



Arlington Public Schools

Report to Town Meeting
&
Fiscal Year 2015 Budget Summary

Arlington School Committee

As of April 11, 2014

William Hayner, Chair
Jeff Thielman, Vice Chair
Kirsi Allison-Ampe, MD, Secretary
Judson Pierce
Paul Schlichtman
Cindy Starks
Jennifer Susse

School Committee
Subcommittees 2014-2015

Budget

C. Starks (Chair), K. Allison-Ampe,
J. Susse

Community Relations

P. Schlichtman (Chair), J. Pierce,
J. Susse

Policies & Procedures

J. Pierce (Chair), P. Schlichtman,
J. Thielman

Facilities

J. Thielman (Chair), K. Allison-Ampe,
C. Starks

**District Accountability/Curriculum,
Instruction & Assessment**

K. Allison-Ampe (Chair), J. Susse
J. Thielman

**Special Study Group on Supt
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B. Hayner (Chair), P. Schlichtman,
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Administration

Dr. Kathleen Bodie, Superintendent of Schools
Dr. Laura Chesson, Assistant Superintendent
Diane Johnson, Chief Financial Officer
Robert Spiegel, Human Resource Officer
Kathleen Lockyer, Interim Director of Special Education
Harold Ansah, School Accountant

Arlington Public Schools
Nondiscrimination Statement

The Arlington Public Schools does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination Act of 1974 (age Discrimination Act), or on the basis of sexual orientation or religion in accordance with Massachusetts General Laws Chapter 71B and 151B.

Introductory Notes to Arlington Public Schools FY15 School Committee Budget

APS Mission

All students will achieve at their full social, emotional, creative and academic potential, and will be prepared for higher level academics, workforce success, active citizenship, and life-long learning.

The following notes are supplied as an overall introduction to this presentation of the FY15 School Committee budget to Town Meeting. Please be aware of the following when reading this budget:

- The FY15 School Committee Budget presented in this document is the budget as approved by a vote of the Arlington School Committee on March 13, 2014
- The Finance Committee approved the FY15 School Committee Budget on March 17, 2014
- Full budget details of the FY 15 School Committee Budget can be found on the Arlington Public Schools' website [here>>](http://www.arlington.k12.ma.us/administration/budget/fy15/fy15superproposedbudget02-13-14.pdf)
(<http://www.arlington.k12.ma.us/administration/budget/fy15/fy15superproposedbudget02-13-14.pdf>)

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Arlington, Massachusetts 02476-0002

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Office Of The School Committee

Honorable Town Meeting Members and Respected Colleagues:

I am pleased to present the School Committee's FY2015 budget, along with additional information about the Arlington Public Schools.

I want to thank the community for its financial support to build the new Thompson Elementary School, as well as for generously contributing to the purchase of books for Thompson's Bill Shea Memorial Library. It is a beautiful school that will be a source of pride for many years.

We ask so much of our staff; I want to commend their work and diligence to Town Meeting. This year, the District implemented the new Massachusetts teacher evaluation system that has as its goal the continuous improvement and accountability of our staff. Teachers are also fully implementing the Common Core State Standards. We are participating this spring in the pilot of the new state assessment program Partnership for Assessment of Readiness for College Careers (PARCC) that will eventually replace MCAS.

Student enrollment continues to grow, causing added pressures on our budget. Thanks to the collaborative work of the School Committee, School Administration, Town Manager, Board of Selectmen and Finance Committee, a formula was created to provide funding for enrollment growth.

The New England Association of Schools and Colleges, which every ten years evaluates the high school on a variety of metrics, sent its accreditation letter in September. A team of educators from across New England visited the high school in December 2012. They were impressed and offered many commendations on our educational program. They also had great concerns about our facilities and stressed how the facilities impacted educational programs. "Given these concerns, the Committee voted to place the school on warning for the Standards for Accreditation on Curriculum and Community Resources for Learning". The full report and letter as well as other High School facilities documents are available on the District website in the "AHS Facilities Information" section.

To begin the process of updating the high school facilities, the Arlington School Committee and the Board of Selectmen unanimously voted to file a Statement of Interest with the Massachusetts School Building Authority in March to seek financial assistance to upgrade the high school facility as needed.

The Arlington School Department has had two successful administrative searches this year resulting in a new principal for the Dallin Elementary School and a permanent Director of Special Education.

The Arlington School Committee is committed to providing the best education for the students of Arlington.

Thank you.

William (Bill) Hayner
Arlington School Committee, Chair



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FY 2015 Superintendent's Budget Message

If growth in the enrollment of a school district can be considered a measure of success, then Arlington is indeed very successful. While the Arlington Public Schools have been growing since the year 2000, in the past two years we have added nearly three hundred additional students. The cohort sizes in each grade at the elementary level are significantly larger than they have been in the past, and middle and high school classes have also been affected by rising enrollment. In fact, average class sizes at the middle school this year are in the middle to upper twenties, and several classes are well over that size.

The Long Range Plan for Arlington, promised to the voters in the last override campaign, did not envision this kind of enrollment growth pressure on the school budget. With strong cooperation among the School Committee, Budget Subcommittee, Long Range Planning Committee, Town Manager, Finance Committee and School Administration, this FY15 Budget presents a collective approach to positively supporting the growth of our school population, while still demonstrating fidelity to the aims of the Long Range Plan. The Town Appropriation for FY15 reflects a change in the funding formula for the School Department in which the Town has agreed to provide additional funding to help the Schools bear the costs of increasing enrollment. We would like to express our appreciation for the thoughtful and generous consideration from all participants in the process of revising this formula.

Vision for the Arlington Public Schools

The strategic vision of the Arlington Public Schools is clearly stated in the goals adopted by the School Committee, which form the guiding principles for the future of education in Arlington.

These goals are:

- Goal 1: The Arlington Public Schools will ensure that every graduate is prepared to enter and complete a post-secondary degree program, pursue a career, and be an active citizen in an ever-changing world by offering a rigorous, comprehensive, standards-based and data-driven K-12 system of curriculum, instruction, and assessment that integrates social, emotional and wellness support.
- Goal 2: The Arlington Public Schools will recruit, hire, retain, and build the capacity of a diverse staff to be excellent teachers and administrators by providing high quality professional development aligned to needs, instructional support, coaching, and an evaluation framework that fosters continuous improvement.
- Goal 3: The Arlington Public Schools will offer a cost effective education that maximizes the impact of taxpayer dollars and utilizes best practices, academic research, and rigorous

self-evaluation to provide students and staff the resources, materials and infrastructure required for optimum teaching and learning in a safe and healthy environment.

- Goal 4: The Arlington Public Schools will be run smoothly, efficiently and professionally. The district will operate transparently and engage in effective collaboration and responsive communication with all stakeholders. It will provide timely, accurate data to support financial decision-making, envisioning of the district's future, and long-range planning in partnership with other Town officials. Through these actions it will create broad support for a high quality education system that is the community's most valuable asset.

Enrollment Growth and Class Size Mitigation

The FY15 budget focuses resources on maintaining or reducing class size, particularly at the secondary level, through:

- Adding a new cluster of four full-time teaching positions at the Ottoson Middle School, as well as a half-time Technology Engineering position.
- Expanding High School teaching staff in the areas of Mathematics, Science, Physical Education, Social Studies, English, World Languages and Family & Consumer Science.
- Augmenting literacy curriculum materials for elementary students.
- Reclassifying Library Paraprofessionals to reflect their greater responsibilities.
- Further expanding elementary Mathematics support with the introduction of a direct intervention specialist.
- Providing reserve teachers to respond to changing enrollment situations as needed.

Enhancing the Arlington Educational Experience for All Students

The Special Education Department proposal focuses on needed positions to respond to population increases overall, but particularly at the preschool and high school levels to address increased levels of referral and increased levels of out-of-district placement.

- Increase of a Behavioral Support Personnel (BSP) and a half-time clerical position at Menotomy Preschool to prepare for expected increases in the number of children moving up from Early Intervention (EI) as they turn three years old and require special education services. The clerk will allow an existing teacher to return to direct service for students.
- The addition of a third Board Certified Behavior Analyst (BCBA) to provide district-wide support and coaching to teachers in the area of behavior management. There will also be an additional Behavioral Support Personnel (BSP) to work under the direction of this BCBA.
- Improve service delivery in the Supported Learning Center-A program at the Ottoson with an increase in one Teaching Assistant (TA) position.
- Respond to the increasing population of students with special needs, as well as improve planning, team coordination of services, and communication with parents by increases of a half-time team chair, social worker and speech pathologist.
- Strengthen our ability to hire and retain quality educational support personnel at the High School level by reclassifying five Teaching Assistant (TA) positions to Behavioral Support Personnel (BSP) positions.
- Create a Special Education reserve Teaching Assistant (TA) position district-wide.
- Expanded tuition budget to reflect current levels of out-of-district placements.

Infrastructure Support:

In FY15, we are expanding our Information Technology staffing with:

- Additional Network Specialist.
- Additional full-time Apple Support Specialist.

District Goals and the FY15 Budget:

As we developed our budget proposal, we focused on addressing the greatest challenge to achieving our District goals. The goal of the FY15 budget is to reduce class sizes that have increased as a result of strong enrollment growth over the past several years. The proposed increases to teaching staff will support our ability to provide a rigorous, comprehensive, standards-based and data-driven K-12 system for all students. Addressing class size will improve our ability effectively implement the Common Core State Standards and increase our ability to provide extra support to narrow the achievement gap that exists within certain groups of students. Addressing class size will support Special Education programs that foster integration of general education and special education through the use of student support teams, team teaching, imbedded teaching, push-in models, and conferencing/consultation opportunities. Finally, the addition of key technology positions will allow better implementation of our Updated Technology Plan, which is a key element in our ability to transform education as we prepare Arlington's students for the 21st century.

Funding the Vision

Increases in the net revenue for the School Department come from three funding agreements with the Town. For FY15, the Town will appropriate 3.5% more on the Town Appropriation for general education cost increases and 7% more on the Town Appropriation for Special Education cost increases, as agreed as part of the override approved by the voters for FY12. New this year, the Town is also appropriating an additional \$885,150 based on an agreed upon formula to reflect enrollment increases in the past two years. These increases result in a \$3,359,126 net revenue increase for the School Department. Of this increase, \$1,412,141 will be allocated to salary and wage increases, and \$700,000 is for increased out-of-district tuition cost. Our proposed programming increases total \$1,331,985. After accounting for proposed restructuring totaling \$85,000, the proposed budget for FY15 balances with our estimated revenues and provides for the most efficient use of Town resources. Again, we call grateful attention to the collaboration between the Town and School Department that has modified the Town Appropriation funding formula to reflect enrollment changes.

Conclusion

The Arlington Public Schools budget challenges for FY15 are positive ones: increasing enrollment by students whose families entrust the education of their children to a successful school system. Arlington's schools benefit from strong collaboration with the Town while the schools contribute to Arlington's vitality. On behalf of our committed faculty and staff, we look forward to continuing to work together for the benefit of Arlington's residents.

Approved by the Arlington School Committee June 13, 2013
Arlington Public Schools
2013-2014 District Goals

Goal I - Student Achievement

The Arlington Public Schools will ensure that every graduate is prepared to enter and complete a post-secondary degree program, pursue a career, and be an active citizen in an ever-changing world by offering a rigorous, comprehensive, standards-based and data-driven K-12 system of curriculum, instruction, and assessment that integrates social, emotional and wellness support.

1. Students in grades K-12 will learn Mathematics and English Language Arts curricula that are fully aligned with the Massachusetts Common Core State Standards (CCSS).
2. In order to narrow the achievement gap, students in subgroups will receive additional support to improve their achievement on MCAS, which will be reflected in each school attaining an annual PPI of at least 75.
3. Teachers in general education classes K-12 will be able to monitor the progress of their students in Mathematics and English Language Arts with the pilot of the new District Determined Measures (DDMs) of student progress. At the secondary level, DDMs will also be piloted in Science, Social Studies/History and World Languages. The implementation of DDMs will support high expectations for learning, teacher consistency, and a common focus on instruction. The district will develop DDMs in all other discipline areas in 2013-2014 for piloting in 2014-2015.
4. Students in the aggregate at each grade level tested in English Language Arts and Mathematics will attain a Student Growth Percentile of 51 or greater.

Goal II - Staff Excellence and Professional Development

The Arlington Public Schools will recruit, hire, retain, and build the capacity of a diverse staff to be excellent teachers and administrators by providing high quality professional development aligned to needs, instructional support, coaching, and an evaluation framework that fosters continuous improvement.

1. Teachers in order to demonstrate proficiency under the new Educator Evaluation System, which will be implemented in the district during the 2013-2014 school year, will be provided with professional development to implement the new system and to improve their instructional practice.
2. One third of the teachers who have been identified by the Department of Elementary and Secondary Education as requiring Sheltered English Immersion (SEI) endorsement will take the RETELL course during the 2013-2014 school year.
3. Kindergarten teachers will be supported with professional development to implement the *Tools of the Mind* program in all APS Kindergartens in September 2013.

Goal III - Resources, Infrastructure and Educational Environment

The Arlington Public Schools will offer a cost effective education that maximizes the impact of taxpayer dollars and utilizes best practices, academic research, and rigorous self-evaluation to provide students and staff the resources, materials and infrastructure required for optimum teaching and learning in a safe and healthy environment.

1. Teaching and learning will improve with implementation of Phase One (FY 2013 -2014) of the Updated Technology Plan, which includes: increasing the number of projectors in classrooms by 25%; increasing the number of iPads for teachers by 20%; developing model elementary technology classrooms; updating middle and high school curriculum maps with guidelines for integration/leveraging technology with special attention given to CCSS guidelines for the use of technology; expanding the role of "technology teacher leaders"; researching and procuring a software system for student progress monitoring data; and, hiring a .5 certified media center specialist to support technology integration K-8.
2. Teachers and students will experience improved building maintenance service delivery and long term preventative maintenance by the implementation of a coordinated work order and capital maintenance system by June 2014.
3. Programs developed by the Special Education Department will foster integration of general education and special education through the use of student support teams, team teaching, imbedded teaching, push-in models, and conferencing/consultation opportunities that will include at least three new connections/interventions at each school by June 2014.

Goal IV - Operations, Communication and Stakeholder Engagement

The Arlington Public Schools will be run smoothly, efficiently and professionally. The district will operate transparently and engage in effective collaboration and responsive communication with all stakeholders. It will provide timely, accurate data to support financial decision-making, envisioning of the district's future, and long-range planning in partnership with other Town officials. Through these actions it will create broad support for a high quality education system that is the community's most valuable asset.

1. A Statement of Interest (SOI) will be developed by December 2013 in collaboration with town officials that addresses the physical plant of Arlington High School.
2. The diversity of APS staff will increase from the 2012-2013 baseline in order to better reflect the diversity of our student population.
3. A capital needs study of the Stratton Elementary School will be conducted in 2013-2014 to determine what work remains to be completed for parity with the other elementary schools.
4. A projection model for long-range, multi-year planning will be developed by October 2013.

Summary of Proposed Changes in the FY15 Budget

Net Increase in Revenue	3,359,126
Total Mandatory Increases for FY15	2,112,141
Total Proposed Increases for FY15	1,331,985
Total Proposed Restructuring for FY15	(85,000)
Increases less Restructuring for FY15	3,359,126
<i>Increases Desired but not Funded for FY15</i>	<i>897,869</i>

Mandatory Increases		Description	Detail	Amount		
1	Teachers, Special Education	Step, Lane and COLA	Per Contract or 2%	297,083		
2	Teachers, General Education	Step, Lane and COLA	Per Contract or 2%	796,103		
3	Other Staff, Special Education	Step, Lane and COLA	Per Contract or 2%	62,681		
4	Other Staff	Step, Lane and COLA	Per Contract or 2%	256,274		
5	Out of District Tuition	IEP Mandated		700,000		
Mandatory Increases				2,112,141		
Special Education Increases for FY15						
	Area of Service	Location	Position Description	FTE	Salary/ Unit Cost	Total Cost
6	Teaching Assistants	Preschool	BSP	1	24,287	24,287
7	Clerk	Preschool	Administrative Support	0.5	45,000	22,500
8	Related Services	Elementary	BCBA	1	70,000	70,000
9	Teaching Assistants	Elementary	BSP to work with existing BCBA	1	24,287	24,287
10	Teaching Assistants	Ottoson	TA SLC-A	1	16,458	16,458
11	Related Services	High School	Team Chair	0.5	70,000	35,000
12	Related Services	High School SLC-B	Social Worker	0.5	65,000	32,500
13	Related Services	High School SLC-A	Speech	0.5	65,000	32,500
14	Teaching Assistants	High School	Increase of High School TAs to BSP's	5	8,152	40,760
15	Teaching Assistants	District Wide	Reserve	1	16,458	16,458
Increases for Special Education				12		314,750
Elementary Increases for FY15						
	Area of Service	Location	Position Description	FTE	Salary/ Unit Cost	Total Cost
16	Elementary Instruction	Each School	Library Paraprofessionals Reclassification	7	3,000	21,000
17	Math Instruction	District Wide	Elementary Math Intervention Specialists	1	70,000	70,000
18	Reading Support	District Wide	Curriculum Materials		28,735	28,735
Increases for Elementary				8		119,735
Middle School Increases for FY15						
	Area of Service	Location	Position Description	FTE	Salary/ Unit Cost	Total Cost
19	Cluster Expansion	Ottoson	Teacher	4	55,000	220,000
20	Tech Engineering	Ottoson	Teacher	0.5	55,000	27,500
21	Library	Ottoson	Library Paraprofessionals Reclassification	1	3,000	3,000
Increases for Middle School				5.5		250,500

High School Increases for FY15						
Area of Service	Location	Position Description	FTE	Salary/ Unit Cost	Total Cost	
22 Math	High School	Teacher	1	65,000	65,000	
23 Science	High School	Teacher	0.6	65,000	39,000	
24 Physical Education	High School	Teacher	0.4	55,000	22,000	
25 Social Studies	High School	Teacher	0.8	55,000	44,000	
26 English	High School	Teacher	0.6	55,000	33,000	
27 World Languages	High School	Teacher	0.6	55,000	33,000	
28 FACS	High School	Teacher	0.2	55,000	11,000	
	Increases for High School		4.2		247,000	247,000
Other Increases for FY15						
Area of Service	Location	Position Description	FTE	Salary/ Unit Cost	Total Cost	
29 Teachers	District Wide	Reserve Teaching Positions	5	50,000	250,000	
30 IT	District Wide	Network Specialist	1	90,000	90,000	
31 IT	District Wide	Apple Support Staff	1	60,000	60,000	
	Increases for Other areas		7		400,000	400,000
						1,331,985
Restructuring for FY15						
Area of Service	Location	Position Description	FTE	Salary/ Unit Cost	Total Cost	
32 Information Technology	District Wide	Reclassification of Existing Position	1	27,000	27,000	
33 Facilities	District Wide	Part Time Plumber	0.4	45,000	18,000	
34 Administration	District Wide	Floating Clerk	1	40,000	40,000	
	Restructuring for Other areas		2.4		85,000	85,000
						85,000
Total Proposed Restructuring for FY15						

Detailed Key to FY15 Budget Increases and Restructurings Line Items

1. Lines 1 & 3 list the anticipated contracted cost of living, and step and lane salary increases for Special Education teachers and other Special Education staff. Goal 2, Goal 3.3
2. Lines 2 & 4 list the anticipated contracted cost of living, and step and lane salary increases for general Education teachers and other School Department staff. Goal 2
3. See line 1.
4. See line 2.
5. Out-of-district tuition costs for Special Education rose significantly during FY14. While reserves were available to fund the increase, the additional needs for future years must be built into the base budget beginning in FY15. Goal 1
6. Lines 6 & 7. Increased numbers of students are anticipated at the preschool level, based on Early Intervention data. Position increases for the preschool are to service these increases and allow existing teaching staff to be more available for direct instruction. Goal 1.2, 3.3
7. See line 6.
8. An additional 1.0 FTE Board Certified Behavior Analyst (BCBA) will increase the availability of teacher coaching and support for behavioral issues across the schools. Goal 1.2, 2, 3.3
9. One Behavior Support Personnel (BSP) position is being added in direct support of the new BCBA position. Goal 1.2, 3.3
10. Ottoson Middle School needs an additional teaching assistant (TA) in its Supported Learning Center-A substantially separate program. Goal 1.2, 3.3
11. The addition of an additional half time team chair position at the High School will improve timely student planning, coordination and parental communication. Goal 3.3
12. The High School half time social worker position is to support the increasing number of students in alternative programming, as well as students experiencing attendance issues due to severe anxiety. Goal 3.3
13. Increasing the speech and language services at the High School by .5 FTE will allow coordination of services with both Supported Learning Center -A and Language Based programs. Goal 1.2, 1.4, 3.3
14. During FY14 it has been very difficult to recruit and retain quality teaching assistants (TA) at the High School level. By reclassifying the position to the higher salaried Behavior Support Personnel (BSP) position, we believe that we will be able to better retain quality staffing for these needed areas. Goal 1.2
15. The Special Education department will maintain one teaching assistant (TA) position in reserve for possible additional needs during next year. Goal 1.2
16. Lines 16 & 21 Elementary and Middle School Library Assistants will be reclassified to Library Paraprofessionals, with an increase in salary, to reflect their increasing responsibility in the areas of technology and educational support. Goal 2, Goal 3.1
17. The district will hire an Elementary Math Intervention Specialist to support targeted instruction of students in difficulty. Goal 1.2, 1.3, 1.4
18. Additional purchases of curriculum materials in the areas of literacy and mathematics are needed to continue the implementation of the Common Core State Standards. Goal 1.1, 1.4

19. The Ottoson Middle School will respond to enrollment growth by adding an additional cluster, consisting of certified teachers in the content areas of English Language Arts, Social Studies, Mathematics and Science. This cluster will serve both the sixth and seventh grade and will help to reduce large class sizes in these critical instruction areas. Goal 1.1, 1.2, 1.3, 1.4, 3.3
20. The addition of a .5 FTE Technical Education position will help alleviate class size pressure in these hands-on classrooms. Goal 1, Goal 3.3
21. See line 16.
22. College readiness expectations have increased the number of students taking four years of mathematics significantly. Specifically, entrance requirements for Massachusetts state colleges have increased to four years of mathematics. An additional full time position is needed to meet this demand. Goal 1
23. Lines 23 – 28 Arlington High School will increase staffing to better meet student course demand, mitigate large class size, and reduce dependency on study halls to fill time in student schedules. Goal 1
24. See line 23.
25. See line 23.
26. See line 23.
27. See line 23.
28. See line 23.
29. The District will retain five reserve teaching positions to be able to respond to possible student enrollment growth, shifts in demographics, or additional needs that may arise during the FY15 year. Goal 1, Goal 3
30. The Updated Technology Plan has increased pressure on the existing technology personnel beyond what can be absorbed. The Network Specialist position will enlarge the capacity of the IT department to maintain a high level of service as more devices are deployed by supporting, monitoring, and updating the network infrastructure. Goal 3.1
31. Additional Apple specialized support personnel are needed as the District continues to develop its dual platform usage of computer technology. Goal 3.1
32. The reclassification of an IT position from network specialization to educational technology left some additional funding. This will be restructured.
33. The .4 FTE plumber position will be eliminated. It has been vacant for some time.
34. A floating clerk position became vacant through attrition and will be eliminated.

