

Hamilton-Wenham Regional School District



Annual Report 2008 — 2009

Hamilton-Wenham Regional School District

Vision Statement

An uncommon bond of respect, collaboration, and collective purpose characterizes the Hamilton-Wenham Regional School District. Student success in the District is grounded in shared responsibility of the family, the school district, and the communities. The District is committed to the children and communities it serves through its focus on academic achievement and education of the whole child through best practices.

Mission

The citizens of Hamilton and Wenham established the Hamilton-Wenham Regional School District to educate their children. The communities' expectations for this district are broadly defined by the following statement of its educational mission:

*Educate our children to become knowledgeable,
healthy, responsible, and productive adults.*

Core Values

School Philosophy:

"WE CARE FOR OURSELVES, OTHER PEOPLE, AND OUR ENVIRONMENT"

Curriculum: *"EDUCATING THE WHOLE CHILD"*

Pedagogy: *"ALL CHILDREN CAN AND WILL LEARN"*

Learning Environment: *"EXCELLENCE IN TEACHING AND LEADING"*

Strategic Plan Themes

- I. School Culture and Climate
- II. Curriculum, Instruction, and Assessment
- III. Student Support Services: The Whole Child
- IV. Personnel and Professional Development
- V. Facilities and Technology
- VI. Community Relations and Communications
- VII. Organizational Renewal, Leadership, and Management
- VIII. Educational Funding

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From the Superintendent, Marinel McGrath

Dear Community Members,

We are very pleased to present the 2008-2009 Hamilton-Wenham Regional School District Annual Report. This report

is designed to provide information and data that help all of us to engage in community discussion about the schools and our goals for student learning.

The Hamilton-Wenham Annual Report takes a holistic look at our students and schools. Too often, a school district is judged by a test score or the actions of a few students. Instead, by providing you with multiple snapshots, we hope to tell the bigger story. Our schools have earned national and state recognition as the result of the excellent educational opportunities and the conscientious efforts of students and staff. Our students are more than good grades and test scores. They are recognized in the community and state for their active participation and noteworthy accomplishments in athletics, fine arts, theatre and music productions, community involvement and a broad range of extracurricular activities. Our students are friendly, enthusiastic, and cooperative whether they are involved as students, leaders, performers, athletes, participants or spectators. The faculty and administration are confident that present and future HWRSD students will not only continue the spirit of HWRSD, but will also contribute to its growth.

We are making progress on our strategic plan goals. As you read the Annual Report, please take note of the areas in which we are doing

well and areas in which we could do better. We strive to provide a challenging program for every student through academic engagement and achievement, as well as educational experiences that emphasize social and emotional development, reflection, curiosity and risk-taking.

Educating our children remains the most important challenge we have in our communities. We know that in these difficult economic times, our challenge is to continue to do more with less. As student needs increase and basic costs rise, that challenge is magnified. The most significant challenge facing both the HWRSD and the Towns of Hamilton and Wenham is sustainability. How do we continue to fund the high value education that Hamilton and Wenham citizens and taxpayers have come to expect within the confines of increasing mandates and budgetary constraints?

As we continue to implement our strategic plan, the collaboration of staff, parents, residents, and town officials is essential to ensure a high quality education for all. With your continued support, we shall achieve that goal. We encourage you to not only read this report, but to visit our schools, attend our performances and athletic events, and participate in our programs and forums. We think you will be impressed with the quality and breadth of the Hamilton-Wenham schools.

Lastly, take time to involve yourself in the communities' dialogue about its young people and the opportunities and challenges that lie ahead for our district.

Sincerely,

*Marinel D. McGrath, Ed.D.
Superintendent of Schools*



From the School Committee Chairperson, Lisa Gaquin

Greetings.

This annual report is one of many tools the School Committee uses to communicate about our schools. I hope you take a moment to look through the report and refer to it in the future. In the coming months you may find you have

questions about the district that can be answered by returning to this document.

Our district continues to demonstrate a high standard for achievement in the face of reduced fiscal resources. The one resource that remains unwavering and accounts for the basis of our success is the support of our community. These pages highlight the work undertaken by our teachers and staff to provide the best quality education to our students. Our students respond to their teachers by reaching their personal best and, in many cases, by achieving at the highest level in academics, arts and athletics.

The School Committee acknowledges that there are many obstacles to our district's future success including reduced funding from state and federal governments and increased mandates from these same entities. We will continue to work in collaboration with the selectmen and finance committees of both Hamilton and Wenham to gain adequate revenue for a reasonable school budget.

Since this report concerns the 2008-2009 budget and school year it is important that the School Committee update the community about the current year's triumphs and challenges. In addition to attending our meetings or watching on cable please refer to other School Committee information sources throughout the year, many of which can be accessed at our website www.hwschools.net.

Sincerely,

*Lisa Gaquin
Chairperson,
Hamilton-Wenham Regional School Committee
gaquinl@hwschools.net*

About the Schools

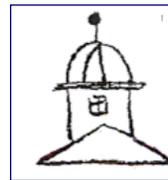
The Hamilton Wenham School District (HWRSD) was established in 1959, and fully regionalized in 1974 to serve the Pre-kindergarten to 12th grade school age population of Hamilton and Wenham in three elementary schools, one middle school and one high school. Known for its academic excellence, the District is comprised of students, faculty, and administrators committed to educating the whole child and producing learners with skills necessary for the 21st century. The school committee is comprised of community members who are elected “at-large” in order to serve the best interests of the regional district as a whole.

There are currently three elementary schools, Bessie Buker in Wenham and Manassas Cutler and Winthrop in Hamilton. Each elementary school offers both full- and half-day kindergarten programs and has its own principal, adjustment counselor, Friends’ organization and community service program. Incoming students are generally required to attend the elementary school in the attendance area where their home is located. However, students may or may not be assigned to a school located in the town in which they reside since school assignments are generally determined in consideration of several factors, such as the district’s class size policy, availability of specialized programs, class composition balance, and transportation considerations.



CUTLER SCHOOL

Cutler School, located in Hamilton, has an enrollment of approximately 302 students in kindergarten through fifth grade. The school is committed to creating positive interdependence of students through sensitivity, respect, open communication and consistent standards of behavior. Cutler pioneered the implementation of “smart board technology” in the classroom now prevalent throughout the district and a Friends’ sponsored “Meet the Master’s” cultural enrichment program.



Buker School, the district’s smallest school with 237 students, endeavors to create a community where all individuals and ideas are accepted and valued. There is a lovely butterfly garden that is utilized across all grades and curricula and an intensive reading and written language program. Parent volunteers play a very active role in the schools’ classrooms and in the Friends’ Organization. History Fair for 4th & 5th grades is an annual event and lunchtime recess is full of sidewalk games like jump rope and four square.

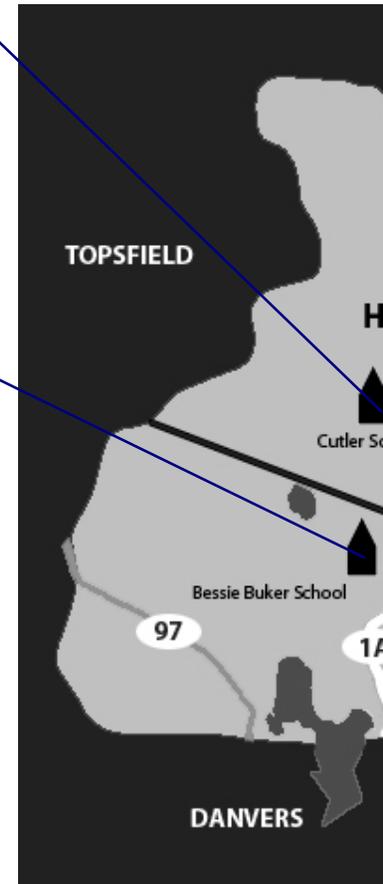


Thanksgiving play and dinner, le

Other interesting District information:

- The school day begins at 7:30 am at the HS and MS, at 8:30 am for the Elementary schools.
- All schools observe an early release time for staff development every Wednesday.
- Bus service is provided to all students outside a 1.5 mile radius from a school.
- There is a full-service lunch program at all schools, with assistance available if needed.
- Optional after-school music instrument lessons are available to 4th & 5th graders, who may then participate in band in elementary, middle and high schools.
- The HWRSD employs the “Connect Ed” notification system that allows individual school principals or the superintendent to convey important information, dates, and emergency notifications.
- The community actively supports the District by attending sports events, concerts and performances, with involvement in Friends organizations, volunteering directly in the schools, running athletic booster clubs and through the HW Ed Fund which has funded a variety of technology purchases, offered training opportunities for teachers, supported classroom initiatives, and purchased programs that support individual learning styles over the past 29 years.

More detailed information on each of the schools and the district as a whole is available on the website, www.hwschools.net.



Winthrop School, with the largest population of 332, has a “River Run” outdoor classroom and hosts the integrated pre-kindergarten and intensive learning programs. Winthrop is host to the annual Holiday Boutique, a Friends’ sponsored community-wide event featuring local artisans, and children’s activities. Other school activities include an after-school enrichment program, a medieval feast, leadership clubs and many exciting field trips.



Miles River Middle School, built in 1989, has approximately 486 students in grades 6-8 and offers core academic programs in math, English, science, social studies and Spanish. Students also take “Integrated Arts” courses such as art, music, speech and drama, and life skills as well as physical education twice a week. MRMS offers several clubs such as math club and college bowl, peer leaders and school council programs, after-school intramural sports and chorus and jazz band opportunities. Specialized in-house programs that provide intensive reading and written language programs serve most academic special needs. All seventh graders take pre-algebra while eighth grade students take algebra. In order to serve the “whole child”, in addition to academics, arts and sports, each MRMS student, completes a community service project and last April engaged in a “Day of Decisions” where all grades attended seminars on personal choices and heard an inspirational talk from Travis Roy, a top-ranked hockey player who was paralyzed during the first game of his college career.



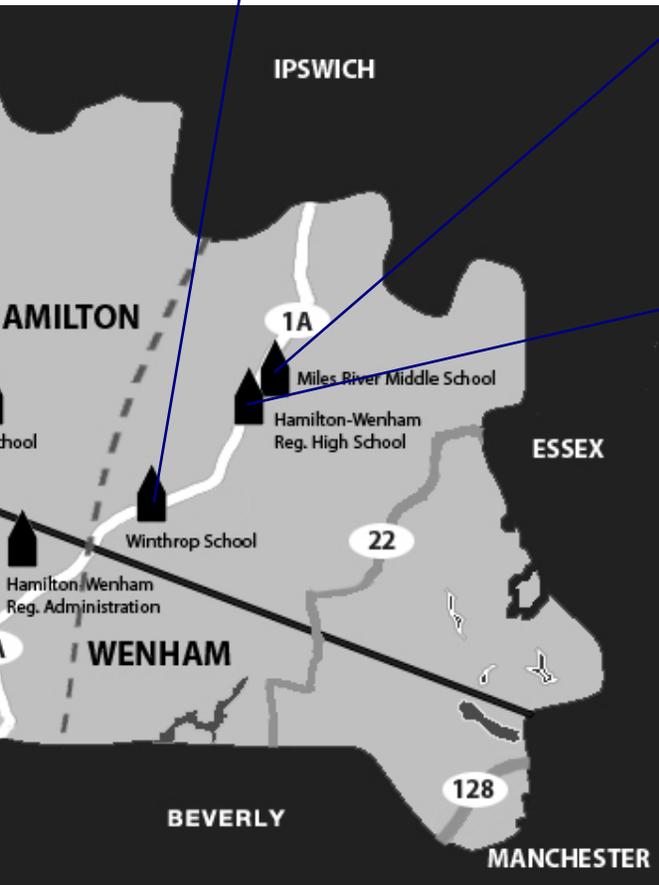
Hamilton Wenham Regional High School, affectionately known as “H DUB” or the “Regional”, has a population of 726 students. Learning to work together, a key ingredient to success in the world of work, is a goal in every classroom. In its “Expectations for Learning” “L.E.A.R.N” defines student learning as:

- Live as Lifelong Learners
- Express Themselves Effectively
- Acquire Essential Knowledge and Skills
- Respect Themselves and Others
- Navigate within a Variety of Communities.

