



Georgetown-Amesbury Regionalization Study

Prepared by
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Introduction

Georgetown Public Schools and Amesbury Public Schools have jointly decided on a preliminary look at regionalization of the two communities. These two North Shore communities have many shared values despite having differences in municipality (town vs small city) and schools.

For this study, certain assumptions were made based on conversations with school leadership. Elementary schools are being assumed to remain as is. That is, they will remain open and only serve the students in their towns. A regionalized middle school and regionalized high school are considered the facilities portion, with the suggestion by superintendents that the schools could split geographically, with the middle school occupying facilities in one town and the high school located in the other town.

TMS requested reports, budgets, expenditures, contracts, and more, as well performing in-person data gathering and meetings throughout the process. In some cases, the resulting comparisons are very clear while others called for deeper looks.

It is critically important to look at all the areas, from finance to salary to transportation to facilities, as connected. An impact in one subject will be felt elsewhere. For example, transportation changes will affect bus routes. But bus routes should be conditional on academic considerations, so bus pickups and dropoffs will be affected directly by when school starts and ends. This, in turn, can affect opportunities for students, especially those who are traveling longer to get to and from school.

This report does not endeavor to make recommendations, but does draw conclusions about impacts, both long and short term. It should be used as a starting point for the conversation about whether to regionalize.

Executive Summary

Transportation

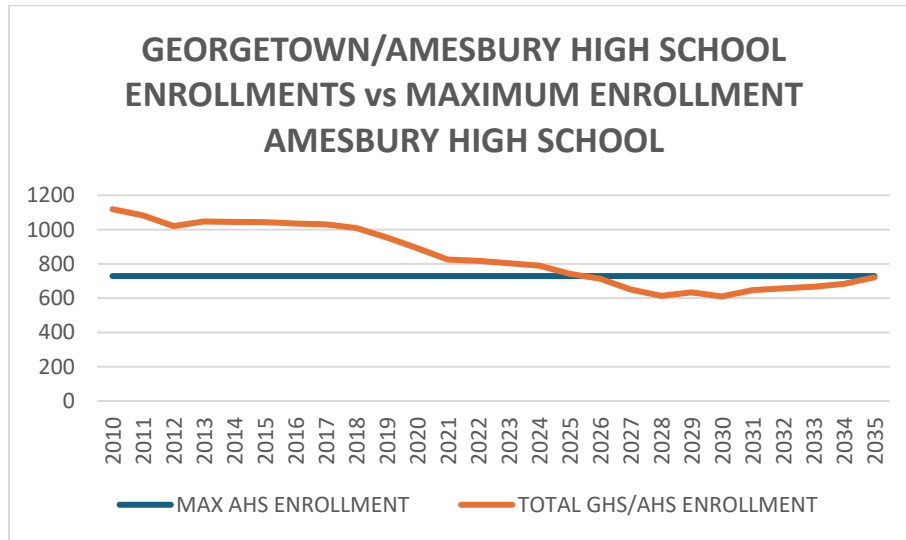
- The distance from Georgetown High School to Amesbury High School is approximately 15 miles with an estimated travel time of approximately 23 minutes by car, via I-95 and Rt. 133.
- To minimize student ride times, it would be necessary for the regionalized district to provide four (4) single tier buses dedicated to those High School routes.
- Four bus routes travel time would range between 48 minutes and 69 minutes.

Enrollment Trends

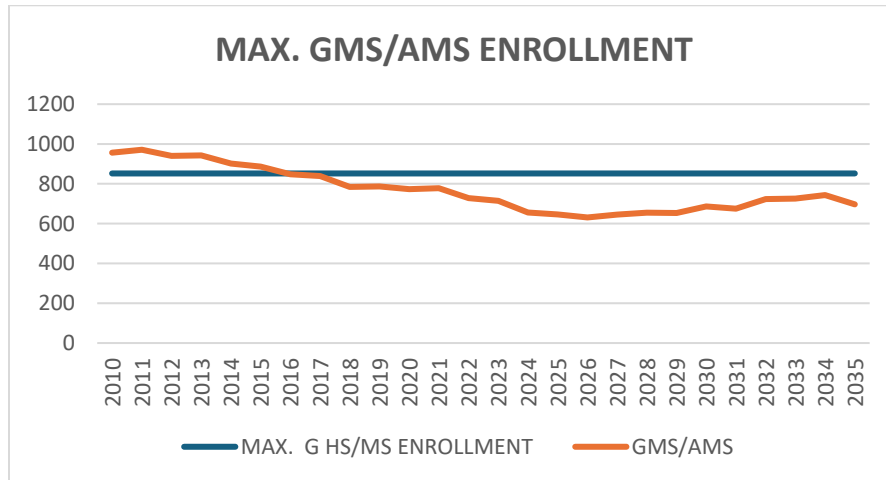
- **Amesbury**
 - Gains approximately 215 students over 10 years.
 - Enrollment increases almost every year.
 - PK-12 enrollment exceeds 2,000 students by 2031-32.
 - Growth is driven by larger elementary cohorts moving through the system.
- **Georgetown**
 - Loses approximately 83 students over 10 years.
 - Enrollment falls below 1,000 students beginning in 2027-28.
 - Stabilizes around 970-980 students in the later years.

Facilities

- Amesbury High School currently enjoys a relatively low Teacher/Student Ratio: 11:1. With an additional 166 Georgetown students, this Student/Teacher ratio would increase by approximately 33.95% to approximately 15:1.
- Amesbury High School currently enjoys a relatively low Average Class Size of 17/18 students, depending on subject area and grade. With an additional 166 Georgetown students, this Class Size Ratio would increase by approximately 33.95% to approximately 22/24:1.
- The only “fit” would be to transfer the Georgetown High School students to the Amesbury High School.
- In 2008 (20 years ago) the AHS student enrollment was 729 students.
- The combined AHS and GHS enrollment for 2027-28 would be approximately 655 students.
- Therefore, theoretically, the combination of GHA and AHS at the AHS building is feasible.



- Given the forecasted growth of the AHS student population, the AHS/GHS could be accommodated for 6-7 years; at which time additional space would be required.
- Caveat: However, building and classroom utilization has changed significantly in the past 20 years with more dedicated space for special education related services and curriculum electives and class size reductions.
- It would be challenging for the building principal to develop a master schedule which maintains the current curriculum options without significantly increasing class sizes.
- After year 6/7, it would be necessary for the current AHS facilities to expand in order to continue to accommodate Georgetown HS students.
- Assuming that the Georgetown High School students attend the Amesbury High School, the Georgetown High School space could be utilized for a GMS and AMS.
- In 2010, the Georgetown HS/MS combined student enrollment was 852 students.
- In 2027-28 the Georgetown Middle School enrollment is expected to be approximately 247 students. This combined with an expected Amesbury Middle School enrollment of approximately 398 equals a total potential Middle School enrollment of approximately 645 students.
- Going forward, because of Amesbury Middle School projected enrollment increases, the difference in 2035 would be 241 Georgetown students and 456 Amesbury students; a total of approximately 697 students. This configuration would theoretically still fit in the available space in the Georgetown High/Middle School building.



- Therefore, the consolidation of the Middle Schools in Georgetown would not require the construction of additional classroom space in the foreseeable future.
- Caveat: However, building and classroom utilization has changed significantly in the past 16 years with more dedicated space for special education related services and curriculum electives and class size reductions.
- It would be challenging for the building principal to develop a master schedule which maintains the current curriculum options and without significantly increasing class sizes.

Financials

- Amesbury is substantially larger, receives more state and federal education funding, serves a student population with greater socioeconomic needs, and carries significantly higher operating and capital costs.
- Amesbury receives nearly \$4 million more in Chapter 70 funding
- Georgetown is smaller, wealthier on a per-capita basis, and operates with lower overall expenditures while offering a surprisingly broad range of extracurricular and athletic opportunities.
- Amesbury's historical reports show that out-of-district tuition has been a major budget driver for years, at times exceeding 40% of the district's entire special education budget.
- Georgetown's recent special education review similarly identifies OOD tuition and transportation as significant cost pressures, though the district appears smaller in scale overall.
- Per-Pupil Foundation Spending
 - Amesbury: \$14,648
 - Georgetown: \$12,983

- Debt Service Key Findings
 - Amesbury is carrying a substantially larger annual debt-service burden than Georgetown—roughly **3.5 times greater** in both principal and interest payments during FY2026. Georgetown, however, shows a clearly identified outstanding school-project debt balance of **\$13.5 million**, while Amesbury's total long-term debt balance cannot be determined from the information provided.

