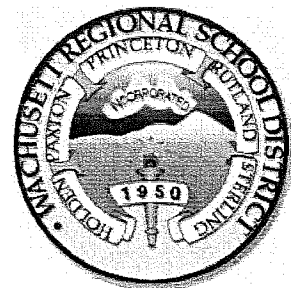


Wachusett Regional School District

**Annual Report
And
FY13 Appropriation**

2012



Wachusett Regional School District
Strategic Plan Goals
Approved by the School Committee on August 13, 2007

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 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

2012-2013

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

JULY					AUGUST					SEPTEMBER					OCTOBER				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
2	3	4	5	6			1	2	3	3	4	5	6	7	1	2	3	4	5
9	10	11	12	13	6	7	8	9	10	10	11	12	13	14	8	9	10	11	12
16	17	18	19	20	13	14	15	16	17	17	18	19	20	21	15	16	17	18	19
23	24	25	26	27	20	21	22	23	24	24	25	26	27	28	22	23	24	25	26
30	31				27		29	30	31						29	30	31		

NOVEMBER					DECEMBER					JANUARY					FEBRUARY				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
			1	2	3	4	5	6	7			2	3	4					1
5	6	7	8	9	10	11	12	13	14	7	8	9	10	11	4	5	6	7	8
12	13	14	15	16	17	18	19	20	21	14	15	16	17	18	11	12	13	14	15
19	20	21	22	23	24	25	26	27	28	21	22	23	24	25	18	19	20	21	22
26	27	28	29	30	31					28	29	30	31		25	26	27	28	

MARCH					APRIL					MAY					JUNE				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
				1	1	2	3	4	5			1	2	3	3	4	5	6	7
4	5	6	7	8	8	9	10	11	12	6	7	8	9	10	10	11	12	13	14
11	12	13	14	15	15	16	17	18	19	13	14	15	16	17	17	18	19	20	21
18	19	20	21	22	22	23	24	25	26	20	21	22	23	24	24	25	26	27	28
25	26	27	28	29	29	30				27	28	29	30	31					

First and Last Days of School

First Day of School Aug 28
Half-Day 180th Day of School Jun 12
Half-Day 185th Day of School Jun 19

*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 3
Columbus Day	Oct 8
Veterans' Day	Nov 12
Thanksgiving Recess	Nov 21-23
Winter Recess	Dec 24-Jan 1
Martin Luther King, Jr. Day	Jan 21
February Recess	Feb 18-22
April Recess	Apr 15-19
Memorial Day	May 27

Teacher Training

Year 1 Teacher Training	Aug 20-24
Year 2 Teacher Training	Aug 21-24
Teacher Orientation	Aug 27

Professional Development Days/Half Days

Full Day	Nov 6
Full Day	Mar 11
Half-Day	Sep 19
Half-Day	Oct 17
Half-Day	Dec 12
Half-Day	Jan 16
Half-Day	Feb 13
Half-Day	Apr 3
Half-Day	May 1
Half-Day	Jun 12*

Half Days
 School not in Session
 First day of school

Approved by WRSDC 1/9/2012

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SECTION I

CURRICULUM INSTRUCTION UPDATE

Literacy

Our work to expand and refine the workshop model across the District continues. Teachers are developing lessons and units of study in Readers' Workshop and Writers' Workshop to match the newly released Common Core Standards for English Language Arts and our evolving data trends throughout our classrooms. Additionally, the District has moved to a browser-based screening tool for reading fluency to reduce data entry for teachers, hasten the timeframe for analytics, and eliminate wasted paper consumption.

Improvements in data collection and analysis continues to fuel our Response to Intervention (RTI) model through which school-based problem-solving teams develop intervention plans for students failing to meet literacy benchmarks.

A newly published district-wide curriculum website provides resources and guidance for our literacy program for teachers. This site also provides critical information to help parents understand the workshop model and the student experience. The District curriculum website is located at wrsdcurriculum.net.

Mathematics

The District launched Mathematics Workshop and continues to develop resources and guidelines to support implementation. Math Workshop mirrors the structure and philosophy of Readers' and Writ-

ers' Workshop. Teachers provide a highly structured approach to mathematics that includes focus lessons for concepts and provocations, time for independent exploration and problem-solving, and assurance for differentiated instruction through conferring, small-group learning, and tailored student materials. Coinciding with the implementation of Math Workshop, the District is developing math screenings to detect student deficiencies early and offer intervention through a Response to Intervention model.

The newly released District curriculum website, located at wrsdcurriculum.net, provides detail on Math Workshop structures, content, and implementation solutions for teachers, while offering a background for parents on the approach.

Science

During this past year, Science Early Adopters from across the District examined the inquiry-based approach in science while testing hands-on applications and considering assessments that drive data-driven decision-making in science education. Teachers worked with partners from The Teaching and Learning Alliance to develop science content proficiency, research strategies for implementing inquiry, and refined existing units to incorporate this new approach. Early Adopters used a newly released guide to science instruction in the District. This guide is located on the newly released District curriculum website located at wrsdcurriculum.net.



SECTION II

PUPIL PERSONNEL SERVICES UPDATE

Supervisor of Pupil Personnel Services Nancy Houle continues to work directly with schools and 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 to date equal \$204,655.12. The District anticipates additional quarterly payments through July 2012.

Although the District no longer receives funding through the federally-funded Safe, Drug-Free and Disciplined Schools and Communities, our schools continue to implement Second Step, Steps to Respect, Responsive Classroom and PBIS anti-bullying curricula to compliment already existing social skills programs. There has been a marked decrease in the number of bullying incidences reported to Central Office.

Eight hundred sixteen (816) K-12 students attend schools outside the District.		
In-state Private and Parochial Schools		493
Vocational Technical Schools (including Agricultural)		171
Charter Schools		61
Other Public Schools (not including Charter Schools)		91

SECTION III

INFORMATION SYSTEMS UPDATE

Throughout the 2011-2012 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 IS department is enabling the District to deliver essential tools and services to our classrooms without incurring unnecessary and burdensome new expenses.

Google Apps for Education

Google Apps is a suite of web-based tools comprising a secure online platform for email, calendars, documents, and media. Google Apps is rapidly growing in popularity among school districts because it is offered to schools at no charge. In the spring of 2012, the District migrated its staff email and calendars to Google Apps. In the next school year, District staff will expand on this foundation by using Google Docs and Websites to enhance productivity and foster a more collaborative environment.

All students will also be given Google Apps accounts in the 2012-2013 school year which will enable them to create, share, and store their work online. Students will be able to work on their documents from any computer with Internet access. They will also be able to store all of their documents in their Google Apps accounts until one year after they graduate high school.

Cloud computing is becoming the preferred technology platform for businesses as well as individuals because it offers so many benefits over the standard computing model. Moving data to cloud services, like Google apps, reduces reliance on costly server hardware and simplifies disaster recovery because backups are handled by the host. In a cloud computing environment, users also enjoy full access to their files at any time from any Internet-enabled device. With Google Apps, the Wachusett Regional School District is beginning to take advantage of these benefits, for both staff and students, at no cost.

PowerSchool Parent Portal Enhancements

As part of its ongoing efforts to reduce unnecessary printing, the District is preparing to deliver student handbooks, report cards, and other essential information electronically for the 2012-2013 school year. To that end, the PowerSchool Parent Portal was upgraded in the spring of 2012. The PowerSchool Parent Portal is a web-based interface through which parents can access information about their children. The Parent Portal was previously only accessible to

parents of middle and high school students and it only provided basic information such as a student's schedule and grades.

In the spring of 2012, the Parent Portal was enabled for all parents and sign-in accounts were reconfigured to allow parents to access information for all of their children from a single login account. This substantial transition entailed a great deal of parent support which was primarily provided through the use of an online support form linked directly to the Parent Portal login page.

With this basic framework in place, IS staff members reconfigured the Parent Portal, creating several custom pages through which parents will be able to download student handbooks as well as electronically acknowledge handbook compliance. This functionality alone will eliminate tens of thousands of printed pages in the fall of 2012. As parents become more familiar with the Parent Portal throughout the next school year, it will be further utilized as a vehicle to deliver information in electronic form.

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 THE 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 several 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 IS team proactively researches their features and benefits and determines their potential role in our classrooms.

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) Tests of Spring 2012

Percent of Students at Each Performance Level for Wachusett

* NOTE: Performance level percentages are not calculated for groups with fewer than 10 students. Median student growth percentiles (SGP) are not calculated if the number of students included in the aggregated SGP is less than 20.

* NOTE: Grade 10 Science and Technology/Engineering results represent the highest performance level attained by class of 2014 students in grades 9 or 10 in any of the four subjects (Biology, Chemistry, Introductory Physics, and Technology/Engineering). In addition, only students enrolled in Massachusetts since October 2010 are included in state-level results; only students enrolled in the same district since October 2010 are included in district-level results; only students enrolled in the same school since October 2010 are included in school-level results.

Data Last Updated on September 19, 2012.

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE				
GRADE 03 - READING	76	61	20	15	56	46	21	30	3	9	618	92.2	N/A	N/A
GRADE 03 - MATHEMATICS	71	61	33	27	38	34	23	25	7	14	615	88.1	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	79	57	22	13	57	44	15	30	6	14	576	92.5	64	538
GRADE 04 - MATHEMATICS	70	51	27	16	43	35	25	36	6	12	578	89.7	62	539
GRADE 05 - ENGLISH LANGUAGE ARTS	78	61	27	17	51	44	18	28	4	11	627	92.3	52	602
GRADE 05 - MATHEMATICS	78	57	41	25	37	32	17	26	5	17	629	91.4	59	605
GRADE 05 - SCIENCE AND TECH/ENG	78	52	40	22	38	30	19	34	4	14	629	92	N/A	N/A
GRADE 06 - ENGLISH LANGUAGE ARTS	85	66	29	18	56	48	11	22	4	11	608	93.5	54	580
GRADE 06 - MATHEMATICS	78	60	38	27	40	33	16	24	6	16	607	90.3	44	580
GRADE 07 - ENGLISH LANGUAGE ARTS	86	71	26	15	60	56	12	21	3	7	593	95.3	55.5	570
GRADE 07 - MATHEMATICS	64	51	28	20	36	31	28	30	8	18	592	85.1	48	570
GRADE 08 - ENGLISH LANGUAGE ARTS	91	81	22	18	69	63	8	14	2	6	644	96.7	44	615
GRADE 08 - MATHEMATICS	67	52	27	22	40	30	25	28	8	19	644	85.4	48	615
GRADE 08 - SCIENCE AND TECH/ENG	62	43	9	5	53	38	32	38	5	20	643	85.8	N/A	N/A
GRADE 10 - ENGLISH LANGUAGE ARTS	94	88	55	37	39	51	5	9	1	3	512	97.6	51	457
GRADE 10 - MATHEMATICS	89	78	68	50	21	28	8	15	3	7	504	94.8	53	453
GRADE 10 - SCIENCE AND TECH/ENG	82	69	36	24	46	45	17	25	1	6	477	93.3	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	84	69	28	19	56	50	13	22	3	9	4,178	94.2	54	3,363
ALL GRADES - MATHEMATICS	74	59	37	27	37	32	21	26	6	15	4,169	89.1	52	3,362
ALL GRADES - SCIENCE AND TECH/ENG	74	54	28	17	46	37	23	32	4	13	1,749	90.1	N/A	N/A

2012 MCAS RESULTS BY SCHOOL

CENTRAL TREE MIDDLE SCHOOL RUTLAND

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE			
GRADE 06 - ENGLISH LANGUAGE ARTS	75	66	18	18	57	48	20	22	5	11	135	89.3	34
GRADE 06 - MATHEMATICS	69	60	29	27	40	33	24	24	7	16	135	86.7	39
GRADE 07 - ENGLISH LANGUAGE ARTS	78	71	13	15	65	56	19	21	2	7	127	92.5	43
GRADE 07 - MATHEMATICS	57	51	13	20	44	31	35	30	8	18	127	82.3	41
GRADE 08 - ENGLISH LANGUAGE ARTS	89	81	8	18	81	63	10	14	1	6	146	96.2	39
GRADE 08 - MATHEMATICS	63	52	21	22	42	30	28	28	9	19	145	84	50
GRADE 08 - SCIENCE AND TECH/ENG	59	43	6	5	53	38	33	38	8	20	144	83.3	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	81	69	13	19	68	50	16	22	3	9	408	92.8	39
ALL GRADES - MATHEMATICS	63	59	21	27	42	32	29	26	8	15	407	84.3	42
ALL GRADES - SCIENCE AND TECH/ENG	58	54	6	17	52	37	35	32	7	13	147	82.8	N/A

CHOCKSETT MIDDLE SCHOOL STERLING

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE			
GRADE 05 - ENGLISH LANGUAGE ARTS	86	61	28	17	58	44	12	28	3	11	104	94	52
GRADE 05 - MATHEMATICS	80	57	41	25	39	32	12	26	8	17	104	90.4	48
GRADE 05 - SCIENCE AND TECH/ENG	86	52	42	22	44	30	11	34	3	14	104	94.7	N/A
GRADE 06 - ENGLISH LANGUAGE ARTS	90	66	31	18	59	48	7	22	2	11	96	95.6	57.5
GRADE 06 - MATHEMATICS	75	60	27	27	48	33	18	24	7	16	96	89.1	28.5
GRADE 07 - ENGLISH LANGUAGE ARTS	87	71	26	15	61	56	11	21	2	7	107	95.6	54
GRADE 07 - MATHEMATICS	65	51	32	20	33	31	27	30	8	18	107	83.6	55
GRADE 08 - ENGLISH LANGUAGE ARTS	89	81	29	18	60	63	8	14	3	6	102	95.1	50
GRADE 08 - MATHEMATICS	67	52	37	22	30	30	25	28	9	19	104	83.7	54.5
GRADE 08 - SCIENCE AND TECH/ENG	68	43	18	5	50	38	27	38	5	20	104	87.5	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	88	69	29	19	59	50	10	22	2	9	409	95	53
ALL GRADES - MATHEMATICS	71	59	34	27	37	32	20	26	8	15	411	86.6	47
ALL GRADES - SCIENCE AND TECH/ENG	77	54	30	17	47	37	19	32	4	13	212	91	N/A

