a school-wide initiative was implemented to recognize students who go beyond what is expected and treat others with kindness, caring and respect. Students can be nominated by each other or by other adults in the building as a "bucket filler," based on the text, Have you Filled a Bucket Today? The kind deed is recorded on a sticky note and then placed on a class bucket poster. The colorful paper buckets are on display in the school lobby.

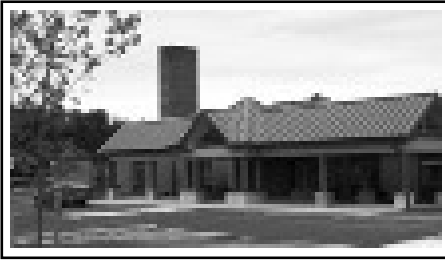
As part of our Bully Prevention and Intervention Plan, all teachers will be utilizing the Steps to Respect program in their classrooms. This is a research-based program endorsed by the Massachusetts Department of Elementary and Secondary Education that provides students, parents, and faculty with the tools to deal with the many aspects of bullying.

In an effort to bridge the gap between school and home, the Parents and Teachers Helping Students (PATHS) program has been instrumental in getting parent volunteers to assist students in class with academic support. Many volunteers donate numerous hours per week in various classrooms.

Use of the Glenwood facility has been brisk this year with various local organizations using parts of the school building and property for educational and recreational use. To date, a total of over 1,400 hours of building use beyond the school day are being logged by various organizations. We are committed to providing a safe and clean facility for various local organizations to use as part of our gift back to the Town of Rutland for this beautiful and functional facility.

The Glenwood Elementary School takes pride in its commitment to the greater community. In the fall students donated hundreds of pounds of food to the Rutland Food Pantry. There was a school-wide clothing, shoes and toiletry supplies drive this winter. All donated items were given to the veterans' shelter. Also this fall, the fifth grade students coordinated a school-wide coin drive. They raised over \$900 that was donated to the Jimmy Fund.

Lastly, I would like to thank the many groups and organizations that help to make Glenwood Elementary School a great school. They include our Glenwood parents and students, faculty and staff, community volunteers, Glenwood PTO, Glenwood SIMCO, the Town of Rutland, Rutland Fire Department, Rutland Police Department, Rutland Department of Public Works, Rutland Recreation Department, Rutland Food Pantry, and Massachusetts Department of Conservation and Recreation.



**Houghton Elementary School
32 Boutelle Road
Sterling, MA 01564
Principal: Anthony M. Cipro, Jr.**

Houghton Elementary is a child-centered school focused on learning. Our school has a population of over five hundred children within a grade span of kindergarten through grade four. Our school seeks to provide children with a strong foundation in basic skills and opportunities to extend the thinking of young minds. By matching children's natural curiosity with literature, mathematics, science/technology, the arts, and the environment our school fosters life long learning for these future citizens of the twenty-first century.

Children are social beings. Houghton School promotes and reinforces positive social values that exist in our society including: respect, responsibility, kindness, honesty, and cooperation. Our school is a place where children care to learn and learn to care.

Staff, parents, volunteers, and guests need to serve as appropriate models for young children. The responsibility of public education is enormous and must be shared by the total public: school staff, parents, citizens and local government. Then, in unison, it can be stated: We believe our children are the future.

Houghton Highlights of the 2010-2011 School Year

- Meeting Annual Yearly Progress in all areas of State-wide Assessments and identified as a very high performing school in Math and ELA;
- Expansion of Foundations Phonics into all Grade One classrooms;
- Implementation of a strong Anti-Bullying program;
- Increased the children's library book collection to 15,500 books;

- Extensive involvement of the Sterling community in our school including: Sterling Historical Society for local history, donations by Davis Farmland for school fundraisers, Sterling Fire Department's fire safety program, enlisting Sterling's boy scouts for community service in school, 270 plus parent volunteers;
- Involvement with Sterling Senior Center with children providing onsite holiday entertainment and displaying children's art work;
- Curriculum and cultural enrichment programs for children to complement grade level units of study; all funded by the school's PTO;
- Involvement of children in our school community : grade 4 participating in the school's daily office morning announcements; grade 3 in charge of daily raising of the school's flag and picking up classroom notes; grade 2 in charge of watering flower beds;
- PTO sponsored Chess Club during winter recesses for grades 2, 3, and 4;
- Establishment of a six week before school fitness club for grades children in grades 2, 3, and 4 by our Physical Education teacher;
- Incorporating new technology and exercise regimes with HopSports into P.E. classes;
- Added technology of Smartboards & projectors into classrooms, all funded by PTO;
- School-wide Annual March Reading Challenge including: week-long book fair, staff/PTO sponsored Literacy Night for families;
- Continuation of Parent Lunch Weeks from March through June;
- Children programs for entire school or parents/guests including: Peace Pole Celebration, Halloween Parade, holiday performance at Sterling Senior Center, Volunteer Recognition Breakfast, kindergarten orientation, Family Pasta Supper, and the singing of our national anthem at a Worcester Tornadoes baseball game in June;
- School-wide theme and collection of "Pennies for Peace" to support international efforts of building schools in Afghanistan and Pakistan;
- Expansion of our school-wide Arts Integration Committee of teachers to further include the arts into classroom curriculum;
- Continued offering of Houghton School as a host school for student teachers from various colleges and universities, including UMass

“IF EVERYONE IS THINKING ALIKE THEN SOMEBODY IS NOT THINKING.”

GEORGE S. PATON



Dr. Leroy E. Mayo Elementary School
351 Bullard Street
Holden, MA 01520
Principal: Judith K. Evans

Dr. Leroy E. Mayo Elementary School is a kindergarten through grade five school with a population of approximately five hundred. The mission of Mayo School is to educate, inspire, and empower all members of the learning community. Students and staff are committed to enhancing the lives of the school community and the lives of others by upholding the highest standards of quality and integrity. Children at Mayo Elementary School are provided with a solid educational foundation necessary to be successful throughout their academic lives.

We received preliminary final MCAS data early this year. This enabled us to analyze the data and address areas of concern for the whole school and individual students. At our September professional development half-day, teachers worked in grade level teams analyzing data from MCAS and other assessments to determine at risk students and develop intervention plans for these students. Our MCAS results were quite positive, particularly in math. We attributed this improvement, in part, to the Mayo Math Task Force, a voluntary group of teachers who worked together with administrators to share ideas on improving math instruction. Over half of the Mayo teachers participated. Math instruction has become a more dynamic, interactive endeavor. Our efforts in math continued throughout the year. During the professional days, teachers were divided into two groups based on their level of experience with our new approach to math instruction. The groups used two different math texts. Both groups were shown DVD's with best practices in math instruction from two of the country's "math gurus," Marilyn Burns and John Van de Walle. Teachers were given opportunities to observe math classes with coverage provided by administration. Teachers also worked at grade levels on pacing guides for math, aligning lessons and units with the Massachusetts Curriculum Frameworks. Our MCAS results also revealed improved scores in our Special Education population in both Math and Language Arts.

We are in our second year of the District-wide Writing Initiative. The Literacy Coaches have been working with Mayo teachers to fine tune the Writers' Workshop approach. Although teachers are familiar and comfortable with the Readers' Workshop model with which they've used

for a few years, Writers' Workshop presents its own unique challenges. Teachers work hard at finding that balance between the creative aspect of writing instruction in which they guide students to "find their voices" and the improvement of fundamental writing conventions. One of the best teaching practices for Writers' Workshop includes the teacher modeling his or her own writing. Fourteen teachers and the administrators are participating in a voluntary writing group this spring in which they will share ideas on improving instruction in writing and examine their own writing.

We had four new teachers this year at Mayo who replaced our retiring teachers. The new teachers are experiencing successful, productive first years and have fit in nicely with the collaborative environment that has been cultivated at Mayo.



Mountview Middle School
270 Shrewsbury Street
Holden, MA 01520
Principal: C. Erik Githmark

Mountview Middle School recognizes the divergent needs of young adolescents as they experience a wide range of physical, social, intellectual, and emotional growth between the ages of 10-14. Educational decisions are based upon principles of developmentally appropriate practices for these young people so as to maximize their potential to succeed in tomorrow's world.

In its vision and mission statement, Mountview Middle School emphasizes core values that are built around respect and responsibility. Through a climate of respect and trust in young adolescents, our school has the responsibility to provide learning opportunities that meet the varied physical, social, intellectual, and emotional needs of each child in order to maximize one's potential. The school's curricula must go beyond the traditional academic subjects to prepare our students to work cooperatively, utilize technology to facilitate learning, practice civic responsibilities, and demonstrate wellness in a problem-solving, decision-making model. With an emphasis on how to learn and what to learn, Mountview must prepare young adolescents to be successful, productive, and contributing members of our changing, global society.

Mountview, with 790 students in grades six, seven, and eight has a faculty of forty-seven, highly qualified, professionally certified educators. Additionally, there are ten support staff, and ten custodial and cafeteria staff. Our students represent a diverse group of learners and are typical ten to fourteen year old young adolescents.

The students of Mountview Middle School actively participate in a rigorous, rich academic program in the core subjects as well as a fine range of related arts classes. To meet the challenges of addressing this constantly changing group of young people, Mountview employs integrated interdisciplinary teaching, thematic approaches to curriculum, curriculum compacting, a major focus on literacy, and integrated technology as a regular part of its programming. A focus on differentiating instruction provides the opportunity for all students to have successful learning experiences in the classroom. Strong special education programs assist those students needing more support and individualized instruction. Mountview's faculty has been actively involved in the District-wide professional development programs for literacy, with the program being fully implemented this year.

Assessing student work is an important part of school achievement. A solid assessment program allows faculty to identify areas in the curriculum, and areas of teaching and learning that can be improved. In addition to the daily, ongoing assessments in the classrooms, the Mountview administration and faculty annually reviews MCAS data to identify the strengths and weaknesses of our programs, and to identify students who need additional support in order to be successful with the MCAS testing. A Peer-2-Peer program across the grades provides mentoring in all subject areas during the year. Mountview's students achieve consistently high performance results in English/Language Arts, and outstanding improvement in mathematics in the 2010 testing.

The sciences offer a collaborative field-based program with the Alden Research Laboratory in Holden, creating CSI type life science experiments and hands-on physical science experiences. In the spring, an 8th grade Science Olympiad involves all 8th grade students in a day-long competition as they review for MCAS science. Sixth graders spend a day at the Christa McAuliffe Space Center at Framingham State University where they participate in a hands-on simulation of landing a module on the Moon or on Mars.

A high percentage of our students participate in a variety of fine arts activities as a result of work done in the art and

music classrooms. All instrumental and vocal music students show the results of their work by presenting winter and spring concerts. Many music students audition for and are selected to take part in the Quabbin Valley Music and the Central District Music festivals. Approximately 100 students participate in the annual middle school musical production.

While at Mountview, there are a number of other activities to participate in during the school day, and after school. Some students are elected to the Student Council. Others are selected for membership in the National Junior Honor Society. Both groups are heavily involved in school and community service.

Students can join the Mathletes team to compete with other schools in the District. In the fall, students compete to represent Mountview in the National Geography Bee, sponsored by National Geographic Society.

Mountview's athletic program includes track and cross-country, soccer, field hockey, basketball, cheerleading, baseball and softball. In the fall and spring, some students take advantage of our tennis courts to participate in an intramural program. During the winter, many choose to ski after school at Wachusett Mountain one afternoon a week.

Parental involvement remains a key component in Mountview Middle School's success. An active PTA has supported many, many of the school's activities. Members of the School Improvement Council (SIMCO) annually work with the School Committee goals to develop a plan of action to enhance all programs in the school. Volunteers see that there is an annual yearbook, organize a book fair, chaperone school dances, and help out whenever assistance is needed. Home/school communication is very important as well.

