

Wachusett Regional School District

Annual Report And FY14 Appropriation

2013



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

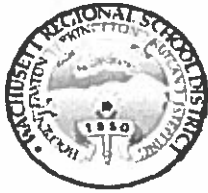
- Goal 16: Maintain a continuing self-review of productivity, roles and operations by the school administration and the School Committee.
- Goal 17: Identify/promote succession planning at all administrative levels.
- Goal 18: Improve communication with staff, students, parents and the community.

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, disability, gender identity, or other protected category



WACHUSETT REGIONAL SCHOOL DISTRICT

School Calendar

2013-2014

Revised

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

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

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

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

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

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

JANUARY				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

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

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

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

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

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

First and Last Days of School

First Day of School Aug 28
 Half-Day 180th Day of School Jun 13
 Half-Day 185th Day of School Jun 20

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

Holidays & Vacations




Labor Day	Sep 2
Columbus Day	Oct 14
Veterans' Day	Nov 11
Thanksgiving Recess	Nov 27-29
Winter Recess	Dec 23-Jan 1
Martin Luther King, Jr. Day	Jan 20
February Recess	Feb 17-21
April Recess	Apr 21-25
Memorial Day	May 26

Teacher Training

Year 1 Teacher Training Aug 19-23
 Year 2 Teacher Training Aug 20-23
 Staff Orientation Aug 27

Professional Development Days/Half Days

Full Day	Aug 26
Full Day (PreK-2 Parent/Teacher Conferences)	Nov 12
Half-Day	Sep 18
Half-Day	Oct 23
Half-Day	Jan 15
Half-Day	Mar 19
Half-Day	Apr 2
Half-Day	May 7
Half-Day	Last day of school

 Half Days
 School not in Session
 First day of school

May 12 - Local elections -
 Schools not in session

Approved by WRSDC 9/9/2013

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SECTION I

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 Mass-Health 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. This year, the District's direct service providers transitioned from paper reporting to on-line reporting, resulting in more timely submissions, more accurate submissions, and hopefully increased reimbursement for the District.

Total reimbursement from Medicaid claims to date equal \$337,098.68, an increase of \$132,331.00 over FY12.

Throughout the year, the Pupil Personnel Services office worked with Special Education staff, Central Office staff, and building administrators to prepare and submit the District's Coordinated Program Review responses. The PPS office was responsible for two components: Civil Rights, and English Language Learners. An initial on-site review was favorable toward the District; official findings will be shared with the District in late Fall 2013.

Pupil Personnel Services continues to work with schools to procure interpreters and translators for our English Language Learner (ELL) students and families. This year, the District added interpreters/

translators for Korean interpretation and translation.

The Supervisor of Pupil Personnel Services worked closely with the ELL Instructional Coach to coordinate and facilitate professional development training for tutors, and a reception for ELL parents and tutors. The response to the reception was overwhelmingly positive, and provided the opportunity for families to meet the educators working with their children,

In January 2012 the District and Thomas Prince School began working jointly to increase enrollment in the K-8 building. An on-line parent survey was made available to all District residents with children eligible for enrollment in grades K-8. The purpose of the survey was to gauge interest in a magnet or theme school, and the overwhelming response was for a Science/Technology/Engineering/Arts and Math program. The overwhelming response, coupled with the school's history of support of the arts gave birth to the Thomas Prince STEAM program. In-District transfer requests topped 100, and over 40 invitations to enroll at TPS were mailed to District families who were selected via lottery.

In June 2013, the District sponsored Lifelines: A Teen Suicide Prevention Program. District participants included school psychologists, building administrators, and Central Office administration. Dr. Barry Feldman, Director of Psychiatry Programs at the University of Massachusetts and a trainer for the Society for the Prevention of Teen Suicide, presented the three-day program. Despite the timing, participants felt that the topic and information were important, and look forward to implementing the program in buildings District-wide.

As of July 1, 2013, the District had accepted 60 new school choice students, and anticipates 268 choice students to return in August 2013, for a projected total of 328 school choice students in the District.

SECTION II

INFORMATION SYSTEMS UPDATE

Throughout the 2012-2013 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 2012-2013 school year, District staff expanded on this foundation by using Google Docs and Websites to enhance productivity and foster a more collaborative environment.

All students were also given Google Apps accounts at the beginning of the 2012-2013 school year which enabled them to create, share, and store their work in a secure online environment. Students are now able to access and work on their documents from any computer with Internet access. They are also 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 since 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 has made major changes in its approach to parent communications. In the summer of 2012, a revamped PowerSchool Parent Portal was launched which delivered student handbooks, report cards, and other essential information electronically for the 2012-2013 school year.

The PowerSchool Parent Portal is a web-based interface through which parents can access information about their children. Prior to the 2012-2013 school year, the Parent Portal was only accessible to parents of middle and high school students and it only provided basic information such as schedules and grades. By expanding its use to all families and substantially enhancing its functionality, the District eliminated hundreds of thousands of printed pages in the 2012-2013 school year.

MUNIS Enhancements

MUNIS, the District's accounting and Human Resources system, was moved to a fully hosted environment in the fall of 2012. This move ensures that all essential business data will be safe and accessible in the event of local disasters, independent of the operational state of the District's network and server infrastructure.

Plans are also in place to utilize additional features in MUNIS which will modernize existing workflow methods and reduce reliance on paper-based, labor-intensive procedures in accounting and human resources.

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.

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 evaluates their potential role in our classrooms.

SECTION III 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 Wachuset Regional School District students.

Massachusetts Comprehensive Assessment System (MCAS) Tests of Spring 2012

Percent of Students at Each Performance Level for Wachuset

* 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	78	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	70	57	22	13	57	44	15	30	8	14	578	92.5	64	538
GRADE 04 - MATHEMATICS	70	51	27	18	43	35	25	38	8	12	578	89.7	62	530
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	58	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	618
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	58	50	13	22	3	9	4,178	94.2	54	3,383
ALL GRADES - MATHEMATICS	74	59	37	27	37	32	21	28	6	15	4,160	89.1	52	3,362
ALL GRADES - SCIENCE AND TECH/ENG	74	54	28	17	48	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	Included In 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	132
GRADE 06 - MATHEMATICS	69	60	29	27	40	33	24	24	7	16	135	86.7	39	132
GRADE 07 - ENGLISH LANGUAGE ARTS	78	71	13	15	65	58	19	21	2	7	127	92.5	43	125
GRADE 07 - MATHEMATICS	57	51	13	20	44	31	35	30	8	18	127	82.3	41	125
GRADE 08 - ENGLISH LANGUAGE ARTS	89	81	8	18	81	63	10	14	1	6	146	96.2	39	143
GRADE 08 - MATHEMATICS	63	52	21	22	42	30	28	28	9	19	145	84	50	141
GRADE 08 - SCIENCE AND TECH/ENG	59	43	6	5	53	38	33	38	8	20	144	83.3	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	81	69	13	19	68	50	16	22	3	9	408	92.8	39	400
ALL GRADES - MATHEMATICS	63	59	21	27	42	32	29	26	8	15	407	84.3	42	398
ALL GRADES - SCIENCE AND TECH/ENG	58	54	6	17	52	37	35	32	7	13	147	82.8	N/A	N/A

CHOCKSETT MIDDLE 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 05 - ENGLISH LANGUAGE ARTS	86	61	28	17	58	44	12	28	3	11	104	94	52	103
GRADE 05 - MATHEMATICS	80	57	41	25	39	32	12	26	8	17	104	90.4	48	103
GRADE 05 - SCIENCE AND TECH/ENG	86	52	42	22	44	30	11	34	3	14	104	94.7	N/A	N/A
GRADE 06 - ENGLISH LANGUAGE ARTS	90	66	31	18	59	48	7	22	2	11	98	95.8	57.5	94
GRADE 06 - MATHEMATICS	75	60	27	27	48	33	18	24	7	16	96	89.1	28.5	94
GRADE 07 - ENGLISH LANGUAGE ARTS	87	71	26	15	61	56	11	21	2	7	107	95.6	54	107
GRADE 07 - MATHEMATICS	65	51	32	20	33	31	27	30	8	18	107	83.6	55	107
GRADE 08 - ENGLISH LANGUAGE ARTS	89	81	29	18	60	63	8	14	3	6	102	95.1	50	100
GRADE 08 - MATHEMATICS	67	52	37	22	30	30	25	28	9	19	104	83.7	54.5	102
GRADE 08 - SCIENCE AND TECH/ENG	68	43	18	5	50	38	27	38	5	20	104	87.5	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	88	69	29	19	59	50	10	22	2	9	409	95	53	404
ALL GRADES - MATHEMATICS	71	59	34	27	37	32	20	26	8	15	411	86.6	47	406
ALL GRADES - SCIENCE AND TECH/ENG	77	54	30	17	47	37	19	32	4	13	212	91	N/A	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	90	71	33	15	57	56	10	21	0	7	243	96.6	68	242
GRADE 07 - MATHEMATICS	87	51	38	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	28	5	15	746	88.3	48.5	732
ALL GRADES - SCIENCE AND TECH/ENG	62	54	6	17	58	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	48	45	16	25	1	6	472	93.5	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	94	69	58	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	48	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	67	12	13	60	44	21	30	7	14	57	88.2	42	68
GRADE 04 - MATHEMATICS	70	61	23	16	47	35	26	36	6	12	57	89	60	58
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 06 - 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	68	23	18	64	48	9	22	3	11	64	93.8	33	63
GRADE 06 - MATHEMATICS	80	60	40	27	40	33	18	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	48.5	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

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Students Included	CPI	SGP	Included In SGP	Included In SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE					
GRADE 03 - READING	69	61	9	15	60	46	30	30	1	9	89	88.5	N/A
GRADE 03 - MATHEMATICS	60	61	21	27	39	34	33	25	7	14	89	82.9	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	75	57	17	13	58	44	22	30	3	14	65	81.9	50.5
GRADE 04 - MATHEMATICS	81	51	25	16	58	35	19	36	0	12	64	94.5	72
GRADE 05 - ENGLISH LANGUAGE ARTS	75	61	27	17	48	44	22	28	2	11	89	90.7	65
GRADE 05 - MATHEMATICS	82	57	42	25	40	32	16	26	2	17	89	92.7	78.5
GRADE 05 - SCIENCE AND TECH/ENG	69	52	36	22	33	30	29	34	2	14	89	88.2	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	73	60	18	19	55	50	25	22	2	9	243	90.2	59
ALL GRADES - MATHEMATICS	74	50	30	27	44	32	23	26	3	15	242	89.6	77
ALL GRADES - SCIENCE AND TECH/ENG	69	54	36	17	33	37	29	32	2	13	89	88.2	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	8	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	73
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	60	31	19	58	50	8	22	3	9	239	96.2	63	146
ALL GRADES - MATHEMATICS	82	50	46	27	37	32	16	26	3	15	240	94.2	54	147
ALL GRADES - SCIENCE AND TECH/ENG	78	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	85.7	66	74
GRADE 04 - MATHEMATICS	72	51	33	18	39	35	26	36	1	12	78	80.8	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	48	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	78	54	33	17	43	37	23	32	1	13	83	91.8	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	90.6	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	64	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	36	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 14, 2013

