



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

Buker Elementary School
Multi-Purpose Room

Thursday, November 14, 2013

7:00 PM

1. Call to Order 7:00
2. Pledge of Allegiance
3. Chair's Report 7:30
 - a. Winthrop Lease
 - b. Debt Exclusion
 - c. Use of Surplus Funds
4. Superintendent's Report
 - a. Review of 11/12 Workshop
5. New Business 8:15
 - a. Interview of candidates for open School committee seat
 - i. Lawrence Swartz Exhibit A
 - ii. Stacey Metternick Exhibit B
 - b. Vote to choose candidate to fill open seat
 - c. Leadership Team presents budget initiatives
 - d. Presentation of Executive Summary of School Choice Report Exhibit C
6. Vote to Adjourn 9:30

Knowledge • Responsibility • Respect • Excellence

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

TO: Roger Kuebel, HWRSDC Chair & Ken Whittaker, Wenham BOS Chair

FROM: Larry Swartz, 11 Conrad Circle, Wenham

DATE: November 8, 2013

RE: School Committee Opening

Please accept this letter as an expression of my interest in being appointed to the open position on the Hamilton Wenham Regional School Committee.

If appointed, I will work diligently as a member of the Committee as it continues to make every effort to do what is in the best interest of the District while recognizing its important role in the community.

I appreciate the consideration of my candidacy by the School Committee and Board of Selectmen.

October 22, 2013

Dr. Michael Harvey
Superintendent of Schools
Hamilton Wenham Regional School District
5 School Street
Wenham, MA 01984

Dear Dr. Harvey,

I am interested in filling the vacant position on the Hamilton Wenham Regional School Committee.

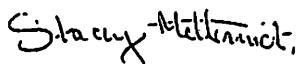
As a parent of two children in the Hamilton Wenham schools, I take great pride in the quality of education offered by our school district. Over the years I have attended many School Committee meetings, especially the ones related to budget concerns. A number of years ago, I worked on some district budgets with Superintendent McGrath as a community member.

As a School Committee member, I could contribute valuable knowledge about town processes and assist the Committee with communications of key topics. With the teacher negotiations underway, it will be important to look to create a contract that addresses our town's financial concerns while respecting the professionalism of our educators.

I have lived in Wenham for over 12 years. As a small business owner working from home, so I have some flexibility in my schedule to make the variety of meetings. As a parent of school age children, I can bring the experiences of the "users" of the school to the table.

I look forward to meeting with you to discuss the process for appointment to the Hamilton Wenham Regional School Committee.

Sincerely,



Stacey Metternick
2 Dexter Lane
Wenham, MA 01984



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

Innovation Fund Proposal

Rationale

Over the course of the past two years, the Hamilton-Wenham Regional School District has begun the conversation with stakeholders in the District around the future of education in the HWRSD. These conversations began during the Superintendent's Entry Plan process, which culminated with the creation of a revised Mission, Vision and Statement of Core-Beliefs for the District and a short-term Strategic Blueprint to guide program development over the next three to five years. Over the course of this year, the discussion of the future of the HWRSD has continued in the development of a long-range Master Plan. These discussions have centered on the development of a vision for the educational program of the HWRSD in 2033 and the facilities that will be required to support these programs.

This process of developing immediate and long-term visions for the HWRSD has focused around the exploration of three main questions:

1. What skills and abilities will our children need to be successful in the 21st Century?
2. What is the model of instruction that will most effectively teach these skills and abilities to our children?
3. What is the optimal school facility to support the preferred model of instruction?



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

From the discussions around these questions, it is clear that the constituencies of the HWRSD desire the adoption of more innovative instructional and organizational approaches in order to provide our students with a world-class education. Just as organizations in private industry support internal research and development programs, the HWRSD needs to institute a formal program for supporting and fostering the development of innovative instructional practices.

In order to support research and development in the HWRSD, I propose the creation of an “Innovation Fund.” The purpose of the innovation fund would be to support teachers, or groups of teachers who are interested in developing practices that:

1. Incorporate state-of-the-art research regarding effective instruction to transform practice in the District.
2. Foster widespread change beyond a single teacher, classroom or department through the sharing of professional learning with colleagues.
3. Learn how innovational approaches have been implemented in other schools and districts with an eye for adapting/adopting these practices to the HWRSD.

Topics for Innovation Fund proposals could include:

1. The development of projects that allow students to explore authentic, real-life problems.
2. The creation of service-based learning experiences to instill a sense of civic and social responsibility in students.



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

3. “School to Career” internships and “real-world” work experiences.
4. The creation of interdisciplinary learning programs.
5. The development of cutting edge programs in science, technology, engineering, and mathematics (STEM).
6. The use of technology to provide asynchronous learning environments free from traditional constraints of time and classroom.
7. The transformation of classroom instruction to focus on the development of the skills of critical thinking and problem solving, communication and collaboration.
8. The re-design of school environments to support 21st Century learning.
9. Site-based research studies to explore and evaluate innovative instructional practices.

Impact

Initial Amount Requested: \$75,000

This initial amount would be used to fund two to three innovation projects in each school per year. Funds would support teacher research, materials, travel, release time and other expenses.

In addition to the funding, an application process will need to be created as well as mechanisms for allowing teachers to share their learning with colleagues.



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

Miles River Middle School

787 Bay Road

Hamilton, MA 01982

Telephone: 978-468-0362

Fax: 978-468-8454

John J. Hughes - Interim Principal

John Driscoll - Principal

Christy A. Reynolds - Assistant Principal

Middle School Big Picture Ideas

11-14-13

In addressing Big Picture Ideas at the Middle School Level, it is important to recognize the need to be aligned with the high school as we move forward.

Fully Implement a Team Teaching Model:

This initiative can be phased in as existing structures and programs are reviewed. This will necessitate changes to the schedule and will provide an opportunity to align the schedule with the high school.

Team Teaching is the middle school model of choice and supports the impetus to incorporate 21st Century Skills into the middle school program. It provides students with the opportunity to experience small communities of learners, collaborate and easily access interdisciplinary project and units. This structure would be supported by creating Team Leaders. These positions (6/7) would be augmented by a stipend (possibly in the \$10,000 - \$11,000 range total budget impact). The addition of these leadership positions is an aspect of the next item.

Structural Change - Supervision

As Curriculum Leadership has been a 6-12 responsibility, the issues in this area are the same at MRMS as at the high school. Our current structure does not support meeting the expectations of current strategic initiatives at the: school, district, and state-levels.

Technology Continued Upgrade and Progress

Again, the need exists to provide opportunities for our students to achieve success at the high school level by providing appropriate incremental learning opportunities utilizing technology. Being in the middle, it is important that Miles River MS builds upon the experiences our students have with technology at the elementary level and insures that our eighth graders be ready for a one-on-one environment in high school.

The direction and scope of these initiatives at the middle school are and must be part of a larger plan but they need to be addressed and need to include flipped classroom experiences for our students and familiarity with one-on-one wireless technology.

Second Foreign Language Option

There is an increasing demand for options in the Foreign Language Curriculum for our students. This would be a district initiative, possibly beginning in grade 6. Over time the teacher cost would be the same (as the student pool would not change) but an increase in staff might be needed during a phase in period.

Align Extra and Co-Curricular programs with Middle School Philosophy

Currently a discrepancy exists with some student clubs and activities requiring user fees, while others do not. As the middle school years are a period of exploration and where we encourage students to try things, the implementation of user fees can lock them in and stifle the opportunity to try. In order to address that issue funding the following four positions would eliminate the majority of those conflicts. (This request does not address the MS Musical or the Intramural Program.)

Jazz Band Director	\$3152.00
Chorale Director	\$3152.00
Math Team Advisor	\$1544.00
College Bowl Advisor	\$1147.00
<u>Total</u>	<u>\$8995</u>

Building Modifications

Although newer than the high school facility, some modifications to MRMS could allow for greater flexibility and readily support team teaching activities. Ex. Perhaps the walls separating some adjacent classrooms might be replaced with folding walls, allowing for a large group instructional area.

K-5 Literacy and Math Coordinators

These positions would support our effort to provide a consistent experience in regards to curriculum, instruction and assessment for our elementary students across classrooms and schools. The elementary literacy and math coordinators will work as curriculum and instruction leaders to support teachers in the use of assessment data to promote high achievement and progress for all students.

The ideal candidate for a K-5 literacy or math coordinator will have content and instruction expertise. In addition, an administrator's license in curriculum and/or school leadership will elevate the position and its responsibilities beyond the teacher contract.

FY15 Budget Impact:

K-5 Literacy Coordinator - \$75,000-\$85,000

K-5 Math Coordinator – This position has been budgeted for as the elementary math specialist. It would require a \$10,000 increase to the FY15 budget and a redefining in order to move the position out of the teacher contract.

2014-2015 School Year Areas of Focus for K-5 Literacy and Math Coordinators:

Common Core Curriculum Alignment

- Partnership for Assessment of Readiness of College and Careers (PARCC) scheduled to be implemented in MA in 2014-2015. This measures a student's proficiency in relation to the Common Core Standards in ELA and mathematics.
- The K-5 ELA curriculum needs to be reviewed and revised to ensure consistency across grade levels and schools in preparation for the PARCC assessment.
- The K-5 math curriculum is currently in year 2 of revision under the direction of the elementary math specialist.
- K-5 students need a shared and consistent experience with the elementary curriculum to prepare them for a successful transition to middle school.

District Determined Measures

- K-5 literacy and math coordinators will lead teachers through the development and implementation of district determined measures in ELA and math.
- The coordinators will ensure consistency across the three schools in when the assessments are administered and how the data is disseminated.
- The coordinators will participate in building-based data meetings and support a consistent approach to addressing identified student learning problems across the schools.

Teacher Evaluation

- The K-5 literacy and math coordinators with an administrative license will provide support to the building principals in the teacher evaluation process.
- The coordinators will provide specific feedback directly connected to instructional strategies observed during walkthroughs.

Full Day Kindergarten

Benefits of Full-Day Kindergarten*

- More instructional time in full-day kindergarten allows for increased learning activities and strategies such as: group read-aloud, peer tutoring, mixed-ability grouping, and child-initiated activities.
- Full-day kindergarten allows for a more consistent schedule for children and reduces the ratio of transition time to class time, reducing stress for children.
- Parents of children in full-day kindergarten report higher levels of satisfaction with their children's schedule and curriculum and the program's support for working families.

Full-Day Kindergarten Helps Close the Achievement Gap*

- At-risk students who received full-day kindergarten through the Kindergarten Initiative in Montgomery County, Maryland made significantly greater progress in language proficiency than comparable children in half-day kindergarten.
- A study of 17,600 Philadelphia children found that full-day kindergarten helps children from low-income families perform better and saves the school district millions of dollars through significantly reduced grade retention in the first through third grades.
- Research from Lowell Elementary School in Albuquerque, New Mexico, where the average entering kindergartener was already 22 months below grade level, showed that children in the school's half-day kindergarten made an average gain of 5.4 months during a 9 month period, while children in the full-day classes made a 16 month gain.
- Studies of Minneapolis Public Schools showed that minority children in full-day kindergarten gained literacy skills at a faster pace than peers in half-day classes.

Kindergarten Policy in Massachusetts

The mandatory school age for children in Massachusetts is six. Current Massachusetts regulations mandate that 425 hours of kindergarten be provided by all public school districts and be made available to all children. This translates to roughly 2.5 hours per day, however, there is some local variation in how kindergarten is offered from district to district in terms of hours per day and days per week. The state defines full-day kindergarten as a minimum of 850 hours per year.