The school utilizes its website-www.wrsd.net/mountview-where the opening page message board is updated daily. The school has 90% or more of its families signed on to the Parent Access internet program which allows them to keep up-to-date with their children's grades.

Mountview Middle School continues to be very proud of the outstanding faculty which has helped students to achieve academic excellence. The school is equally proud of its students who work hard and take an active role in their school's programs and activities.

“IMAGINATION IS MORE IMPORTANT THAN KNOWLEDGE”

ALBERT EINSTEIN



Naquag Elementary School
285 Main Street
Rutland, MA 01543
Principal: Dixie Herbst

Naquag Elementary School is Rutland's Kindergarten through Grade Two school with approximately 400 students. Our school, a partnership among students, staff, parents and the community, is dedicated to nurturing literate, competent, responsible students in a safe and secure learning environment. Our focus is to educate the whole child by honoring individual learning styles, setting high expectations and celebrating individual growth. Our vision is for every Naquag student to achieve success through this collaboration and dedication.

The reconfiguration for the Rutland Elementary Schools Grades K – 5 proved to be a highly successful transition. Naquag Elementary became the Town's Grades K – 2 primary elementary school. Beginning in August 2010, several events were successfully held to promote friendliness and camaraderie. Grade-specific Family Picnics (BYOP -- Bring your own picnic!) were held on different nights during the week before school began. Naquag's families and friends were also welcome to attend three different Principals' Tours during the week before school started. These informal tours were given by the schools' administrators.

Naquag Elementary School's 2010-2011 school year began smoothly with 391 students. The enrollment consisted of:

- 4 ½ day Kindergarten Classes
- 3 District-wide Classrooms:
- 2 Full-day Kindergarten Classes
- ABA First Grade Classes
- NECC Partnership Classroom
- 6 Second Grade Classes
- Developmentally Delayed K – 3 Classroom

Naquag's own achievements have been accomplished through a variety of specified learning programs designed to meet all students' needs. Our teachers continue to embrace the WRSD Literacy Initiative using the Reader's Workshop and Writer's Workshop teaching format during classroom instruction. Additional support was provided to classroom teachers by WRSD Instructional Coaches. Our Instructional Coaches met weekly with our teachers to provide support for planning, assessments, model lessons and to share co-teaching opportunities.

Teachers used several different assessments to identify areas of student weakness and to plan curriculum instruction. Students in Grades K – 2 were assessed by AIMSWEB (DIBELS – Dynamic Indicators of Basic Early Literacy Skill). AIMSWEB (DIBELS) included a variety of assessments for different grade levels including: LNF (Letter Naming Fluency); ISF (Initial Sounds Fluency); PSF (Phoneme Segmentation Fluency); NWF (Nonsense Word Fluency); R-CBM (Reading Curriculum Based Measurement/Oral Reading Fluency); and the MAZE (comprehension). Additionally, the DRA (Developmental Reading Assessment) was used in Grades K – 2. The DRA determined students' reading accuracy, fluency and comprehension.

Response to Intervention (RTI) was fully implemented in all classrooms at Naquag Elementary School. All faculty members participated in monthly RTI Team meetings to design support and intervention plans for struggling students who were below benchmark levels in DRA, AimsWeb DIBELS and WRSD Benchmark assessments. RTI Tier II interventions were implemented daily by all classroom teachers. Bi-monthly "Progress Monitoring" was completed by classroom teachers for students who were below AimsWeb, DRA and WRSD Reading benchmarks.

Naquag Elementary School provided Title 1 reading support for qualifying students in Grades K – 2 throughout the school year. Several different assessment tools were used to determine eligibility for the students, including the AIMSWEB / DIBEL scores, DRA scores and teachers' classroom assessments and recommendations. Students were progress-monitored for progress every two weeks in order to document personal achievement and growth. Title 1 classes met daily for 20 minutes within the RTI Tier II specified grade level scheduled time period. A Title 1 Family Reading Night was held in December 2010. Families and students participating in Title I services were invited to school to discuss the program, literacy, and the ways we can all be better readers.

Communication between school and home remains an important priority at Naquag Elementary School. Naquag teachers regularly communicated with parents through District e-mail, telephone calls and written correspondence. Through the Naquag Elementary School website, teacher-developed web pages were easily accessible. Using the Teacher's Web Program, a variety of information was available to students and parents. Monthly newsletters from the administration were sent home to every student and were accessible through the school's web site. Connect-Ed, an automated telephone calling system used throughout the District, continues to be utilized to notify Naquag families of upcoming events and notices. Monthly "Principal's Chats" were held during the third Tuesday of each month. Lastly, the Main Street / Route 122A message board notified the entire Rutland Community of important monthly school related events, activities and dates.

Naquag Elementary School acknowledges the importance of student safety. Students and staff daily embraced our school motto "We respect LOOP (Learning, Ourselves, Others and Property)" daily through our pledge:

"We pledge that each and every day we will respect learning, we will respect ourselves, we will respect others and we will respect property."

A variety of support and programs were implemented to focus on anti-bullying and teasing. During the 2010-2011 school year, each classroom teacher taught their students Second Step, a researched-based character building program. The Second Step program increased students' awareness of diversity, empathy and assuming responsibility for one's actions. Students participated in weekly lessons through direct teaching, role-playing, and student discussion. Naquag teachers are pro-active in providing instruction and leadership to our students regarding expected behaviors in the school environment. Naquag teachers and administration have researched and created a "Positive Behavior Interventions and Supports" (PBIS) to identify, organize and teach expected student behaviors in our school in these areas: Classrooms, Hallways, Restrooms, Cafeteria, Recess, Buses, Assemblies and Special Events. Our PBIS philosophy is based on RESPECT, RESPONSIBILITY and SAFETY for all students and adults in our building. It is our belief that the PBIS will provide a clear set of behavior expectations that will support diversity and anti-bullying issues. The Naquag PBIS Team (composed of teachers) regularly meets with school administration to evaluate, monitor and revise our PBIS program.

Monthly assemblies were held to discuss the Second Step topics including empathy, emotion management, problem solving, impulse control, caring, fairness and mutual cooperation. Additionally, an anti-bullying presentation, "Power of One" by Soren Bennick Productions, was enjoyed by all grade levels. The "Power of One" presentation consisted of a series of skits presented by actors using boxes, colors and masks to vividly portray what bullying is, what can be done about it and how every child has the power of one, as well as the power to report bullying when they see it.

The Naquag staff and administration recognize the importance of parent and community involvement and support. Parent and community members provided important classroom assistance in our classrooms throughout the school year. Members of our School Improvement Council (SIMCO) met regularly to review school concerns, events, policies and goals to improve the learning program in our school. The Naquag PTO supported our school in numerous ways providing assistance throughout the school year for school events and fundraisers. The PTO also provided many educational curriculum-based enrichment programs. Additionally, the Rutland Recreation Department provided

availability to a variety of after-school programs for students throughout the school year. The commitment shown by Naquag parents and the Rutland community enriched the educational experience of Naquag students during the 2010-2011 school year.

With the assistance and support of our dedicated staff and many parent volunteers, our students participated in grade specific MA State Framework / Curriculum based field trips. These grade specific enrichment opportunities included field trips to: Davis Family Farm, Southwick's Wild Animal Zoo, and the Eric Carle Museum.

Naquag Elementary and Worcester State University (WSU) have formed a partnership together to provide Naquag students and teachers with support in reading and writing, as well as WSU students with classroom experience. Working closely with Dr. Margaret Bouchard, students in her ED343 "Elementary Reading, Language Arts and Literature" six credit course collaborated with Naquag teachers to provide assistance to students. The Naquag / WSU Partnership proved to be beneficial for all involved.

Naquag Elementary School sponsored parent "Curriculum Nights" in September 2010 to provide parents an opportunity to meet with each grade level's teachers and review grade level curriculum and expectations. Throughout the school year, parents were invited to join monthly school assemblies which highlighted grade level curriculum-based presentations. Parents and family members, as well as the Rutland community, were also invited to annual school-wide events including: our December 2010 and June 2011 Music Concerts, our June 2011's Literacy Parade, 2011 June 14th Flag Day and May 2011's Curriculum Showcase (where a collection of student curriculum completed throughout the school year is displayed).

During the 2010-2011 school year, Naquag students and staff participated in many community service projects based on the philosophy of "Helping Others". Participation in different projects included: collecting non-perishable food items and supplies for the Rutland Food Pantry in November and June; our annual December Mitten and Glove Drive to benefit Abby's House in Worcester; "Be Like Brit" March Madness Spare Change Drive; and the American Heart Association's Jump for Heart event to support and raise awareness of heart health.

Naquag Elementary's administration, faculty and staff are committed to providing every student with support and understanding in order to maintain our excellent learning environment; we take pride in our learning atmosphere. We recognize the importance of community involvement and express our appreciation to all parents, family members and town representatives for their continued support.



Paxton Center School
West Street
Paxton, MA 01612
Interim Principal: Kathleen A. McCollum

Paxton Center School continues to be a student centered school and provides a successful learning environment for all students. We have continued with our focus on MCAS results and the Massachusetts Curriculum Frameworks in addition to our District Benchmarks, Aims and DRA literacy assessments. Teachers at all grade levels have examined results and have made instructional changes to provide a program that meets all the standards and affords students of all abilities to reach their potential.

Paxton has a very successful full day kindergarten program as an option for families, which will expand in 2011/2012. Paxton Center School Improvement Council continues to under a newly adopted Vision: "Every PCS student will graduate eighth grade with the skills and knowledge needed to attend high school without remediation and have the opportunity to pursue a path of their choice." Our goal is to strive to be a school comprised of a community of learners in which individuals reach his/her maximum potential intellectually, socially, emotionally, and physically.

The District-Wide Literacy Initiative is firmly in place for Grades K-8, (Reader's and Writer's Workshop). Students are engaged in choosing 'just right' books at all levels. They are also busy writing, editing and revising. Middle School students have written personal memoirs and poetry.

The Paxton Center School staff are actively learning about harassments, bullying and cyber-bullying and ways to handle it. The Principal attended a bullying training in order to acquire current knowledge to share with staff about what to be aware of and what actions need to be taken. PCS has also put together a Diversity and Tolerance Committee to look at issues of bullying and harassment of students who are considered 'different'. The committee developed ways to teach students and parents about Diversity, Tolerance and Acceptance over the school year.

Paxton students and staff continue to be supportive in a variety of community activities. Middle school science students continue the composting bin for the school and are actively involved in recycling. The Student Council hosted

senior citizens at a breakfast this winter. Students proudly raised money to help with the Haiti Relief and donated the funds to the American Red Cross. PCS continues to host a number of Veterans from the community with a Veteran's Day Program in which students read narrative poems they wrote with information from interviews with a veteran.

The Paxton Center School staff wishes to thank all members of the Paxton community for their continued support. Special thanks are extended to the Paxton Center School PTO, the Friends of Paxton Center School and all the parents and members of the community who have volunteered to work with the faculty and students.



Thomas Prince School
170 Sterling Road
Princeton, MA 01541
Principal: Mary E. Cringan

Thomas Prince is a community school where everyone comes together to promote learning and high academic achievement. Four hundred and twenty three students in grades kindergarten through eight along with sixty teachers and support staff work together to accomplish its goals each school day. We host two District wide intensive special needs programs for fourteen students in grades three through eight. Forty three students are enrolled at Thomas Prince under the School Choice option as well as ten students from within the District. Grade level sizes range from a low of thirty four students in kindergarten to the highest enrollment in grade eight with sixty students.