Offering classes in three different ability levels, which include Advanced Placement (AP) and “virtual” classes, students’ diverse academic needs are well met. The ASPIRE Program provides students with challenging needs with an in-district schooling while the STAY program offers an alternative education program to meet the demands of a high school curriculum. Each year, a lottery is held to offer a few seats in the incoming freshman class to “choice” students, those from other towns who recognize the excellence of our district.

This year the High School was thrilled to unveil the “Robert Krol Writing Center” now named for our retiring principal, a key supporter of this concept. In addition, a student portfolio project was formalized as a graduation requirement for all students beginning with the Class of 2010. This project is an opportunity for students to demonstrate their strengths and interests outside of the “standardized” test. There are clubs and extracurricular activities that meet the diverse interests of our student body, teacher sponsored trips during school vacations to exciting locations such as Europe, South America and Asia and unique school events such as the “Candlelight Ceremony” and “Seniors Helping Seniors” which is a day of volunteering during the final week for seniors.

The variety of varsity sport offerings is exemplary for a school of this size. Not only do the majority of students get to play sports, but over the past few years many teams have advanced to state playoffs. Last year three teams came home with state titles! Students have gone on to advanced levels with their History and Science Fair projects and the Theatre Department was awarded First Place in the Massachusetts High School Drama Guild for its student written and produced performance “Wake Up, Jack!”. More detailed information on the many accomplishments of our student’s can be found in later sections, on pages 14-19.



By the Numbers — The 2008-2009 School Year

HWRSD Students ¹	
Total Enrollment PK-12	2,080
Enrollment by Level	
Preschool	41
Elementary (K-5)	827
Middle School (6-8)	486
High School (9-12)	726

Student Demographics ²	
School Choice Students (HS)	108
School Choice Students (MS)	11
Students receiving Special Education Services	331
Students receiving Out-of-District Education	26
Home Educated Students	35
Enrollment - North Shore	8
Vocational Technical High School	
Enrollment at Essex Agricultural School	1

Enrollment at Private Schools ³	
Total Enrollment PK-12	489
Preschool	69
Elementary	182
Middle School	108
High School	130

Enrollment by Race/Ethnicity ⁴	% of District
African American	0.4
Asian	3.3
Hispanic	0.7
Multi Race, Non-Hispanic	1.1
Native American	0.0
Native Hawaiian, Pacific Islander	0.3
White	94.2

Selected Populations ⁵	% of District
First Language Not English (ELL)	1.6
Students with Limited English	0.8
Low-Income Students	4.2
Special Education	16.7
Free Lunch	2.9
Reduced Lunch	1.5

Gender ⁶	% of District
Male	49.2
Female	50.8

Plans of HS Graduates – Class of 2009 ⁷	
4 Year College/University	87%
2 Year College/University	7%
Other Post Secondary Schools	0.5%
Work	3%
Military	0.5%
Travel/Unknown	2%
Total Count	

Class Size Average ⁸	
Elementary	
Kindergarten	19-20
Grades 1-5	20-22
Middle School	
22-24	
Academic Classes & Integrated Academics (<i>Art, Music, Reading, Drama, PE, Tech Ed., Life Skills</i>)	
High School	
22-24	

HWRSD Class Size Policy Modified for 2008-2009 – SC Vote - March 31, 2008 Pre-K=8-10; K=19-20; Gr. 1-5=20-22; Gr. 6-8=22-24; HS=22-24 including HS English & Foreign Language

Staff – Individuals, not FTE ⁹	
Teachers/Support Staff/Administrators	163
Student/Teacher Ratio (not class size)	12.7:1

Attendance/Other ¹⁰	
PK-12 Daily Attendance Rate	96.2%
PK-12 Average # Days Absent	6.7
Gr. 9-12 Student (8) Dropout Rate	1.1%
Truancy Rate	0.0%
# Students/Computer	4.1
% Classrooms on the Internet	100 %

Dollars – Per Pupil Expenditures ¹¹	
FY 09 Operating Budget	\$27,031,567
FY 09 Budget dedicated to salaries	\$17,304,136
	64%
HWRSD Cost per Pupil	\$12,495
State Cost per Pupil	\$12,460

¹MA DESE 10.01.08 ⁷HWRSD 06.30.09
²MA DESE 10.01.08 ⁸HWRSD 10.01.08
³MA DESE 10.01.08 ⁹MA DESE 10.01.08
⁴MA DESE 10.01.08 ¹⁰MA DESE 2007-2008
⁵MA DESE 10.01.08 ¹¹MA DESE 2007-2008
⁶MA DESE 10.01.08

MA DESE = MA DEPARTMENT OF
ELEMENTARY AND SECONDARY EDUCATION



At a Glance

People often ask how the Hamilton-Wenham Regional School District compares with similar communities. This chart contains data on school expenditures and student performance that show that comparison.

These figures are the most recent available for all of these towns and regional school districts. Per pupil spending and MCAS data are derived from the MA Department of Elementary and Secondary Education (DESE). SAT scores are from the College Board. Teacher salaries have been compiled through a survey

of personnel office and current teacher contracts.

The MCAS scores represent the average percentage of students receiving Proficient or Advanced on all of the 2009 MCAS tests given in that district (perfect score is 100). The MCAS Composite Performance Index

(CPI) is a measure of the extent to which students are progressing toward proficiency in English language arts (ELA) and mathematics, respectively. The CPI is a 100-point index that combines the scores of students who take standard MCAS tests (the Proficiency Index) with the scores of those who take the MCAS-Alter-

nate Assessment. The SAT scores are average combined scores in Math, Reading, and Writing for the community. The shaded numbers represent the rank order for the corresponding community in each category.

Community/School District	FY 08 Per Pupil Expenditure (1)		FY 08 Student Teacher Ratio (2) <i>(not class size)</i>		2009 MCAS Composite Performance Index (CPI) (3)		2009 SAT Combined Scores (4)		FY 09 Teacher Starting Salary with Bachelors (5)		FY 09 Teacher Top Step Salary with Masters + 30 (5)	
	<i>Amount</i>	<i>Rank</i>	<i>PPR</i>	<i>Rank</i>	<i>Score</i>	<i>Rank</i>	<i>Score</i>	<i>Rank</i>	<i>Amount</i>	<i>Rank</i>	<i>Amount</i>	<i>Rank</i>
Acton – Boxborough * ^^	\$12,228	6	16.8 to 1	13	95.4	2	1865	2	41,629	1	70,249	10
Andover	\$12,535	4	13.7 to 1	6	94.1	5	1710	5	38,590	8	77,041	3
Beverly	\$11,487	10	14.3 to 1	9	82.8	16	1529	16	36,926	13	69,345	12
Danvers	\$12,061	9	13.3 to 1	4	86.5	15	1539	15	39,868	6	72,965	5
Hamilton-Wenham	\$12,460	5	12.7 to 1	2	91.5	9	1731	4	39,974	5	72,210	7
Ipswich	\$10,185	14	14.2 to 1	8	91.0	11	1594	14	35,940	14	68,263	14
Lexington	\$14,469	2	11.9 to 1	1	95.0	4	1882	1	35,677	16	59,567	16
Lincoln-Sudbury* ^	\$15,548	1	12.9 to 1	3	97.2	1	1811	3	41,468	3	89,077	1
Lynnfield	\$10,332	13	15.8 to 1	11	91.7	7	1679	8	41,540	2	72,876	6
Manchester Essex	\$12,998	3	13.3 to 1	4	93.1	6	1684	7	38,339	9	78,543	2
Marblehead	\$11,132	11	13.7 to 1	6	91.4	10	1702	6	39,134	7	71,618	8
Masconomet *^^	\$12,171	8	16.6 to 1	12	95.1	3	1655	10	37,410	12	73,642	4
Newburyport	\$12,199	7	13.5 to 1	5	87.6	13	1672	9	39,993	4	66,663	15
North Andover	\$10,479	12	19.5 to 1	14	86.8	14	1613	12	37,573	11	68,944	13
North Reading	\$9,907	16	14.5 to 1	10	91.7	7	1616	11	38,132	10	70,092	11
Pentucket	\$10,124	15	14.1 to 1	7	89.9	12	1609	13	35,855	15	70,515	9
State Average	\$12,495		13.6 to 1		82.5		1534					

* non K-12 regional

^ MCAS Grade 10 only

^^ MCAS Grades 7-12 only

(1), (2), (3): Source: Commonwealth of Massachusetts Department of Elementary and Secondary Education (MA DESE)

(4) Source: College Board (reading, math, writing combined scores)

(5) Source: Collective Bargaining Agreements

STRATEGIC PLAN

The Hamilton-Wenham Strategic Plan focuses on student learning. It categorizes the needs of the school district in terms of School Culture and Climate, Curriculum, Instruction and Assessment, Student Support Services, Personnel and Professional Development, Facilities and Technology, Community Relations and Communications, Organizational Renewal, Leadership, and Management, and Educational Funding.

The HW Strategic Plan is the foundation document and framework for the development of

the annual District Improvement Plans and individual School Improvement Plans. We keep the plan dynamic through regular evaluation and communication to the school community regarding our progress. As a guiding document, the strategic plan is reviewed and updated annually. It is our intention that this annual review process enables the strategic plan to serve effectively as a “living document”, providing clear guidance for the Hamilton-Wenham Regional Schools as it responds to changing trends, events, challenges, and opportunities that each year inevitably brings.

The superintendent, leadership team, staff and school site councils use the strategic plan as the starting point when developing the required annual district improvement plan (DIP) and individual school improvement plans (SIPs). The DIP and SIPs identify and describe the goals and objectives that the district and each school will work to accomplish on an annual basis. This progress is then measured against the overall goals and strategies of the strategic plan.

The district improvement plan is designed to provide for greater specificity to the strategic plan. The DIP is not specific to each individual school, rather it is an overarching plan to meet the needs of the district as a whole. The greater specificity is provided by each school’s SIP within the context of the district improvement plan. It is the intent of each school’s SIP to emulate the DIP at an individual level based on those schools’ needs, but within the realm of the individual school’s core values, mission and vision.

The district and school improvement plans provide the schools with a well-defined and easily implemented system for accountability, measurement of outcomes, and evaluation of progress. They are essentially the blueprint for the efforts that will occur during implementation of the plan. All strategies and resources can be directly connected to the strategic plan.

The HW Strategic Plan is one of which we are all very proud. It provides us with direction and focus for the future, as well as a level of accountability based on its measures of success and timelines. The strategic plan is designed to ensure continued excellence in the Hamilton-Wenham Regional Schools.



TECHNOLOGY

We recognize that technology is a tool that is embedded in teaching and learning. In many areas we have witnessed the transformative power of instructional technology in our classroom and we are poised to take the next steps to meet the challenges of educating the “millennial” generation. The instructional model continues to evolve.

In 2006, we developed a five-year technology plan designed to guide our students, staff teachers, and community members in the use of technology to improve teaching and learning in the 21st century. The plan was revised in 2008 to reflect changing needs and technologies. Unfortunately, in recent years local, state and federal budget constraints have resulted in reduced financial support for technology. Fortunately, however, through the generosity of the Friends’ Groups at each school, the Hamilton-Wenham Education Fund, and state and federal grants, we have been able to move towards achieving the goals of our technology plan. Upgrades during the 2008-2009 school year included:

Hamilton-Wenham Regional High School: The creation of a new Robert Krol Writing Lab equipped with laptop computers and a SmartBoard (electronic whiteboard) for student and staff use as well as equipping several classrooms with internet connected computers.