Salaries Benefits and Central Office

Salaries and Benefits

Payroll is typically the bulk of a school budget and in regionalization situations, contracts need to be merged and renegotiated, typically bringing one of the district's salaries up to the other. This report reviews teacher salaries, paraprofessionals, maintenance and benefits. Regionalization could result in:

- Amesbury paying an approximately \$990,126 additional in teacher salaries
- Georgetown paying an approximately \$40,698 additional in teacher salaries
- Amesbury could incur an increase in approximately \$9,587 in paraprofessional salaries and Georgetown an increase of \$48,091

This report also outlines the following:

- Assignment / Hours / Teaching load for teachers
- Health Insurance
- Retirement Incentives
- Sick Buy Back
- Service Credits
- Longevity/Service Credits

Central Office

A regional district would present an opportunity to evaluate the consolidation of duplicative administrative functions while maintaining the level of service required to support students, staff, and schools. Based on these preliminary assumptions, there is an estimated savings from central office consolidation is approximately **\$357,000**.

Academics

For more detailed information, please refer to the section starting on page 110.

The academic review of Amesbury Public Schools and Georgetown Public Schools indicates that both districts provide high-quality educational programs and strong opportunities for student

success, while each demonstrates distinct strengths that could complement one another in a regionalized school system.

Academic Achievement

Analysis of FY2025 MCAS results shows that Georgetown Public Schools demonstrates higher overall proficiency rates in the elementary grades and across Grades 3–8 as a whole, particularly in mathematics and science. Georgetown students consistently perform above Amesbury students in Grades 3–5, suggesting strong early academic preparation.

Amesbury Public Schools demonstrates stronger performance at the middle and high school levels. Amesbury outperforms Georgetown in most Grade 6–10 assessments, including all Grade 10 MCAS subjects. The largest difference occurs in Grade 10 Science, where Amesbury exceeds Georgetown by 13 percentage points. These results suggest that Amesbury students make substantial academic gains as they progress through secondary school.

Student Growth

Student Growth Percentile (SGP) results provide important context for proficiency data. While Georgetown generally reports higher proficiency rates, Amesbury demonstrates stronger student growth in both English Language Arts and Mathematics. Because SGP measures academic progress relative to students with similar prior achievement, these findings suggest that Amesbury is producing greater academic growth over time, particularly during the middle school years.

Together, the proficiency and growth data indicate that Georgetown enters secondary education with higher overall achievement levels, while Amesbury demonstrates stronger academic acceleration throughout middle and high school.

Curriculum and Academic Programming

Both districts offer comprehensive curricula aligned with the Massachusetts Curriculum Frameworks and provide multiple levels of academic rigor through college preparatory, honors, and Advanced Placement coursework.

Georgetown maintains a traditional college-preparatory model characterized by a clearly defined progression from College Preparatory courses to Honors and Advanced Placement. The district has developed a strong Advanced Placement culture with students frequently completing multiple AP courses before graduation.

Amesbury provides a broader and more flexible educational model. In addition to traditional programming, students have access to dual enrollment opportunities, Innovation High School, personalized learning pathways, career exploration experiences, internships, and expanded support services. These options provide multiple pathways toward college and career readiness while supporting a diverse student population.

College Readiness

Both districts demonstrate strong college readiness indicators.

Georgetown reports slightly higher SAT averages and a higher overall Advanced Placement pass rate. Students also tend to enroll in multiple AP courses, reflecting a culture of sustained academic rigor.

Amesbury reports slightly greater overall AP participation and demonstrates exceptional performance in several subject areas, including history, psychology, statistics, and mathematics. The district's broader program offerings provide students with multiple avenues for advanced coursework beyond traditional AP participation.

Educational Opportunities

Amesbury offers expanded programming through Innovation High School, dual enrollment, career pathways, work-based learning experiences, and comprehensive student support services.

Georgetown provides a highly structured academic environment with a strong emphasis on college preparation, Advanced Placement participation, and consistent academic expectations.

A regionalized Grades 6–12 district would have the opportunity to combine these complementary strengths by offering:

- Expanded Advanced Placement, dual enrollment, and career pathway opportunities.
- Greater access to specialized electives and academic programming.
- Enhanced special education and student support services.
- Increased extracurricular, fine arts, STEM, and leadership opportunities.
- Greater flexibility in meeting the diverse academic needs and postsecondary goals of students.

Overall Conclusion on Academics

The academic evidence indicates that both districts are high-performing educational systems with different but complementary strengths.

Georgetown demonstrates strong early academic achievement, a well-established college preparatory program, and a culture of rigorous Advanced Placement participation.

Amesbury demonstrates stronger student growth, higher achievement at the middle and high school levels, broader educational programming, and greater flexibility in supporting diverse learners through multiple academic pathways.

From an academic perspective, the findings suggest that a thoughtfully planned regionalized Grades 6–12 district could preserve the strengths of both school systems while expanding educational opportunities, increasing program sustainability, and providing students with a

broader range of rigorous academic experiences than either district may be able to offer independently.

School Transportation

School Transportation

Before diving into the analysis and impact of regionalizations, it is critical to set a baseline of the terminology. This enables all parties to be on the same page from the very beginning and can help eliminate misunderstandings about the information presented.

Important Definitions

RNT: Regular/General Education Transportation

SNT: Special Education Transportation (Specialized)

TIER TIME: A tier is defined as that time which is available prior to the start of the earliest school, the time between the starting time of the earliest school and the starting time of the next earliest school and the tie between the starting time of the second earliest school and that of the third earliest school.

ROUTE TIME: The time from the bus depot to actual school drop-off time (includes 6-7 minutes of disembarking time).

RIDE TIME: The time from the time of the first student pick up to the last student drop off (either at school or at home).

DEAD HEAD TIME: Time from the end of one route to the start of the next route in which there are no students and/or the time to/from the bus depot to the first stop or from the last stop.

LIVE MILES: Ride time when there are students in the vehicle.

Transportation Vehicle Capacities

School bus safety requires all students to be safely seated without legs in the aisle or blocking the bus aisle or rear emergency door. For upper-grade students, this standard reduces the seating capacity to 2 students per seat. Current manufacturer 13" bus seats will not typically accommodate 3 students per seat for older (HS/MS) students.

Given the current industry standards and required student safety, the following represents the safe seating capacity for school buses for the various student age groups:

Industry Standard-Adult (High School Students) School Bus Seating Capacity

"The seating capacity of a school bus is based on three (3) students per 39-inch school bus seat. However, the generally accepted industry standard for adults and high school age students is that only two (2) adults/students will safely fit onto a 39-inch school bus seat. Students may not hang over the edge of the seat, as doing so eliminates the compartmentalization safety for those students." (New England Transit Sales, Inc.)

Therefore, based upon the preceding industry standard, the following would be the safe seating capacity for adult and high/middle school age students:

SCHOOL BUS CAPACITIES*

Bus Size	TIER	83	77	71	65	47	27	21	16	7
PreK to 5	TIER 1	83	77	71	65	47	27	21	16	7
6 to 8	TIER 2	55	51	47	44	31	18	16	11	5
9 to 12	TIER 3	55	51	47	44	31	18	15	11	5

*According to Accepted Industry Standards

Therefore, our efficiency projections utilize the preceding recommended seating standards.

SCHOOL GRADE CONFIGURATIONS (2025-26)

GEORGETOWN SCHOOLS			
SCHOOL	GRADES SERVED	POPULATION	YEAR BUILT
PENN BROOK ELEMENTARY GPS	PreK - 5th	565	2013/2014
GEORGETOWN MIDDLE HIGH SCHOOL*	6th - 8th	282	1965
GEORGETOWN HIGH SCHOOL*	9TH-12TH	216	1965
GEORGETOWN TOTAL		1063	
*High and Middle School in same building.			
AMESBURY SCHOOLS			
SCHOOL	GRADES SERVED	POPULATION	YEAR BUILT
JORDAN SHAY ELEMENTARY	PreK - 2nd	497	2023

CASHMAN ELEMENTARY	3rd - 5th	424	1975
AMESBURY MIDDLE SCHOOL	6th - 8th	366	1968
AMESBURY HIGH SCHOOL	9th - SP	486	1967
AMESBURY INNOVATION HIGH SCHOOL	9th - 12th	43	UNKNOWN
AMESBURY TOTAL	1816		

CURRENT SCHOOL BELL SCHEDULES & TRANSPORTATION TIER TIMES

TOWN	START TIME	END TIME	AM TIER TIME	PM TIER TIME
AMESBURY				
Amesbury High School	7:30	2:30	50	30
Amesbury Middle School	7:40	2:25	60	35
Elementary Schools	8:30	3:00	50	60
GEORGETOWN				
Georgetown High/Middle School	7:30	2:15	60	30
Penn Brook Elementary School				
PreK	9:00	2:00	20	45
K-5	8:40	2:45	70	60

NOTE: Typical school drop-off times are 10-15 minutes prior to the start of school. Therefore, we have set the High School drop off times at 7:15 a.m.