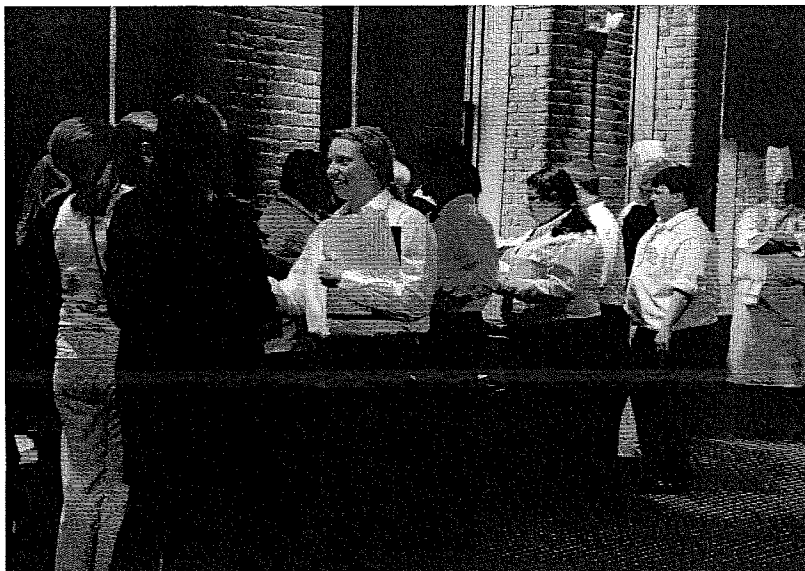
2012 MCAS RESULTS BY SCHOOL

MOUNTVIEW MIDDLE SCHOOL HOLDEN

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 06 - ENGLISH LANGUAGE ARTS	88	66	33	18	55	48	8	22	4	11	241	94.5	59	232
GRADE 06 - MATHEMATICS	82	60	44	27	38	33	13	24	5	16	241	91.7	53	233
GRADE 07 - ENGLISH LANGUAGE ARTS	90	71	33	15	57	56	10	21	0	7	243	96.6	68	242
GRADE 07 - MATHEMATICS	67	51	36	20	31	31	29	30	4	18	242	86.6	49	242
GRADE 08 - ENGLISH LANGUAGE ARTS	92	81	28	18	64	63	8	14	0	6	264	97.5	44	258
GRADE 08 - MATHEMATICS	69	52	25	22	44	30	26	28	6	19	263	86.9	40	257
GRADE 08 - SCIENCE AND TECH/ENG	62	43	6	5	56	38	35	38	3	20	262	85.6	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	90	69	31	19	59	50	9	22	1	9	748	96.3	55	732
ALL GRADES - MATHEMATICS	73	59	35	27	38	32	23	26	5	15	746	88.3	48.5	732
ALL GRADES - SCIENCE AND TECH/ENG	62	54	6	17	56	37	35	32	3	13	264	85.5	N/A	N/A

WACHUSETT REGIONAL HIGH SCHOOL HOLDEN

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 10 - ENGLISH LANGUAGE ARTS	94	88	56	37	38	51	5	9	1	3	497	97.9	51	455
GRADE 10 - MATHEMATICS	90	78	69	50	21	28	7	15	3	7	492	95.4	53	450
GRADE 10 - SCIENCE AND TECH/ENG	82	69	36	24	46	45	16	25	1	6	472	93.5	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	94	69	56	19	38	50	5	22	1	9	497	97.9	51	455
ALL GRADES - MATHEMATICS	90	59	69	27	21	32	7	26	3	15	492	95.4	53	450
ALL GRADES - SCIENCE AND TECH/ENG	82	54	36	17	46	37	16	32	1	13	472	93.5	N/A	N/A



2012 MCAS RESULTS BY SCHOOL

PAXTON CENTER SCHOOL PAXTON

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 03 - READING	78	61	20	15	58	46	20	30	2	9	55	92.3	N/A	N/A
GRADE 03 - MATHEMATICS	67	61	42	27	25	34	27	25	5	14	55	86.8	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	72	57	12	13	60	44	21	30	7	14	57	88.2	42	56
GRADE 04 - MATHEMATICS	70	51	23	16	47	35	25	36	5	12	57	89	60	56
GRADE 05 - ENGLISH LANGUAGE ARTS	68	61	17	17	51	44	30	28	1	11	70	89.6	51	70
GRADE 05 - MATHEMATICS	74	57	40	25	34	32	21	26	4	17	70	89.6	68	70
GRADE 05 - SCIENCE AND TECH/ENG	78	52	37	22	41	30	20	34	1	14	70	92.1	N/A	N/A
GRADE 06 - ENGLISH LANGUAGE ARTS	87	66	23	18	64	48	9	22	3	11	64	93.8	33	63
GRADE 06 - MATHEMATICS	80	60	40	27	40	33	16	24	5	16	63	91.7	43	62
GRADE 07 - ENGLISH LANGUAGE ARTS	91	71	22	15	69	56	9	21	0	7	58	97	57	58
GRADE 07 - MATHEMATICS	66	51	28	20	38	31	26	30	9	18	58	85.3	46	58
GRADE 08 - ENGLISH LANGUAGE ARTS	96	81	21	18	75	63	4	14	0	6	68	98.5	58	68
GRADE 08 - MATHEMATICS	72	52	31	22	41	30	26	28	1	19	68	88.6	46.5	68
GRADE 08 - SCIENCE AND TECH/ENG	73	43	16	5	57	38	26	38	0	20	68	91.5	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	82	69	19	19	63	50	16	22	2	9	372	93.3	49	315
ALL GRADES - MATHEMATICS	72	59	34	27	38	32	23	26	5	15	371	88.6	54.5	314
ALL GRADES - SCIENCE AND TECH/ENG	76	54	27	17	49	37	23	32	1	13	138	91.8	N/A	N/A

THOMAS PRINCE SCHOOL PRINCETON

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 03 - READING	72	61	19	15	53	46	16	30	12	9	43	91.9	N/A	N/A
GRADE 03 - MATHEMATICS	67	61	23	27	44	34	16	25	16	14	43	90.1	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	81	57	37	13	44	44	12	30	7	14	41	91.5	72	39
GRADE 04 - MATHEMATICS	78	51	37	16	41	35	15	36	7	12	41	91.5	78	39
GRADE 05 - ENGLISH LANGUAGE ARTS	76	61	17	17	59	44	13	28	11	11	46	92.9	49	42
GRADE 05 - MATHEMATICS	69	57	28	25	41	32	17	26	13	17	46	90.2	56.5	42
GRADE 05 - SCIENCE AND TECH/ENG	80	52	50	22	30	30	11	34	9	14	46	94.6	N/A	N/A
GRADE 06 - ENGLISH LANGUAGE ARTS	90	66	50	18	40	48	7	22	3	11	60	97.9	75.5	58
GRADE 06 - MATHEMATICS	90	60	53	27	37	33	5	24	5	16	60	97.5	56.5	58
GRADE 07 - ENGLISH LANGUAGE ARTS	85	71	31	15	54	56	8	21	8	7	39	97.4	51	36
GRADE 07 - MATHEMATICS	80	51	26	20	54	31	13	30	8	18	39	95.5	57	36
GRADE 08 - ENGLISH LANGUAGE ARTS	89	81	19	18	70	63	4	14	6	6	47	98.9	41.5	44
GRADE 08 - MATHEMATICS	83	52	40	22	43	30	9	28	9	19	47	95.2	64.5	44
GRADE 08 - SCIENCE AND TECH/ENG	73	43	13	5	60	38	19	38	9	20	47	93.1	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	83	69	30	19	53	50	10	22	8	9	276	95.3	65	219
ALL GRADES - MATHEMATICS	79	59	36	27	43	32	12	26	9	15	276	93.6	63	219
ALL GRADES - SCIENCE AND TECH/ENG	75	54	31	17	44	37	16	32	9	13	95	92.6	N/A	N/A

2012 MCAS RESULTS BY SCHOOL

DR. LEROY E. MAYO ELEMENTARY SCHOOL HOLDEN

	Proficient or Higher		Advanced		Proficient		Needs Improvement			Students Included	CPI	SGP	Included in SGP	Included in SGP
Grade and Subject	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL					
GRADE 03 - READING	69	61	9	15	60	46	30	30	1	9	89	88.5	N/A	N/A
GRADE 03 - MATHEMATICS	60	61	21	27	39	34	33	25	7	14	89	82.9	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	75	57	17	13	58	44	22	30	3	14	65	91.9	50.5	64
GRADE 04 - MATHEMATICS	81	51	25	16	56	35	19	36	0	12	64	94.5	72	63
GRADE 05 - ENGLISH LANGUAGE ARTS	75	61	27	17	48	44	22	28	2	11	89	90.7	65	87
GRADE 05 - MATHEMATICS	82	57	42	25	40	32	16	26	2	17	89	92.7	78.5	88
GRADE 05 - SCIENCE AND TECH/ENG	69	52	36	22	33	30	29	34	2	14	89	88.2	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	73	69	18	19	55	50	25	22	2	9	243	90.2	59	151
ALL GRADES - MATHEMATICS	74	59	30	27	44	32	23	26	3	15	242	89.6	77	151
ALL GRADES - SCIENCE AND TECH/ENG	69	54	36	17	33	37	29	32	2	13	89	88.2	N/A	N/A

DAWSON ELEMENTARY SCHOOL HOLDEN

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		CPI	SGP	Included in SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	Students Included				
GRADE 03 - READING	91	61	33	15	58	46	9	30	0	9	86	97.1	N/A	N/A
GRADE 03 - MATHEMATICS	81	61	51	27	30	34	19	25	0	14	86	94.5	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	91	57	26	13	65	44	6	30	3	14	77	97.4	67.5	74
GRADE 04 - MATHEMATICS	79	51	32	16	47	35	17	36	4	12	78	93.3	61	75
GRADE 05 - ENGLISH LANGUAGE ARTS	84	61	33	17	51	44	9	28	7	11	76	94.1	52	72
GRADE 05 - MATHEMATICS	84	57	51	25	33	32	12	26	4	17	76	94.7	50	72
GRADE 05 - SCIENCE AND TECH/ENG	77	52	47	22	30	30	17	34	5	14	76	92.8	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	89	69	31	19	58	50	8	22	3	9	239	96.2	63	146
ALL GRADES - MATHEMATICS	82	59	45	27	37	32	16	26	3	15	240	94.2	54	147
ALL GRADES - SCIENCE AND TECH/ENG	76	54	47	17	29	37	17	32	6	13	78	92	N/A	N/A



2012 MCAS RESULTS BY SCHOOL

DAVIS HILL ELEMENTARY SCHOOL HOLDEN

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 03 - READING	74	61	20	15	54	46	23	30	3	9	95	92.1	N/A	N/A
GRADE 03 - MATHEMATICS	69	61	34	27	35	34	24	25	7	14	95	85.3	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	87	57	24	13	63	44	12	30	1	14	75	95.7	66	74
GRADE 04 - MATHEMATICS	72	51	33	16	39	35	26	36	1	12	76	90.8	77	75
GRADE 05 - ENGLISH LANGUAGE ARTS	83	61	28	17	55	44	14	28	4	11	80	93.8	50.5	78
GRADE 05 - MATHEMATICS	83	57	46	25	37	32	15	26	2	17	82	93.6	50	82
GRADE 05 - SCIENCE AND TECH/ENG	77	52	33	22	44	30	22	34	1	14	82	92.1	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	81	69	24	19	57	50	17	22	3	9	250	93.7	59.5	152
ALL GRADES - MATHEMATICS	75	59	38	27	37	32	22	26	4	15	253	89.6	64	157
ALL GRADES - SCIENCE AND TECH/ENG	76	54	33	17	43	37	23	32	1	13	83	91.6	N/A	N/A

GLENWOOD ELEMENTARY SCHOOL RUTLAND

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 03 - READING	73	61	22	15	51	46	22	30	5	9	148	91.2	N/A	N/A
GRADE 03 - MATHEMATICS	68	61	29	27	39	34	24	25	8	14	147	87.4	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	74	57	14	13	60	44	18	30	8	14	131	90.8	60	121
GRADE 04 - MATHEMATICS	48	51	11	16	37	35	43	36	10	12	131	82.4	34	121
GRADE 05 - ENGLISH LANGUAGE ARTS	75	61	31	17	44	44	21	28	4	11	153	92	47.5	150
GRADE 05 - MATHEMATICS	75	57	39	25	36	32	21	26	5	17	153	91.3	55.5	148
GRADE 05 - SCIENCE AND TECH/ENG	80	52	41	22	39	30	16	34	4	14	153	92.8	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	74	69	23	19	51	50	21	22	6	9	432	91.4	54	271
ALL GRADES - MATHEMATICS	64	59	27	27	37	32	29	26	7	15	431	87.3	48	269
ALL GRADES - SCIENCE AND TECH/ENG	79	54	40	17	39	37	17	32	4	13	155	92.4	N/A	N/A

HOUGHTON ELEMENTARY SCHOOL STERLING

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 03 - READING	79	61	19	15	60	46	21	30	0	9	90	94.2	N/A	N/A
GRADE 03 - MATHEMATICS	84	61	35	27	49	34	14	25	2	14	88	93.5	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	87	57	33	13	54	44	11	30	2	14	109	95.2	70	109
GRADE 04 - MATHEMATICS	83	51	38	16	45	35	16	36	2	12	109	94	68	109
ALL GRADES - ENGLISH LANGUAGE ARTS	84	69	27	19	57	50	16	22	1	9	199	94.7	70	109
ALL GRADES - MATHEMATICS	84	59	37	27	47	32	15	26	2	15	197	93.8	68	109
ALL GRADES - SCIENCE AND TECH/ENG		54		17		37		32		13			N/A	N/A

SAT I: Reasoning Test Scores

Last updated: September 24, 2012

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 2000 can be seen in the tables below.