*Research and data from the Massachusetts Early Education for All Campaign (April 2013)

Full Day Kindergarten
FY15 Budget Impact

Full-Time Equivalency (FTE) Increase – 2.04 for 6 classrooms
2.38 for 7 classrooms (2013-2014)

2.04 FTE Budget Increase - \$133,519

2.38 FTE Budget Increase - \$155,172

Game Changers for the future of HWRHS

1-1 implementation 9th and 10th grade:

Rationale: Last school year we ran an iPad pilot that was supported primarily by the Edfund. The initial pilot was developed to help give us a basis for a long-term look at the implementation of a 1-1 iPad program at the HS. After careful consideration and collection of data from the pilot, we feel that the pilot should be expanded. Next year all ninth and tenth grade students would be required to lease an iPad (or other device) as a tool to support the 1-1 integration. The cost would be approximately \$20.00 per month per student. In the future, each successive 9th grade class will be added to the program as they enter the HS. The program would also benefit from infrastructure upgrades and the integration of four to five Chromebook carts (30 units each) as support to the program.

Impact: Program essentials: \$130,000.00

Includes Infrastructure upgrades, Chromebooks, Apple TV, Apps, MacBooks and iPads for staff, professional development for teachers

Position: Technology Integration Specialist - Approx \$60,000.00

Professional Development:

Option A: pay teachers to do curriculum work over the summer. Assume 40 hours per teacher x \$18 per hour x 50 teachers = \$36,000

Option B: offer for credit inservice courses, taught by our own teachers. Run three courses (winter, spring, summer). Pay an instructor \$40 per hour (teacher hourly rate) x 12 hours per credit = \$480 x 3 sessions = \$1440. The additional cost of this model would be teachers advancing on the salary scale.

Structural change - Supervision

Rationale: The current model of departmental leadership has not met the expectations of the current strategic initiatives. While there are several possible models, there must be a move to support the development and completion of curriculum documents including curriculum maps, scope and sequence documents and pertinent connections to State mandates including evaluation, assessment and technology. There is also a need to support the teacher evaluation and supervision. Currently the model consists of a ratio of 1 evaluator to 30+ evaluatees.

One possible model: Change 6-12 Curriculum Leaders to 6-12 Administrators who teach 1 class and supervise each department as administrators. Duties minimally include curriculum development and teacher evaluation. This would involve absorbing .4 FTE teaching sections into each dept. area.

Other options include team models or models developed about combining into STEM (Math, Science, technology Education), Humanities (English, Social Studies, Languages) and Elective areas.

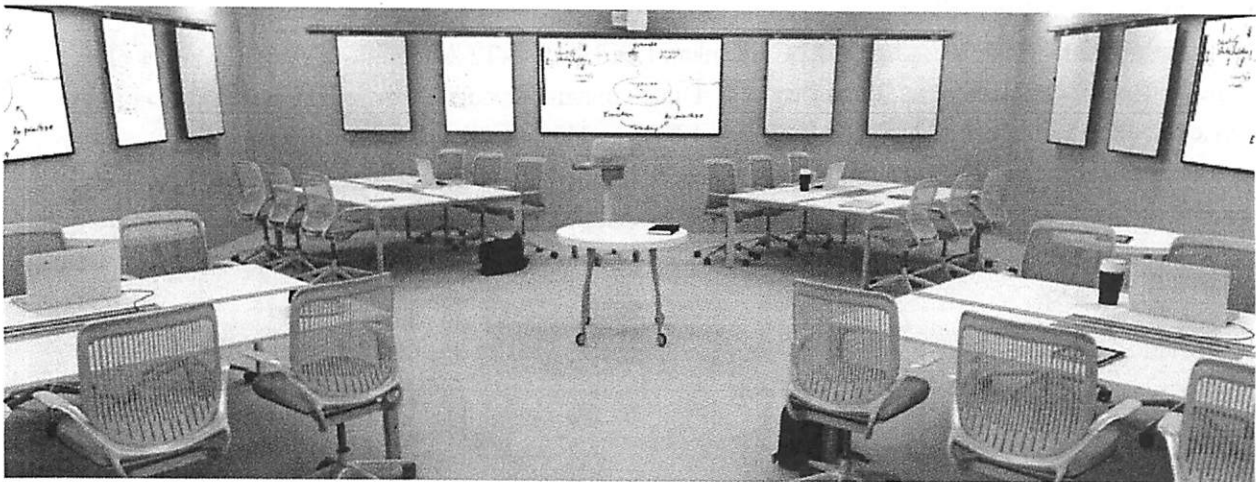
This change requires a more comprehensive discussion of the future vision of the structure HWRHS and MRMS.

Space and furniture:

Rationale: Twenty-first Century Skills have a strong emphasis on collaboration. Currently at the HS our classrooms fit the model of the original agrarian set up of the 19th century, students in neat rows featuring the teacher as the front of the classroom with rooms that contain the student desks purchased when the HS was originally built. At the high school, you can now find teachers and students working hard to move the original one piece student desks into various shapes and styles with little success or efficiency. It is imperative that we support our initiatives with the tools necessary for successful implementation of Twenty-first century Skills and Differentiated Instruction strategies.

The HS/MS library has a tremendous capacity to become a more flexible learning spaces for teachers and students to collaborate. The library currently houses a large number of books that have not been withdrawn from the library for more that 10 years. Culling the book collection, adding electronic resources and redeveloping the space to house flexible spaces that have glass wall dividers, comfortable seating and flexible work spaces for small group meetings and technologies for collaboration.

Impact: Approximately \$8,000.00 to \$10,000.00 per classroom.
Common areas in hallways and library would need to be estimated by architects and planners. The major product would include more efficient use of the library. The development of collaborative spaces will benefit small and flexible collaborative groups.





SCHOOL CHOICE AT HAMILTON-WENHAM REGIONAL HIGH SCHOOL

Report to the Superintendent

By

The Committee on School Choice

November 14, 2013

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EXECUTIVE SUMMARY

In fall 2012, Superintendent Michael Harvey charged the School Choice Committee with evaluating the costs and benefits to the District of the School Choice program at Hamilton-Wenham Regional High School. The committee, which included three residents and three staff members from the District, conducted extensive qualitative and quantitative research. Members of the committee reviewed the legislative background, the history of the program at the District, and the capacity of the facilities. We interviewed or held focus groups with teachers, parents, staff, administrators, coaches, and residents. In addition, we estimated the cost of educating Choice students using two separate methods, which produced similar numbers.

The committee concludes that although there are significant benefits to the School Choice program, it costs more than it brings in revenue to the District. The number of resident students is diminishing and demographic research forecasts that this trend will continue. In addition, the High School building does not meet MSBA guidelines for the capacity of 720, which is the target number.¹

The committee, therefore, makes two recommendations:

1) Substantially reduce the current target number of 720 students at the High School to one that more accurately reflects the capacity of the building and the number of students from Hamilton and Wenham. This reduction should occur over four years to allow current Choice students to graduate and to minimize the effects on staff.

2) Assess annually the number of out-of-district students who could be admitted to the High School without requiring an increase in the number of class sections.

Additional considerations may be found in Appendix C.

¹ See Appendix B: Hamilton Wenham Regional School District Demographic Study, Cropper, 2013.

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

Report of the School Choice Committee

November, 2013

Statement of Purpose

In late 2012 this committee was charged by Superintendent Michael Harvey with analyzing the costs and benefits of School Choice at HWRHS and began meeting in January of 2013. Members of the committee decided to look at the ways in which School Choice affects academic, athletic, and extracurricular programs as well as support services. We also considered the effects of School Choice on students and their parents, the staff of HWRHS, and residents of Hamilton and Wenham.

Members of Committee

Peter Gray, Business Manager
John Hughes, Principal, HWRHS
Kelly Keating, STAY Teacher, HWRH

Barbara Lawrence, School Committee member
Charlotte Lidrbauch, School Council member
Jeffrey Stinson, former Hamilton Selectman
and graduate of HWRHS

Note: At the end of the 2013 school year, Peter Gray, Kelly Keating, and John Hughes left their positions with the District. We are very grateful for their participation in this project, and to Eric Tracy, Principal of the High School, and Vincent Leone, District Accountant, who joined the committee this summer.

Additional Assistance:

Arthur Oberheim, former member of Hamilton FinCom
William Wilson, School Committee member

Methodology:

The Choice Committee included three people from the School District and three from the community, which gave it a broad and balanced perspective. After reviewing information available about the Massachusetts School Choice program and the charge by the Superintendent, the committee determined that it needed to conduct both qualitative and quantitative research. The committee conducted interviews, held focus groups, and analyzed historical records.

In addition to this qualitative inquiry, the Committee collected quantitative data including:

- Fixed and Variable Costs (Appendix B)
- Demographic Data (Appendix C)
- Special Education Testing of School Choice Students (Appendix D)
- Transportation of Choice Students
- Courses taken by Choice Students

Background of School Choice:

There is very little literature on school choice, and most of it comes from conservative organizations like The Heritage Foundation that promote the program to increase competition as an incentive for public school improvement. Where appropriate, we draw on findings from the review of literature in this report. Many school choice programs in other states besides Massachusetts offer vouchers parents may use in private and charter schools, which School Choice in Massachusetts does not, and the bulk of research is about such programs.

School Choice in Massachusetts:

In 1991 newly-elected Republican Governor William Weld proposed legislation designed to allow students to attend public schools in other districts. The goal of what became known as School Choice was to give families that could not afford to move or to pay private school tuition a way to send their children to higher-performing schools. The program has grown substantially over the years, but may not be meeting its initial goal.

Education policy analyst Erin Dillon notes in “Lost in Transit,”² that because few districts ringing urban areas offer School Choice, the number of truly low-income students served by School Choice is minimized. Some such districts have opted out of School Choice because the School Committee decided that its district was not able to serve the needs of the urban students it received.

The causes for the growth of the program are unclear, but perceived benefits are a likely factor. Choice students appear to bring welcome income to the receiving district, and there has not been an analysis of the real costs that might discourage this trend. In addition, Choice students give districts a way to stabilize enrollment, which helps retain teachers and programs. Being a predominantly receiving district is also a symbol of success and pride.

There can be problems, however. Some districts have built budgets, programs on the premise that they would attract School Choice students, only to have few or none apply. Demographic

² Dillon, Erin, 9-4-2008, Education Sector (<http://www.educationsector.org/publications/lost-transit>)

trends suggest schools in our area are losing students, so competition for Choice students is likely to increase as enrollment declines throughout the North Shore.

Statewide, the School Choice program has grown steadily since it began in 1991. In 1992, 920 (FTE) students participated, 32 districts received pupils, 116 sent students, and just under \$5 million in funds transferred. In 2012, 290 districts sent almost twelve thousand students to 174 receiving districts and just over \$74 million dollars of tuition transferred between these districts. There is no requirement for reciprocity between districts.

Background: Fixed and Variable Costs

Regardless of the benefits of the School Choice program, and there are many, taxpayers are concerned about costs. To determine the true costs of the program, it is essential to differentiate between fixed and variable costs. Fixed costs include payments made regardless of the number of students served. Variable costs are those that fluctuate as the number of students changes.

In May, 2007 conservative columnist Dan Lips suggested that School Choice actually benefits sending districts. He pointed out that tuition sent to the receiving district is less per student than the cost of educating that student in the home district. This results in a net gain for the sending district and a higher expenditure per pupil for its remaining students. There are, however, flaws in this analysis because Lips does not separate fixed and variable costs.³

Dr. Benjamin Scafidi, writing for the Friedman Foundation, points out that few analysts separate fixed and variable costs when computing the value of tuition received for Choice students. He takes the average per pupil expenditure in 2008-09 nationally and suggests that “36 percent of these costs can be considered fixed costs in the short-run. The remaining 64 percent, are variable costs, or costs that change with student enrollment.”⁴ He explains that he has “over-estimated” fixed costs in order to favor School Choice.