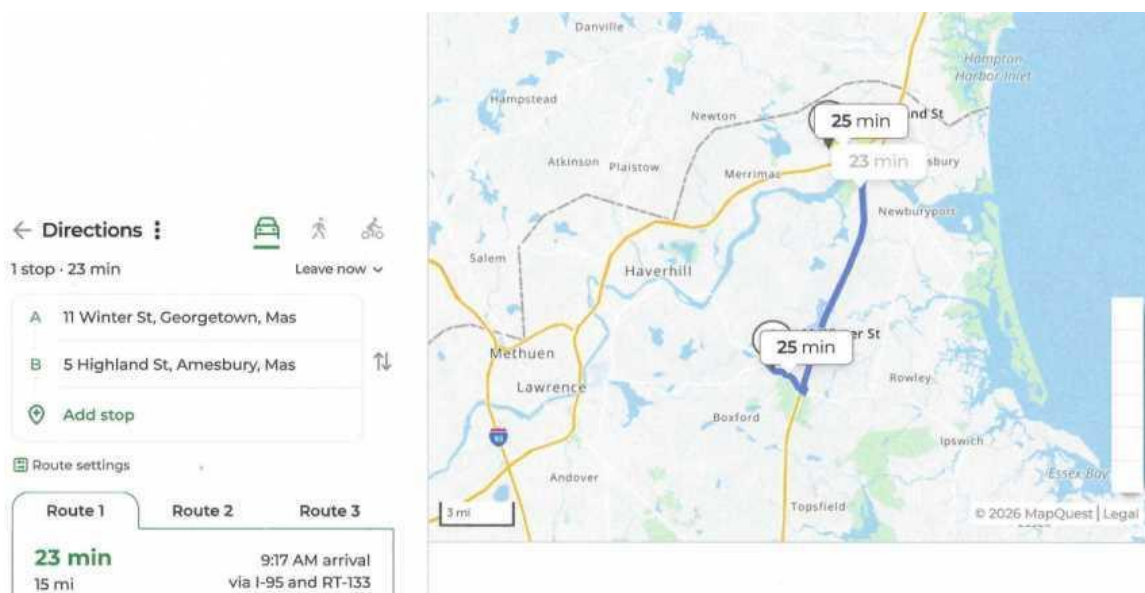
Georgetown High School to Amesbury High School

The distance from Georgetown High School to Amesbury High School is approximately 15 miles with an estimated travel time of approximately 23 minutes by car, approximately 27 minutes by school bus via I-95 and Rt. 133.

The routes are designed from the first student pick up to the school destination drop off. While the current High School (9-12) enrollment is approximately 216 students, only 95 High School students are actually riding the buses.

Caveat

It is our presumption that if the Georgetown High School students attend Amesbury High School, more students will opt to take the bus. The following routes would then have to be revised not only for the current school advancement (roll over), but also for any additional students. Any additional students would increase both route times and miles. More importantly, it could impact the earliest student pick up times.



NOTE: We are utilizing the morning routes for our analysis, as it is typically the morning elementary routes which determine the size and number of buses required.

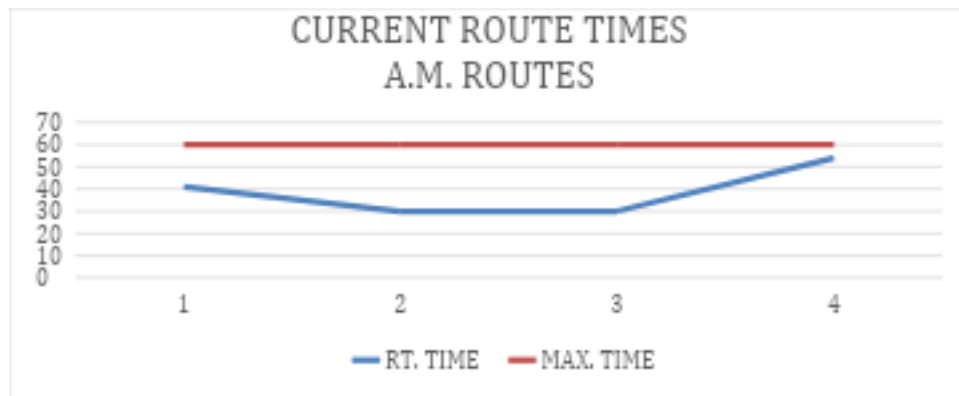
The following route data summarizes those alternatives for Georgetown High School students to attend Amesbury High School:

CURRENT GEORGETOWN ROUTES

A.M. Tier 1

(Middle/High School: 6TH-12TH)

RT. NO	DESCRIPTION	STAR T TIME	END TIME	RT TIME	MILES	LOAD	CAPACIT Y
1	George High/Middle	6:35	7:16	41	12.15	37	47
2	George High/Middle	6:46	7:16	30	9.11	57	47
3	George High/Middle	6:45	7:15	30	12.27	38	47
4	George High/Middle	6:20	7:14	54	18.66	56	47



METRICS

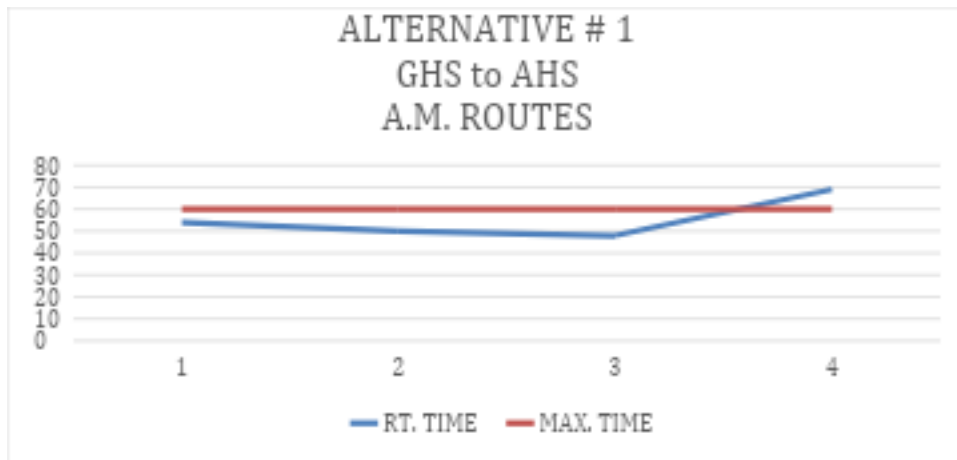
AVE. RT TIME	38.75
AVE. MILES	13.05

ALTERNATIVE #1

GEORGETOWN HIGH SCHOOL STUDENTS (9TH-12TH) to AMESBURY HIGH SCHOOL

RT. NO	DESCRIPTION	STAR T TIME	END TIME	RT TIME	MILE S	LOA D	CAPACIT Y
1	George High/Amesbury High	6:19	7:15	54	27.35	13	47
2	George High/Amesbury High	6:25	7:15	50	24.07	25	47
3	George High/Amesbury High	6:27	7:15	48	27.24	16	47

4	George High/Amesbury High	6:06	7:15	69	33.74	31	47
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METRICS

AVE. RT TIME	55.25
AVE. MILES	28.10

NOTE: Because the current Tier 1 routes include both the Middle and High School students, this alternative would require an additional four (4) single tier buses dedicated to the High School student transportation. We have estimated that increased cost at \$ 451.00 per day per bus for a total cost of approximately \$ 324,720 for year 1.

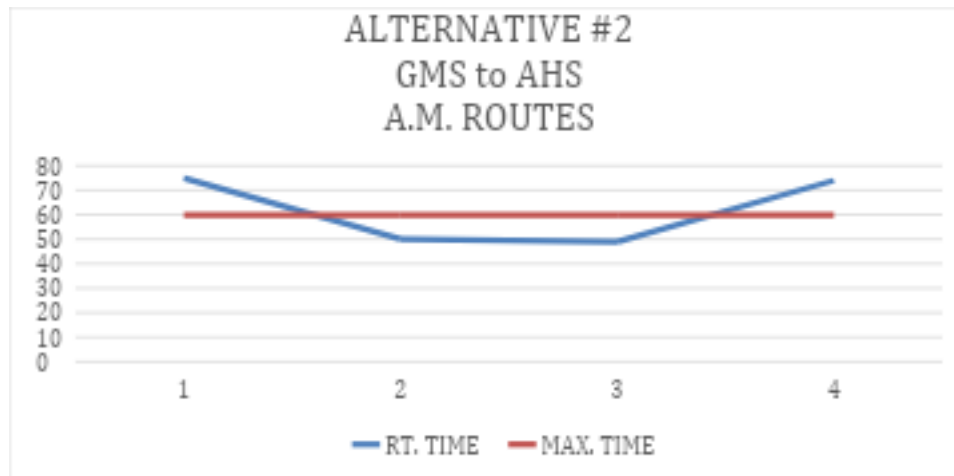
However, if the Districts are successful in establishing a regional agreement, we would expect that this increased transportation cost would be eligible for State aid under Ch. 71. At an approximate reimbursement of 85%, the District could expect approximately \$ 276,012 in Ch. 71 State aid to help offset the succeeding years' costs.