SAT 1: REASONING TEST -- CRITICAL READING SCORES												
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
National	505	506	504	507	508	508	503	502	502	501	501	497
State	511	511	512	516	518	520	513	513	514	514	512	500
WRHS	524	529	532	532	536	536	534	534	531	530	521	532

SAT 1: REASONING TEST -- MATH SCORES												
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
National	514	514	516	519	518	520	518	515	515	515	516	514
State	513	515	516	522	523	527	524	522	525	526	526	495
WRHS	538	539	539	547	543	551	554	545	542	540	540	564

SAT 1: REASONING TEST -- WRITING SCORES												
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
National							497	494	494	493	492	489
State							510	511	513	510	509	497
WRHS							533	530	524	523	516	525



Advanced Placement (AP) Test Scores

Last updated: September 2012

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 in the spring of 2012. 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 2000. As can be seen, Wachusett Regional High School has done very well as compared to students across the country.

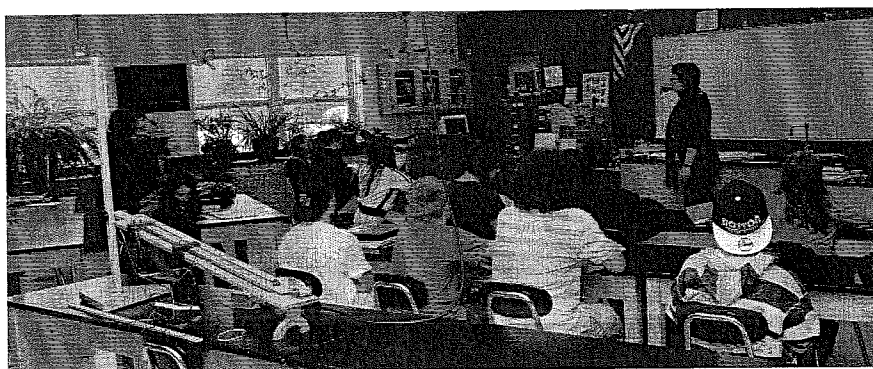
TABLE 1													
	1999	2000	2001	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Wachusett Regional High School													
Number of AP Tests Taken	169	229	290	194	185	152	231	286	300	294	269		
Number of Tests with Score of 3 or Higher	134	164	219	172	159	131	208	253	252	252	244		
Percent of Tests with Score of 3 or Higher	79%	72%	76%	89%	86%	86%	90%	88%	84%	86%	91%		
Nation-wide													
Percent of Tests with Score of 3 or Higher	64%	64%	61%	61%	61%	59%	59%	56%	57%	59%	54%		



Advanced Placement (AP) Test Scores
Last updated: September 2012

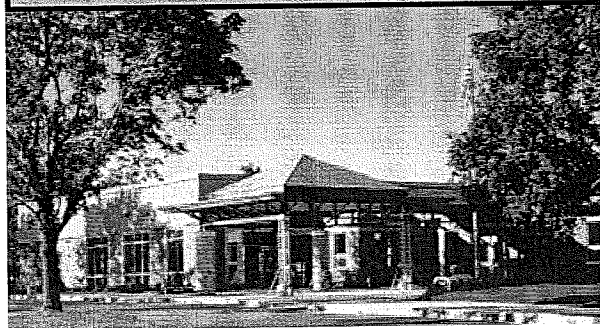
Table 2 below compares the percentage of scores greater than or equal to 3 in all of the tests taken at Wachusett Regional High School during May 2012, along with the percentage of scores greater than or equal to 3 in all of the tests taken by students during May 2007-2012. All tests are graded from 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.

AP Test	2008			2009			2010			2011			2012		
	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													1	0	0%
Studio Art -- Drawing	6	6	100%	18	17	94%	12	11	92%	10	10	100%	7	7	100%
Biology	9	8	89%	13	11	85%				34	34	100%	48	36	75%
Calculus AB	37	37	100%	35	34	97%	38	38	100%	16	14	88%	65	58	89%
Calculus BC										2	2	100%	2	2	100%
Chemistry	7	7	100%				9	8	89%				16	16	100%
Computer Science A	4	3	75%				1	1	100%	1	1	100%	9	7	78%
Computer Science AB															
Economics - Macro	20	10	50%	30	23	77%	17	14	82%	17	15	88%	35	25	71%
Economics - Micro	19	12	63%	28	24	86%	20	19	95%	17	15	88%	28	19	68%
English Language/Composition	15	13	87%	34	32	94%	42	40	95%	21	21	100%	83	74	89%
English Literature/Composition	13	13	100%	18	18	100%	19	16	84%	33	33	100%	44	42	95%
Environmental Science													17	17	100%
European History															
French Language	16	9	56%	8	4	50%	7	7	100%	10	9	90%	16	16	100%
German Language															
Government and Politics - Comparative													1	1	100%
Government and Politics - US	5	5	100%	1	1	100%	10	9	90%						
Latin	1	1	100%	1	1	100%									
Music Theory	2	2	100%	3	3	100%				4	3	75%	4	3	75%
Physics B													17	11	65%
Physics C: Mechanics													1	1	100%
Physics C: Elec & Magnet													1	1	100%
Psychology	26	26	100%	27	27	100%	10	10	100%	36	36	100%	64	54	84%
Spanish Language	15	10	67%	17	13	76%	10	6	60%	17	12	71%	25	18	72%
Spanish Literature															
Statistics	37	26	70%	28	13	46%	19	12	63%	52	44	85%	25	24	96%
US History	35	31	89%	22	21	95%	45	45	100%	39	38	97%	74	72	97%
World History	33	33	100%	11	10	91%	10	8	80%	59	58	98%	120	107	89%
	300	252	84%	294	252	86%	269	244	91%	368	345	94%	703	611	87%



SECTION V

A GLIMPSE AT OUR SCHOOLS



Dawson Elementary School
Holden, MA
Principal: Patricia Scales

supported through the generous support of the PTA to cover transportation costs.

School community activities are encouraged throughout the year. This 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.

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.

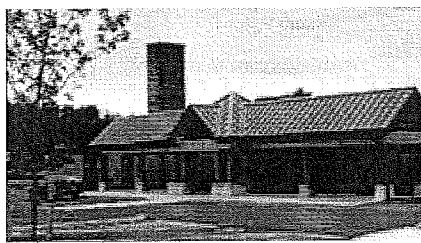
As part of the School Improvement Plan and the overall goals of the District, students are encouraged to participate in community service activities in and out of school. Students have participated in activities such as letters to soldiers, senior center activities, American Cancer Society, Why Me, Tufts 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 students' understanding of the world around them. Field trips are also

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 to develop common assessments.

Teachers continue to work 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 have continued to investigate methods to build student confidence in taking standardized tests. Dawson School is very proud to have their fifth graders recognized as one of the top performing schools in ELA in Central Massachusetts.

All children are exposed to technology through a variety of means. Teachers have been provided material to use with their infocus projectors. Other students have been using iPads in their classrooms to enhance their learning experience. We are offering more opportunities to work at home with an online math program. All of the updated learning experiences have enhanced our curriculum for our students. We are building 21st skills in our schools and in our students.



Houghton Elementary School
Sterling, MA
Principal: Anthony Cipro

Houghton Elementary School is a child-centered school focused on learning. The school has an enrollment of 500 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 Houghton School fosters life long learning for these future citizens of the twenty-first century.

Children are social beings. Our 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 responsibilities of public education are enormous and therefore, to the extent possible, shared by the entire community: school staff, parents, citizens, and local government. Such effort represent a community effort who can state in unison: We believe in our children because our children represent our future.

Highlights of the 2011-2012 School Year

*MCAS results in grades 3 and 4 show 80-90+% of students attaining advanced & proficient scores in both Math and English Language arts;

*Expansion of a strong anti-bullying program;

*Increase in the school library's children book collection to over 15,700 books;

*Continuation of community involvement in and outside the school including donations of time, items, or programs by Sterling Police & Fire departments, Sterling DPW, Davis Farmland, Sterling scouts, Sterling churches, Sterling town government, Sterling Senior Center, over 270 parent volunteers, and numerous town citizens and businesses;

*Continued full funding of all school curriculum enrichment programs;

*PTO purchases of related arts equipment for children;

*Utilization of district Physical Education grant purchases for before school family fitness programs;

*Houghton Elementary Schools active involvement in serving as a training site for future teachers enrolled at various colleges and universities.



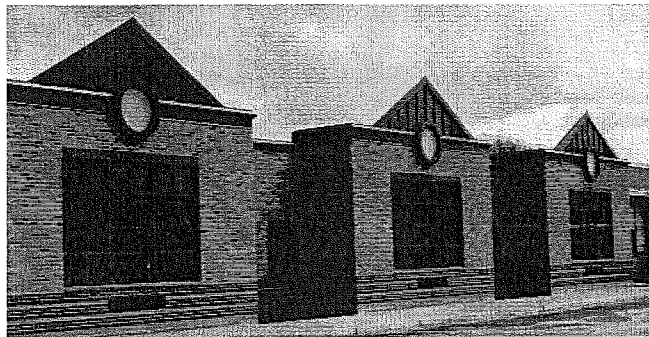
Dr. Leroy E. Mayo Elementary School
Holden, MA
Principal: Judith Evans

Dr. Leroy E. Mayo Elementary School is a kindergarten through grade five school with a population of just over 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.

Because we received MCAS data early in the year, teachers were able to start the year by analyzing data and addressing areas of concern for specific students and the class as a whole. Our MCAS results were quite positive, particularly in math grades four and five. Early in the year, we purchased a limited IXL (on line math software program for home and school use) math license for targeted students. The response was so positive from parents, teachers and students that we extended the license to the entire school through a grant from the Mayo PTA. Five teachers participated in a before school MCAS Math program for grades 4 and 5. The program was open to all students and was well attended.

An area that was pointed out as a need in the spring 2011 school survey and was a goal for the year was that of increasing enrichment opportunities for students. A parent and former teacher helped organize our first Winter Session consisting of a variety of after school choices including: conversational French, cooking, yoga, Swahili, computers, and birding. A current parent and our retired physical education teacher, Elmer Ream, started a running club in the spring.

We look forward to a continued focus on instructional improvement and enrichment opportunities in and out of the classroom.



Paxton Center School
Paxton, MA
Principal: Kathleen McCollum

Paxton Center School continues to be a student centered school and provides a successful learning environment for all students. We have begun a careful review of five years of student achievement data in the areas of reading, written language, and math skills. Teachers at all grade levels are working to find patterns in the accumulated data of strengths to build upon and weaker areas to improve upon while we continue to implement the new Massachusetts Curriculum Frameworks in addition to the District benchmarks.

The Paxton Center School Improvement Council (SIMCO) and School Improvement Team (SIT) will work with our building and town community to implement the School Improvement Plan developed last Spring. These two building and community advisory groups will review results from the grade level data review to set building instructional goals and direction.

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. Each month all students talk about, practice, and are acknowledged for demonstrating specific character traits that will have long reaching effects in their lives. Some of these traits include Honesty, Cooperation, Personal Best, Respect, and Responsibility. Eighth graders are required to conduct ten community service hours prior to their graduation.

We hope to bring more members of the Town of Paxton into the school this coming year. We are seeking volunteers to help out in libraries and classrooms. We are looking for community service opportunities for our eighth graders. Our PTO (Parent Teacher Organization) has taken on a new structure this year, with three to four parent representatives at each grade level to act with shared leadership to reach and serve the growing school community.

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 and all the parents and members of the community who have volunteered to work with the faculty and students.



Glenwood Elementary School
Rutland, MA
Principal: Anthony Gasbarro

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 continued to officially make Adequate Yearly Progress based on the results of the 2011 MCAS test results. Students and teachers worked diligently throughout the year to make significant gains in every subgroup. Details of that report card are available at www.wrsd.net/glenwood.

This is the second year Glenwood School has been a grade 3-5 elementary school due to the reorganization of the Rutland elementary schools. The school also gained a newly developed district-wide ABA classroom. This classroom makes Glenwood home to three district-wide programs (ABA, Developmental, and Transition).

In late August 2011 Glenwood made room to welcome the Thomas Prince School's grades 3-5 as well as the TPS Developmental classroom. Computer, science and math labs as well as special education and Title 1 classrooms were dismantled to make room for the TPS classrooms. The temporary relocation of the school was seamless. Although two separate schools housed in the same building, the teachers and students have had multiple opportunities for collaborate through special presentations, concerts, and the Math Carnival.

The literacy initiative continues to be well received by students, teachers and parents. The Writers' Workshop continues to be part of the literacy block in conjunction with the Readers' Workshop model. Students are expanding 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.

A great deal of time and professional development has been invested into Math instruction at Glenwood. Each

grade level has developed a solid pacing guide aligned with the Common Core Curriculum. Teachers have collaborated to share materials, resources and ways of thinking about math instruction. This year, teachers developed grade level remedial math courses that were offered to targeted students before school. The second annual school-wide Math Carnival was organized and staffed by both the Glenwood and Thomas Prince School faculties as well as parent and community volunteers to promote engaging and interactive math thinking.

School administration developed a more cohesive and streamlined master schedule that allows for common planning time for grade level teachers as well as daily RTI periods. Special education teachers took on the responsibility to oversee and support targeted grade level RTI interventions. In all three grade levels we were able to offer extensive support in the area of reading through the *Foundations* and *Just Words* programs. The common RTI period at each grade level also allowed teachers to offer more targeted interventions to students across the grade level and not just in individual homerooms.