Miles River Middle School: The addition of 18 SmartBoards and a mobile laptop cart of 30 computers.

Buker Elementary School: One mobile laptop station with wireless connectivity is available for classroom use and five classrooms and the library/tech /media center purchased SmartBoards.

Cutler Elementary School: 1.5 mobile laptop stations with wireless connectivity are available for classroom use and nine classrooms and the library/tech/ media center purchased SmartBoards.

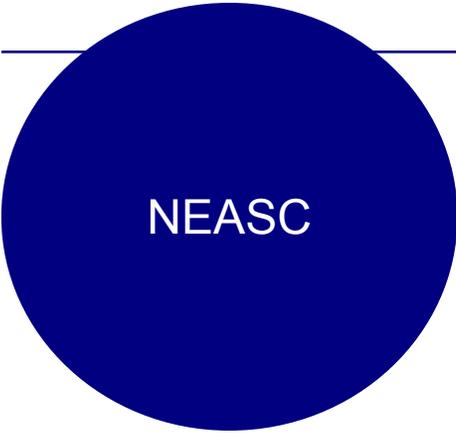
Winthrop Elementary School: 1.5 mobile laptop stations with wireless connectivity are available for classroom use, seven classrooms purchased SmartBoards and sixteen computers and a SmartBoard have been added to the library/media center.

District: Improvements include upgrades to the infrastructure, replacement of the phone system at the middle and high schools, installation of updated web-based

student management software, bandwidth increases, internet filtering, centralization of automatic backups, and outsourcing email.

As educators we have a responsibility to provide our students with an education that uses technology to engage them and provide them with the tools to compete in a global, information-based economy. We have an obligation to be open to the expanding possibilities which technology offers and we must be prepared to adapt to the changes and uncertainties we encounter.





NEASC

In September 2006, the New England Association of Schools and Colleges (NEASC) visiting team evaluated the HW Regional High School as part of its 10 year accreditation process; NEASC last evaluated HWRHS in 1997. Maintaining accreditation is important to our students who apply to colleges and universities. NEASC is a strong and healthy peer review association that provides an objective assessment that a school meets essential and widely-accepted standards for learning. The re-accreditation process encourages continuous improvement and self-examination and to that end, the evaluation entailed significant scrutiny of the high school's practices related to teaching and learning and the District's and communities' support of teaching and learning. The NEASC standards upon which the high school was evaluated are: (1) Mission and Expectations, (2) Curriculum, Instruction, Assessment, (3) Leadership and Organization, (4) School Resources for Learning and, (5) Community Resources for Learning.

The Commission on Public Secondary Schools reviewed the October 1, 2008 Two-Year Progress Report at its January

25-26, 2009 meeting. The Commission's findings were communicated to the District in a letter dated February 19, 2009. In that letter, the Commission expressed its "ongoing, serious concern that due to the district's continued, unresolved fiscal constraints, the school has been unable to demonstrate any level of progress in addressing concerns for which the school was placed on warning status." The Commission stated it will continue the school's accreditation, but the school remains on "warning" for concerns regarding adherence to the Commission's Standards for Accreditation on Curriculum and Community Resources for Learning. "Warning" status means that the high school is one step from "probationary" status which precedes loss of accreditation. Although the high school is not in imminent danger of losing its accreditation, the district must take the NEASC concerns very seriously.

The NEASC Commission's chief concerns are curriculum issues which include the (a) elimination of academic sections, (b) loss of teachers, (c) increase in class sizes, (d) lack of funding to improve technology and (e) 100% user fees for sports and extracurricular activities. The Commission expressed equal concern regarding the lack of a permanent, reliable source of funding for HW schools. The Commission was clear to state that the high school's accreditation issues are due to funding and not a reflection on our teachers' ability to teach. For the past six years, our budget – even with overrides – has been insufficient to maintain the high school's programs. Due to insufficient funding, the District has had to eliminate staff and programs and under-fund needed

facilities and infrastructure repairs.

The Commission did acknowledge the following 13 Commendations:

- Development and implementation of comprehensive protocols to evaluate proposals in the areas of curriculum, instruction, and assessment and their relationship to ensure they align with the school's mission and expectations.
- School Committee's approval of a required senior exit portfolio project.
- Engagement of all faculty members in the curriculum mapping project which is coordinated by the 6-12 curriculum leaders and the Director of Educational Services
- Increased involvement of students in the Classes of 2008 and 2009 in reflective writing assignments.
- Offering professional development programs in the areas of portfolio-based assessment.
- Requirement that all teachers maintain LEARN notebooks and connect all assignments to the academic expectations.
- Allocation of monies for the high school's professional development program.
- Receipt of donations (\$59,600) from private organizations to fund the purchase of technology and the creation of the wireless writing lab in the media center.
- Social Studies department's initial progress in developing some multileveled courses.
- Hiring of an architect to conduct a facilities and space audit at the high school.

- Hiring of an additional special education teacher based on the results of the MA DOE program audit.
- Active involvement of the media specialist in curriculum processes, including collaborative grant writing.
- Reinstatement of the positions of half-time media aide and a custodian.

The Commission also expressed its serious concern regarding:

- Ongoing 100% student user fees and the decrease in the number of students participating in co-curricular activities, including athletics.
- Continued inability to reinstate three full-time teaching positions.
- Increased dependence on the diversified learning and independent study programs in order to schedule upperclassmen.
- Overcrowding in some shops and labs which create potential health and safety concerns.
- Lack of funding for the Five-Year Capital Plan.
- Unresolved upgrades to the auditorium and replacement of student lockers.

As a result of the February 19, 2009 letter from the Commission, the high school administration was required to submit a "Special Progress Report" on August 1, 2009 to address the items listed below. This report was submitted to NEASC and we await its response.

1. Submit results of architectural facilities audit, including action taken by the local governing body related to the study.
2. Submit a plan and timeline to present

- a bond to the voters to resolve all identified space and facilities issues, both in the short and long terms.
3. Submit the status of the Five-Year Capital Plan to upgrade the auditorium and replace student lockers.
 4. Update the status of the FY10 budget to reinstate the three full-time teaching positions which were not funded in the past two fiscal years.
 5. Update the status of the FY10 budget as it relates to reinstating courses which have been eliminated in the past two years.
 6. Report progress in reducing/eliminating the 100% student user fees.
 7. Assess the school's ability to provide an appropriate schedule for all students enrolled in the upper grades given the current dependence on the diversified learning and independent study programs.
 8. Report immediate steps taken to resolve overenrolled shop and lab courses.
 9. Update progress in the implementation of the required student portfolio project.

The Commission stated in the February 19, 2009 letter that "Failure to demonstrate progress [in the items listed above] may prompt the Commission to consider placing the school on probation, given the seriousness of the issues and their impact on the school's educational programs and services and the facilities and space issues under which the school's professional and support staffs and students work and learn." At the time of the publication of this annual report, the school district is required to submit a

Five-Year Progress Report by March 1, 2011.

Each of the NEASC reports, NEASC "citation" and "warning" letters as well as HWRHS progress reports are available in their entirety on the HWRHS website www.hwschools.net/hwrhs in the section entitled "NEASC" with links to NEASC.

What is NEASC?

NEASC (New England Association of Schools and Colleges) is a widely recognized, voluntary accrediting association. The United States has no centralized, national control over schools. Instead, six private, non-profit, regional accrediting associations monitor schools and NEASC is the New England regional accrediting association that accredits more than 2,000 public schools, independent schools, colleges, and universities in the New England states and in sixty nations. Although participation is voluntary, all public high schools in New England belong. The mission of the NEASC committee that reviews public secondary schools is "to maximize student learning and to promote the standards which articulate best practices about student learning and the support of learning."

NEASC Facts & Figures

Number of NEASC Affiliated MA Schools: 256

Number of NEASC Affiliated MA Schools on probation: 9

Annual NEASC Fees for HWRHS: \$2,995

NEASC Milestones and Timeline

September 2006	NEASC Team evaluates Hamilton-Wenham Regional High School (HWRHS)
April 27, 2007	NEASC Commission's Report to HWRHS - <i>High School Accreditation continued</i> - <i>26 commendations</i> - <i>33 identified deficiencies</i>
February 1, 2008	HWRHS submitted "Special Progress Report" detailing action on 15 identified deficiencies to NEASC Commission
April 28, 2008	NEASC Commission's response to HWRHS "Special Progress Report" - <i>HWRHS accreditation continued although school placed on "WARNING" status</i> - <i>9 commendations</i> - <i>11 new deficiencies identified in addition to the original 33 citations</i>
October 1, 2008	HWRHS submitted "Two-Year Progress Report" detailing action on original 33 identified deficiencies plus the 11 deficiencies identified in April 2008 to NEASC Commission - <i>NEASC Commission will review the school's "warning" accreditation status based upon this report</i>
February 19, 2009	NEASC Commission's response to HWRHS "Two-Year Progress Report" - <i>HWRHS accreditation continued "WARNING" status</i> - <i>NEASC required an additional "Special Progress Report" due on August 1, 2009 to report on 9 areas relative to improvements in the school program and facilities as a result of the FY 10 budget</i> - <i>13 commendations</i> - <i>9 new deficiencies identified in addition to the original 33 citations</i>
August 1, 2009	HWRHS submitted "Special Progress Report" detailing action on 9 identified deficiencies to the NEASC Commission. Response from the Commission is due. NEASC Commission will review the school's "warning" accreditation status based upon this report. Failure to demonstrate progress on any of the 9 identified deficiencies may prompt the Commission to place the high school on "probation".
March 1, 2011	HWRHS must submit "Five-Year Progress Report" to the Commission detailing action on the identified deficiencies and anything that is identified in the August 1, 2009 Special Progress Report.

STUDENT PERFORMANCE

We believe that the Hamilton-Wenham Regional Schools are a place for all students to realize our mission to become knowledgeable, healthy, responsible, and productive adults. The school district strives to develop students who are able to think, can read and write, are proficient in mathematics and who are technologically competent. We also expect to produce students who are well-rounded, self-aware, know how to manage feelings and situations, and who are able to collaborate and relate to others. In short, we are preparing our students for success in the 21st century and global economy. We believe, therefore, that it is important to report about student learning and growth in two areas: student performance on required testing programs and student performance beyond test scores.

Hamilton-Wenham students consistently perform above the state average on a variety of standardized tests. As indicated by the percent of students scoring

advanced and proficient on the 2009 Massachusetts Comprehensive Assessment System (MCAS), our school district is doing well in the areas of reading, English, mathematics and science

- reading (97% passing at grade 3),
- English (average of 98% passing at grades 4, 5, 6, 7, and 8),
- mathematics (average 93% passing at grades 3, 4, 5, 6, 7, and 8) and
- science (96% passing at grades 5, 8 and 10).

Beginning with the class of 2010, students must score proficient or above in both the English language arts and mathematics tests and must pass at least one of the science, technology and engineering tests to meet the competency requirement for graduation. In grade 10, 96% (165 of 170) attained competency in English language arts and 90% (156 of 172) attained competency in mathematics. In science 100% of the students in grades 9/10 have attained competency.

No Hamilton-Wenham student has failed to graduate due to the MCAS requirement. Over the years, the scores show some variation which is attributed to the different student populations

being tested each year as well as the fact that each year a new and different test is administered to the students.