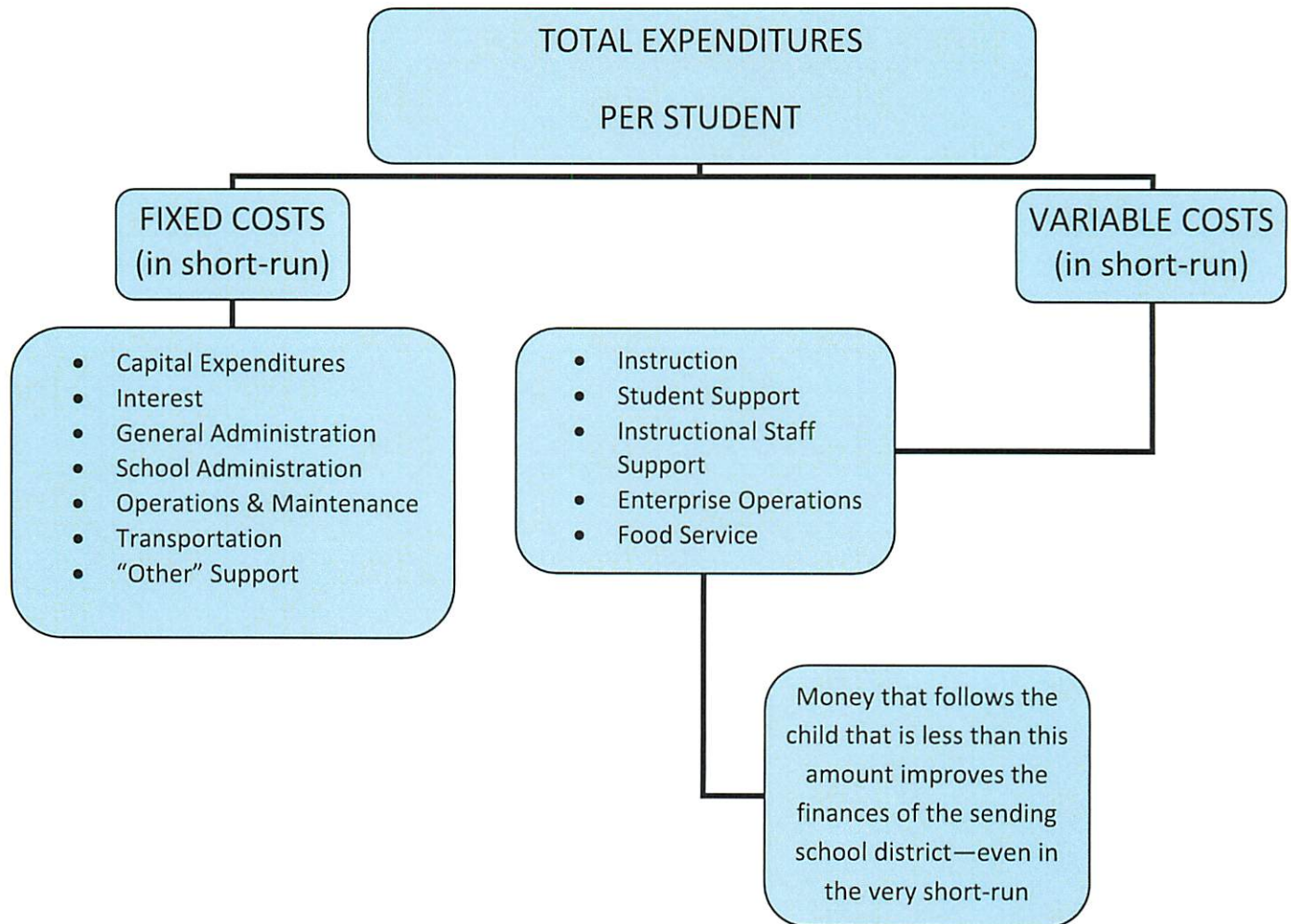
Scafidi assigns the following categories to fixed costs: “expenditures on capital, interest, general maintenance, transportation, and “other support.” Scafidi allocates remaining expenses including: instruction, student support, instructional staff support, enterprise operations, and food services to variable costs because these depend on the number of students enrolled. He notes, however, that costs that are fixed in the short run can change over time as a district decides, for example, whether or not to build a school, or change the way in which it transports students.

³ Lips, Dan, *New Research Shows Additional Benefits of School Choice*, The Heritage Foundation, May 18, 2007. P. 1.

⁴ Scafidi, Benjamin, Ph.D., March, 2012, *The Fiscal Effects of School Choice Programs on Public School Districts*, The Friedman Foundation, pgs. 1 + 12.

Fixed Versus Variable Costs

While inflation alone should not define the true cost of school choice, the following chart represents another approach in determining the cost of school choice within a school district. Determining fixed versus variable costs is the approach.



Source: The Fiscal Effects of School Choice Programs on Public School Districts, Benjamin Scafidi, Ph.D. March 2012

Legislative History and Process

In 1991, the Massachusetts legislature enacted M.G.L. Chapter 76, Section 12B, creating the School Choice program. Since that time, this program reimburses the receiving school district \$5,000 per student from the sending school district.⁵

⁵ This amount may vary depending on whether or not the student receives Special Education services.

There has been increased discussion over the past couple of years surrounding the reimbursement amount for school choice students. Since 1993, school district spending in the state of Massachusetts has increased by \$7,000,000,000. This increase has been reflected in significantly higher costs per pupil. Since 2006 alone, average per-pupil spending in the state increased from \$10,600 to \$13,636 in FY12, ⁴ the thirty percent increase reflects a trend that does not seem to be slowing.

The most effective option in taking on these increased costs and the lagging amount for school choice reimbursement should be through the legislative process. However, our local legislators, as well as legislators outside of our district, tell us that an increase in per pupil reimbursement is very unlikely to pass either the House or the Senate any time soon. The principal reason is legislators with “sending” school districts within their constituencies are likely to block any attempt to increase the amount their districts would have to send per pupil for students who choice out of the district.

Our legislators have assured us that if we chose to push a legislative agenda on this topic, they would support it. However, this route would not be productive considering their candid analysis of the current public policy concerns surrounding this issue.⁶

School Choice at Hamilton-Wenham Regional High School

A search of School Committee minutes from 1991 onwards reveals that in 1991, when the program was made law, the HWRSD School Committee decided not to participate primarily because there was little time in which to review implications of the new legislation. Committee members, however, noted that the income from Choice students would be a welcome windfall for the District.

High School Principal John Elwell stated that the high school had benefitted from the students who tuition-in because they brought “a broadening experience for our students as well as helping the district financially.” Because of the School Committee’s concern about negatively affecting other public school districts, Mr. Elwell recruited students from private schools and most tuition students came from that source.

In 1992, the School Committee voted reluctantly to accept Choice students from other public school districts. Expected benefits of increased income and diversity outweighed concerns about taking students away from other districts. Principal John Elwell noted that 17 tuition students would be graduating and that if they were not replaced; the high school would have to lay off teachers and reduce programs. He added that offering placement for 50 Choice students would allow him to retain current teachers and programs and hire an additional 1.5 teachers so class size would not be affected.

⁶ <http://www.doe.mass.edu/finance/statistics>. Figures available as of October 27, 2013

The agreement to tuition-in students from Essex terminated after 1995 and by 2000 Essex students had graduated from the high school, which opened slots for Choice students.

Over the years there appears to have been little discussion in School Committee meetings of the costs of School Choice. In 1992, the School Committee mentioned the amount of work the School Choice program required from guidance, administration and secretarial staff. One member also noted that there should be an additional part-time administrative staff person handling Choice.

In HWRSD the pattern of School Choice differs significantly from the steady growth seen in the program statewide. Data is not available for the years from 1992 to 1995, but as shown below, in 1996 the district received 128 students and \$592,382 in tuition, while paying out \$77,455 for 15 students who attended different districts. The number of pupils and the tuition they brought to the district peaked in FY2000 when the District received 211 Choice students and \$1,112,383 in tuition. In that same year the District paid \$34,814 in tuition for 7 students who attended school in other districts. By 2007 these numbers shrank to 101 students and \$539,312 in revenue. In FY 2014 there are 115 Choice students at the high school, which represents about 20% of the incoming freshman class and 17% of the student body.

TABLE 1: HWRHS Enrollment including Choice

	<u>FY 91</u>	<u>FY 92</u>	<u>FY 93</u>	<u>FY 94</u>	<u>FY 95</u>	<u>FY 96</u>	<u>FY97</u>	<u>FY98</u>	<u>FY99</u>	<u>FY00</u>	<u>FY01</u>	<u>FY02</u>
Total enrolled	617	644	682	667	697	718	684	691	699	698	728	691
FTE REC'D						128.68	139.42	162.26	192.51	211.44	187.83	137.30
\$ Recv'd						\$592,382	\$677,627	\$836,126	\$995,427	\$1,112,383	\$998,847	\$719,088
FTE SENT						15.42	7.69	7.54	7.74	7.63	4.49	5.00
\$ Paid						\$77,455	\$41,728	\$74,008	\$41,698	\$34,814	\$23,669	\$34,420
	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06</u>	<u>FY07</u>	<u>FY08</u>	<u>FY09</u>	<u>FY10</u>	<u>FY11</u>	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>
Total enrolled	719	717	713	711	716	715	726	698	685	705	698	678
FTE REC'D	126.98	107.58	100.00	109.31	101.00	116.57	117.93	101	106.26	96.37	109.27	115
\$ Recv'd	\$630,280	\$553,865	\$510,433	\$569,312	\$539,357	\$623,103	\$620,329	\$522,259	\$559,744	\$507,539	\$567,744	\$564,994
FTE SENT	12.13	10.98	8.10	6.70	10.35	6.34	2.22	4.00	2.59	4.86	4.93	4.00
\$ Paid	\$119,143	\$102,316	\$62,914	\$34,337	\$53,242	\$32,260	\$11,100	\$28,560	\$19,452	\$19,452	\$24,650	TBD

TABLE 2: Enrollment by Grade and Enrollment of Choice Students**ENROLLMENT BY GRADE: 2000-2013 HWRHS**

	9th	10th	11th	12th	TOTAL
FY 2000	178	179	183	158	698
FY 2001	192	180	176	180	728
FY 2002	177	187	168	159	691
FY 2003	176	187	190	168	719
FY 2004	184	174	180	179	717
FY 2005	183	187	166	176	713
FY 2006	190	180	182	158	711
FY 2007	174	181	178	182	716
FY 2008	171	179	183	182	715
FY 2009	190	170	182	184	726
FY 2010	167	186	171	173	698
FY 2011	173	166	178	166	685
FY 2012	175	180	172	176	705
FY 2013	169	175	183	167	694
FY 2014	165	163	170	180	678

Percentage of Choice 2000-2013 HWRHS		Resident	Choice	% Choice
	Total			
FY 2000	698	486.56	211.44	0.30
FY 2001	728	540.17	187.83	0.26
FY 2002	691	553.7	137.3	0.20
FY 2003	719	592	126.98	0.18
FY 2004	717	609.42	107.58	0.15
FY 2005	713	613	100	0.14
FY 2006	711	601.69	109.31	0.15
FY 2007	716	615	101	0.14
FY 2008	715	598.43	116.57	0.16
FY 2009	726	608.07	117.93	0.16
FY 2010	698	597	101	0.14
FY 2011	685	578.74	106.26	0.16
FY 2012	705	608.63	96.37	0.14
FY 2013	694	583	111	0.16
FY 2014	678	563	115	0.17

For a review of the process, see Appendix E

TABLE 3: STUDENTS ADMITTED TO CHOICE AND NUMBER WHO ACCEPTED

	Applications received	Slots offered & accepted	% accepted	# enrolled 10/1/13
SY 2014				
Grade 9	105	37	35%	33
Grade 10	17	6	35%	
Grade 11	9	1	11%	
Grade 12*	1	2	200%	

*siblings of current
Choice students
are accepted

In the spring, the Principal of HWRHS consults with the Superintendent of Schools to set the target number of Choice students to be accepted. Generally, the target number of Grade 9 students is set to equal the number of Grade 12 students who graduated the previous June. Students in other grades are accepted based on the availability of space in the class. Applicants for School Choice are randomly assigned a number to determine their priority for admission. Students are offered admission in the Choice program on the basis of their priority number until the target number for each grade is reached.