ALTERNATIVE #2

GEORGETOWN MIDDLE SCHOOL to AMESBURY HIGH SCHOOL

RT. NO	DESCRIPTION	START TIME	END TIME *	RT TIME	MILES	LOAD	CAPACITY
1	George High/Middle /Amesbury High	6:00	7:15	75	27.35	37	47
2	George High/Middle /Amesbury High	6:25	7:15	50	24.07	25	47

3	George High/Middle /Amesbury High	6:26	7:15	49	27.24	38	47
4	George High/Middle /Amesbury High	6:01	7:15	74	33.74	56	47



METRICS

AVE. RT TIME	62
AVE. MILES	28.10

NOTE: Because the current Tier 1 routes include both the Middle and High School students, the Middle School students could be dropped off and then the same bus continues to Amesbury High School with the High School Students. This alternative would not require any additional buses but would require that the Middle School students be dropped off significantly earlier than the current school start time of 7:30 a.m.:

1	*Georgetown Middle School Drop Off	6:45
2	*Georgetown Middle School Drop Off	6:56
3	*Georgetown Middle School Drop Off	6:56
4	*Georgetown Middle School Drop Off	6:55

In addition, this alternative would require a negotiated bus cost increase of approximately 1 hour of driver time per bus per route for 180 days. We have estimated that cost to be approximately \$ 108,000 for year 1.

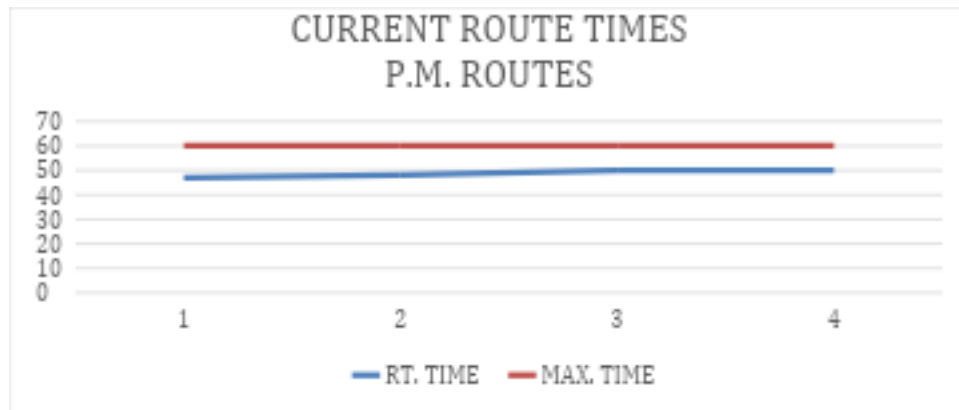
However, if the Districts are successful in establishing a regional agreement, we would expect that this increased transportation cost would be eligible for State aid under Ch. 71. At an

approximate reimbursement of 85%, the District could expect approximately \$ 91,800 in Ch. 71 State aid to help offset the succeeding years' costs.

P.M. ROUTES

CURRENT P.M. ROUTES

RT. NO	DESCRIPTION	START TIME	END TIME	RT TIME	MILES	LOAD	CAPACITY
1	George High/Middle	2:05	2:52	47	11.4	37	47
2	George High/Middle	2:05	2:53	48	12.17	57	47
3	George High/Middle	2:05	2:55	50	12.75	38	47
4	George High/Middle	2:05	2:55	50	10.74	55	47



METRICS

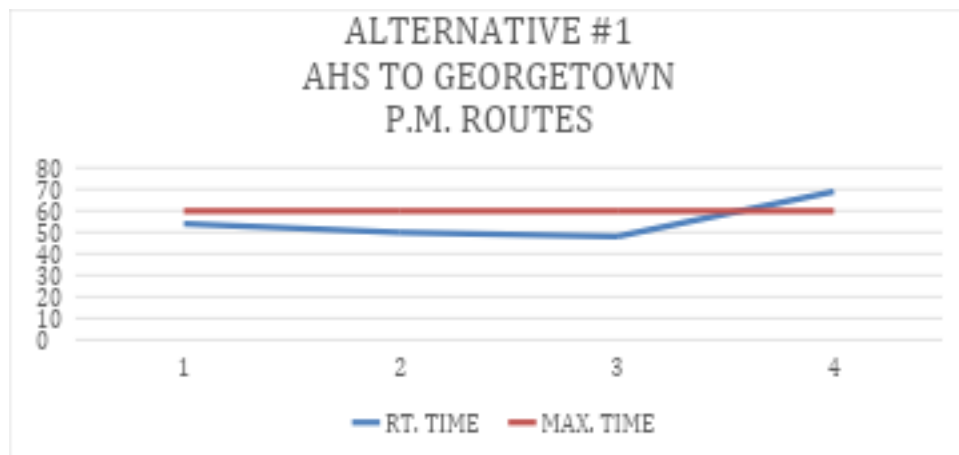
AVE. RT TIME	48.75
AVE. MILES	11.77

ALTERNATIVE #1

AMESBURY HIGH SCHOOL TO GEORGETOWN (9TH-12TH)

RT. NO	DESCRIPTION	STAR T TIME	END TIME	RT TIME	MILE S	LOAD	CAPACIT Y
1	Amesbury High School to Georgetown	2:30	3:25	54	27.35	13	47
2	Amesbury High School to Georgetown	2:30	3:20	50	24.07	25	47

3	Amesbury High School to Georgetown	2:30	3:18	48	27.24	16	47
4	Amesbury High School to Georgetown	2:30	3:39	69	33.74	31	47



METRICS

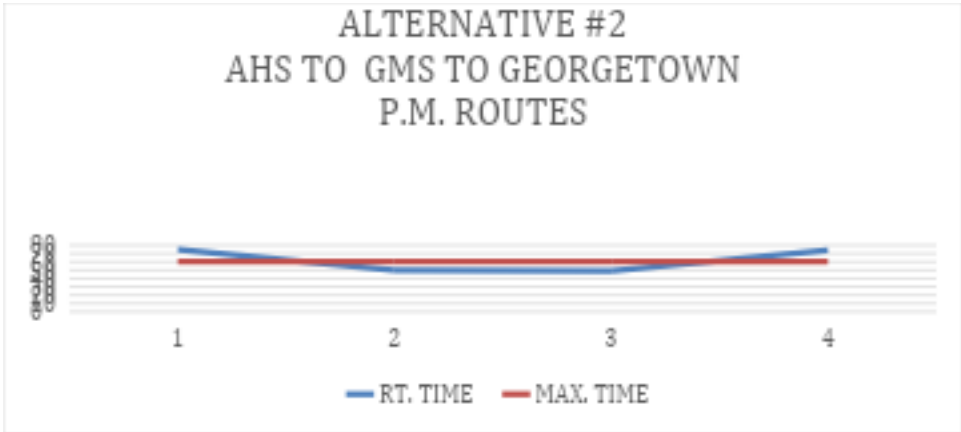
AVE. RT TIME	55.25
AVE. MILES	28.10

ALTERNATIVE #2

AMESBURY HIGH SCHOOL to GEORGETOWN MIDDLE SCHOOL to GEORGETOWN

RT. NO	DESCRIPTION	STAR T TIME	END TIME *	RT TIM E	MILE S	LOA D	CAPACIT Y
1	Amesbury HS to Georgetown MS to Georgetown	2:30	3:45	75	27.35	37	47
2	Amesbury HS to Georgetown MS to Georgetown	2:30	3:20	50	24.07	25	47
3	Amesbury HS to Georgetown MS to Georgetown	2:30	3:19	49	27.24	38	47

4	Amesbury HS to Georgetown MS to Georgetown	2:30	3:44	74	33.74	56	47
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METRICS

AVE. RT TIME	62
AVE. MILES	28.10

Because the High School and Middle school students share the same buses, this alternative would require that the Georgetown Middle School students be picked up significantly later than their current school end time of 2:15 p.m.:

1	*Georgetown Middle School Pick Up	3:04
2	*Georgetown Middle School Pick Up	3:04
3	*Georgetown Middle School Pick Up	3:04
4	*Georgetown Middle School Pick Up	3:04

Conclusions

In conclusion, based upon the currently available student information, it appears that the most feasible alternative would be for the projected 166 Georgetown students to attend Amesbury High School. In order to minimize student ride times, it would be necessary for the District to provide four (4) single tier buses dedicated to those High School routes.

However, the available Amesbury High School facilities may not be able to accommodate that number of Georgetown students' long term (See Facilities Report).

Caveat

Transportation is a support service. As such, educational decisions, such as school bell schedules, school configurations, etc. should be made for educational purposes and for the benefit of students and not for transportation purposes.

School Facilities

School Facilities

Public school closures and consolidation are becoming increasingly common in school districts nationwide, as enrollment declines lead to difficult budget decisions. Schools are often seen as the “heart” of a community. Parents and students feel closely connected to their school and the thought of closing it can be heartbreaking to many and tough on the community.

However, school consolidation can also bring about new and enhanced educational opportunities to these same children. It allows districts to be able to maintain a comprehensive curriculum. A larger “economy of scale”, i.e. student body, combined with increased funding, can lead to curriculum enhancements, enrichment courses, increased electives and after-school opportunities.

