

ANNUAL TOWN
of the
WESTPORT COMMUNITY SCHOOLS

All Schools & Departments

2012-2013

Westport School Committee

<u>Member</u>	<u>Residence</u>	<u>Term Expires</u>
Antonio Viveiros	20 Sandpiper Drive	2015
Michelle Duarte	25 Longwood Drive	2016
Eric Larrivee	5 Lighthouse Lane	2013
Michael P. Sullivan	1380M Drift Road	2014
Carolina Africano	65 Union Ave.	2015
Melissa Pacheco	18 Dias Avenue	2016

Regular School Committee meetings are usually held on the second and fourth Wednesday of every month and are open to the public. The School Administration Offices are open from 7:30 a.m. to 4:00 p.m. Monday through Friday throughout the school year and 7:30 a.m. to 3:30 p.m. during school vacations.

Admission into school involves consideration of both chronological age and readiness to approach the challenge of a school program. The School Committee has established the following chronological minimum age requirements for entry into school:

- Children who will be three years of age on or before September 1 of the school year during which they wish to enroll will be eligible to enter the pre-school program;
- Children who will be five years of age on or before September 1 of the school year during which they wish to enroll will be eligible to enter kindergarten in September;
- Children who will be six years of age before January 1 of the school year will be considered for entry into grade one in September.

Transfer students from private and/or public kindergarten programs who have completed less than three months in a kindergarten setting will be required to follow the same entrance criteria.

ANNUAL TOWN REPORT
Dr. Carlos M. Colley – Superintendent of Schools
Submitted by Dr. Ann Dargon, Interim Superintendent
2012 - 2013

**Report of the Westport Community Schools
Superintendent of Schools**

The Superintendent of Schools implements the programs, policies and budget developed by the School Committee and is responsible for the leadership and management of the School Department. The Annual Report provides an opportunity to highlight the major district and school accomplishments and events of the year. It has been a year filled with great successes, achievements and a few challenges. Our goal continues to empower all students to achieve at his or her highest potential in a safe, orderly school environment. The dedicated and highly competent administrators, faculty and staff strive to achieve excellence. Parents and schools work together to develop the future leaders and citizens of an ever changing world. Thank you for the continuous support the Westport community provides for public education. We look forward to working with you as we continue to excel in preparing our students to be successful, contributing global citizens.

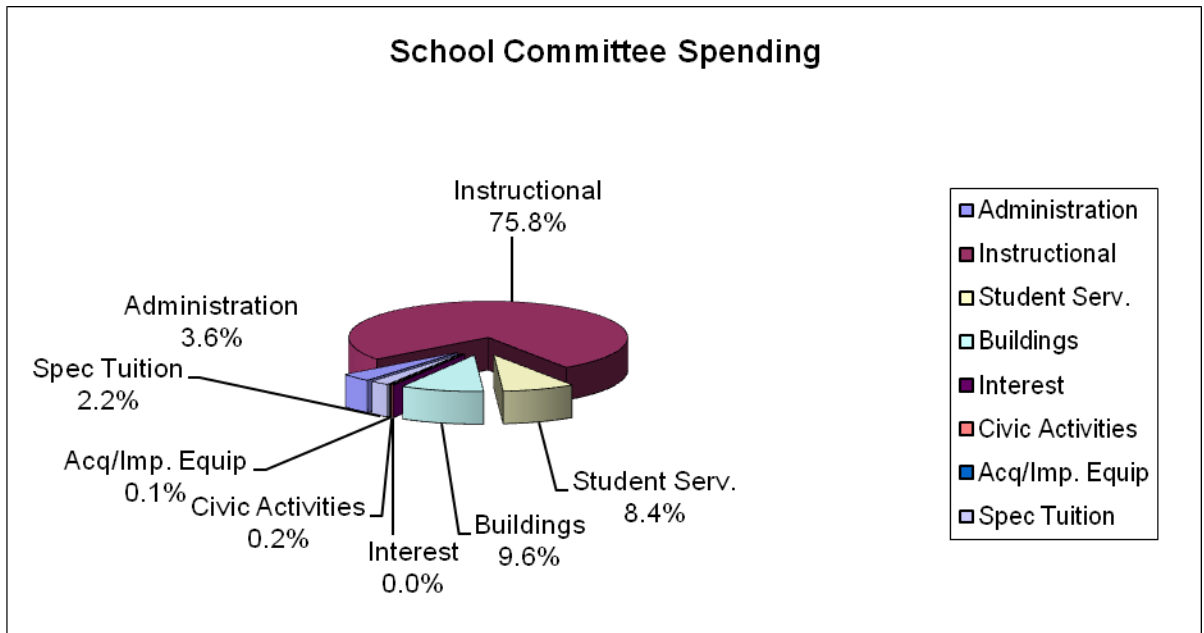
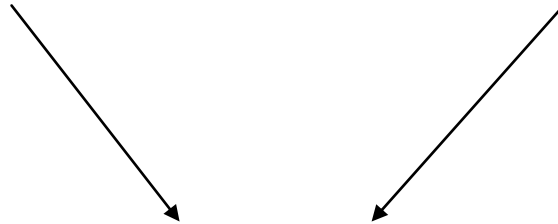
Westport Community Schools
2012-2013 School Attending Children Reported to the Department of Education**

	Westport Community Schools	Vocational Technical Regional Schools	Collaborative and Home Schools	In-State Public Schools	In-State Private and Parochial Schools	Charter Schools	Out-of- District Public Schools	Out-of- State Private and Parochial Schools	Grand Total
Alice Macomber School									
**Pre-Kindergarten	76	0	1	0	13	0	0	5	95
Kindergarten	121	0	1	4	23	0	0	4	153
Total	197	0	2	4	36	0	0	9	248
Westport Elementary School									
Grade 1	148	0	3	0	28	0	0	3	182
Grade 2	114	0	3	3	21	0	0	3	144
Grade 3	126	0	1	0	22	0	0	4	153
Grade 4	135	0	1	3	20	2	0	2	163
Total	523	0	8	6	91	2	0	12	642
Westport Middle School									
Grade 5	128	0	1	1	29	3	0	4	166
Grade 6	160	0	5	1	26	1	0	3	196
Grade 7	112	0	0	3	36	3	0	4	158
Grade 8	140	0	3	2	17	3	0	1	166
Total	540	0	9	7	108	10	0	12	686
Westport High School									
Grade 9	85	36	2	1	37	0	0	2	163
Grade 10	106	36	1	2	54	0	0	4	203
Grade 11	114	35	2	2	38	0	0	4	195
Grade 12	117	28	2	1	30	0	0	4	182
Total	422	135	7	6	159	0	0	14	743
Grand Total	1682	135	26	23	394	12	0	47	2319

**Pre-kindergarten enrollment information is not reported to the Department of Education, but it is included here.

FISCAL 2013 ACTUAL EXPENDITURES

	FY 13 Expended
<u>Expenses by School Committee</u>	
1000 Administration	548,340
2000 Instructional	11,512,175
3000 Student Services	1,270,616
4000 Buildings	1,459,691
5000 Interest	0
6000 Civic Activities	35,023
7000 Acquisition/Improvement Equip.	19,323
9000 Special Needs Tuition	<u>334,058</u>
Total School Committee Appropriation	15,179,226

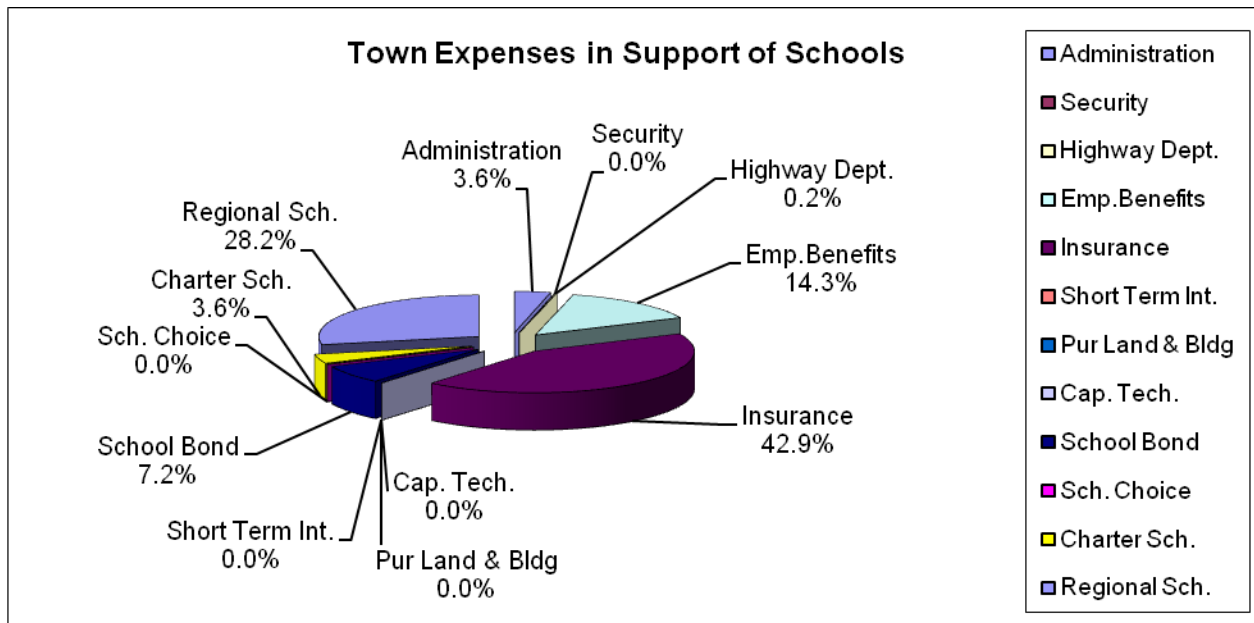
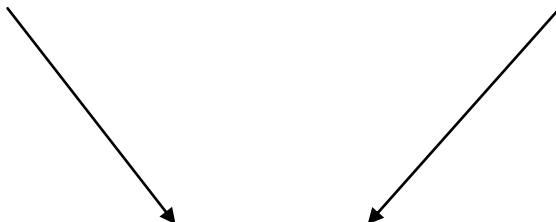