Special Education Increases Desired but not Funded for FY15						
Area of Service	Location	Position Description	FTE	Salary/ Unit Cost	Total Cost	
Teaching Assistants	Preschool	TA	0.2	16,458	3,292	
Related Services	Elementary - Hardy	OT	0.2	65,000	13,000	
Related Services	Elementary - Thompson	OT	0.5	65,000	32,500	
Teacher	Ottoson SLC B	Expansion of behavioral program (Summit)	1	55,000	55,000	
Related Services	Ottoson	Social Worker	0.5	65,000	32,500	
Teacher	High School	Language Based Program	1	55,000	55,000	
Teaching Assistants	High School	TA	1	16,458	16,458	
Teaching Assistants	High School	BSP	1	24,287	24,287	
		Increases for Special Education	5.4		232,037	232,037
Elementary Increases Desired but not Funded for FY15						
Area of Service	Location	Position Description	FTE	Salary/ Unit Cost	Total Cost	
Math Instruction	District Wide	Elementary Math Intervention Specialists	2	70,000	140,000	
Reading Support	District Wide	Reading Intention Specialists	1	70,000	70,000	
Teaching Assistants	District Wide	Class Size mitigation	3	16,458	49,374	
Assistant Principal	Brackett and Dallin	Evaluation support	0.5	90,000	45,000	
		Increases for Elementary	6.5		304,374	304,374
Middle School Increases Desired but not Funded for FY15						
Area of Service	Location	Position Description	FTE	Salary/ Unit Cost	Total Cost	
ELL	Ottoson	Teacher	0.5	55,000	27,500	
FACS	Ottoson	Teacher	0.5	55,000	27,500	
Art	Ottoson	Teacher	0.5	55,000	27,500	
Music	Ottoson	Teacher	0.5	55,000	27,500	
World Language	Ottoson	Teacher	1.2	55,000	66,000	
Building Substitute	Ottoson	TA	1	16,458	16,458	
		Increases for Middle School	4.2		192,458	192,458

High School Increases Desired but not Funded for FY15						
Area of Service	Location	Position Description	FTE	Salary/ Unit Cost	Total Cost	
Physical Education	High School	Teacher	0.6	55,000	33,000	
English	High School	Teacher	0.4	55,000	22,000	
World Languages	High School	Teacher	0.4	55,000	22,000	
Plato Credit Recovery Lab	High School	Teacher	0.2	55,000	11,000	
Increases for High School					88,000	88,000
Other Increases Desired but not Funded for FY15						
Area of Service	Location	Position Description	FTE	Salary/ Unit Cost	Total Cost	
Science Coordinator	District Wide	Increase to full time	0.4	90,000	36,000	
English Coordinator	District Wide	Increase to full time	0.1	90,000	9,000	
Music Coordinator	District Wide	Increase time	0.2	90,000	18,000	
Art Coordinator	District Wide	Increase time	0.2	90,000	18,000	
Increases for Other areas					81,000	81,000
<i>Increases Desired but not Funded for FY15</i>						897,869

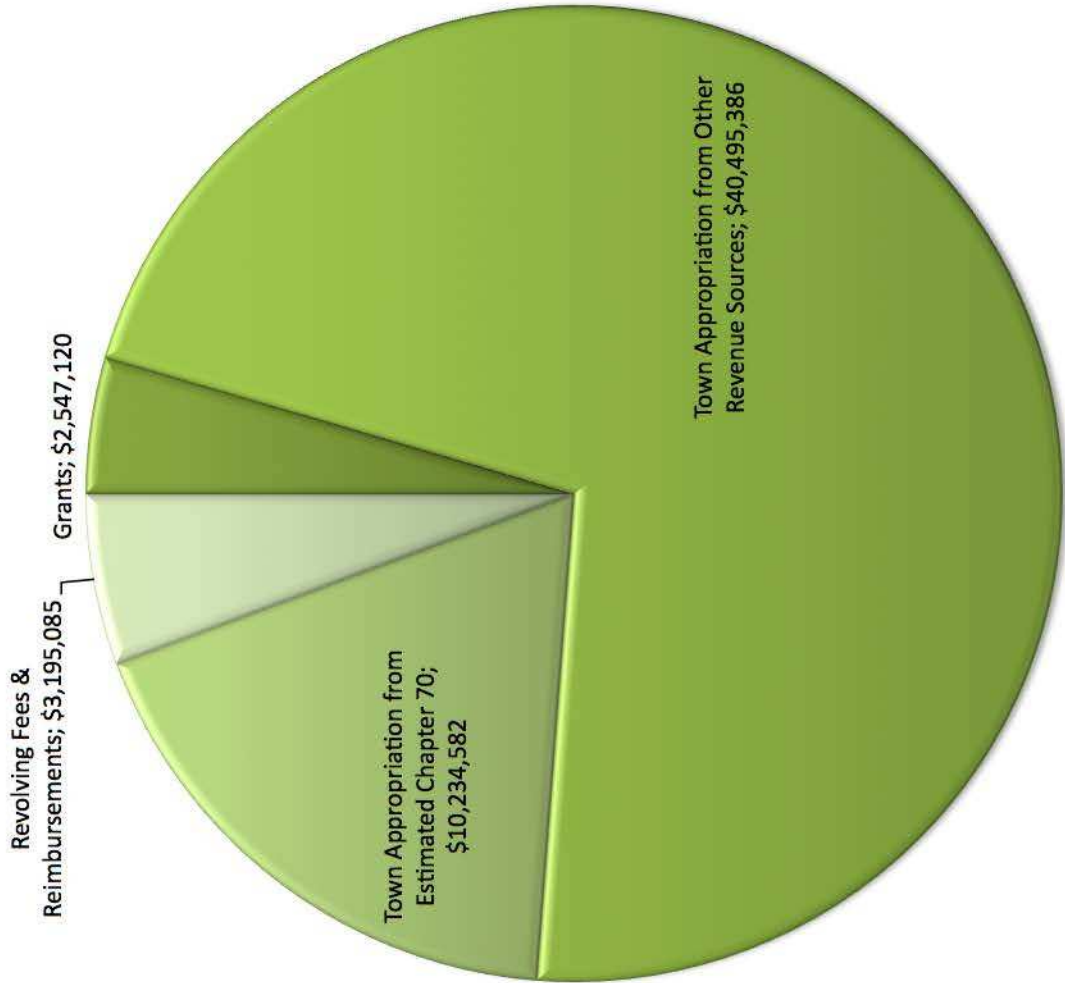
FY15 School Committee Budget at a Glance

- Following two years of strong enrollment growth not foreseen at the time of the last override, the Town of Arlington has added an enrollment factor to the funding agreement that was reached with the Arlington Public Schools for FY12.
- This revised funding agreement will provide the District additional Town Appropriation funding in FY15, and will allow the District to plan for the future knowing that enrollment changes will continue to be reflected in the Town Appropriation.
- The FY15 Budget allows the District to fund its strategic vision, while also providing class size mitigation and targeted technology infrastructure support necessary to accommodate increased enrollment.
- Key priorities of the FY15 Budget include:
 - Adding a new student/faculty cluster at the Ottoson Middle School and providing additional teaching faculty at the High School for class size mitigation.
 - Additional Mathematics support at the elementary level, along with investment in additional curriculum materials.
 - Reinforcing the District-wide commitment to improving special education team-based service delivery with increases in professionally trained support staff.
 - Investing in the success of the Updated Technology Plan with targeted Information Technology staff additions.

Funding Summary	FY14 Budget	FY15 Proposed Budget	Change	Percent
Town Appropriation	47,675,113	50,729,968	3,054,855	6.4%
Grants	2,568,107	2,547,120	(20,987)	-0.8%
Revolving Fees & Reimbursements	2,869,827	3,195,085	325,258	11.3%
Total	\$53,113,047	\$56,472,173	\$3,359,126	6.3%

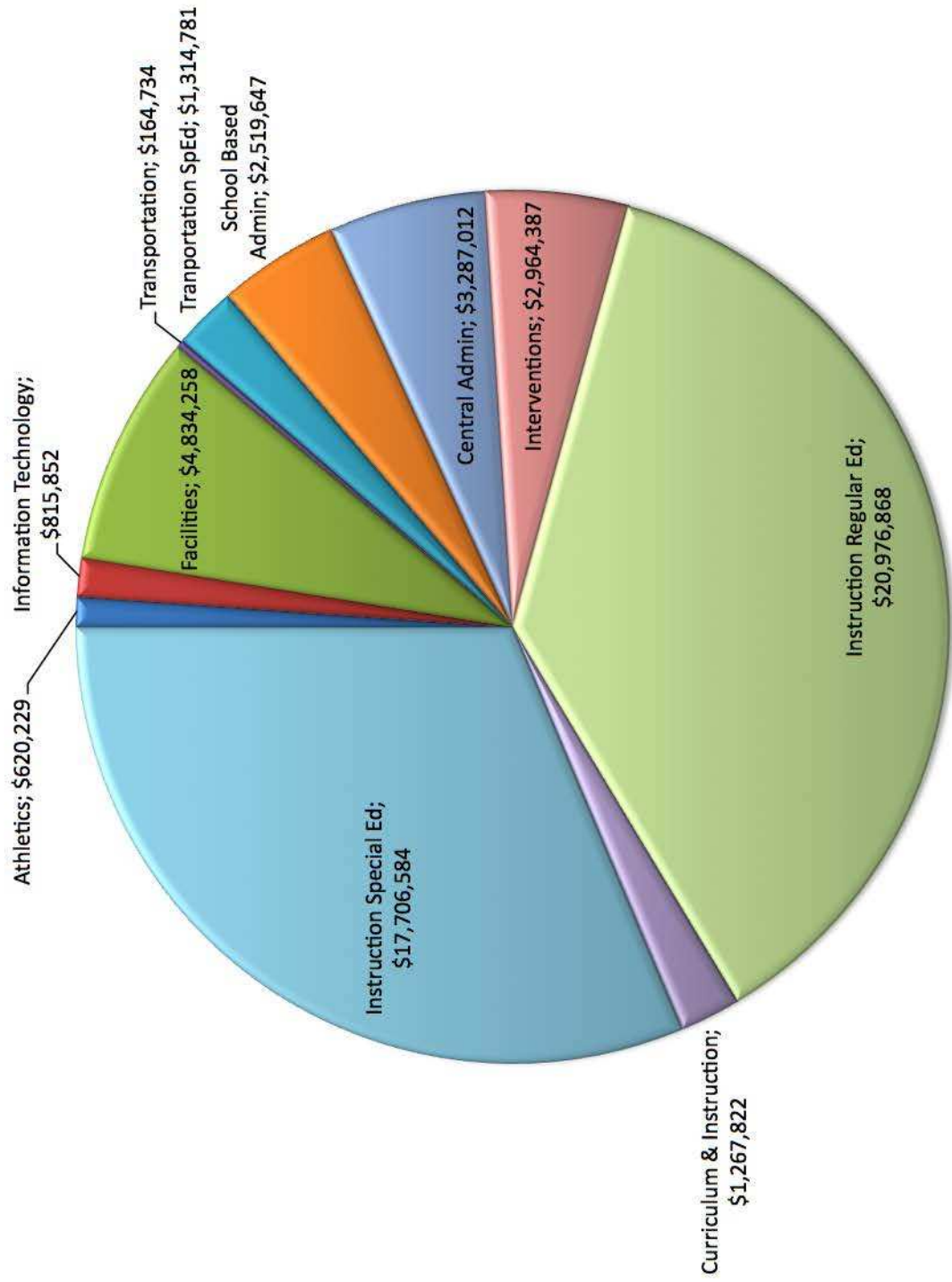
FY15 Proposed Budget Funding Summary

Total Funding \$56,472,173



FY15 Proposed Budget Expense by Major Category

Total Budget \$56,472,173



~ APS Budget Calendar for FY 2015 ~

Approved by the Arlington School Committee on Thursday, October 10, 2013

Budget Calendar for FY '15

Month	Date	Present, Prepare, To Do
OCT	24	FY 13 Review
NOV	14	Enrollment projections for FY 15 & Enrollment reality for FY 14 & Budget projections for the next 3-5 years
NOV	21	Hear from Elementary principals & dept. heads on priorities for next year
DEC	12	Hear from OMS & AHS principals & dept. heads on priorities for next year
DEC	19	Discuss SC priorities for budget and hear from public on these as well
JAN	9	Set SC priorities for budget Vote first budget number to TM (the bottom line)
FEB	13	First look at budget detail to SC and FinCom
FEB	27	Public Budget Hearing
MAR	13	Final vote on budget
MAR	17	Present to FinCom
APR	28	Budget books ready for start of Town Meeting

Funding Summary

The Funding Summary shows a breakdown of the funding changes that happened as the District moved from the FY11 Budget, through the FY12 Budget with an adjusted 1% mid-year salary increase, and the FY13 and FY14 Budgets as revised to reflect final grant amounts. It also shows the funding changes that are expected to happen as the District moves from the FY14 Budget to the Superintendent's Proposed FY15 Budget.

The School Department, unlike other parts of the Town of Arlington, does not receive all of its funding from the Town Appropriation voted by Town Meeting. In the FY14 Budget, the Town Appropriation was 89.8% of the total school budget, and is budgeted to be 89.8% in the Superintendent's Proposed FY15 Budget. Grants, revolving fees and reimbursements make up the rest of the school budget.

In building the Superintendent's Proposed FY15 Budget, certain funding assumptions were made based on the best information known at the time.

The **Town Appropriation** for FY15 is the number in the Town's Long Range Projection presented at the School Committee meeting on January 23, 2014. This number reflects a change in the funding formula for the School Department. The Town has generously agreed to provide additional funding to help the School Department bear the costs of increasing enrollment by allocating 25% of the FY12 per pupil cost of \$12,600, or \$3,150, for each additional student. The increase to the FY15 Budget reflects the last two years of enrollment growth, a total of 281 new students, to allow the School Department the ability to provide adequate staffing for these enrollment increases. In the future, the net change in student population as measured by the October 1 report to the Department of Elementary and Secondary Education will change the School Department's base. We would like to express our appreciation for the cooperation and generosity of the many people who worked to create this change for the students of Arlington.

Grant funding is budgeted to decline slightly. The Teaching American History and Mandarin Grants are now ended. The Project SUCCESS Counseling Grant continues for another full year. Based on available information, we are decreasing expected entitlement and other grants by a modest 1%, with the exception of the Special Education 240 grant (94-142), which we have held level funded.

Revolving Fees and Reimbursements There have been a few changes to our revenue in this area. Circuit Breaker has been increased to reflect the FY14 projected payments. We are fortunate that we are able to continue to follow the state recommendation to use FY14 Circuit Breaker revenue in the FY15 Budget. A revision to the fee schedule for both foreign visa students and long-term after-school program tenants have allowed us to project increased revenue in the Building Rental and Foreign Visa line. A review of the last two years of Athletic Ticket Sales has allowed us to increase that line. Other lines remain level with last year. Finally, the District does not plan to take a LABBB credit in FY15.

In total, the FY15 Budget shows an increase in General Education funding by 3.5%, Special Education Funding by 7%, and an additional increase in General Education Funding by 25% of Per Pupil Expenditures for each additional student in the last two years. This results in a Superintendent's Proposed Budget number of \$56,472,173.

FY15 Superintendent's Proposed Budget
Funding Summary

Funding Summary	Funding Description	FY11 Budget	FY12 Budget w Midyear 1%	FY13 Budget 10.7.12	FY14 Budget 8.28.13	FY15 Proposed Budget
Town Appropriation	Town Appropriation	36,888,841	42,681,436	45,612,598	47,675,113	50,729,968
Town Appropriation Total		36,888,841	42,681,436	45,612,598	47,675,113	50,729,968
ARRA Stimulus Funding	SFSF	35,604	-	-	-	-
	IDEA	359,963	93,545	-	-	-
	ARRA Early Childhood	28,059	-	-	-	-
	Jobs Bill	490,929	-	-	-	-
ARRA Stimulus Funding Total		914,555	93,545	-	-	-
Grants	METCO	409,460	387,535	389,762	382,028	378,208
	Title 1 FY11	174,393	155,869	162,211	234,103	231,762
	Kindergarten Grant	255,200	230,667	205,021	237,867	235,488
	Title 2A Professional Development	94,779	80,823	83,417	84,512	83,667
	Title 3 ELL	41,563	38,221	44,835	41,004	40,594
	SpEd Early Childhood	40,951	40,975	40,882	39,368	38,974
	Title 4 Safe Schools	4,910	-	-	-	-
	Academic Support	14,200	14,600	13,100	11,800	11,682
	SpEd 94-142	1,310,164	1,323,583	1,336,032	1,303,323	1,303,323
	Teaching American History	43,424	43,332	47,084	-	-
	Verizon Science	10,000	-	-	-	-
	Mandarin	15,000	15,000	15,000	15,000	-
	SpEd Program Improvement	-	56,563	-	21,083	20,029
	Project SUCCESS Counseling	-	-	-	198,019	203,393
Grants Total		2,414,044	2,387,169	2,337,344	2,568,107	2,547,120
Revolving Fees & Reimbursements	Circuit Breaker	1,010,819	1,334,353	1,410,471	1,536,592	1,666,231
	Kindergarten Fees	970,000	969,998	-	-	-
	Tuition In Revolving	635,000	278,000	190,000	190,000	190,000
	Athletic Fees	417,000	299,000	260,000	260,000	260,000
	Peirce Field Rental	18,000	21,116	22,000	22,000	22,000
	Instrumental Music Fees	132,679	135,188	135,188	148,265	148,265
	Building Rental Fees	200,000	200,000	350,000	300,000	350,000
	Traffic Supervisor Rebilling	15,298	15,606	15,917	15,917	16,235
	Athletic Ticket Sales	13,000	30,000	20,000	20,000	40,000
	Menotomy Preschool	138,347	142,088	142,000	142,000	142,000
	Bishop Bus	25,000	18,500	20,000	20,000	20,000
	Bridge the Gap	599,998	-	-	-	-
	Foreign Visas	160,000	160,000	200,000	200,000	325,000
	LABBB credit	200,000	-	51,199	-	-
	Other Fees	70,251	12,104	14,328	15,053	15,354
Revolving Fees & Reimbursements Total		4,605,392	3,615,953	2,831,104	2,869,827	3,195,085
Grand Total		44,822,831	48,778,103	50,781,046	53,113,047	56,472,173

Cost Center Summary

The Cost Center Summary shows the entire School Department Budget, all funding sources included, subtotaled by Cost Center. Cost Centers represent our various school locations and departments.

This view includes FY11, FY12 and FY13 Final Expense for each Cost Center. It also includes the FY14 Budget as revised by School Committee on September 12, 2013, followed by the FY14 Projected Expenses to the end of the year. These projections are based on six months of actual expense information, as well as expectations of likely changes in the coming six months.

As was done last year, in developing the FY15 Level Service Budget, FY14 Projected Expenses were used to inform allocation of funding within the various lines. Prior to FY11, the School Department Budget was created at a higher level of summary. In order to provide greater transparency, as well to create a tool to analyze expenditures more closely, the School Department is continuing to budget at this finer level of detail. The FY15 Budget is the first year in which we have three full years of actual expenses detailed according to our new chart of accounts.

The Superintendent's Proposed FY15 Budget uses the FY 14 Level Service Budget as the base, upon which the proposed additions and restructurings are shown as allocated by Cost Center. Using this, we have created detailed budgets for FY15 which are shown in the final column.

FY15 Superintendent's
Proposed Budget Cost Center Summary

CC	Cost Center	FY11 Expenditures	FY12 Expenditures	FY13 Expenditures	FY14 Budget 9.12.14	FY14 Expense Projections	FY15 Level Service	FY15 Additions	FY15 Restructuring	FY15 Proposed Budget
1	High School	6,517,061	6,998,895	7,446,919	7,633,786	7,414,516	7,926,455	320,260		8,246,715
2	Athletics	674,143	594,888	732,184	616,589	713,249	620,229			620,229
3	Ottoson	5,168,590	5,453,894	5,842,148	6,221,437	5,836,530	6,487,329	250,500		6,737,829
6	Bishop	1,874,422	1,765,692	1,854,796	2,149,375	1,725,207	2,226,065	3,000		2,229,065
9	Brackett	1,885,283	2,022,722	2,037,841	2,246,917	2,111,932	2,347,720	3,000		2,350,720
12	Dallin	1,870,363	1,961,394	2,026,448	2,286,572	2,021,258	2,393,508	3,000		2,396,508
15	Hardy	1,543,188	1,644,607	1,725,959	1,847,065	1,806,960	1,933,151	3,000		1,936,151
18	Peirce	1,497,934	1,654,482	1,815,438	1,740,732	1,697,930	1,848,795	3,000		1,851,795
21	Stratton	1,507,541	1,654,010	1,685,976	2,004,507	1,654,517	2,022,406	3,000		2,025,406
24	Thompson	1,644,938	1,447,212	1,478,216	1,848,824	1,571,424	1,916,557	3,000		1,919,557
25	Early Childhood	558,644	772,402	741,482	904,493	746,845	912,627	46,787		959,414
29	Elementary Systemwide	1,400,876	1,640,821	1,698,632	1,262,913	1,815,542	1,230,171	70,000		1,300,171
30	English	60,786	106,378	104,510	117,431	112,464	119,106			119,106
33	ELL	112,202	28,131	27,640	102,799	41,004	103,369			103,369
36	Health & Wellness	137,814	169,631	277,459	307,939	355,222	323,532			323,532
39	Math	39,392	47,469	109,713	188,165	197,256	149,984			149,984
42	Science	69,914	90,063	98,887	106,576	112,700	107,843			107,843
45	SpEd	8,227,053	9,127,814	9,163,624	9,638,122	10,908,682	10,403,704	145,745		10,549,449
48	Social Studies	125,588	147,872	332,653	124,491	91,147	126,362			126,362
49	Systemwide Accounts	859,347	961,233	965,277	1,042,349	1,069,431	991,516	250,000	(40,000)	1,201,516
51	World Languages	12,502	81,396	121,248	46,944	64,397	42,577			42,577
54	Visual and Performing Arts	20,024	23,572	29,336	51,250	20,995	68,626			68,626
57	School Committee	84,361	82,277	84,763	94,830	105,854	106,020			106,020
60	Superintendent	783,268	868,540	709,390	829,750	1,001,545	865,467			865,467
63	Admin for Curriculum & Personnel	272,520	256,384	788,982	1,144,291	973,320	1,200,923	28,735		1,229,658
66	Business Office	410,714	521,428	548,444	540,322	458,030	533,813			533,813
69	Payroll	287,264	338,849	325,107	374,813	363,362	384,482			384,482
72	Food Services	-	-	2,574	10,000	-	10,000			10,000
75	Facilities	2,685,941	2,572,514	2,617,855	3,515,876	3,495,404	3,553,821		(18,000)	3,535,821
78	Information Technology	380,718	1,496,352	891,887	685,789	672,507	692,852	150,000	(27,000)	815,852
81	Transportation	992,639	1,287,236	1,407,909	1,400,562	1,493,958	1,458,665			1,458,665
85	SpEd SLC A	898,597	938,578	957,897	822,343	889,879	858,206	48,958		907,164
86	SpEd SLC B	688,531	741,752	950,100	722,870	1,061,454	755,022			755,022
87	SpEd SLC C	212,971	376,519	458,160	482,328	498,425	504,285			504,285
	Grand Total	43,505,129	47,875,006	50,059,458	53,113,047	53,102,946	55,225,188	1,331,985	(85,000)	56,472,173

Program Summary

The Program Summary is similar to the Cost Center Summary. It includes the FY11, FY12 and FY13 Final Expenses, FY14 Budget as revised by School Committee on September 12, 2013, FY14 Projected Expenses to the end of the year, FY15 Level Service Budget, FY15 Proposed Additions and Restructuring, and the Superintendent's Proposed FY15 Budget.