We encourage the reader to think about not only the negative consequences of closing a school, but also about the potential positive outcomes and increased educational opportunities which can result from school consolidation.

Research on Optimum School Sizes

“Smaller, more intimate learning communities consistently deliver better results in academics and discipline when compared to their larger counterparts. Big schools offer fewer opportunities to participate.”

-J. Mathews, Education Reporter, Washington Post

School Size

The investigations of the tragedy at Columbine in 1999 found that there were many signs of potential trouble, if the authorities at the school had known the students well enough to detect their problems. Because of the large enrollment at Columbine, 1,870 students, teachers and administrators were unable to detect the potential trouble.

According to McGowen (2007) ¹, as enrollment numbers increase, the issue of school size became relevant to the task of improving student performance. Additionally, over the past decade, research has shown that small learning environments lead to better student performance and create environments with fewer incidents of vandalism, violence, or other misbehavior (Kennedy & Siegfried, 1997).

Recent school shootings have intensified concerns that many students get lost in large, impersonal schools and some become tragically alienated. More specifically, the investigation of the tragedy at Columbine in 1999 found that there were many signs of potential trouble, if the authorities at the school had known the

¹ McGowen, R. S. (2007). *The Impact of school facilities on student achievement, attendance, behavior, completion rate, and teacher turnover rate in selected Texas high schools*. Ph. D. dissertation, Texas A & M University, United States -- Texas. Retrieved May 2, 2008, from Dissertation & Theses: Full Text. (Publication No. AAT 3296470).

Kennedy, P. E., & Siegfried, J. J. (1997). Class size and achievement in introductory economics: evidence from the TUCE III data. *Economics of Education Review*, 16(4), 385-394.

Grauer, S. (2012). *What is a real small school? A review of the literature on absolute secondary school size*. The Grauer School. <https://smallschoolscoalition.org>

students well enough to detect their problems. Because of the large enrollment at Columbine, 1,870 students, teachers and administrators were unable to detect the potential trouble.

At the same time, the push for higher achievement and the quest to narrow the achievement gap between poor students — who are often African American and Latino — and those from middle- and upper-income families--have led to questions about the role school size plays in student violence.

The school system in the United States today is ever-growing and changing. Over the last few decades, schools' populations have increased with most high schools having an average enrollment of over 1,500 students, while elementary and middle schools have an average enrollment of approximately 1,000 students. Supporters for small schools suggest that elementary schools be comprised of between 300 and 500 students and high schools should have no more than 1,000 students (Grauer, 2012).

Conversely, advocates for big schools argue that larger schools allow for a more diverse curriculum, advanced equipment for learning, and offer a significantly lower annual cost on a per pupil basis.

Therefore, it is incumbent upon decision makers to balance the educational advantages of small schools with the public interest in the cost effectiveness of large schools.

Academic Achievement

When comparing the effectiveness of large schools to smaller schools regarding the overall educational experience of students, many factors need to be considered in order to formulate an answer to the fundamental question: Do large or small schools result in greater learning?

Students in small schools are more likely to outperform or perform just as well as their peers in larger schools regarding grades, test scores, and honor roll achievement. Smaller schools also tend to have a lower dropout rate with a higher rate of students who graduate high school and then continue on to college.

In large schools, one teacher may have over one hundred students each semester that significantly limits the one-on-one connection with their students and causes many students to feel alienated. Students at large schools can often go unnoticed causing many (especially those with special needs) to slip through the cracks and fall behind or dropout. A smaller school enables teachers to get to know their students. Teachers can interact with students on a more personal level and form a bond with them that encourages students to work harder and generate a more positive school experience. Students can form a better sense of identity and self-worth when teachers are more personally involved in their educational experience. As a result, students in smaller schools come to classes regularly and have a more positive attitude towards school (Public School Review, Smaller Class Sizes, August 2023 and Education.com, Size Matters: The Difference Between Big and Small Schools, 2024)

Curriculum

Large schools are able to provide a more diverse curriculum compared to that of smaller schools, whereas smaller schools are more flexible in their teaching methods and often utilize innovative teaching methods such as team teaching, integrated curriculum, and multi-age grouping. Small schools can also collaborate with each other and broadcast classes through the power of fiber optics. This allows small schools to offer the same diverse curriculum as that of the larger schools (Public School Review, Smaller Class Sizes, August 2023 and Education.com, Size Matters: The Difference Between Big and Small Schools, 2024)

Extracurricular Activities

It is widely accepted that there is a direct correlation between extracurricular activities and success in school. Being part of a team or club generates in students a sense of belonging. Extracurricular activities promote teamwork and sportsmanship and add to a student's sense of belonging.

Large schools offer a variety of extracurricular activities; however, there are only so many positions on a team, only a select number of members allowed in a club, limited spots available to be on the school paper, and only a handful of roles to be handed out for the school play. The result is that not everyone that wants to can participate.

Small schools also offer an array of extracurricular activities and have a higher rate of student participation. More students are apt to want to participate because they have a higher chance of being accepted thus giving the student another reason to enjoy coming to school and adding to their sense of identity and self-worth (Public School Review, Smaller Class Sizes, August 2023 and Education.com, Size Matters: The Difference Between Big and Small Schools, 2024).

Violence

In May of 1999, after the recent school shooting at Columbine High (a school with around 2,000 students), Vice President Al Gore criticized the large school philosophy, comparing large schools to a factory. Large schools allow many students to slip under the radar or go unnoticed and almost forgotten. Students tend to feel alienated and alone and tend to seek fulfillment elsewhere, resulting in large schools having a higher percentage of violent crimes, vandalism, fights and assaults, and weapons incidents.

Smaller schools are the better solution when taking a deeper look at what it takes to produce a better student and what is necessary for that student to become their best self (Public School Review, Smaller Class Sizes, August 2023 and Education.com, Size Matters: The Difference Between Big and Small Schools, 2024).

PRESENT FACILITIES
SCHOOL GRADE CONFIGURATIONS
(2025-26)

GEORGETOWN SCHOOLS			
SCHOOL	GRADES SERVED	POPULATION	YEAR BUILT
PENN BROOK ELEMENTARY GPS	PreK - 5th	565	2013/2014
GEORGETOWN MIDDLE HIGH SCHOOL*	6th - 8th	282	1965
GEORGETOWN HIGH SCHOOL*	9TH-12TH	216	1965
GEORGETOWN TOTAL		1063	
*High and Middle School in same building.			
AMESBURY SCHOOLS			
SCHOOL	GRADES SERVED	POPULATION	YEAR BUILT
JORDAN SHAY ELEMENTARY	PreK - 2nd	497	2023
CASHMAN ELEMENTARY	3rd - 5th	424	1975
AMESBURY MIDDLE SCHOOL	6th - 8th	366	1968
AMESBURY HIGH SCHOOL	9th - SP	486	1967
AMESBURY INNOVATION HIGH SCHOOL	9th - 12th	43	UNKNOWN
AMESBURY TOTAL		1816	

DISTRICTS ENROLLMENT

Amesbury NESDEC Projected Enrollment 11/13/25

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Births *	165	212	162	172	152	173	174	167	167	167	169	
					(prov.)	(est.)	(est.)	(est.)	(est.)	(est.)	(est.)	
School Year	2025 - 2026	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031	2031 - 2032	2032 - 2033	2033 - 2034	2034 - 2035	2035 - 2036	
PK	95	95	95	95	96	96	96	97	97	97	98	
K	147	191	146	155	137	155	157	150	151	150	153	
1	151	151	196	150	159	141	159	161	154	155	154	
2	151	151	151	196	150	159	141	159	161	154	155	
3	147	153	153	153	198	152	161	142	161	163	156	
4	133	154	161	161	161	208	160	169	149	169	171	
5	146	133	154	161	161	161	208	160	169	149	169	
6	134	142	129	149	156	156	156	202	155	164	145	
7	101	131	139	126	146	153	153	153	198	152	161	
8	134	100	130	138	125	145	151	151	151	196	150	
9	117	118	88	114	121	110	128	133	133	133	172	
10	140	117	118	88	114	121	119	128	133	133	133	
11	134	136	115	118	87	112	119	109	126	131	131	
12	134	134	138	115	116	87	112	119	109	126	131	
UNGR	<10**	<10**	<10**	<10**	<10**	<10**	<10**	<10**	<10**	<10**	<10**	
K-12	1778	1822	1827	1831	1840	1869	1924	1945	1959	1984	1990	
PK-12	1873	1917	1922	1926	1936	1965	2020	2042	2056	2081	2088	

**<10	Not reported, to protect subgroups with fewer than 10 students
*Births	Birth data provided by Public Health Vital Records Departments in each state

UNGR	Ungraded students (UNGR) Often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in grade Combinations for 7-12, 9-12 etc..
	Based on an estimate of births
	Based on Children already born
	Based on students already enrolled