We are in the third year of a very successful full day kindergarten program as an option for families. Thomas Prince School is truly a community of learners, a place where staff and students, along with parents, have a shared vision of what the school is seeking to accomplish. Our mission is to strive to be a school comprised of a community of learners in which individuals reach his/her maximum potential intellectually, socially, emotionally, and physically.

Our students participate in a rigorous academic program, which has been adopted by the District. The District continually revises the curriculum guidelines based on the most current frameworks from the Massachusetts Department of Education. The MCAS tests are based on these frameworks and it is our responsibility to prepare our students for these

tests. Thomas Prince students continue to demonstrate improvement in all MCAS tests. We continue to make AYP (Adequate Yearly Progress) in both math and English language arts and are on target for our improvement rating.

The School Improvement and Modernization Council (SIAM) conducted a survey for parents and staff in order to assess our status. One hundred and seventy parents answered the survey. Over 84% of the respondents believe we meet the needs of all learners. Ninety eight respondents stated that TPS provides a safe environment for their child. We are pleased with the results of the survey and will develop a new school improvement plan to address the areas that need our attention. Our middle school staff implemented the Bully Prevention-In Positive Behavior Support curriculum this year. The middle school students created an anti bullying rap song that is being taught to all students in grades five through eight.

Many students and staff at Thomas Prince are eager to help others in our community, as well as in the world. The students and staff have participated in collecting money and items for the St. Jude's Hospital, American Heart Association, Pennies for Patients, laying wreaths at the Veterans Cemetery in Winchendon, MA, and other charitable agencies. It is important to us that our students see that they can help others less fortunate than themselves.

The PTA supports our programming by providing cultural enrichment programs such as plays, musicals programs, science related workshops, and programs against bullying and teasing. The cake walk/ice cream social/basket raffles, art show, spaghetti supper, and other fundraising activities bring the entire Princeton community together. The administration and staff wish to express our appreciation to all members of the TPS community for their continued support.



Wachusett Regional High School
1401 Main Street
Holden, MA 01520
Principal: William Beando

Wachusett Regional High School continues to prepare all of its students for life after high school. Students learn the necessary skills needed to further their education, join the armed forces, or enter the world of work. All students are held to a rigorous set of graduation requirements that ensures they master a common core curriculum. In freshman and sophomore years students are taught content and skills that will serve as building blocks for the more advanced courses during junior and senior years, while thoroughly preparing the grade 9 and 10 students for the Massachusetts Comprehensive Assessment System (MCAS). As a result of this preparation, WRHS students consistently perform very well on the MCAS tests.

Wachusett Regional High School is organized by the Small Learning Communities model where all students are members of a "small school," either the upper or lower school. The lower school is further divided into houses, Green and White. Both the Green and White Houses are comprised of ninth and tenth graders. Within the Green and White



Houses each students' core classrooms are located in close proximity to each other. This, coupled with the fact that lockers are located near these rooms, allows for students to stay in this one general area for most of their school day. The designation of these house areas promotes connections between house teachers and students, as well as students and their immediate peers.

To further assist with personalization throughout all of the houses, activity periods are scheduled every Friday throughout the year. During these study periods students are supervised by staff members while working with student mentors or faculty members on topics related to grade level. Students will remain with the same peer group and staff member for their four years at WRHS. This opportunity allows for students and teachers to build better connections and gives the students an interaction with a constant staff member for all four years of high school.

Upon leaving the tenth grade, students enter the upper school at Wachusett. Students in the upper school must complete either a traditional college preparatory program that conforms to the standards of the Massachusetts State Board of Regents or meet the requirements of the Wachusett Partnership Program. The Wachusett Partnership Program provides students who have a career focus with the background they will need to succeed in col-

lege or career. Each of the majors in this program has been developed in conjunction with colleges and universities and successful students can enter colleges with advanced standing in their field of study. With these programs in place, school staff is confident that all students who graduate from Wachusett have been prepared for higher education.

A vital part of what makes Wachusett a great school is the emphasis on educating the whole child. Students participating in our tremendous art and music programs have been recognized locally, regionally, and nationally. Our award winning drama program represents the school in many competitions, as well as putting on several productions throughout the year in our beautiful new auditorium.

Approximately half of the students at Wachusett take part in athletics. We have forty-six athletic programs with almost 1,000 participants. As members of the Midland-Wachusett League our sports teams are very competitive, while many of our teams reach district playoffs.

At Wachusett, we are very proud to have our students achieve and excel in our classrooms, performance areas, and playing fields that are contained within our magnificent high school campus that the five towns of the Wachusett Regional School District have provided for our students.



SECTION VI

SUPERINTENDENT'S FY11 BUDGET MESSAGE

Like most public entities, the Wachusett Regional School District continues to face very uncertain and difficult financial conditions. Each year the District attempts to cobble together a revenue stream that will support basic educational services for our students, and each year our Member Towns struggle to meet this basic assessment. In some corners finger-pointers and blamers characterize the schools as free-spending and fiscally out of control. Nothing could be further from the truth. The Wachusett Regional School District operates at a very efficient level and has cut costs in key areas like utilities and health insurance. But clearly this has not been sufficient as each year we continue to struggle to keep teachers in our classrooms.

The extent to which the District and Member Towns clash over the budget obscures the fact that the real culprit behind the problems that our schools face is the failure of the State to fund the Foundation Budget in an adequate manner. Educational reform in Massachusetts was intended to fund our schools in a manner that was adequate, equitable, and predictable. In order to do so, the State developed a foundation formula that encompassed funding levels for each and every expense that schools require to function adequately. Unfortunately, the foundation has not been adjusted to reflect the changing economic conditions that have affected a number of its categories. For example, in the area of health costs, because only a general inflation factor has been applied to foundation increases, schools in the Commonwealth collectively spend \$1 billion above the amount that the foundation allows for health costs. In our district this amounts to over \$5 million, which is diverted from expense categories that directly affect the education of our students. The result is that the schools continue to lose ground as class sizes grow and the necessary purchases of textbooks, supplies and equipment are deferred.

The budget that we will propose this year does not attempt to make up for the ground that has been lost in any significant way; we understand that the current financial climate does not support such action. Instead we have examined each and every line item in order to make room for our contractual obligations and necessary growth. We have completed a sweeping reform of our Special Education program that will save

a substantial amount of money while maintaining valuable and necessary programs and services for our students. There is a danger, however, that is inherent in the approach that we have taken to this budget. By cutting each line item so closely, we are left with little to eliminate from our budget besides personnel should Member Towns be unable to support the level of funding that will be called for to support this budget. It is, therefore, our sincere hope to secure passage of the FY12 budget as presented.

Personnel

Personnel expense is by far the greatest portion of the District's Appropriation; in this case personnel expense accounts for about seventy-eight percent of the total Appropriation request. The major portion of this increase is driven by contractual obligations and by returning formerly grant-funded positions to the General Fund. It should be noted that the District was forced to account for all Federal funds outside of the General Fund and now that these funds are no longer available, the necessary expense must be charged to the General Fund. This line also reflects a 10% increase to GIC, as well as \$128,000 increase to a mandated contribution to the Worcester Regional Retirement System. This budgetary line also benefits from the application of \$882,000 of Federal Jobs Bill funding. This funding was conserved from the prior fiscal year and will help to offset the slow recovery of State support for education.

Instructional Support/Equipment and Technology

This account funds all instructional purchases of supplies, materials, and technology. Besides teachers, this is what we put in the classroom. The account has essentially been level-funded at an amount that continues to underfund vital educational services for our students. In FY08, this account was funded at \$3,582,784 at the start of the fiscal year. This year we begin at \$2,434,075. The District has underfunded this account by more than three million dollars over the course of the last few years. While efficiency and programming have allowed us to maintain solid instructional programs, we have certainly lost ground in the area of furnishings, equipment, and especially, technology.

Operations and Maintenance

This line item has been decreased in order to reflect the final year of the District's contract with Energy Education Inc., a firm that we had hired to consult in connection with our energy conservation program. This program has avoided energy costs in excess of 3.5 million dollars over the course of the last four years. While the District could utilize more funds to improve our buildings, the savings we have derived from energy conservation have allowed us to do a very good job of basic maintenance and we are confident that our buildings, especially our heating and ventilating systems, are in good working order.

Pupil Services

This area of the budget accounts for the General Fund expenses associated with athletics, student activities, and health services. Each of these expenses has been funded at last year's level.

Special Education Tuitions

This line item has been reduced by \$1,772,196 and it is this reduction that has allowed the District to present a budget that meets contractual obligation and does not call for staff reductions. The reduction is the result of two factors. First, we have terminated our contract with the New England Center for Children and will assume responsibility for all the classrooms that NECC operated. We have been very satisfied with our association with this organization and it is actually the result of their good service and programming that the District has been able to create the capacity to take control of these classrooms. We will save six hundred thousand dollars per year by making this reform. Secondly, a large portion of these savings is the result of a decrease in the number of students requiring out-of-District placement.

Other Costs

These lines comprise the final areas of expense associated with the operating budget. These lines capture expense for necessary borrowing and for assess-

ments connected to the State's school choice and charter programs. The District's recent history suggests that we maintain our short-term interest expense. The most recent Cherry Sheet supports the Charter and Choice Tuition expense that is carried in this line.

Non-Operating Expenses

Transportation

The District's transportation expense will increase by \$422,409. This increase is the result of the bidding process associated with the expiration of our most recent contract with Atlantic Express. While the increase is great this year, we are relatively comfortable with the expense given what has happened to the price of fuel since we executed our last contract, which did not have a fuel escalator clause. Therefore, the District has benefited from this provision over the last few years, but it is now compelled to pay prices that more closely match the market. It should be noted that Atlantic Express was far and away the low bidder on this contract.

Debt Service

This area of the budget captures expenses associated with debt owed on the high school project and for oil remediation at the Jefferson School. The total line is increasing by \$293,039 which is the actual expense of the notes as both projects are now bonded.

Summary

This budget recommendation calls for an increase of \$2,600,668 over FY11. This is an increase of 3.5%. The major drivers of this increase are personnel costs, transportation, and debt; all other lines have been held in check with the exception of Special Education Tuitions, which have been reduced dramatically. All and all, this is a very reasonable appropriation that will maintain necessary programming in our schools as we await an improvement to the fiscal conditions upon which we depend.