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 2001 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	2012	2013
National	505	506	504	507	508	508	503	502	502	499	500	497	496	496
State	511	511	512	516	518	520	513	513	514	513	512	513	513	515
WRHS	524	529	532	532	536	536	534	534	531	530	521	532	525	537

SAT 1: REASONING TEST -- MATH SCORES														
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
National	514	514	516	519	518	520	518	515	515	514	515	514	514	514
State	513	515	516	522	523	527	524	522	525	525	526	527	530	529
WRHS	538	539	539	547	543	551	554	545	542	540	540	546	545	553

SAT 1: REASONING TEST -- WRITING SCORES														
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
National							497	494	494	492	491	489	488	488
State							510	511	513	510	509	509	508	509
WRHS							533	530	524	523	516	525	511	527



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	209	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 Information

TABLE 2												
AP Test	2010			2011			2012			2013		
	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%	11	11	100%
Studio Art -- Drawing	12	11	92%	10	10	100%	7	7	100%			
Biology				34	34	100%	48	36	75%	49	41	84%
Calculus AB	38	38	100%	16	14	88%	65	58	89%	83	65	78%
Calculus BC				2	2	100%	2	2	100%	13	11	85%
Chemistry	9	8	89%				16	16	100%	25	25	100%
Computer Science A	1	1	100%	1	1	100%	9	7	78%	5	2	40%
Computer Science AB												
Economics - Macro	17	14	82%	17	15	88%	35	25	71%	39	27	69%
Economics - Micro	20	19	95%	17	15	88%	28	19	68%	39	32	82%
English Language/Composition	42	40	95%	21	21	100%	83	74	89%	67	57	85%
English Literature/Composition	19	16	84%	33	33	100%	44	42	95%	54	52	96%
Environmental Science							17	17	100%	41	29	71%
European History										11	11	100%
French Language	7	7	100%	10	9	90%	16	16	100%	6	6	100%
German Language												
Government and Politics - Comparative							1	1	100%	21	19	90%
Government and Politics - US	10	9	90%									
Latin												
Music Theory				4	3	75%	4	3	75%	4	2	50%
Physics B							17	11	65%	14	12	86%
Physics C: Mechanics							1	1	100%			
Physics C: Elec & Magnet							1	1	100%			
Psychology	10	10	100%	36	36	100%	64	54	84%	37	35	95%
Spanish Language	10	6	60%	17	12	71%	25	18	72%	10	8	80%
Spanish Literature										6	6	100%
Statistics	19	12	63%	52	44	85%	25	24	96%	42	39	93%
US History	45	45	100%	39	38	97%	74	72	97%	100	81	81%
World History	10	8	80%	59	58	98%	120	107	89%	115	99	86%
	269	244	91%	368	345	94%	703	611	87%	792	670	85%



SECTION IV

A GLIMPSE AT OUR SCHOOLS



Dawson Elementary School
Holden, MA
Principal: Patricia Scales

Dawson Elementary School has continued its tradition of providing educational excellence while promoting strong social skills and positive values within our students. We continue to engage and challenge students in an environment that fosters the *IALAC* (I am Loving and Caring) spirit. Each month a different social skill is introduced and reinforced by the teachers and administration. Students are identified by their teachers as demonstrating the social skills that we, as a school, work on and receive an award at a monthly assembly. Staff members are recognized throughout the year for their hard work by the administration, by other team members, and even students. The Second-Step and Steps to Respect Social Skills programs are being implemented in all grades to support the *IALAC* program.

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, 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 enrich their understanding of the world around them. Field trips are also supported through the generous support of the PTA to cover transportation costs.

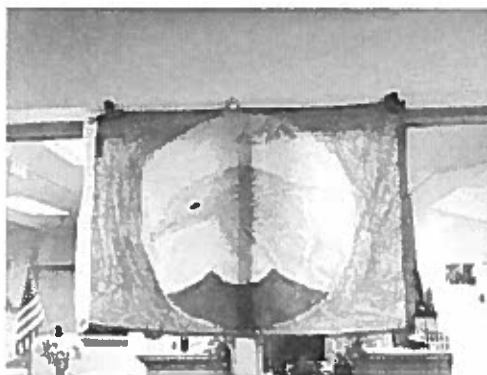
School community activities are encouraged throughout the year. This year parents and students participated in a Fall Festival, Open House/

Book Fair, Pancake Breakfast, and a Hoe-Down! These community events encourage parents and students to socialize in a fun and relaxed manner.

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 for many of the curriculum areas as well as common assessments.

All children are exposed to technology through a variety of means. Teachers often use their Smartboards or projectors to enhance teaching in the classroom. Other students have been using iPads or laptops 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.

Meeting the needs of all the children at Dawson is the primary goal of all the teachers, support staff, and administration. Teachers work together in teams to plan and implement instruction that incorporates best practices in teaching.





Houghton Elementary School
Sterling, MA
Principal: Anthony Cipro

Houghton Elementary School is a child-centered school focused on teaching and learning. The school has an enrollment of 470 children within a grade span of kindergarten through grade four. We provide our children with both a strong foundation in basic skills and opportunities to expand the thinking of young minds. By matching the natural curiosity innate in every child with literature, mathematics, science/technology, the arts, and the environment, Houghton School plants the seeds for life long learning.

Children are social beings. Our school promotes the positive social values that exist in society: honesty, respect, responsibility, cooperation, and kindness. Houghton School is a place where children care to learn and learn to care. The responsibilities of public education are enormous. Staff, parents, and volunteers must serve as appropriate models for our young children. Why, because we are impacting not only the future of these children, but our future as well. Our children will be the future citizens of Sterling and the world. Therefore, it can be said: We believe our children are the future. Teach them well and let them lead the way.

Houghton Highlights of the 2012-2013 School Year

- Recipient of Governor's Certificate as a Commendation School
- Cited by the Massachusetts Department of Education as a Commendation School
- Better than 80% of children achieving advanced or proficient MCAS scores
- High performing PTO providing over \$20,000 of enrichment programs & equipment
- PTO fully responsible for the day to day operation of the school library and circulation of all resources to classrooms including circulation of 15, 000 plus books
- Expansion of a strong school anti-bullying program

- Implementation of school-wide theme: "The Kindness Connection".
- Program for parents/community: Quilt Celebration, Peace Pole Celebration, Pasta Supper, Community Reading Day, and Family Picnic
- School mock presidential election using Sterling voting booths and following real voting protocols as defined by Town Clerk
- Community volunteers including Eagle Scouts, Boy Scouts, and Girl Scouts taking responsibilities for helping improving school grounds
- Parent volunteers, over 270 of them, whose daily contributions to Houghton School go far beyond measure
- Numerous contributions by Sterling's DPW, Town Clerk, Police and Fire Departments for improvements to grounds, child safety education, and promoting citizenship
- Continued selection by colleges and universities of Houghton School for visitations and observations by students seeking teaching careers.



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. We have shown steady progress particularly in the area of math. Our ELL population has been growing and we are pleased to have four teachers enrolled in the Framingham State Uni-

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. We have shown steady progress particularly in the area of math. Our ELL population has been growing and we are pleased to have four teachers enrolled in the Framingham State University's ELL master's program. These teachers will serve as school leaders in training the rest of the staff on the complexities of working with a diverse population.

Over the last several years we have noticed an increase of stress and anxiety in our students which can have a negative impact on learning. We continued our focus on training teachers to help children improve their coping skills, ability to focus, and reduce stress using techniques of mindfulness. We have seen improvement in behavior, test scores, and less stress in our students.

An area that was pointed out as a need in the spring 2012 school survey and was a goal for the year was that of better and more frequent home-school communication. We make active use of our communication program, SchoolMessenger, to call and email families. We keep our website up to date, adding information at least once per week. Our teachers maintain websites and many are beginning to include photos of activities in which their students are participating.

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



Paxton Center School
Paxton, MA
Principal: Kathleen McCollumn

Paxton Center School continues to be a student centered school and provides a successful learning environment for all students. We continue to review trends in student achievement data in the areas of reading, written language, and math skills for all nine years of education.

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 School Improvement Team, made up of teachers across grades and disciplines will continue to offer guidance for professional development.

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. This year's class has already begun to rack up service hours only a few weeks into school.

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. We would like to have community representatives on our SIMCO advisory group that meets the second Tuesday of most months.

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, allowing for a more enriched learning and working environment for our entire PCS community.



Glenwood Elementary School
Rutland, MA
Principal: Siobhan Dennis

This has been a busy year for the students, parents, faculty, and staff at Glenwood Elementary School. In December 2012 there was a change in school leadership when Siobhan M. Dennis assumed the position of principal and Karen Cappucci became the assistant principal. It was a seamless transition for the school community.

This is the third year Glenwood School has been a grade 3-5 elementary school due to the reorganization of the Rutland elementary schools. The school gained a newly developed District-wide ABA classroom. This classroom made Glenwood home to four District-wide programs (ABA (2), Developmental, and Transition). In the 2013-2014 school year Glenwood will house five District-wide classrooms with the addition of a second Developmental Classroom being re-located from the Thomas Prince School.

Our primary curriculum focus this year has been on implementing Math Workshop in conjunction with the new common core curriculum. Teachers have spent a great deal of time collaborating in both grade level and cross grade level teams to unpack the common core standards, develop units and lesson plans using the math workshop model, and engage in professional development in math pedagogy and curriculum. All general education teachers participated in a book study and online blog using the text, Five Easy Steps to a Balanced Math Program. This summer all teachers read professional texts focusing on math teaching and learning.

In January a Glenwood Math Leadership Team was developed with two teachers from each grade level as well as Special Education teachers. The purpose of the Glenwood Math Leadership Team is to identify best practices using Common Core Standards and Standards of Mathematical Practice that will encourage and enable growth in teachers through building confidence and rapport as well as instill successful strategies to promote student learning, perseverance, achievement, and a love of math. This team met every other Monday and looked across grade levels to develop curriculum/assessments and articulate math habits of mind and common vocabulary using the Standards of Mathematical Practice. The team developed common strategies and streamlined progression of skills and concepts using a vertical approach between grade levels. The Math Leadership Team collaborated to design and facilitate teacher professional development as well as peer observation of math teaching.

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. There has been a greater emphasis this year to incorporate writing and reading across the curriculum. Students are practicing their literacy skills in social studies and science using available technology resources such as iMovie, PowerPoint, or edmodo.

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. The common RTI period at each grade level 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 MCAS and District formative assessments are analyzed as well as through teacher input.

For the second year, Glenwood third grade students had the opportunity to participate in an autism 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. A District-wide parent volunteer training was conducted in February at Central Office which enabled other schools to also offer the disability awareness curriculum this spring.

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. The crisis plan was updated after the incident at Sandy Hook. 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.