An important goal of the federal No Child Left Behind Act is that all students be proficient in mathematics and English/language arts by 2014. In Massachusetts, the determination of a school district's attainment of "adequate yearly progress" (AYP) towards meeting this goal is based on MCAS scores. In Hamilton-Wenham, all schools have attained a high performance status.

Two schools, the Miles River Middle School and the Buker Elementary School have not met the performance targets in English language arts.

Combined SAT scores averaged 1731 for the Hamilton-Wenham Regional High School Class of 2009. Our high school seniors scored better than the state average on the math, critical reading and writing SAT. Additionally in 2009 sixteen students were recognized as National Merit Scholars, 13 as commended and 3 as semi-finalists. In 2009, 113 students took 177 Advanced Placement (AP) exams in 13 subjects. The average AP score was 4.01 on a scale of 0-5.

Other indicators of district

quality and achievement include:

- 96.2% of our PK-12 students attend school daily
- 1.1% high school student dropout rate
- 94% student matriculation to post-secondary education

SAT II Mean Test Scores

Class of 2009

Math 2C	690
English Literature	681
Spanish	679
World History	653
Biology M	637
Math 1C	631
U. S. History	608
French	586

National Merit Scholarship Program

Class of 2009

16 Hamilton-Wenham Regional High School students were recognized as National Merit Scholars; 13 received letters of commendation and 3 students were named as semi-finalists.

SAT I Mean Test Scores

Critical reading	581
Math	572
Writing	578

90% of students tested

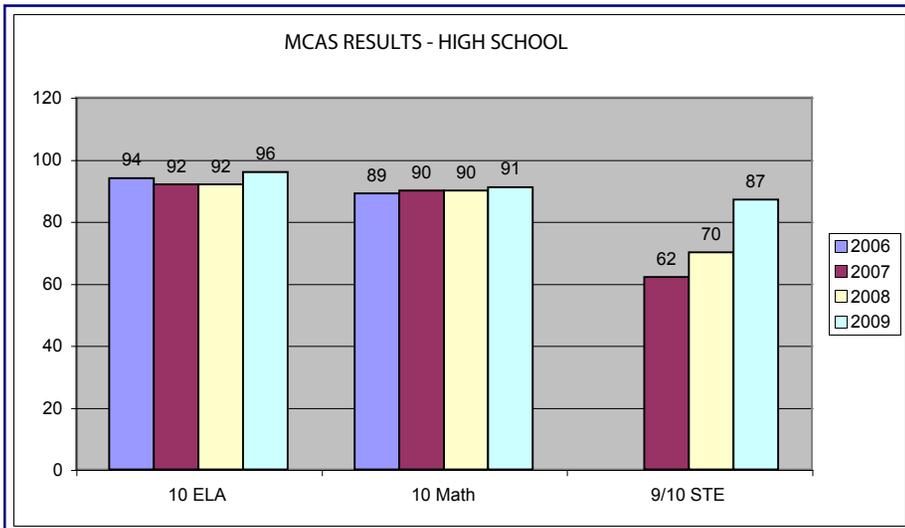
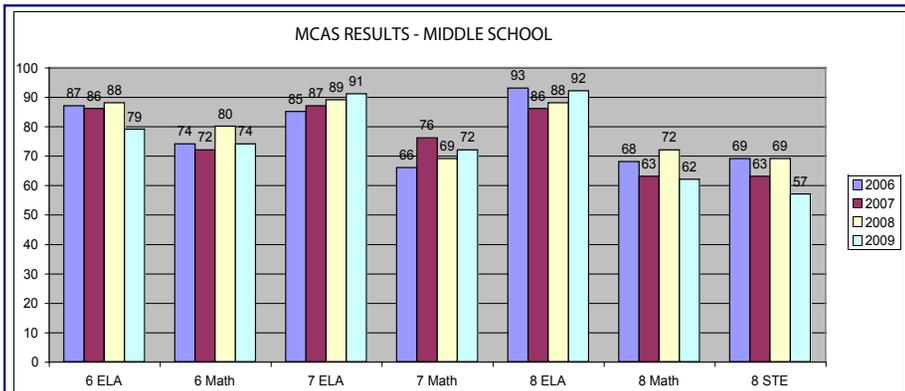
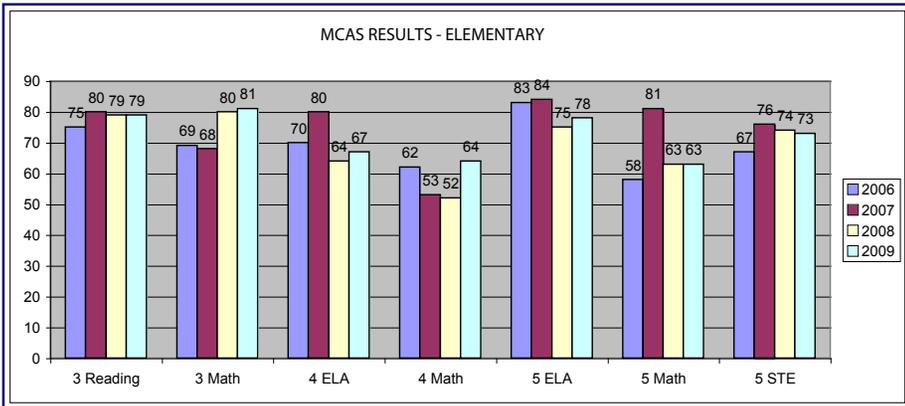
Advanced Placement Test Scores

Class of 2009

113 students took 177 AP exams in 13 subjects. The average AP test score was 4.01 on a 0-5 scale. Scores 3-5 qualify the student to be considered for advanced placement in college. 27 students were recognized as AP scholars, receiving scores of 3 or higher on three or more AP Exams.

Subject 2009

Microeconomics	5.0
Macroeconomics	5.0
Japanese Language	5.0
Computer Science	5.0
English Literature	4.39
Calculus AB	4.28
U.S. Gov & Politics	4.0
U. S. History	4.0
Spanish Language	3.81
Spanish Literature	3.37
Statistics	3.0
European History	2.96
French Language	2.33



Beyond the Test Scores 2008 – 2009

Given our belief that there are many means for evaluating student achievement beyond the test scores, it is important to note other performance measures that the Hamilton-Wenham Schools value and provide for students to demonstrate their learning.

Through the dedication, commitment, and caring of our teachers and support staff, Hamilton-Wenham students were recognized for their achievements in academic, arts, and athletic activities during the 2008-2009 school year.

Winthrop Elementary School

League of Women Voters Essay Contest – One Winthrop School student was awarded “honorable mention” for her essay reflecting on the 2008 historic presidential election. The student was selected from 1,400 entrants and was honored at the “Democracy and Change” ceremony at Faneuil Hall.

Miles River Middle School

Middle school students received the following state level awards: Regional and State Band Competition Awards - The Grade 6 Band and the Grades 7/8 Band were rated “Excellent”.

Boston Globe Scholastic Art Awards – Three Miles River Middle School students were awarded Honorable Mentions in the 2009 Scholastic Art Awards program. The Scholastic Arts Awards are a national award program sponsored by The Alliance for Young Artists and Writers and Scholastic Magazines and sponsored locally by the Boston Globe, the New

England Art Educators Conference and the MA Art Education Association.

League of Women Voters Essay Contest – Five Miles River students were awarded “honorable mention” for their essays reflecting on the 2008 historic presidential election. The students were selected from 1,400 entrants statewide and were honored at the “Democracy and Change” ceremony at Faneuil Hall.

Hamilton-Wenham Regional High School

Students received awards at the state, national, and international levels in:

History Day Competition – Eight projects competed in the State History Fair. Four entries won honorable mention. Four HW student projects – 3 first place projects and 1 second place project - advanced to the National Competition held at the University of Maryland in June 2009. Of the four entries, one HW project won a national award and two projects won “outstanding” entry awards. Once again, HW students had the most projects representing any high school in Massachusetts!

Region IV Science Fair, MA State Science & Engineering Fair (MSSEF) & International Science and Engineering Fair (ISEF) – Eight students qualified for the Region IV Science Fair. Of the eight projects entered six won awards, which qualified them for the MA State Science and Engineering Fair. At the MA State Fair, two sophomores won in the elimination run-off to become the

Massachusetts Region IV representatives to the International Science and Engineering Fair in Reno, NE. This is the third consecutive year HWRHS students have been the state representatives to International Science and Engineering Fair. In the last eleven years HWRHS has been represented at the International Science and Engineering Fair six times with five participants earning international awards.

MA High School Drama Guild’s One-Act Festival 2009 – The 13 member ensemble of *Wake Up, Jack!*’s winning performance captured first place at the State Finals for HWRHS’s Theatre Workshop. HW performed in the finals along with thirteen other schools across the state. In addition to winning the top award, our thespians won the “Ensemble Acting Award and the “First Place Costume Design” award.

Boston Globe Scholastic Art Awards – Seven High School students were awarded

honorable mentions in the 2009 Scholastic Art Awards program. The Scholastic Arts Awards are a national award program sponsored by The Alliance for Young Artists and Writers and Scholastic Magazines and sponsored locally by the Boston Globe, the New England Art Educators Conference and the MA Art Education Association.

High School District Band/Orchestra and Chorus – In a juried process, five students were selected for the All-District Band and Orchestra. Three of the five students were selected as the first chairs for their sections, meaning they were deemed the best musicians on their instruments in the entire northeastern part of Massachusetts.

High School District Chorus – Five chorus students auditioned and were selected for both District Chorus and All-State Chorus. Those who audition are the best of their high school choirs.



Community Service

Our students truly understand and live a life of compassion and volunteerism. Through the Kids Kare Clubs at the elementary schools, curricular requirements in the Life Skills program at the middle school, National Honor Society requirements at the high school, combined with out-of-school organizations such as churches, synagogues, and scouting troops, our students have participated in numerous community events. Some examples of their efforts and contributions follow:

Buker, Cutler, and Winthrop Schools

Buker, Cutler and Winthrop students participated in numerous community service projects during the 2008-2009 school year. Their projects included:

- A year-long collection of food items for the ACORD pantry
- Trick or Treat for UNICEF collection
- A book drive to support literacy for the children of Zimbabwe
- A school supplies collection for the HS trip to Peru
- American Heart Association “Jump Rope for Heart”
- Annual clean-up of the Karen Woolf Insect Garden
- Valentines for Vets
- Letters to local soldiers serving in Iraq and Afghanistan
- Cell phones for soldiers
- Donations collected for Toys for Tots during our Family Game Night.
- Cape Ann Animal Shelter Aid

Miles River Middle School

Students participated in community services through the Life Skills program. Their projects included:

- One student has partnered with an art professor at Salem State College to make 40 hand-blown glass eagles to commemorate those lost on Flight 93.
- Many students volunteered at local animal shelters.
- Groups of students raked leaves for senior citizens.
- “Shirts for Soldiers” program for those serving in Iraq.
- Used shoes collected for poor areas all around the world.
- A few students ran a sports camp to raise money for the Acord Food Pantry.
- “Saddle up for St. Jude.” – organized pony rides to raise money for St. Jude’s Children’s Hospital.
- Peru Outreach Project - Collecting clothes, shoes, money, and school supplies

High School

Students participated in the following efforts:

- 150 graduating seniors participated in the annual “Seniors helping Seniors” program
- Junior class helping with the Ed Fund Golf Tournament
- Walks for HAWC, breast cancer,
- Five Year annual Blood Drive for Children’s Hospital and the American Red Cross

- Volunteering at Beverly Hospital and Brooksby Village, Blueberry Hill Nursing Home, local holiday fairs
- Fundraisers - Ed fund, Darfur, Pennies for Patients, HAWC, gingerbread houses
- Mission trips to Latin and South America
- Interact “dictionaries for third graders” project
- Musical charity concerts
- Peru Outreach Project - Collecting clothes, shoes, money, and school supplies



From Hamilton-Wenham to Peru

Outreach from the Hamilton Wenham community to Peru exceeded everyone's expectations. Each school in the district, many individuals, and families contributed to the huge success of this endeavor.