**"ONE CAN NEVER CONSENT TO CREEP WHEN ONE FEELS THE COMPULSION
TO SOAR"**

HELEN KELLER

APPENDIX 1

Wachusett Regional School District FY12 Chapter 70 Regional District Summary

Code	Member Name	FY2012 Foundation Enrollment	FY2012 Foundation Budget	FY2012 Net Minimum Contribution	FY2012 Chapter 70	FY2012 Required Net School Spending
134	HOLDEN	3,087	26,029,705	16,447,026	N/A	N/A
228	PAKTON	670	5,649,171	4,107,281	N/A	N/A
241	PRINCETON	543	4,577,360	4,053,653	N/A	N/A
257	RUTLAND	1,618	13,643,433	5,833,698	N/A	N/A
282	STERLING	1,269	10,701,996	7,770,676	N/A	N/A
999	TOTAL	7,187	60,601,665	38,212,334	22,389,331	60,601,665

Based upon Department of Education Chapter 70 Aid and Net School Spending Requirements 06/28/2011

Code	Member Name	FY2011 Foundation Enrollment	FY2011 Foundation Budget	FY2011 Net Minimum Contribution	FY2011 Chapter 70	FY2011 Required Net School Spending
134	HOLDEN	3,050	25,204,283	16,270,028	N/A	N/A
228	PAKTON	691	5,707,820	4,031,695	N/A	N/A
241	PRINCETON	562	4,643,517	3,930,917	N/A	N/A
257	RUTLAND	1,589	13,134,294	5,635,679	N/A	N/A
282	STERLING	1,278	10,564,198	7,726,970	N/A	N/A
999	TOTAL	7,170	59,254,112	37,595,289	21,243,244	58,838,533

Based upon Department of Education Chapter 70 Aid and Net School Spending Requirements 06/30/2010

Code	Member Name	FY2010 Foundation Enrollment	FY2010 Foundation Budget	FY2010 Net Minimum Contribution	FY2010 Chapter 70	FY2010 Required Net School Spending
134	HOLDEN	3,015	25,350,244	16,314,917	N/A	N/A
228	PAKTON	683	5,742,851	4,112,865	N/A	N/A
241	PRINCETON	567	4,765,686	3,874,387	N/A	N/A
257	RUTLAND	1,566	13,167,709	5,387,451	N/A	N/A
282	STERLING	1,295	10,884,986	7,677,899	N/A	N/A
999	TOTAL	7,126	59,911,476	37,367,519	21,490,211	58,857,730

Based upon Department of Education Chapter 70 Aid and Net School Spending Requirements 10/30/2009

APPENDIX 2

FY12 STAFFING SUMMARY

Comparative Staffing Summary FY01-FY12

	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12
Category:	Actual:	Actual:	Actual:	Actual:	Actual:	Actual:	Actual:	Actual:	Actual:	Actual:	Actual:	Proposed:
(1) Administrative	4.00	4.00	4.00	3.00	3.00	4.00	5.00	5.00	6.00	6.00	5.40	5.08
(2) Principals	11.00	11.00	11.00	11.00	11.00	11.00	12.00	12.00	12.00	12.00	12.00	12.00
(3) Adm. Specialists	10.40	10.40	10.20	8.31	8.31	10.31	9.43	12.60	13.60	13.60	13.60	13.60
(4) Ed. Specialists	32.50	34.50	34.50	36.69	38.99	37.99	46.01	11.50	18.30	19.37	19.37	52.73
(5) Technology	11.00	11.00	11.00	9.00	9.00	10.00	10.00	12.00	11.60	9.60	9.60	9.60
(6) Aides	140.40	140.40	143.40	127.99	133.76	167.92	182.42	189.10	196.90	179.48	183.27	185.77
(7) Teachers	467.80	471.80	474.50	450.80	454.30	474.40	492.09	510.70	517.80	500.80	500.30	503.30
(8) Asst. Principals/ WAA	18.00	18.00	19.00	18.00	18.00	18.00	19.00	30.43	29.60	26.60	31.20	31.60
(9) Custodial	52.10	53.60	53.60	53.60	53.60	55.60	59.60	60.23	60.73	58.50	58.50	58.50
(10) Clerical	37.40	37.40	37.40	30.50	30.64	30.00	32.00	33.10	30.23	30.23	29.60	30.00
(11) Health	12.00	12.00	12.00	12.00	12.00	12.00	13.00	12.77	13.60	12.60	12.60	12.60
Totals:	796.60	804.10	810.60	760.89	772.60	831.22	880.55	889.43	910.36	868.78	875.44	914.78

- (1) FY04 Reallocate 1.0 FTE Director of Student/Information Services
FY06 Restore 1.0 FTE to administrative staff
FY07 Increase 1.0 FTE for Business Manager (Reduce Administrative Specialists for Comptroller)
FY09 Increase 1.0 FTE to reallocate Special Education Administrator to proper category
FY11 Decrease 1.0 FTE for Deputy Superintendent; increase .4 FTE for Administrative Consultant
FY12 Decrease .32 FTE for portion of Director of Operation to grant
- (2) FY07 Increase 1.0 FTE for Principal at Glenwood Elementary School
- (3) FY01 Increase 1.0 FTE for Coordinator of School Health Services and eliminate school based administrative assistant
FY03 Reduce 1.2 FTE due to realignment of duties and funding from outside sources; reallocate 1.0 FTE from Custodial to Administrative Specialist (High School Facility Manager)
FY04 Reduce 1.0 FTE at WRHS (Administrative Assistant for the Arts); reduce 0.89 FTE Health Services Coordinator at Central Office
FY06 Reallocate 2.0 FTE from Clerical to Administrative Specialist for Administrative Assistants in Central Office
FY07 Decrease 1.0 FTE for Comptroller (Increase Administration for Business Manager); increase 0.12 FTE for Director of Early Childhood Center due to decreased grant funding
FY08 Executive Assistant to proper category (3); increase 1.0 FTE to reallocate Administrative Assistant from grant to general fund; decrease 0.40 FTE to accommodate change in position of Administrative Assistant -- Operations; decrease 0.43 FTE to reallocate Director of Early Childhood Center to proper category (8)
FY09 Increase 1.0 FTE to reallocate Administrative Assistant -- Finance from clerical
- (4) FY01 Increase 11.0 FTE for ABA Program services
FY02 Increase 2.0 FTE for ABA Program services
FY04 Reallocate 1.0 FTE for Supervisor of Special Education to Administrator of Special Education; increase 1.0 FTE Occupational Therapist District-wide; increase 1.04 FTE Speech Therapy Assistants; reduce 0.85 FTE Health Resources Support Specialist; reduce 0.5 FTE Music Instructor at TPS; reallocate 1.0 FTE at WRHS to Technology; reduce 3.5 FTE for ABA Program services; increase 5.0 FTE ABA Program services during year; increase 1.0 FTE Multi-sensory Tutor at WRHS
FY05 Increase 0.5 FTE ABA Program services; Increase 0.13 FTE Tutor Services; increase 0.67 FTE Physical Therapy Assistant; increase 1.0 Speech Assistant
FY06 Increase 1.0 FTE Speech Assistant; decrease 2.0 FTE for ABA Program Assistants (need changes as student needs change)
FY07 Increase 10.61 FTE for ABA Program Assistants (need changes as student needs change); Increase 1.3 FTE Speech Assistant; reallocate 3.89 FTE from Educational Specialist to Teachers to accommodate Occupational Therapists and Physical Therapist inclusion in teachers' contract
FY08 Decrease 26.51 FTE to reallocate ABA Program Assistants, COTAs, and PTAs to grants; decrease 7.0 FTE to reallocate administrators to proper category (8); decrease 2.0 FTE to reallocate Supervisor of Information Services and Information Specialist to proper category (5); increase 1.0 FTE ABA Program Assistants -- increase need for services
FY09 Increase 6.8 FTE ABA Program Assistants, Speech Therapy Assistants, etc to accommodate special education IEPs
FY10 Increase by 1.07 FTE due to the needs for Special Education IEPs.
FY12 Increase by 32.6 ABA Program Assistants to re-allocate to General Fund (previously funded by grants); increase .4 FTE for Physical Therapy Assistant for increase services for students; increase .36 FTE for ELL Tutor for increased services to students
- (5) FY01 Increase 2.0 FTE for full time technology support in schools located in Sterling and Rutland
FY04 Reduce 2.0 FTE technology support through re-organization and centralization of staff
FY06 Increase 1.0 FTE for technology support in all schools
FY08 Increase 2.0 FTE to reallocate Supervisor of Information Services and Information Specialist to proper category (5)
FY09 Decrease by .4 FTE Technology Associate
FY10 Decrease by 2.0 FTE due to attrition (not replaced due to budgetary constraints)

APPENDIX 2 (CONTINUED)

(6)	FY01	Increase 13.4 FTE SPED Aides
	FY03	Increase 3.0 FTE SPED Aides
	FY04	Reduce 19.0 FTE Aides due to reducing kindergarten aides and applying new staffing ratios for SPED aides; reduce 2.0 FTE SPED Aides due to student transfer out of district; increase .68 FTE Aide due to increased enrollment; increase 0.5 FTE Aide for kindergarten; increase 4.5 FTE Aides due to special education needs; reduce 0.09 FTE Aides due to special education needs
	FY05	Increase 5.27 FTE Aides due to special education needs; Increase 0.5 FTE Kindergarten Aides
	FY06	Restore 7.0 FTE Aides for kindergarten; Restore/Increase 27.16 FTE Aides due to special education needs
	FY07	Increase 9.0 FTE Aides to accommodate Glenwood and increased need for new SPED Developmental classroom; increase 5.5 FTE Aides to accommodate special education needs
	FY08	Increase 6.68 FTE Aides to accommodate special education needs
	FY09	Increase 2.0 FTE for Integrated Classroom at Early Childhood Center; increase 5.8 FTE to accommodate increased special education needs for students
	FY10	Decrease by 17.42 FTE due to budgetary constraints
	FY11	Increase 3.79 FTE to accommodate special education needs
	FY12	Increase 2.5 FTE to accommodate special education needs
(7)	FY01	Increase 16.1 FTE Teachers distributed among the schools
	FY02	Increase 4.0 FTE Teachers distributed among the schools
	FY03	Increase 2.7 FTE Teachers distributed among the schools
	FY04	Reduce 27.5 FTE Teachers distributed among the schools; increase 2.0 FTE Special Education Teachers due to special education needs; increase 1.3 FTE Speech Therapists; increase 0.5 FTE Kindergarten Teacher due to increased enrollments
	FY05	Increase 3.0 FTE Teachers distributed among the schools; Increase 0.5 FTE Kindergarten Teacher due to enrollment
	FY06	Restore 18.1 FTE Teachers to partially restore pupil/teacher ratios and teaching support; increase 2.0 FTE SPED teachers
	FY07	Increase 10.8 FTE Teachers to accommodate increased enrollment, staff Glenwood Elementary School, and decrease Community Service classes at WRHS; increase 1.0 FTE Speech Therapist to accommodate special education needs; increase 1.0 FTE SPED Teacher for District classroom; increase 1.0 FTE Instrumental Music (.5 FTE at Thomas Prince; .5 FTE at Paxton Center School); reallocate 3.89 FTE from Educational Specialists to Teachers for Occupational Therapists and Physical Therapists inclusion in teachers' contract
	FY08	Increase 11.81 FTE to reallocate from grant funding to general funding; increase 5.8 FTE to accommodate increased enrollment; increase .2 FTE Speech Therapist to accommodate SPED needs; increase .8 FTE Special Education Teacher to accommodate special education need
	FY09	Increase 7.1 FTE to accommodate increased enrollment and to accommodate SPED needs
	FY10	Decrease by 13.0 FTE due to budgetary constraints; decrease 4.0 FTE to re-allocate to grants or tuitions
	FY11	Increase by 2.0 FTE to accommodate enrollment; decrease 2.5 FTE to re-allocate to grants or tuitions
	FY12	Increase by 5.0 FTE (restore 1.0 FTE School Psychologist; increase 3.0 ABA Classroom Teachers; increase 1.0 FTE Kindergarten Teacher) decrease 2.0 FTE to re-allocate to grants or tuitions
(8)	FY03	Increase 1.0 FTE Assistant Principal to be assigned to Wachusett Regional High School
	FY04	Reduce 1.0 FTE SPED Coordinator
	FY07	Increase 1.0 FTE for Assistant Principal at Glenwood Elementary School
	FY08	Increase 4.0 FTE for Literacy Coaches; increase 7.43 FTE to correct for incorrect coding (some Administrators were coded as category 3 or 4)
	FY09	Increase .57 FTE to remove balance of ECC Director's salary from grant; decrease 1.0 FTE to allocate to Small Communities Grant; decrease .4 FTE to accommodate realignment of Foreign Language Curriculum Specialist/ELE Coordinator at WRHS
	FY10	Decrease by 2.0 FTE due to budgetary constraints; reduce by 2.0 FTE to re-allocate Literacy Coach to Grant
	FY11	Increase .6 FTE for re-allocation of partial Assistant Principal position to General Fund (was previously in grant); increase 2.0 FTE for BCBA (one was previously coded incorrectly); increase 2.0 FTE Literacy Coaches to re-allocate to General Fund (Coaches were previously in grants)
	FY12	Decrease 1.0 FTE SPED Coordinator; increase 1.0 FTE Director of ABA/Developmental Programs; Increase .4 FTE for re-allocation of partial Assistant Principal position to General Fund (was previously in grant);
(9)	FY01	Increase 2.5 FTE for staffing Davis Hill, Dawson, and Mayo Schools
	FY02	Increase 1.5 FTE for staffing at Dawson, Central Office and Early Childhood Center
	FY03	Increase 1.0 FTE for staffing modular classrooms at WRHS; reallocate 1.0 FTE from Custodial to Administrative Specialist (High School Facility Manager)
	FY06	Increase 2.0 FTE for staffing at Wachusett Regional High School due to construction and square footage
	FY07	Increase 4.0 FTE to accommodate Glenwood Elementary School
	FY08	Decrease .1 FTE at Central Tree Middle School to accommodate split position with Naquag Elementary School; increase .73 FTE at WRHS due to increased square footage
	FY09	Increase .5 FTE at Wachusett Regional High School due to increased square footage
	FY10	Decrease by 2.23 FTE due to budgetary constraints
(10)	FY01	Reduce 1.0 FTE Clerk in elementary schools located in Holden due to consolidation
	FY04	Reduce 6.9 FTE distributed throughout the district
	FY05	Increase 0.14 FTE Clerk at SPED Office
	FY06	Reallocate 2.0 FTE from Clerical to Administrative Specialists -- Central Office; reallocate 1.0 FTE from aide to clerical for Office Aide at WRHS; increase .36 FTE to accommodate Special Education Department additional clerical needs.
	FY07	Increase 1.0 FTE to accommodate Glenwood Elementary School; increase 1.0 FTE to accommodate clerical needs at WRHS
	FY08	Increase .6 FTE to accommodate clerical need at WRHS; reduce 1.0 FTE Curriculum Secretary/Receptionist at Central Office (increase 1.0 FTE Administrative Assistant at Central Office); increase 0.5 FTE for part-time payroll/accounting clerk; decrease 1.0 FTE to reallocate Junior Executive Assistant to proper category (3); increase 2.0 FTE to accommodate increased clerical needs at WRHS
	FY09	Decrease 2.87 FTE to re-allocate to Administrative Specialist; to re-allocate partial position to grant; to reduce payroll clerk
	FY10	Decrease by .63 FTE to allocate remaining portion of ECC secretary to grant
	FY11	Increase by .4 FTE to provide additional clerical services to SPED at WRHS
(11)	FY01	Reduce 1.0 FTE School Nurse in elementary schools located in Holden due to consolidation
	FY07	Increase 1.0 FTE to accommodate Glenwood Elementary School; decrease 0.23 FTE to accommodate partial transfer to grant funding
	FY09	Increase .83 FTE to transfer from grant to general fund
	FY10	Decrease 1.0 FTE through attrition (Special Education Nurse no longer needed)