Capacity at Hamilton-Wenham Regional High School

The question of whether or not to participate in the Choice program is ultimately one of numbers. Whether the program makes fiscal sense for the District is addressed in the section on Finances. The Committee decided that in addition to understanding the financial costs or benefits of the Choice program it was fundamentally important to understand the actual capacity of the high school.

It has long been held that the student population at the high school should be somewhere around 720, with 180 students per class. Choice has been viewed as the vehicle to help reach that goal, as the resident population often does not yield those numbers. The number of students in any class can vary widely, as middle school students decide to attend private schools, residents move in, residents move out, Gordon-Conwell student numbers ebb and flow, and resident students return from private middle schools to attend the high school. The actual number of students is a moving target often up to the first day of school.

We have been unable to find a rationale for the 'optimal' enrollment figure of 720; only anecdotal knowledge. It was suggested that 720 is the number that the Fire Chief at one time estimated would be the proper capacity. Many teachers remember that Assistant Principal Phil

Conrad suggested 720 as the ideal number of students to support existing programs. The auditorium has about 600 seats, which would seem to indicate when it was built that was the expected capacity (the ability to have an entire school seated for assemblies being an integral part of any building size planning). Current MSBA regulations, however, would only support an auditorium that seats 2/3rds of the student body, not including Choice students.

Table 1 above shows HWRHS enrollment since 1991, the earliest date for which information is available on the DESE web site.

The highest enrollment in this time frame was 728 (2001), the lowest was 617 (1991). 2014 enrollment is 678.

On October 23, 2008, representatives of Dore & Whittier presented their *Demographic and Space Needs Assessment to the School Committee*. As part of their report, they conducted a survey of the buildings in the District, including the joint Middle and High School.

The report concluded that “the majority of Hamilton-Wenham Regional High School classroom are undersized per MSBA guidelines, especially science classrooms, which have more students per class than intended per the district’s class size policy. Secondary spaces, such as orchestra, chorus and life management programs, are too small to accommodate all interested students in the existing spaces.” Specific sizes can be found in the Executive Summary, Section II, page 4, but are compiled and averaged in the chart below, taken from the slide deck to the School Committee. Total square footage of the high school was estimated at 125,618. Enrollment at the time of the report was 732, resulting in the figure of 172 SF/student in the chart. Adjusting to the 2014 enrollment of 678, increases the average to about 185 SF/student. Which is still below the MSBA recommended average of 200 SF/student.

Hamilton-Wenham Regional High School	Existing Averages	MSBA Standards
Average Building SF Per Student	172 SF/student	200 SF/student
Classroom Space	852 SF	950 SF
Science Space	1020 SF	1200 SF
Computer Classroom Space	656 SF	2400 SF
Special Education (self contained)	440 SF	950 SF
Small Group/Resource Rooms	522 SF	500 SF
Media Center/Library Space	3490 SF	3650 SF
Art Space	1134 SF	1350 SF
Music Space	1350 SF	2125 SF
Vocations/Technology Space	1325 SF	4000 SF
Auditorium Seating (2/3 population)	3490 SF	4800 SF
Gymnasium	12800 SF	10000 SF
Administration and Support Spaces	1310 SF	2020 SF
Guidance Suite	890 SF	1050 SF

In order to achieve 200 SF/student, the projected enrollment for the High School would be approximately 630 students.

Course Offerings

Another commonly-held belief is that a school needs to have a minimum enrollment threshold in order to provide a reasonable number of course offerings. Too small, it is thought, and the number of courses that can be offered will suffer.

An examination of the course offerings at Manchester-Essex Regional High School, Lynnfield High School and Ipswich High School from their 2013-14 Course Offerings, all of which can be found online, show that despite their small school populations, they all have similar or more course offerings and summarized below:

2013 enrollments and number of courses offered at other small high schools in the area:

School	2013 Enrollment	# Courses offered FY14
Rockport	305	Not found
Manchester-Essex	480	122
Ipswich HS	614	137
Lynnfield	625	145 +/-
Hamilton-Wenham	698	106

Impact on Facilities

This committee defers to the Master Facilities Planning committee and the consultants they hired for a more complete analysis of the impact of Choice students on facilities. However, we note that MSBA will not include Choice students in planning for or reimbursing renovation or construction. We must consider whether or not an addition to the high school would be necessary if there were fewer students, as well as the possibility of reduced cost for maintenance, custodial services and supplies for a smaller school.

Summary of data from Focus groups and interviews

Members of the Choice subcommittee, usually working in teams of one person from the community and another from the District, conducted numerous focus groups and interviews. It was not possible, however, to schedule some focus groups and interviews with more than one member of the committee. We found that:

Administrators, teachers, and coaches support the School Choice program enthusiastically. They believe that it brings diversity in at least experience and perspective, a welcome cohort of

new students, and increases programmatic possibilities. Coaches and teachers are passionate about their belief that the Choice students raise the horizon for resident students, and provide opportunities for students from less privileged backgrounds is a core value for many.

Staff managing the Choice program puts a considerable burden on the time of Guidance personnel as well as their support staff and the Assistant to the Principal. See the section "Other Costs: Staff Time" on page 19.

Resident students believe that the Choice program offers new opportunities for friendships and diversity by bringing students who have different perspectives and experience to their school. HWRHS students said that they are proud of their school and they like to share the benefits of attending HWRHS. Most students, however, in the Focus Groups also thought there were only 30 - 45 Choice students at HWRHS, and stated that are rarely aware of which of their fellow students are Choice until they need a ride home after an event.

Choice students appreciate the opportunity to attend the high school. They believe it offers a much stronger academic culture and more chance to excel than the high schools in their own towns. Several noted that they have siblings who attend private schools and their parents are also grateful they do not have to pay tuition for a comparable education. Choice students also thought there were fewer than 50 - 60 Choice students at the high school.

Parents are less familiar with or even aware of the Choice program than teachers and students, which is to be expected. However, we were surprised by how little they seem to know about the program. Parents believe that School Choice brings diversity and benefits their children; however they do not necessarily support the program if it costs the District money.

Residents Senior citizens supported the goals of Choice program to bring diversity and new students to the High School. They also are concerned that a smaller high school might not be able to offer a strong curriculum with a range of options. They thought the Choice students bring an excitement for learning to the school that is revitalizing. However, they could not support a program that costs taxpayers money. They do not think the figure for reimbursement will be increased, and are concerned that if the number of resident students continues to decline, there would be an increasing percentage of Choice students, which they do not think is advisable. They were surprised by how many Choice students already attend the High School and that the school has to advertise the program and work to attract students. The fiscal realities of Choice matter a lot to them, but the quality of education we provide for our high school students does as well.

Some residents in a different focus group were concerned about the cost and 'economics' of the program, but others noted that it adds diversity and welcome new faces to the school. People stated that Choice helps stabilize the infrastructure. One person said that Choice students are just "filling the bus," so do not cost the District and its taxpayers additional money.

Estimates of the number of Choice students ranged from 50 to 150. There was considerable agreement, however that people in the group knew little about the Choice program and would like to know more.

Survey of Educators:

A survey of the high school teachers conducted by Principal Eric Tracy clearly underscores their preference to continue the Choice program at the high school. Of the 50 teachers who responded to the survey, forty-six felt that the students from other communities are a benefit to HWRHS. The responses make the point that the Choice students positively added to the culture and their loss would be detrimental. They felt that students from other communities brought much needed diversity and a different perspective to our student body. They were also clear in their remarks that the Choice students help us to have and to maintain more robust extra-curricular programs. Several teachers felt that the Choice students are a positive addition to the community because their parents cared enough to have their children attend the best schools possible.

Six of the fifty respondents thought that the School Committee should end the School Choice program because of the cost in time and money to taxpayers of Hamilton-Wenham, and because some Choice students are less prepared than resident students. The majority of the teachers' responses, however, reflect a high level of support to continue the student Choice program at the high school.

Financial Costs of School Choice

Fixed and Variable Model:

We analyzed the financial costs from different perspectives. First, we learned from the review of literature about the work of Dr. Benjamin Scafidi, who demonstrated the importance of separating fixed and variable costs of educating students. Fixed costs such as facilities and administration need to be paid regardless of the number of students. Large fluctuation in the number of students, however, would affect expenses of both administration and facilities. Variable costs are those associated with serving the student population, for instance, in providing for instruction.

We asked Arthur Oberheim, formerly a member of the Hamilton FinCom, William Wilson, Financial Analyst and Vincent Leone, accountant with the District's Business Office to independently allocate fixed and variable costs without looking at the Scafidi model. All agreed with the model, and we then asked Vincent Leone to apply the model to Hamilton-Wenham Regional High School. Mr. Leone's analysis is as follows:

Fixed and Variable Costs for FY12 and FY13 at HWRHS:

Our first step in analyzing the cost of School Choice at Hamilton-Wenham Regional High School was to determine which costs were fixed and which were variable regarding Choice students. In FY13 there were 698 students at the HS, including 111 Choice students comprising about 16% of the student population. We made the following assumptions:

Administration is a fixed cost. Regardless of how many students the High School has there needs to be a Principal and his/her administrative support staff. The expense of hiring these educators including the expense of professional development and contracted services would not fluctuate. Department heads, the technology instructor, the tech aide, librarian, athletic director and secretary, and the custodians are also fixed costs because these positions would need to be filled even if there were no Choice students.

Classroom teachers, instructional aides, and guidance personnel would fluctuate as the number of students dropped, but allocations for occupational therapist, physical therapist and speech language pathologist were kept constant as there is only one of each. Contracted services for the individual program areas such as art or math would most likely fluctuate if the number of students dropped. Since there would be fewer teachers, expenses including professional development would decline as would the cost of supplies and materials. We project that the cost of gas, electricity and telephone would stay relatively constant, and only the expense of water and sewer would diminish with a lower number of students.

The total cost at the High School for FY13 amounted to \$6,140,645.87 of which \$1,345,529.17 was fixed and \$4,795,116.70 was variable. Using the Scafidi analysis suggests that not serving Choice students would remove approximately 16% of the students at the High School or about \$762,547 in variable costs. In 2013 the District received \$567,774 in tuition from the Choice program (tuition out was \$24,650) for a deficit of \$222,203. In FY 2014, it is anticipated that this deficit will increase to about \$248,000.

Costs for Choice Students

	FY12	FY13	FY14 - Est.
Total Fixed Costs	\$1,186,410.66	\$1,345,529.17	\$1,393,299.62
Total Variable Costs	\$5,064,642.14	\$4,795,116.70	\$4,709,909.70
High School Student Population	705	698	678
High School Student Choice Population	96	111	115
% of High School Choice Student to Total Population	13.62%	15.90%	16.96%
Amount of Variable Costs as % of Choice Students	\$689,653.40	\$762,547.21	\$798,878.49
Revenue In From Choice In	\$507,539.00	\$567,744.00	\$575,000.00
Expenses Out From Choice Out	\$19,452.00	\$24,650.00	\$25,000.00
Net Cost	\$201,566.40	\$219,453.21	\$248,878.49

See Appendix G: Fixed and Variable Costs

Impact of Choice on Class Size and Instruction

We also considered the ways in which the number of Choice students affects the number of sections the District must run. The preliminary figures below suggest that there could be a financial gain of about \$9,000 for the District from the Choice program in 2014. However, this analysis assumes that 1.2 FTE instructors are required to teach the total number of Choice students each year and does not take other costs into account.

Because there was a significant change in the number of classes offered at the High School from 2013 to 2014 (10) fewer we include two separate analyses: the first for 2014, and the second, in the Appendices, for 2013. Both are preliminary and relatively rough analyses, however,

because they rely on the assumption that the number of courses a student needs to take throughout his or her career at the High School would remain constant, which is rarely the case. This model also does not take into account the “seats on the bus” argument that the impact of Choice students on electives is negligible since they are simply taking up otherwise “empty” seats in a classroom.