*Data sourced from New England School Development Council

Georgetown NESDEC Projected Enrollment 12/10/25

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Births *	78	76	89	80	86	82	83	84	83	83	83
				(prov.)	(prov.)	(est.)	(est.)	(est.)	(est.)	(est.)	(est.)
School Year	2025 - 2026	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031	2031 - 2032	2032 - 2033	2033 - 2034	2034 - 2035	2035 - 2036
PK	35	35	35	35	36	36	36	37	37	37	38
K	81	87	102	92	99	94	95	96	95	96	95
1	99	81	87	102	92	99	94	95	96	95	96
2	80	95	77	83	98	88	95	90	91	92	91
3	93	78	92	75	81	95	86	92	88	89	90
4	86	92	77	91	74	80	94	85	91	87	88
5	91	84	90	75	89	72	78	92	83	89	85
6	92	88	81	87	72	86	69	75	89	80	86
7	86	86	82	75	81	67	80	64	70	83	74
8	102	84	84	80	73	79	66	78	63	68	81

9	30	65	54	54	51	47	51	42	50	40	44
10	61	27	58	48	48	45	42	45	37	45	36
11	59	55	25	53	44	44	41	38	41	34	41
12	67	59	55	25	53	44	44	41	38	41	34
UNGR	<10**	<10**	<10**	<10**	<10**	<10**	<10**	<10**	<10**	<10**	<10**
K-12	1028	982	965	941	956	941	936	934	933	940	942
PK-12	1063	1017	1000	976	992	977	972	971	970	977	980

***Data sourced from the New England School Development Council**

**<10	Not reported, to protect subgroups with fewer than 10 students
*Births	Birth data provided by Public Health Vital Records Departments in each state
UNGR	Ungraded students (UNGR) Often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in grade Combinations for 7-12, 9-12 etc..
	Based on an estimate of births
	Based on Children already born
	Based on students already enrolled

NESDEC Enrollment Projection Comparison

Amesbury Public Schools vs. Georgetown Public Schools

Projection Period: 2025-26 through 2035-36

Executive Summary

The two districts are projected to move in opposite directions over the next decade:

District	2025-26 PK-12	2035-36 PK-12	Change	% Change
Amesbury	1,873	2,088	+215	+11.5%
Georgetown	1,063	980	-83	-7.8%

FINDING: Amesbury is projected to grow steadily while Georgetown is projected to decline and then stabilize. This divergence becomes especially important when examining middle and

high school enrollment, where Georgetown experiences a significant reduction in student population.

Overall Enrollment Trends

Amesbury

- Gains approximately 215 students over 10 years.
- Enrollment increases almost every year.
- PK-12 enrollment exceeds 2,000 students by 2031-32.
- Growth is driven by larger elementary cohorts moving through the system.

Georgetown

- Loses approximately 83 students over 10 years.
- Enrollment falls below 1,000 students beginning in 2027-28.
- Stabilizes around 970-980 students in the later years.

AMESBURY HIGH SCHOOL EXCESS CLASS CAPACITY

Quarter 1: September 2025

Description	Code	Schedule	Num	Total	Max	Excess Capacity
Directed Study	QTR 1	4(M-F)	Guid Office	1	1	0
Salem State Study Q1	QTR 1	2(M-F)	Guid Office	1	1	0
NECC Study Q1	QTR 1	1(M-F)	Guid Office	3	1	0
WIN10	YR	WIN(M-F)	242	13	16	3
H Biology	YR	6(M-F)	242	20	22	2
AP Biology	YR	2(M-F)	242	20	18	-2
AP Biology	YR	5(M-F)	242	12	18	6
WIN12	YR	WIN(M-F)	113	9	16	7
Functional Literacy	YR	5(M-F)	113	9	10	1
Functional Math	YR	2(M-F)	113	9	10	1

Functional Science	YR	4(M-F)	113	9	10	1
Vocational Skills	SEM 1	1(M-F)	113	9	10	1
WIN9	YR	WIN(M-F)	233	12	16	4
English 11	YR	1(M-F)	233	7	15	8
English 12	YR	1(M-F)	233	5	15	10
CP Biology	YR	5(M-F)	236	14	22	8
Academic Support Q1	QTR 1	2(M-F)	233	14	10	-4
Executive Function Skills Q1	QTR 1	6(M-F)	233	8	10	2
WIN9	YR	WIN(M-F)	232	12	16	4
CP Junior English	YR	1(M-F)	232	20	22	2
H Junior English	YR	6(M-F)	232	18	22	4
H Jr English/American Studies	YR	3(M-F)	232	23	22	-1
DE H Jr English/American Studies	YR	3(M-F)	232	0	22	
DE H Junior English	YR	6(M-F)	232	0	22	
CP Senior English	YR	2(M-F)	232	25	24	-1
WIN10	YR	WIN(M-F)	221	13	16	3
H Microeconomics	SEM 1	5(M-F)	221	18	22	4
DE H Microeconomics	SEM 1	5(M-F)	221	0	22	
CP Psychology	SEM 1	3(M-F)	221	18	22	4
AP Psychology	YR	4(M-F)	221	11	24	13
CP Personal Finance	QTR 1	2(M-F)	221	25	22	-3
WIN10	YR	WIN(M-F)	109	13	16	3
CP Senior English	YR	1(M-F)	109	21	24	3
H Senior English	YR	3(M-F)	109	21	24	3
H Senior English	YR	4(M-F)	109	24	24	0

AP Literature/Composition	YR	6(M-F)	109	14	24	10
DE AP Literature/Composition	YR	6(M-F)	109	0	22	
DE H Senior English	YR	3(M-F)	109	0	22	
DE H Senior English	YR	4(M-F)	109	0	22	
WIN10	YR	WIN(M-F)	127	13	16	3
Integrated Algebra I	YR	6(M-F)	127	6	15	9
Integrated Geometry	YR	1(M-F)	127	7	15	8
CP Integrated Geometry	YR	5(M-F)	127	22	22	0
WIN9	YR	WIN(M-F)	244	12	16	4
H Chemistry	YR	4(M-F)	244	20	22	2
H Chemistry	YR	5(M-F)	244	22	22	0
AP Chemistry	YR	2(M-F)	244	9	24	15
CP Meteorology	SEM 1	6(M-F)	244	24	22	-2
WIN10	YR	WIN(M-F)	241	12	16	4
CP Intro to Visual Media	QTR 1	6(M-F)	241	23	24	1
H Digital Photography I	QTR 1	1(M-F)	241	18	24	6
H Digital Photography I	QTR 1	3(M-F)	241	8	24	16
H Digital Photography II	QTR 1	1(M-F)	241	6	24	18
H Digital Photography II	QTR 1	3(M-F)	241	2	24	22
Directed Study	QTR 1	1(M-F)	134	1	1	0
WIN11	YR	WIN(M-F)	118	12	16	4
CP Freshman English	YR	6(M-F)	118	17	22	5
H Freshman English	YR	3(M-F)	118	20	22	2
H Sophomore English	YR	1(M-F)	118	22	22	0
Time for Reading	QTR 1	2(M-F)	118	29	22	-7

WIN10	YR	WIN(M-F)	246	12	16	4
CP Chemistry	YR	4(M-F)	246	19	22	3
CP Chemistry	YR	3(M-F)	246	22	22	0
H Chemistry	YR	6(M-F)	246	21	22	1
H Physics	YR	2(M-F)	246	24	22	-2
WIN12	YR	WIN(M-F)	227	12	16	4
CP World History	YR	3(M-F)	227	21	22	1
H World History	YR	4(M-F)	227	12	20	8
H World History	YR	5(M-F)	227	13	20	7
CP Art History	QTR 1	1(M-F)	227	23	22	-1
WIN12	YR	WIN(M-F)	138	13	16	3
CP 3D Computer Modeling I	QTR 1	4(M-F)	138	24	24	0
CP 3D Computer Modeling I	QTR 1	2(M-F)	138	24	24	0
CP Intro to Computer Programming	QTR 1	3(M-F)	138	16	24	8
H Computer Programming II	QTR 1	3(M-F)	138	4	24	20
CP Video Production I	QTR 1	6(M-F)	138	16	16	0
WIN11	YR	WIN(M-F)	224	12	16	4
CP American Government/US History I	YR	2(M-F)	224	21	22	1
H American Government/US History I	YR	3(M-F)	224	24	24	0
H American Government/US History I	YR	4(M-F)	224	17	24	7
DE H American Government/US History I	YR	3(M-F)	224	0	22	
DE H American Government/US History I	YR	4(M-F)	224	0	22	22
CP Current World Events	QTR 1	5(M-F)	224	23	22	-1