The difference is that in this view we are looking at all expenses, regardless of funding source, subtotaled by Program. This Program view allows us to look at activity in our budget by educational themes.

For example, elementary classroom instruction is found in Program 6506 – Elementary Education. At the Middle and High School levels, classroom instruction is divided by areas of subject content, like Mathematics or Social Studies. Program 6507 – Secondary Education is primarily used for supplies, while teacher salaries are to be found under the subject content that they teach. As with last year's Program Summary view, athletics are shown in greater detail in Programs 6620 to 6656.

Program codes 6705 to 6760 are our areas of Curriculum and Instruction (C & I). This is where to find expenses for our curriculum leaders and their modest supply budgets. You may notice 6710 – Health /Wellness is larger with the support of the new Project SUCCESS Elementary Counseling Grant.

Program codes 6800 to 6866, as well as 6975 and 6980, capture activity for Special Education.

FY15 Superintendent's Proposed Budget
Program Summary

Program Description	FY11 Expenditures	FY12 Expenditures	FY13 Expenditures	FY14 Budget 9.12.14	FY14 Expense Projections	FY15 Level Service	FY15 Additions	FY15 Restructuring	FY15 Proposed Budget
6503 - Kindergarten	1,329,554	1,385,353	1,344,386	1,536,735	1,120,037	1,600,374			1,600,374
6506 - Elementary Education	5,543,382	6,000,033	6,353,640	6,700,751	6,599,220	7,002,065	250,000		7,252,065
6507 - Secondary Education	473,166	341,269	326,128	432,875	334,696	428,906			428,906
6512 - ELL	356,361	476,401	476,699	395,429	494,291	397,410			397,410
6515 - English/Language Arts	1,272,136	1,267,419	1,297,603	1,261,099	1,312,865	1,321,505	88,000		1,409,505
6518 - Family and Consumer Science	268,143	275,881	307,014	370,485	260,599	326,505	11,000		337,505
6521 - Math	1,247,312	1,352,723	1,431,872	1,476,466	1,532,500	1,531,352	120,000		1,651,352
6524 - Science	1,222,716	1,222,986	1,334,451	1,353,682	1,294,819	1,416,151	94,000		1,510,151
6527 - Social Studies	1,094,914	1,074,710	1,130,592	1,282,486	1,116,870	1,345,075	99,000		1,444,075
6533 - World Languages	877,383	935,205	1,002,697	1,160,732	1,029,485	1,215,926	33,000		1,248,926
6536 - Art	516,338	527,647	573,491	582,047	575,772	605,901			605,901
6539 - Music	611,861	661,537	702,882	701,502	699,956	706,509			706,509
6540 - Gifted & Talented	28,318	51,036	76,256	77,913	68,968	78,700			78,700
6542 - Instrumental Music	126,247	131,419	138,508	148,265	148,265	147,235			147,235
6545 - Drama	3,558	3,045	1,380	2,000	1,149	2,000			2,000
6548 - Physical Education	688,505	879,139	903,704	996,602	963,712	1,023,574	22,000		1,045,574
6551 - Technology/Educational (Tech Ed)	143,132	242,041	192,301	181,897	179,049	193,280	27,500		220,780
6554 - Health Services/Nursing	495,710	556,874	680,863	699,381	612,060	715,039			715,039
6557 - Guidance	590,537	620,364	841,551	984,577	974,146	1,022,978			1,022,978
6560 - METCO	253,247	287,466	372,299	383,479	383,479	378,208			378,208
6563 - Library/Media	164,835	190,402	222,768	245,763	253,409	248,765	24,000		272,765
6566 - Management and Supervision - Principals	1,900,244	1,978,114	2,148,885	2,303,388	2,316,076	2,362,667		(40,000)	2,322,667
6569 - Management and Supervision-HS Dean	227,292	254,056	246,603	193,146	278,059	196,980			196,980
6575 - Professional Development	249,395	240,494	149,719	245,178	191,565	258,061			258,061
6578 - Math Interventions	32,087	21,252	23,454	220,855	70,465	219,687	70,000		289,687
6581 - Reading Interventions	888,480	1,018,623	921,371	909,835	945,891	939,960			939,960
6584 - Summer Programs	68,935	2,531	-	102,015	126,000	110,015			110,015
6587 - Extended Day	7,101	970	-	-	-	-			-
6620 - Athletics	189,582	118,042	175,125	178,142	208,428	152,562			152,562
6621 - Boys Baseball	19,609	22,702	23,226	20,766	13,463	21,878			21,878
6622 - Boys Basketball	13,970	14,233	15,784	17,061	14,953	18,636			18,636
6623 - Boys Cross Country	4,815	5,163	4,401	4,401	10,640	4,639			4,639
6624 - Boys Football	44,432	43,248	64,331	53,568	56,574	51,172			51,172
6625 - Boys Golf	4,619	6,227	6,735	5,554	7,284	5,554			5,554
6626 - Boys Ice Hockey	45,171	37,832	52,235	39,092	36,527	35,722			35,722
6627 - Boys Indoor Track	8,859	4,650	9,885	7,816	8,866	7,816			7,816
6628 - Boys Lacrosse	14,001	15,503	16,511	16,767	10,796	13,676			13,676
6629 - Boys Outdoor Track	8,766	9,559	10,846	8,733	10,524	9,333			9,333
6630 - Boys Soccer	15,428	16,221	17,849	17,041	17,879	17,217			17,217
6631 - Boys Swimming	7,260	7,134	7,462	5,292	4,714	7,355			7,355
6632 - Boys Tennis	4,092	4,467	5,395	4,466	4,466	4,684			4,684
6633 - Boys Volleyball	5,993	3,281	7,823	7,761	7,761	7,561			7,561
6634 - Boys Wrestling	9,324	9,461	10,951	10,114	10,108	9,914			9,914
6635 - Girls Basketball	15,961	17,243	19,153	16,817	9,915	17,817			17,817
6636 - Girls Cheering	8,501	8,970	12,701	13,415	23,157	13,415			13,415
6637 - Girls Cross Country	302	718	901	4,514	4,448	4,514			4,514
6638 - Girls Field Hockey	14,965	13,529	15,289	13,478	16,859	15,362			15,362
6639 - Girls Gymnastics	8,529	8,401	8,738	10,106	10,708	9,513			9,513
6640 - Girls Ice Hockey	48,428	41,975	39,939	34,546	36,201	35,289			35,289
6641 - Girls Indoor Track	8,774	10,158	10,917	7,766	8,866	9,240			9,240
6642 - Girls Lacrosse	14,364	13,748	15,402	15,375	15,375	16,022			16,022
6643 - Girls Outdoor Track	9,174	9,665	10,234	8,733	8,733	8,733			8,733
6644 - Girls Soccer	19,288	15,277	17,942	16,073	16,682	16,305			16,305

FY15 Superintendent's Proposed Budget
Program Summary

Program Description	FY11 Expenditures	FY12 Expenditures	FY13 Expenditures	FY14 Budget 9.12.14	FY14 Expense Projections	FY15 Level Service	FY15 Additions	FY15 Restructuring	FY15 Proposed Budget
6645 - Girls Softball	17,192	17,912	18,892	18,237	18,237	19,044			19,044
6646 - Girls Swimming	3,725	3,450	3,483	9,126	9,030	5,292			5,292
6647 - Girls Tennis	3,719	4,467	2,117	783	4,467	4,467			4,467
6648 - Girls Volleyball	15,683	20,522	15,375	14,074	15,891	14,945			14,945
6649 - Fall Equipment Manager	3,684	3,070	3,254	3,684	3,684	3,684			3,684
6650 - Winter Spring Equipment Manager	3,048	3,048	3,770	3,048	3,048	3,684			3,684
6651 - Ticket Business Manager	3,684	7,368	7,810	3,684	3,684	3,684			3,684
6652 - Fall Trainer	2,921	4,954	-	-	-	-			-
6653 - Winter Trainer	2,921	10,905	-	-	-	-			-
6655 - Cross Country	3,121	4,868	3,096	-	-	-			-
6656 - Athletics Other	200	-	-	-	-	-			-
6700 - C&I Leadership	152,000	206,556	263,578	299,398	173,049	293,361			293,361
6705 - C&I ELL	70,639	14,846	27,640	102,799	41,004	103,369			103,369
6710 - C&I Health/Wellness	78,416	124,681	121,282	51,157	127,676	82,851			82,851
6715 - C&I Science	68,808	89,414	98,562	106,576	112,700	107,843			107,843
6720 - C&I Math	38,442	46,433	109,421	187,765	197,256	149,584			149,584
6725 - C&I Family Science	14,347	3,290	-	-	-	-			-
6730 - C&I World Languages	2,202	71,396	121,248	46,944	64,397	42,577			42,577
6740 - C&I English	58,986	113,068	104,510	117,381	112,464	119,056			119,056
6745 - C&I Social Studies	125,588	151,872	331,853	124,491	91,147	126,362			126,362
6750 - C&I Visual Art	47,819	19,675	22,537	24,406	17,411	41,343			41,343
6755 - C&I Performing Art	-	39,237	43,654	46,345	29,547	46,783			46,783
6760 - C&I Reading	302,608	146,183	163,110	164,353	179,531	132,283			132,283
6800 - PK - SpEd	193,682	282,941	350,758	394,830	403,150	391,993	22,500		414,493
6803 - Pupil Services (504)	18,881	45,555	43,949	18,244	23,556	18,244			18,244
6806 - SpEd Admin/Management Services	512,461	675,654	697,860	961,309	904,014	990,968	16,458		1,007,426
6809 - SpEd Teacher	1,570,538	1,751,522	1,848,397	2,207,328	1,964,114	2,288,381			2,288,381
6812 - OT/PT	435,130	492,072	352,992	394,617	461,916	439,048			439,048
6815 - Alternative Program	135,816	180,025	265,310	193,371	247,275	193,735			193,735
6818 - Speech/Language	499,764	491,057	369,999	437,052	436,237	503,106	32,500		535,606
6821 - Behavioral Support	289,835	352,847	349,020	202,783	256,237	253,715	110,745		364,460
6824 - Inclusion Support	728,290	762,979	706,825	460,134	412,269	473,253	65,047		538,300
6827 - Self-Contained Academic Instruction	1,014,535	1,178,456	1,484,943	1,346,421	1,690,295	1,408,066			1,408,066
6830 - Medical Services	5,900	57,828	20,760	49,920	128,293	99,920			99,920
6833 - Social Workers	546,871	603,217	785,550	788,374	754,526	828,815	32,500		861,315
6836 - Psychologists	286,023	386,283	887,069	1,147,346	1,063,955	1,169,255			1,169,255
6839 - Team Chairs	492,659	709,673	639,388	684,333	868,040	685,734	35,000		720,734
6842 - Adaptive Technology	1,783	97,303	46,467	60,336	32,938	45,786			45,786
6845 - One to One Assistance	337,669	255,074	307,260	253,679	341,020	256,263			256,263
6848 - Out of District Tuition Day Students	3,990,056	4,735,184	4,573,069	4,627,824	4,647,936	5,109,257			5,109,257
6851 - Out of District Tuition Residential	1,332,672	1,294,833	1,155,138	1,206,382	1,219,711	1,406,382			1,406,382
6854 - SpEd Summer Program	230,973	309,343	416,304	382,010	863,319	366,670			366,670
6857 - SpEd Contracted Service	493,469	166,484	16,916	206,505	68,653	119,505			119,505
6860 - SpEd Testing and Assessment	28,671	44,443	27,768	39,589	25,276	27,924			27,924
6863 - SpEd Curriculum	4,547	581	2,778	3,105	3,546	5,800			5,800
6866 - Legal Services Special Education	185,056	62,327	43,100	200,000	191,880	200,000			200,000
6900 - School Committee	84,014	84,178	86,438	94,480	106,959	105,670			105,670
6905 - Legal Services School Committee	421,964	388,922	164,378	370,243	390,000	400,000			400,000
6910 - Superintendent	369,855	413,067	400,493	448,802	441,026	457,467			457,467
6915 - Admin for Curriculum & Personnel	123,935	111,406	673,754	783,572	812,282	851,670	28,735		880,405
6920 - Business Office	419,819	528,252	555,946	548,547	460,069	542,313			542,313
6925 - Payroll	287,202	338,849	325,107	374,813	363,362	384,482			384,482
6930 - Grants Development	50,502	79,663	81,626	83,492	82,592	84,877			84,877

FY15 Superintendent's Proposed Budget
Program Summary

Program Description	FY11 Expenditures	FY12 Expenditures	FY13 Expenditures	FY14 Budget 9.12.14	FY14 Expense Projections	FY15 Level Service	FY15 Additions	FY15 Restructuring	FY15 Proposed Budget
6935 - Human Resources	34,832	65,635	172,090	201,785	195,984	190,125			190,125
6940 - Information Technology	418,457	1,450,705	891,727	685,789	672,507	692,852	150,000	(27,000)	815,852
6945 - Student Data and Assessment	29,491	30,930	7,662	88,181	3,746	59,000			59,000
6950 - Food Services	-	-	2,574	10,000	-	10,000			10,000
6955 - Traffic Supervisors	77,804	115,327	124,203	122,158	124,243	128,715			128,715
6960 - Facilities Maintenance	2,585,654	2,714,568	2,865,606	3,175,642	3,539,318	3,204,091		(18,000)	3,186,091
6965 - Custodial Services	1,613,933	1,589,559	1,539,386	1,594,646	1,651,911	1,648,167			1,648,167
6970 - Transportation Regular Ed	219,048	190,525	254,751	241,064	179,035	164,734			164,734
6975 - Transportation Special Ed In District	261,894	340,291	387,198	388,298	428,377	420,644			420,644
6980 - Transportation Special Ed Out of District	541,436	673,873	679,984	700,050	763,545	794,137			794,137
6985 - Athletics Transportation - Boys	36,586	28,741	47,492	12,072	41,076	26,500			26,500
6986 - Athletics Transportation - Girls	33,452	28,177	40,995	14,484	40,205	25,000			25,000
6990 - Transportation Homeless	48,699	72,395	114,218	90,000	137,000	100,000			100,000
6998 - Systemwide Expense	266,422	130,648	-	59,507	-	43,958			43,958
Grand Total	43,505,129	47,875,006	50,059,458	53,113,047	53,102,946	55,225,188	1,331,985	(85,000)	56,472,173

Object Summary

This is the view familiar to those of you who look at the monthly expense reports. Like the Cost Center and Program views, the Object Summary includes the FY11, FY12 and FY13 Final Expenses, FY14 Budget as revised by School Committee on September 12, 2014, FY14 Projected Expenses to the end of the year, FY15 Level Service Budget, FY15 Proposed Additions and Reductions, and the Superintendent's Proposed FY15 Budget.

The difference is that in this view we are looking at all expenses, regardless of funding source, subtotaled by Object. Object codes capture the type of expense. This summary view allows us to look at the School Department Budget by broad categories of expense.

The Object Summary shows most clearly that we are continuing to track our expenditures in more detail than had been done in the past. With this more detailed expense tracking, we are also continuing to be able to budget in greater detail. This year, virtually all object codes have a clear enough expense record that we have been able to budget for them. Facilities is the main area where this greater detail can now be seen in actual expenses and in the budget. You will also notice a few object codes that have been discontinued, as the coding has become more reflective of the key Object expenses.

FY15 Superintendent's Proposed Budget
Object Summary

Object Description	FY11 Expenditures	FY12 Expenditures	FY13 Expenditures	FY14 Budget 9.12.14	FY14 Expense Projections	FY15 Level Service	FY15 Additions	FY15 Restructuring	FY15 Proposed Budget
81111 - Administration Salaries & Wages	2,872,800	2,925,740	3,429,163	3,607,097	3,734,860	3,683,670	984,500		3,683,670
81112 - Teacher Salaries & Wages	20,542,943	22,169,958	24,418,237	26,439,263	25,983,287	27,532,663			28,517,163
81113 - Custodial Salaries & Wages	1,160,250	1,173,568	1,153,066	1,265,546	1,203,860	1,319,067			1,319,067
81114 - Food Service Salaries & Wages	115,197	137,898	127,869	154,818	160,403	154,818			154,818
81115 - Clerical Salaries & Wages	1,253,733	1,440,757	1,401,201	1,577,479	1,487,105	1,644,339	22,500	(40,000)	1,626,839
81116 - Full/Time Teacher Aides Salaries & Wages	2,084,399	2,292,675	2,221,758	2,221,758	1,814,136	1,998,917	146,250		2,145,167
81117 - Other Full-time Salaries & Wages	1,162,535	1,471,871	1,714,293	1,709,341	1,667,199	1,761,071	150,000	(27,000)	1,884,071
81118 - Part-time Salaries & Wages	111,662	110,479	133,024	140,743	140,743	145,215			145,215
81119 - Summer Program	64,634	2,286	4,571	102,015	126,000	110,015			110,015
81120 - Bus Monitors	-	35,073	43,775	36,342	8,564	8,342			8,342
81200 - Temporary Salary Principals	-	3,678	-	-	-	-			-
81201 - Temporary Salaries & Wages Professional	285,869	325,312	375,652	603,180	389,965	525,356			525,356
81202 - Temporary Salaries & Wages Other	424,491	451,319	501,256	320,667	420,846	417,464			417,464
81203 - Substitute Teachers Day - to - Day	160,990	183,162	154,192	231,409	210,513	231,409			231,409
81204 - Extended Term Sub Teacher	113,968	169,129	244,562	289,515	246,517	291,453			291,453
81206 - Temporary Clerical Help	34,963	23,279	15,003	20,000	7,083	10,000			10,000
81301 - Overtime/Peakload Requirement	68,031	46,640	145,383	75,000	46,727	51,000			51,000
81302 - Snow/Ice Removal Custodial	17,258	5,441	37,948	75,000	21,952	75,000			75,000
81304 - Maintenance Salaries	342,352	277,431	382,679	466,863	383,614	494,778	(18,000)		476,778
81305 - Night Watch	317	2,752	1,614	20,500	13,534	20,500			20,500
81307 - Permit	14,194	12,044	11,264	7,000	13,542	7,000			7,000
81308 - Out of Classification Salary	9,318	5,624	11,367	18,000	3,442	18,000			18,000
81310 - Call Back	5,353	10,076	7,770	5,000	11,796	5,000			5,000
81311 - Supervision	11,400	-	-	-	-	-			-
81313 - Auto Allowance	19,789	21,700	22,857	22,750	18,549	22,750			22,750
81314 - Custodial Clothing Allowance	11,200	10,400	10,400	-	9,600	-			-
81316 - Vacation	41,729	35,347	40,557	25,000	38,944	25,000			25,000
81317 - Additional Cleaning	61,564	4,719	71	500	-	500			500
81318 - Teacher Moving Allowance	27,388	26,058	9,397	1,000	20,033	1,000			1,000
81320 - Skills Stipend	4,343	4,487	3,362	3,500	2,191	3,038			3,038
81322 - Other Stipend	60,181	59,924	31,974	48,194	46,504	25,433			25,433
81323 - Custodial Athletics	-	6,927	13,732	-	11,323	-			-
81413 - Longevity Teacher	209,426	185,000	299,038	255,100	208,403	255,100			255,100
81414 - Longevity Admin	6,981	3,601	1,444	7,627	12,604	7,627			7,627
81415 - Longevity Clerical	20,500	16,000	20,325	38,158	21,951	38,158			38,158
81416 - Longevity Custodial	23,172	25,022	22,859	15,700	22,732	15,700			15,700
81505 - Other Payments	19,303	-	-	-	-	-			-
81730 - Pensions	3,000	3,439	23,489	13,941	18,741	13,941			13,941
81731 - MTRB Pensions	156,730	126,040	87,689	117,476	117,476	117,476			117,476
81760 - Clothing Allowance	4,458	8,583	8,864	24,415	10,107	26,500			26,500
81765 - Auto/cellphone Allowance	4,266	1,195	1,200	15,190	646	-			-
82102 - Fuel	74,185	-	-	-	-	-			-
82103 - Power/Electricity	904,674	866,317	815,537	1,011,604	1,012,000	901,162			901,162
82104 - Natural Gas	645,975	508,044	596,542	846,000	762,769	996,000			996,000
82403 - Plumbing Services	81,700	56,120	92,472	55,000	31,548	10,000			10,000
82404 - Roof Repairs	9,871	21,915	21,418	-	22,382	-			-
82405 - Flooring Supplies/Services	18,039	76,853	12,201	15,000	5,494	15,000			15,000
82407 - Masonry Supplies/ Services	6,320	12,330	167	9,500	7,632	9,500			9,500
82408 - Electrical Services	22,423	58,529	19,212	50,000	39,055	50,000			50,000