Expenses by Town Hall

1000 Administration	158,583
3600 Security	0
4000 Highway Department	7,500
5100 Employee Benefits	622,408
5200 Insurance	1,871,707
5450 Short Term Interest	0
7200 Purchase Land & Buildings	0
7350 Capital Technology	0
8000 School Bond	313,050
9100 Tuition – School Choice	0
9120 Tuition – Charter Schools	157,310
9500 Regional Schools	<u>1,227,476</u>

Total Expenses by Town Hall 4,358,034

Total Town/School Expenses 19,537,260



**FEDERAL AND STATE REVENUES
2012-2013**

Federal Grants	Revenue Awarded
SPED 94-142 Evaluation & Therapy	409,519
Title I	198,329
Title I CarryOver	23,354
Title IIA – Teacher Quality	26,587
SPED Program Improvement	12,899
Safe & Drug Free Schools	5,560
Race to the Top	26,983
Total Federal Grants	703,231
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State Grants	Revenue Awarded
Academic Support Serv. - SY	11,900
Academic Support Serv. - Summer	3,500
Collaborative HS Partnership-SY	8,400
Collaborative HS Partnership-Summer	19,400
SPED Early Childhood/Prog. Imp.	19,806
Full Day Kindergarten	60,573
Total State Grants	123,579
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Private Grants	
Community Foundation of Southeastern Massachusetts	
WHS SAT Prep	2,630
WES Literacy Club	2,815
CLC Bridgewater	898
GFRDC Educational	25,000
Westport Cultural-Yellow Bus WHS	200
Total Private Grants	31,543
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Total Federal & State & Private Grants	858,353

REVOLVING ACCOUNT BALANCES

As of December 1, 2013

School Day Care Revolving	-6,002
Use of School Property Revolving	3,224
Reimbursement Lost Supplies/Materials Revolving	8,461
Student Athletic & Activities Revolving	90,159
Adult & Continuing Ed./Community School Revolving	17,112
Insurance Claims Revolving	292
School Choice Revolving	0
Scholarship Revolving	16,036
Telephone E-Rate Revolving	11,867
Transportation Reimbursement Revolving	<u>43,967</u>
Total Revolving Accounts	185,116

ALICE A. MACOMBER PRIMARY SCHOOL
Julianna Pasetto, Principal
Submitted by Alec Ciminello, Principal
2012-2013

General Statement

We all share in the ongoing investment to ensure that our children successfully meet educational standards in the early grades. Essential in a good plan is providing, facilitating, and initiating meaningful and authentic opportunities and experiences to help children understand the world in which they live and grow. Young children learn best through active participation and experience. High-quality early childhood education is not just an ideal; it's an essential investment. Missed opportunities can put children behind and create barriers to achievement that can last through high school.

Giving children the right start greatly enhances their opportunities to succeed. Strong early learning leads to less remediation throughout the education system, which benefits students and families during the children's school years and beyond. Well-designed, high quality programs can support the development of higher level thinking skills that help children learn how to learn.

School Programs

In the 2012-2013 school year, all preschool and kindergarten classes were located at the Alice A. Macomber Primary School, 154 Gifford Road. The Macomber School housed five full-day kindergarten classrooms, five sessions of preschool and a multi-age special education classroom. Children at the Macomber School were allowed to be successful with classroom experiences geared to their natural level of development. The Macomber School uses a developmentally appropriate curriculum, as well as learning materials specifically geared to this age group, allowing children to reach their greatest potential. This approach is consistent with the fundamentals of child development and emphasizes the belief that all children can learn.

In 2012-2013, parents enrolled their children in the preschool program for three half-day sessions or two full-day sessions per week. A sliding-fee scale for the preschool was available as one of our Early Childhood initiatives. The preschool program had an average of 77 students enrolled. Children identified with special needs were entitled to attend the program free of charge, and programs were developed to meet the individual needs of each child. The school budget, Coordinated Family and Community Engagement Grant #391, Early Childhood Special Education Grant #262, and tuition fees supported the preschool program.

Full-day kindergarten has been in place since FY 2000 and continues to be a positive and welcoming environment for our young students. Services were offered by a part time reading specialist and a part time Title I paraprofessional to approximately 38 at-risk students. In 2012-2013, the kindergarten program had an average of 119 students enrolled. The school budget, Department of Elementary and Secondary Education Grant #701, and Title I funds collectively supported expenses for full-day kindergarten.

Daily lessons and school-wide activities for the preschool and kindergarten programs were developed to meet the criteria and benchmarks set forth by the Massachusetts Curriculum Frameworks standards and support NAEYC guidelines. The content of the curriculum reflected a balance of all areas of learning offered in an integrated manner and reflected the holistic nature of how young children learn and develop.

Parents and Community

Connections with local partners provided our community schools with a rich and continuous source of service and support. The Alice A. Macomber Primary School attempted to promote partnerships and increase parent participation in many ways, which included: encouraging parents to volunteer time at school; supporting an active PTO; and participating as an active member of the School Council. Our outreach efforts continued to explore the expansion of our partnerships with community based

organizations that included Fall River Public Schools' Early Childhood Services, the Fall River Head Start and Early Intervention Programs, Westport High School's internship program, Lees Supermarket, and the Westport Police and Fire Departments.

Outreach efforts during the 2012-2013 year included a series of parent workshops, curriculum evenings, family nights, and programs that encouraged the participation of extended family members and friends. Efforts in this area have intensified throughout the years and will continue to be a goal in the future. All staff members have been instrumental in building a school climate that is inviting to parents and community members.

Curriculum and Instruction

High-quality programs, such as the one provided at the Macomber School, provided learning experiences that keep instruction grounded in children's interests and are developed around themes that unite learning in several disciplines. Teaching strategies at the Macomber School reflected the knowledge that young children are active learners, drawing on direct physical and social experiences to construct their understanding of the world around them.

Children approach learning with their curiosity, motivation to learn, and pride in accomplishments. The goal of the Early Childhood Team had been to develop instructional and non-instructional activities that provided a nurturing and supportive school experience for the young learners in our care. In 2012-2013, students used a reading and math series based on the Massachusetts Curriculum Frameworks published by the Scott Foresman Company. They also used Foundations as the program for teaching phonological/phonemic awareness as well as for phonics and spelling in our kindergarten classrooms. We piloted the "Go Math" program. This is a comprehensive math program which is aligned to the Common Core. The Preschool used the "Letter People" and "Read it Once Again" programs which provided a comprehensive curriculum that promoted and established an early literacy based foundation for the development of basic skills which included cognitive, fine motor, gross motor, speech/language, daily living, and social skills. At the Macomber School, a curriculum committee (Early Childhood Curriculum Committee), made up of teachers from the Macomber and Westport Elementary Schools, the Macomber administrator and district curriculum administrators, met monthly to discuss curriculum, transition, and supportive initiatives. The aim of the committee was to offer a child-centered learning environment with a curriculum that is both age-appropriate and individually appropriate. Additional technology equipment, including hardware and software, was purchased again this year to support curriculum instruction.

Success Indicators

Professional development opportunities for staff at both the school level and at the system level were successfully planned and implemented. As a result, grade-level teams as well as cross-grade-level teams developed lessons that met both NAEYC standards and the Massachusetts Curriculum Frameworks objectives. These lessons have provided students with access to high-quality instruction and have been instrumental in improving students' success rates.

Extracurricular Programs

Lees Supermarket monthly events, PTO sponsored events, and various evening special events were offered throughout the year.

Closing Statement

Although each of the four schools is different, we share a number of program features that support Massachusetts Curriculum Frameworks objectives. We have worked at developing clear benchmarks that indicate where we are on the road to success for each and every student. At the Alice A. Macomber Primary School, goals were to maintain and enhance educational quality; to continue positive momentum and enhance public relations; to create greater academic and co-curricular opportunities for students; and to continue to obtain alternative funding sources. The staff at the Macomber School is looking forward to providing even more high-quality early childhood programs that will meet a wide range of student and family needs. Curriculum activities will continue to be soundly based in the Massachusetts State

Frameworks and NAEYC standards. Staff will continue to strive to develop curriculum and lessons based on the following nine key areas that align with the National Board Teacher Certification standards:

- Understanding young children
- Equity, fairness, and diversity
- Assessment
- Promoting child development and learning
- Knowledge of integrated curriculum
- Multiple teaching strategies for meaningful learning
- Family and community partnerships
- Professional practice

We know that children want to learn. We know that each and every child is capable of learning. We know that growing and learning and aspiring require support and encouragement in the early years. The challenges now facing the early childhood community are immense, yet we cannot allow these obstacles to deter us in our advocacy on behalf of young children and families. Making our vision a reality requires commitment through partnerships among all stakeholders. Now is the time to join forces and advocate for policies and financial investments that will lead to excellence in early childhood education programs that are available and accessible to all children and families.

WESTPORT ELEMENTARY SCHOOL
Thomas Gastall, Principal
Submitted by Christine Staskiewicz, Acting Principal
2012 – 2013

General Statement

Westport Elementary School places student achievement and success as the basis for every change and initiative. Again this year, we have reviewed the data of our MCAS (Massachusetts Comprehensive Assessment System) results and utilized them to assess curriculum and student achievement. We are utilizing year-long data from our formally adopted math program “Go Math” as well as assessing student reading levels four times during the course of the year. As a result, Westport Elementary School has developed an action plan for improved student success on a class by class basis. We remain committed to the philosophy that all children can achieve success.

The population of Westport Elementary School is as follows:

GRADE	GIRLS	BOYS	TOTAL
1	69	75	144
2	61	56	117
3	59	68	129
4	53	85	138
School Total	236	277	528

There are 7 classrooms in grade one, 5 classrooms in grades two, 5 classrooms in grade 3, and 6 classrooms in grade 4.