Use of Glenwood 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 collected donated food to donate to the Rutland Food Pantry. Money was also collected for Sherry's House, Be Like Brit, and Susan Komen Cancer Foundation. A Glenwood Community Garden has been cultivated due to the generous donations of the Rutland Horticultural Society. The garden has been tended to this summer by the students who are participating in summer school at Glenwood.



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 748 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 faculty 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. During the winter, many choose to ski after school at Wachusett Mountain one afternoon a week.

Parental involvement remains a key component in Mountview Middle School's success. An active PTA has supported many of the school's activities. Members of the School Improvement Council (SIMCO) annually work with the School Committee goals to develop a plan

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% 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 (429) 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 incorporate elements of the Common Core into all subject areas. Faculty members spent several professional development days in subject-alike groups deepening their understanding of the initiative. These teachers continued to map out their grade level curriculums for the coming year, pilot instructional techniques, and to share their experiences and support materials with other teachers. Some teachers also got to observe each other. Towards the end of the year, middle school math teachers also became part of the District Math Leadership Team, who had the opportunity to work with Looney Math Consulting which will continue throughout next year.

Another focus of professional development was co-

teaching wherein special education teachers partnered with regular education teachers to instruct in the areas of both math and ELA 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 trained in the use of the clicker response system 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. In the fall we presented students with "Ryan's Story" and a presentation by Marc Brown in the spring. Staff and students were deeply moved by both of these presentations. In the coming year, we will incorporate Second Step into the advisory block, and use the documentary, Bully Project and accompanying materials throughout the year. Eighth grade students worked on a Civil Rights unit in January/February that culminated in an artistic expression of their understanding. Their work was displayed in the library in June. The eighth graders were also treated to a Shakespearean performance of "A Midsummer Night's Dream," put on by the Shakespeare and Co. from Lenox, Massachusetts, and courtesy of the PTO.

Our partnership with Naquag was continued with our annual reading of the Polar Express to the first graders, Community Reading Days, and our Science Buddies.

Several students, under the tutelage of Mrs. Schmohl, and with the assistance of Busy Bee Nursery, created a wonderful butterfly garden outside the school. We received many generous donations of plants, materials, and time to make this happen.

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, and we hosted our first annual Senior Tea. Refreshments were prepared by the students for our guests, and entertainment was provided by the students, who performed musically, read stories they had authored, and shared their favorite books. There was even an Elvis sighting! 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. This year we collected flip-flops for the children in Haiti and they were delivered by our own Mrs. Wood who served as a missionary during a trip to Haiti in July.

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, and German and Spanish National Junior Honor Societies, as well as a National Junior Art Society.

This year Central Tree held its third 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 was organized at the high school and held in March to raise money to support our ever-growing music program. However, due to inclement weather, that concert was postponed until June. The format was changed to provide the students at Central Tree with opportunities to work with visiting conductors and choral directors, and then perform for parents in a showcase format. We also displayed student work showcasing their artistic and writing abilities. In June, at the same time, the 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 continued having 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 an enrollment of 440 students within a grade span of grades five through eight. Its instructional staff of twenty-nine teachers, supported by classroom aides, office staff, and parent volunteers provided Sterling's youth with a quality education.

The divergent needs of today's adolescents warrant a unique system of teaching and learning to address the academic, social, emotional, physical, and psychological needs of middle school students. These are addressed both during the school day and numerous after school activities. Your support this past year was remarkable given a difficult time for budgets; for this we thank you. The continued support of Sterling's citizenry is crucial in preparing these students for the requirements of the twenty-first century. I have no doubt you will continue to be proud of your school's efforts in this endeavor and of your advocacy for the public education of Sterling's children.

Highlights of the 2012-2013 School Year

- Student Council conducting of mock presidential election for the Chocksett and Houghton Schools following training by the Town Clerk and using of the town's voting booths and all voting protocols
- The establishment of a Library Task Force which lead to the reorganization of the Chocksett School library to a more vibrant library-media center for students
- Welcoming, highlighting, publicizing, and elevating the importance of parents as volunteers at the Chocksett Middle School

- The PTO taking full responsibility for the day-to-day operations of the school library-media center, making available an additional 1000 books for students, reorganizing furniture, purchasing \$3000 worth of technology for student use
- The PTO starting a formalized enrichment program for students consistent with topics contained grade level curriculum
- Expanding the Principal's Advisory Council (SIMCO) to include additional community representatives and by adding Student Council members
- Expanding the use of parent volunteers in school, special programs, and dances
- Increased recognition of student accomplishments in sports, the arts, academics, and community service



Early Childhood Center
Jefferson, MA
Principal: Patricia Ottaviano

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 five integrated preschool classrooms (seven 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 two ABA classrooms, which utilize 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 2012-2013 school year, 204 students were enrolled at the Early Childhood Center with 91 students placed in the preschool program through special education and 86 students enrolled as typically developing peer models. In addition to the children enrolled in the preschool program, 27 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..

The ECC SIMCO was created in January 2012 for an abbreviated tenure as the ECC became a school. Previously it was designated as a 'program.' The 2013-2014 school year was the first full year that SIMCO was in place. SIMCO meetings focused on establishing by-laws for our SIMCO and updating the School Improvement Plan (SIP). As a result of these discussions a School Committee member donated a white board to the ECC and our School Committee liaison worked to secure a grant from the Home Depot for the purchase and installation of carpeting in two of the classrooms at the ECC for which we are very grateful.

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 during the last school year was the implementation of *The Creative Curriculum*. The adoption of this curriculum involved modifying the classroom environment and instituting instructional changes. This year we introduced the Teaching Strategies Gold Assessment, the recommended assessment tool that complements The Creative Curriculum.

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 \$500.00 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.

To promote smooth transitions, friendliness and camaraderie in the new school year, several events were held in August 2012. Kindergarten teachers facilitated "Kindergarten Visitation Day" before school began on Tuesday, August 21, 2012. Kindergarten parents and students were invited to

meet their teachers and visit their classroom. Those attending also enjoyed an actual McCarthy Bus Company bus ride around Rutland, including a review on bus safety rules and expectations.

During August 2012, 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 Principals' Tours during the week before school started. These informal tours were given by the school's administrators.

Naquag Elementary School's 2012-2013 school year began smoothly with 361 students. The enrollment consisted of:

- 2 ½ day (AM, PM) Kindergarten Classes
- 3 Full-day Kindergarten Classes
- 5 First Grade Classes
- 6 Second Grade Classes

Grade-specific *Curriculum Nights* were held which featured teacher presentations (including classroom and grade level curriculum expectations). Parents were invited to attend these presentations and meet teachers.

Fall 2012 months included monthly SIMCO meetings, PTO meetings, Principals' Chats, RTI meetings and Faculty meetings. In November, Naquag students raised over \$8,000 in a school-based "Read-a-Thon". These funds will be used for field trips and "in-school" enrichment programs. In its seventh year, Naquag's "Read-a-Thon" was chosen in lieu of a magazine drive. Parents and family members, as well as the Rutland community, were also invited to annual school-wide events including: December 2012 and June 2013 Music Concerts, Veterans' Day Assembly, Community Reading Day, June 2013 Literacy Parade, June 14th Flag Day, and May 2013 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. Naquag teachers have implemented mathematics instruction through the Math Workshop (MW) teaching model. Math Workshop follows the Reader's Workshop and Writer's Workshop instruction format.

Teachers used several assessments to identify areas of student weakness and to plan curriculum

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

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

Naquag Elementary School provided Title 1 reading support for qualifying students in Grades K – 2 beginning in October 2012. Several different assessment tools were used to determine eligibility for the students, including AIMSWEB/DIBEL scores, teachers' classroom assessments and recommendations, and the November grade specific Mathematics assessment. Students are progress-monitored every two weeks 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 2012. Families and students participating in Title I services were invited to school to discuss the program and literacy. A Spring 2013 Title 1 Parent Night was held in May 2013.

Response to Intervention (RTI): Naquag teachers participate in RTI Teams and Tier II interventions. Naquag Elementary has six (6) RTI Teams representing Grades K – 2. These Teams meet monthly to screen, assess, identify, plan for, and discuss interventions for students who are underperforming academically and below grade level benchmarks. Goals are set for 6 – 8 week durations and each student's progress is regularly assessed and discussed. Specific Tier II intervention is facilitated during daily designated times in all grade levels. Assessments used in determining grade level benchmarks include AIMSWEB, DIBELS and

teachers' formal and informal assessments in Reading. Tier II interventions are scheduled 30 minutes daily in all classrooms to implement interventions for underachieving students and other opportunities for over-achieving students.

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 2012-2013 school year, each classroom teacher implemented *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 provides a clear set of behavior expectations that will support diversity and anti-bullying issues. 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.

During the 2012-2013 school year, Naquag students and staff participated in many community service projects based on the philosophy of "Helping Others." In November, Naquag students and staff collected non-perishable food items and supplies for the Rutland Food Pantry. During December, over 360 glove sets, mittens, scarves and hats were collected and donated to benefit families in Rutland and Abby's House in Worcester. Additionally, in lieu of exchanging presents within each classroom, Naquag students donated to Rutland's animal shelter, "Sweet Pea". Donations included old blankets and sheets, cat and dog food and treats, as well as a variety of pet supplies (bowls, leashes, etc.). Naquag Elementary's spring community service project benefited Heifer International. Staff and students participated in a "Jog for

a Hog" to raise funds for needy countries. Each classroom's goal was to raise \$120 to donate to Heifer International. Over \$3,400 was contributed to purchase 28 hogs to aid populations in Africa.

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 providing a variety of information made available to students and parents. Monthly newsletters from the administration were also accessible through the school's web site. School Messenger, an automated telephone and email system used throughout the District, continues to be utilized to notify Naquag families of upcoming events and notices. Monthly "Principals' Chats" were held on the last Tuesday of each month.

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
- Community Reading Day
- 100th Day of School – Rutland Food Pantry contribution and visit
- The Discovery Science Museum classroom workshops for Kindergarten and Grade 2 (In-house at Naquag)
- Grade 1 chicken incubators & hatching
- Famous People Puppet making (In-house at Naquag)
- Folk Music Presentation by Roger Tincknell
- "Birds of Prey" presentation
- Whole-school recognition and participation for "April is Autism Awareness Month"
- Understanding Bee's Presentation (Grade 1)
- Rutland Historical Society (Grade 2)
- CTMS Students Science Mentoring
- Grade specific curriculum-focused field-trips (Kindergarten – Davis Farmland & Walking Field Trip to Rutland Center) (Grade 1 –Southwick's Zoo) (Grade 2 – Tower Hill Botanical Gardens)
- Rutland Agricultural Commission Planting Project – Greenhouse

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.

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

- SIMCO and PTO

- Parent and community volunteers

- SIMCO Naquag School Survey

- Local veterans school assembly participation on Veteran's Day and Flag Day.

- Collaboration with the Rutland Agricultural Commission to educate/instruct

- Naquag students focused on plants.

- Heifer International / Overlook Farm community service fund-raiser.

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 place 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".

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's com-

bined 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 over 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.