APPENDIX 3

WACHUSETT REGIONAL SCHOOL DISTRICT

ADOPTED FY12 APPROPRIATION 03.28.11

PERSONNEL

Salaries	\$ 47,833,385
Sub category subs & stipends	\$ 957,423
Employee Benefits & Insurance	\$ 10,474,875
PERSONNEL TOTAL	\$ 59,265,683

INSTRUCTIONAL SUPPORT - EQUIPMENT & TECHNOLOGY

District Administration	\$ 172,500
Instructional Support - Regular Ed	\$ 1,930,246
Instructional Support - Special Ed	\$ 327,829
Instructional Support - Vocational Ed	\$ 3,500
INSTRUCTIONAL SUPPORT TOTAL	\$ 2,434,075

OPERATIONS & MAINTENANCE

Heat & Utilities	\$ 1,734,402
Buildings & Grounds	\$ 809,370
Custodial Services	\$ 235,447
OPERATIONS & MAINTENANCE TOTAL	\$ 2,779,219

PUPIL SERVICES

Athletics Activities	\$ 130,615
Student Activities	\$ 24,150
Health Services	\$ 56,365
PUPIL SERVICES TOTAL	\$ 211,130

SPECIAL EDUCATION TUITIONS

Tuitions - Other Schools	\$ 1,827,894
SPECIAL EDUCATION TUITIONS TOTAL	\$ 1,827,894

OTHER OPERATIONS COSTS

Fixed Charges	\$ 175,000
Tuitions - Other Schools	\$ 1,324,396
OTHER OPERATIONS COSTS TOTAL	\$ 1,499,396

SUBTOTAL OPERATIONS APPROPRIATION	\$ 68,017,397
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OTHER

TRANSPORTATION	\$ 4,968,265
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DEBT SERVICES - JEFFERSON ENVIRONMENTAL REMEDIATION	\$ 101,910
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SUBTOTAL OTHER & NON-DEBT EXCLUDED	\$ 5,070,175
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OTHER - DEBT EXCLUDED

DEBT SERVICE - WRHS APPROVED CAPITAL PROJECTS	\$ 2,702,938
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SUBTOTAL OTHER APPROPRIATION	\$ 7,773,113
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TOTAL APPROPRIATION	\$ 75,790,510
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APPENDIX 4

FY11Expense Allocation Summary

ACCT #	DESCRIPTION	WRH	DAV	DAW	MAY	MOU	PAX	PRI
KEY			Region Base - 56			School Base -57		Multi-color
PERSONNEL								
__P	999 Payroll							
__T	261 Student Tech							
A_	280 Secreterial Overtime - COF							
__P	280 Secreterial Overtime	0	0	200	0	350	0	0
A_	310 Substitutes - Clerical - COF							
__P	310 Substitutes - Clerical							
__H	312 Substitutes - Nurse							
__I	304 Substitutes - Ed Spec							
__I	304S Substitutes - Ed Spec - SPED							
__I	306 Substitutes - Aides							
__I	306S Substitutes - Aides - SPED							
__I	307 Substitutes - Teachers							
__I	307S Substitutes - Teachers - SPED							
__I	307K Substitutes - Teachers - Kindergarten							
__I	308 Substitutes - Long Term							
__I	308S Substitutes - Long Term - SPED							
__A	300 Athletic Other Stipend							
__A	365 Athletic Coach Stipend							
__S	363 Student Activity Stipend - Advisors	50,068	0	0	0	2,000	1,500	1,500
__S	364 Student Activity Stipend - Other	0	0	0	0	0	500	0
SCH	390 School Committee Stipend							
__C	309 Custodial Substitutes							
__C	352 Custodial Overtime	5,000	1,000	800	1,500	1,150	800	200
__C	353 Custodial Building Check	7,500	100	500	2,000	250	800	0
__C	354 Custodial Summer	0	3,000	2,500	0	4,250	3,444	0
Personnel Total		62,568	4,100	4,000	3,500	8,000	7,044	1,700
EMPLOYEE BENEFITS & INSURANCE								
	227 Long Term Disability Reimbursement							
	241 Sick Leave Buyback							
	800 Health Insurance - Employee							
	801 Retiree Health Insurance - District							
	805 Medicare							
	810 Life Insurance							
	812 Unemployment Insurance							
	815 Workers Compensation							
	850 General Liability Insurance							
	860 Retirement Benefits (Worcester Regional Retirement)							
	865 Retiree Health Insurance - Town							
Employee Benefits & Insurance Total		0	0	0	0	0	0	0
PERSONNEL TOTAL		62,568	4,100	4,000	3,500	8,000	7,044	1,700

APPENDIX 4 (CONTINUED)

GLEN	NAQ	CEN	HOU	CHO	DWS	ECC	COF	UNDISTRIBUTED	FY12
Needs Base - 58									
								47,829,716	47,829,716
									0
							3,500		3,500
0	0	200	0	0		0			750
								7,000	7,000
									0
								7,000	7,000
								45,000	45,000
									0
									0
								30,000	30,000
								436,230	436,230
									0
									0
								56,000	56,000
									0
								215,000	215,000
								36,000	36,000
0	0	0	0	2,000		0			57,068
0	0	0	0	0		0			500
									0
								13,000	13,000
1,500	1,000	600	500	300		0			14,350
200	750	200	500	0		0			12,800
4,400	3,000	2,500	2,000	1,800		0			26,894
6,100	4,750	3,500	3,000	4,100	0	0	3,500	48,674,946	48,790,808
								63,000	63,000
								70,800	70,800
								7,438,867	7,438,867
								300,000	300,000
								590,000	590,000
								0	0
								50,000	50,000
								175,000	175,000
								244,000	244,000
								1,254,316	1,254,316
								288,892	288,892
0	0	0	0	0	0	0	0	10,474,875	10,474,875
6,100	4,750	3,500	3,000	4,100	0	0	3,500	59,149,821	59,265,683

APPENDIX 4 (CONTINUED)

ACCT #	DESCRIPTION	WRH	DAV	DAW	MAY	MOU	PAX	PRI							
INSTRUCTIONAL SUPPORT/EQUIPMENT & TECHNOLOGY															
Instructional Support - District Administration															
SCH	400	SchCom Supplies & Exp													
SCH	590	SchCom Cont Services													
SCH	591	SchCom Cont Legal													
SCH	600	SchCom Travel													
AB	590	Cont Services/Auditing/Consulting													
A_	400	COF Supplies & Expense													
AO	415	COF Telephone													
A_	450	COF Equipment & Furniture													
A_	453	Copier Supplies & Expenses													
A_	454	COF Printing-External													
A_	455	Equipment Repair													
AT	451	COF Technology Software													
AT	452	COF Technology Hardware													
AT	456	COF Technology Supplies & Expenses													
AT	457	COF Technology Repairs													
A_	590	COF Contract Services													
A_	600	COF Travel													
AO	620	COF Membership/Dues													
AO	630	COF Professional Dev													
District Administration Subtotal		0							0	0	0	0	0	0	
Instructional Support - Regular Education															
School Based Administration															
AO	591	Admin Legal Contract Services													
AO	691	Admin Legal Settlements													
_FC	453	Copier Leases (COF budgets)													
__P	400	Supplies & Expense							19,500	1,000	1,000	6,000	4,500	1,500	750
__P	405	Student Activities/Graduation							12,500	300	200	0	0	600	0
__P	415	Telephone							14,000	4,000	5,000	4,000	3,500	4,000	3,000
__P	453	Copiers Supplies & Expense							49,488	3,000	4,000	7,000	8,500	3,000	3,500
__P	454	Printing - External							0	1,000	800	850	0	0	1,700
__P	455	Equipment Repair							0	1,000	500	0	1,100	0	0
__P	600	Principal Travel							0	0	0	0	0	0	0
__P	450	Equipment & Furniture	0	0	0	0	0	0	0						
		95,488	10,300	11,500	17,850	17,600	9,100	8,950							
Instructional Support															
AR	410	Staff Recruiting													
__I	450	Equipment & Furniture							28,680	2,200	0	0	13,360	1,025	0
__I	451	Technology Software							11,000	350	0	0	3,000	1,000	0
__I	452	Technology Hardware							20,000	6,000	5,500	5,000	28,200	12,000	0
__I	400	Instructional Supplies & Expense							49,000	32,389	26,070	23,703	21,554	30,000	24,867
__I	455	Instructional Equipment Repair							0	0	300	0	0	0	0
__I	456	Technology - Supplies & Expenses							10,000	1,500	500	3,000	3,750	2,600	3,000
__I	457	Technology Repair							0	500	0	0	1,200	0	0
__I	600	Travel							5,500	0	0	0	925	200	0
__I	620	Membership & Dues							5,700	1,000	800	1,000	775	500	0
__I	630	Conferences							0	1,000	0	1,000	0	0	0
__I	640	Course Reimbursement							0	0	0	0	0	0	0
__PD	120	Professional Development													
__T	416	Network Telecommunications													
		129,880							44,939	33,170	33,703	72,764	47,325	27,867	