Student Achievement

I. Go Math Benchmark Test

The Go Math Benchmark Tests were administered to all students at the beginning of the year, the middle of the year, and will be administered again at the end of the year. The results to date are as follows:

Grade	Beginning Year	Mid-Year	Point Growth Ave.	% Growth
1	53	80	27	51%
2	59	73	14	24%
3	44	65	21	48%
4	48	60	12	25%
Overall	51	70	19	37%

II. MCAS Test Results

The Massachusetts Comprehensive Assessment System was given to students in grade 3 and 4. Grade 3 completed Reading and Mathematics while grade 4 completed testing in English Language Arts (including a long composition), and Mathematics. The tests completed will help the school assess growth during the next school year and the effectiveness of the district curriculum.

GRADE/ TEST	ADVANCED/ ABOVE PROFICIENT	PROFICIENT	NEEDS IMPROVEMENT	WARNING/ FAILING
3 READING	8%	46%	40%	5%
3 MATHEMATICS	29%	44%	21%	6%
4 ELA	5%	47%	39%	10%
4 MATHEMATICS	11%	48%	36%	5%

Westport Elementary School will continue to align teaching strategies that enable our students to utilize critical thinking skills and rely less on rote learning and memorization. We have increased the expectations of student writing through professional development and teacher directed curriculum revision. Westport Elementary School remains committed to providing the most current strategies and training to prepare our students for success.

It is important to be cognizant of the fact that no one standardized testing instrument is indicative of a student's overall performance. Rather, a district and school collection of formative and summative assessment data must be regularly monitored to evaluate effectiveness of curriculum.

Curriculum

Teaching and Learning is the focus of all school improvement. Many hours have been dedicated to aligning our curriculum to the Common Core. Comprehensive development of Tier 2 Instruction, providing intervention and small group instruction for targeted students, has been implemented. This school year an intervention block was assigned to each grade level. All students receive tiered instruction during this 40 minute block. The school is continuing to pilot a standards based report card aligned to the Common Core, grade level benchmarks are being established, and units of study are being developed. Two classrooms at each grade level are piloting a comprehensive ELA series, called *Journeys*, which is completely aligned to the Common Core Curriculum. A decision will be made later this year as to the full adoption of the program or to continue to seek other common core based ELA programs to implement in grades 1-4.

The *Go Math* curriculum formally adopted in Sept. 2013 has positively impacted student growth particularly in Math MCAS in grades 3 and 4. Students in grade 4 scored 48 % proficient compared with the state average of 34 % proficient. Students in grade 3 scored 44 % proficient compared with the state average of 36 % proficient.

Westport Elementary School will continue to strive for excellence in teaching and equitable opportunities for learning. We are committed to the continued development of a vision, programs, and policies that ensure the common purpose of improving achievement for all students.

WESTPORT MIDDLE SCHOOL
Alec Ciminello, Principal
Submitted by Carolyn Pontes, Interim Principal
2012 – 2013

General Statement

Westport Middle School continues to grow in a positive direction academically. With the addition of a couple new programs including a seventh grade honors math program, our school is continuing to progress towards excellence. Westport Middle School students continued to participate in two competitive academic events, Massasoit League Spelling, and Math Competitions which are held twice during the school year. Our eighth grade class continues to visit and participate in the Science program offered at the Christa McAuliffe Space Center at Framingham State College with thanks to the middle school parent group. Our entire seventh grade went to see a Christmas Carol at the Trinity Repertory Company. Eighth graders also traveled to the University of Massachusetts to participate in an interactive “Hour of Code” and the Seventh graders received a similar program at the school this December. Currently, we are preparing for our New England League of Middle Schools survey in April which will include a three day visit from a five person educational team to evaluate seven areas of middle school education. We will also be preparing to pilot the new PARCC assessment for the state in English Language Arts for grades seven and eight and Mathematics for grade 6 in conjunction with our regular MCAS testing.

Enrollment

As of December 2013, the enrollment at the Westport Middle School was 543 students. Our average class size in grades 5 thru 8 ranged from 23-30 students. The enrollment by grade level was as follows: Grade 5, 132; Grade 6, 132; Grade 7, 164; and Grade 8, 116.

Staffing

The staff of the Westport Middle School includes the following: one (1) principal, one (1) assistant principal, one (1) guidance counselor, one (1) school adjustment counselor, one (1) nurse, two (2) full-time office staff, thirty-eight (39) classroom teachers (includes regular education and special education teachers), one (1) library media specialist, one (1) paraprofessional, eight (8.5) teaching assistants, and one (1) campus supervisor.

Curriculum

A focus of this years curriculum was to expand into a more rigorous math program. This was accomplished by purchasing a new math program for all four grade levels. These programs have proven to be more aligned with the common core as well as being much more challenging for the students. We also were able to field two eighth grade Algebra classes with a total of 48 students participating in the program. A math intervention teacher was also added to the program to assist students with difficulties. The continued focus of our curriculum work was to expand the written curriculums to include units of study with challenging performance tasks at all grade levels and subject areas. Literacy support continued through incorporating reading and writing in the content areas of mathematics, social studies and science as well as English language arts. Support in the form of tutoring was provided to many of our students struggling in reading.

The Middle School also offers our students assemblies on bullying prevention, fire and health safety, career day programs with several speakers, theatre, and several other programs.

MCAS Test Results

The Massachusetts Comprehensive Assessment System was given to students in grades 5-8 in the spring of 2013. Only grades 5 and 8 were assessed in science and all grades were assessed in English Language Arts and mathematics. Students in grade 7 students also completed a long composition assessment. The tests completed help the school assess growth during the next school year and the

effectiveness of the district curriculum. Specific targeted instruction to students is then provided by staff the following school year.

	ADVANCED	PROFICIENT	NEEDS IMPROVEMENT	WARNING/ FAILING
Grade 5 ENGLISH/LANG. ARTS	19%	46%	25%	10%
Grade 5 MATHEMATICS	21%	38%	30%	12%
Grade 5 SCI & TECH/ENG	14%	37%	39%	10%
Grade 6 ENGLISH	22%	57%	17%	5%
Grade 6 MATHETICS	30%	33%	26%	11%
Grade 7 ENG/LANG. ARTS	6%	76%	16%	2%
Grade 7 MATHEMATICS	17%	40%	29%	14%
Grade 8 ENG/LANG ARTS	18%	74%	5%	3%
Grade 8 MATHEMATICS	20%	34%	30%	15%
Grade 8 SCI & TECH/ENG	4%	39%	50%	7%

The Westport Middle School has already implemented programs to enhance student learning and success at standardized testing. Through several intervention groups in both the areas of literacy and mathematics, we should be able to achieve a good level of improvement in these areas. Along with the designing of curriculum units, teachers have also formulated District Determined Measures to monitor student success and a data room has been created to have a current and visual monitoring program for student improvements in all academic areas.

We have already had several professional development opportunities in the areas of mathematics and language based learning. Our programs continue to grow in these areas each year. This goes along with the continued growth of our Response to Intervention Team that meets weekly to discuss possible solutions for struggling students.

It is important to be cognizant of the fact that no one standardized testing instrument is indicative of a student's overall performance. Rather, a district and school collection of formative and summative assessment data must be regularly monitored to evaluate effectiveness of curriculum. Other assessments that are employed by the Westport Middle School are Gates-Macginitie (Reading), Series Benchmark Tests (Math) and, reading lexile scores with Achieve3000, used by the fifth and sixth graders. We will also be starting the Aimsweb program used by the Elementary School to monitor progress and growth through data and visible charts.

After School and Other Student Activities

Students continue to be able to participate in several exciting after school programs. The following activities were offered this year:

- Art Club
- Baseball
- Boys' and Girls' Basketball
- Soccer
- Softball

Cheering
Chess and Strategy Club
Choral Club
Drama Club
Field Hockey
Homework Assistance
Math Team

Collector's Club
Spelling Team
Stage Band
Student Council
Talent Show
Yearbook
Bridge Club (In conjunction with the Elementary School)

Our music program included over 100 students who participated in our chorus and band programs. Our band marched in Westport's Memorial Day Parade and also performed at halftime during a Providence Bruins game. We also saw an extremely successful and well received production by our drama club of *The Ugly Ducking* led by our drama instructor, Elizabeth Cote. Over fifty students acted, sang, or were behind the scenes to make the show a success. Adjunct to the music program we held our Talent Show at the end of the year; over 25 students participated and worked behind the scenes. In addition to the after school activities, we have continued the grade competition between the students in the school. The culmination of this competition was an extensive student activities day including a cookout and a day at the beach provided to the fifth grade students in late June. These activities were made possible through the School Climate Committee. This committee is also responsible for coordinating the school's Annual Field Day, which has quickly become the most popular one-day program for the entire student body. We enjoyed our annual eighth grade trip to Washington, D.C. during the last weekend in May. Over one hundred students and approximately 25 chaperones visited various educational points of interest in our nation's capitol and Philadelphia, Pennsylvania. The Washington D.C. trip is funded through the WMSA and parents.

Parents and Community

The Westport Middle School Association has provided our school with many opportunities that enhance both the cultural and academic learning of our students. Included in these are a Camfel bullying program, several beneficial field trips, a fossil program brought to the school, and many other events that add to the benefit of our student population. They have made it possible for our children at the school to have every educational opportunity available to them.

The Westport Middle School Association, in conjunction with members from the community, sponsored the Annual Pancake Breakfast, which is always a huge success! This year we added the component of a very successful and entertaining craft fair with 25 vendors. More than 200 people attended this function, giving the school another opportunity to interact with community members to demonstrate all of the wonderful offerings the school has!

Finally, the Westport Middle School Council, made up of teachers, parents, and a community liaison, spent many hours developing a comprehensive School Improvement Plan that has been implemented for the 2013-2014 school year.