Thomas Prince School
Princeton, MA
Principal: Mary Cringan

Thomas Prince is a small community school where everyone comes together to promote learning and high academic achievement. Three hundred and fifty eight students in grades kindergarten through eight along with fifty teachers and support staff work together to accomplish its goals each and every school day. We host two District wide intensive special needs programs for sixteen students in grades three through eight. Forty seven students are enrolled at Thomas Prince under the School Choice option as well as eleven students from within the District. Grade level sizes range from a low of twenty two students in kindergarten to the highest enrollment in grade seven with sixty one students. We are in the fifth year of a very successful full day kindergarten program as an option for families. Thomas Prince School is truly a community of learners, a place where staff and students, along with parents, have a shared vision of what the school is seeking to accomplish. Our mission is to strive to be a school comprised of a community of learners in which individuals reach his/her maximum potential intellectually, socially, emotionally, and physically.

Our students participate in a rigorous academic program, which has been adopted by the District. The District continually revises the curriculum guidelines based on the most current Common Core frameworks from the Massachusetts Depart-

ment of Education. The MCAS tests are based on these frameworks and it is our responsibility to prepare our students for these tests. Thomas Prince students continue to demonstrate improvement in all MCAS tests. We continue to make AYP (Adequate Yearly Progress) in both math and English language arts and are on target for our improvement rating. We are a Level One school.

The entire TPS community is excited for the beginning of the 2013-2014 school year. Many new adventures are set to take place this year. We will begin our work with staff training and developing curriculum units focusing on our new STEAM philosophy. STEAM stands for science, technology, engineering, arts, and mathematics. We will engage students in multidisciplinary learning with hands on, project based learning experiences. We are partnering with WPI and the Boston Museum of Science for our professional development. Due to this change in our approach, we will welcome thirty one new students and their families to the TPS community. Twenty one students have transferred under the In District transfer option and ten new students under the School Choice option. We are thrilled to have so many new families join us in Princeton.

The PTA supports our programming by providing cultural enrichment programs such as plays, musicals programs, science related workshops, and programs against bullying and teasing. The cake walk/ice cream social/basket raffles, art show, spaghetti supper, and other fundraising activities bring the entire Princeton community together. The Town of Princeton, the PTA, the Princeton Fire-fighter and EMT Association, Parks and Recreation Board, the students and other generous donations will fund a new playground for the start of the 2013 school year. We are fortunate that this project got off the ground so quickly. The TPS administration is thankful for the support of the Board of Select-man, town residents and families.



APPENDIX 1

Wachusett Regional School District FY14 Chapter 70 Regional District Summary

Code	Member Name	FY2014 Foundation Enrollment	FY2014 Foundation Budget	FY2014 Net Minimum Contribution	FY2014 Chapter 70	FY2014 Required Net School Spending
134	HOLDEN	3,104	27,725,416	17,127,929	N/A	N/A
228	PAXTON	700	6,251,474	4,239,534	N/A	N/A
241	PRINCETON	456	4,070,727	4,046,051	N/A	N/A
257	RUTLAND	1,641	14,658,039	6,470,503	N/A	N/A
282	STERLING	1,235	11,032,013	8,077,258	N/A	N/A
999	TOTAL	7,136	63,737,669	39,961,275	24,731,804	64,693,079

Based upon Department of Education Chapter 70 Aid and Net School Spending Requirements 07/12/2013

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

APPENDIX 2

Category:	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14
	Actual:	Actual:	Actual:	Actual:	Actual:	Actual:	Actual:	Actual:	Actual:	Actual:	Actual:	Estimated
(1) Administrative	4.00	3.00	3.00	4.00	5.00	5.00	6.00	6.00	5.40	5.08	4.68	3.68
(2) Principals	11.00	11.00	11.00	11.00	12.00	12.00	12.00	12.00	12.00	13.00	12.00	12.00
(3) Adm. Specialists	10.20	8.31	8.31	10.31	9.43	12.60	13.60	13.60	13.10	14.10	14.10	14.10
(4) Ed. Specialists	34.50	36.69	38.99	37.99	46.01	11.50	18.30	19.37	19.37	56.73	61.80	68.30
(5) Technology	11.00	9.00	9.00	10.00	10.00	12.00	11.60	9.60	9.60	10.00	10.00	10.00
(6) Aides	143.40	127.99	133.76	167.92	182.42	189.10	196.90	179.48	183.27	192.10	181.20	181.20
(7) Teachers	474.50	450.80	454.30	474.40	492.09	510.70	517.80	500.80	500.30	503.30	505.30	505.90
(8) Asst. Principals/ WAA	19.00	18.00	18.00	18.00	19.00	30.43	29.60	26.60	31.20	31.60	25.94	25.94
(9) Custodial	53.60	53.60	53.60	55.60	59.60	60.23	60.73	58.50	58.50	58.50	58.50	57.50
(10) Clerical	37.40	30.50	30.64	30.00	32.00	33.10	30.23	30.23	29.60	29.60	29.60	29.40
(11) Health	12.00	12.00	12.00	12.00	13.00	12.77	13.60	12.60	12.60	12.60	12.60	13.40
Totals:	810.60	760.89	772.60	831.22	880.55	889.43	910.36	868.78	874.94	926.61	915.72	921.42

- (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
- FY14 Decrease 1.0 FTE for Director of Curriculum

- (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) 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
- FY14 Increase 6.5 FTE 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) 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) 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 .9 FTE Special Education Teacher to accommodate special education need
FY09	Increase 7.1 FTE to accommodate increased enrollment and to accommodate SPED needs
FY10	Decrease by 13.0 FTE due to budgetary constraints; decrease 4.0 FTE to re-allocate to grants or tuitions
FY11	Increase by 2.0 FTE to accommodate enrollment; decrease 2.5 FTE to re-allocate to grants or tuitions
FY12	Increase by 5.0 FTE (restore 1.0 FTE School Psychologist; increase 3.0 ABA Classroom Teachers; increase 1.0 FTE Kindergarten Teacher) decrease 2.0 FTE to re-allocate to grants or tuitions
FY13	Increase 2.0 FTE (ABA Classroom Teachers); Decrease 7.0 FTE due to enrollment, budget reduction; decrease 2.0 FTE to re-allocate to grants or tuitions; increase due to enrollment/additional needs
FY14	Increase 2.0 FTE Teachers at WRHS to restore previous reduction; increase 1.0 FTE ABA Classroom Teacher; increase/reduce due to enrollment/budget reductions
(8) 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
FY14	Increase 1.0 FTE Supervisor of Curriculum; Reduce 1.0 FTE Assistant principal at WRHS; Increase 1.0 FTE Supervisor of Guidance at WRHS; Decrease 1.0 FTE Assistant Principal at Naquag
(9) 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
FY14	Decrease 1.0 FTE at WRHS for budgetary reasons
(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
FY14	Decrease 1.0 FTE WRHS; increase .5 FTE Senior Accounting Clerk (Payroll); increase Office Aide at Mountview .3 FTE
(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)
FY14	Increase 1.0 FTE to accommodate increased need at WRHS; decrease .6 FTE shared nurse to .4 FTE ECC only

APPENDIX 3

WACHUSETT REGIONAL SCHOOL DISTRICT

Adopted FY14 APPROPRIATION 08.08.13

PERSONNEL

Salaries	\$ 49,257,417
Sub category subs & stipends	\$ 998,034
Total Salaries	\$ 50,255,451
Employee Benefits & Insurance	\$ 12,736,235
PERSONNEL TOTAL	\$ 62,991,686

INSTRUCTIONAL SUPPORT - EQUIPMENT & TECHNOLOGY

District Administration	\$ 172,500
Instructional Support - Regular Ed	\$ 1,591,223
Instructional Support - Special Ed	\$ 398,438
Instructional Support - Vocational Ed	\$ 3,500
INSTRUCTIONAL SUPPORT TOTAL	\$ 2,165,661

OPERATIONS & MAINTENANCE

Heat & Utilities	\$ 1,958,176
Buildings & Grounds	\$ 868,374
Custodial Services	\$ 286,116
OPERATIONS & MAINTENANCE TOTAL	\$ 3,112,666

PUPIL SERVICES

Athletics Activities	\$ 115,906
Student Activities	\$ 9,150
Health Services	\$ 26,934
PUPIL SERVICES TOTAL	\$ 151,990

SPECIAL EDUCATION TUITIONS

Tuitions - Other Schools	\$ 2,157,966
SPECIAL EDUCATION TUITIONS TOTAL	\$ 2,157,966

OTHER OPERATIONS COSTS

Fixed Charges	\$ 175,000
Tuitions - Other Schools	\$ 1,321,582
OTHER OPERATIONS COSTS TOTAL	\$ 1,496,582

SUBTOTAL OPERATIONS APPROPRIATION

\$ 72,076,551

OTHER

REGULAR TRANSPORTATION	\$ 2,889,094
SPED TRANSPORTATION	\$ 2,426,626
TOTAL TRANSPORTATION	\$ 5,315,720

OTHER - DEBT

DEBT SERVICES - JEFFERSON ENVIRONMENTAL REMEDIATION/ECC REPAIR	\$ 97,950
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DEBT SERVICE - WRHS APPROVED CAPITAL PROJECTS

\$ 2,685,772

SUBTOTAL OTHER APPROPRIATION

\$ 8,099,442

TOTAL APPROPRIATION

\$ 80,175,991

APPENDIX 4

FY 2014 Expense Budget Allocation Summary

Obj Key: 56 - Region Based
57 - School Based
58 - Needs Based

DEPT	OBJ	CAT	DESCRIPTION	WRH	DAV	DAW	MAY	MOU	PAX
SALARIES & STIPENDS									
100	Instructional Regular Ed								
	56	107	Teacher	7,155,213	1,293,335	1,183,683	1,358,404	2,209,671	1,852,393
	56	304	Substitute Educational Specialist			130			
	56	306	Substitute Aide			544			
	56	307	Substitute/Stipend	58,343	19,269	9,318	10,950	15,885	11,517
	56	308	Substitute Long-Term	76,245	4,640	14,000	10,040	2,960	
			Subtotal	7,289,801	1,317,245	1,207,675	1,379,394	2,228,516	1,663,910
101	Kindergarten								
	56	107	Teacher		182,885	141,287	138,233		80,333
	56	206	Aide		34,737	50,965	31,396		8,467
	56	307	Sub/Stipend Teacher						
			Subtotal	0	217,622	192,252	169,629	0	88,800
102	Related Arts								
	56	107	Teacher	1,410,658	206,614	196,525	195,155	443,367	221,148
			Subtotal	1,410,658	206,614	196,525	195,155	443,367	221,148
103	Study Hall								
	56	206	Aide	87,036					
			Subtotal	87,036	0	0	0	0	0
104	Playground Aide								
	56	206	Aide		15,182	10,317	9,100		
			Subtotal	0	15,182	10,317	9,100	0	0
105	Crossing Guard								
	56	206	Aide		11,831	2,253	4,638	4,502	3,144
			Subtotal	0	11,831	2,253	4,638	4,502	3,144
110	Principal's Office								
	56		Principal's Office	858,076	235,393	225,417	243,799	328,293	231,061
			Subtotal	858,076	235,393	225,417	243,799	328,293	231,061
114	Guidance								
	56	107	Teacher	498,107	0				
	56	210	Clerical/Secretarial	74,792	0				
			Subtotal	572,899	0	0	0	0	0
115	Library								
	56	107	Teacher		0				
	56	206	Aide	35,100	0				
			Subtotal	35,100	0	0	0	0	0
116	Athletics								
	56	108	Coordinator	150,189					
	56	300	Substitute Stipend						
	56	365	Athletic Coach Stipend	205,347				10,322	5,619
			Subtotal	355,536	0	0	0	10,322	5,619
117	Health Office								
	56	112	Nurse	107,288	51,185	52,586	51,185	59,405	63,405
	56	206	Aide	19,190	0				
	56	312	Substitute Nurse	1,354	1,877	1,971	1,044	2,129	6,327
			Subtotal	127,832	53,062	54,557	52,229	61,534	69,732
118	Curriculum								
	56	108	Coordinator	100,178	0				
			Subtotal	100,178	0	0	0	0	0