APPENDIX 4 (CONTINUED)

GLEN	NAQ	CEN	HOU	CHO	DWS	ECC	COF	UNDISTRIBUTED	FY12
							3,100		3,100
							500		500
							15,000		15,000
							900		900
							36,000		36,000
							62,000		62,000
							10,000		10,000
							0		0
							2,000		2,000
							0		0
							500		500
							0		0
							0		0
							0		0
							0		0
							20,000		20,000
							9,500		9,500
							11,000		11,000
							2,000		2,000
0	0	0	0	0	0	0	172,500		172,500
									0
									0
								75,000	75,000
0	2,000	3,000	4,000	3,178					46,428
0	0	1,000	0	0					14,600
2,500	3,500	4,000	3,500	3,000					54,000
3,000	3,500	4,000	4,000	3,000					95,988
800	0	0	2,500	2,800					10,450
500	0	0	200	0					3,300
200	0	500	2,000	0					2,700
0	0	0	0	0					0
7,000	9,000	12,500	16,200	11,978	0	0	0	75,000	302,466
								31,355	31,355
0	0	3,600	2,500	0		0			51,365
8,635	0	2,900	0	960		0		88,116	115,961
1,600	4,500	6,985	1,200	26,020		4,500		31,429	152,934
21,423	22,275	8,455	20,000	15,700					295,436
1,000	0	0	200	200					1,700
3,800	2,000	1,000	500	500					32,150
0	1,000	0	200	0					2,900
0	0	164	200	0					6,989
1,500	1,000	695	1,100	1,300					15,370
0	250	500	500	1,700					4,950
0	0	0	0	0					0
								625,646	625,646
								124,230	124,230
37,958	31,025	24,299	26,400	46,380	0	4,500	0	900,777	1,460,987

APPENDIX 4 (CONTINUED)

ACCT #	DESCRIPTION	WRH	DAV	DAW	MAY	MOU	PAX	PRI
Text Books								
__X 480	Textbooks	0	13,918	8,500	11,000	4,600	12,000	5,800
__X 486	Testing Materials							
		0	13,918	8,500	11,000	4,600	12,000	5,800
Library								
__L 400	Library Supplies & Expense	30,000	0	300	890	1,190	1,180	0
__L 450	Library Equipment & Furniture (COF)	0	0	0	0	0	0	0
__L 452	Library Technology Hardware (COF)	0	0	0	0	0	0	0
__L 455	Library Equipment Repair (COF)	0	0	0	0	0	0	0
__L 485	Library Periodicals & Publications (COF)	0	0	0	0	0	0	0
__L 487	Library Ed Materials (COF)	0	0	0	0	0	0	0
		30,000	0	300	890	1,190	1,180	0
Audio Visual								
_AV 400	Audio Visual Supplies & Expense	3,000	200	0	0	0	0	750
_AV 450	Audio Visual Equipment & Furniture	0	0	0	0	0	0	0
_AV 455	Audio Visual Equipment Repair	0	100	0	0	0	0	0
		3,000	300	0	0	0	0	750
Guidance								
__G 400	Guidance Supplies & Expense	18,000	1,395	800	0	550	0	1,800
		18,000	1,395	800	0	550	0	1,800
Regular Education Instructional Support Subtotal		276,368	70,852	54,270	63,443	96,704	69,605	45,167
Instructional Support - Special Education								
Administration School Based Administration								
__P 400S	Supplies & Expense	0	0	0	0	0	0	0
__P 415S	Telephone	0	0	0	0	0	0	0
__P 453S	Copiers Supplies & Expenses	0	0	0	0	0	0	0
__P 600S	Principal Travel	0	0	0	0	0	0	0
__A 611S	Professional Develop	0	0	0	0	0	0	0
__A 620S	Membership/Dues	0	0	0	0	0	0	0
YU 591	Legal Contract Services	0	0	0	0	0	0	0
YU 691	Legal Settlements	0	0	0	0	0	0	0
		0	0	0	0	0	0	0
Instructional Support								
__I 400S	Supplies & Expense	2,500	1,000	2,600	0	1,500	530	1,200
__I 405S	Student Activities							
__I 450S	Equipment & Furniture	0	0	0	0	0	0	0
__I 455S	Equipment Repair	0	0	0	0	0	0	0
__I 456S	Technology Supplies & Expenses							
__I 590S	Contracted Services							
__I 600S	Instructional Travel	0	0	0	0	0	0	0
__I 620S	Membership/Dues							
__I 630S	Conference Registration							
__I 640S	Course Reimbursement							
		2,500	1,000	2,600	0	1,500	530	1,200
Textbooks								
__X 480S	Textbooks	0	0	0	0	0	0	0
__X 486S	Testing Materials	0	0	0	0	0	0	0
		0	0	0	0	0	0	0
Audio/Visual								
_AV 400S	Audio Visual Supplies & Expense	0	0	0	0	0	0	0
_AV 450S	Audio Visual Equipment & Furniture	0	0	0	0	0	0	0
_AV 455S	Audio Visual Equipment Repair	0	0	0	0	0	0	0
		0	0	0	0	0	0	0
Special Education Instructional Support Subtotal		2,500	1,000	2,600	0	1,500	530	1,200

APPENDIX 4 (CONTINUED)

GLEN	NAQ	CEN	HOU	CHO	DWS	ECC	COF	UNDISTRIBUTED	FY12
9,115	8,601	11,885	15,000	0				0	100,419
								0	0
9,115	8,601	11,885	15,000	0	0	0	0	0	100,419
0	700	1,000	1,085	0				0	36,345
0	0	0	0	0					0
0	0	0	0	0					0
0	0	0	0	0					0
0	0	0	0	0					0
0	0	0	0	0					0
0	700	1,000	1,085	0	0	0	0		36,345
950	0	500	200	0					5,600
0	0	0	0	0					0
500	0	0	100	0					700
1,450	0	500	300	0	0	0	0	0	6,300
0	1,184	0	0						23,729
0	1,184	0	0	0	0	0	0		23,729
55,523	50,510	50,184	58,985	58,358	0	4,500	0	975,777	1,930,246
0	0	0	0	0		4,500			4,500
0	0	0	0	0		200			200
0	0	0	0	0		2,000			2,000
0	0	0	0	0		300			300
0	0	0	0	0		0			0
0	0	0	0	0		0			0
0	0	0	0	0	25,000	0			25,000
0	0	0	0	0	36,000	0			36,000
0	0	0	0	0	61,000	7,000	0		68,000
2,500	3,500	1,000	3,200	500	5,000	11,446			36,476
0	0	0	0	0		563			0
0	0	0	0	0		0			563
200	0	0	0	0		0			200
						0			0
					203,518				203,518
0	0	0	200	0	9,000	500			9,700
					7,500	0			7,500
						0			0
						0			0
2,700	3,500	1,000	3,400	500	225,018	12,509	0	0	257,957
0	1,672	0	0	0		0		0	1,672
0	0	0	0	0		0		0	0
	1,672	0	0	0	0	0	0	0	1,672
0	0	0	200	0		0			200
0	0	0	0	0		0			0
0	0	0	0	0		0			0
0	0	0	200	0	0	0	0	0	200
2,700	5,172	1,000	3,600	500	286,018	19,509	0	0	327,829

APPENDIX 4 (CONTINUED)

ACCT #	DESCRIPTION	WRH	DAV	DAW	MAY	MOU	PAX	PRI
Instructional Support - Vocational Education								
<i>Instructional Support</i>								
_I VOC 400	Supplies & Expense	3,500	0	0	0	0	0	0
_I VOC 450	Equipment & Furniture	0	0	0	0	0	0	0
_I VOC 455	Equipment Repair	0	0	0	0	0	0	0
	Supplies & Expenses, Equipment & Furniture	3,500	0	0	0	0	0	0
<i>Textbooks</i>								
_I VOC 480	Textbooks	0	0	0	0	0	0	0
_I VOC 486	Testing Materials	0	0	0	0	0	0	0
		0	0	0	0	0	0	0
Vocational Education Instructional Support Subtotal		3,500	0	0	0	0	0	0
INSTRUCTIONAL SUPPORT/EQUIPMENT & TECHNOLOGY		282,368	71,852	56,870	63,443	98,204	70,135	46,367
OPERATIONS AND MAINTENANCE								
<i>Heat & Utilities</i>								
<i>Heating</i>								
__UT 510	Oil	124,151	21,364	31,622	28,041	42,913	31,818	33,056
__UT 511	Gas	184,231	0	0	0	0	0	0
__UT 514	Fuel-Other	100	0	0	0	0	0	0
		308,482	21,364	31,622	28,041	42,913	31,818	33,056
<i>Utilities</i>								
__UT 512	Electricity	278,370	60,696	16,578	42,610	56,712	41,598	53,385
__UT 513	Water & Sewer	28,063	3,619	4,474	4,323	3,147	531	0
__UT 515	Trash Removal	15,108	3,199	3,199	1,849	4,500	4,633	1,567
		321,541	67,514	24,251	48,782	64,359	46,762	54,952
Heat & Utilities Total		630,023	88,878	55,873	76,823	107,272	78,580	88,008
<i>Building Maintenance</i>								
_BM 520	Building General Repairs	0		3,800	0	1,200	0	3,600
_BM 531	Extraordinary Maintenance	0		0	0	0	0	0
_BM 542	Design Services							
AUT 590	Contract Services							
		0	0	3,800	0	1,200	0	3,600
<i>Equipment Maintenance</i>								
AEM 551	Equipment Rent/Lease							
_EM 555	Equipment Repair/Maint	0	500	400	500	500	0	750
_EM 557	Vehicles-Repair/Maint	500	0	0	0	0	0	0
		500	500	400	500	500	0	750
<i>Grounds Maintenance</i>								
_GM 545	Grounds General Projects	0	0	0	0	0	0	0
_GM 550	Equipment	14,000	3,355	0	1,000	2,000	0	0
_GM 551	Equipment-Rent/Lease	0		0	0	0	0	0
_GM 552	Grounds Supplies & Expense	12,000	1,000	350	200	725	220	0
_GM 555	Equipment Repair	0	500	400	0	950	0	0
_GM 580	Grounds Maintenance	41,833	17,500	17,500	17,500	17,500	8,675	23,500
_GM 590	Contract Services							
		67,833	22,355	18,250	18,700	21,175	8,895	23,500
Buildings & Grounds Total		68,333	22,855	22,450	19,200	22,875	8,895	27,850
<i>Custodial Services</i>								
_C 500	Supplies & Expense	50,000	14,000	12,485	16,000	16,125	19,200	15,000
_C 550	Equipment & Furniture	0	0	0	0	0	0	0
_C 555	Equipment Repair	0	500	200	1,500	600	0	0
_PD 209	Training							
_C 590	Contract Services							
_C 600	Travel							
Custodial Services Total		50,000	14,500	12,685	17,500	16,725	19,200	15,000
OPERATIONS & MAINTENANCE TOTAL		748,356	126,233	91,008	113,523	146,872	106,675	130,858

APPENDIX 4 (CONTINUED)