Hamilton-Wenham Regional High School									
School Choice Analysis for 2013-2014									
Actual HWRHS Enrollment 2013-2014						Projected Enrollment without School Choice			
Grade	Choice Students	Total Students	Current English Sections	Avg. per section	FTE	Students w/o Choice	English Sections w/o Choice	Avg per section	FTE
9	33	165	10	16.50	2.00	132	8	16.50	1.6
10	34	163	10	16.30	2.00	129	8	16.13	1.6
11	25	170	9	18.89	1.80	145	8	18.13	1.6
12	21	180	9	20.00	1.80	159	8	19.88	1.6
	113	678	38	17.84	7.60	565	32	17.66	6.4

Cost of School Choice	
FTE needed for Choice students	1.2
Staff cost for additional English FTE @ \$65,000 per 1.0	\$ 78,000.00
Projected staffing cost for Choice FTEs for 7 courses per student	\$ 546,000.00
School Choice Revenue 2014	
Amount per Choice Student	\$ 5,000
Number of Choice Students	113
Choice Revenue (est.)	\$ 580,000
Choice Students Out Expenses (est.)	\$ 25,000
Net Choice Revenue (est.)	\$ 555,000

Summary of Financial Analysis

These two methods of analysis produce very similar estimates of the cost of the School Choice program at HWRSD. Allocating a percentage of variable costs shows that there is a deficit of \$201,566.40 in FY 12 and \$219,453.21 in FY 13. The projected deficit for FY 14 is about \$248,000. Estimating the cost by looking at the number of FTE teachers required to teach Choice students each year shows a profit of \$9,000 for FY 14, however it only takes teachers' salaries into account, not benefits or other costs. Other variable costs that would increase as the student body increased through Choice include: supplies, materials, and other staff time. The District accountant estimates that these costs would bring the total up to an amount that would be very similar to the estimate using the variable cost method. The only way to decrease the deficit would be by increasing class size. (See Appendix H).

Inflation Factor for money received from sending districts

The District receives \$5,000 from the sending district for each Choice student. The Legislature of the Commonwealth set this amount in 1991 and has not changed it. The inflation rate since 1991 is estimated at 60%,⁵ which means the District would need \$8301.79 per student in order to receive the same amount of money as set by the State Legislature in 1991. This suggests that the difference between revenue and expenses for the School Choice program will increase each year.

Special Services

About 10% of Choice students receive special services. It should be noted that Choice students do not require out-of-district placement, which is the most expensive type of special service offered to students. Because of this, it would not be accurate to apportion the total cost of Special Services to Choice students. As costs of providing Special Education services to Choice students are reimbursed by the State, there is no cost to the District for these services.

It does cost the District staff time to evaluate Choice students who are referred after being admitted to the High School. During the past two years, the District has spent a total of between \$21,000 and \$24,000 annually testing Choice students to determine their eligibility for special services. See Appendix I

Transportation

The District is not responsible for transporting Choice students, therefore, there is very little impact on the budget. The District transports a small number of Choice students to and from

⁷ http://www.bls.gov/data/inflation_calculator.htm

the Hamilton-Wenham train station as part of a regular bus route that services the downtown area. The estimated cost of providing this service is less than \$2000 per year. When the train is late, the District used to send a small bus to pick up Choice students; however, the small bus is no longer available.

Other Costs: Staff Time

Guidance and 9th Grade Teachers

In addition to fiscal costs, running the School Choice program requires significant amount of staff time. The Guidance personnel spend much of the spring term recruiting and working with prospective Choice students and their families. Administrative assistants also spend a great deal of their time on matters directly relating to Choice students. In the fall, 9th Grade teachers invest time helping students' bridge academic gaps and adjust to their new school.

Secretarial and Support Staff

Attracting, accepting, and integrating Choice students into the High School requires a great deal of work by staff throughout much of the school year. Once the School Committee has approved Choice students for the following year, which usually occurs in November, the District places ads in local newspapers including. The Salem News, Gloucester Times, and Newburyport Times (see Appendix E). These ads run three times and cost approximately \$900. The Tech department develops the online application. Interested parents are instructed to go to the HWRHS web page and download and complete the Choice application online. There are always people who print it out and mail it. Staff keeps a spreadsheet of respondents, assigning each a number. Siblings are kept separate, as they do get preference. The ads run from November through the January 31st closing date, and generate many phone calls staff must handle. The lottery is conducted in early February and staff sends letters to the students with the top numbers commensurate with projected places at the High School.

Guidance Office personnel schedule three 'shadow days' in February for prospective students and their parents to tour the school, meet with members of the Guidance Department, as well as some administrators and teachers. They note that this can be disruptive to classes. Setting these days up requires time and effort on the part of administrative staff. For example, scheduling HS students willing to be shadowed requires time, and there are always Choice candidates who cannot be present on the regularly scheduled dates, so staff needs to arrange alternatives.

Parents are told the school needs their decision within approximately three weeks after the shadow day. Many don't respond within that time period however, probably because private schools admittance letters typically don't go out until early April. Staff must keep trying to contact these parents, often until the first days of school to find out if their child will be attending the high school.

Donna Bunk in the Central office handles registration materials. After she is sure the information is complete, she sends the packet to the high school. The guidance office gives the parents information about the online placement testing and after the results are back, Choice students come in to set up their schedules.

It is impossible to calculate exactly how much staff time is necessary to manage the Choice program. However, it is clear that it requires a great deal of effort for some staff, and takes time away from their other duties.

Business Office

Reimbursement for Choice students is handled by the state with minimal burden on HWRSD. The District submits its October SIMS report indicating the number of Choice students. In April, HWRSD submits the claim form that confirms the October SIMS (Student Information Management System) report; any difference is adjusted on the final payment received in June. The District usually receives the first payment in December or January.

Recommendations

The Choice program at HWRHS serves several valuable purposes, but it appears to be costing more money than the District receives in reimbursement. In addition, managing the program places a burden on staff. It also seems that the District may face a period when school districts on the North Shore are all competing intensively for students. If HWRHS requires a larger percentage of Choice students to meet the current target goal of 720 that supports existing infrastructure, it may continue to fall short of that number.

To meet these challenges the committee makes two recommendations:

- 1) Substantially reduce the current target number of 720 students at the High School to one that more accurately reflects the capacity of the building and the number of students from Hamilton and Wenham. This reduction should occur over four years to allow current Choice students to graduate and to minimize the effects on staff.
- 2) Assess annually the number of out-of-district students who could be admitted to the High School without requiring an increase in the number of classes.⁷

⁷ The Committee will suggest a means to accomplish this goal.

APPENDICES:

Appendix A: Selected References

Appendix B: Executive Summary - Hamilton Wenham Regional School District Demographic Study

Appendix C: Additional Considerations

Appendix D: Legal Statute

Appendix E: Process of Admitting Choice Students

Appendix F: Geographic Distribution of Choice Students

Appendix G: Detail on Fixed vs. Variable Costs

Appendix H: Impact of Class Size on School Choice; AP Enrollment

Appendix I: Cost of Special Education for Choice Students

APPENDIX A:**Selected References**

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APPENDIX: B

Executive Summary - HAMILTON WENHAM REGIONAL SCHOOL DISTRICT DEMOGRAPHIC STUDY

1. The fertility rates for the Hamilton-Wenham school district are below replacement levels during the entire life of the forecasts. (TFR=1.76 for the district vs. 2.1 for replacement level)

2. Most of the in-migrating households to the district contain population in the 0-to-9 and 30-to-44 age groups.

3. The locally raised 18-to-24 year old population (recent graduating high school seniors) continues to leave the

district, going to college or moving to other urban areas.

4. The primary factors causing the district's enrollment to decline after 2013 is an increase in the number of out migrants in the local 18-to-24 year old age group, the rise in the number of empty nest households and a slight decrease in the number of in-migrating of younger families.

5. Changes in year-to-year enrollment will largely be due to smaller grade cohorts in conjunction with larger grade cohorts leaving the system.
6. If there was zero migration in the district during the 2013-14 to 2016-17 time period, the elementary (K-5) enrollment would decline by 130 students. The elementary enrollment is forecasted to decline by 26 students the same period.
7. If the current home construction trends continue, the number of existing home sales and the occupancy rates of the rental housing units will continue to be the dominant factor affecting the amount of population and enrollment change.
8. Total enrollment is forecasted to decrease by 93 students, or -4.8 %, between 2013-14 and 2017-18. Total enrollment will decline by 70 students, or -3.8%, from 2017-18 to 2023-24.

TABLE FROM DEMOGRAPHICS STUDY

School	Live Out of District	Live In District	Unmatched	Total
Buker School	0	239	0	239
Cutler School	7	272	2	281
Hamilton-Wenham Regional High School	115	557	6	678
Miles River Middle School	4	432	6	442
SPED Out of District	0	36	3	39
Winthrop School	2	277	1	280
ZHistory School Archive	0	0	1	1
Total	128	1813	19	1960

APPENDIX C: Additional Considerations

- 1) Consider establishing competitive scholarships for low income students from other districts.
- 2) Consider participating in a foreign student exchange program such as AFS, or through Educatius.
- 3) Set a not-to-exceed limit for the percentage of Choice students in any given class.

- 4) Use money saved by not having as many Choice students to cover fees of participating in athletics and other extra-curricular activities, which should increase the participation of resident students and offset the loss of Choice students.
- 5) Increase options for intramural sports.
- 6) Increase use of distance learning with appropriate support, service learning, project-based learning, and internships to augment course offerings and educational opportunities for students at HWRHS.
- 7) Continue to invest in professional development for teachers who are not yet familiar with techniques for differentiated learning.
- 8) Set a number each year for the ideal number of Choice students to be added to the number of resident students at the high school without requiring additional staffing.

APPENDIX D: Legal Statute

- (f) For each student enrolling in a receiving district, there shall be a school choice tuition amount. Said tuition amount shall be equal to seventy-five percent of the actual per pupil spending amount in the receiving district for such education as is required by such non-resident student, but not more than five thousand dollars; provided, however, that for special education students whose tuition amount shall remain the expense per student for such type of education as is required by such non-resident student. The state treasurer is hereby authorized and directed to deduct said school choice tuition amount from the total education aid, as defined in chapter seventy, of said student's sending district, prior to the distribution of said aid and to deposit said aid in the School Choice Tuition Trust Fund established by section twelve C. In the case of a child residing in a municipality which belongs to a regional school district, the school choice tuition amount shall be deducted from said chapter seventy education aid of the school district appropriate to the grade level of the child. If, in a single district, the total of all such deductions exceeds the total of said education aid, this excess amount shall be deducted from other aid appropriated to the city or town. If, in a single district, the total of all such deductions exceeds the total state aid appropriated, the commonwealth shall appropriate this excess amount; provided, however, that if said district has exempted itself from the provisions of chapter seventy by accepting section fourteen of said chapter, the commonwealth shall assess said district for said excess amount.

APPENDIX E: The Process of admitting Choice Students

The process to attract and accept Choice students to the high school requires, in the words of a staff member, "a lot of work." It begins with word that the SC has approved Choice for the following year.

In November an ad is placed in the local Community News Holding papers: Salem News/Gloucester Times/Newburyport Times, which runs three times and costs approximately

\$900. The Tech department develops the online application. Interested parents are instructed to go to the HWRHS web page and download and complete the Choice application. This is to be done online, although she said there are always people who for one reason or another have to print it out and mail it. She then keeps a spreadsheet of respondents, assigning each a number as she receives the information. Siblings are kept separate, as they do get preference. She says she gets all kinds of phone calls from parents asking, e.g., what she can “do” for them to help them get in, and she tells them how her own daughter was #124 one year and couldn’t get in. She says she gets a fair number of phone calls from November when the ad runs through the January 31st closing date. In the beginning of February, the lottery is done, usually in the front lobby and last year it was videotaped. Letters are sent to the top numbers in the lottery that match with the number of spots available, and also sends letter to everyone else to let them know what their number is in the lottery.