FY15 Superintendent's Proposed Budget
Object Summary

82409 - Grounds/Supplies	15,056	4,029	86,421	-	10,989	-	-	-	-
82410 - Painting Services	26,615	27,066	45,067	30,000	12,596	30,000	30,000	30,000	30,000
82411 - Window/Glass Services/Supplies	5,400	10,136	6,789	10,500	15,514	10,500	10,500	10,500	10,500
82412 - HVAC Contracted Services	108,777	133,338	154,641	140,000	135,348	140,000	140,000	140,000	140,000
82414 - Boiler Services	69,239	49,860	105,891	65,000	72,386	65,000	65,000	65,000	65,000
82420 - Elevator Maintenance/Repairs	25,968	38,574	39,118	40,000	48,400	40,000	40,000	40,000	40,000
82703 - Equipment Rental	36,326	66,632	38,801	70,425	65,688	70,425	70,425	70,425	70,425
82902 - Moving Supplies/Services	-	700	-	-	-	-	-	-	-
82904 - Custodial Supplies/Cleaning Services	214,707	295,087	248,520	250,000	297,182	250,000	250,000	250,000	250,000
82905 - Extermination Services	2,762	7,330	95	6,500	2,612	6,500	6,500	6,500	6,500
82998 - Athletics Overtime	16,001	55,832	15,662	27,962	29,085	25,000	25,000	25,000	25,000
82999 - Miscellaneous Maint Services	74,661	24,062	19,369	25,000	19,629	25,000	25,000	25,000	25,000
83101 - Professional & Tech Services	1,053,463	1,046,152	1,072,110	911,499	1,166,496	950,356	950,356	950,356	950,356
83102 - Legal Services	561,547	352,967	202,149	370,243	381,880	400,000	400,000	400,000	400,000
83201 - Tuition to Other Schools	5,674,721	6,296,011	6,204,485	6,325,475	6,632,796	7,006,908	7,006,908	7,006,908	7,006,908
83301 - Contracted Transportation to and From School	788,781	992,363	1,047,376	1,071,250	1,161,170	1,125,281	1,125,281	1,125,281	1,125,281
83302 - Field Trips (including expenses)	2,563	3,035	6,681	2,810	5,025	3,375	3,375	3,375	3,375
83303 - Bus Reimbursement	5,663	3,785	4,610	4,800	6,862	6,800	6,800	6,800	6,800
83402 - Telephone/pagers	8,371	12,515	25,615	37,375	37,030	37,185	37,185	37,185	37,185
83403 - Advertising	10,353	14,554	8,665	17,565	6,640	11,065	11,065	11,065	11,065
83404 - Reproduction/Printing	13,506	7,310	32,938	56,891	3,802	45,391	45,391	45,391	45,391
83405 - Postage	289	290	488	2,200	507	950	950	950	950
83802 - Environmental Services	109	6,904	7,749	7,000	22,928	7,000	7,000	7,000	7,000
83803 - Security Services	-	23,242	3,316	-	-	-	-	-	-
83804 - Athletic Services	153,726	133,674	156,414	131,021	129,578	131,063	131,063	131,063	131,063
83807 - Insurance	27,641	28,972	31,731	29,428	40,431	40,756	40,756	40,756	40,756
83808 - Safety Equipment & Testing	-	1,622	868	-	1,760	-	-	-	-
84201 - Office Supplies	43,693	57,737	61,418	72,487	85,786	75,638	75,638	75,638	75,638
84303 - Plumbing Supplies	8,253	7,643	4,075	6,400	10,221	10,000	10,000	10,000	10,000
84306 - Carpentry Supplies/Doors	11,417	14,718	49,840	10,562	20,636	10,562	10,562	10,562	10,562
84308 - Electrical Supplies	28,085	36,074	43,814	35,000	47,840	35,000	35,000	35,000	35,000
84312 - HVAC Supplies	4,002	2,585	8,858	7,200	4,230	7,200	7,200	7,200	7,200
84321 - Equipment Maintenance	38,134	7,466	11,822	12,292	13,758	12,292	12,292	12,292	12,292
84399 - Miscellaneous Maint Supplies/Materials	12,006	131,865	5,873	5,000	12,737	5,000	5,000	5,000	5,000
84802 - Motor Vehicle Repair	41,007	16,241	56,042	57,865	54,944	37,865	37,865	37,865	37,865
84803 - Gas & Oil	-	-	44,025	-	-	-	-	-	-
84902 - Food Supplies	9,718	18,086	12,138	17,460	20,115	12,960	12,960	12,960	12,960
85100 - Educational Supplies	56,899	30,004	1,908	2,964	1,225	2,570	2,570	2,570	2,570
85101 - Reproduction supplies - Paper/Toner	122,006	95,332	101,484	113,633	86,019	106,710	106,710	106,710	106,710
85102 - Testing Materials	3,344	27,620	15,572	45,682	25,711	24,517	24,517	24,517	24,517
85103 - Instructional Materials	251,832	260,091	249,839	267,598	320,950	301,574	301,574	301,574	301,574
85104 - Athletic Supplies	21,562	52,659	80,210	46,071	72,022	35,960	35,960	35,960	35,960
85106 - Textbooks, Books & Periodicals	131,106	244,294	127,617	216,519	160,563	184,650	184,650	184,650	184,650
85107 - Instructional Services	2,844	340	-	-	-	-	-	-	-
85110 - Instructional Equipment	61,540	85,496	37,541	44,501	29,663	43,440	43,440	43,440	43,440
85201 - Medical/Surgical Supplies/Services	7,955	7,266	11,390	20,200	11,691	15,200	15,200	15,200	15,200
85802 - Computer Supplies	20,941	64,441	10,781	15,419	19,767	15,419	15,419	15,419	15,419
85803 - Graduation Service/Ceremonies	12,580	13,462	10,548	15,000	7,847	15,000	15,000	15,000	15,000
85804 - Computer Software	109,483	226,771	201,969	222,793	230,590	234,384	234,384	234,384	234,384
85806 - Miscellaneous Supplies	4,817	1,700	11,113	3,400	565	1,400	1,400	1,400	1,400
87101 - Business Travel	8,345	7,267	13,040	8,795	2,033	3,600	3,600	3,600	3,600

FY15 Superintendent's Proposed Budget
Object Summary

TOC 8

87105 - Workshop Stipends/PD Expenses	74,699	19,049	15,675	31,689	27,600	32,720	32,720			32,720
87106 - Graduate Reimbursements	8,804	2,865	5,464	15,000	-	15,000	15,000			15,000
87202 - Training Educ Conferences & Attendance	105,686	148,016	134,521	124,771	123,402	113,991	113,991			113,991
87301 - Professional Affiliations Membership/Pubs	28,605	49,803	96,404	93,671	125,782	148,894	148,894			148,894
87601 - Court Judgments/Damage Settlements	24,618	121,132	1,278	200,000	200,000	200,000	200,000			200,000
88501 - Capital Equipment/Furniture	44,040	569	57,355	-	7,659	-	-			-
88502 - Computer Network Telecom	-	392,933	7,580	720	-	720	720			720
88504 - New Equipment Motor Vehicle	6,163	6,163	7,098	8,000	-	-	-			-
88550 - Computer Equipment/Hardware	1,849	669,067	278,457	55,406	67,640	55,406	55,406			55,406
88804 - Roofs	-	1,850	848	-	-	-	-			-
88808 - Electrical	2,818	2,818	-	-	-	-	-			-
88810 - Painting	-	-	1,545	-	-	-	-			-
88816 - Boilers	2,512	-	-	-	-	-	-			-
88920 - General Constuction Contract	1,753	-	355	-	469,244	-	-			-
88945 - Surveys & Tests	1,894	800	800	-	-	-	-			-
89203 - Credit Card Charges	-	-	25,138	-	-	-	-			-
Grand Total	43,505,129	47,875,006	50,059,458	53,113,047	53,102,946	55,225,188	1,331,985	(85,000)		56,472,173

2013-2014 APS Selected Highlights and Accomplishments

SCHOOL UPDATES

Arlington High School – Principal Matthew Janger

I am thrilled to be completing my first year as Principal of Arlington High School. It's been an amazing year. AHS continues to be recognized as one of the top schools in the region on different rankings. In addition to our academic success, AHS continues to work to serve the needs of the whole child and every child through our range of academic programs, extracurricular activities, and advisory events. There is much to be proud of at AHS, as well as significant challenges in terms of facilities and equipment. Our recent reaccreditation process lauded the high school's academics, while placing the school on warning based on its facilities. The school will remain on warning until the facilities are improved. In March, Arlington submitted a Statement of Interest to the Massachusetts School Building Authority requesting assistance in a rebuilding project.

Continuing our tradition of academic excellence, AHS was ranked as 25th in the state by *U.S. News & World Report* and among the top 50 schools in the region by *Boston Magazine*. AHS was also included in the list of "America's Most Challenging High Schools" by *The Washington Post*.

AHS was named to the College Board Honor Roll for the third year. The Honor Roll recognizes districts that are expanding access to AP courses and maintaining or improving their student performance. AHS was one of only 14 schools in Massachusetts that have been selected for the Honor Roll in multiple years and one of only 477 schools on the Honor Roll in the U.S. and Canada.

Students at AHS also showed improved performance in the National Merit Scholarship Competition over the past two years

	Winners	Finalists	Semi-Finalists	Commended
Class of 2013	-	3	3	18
Class of 2014	2	6	6	24

Most of last year's students will be continuing their education, with 92% attending college. AHS seniors were accepted to over 283 colleges in the past year. An additional 1.25% will be serving their country in the military.

Digital Technology is transforming both our economy and our schools. AHS is working to expand both our course offerings in digital technology and our use of instructional technology across the curriculum. In 2014-15, AHS will be upgrading all teachers to Mac OS laptops and improving our ability to project digital media in all classrooms.

We have made significant additions to our offerings in technology, both in traditional STEM fields (Science, Technology, Engineering, and Mathematics) and in the humanities (World Language and Arts). With grant support, we have opened a new STEM Computer Lab and added computer programming course offerings ranging from the introductory level through AP. Our new Language Lab uses computers and iPods to allow students to listen and practice speaking foreign languages. In addition we have re-opened our disused woodshop as a “maker space” where our Science, Technology, Engineering, Arts, and Mathematics (STEAM) classes can build, experiment, and prototype.

AHS is embracing the enrichment opportunities provided by digital technology as well as school-university partnerships. We are expanding our offerings for dual enrollment classes, taught at AHS in partnership with Syracuse University. We have also added new online language courses, allowing students to study a wider range of world languages. Last, we have begun piloting the use of university level, online, open courses with teacher support through Coursera (MOOCS). Our first was in music technology, a combination of fine arts and mathematics. We will pilot three additional courses next year.

AHS is committed to creating a global education for our students. To support this, we currently host 28 international students, who live with local families. In addition, we support numerous international trips for our students, focused on cultural experiences, arts, and languages. This year our international trips took students to Italy, Switzerland, Quebec, Costa Rica, China, and Japan. We also hosted visiting groups from China, South Africa, Japan, Israel, and Brazil. These international experiences provide an invaluable global perspective.

In addition to extracurricular sports, AHS provides many opportunities for students to engage and compete. Some of our newer competitive clubs experienced growing success this year. The Science Olympiad Club, coached by teacher John Macuk, in its 3rd outing, has risen steadily in the standings. This year we placed 19th out of 46 teams competing across the state. In only their second year, the AHS Quiz Bowl Team, under the volunteer coaching of teacher Ed Foley, competed in 6 tournaments. The Quiz Bowl Team ranked 105 in international standings. AHS placed 4th on the WGBH High School Quiz Show and qualified for the National Competition in Washington, DC. Lastly, our new Speech & Debate Team, under the volunteer coaching of teacher Jerry Pei, qualified 4 students for the Massachusetts Debate Championship and scored many individual and group awards.

Many of our clubs focus on community service and school community. Our Student Council worked to build Ponder Pride through the reinstatement of events such as a Homecoming Party

and a Pep Rally. In addition, they continued their tradition of service through programs such as their annual Blood Drive, which saved 189 lives. The AHS Best Buddies Chapter worked to support understanding of disabilities with programs such as their second annual Spread the Word to End the Word assembly, a universal effort to eliminate demeaning language towards people with disabilities. Our Club 84 chapter worked to eliminate teen tobacco use. A club leader was chosen to receive the 84's 2014 Metrowest MA Regional Youth Leadership Award. Our STAND club raised \$1,000 for Save the Children, and our Gay Straight Alliance lead the annual Day of Dialogue to promote tolerance and Suicide Prevention.

While the work of our Visual and Performing Arts Departments will be highlighted elsewhere, it's hard to ignore their many achievements this year. In the visual arts, we opened our new art gallery space in the cafeteria and hosted amazing art by both students and staff. We also hosted a weeklong residency from renowned artist Winfred Rembert, where students learned both about history and his art.

Our performing arts department earned multiple accolades and awards. We were treated to performances of Footloose, Dead Man Walking, concerts from our musical ensembles, and performance of original work by our music technology classes. In addition, our Jazz Band travelled to Texas, Italy, and Switzerland to perform before communities of musicians and educators.

Mathematics- Matthew Coleman

The first year of the STEM computer lab is going very well. The Computer Science classes are progressing well, the classroom is used more consistently between the math and science department, and the iPads are being incorporated into the lessons of the math teachers.

There has been increased collaboration among the teachers of the mathematics department due to the common planning period. As the year has progressed, teachers are meeting more consistently to share pacing and activities.

The Math Fair project is in full swing for the honors level math classes. The teachers are supporting the students in their research and discovery of varied mathematical topics. Teachers will be preparing for the internal math fair as well as deciding on the submissions to the larger math fair with cooperating districts.

Family and Consumer Science (FACS) -Patricia Bellahrossi

The Culinary Arts classes are putting the finishing touches on an interdisciplinary unit about food and culture. Each student selected a country to learn more about the culture in terms of growing food, eating habits, and how nutrition routines have changed over the years. They were given a choice of presenting their work as a traditional paper, collage or poster, or using technology. A wide array of countries have been explored and represented. Culinary students

have also been exposed to hospitality industry curriculum, comprehensive health curriculum, nutrition concepts, world cultures and foods curriculum, consumerism in the marketplace, as well as hands-on skill and knowledge development as it relates to safety and sanitation, equipment care, and use and food preparation techniques.

Our FACS teachers have become ServSafe certified so that we can provide students with career skills. Teachers have also been participating in graduate courses, including on-line assessment techniques (Socrative/Google Forms and Flubaroo/Quizlet/Flip Quiz) and understanding of Food Allergies. We have been working on the development of common assessments and rubrics for assignments, skills, and labs. Several students have been able to secure part time-jobs in the restaurant industry as line cooks and servers. Student interest has peaked and demand for foods related courses is strong. The FACS Department has added several new course offerings in Foods/Nutrition/Culinary Arts to answer the request for more options.

In our Interior and Fashion Design course, students also engage in interdisciplinary units. For example, students are designing men's ties as they learn about their history. These interdisciplinary units are interwoven throughout the curriculum as students examine how world historical, political, and social events affect culture, including housing and fashion choices, as well as their design.

In Early Childhood Education, our students experience the amazing growth of preschoolers, while spending hands-on time observing them in our AHS Menotomy Daycare and Preschool. We also have several students working in our local elementary schools and preschools through the Early Childhood Education Capstone Internship program.

Media Center – Stacy Kitsis

The previous calendar year was a big one for new initiatives at the AHS Media Center: completion of major physical renovations, full implementation of a new library management system (grades K-12), introduction of EasyBib online research and citation tool (grades 6-12), and an audiobook pilot (also funded through an AEF grant). A lot of work this year has gone into completing and expanding those efforts.

- Completion and dedication of recent renovations to Charles Skidmore with fall event
- AHS Media Center program featured in Massachusetts School Library Association newsletter spotlight
- Launch of "Making Thinking Visible" grant to support technology for meta-cognition in the humanities (10 iPad Airs)
- Coordinated two guest authors, Ji-Li Jiang (author of Red Scarf Girl) who spoke to the ninth grade and Andrea Scarpino (poet) who spoke to creative writing classes

- Expansion of audiobook pilot

Special Education – David Dempsey & Margaret Lim

Transition Program:

AHS has instituted a new Transition Program for the 2013-2014 school year. As an introduction to the new offering are some notes from Meg Lim.

IDEA 2004: 34 CFR 300.43 – “Transition Services” is defined as *–A coordinated set of activities for a child with a disability that is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.*

Pilot Year:

Starting in September 2013 we went through a departmental reorganization changing how we deliver special education services at Arlington High School. With those changes we have also been able to more effectively address the mandated transition needs of all students with IEPs by creating a program of services that is multi-faceted.

Services:

- Specialized instruction in academic and functional areas (modules);
- School-to-Work guidance and instruction (Work Opportunities Unlimited);
- Work-Study Contracts (similar to PE Contracts);
- In-School Vocational Practicums (opportunities to gain work experience while in school).

Summary/Highlights:

- 109 students are receiving 196 services during our pilot year;
- 157 academic modules are being taken by 109 students;
- 21 students are participating in post-secondary modules;
- Six students are participating in adaptive life skills modules (Young Adult Living);
- 12 students are receiving vocational services.

History and Social Sciences – Kerry Dunne

Academic Internship Program:

This year, Arlington High School offered its first academic internship program to students. 13 students completed 5 hour per week internships for honors-weight academic credit during the fall

semester, and showcased their work at a well-attended expo in January. Their internship sites included Mass General Hospital, the Joan Amon personal injury law office, Arlington's Town Engineer's office and Town Manager's office, the Massachusetts State Archives, the Old Schwamb Mill, the Arlington Historical Society, and the Cyrus Dallin Museum. If you work with any organization that would take an AHS senior as an intern next year, please contact Kerry Dunne at kdunne@arlington.k12.ma.us.

Dual Enrollment and Online Learning:

Arlington High School offered economics as a dual enrollment course in partnership with Syracuse University for the second year, and will be adding a public policy course through the same partnership next year. This partnership allows students at Arlington High School to earn 3 Syracuse credits while on-site at Arlington High, and they are able to transfer these credits to whichever university that they attend. Additionally, we had 5 students enroll in a fully grant-funded dual enrollment Global Literature course located at Harvard Extension School. Lastly, with Arlington Education Foundation funding, we piloted a for-credit Coursera online course in sound engineering this spring instructed by two professors at the University of Rochester, and awarded academic credit to students who completed the course.

Athletics – Melissa Dlugolecki

Arlington Athletics enjoyed a robust enrollment this year averaging 360 student athletes each season. With a third of the student population participating in sports throughout the year, the energy and enthusiasm was ubiquitous.

The Spy Ponders sent nine teams into the MIAA State Tournament and many athletes far into state and regional competitions for individual events. Among these highlights, some top accomplishments include; our football team winning the Middlesex League Liberty Championship, one of our divers competing at the regional level, a wrestler representing us at the New England Competition and both our boys hockey and girls soccer teams rallying incredible fan support as they went deep into the state tournament bracket.

The energy and support stayed strong all year and many new ideas transpired from the student-athletes at weekly Captains Council meetings. A few of their successful endeavors included the Trick-or-Trot 5K Road Race, the well-attended and enthusiastic pep-rally and the start of our Ponder Pride program. The Ponder Pride program creates opportunities for teams to learn more about one another and for all teams to have increased fan support.

Three-sport captain and standout student-athlete, Anna Smokovich was recognized for her academic, athletic and personal excellence through receipt of the MIAA January Student-Athlete of the month award. This award is given to one male and one female in the state of Massachusetts each month.

We look forward to continuing to grow, improve and challenge our student-athletes on and off

the field. Currently, our captains are working on the development of next year's "Ponder Cup." Stay updated with all the happenings in athletics on our [website](#) and follow us on Twitter! GO PONDERS!

Ottoson Middle School – Principal Timothy Ruggere

Whole School

- Developed understanding about OMS Core Values through five STAND activities throughout the year.
 - S = supporting and respecting our abilities and differences
 - T = taking responsibility for our actions
 - A = achieving high standards
 - N = nurturing curiosity and lifelong learning
 - D = determination in the face of challenges

- Researched a student advisory system to be implemented in 2014-2015.
- Developed after-school Math Strategies program to improve math understanding and skills and to support test taking skills.
- Professional Learning Communities Content Teams focused on Common Core State Standards: to fully implement in curriculum.
- Piloted the Partnership For Assessment Of Readiness For College and Careers (PARCC) assessment system.
- Developed a plan for administrators to move their offices to their grade level areas in order to work more closely with grade level teams in 2014-2015.
- Math and Science: Teachers attended the National Science Foundation (NSF) Conference.
- OMS Orchestra awarded Silver medals at the Massachusetts Instrumental and Choral Conductors Association Festival (MICCA).
- National History Day - A group of OMS students earned Honorable mention awards at the Eastern Massachusetts Regional Academics Competitions.
- Students participated in the high school wrestling and weight lifting program.
- Ottoson Parent Advisory Committee (OPAC) continued to actively support the school by providing additional supplies and funding for classrooms.
- OMS Peer Leaders attended the Anti-Defamation League's Youth Congress Conference and led peer anti-bullying discussions with the 6th grade.
- The Gay Straight Alliance (GSA) organized a "Day of Silence" in conjunction with other schools nationally.

- Middlesex District Attorney Marion Ryan presented at a school-wide assembly on cyber bullying (“No Name Calling Week” and Navigating In The Cyber World). A national observance was held during January.
- A student won first place in a New England Conservatory Competition.
- The OMS Department of Performing Arts presented “Guys and Dolls” to the public in March.
- OMS collaborated with AMCI to develop student broadcasting and communication skills, including making videos and other presentations using technology.
- Students participated in the National Spanish Exam (7th-8th), New England Math Competition (6th-8th) and National Geography Bee where one student advanced to the state level.
- Students participated in National History Day, for the third year led by 6th grade Ancient Civilization teachers Alison Sancinito and Jason Levy. Ottoson Middle School had its best year. Forty students (19 project groups) competed at the regional competition. Six groups, who competed in the documentary, website, performance and exhibit categories qualified for States. This included several first place finishes. Four groups also received Honorable Mentions. At the State competition, two groups received Honorable Mentions. Four special awards were also awarded to OMS students for their outstanding projects and research.

6th Grade

- Piloted a one-to-one IPAD program in one cluster.
- Art curriculum included a unit with a mythology theme, connecting art and art careers. Students created artwork for the Rick Riordan Art competition; 50 student submissions were chosen to be displayed in Barnes and Noble Booksellers.

7th Grade

Student volunteers helped elders in the community through the Arlington Linking Neighborhood Kids With Senior Citizens Program (LINKS) (7th and 8th).

- Generation Citizen: students participated in a civic advocacy program that will be presented at the State House in May.

8th Grade

- An OMS student won a “JFK Make a Difference Award” for her “Bullying Hurts” service project at a fundraiser: Fundraiser for Parent Advocacy Coalition for Educational Rights (PACER), a national bullying prevention non-profit organization.
- 8th grade students presented their Castle Projects to the school community in November.

Technology News

- The Ottoson Technology and Engineering Classes run by Gary Blanchette and Brandy Whitney developed a multimedia website where students and the community can view our Engineering curriculum, slideshows of student work, videos of not only student designed projects in motion, but of Mr. Blanchette and Mrs. Whitney teaching key engineering lessons. Links to MCAS prep and other engineering sites are included.
- 3D printing has begun at the Ottoson. 3D printers are in the process of being installed. Students will be viewing and utilizing printers to create elements of existing engineering design projects, such as rocket nose cones, dragster wheels and whirlybird propellers. They will be evaluating the 3D printed objects and comparing them with other model elements they have made.
- Underwater Robots at Ottoson
Ottoson has an engineering and robotics club this year. To date, students they have created land-based wireless robotic rovers. The Rovers are able to complete a variety of tasks, including running in the dark, communicating a simple message and running over a variety of terrains and obstacles, including an uphill walkway outside OMS. This activity allowed students to prepare skills in circuitry, ROV concepts and navigation for the arrival of the Sea Perch robots. They hope to launch them in local bodies of water in the spring and possibly obtain a dive/fishing camera to see what is under the water.