APPENDIX 4 (CONTINUED)

FY 2014 Expense Budget Allocation Summary

PRI	GLEN	NAQ	CEN	HOU	CHO	DWS	ECC	COF	DIST	FY 2014
1,141,072	1,087,415	753,187	1,255,878	1,222,477	1,222,179					21,534,906
1,049	8,334	1,985	360							11,857
		28								572
8,778	11,076	5,598	7,464	11,413	10,634					180,244
	17,920	20,340							24,620	170,765
1,150,898	1,124,745	781,138	1,263,702	1,233,890	1,232,813	0	0	0	24,620	21,898,344
										0
24,427		176,424		268,495						1,012,085
17,105		94,822		24,069						261,561
		3,000		353						3,353
41,532	0	274,246	0	292,918	0	0	0	0	0	1,276,999
										0
299,039	124,749	186,287	361,701	215,216	335,800				45,282	4,241,540
299,039	124,749	186,287	361,701	215,216	335,800	0	0	0	45,282	4,241,540
										0
										87,036
0	0	0	0	0	0	0	0	0	0	87,036
										0
		2,699								37,297
0	0	2,699	0	0	0	0	0	0	0	37,297
										0
	2,170	18,027	7,638							54,203
0	2,170	18,027	7,638	0	0	0	0	0	0	54,203
										0
252,323	223,082	139,511	230,955	189,823	203,562		139,747			3,501,041
252,323	223,082	139,511	230,955	189,823	203,562	0	139,747	0	0	3,501,041
										0
										498,107
										74,792
0	0	0	0	0	0	0	0	0	0	572,899
										0
										0
										35,100
0	0	0	0	0	0	0	0	0	0	35,100
										0
										150,189
										0
8,185			7,268		12,459				11,039	260,239
8,185	0	0	7,268	0	12,459	0	0	0	11,039	410,428
										0
63,405	63,405	66,905	63,905	63,405	63,405				32,702	802,186
										19,190
900	828	1,188	1,832	1,823	1,048				2,727	25,046
64,305	64,233	68,093	65,737	65,228	64,453	0	0	0	35,429	846,422
										0
									375,861	476,039
0	0	0	0	0	0	0	0	0	375,861	476,039

APPENDIX 4 (CONTINUED)

FY 2014 Expense Budget Allocation Summary

Obj Key: 56 - Region Based

57 - School Based

58 - Needs Based

DEPT	OBJ	CAT	DESCRIPTION	WRH	DAV	DAW	MAY	MOU	PAX
119	Food Service								
	56	307	Substitute/Stipend	29,210	0				
			Subtotal	29,210	0	0	0	0	0
120	Professional Development								
	56	107	Teacher						
	56	307	Substitute/Stipend	1,152	0	80		2,615	
			Subtotal	1,152	0	80	0	2,615	0
200	Instructional Special Education								
	56	108	Coordinator						
	56	107	Teacher	1,017,874	113,514	227,715	132,356	216,902	246,961
	56	206	Aide	193,158	198,674	247,729	142,956	130,377	165,645
	56	304	Substitute Educational Specialist	9,784				396	
	56	306	Substitute Aide	2,026	2,579	14,642	826	5,284	8,237
	56	307	Substitute/Stipend	866		1,088	304	1,440	428
			Subtotal	1,223,708	314,767	491,174	276,442	354,400	421,271
200	Occupational, Physical, & Speech Therapy								
	56	201	Occupational Therapist						
	56	202	Occupational Therapist Assistant						
	56	203	Physical Therapist						
	56	204	Physical Therapist Assistant						
	56	205	Speech Therapist						
	56	206	Speech Therapist Assistant						
			Subtotal	0	0	0	0	0	0
208	Tutor								
	56	104	Educational Specialist	1,313	0			27,473	
			Subtotal	1,313	0	0	0	27,473	0
209	ABA Pro Asst W Restraint								
	56	104	Educational Specialist						
			Subtotal	0	0	0	0	0	0
210	ABA Pro Asst W Restraint								
	56	104	Educational Specialist			52,879	19,284		
			Subtotal	0	0	52,879	19,284	0	0
212	One-To-One Aide								
	56	206	Aide	209,744	17,398	39,318		2,698	27,378
			Subtotal	209,744	17,398	39,318	0	2,698	27,378
213	Community Job Coach								
	56	206	Aide	30,098	0				
			Subtotal	30,098	0	0	0	0	0
214	Psychologist								
	56	107	Teacher	170,296	0	59,331	87,057	89,170	62,872
			Subtotal	170,296	0	59,331	87,057	89,170	62,872
220	Professional Development SPED								
	56	107	Teacher		(820)				
	56	206	Aide		0				
			Subtotal	0	(820)	0	0	0	0
300	School Committee								
	56	301	Superintendent of Schools						
	56	302	Districtwide Administration						
	56	303	Business & Finance						
	56	304	Human Resources						
	56	306	Pupil Personnel						
	56	390	Misc Stipend						
			Subtotal	0	0	0	0	0	0

APPENDIX 4 (CONTINUED)

FY 2014 Expense Budget Allocation Summary

PRI	GLEN	NAQ	CEN	HOU	CHO	DWS	ECC	COF	DIST	FY 2014
										0
										29,210
0	0	0	0	0	0	0	0	0	0	29,210
										0
										0
216		530		1,008						5,601
216	0	530	0	1,008	0	0	0	0	0	5,601
										0
						443,066				443,066
265,457	387,547	288,472	193,204	210,199	213,039		482,269		3,540	3,999,049
156,303	322,695	97,232	115,705	108,615	133,958		117,311		9,732	2,140,091
	653		177	40			3,053			14,103
3,282	9,662	4,993			4,372		11,196			67,099
	912	424	862		722		351			7,397
425,042	721,469	391,121	309,947	318,854	352,091	443,066	614,181	0	13,272	6,670,804
										0
							72,041		285,069	357,110
									90,421	90,421
									82,740	82,740
									59,361	59,361
									1,160,650	1,160,650
									236,440	236,440
0	0	0	0	0	0	0	72,041	0	1,914,680	1,986,721
										0
									272	29,058
0	0	0	0	0	0	0	0	0	272	29,058
										0
163,783	478,898	319,757					481,566			1,444,005
163,783	478,898	319,757	0	0	0	0	481,566	0	0	1,444,005
										0
72,255	43,728	54,960					69,120			312,226
72,255	43,728	54,960	0	0	0	0	69,120	0	0	312,226
										0
64,276	32,830	85,527	34,070	52,076	33,626		125,706			724,648
64,276	32,830	85,527	34,070	52,076	33,626	0	125,706	0	0	724,648
										0
										30,098
0	0	0	0	0	0	0	0	0	0	30,098
										0
84,404	87,019	112,566	81,351	62,872	75,104		78,414		58,817	1,109,273
84,404	87,019	112,566	81,351	62,872	75,104	0	78,414	0	58,817	1,109,273
										0
										(820)
										0
0	0	0	0	0	0	0	0	0	0	(820)
										0
								483,188		483,188
								336,636		336,636
								344,847		344,847
								227,098		227,098
								105,256		105,256
								10,674		10,674
0	0	0	0	0	0	0	0	1,507,699	0	1,507,699

APPENDIX 4 (CONTINUED)

FY 2014 Expense Budget Allocation Summary

Obj Key: 56 - Region Based

57 - School Based

58 - Needs Based

DEPT	OBJ	CAT	DESCRIPTION	WRH	DAV	DAW	MAY	MOU	PAX
307	Technology								
	56	105	Technology Associate/Asst	85,737	0				
	56	261	Student	768	0				
			Subtotal	86,505	0	0	0	0	0
309	Custodial/Maintenance								
	56	103	Admin/Specialist	71,071					
	56	209	Custodial Maintenance Work	759,701	147,879	159,314	147,320	210,168	153,376
	58	309	Substitute Custodian	3,070	1,304	831	1,589	3,536	1,757
	56	352	Custodial Overtime	4,500	3,204	1,171	1,174	1,641	600
	56	353	Custodial Building Check	9,500	200	500	150	250	900
	56	354	Custodial Summer		4,000	2,500	2,500	4,600	3,300
			Subtotal	847,842	156,588	164,316	152,733	220,195	159,933
420	Student Activities General Fund								
	58	363	Student Activity Advisors	0	0	0	0	2,089	1,710
	58	364	Student Activity Other Expenses	0	0	0	0	800	0
			Subtotal	0	0	0	0	2,889	1,710
			TOTAL SALARIES & STIPENDS	13,436,984	2,544,879	2,696,092	2,589,459	3,775,972	2,956,578
EMPLOYEE BENEFITS & INSURANCE									
300	Benefits & Insurance								
	56	309	Uniform Allowance	1,071	400	200	400	290	81
	56	395	Benefits - Other	7,163					903
	56	800	Health Insurance - Employee						
	56	801	Retiree Health Insurance - District						
	56	865	Retiree Health Insurance - Town						
	56	803	Long Term Disability Reimbursement						
	56	805	Medicare						
	56	806	Medicare Refund						
	56	810	Life Insurance						
	56	812	Unemployment Insurance						
	56	815	Workers Compensation						
	56	850	General Liability Insurance						
	56	860	Retirement Benefits						
			Subtotal	8,234	400	200	400	290	984
			TOTAL EMPLOYEE BENEFITS & INSURANCE	8,234	400	200	400	290	984
INSTRUCTIONAL SUPPORT/EQUIPMENT & TECHNOLOGY									
100	Instructional Support - Regular Education								
	57	400	Supplies & Expense	25,000	34,468	30,000	20,851	24,971	23,500
	58	450	Equipment & Furniture	49	(599)				1,506
	57	455	Equipment Repair			300	2,000		
	57	480	Textbooks	15,830	10,112	10,756	7,994		7,904
	57	590	Contract Services	10,710				600	
	57	600	Travel	5,500				500	200
	57	620	Membership/Dues						
	57	630	Professional Dev						
			Subtotal	57,089	43,981	41,056	30,845	26,071	33,110
110	Principal's Office								
	57	400	Supplies & Expense	22,000	4,486	1,700	6,000	7,000	1,700
	57	405	Student Activities/Graduation	14,000	1,500	200			600
	57	415	Telephone	8,131	7,374	3,070	3,070	4,091	3,389
	58	450	Equipment & Furniture	1,741	0				
	57	453	Copier Supplies & Expense	18,787	2,829	4,000	5,000	9,500	3,000
	57	454	Outside Printing Services						
	57	455	Equipment Repair		1,000	800	1,000		
	57	600	Travel		0			1,000	89
			Subtotal	64,659	17,189	9,770	15,070	21,591	8,778