Closing Statement

We are incredibly proud of the accomplishment and continued growth in the student population, academic programs, and other opportunities available at the Westport Middle School. As a school community, we continue to grow and become more academically in tune with the common core curriculum. We are at the forefront of several new components to the Massachusetts educational system such as the PARCC assessments and the Edwin Analytics program. Our curriculum is current and is continually changing to maintain the rigorous standards that are expected of a successful school in today's society. The middle school offers educational programs that allow us to be competitive with surrounding schools. Although there are some areas that are still in need of improvement, the committed staff of the Westport Middle School will be working diligently to make sure those improvements are met and we continue to establish excellence in all facets of our school and community.

WESTPORT HIGH SCHOOL
Cheryl Tutalo, Principal
2012- 2013

Opening Statement

In March of 2013, Westport High School hosted a very successful visit from the New England Association of School and Colleges. The final report highlights the many successful programs that support all students. The commendations include:

- The collaborative process used to develop the school's core values, beliefs, and learning expectations
- The caring and supportive culture of Westport High School
- The effort by faculty and staff members to review multiple sources of data while developing and reviewing the school's 21st century learning expectations
- The familiarity of teachers, students, and parents with the school's core values, beliefs, and learning expectations
- The school community's commitment to collaboration, communication, and a climate of respect and success for all students is actively reflected in the culture of the school
- The purposefully designed curriculum that ensures that all students can practice and achieve the school's 21st century learning expectations
- The development and implementation of research-based, school-wide curriculum templates to guide curriculum in all subject areas
- The variety of curriculum focused on higher order thinking and authentic learning tasks
- The self-directed senior project and the many opportunities prior to the senior project that students have to present in formal and informal settings
- The individual attention given to students by teachers, administrators, and support personnel
- The communication of school-wide rubric results as part of the regular report card
- Implementation of the school-wide advisory program
- The school administration's careful and thoughtful implementation of the new state teacher evaluation system
- The planned and purposeful staff meetings focusing on improving teaching and learning The school administration's careful and thoughtful implementation of the new state teacher evaluation system
- The administration, teachers, and staff members who maximize current resources and facilities
- The efforts of the administration and teachers to successfully obtain grants that supplement the budget
- The remarkable upkeep of the dated facility due to the diligence of the maintenance and custodial staff and the respect afforded by the administration, teachers, and students for the building

The results of this visit guarantee continued accreditation for Westport High School for the next ten years.

Thirty-two seniors qualified for the John and Abigail Adams Scholarship. This scholarship, which recognizes high academic achievement on the MCAS tests, entitles the student to four years of free tuition at a state or community college.

School Program

The student enrollment was 417. This consisted of 116 seniors, 112 juniors, 103 sophomores and 86 freshmen. Class size ranged from 10 to 29. Our staff consisted of 37 classroom teachers, 1 Library/Media specialist, 3 teaching assistants, 4 para-professionals, 2.5 clerks, 1 executive secretary, 1 campus supervisor, 1 nurse, 3 guidance counselors, 2 school adjustment counselors, .4 Director of Athletics/Activities, 1 Assistant Principal and the Principal.

MCAS Test Results

The Massachusetts Comprehensive Assessment System was given to students in grade 10. Grade 10 students completed English Language Arts, math and science assessments. Students need to score proficient or higher in ELA and math which is one requirement for earning a high school diploma. Students who fail the tests are given several opportunities to demonstrate mastery of standards before graduation through their Educational Proficiency Plan (EPP).

Since all targets set by the state were met, Westport High School is ranked a **LEVEL 1** school, the highest ranking given by the Department of Elementary and Secondary Education.

	ADVANCED	PROFICIENT	NEEDS IMPROVEMENT	WARNING/ FAILING
Grade 10 ENG/LANG/ARTS	38	48	12 (meets diploma requirement with EPP)	2
Grade 10 MATHEMATICS	39	39	13 (meets diploma requirement with EPP)	10
Grade 9 SCI & TECH/ENG	8	55	31 (meets diploma requirement)	6

Westport High School's mission is to educate all students to become 21st century learners, to seek and value knowledge, and to emerge as productive citizens in a global community. As technology and globalization combine to create situations of constant innovation, the traditional skills of reading, writing and arithmetic will be supplemented with more up-to-date skills in technological literacy, creative thinking, critical thinking, collaboration and communication. Westport High School remains committed to focusing on teaching particular skills that will help students survive and thrive not only at the workplace, but also in personal life.

Success Indicators

89 percent of the graduating class of 2013 indicated that they would be continuing their education. 62 percent planned to attend a four-year college. 27 percent will attend a two year college or attend a technical school and 11 percent will enter the work force. This year's graduates received over \$101,300 in scholarships at the annual awards night. Scholarships were supported by community organizations, local businesses and local citizens.

84 students participated in the AP Exams in May.

Michelle Duarte, Class of 1989, gave the commencement address at graduation.

Athletics

The 2012 - 2013 school year was a successful year for Westport High Schools' athletic teams. There were many bright spots as eight of our varsity teams qualified for MIAA tournament play, up from four in 2011 - 2012. The fall season at WHS saw three out of four of our varsity teams qualify for tournament play. The boys soccer team returned to tournament play by going 6-9-3 overall with a Mayflower Athletic Conference record of 6-5-3. The golf team proved to be competitive in the MAC, finishing with a 6-4 record, and qualifying for the south sectionals for the first time in Coach Cariglia's tenure. The WHS field hockey team returned for a tournament appearance with a 7-6-4 overall record, while the volleyball team narrowly missed the tournament with an 8-12 overall record. Sixteen WHS student-athletes participated in our co-op football program, which allows our boys to play football at Bishop Connolly High School, while 6 girls' soccer players chose to do the same.

The winter season proved to be successful as both the boys and girls basketball teams qualified for tournament play. The boys team was crowned champions of the MAC with a 12-0 record and finished 18-4 overall. The team made a great run in the tournament, eventually falling to Cohasset at Bridgewater-Raynham High School in the South Sectional Semifinals. The girls basketball team finished in 2nd place in the MAC with an 11-3 record, and went 15-7 overall. The girls managed to win one playoff game before falling in the quarterfinals to Millis. Our 15 member cheerleading squad did a good job energizing the crowds at our home basketball games all winter.

The spring sports season at WHS also saw three of our four teams qualify for state tournament play. Both the boys and girls tennis teams enjoyed perfect 9-0 MAC records, with the boys finishing undefeated at 19-0, and the girls 10-9 overall. The boys' tennis team lost to Martha's Vineyard in the South Sectional Final, while the girls were defeated in the 1st round by Martha's Vineyard as well. WHS' baseball team returned to state tournament play losing to Sturgis Charter East in extra innings, after finishing the regular season 11-11, and going 10-4 in the MAC. The softball team struggled to a 2-20 overall record and 2-12 MAC record. Two more WHS student-athletes chose to play co-op lacrosse at Bishop Connolly, while 17 participated in spring track.

Student Activities

During the 2012-2013 school year approximately 200 students participated in our student activities program. Club offerings included: Student Council, School Council, School Committee Delegates, Regional Student Advisory Council, Senior-Junior Prom Committee, National Honor Society, Key Club, International Exchange Club, Newspaper Club, Math Club, Drama Club, Yearbook Club, Art Club, SADD (Students Against Destructive Decisions), Advocats, Concert Choir and Concert Band. Under the guidance of dedicated advisors our students enjoyed many memorable moments throughout the school year.

Our students and staff participated in numerous fundraisers and events which included: Homecoming Dance, Halloween Costume Dress-up Day, Spirit Week, Tripp Family Scholarship Run, Walking with Jane, Memorial Garden clean up, Senior-Junior Prom. Our students sold "Villager" newspapers, carnations, water bottles, pizza cards, yearbooks, and school spirit items and clothing. In addition, the Advocats worked diligently to provide assistance to those in need throughout the town of Westport. They sponsored food drives, volunteered at soup kitchens, the Senior Center and the Westport Schools during various holidays. It should be noted that the WHS school community was very generous throughout these drives. Members of SADD sponsored a Health Fair and Grim Reaper Day. Also, in the spring of 2013, the International Exchange hosted a group of Japanese students. Our Homecoming Dance had a record amount of students attend, over 240 students participated in the event, held at White's of Westport. We had over 180 students attend the junior-senior prom, held Rachael's Lakeside. The WHS Chapter of the National Honor Society inducted 32 new members in April. The guest speaker for the Induction Ceremony was National Honor Society Teacher of the year, Caroline Pavao. Throughout the year, NHS members offered free tutoring to many students.

Parents and Community

The parent association of Westport High School has a new name WHSPA and enjoyed another successful year. WHSPA also continued to sponsor Drivers' Education classes at Westport High School

and to sponsor scholarships for deserving seniors. The Athletic and Music Boosters continue to support and enhance the opportunities in sports, music and drama. The Westport Education Foundation has provided financial assistance for many of our academic enrichment opportunities.

Closing Statement

Students at Westport High School continue to receive the best possible education through the day to day efforts of the staff, parents and community. On-going fiscal support is necessary in order to maintain this level of educational and extracurricular programs.