Media Center News

- Ottoson News Network won second place in the MARC (Massachusetts Aggression Reduction Center) Public Service Announcement video contest. The theme was "*Pretend you are talking to Mark Zuckerberg, the creator of Facebook and tell him what he can do to stop cyberbullying*".
- The Principal and seven students involved in making the video attended the award ceremony on April 28 at the Rondileau Campus Center at Bridgewater State University.
- On October 8 Rick Riordan, author the Percy Jackson Series and the Kane Chronicles, presented at Ottoson on the day of the release of his new book House of Hades. 1400 people attended the event from all over New England.
- On April 7 Eoin Colfer, author of the Artemis Fowl Series, came to Ottoson to present his new W.A.R.P. Series. He also spent 40 minutes talking privately with the winners of the Time Travel Essays and Artwork.

Bishop Elementary School – Principal Mark McAneny

This year, Bishop staff, teachers, administration, and Parent Teacher Organization have collaborated with a micro-focus on enrichment at every grade level, K-5. Our community firmly

believes that when children are exposed to classroom and program enrichment activities, they are challenged in ways that they are not with the general curriculum. Our philosophy at Bishop is that every child can learn to his/her potential; it is the community's responsibility to provide our girls and boys with multiple opportunities do so.

All School Enrichment At The John A. Bishop – 2013-14

David Rottenberg and the Winchester Ballet Conservatory visited us in November for two assemblies, K-2 and 3-5. David's story of a young pig, Omar, who chooses to learn to dance, is a story with the message that not only can dance increase our strength and flexibility for other interests such as football, but is also a great way to spend an afternoon. David read his story to children grades K-5 while the Winchester Ballet Conservatory danced and dramatized the story.

In January, Melissa Stewart, author of over 150 non-fiction titles visited at Bishop. Stewart has written for National Geographic and travels all over the world observing animals in their habitats in order to write her beautifully written books. Melissa came for Author Night where she explained her writing process, her close work with her illustrators and the process of getting books published. It was a fascinating evening for both parents and children alike. Melissa visited each classroom in grades 3-5 in her first visit to Bishop. Melissa did a presentation on her book, No Monkeys, No Chocolate, for each third grade classroom. She took students through her initial idea and the process that took her over 10 years to get her book published. Melissa visited each fourth grade classroom to discuss editing and revising a piece. Melissa visited the fifth grade as well where she talked to them about the importance of research in writing. In April, she will return to visit our K-2 classrooms to discuss Visual Literacy, which is an important part of the Common Core. She will be discussing with students how to use illustrations to understand a story as well as write one.

iRobot visited our students in February. Volunteers from the STEM Outreach Program at iRobot conducted two assemblies, K-2 and 3-5. They discussed the various aspects involved in developing, designing, building, and implementing robots. The presenters brought two robots for a live demonstration.

Art Quest is a unique educational program designed to develop thinking skills through observation of visual works of art. Mr. McAneny had worked previously with Art Quest in the Brookline School System. Art Quest integrates art history and art appreciation with class curriculum providing students with an opportunity to learn visually. We asked Art Quest to come to Bishop in June so that we could further enhance our social studies curriculum as well as integrate art and history at each grade level.

Jarrett Krosoczka, the author of the acclaimed Lunch Lady graphic novel series will visit in June for 2 assemblies. The first assembly will target grades K-2. Students will go backstage with an all access pass as Jarrett explains in detail his process of creating the popular Punk Farm series. He will discuss plot, character, development and humor as he takes the students through his

writing process. He will show students his sketches and discuss the importance of revising, editing and inserting humor when creating a story. Jarrett will also give a workshop for grades 3-5 where he will discuss the importance of plot, pacing and character development when creating a graphic novel. Through slides of sketches, editorial notes and artwork, Jarrett will discuss how patience, hard work, determination and many revisions helped him develop his 96 page graphic novel, The Lunch Lady!

Brackett Elementary School – Principal Stephanie Anne Zerchykov

The Brackett School’s motto *“Together, we value Respect, Responsibility and Love of Learning”* continues to live through our academic and enrichment programs developed by our teachers and parents for our students.

Our cultural enrichment programs strive to enhance the core curriculum being taught in each grade level. The parent volunteers, who coordinate the events, work closely with our teachers to ensure that the programing selected is relevant to classroom activities. Some of our cultural enrichment activities have become annual events such as Dan Cripps from Native American Perspectives for Third Grade Colonial Day and Japanese Ink Print Workshop from the Museum of Fine Arts for Second Grade study of Japan. Our newest cultural enrichment events strive to incorporate modern and unique techniques to reach children. These new events include programing from ImprovBoston and the National Marionette Theater.

Some enrichment programs begin before the school day at Brackett. These programs include a STEM math enrichment class provided by parents who are professors at some of our most respected local universities. What started at one grade level has now expanded to three grade levels. Other enrichment programs include our parent-run Art Squad, which works with students in all grades to encourage art and creativity. Framed colorful prints made by Art Squad students using real fruit and vegetables as their paint brushes now hang in our cafeteria.

The Brackett community continues to grow beyond our school footprint and for GIG (Green Initiative Group) it includes our new partnership with Whole Foods in Arlington. The new Whole Foods store works with our GIG team and cafeteria staff to provide a source to treat our cafeteria waste.

Our reading specialist taps into a current group of Brackett parents and Brackett alumni parents to read to Kindergarten students who need additional support. The program works closely with all of our Kindergarten teachers.

We also celebrated the 28th year of the Brackett Bank with our bank partner Cambridge Savings Bank. The program is entirely run by parent volunteers and students from our fifth grade.

New media outreach to families and students includes our library catalog being available on-line to parents from a link on the Brackett website.

We are also quite grateful to the Arlington Education Foundation grant that allowed Brackett to purchase a kiln for additional art projects that rely on clay. We are happy to share this kiln with our friends at Peirce Elementary.

We hope that Brackett's continued participation with Anton's Coat's for Kids program and our on-going commitment to the Arlington Food Pantry will foster a sense of giving that our graduates will carry with them forever.

Dallin Elementary School – Interim Principal Eileen Woods

Dallin School has an effective, winning school climate. Our community members feel proud, connected and committed to education. We are a community of leaders and learners.

I Believe In You are the four powerful words that began our 2013-2014 school year. This message shared among students, parents and colleagues meant that you see something special in each other and that something special is worth believing in, worth supporting, and worth encouraging. We continued this year with our school-wide theme "*Be the One*" and recognized Dallin students at each marking quarter. Students engaged in classroom assemblies and discussions centered on belonging, creativity and curiosity, and confidence to take action.

Dallin faculty celebrated the retirements of Mary Scott (38 years) and Carol Kalaskas (11 years). The faculty continued the discussion of "Professional Learning Communities" and development to ensure high student achievement. Our Improvement Council members created an extensive plan to move Dallin forward, examining the areas of safety, achievement, parent participation and involvement.

Dallin tradition has continued to emphasize the fostering of a strong school culture through active student government, student centered before and after school clubs, participatory decision-making and close ties with the parent community and the Arlington community. The uniqueness of Dallin is multi-faceted, the result of a carefully crafted combination of concrete and abstract ingredients:

- An ideal learning climate which supports a strong supportive culture guided by our values of cooperation, communication, caring and respect.
- A highly involved parent community that fully embraces the philosophy of Dallin School.

- An instructional philosophy focused on learning centered classrooms where there is evidence of high challenges, active learning and diversified instruction.
- Integration of technology is key at Dallin where students and teachers use technology in all curriculum areas expanding across all grade levels. Our goal is to use technology to further a learning community where students are enthusiastically engaged in thoughtful, risk-taking, and hands-on learning activities. Current technology initiatives are our three iPad carts for students, which we appreciate the Arlington community supporting.
- Professional Development for Teachers is a model based on teachers as learners, teachers as researchers and teachers as trainers. Some of our professional development this year has included the new teacher evaluation model, rethinking behavior support for students, technology training, attending the National Science Conference, Blue Ribbon Conference and work collaboratively aligning the curriculum to the common core.
- A strong PTO who support cultural enrichment, curriculum resources, plan family events such as Pancake Breakfast, Coat Drives, PIE nights, Math Night, Speakers at PTO meetings, and Holiday Gift Giving to Families in Need.
- A highly structured network of parents/teachers who teach before/after school enrichment clubs for students, work on Newsletter, volunteer on committees, and share talents with Dallin learners.
- Over 100 students participated in the Dallin Science Fair that linked with curricula; demonstrated depth of understanding, and taught other students, parents, teachers and community members about what they had learned.

We continue to value the support of the Arlington community and know that our success is centered on the tremendous support of the town citizens.

Hardy Elementary School – Principal Kristin DeFrancisco

Hardy school students lead with their hands, hearts and minds. This year we have worked very hard to understand what it means to do that. In order to lead with your hand, mind and heart, you must be caring, conscientious and confident. You only need to walk into our school during morning announcements to understand how important these words have become to children and adults alike. During announcements these qualities are celebrated with shout-outs. In addition, shout-outs are displayed on our lobby bulletin board. We spent much of the beginning months of the year defining what caring, conscientious and confident students look like. At all school assemblies, students shared acrostics made with these words as well as sang songs about them. We use these words in our daily language and I've even been told that children are using these

words at home with their families. We look forward to an April assembly with performer Johnny the K who will help us to deepen our understanding of these qualities.

One of the ways Hardy is showing how caring we are is through community service projects. During the holiday season, we ran our annual giving program. We sponsored several families and purchased requested items for those families so that they would have a holiday season full of gifts. Also, our fifth grade leadership team is working to gather book donations for the Peirce library to replace books that they lost earlier this year when a pipe burst. They will also organize book donations to help make book bags for students at Hardy to take home for the summer months to keep reading all summer long. One of our second grade students has organized and sponsored a Cradles to Crayons drive to give the Hardy students an opportunity to care for kids. Finally, we will end our year with an Autism Awareness drive to help collect items that will be donated to programs right in Arlington that work with children diagnosed with Autism.

Hardy has concentrated its conscientious efforts around behavior. Students have worked to think about what their behavior should mirror in all aspects of their school day. Sportsmanship in PE, sharing materials in art, actively singing in music, using browsing time wisely in library, having polite conversations in the cafeteria, including all classmates in playground games, participating in group work during subject areas, focused work during independent activities are only a few things the staff are helping students to work toward. During our MCAS testing month, students that were not testing were very sure to be conscientious about hallway travel and noise level out on the playground so those that were testing would have everything they needed to do well. Second graders even clapped for their fourth grade buddies as they entered the cafeteria on their last day of testing.

Confident students are students that are ready to show off what they know! Hardy students were very happy to show their parents how confident they are in math. Hardy hosted over 140 parents during a math morning. During this morning these parents listened to our math coach, Kirsten Silvermann and the Math Department Chair Matthew Coleman talk about how we are asking children to live in a world of numbers. They were also asked to solve a math problem with a partner without using a U.S. algorithm. Then, parents went to classrooms to learn about math from their children. Some played math games, some participated in math centers and others solved math story problems several different ways. It was a wonderful morning for both the students and the parents. This morning was followed by other events in the week where students were able to listen to the owner of Quebrada Bakery, the owner of Continentale Salon and Hardy School parent Nicholas Ide speak about how important math is in their jobs. The week ended with a celebration of Pi day where kindergarten and first grade students went on a math scavenger hunt with iPads, second and third graders piloted and measured the distance of paper airplane flights, and fourth and fifth graders learned about a unique way to measure using SMOOTS. They were even able to create their own smoots and measured different items around the building.....including the principal! On the way out of the building, parents exited through

Show it Off Alley, a hallway full of grade level bulletin boards confidently displaying math work.

Hardy is very proud to be a three C school and all staff and students look forward to working together to find more and more ways to be Caring, Conscientious and Confident members of our community.

Peirce Elementary School – Principal Karen Hartley

This year began on a successful note when we received the results of the 2013 MCAS. We met and surpassed our School Improvement Plan student achievement goal (70% of all 3rd, 4th, and 5th grade students scoring at proficient or advanced in Math and English Language Arts). This performance enabled our School Percentile to rise to 84%.

This January, Peirce had a well-attended Open House/Math Night, where families gathered to visit classrooms and play challenging math games in our cafetorium.

The Peirce community continues to raise funds for local organizations. A few examples are:

- A turkey drive at Thanksgiving for families in need
- A food drive for the local pantry
- “More Than Words” book drive
- “Pitching in for Kids”
- Anton’s coat drive
- Pajama drive

The Peirce PTO continues to build community spirit with movie nights, family dances, an annual talent show, International Night, and a community art show.

The Peirce chess club, “The Castle of Chess”, recently won 1st and 4th place at the Rhode Island Scholastic Chess Championship, and is headed for the final tournament at the Hurvitz Cup in Boxboro on April 13.

The Peirce library, reading rooms, and English Language Learners room all suffered great damage and loss after a pipe burst over the weekend of January 4. A group of 5th grade girls asked permission to start a book drive to help replace some of the books. Their enthusiasm took hold in the community, and the outpouring of support was amazing.

We continue to celebrate our ‘Peirce Pride’ with assemblies to recognize students who have shown their Perseverance, Effort, Integrity, Responsibility, Cooperation, and Excellence.

M. Norcross Stratton Elementary School – Principal Michael Hanna

Stratton School has grown even stronger this year, thanks to the outstanding commitment of the faculty, and the second year of leadership by Principal Michael Hanna. Priorities of the School Improvement Plan have been local versions of the district goals, and much progress has been made to their achievement. The achievement gap between high need students and the general student population has narrowed more in the latest administration of the MCAS than has been the case in the previous 4 years. Innovation has led to ever greater growth in student achievement. The Stratton community has once again been a leader in the district, and looks to the near future as a time for its own building renovation and renewal.

The Stratton faculty continues to adjust their instruction in response to the imperatives of the 21st century as articulated in the Common Core. Many faculty have pursued a profound amount of professional development, including residency with instructional experts like Martha and Jeff Winokur, and locally designed learning opportunities, such as the strengthening of the Tools of the Mind program in Kindergarten, and the exploration of the Responsive Classroom program. Continuing into this year has been the ongoing professional development of teaching with the most up to date technology, which has been supplied by the district, in particular instruction anchored to iPads. Faculty have articulated and pursued the achievement of professional practice goals as part of the new evaluation system that concern growth in a diverse area of instructional improvement.

Additionally, Stratton faculty have increased their commitment to a collaborative framework, where every grade level team meets at least once per week to analyze student assessment data, and design targeted instruction groups to receive instruction that is responsive to assessment data. In this way, students receive even more customized instruction that is responsive to student need. The faculty has also become unified around this work, as every grade level participates, and learns methods from other grades.

Finally, the Stratton community eagerly awaits the commencement of a long anticipated building project that will bring the school to parity and equity with the rest of Arlington elementary schools. In partnership with the superintendent’s office and town government, Stratton school looks forward to the development of a building plan that will foster improvement to the physical environment of our learning community. Although the heart of the school is strong regardless of plant improvement, Stratton is excited to begin this next chapter of its growth and development.

Thompson Elementary School – Principal Sheri Donovan

We moved into our new school building on time in August with great excitement and so much admiration for the beauty of the space. We are very comfortable here and many find teaching to be a joy in a building that is not too warm or too cold and was designed to support learning in a way an ancient building simply could not do.

The year has been spent on coming together again as a strong community. We have tried to recreate old traditions and celebrations while adding new ones we have learned to value from Stratton, Hardy, and Bishop. Being spread out for two years during the rebuild has made us stronger yet richer too. All of us relish the fact that we see approximately 357 children every day and not just a third of that number.

We have had a great deal of success this year meeting the needs of all of our children. We have increased the number of social workers and therapists that service children, we have increased the math support throughout the grades, and because of donations to “Books for Bill” we are filling our library with an impressive collection of books.

Once again, we thank the Town of Arlington for all that you have given us.

DEPARTMENT UPDATES

English Language Arts (ELA) K-12 – Director Deborah Perry

In keeping with our interest in helping students integrate their reading and writing skills, we modified our long-standing Reading Coach positions, creating Literacy Coaches in their stead at the elementary level. Both coaches work with teachers, assisting with the continuing Lucy Calkins initiative, as well as helping teachers construct District Determined Measures and Common Assessments in the areas of reading and writing. We are also using teacher mentors as a means of helping teachers hone their work in writing instruction.

Many middle school teachers from all three levels attended a week long workshop last summer to investigate methods of using the classroom to foster higher level thinking. Teachers learned how to use stations, close reading exercises and a number of other techniques in order to expand the work they are already doing in their classrooms. Central to the work were approaches to reading and writing designed to foster independence and resilience in students.

English teachers at AHS worked in grade level Professional Learning Communities this year to investigate more fully how the Common Core State Standards make an impact on the reading and writing instruction that occurs in English classrooms. We have modified our Common Assessments, refined our approach to grammar instruction, and examined our reading choices as a result of this work.

English Language Learners (ELL) K-12 – Director Carla Bruzzese

At the state level and district level:

- Rethinking Equity in Teaching English Language Learners (RETELL) - Arlington Public Schools as a cohort 2 district offered a fall and spring course of the Sheltered English Instruction (SEI) endorsement to select teachers this past fall and currently in spring. Planning is in session to provide the course to the next round of teachers with elementary and secondary teachers for the upcoming school year. This course will prepare teachers in the knowledge and skills to effectively shelter their content, so that our growing population of English language learners (ELLs) can access curriculum, achieve academic success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century. The SEI endorsement course has three overarching goals: to help teachers effectively carry out their responsibility for the teaching and learning of ELLs as well as to understand the social and cultural issues that contribute to and impact the schooling of ELLs, to expand teachers' knowledge of how language functions within academic content teaching and learning, and how children and adolescents acquire a second language, and to provide teachers practical research-based protocols, methods, and strategies to integrate subject area content, language, and literacy development – per the expectations of the Massachusetts English Language Development (ELD), World Class Instructional Design and Assessment (WIDA) standards – and thus to support ELL students' success with the 2011 Massachusetts Curriculum Frameworks for English Language Arts and Literacy and Mathematics and other content standards.
- ELL continues to work on all corrective actions in response to the Coordinated Program Review.
- ELL will provide a Summer English Language Learner Program (SELL) for continued English language enrichment for students at the K-5 level. This exciting program will take place at the Bishop School again beginning in July.

History and Social Sciences K-12 – Director Kerry Dunne

Arlington High School:

- This year, we have approximately 300 students enrolled in AP US History, AP European History, and AP Psychology, and our department has maintained scores on these exams far above the national averages even as our enrollment has expanded. Additionally, we completed our second year of running an on-site dual enrollment course in Economics in partnership with Syracuse University. Thanks to student advocacy to add civics-based in-

depth coursework, we will be offering AP US Government and a Syracuse University dual enrollment course in Public Policy next year.

- Our extracurricular departmental offerings continue to thrive. 24 AHS students participated in the nation's most prestigious Model Congress at the University of Pennsylvania, with three of our students earning individual awards. Our Mock Trial team, in its second year of existence, posted a winning record! We have two new clubs this year; Model United Nations, and Speech and Debate, and we are participating in regional competitions in both areas.

Ottoson Middle School:

- Our curriculum in Grade 6 Ancient Civilizations now includes a substantial unit on Ancient China, with all three teachers completing coursework on this topic to develop their own expertise. Our grade 7 World Geography curriculum has fully integrated the NY Time UpFront, an outstanding bi-weekly news source, as a non-fiction reading source on current issues facing each region of study. Our grade 8 World History I team has embedded a foundational research skills curriculum into each unit of study over the course of the year, teaching source evaluation and citation in multiple contexts.

Staff Professional Development:

- Our teachers have continued their own learning by enrolling in rigorous, content-based coursework through Primary Source in Watertown, the Framingham State University Global Education Center, and the National Council for Teaching about Asia. Among these professional development experiences by history teachers, a few stand out:
- Five AHS and Ottoson history teachers were admitted to highly selective National Endowment for the Humanities Summer Institutes. These are topic-based programs located all over the US in which teacher learn from the top scholars in the field. All of the teachers' expenses are covered by the NEH.
- One Arlington High School teacher, Amanda Camelio, was awarded a grant by the Arlington Education Foundation to participate in a summer institute on Europe's Post Cold War history in Germany and the Czech Republic.

Mathematics K-12 – Director Matthew Coleman

Arlington High School:

The first year of the STEM computer lab is going very well. The Computer Science classes are progressing, the classroom is used more consistently between the Math and Science Departments, and the iPads are being incorporated into the lessons of the math teachers.

There has been increased collaboration among the teachers of the Mathematics Department due to the common planning period. As the year has progressed, teachers are meeting more consistently to share pacing and activities.

The Math Fair project is in full swing for the honors level math classes. The teachers are supporting the students in their research and discovery of varied mathematical topics. Teachers will be preparing for the internal Math Fair as well as deciding on the submissions to the larger Math Fair with cooperating districts.

AP Statistics is going strong and has been a great addition to our curriculum.

Ottoson Middle School:

The first year implementation of CMP3 is going well. We hit some speed bumps along the way, but the teachers hit their stride during the middle of the year. The teachers are also preparing to integrate more of the technology supports for next year. We expect to have the program in full implementation for all three grades at the start of next year.

The co-teaching model with Special Education has been extremely beneficial to the students of our sub-separate classes. At the current time, all of our sub-separate classes are taught by one special educator and one certified math teacher. We have also expanded to three course offerings, which has provided more flexibility and focus. We look forward to increased support for both Special Education and ELL students next year.

Elementary School:

The math coaches have been a huge success this year. Principals, teachers and parents have appreciated the increased support and focus on mathematics. In spite of supporting multiple schools, each coach has worked diligently to meet the schools' needs.

The coaches have allowed the school to offer more consistent professional development, to update and improve the curriculum, to assist with differentiation of instruction, and to assist with lesson planning. In the future, the coaches will take a more active role in the school-based data teams so we can improve our ability to monitor the extended progress of students. With an increase in the number of coaches next year, we look forward to an improvement in our ability to assist teachers.

Performing Arts K-12 – Director Pasquale Tassone

Ottoson Middle School:

- Seventeen students accepted into Northeast Junior Districts Chorus
- Two successful performances of *Guys and Dolls* (735 in attendance) March 6 & 7

- All-Town Chorus concert
- All Town Band and Orchestra (Grade 3-12) concerts with over 500 students participating
- Winter concert and Spring concert
- Cotton Club: In January, general music students relived the 1920s with song, dance, food and student-created artwork; this will be repeated in June.