WIN12	YR	WIN(M-F)	105	12	16	4
CP Manufacturing Technology I	QTR 1	6(M-F)	105	12	16	4
CP Construction Tech I	QTR 1	5(M-F)	105	15	16	1
CP Construction Tech I	QTR 1	4(M-F)	105	16	16	0
CP Construction Tech II	SEM 1	2(M-F)	105	16	16	0
H Manufacturing Technology II	QTR 1	6(M-F)	105	4	16	12
Integrated Algebra II	YR	4(M-F)	132	10	15	5
Senior Math	YR	4(M-F)	132	4	15	11
Academic Support Q1	QTR 1	1(M-F)	132	5	10	5
Academic Support Q1	QTR 1	6(M-F)	132	9	10	1
WIN11	YR	WIN(M-F)	238	12	16	4
H Biology	YR	5(M-F)	238	23	22	-1
CP Physics	YR	4(M-F)	238	13	22	9
CP Astronomy	SEM 1	6(M-F)	238	26	22	-4
CP Astronomy	SEM 1	2(M-F)	238	26	22	-4
WIN12	YR	WIN(M-F)	106	13	16	3
CP Art and Design	QTR 1	6(M-F)	106	23	22	-1
CP Art and Design	QTR 1	1(M-F)	106	20	22	2
AP Art and Design	YR	2(M-F)	106	16	24	8
H Drawing	QTR 1	3(M-F)	106	14	22	8
WIN11	YR	WIN(M-F)	223	12	16	4
CP French II	SEM 1	5(M-F)	223	6	22	16

H French II	SEM 1	2(M-F)	223	13	22	9
CP Spanish I	SEM 1	1(M-F)	223	25	22	-3
CP Spanish II	SEM 1	4(M-F)	223	19	22	3
WIN11	YR	WIN(M-F)	Gym A	12	16	4
Weight Training I	QTR 1	6(M-F)	Gym A	18	18	0
Team Sports	QTR 1	5(M-F)	Gym A	24	22	-2
Team Sports	QTR 1	3(M-F)	Gym A	25	22	-3
H Algebra II	YR	5(M-F)	239	26	26	0
CP Senior Applied Math	YR	4(M-F)	108	18	22	4
AP Calculus AB	YR	3(M-F)	239	16	24	8
CP PubLayout & Design I	SEM 1	4(M-F)	239	20	24	4
H PubLayout & Design II	SEM 1	4(M-F)	241	8	10	2
WIN10	YR	WIN(M-F)	110	13	16	3
CP Sophomore English	YR	1(M-F)	110	13	22	9
CP Sophomore English	YR	6(M-F)	110	18	22	4
H Sophomore English	YR	2(M-F)	110	24	22	-2
H Junior English	YR	3(M-F)	110	24	22	-2
DE H Junior English	YR	3(M-F)	110	0	22	
WIN12	YR	WIN(M-F)	115	10	16	6
Functional Literacy	YR	4(M-F)	115	5	10	5
Functional Math	YR	2(M-F)	115	5	10	5
Functional Science	YR	5(M-F)	115	0	0	0
Vocational Skills	SEM 1	1(M-F)	115	3	10	7
Functional US History I	YR	5(M-F)	115	4	10	6

WIN10	YR	WIN(M-F)	116	13	16	3
CP Freshman English	YR	3(M-F)	116	18	22	4
CP Freshman English	YR	2(M-F)	116	22	22	0
H Freshman English	YR	1(M-F)	116	16	22	6
CP Junior English	YR	6(M-F)	116	8	20	12
WIN11	YR	WIN(M-F)	102	11	16	5
CP Band	SEM 1	1(M-F)	102	6	22	16
CP Band	YR	1(M-F)	102	1	22	21
H Band	SEM 1	1(M-F)	102	0	22	
H Band	YR	1(M-F)	102	0	22	
CP Chorus	SEM 1	3(M-F)	102	8	22	14
CP Chorus	YR	3(M-F)	102	7	22	15
H Chorus	SEM 1	3(M-F)	102	0	22	
H Chorus	YR	3(M-F)	102	1	22	21
CP Piano Lab I	QTR 1	6(M-F)	102	14	16	2
CP Piano Lab I	QTR 1	2(M-F)	102	14	16	2
H Piano Lab II	QTR 1	6(M-F)	102	2	16	14
H Piano Lab II	QTR 1	2(M-F)	102	3	16	13
WIN11	YR	WIN(M-F)	234	13	16	3
CP World History	YR	1(M-F)	234	22	22	0
CP World History	YR	5(M-F)	234	16	22	6
H World History	YR	2(M-F)	234	23	20	-3
CP US History II	YR	3(M-F)	234	20	24	4
WIN12	YR	WIN(M-F)	222	12	16	4
CP Spanish II	SEM 1	5(M-F)	222	22	22	0

H Spanish II	SEM 1	6(M-F)	222	20	22	2
H Spanish II	SEM 1	1(M-F)	222	20	22	2
H Spanish III	SEM 1	2(M-F)	222	14	22	8
WIN10	YR	WIN(M-F)	114	13	16	3
English 9	YR	1(M-F)	114	6	15	9
English 10	YR	6(M-F)	114	8	15	7
Academic Support Q1	QTR 1	4(M-F)	114	12	10	-2
Academic Support Q1	QTR 1	5(M-F)	114	16	10	-6
WINSP	YR	1(M-F)	317	9	10	1
WIN9	YR	WIN(M-F)	228	12	16	4
CP American Government/US History I	YR	1(M-F)	228	19	22	3
CP American Government/US History I	YR	3(M-F)	228	19	22	3
H American Government/US History I	YR	2(M-F)	228	26	24	-2
DE H American Government/US History I	YR	2(M-F)	228	0	22	
H US History II	YR	5(M-F)	228	22	22	0
DE H US History II	YR	5(M-F)	228	0	22	
Reading Q1	QTR 1	1(M-F)	221	1	8	7
Reading Q1	QTR 1	4(M-F)	221	1	8	7
Reading Q1	QTR 1	3(M-F)	221	1	8	7
WIN12	YR	WIN(M-F)	130	12	16	4
H Precalculus	YR	4(M-F)	130	24	27	3
H Precalculus	YR	5(M-F)	130	24	27	3
H Calculus	YR	3(M-F)	130	9	22	13

CP Algebra and Trigonometry	YR	1(M-F)	130	24	22	-2
WIN10	YR	WIN(M-F)	236	13	16	3
CP Biology	YR	2(M-F)	236	22	22	0
CP Biology	YR	3(M-F)	236	17	22	5
WIN11	YR	WIN(M-F)	226	12	16	4
CP Sophomore English	YR	6(M-F)	226	20	22	2
H Sophomore English	YR	4(M-F)	226	15	22	7
CP Junior English	YR	2(M-F)	226	19	20	1
CP True Crime	QTR 1	1(M-F)	226	22	22	0
WIN11	YR	WIN(M-F)	119	12	16	4
H Algebra I	YR	5(M-F)	119	19	22	3
H Algebra I	YR	6(M-F)	119	17	22	5
AP Statistics	YR	1(M-F)	119	25	24	-1
CP Algebra and Trigonometry	YR	3(M-F)	119	23	22	-1
WIN9	YR	WIN(M-F)	117	13	16	3
CP Integrated Algebra II	YR	4(M-F)	117	18	22	4
CP Integrated Algebra II	YR	1(M-F)	117	18	22	4
H Algebra II	YR	6(M-F)	117	27	26	-1
H Algebra II	YR	5(M-F)	117	26	26	0
WIN12	YR	WIN(M-F)	125	13	16	3
CP Integrated Algebra I	YR	4(M-F)	125	17	20	3
CP Integrated Algebra I	YR	1(M-F)	125	17	20	3
CP Integrated Geometry	YR	3(M-F)	125	17	22	5
CP Integrated Geometry	YR	5(M-F)	125	22	22	0
WIN9	YR	WIN(M-F)	112	13	16	3

English Language Development A	YR	1(M-F)	112	8	10	2
English Language Development B	YR	5(M-F)	112	8	10	2
English Language Development C	YR	6(M-F)	112	6	10	4
English Language Development D	YR	2(M-F)	112	11	10	-1
WIN9	YR	WIN(M-F)	128	11	16	5
CP Integrated Algebra I	YR	4(M-F)	128	24	22	-2
H Geometry	YR	3(M-F)	128	30	31	1
H Geometry	YR	1(M-F)	128	31	31	0
CP Integrated Algebra II	YR	5(M-F)	128	21	22	1
Work Study Q1	QTR 1	6(M-F)	Main Off	5	5	0
WIN11	YR	WIN(M-F)	D. Studio	11	16	5
Fundamentals of Movement	QTR 1	1(M-F)	D. Studio	9	22	13
Fundamentals of Movement	QTR 1	6(M-F)	D. Studio	12	22	10
Yoga 101	QTR 1	4(M-F)	D. Studio	28	22	-6
Functional PE	QTR 1	3(M-F)	D. Studio	10	16	6
CP Health	QTR 1	4(M-F)	111	26	22	-4
CP Intro to Sports Medicine	QTR 1	6(M-F)	111	21	20	-1
WIN12	YR	WIN(M-F)	230	12	16	4
CP US History II	YR	2(M-F)	230	20	24	4
H US History II	YR	4(M-F)	230	23	22	-1
H US History II/American Studies	YR	1(M-F)	230	23	22	-1
AP U.S. History	YR	3(M-F)	230	12	24	12

WIN12	YR	WIN(M-F)	135	13	16	3
CP Principles of Nutrition	QTR 1	3(M-F)	135	21	22	1
CP Principles of Nutrition	QTR 1	4(M-F)	135	25	22	-3
CP Foods I	QTR 1	6(M-F)	135	24	22	-2
CP Child Development	QTR 1	5(M-F)	137	25	22	-3
Supported Academics	QTR 1	3(M-F)	240	4	10	6
WIN9	YR	WIN(M-F)	240	13	16	3
H Biology	YR	6(M-F)	240	15	22	7
CP Anatomy & Physiology	SEM 1	4(M-F)	240	12	22	10
H Anatomy & Physiology	YR	5(M-F)	240	22	24	2
DE H Anatomy & Physiology	YR	5(M-F)	240	0	22	
TOTAL ECESS CAPACITY						821

Findings

Amesbury High School currently enjoys a relatively low Teacher/Student Ratio: 11:1. With an additional 166 Georgetown students, this Student/Teacher ratio would increase by approximately 33.95% to approximately 15:1.