Glenwood is fortunate to have a special education certified Title One teacher who provides targeted supplemental literacy and math instruction in a pull-out 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 One Open House was well attended by parents in the fall and a family night is scheduled before the summer break. There is also a plan to send books home to students throughout the summer to minimize summer reading regression.

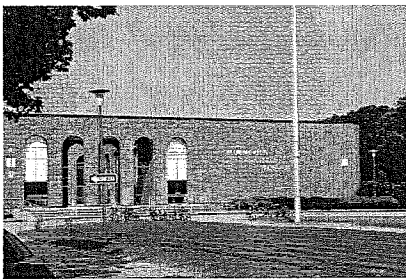
There continues to be great emphasis by the school to encourage the use of technology to support content instruction as well as student skill building. Glenwood continues to subscribe to an online resource, Discovery Education, which provides visually rich content that is standard based to integrate into all content areas 3-5. All teachers are piloting IXL, an online computer program that is differentiated to provide targeted math skill practice and extension opportunities. In addition, a technology skills curriculum is in use during weekly media/library for all students in grades 3-5. Many teachers use classroom WebPages and one fifth grade teacher is using a science blog with her students at home.

This year Glenwood recently adopted a disability awareness curriculum called, ***We Are Glenwood! We Are One!*** This curriculum was developed by *Understanding Our Differences* and is an interactive disability awareness program that teaches children to see the person and not the disability. The multi-year curriculum designed for students in grades 3-5 covers Blindness and Low Vision, Deafness and Hard of Hearing, Autism Spectrum Disorders, Physical Disabilities, Intellectual Disabilities, Learning Disabilities, and Chronic Medical Conditions. The first of the six units was presented to the grade three students in April with the help of trained parent volunteers. Two WRHS students with Autism were guest speakers at the conclusion of the week long Autism unit.

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 moments notice. All staff members have been trained in the Steps to Respect curriculum. 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, Glenwood arranged anti-bully and cyber safety workshops for each grade level provided by the District Attorney's Office.

Use of the Glenwood Facility has been brisk this year with various local organizations using parts of the school 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.

The Glenwood Elementary School takes pride in its commitment to the greater community. In the fall students donated food to donate to the Rutland Food Pantry. Money was also collected for Sherry's House and a Scholastic Book sponsored books for children in need. In addition, staff donated \$130 to the Rutland Food Pantry through money raised from a friendly Biggest Weight Loss competition. Participants in the competition lost a collective total of 160 pounds.



Mountview Middle School
Holden, MA

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 758 students in grades six, seven, and eight has a faculty of forty-six, 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.

Assessing student work is an important part of school achievement. A solid assessment program allows fac-

ulty to identify areas in the curriculum and areas of teaching and learning that can be improved. In addition to the daily, on-going 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. Mountview's students achieve consistently high performance results on MCAS assessments.

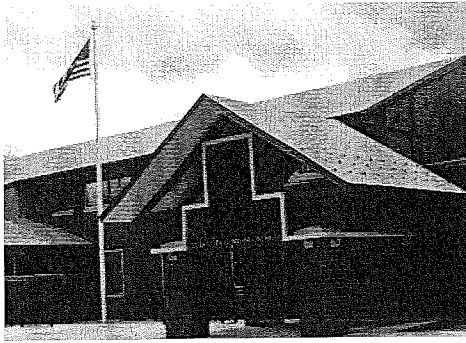
A high percentage of our students participate in a variety of fine arts activities as a result of work done in the art and music classrooms. All instrumental and vocal music students show the results of their work by presenting winter and spring concerts. Many music students audition and are selected 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 or Science team to compete with other schools in the district and across Massachusetts. 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, football, 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 Mt. Wachusett 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---<http://www.wrsd.net/mountview>---where the opening page message board is updated daily. The school has close to 100% 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.



Central Tree Middle School
Rutland, MA
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 continue 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 additional teachers from other core curriculum areas signed up to be Lab Classroom Teachers and worked closely with members of the Teaching and Learning Alliance, Inc. and the Lab classroom teachers from year's prior. These teachers continued to pilot instructional techniques gathered through the initiative and then agreed to share their experiences with other teachers. Teachers got to observe each other and then invite other middle school teachers in the district to observe them at Central Tree, as well as having the opportunity to observe the other teachers at their respective schools.

Another focus of professional development was Co-teaching wherein special education teachers partnered with regular education teachers to instruct in the area of math within the regular classroom setting. The school continued their efforts in stressing the importance of math in all curriculum areas, and improving our student performance. 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. Math teachers were able to work together in several professional development opportunities, and plan district wide for the adoption of the Common Core Standards. Teachers were also trained in the use of the clicker response systems in the areas of math and science, as well as the use of Limelight to assist in the creation and implementation of common assessments.

In addition to our focus on academic improvement, we continue to address ways to improve our school climate

and culture. The school as an initiative focused on the positive accomplishments of staff and students both in school and in the community. We set up a bulletin board in the entrance of Central Tree to showcase those achievements. We also continued our education of staff and students on anti-bullying, with a one book one school program focused on the reading of the book, *Dear Bully*, a collection of seventy stories by authors that participated in bullying at some point in their lives, either as the bully, victim or bystander. Teachers were also provided a guide for discussion to assist.

As we prepare to expand our anti-bullying awareness, we have partnered with Mountview Middle School and will have for both schools the presentation of Ryan's Story in the fall.

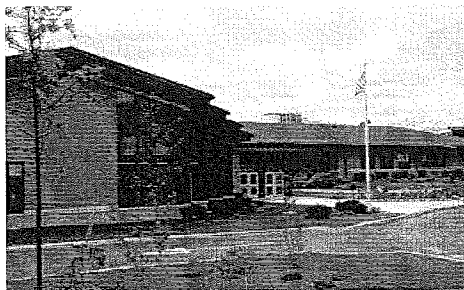
We continue to hold monthly Principal Coffee and Chats to provide parents and administration with the opportunity to share information and work together to improve the experiences for our children at Central Tree. A Student of the Month Program is also held on a monthly basis to acknowledge students 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. We celebrated their achievements with monthly breakfasts attended by their parents and a teacher of their choice.

Several 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 the CTMS Student Council, Yearbook Club, Drama Club, Mountain Bike Club, National Junior Honor Society, German National Junior Honor Society, National Junior Art Society, and a Spanish Club.

This year Central Tree held its second 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, and with fundraising to support staff and school initiatives through their mini-grant program. Instead of a Spaghetti Supper, a spring concert at the high school 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.

Students had the benefit of an Advisory block added to their schedules which afforded them time to participate in additional opportunities of enrichment, extra help, and club-like activities. The time also allowed for opportunities of staff common planning to improve upon their curriculum and instruction.



Chocksett Middle School
Sterling, MA
Principal: Anthony Cipro

Chocksett Middle School has a grade span of five through eight. Enrollment for the past year was 420 plus students serviced by 29 teachers. In addition, a significant number of support staff provide a wide variety of direct and indirect services in the office, classrooms, library, cafeteria, building, and grounds. Sterling's parental care and concern for students encompasses not only your own children, but rather the entire student body. Your support is crucial for Chocksett School to provide students with the best education possible; they deserve nothing less.

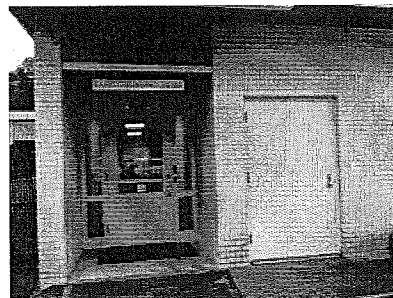
The divergent needs of today's early adolescents warrant both general and unique systems of service delivery. We seek to provide our students with learning opportunities that meet their cognitive, social, emotional, physical, and psychological needs. These are addressed within the academic day and at after school activities. Utilizing proven educational strategies, emerging technologies, relevant practices of a democratic society, and an understanding of this development stage of our youth, we seek to prepare your/our Chocksett students for the twenty-first century.

Highlights of the 2011-12 School Year

- *Implemented an improved orientation & transition program for incoming grade 5 students
- *Increased the volume of electronic communications with parents & public
- *Established & implemented Chocksett School Values of Respect and Responsibility
- *Increased the participation of students in after-school activities

*Continued an outreach program with the Sterling Center

*Experienced the continued value of our PTO in supplementing programs for students, paying stipends for staff offering afterschool club activities, and beautification of school grounds



Early Childhood Center
Jefferson, MA
Principal: Patricia Ottaviano

The Early Childhood Center became a 'school' in January 2012. It previously operated as an integrated preschool program. Our mission at the Early Childhood Center is to provide a developmentally appropriate preschool education that meets the needs of all children. It is our belief that through a differentiated approach to instruction, all children can become active, life-long learners ready to succeed in our ever changing global society

The Early Childhood Center houses four integrated preschool classrooms (eight sections) for children with and without disabilities. Typically developing children attend preschool for a half-day, two, three, four, or five days per week. A lottery held annually in January and a waitlist are used to enroll typically developing children. Families pay tuition for their child to attend the preschool program. Enrollment for typically developing children is dependent upon the number of special education children projected for the school year. This allows the program to maintain class sizes of fifteen with ratios of eight typically developing children to seven children with special needs as required by IDEA.

Children with special needs attend according to their individual education program and are entitled to a "free and appropriate public education" or FAPE. Again this year, the Early Childhood Center operated a full-day classroom designed for children with significant special needs. This classroom provides supported integration one half of the day and opportunities for students to work on functional life skills, attend therapies, and access additional time on learning the other half of the day. The Early Childhood Center also houses an ABA classroom, which utilizes Applied Behavior Analysis (ABA) as

its primary teaching methodology in order to meet the needs of students diagnosed with Autism Spectrum Disorders or severe developmental delays. Students enrolled in the ABA classroom typically benefit from specially designed instruction delivery in the ABA classroom as well as supported integration in the preschool classrooms. Each student's placement and services depend on his/her individual needs. The major focus of the preschool program is to provide effective early intervention to all students in the least restrictive environment in order to best prepare them for learning as they enter their formal school years.

At the end of the 2011-2012 school year, 158 students were in attendance at the Early Childhood Center with 66 students placed through special education and 92 students enrolled as typically developing peer models. In addition to the children enrolled in the preschool program, 30 children received speech therapy services. These services are delivered at the Early Childhood Center Speech Clinic with the child's parent or guardian on-site. Related service enrollment increases as the school year progresses. There are no preschool students placed in out-of-District programs.

Due to our change in status, a school council or SIMCO was created in January 2012. In their abbreviated tenure, SIMCO members developed the school's mission statement, made format changes to the Parent Satisfaction Survey, and participated in the creation of a School Improvement Plan for the 2012-2013 school year.

Meeting the needs of all students is a primary goal for teachers, support staff, and the administration. As part of this effort, one of the most significant and noticeable changes this school year was the implementation of *The Creative Curriculum*. The adoption of this curriculum involved modifying the classroom environment and instituting instructional changes. Professional development was focused on implementation of *The Creative Curriculum* and the introduction of the *Teaching Strategies Gold Assessment*.

The Early Childhood Center encourages parents, guardians, other family members, and community members to volunteer their talents and time both in and outside of the classroom. Our parent group, The Friends of ECC, helps to coordinate volunteers. The parent group is also responsible for fund raising efforts that provide funding for enrichment

programs. Family Fun Days are coordinated by the parent group and take place outside of the school day in an effort to develop a sense of community and support among our families. School community activities and community service are encouraged and supported by the entire staff, many of our students and their families. This year staff and students contributed over \$600 to the *Pennies for Patients Campaign* (Leukemia and Lymphoma Society), contributed several hundred toys to the *Toys for Tots Campaign*, and contributed over one hundred non-perishable food items to the *Wachusett Food Pantry*.

The safety of our students is a priority at the Early Childhood Center. Each family and staff member has a personalized code with which to enter the building. Fire drills, stay in place drills, and evacuation drills are all part of the Crisis Plan for the Early Childhood Center, which is on file at the school and with the Holden Police Department and the Holden Fire Department.

Teachers are providing instruction to the pre-kindergarten students using the Second Step Program. At the preschool level, this program teaches children about emotions, feelings, sharing, kindness, and friendship. The program gives students opportunities to role play and practice social scenarios to reinforce kindness, empathy, caring and respect.



Naquag Elementary School
Rutland, MA
Principal: Dixie Herbst

Naquag Elementary 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.

Naquag Elementary School's 2011-2012 school year began smoothly with three hundred sixty-eight (368) students. The enrollment consisted of:

- 4 ½ day Kindergarten Classes
- 3 District-wide Classrooms:
- 2 Full-day Kindergarten Classes
- 2 ABA Classrooms
- 6 First Grade Classes
- Developmental Delayed K - 2
- 6 Second Grade Classes

During August 2011 several school events were successfully held to promote friendliness and camaraderie for the new school year. Grade-specific Family Picnics were held on different nights during the week before school began. Naquag's families and friends were also welcome to attend three different Principal Tours during the week before school started. These informal tours were given by the School's administrators.

Naquag Elementary School sponsored parent "Curriculum Nights" in September 2011 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: December 2011 and June 2012 Music Concerts, Veterans' Day Assembly, Community Reading Day, June 2012 Literacy Parade, June 14th Flag Day, and May 2012 Curriculum Showcase (where a collection of student curriculum completed throughout the school year is displayed).

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. District 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 Nam-

ing 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(DIBELS), 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(DIBELS) 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 30 minutes within the RTI Tier II specified grade level scheduled time period. A Title 1 Family Reading Night was held in December 2011. 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.

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 2011-2012 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 "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* and PBIS 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.

During the 2011-2012 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; Sweet Pea (Rutland Animal Rescue League) December holiday pet supplies collection, and St. Jude's Children's Hospital Fund-Raising.

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 Web Site, 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 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.