Arlington High School:

- Band teacher Sabatino D’Agostino won the Education Achievement award from the Italian General Counsel
- Jazz band performed at Town Day, -Arlington Youth Counseling Center event, -Dallas (TX), Jazz Education Network, - Berklee College of Music High School Festival, Second Place Winners, Italy- Switzerland music tour
- Students were chosen for Senior and Junior District and All State.
- Jazz Band & Madrigal Singers performed at the MLK birthday celebration
- Sixteen students selected for Northeast District Band, Orchestra and Chorus
- Six students selected for All-State Band Orchestra and Chorus
- Drama Guild's performed *Dead Man-Walking*, Nov. 15 & 16
- Student-directed One Act Plays, Jan 21-23
- Gilbert and Sullivan Club's performance of *Footloose* April 4 & 5
- Annual Pops Concert, Town Hall, May 3 & 4

Science K-12 – Director Larry Weathers

Elementary Schools:

At the elementary level we continued our roll-out of the Engineering Is Elementary program to grade 4. Teachers were trained to implement an electric circuits engineering unit which the reports show that the students are engaged and excited about.

Ottoson Middle School:

At the middle level, teachers have engaged all grades of students in specific strategies for articulating their science findings through clearer and more reflective writing and speaking skills. We have also added several 3-D printers for use in our technology curriculum.

Arlington High School:

At the HS level, we have added an AP Environmental Science course to address the important need of environmental awareness. We have partnered with the Concord Consortium to pilot and test several cutting edge science and engineering curricular programs involving modeling physical systems and 3-D solar urban neighborhood design.

Our speaker program has invited prominent worldwide scientists, and given a taste of what the science/engineering career field has to offer for our students. Our Robotics and Science Olympiad teams competed and allowed students to grow in their technical experience and knowledge long beyond the school day.

District-wide, our standardized test rankings in the state have continued to improve each year; our students are very competitive within the state.

This year, the National Science Teachers Association held its annual national convention in Boston. Through planning and support from the schools as well as parent groups, APS was able to send a mix of 22 elementary, middle and high school teachers to the conference, providing a tremendous professional development opportunity.

Visual Arts K-12 – Director David Ardito

The Winfred Rembert Artist Residency:

The Arlington High School Visual Art Department and The Arlington International Film Festival co-presented the first ever weeklong artist-in-residency this March at Arlington High School. This residency connected two hundred high school students with a renowned artist Winfred Rembert whose work and life story is both inspirational and instructional. Visual Arts, History, English and METCO students dialogued with Winfred about his life growing up in the segregated south, his involvement in the civil rights movement and his near lynching in Georgia. Art students created artwork inspired by Winfred's painting on leather and English students wrote creative responses to his conversations and stories that he shared with them. The event was celebrated with a wonderful closing reception at the Arlington Town Hall. The project was supported by grants from the Arlington Education Foundation and the Arlington Cultural Council and by a donation from the Arlington Martin Luther King Committee.

2014 Scholastic Art Awards:

The Arlington Public School Visual Art Department was very pleased to announce that nineteen art works created by Arlington High School students won awards in the 2014 Scholastic Art Awards competition including gold and silver keys, the top awards in the competition.

To see a slide show of award winning student artwork at YourArlington at [http://www.yourarlington.com/school-art s-news/6377-ahs-ac-awards-21014.html](http://www.yourarlington.com/school-art-s-news/6377-ahs-ac-awards-21014.html)

You can also visit Arlington wickedlocal at http://arlington.wickedlocal.com/photogallery/WL/20140224/NEWS/224009995/PH/15_396_401_629

Gold key winners are competing at the national level for additional awards.

“TEEN VISIONS, TEEN VOICES” Exhibit:

Ottoson Middle School and Arlington High School students and their art teachers recently received top awards in visual art and project design in the annual “TEEN VISIONS, TEEN VOICES” Exhibit at the Arlington Center for the Arts. The exhibit gives students an opportunity each year to create and exhibit artwork that is based on issues of personal identity and self-expression.

Massachusetts Art All-State:

An AHS visual art student was selected for Art Allstate this year. Selected juniors from all across Massachusetts have the opportunity to meet their peers, work with professional artists, learn about post-secondary art training, and investigate art careers. Art All-State is designed to foster high caliber art education for the young people of Massachusetts by matching students with professional artists.

Images of Arlington “Elements” at the Arlington Center for the Arts:

Every 5th grader from all seven elementary schools in town exhibited a work of art based on their knowledge of the Town of Arlington while relating it to the chemical periodic table. Images of Arlington is the Arlington Center for the Arts annual spring community art exhibit celebrating the people, places and spirit of Arlington. You'll never look at our town in quite the same way again! This year, the project was designed to help students make connections between science, art and their environment.

The First Annual All Staff Exhibit at Arlington High School:

The AHS Art Department invited everyone on the staff at AHS to participate in the First Annual All Staff Exhibit at Arlington High School. Over thirty AHS employees including secretaries, teachers, and administrators exhibited their creative work in fibers, photography, woodworking, printmaking, painting, sculpture, glass, collage and much more; more than 80 works all together!

Wellness & Counseling K-12 – Director Cindy Bouvier

Arlington is currently in year two of the three year, elementary counseling Project S.U.C.C.E.S.S grant (Schools Uniting and Coordinating Counseling in Elementary School Settings). Through expanded professional development for classroom teachers, counseling staff and administration, we are focusing on sustainability for years to come. This current year we were awarded \$376,000 to continue our efforts. In addition, Project S.U.C.C.E.S.S. will support closer ties with local family support services to improve access to out of school counseling services. Arlington’s application was one of three Massachusetts districts chosen, with 60 awards given nationwide in 24 states.

The mission of the Guidance Department is to properly prepare and guide all students in acquiring the academic knowledge, skills, personal values, and intellectual curiosity that will

lead to life-long learning as each child progresses through the 21st Century to the academic and workplace settings, as responsible social beings in society and in the world itself. The Guidance Department continues to direct our students toward appropriate high school and post-secondary planning. Parent evenings are held for those who have students in grades 10, 11, and 12, and a written Developmental Guidance Model is provided for students, which includes age-appropriate instructional Naviance activities. These lessons are taught in small group and individual settings. Grade 9 students discover the setting in which they learn best; grade 10 students determine how their personal traits are connected to career interests and college majors; grade 11 students learn how to conduct a proper college search with a range of 'reach, 'realistic' and 'safety schools; and grade 12 students learn how to finalize and apply, primarily on-line, to their desired colleges. An integral part of each guidance lesson includes a social-emotional focus on maintaining a healthy balance between academics and activities, direction with regard to proper Internet use, the best way to address and report bullying, and the means to limit excessive stress. In a new initiative to self-evaluate the effectiveness of guidance lessons, the department utilizes student responses to questions and examines the resulting data for the purpose of improvement. The Guidance Department continues to provide a Transition Program, where students return after extended absences from hospitalization or serious personal circumstances where additional academic and emotional support is needed. The department also offers a program called 'Jive Turkeys', and takes an active part in the Arlington Health and Safety Coalition in order to help teenagers to make healthy life decisions. The guidance department continues promotion of scholarships, holding a Financial Aid Night, and running the annual College Fair, which will take place on April 28th, with over 120 colleges represented. Both the middle school and high school have been implementing the Signs of Suicide program this year, doing student screenings, staff professional development and parent forums. The Middle School has implemented another successful year of The World of Difference and Bullying Prevention initiatives. Teens from Arlington High School have been trained in Violence Prevention and will be going down to the Ottoson to run discussions with 8th graders.

The Wellness Committee has been working to implement our Wellness Plan, our recently revised School Committee Policy and the state guidelines for foods provided on school grounds during the school day. There are many K-12 initiatives working on increasing physical activity, and providing healthier foods through our Food Services Department.

High School Physical Education electives have had record numbers of students taking outdoor education classes such as Backpacking, Survival, and Canoeing and Camping. In addition, over 50% of our high school students are engaged in High School Athletics. After school programs continue to serve a variety of students in grades 6-12. The 5-2-1 programs at the Ottoson Middle School includes after school basketball, ice hockey, badminton, wrestling, floor hockey, rollerblading, dance revolution, and more. At Arlington High School, the Fitness room is open every afternoon and is utilized by many students and staff. The Physical Education Department

continues to do the Fitnessgram Assessment in grades 4-10. Every June a report goes home to parents outlining student progress and personal alignment to the Healthy Fitness Zone.

Arlington continues to pay close attention to Bullying Prevention initiatives. Examples of these initiatives include expansion of professional development to include all staff, programs such as The World of Difference at the Ottoson, expansion of Open Circle at the elementary level, and advisories at AHS.

The Parent Forum series are offered throughout the year, free to all parents and community members. These forums include a variety of topics ranging from: Bullying Prevention, Sexuality, Transitions, Behavior Management, Anxiety, The College Process, and more.

Our school nurses continue to be one of our richest resources within the schools. They support the physical and emotional well-being of our students on a daily basis; assist in the Health Education programs, The Wellness Committee, the Athletic Program, Pre-School Program and more.

Hundreds of parents have taken advantage of the Parenting Forums available in the evenings this year.

World Languages – Director Catherine Ritz

- Two new teachers joined the department this year. Na Lu-Hogan was hired as a full-time Mandarin teacher, splitting her time between Ottoson Middle School and Arlington High School. Ali Matson joined the Ottoson as a new full-time Spanish teacher.
- The Mandarin program was expanded to the Ottoson this year, with students in 7th grade able to study Mandarin for the first time in Arlington history! Two sections of Mandarin 1A are being run this year, and students will continue their studies in Mandarin 1B next year in 8th grade.
- In January, a group of 30 Chinese students stayed with Arlington host families on a visit from Beijing. Students came from the High School Affiliated with Beijing Normal University. This April, a group of seven pioneering students will travel to Beijing as part of Arlington's first-ever China Exchange program.
- A \$3,000 AEF Innovations Grant was awarded to fund AP vertical teams in French, Spanish, and Latin.
- Italian was restored to Arlington High School thanks to a \$16,000 grant from [C.A.S.IT.](#) (the Centro Attivita' Scholastiche Italiane) after being cut in 2004. Arlington was

awarded an additional \$2,000 this year to help support continued program expansion. Three sections of Italian 1 are being run this year, with a plan to offer Italian 2 classes next year.

- A group of 19 French students from Arlington High School traveled to Québec as part of the Québec Homestay, which has quickly become a popular bi-annual tradition at AHS. Students traveled during Carnaval, an outdoor winter festival in Québec City.
- Over February vacation, a group of 20 Spanish high school students traveled to Costa Rica with two Spanish teachers. Students stayed with local families, took Spanish courses, and participated in rafting, zip-lining and other outdoor activities.
- Ottoson World Language teachers received an iPad Mini cart to serve as a portable language lab.

Technology K-12 – Chief Technology Officer David Good

- Configured, built and installed iPads, iPad carts for all classrooms in the newly constructed Thompson School.
- Built and installed laptops for fifty teachers and staff of the Thompson and Brackett Elementary School Staff.
- Configured, tested and installed wired and wireless network infrastructure in the new Thompson School.
- Managed installation of classroom audio visual systems (ceiling mounted projectors, speakers and microphones) for all classrooms at the Thompson School.
- Completed elementary school student electronic registration using newly created online pre-registration form. Form was created using PeopleForms and is formatted to be compatible with PowerSchool.
- Upgraded student information system (PowerSchool) to new version that supports iPad Grading and Attendance App.
- Implemented iPad application distribution system using LightSpeed’s Mobile Device Manager and enrolled over 1500 ipads into the Mobile Device Management System.
- Upgraded all school Ricoh Multifunctional Devices and issued pins for authorized access.
- Increased internet capacity at AHS and Ottoson to 250mg redundant connections.
- Configured and installed two Caching servers to assist with reduction in Internet traffic.
- Rebuilt Bishop and Stratton Elementary School Computer Labs.
- Upgraded virtual server storage environment to increase ability to virtualize additional servers and to add data storage capability.
- Purchased, installed and configured iPad Mini cart for Ottoson Language Lab.

- Upgraded AHS Mathematics Lab with new network configuration mounted overhead projection system, student laptops and cart as well as iPad cart and iPads.
- Added iPad carts and wireless capacity to the Ottoson 610 and 630 clusters.
- Created Virtual LAN for Thompson Energy Management Systems.
- Created enhancements to GIS mapping system to support redistricting mapping web pages.
- Hired Instructional Technologist/Data Base Analyst to develop and conduct technical training seminars for teachers.
- Upgraded redundant internet connections at OMS and AHS to 250mb circuits to support the district's increased demand on hosted services and internet usage in general.

District-Wide Professional Development – Assistant Superintendent Laura Chesson

During the 2013 - 2014 school year the staff, teachers, and administrators of Arlington Public Schools have each participated in over 50 hours of professional development focused on topics which enable the district to effectively work towards meeting the goals set by the school committee. Teachers at all levels have participated in professional development centered around instructional techniques that are necessary for implementing the new national standards for education (Common Core State Standards), analyzing data from common assessments to measure student growth, collecting and analyzing the evidence of educator effectiveness which is part of implementing the new Massachusetts Educator Evaluation System, meeting the needs of English Language Learners and integrating technology into the curriculum K -12. In order to deliver wide-spread professional development in a fiscally responsive manner the district has frequently utilized the expertise of its teachers and staff to share knowledge through a professional learning community model. On the November 1st full day professional development day the district offered 40+ workshops led primarily by teachers and staff within the district on topics such as the use of technology in classrooms, reading in the content area, differentiation of instruction, meeting the needs of ELL students, increasing effectiveness of parental communication by utilizing social media, on-line tools for educators, and integrating art and music into the curriculum.

District Highlights – Superintendent Kathleen Bodie and Chief Financial Officer Diane Johnson

- The new Thompson Elementary School successfully opened in September 2013. The project was completed on time and under budget, and is a wonderful child-friendly facility for students, faculty, administrators and parents.

- The District has formed a Stratton Building Committee consisting of parents, faculty representatives and other community members. The engineering firm On-Site Insight was hired last spring to evaluate the mechanical, electrical and infrastructure needs of the building still remaining since the last renovation. This report has been reviewed by the Committee and a summary will be shared with the Stratton community this spring. The goal of the Building Committee is to prepare a comprehensive plan for Stratton that will achieve parity with the other elementary school to present to the Capital Planning Committee by late August 2014.
- Following the unanimous approval of the Board of Selectmen and the School Committee, the District submitted a Statement of Interest (SOI) to the Massachusetts School Building Authority (MSBA), requesting support for facilities improvements to Arlington High School. The high school facility was noted as a key concern in its recent re-accreditation process. Prior to the submission of this SOI, the District received engineering reports from On-Site Insight, and an Analysis of Programmatic Needs from HMFH Architects. The District will be notified later this year if it is invited to begin the lengthy development process with the MSBA.
- The District has appointed Alison Elmer to the position of Director of Special Education. Ms. Elmer will begin her service as Director of Special Education in the summer of 2014. Ms. Elmer is currently the Director of Student Services for the Reading Public Schools. Prior to this position, Ms. Elmer worked in the Boston Public Schools as a LAB Cluster Coordinator, and before that as a Head Teacher in League School of Greater Boston. Ms. Elmer holds a Master of Education from Harvard University in School Leadership and a Bachelor of Arts from Boston College in Elementary and Moderate Special Needs Education. The District is extremely grateful to Kathleen Lockyer for her dedicated and skillful service as Interim Director of Special Education for the past three years.
- Thad Dingman has accepted the position of Principal of Dallin Elementary School. Since 2010, Mr. Dingman has been Principal of the Muddy Brook Elementary School, an EK-4 school in the Berkshire Hills Regional School District. From 2004 to 2010, Mr. Dingman was a Grade 5 Teacher in the Boulder Valley (Colorado) School District. He has also held positions as an assistant director of a pre-school and as a teacher at the pre-school level. Mr. Dingman received a Bachelor of Fine Arts in Industrial Design from Rochester Institute of Technology. He received his teaching license and a Masters of Elementary Education from Regis University in Denver. Mr. Dingman is a graduate of the University of Colorado Denver's Program on Administrative Leadership and Policy Studies.
- Again this year, three central administration staff members graduated from the Classified Personnel Training Program offered by the MA Association of School Business Officers.

Some of the topics covered included were Accounts Payable, Accounts Receivable, Grants, Payroll, and Procurement.

Grant Highlights – Grant Writer/Coordinator Julie Dunn

Many grants were mentioned in earlier sections by grant directors who are implementing programming, but here are summary highlights:

- Project S.U.C.C.E.S.S. (Schools Uniting and Coordinating Counseling in Elementary School Settings) Elementary Counseling Grant awarded by the US Department of Education provided \$376,000 to continue our efforts. This grant funds collaboration with both the Arlington Youth Consultation Center and The Children’s Room, and provides expanded professional development for classroom teachers, counseling staff and administration. As this is a three year grant, the district is focusing on creating sustainability for years to come. The monthly Advisory Committee meetings have been an ongoing forum for professional conversations, sharing best practices, and planning and evaluating grant activities.

Arlington Education Foundation continued its strong support of Arlington’s students and teachers with many key grants.

- The High School STEM (Science, Technology, Engineering & Mathematics) Lab was awarded in the summer of 2013. This award is the first AEF Technology Initiative grant. With this lab, AHS is offering computer programming for the first time in over four years as well as offering expanded STEM classes. AEF’s Technology Initiative raised \$50,000 to fund this lab.
- The multi-year School Improvement Grant for Ottoson Middle School is in its third year, supporting the work of faculty and staff who are serving as the Leadership Team as it designs and implements a shared vision of instruction, student learning, and school culture. The implementation plan’s goals include ensuring that all OMS students feel supported in their personal educational experience. Of particular interest this year have been activities to develop a broad based understanding about OMS Core Values through five STAND activities throughout the year; establishing OMS Student Teams (Advisory) system research and design for 2014-15 School Year implementation; and supporting Professional Learning Communities Content Teams focused on Common Core State Standards in advance of a team fair/data exhibition in June.
- Thompson Elementary School and 1 to1 Technology: Summer Technology University - When the new Thompson School opened September 2013, every student had access to an

iPad of their own, and every classroom had a full suite of technology. This grant funded summer technology training for elementary school teachers at Thompson and across the district. Teachers learned cutting-edge strategies for using technology to enhance teaching, learning, and the curriculum.

- Middle School Literacy Across the Curriculum - Three years ago, AEF funded the Lucy Calkins Units of Study for Teaching Writing in the fourth and fifth grades. This school year, AEF extended the Arlington Public Schools' partnership with Lucy Calkins into the Ottoson Middle School, with a focus on the new Common Core literacy standards. This grant supported professional development for sixth grade English and Social Studies teachers, who worked with district literacy coaches and Lucy Calkins staff on writing, reading, and content area literacy.
- This Spring, AEF awarded two additional Development and Expansion that will be implemented during the coming school year:
 - A Technology Users Group at AHS that will explore and share best practices and devises in advance of AHS's eventual implementation of a Bring Your Own Device technology strategy. The group will focus on creating the long-term strategy for technology implementation in AHS, building a user group to build the professional capacity for teaching and learning in a technology infused BYOD environment, and gathering information and knowledge in support of the technology vision.
 - Funding the conclusion of a Winokur residency at Stratton Elementary School. Martha and Jeff Winokur partner with schools and districts to enhance their instruction around skills that will be necessary in a 21st century learning environment. They focus on cultivating inquiry in classrooms, and fostering students' internal motivation to learn, and away from constant direction by the teacher. This residency was initially funded by the APS, and AEF funding will allow teachers to practice the methods in front of Martha and Jeff, and receive feedback immediately following the instruction from Martha and Jeff, but more importantly, also from colleagues. This is the fundamental element of a practice known as Instructional Rounds, which borrows a framework from the medical community, allowing for collaborative learning on the part of the professionals.
- AEF also funded two Continuing Scholars awards, allowing Sherry Gooen, Occupational Therapist, Grades 6-12, and David Schaye, Grade 7 Special Education, to attend Learning & the Brain Summer Institute: Neuroscience and Executive Skills: Strategies for Executive Functions, Memory and Classroom Learning. It is being held this summer in Santa Barbara, CA. This Institute will focus on the most recent advances in neuroscience research and theory and how they correlate to potential classroom

applications in areas of executive function and memory consolidation.

- AEF approved many Innovations Grants in the spring and fall of 2013. Spring grants funded ranged from purchasing a kiln for Brackett School to providing suicide prevention programming at the High School, and bringing snowshoeing to the Thompson School. Fall grants included headsets for Ottoson students to be able to create Scratch animation complete with audio sound, to a digital imaging station for the High School and a networked weather station for Stratton Elementary School.
- A grant from [C.A.S.IT](#). (Centro Attivita' Scholastiche Italiane) was awarded to Arlington to reinstate Italian courses at the high school, and an additional \$2,000 was awarded this winter to provide additional curriculum support.
- Biogen Idec Foundation awarded the AHS Science Department funding to pilot allowing students to form two-three student "consulting groups." These groups will go out into the community (small businesses, civic groups, town agencies - conservation, land trust, etc) and offer their services to collect data of one or more environmental variables (lighting efficiency, heating efficiency, water quality, etc.). Students will generate a report on the patterns of data and make specific recommendations to the small business, agency or group, based on their findings. These reports would then be presented in the classroom with a representative of the business present. The community members would be expected to share relevant reflections of the interaction with students.