WESTPORT HIGH SCHOOL
Graduation Exercises
Class of 2013

Class Valedictorian	Jacob T. Friar
Class Salutatorian	Amanda J. Nicholas
Class President	Daniel Marques
Certification of Class	Dr. Carlos M. Colley

*= National Honor Society

Nicholas Paul Alphonse Alves	Nicholas Thomas Furtado	Rachel Grace Pichette
Matthew Joseph Amaral*	Cameron Daniel Gagliardi	Marshall Clayton Powell
Rachel Amorin	Cassandra Marion Gath*	Maeghan Louise Heidi Quinlan*
Brittany Lynn Araujo	Jonathan Alexander Valentim	Armand Justice Ragonesi
Jason Lynwood Barlow Jr.	Gillespie	Tayla Anne Rapoza
Cameron Dakota Beaulieu	Brandon David Gomes*	Jordan Michael Rebelo
Jennifer Lee Beaulieu	Liam Jean Greene-Beaupre	Lucas John Reed
Hannah Morgan Bellavance*	Rachael Lynn Hackett	Lee Sean Robbins
Kara Elizabeth Borges	Robert MacLeod Haines III	Dustin Hartnett Roderiques*
Mason James Boyd*	Brandon Matthew Hall	Seth Avery Rodrigues
Andrew Jose Branco	Christopher Kieran Hartnett*	Cameron Wayne Santos
Skye Lindsey Briere	Alisha Lynne Isidore	Zoe Saunders Shea
Michael Joseph Broadbent*	Robert Carlos Jacob	Sean Antonio Silva
Brandon Rodney Brow	Michaela Kristin Joaquim*	Melanie Mary Smeaton*
Dalton Ferguson Bryant*	Molly June Johansen	Matthew Charles Souza*
Sandy Amaral Cabral*	Ryan Andrew Kirby	Alexander James Tavares
Austin Roy Cabral	Alyssa Rene Kochman	Mariah Judith Terry*
Brandon Ashley Camara	Victoria Elizabeth Leandro	Sabrina Jade Tessier
Austin Drew Camara	Michaela Elizabeth Lesieur*	Matthew David Tidwell
Katie Lynn Carvalho	Dylan Mackenzie LeValley	Ashley Michele Turner*
Alyssa Christine Carvara*	Morgan Elizabeth Levesque*	Justin Patrick Vincelette*
Christopher Andrew Ceniseroz	Brittany Ann Levesque	Jesse Thomas White
Kelsey Marie Cestodio*	Daniel Austin Marques*	Jenna Lynn Willard*
Trevor James Rego Collins	Spencer Allen Martins	Lindsey Marie Wilson
Kacey Louise Cordeiro	Alexander Paul Matos	Kate Elizabeth Yokel
Evan Moises Cordeiro	Marisa Agnes Medeiros	Samuel Adam Young*
Branden Costa	Sarah Kristen Mello	
Rachel Isabel Cowen*	Samantha Elise Mingola	
Kristin Joyce Darcy*	Jacob Alexander Miranda	
Morgan Joan DaSilva*	Liam Jack Montano	
Jonathan Decker*	Layla Rose Moran*	
Amanda Lee DeMello	Devyn Cecilia Morrissette	
Shantel Gloria Dias	Corey Paul Mulcahy	
Allyson Brianna Duarte*	Amanda Jayne Nicholas*	
Kristin Nicole Duarte*	Morgan Marie Nicholas*	
Andrew Devon Dubois-Novo	Austin Oliveira	
Brianna Rosaura Dume	Alyx Stephen Pacheco	
Glenn John Enos Jr.*	Joseph Kyle Pacheco	
Brandi Elizabeth Fantasia	Shannen Cassidy Pavao*	
Adam Ronald Faria	Carolyn Rego Pedro	
Michael Nicholas Farias	Ryan Lee Pelland	
Jared Warren Ferland	Andrew Arruda Penacho	
Tanner Joseph Fernandes	Devin Nelson Pereira	
Jacob Thomas Friar*	Brittany Anne Pereira	
Kendra Furtado	Courtney Elizabeth Perry	

Book Awards

Harvard Book Award	Julia Valeri
Wellesley Book Award	Kimberly Abgrab
University of Pennsylvania Book Award	Nicholas Rosa
St. Michael's Book Award	Brianna Correia
Assumption College Book Award	Katrina Turick

Scholarships

Head of Westport Fire Association	\$1000	Ryan Pelland
Kenneth Michael Candeias Memorial	\$250 ea	Kelsey Cestodio, Andrew Dubois-Novo
Lions Club of Westport	\$3,200	Melanie Smeaton
	\$6,000	Justin Vincelette
Community Service Memorial Fund	\$500	Melanie Smeaton
Elmer R. & Gertrude Berryman Memorial	\$1000	Daniel Marques
Holly Martin Memorial Scholarship	\$300	Melanie Smeaton
Westport Arts Group	\$500 ea	Alyssa Carvara, Liam Montano
Westport Fair Scholarship	\$500 ea	Jennifer Beaulieu, Hannah Bellavance, Robert Haines III, Lindsey Wilson
Westport Women's Club	\$500 ea	Rachel Amarin, Robert Haines III, Tayla Rapoza, Melanie Smeaton, Sean Silva
Grimshaw-Gudewicz Scholarship	\$500 ea	Rachel Amarin, Brandon Brow, Morgan DaSilva, Glenn Enos Jr. Michael Farias, Alyssa Kochman, Spencer Martins, Marissa Medeiros, Devyn Morrissette, Morgan Nicholas, Devin Pereira, Maeghan Quinlan, Tayla Rapoza, Zoe Shea, Lindsey Wilson
	\$300 ea	Sandy Cabral, Kacey Cordeiro, Shantel Dias, Brandon Gomes, Robert Jacob, Michaela Joaquim Brittany Levesque, Ashley Turner, Jenna Willard, Samuel Young

Westport Music Boosters	\$1,000	Allyson Duarte
Westport Music Boosters/Jane Dufault	\$500 ea	Hannah Bellavance, Mariah Terry, Samuel Young
	\$250 ea	Maeghan Quinlan, Tanner Fernandes
	\$200	Dalton Bryant
	\$100 ea	Dustin Roderigues, Michaela Lesieur
Tripp Family Scholarship	\$400 ea	Andrew Branco, Kristin Duarte, Robert Haines III, Alex Matos, Jacob Miranda, Maeghan Quinlan, Ashley Turner
Clyde T. & Yvonne Salisbury Memorial Scholarship	\$300 ea	Rachel Cowen, Kristin Darcy, Andrew Dubois-Novo, Tanner Fernandes
Mid City Steel Scholarship	\$1500	Dalton Bryant
Betsy Taber Scholarship	\$500 ea	Rachel Amarin, Mason Boyd, Alyssa Carvara, Christopher Hartnett, Shannen Pavao, Samuel Young
Luther Bowman Scholarship	\$900 ea	Jacob Friar, Layla Moran, Amanda Nicholas, Morgan Nicholas
Potter Funeral Service	\$250 ea	Morgan Levesque, Layla Moran
Janice Migneault Memorial Scholarship	\$500	Melanie Smeaton
WHSPA – Westport Parent’s Group	\$250 ea	Rachel Amarin, Jennifer Beaulieu, Cassandra Gath, Amanda Nicholas, Morgan Nicholas
Matthew T. Benoit Memorial Scholarship	\$1000 ea	Justin Vincelette, Kara Borges, Layla Moran, Glenn Enos Jr.
	\$1250	Christopher Hartnett
Westport Federation of Teachers	\$200	Jenna Willard
Raposa Foundation Scholarship	\$500	Matthew Amaral, Sandy Cabral, Samantha Mingola
Brie S. Chandanais Scholarship	\$500	Maeghan Quinlan
Chelsea Ann Ponte Scholarship	\$1000	Michaela Lesieur
Jane Dybowksi Scholarship	\$4000	Cassandra Gath

Nancy Ring Fenn Music Scholarship	\$3,000	Mariah Terry
Westport Historical Society	\$250	Daniel Marques
Van Sloun Foundation Sylvan Scholarship	\$4000 ea	Amanda Nicholas, Sean Silva
Westport Cares Scholarship	\$500	Cassandra Gath
Alfred Lewis Memorial Scholarship	\$500 ea	Jacob Friar, Morgan Levesque
Sydney Hathaway Journalist Scholarship	\$250	Michaela Lesieur
New England Promotions Scholarship	\$250	Christopher Hartnett
Domingos – Silva Scholarship	\$2,000 ea	Cassandra Gath, Shannen Pavao, Melanie Smeaton

**CURRICULUM, INSTRUCTION, ASSESSMENT and
PROFESSIONAL DEVELOPMENT**
Ann Marie Dargon, Ed.D, Assistant Superintendent
2012 - 2013

Opening Statement

The Curriculum, Instruction, Assessment and Professional Development Department supports the learning of all students and staff in the Westport Community Schools and provides meaningful information about our educational programs to all stakeholders. Our curriculum, which aligns with the Massachusetts Common Core State Standards, is focused on engaging all students in meeting standards and to align instructional materials and learning strategies. Curriculum, assessment, and instruction are looked at through the following questions:

1. What do we want our students to learn?
(Guaranteed and Viable Curriculum / Learning Targets)
2. How will we know they are learning?
(Assessment System)
3. What do we want our students to learn? (Guaranteed and Viable Curriculum / Learning Targets)
4. What research-based instructional practices will be used to ensure high levels of learning for all students?
(Instruction)
5. What will we do if students are not learning or have already learned the material?
(Access to Intervention or Enrichment)

Curriculum staff, teachers, principals, and other administrators worked together in 2012-2013 to pursue the district's core value in the area of student achievement, which is *to have high expectations for students to achieve their highest individual potential, while understanding that students reach these expectations at different rates and in different ways*. Our goal was to maintain rigor and challenge in the curriculum while differentiating the instruction to provide a variety of approaches and supports to help all students succeed. In keeping with national educational initiatives, the district focused on developing 21st century skills that will ready students for college and careers. Local, state and national assessments were used to evaluate the success of our efforts and to identify the needs of individual students. Textbooks and instructional materials were updated as needed such as the middle school mathematics books, reading leveled readers and high school sociology books. Through professional development opportunities offered within and outside the district, teachers and administrators learned about current, best teaching practices and participated in school improvement efforts and decision making.