A multitude of curriculum enrichment activities benefited Naquag students this school year. These included:

- Instruction computer web-based programs including Star Fall, Brain Pop Jr., Raz-Kids, and Math IXL
- The Discovery Science Museum classroom workshops for Kindergarten and Grade 2 (In-house at Naquag)
- Grade 1 chicken incubators & hatching
- Puppet Show and famous people puppet making (In-house at Naquag)
- Folk Music Presentation by Roger Tincknell
- Folk Music Presentation by Craig Harris
- "Birds of Prey" presentation
- Flumpa Presentation (Science interactive program)
- Whole-school recognition and participation for "April is Autism Awareness Month"
- Understanding Bee's Presentation (Grade 1)
- Rutland Historical Presentation (Grade 2)
- CTMS Students Science Mentoring
- Grade specific curriculum-focused field-trips (Kindergarten – Davis Farmland & Walking Field Trip to Rutland Center) (Grade 1 – Heifer project) (Grade 2 – Tower Hill Botanical Gardens)
- Rutland Agricultural Commission Planting Project – Greenhouse
- Rutland is a Caring Community Book Project with Jennifer Leith.

Naquag Elementary School encouraged collaboration with parents and the Rutland community through a variety of means including:

- SIMCO and PTO
- Naquag / Worcester State University (WSU) Partnership (WSU students volunteered in classrooms.)
- Parent and community volunteers
- SIMCO Naquag School Survey
- Collaboration with the Rutland Agricultural Commission to renovate the Naquag Greenhouse and educate/instruct Naquag students focused on plants.

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.



Davis Hill Elementary School
Holden, MA
Principal: Mark 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, and specialists, administrators, totally dedicated and committed to bringing the highest level of education to our students. It is the Davis Hill Community 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. For any further information, please feel free to contact the principal's office anytime.



Wachusett Regional High School
Holden, MA
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 most Fridays throughout the year. During these 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 college 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 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.

APPENDIX 1

Wachusett Regional School District FY13 Chapter 70 Regional District Summary

Code	Member Name	FY2013 Foundation Enrollment	FY2013 Foundation Budget	FY2013 Net Minimum Contribution	FY2013 Chapter 70	FY2013 Required Net School Spending
134	HOLDEN	3,078	27,072,606	16,779,390	N/A	N/A
228	PAXTON	693	6,094,704	4,170,010	N/A	N/A
241	PRINCETON	496	4,360,575	4,070,202	N/A	N/A
257	RUTLAND	1,643	14,453,876	6,201,473	N/A	N/A
282	STERLING	1,257	11,052,964	7,968,175	N/A	N/A
999	TOTAL	7,167	63,034,725	39,189,250	24,301,041	63,490,291

Based upon Department of Education Chapter 70 Aid and Net School Spending Requirements 06/28/2012

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	PAXTON	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	PAXTON	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

APPENDIX 2

	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13
Category:	Actual:	Actual:	Actual:	Actual:	Actual:	Actual:	Actual:	Actual:	Actual:	Actual:	Actual	Proposed
(1) Administrative	4.00	4.00	3.00	3.00	4.00	5.00	5.00	6.00	6.00	5.40	5.08	4.68
(2) Principals	11.00	11.00	11.00	11.00	11.00	12.00	12.00	12.00	12.00	12.00	13.00	12.00
(3) Adm. Specialists	10.40	10.20	8.31	8.31	10.31	9.43	12.60	13.60	13.60	13.10	14.10	14.10
(4) Ed. Specialists	34.50	34.50	36.69	38.99	37.99	46.01	11.50	18.30	19.37	19.37	56.73	61.80
(5) Technology	11.00	11.00	9.00	9.00	10.00	10.00	12.00	11.60	9.60	9.60	10.00	10.00
(6) Aides	140.40	143.40	127.99	133.76	167.92	182.42	189.10	196.90	179.48	183.27	192.10	181.20
(7) Teachers	471.80	474.50	450.80	454.30	474.40	492.09	510.70	517.80	500.80	500.30	503.30	496.30
(8) Asst. Principals/ WAA	18.00	19.00	18.00	18.00	18.00	19.00	30.43	29.60	26.60	31.20	31.60	25.94
(9) Custodial	53.60	53.60	53.60	53.60	55.60	59.60	60.23	60.73	58.50	58.50	58.50	58.50
(10) Clerical	37.40	37.40	30.50	30.64	30.00	32.00	33.10	30.23	30.23	29.60	29.60	29.60
(11) Health	12.00	12.00	12.00	12.00	12.00	13.00	12.77	13.60	12.60	12.60	12.60	12.60
Totals:	804.10	810.60	760.89	772.60	831.22	880.55	889.43	910.36	868.78	874.94	926.61	906.72

- (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
- FY13 Decrease .4 FTE for Administrative Consultant

- (2) FY07 Increase 1.0 FTE for Principal at Glenwood Elementary School
- FY12 Increase 1.0 FTE – Transfer Title of Director of ECC to Principal of ECC
- FY13 Decrease 1.0 FTE – Combine Houghton Elementary School/Chocksett Middle School -- one Principal

- (3) 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 Increase 2.0 FTE for Facilities Manager – K-8 and Administrative Assistant – Operations/Curriculum; Increase 1.0 FTE to reallocate Junior 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
- FY11 Decrease .5 FTE K-8 Facilitator (combined with Energy Educator Manager)
- FY12 Increase 1.0 FTE to add HVAC Manager

- (4) 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; increase 4.0 FTE ABA Program
- FY13 Increase 1.0 FTE Speech Assistant; increase 4.07 FTE for ABA Program Assistants for additional services

- (5) 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)
- FY12 Increase .4 FTE (.6 FTE Tech Assistant resigned; replaced by 1.0 FTE)

APPENDIX 2 (CONTINUED)

(6) 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 8.83 FTE to accommodate special education needs
FY13	Decrease by 10.9 FTE (eliminate all K-8 Library Aide Positions)
(7) 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)
FY13	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);
FY13	Decrease 5.0 FTE due to budget reductions; decrease .66 due to allocations to grants
(9) 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) 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) 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 FY13 APPROPRIATION 08.09.12

PERSONNEL

Salaries	\$ 48,014,554
Extraordinary Salary Expense	\$ 291,179
Sub category subs & stipends	\$ 858,034
	\$ 49,163,767
Employee Benefits & Insurance	\$ 13,181,742
PERSONNEL TOTAL	\$ 62,345,509

INSTRUCTIONAL SUPPORT - EQUIPMENT & TECHNOLOGY

District Administration	\$ 150,000
Instructional Support - Regular Ed	\$ 1,017,255
Extraordinary Expense	\$ 235,623
Instructional Support - Special Ed	\$ 308,228
Instructional Support - Vocational Ed	\$ 3,101
INSTRUCTIONAL SUPPORT TOTAL	\$ 1,714,207

OPERATIONS & MAINTENANCE

Heat & Utilities	\$ 2,121,161
Buildings & Grounds	\$ 625,391
Custodial Services	\$ 235,447
OPERATIONS & MAINTENANCE TOTAL	\$ 2,981,999

PUPIL SERVICES

Athletics Activities	\$ 122,715
Student Activities	\$ (40,850)
Health Services	\$ 56,365
PUPIL SERVICES TOTAL	\$ 138,230

SPECIAL EDUCATION TUITIONS

Tuitions - Other Schools	\$ 2,556,084
SPECIAL EDUCATION TUITIONS TOTAL	\$ 2,556,084

OTHER OPERATIONS COSTS

Fixed Charges	\$ 175,000
Tuitions - Other Schools	\$ 1,242,620
OTHER OPERATIONS COSTS TOTAL	\$ 1,417,620

SUBTOTAL OPERATIONS APPROPRIATION	\$ 71,153,650
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OTHER

TRANSPORTATION	\$ 5,112,104
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OTHER - DEBT

DEBT SERVICES - JEFFERSON ENVIRONMENTAL REMEDIATION/ECC REPAIR	\$ 99,890
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DEBT SERVICE - WRHS APPROVED CAPITAL PROJECTS	\$ 2,699,026
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SUBTOTAL OTHER APPROPRIATION	\$ 7,911,020
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TOTAL APPROPRIATION	\$ 79,064,670
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APPENDIX 4

FY13 Expense Allocation Summary

ACCT #		DESCRIPTION	WRH	DAV	DAW	MAY	MOU	PAX	PRI
KEY			Region Base - 56			School Base -57			Multi-color
PERSONNEL									
56	P	999 Payroll							
56	T	261 Student Tech							
56	A	280 Secreterial Overtime - COF							
57	P	280 Secreterial Overtime	0	0	200	0	350	0	0
56	A	310 Substitutes - Clerical - COF							
56	P	310 Substitutes - Clerical							
56	H	312 Substitutes - Nurse							
56	I	304 Substitutes - Ed Spec							
56	I	304S Substitutes - Ed Spec - SPED							
56	I	306 Substitutes - Aides							
56	I	306S Substitutes - Aides - SPED							
56	I	307 Substitutes - Teachers							
56	I	307S Substitutes - Teachers - SPED							
56	I	307K Substitutes - Teachers - Kindergarten							
56	I	308 Substitutes - Long Term							
56	I	308S Substitutes - Long Term - SPED							
56	A	300 Athletic Other Stipend							
56	A	365 Athletic Coach Stipend							
57	S	363 Student Activity Stipend - Advisors	50,068	0	0	0	2,500	1,500	0
57	S	364 Student Activity Stipend - Other	0	0	0	0	0	500	0
56	SCH	390 School Committee Stipend							
56	C	309 Custodial Substitutes							
57	C	352 Custodial Overtime	5,000	500	900	1,000	1,150	600	250
57	C	353 Custodial Building Check	7,500	200	500	250	250	800	0
57	C	354 Custodial Summer	0	3,000	2,500	2,500	4,250	3,200	0
Personnel Total			62,568	3,700	4,100	3,750	8,500	6,600	250
EMPLOYEE BENEFITS & INSURANCE									
56		227 Long Term Disability Reimbursement							
56		241 Sick Leave Buyback							
56		800 Health Insurance - Employee							
56		801 Retiree Health Insurance - District							
		802 Insurance Stipend							
56		805 Medicare							
56		810 Life Insurance							
56		812 Unemployment Insurance							
56		815 Workers Compensation							
56		850 General Liability Insurance							
56		860 Retirement Benefits (Worcester Regional Retirement)							
56		865 Retiree Health Insurance - Town							
Employee Benefits & Insurance Total			0	0	0	0	0	0	0
PERSONNEL TOTAL			62,568	3,700	4,100	3,750	8,500	6,600	250

APPENDIX 4 (CONTINUED)

FY13 Expense Allocation Summary

GLEN	NAQ	CEN	HOU	CHO	DWS	ECC	COF	UNDISTRIBUTED	FY13
Needs Base - 58									
								48,206,345	48206345.00
									0.00
									0.00
0	0	200	0	0	0	0	3,500		4250.00
								7,000	7000.00
									0.00
								7,000	7000.00
								45,000	45000.00
									0.00
									0.00
								30,000	30000.00
								431,505	431505.00
									0.00
									0.00
								56,000	56000.00
									0.00
									0.00
								251,000	251000.00
0	0	0	0	3,000		0			57068.00
0	0	0	0	0		0			500.00
									0.00
								13,000	13000.00
1,500	1,000	600	500	300		0			13300.00
200	750	200	500	0		0			11150.00
6,000	2,500	2,500	2,200	2,000		0			30650.00
7,700	4,250	3,500	3,200	5,300	0	0	3,500	49,046,850	49163768.00
								50,000	50000.00
								48,250	48250.00
								8,676,000	8676000.00
								1,693,441	1693441.00
								24,000	24000.00
								630,000	630000.00
								16,000	16000.00
								125,000	125000.00
								190,661	190661.00
								239,668	239668.00
								1,313,722	1313722.00
								175,000	175000.00
0	0	0	0	0	0	0	0	13,181,742	13181742.00
7,700	4,250	3,500	3,200	5,300	0	0	3,500	62,228,592	62345510.00

APPENDIX 4 (CONTINUED)

FY13 Expense Allocation Summary

ACCT #	DESCRIPTION	WRH	DAV	DAW	MAY	MOU	PAX	PRI
INSTRUCTIONAL SUPPORT/EQUIPMENT & TECHNOLOGY								
Instructional Support - District Administration								
56 SCH 400	SchCom Supplies & Exp							
56 SCH 590	SchCom Cont Services							
56 SCH 591	SchCom Cont Legal							
56 SCH 600	SchCom Travel							
56 AB 590	Cont Services/Auditing/Consulting							
56 A_ 400	COF Supplies & Expense							
56 AO 415	COF Telephone							
56 A_ 450	COF Equipment & Furniture							
56 A_ 452	COF Technology Lease							
56 A_ 453	Copier Supplies & Expenses							
56 A_ 454	COF Printing-External							
56 A_ 455	Equipment Repair							
56 AT 451	COF Technology Software							
56 AT 452	COF Technology Hardware							
56 AT 456	COF Technology Supplies & Expenses							
56 AT 457	COF Technology Repairs							
56 A_ 590	COF Contract Services							
56 A_ 600	COF Travel							
56 AO 620	COF Membership/Dues							
56 AO 630	COF Professional Dev							
District Administration Subtotal		0	0	0	0	0	0	0
Instructional Support - Regular Education								
School Based Administration								
56 AO 591	Admin Legal Contract Services							
56 AO 691	Admin Legal Settlements							
56 _FC 453	Copier Leases (COF budgets)							
57 _P 400	Supplies & Expense	18,676	2,000	1,000	6,000	6,250	1,500	800
57 _P 405	Student Activities/Graduation	13,200	500	200	0	0	600	0
57 _P 415	Telephone	10,000	4,000	5,000	4,000	4,500	4,000	3,000
57 _P 453	Copiers Supplies & Expense	40,000	2,000	4,000	5,000	12,584	3,000	4,000
57 _P 454	Printing - External	0	0	0	0	0	0	850
57 _P 455	Equipment Repair	0	1,000	800	0	0	0	0
57 _P 600	Principal Travel	0	0	0	0	1,000	62	0
58 _P 450	Equipment & Furniture	0	0	0	0	0	0	0
		81,876	9,500	11,000	15,000	24,334	9,162	8,650
Instructional Support								
56 _AR 410	Staff Recruiting							
58 _I 450	Equipment & Furniture	0	0	0	0	0	1,506	0
58 _I 451	Technology Software	0	0	0	0	0	0	0
58 _I 452	Technology Hardware	20,900	0	0	0	0	0	0
57 _I 400	Instructional Supplies & Expense	50,000	20,000	28,506	17,217	20,472	20,323	17,399
57 _I 455	Instructional Equipment Repair	0	0	300	0	0	0	0
57 _I 456	Technology - Supplies & Expenses	10,000	1,000	500	2,000	250	2,800	3,000
57 _I 457	Technology Repair	0	2,000	500	0	0	0	0
57 _I 600	Travel	5,500	0	0	0	500	200	0
57 _I 620	Membership & Dues	6,100	2,000	800	1,000	500	600	0
57 _I 630	Conferences	0	2,000	0	1,000	0	0	0
57 _I 640	Course Reimbursement	0	0	0	0	0	0	0
56 _PD 590	Professional Development							
56 _T 416	NetworkK Telecommunications							
		92,500	27,000	30,606	21,217	21,722	25,430	20,399