ARLINGTON PUBLIC SCHOOLS ENROLLMENT AS OF October 1, 2013								
ELEMENTARY SCHOOLS		Bishop	Brackett	Dallin	Hardy	Peirce	Stratton	Thompson
5	Classroom 1	25	22	21	26	24	24	24
	Classroom 2	25	24	23	27	26	24	25
	Classroom 3	26	24	24				
	Classroom 4							
	Classroom 5							
	subtotal	76	70	68	53	50	48	49
4	Classroom 1	20	25	25	19	21	21	23
	Classroom 2	19	26	23	19	21	21	26
	Classroom 3	20	25	25	20		20	
	Classroom 4							
	Classroom 5							
	subtotal	59	76	73	58	42	62	49
3	Classroom 1	23	22	24	24	21	20	27
	Classroom 2	24	23	21	25	20	20	26
	Classroom 3	24	20	23			19	
	Classroom 4		22	24				
	Classroom 5							
	subtotal	71	87	92	49	41	59	53
2	Classroom 1	25	22	19	23	25	21	25
	Classroom 2	25	21	20	24	22	21	24
	Classroom 3	26	19	18	24		20	
	Classroom 4		21	20				
	Classroom 5							
	Classroom 6							
	subtotal	76	83	77	71	47	62	49
1	Classroom 1	22	25	22	23	22	21	23
	Classroom 2	21	24	21	23	24	21	22
	Classroom 3	21	23	20	21		20	23
	Classroom 4							23
	Classroom 5							
	subtotal	64	72	63	67	46	62	91
GRADES 1-5	TOTAL	346	388	373	298	226	293	291
Kindergarten	Classroom 1	21	20	21	22	22	22	23
	Classroom 2	22	20	20	21	22	22	23
	Classroom 3	22	20	21	22		20	22
	Classroom 4		20	20				
	Classroom 5							
	subtotal	65	80	82	65	44	64	68
SPED - SLC		0	14	11	0		13	
ELEMENTARY TOTALS		411	482	466	363	270	370	359
HIGH SCHOOL		MIDDLE SCHOOL		MINUTEMAN TECH		METCO		
Freshmen	282	Grade 6	353	Grade 9	45	AHS	17	
Sophomores	316	Grade 7	385	Grade 10	27	Ottoson	20	
Juniors	307	Grade 8	318	Grade 11	42	Bishop	10	
Seniors	302			Grade 12	31	Brackett	1	included in elementary/secondary totals
						Dallin	5	
						Hardy	11	
						Peirce	7	
						Stratton	1	
TOTAL	1,207	TOTAL	1,056	TOTAL	145	TOTAL	72	
ENROLLMENT SUMMARY - OCTOBER								
In District Students		2013	2012	Difference	%			
High School		1,207	1,241	-34	-3%			
Middle School		1,056	1,032	24	2%			
Elementary		2,721	2,586	135	5%			
Pre-K (Special Education)		28	30	-2	-7%			
In District Total Students		5,012	4,889	123	3%			
Out of District Students								
High School		50	55	-5	-9%			
Middle School		22	19	3	16%			
Elementary		19	18	1	6%			
Pre-K (Special Education)		15	7	8	114%			
Out of District Total		106	99	7	7%			
Home Schooled		52	76	-24	-32%			
GRAND TOTAL - OCTOBER		5,170	5,064	106	2%			

Please Note:
 DESE State Mandated SIMS report is not due until the end of the month of October. As we prepare our report our enrollment numbers may change slightly between now and Nov. 1

2013 MCAS Results Arlington Public Schools Overview

- Arlington is overall a high achieving district with moderate to high student growth
- Our state rankings are solid, and we rank favorably against comparable districts such as Brookline, Natick and Needham
- AHS passing rate for Grade 10 ELA is 99%; Math, 98%; Science and Technology/Engineering, 99%

2011, 2012 & 2013 MCAS: English Language Arts

All Percentiles are combined Advanced + Proficient

- APS students perform 6-24% above state averages
- Grade 3 in top 7% of state
- Grade 4 in top 12% of state
- Grade 5 in top 6% of state
- Grade 6 in top 12% of state
- Grade 7 in top 16% of state
- Grade 8 in top 14% of state
- Grade 10 in top 20% of state

	2011	2012	2013	2013 State Average	State Ranking
10th Grade	95%	97%	97%	91%	70/354
8th Grade	93%	94%	91%	78%	66/465
7th Grade	93%	85%	87%	72%	74/467
6th Grade	85%	86%	86%	67%	65/554
5th Grade	88%	81%	89%	66%	20/312
4th Grade	76%	77%	75%	53%	37/298
3rd Grade	81%	80%	81%	57%	21/298

2011, 2012 & 2013 MCAS: Mathematics

All Percentiles are combined Advanced + Proficient

- APS students perform 9-21% above state averages
- Ranked in top 16% in grade 3
- Ranked top 14% in grade 5
- Ranked in top 13% in grade 7
- Ranked in top 12% in grade 8

	2011	2012	2013	2013 State Average	State Ranking
10th Grade	91%	89%	89%	80%	74/354
8th Grade	76%	76%	76%	55%	56/460
7th Grade	57%	67%	72%	52%	61/465
6th Grade	75%	74%	78%	61%	99/551
5th Grade	79%	78%	81%	61%	45/312
4th Grade	65%	77%	66%	52%	71/298
3rd Grade	79%	77%	83%	66%	49/298

2011, 2012 & 2013 MCAS: Science
All Percentiles are combined Advanced + Proficient

- APS students perform 16-33% above state averages
- Ranked in top 5% in state in grade 5
- Ranked in top 9% in grade 8

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2013 State Average</u>	<u>State Ranking</u>
10th Grade	82%	83%	87%	71%	59/342
8th Grade	69%	65%	64%	39%	42/457
5th Grade	77%	80%	84%	51%	16/312

Measuring Growth in Student Performance on MCAS
The Growth Model

The growth model is a tool to understand the progress of students based on where each individual student begins. Massachusetts has developed a statistically valid method of measuring growth in student, group, school, and district performance from year to year.

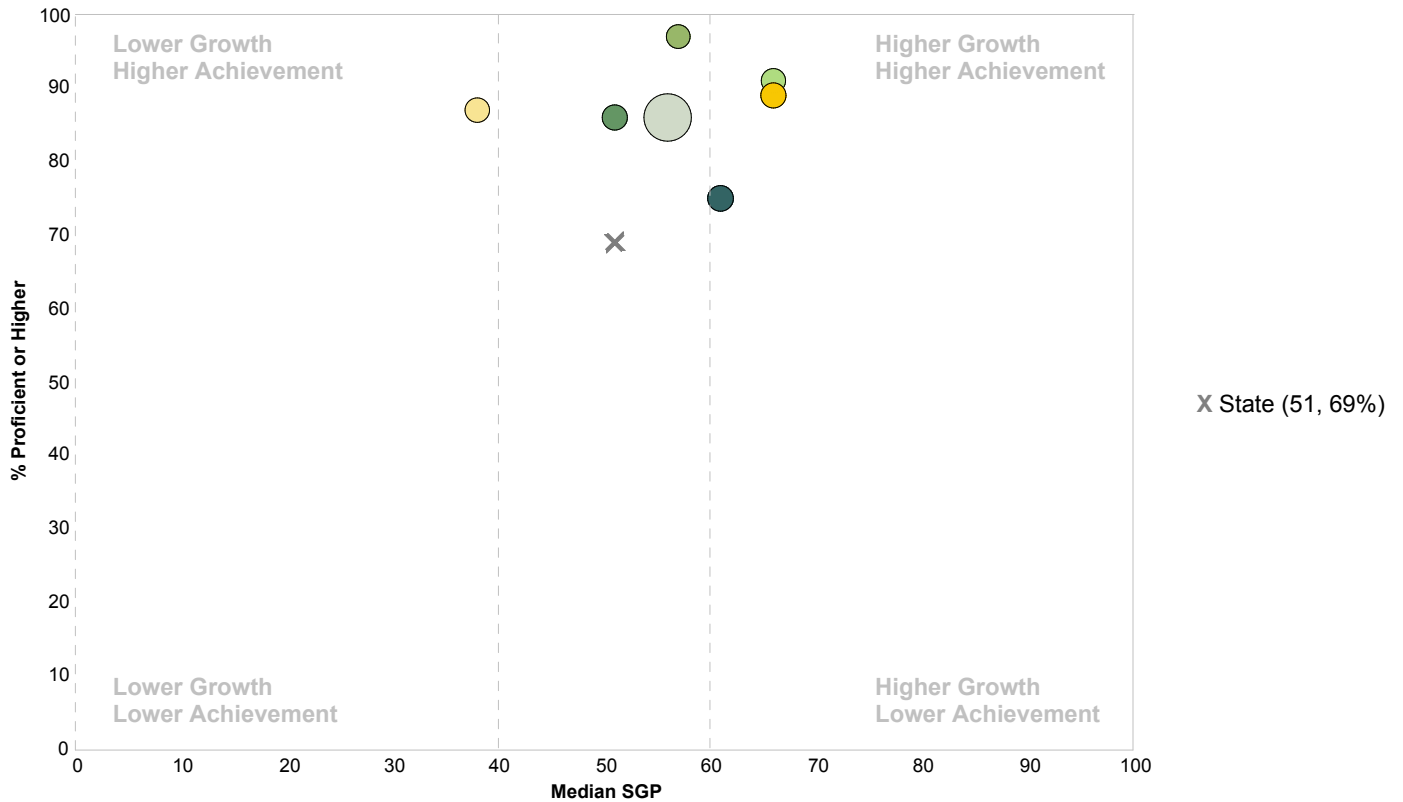
The growth model complements the MCAS year-by-year test scores, since it reports change over time rather than grade-level performance results in any one year. Measuring student achievement and improvement in this manner will help anyone involved in education examine why results differ for certain groups of students and support the identification of effective practices that help students attain higher levels of academic performance and provide a common measure to show how much growth is needed for each student to reach state standards.

Each student with at least two consecutive years of MCAS scores will receive a *student growth percentile*, (SGP) which measures how much the student changed from one year to the next relative to other students statewide with similar score histories. A *student growth percentile* measures student progress by comparing one student's progress to the progress of other students or "academic peers" who have similar MCAS performance histories.

Student growth percentiles range from 1 to 99, where higher numbers represent higher growth and lower numbers represent lower growth. This method works independently of MCAS performance levels. Therefore, all students, no matter the scores they earned on past MCAS tests, have an equal chance to demonstrate growth at any of the 99 percentiles on the next year's test. Typical growth is in a range of 40-60%. Growth percentiles are calculated in ELA and mathematics for students in grades 4 through 8 and for grade 10.

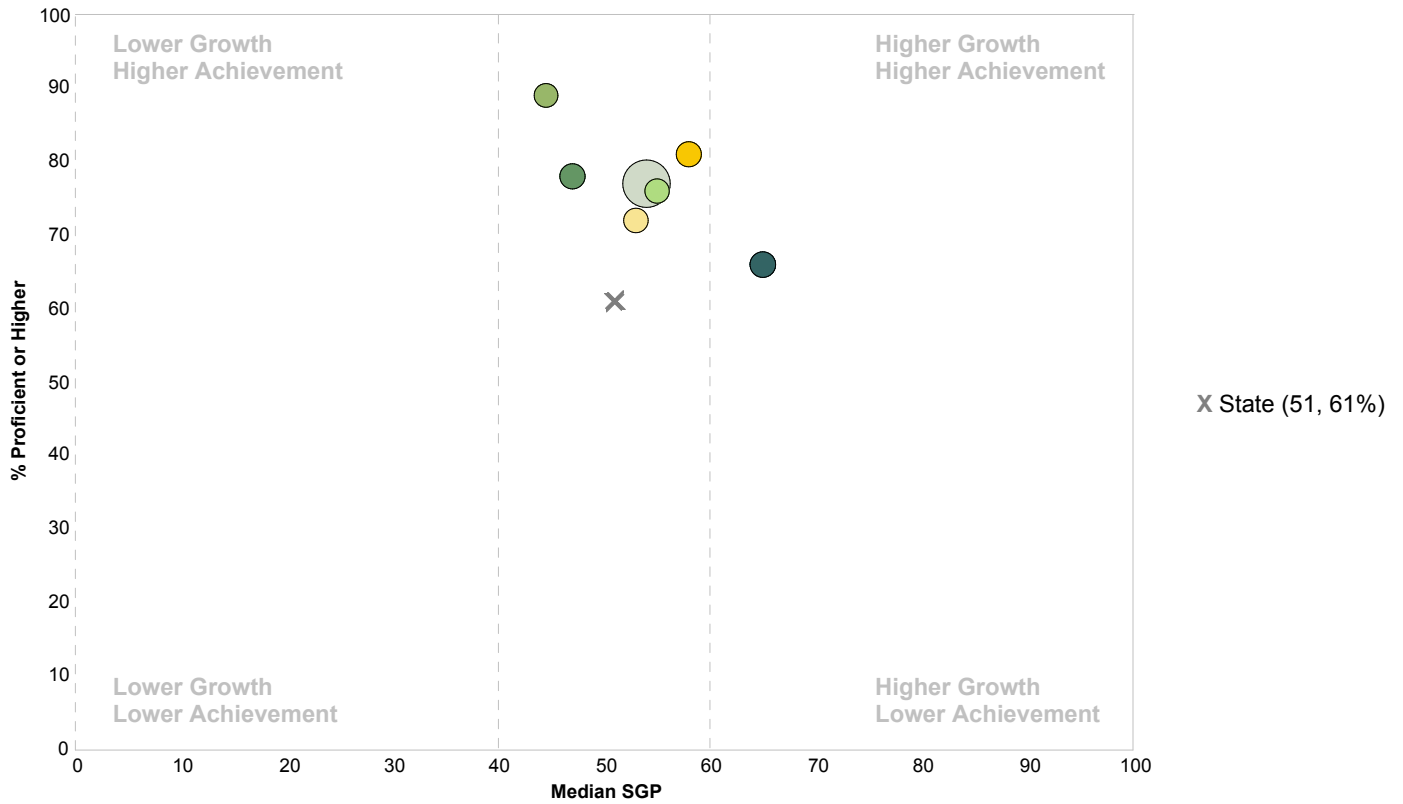
For example, a student with a growth percentile of 60% in 7th grade mathematics grew as much or more than 60 percent of her academic peers (students with similar score histories) from the 6th grade math MCAS to the 7th grade math MCAS. Just 40% of her academic peers grew more in math than she did, even though her MCAS scores in math over the years were 220, 228, and 240, which indicate that she scored Needs Improvement MCAS in the first two years and scored in the low Proficient category in the third year. Such an occurrence could indicate that a program, a new approach, or something else is working for this student.

The goal for individual students, schools, groups and the district is for all students to not only have high achievement but to have high growth and be making progress as well. In Arlington in 2013, the range of median student growth by grade was between 38-66% in ELA and 44.5-65% in Math. The growth results by subject and grade are summarized on the charts that follow.



		Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Ach. Level)
	All Grades	56	1,988	86	2,531
	Grade 04	61	395	75	419
	Grade 05	66	363	89	385
	Grade 06	51	361	86	380
	Grade 07	38	313	87	326
	Grade 08	66	299	91	328
	Grade 10	57	257	97	291

Median student growth percentile (SGP) is not calculated if the number of students with SGP is less than 20.



		Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Ach. Level)
	All Grades	54	1,985	77	2,536
	Grade 04	65	394	66	419
	Grade 05	58	359	81	382
	Grade 06	47	362	78	385
	Grade 07	53	313	72	325
	Grade 08	55	301	76	331
	Grade 10	44.5	256	89	292

Median student growth percentile (SGP) is not calculated if the number of students with SGP is less than 20.

**COLLEGE ACCEPTANCE AND MATRICULATION REPORT
CLASS OF 2013**



The Arlington High School Guidance Department is pleased to announce the postgraduate statistics for the Class of 2013!

Members of the Class of 2013 received an exceptional number of acceptances to colleges near and far. Applications to two and four year colleges remain stable as students hold their own against stringent competition for admission slots. We are proud of our grade 12 students who forged on to reach their goals in spite of a continually challenged economy. Our students kept their heads high, expanded their options, and dared to explore schools both in and out of state, as well as out of the country. We are in awe of the nine students whose highest-level achievement earned acceptance to six of the eight Ivy League schools. We are equally touched by some of our two-year college applicants who, at one time or another, never imagined that they would continue on to college. We are especially proud of our students who left their home countries, braved deserts, and loss of family to travel alone toward the opportunity afforded them at Arlington High School and at their selected colleges. Some students found their niche in a hands-on technical environment and others discovered that a GAP year program or prep school best suited their goals at this point in time. We are proud of all our graduates!

Here are some impressive facts:

- AHS guidance counselors processed 2,291 initial transcripts, and 2,077 mid-year transcripts for the class of 2013 (1,767 initial transcripts in 2012; 1,998 in 2011; 1,595 in 2010; and 1,261 in 2009). Counselors utilized Naviance not only for the transmission of high school transcripts, but for on-line counselor letters of recommendation, the AHS High School Profile, and the Secondary School Counselor Report Forms as well. Of the 2,291 initial transcripts sent to colleges, 2,247 initial transcripts were sent on line, a total submission of 98% of the initial transcripts being submitted in this fashion. This transcript number reflects a high percent of transcripts being submitted on-line. It should be noted that a number of

colleges have not yet developed an on-line application process. Counselors are required to ‘snail mail’ copies of the transcripts and supporting materials to said colleges. (Statistics drawn from Naviance data)

- **Students in the Class of 2013 applied to 365 colleges in 38 states, as well as Canada, Egypt, France and the The United Kingdom. (Statistics drawn from Naviance data)**
- **Students in the Class of 2013 received acceptances to 284 colleges in 36 states as well as Canada, Egypt, France, and The United Kingdom. (Statistics drawn from Naviance data)**
- **Students in the Class of 2013 elected to matriculate at 142 colleges in 30 states, as well as Canada, France and the United Kingdom. (Statistics drawn from Naviance data)**
- **While AHS students clearly prefer to attend New England Colleges (69% in 2013; 73% in 2012; 79% in 2011), Naviance statistics show that there has been a marked increase of matriculation to other geographic areas over the past five years. (2013: 31%; 2012:28%; 2011: 21%; 2010:15%; 2009:14%; 2008:13%; 2007:12%). Over the past seven years, students have also applied to and/or matriculated to colleges in a variety of countries including Canada, Egypt, France, Greece, Ireland, Japan, Scotland, Slovakia, and The United Kingdom.**
- **Naviance statistics show that over half of the four-year college applicants from AHS continue the trend to enroll in private colleges (68%), while (32%) are enrolling in public colleges. The four-year private college trend may be a reflection of greater access to financial support made available through private college endowments and federal aid, as compared to the federal aid available at public colleges in difficult economic times. This pattern might also be a reflection of limited admissions slots in public colleges due to increased demographics.**
- **Our two-year college applicants continue to remain in state (100%), while four-year college applicants are changing the trend. While they were relatively even prior to this year with 31% attending colleges out of state and 30% attending colleges in state, 57% of this year’s college applicants will attend four year colleges out of state, as compared to 43% who will be attending four-year colleges in state.**
- **According to The Senior Survey, a self report completed by all seniors, 66% of our students were accepted to their first choice college, 82% were accepted to their first or second choice college, and 89% of our students were accepted to their first, second, or third choice college or university.**

- **Students in the Class of 2013 received overwhelming financial support from the Arlington Community in the form of scholarships, with awards totaling over \$431, 700 (AHS Community) (\$466, 200 with Dollars For Scholars awarded to members of the Class of 2013 and several other reported scholarships). Many thanks to the Arlington community for its continued support of the Arlington High School students!**
- **It is clear that colleges have a high interest in Arlington High School students, with approximately 75 college representatives scheduling visits to recruit AHS students on our campus, and approximately 130 college representatives signing on to recruit AHS students at our annual Spring College Fair.**

According to the Arlington High School Naviance data, college acceptance and attendance has remained stable. The stability of AHS postgraduate statistics is noteworthy considering the stringent economic times, with high demographics producing record breaking numbers of students vying for limited admissions slots, with waning means to fund the cost of a college education.

The data is as follows:

AHS PROFILE DATA TABLE

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percent to 4-Yr. College	75%	76%	79%	77.3%	79.09%	78.1%	79.72
Percent to 2-Yr. College, Technical Programs & Prep School	16.6%	11.8%	13%	13.4%	15.33%	12.6%	12.17
Percent Continuing Education	91.6%	87.8%	92%	90.7%	94.42%	90.7%	91.89
Percent to Military	.3%	1.4%	.3%	1.5%	2.44%	.4%	1.25
Percent to Gap Year and Other	4.7%	7.1%	3.7%	6.2%	1.05%	6.7%	3.74
Percent to Work Force	3.3%	3.2%	4%	1.5%	2.09%	2.2%	3.12

And here is the most exciting information of all...!

Last, but certainly not least, we are pleased to present the future plans of the Class of 2013. This year, we are providing a complete list of colleges to which our seniors have been accepted along with information as to which colleges our seniors have elected to attend. This list represents a culmination of four years of rigorous course work. We are so very proud of our grade 12 students and wish them the best of luck in their future endeavors!