Our students carried with them 41 additional suitcases filled with clothing, school supplies, and shoes. We left 25 suitcases in Lima to be distributed to the poor and homeless. The other 16 suitcases we carried with us to Cuzco and then on to Pisac where we donated the suitcases and their contents to be distributed to the poorest of students and their families attending the community school. Students sold paper suitcases to off set the cost of the additional suitcase. The suitcase drive not only funded our additional luggage surcharge but with the excess we made a \$2,000 dollar donation to the Heifer International program in Puno, Peru.

Additionally, the student travelers carried three or more individual care packages filled with school supplies, toys and candies that were given to individual students of the Bernardo Tambohuasci School. The student recipients chosen by the school to receive our care packages represented the poorest of the community. In total we had 120 packages.

Not only did we donate clothing and school supplies but also thanks to the successful jar wars at the middle school we were able to purchase everything on the school's technology wish list. With the proceeds we purchased a MAC power book, an Epson projection system, 2 digital voice recorders and a digital video camera. Finally, throughout the tour students donated their clothes and miscellaneous items that they no longer needed. All of these items we given to people we met on tour.



**Hamilton-Wenham Regional High School — School Year 2008-2009
Participation & Post-Season Athletic Accomplishments**

Fall 2008

Cross Country (Boys)

- Cape Ann League Champions
- Qualified for MIAA Tournament

Cross Country (Girls)

- **State Division II Champions**
- Division IV East Champions
- Cape Ann League Champions
- Cape Ann League Open Champions
- Steve Sawyer – Cape Ann League Coach of the Year, Salem Evening News Coach of the Year

Golf

- Qualified for Division III MIAA State Tournament

Soccer (Boys)

- Division III State Tournament Finalist
- Division III North District Champions
- Cape Ann League Champions
- Matt Gauron – Cape Ann League Coach of the Year, Salem Evening News Coach of the Year, and Boston Globe Coach of the Year

Cheering

- Division IV State Tournament, third place
- Qualified for Regionals
- Rita Mirandi – Cape Ann League Coach of the Year

Winter 2008-2009

Swimming (Girls & Boys)

- Both teams qualified for MIAA State Tournament
- Girls finished 12th in Division II

Gymnastics

- Qualified for the North Sectionals

Indoor Track (Boys)

- **State Division IV Champion**
- Div. IV State Relay Finalist
- Steve Sawyer – Cape Ann League Coach of the Year

Spring 2009

Lacrosse (Boys)

- Qualified for Div. III MIAA State Tournament, Lost in quarterfinals of East District

Lacrosse (Girls)

- Qualified for Div. II MIAA State Tournament, Lost in 1st round of North Division II

Tennis (Boys)

- **State Division III Champions**
- Cape Ann League Champions
- Division III North District Champions
- Joe Maher, Cape Ann League Coach of the Year & Salem Evening News Coach of the Year

Tennis (Girls)

- Qualified for Div. III MIAA State Tournament, Lost in quarter finals of North Division III

Track & Field (Boys)

- Cape Ann League Champions
- CAL Open Champions
- State Class D Relay Champions
- Division IV East Champions
- Steve Sawyer, Cape Ann League Coach of the Year

Track & Field (Girls)

- Cape Ann League Champions
- CAL Open Champions
- Division IV East Finalist
- Steve Sawyer, Cape Ann League Coach of the Year



**Summary
of
2008-2009**

Three
State
Championships

One
State Finalist

Four
Regional
Championships

Six
Cape Ann
League Championships
(out of a possible 24
League Championships)

Seven
Cape Ann League
Coach of the Year
Awards

Qualified for
16 out of 24
MIAA Team
Tournaments

Beyond the Test Scores – 2009 College Acceptances

These colleges accepted our graduating seniors from the Class of 2009:

Agnes Scott College, Alfred University, American University, Amherst College, Anna Maria College, Arizona State University, Assumption College, Azusa Pacific University

Babson College, Bard College, Barry University, Bates College, Becker College, Bentley University, Binghamton University, Bishop's University, Boston College, Boston University, Bowdoin College, Brandeis University, Bridgewater State College, Bryant University, Bryn Mawr College

Calvin College, Carnegie Mellon University, Case Western Reserve University, Cedar Crest College, Cedarville University, Champlain College, Chapman University, Chester College of New England, Clark University, Clemson University, Coastal Carolina University, Colby College, Colby-Sawyer College, College of Charleston, College of the Atlantic, College of the Holy Cross, College of William and Mary, Colorado State University, Columbia University, Connecticut College, Cornell College, Creighton University, Curry College

Daniel Webster College, Dartmouth College, Dean College, Denison University, DePaul University, Dickinson College, Drew University, Drexel University,

Eastern University, Eckerd College, Elon University, Emmanuel College, Endicott College, Eugene Lang College The New School for Liberal Arts

Fairfield University, Fitchburg State College, Florida Institute of Technology,

Florida Southern College, Fordham University, Framingham State College, Franklin and Marshall College, Franklin Pierce University

Geneva College, Gettysburg College, Gordon College, Goucher College, Grove City College, Guilford College

Hampshire College, Harvard University, High Point University, Hobart and William Smith Colleges, Hofstra University

Indiana University at Bloomington, Ithaca College

James Madison University, Johns Hopkins University, Johnson & Wales University

Kalamazoo College, Keene State College

Lasell College, LeMoyne College, Lesley University, Loyola College in Maryland, Loyola University Chicago, Lynchburg College

Manhattanville College, Marymount Manhattan College, Marymount University, Massachusetts College of Art, Massachusetts College of Liberal Arts, Massachusetts College of Pharmacy & Health Sciences, Massachusetts Maritime Academy, McGill University, Merrimack College, Messiah College, Middlesex Community College, Mount Holyoke College, Mount Ida College

Neumann College, Nichols College, North Carolina State University, North Shore Community College, Northeastern University, Norwich University

Occidental College, Old Dominion University

Pace University, New York City, Pace University, Pleasantville-Briarcliff, Pennsylvania State University Altoona, Philadelphia University, Plymouth State University, Point Park University, Pratt Institute, Purdue University

Quinnipiac University

Radford University, Rensselaer Polytechnic Institute, Rhodes College, Roanoke College, Roberts Wesleyan College, Rochester Institute of Technology, Roger Williams University, Rowan University, Russell Sage College

Sacred Heart University, Saint Anselm College, Saint Joseph College, Saint Joseph's College-ME, Saint Joseph's University, Saint Michael's College, Salem State College, Salve Regina University, School of Visual Arts, Seton Hall University, Sewanee: The University of the South, Simmons College, Smith College, Southern Methodist University, Southern New Hampshire University, St. Lawrence University, Stanford University, Stonehill College, Stony Brook University, Suffolk University, SUNY at Farmingdale, SUNY at New Paltz, Susquehanna University, Syracuse University

Temple University, The Catholic University of America, The College of Wooster, The George Washington University, The University of Tampa, The University of Texas, Austin, Trinity University, Tufts University, Tulane University

United States Coast Guard Academy, University of Colorado at Boulder, University of Connecticut, University of Delaware, University of Denver, University of Hartford, University of Hawaii at Manoa, University of Maine, University of Mary Washington, University of Maryland College Park, University of Maryland College Park (School of Music), UMass Amherst, UMass Boston, UMass Dartmouth, UMass Lowell, University of Miami, University of New England, University of New Hampshire, University of New Haven, University of North Carolina at Asheville, University of Rhode Island, University of Richmond, University of Rochester, University of San Diego, University of Southern Maine, University of Vermont, University of Virginia, Ursinus College

Vanderbilt University, Villanova University, Virginia Commonwealth University, Virginia Polytechnic Institute and State University

Wagner College, Washington College, Washington University in St. Louis, Wellesley College, Wentworth Institute of Technology, Wesleyan University, Western New England College, Westfield State College, Wheaton College, Wheelock College, William Jewell College, Williams College, Wittenberg University, Worcester Polytechnic Institute, Worcester State College

Yale University

Youth Risk Survey Results

Every two years, students in grades 7 and 8 and 9-12 participate in a comprehensive Adolescent Health Survey. The data offer the District vital information on risk behaviors among young people and are used to monitor risky behaviors year-to-year and to target and improve health programming.

The most recent survey was administered to 223 seventh and eighth graders in spring of 2008. The categories listed show the percentages of middle school students who report engaging in risky behaviors. Executive summaries of the 2008 data are available on the Miles River Middle School website.

While the data are showing encouraging trends, we recognize that we can do more. Since research clearly shows that a community-wide approach to addressing risky behaviors is most effective, we look forward to continuing school efforts as well as working collaboratively with community groups such as the police, Boards of Health, and social service agencies to make sure that consistency exists in policies, enforcement, and the messages we send to our children.

The following is a summary of the 2008 results for Miles River seventh and eighth graders:

Tobacco Use

The Hamilton-Wenham tobacco data shows downward trends and healthy behaviors.

- 4% of the students reported lifetime cigarette use, down from 8% in 2006.
- 1% of the students reported current (past 30-day) cigarette use.
- 1% reported current smokeless tobacco use.
- 3% reported current cigar use.

Alcohol Use and Access to Alcohol

- Hamilton-Wenham student alcohol use rates, while low, have been trending downward.
- 10% of the students reported lifetime alcohol use, down from 20% in 2006.
- 4% of the students reported past 30 day alcohol use, down from 7% in 2006.
- 7% of the students reported ever attending a party where alcohol was available for them to drink, compared to 18% in 2006.
- 53% of those students who had ever attended a party where there was alcohol available to them reported that a parent was home during the party.

Other Drug Use

- 5% of the students reported lifetime use of marijuana, down from 7% in 2006.
- 4% of the students reported current use of marijuana, down from 5% in 2006.

Violence-Related Behaviors and Experiences

- 23% of the students reported having been in a physical fight in their lifetime, down from 39% in 2006.
- 18% of the students reported ever carrying a weapon, down from 22% in 2006.
- 45% of the students reported ever being bullied at Miles River Middle School, compared to 53% in 2006.

Self-Injury and Suicidal Thinking and Behaviors

- 11% of the students reported hurting or injuring themselves on purpose in the past 12 months without wanting to die.
- 12% of the students reported feeling sad or hopeless almost every day for two weeks or more in a row, in the past 12 months.
- 6% of the students reported having seriously considered suicide in the past 12 months.
- 1% of the students reported attempting suicide.

Behaviors Related to Unintentional Injuries

- 14% of the students reported ever riding in a car with a driver who had been drinking alcohol, compared to 25% in 2006.
- 2% of the students wear a seatbelt 'never', or 'rarely.'

Sexual Behaviors and HIV/AIDS Prevention

- 5% of the students reported ever having sexual intercourse, down from 11% in 2006.

- Of the students who reported having sexual intercourse, 71% reported using birth control the last time they had sexual intercourse, up from 58% in 2006.
- Of the students who reported having sexual intercourse, 5% reported using alcohol or drugs the last time they engaged in sexual activity.
- 65% of the students reported they had talked with parents or an adult family member about sexuality issues in the past 12 months.

Body Image, Weight Control and Physical Activity

- 77% of the students were not at risk of overweight according to the Body Mass Index (BMI), while 14% were at risk and 4% were underweight.
- 55% of the students reported their weight as 'about right' while 26% reported themselves as 'slightly' or 'very' overweight.
- 33% of the students reported trying to lose weight.
- 82% of the students reported engaging in vigorous physical activity three or more days, in the past seven days.
- 11% of the students reported watching three or more hours of television on an average school day.