APPENDIX 4 (CONTINUED)

FY13 Expense Allocation Summary

GLEN	NAQ	CEN	HOU	CHO	DWS	ECC	COF	UNDISTRIBUTED	FY13
							3,100		3100.00
							500		500.00
							15,000		15000.00
							900		900.00
							36,000		36000.00
							105,898		105897.83
							10,000		10000.00
									0.00
							87,002		87002.00
							2,000		2000.00
									0.00
									0.00
									0.00
									0.00
									0.00
							20,500		20500.00
							9,500		9500.00
							11,000		11000.00
							2,000		2000.00
0	0	0	0	0	0	0	303,400	0	303399.83
									0.00
									0.00
								75,000	75000.00
0	2,000	4,000	2,000	2,500					46726.00
0	0	1,000	0	0					15500.00
2,500	3,700	4,000	3,000	3,000					50700.00
3,000	3,500	4,000	3,000	2,500					86583.64
0	0	0	500	500					1850.00
500	0	0	300	0					2600.00
200	0	500	1,700	0					3462.00
0	0	0	0	0					0.00
6,200	9,200	13,500	10,500	8,500	0	0	0	75,000	282421.64
								31,355	31355.00
0	0	0	0	9,035		0			10541.77
2,550	0	0	0	0		0		88,116	90686.08
0	0	0	0	0		0		31,429	52329.00
16,099	9,000	10,255	13,500	11,500					234271.13
1,000	0	0	0	0					1300.00
0	3,000	0	0	0					22550.00
0	500	0	0	1,500					4500.00
0	0	200	0	0					6400.00
1,500	1,000	600	1,300	1,155					16555.00
0	250	500	0	0					3750.00
0	0	0	0	0					0.00
								11,000	11000.00
								124,230	124230.00
21,149	13,750	11,555	14,800	23,190	0	0	0	286,130	609447.98

APPENDIX 4 (CONTINUED)

FY13 Expense Allocation Summary

ACCT #			DESCRIPTION	WRH	DAV	DAW	MAY	MOU	PAX	PRI
Text Books										
58	X	480	Textbooks	46,652	8,612	10,756	7,994	0	7,904	7,321
56	X	486	Testing Materials							
				46,652	8,612	10,756	7,994	0	7,904	7,321
Library										
58	L	400	Library Supplies & Expense	50,600	0	0	0	0	1,321	0
58	L	450	Library Equipment & Furniture (COF)	0	0	0	0	0	0	0
58	L	452	Library Technology Hardware (COF)	0	0	0	0	0	0	0
58	L	455	Library Equipment Repair (COF)	0	0	0	0	0	0	0
58	L	485	Library Periodicals & Publications (COF)	0	0	0	0	0	0	0
58	L	487	Library Ed Materials (COF)	0	0	0	0	0	0	0
				50,600	0	0	0	0	1,321	0
Audio Visual										
57	AV	400	Audio Visual Supplies & Expense	3,000	0	0	0	0	0	500
58	AV	450	Audio Visual Equipment & Furniture	0	0	0	0	0	0	0
57	AV	455	Audio Visual Equipment Repair	0	0	0	0	0	0	0
				3,000	0	0	0	0	0	500
Guidance										
58	G	400	Guidance Supplies & Expense	20,000	0	0	0	0	0	0
				20,000	0	0	0	0	0	0
Regular Education Instructional Support Subtotal				294,628	45,112	52,362	44,211	46,055	43,817	36,870
Instructional Support - Special Education										
Administration School Based Administration										
57	P	400S	Supplies & Expense	0	0	0	0	0	0	0
57	P	415S	Telephone	0	0	0	0	0	0	0
57	P	453S	Copiers Supplies & Expenses	0	0	0	0	0	0	0
57	P	600S	Principal Travel	0	0	0	0	0	0	0
57	A	611S	Professional Develop	0	0	0	0	0	0	0
57	A	620S	Membership/Dues	0	0	0	0	0	0	0
56	YU	591	Legal Contract Services	0	0	0	0	0	0	0
56	YU	691	Legal Settlements	0	0	0	0	0	0	0
				0	0	0	0	0	0	0
Instructional Support										
57	I	400S	Supplies & Expense	2,500	998	2,700	1,300	4,950	877	800
58	I	405S	Student Activities							
58	I	450S	Equipment & Furniture	0	0	0	0	0	0	0
57	I	455S	Equipment Repair	0	0	100	0	0	0	0
57	I	456S	Technology Supplies & Expenses							
56	I	590S	Contracted Services							
57	I	600S	Instructional Travel	0	0	0	0	0	0	0
57	I	620S	Membership/Dues							
57	I	630S	Conference Registration							
57	I	640S	Course Reimbursement							
				2,500	998	2,800	1,300	4,950	877	800
Textbooks										
58	X	480S	Textbooks	0	0	0	0	0	0	0
56	X	486S	Testing Materials	0	0	0	0	0	0	0
				0	0	0	0	0	0	0
Audio/Visual										
57	AV	400S	Audio Visual Supplies & Expense	0	0	0	0	0	0	0
58	AV	450S	Audio Visual Equipment & Furniture	0	0	0	0	0	0	0
57	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	998	2,800	1,300	4,950	877	800

APPENDIX 4 (CONTINUED)

FY13 Expense Allocation Summary

GLEN	NAQ	CEN	HOU	CHO	DWS	ECC	COF	UNDISTRIBUTED	FY13
2,259	5,042	0	6,353	1,725				0	104617.30
1,557								0	1556.52
3,816	5,042	0	6,353	1,725	0	0	0	0	106173.82
0	0	0	738	0				0	52659.22
0	0	0	0	0					0.00
0	0	0	0	0					0.00
0	0	0	0	0					0.00
0	0	0	0	0					0.00
0	0	0	0	0					0.00
0	0	0	738	0	0	0	0		52659.22
950	0	500	200						5150.00
0	0	0	0	0					0.00
500	0	0	100	0					600.00
1,450	0	500	300	0	0	0	0	0	5750.00
0	0	0	0						20000.00
0	0	0	0	0	0	0	0		20000.00
32,615	27,992	25,555	32,691	33,415	0	0	0	361,130	1076452.66
0	0	0	0	0		4,000			4000.00
0	0	0	0	0		200			200.00
0	0	0	0	0		1,000			1000.00
0	0	0	0	0		300			300.00
0	0	0	0	0		0			0.00
0	0	0	0	0		0			0.00
0	0	0	0	0	25,000	0			25000.00
0	0	0	0	0	36,000	0			36000.00
0	0	0	0	0	61,000	5,500	0		66500.00
2,500	5,055	1,158	3,500	400	5,000	9,761			41498.51
0	0	0	0	0		0			0.00
200	0	0	0	0		0			300.00
0	0	0	0	0	203,518	0			203518.00
0	0	0	0	0	9,000	300			9300.00
					7,500	0			7500.00
						0			0.00
						0			0.00
2,700	5,055	1,158	3,500	400	225,018	10,061	0	0	262116.51
0	0	0	0	0		1,938		0	1938.00
0	0	0	0	0		0		0	0.00
	0	0	0	0	0	1,938	0	0	1938.00
0	0	0	300	0		0			300.00
0	0	0	0	0		0			0.00
0	0	0	0	0		0			0.00
0	0	0	300	0	0	0	0	0	300.00
2,700	5,055	1,158	3,800	400	286,018	17,499	0	0	330854.51

APPENDIX 4 (CONTINUED)

FY13 Expense Allocation Summary

ACCT #	DESCRIPTION	WRH	DAV	DAW	MAY	MOU	PAX	PRI
Instructional Support - Vocational Education								
Instructional Support								
57	I VOC 400 Supplies & Expense	3,500	0	0	0	0	0	0
58	I VOC 450 Equipment & Furniture	0	0	0	0	0	0	0
57	I VOC 455 Equipment Repair	0	0	0	0	0	0	0
	Supplies & Expenses, Equipment & Furniture	3,500	0	0	0	0	0	0
Textbooks								
58	I VOC 480 Textbooks	0	0	0	0	0	0	0
58	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		300,628	46,110	55,162	45,511	51,005	44,693	37,670
OPERATIONS AND MAINTENANCE								
Heat & Utilities								
Heating								
56	UT 510 Oil		41,317	41,224	41,689	78,698	71,968	53,503
56	UT 511 Gas	184,131	0	0	0	0	0	0
56	UT 514 Fuel-Other	100	0	0	0	0	0	0
		184,231	41,317	41,224	41,689	78,698	71,968	53,503
Utilities								
56	UT 512 Electricity	273,960	60,038	15,571	41,643	55,334	40,684	53,042
56	UT 513 Water & Sewer	28,063	3,619	4,474	4,323	3,147	531	0
56	UT 515 Trash Removal	12,861	3,199	3,199	1,849	4,500	4,633	1,567
		314,884	66,856	23,244	47,815	62,981	45,848	54,609
Heat & Utilities Total		499,115	108,173	64,468	89,504	141,679	117,816	108,112
Building Maintenance								
58	BM 520 Building General Repairs	0	0	0	0	0	0	0
58	BM 531 Extraordinary Maintenance	0	0	0	0	0	0	0
56	BM 542 Design Services							
56	AUT 590 Contract Services							
		0	0	0	0	0	0	0
Equipment Maintenance								
56	AEM 551 Equipment Rent/Lease							
57	EM 555 Equipment Repair/Maint	0	1,000	400	1,000	500	0	750
57	EM 557 Vehicles-Repair/Maint	1,500	0	0	0	0	0	0
		1,500	1,000	400	1,000	500	0	750
Grounds Maintenance								
58	GM 545 Grounds General Projects	0	0	0	0	0	0	0
58	GM 550 Equipment	38,000	0	0	0	0	0	0
57	GM 551 Equipment-Rent/Lease	0	0	0	500	0	0	0
57	GM 552 Grounds Supplies & Expense	12,000	500	350	200	825	220	0
57	GM 555 Equipment Repair	0	0	400	500	950	0	0
56	GM 580 Grounds Maintenance	41,833	17,500	17,500	17,500	17,500	8,675	25,870
56	GM 590 Contract Services							
		91,833	18,000	18,250	18,700	19,275	8,895	25,870
Buildings & Grounds Total		93,333	19,000	18,650	19,700	19,775	8,895	26,620
Custodial Services								
57	C 500 Supplies & Expense	50,000	14,000	12,485	16,000	16,125	19,200	15,000
58	C 550 Equipment & Furniture	0	0	0	0	0	0	0
57	C 555 Equipment Repair	0	0	200	1,500	600	0	0
56	PD 209 Training							
56	C 590 Contract Services							
56	C 600 Travel							
Custodial Services Total		50,000	14,000	12,685	17,500	16,725	19,200	15,000
OPERATIONS & MAINTENANCE TOTAL		642,448	141,173	95,803	126,704	178,179	145,911	149,732

APPENDIX 4 (CONTINUED)