COLLEGE ACCEPTANCES FOR THE CLASS OF 2013	STATE	NUMBER OF AHS STUDENTS ACCEPTED TO THIS COLLEGE	NUMBER OF AHS STUDENTS WHO PLAN TO MATRICULATE AT THIS COLLEGE
Adelphi University	NY	2	0
Allegheny College	PA	1	0
University of Alabama	AL	1	0
American International College	MA	1	0
American University	DC	8	3
The American University in Cairo	Egypt	1	0
Anna Maria College	MA	1	0
University of Arizona	AZ	2	1
Arizona State University	AZ	4	0
Art Institute of Boston at Lesley	MA	1	0
Assumption College	MA	11	0
College of the Atlantic	ME	1	0
Babson College	MA	2	1
Bard College	NY	1	0
Bates College	ME	2	0
Bay State College	MA	2	0
Becker College	MA	3	1
Beloit College	WI	1	0
Benjamin Franklin Institute of Technology	MA	1	0
Bennington College	VT	1	1
Bentley University	MA	8	1
Berklee College of Music	MA	1	1
Bethel University	MN	1	0
Biola University	CA	1	1
Binghamton University	NY	4	1

COLLEGE ACCEPTANCES FOR THE CLASS OF 2013	STATE	NUMBER OF AHS STUDENTS ACCEPTED TO THIS COLLEGE	NUMBER OF AHS STUDENTS WHO PLAN TO MATRICULATE AT THIS COLLEGE
Boston Architectural College	MA	1	0
Boston College	MA	6	2
Boston University	MA	25	6
Brandeis University	MA	8	5
Bridgewater State University	MA	9	3
Bridgton Academy	ME	1	0
University of British Columbia	Canada	3	2
Brown University	RI	3	3
Bryant University	RI	5	2
Bryn Mawr College	PA	2	1
Bucknell University	PA	3	0
Bunker Hill Community College	MA	2	2
Burlington College	VT	1	0
Butler University	IN	2	0
Univ. of California, Berkeley	CA	1	0
California State University, Sacramento	CA	1	0
Univ. of California, San Diego	CA	2	1
Univ. of California, Santa Barbara	CA	2	0
Carnegie Mellon University	PA	3	0
Case Western Reserve	OH	1	0
Castleton State College	VT	2	1
Catholic University of America	DC	3	0

COLLEGE ACCEPTANCES FOR THE CLASS OF 2013	STATE	NUMBER OF AHS STUDENTS ACCEPTED TO THIS COLLEGE	NUMBER OF AHS STUDENTS WHO PLAN TO MATRICULATE AT THIS COLLEGE
Cedarville University	OH	1	0
Centenary College	NJ	1	0
Champlain College	VT	4	2
Clark University	MA	18	2
Clarkson University	NY	1	0
College of Charleston	SC	5	2
University of Chicago	IL	1	1
Clemson University	SC	1	0
Universite Clermont- Ferrand	France	1	0
Colby College	ME	2	1
Colby-Sawyer College	NH	1	0
Colgate University	NY	4	0
Univ. of Colorado Boulder	CO	4	0
Colorado College	CO	4	2
Colorado State University	CO	2	1
Columbia College	IL	1	0
Concordia University	OR	5	4
Connecticut College	CT	9	2
Univ. of Connecticut	CT	8	0
Cornell University	NY	2	2
Cornerstone University	MI	1	0
Curry College	MA	11	1
Dean College	MA	6	2
Univ. of Delaware	DE	2	0
Univ. of Denver	CO	2	0
Drew University	NJ	1	1
Drexel University	PA	13	3
Earlham College	IN	3	0
Eckerd College	FL	1	0

COLLEGE ACCEPTANCES FOR THE CLASS OF 2013	STATE	NUMBER OF AHS STUDENTS ACCEPTED TO THIS COLLEGE	NUMBER OF AHS STUDENTS WHO PLAN TO MATRICULATE AT THIS COLLEGE
Elms College	MA	1	0
Elon University	NC	2	0
Emerson College	MA	3	0
Emmanuel College	MA	6	2
Emory University	GA	3	1
Endicott College	MA	4	0
Evergreen State College	WA	1	0
Fairfield University	CT	6	1
Fairleigh Dickinson University	NJ	1	0
Fisher College	MA	3	1
Fitchburg State University	MA	4	1
University of Florida	FL	1	0
Florida State University	FL	1	0
Fordham University	NY	12	3
Framingham State University	MA	8	2
Franklin and Marshall College	PA	2	0
Franklin Pierce University	NH	10	2
Franklin W. Olin Coll. Of Engineering	MA	1	1
George Mason University	VA	1	0
George Washington University	DC	4	4
Georgetown University	DC	2	2
Gettysburg College	PA	3	1
Gordon College	MA	2	0
Goucher College	MD	5	2

COLLEGE ACCEPTANCES FOR THE CLASS OF 2013	STATE	NUMBER OF AHS STUDENTS ACCEPTED TO THIS COLLEGE	NUMBER OF AHS STUDENTS WHO PLAN TO MATRICULATE AT THIS COLLEGE
Hamilton College	NY	3	2
Hampshire College	MA	3	0
University of Hartford	CT	12	3
Hartwick College	NY	2	0
Harvard University	MA	1	1
High Point University	NC	1	0
Hobart & William Smith College	NY	4	2
Hofstra University	NY	14	0
College of the Holy Cross	MA	2	0
University of Illinois, Urbana-Champaign	IL	1	0
Indiana University, Bloomington	IN	3	1
Iona College	NY	1	0
University of Iowa	IA	2	0
Ithaca College	NY	11	0
James Madison University	VA	2	0
Johnson & Wales University	RI	4	1
Keene State College	NH	3	1
Kent State University	OH	1	0
Kenyon College	OH	2	2
Lasell College	MA	2	0
Lawrence University	WI	2	0
Lehigh University	PA	1	1
Lesley University	MA	4	0
Lewis and Clark College	IL	3	0
Long Island University, CW Post	NY	1	0
University of	KY	1	0

Louisville			
COLLEGE ACCEPTANCES FOR THE CLASS OF 2013	STATE	NUMBER OF AHS STUDENTS ACCEPTED TO THIS COLLEGE	NUMBER OF AHS STUDENTS WHO PLAN TO MATRICULATE AT THIS COLLEGE
Loyola University, Chicago	IL	1	0
Loyola Marymount University	CA	2	0
Loyola University Maryland	MD	2	0
Loyola University, New Orleans	LA	2	1
Macalester College	MN	1	1
Maine College of Art	ME	1	1
University of Maine Orono	ME	10	0
Marlboro College	VT	1	0
University of Maryland, College Park	MD	6	0
Marymount College	MD	1	0
Marymount Manhattan College	NY	4	0
Mass Bay Community College	MA	3	0
Mass. College of Art & Design	MA	1	0
Mass. College of Liberal Arts	MA	1	0
Mass. College of Pharmacy and Health Sciences	MA	8	1
Mass. Institute of Technology (MIT)	MA	1	1
Mass. Maritime Academy	MA	1	1
UMass Amherst	MA	97	18
UMass Boston	MA	19	4

COLLEGE ACCEPTANCES FOR THE CLASS OF 2013	STATE	NUMBER OF AHS STUDENTS ACCEPTED TO THIS COLLEGE	NUMBER OF AHS STUDENTS WHO PLAN TO MATRICULATE AT THIS COLLEGE
UMass Dartmouth	MA	20	2
UMass Lowell	MA	19	6
McDaniel College	MD	1	0
McGill University	Canada	4	2
McMaster University	Canada	1	0
Merrimack College	MA	17	5
University of Miami	FL	3	1
University of Michigan	MI	1	0
Michigan State University	MI	2	0
Middlebury College	VT	1	1
Middlesex Community College	MA	21	21
University of Minnesota	MN	2	1
Mitchell College	CT	1	0
University of Montana, Missoula	MT	1	0
Mount Holyoke College	MA	3	1
Mount Ida College	MA	4	1
Muhlenberg College	PA	1	1
New College of Florida	FL	1	0
New England College	NH	4	1
New England Institute of Art	MA	1	1
New England Institute of Technology	RI	1	1
University of New England	ME	1	0
University of New Orleans	LA	1	0
University of New Hampshire	NH	29	4
University of New	CT	4	1

Haven			
COLLEGE ACCEPTANCES FOR THE CLASS OF 2013	STATE	NUMBER OF AHS STUDENTS ACCEPTED TO THIS COLLEGE	NUMBER OF AHS STUDENTS WHO PLAN TO MATRICULATE AT THIS COLLEGE
University of Nottingham	UK	1	1
New York University	NY	7	1
Newbury College	MA	3	0
Nichols College	MA	2	0
Univ. of North Carolina Asheville	NC	1	0
North Carolina State University	NC	1	1
Northeastern University	MA	28	6
Northland College	WI	1	0
Northwestern University	IL	1	1
Norwich University	VT	1	0
University of Nottingham	UK	1	1
Oberlin College	OH	4	3
Occidental College	CA	2	0
Ohio State University	OH	3	0
University of Oregon	OR	3	2
Oregon State University	OR	1	0
Pace University New York	NY	10	2
Universite Paris IV-Paris-Sorbonne	France	1	1
University of Pennsylvania,	PA	4	2
Penn. State University University Park	PA	7	2
Penn State University Schuylkill	PA	1	1
Pine Manor	MA	1	0

COLLEGE ACCEPTANCES FOR THE CLASS OF 2013	STATE	NUMBER OF AHS STUDENTS ACCEPTED TO THIS COLLEGE	NUMBER OF AHS STUDENTS WHO PLAN TO MATRICULATE AT THIS COLLEGE
University of Pittsburgh	PA	6	0
Plymouth State University	NH	5	2
Pratt Institute	NY	1	0
Prescott College	AZ	1	1
Princeton University	NJ	1	1
Providence College	RI	6	1
Purchase College	NY	2	0
Purdue University	IN	3	0
University of Puget Sound	WA	1	1
Queens University	NC	1	0
Quinnipiac University	CT	14	0
University of Redlands	CA	1	0
Regis College	MA	4	1
Rensselaer Polytechnic Institute	NY	4	0
Rhode Island School of Design	RI	2	0
University of Rhode Island	RI	20	3
University of Richmond	VA	2	0
Ringling College of Art and Design	FL	1	0
Rivier College	NH	1	0
Rochester Institute of Technology	NY	4	1
University of Rochester	NY	6	0
Roger Williams University	RI	16	3
Rutgers, State Univ. of NJ at New Brunswick	NJ	6	1

COLLEGE ACCEPTANCES FOR THE CLASS OF 2013	STATE	NUMBER OF AHS STUDENTS ACCEPTED TO THIS COLLEGE	NUMBER OF AHS STUDENTS WHO PLAN TO MATRICULATE AT THIS COLLEGE
Ryerson University	Canada	1	0
Sacred Heart University	CT	6	3
Saint Anselm College	NH	10	3
Saint Joseph's University	PA	1	1
Saint Louis University	MO	1	0
Saint Michael's College	VT	3	0
Salem State University	MA	7	3
Salve Regina University	RI	3	1
University of San Diego	CA	1	0
San Diego State University	CA	2	1
Univ. of San Francisco	CA	1	0
San Jose State University	CA	1	0
Sarah Lawrence College	NY	1	0
Siena College	NY	2	0
Simmons College	MA	3	0
Skidmore College	NY	11	6
Smith College	MA	6	4
Sonoma State University	CA	1	0
University of Southern California	CA	1	0
University of South Carolina	SC	2	0
University of South Florida Tampa	FL	2	0
Southern Connecticut State University	CT	1	0

COLLEGE ACCEPTANCES FOR THE CLASS OF 2013	STATE	NUMBER OF AHS STUDENTS ACCEPTED TO THIS COLLEGE	NUMBER OF AHS STUDENTS WHO PLAN TO MATRICULATE AT THIS COLLEGE
University of Southern Maine	ME	3	0
Southern New Hampshire University	NH	14	1
St. Lawrence University	NY	2	1
State College of Florida	FL	1	1
State Univ. of New York Albany	NY	2	0
Stetson University	FL	1	0
Stonehill College	MA	6	1
Stony Brook University	NY	1	0
Suffolk University	MA	19	5
Binghamton University	NY	4	1
Susquehanna University	PA	1	0
Syracuse University	NY	10	2
Temple University	PA	2	0
University of Texas Austin	TX	2	0
University of Toronto	Canada	1	0
Trinity College	CT	4	1
Tufts University	MA	7	3
Tulane University	LA	5	0
University of Tulsa	OK	2	1
Union College	NY	2	0
Ursinus College	PA	4	0
Vassar College	NY	1	0
University of Vermont	VT	38	3
Villanova University	PA	6	1
Virginia Commonwealth	VA	1	0

University	STATE	NUMBER OF AHS STUDENTS ACCEPTED TO THIS COLLEGE	NUMBER OF AHS STUDENTS WHO PLAN TO MATRICULATE AT THIS COLLEGE
COLLEGE ACCEPTANCES FOR THE CLASS OF 2013			
University of Virginia	VA	2	2
Wagner College	NY	3	0
Wake Forest University	NC	1	0
Warren Wilson College	NC	3	0
Washington College	MD	1	1
Washington University St. Louis	MO	1	1
University of Washington	WA	2	1
Wellesley College	MA	1	1
Wentworth Institute of Technology	MA	5	1
Wesleyan University	CT	1	0
Western New England University	MA	5	0
University of Western Ontario	Canada	1	0
Westfield State University	MA	5	1
Wheaton College	MA	8	0
Wheaton College	IL	1	0
Wheelock College	MA	4	1
Whittier College	CA	1	0
College of William and Mary	VA	2	0
University of Wisconsin Madison	WI	2	1
College of Wooster	OH	1	0
Worcester Polytechnic Institute	MA	7	1
Worcester State University	MA	2	1

Xavier University	OH	1	1
Yale University	CT	1	1

GRADUATION EXERCISES

CLASS OF 2013

Arlington High School

Sunday Afternoon, June 9, 2013

One o'clock p.m.

WARREN A. PEIRCE FIELD

Arlington, Massachusetts

Mary H. Villano, Interim Principal

SCHOLARSHIPS & AWARDS

TOC 13

Henry Ottoson Memorial Scholarship [redacted]

Ida Robbins Scholarship [redacted]

James F. Leverone Scholarship [redacted]

Jane Austin Award [redacted]

Joan Flanagan/Hardy PTO Scholarship [redacted]

Joan Gallagher Scholarship [redacted]

John L. Asinari Memorial Scholarship [redacted]

Joseph J. Keating, Jr. Scholarship [redacted]

Karl Kaprelian Memorial Scholarship [redacted]

Kathleen Crawley Memorial Scholarship [redacted]

Kevin Fitzgerald Scholarship [redacted]

Marie Biciocchi Memorial Scholarship [redacted]

Marilyn Flaherty Scholarship [redacted]

Martin Luther King Jr. Birthday Celebration [redacted]

Mary Lou Serra/Sheehan Scholarship [redacted]

Mary Nolan Scholarship [redacted]

Mass Elks Scholarship [redacted]

Mt. Auburn Hospital Nursing Scholarship [redacted]

Nicholas Iacuzio Memorial Fund [redacted]

Performing Arts Parent Association [redacted]

Principal's Scholarship [redacted]

Rotary Club of Arlington Scholarship [redacted]

Sam Nigro Charitable Scholarship Trust [redacted]

Sharon Boyle Memorial Scholarship [redacted]

Shoot for the Cure [redacted]

Symmes Hosptial Nurses Alumni [redacted]

Thelma Sonnichsen Scholarship [redacted]

Theresa Dooley Scholarship [redacted]

Touchdown Club Arthur McAvoy [redacted]

Tower Mothers Club [redacted]

Thompson Bridge Builders [redacted]

Thompson Bronze [redacted]

Thompson Gold [redacted]

Thompson Leadership [redacted]

Thompson Participation [redacted]

Thompson Perseverance [redacted]

Thompson Service [redacted]

Thompson Silver [redacted]

Thompson Spirit [redacted]

Virginia Leonard Memorial Scholarship [redacted]

Vito Sammarco Memorial Scholarship [redacted]

Write with Grace Scholarship [redacted]

Zonta Club of Arlington [redacted]

**Summary of Recommendations
Financial Processes, Reporting and Management in the Arlington Public Schools
Massachusetts Association of School Business Officials – October 2010 Report**

#	Category	Sub Categories	Recommendation	School Department Response
1	Budget Management	More Internal Oversight	Adopt a site-based budget in order to ensure accountability at the “cost center” level.	Implemented
2	Budget Management	More Internal Oversight	Revise the purchasing process so that a) each school has a terminal that connects to the central office, b) a school’s budget is automatically adjusted when a purchase is approved, and c) the district contact MUNIS to inquire about necessary implementation and training.	Further Study
3	Budget Management	More Internal Oversight	Implement a decentralized budget process in which principals develop budgets consistent with their School Improvement Plans	In Process - with new budget software
4	Budget Management	More External Oversight	Include all district fund sources per Policy DI in monthly reports on income and expenditures from the CFO	Implemented
5	Budget Management	More External Oversight	Monthly reconciliation by town and school officials of school department spending	Implemented
6	Budget Management	Internal Systems	Implement a written inventory control procedure; note that Munis has this capability	In Process
7	Budget Management	Revenue Sources	Review opportunities for reducing electrical procurement costs through competitive procurement options.	Implemented

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#	Category	Sub Categories	Recommendation	School Department Response
8	Budget Management	Revenue Sources	Maximize revenue derivatives from school facility rentals.	Revised rates for long-term tenants
9	Budget Management	Forecasting	Implement budget forecasting when 3 or 4 actual salary payrolls have been experienced and develop forecasting for three other categories that can experience budget variances – special education, retirement program obligations, and energy.	In Process - exploring MUNIS salary encumbrance functions
10	Cash Management	More Internal Oversight	Formally adopt guidelines for the operation and oversight of Student Activity Funds	Implemented
11	Cash Management	Procedures	Adopt written cash collection policies and procedures for all revolving accounts including Athletics (gate receipts), Food Service, Student Activity Accounts, and User Fee Accounts	In process
12	Cash Management	Handling	Implement a written cash management procedure for the Food Services Program that includes a “chain of custody” process for cash handling	Implemented
13	Organizational	Personnel	Update Job Descriptions of all Business Office Personnel	Implemented
14	Organizational	Personnel	Update District Organizational Chart to delineate clearly staff relationships	Implemented
15	Organizational	Personnel	Establish a Human Resources Position	Implemented

**Summary of Recommendations
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#	Category	Sub Categories	Recommendation	School Department Response
16	Organizational	Procedures	Develop Business Office Procedures Manual	Implemented
17	Organizational	Procedures	Ensure that all staff in the Business Office are trained in Munis.	Implemented
18	Organizational	Procedures	Implement cross training to cover illness and vacations	Implemented
19	Organizational	Efficiency	School District Automation of Financial, Purchasing, Payroll, Personnel, Maintenance and Building Software	In Process
20	Organizational	Efficiency	Network school and other cost center computers to the Munis Financial system	Further Study
21	Organizational	Efficiency	Decrease interruptions to the Payroll Bookkeeper and Budget Analyst	Implemented
22	Policy	Clarity	Redraft School District's Budget Transfer Policy	Implemented
23	Policy	Clarity	Written Agreement with Town of Arlington to calculate indirect charges levied by the Town to the school department per state regulation 603 CMR 10.04.	Implemented
24	Policy	Clarity	Formalize an agreement with the Town relative to refunds of Medicaid Revenues generated by the School system	Further Study

**Summary of Recommendations
Financial Processes, Reporting and Management in the Arlington Public Schools
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#	Category	Sub Categories	Recommendation	School Department Response
25	Policy	Alignment with Ed Reform	Budget Process should be clearly defined and must use student achievement data as a primary factor in making budget decisions. School Committee should vote Goals and Objectives at the start of the Budget cycle, and the completed document should include three-year history of actual expenditures and current information on all fund sources.	Student achievement key factor in budget
26	Policy	Alignment with Ed Reform	Use student assessment data to develop the budget	Student achievement key factor in budget
27	Policy	Internal Audits	Review all Massachusetts General Laws relative to the implementation of financial operations in the district	Implemented
28	Policy	Internal Audits	Implement an evaluation-based review process to determine the effectiveness of the budget	In Process

Arlington Public Schools Glossary of Terms

Adopted Budget – The Budget that has been approved by both the School Committee and Town Meeting.

Annual Budget – An estimate of expenditures for specific purposes during the fiscal year (July 1 – June 30) and the proposed means (estimated revenues) for financing those activities.

Appropriation – An authorization by Town Meeting to make obligations and payment from the treasury for a specific purpose.

Balanced Budget – A budget in which receipts are greater than (or equal to) expenditures. A requirement for all Massachusetts cities and towns.

Capital Budget – A plan of proposed outlays for acquiring long-term assets and the means of financing those acquisitions. Included would be outlays for new school construction and additions, major capital equipment, major renovations such as replacement roofs, expenditures for buildings, land acquisitions, new and replacement equipment and other major capital investments.

Cherry Sheet - A form showing all state and county charges and reimbursements to the city as certified by the state director of accounts. Years ago this document was printed on cherry colored paper. State aid to education is included in this document.

Circuit Breaker Program - The state special education reimbursement program was started in FY 04 to provide additional state funding to districts for high-cost special education students. The threshold for eligibility is tied to four times the state average foundation budget per pupil as calculated under the chapter 70 program. In FY13, the state paid 74.5 percent of the costs above that threshold. In FY13, the state average foundation budget per pupil was \$10,128, so if a special education student cost a district \$70,000, the district's eligible reimbursement for that student would be $(\$70,000 - (4 * \$10,128)) 0.745 = \$21,969$.

Common Core State Standards – Beginning in the 2013-2014 school year, creating a learning environment focused on the Common Core State Standards (CCSS) will be a major focus. Created through a nationwide effort, the CCSS define rigorous skills and knowledge in English Language Arts and Mathematics that need to be effectively taught and learned for students to be ready to succeed in entry-level, credit-bearing college courses and workforce training programs. Massachusetts is one of 45 states and 3 U.S. territories that have adopted the Common Core Standards, which are now part of our State Frameworks. Twenty-first century students must be able to compete nationally and globally, and the use of these Standards will help ensure that all students, regardless of where they live, are prepared for future success.

Debt Service – payment of interest and principal to holders of the government debt instruments (bonds). Major capital projects are often financed through issuance of bonds.

Educator Evaluation System – Beginning in the 2013-2014 school year, all Massachusetts districts will evaluate teachers and staff according to the requirements of the new MA Educator Evaluation System. The new regulations, which apply to both administrators and teachers, are designed to: a) promote growth and development amongst leaders and teachers, b) place student learning at the center while using multiple measures of student learning, growth, and achievement, c) recognize excellence in teaching and leading, d) set a high bar for professional teaching status, and e) shorten timelines for improvement.

Encumbrance – Obligations in the forms of purchase orders and contract that are chargeable to an appropriation. They cease to be encumbrances when an actual payment is made.

Fiscal Year – The twelve-month financial period used by all Massachusetts municipalities which begins July 1, and ends June 30 of the following calendar year. The fiscal year is represented by the date on which it ends. Example: July 1, 2012 to June 30, 2013 would be FY 2013.

Full-Time Equivalent (FTE) – A unit used to count the personnel assigned to a school or other administrative unit, consisting either of a full-time employee or two or more part-time employees together working a number of hours equivalent to one full-time teacher. A person teaching 3 days per week would be .60 FTE teacher.

General Fund Budget – Includes expenditures for the operation and administration of school programs and support services, funded by the general revenues of the town, including taxes, state aid, and other general receipts.

Grant Fund Budget – Grants are usually made for specific purposes and funds received are restricted for those purposes. Budgets include current and estimated expenditures for programs funded by federal, state and private grants. In most cases, this funding is not precisely known until after the start of the fiscal year, since most grant award notifications are received after the general fund budget process is complete.

FY 15 Level Service Budget: The term “FY15 Level Service Budget” funding refers to that level of funding, regardless of funding source, which is required to maintain the present level of service in a particular program, taking into account known cost increases under the existing method of operation.

Massachusetts Student Growth Percentiles: Massachusetts measures growth for an *individual student* by comparing the change in his or her MCAS achievement from one year to a subsequent year to that of all other students in the state who had similar historical MCAS results (the student's "academic peers"). This change in achievement is reported as a student growth percentile (abbreviated SGP) and indicates how high or low

that student's growth was as compared to that of his/her academic peers. For a *school or district*, the growth percentiles for all students are aggregated to create a median student growth percentile for the school or district. The median student growth percentile is a representation of "typical" growth for students in the school or district.

New/Expanded Budget Request – Generally refers to the request for funding to add a new program or expand an existing program. Sometimes called “Supplemental” requests. A supplemental budget is one that is not included in the “Present Level of Service” budget.

Per Pupil Cost (as reported by DESE) - The following funding sources are all included in the functional expenditure per pupil measure.

- School committee appropriations
- Municipal appropriations outside the school committee budget that affect schools
- Federal grants
- State grants
- Circuit breaker funds
- Private grants and gifts
- School choice and other tuition revolving funds
- Athletic funds
- School lunch funds
- Other local receipts such as rentals and insurance receipts

Typically, school committee and municipal school appropriations, approved annually by town meetings and city councils, account for seven out of every eight dollars spent upon education.

Proposition 2 ½ - A law that became effective on December 4, 1980. The two main components of the law relating to property taxes are: 1) the tax levy cannot exceed 2 ½ % of the full and fair cash value of real property and 2) for cities and towns at or below the above limit, the tax levy cannot exceed the maximum tax levy allowed for the prior by more than 2 ½ % (except in cases of property added to the tax rolls and for valuation increases of at least 50% other than as part of a general revaluation).

Revolving Fund – A fund established to finance a continuing cycle of operations in which receipts are available for expenditure without further appropriation. Example: kindergarten revolving fund.

School Council – A School Council is a representative, school building-based committee composed of the principal, parents, teachers, and community members and at the secondary level students that each school is required to establish pursuant to the Massachusetts Education Reform Act of 1993.