Student Achievement ~ MCAS and AYP

Class size increases and several staffing changes continued to have an impact on student achievement. In the spring of 2013, Westport students participated in the annual Massachusetts Comprehensive Assessment System (MCAS). MCAS tests in English Language Arts, Mathematics, and Science and Technology/Engineering were administered to students in grades 3-10. MCAS results are used for:

- Improvements in teaching and learning
- School and district accountability
- Student accountability

Student results are reported in one of four performance levels: *Advanced, Proficient, Needs Improvement* and *Warning/Failing*. The following table shows the percentage of students scoring at each level of the MCAS assessments. For further information please check out the Westport Community Schools profile on the Department of Elementary and Secondary Education website at: http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=03310000&orgtypecode=5&

	Advanced	Proficient	Needs Improvement	Warning/ Failing
Reading 3	8	46	40	5
English 4	4	46	39	10
English 5	19	46	25	10
English 6	21	57	18	4
English 7	6	74	17	3
English 8	18	74	5	4
English 10	37	48	13	2
Mathematics 3	28	45	20	7
Mathematics 4	10	49	36	5
Mathematics 5	21	36	30	12
Mathematics 6	29	33	27	11
Mathematics 7	16	39	27	18
Mathematics 8	20	34	30	16
Mathematics 10	38	39	13	11
Science & Tech 5	13	36	40	11
Science & Tech 8	4	39	50	7
Science & Tech 10	8	55	31	6

Massachusetts received a waiver last year regarding No Child Left Behind and Adequate Yearly Progress reporting and as such, a new reporting system was put in place. Districts were measured by *progress toward narrowing proficiency gaps* (Cumulative Progress and Performance Index [PPI] rating from 1-100 with On Target being 75 or higher). The cumulative PPI combines information about narrowing proficiency gaps, growth, and graduation and dropout rates over four years. Overall our student's index was a 58 and thus, we did not meet the target. Our subgroups (high needs, low income, and students with disabilities) did not meet the target either.

To address this we have refined our Response to Intervention (RTI). Response to Intervention is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.

Curriculum and Instruction

The schools are always reviewing and revising the curriculum. The process begins with thinking about the skills students need to be successful in an ever-changing world, and then determining what is important for students to know before they leave a grade level, progress from one school to another, or go off to college. State-wide curriculum frameworks determine the content and skills to be covered in each grade, but individual schools and the district determine the specific way this content will be framed and delivered for students. Westport has put in place a process for ensuring a consistent curriculum for each grade and discipline, to provide faculty with a road map of what students are to know and be able to do. The process involves designing the curriculum in meaningful units of study detailing what students will know, how they will be assessed and how they will be taught. The district has adopted the "Understanding by Design" curriculum model, which is recognized nationally and used by the state. Teachers are given time and support to work collaboratively on creating units of study designed to meet the specific learning needs of the students of Westport while addressing mandated state and federal standards. The curriculum units specify instructional practices for students who have different learning needs and include assessments that can yield data on how well students have met the curriculum expectations.

To support ongoing work on the curriculum, curriculum leadership teams in English, math, history and social science, and science and technology/engineering met monthly during the year. The teams are comprised of teachers and administrators from all levels, who oversee the five-year curriculum review cycle for each subject area. These teams will continue their work as the adoption of the Common Core State Standards begins to impact the curriculum in the district.

In order to differentiate the curriculum to meet student needs, the district implemented several intervention programs to help students succeed in the grade level curriculum. Title I reading instruction was provided at the Macomber and the Westport Elementary School. As part of our Balanced Literacy Program, Guided Reading instruction was provided to all our elementary students. An innovative program was offered for high school students through a collaborative effort with Bristol Community College. Westport students entering grades 9, 10, and 11 attended a summer academy on the BCC campus where they took classes in math and English and had opportunities to explore college and career options. A program for students with language-based learning needs continued at the elementary school, middle school and high school in conjunction with the highly respected Landmark School. In order to differentiate programming for advanced students, the middle school continued to increase the number of students enrolled in Algebra I in grade 8.

Management of student data and how that data is put to effective use has also been a focal point over the past year. Staff members have been trained to run reports off of the Educational Data Warehouse. Meetings also occurred to allow staff member's time to utilize that data in their planning for instruction. The development of grade level common assessments to determine benchmarks for student achievement has been an ongoing process for Kindergarten to grade twelve. Discussions of student data obtained through common assessments that can be used to determine which students would benefit from intervention occur regularly. It is our goal that by analyzing our student data, we will be able to make effective instructional decisions to improve the achievement among the subgroups on MCAS at all grade levels. Teachers worked very hard this year beginning to identify District Determined Measures.

Professional Development

Westport teachers consistently are rated as highly qualified according to state and federal guidelines. To maintain the high quality of instruction, staff throughout the district attended five full days and two half-days of regularly-scheduled professional development, participated in grade level meetings and common planning time, and attended summer institutes and courses. Professional development in the areas of mathematics, literacy, science, social studies, anti-bullying training, discipline management, and staff leadership training has occurred regularly over the past year. Training also occurred in the new Educator Evaluation System.

We are also working to infuse 21st Century Learning Skills into the classrooms by addressing the needs of our students by including newer forms of technology and incorporating more opportunities for on-line learning and collaboration. Odyssey Ware and Achieve3000 were two such programs used this school year. Professional development was continued to accompany this initiative to meet the demands of the staff in working with the students.

Grant Funded Programs

The Curriculum Office pursued competitive grants in collaboration with schools and departments. Three grants were received from the MA Department of Education. Two of these grants funded a summer academy at Bristol Community College for Westport high school students. Another grant awarded by the Greater Fall River Development Corporation helped us fund a leveled Reader Library in both the Macomber and the Westport Elementary School. In addition, the Westport Community Schools received a Title I and a Title II grant to fund supplemental supports for our students and to fund professional development for our staff.

Closing Statement

The Curriculum Office looks forward to continued collaboration with teachers, administrators, parents and members of the broader school community to make Westport's educational program an outstanding one. Together we are truly building educational success!

SPECIAL EDUCATION
Ann Harkin, Director of Special Education
Submitted by Elaine Santos, Director of Special Education
2012 - 2013

The Special Education Department provides specialized instruction and related services, such as speech, therapy, to eligible students who reside in Westport. When a student is determined eligible for special education, an Individual Education Plan (IEP) and placement are proposed by the district. The parent, or student if s/he is 18 years old, must accept the proposed plan before services can be provided.

Special education services are required by law to be provided in the most appropriate, least restrictive educational setting. In Westport, the least restrictive setting is the regular education classroom where students with and without disabilities learn side-by-side, working individually and in groups. In this setting, called inclusion, special education students may be taught by special and/or regular educators, sometimes supported by a supervised teaching assistant or paraprofessional.

In some cases, the IEP Team has determined that the student can only be educated if s/he is removed from the regular education setting to a special education classroom for instruction. Depending on the severity of the educational disability, a student may be removed for varying portions to an entire day. For these students, special education services may be provided in and/or out of the regular education classroom. When students are removed to a special education setting for instruction, they are taught by special education staff.

A small number of students have disabilities that require services that cannot be provided within the district. These students usually attend specialized special education schools or programs that are so intensive or of such low incidence that it is more appropriate and cost effective for the district to pay tuition to a school outside of the district rather than to develop its own program.

The frequency and duration of time a student receives special education services are defined in the IEP, the student's Individual Education Plan. In addition, any time the student is separated from the regular education setting a statement justifying the removal and describing its benefit must be written in the IEP.

On July 1, 2013, the Student Management System recorded **258** special education students. This enrollment included 15 students placed in schools outside of Westport. The district has a legal obligation and moral commitment to provide services in the least restrictive environment and within the Westport Community whenever possible.

A history of students in out-of-district placements is as follows:

July 1, 2009	July 1, 2010	July 1, 2011	July 1, 2012	July 1, 2013	July 1, 2014
21	16	15	15	15	15 (projected)

The individual schools within the district continued to provide and improve upon the development of high quality special education programming and staffing.

The Macomber Primary School contains classrooms for preschool and kindergarten students and has maintained a stability of programming and services during the 2013 – 2014 school year. Students receive their initial educational experiences in a nurturing environment where they are taught to interact with other students and adults, to follow rules and work within a classroom setting, and to develop social skills through play and structured activities. A major focus of the curriculum is the development of language, with a particular emphasis on language processing skills which are vital to all learning. All general education teachers are dually certified in regular and special education. This expertise allows staff to provide individualized interventions as needed within the general education setting while monitoring learning and progress based on developmental norms.

There is one classroom which educates students with severe disabilities. An integral part of this program is the use of two inclusion models. One takes a traditional approach of integrating students into the general education classrooms as social and academic skills develop. The other is a reverse inclusion model which brings a small number of nondisabled students into the classroom several days during the week to provide structured exposure to social interactions and readiness activities with typically developing peer models.

The Westport Elementary and Middle Schools provide special education services in small group and inclusion models in and out of the general education classrooms. Substantially separate classes address severe multiple disabilities. Staff supported mainstream integration are available as those students are able to meet mainstream expectations. This approach allows the most challenged students to take the advantage of exposure to the regular curriculum and peer socialization, interactions and relationships, while receiving individualized and specialized instruction or small group support in accordance with their IEPs.

At Westport High School, special education students receive their instruction in inclusion or substantially separate settings. Substantially separate classes are available to more severely disabled students as determined by the student's IEP Team. The RISE classroom provides prevocational programming in the classroom and in-district or supported community-based sites for students who can apply skills to those settings. All students take one class per semester in the general education setting with support. The Focus classroom includes at risk students and targets practicing respectful behaviors, being a productive member of the high school community, and improving academic skills. The language-based program, which receives consultation by Landmark School, provides specialized programming to students with and without disabilities who have language-based learning difficulties.

The Westport Special Needs Advisory Group (WePac) is in the process of being reestablished. The WePac should play an important role as a link between the special needs office and the parents of special needs students and interested Westport residents. The council has met twice, which included the annual training on regulations. The special education office will continue to provide training to parents on the laws and regulations as required.

INFORMATIONAL SERVICES
Elizabeth Lewis, Director of Technology
Submitted by Robert Nogueira, District Network Administrator
2012-2013

Technology in the Westport Community Schools is an integral part of the delivery of education. As we are preparing the children of Westport to enter a world where information is just a click away we must use this technology to give our children the advantage in a world where they will compete not just locally, rather globally.