Three ‘shadow days’ are set up by Guidance in February for the students and their parents to tour the school, meet with guidance, some administrators and teachers. Teachers would say this is disruptive to their class schedules. A fair amount of work goes into setting these days up (e.g., Mary Nicklas sends out a questionnaire to current HWRHS students who have been selected to have shadows to try to match them with a Choice applicant with similar interests), and there are always some students who are unable to make any of the days, so they come another time. Parents are told the school needs their decision by a certain date (approximately three weeks after the shadow day), and are asked to let the school know. Many don’t notify the school (probably because private schools admit letters typically don’t go out until early April, so they are hedging their bets). This requires work by staff right up to the first week of school.

Donna Bunk in the Central office handles registration materials. After she is sure the information is complete, she sends the packet to the HS. The Guidance Office gives the parent information about the on line testing (for math and English – Spanish too), after the results are back, students must come in and set up their schedule.

Ad placed in local newspapers to announce School Choice openings.



APPENDIX F:

Geographic Distribution of Choice Students FY 2011-2014

	2011	2012	2013	2014
Amesbury	2	1		1
Beverly	31	24	22	21
Danvers	3	5	6	7
Georgetown			1	1
Gloucester	8	9	14	19
Haverhill				
Ipswich	1	5	4	5
Lynn	6	4	4	7
Lynnfield		1		
Manchester-Essex	5	2	2	3
Newburyport				
Peabody	30	31	33	27
Rockport	2	1	4	3
Salem	13	12	13	14
Saugus	1	1	4	1
Triton	5	1	3	6
	107	97	110	115

Choice Status of Nearby Districts FY 13 - 14

DISTRICT	Choice FY 13	Choice FY 14
Amesbury	Yes (5-7, 9-12)	No
Andover	No	No
Beverly	Yes - 2-12	Yes
Boxford	No	No
Danvers	No	No
Georgetown	Yes K-1	Yes
Gloucester	Yes	Yes
Haverhill	Yes	Yes
Ipswich *	No (phasing out)	Yes (existing)
Lynn	No	No
Lynnfield	No	No
Marblehead	No	No
Middleton	No	No
Newburyport	Yes	Yes
North Andover	No	No
Peabody	Yes	Yes
Reading	No	No
Rockport	Yes	Yes
Salem	No	No
Saugus	No	No
Topsfield	No	No
REGIONAL DISTRICTS		
Manchester-Essex	Yes	No
Masconomet	No	No
Triton	Yes	Yes

North Shore Voc.	Yes	Yes
<p>** Currently serving choice pupils from past years, but did not accept new enrollments for FY 13</p> <p>http://www.doe.mass.edu/finance/schoolchoice/choicestatus.pdf</p>		

APPENDIX G:

Detail on Fixed vs. Variable Costs

Fixed Costs		2011 - 2012 SY	2012 - 2013 SY
Account	Description	Total Expenses	Total Expenses
001.300.2210.1.3.090.100.5	PRINCIPAL SAL	\$175,696.38	\$229,146.28
001.300.2210.1.3.090.200.5	RHS CLERICAL SAL - PRINCIPAL	\$89,005.69	\$92,408.87
001.300.2210.1.3.090.400.5	CON SERV - PRIN	\$22,484.44	\$32,904.53
001.300.2210.1.3.090.500.5	EXP MATL - PRIN	\$4,953.96	\$24,705.42
001.300.2210.1.3.090.520.5	RHS NON EXP MATL PRINCIPAL	\$0.00	\$2,270.44
001.300.2210.1.3.090.600.5	RHS OTH EXP PRINCIPAL	\$0.00	\$486.66
001.300.2220.1.3.099.110.5	SAL/ DEPT HEADS	\$53,390.00	\$54,870.00
001.300.2220.2.3.099.110.5	SPED DEPARTMENT CHAIR ARTICLE 26.1	\$11,775.40	\$8,619.00
001.300.2310.1.3.027.100.5	TECH INSTRUCTOR SAL	\$51,775.24	\$38,318.39
001.300.2315.2.3.099.100.5	RHS PROFESSIONAL SALARIES	\$0.00	\$79,331.88
001.300.2320.2.3.099.100.5	RELATED SVC - OT, PT, SLP SALARIES	\$8,462.20	\$9,469.46
001.300.2330.1.3.027.300.5	RHS TECH AIDES SAL	\$0.00	\$20,600.97
001.300.2340.1.3.050.100.5	LIBRARIAN SAL	\$21,543.38	\$40,046.50
001.300.2340.1.3.050.300.5	LIBRARY AIDE SAL	\$16,747.00	\$13,966.22
001.300.2357.1.3.090.600.5	PROF DEVEL PRIN	\$849.44	\$567.69
001.300.2357.1.3.090.690.5	AFFILIATIONS/CONFERENCES	\$1,890.50	\$3,310.00
001.300.2420.9.3.099.620.5	RENTAL / LEASE EQUIP	\$27,513.61	\$27,055.65
001.300.2800.2.3.099.100.5	SCHOOL PSYCHOLOGIST SALARY	\$78,514.00	\$80,093.00
001.300.3200.1.3.042.130.5	SALARY NURSE RHS	\$57,405.62	\$61,761.17

001.300.3200.1.3.042.400.5	CONTRACTED SERV HEALTH	\$119.41		\$0.00
001.300.3200.2.3.042.130.5	RHS ASPIRE NURSE SAL	\$20,639.20		\$0.00
001.300.3510.1.3.022.100.5	ATHLETIC SAL RHS	\$93,110.00		\$94,891.52
001.300.3510.1.3.022.200.5	RHS ATH/CLER SAL	\$15,225.83		\$16,642.39
001.300.3520.1.3.067.460.5	CON SERV. - NAT. HISTORY DAY C	\$156.73		\$95.84
001.300.4110.9.3.099.320.5	CUSTODIAL SAL	\$171,268.20		\$173,116.92
001.300.4110.9.3.099.601.5	RHS CUSTODIAL TRAVEL	\$0.00		\$8.05
001.300.4120.9.3.099.670.5	GAS SERVICE	\$58,086.61		\$54,347.10
001.300.4130.9.3.099.650.5	ELECTRIC	\$106,915.14		\$93,631.58
001.300.4130.9.3.099.680.5	TELEPHONE	\$27,024.71		\$24,233.41
001.300.4220.9.3.099.420.5	YEARLY MAINTENANCE	\$71,857.97		\$68,630.23
Total Fixed Costs		\$1,186,410.66		\$1,345,529.17
Variable Costs				
001.300.2305.1.3.099.100.5	PROF SAL CLASSROOM TEACHERS	\$3,570,196.64		\$3,645,231.53
001.300.2305.2.3.099.100.5	SPED CLASSROOM TEACHERS SALARY	-\$51.47		\$0.00
001.300.2310.2.3.099.100.5	SPED SPECIALIST TEACHERS SALARY	\$715,714.12		\$472,307.39
001.300.2315.1.3.029.150.5	XTRA RESPONS. SAL	\$5,946.00		\$10,167.00
001.300.2330.1.3.020.400.5	CONT SERV FINE ARTS VISUAL	\$210.00		\$203.74
001.300.2330.1.3.044.400.5	CON SERV HEALTH/SCI FAM/CONSUM	\$415.58		\$415.00
001.300.2330.1.3.054.400.5	CON SERV - FINE ARTS	\$300.00		\$315.87
001.300.2330.1.3.057.400.5	CON SERV HEALTH SCI/PE	\$2,298.93		\$2,298.11
001.300.2330.1.3.064.400.5	CON SERV - SCIENCE	\$2,861.18		\$2,531.27

001.300.2330.1.3.099.300.5	INSTRUCTIONAL AIDES SAL	\$26,347.63		\$27,059.86
001.300.2330.2.3.093.300.5	SPED TA SALARY	\$68,990.52		\$28,544.89
001.300.2357.1.3.034.600.5	PROF DEVEL ENGLISH	\$991.05		\$260.47
001.300.2357.1.3.036.600.5	PROF DEVEL WORLD LANG	\$2,228.00		\$2,389.99
001.300.2357.1.3.041.600.5	PROF DEVEL GUIDANCE	\$230.00		\$400.00
001.300.2357.1.3.044.600.5	PROF DEVEL HLTH SCI FAM/CONSUM	\$0.00		\$0.00
001.300.2357.1.3.050.600.5	RHS PROF DEVEL LIBRARY	\$0.00		\$189.00
001.300.2357.1.3.052.600.5	PROF DEVEL MATH	\$1,876.40		\$166.00
001.300.2357.1.3.057.600.5	PROF DEVEL HEALTH SCI/PE	\$600.00		\$588.12
001.300.2357.1.3.064.600.5	PROF DEVEL SCIENCE	\$2,101.74		\$1,775.89
001.300.2357.1.3.067.600.5	RHS PROF DEVEL SOCIAL STUDIES	\$0.00		\$2,511.50
001.300.2357.2.3.079.600.5	HS SPED PROF DEV OTHER EXP	\$4,170.00		\$2,705.00
001.300.2410.1.3.020.520.5	TEXTBOOKS ART	\$400.00		\$398.78
001.300.2410.1.3.034.520.5	TEXTBOOKS-ENGLISH	\$3,798.85		\$10,655.09
001.300.2410.1.3.052.520.5	TEXTBOOKS MATH	\$1,098.03		\$98.12
001.300.2410.1.3.064.520.5	TEXTBOOKS SCIENCE	\$3,506.90		\$26,534.50
001.300.2410.1.3.067.520.5	RHS TEXTBOOKS-SOCIAL STUDIES	\$0.00		\$8,008.00
001.300.2415.1.3.050.400.5	CON SERV - LIBRARY	\$0.00		\$0.00
001.300.2415.1.3.050.500.5	SUPPLIES & MATL - LIBRARY	\$354.83		\$99.22
001.300.2415.1.3.050.520.5	NON EXP MATERIAL LIBRARY	\$7,304.29		\$4,137.00
001.300.2420.1.3.020.520.5	NON-EXP MATL ART	\$1,337.08		\$1,279.07
001.300.2420.1.3.027.520.5	NON EXP MATL TECHNOLOGY	\$4,973.68		\$206.70
001.300.2420.1.3.034.520.5	NON EXP MATERIAL ENGLISH	\$0.00		\$64.87

001.300.2420.1.3.036.520.5	NON EXP MATL WORLD LANG.	\$290.64		\$226.33
001.300.2420.1.3.044.520.5	NON EXP MAT HLTH SCI FAM/CONSU	\$1,204.10		\$1,050.06
001.300.2420.1.3.052.520.5	NON EXP MATL MATH	\$835.68		\$1,056.17
001.300.2420.1.3.054.520.5	NON EXP MATL FINE ARTS	\$3,931.93		\$3,975.67
001.300.2420.1.3.057.520.5	NON EXP MAT HEALTH SCI/PE	\$706.42		\$700.87
001.300.2420.1.3.064.520.5	NON EXP MATL SCIENCE	\$8,006.19		\$7,279.21
001.300.2420.1.3.067.520.5	NON EXP MATL SOCIAL STUDIES	\$8,578.52		\$2,567.29
001.300.2420.2.3.099.520.5	HS SPED NON-EXP SUP & MATL	\$2,327.10		\$681.00
001.300.2430.1.3.020.500.5	EXP MATL - ART	\$7,133.81		\$6,986.38
001.300.2430.1.3.027.500.5	EXP MATL - TECHNOLOGY	\$5,073.82		\$4,882.71
001.300.2430.1.3.034.500.5	EXP MATL - ENGLISH	\$1,193.26		\$184.78
001.300.2430.1.3.036.500.5	EXP MATL - WORLD LANGUAGE	\$1,282.46		\$1,128.62
001.300.2430.1.3.044.500.5	EXP MAT HLTH SCI FAM/CONSUMER	\$2,920.11		\$2,761.10
001.300.2430.1.3.051.500.5	STAY PROGRAM ALT ED EXP MAT'L	\$497.32		\$0.00
001.300.2430.1.3.052.500.5	EXP MATL - MATH	\$651.00		\$798.12
001.300.2430.1.3.054.500.5	EXP MATL - FINE ARTS	\$2,051.47		\$2,214.16
001.300.2430.1.3.057.500.5	EXP MATL HEALTH SCI/ PE	\$1,453.93		\$1,441.16
001.300.2430.1.3.064.500.5	EXP MATL - SCIENCE	\$12,760.62		\$12,731.32
001.300.2430.1.3.067.500.5	EXP MATL - SOCIAL STUDIES	\$31.95		\$1,144.55
001.300.2430.2.3.079.500.5	HS SEVRLY HND CAP PROG SUP & MATL	\$48.78		\$0.00
001.300.2430.2.3.099.500.5	HS SPED EXP SUP & MATL	\$6,210.27		\$1,546.03
001.300.2451.1.3.020.520.5	NON EXP MATL TECH ARTS	\$2,527.90		\$2,644.49
001.300.2451.1.3.027.500.5	EXP MATL TECHNOLOGY	\$2,972.97		\$0.00