Protective Factors

- 68% of the students reported having a teacher or other adult at school to whom they could talk if they had been bullied.
- 81% of the students reported playing on a sports team.

STAFF PERFORMANCE

The Hamilton-Wenham Regional School District is committed to the recruitment and retention of high quality staff. As supported by numerous studies, teacher quality is critical to student performance.

During the 2008-2009 school year the district employed 164 teachers.

- 98.8% were licensed in their teaching assignment
- 96.7 % of core academic classes were taught by teachers who are highly qualified
- 88% of our teachers had a masters degree or its equivalent

During the 2008-2009 school year, the HWRSD filled 25.6 vacancies in existing positions due to retirements (3), leaves of absence (6), non-renewal (7) and resignations (9.6). The new staff represents a blend of experienced educators as well as recent graduates who are beginning their careers. The District also added 23 positions to maintain compliance in special education, high school accreditation, and to support the reinstatement of the five-day, middle school Spanish instructional program.

New Teachers' Program

Each year, the district implements a New Teacher Orientation Induction and Mentor Program to provide professional encouragement and support for new teachers. Our program also satisfies the one year-mentor induction program requirement for obtaining a professional license.

In August 2008, thirty new teachers participated in the two-day teacher orientation/induction program which was developed and facilitated by our leadership team.

The two-day orientation program includes

- Introduction to the HWRSD Strategic Plan
- Presentations and activities around curriculum, instruction and assessment
- Review of the teacher evaluation process
- Tour of each of the District's schools and historical sites in our communities

Hamilton –Wenham provides each new teacher with a trained mentor whose purpose is to share his or her experience, perspective and subject area knowledge. Studies have shown that mentoring is very important in the retention, integration, and growth of the new teacher.

During the school year, new teachers participate in eight school and district workshops focusing on issues and topics relevant to the novice teacher.

Professional Development

Due to operating budget constraints, the District's operating budget has not included funds for staff development

since 2002. However, state and federal grants allowed HWRSD to offer quality professional development opportunities and support to our teachers.

In addition, during 2008-2009, under the theme of "Reaching All Learners" the district provided professional development during the in-service days, after school, summer, and during the early release Wednesdays in the areas of:

- Differentiated Instruction
- Technology Integration
- Multiple Intelligences/Learning Styles
- Literacy
- Co-teaching
- Curriculum Mapping
- Positive Behavior Intervention Support
- Portfolio Development
- Social and Emotional Health

Staff members were also involved in more than 55 special project professional development opportunities during the early release Wednesday time period.

Teacher Supervision and Evaluation

During the first three years of service in Hamilton-Wenham Regional School District, our teachers and staff undergo an extensive performance review. The evaluation process is conducted by our principals, director of educational services and director of student services, and includes an annual written formal evaluation supported by numerous in-depth class observations.

During the first three years, the annual evaluation is the criterion for reappointment to the second and third years of teaching in our district. At the

conclusion of the third year, the principal recommends to the superintendent those teachers who have met the standards for professional status.

Once a teacher has attained professional teacher status, he/she has a comprehensive evaluation every other year.

All teachers are evaluated in a variety of areas including:

- Knowledge of the discipline
- Establishment of a learning environment
- Instructional strategies
- Assessment of student knowledge
- Promotion of equity and appreciation of diversity

The Hamilton-Wenham leadership team conducted and prepared approximately 380 written classroom observations and evaluation reports as part of the district's teacher evaluation process during the 2008-2009 school year.

Administrators and support staff (teaching assistants, nurses, office personnel, and custodians) are evaluated annually by their immediate supervisors in areas specific to their positions.



STAFF RECOGNITION

Buker School

The cafeteria staff at the Bessie Buker elementary school got the entire school community involved in the “Year of the Potato” program made possible by a grant from the U.S. Potato Board and the School Nutrition Foundation. The cafeteria introduced students to a variety of potato options such as pierogies and gnocchi, the whole school participated in a unique “Potato DEAM (Drop Everything and Move)”, and classrooms did special projects such as potato stamping, potato masks and potato plants.

Winthrop School

Amy Pasquarello (Winthrop) completed requirements to be named a Verizon Thinkfinity Field Trainer.

Buker, Cutler & Winthrop Schools

Beth Blanchard (Buker), Julie Rothrock (Cutler) and Bridget O’Donnell (Winthrop) completed two years of training to become certified “Responsive Classroom” trainers for the district.

Miles River Middle School

The Miles River Middle School Cafeteria staff received a mini-grant from the New England Dairy Council’s “Do

Amazing Things” program. The staff made sure to promote the importance of physical activity and incorporating low fat dairy products into students’ diets to maintain healthy lifestyles. Highlights of the year-long program included taste-testings of milks, cheeses and other dairy options, and an original rap song written by Priscilla Overberg and performed by Priscilla, Annette Mattern, Ann Burnham and Jeanette Bybee. Because of all of their efforts, the Middle School also won a football autographed by Stephen Gostkowski of the New England Patriots.

Paula Jones (Social Studies) applied and was selected to attend an all-day workshop on “Jefferson’s Wall: The Church, the Government and Individual” given by the Bill of Rights Institute and sponsored by the Law Offices of Nutter, McClennen & Fish, World Trade Center, Boston. The excellent workshop included lectures, materials and strategies on teaching about the “separation of church and state.”

Ms. Jones was also selected to attend as an teacher expert at New Media Literacies (NML) Mapping Think Tank at the Massachusetts Institute of Technology (MIT) in Cambridge MIT, Cambridge MA. Project New Media Literacies (NML) is a research initiative funded in part by the John D. and Catherine T. MacArthur Foundation and based within MIT’s Comparative Media Studies program to explore how we might best equip young people with the social skills and cultural competencies required to become full participants in an emergent media landscape and raise the public’s understanding about what it means to

be literate in a globally interconnected, multicultural world. Ms. Jones was invited to share expertise teaching geography and how students could learn about geography using social media such as blogs and websites such as twitter and tumblr, etc.

High School

Kevin O’Reilly (High School) received the Paul Gagnon Award in March from the National Council on History Education for outstanding history teaching.

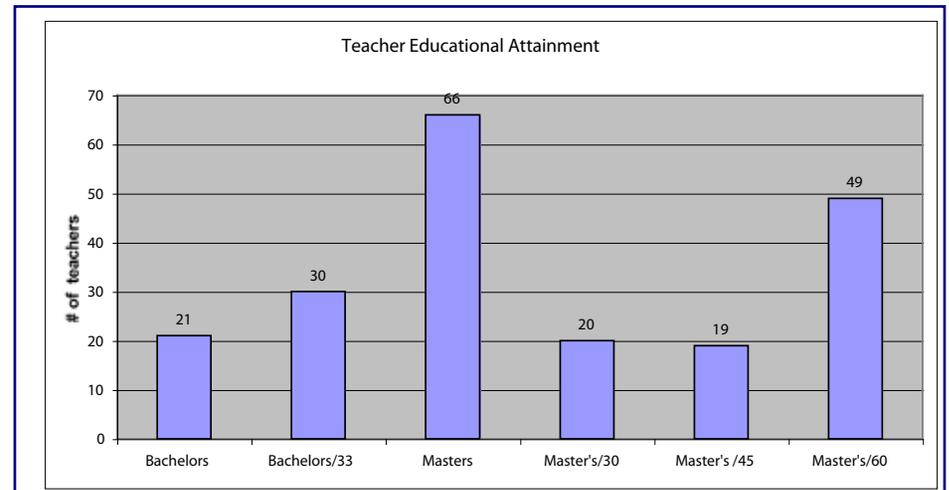
Philip Conrad (HWRHS Associate Principal) served as a member of the MA Secondary School Principals’ Association’s Committee for Teaching and Learning.

District

Maryellen Duffy (Director of Educational Services) served as the vice chair of the Executive Board of Northeast Consortium for Staff Development.

Marinel McGrath (Superintendent) was elected by peers to a three-year

term on the MA Association of School Superintendents’ (MASS) Executive Board representing the North Shore. She also serves on the MASS Legislative Committee and is an adjunct instructor at Boston University teaching Masters’ and doctoral students.



FINANCIAL PERFORMANCE

Regional School District FY09 Budget Overview

The School District's FY09 Budget was generated by the Leadership Team in conjunction with the School Committee and in collaboration with the Town/School Budget Process Committee (TSBPC). The budget is developed with certain assumptions and priorities including the District's mission, values and goals; the need for highly qualified staff teaching within the established class size policy; the ongoing refinement of curriculum, instruction, and assessment practices; and the need to develop and maintain educational resources, a technology infrastructure and school facilities that supports students learning. As well, the budget reflects the requirement that the District be compliant with all federal, state and local mandated programs and requirements.

The FY09 budget was largely a "maintenance" budget. Contracted and mandated expenses represented the largest portion of the increase in expenses. From an accounting point of view, it appears as though District revenues declined by 4.9%. However, while our balance sheet reflects a reduction in Chapter 70 (State

Aid) of \$380,323, \$368,725 of the cut was returned to the District in the form of a Grant. The actual reduction of Chapter 70 funding (\$11,598) was attributable to students choosing to place out of Hamilton-Wenham schools. The near 60% increase in actual interest income reflects a very conservative investment profile.

Successful passage of a \$1,889,589 override brought our adopted FY09 budget to \$27,031,567. As a result we were able to avoid higher class sizes across grade levels, preserve the elementary specialist teachers (art, music, physical education), and invest in badly needed district technology infrastructure.

Looking forward, we expect future budget years to remain challenging; however we remain committed to providing an excellent educational experience for our students.

Does the HWRSD participate in the Government Insurance Commission option?

After a review of the GIC alternative in FY09, the District opted not to move to the GIC. The decision to stay with the current plan was based on three

important considerations; specifically, (1) the fact that our current co-pay ratio is 60/40 and most GIC contracts are 80/20 or 90/10; (2) the potential liability of Medicare reimbursement which is estimated at about \$7,000 per year; (3) our concern of delivering "like" benefits to employees.

Currently the District pays \$174,229 per month for its share of insurance expense. Assuming FY09 costs and similar plan designs, the cost under GIC would be \$165,344; however, this approximate \$9,000 monthly savings would be offset by the likely shift in cost share and the Medicare reimbursement. In the end there was likely to be no net savings to justify the change. The district is committed to reviewing this situation as changes are made or as new information becomes available.