FY13 Expense Allocation Summary

GLEN	NAQ	CEN	HOU	CHO	DWS	ECC	COF	UNDISTRIBUTED	FY13
0	0	0	0	0	0	0	0	0	3500.00
0	0	0	0	0	0	0	0	0	0.00
0	0	0	0	0	0	0	0	0	0.00
0	0	0	0	0	0	0	0	0	3500.00
0	0	0	0	0	0	0	0	0	0.00
0	0	0	0	0	0	0	0	0	0.00
0	0	0	0	0	0	0	0	0	0.00
0	0	0	0	0	0	0	0	0	3500.00
35,315	33,047	26,713	36,491	33,815	286,018	17,499	303,400	361,130	1714207.00
43,370	42,335	55,577	47,255	47,255	0	0	0	0	564191.00
0	0	0	0	0	0	0	26,758	0	210889.00
0	0	0	0	0	0	0	0	0	100.00
43,370	42,335	55,577	47,255	47,255	0	0	26,758	0	775180.00
55,515	52,938	78,173	47,570	46,725	0	0	33,619	0	854812.00
8,934	15,744	7,663	1,980	1,440	0	0	4,826	0	84744.00
3,081	1,748	1,206	2,509	2,176	0	0	3,154	0	45682.00
67,530	70,430	87,042	52,059	50,341	0	0	41,599	0	985238.00
110,900	112,765	142,619	99,314	97,596	0	0	68,357	0	1760418.00
0	0	0	0	0	0	0	0	376,020	376020.00
0	0	0	0	0	0	0	0	0	0.00
0	0	0	0	0	0	0	0	0	0.00
0	0	0	0	0	0	0	0	0	0.00
0	0	0	0	0	0	0	0	376,020	376020.00
0	0	0	0	0	0	0	0	1,000	1000.00
400	0	2,000	500	0	0	0	0	0	6550.00
0	0	0	0	0	0	0	0	0	1500.00
400	0	2,000	500	0	0	0	0	0	9050.00
0	0	0	0	0	0	0	0	283,070	283070.00
0	0	0	0	0	0	0	0	0	38000.00
0	0	0	0	0	0	0	0	0	500.00
195	2,000	0	0	0	0	0	0	0	16290.00
500	1,500	2,000	0	0	0	0	0	0	5850.00
28,500	19,500	19,500	19,500	19,500	0	0	6,205	0	259083.00
0	0	0	0	0	0	0	0	0	0.00
29,195	23,000	21,500	19,500	19,500	0	0	6,205	283,070	602793.00
29,595	23,000	23,500	20,000	19,500	0	0	6,205	660,090	987863.00
18,271	10,500	14,600	15,300	8,500	0	0	17,937	0	227918.00
0	0	0	0	0	0	0	0	0	0.00
3,000	0	0	0	500	0	0	0	0	5800.00
0	0	0	0	0	0	0	0	0	0.00
0	0	0	0	0	0	0	0	0	0.00
0	0	0	0	0	0	0	0	0	0.00
21,271	10,500	14,600	15,300	9,000	0	0	17,937	0	233718.00
161,766	146,265	180,719	134,614	126,096	0	0	92,499	660,090	2981999.00

APPENDIX 4 (CONTINUED)

FY13 Expense Allocation Summary

ACCT #	DESCRIPTION	WRH	DAV	DAW	MAY	MOU	PAX	PRI
PUPIL SERVICES								
Athletic Services								
58	A 400 Supplies & Expense	24,878	0	0	0	860	1,312	860
58	A 450 Athletic Equipment	15,421	0	0	0	0	0	0
58	A 455 Equipment Repair	6,785	0	0	0	0	0	0
58	A 590 Contract Services	26,645	0	0	0	0	0	0
58	A 600 Athletic Travel	814	0	0	0	0	0	0
58	A 620 Athletic Memberships	0	0	0	0	0	0	0
58	A 926 Rentals	22,772	0	0	0	0	0	0
58	A 960 Athletic Transportation	0	0	0	0	0	0	0
Athletic Services		97,315	0	0	0	860	1,312	860
Student Activities								
57	S 400 Student Activities/Supplies & Expenses	4,500	1,000	200	0	0	0	0
57	S 405 Student Activities/Graduation	0	0	0	0	0	0	1,250
57	S 960 Student Activities/Transportation	0	0	0	0	0	1,500	0
56	FC 820 Student Insurance							
Student Activities		4,500	1,000	200	0	0	1,500	1,250
Health Services								
57	H 400 Health Services Supplies & Expense	3,500	1,000	700	500	600	300	600
58	H 450 Health Services Equipment & Furniture	0	0				0	0
57	H 455 Health Services Equipment Repair	0	0	0	300	0	0	0
56	H 590 Health Contract Services							
Health Services		3,500	1,000	700	800	600	300	600
PUPIL SERVICES TOTAL		105,315	2,000	900	800	1,460	3,112	2,710
SPECIAL EDUCATION TUITIONS								
Tuitions - Other Schools								
56	YTU 970 Tuition-Public							
56	YTU 971 Tuition-Public - Summer							
56	YTU 972 Tuition-Private							
56	YTU 973 Tuition-Private - Summer							
56	YTU 974 Tuition-Private - OOS							
56	YTU 977 Tuition-Collaboratives							
56	YTU 978 Tuition-Collaboratives - Summer							
Tuitions-Other Schools Total		0	0	0	0	0	0	0
OTHER COSTS								
Fixed Charges								
56	AFC 784 RAN Interest							
RAN Interest								
Tuitions-Other Schools								
56	ATU 975 School Choice Assessment							
56	ATU 976 Charter School Assessment							
Tuitions-Other Schools Total		0	0	0	0	0	0	0
OTHER COSTS TOTAL								

APPENDIX 4 (CONTINUED)

FY13 Expense Allocation Summary

GLEN	NAQ	CEN	HOU	CHO	DWS	ECC	COF	UNDISTRIBUTED	FY13
0	0	2,860	0	920	0	0	0		31690.00
0	0	0	0	0	0	0	0		15421.00
0	0	0	0	0	0	0	0		6785.00
0	0	0	0	0	0	0	0		26645.00
0	0	0	0	0	0	0	0		814.00
0	0	0	0	0	0	0	0		0.00
0	0	0	0	0	0	0	0		22772.00
0	0	0	0	0	0	0	0		0.00
0	0	2,860	0	920	0	0	0		104127.00
0	0	0	0	0	0	0	0	0	5700.00
0	0	0	0	0	0	0	0	0	1250.00
0	0	0	0	0	0	0	0	0	1500.00
								5,988	5988.00
0	0	0	0	0	0	0	0	5,988	14438.00
1,500	1,500	750	1,500	600		0			13050.00
0	0	0	0	0					0.00
0	0	0	0	0					300.00
				0	0	0	0	6,315	6315.00
1,500	1,500	750	1,500	600	0	0	0	6,315	19665.00
1,500	1,500	3,610	1,500	1,520	0	0	0	12,303	138230.00
					619,012				619012.00
					0				0.00
					1,493,022				1493022.00
					0				0.00
					0				0.00
					428,000				428000.00
					16,050				16050.00
0	0	0	0	0	2,556,084	0	0		2556084.00
								175,000	175000.00
								175,000	175000.00
								499,550	499550.00
								743,070	743070.00
0	0	0	0	0	0	0	0	1,242,620	1242620.00
								1,417,620	1417620.00

APPENDIX 4 (CONTINUED)

FY13 Expense Allocation Summary

ACCT #			DESCRIPTION	WRH	DAV	DAW	MAY	MOU	PAX	PRI
TOTAL DISTRICT OPERATING BUDGET				1,110,959	192,983	155,965	176,765	239,144	200,316	190,362
TRANSPORTATION										
56	ATR	960	Regular Ed							
56	ATR	961	Late Run							
56	YTR	963	Special Education							
56	YTR	964	Special Education - IEP							
Transportation				0	0	0	0	0	0	0
OTHER			Reserve for Extraordinary/Unanticipated Expenses							
56	AFC	783	Oil Remediation Debt Service							
CAPITAL PROJECT DEBT SERVICE										
56	WFC	782	Bond Debt Service - Interest	1,613,000						
56	WFC	782	Bond Debt Service - Principal	1,086,026						
56	WFC	783	BAN - Interest	0						
56	WFC	785	Serial Note Debt Service - Interest	0						
56	WFC	785	Serial Note Debt Service - Principal	0						
CAPITAL PROJECT DEBT SERVICE TOTAL				2,699,026	0	0	0	0	0	0
TOTAL DISTRICT NON-OPERATING BUDGET										
TOTAL SCHOOL COMMITTEE APPROPRIATION				3809985.00	192982.90	155965.00	176764.81	239144.28	200316.18	190362.00

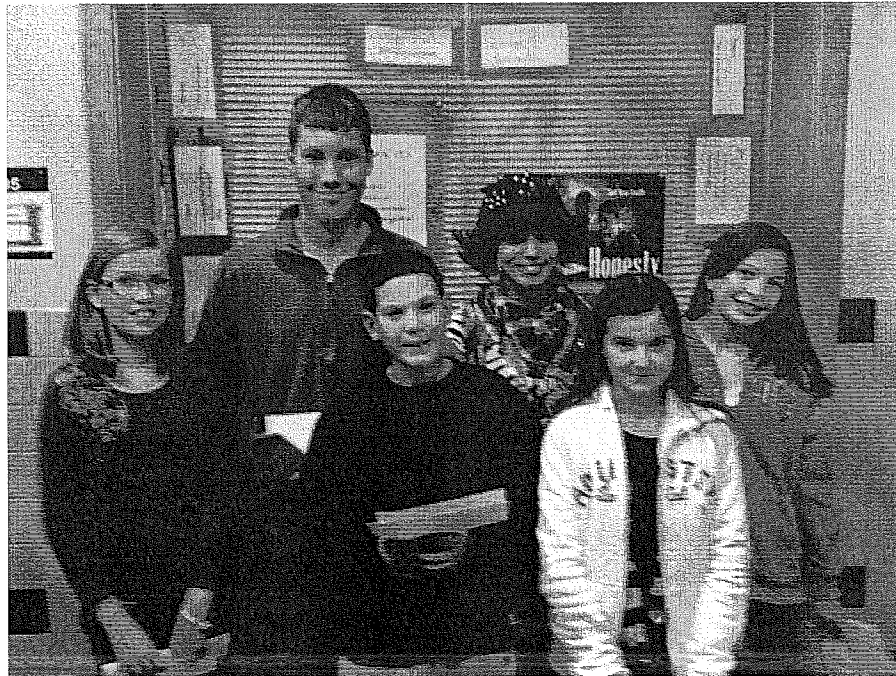


APPENDIX 4 (CONTINUED)

FY13 Expense Allocation Summary

GLEN	NAQ	CEN	HOU	CHO	DWS	ECC	COF	UNDISTRIBUTED	FY13
206,281	185,062	214,542	175,805	166,731	2,842,102	17,499	399,399	64,679,735	71153650.00
								2,738,478	2738478.00
					1,675,490			0	0.00
					698,136				1675490.00
									698136.00
0	0	0	0	0	2,373,626	0	0	2,738,478	5112104.00
									0.00
								99,890	99890.00
									1613000.00
									1086026.00
									0.00
									0.00
									0.00
0	0	0	0	0	0	0	0		2699026.00
									7911020.00
206280.60	185062.00	214542.00	175805.00	166731.40	5215728.00	17499.00	399398.83	67518103.00	79064670.00

79064670.00



WACHUSETT REGIONAL SCHOOL DISTRICT

FY09 - FY13 ACTUAL AND APPROPRIATED EXPENDITURE COMPARISONS

	FY09 Actual	FY10 Actual	FY11 Actual	FY12 Appropriation 03.28.11	\$ Change	% Change	FY13 Appropriation 08.09.12	\$ Change	% Change
PERSONNEL									
Salaries	44,942,181	43,674,268	45,695,084	48,790,808	3,095,724	7%	49,163,767	372,959	1%
Employee Benefits & Insurance	9,665,441	9,291,489	9,183,523	10,474,875	1,291,352	14%	13,181,742	2,706,867	26%
PERSONNEL TOTAL	54,607,622	52,965,757	54,878,607	59,265,683		8%	62,345,509		5%
INSTRUCTIONAL SUPPORT - EQUIPMENT & TECHNOLOGY									
District Administration	222,500			172,500			150,000		
Instructional Support - Regular Ed	2,427,095			1,930,246			1,252,878		
Instructional Support - Special Ed	331,354			327,829			308,228		
Instructional Support - Vocational Ed	3,500			3,500			3,101		
INSTRUCTIONAL SUPPORT TOTAL	2,984,449	1,824,803	2,569,967	2,434,075	(155,892)	-6%	1,714,207	(719,868)	-30%
OPERATIONS & MAINTENANCE									
Heat & Utilities	2,532,185	1,781,835		1,734,402			2,121,161		
Buildings & Grounds	550,173	1,203,914		809,370			625,391		
Custodial Services	235,447	207,663		235,447			235,447		
OPERATIONS & MAINTENANCE TOTAL	3,317,805	3,193,412	3,183,338	2,779,219	(404,119)	-13%	2,981,999	202,780	7%
PUPIL SERVICES									
Athletics Activities	130,615			130,615			122,715		
Student Activities	24,150			24,150			(40,850)		
Health Services	56,365			56,365			56,365		
PUPIL SERVICES TOTAL	211,130	209,924	183,944	211,130	27,186	15%	138,230	(72,900)	-35%
SPECIAL EDUCATION TUITIONS									
Tuitions - Other Schools	3,631,514	3,633,200		1,827,894			2,556,084		
SPECIAL EDUCATION TUITIONS TOTAL	3,631,514	3,633,200	2,342,770	1,827,894	(514,876)	-22%	2,556,084	728,190	40%
OTHER OPERATIONS COSTS									
Fixed Charges	223,665	124,465		175,000			175,000		
Tuitions - Other Schools	1,429,345	1,355,137		1,324,396			1,242,620		
OTHER OPERATIONS COSTS TOTAL	1,653,010	1,479,602	1,557,954	1,499,396	(58,556)	-4%	1,417,620	(81,776)	-5%
OPERATIONS SUBTOTAL APPROPRIATION	66,405,530	63,306,688	64,736,580	68,017,397	3,280,817	5%	71,153,650	3,136,253	5%
OTHER									
TRANSPORTATION	4,332,130	4,231,833	4,365,094	4,968,265	603,171	14%	5,112,104	143,839	3%
Reserve for Extraordinary and Unanticipated Expenditures	166,709	0	0	0	0		0	0	
DEBT SERVICE - JEFFERSON ENVIRONMENTAL REMEDIATION	42,000	16,936	104,430	101,910	(2,520)	-2%	99,890	(2,020)	-2%
DEBT SERVICE - WRHS APPROVED CAPITAL PROJECTS	1,963,831	2,360,906	2,479,631	2,702,938	223,307	9%	2,699,026	(3,912)	0%
OTHER TOTAL	6,504,670	6,609,675	6,949,155	7,773,113	823,958	12%	7,911,020	137,907	2%
TOTAL APPROPRIATION	72,910,200	69,916,373	71,685,735	75,790,510	4,104,775	6%	79,064,670	3,274,160	4%
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION	7,132	7,126	7,170	7,186		0.2%	7,218		0.4%