APPENDIX 4 (CONTINUED)

FY 2014 Expense Budget Allocation Summary

PRI	GLEN	NAQ	CEN	HOU	CHO	DWS	ECC	COF	DIST	FY 2014
										0
									244,874	330,611
									6,104	6,872
0	0	0	0	0	0	0	0	0	250,978	337,483
										0
								158,726		229,798
142,935	154,057	118,287	120,600	134,019			22,791	22,791		2,293,238
3,667	3,340	882	5,918	509				776	795	27,974
1,197	1,610	1,000	1,333	1,893	300			156		19,778
	200	750	200	907						13,557
	8,000	3,500	2,500	2,740	2,200			3,000		38,840
147,799	167,206	124,419	130,551	140,068	2,500	0	22,791	185,449	795	2,623,184
										0
0	0	0	1,210	0	3,000	0	0	0	0	8,009
0	0	0	0	0	0	0	0	0	9	809
0	0	0	1,210	0	3,000	0	0	0	103	8,912
2,774,058	3,070,128	2,558,881	2,494,130	2,571,952	2,315,408	443,066	1,603,566	1,693,149	2,731,149	50,255,451
										0
										0
135	321	290	199	186				87		3,660
1,224	3,578	3,496						3,716		20,079
								7,984,617		7,984,617
								1,819,072		1,819,072
								179,375		179,375
								124,258		124,258
								657,727		657,727
								21,596		21,596
								16,400		16,400
								76,875		76,875
								258,541		258,541
								245,659		245,659
								1,328,376		1,328,376
1,359	3,899	3,786	199	186	0	0	0	12,716,298	0	12,736,235
1,359	3,899	3,786	199	186	0	0	0	12,716,298	0	12,736,235
										0
										0
17,399	18,000	9,000	10,255	15,753	12,192					241,390
					9,434					10,390
	1,000									3,300
7,321	2,261	4,972	2,200	6,353	1,725					77,428
			540							11,850
			200							6,400
										0
										0
24,720	21,261	13,972	13,195	22,106	23,352	0	0	0	0	350,757
										0
1,750	551	4,911	5,239	2,100	3,884					61,321
			1,000							17,300
2,711	1,550	6,550	3,305	2,550	2,550					48,341
										1,741
4,000	3,000	10,000	4,000	2,600	2,500					69,217
850					500					1,350
	500				300					3,600
	200		500	1,550						3,339
9,311	5,801	21,461	14,044	8,800	9,734	0	0	0	0	206,209

APPENDIX 4 (CONTINUED)

FY 2014 Expense Budget Allocation Summary

Obj Key: 56 - Region Based

57 - School Based

58 - Needs Based

DEPT	OBJ	CAT	DESCRIPTION	WRH	DAV	DAW	MAY	MOU	PAX
114	Guidance								
	58	400	Guidance Supplies & Expense	13,411					
			Subtotal	13,411	0	0	0	0	0
115	Library								
	58	400	Library Supplies & Expense	28,695					1,000
	58	485	Library Periodicals & Publications	6,532					
	58	487	Library Ed Materials	20,000					
			Subtotal	55,227	0	0	0	0	1,000
120	Professional Development								
	56	400	General Supplies & Expense						
	56	590	Contracted Services						
	56	600	Travel						
	57	620	Membership & Dues	6,500	0	837	1,000	200	600
	57	630	Conference Register		3,517		2,000		(175)
			Subtotal	6,500	3,517	837	3,000	200	425
200	Instructional Special Education								
	57	400	Supplies & Expense	2,243	998	2,700		4,500	1,300
	57	415	Telephone						
	57	450	Equipment & Furniture			1,552			
	57	453	Copier Supplies & Expense						
	57	455	Equipment Repair			100			
	57	480	Textbooks	441					
	56	591	Legal Contracted Services						
	56	620	Membership Dues Subscription						
	56	691	Legal Settlement						
	56	600	Travel		0				
			Subtotal	2,684	998	4,352	0	4,500	1,300
232	Medical/Therapeutic Services								
	58	590	Contracted Services	15,990	1,745	11,222	1,219	377	38,134
			Subtotal	15,990	1,745	11,222	1,219	377	38,134
305	Curriculum Center								
	58	600	Travel	740					
			Subtotal	740	0	0	0	0	0
300	School Committee								
	56	300	School Committee						
	56	301	Superintendent of Schools						
	56	302	Districtwide Administration						
	56	303	Business & Finance						
	56	304	Human Resources						
	56	306	Pupil Personnel						
			Subtotal	0	0	0	0	0	0
307	Technology								
	56	416	Networking & Telecommunications						
	56	451	Technology Software	5,210	1,000	3,700	3,500		
	56	452	Technology Hardware	35,204	2,000			747	
	56	456	Technology -Supplies & Expenses	10,000	0	500	2,000	5,000	2,800
	56	457	Technology -Repairs & Services		1,350	500			
			Subtotal	50,414	4,350	4,700	5,500	5,747	2,800
390	Fixed Charges								
	56	453	Copier Leases	24,000	10,095	6,768	10,097	12,722	3,328
	56	452	Computer Hardware						
	56	555	Maintenance Equipment						
			Subtotal	24,000	10,095	6,768	10,097	12,722	3,328

APPENDIX 4 (CONTINUED)

FY 2014 Expense Budget Allocation Summary

PRI	GLEN	NAQ	CEN	HOU	CHO	DWS	ECC	COF	DIST	FY 2014
										0
										13,411
0	0	0	0	0	0	0	0	0	0	13,411
										0
				738						30,433
										6,532
										20,000
0	0	0	0	738	0	0	0	0	0	56,965
										0
									20,000	20,000
									75,908	75,908
									274	274
	1,500	2,500	600	1,300	1,155			11,104	530	27,826
(7,648)	500	500	500					800	14,402	14,396
(7,648)	2,000	3,000	1,100	1,300	1,155	0	0	11,904	111,114	138,404
										0
8,707	4,191	10,041	1,158	3,500	750	5,000	13,761			58,850
							121			121
										1,552
						888	1,000			1,888
	200									300
							1,938			2,379
						25,000				25,000
						7,500				7,500
						28,359				28,359
						10,298	600			10,898
8,707	4,391	10,041	1,158	3,500	750	77,044	17,420	0	0	136,847
										0
8,648	33,800	29,921	27,075	5,435		36,162	11,893			221,621
8,648	33,800	29,921	27,075	5,435	0	36,162	11,893	0	0	221,621
										0
										740
0	0	0	0	0	0	0	0	0	0	740
										0
								35,746		35,746
								20,579		20,579
								52,639		52,639
								96,625		96,625
								23,421		23,421
								1,314		1,314
0	0	0	0	0	0	0	0	230,325	0	230,325
										0
								12,123	79,863	91,986
	8,400		42	2,800				139,153	47,628	211,433
(302)		(9,792)	402		402			209,241		237,902
3,000		6,075			173					29,548
		1,000			1,500			1,745		6,095
2,698	8,400	(2,717)	444	2,800	2,075	0	0	362,262	127,491	576,964
										0
5,326	9,727	6,788	12,800	13,535	12,800			6,099		134,064
								34,165		34,165
							312			312
5,326	9,727	6,768	12,800	13,535	12,800	0	312	40,264	0	168,541

APPENDIX 4 (CONTINUED)

FY 2014 Expense Budget Allocation Summary

Obj Key: 56 - Region Based

57 - School Based

58 - Needs Based

DEPT	OBJ	CAT	DESCRIPTION	WRH	DAV	DAW	MAY	MOU	PAX
400	Alternative Education								
	58	400	General Supplies	3,000					
			Subtotal	3,000	0	0	0	0	0
401	Audio Visual								
	57	400	Audio Visual Supplies & Expense	3,000					
	58	450	Audio Visual Equipment & Furniture						
	57	455	Audio Visual Equipment Repair						
			Subtotal	3,000	0	0	0	0	0
	Department Supplies & Expenses								
	58	402	Art Supplies	11,900					
	58	403	Business Education Supplies	520					
	58	405	English Supplies & Textbooks	6,537					
	58	406	Foreign Language Supplies & Textbooks	6,915					
	58	407	Life Study Supplies	1,400					
	58	408	Math Supplies & Textbooks	1,094					
	58	409	Music Supplies	1,330					
	58	410	Physical Education Supplies	1,690					
	58	411	Science Supplies & Textbooks	6,706					
	58	412	Social Studies Supplies & Textbooks	1,386					
	58	414	Vocational Supplies & Textbooks	3,500					
	58	463	Technology Education Supplies	1,414					
			Subtotal	44,392	0	0	0	0	0
610	Testing & Assessment								
	58	400	General Supplies	3,555	27	27	27	2,000	1,200
			Subtotal	3,555	27	27	27	2,000	1,200
TOTAL INSTRUCTIONAL SUPPORT/EQUIPMENT & TECHNOLOGY				344,660	81,902	78,732	65,758	73,209	90,074
OPERATIONS & MAINTENANCE									
309	Custodial/Maintenance								
	57	500	Supplies & Expense	42,636	15,513	9,946	11,944	12,711	15,910
	57	550	Maintenance Equipment	678	1,500	2,500	497		582
	57	555	Equipment Repair		1,000	110	1,000		
	58	590	Contracted Services	920	1,480	1,480	194	470	
			Subtotal	44,234	19,493	14,036	13,634	13,181	16,491
340	Building Maintenance								
	58	520	General Repairs	61,565	31,399	18,582	18,800	614	25,099
	58	555	Maintenance Equipment Repair		0			0	
			Subtotal	61,565	31,399	18,582	18,800	614	25,099
350	Equipment Maintenance								
	58	555	Maintenance Equipment Repair	5,500	184		88	1,000	
			Subtotal	5,500	184	0	88	1,000	0
360	Grounds Maintenance								
	58	535	Special Projects	5,000	3,114	3,114	2,000		
	58	550	Maintenance Supplies & Equipment	9,946		900	20,273		1,500
	58	552	Maintenance Other Expenses		44	57	500	500	750
	58	555	Maintenance Equipment Repair	5,689	366		1,000	40	
	58	580	Grounds Maintenance	50,004	19,261	19,261	19,261	19,261	11,850
	57	590	Contracted Services	32,509			500		
			Subtotal	103,147	22,786	23,332	43,534	19,801	14,100

APPENDIX 4 (CONTINUED)