	Fy08 Actual	Fy09 Budget	Fy09 Actual	Fy08/Fy09 \$ Change	Fy08/Fy09 % Change
State Aid: Chapter 70 (see note)	\$3,387,485	\$3,506,180	\$3,125,857	-\$261,628	-7.5%
State Aid: Transportation	\$535,572	\$400,943	\$528,017	-\$7,555	-1.9%
School Choice	\$580,000	\$581,566	\$581,566	\$1,566	0.3%
Early Childhood Tuition	\$32,188	\$40,000	\$40,000	\$7,812	19.5%
Special Needs Tuition	\$28,000	\$28,000	\$50,100	\$22,100	78.9%
Circuit Breaker	\$220,000	\$220,000	\$220,000	\$0	0.0%
Medicaid	\$60,300	\$40,000	\$40,000	-\$20,300	-50.8%
Interest Income + Other	\$116,391	\$40,000	\$139,412	\$23,021	57.6%
Parking Fees	\$27,812	\$30,000	\$25,747	-\$2,065	-6.9%
Rental Income	\$12,928	\$4,000	\$8,674	-\$4,254	-106.4%
Total Revenues	\$5,000,676	\$4,890,689	\$4,759,373	-\$241,303	-4.9%
Hamilton Total Assessment	\$13,699,601	\$15,116,019	\$15,116,019	\$1,416,418	10.3%
Wenham Total Assessment	\$6,203,385	\$7,024,859	\$7,024,859	\$821,474	13.2%
Town Appropriations	\$19,902,986	\$22,140,878	\$22,140,878	\$2,237,892	11.2%

Note: Chapter 70 revenue cut \$368,725, Choice out \$11,598 for Total reduction of \$380,323

**Hamilton-Wenham Regional School District
FY08 to FY09 Comparison**

CATEGORY	Actuals FY2008	Adopted Budget FY2009	Actuals FY2009	Budget/Actuals \$\$ Variance FY2009	Budget/Actuals % Variance FY2009
1 ADMINISTRATORS SALARIES/EXPENSES	\$1,172,070	\$1,255,371	\$1,242,876	\$12,495	1.0%
2 CLERICAL SALARIES	\$749,151	\$723,367	\$715,386	\$7,981	1.1%
3 INSTRUCTIONAL SALARIES	\$10,018,520	\$9,905,464	\$9,582,680	\$322,783	3.4%
4 INTRAMURAL/ATH/X-CURR SALARIES	\$144,864	\$148,896	\$143,608	\$5,288	3.7%
5 CUSTODIAL & MAINTENANCE SALARIES	\$663,800	\$639,054	\$645,327	(\$6,273)	-1.0%
6 HEALTH SERVICES	\$253,701	\$188,799	\$233,035	(\$44,236)	-19.0%
7 INSTRUCTIONAL EXPENSE	\$584,718	\$601,735	\$861,200	(\$259,465)	-30.1%
8 MAINTENANCE EXPENSE	\$577,010	\$595,013	\$538,683	\$56,330	10.5%
9 SPED INSTRUCTIONAL SALARIES	\$4,666,747	\$4,521,671	\$4,381,800	\$139,871	3.2%
10 SPED CONTRACTED SERVICES	\$455,833	\$341,487	\$377,861	(\$36,374)	-9.6%
11 SPED TRANSPORTATION	\$388,822	\$376,630	\$234,569	\$142,060	60.6%
12 SPED TUITION OUT	\$1,135,954	\$1,579,840	\$1,221,476	\$358,364	29.3%
13 UTILITY EXPENSE	\$947,586	\$930,574	\$591,059	\$339,515	57.4%
14 LEGAL EXPENSE	\$133,000	\$122,100	\$83,244	\$38,856	46.7%
15 SCHOOL COMMITTEE EXPENSES	\$37,015	\$35,766	\$35,662	\$104	0.3%
16 CENTRAL OFFICE EXPENSES	\$214,121	\$165,174	\$180,370	(\$15,196)	-8.4%
17 TECHNOLOGY EXPENSES	\$317,090	\$349,208	\$505,332	(\$156,124)	-30.9%
18 STAFF PROFESSIONAL DEVELOPMENT	\$241,265	\$163,202	\$159,041	\$4,161	2.6%
19 INSURANCE EXPENSE	\$2,956,191	\$2,851,484	\$2,221,725	\$629,759	28.3%
20 PENSION & TAXES	\$848,170	\$800,947	\$770,149	\$30,798	4.0%
21 TRANSPORTATION-REGULAR EDUCATION	\$645,764	\$628,832	\$545,359	\$83,473	15.3%
22 SALARIES OTHER	\$108,022	\$106,953	\$108,864	(\$1,911)	-1.8%
	\$27,259,415	\$27,031,567	\$25,379,307	\$1,652,259	6.5%

The following information outlines the 22 expense categories that are used by the District. In FY 2008 the District transitioned to the Department of Elementary and Secondary Education chart of accounts. This reclassification of items into Standard categories, accounts for the majority of the year-to-year variants versus being reflective of a true increase in cost.

Definition of Accounts

1. Administrative Salaries/Expenses: Salaries for all administrative personnel including principals, assistant principals, curriculum director, student services director the superintendent and assistant superintendent; teacher sick leave buy-back and administrative contractual obligations.
2. Clerical Salaries: Secretarial salaries, longevity payments and contractual obligations.
3. Instructional Salaries: Salaries for classroom teachers, teaching assistants, guidance counselors, librarians and technology teachers.
4. Intramural/Athletic/Extra-Curricular Stipends: Contracted stipends and salaries for intramurals, athletics and extracurricular activities; required membership fees, officials, buses and game personnel.
5. Custodial and Maintenance Salaries: All custodial salaries and contractual obligations.
6. Health Services: Salaries for school nurses, supplies for daily health care

and emergency first aid and district physician stipend.

7. Instructional Expense: Expendable and non-expendable teaching materials.
8. Maintenance Expense: Custodial supplies and equipment, special maintenance and yearly maintenance.
9. SPED Instructional Salaries: Salaries of personnel who deliver services for in-district special needs students.
10. SPED Contracted Services: Funds for required evaluation testing and therapy services.
11. SPED Transportation: Contractual expenses related to special needs transportation.
12. SPED Tuition Out: Tuition funds for special needs students with individualized education plans require an outside placement when an appropriate program is not available in the HWRSD.
13. Utility Expense: Electricity, fuel oil, natural gas, water and telephone services (voice and data).
14. Legal Expense: Legal costs typically associated with collective bargaining or other disputes.
15. School Committee Expenses: Recording secretary, membership in committee organizations, conferences and costs associated with school committee's communications.
16. Central Office Expenses: Items associated with superintendent and business offices.
17. Technology Expenses: For student and administrative hardware, soft-

ware, licenses and telecommunications fees and related equipment, plus the salary for the Information Technology Coordinator.

18. Staff Professional Development: Tuition reimbursement, curriculum development materials, teacher stipends and other related expenses.
19. Insurance Expense: Funds for health and other insurance for full time and retired employees.
20. Pensions and Taxes: Funds for Essex County retirement tax, social security tax and Medicare tax for employees other than teachers.
21. Transportation for Regular Education: Funds for the district transportation contract.
22. Salaries, Other: Salaries of noon aides, crossing guards and district courier.



SOURCES OF FUNDING

Alternative Sources of Funding

Community Contributions 2008-2009

We are fortunate to have a community investment in our schools. The generosity of many local contributors provides significant enrichment and educational opportunities that would not be otherwise available through the operating school budget. These include:

- The Friends' group for each of the five schools, contributed \$108,695 for specific school-based projects, creative arts funds, cultural enrichment, teacher materials, playground equipment, reduction of user fees for extracurricular activities, teacher professional development and technology hardware and software. Parents and community members also donated countless volunteer hours helping with classroom enrichment, technology, classroom activities, and a variety of other important tasks such as painting classrooms and teacher workrooms, and landscaping.
- The Hamilton-Wenham Education Fund awarded \$92,550 to support student learning. At Buker, Cutler and Winthrop Schools, the grant funds supported "The Big Read" - a yearlong study of literature of a particular genre (non-fiction, fables, and historical stories) with each school specializing in one of the three selected genres for a year over a three-year period. The Miles River Middle School and the High School grant funds brought additional interactive Smart Board™ technology to classrooms.
- The Hamilton-Wenham Education Fund awarded \$20,000 for an engineering feasibility and design study for the Ferrini Dramatics Center located at the high school.
- The Hamilton-Wenham League of Women Voters (LWV) donated \$600 to the History Fair to help defray costs to the 8 participants. In addition, the LWV donated money for the high school Close-Up program, Senior Book Award to a graduating senior, sponsored the elementary and middle school annual LWV Essay Contest, and assisted with the high school's Model United Nations (MUN) program.
- The Hamilton-Wenham Rotary Club provided \$375 to purchase dictionaries for all third grade students.
- The HW Regional High School Friends' provided \$12,000 which enabled 502 students to participate in after school extracurricular activities and clubs with reduced user fees of \$78/student/activity.
- Booster Club and parent groups donated \$20,450 to decrease the user fees for football, volleyball, boys' soccer and wrestling.
- Members of the Class of 2009 received approximately \$79,000 in scholarships and awards to support their post-secondary plans thanks to the generosity of community organizations and individuals.

Local Revenue

Cooperative Purchasing

As a District we are committed to implementing cost-saving measures. To that end, the District participates in cooperative purchasing for all copy and art paper in conjunction with the many schools that belong to the North Shore Business Manager's Purchasing Collaborative, the Greater Lawrence Education Collaborative (GLEC) and The Education Cooperative (TEC).

The District also purchases all heating oil through a cooperative bidding process with the City of Gloucester, the Town of Ipswich, and the Town of Topsfield. The District purchases many items by using the state bidding procedure. The Commonwealth is able to attain good prices on items such as technology equipment by offering large quantity buying power to participating vendors.

User Fees

Another consequence of insufficient funding is the continuation of 100% user fees. These fees offset the costs of the extracurricular and athletic programs for our students. The 100% user fee policy went into effect during the 2007-2008 school year for athletic and extracurricular programs offered at the elementary, middle, and high school levels due to budget constraints. The School Committee made the decision to increase athletic user fees to 100% rather than eliminate three athletic programs based upon significant community input.

Currently, there is not a family cap on the user fees although scholarship money is available for those who meet the financial criteria. Some fees were reduced through generous donations from various community groups and parents. Since fees can place a great burden on families, it is the School Committee's goal in the Strategic Plan to reduce the fees of all athletic and extracurricular activities available to students.

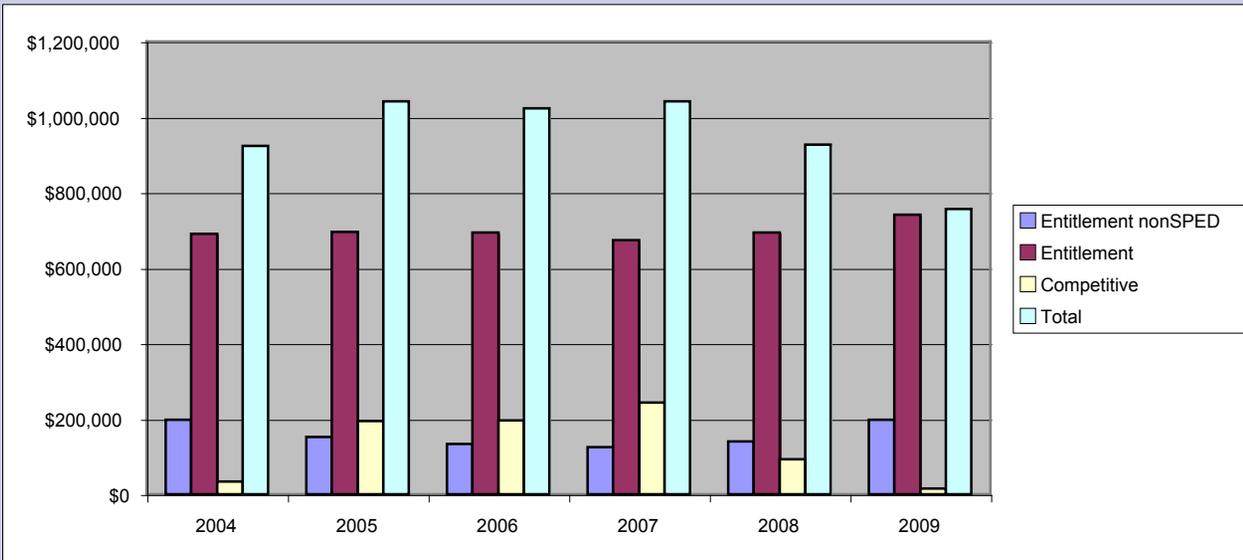
Some of the typical annual costs that parents are asked to pay in addition to the \$12,495 per pupil allocation from property taxes include:

- Preschool tuition for regular education students is \$3,200
- Integrated full day kindergarten tuition for regular education students is \$4,000
- Elementary Chorus and Band fees are respectively \$110 & \$183
- Middle school extracurricular programs user fees range from \$127-\$168
- High School Athletics fees per sport range from \$210 - \$969
- High School Extracurricular fees are \$78

Grants

As a district we aggressively pursue outside grant and foundation funding to support our educational programs. Through the efforts of the Director of Educational Services, the Director of Student Services, and the Development Director, HWRSD was awarded 9 state entitlement grants and one private competitive grant totaling in the aggregate \$756,188 during the 2008-2009 school year, a decrease of \$170,378 from 2007-2008. These grants were targeted for Special Education, MCAS remediation, staff professional development, curriculum support, curriculum development, health education, early childhood, and drug, alcohol and violence prevention programs. Staff was also involved in professional development opportunities in United States history, science, mathematics, engineering and technology through grant supported programs in collaboration with Salem State College and the University of Massachusetts, Lowell.