GLEN	NAQ	CEN	HOU	CHO	DWS	ECC	COF	UNDISTRIBUTED	FY12
0	0	0	0	0		0			3,500
0	0	0	0	0		0			0
0	0	0	0	0		0			0
0	0	0	0	0	0	0	0		3,500
0	0	0	0	0		0			0
0	0	0	0	0		0			0
0	0	0	0	0	0	0	0		0
0	0	0	0	0	0	0	0		3,500
58,223	55,682	51,184	62,585	58,858	286,018	24,009	172,500	975,777	2,434,075
42,729	38,381	35,675	46,557	46,557			0		522,864
0	0	0	0	0			26,758		210,989
0	0	0	0	0			0		100
42,729	38,381	35,675	46,557	46,557	0	0	26,758		733,953
56,012	53,610	79,092	47,570	47,570			35,274		869,077
8,934	15,744	7,663	1,980	1,440			4,826		84,744
1,780	1,748	1,206	2,509	2,176			3,154		46,628
66,726	71,102	87,961	52,059	51,186	0	0	43,254		1,000,449
109,455	109,483	123,636	98,616	97,743	0	0	70,012		1,734,402
0	0	1,700	1,500	2,000		0	0	311,020	324,820
0	0	0	0	0		0	0	0	0
								0	0
								0	0
0	0	1,700	1,500	2,000	0	0	0	311,020	324,820
			0	0		0	0	1,000	1,000
200	0	2,000	300	0		0	0		5,150
200	0	0	0	0		0	0		700
400	0	2,000	300	0	0	0	0	1,000	6,850
0	0	0	0	0		0	0	182,334	182,334
0	0	0	0	0		0	0		20,355
0	0	0	0	0		0	0		0
0	1,500	0	0	0		0	0		15,995
500	1,500	2,000	0	0		0	0		5,850
28,500	18,500	18,500	18,500	18,500			6,205		252,713
									0
29,000	21,500	20,500	18,500	18,500	0	0	6,205	182,334	477,247
29,400	21,500	24,200	20,300	20,500	0	0	6,205	494,354	808,917
20,000	10,500	14,600	15,300	8,500		200	11,190		223,100
0	0	0	3,500	3,500		0	0	0	7,000
3,000	0	0	0	0		0	0		5,800
				0		0	0	0	0
				0		0	0	0	0
				0		0	0	0	0
23,000	10,500	14,600	18,800	12,000	0	200	11,190	0	235,900
161,855	141,483	162,436	137,716	130,243	0	200	87,407	494,354	2,779,219

APPENDIX 4 (CONTINUED)

ACCT #	DESCRIPTION	WRH	DAV	DAW	MAY	MOU	PAX	PRI
PUPIL SERVICES								
<i>Athletic Services</i>								
__A 400	Supplies & Expense	24,878	0	0	0	4,860	4,860	4,860
__A 450	Athletic Equipment	15,421	0	0	0	0	0	0
__A 455	Equipment Repair	6,785	0	0	0	0	0	0
__A 590	Contract Services	26,645	0	0	0	0	0	0
__A 600	Athletic Travel	814	0	0	0	0	0	0
__A 620	Athletic Memberships	0	0	0	0	0	0	0
__A 926	Rentals	31,772	0	0	0	0	0	0
__A 960	Athletic Transportation	0	0	0	0	0	0	0
Athletic Services		106,315	0	0	0	4,860	4,860	4,860
<i>Student Activities</i>								
__S 400	Student Activities/Supplies & Expenses	4,500	1,000	200	0	0	0	0
__S 405	Student Activities/Graduation	0	1,000	0	0	0	0	1,250
__S 960	Student Activities/Transportation	0	0	0	0	0	2,000	0
__FC 820	Student Insurance							
Student Activities		4,500	2,000	200	0	0	2,000	1,250
<i>Health Services</i>								
__H 400	Health Services Supplies & Expense	3,500	1,000	600	500	975	200	900
__H 450	Health Services Equipment & Furniture	0	0				0	0
__H 455	Health Services Equipment Repair	0	0	0	0	0	0	0
__H 590	Health Contract Services							
Health Services		3,500	1,000	600	500	975	200	900
PUPIL SERVICES TOTAL		114,315	3,000	800	500	5,835	7,060	7,010
SPECIAL EDUCATION TUITIONS								
<i>Tuitions - Other Schools</i>								
YTU 970	Tuition-Public							
YTU 971	Tuition-Public - Summer							
YTU 972	Tuition-Private							
YTU 973	Tuition-Private - Summer							
YTU 974	Tuition-Private - OOS							
YTU 977	Tuition-Collaboratives							
YTU 978	Tuition-Collaboratives - Summer							
Tuitions-Other Schools Total		0	0	0	0	0	0	0
OTHER COSTS								
<i>Fixed Charges</i>								
AFC 784	RAN Interest							
RAN Interest								
<i>Tuitions-Other Schools</i>								
ATU 975	School Choice Assessment							
ATU 976	Charter School Assessment							
Tuitions-Other Schools Total		0	0	0	0	0	0	0
OTHER COSTS TOTAL								

APPENDIX 4 (CONTINUED)

GLEN	NAQ	CEN	HOU	CHO	DWS	ECC	COF	UNDISTRIBUTED	FY12
0	0	4,860	0	4,860	0	0	0		49,178
0	0	0	0	0	0	0	0		15,421
0	0	0	0	0	0	0	0		6,785
0	0	0	0	0	0	0	0		26,645
0	0	0	0	0	0	0	0		814
0	0	0	0	0	0	0	0		0
0	0	0	0	0	0	0	0		31,772
0	0	0	0	0	0	0	0		0
0	0	4,860	0	4,860	0	0	0		130,615
0	0	0	0	0	0	0	0	0	5,700
0	0	0	0	0	0	0	0	0	2,250
0	0	0	0	0	0	0	0	0	2,000
								14,200	14,200
0	0	0	0	0	0	0	0	14,200	24,150
1,500	1,500	750	1,791	800		129			14,145
0	0	0	0	0					0
0	0	0	0	0					0
					0	0	0	42,220	42,220
1,500	1,500	750	1,791	800	0	129	0	42,220	56,365
1,500	1,500	5,610	1,791	5,660	0	129	0	56,420	211,130
					364,219				364,219
					0				0
					1,048,675				1,048,675
					0				0
					0				0
					400,000				400,000
					15,000				15,000
0	0	0	0	0	1,827,894	0	0		1,827,894
								175,000	175,000
								175,000	175,000
								535,675	535,675
								788,721	788,721
0	0	0	0	0	0	0	0	1,324,396	1,324,396
								1,499,396	1,499,396

APPENDIX 4 (CONTINUED)

ACCT #	DESCRIPTION	WRH	DAV	DAW	MAY	MOU	PAX	PRI
TOTAL DISTRICT OPERATING BUDGET		1,207,607	205,185	152,678	180,966	258,911	190,914	185,935
TRANSPORTATION								
ATR	960 Regular Ed							
ATR	961 Late Run							
YTR	963 Special Education							
YTR	964 Special Education - IEP							
Transportation		0	0	0	0	0	0	0
OTHER								
	Reserve for Extraordinary/Unanticipated Expenses							
AFC	783 Oil Remediation Debt Service							
CAPITAL PROJECT DEBT SERVICE								
WFC	782 Bond Debt Service - Interest	1,130,938						
WFC	782 Bond Debt Service - Principal	1,572,000						
WFC	783 BAN - Interest	0						
WFC	785 Serial Note Debt Service - Interest	0						
WFC	785 Serial Note Debt Service - Principal	0						
CAPITAL PROJECT DEBT SERVICE TOTAL		2,702,938	0	0	0	0	0	0
TOTAL DISTRICT NON-OPERATING BUDGET								
TOTAL SCHOOL COMMITTEE APPROPRIATION		3,910,545	205,185	152,678	180,966	258,911	190,914	185,935



APPENDIX 4 (CONTINUED)

GLEN	NAQ	CEN	HOU	CHO	DWS	ECC	COF	UNDISTRIBUTED	FY12
227,678	203,415	222,730	205,092	198,861	2,113,912	24,338	263,407	62,175,768	68,017,396
								2,548,800	2,548,800
					1,969,375			0	0
					450,090				1,969,375
0	0	0	0	0	2,419,465	0	0	2,548,800	4,968,265
									0
								101,910	101,910
									1,130,938
									1,572,000
									0
									0
0	0	0	0	0	0	0	0	0	2,702,938
									7,773,113
227,678	203,415	222,730	205,092	198,861	4,533,377	24,338	263,407	64,826,478	75,790,510



APPENDIX 5

WACHUSETT REGIONAL SCHOOL DISTRICT FY08 - FY12 ACTUAL AND APPROPRIATED EXPENDITURE COMPARISONS

	FY08 Actual	FY09 Actual	FY10 Actual	FY11 Actual 10.12.10	\$ Change	% Change	FY12 Appropriation 03.28.11	\$ Change	% Change
PERSONNEL									
Salaries	42,580,884	44,942,181	43,674,268	45,695,084			48,790,808	3,095,724	7%
Employee Benefits & Insurance	8,004,568	9,665,441	9,291,489	9,193,523			10,474,875	1,291,352	14%
PERSONNEL TOTAL	50,585,452	54,607,622	52,965,757	54,878,607	1,912,850	4%	59,265,683		8%
INSTRUCTIONAL SUPPORT - EQUIPMENT & TECHNOLOGY									
District Administration	208,262	222,500					172,500		
Instructional Support - Regular Ed	1,954,255	2,427,095					1,930,246		
Instructional Support - Special Ed	704,508	331,354					327,829		
Instructional Support - Vocational Ed	3,486	3,500					3,500		
INSTRUCTIONAL SUPPORT TOTAL	2,870,512	2,984,449	1,824,803	2,589,967	765,164	42%	2,434,075	(155,892)	-6%
OPERATIONS & MAINTENANCE									
Heat & Utilities	2,085,081	2,532,185	1,781,835				1,734,402	1,734,402	
Buildings & Grounds	1,111,687	550,173	1,203,914				809,370	809,370	
Custodial Services	226,099	235,447	207,663				235,447	235,447	
OPERATIONS & MAINTENANCE TOTAL	3,422,867	3,317,805	3,193,412	3,183,338	(10,074)	0%	2,779,219	(404,119)	-13%
PUPIL SERVICES									
Athletics Activities	131,689	130,615					130,615		
Student Activities	10,147	24,150					24,150		
Health Services	41,368	56,365					56,365		
PUPIL SERVICES TOTAL	183,204	211,130	209,924	183,944	(25,980)	-12%	211,130	27,186	15%
SPECIAL EDUCATION TUITIONS									
Tuitions - Other Schools	2,896,602	3,631,514	3,633,200				1,827,894		
SPECIAL EDUCATION TUITIONS TOTAL	2,896,602	3,631,514	3,633,200	2,342,770	(1,290,430)	-36%	1,827,894	(514,876)	-22%
OTHER OPERATIONS COSTS									
Fixed Charges	262,671	223,665	124,465				175,000		
Tuitions - Other Schools	1,373,384	1,429,345	1,355,137				1,324,396		
OTHER OPERATIONS COSTS TOTAL	1,636,055	1,653,010	1,479,602	1,557,954	78,352	5%	1,499,396	(58,558)	-4%
OPERATIONS SUBTOTAL APPROPRIATION	61,594,691	66,405,530	63,306,698	64,736,580	1,429,882	2%	68,017,397	3,280,817	5%
OTHER									
TRANSPORTATION									
Reserve for Extraordinary and Unanticipated Expenditures	0	4,332,130	4,231,833	4,365,094	133,261	3%	4,968,265	603,171	14%
	0	166,709	0	0	0		0	0	
DEBT SERVICE - JEFFERSON ENVIRONMENTAL REMEDIATION	0	42,000	16,936	104,430	87,494	517%	101,910	(2,520)	-2%
DEBT SERVICE - WRHS APPROVED CAPITAL PROJECTS	1,993,938	1,963,831	2,360,906	2,479,631	118,725	5%	2,702,938	223,307	9%
OTHER TOTAL	6,304,787	6,504,670	6,609,675	6,949,155	339,480	5%	7,773,113	823,958	12%
TOTAL APPROPRIATION	67,899,478	72,910,200	69,916,373	71,685,735	1,769,362	3%	75,790,510	4,104,775	6%
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION									
FOUNDATION BUDGET STUDENT ENROLLMENT	7,077	7,132	7,126	7,170		0.6%	7,186		0.2%