FY 2014 Expense Budget Allocation Summary

PRI	GLEN	NAQ	CEN	HOU	CHO	DWS	ECC	COF	DIST	FY 2014
										0
										3,000
0	0	0	0	0	0	0	0	0	0	3,000
										0
2,000	500		500	500						6,500
										0
	1,000			100						1,100
2,000	1,500	0	500	600	0	0	0	0	0	7,600
										0
										11,900
										6,537
										6,915
										1,400
										1,094
										1,330
										1,690
										6,706
										1,386
										3,500
										1,414
0	0	0	0	0	0	0	0	0	0	44,392
										0
27	1,557	1,282	27	27	27					9,783
27	1,557	1,282	27	27	27	0	0	0	0	9,783
53,789	88,437	83,727	70,343	58,841	49,892	113,208	29,626	644,754	238,605	2,165,557
										0
										0
6,532	16,000	7,863	9,280	13,000	7,031			11,564		179,930
	1,500	187	1,500	1,500	12			1,434		11,888
	853			250	1,000			1,000		5,213
333	462	1,124	1,110	178				370		8,122
6,866	18,816	9,173	11,890	14,928	8,043	0	0	14,368	0	205,153
										0
24,960	24,053	16,194	25,982	18,433	24,691			18,800		309,172
3,979		1,000								4,979
28,939	24,053	17,194	25,982	18,433	24,691	0	0	18,800	0	314,152
										0
				1,000				1,000		8,772
0	0	0	0	1,000	0	0	0	1,000	0	8,772
										0
4,844	1,417	709			1,384			5,702		27,284
1,305	1,313	245	54	500				553		36,589
	500	145								2,496
1,000	1,500		35							9,630
25,870	22,833	22,833	22,833	20,000	20,000		3,001	10,705		286,974
								5,677		38,686
33,019	27,564	23,932	22,922	20,500	21,384	0	3,001	22,637	0	401,659

APPENDIX 4 (CONTINUED)

FY 2014 Expense Budget Allocation Summary

Obj Key: 56 - Region Based

57 - School Based

58 - Needs Based

DEPT	OBJ	CAT	DESCRIPTION	WRH	DAV	DAW	MAY	MOU	PAX
413	Utility Services								
	56	510	Oil		42,372	71,922	80,227	122,603	116,551
	56	511	Gas	219,274				1,900	
	56	512	Electricity	262,087	66,833	20,303	48,932	61,591	62,702
	56	513	Water & Sewer	53,886	10,864	10,609	12,600	15,314	1,377
	56	514	Fuel-Other	100					
	56	515	Trash Removal	15,937	2,085	1,340	2,095	4,500	3,454
			Subtotal	551,284	122,153	104,174	143,855	205,908	184,083
TOTAL OPERATIONS & MAINTENANCE				765,731	198,014	160,123	219,911	240,503	239,774
PUPIL SERVICES									
116	Athletic Services								
	58	400	Supplies & Expense	21,843				860	1,312
	58	450	Athletic Equipment	15,421					
	58	455	Equipment Repair	14,255					
	58	590	Contracted Services	18,059				1,050	(201)
	58	600	Athletic Travel	814					
	58	926	Athletic Rentals	22,772					
	58	960	Athletic Transportation						
			Subtotal	93,164	0	0	0	1,910	1,112
117	Health Services								
	57	400	Health Services Supplies & Expense	3,500	2,200	3,000	600	800	300
	58	450	Health Services Equipment & Furniture						
	57	455	Health Services Equipment Repair				300		
	57	590	Health Contracted Services	1,979	1,069	884	606	415	663
			Subtotal	5,479	3,269	3,884	1,506	1,215	963
390	Fixed Charges								
	56	590	Contracted Services						
	56	820	Student Insurance						
			Subtotal	0	0	0	0	0	0
420	Student Activities General Fund								
	57	400	Student Activities/Supplies & Expenses	4,500	1,000				
	57	405	Student Activities/Graduation						
	57	615	Student Training						
	57	960	Student Activities/Transportation						2,000
	56	820	Student Insurance						
			Subtotal	4,500	1,000	0	0	0	2,000
TOTAL PUPIL SERVICES				103,144	4,269	3,884	1,506	3,125	4,074
SUB-TOTAL OPERATIONS APPROPRIATION				14,658,753	2,827,465	2,939,032	2,877,034	4,093,099	3,291,484
SPECIAL EDUCATION TUITIONS									
	Tuitions - Other Schools								
	56	970	Tuition-Public						
	56	970	Tuition-Public						
	56	971	Tuition-Public - Summer						
	56	972	Tuition-Private						
	56	973	Tuition-Private - Summer						
	56	974	Tuition-Private - OOS						
	56	976	Tuition-Collaborative						
	56	977	Tuition-Collaborative						
			Subtotal	0	0	0	0	0	0
TOTAL SPECIAL EDUCATION TUITIONS				0	0	0	0	0	0

APPENDIX 4 (CONTINUED)

FY 2014 Expense Budget Allocation Summary

PRI	GLEN	NAQ	CEN	HOU	CHO	DWS	ECC	COF	DIST	FY 2014
										0
55,517	74,547	110,790	87,237	61,100	61,100					883,965
								28,145		249,319
61,310	38,152	54,879	50,948	50,355	48,157			22,696		848,945
	10,859	15,283	9,033	4,799	4,105			6,718		155,448
										100
2,681	2,044	2,016	1,516	2,509	2,325			2,654		45,155
119,508	125,602	182,968	148,734	118,763	115,687	0	0	60,214	0	2,182,932
188,331	196,034	233,268	209,529	173,624	169,805	0	3,001	117,019	0	3,112,667
										0
										0
860			3,381		1,399					29,654
										15,421
										14,255
(410)			2,060		2,168					22,727
										814
										22,772
										0
450	0	0	5,441	0	3,567	0	0	0	0	105,643
										0
1,750	1,000	3,250	750	1,500	600					19,250
										0
										300
(1,115)	(267)	(2,555)	(341)	970	662			6,178		9,148
635	733	695	409	2,470	1,262	0	0	6,178	0	28,698
										0
								2,510		2,510
								5,988		5,988
0	0	0	0	0	0	0	0	8,498	0	8,498
										0
										5,500
1,250										1,250
										0
										2,000
										0
1,250	0	0	0	0	0	0	0	0	0	8,750
2,335	733	695	5,850	2,470	4,829	0	0	14,678	0	151,590
										0
3,019,872	3,359,231	2,880,356	2,780,050	2,807,074	2,539,933	556,272	1,636,193	15,185,896	2,969,754	68,421,499
										0
										0
										0
						454,033				454,033
						36,434				36,434
						107,742				107,742
						577,185				577,185
						41,195				41,195
						51,074				51,074
						500,000				500,000
						390,303				390,303
0	0	0	0	0	0	2,157,966	0	0	0	2,157,966
0	0	0	0	0	0	2,157,966	0	0	0	2,157,966

APPENDIX 4 (CONTINUED)

FY 2014 Expense Budget Allocation Summary

Obj Key: 56 - Region Based

57 - School Based

58 - Needs Based

DEPT	OBJ	CAT	DESCRIPTION	WRH	DAV	DAW	MAY	MOU	PAX
OTHER OPERATING COSTS									
	56	784	RAN Interest						
	56	975	School Choice Assessment						
	56	976	Charter School Assessment						
			Subtotal	0	0	0	0	0	0
TOTAL OTHER COSTS				0	0	0	0	0	0
TRANSPORTATION									
	56	960	Regular Ed						
	56	963	Special Education						
	56	964	Special Education - IEP						
TOTAL TRANSPORTATION				0	0	0	0	0	0
CAPITAL PROJECT DEBT SERVICE									
	56	782	Bond Debt Service - Interest	1,725,000					
	56	782	Bond Debt Service - Principal	1,058,722					
TOTAL CAPITAL PROJECT DEBT SERVICE				2,783,722	0	0	0	0	0
TOTAL SCHOOL COMMITTEE APPROPRIATION				17,442,475	2,827,465	2,939,032	2,877,034	4,093,099	3,291,484



APPENDIX 4 (CONTINUED)

FY 2014 Expense Budget Allocation Summary

PRI	GLEN	NAQ	CEN	HOU	CHO	DWS	ECC	COF	DIST	FY 2014
										0
								221,000		221,000
								673,845		673,845
								601,737		601,737
0	0	0	0	0	0	0	0	1,496,582	0	1,496,582
0	0	0	0	0	0	0	0	1,496,582	0	1,496,582
										0
								2,843,294		2,843,294
						1,874,549		500		1,875,049
						597,877				597,877
0	0	0	0	0	0	2,472,426	0	2,843,794	0	5,316,220
										0
										1,725,000
										1,058,722
0	0	0	0	0	0	0	0	0	0	2,783,722
										0
3,019,872	3,359,231	2,880,356	2,780,050	2,807,074	2,539,933	5,186,664	1,636,193	19,526,272	2,969,754	80,175,990