Two factors make it difficult to maintain grant revenues: shrinking competitive funds at both the state and federal levels and a focus on low-performing schools in response to the No Child Left Behind Act.



FACILITIES AND CAPITAL NEEDS

During the 2008-2009 school year significant progress was made on our District's two largest ongoing capital projects: the Cutler School heating and ventilation system and the Wastewater Treatment Facility at the Middle School/ High School campus.

Regarding the Cutler HVAC system, the Massachusetts School Building Authority (MSBA) approved our District's application and issued its bidding requirements, among which included a requirement to form a School Building Committee for the Cutler project. An eight member committee was formed and consists of: the Superintendent, Assistant Superintendent, a School Committee representative, the Cutler Principal, HWRSD Director of Facilities and Maintenance, an area Architect and Mechanical Engineer and the Town of Wenham's Highway Supervisor. The committee followed the statutory requirements of the public bidding process and subsequently formed a Building Oversight Committee for the purposes of advertising and reviewing bid proposals for the position of Owner's Project Manager ("OPM").

Three final applicants were interviewed and the Building Oversight Committee selected the firm of Municipal Building Consultants as the OPM.

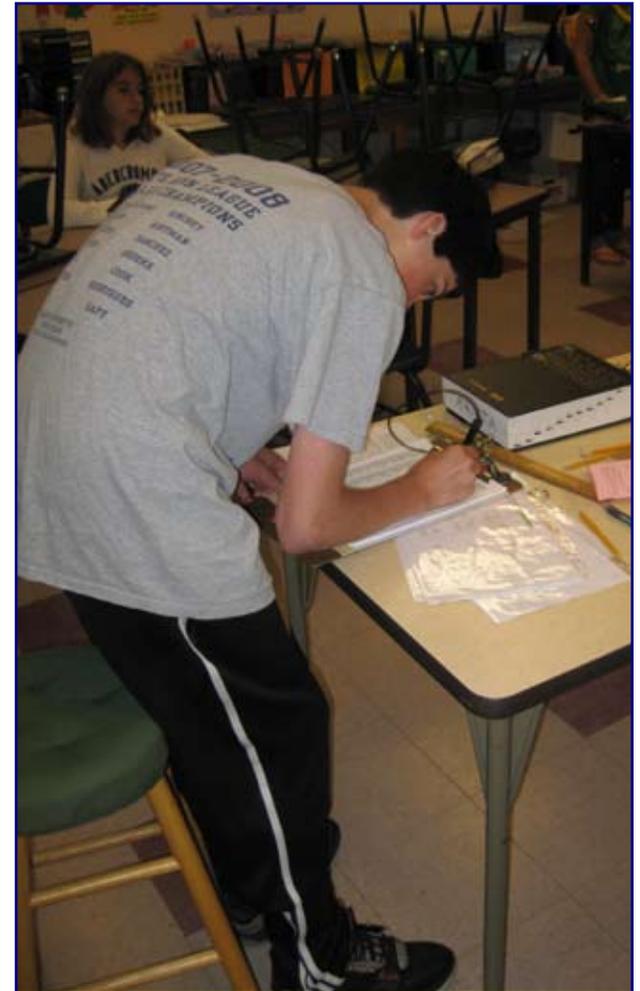
The anticipated cost for the Cutler HVAC system is \$1,531,720. On September 30, 2009 the MSBA approved the District's funding application with a 42.58% (\$652,206) contribution from the State with the balance of 57% (\$879,514) of the project cost to be funded by the towns.

Regarding the wastewater treatment plant, the Massachusetts Department of Environmental Protection (DEP) reviewed and approved a Comprehensive Facilities Evaluation Report as specified within an Administration Consent Order with Penalty (ACOP) dated January 1, 2008. Under the terms of the Consent Order the District must install additional processing tanks and make major modifications to the existing underground processing tanks and equipment. It is expected that the costs of the required work, including all engineering and construction costs, currently estimated at between \$400,000 and \$500,000, will be paid from the District's Excess and Deficiency (E&D) Fund.

Regarding school security measures recommended by the Hamilton and Wenham Police Departments and the Capital Management Advisory Committee, ("CMAC"), the

main doors of the Middle School and the High School now have access and visitor control systems. These doors are locked at all times during the school day and entry is electronically permitted by office personnel. All visitors are identified through system cameras.

In May 2009 the School Committee put forth a warrant article for a capital debt exclusion at the Hamilton and Wenham Town Meetings. This initiative was the result of the large volume of deferred capital needs of our school buildings, as detailed and recommended by the CMAC, together with favorable lending rates. The initiative was passed at Wenham Town Meeting but did not meet the required two-thirds vote at Hamilton Town Meeting.



LOOKING AHEAD

District

The HWRSD is committed to providing professional development to its staff in areas that support district goals and initiatives and the theme of “Reaching all Learners.” The program will continue to provide staff with training and support in the school and district initiatives of literacy, curriculum mapping, assessment and instructional strategies.

During the 2008-2009 school year the TechPaths curriculum mapping program was implemented. Since fall 2008, over 54 curriculum maps have been completed outlining the essential skills, content and standards addressed in each course/grade level. In 2009-2010, teachers will complete curriculum maps not completed in 2009 and begin to map the existing curriculum. These curriculum maps will be used as tools to share and analyze curriculum throughout the year.

With the addition of new classroom technology, teachers will have the opportunity to be trained in the integration of these technology tools into their daily classroom practice through workshops and courses. Teachers will be able to attend

workshops/courses focusing on the use of interactive whiteboards and/or attend a course on accessing and using the online Verizon Thinkfinity resources.

In 2009-2010, District staff will utilize two new online tools, *TestWiz* and *My Learning Plan*. *TestWiz* is an online assessment database that allows staff to access and produce reports of MCAS data. In addition, *TestWiz* provides the ability to upload and analyze other standardized assessments and local assessments. *My Learning Plan* will allow staff to register online for district-sponsored professional development opportunities, complete and submit professional development forms online and electronically track individual teacher records of professional development participation.

Buker, Cutler, & Winthrop Elementary Schools

After an intensive and extensive review of elementary mathematics programs piloted, *Think Math!* (a National Science Foundation funded program developed by Educational Development Council) was selected for implementation in September 2009 Grades PK - 5. Professional development and support for the implementation will be provided during the school year from a trained educational consultant and the district’s Elementary Mathematics Instructional Specialist.

To support literacy growth and instruction, the elementary teachers will be trained in the administration and analysis of formative and summative reading assessments. These assessments, *GRADE* and *Fountas and Pinnell Benchmarks*, will provide the staff with information to

individualize reading instruction.

Staff will continue to be supported in the implementation of the *Responsive Classroom*® (RC) strategies. Two elementary teachers have been trained as RC consultant teachers and will provide formal and informal professional development to teachers during the school year.

Miles River Middle School

Following the model of the elementary mathematics review, the middle school will review and select a mathematics program that aligns with the Massachusetts standards, provides opportunities for differentiated instruction, complements the elementary program and prepares the students for the high school mathematics course of study.

The MRMS reading teachers will also be administering and analyzing the *GRADE* assessment to determine student literacy levels and assist in designing programs to improve student achievement.

All middle school staff will be trained in the *Thinking Maps*® approach to teaching and learning. *Thinking Maps*® are visual learning tools that are designed to allow students to process information more efficiently and

effectively. Two of our MRMS teachers are *Thinking Maps*® trainers and will conduct the in-service workshops and follow up support for their colleagues.

Hamilton-Wenham Regional High School

The focus of the school year 2009-2010 will continue to be the implementation of the portfolio project. The ninth graders will begin accumulating evidence and reflections for their portfolios. Students in grades 10 and 11 will continue to add and embellish their portfolios. For the first time the members of the senior class will be completing their portfolios and presenting their portfolios to a panel of teachers and community members as a graduation requirement. All seniors will be assigned to a writing lab for one quarter where they will have access to word processing tools, electronic portfolio software, a writing instructor and teaching assistant to support their completion of the portfolio requirement.



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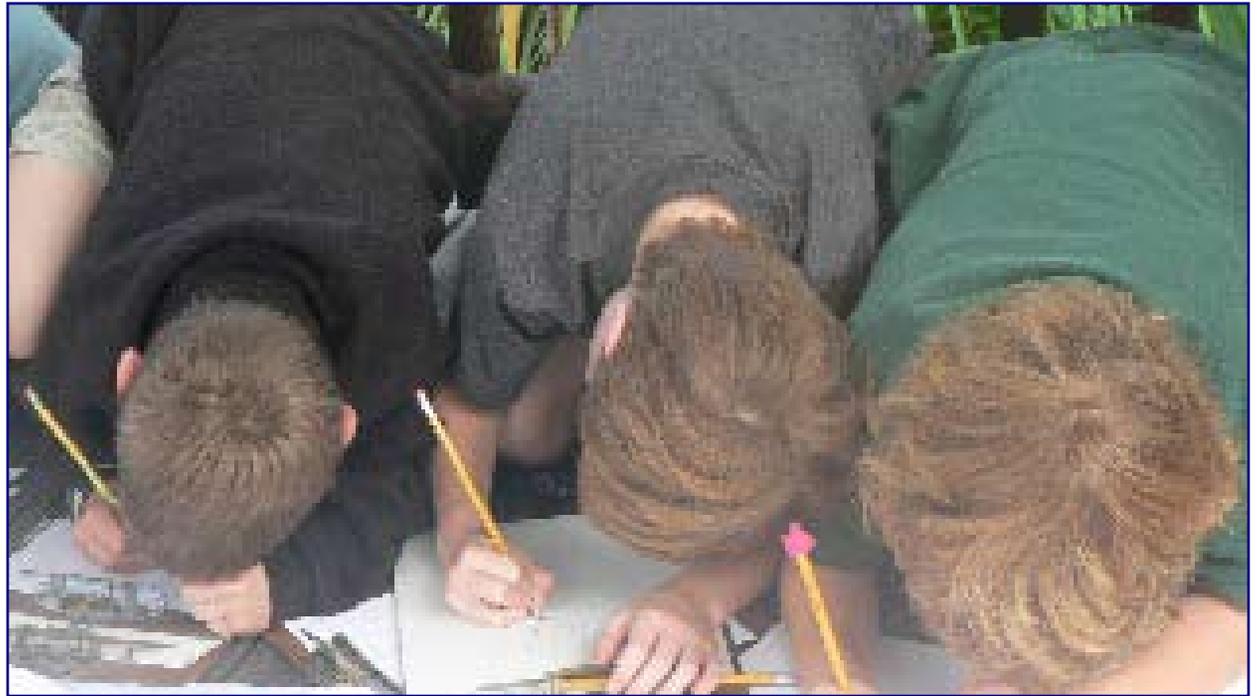
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