During the past year we have continued to retrofit our ageing building into modern classrooms with interactive technology now available at all grades levels.

Westport High School

- Four modern computer labs with a total of a 115 computers for student instruction
- 60 Windows Laptop for students to use for research, writing and assessment
- 60 Google Chromebooks for students to use for in classrooms as part of delivering a 21st century education
- All classrooms are interactive equipped with projectors and interactive white boards
- 90 % of the high school has WIFI coverage
- On-Line learning / courses have been added to the course offerings at Westport High School

Westport Middle School

- 45 Student lab computers for student instruction
- 75 student Windows Laptops / Netbooks used for student research, instruction and assessment
- 90 Google Chromebooks for students to use for in classrooms as part of delivering a 21st century education
- All regular educational classrooms are interactive equipped with a projector and interactive white boards including Art
- 90 % of the middle school has WIFI coverage
- On-line assessments have been added at Westport Middle School allowing for real time data on student performance and achievement

Westport Elementary School

- 70 Student lab computer for student instruction
- 110 Google Chromebooks for student use in classroom as part of center based learning (grades 3 and 4)
- 20 Apple iPads for student use classrooms (grades 1 and 2)
- All regular educational classrooms are interactive equipped with projectors and Smart Boards
- 100 % of the elementary school has WIFI coverage
- On-line assessments have been added at Westport Elementary School allowing for real time data on student performance and achievement

Alice A. Macomber Primary School

- 35 Student computers
- All regular educational classrooms are interactive equipped with projectors and Smart Boards
- 98 % of the Macomber school has WIFI coverage
-

Technology Initiative all grades

Westport Community Schools is proud to be offering Google Doc's to all staff and students. Google Doc's (free to education) allows students on-line access to documents, spreadsheets, and presentation software anytime and anywhere that there is an internet connection. Our school system is seeing great results with Google Doc's allowing teachers and students to collaborate and provide real time feedback on assignments. Assignments that would normally be submitted on paper and take several days to correct can now be submitted electronically. Teachers now have access to see the students work / progress and can guided them to the true learning objective.

Challenges facing Technology

As the Commonwealth of Massachusetts moves away from the current MSAC (Massachusetts Comprehensive Assessment System) to the PARCC (Partnership for Assessment of Readiness for College and Careers) on-line based testing we will need to continue to invest in technology. Current levels of funding our network infrastructure, computers / laptops / Chromebooks available for student use and technology integration with teacher will need to be increased above and beyond current levels to the meet this demand. Additional investments in technology will not only meet the demands of the PARCC testing but also enhance the ability to deliver a world class education for the children of Westport. This will allow the children to compete in a global environment with great success and fulfillment being productive members of society.

STUDENT TRANSPORTATION SERVICES
Michelle A. Rapoza, Student Services Coordinator
2012 - 2013

The Westport Community Schools' student transportation program provides three types of service: regular school bus transportation, specialized van transportation for students with special needs, in compliance with Massachusetts General Laws Chapter 71B, and individualized service plans for homeless students, in compliance with the federal McKinney-Vento Homeless Assistance Act.

REGULAR SCHOOL BUS TRANSPORTATION

The district offers school bus transportation to all students who are residents and live more than 1.5 miles from their schools. Transportation for students in grades K-8 is **paid entirely** by funds from the annual school budget. Grade 9 through 12 students purchase bus passes, entitling them to transportation to and from school for the entire school year. For students who rode the bus every day, the cost to them was \$1.89 per day; bus pass fees helped make transportation costs manageable. Grades 9 through 12 bus passes for the 2012-2013 school year cost \$200 per student or a maximum of \$375 per family. Grades 7 through 8 bus passes for the 2012-2013 school year cost \$175 per student or a maximum of \$375 per family. Transportation fees were decreased from the previous school year by \$25.00 per grade at the request of the School Committee. Fees are waived for students whose family incomes meet Federal guidelines set for the National School Lunch Program.

School bus transportation was provided by Amaral's Bus Company of Westport, MA, this was year one of a three contract. The company maintains a yard and dispatch office in the town and runs 16 bus routes in two tiers, carrying high school and middle school students from 6:30-7:30 a.m. and transporting elementary school and kindergarten students from 7:30-8:30 a.m. The system takes students home after school in the same way. Each bus carries between 55 and 77 students with 2 to 3 students to a seat based on age and size of child; the district provided school bus service to about 990 students, with average daily route ridership about 61% of students. We are charged at a rate of 16 routes @ 181.00 X 180 days, includes performance bond, for a total Regular Education Transportation cost of \$553,860.00 (2nd year of a 3 year contract. Routes are designed for maximum fuel efficiency while ensuring that no route is more than one hour in length.

SPECIAL NEEDS TRANSPORTATION

Massachusetts General Law Chapter 71B helps ensure that children with disabilities receive equal opportunities for education. The law requires towns to provide disabled school-age children with accessible transportation to and from local schools or special schools outside the town, where children can access special services and accommodations. The state reimburses the local school district for **some** of these special transportation costs. Special needs transportation in Westport was provided by Whaling City Transit of Westport, MA. During the year, the district utilized five specially-equipped vehicles as well as specially-trained drivers and monitors to transport **26** students to Westport schools and other public, private and collaborative schools in the region. Many special needs students attend classes year-round and on weekends.

TRANSPORTATION FOR HOMELESS STUDENTS

The federal No Child Left Behind (NCLB) regulations require school districts to arrange transportation and cover or share coverage of the costs for homeless students who may no longer be able to live in the school district but still want to complete the school year in their community. Westport schools paid or shared the cost of transportation services for 9 homeless students in the 2012-2013 school year. This mandate to transport homeless is declared an unfunded mandate by state auditor.

Transportation Financial Report Fiscal Year 2012-2013	
<i>Transportation Salaries and Support Services</i>	\$60,125
<i>Regular Education Transportation Expenditures</i>	\$478,198
Regular School Bus Transportation	464,382
Transportation for Homeless Students	12,358
Other Expenses	1,458
<i>Special Education Transportation Expenditures</i>	\$296,246
Special Needs Transportation (provided by the district)	288,299
Special Needs Transportation (reimbursements to parents)	7,947
Sped Salaries & Support Services	0
Total	\$834,569

FOOD SERVICES
Michelle A. Rapoza, Student Services Coordinator
2012 - 2013

The Westport Community Schools' food services program is completely self-supporting, generating revenue through meal, vending sales, reimbursements from the U.S. Department of Agriculture (USDA), and the Massachusetts Department of Secondary & Elementary Education (DESE). Revenues fund all day-to-day operations, finance the replacement of aging equipment and cover the costs of implementing new technology in food service operations; including computerized point-of-sale systems at four schools.

All Westport schools participate in the National School Lunch Program, providing nutritionally balanced, low-cost or free lunches to Westport children during the year. School districts participating in the lunch program receive cash reimbursement and donated commodity foods from the USDA for each meal they serve. In return, schools must serve lunches that meet Federal nutrition requirements and they must offer free and reduced-price meals to eligible children.

Children with family incomes below 130 percent of the poverty level are eligible for free meals. Those between 130 and 185 percent of the poverty level are eligible for reduced-price meals. During the year, our schools served 42,328 free and reduced-price lunches putting the percentage of Free and Reduced lunches at 26% of the total student enrollment. Applications for free or reduced-priced meals are available throughout the year. The privacy of students who receive these meals is protected; their participation is anonymous. Meal costs at Westport Schools are slightly **lower** than state and national averages and were **recently changed in September 2012**: lunch at the high school and middle school is \$2.25 and \$2.00 at the elementary school and kindergarten. Reduced-price meals are \$0.40.

Although school lunches must meet Federal nutrition requirements, decisions about what specific foods to serve and how they are prepared are made by our local school food services staff. All meals meet the Dietary Guidelines for Americans. Each meal provides at least one-third of the recommended daily allowances for protein, Vitamin A, Vitamin C, iron, calcium and calories. Our schools actively support local growers through SEMAP's "Buy Fresh Buy Local" consortium, buying fresh and/or organic produce.

During the year, our 16-member staff served 179,028 meals. Staff members participated monthly in food and industrial safety training, and all food preparation facilities and recordkeeping procedures were inspected monthly by a private compliance contractor. Facilities were also inspected at least two times by the Board of Health. Most staff members are ServeSafe and CPR certified.

Vending sales at Westport Schools are confined to healthy, reduced-calorie snacks and beverages that meet the nutritional guidelines of our Wellness Policy. The school district is a partner with Pepsi Beverages Company, the exclusive provider of our bottled water, fruit and vegetable juices (our schools do not offer any soda products to students or products that contain splendor products at the Macomber, Elementary or Middle Schools). This is the second year of a 3 year contract.

Food Services Financial Report Fiscal Year 2012-2013	
Beginning Balance	\$ 68,318
Revenues	622,134
Sales	420,973
State and Federal Reimbursement	197,129
Adult Meals Sales Tax	4,032
Expenditures	(645,521)
Salaries	315,393
Food	249,350
Supplies and Materials	70,584
Equipment	10,194
Ending Balance	\$44,931
<u># of free lunches</u>	<u># of reduced lunches</u>
329	106

SCHOOL DISTRICT PERSONNEL 2012 - 2013
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District Administration and Programs

Superintendent/Business Manager (.5/.5)	Dr. Carlos M. Colley
Superintendent's Secretary/SC Secretary stipend+	Karen Augusto
Assistant Superintendent for Curriculum & Instruction	Dr. Ann Marie Dargon
Director of Special Education	Ann Harkin
Student Services Coordinator (transportation/nutrition/enrollment/HR) (.4/.4/.1/.1)	Michelle Rapoza
Director of Technology	Elizabeth Lewis
Academic Grants Coordinator – Title 1/504 Director (.2 grant funded) (.2)	John DeFusco
Executive Assistant for Business Services	Melissa Sousa
Business Services Assistant (Accounts Payable)	Sheila Kenyon
Business Services Assistant (Payroll)	Lucy Hassey
Executive Assistant for Human Resources	Michelle Fredericks
Clerk (transportation/nutrition/enrollment/title 1/tech)	Helena Neves
Special Education Executive Secretary	Patricia Deroche
Special Education Supervisor	Elaine Santos
Psychologist (.8) (.2FTE from WHS Sped Super)	Sarah Gates
Supervisor of Facilities	Kimberly Ouellette
Supervisor of Maintenance & Facilities	Michael Duarte
Maintenance & Facilities	Bradley Freitas
Maintenance & Facilities	Peter Sarza
Courier/Custodian	Joseph Augusto
District Custodian	Paul Malenfant
Clerk .5 (Curriculum, Testing, Prof. Develop., ESL)	Ana Larrivee
District Network Administrator	Robert Nogueira
Computer Systems Administrator	Edward Newcomer
School Resource Officer (Town)	Robert Reed
Nurse Leader, stipend not an FTE+	Tracy Pereira
Sign Language Support TA	Susan Donahue
SPED (ABA) TA	Sandra Mauk
ELL Teacher (.7 FTE)	Anarolino deSousa
School Physician	Dennis R. Callen, M.D.