001.300.2451.1.3.045.520.5	RHS NON EXP MATL APPLIED TECH	\$0.00	\$401.10
001.300.2451.1.3.054.520.5	NON EXP MATL TECH MUSIC/DRAMA	\$1,418.14	\$1,503.23
001.300.2451.1.3.064.520.5	NON EXP MATL TECH SCIENCE	\$0.00	\$0.00
001.300.2710.1.3.041.100.5	GUIDANCE SAL PROF	\$372,688.91	\$307,280.40
001.300.2710.1.3.041.200.5	RHS GUIDANCE CLER-SAL	\$73,640.02	\$74,945.35
001.300.2710.1.3.041.400.5	CON SERV - GUIDANCE	\$1,775.20	\$3,750.02
001.300.2710.1.3.041.500.5	EXP MATL - GUIDANCE	\$3,232.28	\$2,351.04
001.300.3200.1.3.042.500.5	EXP MATL HEALTH	\$1,101.50	\$1,230.45
001.300.3200.1.3.042.520.5	NON-EXP MATL HEALTH	\$65.70	\$0.00
001.300.3200.1.3.042.600.5	PROF DEVEL HEALTH	\$120.94	\$231.00
001.300.3510.1.3.022.400.5	CON SERV - ATHLETICS	\$40,586.65	\$30,998.95
001.300.3510.1.3.022.470.5	CON SERV. - OFFICIALS	\$284.00	\$1,090.00
001.300.3510.1.3.022.500.5	EXP MATL - ATHLETICS	\$4,340.53	\$3,814.58
001.300.3510.1.3.022.600.5	OT EXP - ATHLETICS	\$1,636.67	\$1,536.11
001.300.3520.1.3.029.140.5	XTRA CURR SAL	\$34,842.50	\$31,518.00
001.300.4110.9.3.099.500.5	CUSTODIAL SUPPLIES & MATERIALS	\$22,197.97	\$22,102.57
001.300.4130.9.3.099.690.5	WATER	\$5,820.90	\$4,821.90
Total Variable Costs		\$5,064,642.14	\$4,795,116.70

Appendix H:

The Impact of Class Size on School Choice

This data represents English classes 2012-2013.

Grade	Choice Students	Total Students	Current English Sections	Avg/ Section	Choice Sections
9	36	169	9	18.78	1.89
10	28	173	9	19.22	1.47
11	23	184	10	18.4	1.28
12	24	166	10	16.6	1.41
Totals:	111	692	38	18.21	6.06

FTE Needed for Choice Students 1.2

Staff Cost for FTE \$78,000

Staffing cost for Choice FTE's for 7 courses \$546,000

In order to serve the six sections needed to accommodate Choice students in grades 9 through 12, the Full Time Equivalent teacher(s) needed is 1.2 as they teach five classes each. The staff cost for 1.2 FTE is \$78,000. As all students take seven classes the staffing cost for School Choice FTE's for 7 courses totals \$546,000.

The impact of class-size is shown in the chart below which designates slightly larger class averages requiring a 1.0 FTE to teach the sections needed to accommodate choice students. The average staff cost for a 1.0 FTE is \$65,000. Again, as all students take seven classes, the staffing cost for School Choice FTE's would be \$455,000.

Grade	Choice Students	Total Students	Fewer Sections	Average Class Size	Choice Sections
9	36	169	8	21.13	1.7
10	28	173	8	21.63	1.29
11	23	184	8	23	1
12	24	166	8	20.75	1.16
Totals:	111	692	32	21.63	5.13

FTE Needed for Choice Students 1.0

Staff Cost for FTE \$65,000

Staffing cost for Choice FTE's for 7 courses \$455,000

This represents a lower cost (\$91,000) with the same number of School Choice students.

This chart is not a detailed analysis. It illustrates the fact that class size is a factor to be considered when evaluating the School Choice issue. This sample, using only figures for the English Department provides an example. It is important to remember that there are several areas of study that students do not take all four years. These assumptions require deeper analysis and data will change from year to year.

AP Class Enrollment and School Choice

Choice Students Enrolled in AP Classes 2012-13					
AP	Calculus AB		2/21	2 Seniors	
AP	Computer Science		2/26	1 Junior	1 Sophomore
AP	Biology		1/18	1 Senior	
AP	Economics		3/37	1 Senior	2 Juniors
AP	Statistics	2 sections	6/49	6 Seniors	
AP	US History	2 sections	6/36	6 Seniors	
AP	Physics C			no choice	
AP	English 12	2 sections	3/28	3 seniors	
AP	Spanish 4	2 sections	3/43	1 Senior	2 Juniors
AP	Spanish 5		1/22	1 Senior	

This chart shows the number of School Choice students enrolled in any given AP Course. For example, 2 of the 21 students enrolled in AP Calculus AB are school choice students.

APPENDIX I: COST OF SPECIAL EDUCATION for CHOICE STUDENTS

In FY 11 12.9% of students at the High School received Special Education Services, and in FY 12 that number was 11.1%.⁸

Reimbursements:

RESIDENT STUDENTS: Circuit Breaker

The state reimburses the District up to 75% of Special Education costs for an individual student if those costs exceed the (FY 13) foundation amount of \$40,500 per year. The foundation amount may be changed annually.

CHOICE STUDENTS: Special Education Increment

⁹<http://profiles.doe.mass.edu/students/classsizebygenderpopulation.aspx?orgcode=06750505&fycode=2013&orgtypecode=6&>

The District is reimbursed for the costs associated with providing special education services for Choice students. This reimbursement is based on the same formula used for determining circuit breaker claims but there is no foundation amount for choice students. HWRSD is reimbursed through Chapter 70 funds charged to the choice student's home district. In FY12, for example, the District had 8 Choice students who received Special Education services ranging from \$35.00 to \$7,152. These claims totaled \$25,690, and were reimbursed to the District by the State via Chapter 70 funds.

Because the District is reimbursed fully for the cost of Special Education Services to Choice students, there is no additional cost for providing them with these services. There is a cost, however, for evaluating them to determine whether or not they require services.

School Year	Choice Student Referrals for Evaluations	Cost to District
2012-2013	7	\$21,000
2011-2012	8	\$24,000
2010-2011	3	\$9,000

The evaluations HWRSD performs are thorough and comprehensive. The Director of Special Services estimates the cost is \$3,000 per evaluation: this considers evaluation time, report writing time, materials and the cost of meeting time.

During the 2012-13 school year, six choice students' families requested evaluation of students who were not previously deemed eligible for special education services. Of the six students, only one was found to be eligible. During the 2011-12 school year, three students who had not previously been deemed eligible for special education were evaluated. The other five students arrived in the district already eligible.

2010-11 School Year breakdown of eligibility is not available.

There is no cost to the parent for the evaluation. The District is required to complete evaluations upon request by a parent.

CHOICE STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

	FY 10	FY11	FY12	FY13
Number of Students	8	9	8	10
\$ of services	\$17,257	\$28,444	\$25,690	\$21,392

⁹ Discussion and private correspondence with Katherine Harris, Director of Student Services

SY 2013-14 Course Offerings

Hamilton-Wenham RHS		Manchester- Essex		Lynnfield HS		Ipswich HS	
678 students		441		625		614	
107 courses offered		122		145		137	
ART							
18		23		14		12	
CP	Digital Photography I (sem)	Art Foundations	CP	Art Exploration (sem)		Intro to Art (sem)	
CP	Digital Photography II (sem)	Drawing	CP	Foundation Drawing		Printmaking (sem)	
CP	Graphic Design 1 (sem)	Painting	CP	Advanced Drawing Intensive		Ceramics (sem)	
CP	Graphic Design 2 (sem)	Portfolio I	H	Basic Drawing Techniques (sem)		Drawing (sem)	
CP	Web Page Design (sem)	Portfolio II	H	Advanced Drawing (sem)		Painting (sem)	
	Intro Television Productions (sem)					Visual Communications (sem)	
CP	Adv Television Productions (sem)	Studio Art	AP	Visual Design (sem)			
CP	Experimental Design (sem)	Graphic Design	CP	Portfolio (sem)		Sculpture (sem)	
		Art & Technology	CP	Intro Photography (sem)		Studio Art (sem)	
CP	Art 1 (sem)	Digital Photography I	CP	Advanced Photography (sem)		Art Themes (sem)	
CP	Art 2 (sem)	Digital Photography II	CP	Experimental Photography (sem)		Portfolio (sem)	
CP	Drawing & Painting (sem)	Digital Photography III	CP	Photography - Indep Study (sem)		Digital Photography I (sem)	
CP	Sculpture (sem)	Photography	CP	Intro Computer Design (sem)		Digital Photography II (sem)	
CP	Advanced Sculpture (sem)	Portfolio	H				
CP	Art Portfolio (sem)	Visual Journalism	H	Portfolio Prep (sem)			
CP	Experimental Design	Ceramics I	CP	Advanced Computer Design (sem)			
CP	Critical Film Theory (sem)	Ceramics II	CP				
CP	Social Media Today (sem)	Ceramics III	CP				
CP	Studio Art (sem)	Ceramic Portfolio	H				
		Printmaking	CP				
		Printmaking II	CP				
		Printmaking III	CP				
		Printmaking					
		Portfolio	H				
		Mixed Media	CP				
		Multicultural Art	CP				
BUSINESS EDUCATION		5		12			
		Marketing Essentials	CP	Desktop Publishing (sem)		CP	
		Marketing Essentials	H	Tech for 21st Century (sem)		CP	
		Business Management	CP	Business & Personal Law (sem)		CP	
		Business Management	H	Business & Personal Law (sem)		H	
		Independent Study--DECA	H	Personal Financial Mgmt (sem)		CP	
				Principles of Economics (sem)		CP	
				Marketing (sem)		CP	
				Accounting (sem)		CP	
				AP Economics		AP	
				Computer Science (sem)		CP	
				Computer Science (sem)		H	
COMPUTER SCIENCE/TECH							
1		2					
AP	Computer Science -A	Intro to Comp	CP				