APPENDIX 6

WACHUSETT REGIONAL SCHOOL DISTRICT FINANCIAL HISTORY & PRELIMINARY ESTIMATE OF REVENUES

LOCAL REVENUE

MINIMUM LOCAL CONTRIBUTION									
	FY08	FY09	FY10	FY11	FY12				
Holden	-0.02	0.46	-0.10	-0.28	1.09	16,255,617	16,331,022	16,314,917	16,270,028
Paxton	3.66	5.50	1.98	-1.97	1.87	3,822,916	4,033,083	4,112,865	4,031,695
Princeton	3.77	2.99	1.31	1.46	3.12	3,713,470	3,824,422	3,874,387	3,930,917
Rutland	-1.97	5.31	15.45	4.61	3.51	4,431,184	4,666,546	5,387,451	5,635,679
Sterling	1.88	3.05	3.02	0.84	0.57	7,232,337	7,452,992	7,677,899	7,726,970
% Change from previous year						35,455,524	36,308,065	37,367,519	37,595,289
Total Minimum Local Contribution									38,212,334

Actual FY08	Actual FY09	Actual FY10	Actual FY11	Adopted FY12

OPERATIONS ASSESSMENT									
	FY08	FY09	FY10	FY11	FY12				
Holden	0.4229	0.4247	0.4224	0.4275	0.4307	2,281,960	2,396,310	1,492,415	1,811,423
Paxton	0.0966	0.0993	0.0984	0.0971	0.0947	521,252	547,985	337,396	411,458
Princeton	0.0822	0.0781	0.0782	0.0763	0.0759	443,550	464,578	297,339	323,370
Rutland	0.2205	0.2212	0.2224	0.2234	0.2259	1,189,814	1,249,355	773,465	946,690
Sterling	0.1778	0.1767	0.1786	0.1757	0.1728	959,405	1,006,979	624,893	744,306
Note: Based upon actual prior year October 1 enrollment at all schools.						5,395,981	5,665,207	3,525,507	4,237,247
Total Operations Assessment									4,237,247

	1,824,982
	401,267
	321,607
	957,194
	732,196
	4,237,247

TRANSPORTATION ASSESSMENT									
	FY08	FY09	FY10	FY11	FY12				
Holden	0.4229	0.4247	0.4224	0.4275	0.4307	540,012	378,912	954,025	982,592
Paxton	0.0966	0.0993	0.0984	0.0971	0.0947	123,351	85,689	221,143	223,192
Princeton	0.0822	0.0781	0.0782	0.0763	0.0759	104,963	75,338	178,830	175,409
Rutland	0.2205	0.2212	0.2224	0.2234	0.2259	281,562	197,676	500,943	513,524
Sterling	0.1778	0.1767	0.1786	0.1757	0.1728	227,037	160,012	402,625	403,743
Note: Based upon actual prior year October 1 enrollment at all schools.						1,276,926	897,628	2,257,567	2,298,460
Total Transportation Assessment									2,298,460

	1,281,451
	281,759
	225,823
	672,115
	514,128
	2,975,275

APPENDIX 6 (CONTINUED)

WACHUSETT REGIONAL SCHOOL DISTRICT FINANCIAL HISTORY & PRELIMINARY ESTIMATE OF REVENUES

LOCAL REVENUE (continued)

	Actual FY08	Actual FY09	Actual FY10	Actual FY11	Adopted FY12
LONG-TERM DEBT REPAYMENT ASSESSMENT - OIL REMEDIATION					
Holden				44,644	43,893
Paxton		17,839	7,210	10,141	9,651
Princeton		4,170	1,803	7,969	7,735
Rutland		3,280	1,511	23,332	23,021
Sterling		9,289	3,519	18,344	17,610
		7,422	2,893		
Note: Based upon actual prior year October 1 enrollment at all schools					
Total Long-Term Debt Repayment Assessments	0	42,000	16,936	104,430	101,910
LONG-TERM DEBT REPAYMENT ASSESSMENT - HIGH SCHOOL					
Holden				1,045,490	1,187,401
Paxton		864,510	986,528	234,994	280,023
Princeton		203,579	246,632	206,220	235,696
Rutland		158,606	206,700	501,163	580,321
Sterling		394,797	481,518	422,032	439,498
		342,337	395,785		
Note: Based upon actual prior year October 1 enrollment at high school.					
Total Long-Term Debt Repayment Assessments	2,068,934	1,963,829	2,317,163	2,409,889	2,702,939
TOTAL LOCAL REVENUE BY TOWN					
Holden	4.49	0.01	-1.17	2.02	3.13
Paxton	7.97	4.13	0.93	-0.17	3.02
Princeton	7.67	2.20	0.72	1.87	4.32
Rutland	6.13	3.10	9.65	6.63	5.85
Sterling	5.45	2.18	1.50	2.32	1.70
OVERALL	6.36	1.54	1.35	2.55	3.40
% Change from previous year					
TOTAL LOCAL REVENUE	44,197,365	44,876,728	45,484,691	46,645,324	48,229,704

APPENDIX 7

WACHUSETT REGIONAL SCHOOL DISTRICT FINANCIAL HISTORY & PRELIMINARY ESTIMATE OF REVENUES

STATE AID REVENUE

	FY08	FY09	FY10	FY11	FY12	Actual FY08	Actual FY09	Actual FY10	Actual FY11	Adopted FY12
CHAPTER 70 AID										
	19.62	1.43	9.52	0.78	3.37	19,346,201	19,622,662	21,490,211	21,658,821	22,389,331
TOTAL CHAPTER 70 AID * **	% Change from previous year									
TRANSPORTATION										
State Aid										
Ch 71 Regional School Transportation * **						3,508,834	3,399,033	2,317,368	2,200,305	1,992,990
TOTAL CHAPTER 71 REGIONAL SCHOOL TRANSPORTATION REIMBURSEMENT						3,508,834	3,399,033	2,317,368	2,200,305	1,992,990
TOTAL STATE AID REVENUE						22,855,035	23,021,695	23,807,579	23,859,126	24,382,321

* FY11 based upon actual receipts

** FY12 based upon DOR Cherry Sheet January 2011

APPENDIX 8

WACHUSETT REGIONAL SCHOOL DISTRICT FINANCIAL HISTORY & PRELIMINARY ESTIMATE OF REVENUES

TOTAL REVENUE BY TOWN

	Actual FY08	Actual FY09	Actual FY10	Actual FY11	Adopted FY12
NET SCHOOL SPENDING					
TOTAL NET SCHOOL SPENDING	54,801,725	55,930,727	58,857,730	59,254,110	60,601,665
OPERATIONS ASSESSMENT					
BY TOWN	FY08	FY09	FY10	FY11	FY12
Holden	22.30	5.01	-37.72	21.38	0.75
Paxton	21.62	5.13	-38.43	21.95	-2.48
Princeton	17.77	4.74	-36.00	8.75	-0.55
Rutland	25.12	5.00	-38.09	22.40	1.11
Sterling	17.08	4.96	-37.94	19.11	-1.63
	% Change from previous year				
TOTAL OPERATIONS ASSESSMENT	5,395,981	5,685,207	3,525,507	4,237,247	
TRANSPORTATION ASSESSMENT					
BY TOWN	FY08	FY09	FY10	FY11	FY12
Holden	2.77	-29.83	151.78	2.99	30.42
Paxton	2.20	-30.53	158.08	0.93	26.24
Princeton	-1.04	-28.22	137.37	-1.91	28.74
Rutland	5.14	-29.79	153.42	2.51	30.88
Sterling	-1.62	-29.52	151.62	0.28	27.34
	% Change from previous year				
TOTAL TRANSPORTATION ASSESSMENT	1,276,926	897,628	2,257,567	2,298,461	
LONG-TERM DEBT REPAYMENT ASSESSMENT					
BY TOWN	FY08	FY09	FY10	FY11	FY12
Holden	90.31	-2.99	12.62	9.70	12.95
Paxton	117.49	-2.79	19.58	-1.33	10.01
Princeton	119.00	-3.04	28.62	2.87	13.65
Rutland	92.75	-3.60	20.03	8.14	15.03
Sterling	104.76	-2.73	13.99	10.46	3.80
	% Change from previous year				
TOTAL LONG-TERM DEBT REPAYMENT ASSESSMENT	2,088,935	2,005,830	2,334,100	2,514,329	
OTHER REVENUE					
District Revenues for Operations	0	1,781,151	1,066,456	2,081,177	1,990,735
District Revenues for Debt Service (Modular Reimbursement)	1,148,391	0	0	0	0
Excess & Deficiency (E&D)	0	0	0	0	0
Charter School Reimbursement *	231,630	178,460	125,657	84,964	116,168
School Choice **	484,110	624,466	751,298	934,827	1,071,582
Transportation Reimbursement	3,508,834	3,399,033	2,317,368	2,200,305	1,992,990
TOTAL REVENUE	68,916,532	70,482,500	71,235,681	73,605,419	75,790,510

* Charter School Reimbursement for FY12 based upon DOR Cherry Sheet January 2011.

** School Choice for FY12 based upon DOR Cherry Sheet January 2011.

WACHUSETT REGIONAL SCHOOL DISTRICT

Holden, Paxton, Princeton, Rutland, Sterling

Building Leadership Support -- Principals 2011/2012 School Year

Mark A. Aucoin, Davis Hill Elementary School
William P. Beando, Wachusett Regional High School
Anthony M. Cipro, Jr., Houghton Elementary School
Mary E. Cringan, Thomas Prince School
Judith K. Evans, Dr. Leroy E. Mayo Elementary School
Nancy Fournier, Central Tree Middle School
Anthony A. Gasbarro, Glenwood Elementary School
C. Erik Githmark, Mountview Middle School
Dixie A. Herbst, Naquag Elementary School
Kathleen A. McCollumn, Paxton Center School
Margaret N. Morgan, Chocksett Middle School
Patricia A. Scales, Dawson Elementary School

School Data 2010

Regional Enrollment (Prek-12): 7,490 (as of October 1, 2010)

General Fund Staff: 886.73

High School Accreditation: New England Association of Schools & Colleges

Post High School Education: (Class of 2010)

93% -- Continued Education

72% -- Four Year

21% -- Two Year/Business/Technical

District Title VI and Title IX Coordinator -- Susan H. Sullivan

District 504 Coordinator -- Nancy Houle



WACHUSETT REGIONAL SCHOOL DISTRICT

Holden, Paxton, Princeton, Rutland, Sterling

Wachusett Regional School District Committee

2010/2011 School Year

Cynthia Bazinet -- Holden
Carmelo Bazzano -- Holden
Colleen Cipro -- Rutland
William Clute -- Paxton
Kristine Goodwin -- Holden
Steven Hammond -- Holden
Lance Harris -- Sterling
Robert Imber -- Princeton
Stacey Jackson -- Holden
Julianne Kelley -- Rutland
Duncan Leith -- Holden
James Mason -- Sterling
Robert Pelczarski -- Paxton
Norman Plourde -- Sterling
Robert Remillard -- Rutland
Michelle Sciabarrasi -- Princeton
Joseph Sova -- Sterling
Athas Tsongalis -- Rutland
Dawn Torres-Gale -- Holden
Margaret Watson -- Holden

Executive Staff

Thomas G. Pandiscio, Ed.D., Superintendent of Schools
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