Westport High School

Principal	Cheryl Tutalo
Assistant Principal	Karen Antonelli
SPED Super (.2)	Sarah Gates
Athletic Director (.2)	Jason Pacheco
Activities Supervisor (.1)	Michelle Cairo
Activities Supervisor (0.1)	Vivian Sa
English Teacher	Kelly Chouinard
	Thomas Clark
	Regina Mercer
	Jessica Brittingham
	Christina Borges
	Nicole Bell-Dias
	Shannon McGuire
	Debra August
	Matthew Girard
	Laura (Honohan) Charette
	Michael King
	Sheldon Thibodeau
Math Teacher	
Social Studies Teacher	

Science Teachers

World Language Teachers

Business Teachers

Special Education Teachers

Music Teacher (.6)
Library/Media Specialist
Physical Education/Health Teacher

Art Teacher

Reading Teacher
Guidance Counselor

School Adjustment Counselors

Speech Language Pathologist (.5)
Occupational Therapist
SPED Paraprofessionals

SPED Teachers Assistants

Teacher Assistant – ISS
Campus Supervisor
Nurse
Food Service

Food Service Manager
Custodians-Night

Custodians – Day
Executive Secretary
Clerk (SY)
SPED Clerk (.5)
Guidance Clerk

Norman Abrahamson
Katherine Silva
Gustin Cariglia
Rebecca Mekshes
Arlyn Bottcher
Nicholas Hunt
Daniel Harrington
Brian Dean
Gregory Surdi
Ann DeFrias
Caroline Pavao
Edneuza Farias
Kevin Clark
Chester Millet
Christina Borges
Paul Bornsetin
Julie Moisiades
Joyce Hubbard
Chris Sardinha
Ryan Place
Samuel Costa
Bridget Buckless
Celia DaLuz
Kristy Tripp-Silva
Jessica Raimondi
Scott Frost
Morgan Bozarth
Amanda Rowley
Paul Amaral
Leslie Ruel
Marie Fallows
Melissa Plourde
Mary-Jo Medeiros
Sandra Alpoim-Raposo
Christine Morrissette
Jessica Thompson
Wendi Charbonneau
Annette DeGagne
Kimberly Perry
Kim Goncalo
Jason Pacheco
Natalia Silva
Derek DaSilva
Susan Walinski
Holly Moreau
Terry Fitzsimmons
Carey Guidry
Maria Raposo
Anthony Futado
Maurice Steiblin
Casey Jones
James Pacheco
Michelle Cairol
Vivian Sa
Rebecca Lindsey
Madeline Bednarz

Westport Middle School

Principal

Assistant Principal

Athletic Director (.2)

Grade 5 Teachers

Grade 6 Teachers

Grade 7 & 8 Teachers

Special Education Teachers

Speech Language Pathologist (.5)

ELA Remedial Teacher

Math Remedial Teacher

Guidance Counselor

School Adjustment Counselor

Health/Physical Education Teacher

Music/Chorus Teacher

Music/Band Teacher

Art Teacher

Library/Media Specialist

SPED Paraprofessional

SPED Teacher Assistants

Alec Ciminello

Carolyn Pontes

Matthew Kampper

Lauren Driscoll (Sci/Math)

Stacy Rezendes (ELA/SS)

Trisha Paiva (Sci/Math)

Kimberly Lewko (Math/Sci)

Matthew Shunney (ELA/SS)

Christine Carlisle (ELA/SS)

William Glenn (SS/ELA)

Nicole Pereira (Sci)

Sue Ubiera (Math)

Patricia Robichaud (SS/ELA)

Deborah Janik (ELA/SS)

Elizabeth Teixeira (Math)

Judith Jennings (Math)

Nancy Tripp (ELA)

William Bernier (ELA)

Jonathan Bernier (ELA)

Erin Connolly (ELA)

Holly Pacheco (Sci)

Susanne Theriault (Sci)

Peter Holt (Sci)

Amanda Tetzloff (SS)

Amy Dubois (SS)

James O'Hara (SS)

Martha Delpape (Math)

Paul Higgins (Math)

Dianne Pereira

Dianne Comeau

Judy Gilbert

Andrea Medeiros

Jeanne Rivard

Ann Clark

Sandra Alpoim-Raposo

Mary Lynch

John Cipollini

Sherry Michael

Sheri Teague

Matthew Kampper

Amy Teixeira

Liz Cote

Christopher Nunes

Alicia McGuire

Scott MacDonald

Carol Beare

Tammy Pimentel

Colleen Kublin

Deidre Busse

Gabe DeOliveira

Robin Sullivan

Paula Mello

Jody Williams

Kathleen Cummings

Nurse
Cafeteria

Cafeteria Manager
Custodians – Day
Custodians – Night

Executive Secretary
Clerk (SY)
SPED Clerk (.5)

Westport Elementary School

Principal
Assistant Principal
Grade 1 Teachers

Grade 2 Teachers

Grade 3 Teachers

Grade 4 Teachers

Special Education Teachers

Occupational Therapist (.5)
Speech Language Therapist
Reading Remedial Teachers

Math Remedial Teacher
Library/Media Specialist

Elizabeth Karam (.4)
Diane DaPonte
Karen Arruda
Ronda Pereira
Laura Nascimento
Nubia Nascimento
Linda Souza
John Richard
Robert Caeton
Richard Mello
Patricia Sulyma
Brian Petrin
Amy Arruda
Ana Larrivee

Thomas Gastall
Christine Staskiewicz
Stacy Duquette
Robin Morin
Andrea Willard
Elizabeth Dunn
Leah Chesney
Leah Holmes
Andrea Chaves
Erin Connors
Donna Edwards
Jodi Ferreira
Aimee Rapoza
Jennifer Merchant
Elizabeth Williamson
Andrew Cottrill
Jillian Davenport
Julie Morrotti
Paul Tetrault
Janice Weissinger
Kelly Araujo
Elizabeth Chouinard
Shelley Rego
Jennifer Fitton
Cheryl Guild

Renee Rego
Jessica Cushing
Amelia Sloane
Linda Ferreira
Melissa Avila
Kara Raposo
Renee Jones
Stephanie Counoyer
Amanda Melo
Elizabeth King (.4)
Carolyn Lavalley
Kristen Shott (0.5)
Stephanie Church
Susan Viveiros (0.5)

Physical Education Teacher
Art Teacher
Music Teacher
School Adjustment Counselor/Psychologist
School Adjustment Counselor/Guidance
SPED Teacher Assistants

SPED Paraprofessionals

Title 1 Paraprofessionals (.4)

Campus Supervisors (.1)

Nurse
Food Service

Food Service Manager
Custodian – Day
Custodians – Night

Executive Secretary
Clerk (SY)
SPED Clerk (.5)

Macomber Primary School

Principal
SPED Supervisor (.2)
Kindergarten Teachers

Integrated Pre-K Teachers

Integrated Arts Teacher
SPED Teacher
Speech Language Pathologist
Occupational Therapist (.5)
Remedial Reading Teacher (.4)
Title 1 Math Teacher (.4)
Guidance Counselor (.8)
SPED Paraprofessional

Kimberly Mercier
Carol Duby
Marlo Dennis
Kendra Rocco
Beth Bacchiocchi
Susan Martin
Nadine Fournier
Debra Darkow
Madeline Lesieur (0.6)
Carol Nadeau
Crystal Carreiro
Vicky Darcy
Mary Anne Vincelette
Donna Bedard
Jeanine Deveau
Sherry Amaral
Janet Vachon
Stephanie Ducharme
Kelly Cooper
Karen Giblin
Michelle Scott
Sherrie Lees
Susan Harding
Debra Quinn
Martha Faria
Bridget Kaegael
Nicole Machado
Maria Fatima Silva
Sherrie Giovannini
Lucia Ferreira
Janice Carvalho
Lori Bercier
Michael Caeton
Maral Sousa
Eileen McCarthy Mendonca
Patricia Amaral
Rebecca Lindsey

Julianna Pasetto
Elisabeth Harrington
Ann Hathaway
Karen Lavenda
Jennifer Medeiros
Melissa Parker
Michelle Thomas
Jennifer Bettencourt
Karen Salva
Julianne Curry
Elizabeth Abdow
Lynn Volk
Renee Jones
Inge DeFusco
Inge DeFusco
Elisabeth Harrington
Heidi Charest

SPED Teacher Assistants

Title 1 Remedial Para (.4)
Nurse

Food Service (.75)
Food Service Manager
Custodian – Day
Custodian – Night
Executive Secretary
SPED Clerk (SY)

Rachel Fortier
Patty Sommer
Lindsey Silva
Claudette Alberto
Cheryl Estrella
Christine Dias
Jennifer Lavoie
Tracy Pereira
Heidi Pierce
Rose Sutcliffe
Mark Thibodeau
Raymond Cambra
Judy Oliveira
Suzanne Lemar