		Programming Computer Science -A	AP				
	DEBATE?SPEECH	1					
		Forensics League	H				
	SOCIAL STUDIES						
	13	15		13		21	
H	World History	World History II	H	Modern World History	H	US History CP L1	CP
CP	World History	World History II	CP	Modern World History	CP	US History CP L2	H
H	US & World History 1	US History I	H	US History I	H	US History I	H
CP	US & World History 1	US History I	CP	US History I	CP	US History II CP L1	CP
H	US & World History 2	US History II	AP	US History	AP	US History II CP L2	CP
CP	US & World History 2	US History II	H	US History II	CP	US History II	H
				Amer Humanities-Research Paper		Modern World History	CP
AP	US History	US History II	CP		CP	Modern World History	CP
AP	Economics	Psychology	AP	World Studies	H	History	H
AP	Psychology	Psychology	H	American Government (sem)	CP	Modern Europe (sem)	CP
				Amer Pop Culture of 20th C (sem)	CP	Criminal Justice (sem)	CP
CP	Psychology (sem)	US Gov't & Politics	H	Intro to Sociology (sem)	CP	Middle Eastern Studies (sem)	CP
H/CP	World Affairs (sem)	US Gov't & Politics	CP	Intro to Psychology	CP	Facing History & Ourselves (sem)	CP
H/CP	Contemporary History (sem)	US Gov't & Politics Comparative Gov't & Politics	AP				
H/CP	Reel History (sem)	Current Global Issues	AP	Psychology	AP	Phsychology I (sem)	CP
		Current Global Issues	H			Psychology II (sem)	CP
			CP			American Government (sem)	CP
						American Government (sem)	H
						US History	AP
						Community Service (11)	CP
						Famous Figures in History (sem)	CP
						History Goes to the Movies (sem)	CP
						Vietnam War Experience (sem)	CP
	ENGLISH						
	11	11		26		18	
H	Genre Study, Writing, and Lit Analysis	World Lit	H	English 9	CP	English 9 L1	CP
CP	Genre Study, Writing and Lit Practices	World Lit	CP	English 9	SK	English 9 L2	CP
H	Classic & Cultural Literary Analysis	American Lit I	H	English 9	H	English 9	H
CP	Classic & Cultural Literary Studies	American Lit I Language & Composition	CP	English 10	CP	English 10 L1	CP
H	British Literature	American Lit	AP	English 10	SK	English 10 L2	CP
CP	British Literature		H	English 10	H	English 10	H
AP	Advanced Placement	American Lit Literature & Composition	CP	English 11-Research Paper	H	English 11-American Lit	CP
H	American Literature	Literature of England	AP	American Lit-Research Paper	CP	English 11-American Lit	H
CP	American Literature	Literature of England	H	American Lit-Research Paper	SK	English 12: Lit & Composition	
CP	Creative Writing (sem)	Journalism	CP	Amer Humanities - Research Paper	CP	Eng 12: Creative Writing: Fiction	CP
CP	Contemporary World Lit (sem)	(student paper)	H	English Lit & Comp	AP	Eng 12: Creative Writing: Poetry	CP

Postcolonial Lit (sem)
 Survey Irish Lit (sem)
 Utopian/Dystopian Lit (sem)
 Rise of the Female Novelist (sem)
 Self Discovery thru Phil & Film (sem)
 Public Speaking (sem)
 Creative Writing (sem)
 Hamlet: The Orig Troubled Youth (sem)
 The Memoir (sem)
 Race & Identity (sem)
 Sports in Literature (sem)
 Adolescence in Literature (sem)
 War through a Literary Lens (sem)
 Journalism (sem)
 Shakespearean Comedies Etc (sem)

Eng 12: Journalism
 Eng 12: Contemp Literature
 Eng 12: Speech
 English Lit & Comp
 Sports in Lit & Society (sem)
 SAT English prep (sem)
 Yearbook (sem)

AP

FOREIGN LANGUAGE

11

CP Spanish 1
 CP Spanish 1B
 H Spanish 2
 CP Spanish 2
 H Spanish 3
 CP Spanish 3
 Spanish 4 – Lit & Culture Latin
 H Amer
 CP Spanish 4
 AP Spanish 4 – Spanish Language
 Spanish 5 Hispanic Film and Culture
 CP Spanish 5 - Spanish Literature
 AP

19

French I
 French II
 French II
 French III
 French III
 French Lang & Culture
 French IV
 French IV
 French V
 French V
 Spanish I
 Spanish II
 Spanish II
 Spanish III
 Spanish III
 Spanish Language
 Spanish IV & V
 Spanish IV & V
 Spanish Literature

24

CP French I
 CP French I
 H French 2
 CP French 2
 H French 3
 AP French 3
 CP French 4
 H French 5
 CP French
 H Spanish 1
 CP Spanish 1
 CP Spanish 2
 H Spanish 2
 CP Spanish 3
 H Spanish 3
 AP Spanish 4
 CP/H Spanish 4
 CP/H Spanish 5
 AP Latin 1
 Latin 2
 Adv Latin Prose
 Italian 1
 Italian 2
 Italian 3

18

CP French I
 H French I
 CP French 2
 H French 2
 CP French 3
 H French 3
 H French 4
 H French 5
 AP French
 CP Spanish 1
 H Spanish 1
 CP Spanish 2
 H Spanish 2
 CP Spanish 3
 H Spanish 3
 CP Spanish 4
 H Spanish 4
 Much Latin, Less Greek (sem)
 CP

CP
 H
 CP
 H
 CP
 H
 H
 H
 AP
 CP
 H
 CP
 H
 CP
 H
 CP

MATHEMATICS

19

CP Algebra 1
 CP Algebra 1 Tutorial
 H Geometry
 CP Geometry
 SK Integrated Math 2
 SK Integrated Math 3
 H Algebra 2
 CP Algebra 2
 H Pre Calculus

15

Algebra I
 Algebra I
 Alegebra 1 Part A
 Algebra 1 Part B
 Geometry
 Geometry
 Algebra II
 Algebra II
 Pre-calculus

16

CP Geometry
 H Geometry
 Math Connections 1 -
 CP Algebra 1
 CP Algebra 2
 CP Algebra 2
 Math Connections 2 -
 H Algebra 1
 CP Algebra II - Part 1
 H MCAS Math Prep
 CP Pre-calculus

23

CP Algebra I
 H Algebra I L1
 CP Algebra 1 L2
 CP Geometry L1
 H Geometry L2
 CP Geometry
 CP Algebra II
 CP Algebra II - Part I
 H Algebra II - Part II

H
 CP
 CP
 CP
 CP
 H
 CP
 CP
 CP

CP	Pre-Calculus	Pre-calculus	H	Advanced Algebra 2	CP	Algebra II	H
CP	Statistics	Quantitative Reasoning	CP	Math Connections 3 - Algebra 2	CP	Precalculus	CP
AP	Statistics	Quantitative Reasoning	H	Precalculus	CP	Precalculus	H
A1	Calculus	Calculus	H	Calculus AB	AP	Calculus	H
AP	Calculus AB	Calculus AB	AP	Topics in Advanced Algebra 2	CP	Calculus AB	AP
A1	Applied Topics in Algebra 2	Statistics	AP	Statistics	AP	Computer Programming	H
CP	Trigonometry (sem)			SAT Prep	CP	Computer Science -A	AP
CP	Mathematics of Finance (SEM)					Independent Study - Computer Science	H
CP	Discrete Math (sem)					Art in Mathematics (sem)	CP
CP	Statistics (sem)					Accounting I (sem)	CP
						Statistics	CP
						SAT math prep	CP
						Statistics	AP
						Model Adv Quantitative Reasoning	CP
MUSIC/DRAMA							
11		5		19		18	
CP	Concert Band	Music Theory	CP	Unusual course offerings!		Theatre Arts	CP
H	Harmony	Band	CP	Music Exploratory Intensive		Theatre Arts	H
H	Jazz Band	Indep Study	CP	-Guitar Level 1-4	CP	Technical Theatre	CP
		Jazz Band	CP	-Piano Level 1-4		Technical Theatre	H
				-			
CP	Concert Choir	Chorus	CP	Woodwind/Brass/Percussion		Adv Theatre Arts	CP
CP	Electric Performance (sem)			-Jazz Improv Lab		Adv Theatre Arts	H
CP	Theatre 1 (sem)			Music Technology 1-2		Screenwriting (sem)	CP
CP	Theatre 2 - Art of Performance (sem)			Music Exploration		Concert Band	CP/H
CP	Theatre Technology & Design (sem)			Jazz History		Concert Choir	CP/H
CP	Public Speaking: Eff Comm (sem)			Contemp Music History		Orchestra	CP/H
CP	Shakespeare on Film (sem)			Intro to Music Theory		Treble Choir	CP/H
CP	Improv: for Thetre & Life (sem)			Intermediate Music Theory		Jazz Ensemble	H
				Adv Music Theory Analysis		Chamber Orchestra	CP
				Special Study in Music		Symphony Orchestra	H
				Intro to Band		Chamber Singers	H
				Intro to Jazz Band		Jazz Improv (sem)	
				Pioneer Band		Music Theory	
				Concert Choir		Guitar Experience (sem)	
				Chamber Singers			
				Women's Chorus			
SCIENCE							
22		26		21		27	
H	Biology	Physics	CP	Biology	H	Biology L1	CP
CP	Biology	Physics	H	Chemistry	H	Biology L2	CP
AP	Biology	Fndtns Tech & Eng	CP	Biology	CP	Chemistry	CP
H	Chemistry	Biology	CP	Topics in Biology	CP	Biology I	H
CP	Chemistry	Biology	H	Biology MCAS Prep		Biology II	H
AP	Chemistry	Chemistry	CP	Biology	AP	Biology	AP
H	Physics	Chemistry	H	Chemistry	CP	Chemistry L1	CP
CP	Physics	Physics	CP	Topics in Chemistry	CP	Chemistry L2	CP
AP	Physics B	Physics	H	Physics: Mechanics C	AP	Chemistry	H
AP	Physics C	Biology	AP	Physics	H	Biochemistry	CP
		Environmental Science	AP	Physics	CP	Chemistry	AP
CP	Forensics	Physics C	AP	Chemistry	AP	Physics	CP
H	Anatomy & Physiology						

CP	Anatomy & Physiology	Anatomy & Physiology	CP	Anatomy & Physiology	CP	Physics	H
CP	Astronomy	Anatomy & Physiology	H	Topics in Plant Science	CP	Physics II	H
H	Organic Chemistry/Biochemistry	Authentic Science Research 11-12	H	Anatomy & Physiology	H	Physics	AP
CP	Organic Chemistry/Biochemistry	Authentic Science Research I-11	H	Topics in Marine Science (sem)	CP	Earth and Space Science	CP
CP	CAD (sem)	Authentic Science Research II-12	H	Marine Science (sem)	CP	Marine and Coastal Science	CP
CP	Fabrication Technology	Env Science (sem)	CP/H	Forensic Science (sem)	CP	Anatomy	CP
CP	Manufacturing Technology (sem)	Green Scholars (sem & full year)		Bioethics (sem)	CP	Environmental Science	CP
CP	Modular Technology (sem)	Robotics Design & Eng (sem)	CP	Current Topics in Science (sem)	CP	Forensic Science & Criminology	CP
CP	Robotics Technology (sem)	Robotics Design & Eng (sem)	H	Intro to Astronomy (sem)		Engineering the Future (sem)	CP
CP	Small Gas Engines (sem)	CAD 3/D	CP			Drafting Design & Tech I	CP
		Modelling (sem)				Drafting Design & Tech II	CP
		CAD 3/D				Engineering Technology II	CP
		Modelling (sem)	H			Engineering Technology III	CP
		Ind'l Design & Eng (sem)	CP				
		Ind'l Design & Eng (sem)	H				
		Intro Computer Programming (sem)	H			Robotics I (sem)	CP
						Robotics II (sem)	CP
FAMILY/CONSUMER SCIENCE							
5							
CP	Childhood Development (sem)						
CP	Chefs / Nutrition I (sem)						
CP	Chefs / Nutrition II (sem)						
CP	Retail and Design 1 (sem)						
CP	Retail and Design 2 (sem)						
PHYS ED & HEALTH							
	Health & Phys Ed (9)	Phys Ed & Health (9-10)	CP	PE 9	CP	PE/Wellness 9 (sem)	
	Adventure Ed (10)	Adv Phys Ed & Health (11-12)	CP	PE 10	CP	PE/10 Project	
	Competitive Games (.25)			Fitness & Recreation		Adventure (sem)	
	Fitness Training (.25)					PE/Advanced Project	
	Net Games (.25)					Adventure (sem)	
	Adventure Ed II (.25)					Lifetime	
						Sprts/Wellness (sem)	
						Health & Wellness (sem)	
						Fitness & Nutrition for Life (sem)	
						Sports	
						Replacement/PE (sem)	
	Wellness Activities (.25)					PE Teacher Asst (sem)	
	Yoga/Pilates (.25)						
	13	16		9		9	