APPENDIX 5

WACHUSETT REGIONAL SCHOOL DISTRICT FY10 - FY13 ACTUAL AND APPROPRIATED EXPENDITURE COMPARISONS

	FY10 Actual	FY11 Actual	FY12 Actual	FY13 Appropriation 08.09.12	\$ Change	% Change	FY14 Appropriation	\$ Change	% Change
PERSONNEL									
Salaries	43,874,268	45,695,084	48,790,808	49,163,767	372,959	0.76%	50,255,451	1,091,684	2.22%
Employee Benefits & Insurance	9,291,489	9,183,523	10,474,875	13,181,742	2,708,867	25.84%	12,736,235	(445,507)	-3.38%
PERSONNEL TOTAL	52,965,757	54,878,607	59,265,683	62,345,509	3,079,826	5.20%	62,991,686	646,177	1.04%
INSTRUCTIONAL SUPPORT - EQUIPMENT & TECHNOLOGY									
District Administration			172,500	150,000	(22,500)		172,500	22,500	
Instructional Support - Regular Ed			1,930,246	1,252,878	(677,368)		1,591,223	338,345	
Instructional Support - Special Ed			327,829	308,228	(19,601)		398,438	90,210	
Instructional Support - Vocational Ed			3,500	3,101	(399)		3,500	399	
INSTRUCTIONAL SUPPORT TOTAL	1,824,803	2,589,967	2,434,075	1,714,207	(155,892)	-29.57%	2,165,661	451,454	26.34%
OPERATIONS & MAINTENANCE									
Heat & Utilities	1,781,835		1,734,402	2,121,161	386,759		1,958,176	(162,985)	
Buildings & Grounds	1,203,914		809,370	625,391	(183,979)		868,374	242,983	
Custodial Services	207,663		235,447	235,447	0		286,116	50,669	
OPERATIONS & MAINTENANCE TOTAL	3,193,412	3,183,338	2,779,219	2,981,999	202,780	7.30%	3,112,666	130,667	4.38%
PUPIL SERVICES									
Athletics Activities			130,615	122,715	(7,900)		115,906	(6,809)	
Student Activities			24,150	(40,850)	(65,000)		9,150	50,000	
Health Services			56,365	56,365	0		26,934	(29,431)	
PUPIL SERVICES TOTAL	209,924	183,944	211,130	138,230	(72,900)	-34.53%	151,990	13,760	9.95%
SPECIAL EDUCATION TUITIONS									
Tuitions - Other Schools	3,633,200		1,827,894	2,556,084	728,190		2,157,966	(398,118)	
SPECIAL EDUCATION TUITIONS TOTAL	3,633,200	2,342,770	1,827,894	2,556,084	728,190	39.84%	2,157,966	(398,118)	-15.58%
OTHER OPERATIONS COSTS									
Fixed Charges	124,465		175,000	175,000	0		175,000	0	
Tuitions - Other Schools	1,355,137		1,324,396	1,242,620	(81,776)		1,321,582	78,962	
OTHER OPERATIONS COSTS TOTAL	1,479,602	1,557,954	1,499,396	1,417,620	(81,776)	-5.45%	1,496,582	78,962	5.57%
OPERATIONS SUBTOTAL APPROPRIATION	63,306,698	64,738,580	68,017,397	71,153,650	3,136,253	4.61%	72,076,551	922,901	1.30%
OTHER									
TRANSPORTATION									
Reserve for Extraordinary and Unanticipated Expenditures	4,231,833	4,365,094	4,968,265	5,112,104	143,839	2.90%	5,315,720	203,616	3.98%
DEBT SERVICE - JEFFERSON ENVIRONMENTAL REMEDIATION									
DEBT SERVICE - WHHS APPROVED CAPITAL PROJECTS	16,936	104,430	101,910	99,890	(2,020)	-1.98%	97,950	(1,940)	-1.94%
OTHER TOTAL	2,360,906	2,479,631	2,702,938	2,699,026	(3,912)	-0.14%	2,685,772	(13,254)	-0.49%
TOTAL APPROPRIATION	69,916,373	71,665,735	75,780,510	79,064,670	3,274,160	4.32%	80,175,991	1,111,321	1.41%
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION	7,126	7,170	7,187	7,167		-0.28%	7,136		-0.43%

APPENDIX 6

WACHUSETT REGIONAL SCHOOL DISTRICT FINANCIAL HISTORY & PRELIMINARY ESTIMATE OF REVENUES

LOCAL REVENUE

	Actual FY10	Actual FY11	Actual FY12	Actual FY13	Adopted FY14
MINIMUM LOCAL CONTRIBUTION					
Holden	16,314,917	16,270,028	16,447,026	16,779,390	17,127,929
Paxton	4,112,865	4,031,695	4,107,281	4,170,010	4,239,534
Princeton	3,874,387	3,930,917	4,053,653	4,070,202	4,046,051
Rutland	5,387,451	5,635,679	5,833,698	6,201,473	6,470,503
Sterling	7,677,899	7,726,970	7,770,676	7,968,175	8,077,258
Total Minimum Local Contribution	37,367,519	37,595,289	38,212,334	39,189,250	39,961,275

% Change from previous year

OPERATIONS ASSESSMENT					
Holden	1,492,415	1,811,423	1,824,982	2,473,630	2,531,676
Paxton	337,396	411,458	401,267	553,430	569,210
Princeton	297,339	323,370	321,607	407,044	367,565
Rutland	773,465	946,690	957,194	1,317,477	1,337,684
Sterling	624,893	744,306	732,196	982,133	977,264
Total Operations Assessment	3,525,507	4,237,247	4,237,247	5,733,714	5,783,399

Note: Based upon actual prior year October 1 enrollment at all schools.

TRANSPORTATION ASSESSMENT					
Holden	954,025	982,592	1,281,451	1,247,060	967,557
Paxton	221,143	223,192	281,759	279,007	217,541
Princeton	178,830	175,409	225,823	205,208	140,476
Rutland	500,943	513,524	672,115	664,195	511,237
Sterling	402,625	403,743	514,128	495,134	373,491
Total Transportation Assessment	2,257,567	2,298,460	2,975,275	2,890,604	2,210,302

Note: Based upon actual prior year October 1 enrollment at all schools.

APPENDIX 6 (CONTINUED)

WACHUSETT REGIONAL SCHOOL DISTRICT

FINANCIAL HISTORY & PRELIMINARY ESTIMATE OF REVENUES

LOCAL REVENUE (continued)

	Actual FY10	Actual FY11	Actual FY12	Actual FY13	Adopted FY14
LONG-TERM DEBT REPAYMENT ASSESSMENT					
Holden	0.4224	0.4275	0.4307	0.4314	0.4377
Paxton	0.0984	0.0971	0.0947	0.0965	0.0984
Princeton	0.0782	0.0763	0.0759	0.0710	0.0636
Rutland	0.2224	0.2234	0.2259	0.2298	0.2313
Sterling	0.1786	0.1757	0.1728	0.1713	0.1690
Note: Based upon actual prior year October 1 enrollment at all schools					
Total Long-Term Debt Repayment Assessments	16,936	104,430	101,910	111,090	97,950

	FY10	FY11	FY12	FY13	FY14
LONG-TERM DEBT REPAYMENT ASSESSMENT - HIGH SCHOOL					
Holden	0.4257	0.4338	0.4393	0.4410	0.4507
Paxton	0.1064	0.0975	0.0962	0.0880	0.0841
Princeton	0.0892	0.0856	0.0872	0.0968	0.0740
Rutland	0.2078	0.2080	0.2147	0.2205	0.2369
Sterling	0.1708	0.1751	0.1626	0.1637	0.1543
Note: Based upon actual prior year October 1 enrollment at high school.					
Total Long-Term Debt Repayment Assessments	2,317,163	2,409,899	2,702,939	2,699,026	2,685,772

	FY10	FY11	FY12	FY13	FY14
TOTAL LOCAL REVENUE BY TOWN					
Holden	-1.17	2.02	3.13	4.59	0.6547
Paxton	0.93	-0.17	3.02	3.77	0.2083
Princeton	0.72	1.87	4.32	1.65	-3.3596
Rutland	9.65	6.63	5.85	9.14	1.9830
Sterling	1.50	2.32	1.70	4.56	-0.4773
OVERALL	1.35	2.55	3.40	4.96	0.2272
% Change from previous year					
Holden					
Paxton					
Princeton					
Rutland					
Sterling					
OVERALL					

TOTAL LOCAL REVENUE	45,484,691	46,645,324	48,229,704	50,623,684	50,738,698
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APPENDIX 7

WACHUSETT REGIONAL SCHOOL DISTRICT FINANCIAL HISTORY & PRELIMINARY ESTIMATE OF REVENUES

STATE AID REVENUE

CHAPTER 70 AID	FY10	FY11	FY12	FY13	FY14	Actual FY10	Actual FY11	Actual FY12	Actual FY13	Adopted FY14
	9.52	0.78	3.37	8.54	1.77					
TOTAL CHAPTER 70 AID * **	% Change from previous year					21,490,211	21,658,821	22,389,331	24,301,041	24,731,804
						21,490,211	21,658,821	22,389,331	24,301,041	24,731,804

TRANSPORTATION

State Aid										
Ch 71 Regional School Transportation * **	2,317,368	2,200,305	1,992,990	2,207,456	3,062,387					
TOTAL CHAPTER 71 REGIONAL SCHOOL TRANSPORTATION REIMBURSEMENT	2,317,368	2,200,305	1,992,990	2,207,456	3,062,387					

TOTAL STATE AID REVENUE

	23,807,579	23,859,126	24,382,321	26,508,497	27,794,191
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* FY13 based upon actual receipts

** FY14 based upon DOR Cherry Sheet July 25, 2013

APPENDIX 8

WACHUSETT REGIONAL SCHOOL DISTRICT FINANCIAL HISTORY & PRELIMINARY ESTIMATE OF REVENUES

TOTAL REVENUE BY TOWN

Actual FY10	Actual FY11	Actual FY12	Actual FY13	Adopted FY14
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NET SCHOOL SPENDING				
TOTAL NET SCHOOL SPENDING	59,857,730	59,254,110	60,601,665	63,490,291
				64,693,079

OPERATIONS ASSESSMENT				
BY TOWN				
Holden				
Paxton				
Princeton				
Rutland				
Sterling				
TOTAL OPERATIONS ASSESSMENT				
% Change from previous year				

TRANSPORTATION ASSESSMENT				
BY TOWN				
Holden				
Paxton				
Princeton				
Rutland				
Sterling				
TOTAL TRANSPORTATION ASSESSMENT				
% Change from previous year				

LONG-TERM DEBT REPAYMENT ASSESSMENT				
BY TOWN				
Holden				
Paxton				
Princeton				
Rutland				
Sterling				
TOTAL LONG-TERM DEBT REPAYMENT ASSESSMENT				
% Change from previous year				

OTHER REVENUE				
District Revenues for Operations				
District Revenues for Debt Service (Modular Reimbursement)				
Excess & Deficiency (E&D)				
Charter School Reimbursement *				
School Choice **				
Transportation Reimbursement				
TOTAL REVENUE				

* Charter School Reimbursement for FY14 based upon DOR Cherry Sheet July 25, 2013.
** School Choice for FY14 based upon DOR Cherry Sheet July 25, 2013

WACHUSETT REGIONAL SCHOOL DISTRICT

Holden, Paxton, Princeton, Rutland, Sterling

Building Leadership Support -- Principals

2013/2014 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
Siobhan Dennis, Glenwood Elementary School
Judith K. Evans, Dr. Leroy E. Mayo Elementary School
Nancy Fournier, Central Tree Middle 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 2012/2013

Regional Enrollment (PreK-12): 7,467 (as of October 1, 2012)

General Fund Staff: 906.72

High School Accreditation: New England Association of Schools and Colleges

Post High School Education: (Class of 2013)

92% -- Continued Education

75% -- 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 -- Catherine Knowles



WACHUSETT REGIONAL SCHOOL DISTRICT

Holden, Paxton, Princeton, Rutland, Sterling

Wachusett Regional School District Committee 2013/2014 School Year

Scott Brown -- Holden
Lisa Call -- Sterling
William Clute -- Paxton
Thomas Curran -- Holden
Matthew Ehrenworth -- Rutland
Lance Harris -- Sterling
Robert Imber -- Princeton
Stacey Jackson -- Holden
Julianne Kelley -- Rutland
Deidre Kosky -- Holden
Sarah LaMountain -- Sterling
Matthew Lindberg -- Princeton
James Mason -- Sterling
Robert McCarthy -- Holden
Kenneth Mills -- Holden
Robert Pelczarski -- Paxton
Tiffany Ralli -- Holden
Robert Remillard -- Rutland
Erik Scheinfeldt -- Holden
Christina Smith -- Holden
Margaret Watson -- Holden
Charles Witkes -- Rutland

Executive Staff

Anthony A. Gasbarro, Interim Superintendent of Schools
Darryll A. McCall, Ed.D., Deputy Superintendent
Susan H. Sullivan, Director of Human Resources
Joseph Scanlon, Director of Business and Finance
James Dunbar, Treasurer

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