APPENDIX 6 (CONTINUED)

WACHUSETT REGIONAL SCHOOL DISTRICT

FINANCIAL HISTORY & PRELIMINARY ESTIMATE OF REVENUES

LOCAL REVENUE (continued)

LONG-TERM DEBT REPAYMENT ASSESSMENT												
	FY09	FY10	FY11	FY12	FY13							
Holden	0.4247	0.4224	0.4275	0.4307	0.4314	17,839	7,210	44,644	43,893		47,926	
Paxton	0.0993	0.0984	0.0971	0.0947	0.0965	4,170	1,803	10,141	9,651		10,723	
Princeton	0.0781	0.0782	0.0763	0.0759	0.0710	3,280	1,511	7,969	7,735		7,886	
Rutland	0.2212	0.2224	0.2234	0.2259	0.2298	9,289	3,519	23,332	23,021		25,526	
Sterling	0.1767	0.1786	0.1757	0.1728	0.1713	7,422	2,893	18,344	17,610		19,029	
Note: Based upon actual prior year October 1 enrollment at all schools												
Total Long-Term Debt Repayment Assessments						42,000	16,936	104,430	101,910		111,090	

LONG-TERM DEBT REPAYMENT ASSESSMENT - HIGH SCHOOL												
	FY09	FY10	FY11	FY12	FY13							
Holden	0.4332	0.4257	0.4338	0.4393	0.4410	864,510	986,528	1,045,490	1,187,401		1,190,179	
Paxton	0.1065	0.1064	0.0975	0.0962	0.0880	203,579	246,632	234,994	260,023		237,794	
Princeton	0.0861	0.0892	0.0856	0.0872	0.0868	158,606	206,700	206,220	235,696		234,173	
Rutland	0.2011	0.2078	0.2080	0.2147	0.2205	394,797	481,518	501,163	580,321		595,089	
Sterling	0.1731	0.1708	0.1751	0.1626	0.1637	342,337	395,785	422,032	439,498		441,791	
Note: Based upon actual prior year October 1 enrollment at high school.												
Total Long-Term Debt Repayment Assessments						1,963,829	2,317,163	2,409,899	2,702,939		2,699,026	

TOTAL LOCAL REVENUE BY TOWN												
	FY09	FY10	FY11	FY12	FY13							
Holden	1.01	-1.17	2.02	3.13	4.59	19,988,594	19,755,096	20,154,177	20,784,753		21,738,185	
Paxton	4.13	0.93	-0.17	3.02	3.77	4,874,506	4,919,839	4,911,480	5,059,981		5,250,964	
Princeton	2.20	0.72	1.87	4.32	1.65	4,526,224	4,558,767	4,643,885	4,844,514		4,924,513	
Rutland	3.10	9.65	6.63	5.85	9.14	6,517,662	7,146,895	7,620,387	8,066,348		8,803,760	
Sterling	2.18	1.50	2.32	1.70	4.56	8,969,742	9,104,095	9,315,395	9,474,108		9,906,262	
OVERALL	1.54	1.35	2.55	3.40	4.96	44,876,728	45,484,691	46,645,324	48,229,704		50,623,684	
% Change from previous year												

TOTAL LOCAL REVENUE						44,876,728	45,484,691	46,645,324	48,229,704		50,623,684	
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APPENDIX 6

WACHUSETT REGIONAL SCHOOL DISTRICT

FINANCIAL HISTORY & PRELIMINARY ESTIMATE OF REVENUES

LOCAL REVENUE

MINIMUM LOCAL CONTRIBUTION																					
	FY09	FY10	FY11	FY12	FY13																
Holden	0.46	-0.10	-0.28	1.09	2.02	16,331,022	16,314,917	16,270,028	16,447,026		16,331,022	16,314,917	16,270,028	16,447,026		16,331,022	16,314,917	16,270,028	16,447,026		
Paxton	5.50	1.98	-1.97	1.87	1.53	4,033,083	4,112,865	4,031,695	4,107,281		4,033,083	4,112,865	4,031,695	4,107,281		4,033,083	4,112,865	4,031,695	4,107,281		
Princeton	2.99	1.31	1.46	3.12	0.41	3,824,422	3,874,387	3,930,917	4,053,653		3,824,422	3,874,387	3,930,917	4,053,653		3,824,422	3,874,387	3,930,917	4,053,653		
Rutland	5.31	15.45	4.61	3.51	6.30	4,666,546	5,387,451	5,635,679	5,833,698		4,666,546	5,387,451	5,635,679	5,833,698		4,666,546	5,387,451	5,635,679	5,833,698		
Sterling	3.05	3.02	0.64	0.57	2.54	7,452,992	7,677,899	7,726,970	7,770,676		7,452,992	7,677,899	7,726,970	7,770,676		7,452,992	7,677,899	7,726,970	7,770,676		
% Change from previous year																					
Total Minimum Local Contribution						36,308,065	37,367,519	37,595,289	38,212,334		36,308,065	37,367,519	37,595,289	38,212,334		36,308,065	37,367,519	37,595,289	38,212,334		

OPERATIONS ASSESSMENT																					
Holden	0.4247	0.4224	0.4275	0.4307	0.4314	2,396,310	1,492,415	1,811,423	1,824,982		2,396,310	1,492,415	1,811,423	1,824,982		2,396,310	1,492,415	1,811,423	1,824,982		2,473,630
Paxton	0.0993	0.0984	0.0971	0.0947	0.0965	547,985	337,396	411,458	401,267		547,985	337,396	411,458	401,267		547,985	337,396	411,458	401,267		553,430
Princeton	0.0781	0.0782	0.0763	0.0759	0.0710	464,578	297,339	323,370	321,607		464,578	297,339	323,370	321,607		464,578	297,339	323,370	321,607		407,044
Rutland	0.2212	0.2224	0.2234	0.2259	0.2298	1,249,355	773,465	946,690	957,194		1,249,355	773,465	946,690	957,194		1,249,355	773,465	946,690	957,194		1,317,477
Sterling	0.1767	0.1786	0.1757	0.1728	0.1713	1,006,979	624,893	744,306	732,196		1,006,979	624,893	744,306	732,196		1,006,979	624,893	744,306	732,196		982,133
Note: Based upon actual prior year October 1 enrollment at all schools.																					
Total Operations Assessment						5,665,207	3,525,507	4,237,247	4,237,247		5,665,207	3,525,507	4,237,247	4,237,247		5,665,207	3,525,507	4,237,247	4,237,247		5,733,714

TRANSPORTATION ASSESSMENT																					
Holden	0.4247	0.4224	0.4275	0.4307	0.4314	378,912	954,025	982,592	1,281,451		378,912	954,025	982,592	1,281,451		378,912	954,025	982,592	1,281,451		1,247,060
Paxton	0.0993	0.0984	0.0971	0.0947	0.0965	85,689	221,143	223,192	281,759		85,689	221,143	223,192	281,759		85,689	221,143	223,192	281,759		279,007
Princeton	0.0781	0.0782	0.0763	0.0759	0.0710	75,338	178,830	175,409	205,208		75,338	178,830	175,409	205,208		75,338	178,830	175,409	205,208		205,208
Rutland	0.2212	0.2224	0.2234	0.2259	0.2298	197,676	500,943	513,524	672,115		197,676	500,943	513,524	672,115		197,676	500,943	513,524	672,115		664,195
Sterling	0.1767	0.1786	0.1757	0.1728	0.1713	160,012	402,625	403,743	514,128		160,012	402,625	403,743	514,128		160,012	402,625	403,743	514,128		495,134
Note: Based upon actual prior year October 1 enrollment at all schools.																					
Total Transportation Assessment						897,628	2,257,567	2,298,460	2,975,275		897,628	2,257,567	2,298,460	2,975,275		897,628	2,257,567	2,298,460	2,975,275		2,890,604

APPENDIX 7

WACHUSETT REGIONAL SCHOOL DISTRICT FINANCIAL HISTORY & PRELIMINARY ESTIMATE OF REVENUES

STATE AID REVENUE

	FY09	FY10	FY11	FY12	FY13	Actual FY09	Actual FY10	Actual FY11	Actual FY12	Adopted FY13
CHAPTER 70 AID										
	1.43	9.52	0.78	3.37	8.54	19,622,662	21,490,211	21,658,821	22,389,331	24,301,041
TOTAL CHAPTER 70 AID * **	% Change from previous year									
TRANSPORTATION										
State Aid										
Ch 71 Regional School Transportation * **						3,399,033	2,317,368	2,200,305	1,992,990	2,207,456
TOTAL CHAPTER 71 REGIONAL SCHOOL TRANSPORTATION REIMBURSEMENT						3,399,033	2,317,368	2,200,305	1,992,990	2,207,456
TOTAL STATE AID REVENUE						23,021,695	23,807,579	23,859,126	24,382,321	26,508,497

* FY12 based upon actual receipts

** FY13 based upon DOR Cherry Sheet July 9, 2012

APPENDIX 8

WACHUSETT REGIONAL SCHOOL DISTRICT FINANCIAL HISTORY & PRELIMINARY ESTIMATE OF REVENUES

TOTAL REVENUE BY TOWN

	Actual FY09	Actual FY10	Actual FY11	Actual FY12	Adopted FY13
NET SCHOOL SPENDING					
TOTAL NET SCHOOL SPENDING	55,930,727	58,857,730	59,254,110	60,601,665	63,490,291
OPERATIONS ASSESSMENT BY TOWN					
	FY09	FY10	FY11	FY12	FY13
Holden	5.01	-37.72	21.38	0.75	35.54
Paxton	5.13	-38.43	21.95	-2.48	37.92
Princeton	4.74	-36.00	8.75	-0.55	26.57
Rutland	5.00	-38.09	22.40	1.11	37.64
Sterling	4.96	-37.94	19.11	-1.63	34.14
% Change from previous year					
TOTAL OPERATIONS ASSESSMENT	5,665,207	3,525,507	4,237,247	4,237,247	5,733,714
TRANSPORTATION ASSESSMENT BY TOWN					
	FY09	FY10	FY11	FY12	FY13
Holden	-29.83	151.78	2.99	30.42	-2.68
Paxton	-30.53	158.08	0.93	26.24	-0.98
Princeton	-28.22	137.37	-1.91	28.74	-9.13
Rutland	-29.79	153.42	2.51	30.88	-1.18
Sterling	-29.52	151.62	0.28	27.34	-3.69
% Change from previous year					
TOTAL TRANSPORTATION ASSESSMENT	887,628	2,257,567	2,298,461	2,975,276	2,890,605
LONG-TERM DEBT REPAYMENT ASSESSMENT BY TOWN					
	FY09	FY10	FY11	FY12	FY13
Holden	-2.99	12.62	9.70	12.95	0.55
Paxton	-2.79	19.58	-1.33	10.01	-7.85
Princeton	-3.04	28.62	2.87	13.65	-0.56
Rutland	-3.60	20.03	8.14	15.03	2.86
Sterling	-2.73	13.99	10.46	3.80	0.81
% Change from previous year					
TOTAL LONG-TERM DEBT REPAYMENT ASSESSMENT	2,005,830	2,334,100	2,514,329	2,804,849	2,810,116
OTHER REVENUE					
District Revenues for Operations	1,781,151	1,068,456	2,081,177	1,990,735	439,687
District Revenues for Debt Service (Modular Reimbursement)	0	0	0	0	0
Excess & Deficiency (E&D)	0	0	0	0	0
Charter School Reimbursement *	178,460	125,657	84,964	116,168	70,651
School Choice **	624,466	751,298	934,827	1,071,582	1,008,662
Transportation Reimbursement	3,399,033	2,317,368	2,200,305	1,992,990	2,207,456
TOTAL REVENUE	70,482,500	71,235,681	73,605,419	75,790,510	78,651,181

* Charter School Reimbursement for FY13 based upon DOR Cherry Sheet July 9, 2012.

** School Choice for FY13 based upon DOR Cherry Sheet July 9, 2012.

WACHUSETT REGIONAL SCHOOL DISTRICT

Holden, Paxton, Princeton, Rutland, Sterling

Building Leadership Support -- Principals 2012/2013 School Year

Mark A. Aucoin, Davis Hill Elementary School
William P. Beando, Wachusett Regional High School
Anthony M. Cipro, Jr., Houghton Elementary School/Chocksett Middle 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. McCollum, Paxton Center School
Patricia Ottaviano, Early Childhood Center
Patricia Scales, Dawson Elementary School

School Data 2011/2012

Regional Enrollment (PreK-12): 7,469 (as of October 1, 2011)

General Fund Staff: 926.61

High School Accreditation: New England Association of Schools and Colleges

Post High School Education: (Class of 2012)

88% -- Continued Education

71% -- Four-year Public or Private Colleges/Universities

17% -- Two-year/Business/Technical/Military

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 2012/2013 School Year

Cynthia Bazinet -- Holden
Colleen Cipro -- Rutland
William Clute -- Paxton
Steven Hammond -- Holden
Lance Harris -- Sterling
Robert Imber -- Princeton
Stacey Jackson -- Holden
Julianne Kelley -- Rutland
Deidre Kosky -- Holden
Sarah LaMountain -- Sterling
Duncan Leith -- Holden
James Mason -- Sterling
Kenneth Mills -- Holden
Robert Pelczarski -- Paxton
Norman Plourde -- Sterling
Robert Remillard -- Rutland
Michelle Sciabarrasi -- Princeton
Erik Scheinfeldt -- Holden
Athas Tsongalis -- Rutland
Margaret Watson -- Holden

Executive Staff

Thomas G. Pandiscio, Ed.D., Superintendent of Schools
Darryll A. McCall, Ed.D., Director of Operations
Susan H. Sullivan, Director of Human Resources
Kelley Gangi, Director of Curriculum
James Dunbar, Treasurer

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