Amesbury High School currently enjoys a relatively low Average Class Size of 17/18 students, depending on subject area and grade. With an additional 166 Georgetown students, this Class Size Ratio would increase by approximately 33.95% to approximately 22/24:1.

DISTRICTS ENROLLMENT TRENDS

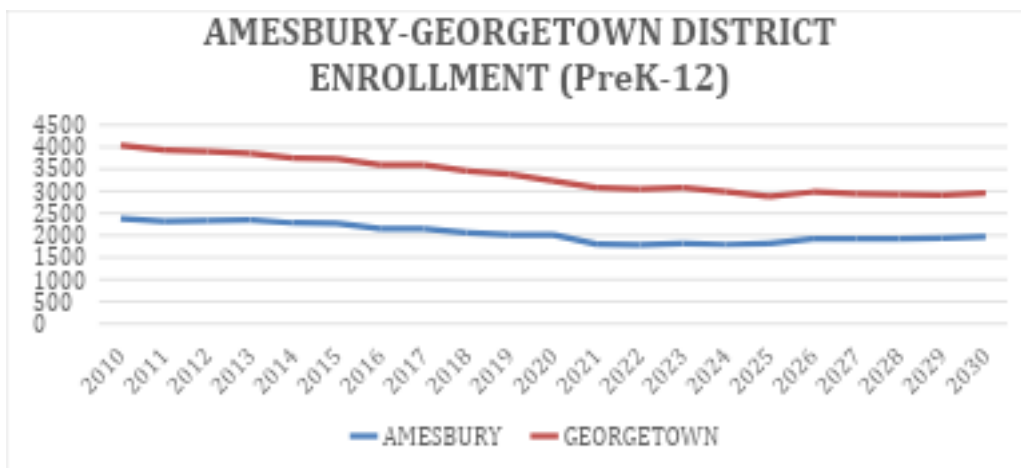
AMESBURY-GEORGETOWN ENROLLMENT

AMESBURY

GEORGETOWN

YEAR	ENROLLMENT	YEAR	ENROLLMENT
2010	2385	2010	1652

2011	2315	2011	1611
2012	2337	2012	1558
2013	2348	2013	1506
2014	2280	2014	1462
2015	2267	2015	1467
2016	2150	2016	1447
2017	2147	2017	1443
2018	2058	2018	1404
2019	2012	2019	1368
2020	2012	2020	1218
2021	1797	2021	1276
2022	1779	2022	1270
2023	1817	2023	1262
2024	1793	2024	1197
2025	1813	2025	1061
2026	1917	2026	1063
2027	1922	2027	1017
2028	1926	2028	1000
2029	1936	2029	976
2030	1965	2030	992



AMESBURY-GEORGETOWN ENROLLMENT CHANGES

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
AMESBURY	2150	2147	2058	2012	2280	2267	2150	2147	2058	2012	2012
% CHANGE		-0.14%	-4.15%	-2.24%	13.32%	-0.57%	-5.16%	-0.14%	-4.15%	-2.24%	0.00%
GEORGETOWN	1652	1611	1558	1506	1462	1467	1447	1443	1404	1368	1218
% CHANGE		-2.48%	-3.29%	-3.34%	-2.92%	0.34%	-1.36%	-0.28%	-2.70%	-2.56%	-10.96%

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
AMESBURY	1797	1779	1817	1793	1813	1917	1922	1926	1936	1965
% CHANGE	10.69%	-1.00%	2.14%	-1.32%	1.12%	5.74%	0.26%	0.21%	0.52%	1.50%
GEORGETOWN	1276	1270	1262	1197	1061	1063	1017	1000	976	992
% CHANGE	4.76%	-0.47%	-0.63%	-5.15%	-11.36%	0.19%	-4.33%	-1.67%	-2.40%	1.64%

Findings

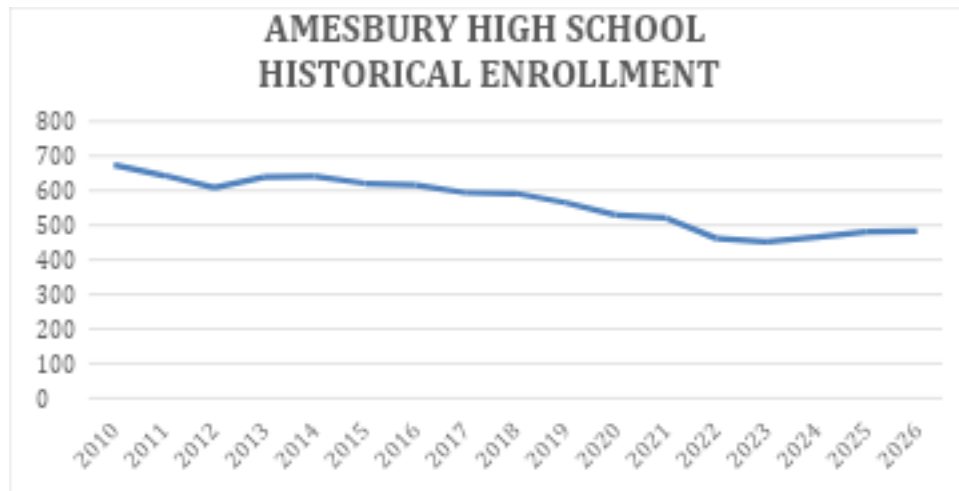
- Pre COVID (2010-2020) the Amesbury enrollment decreased an average of -0.55%, while the Georgetown enrollment average decrease was -2.96%
- Post COVID (2021-2030), the Amesbury enrollment is projected to increase by an average of 1.98%, while the Georgetown average enrollment is expected to decrease by -1.94% over that same period.

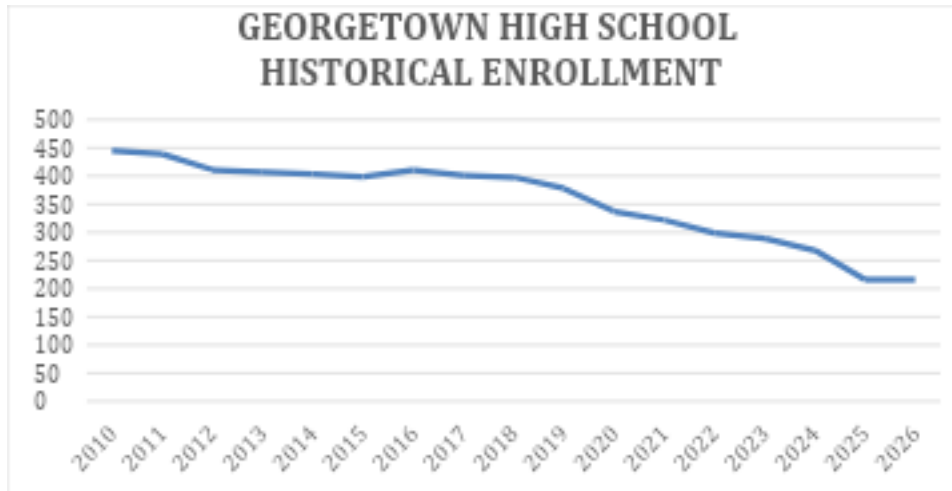
HIGH SCHOOL ENROLLMENTS

(9-12)

	AMESBURY HIGH SCHOOL			GEORGETOWN HIGH SCHOOL
	Historical Enrollment			Historical Enrollment
2010	674		2010	445
2011	644		2011	439

2012	609		2012	411
2013	640		2013	407
2014	641		2014	404
2015	621		2015	399
2016	616		2016	411
2017	594		2017	401
2018	592		2018	398
2019	565		2019	378
2020	529		2020	337
2021	521		2021	322
2022	462		2022	299
2023	453		2023	289
2024	465		2024	268
2025	481		2025	216
2026	483		2026	216





AMESBURY HIGH SCHOOL

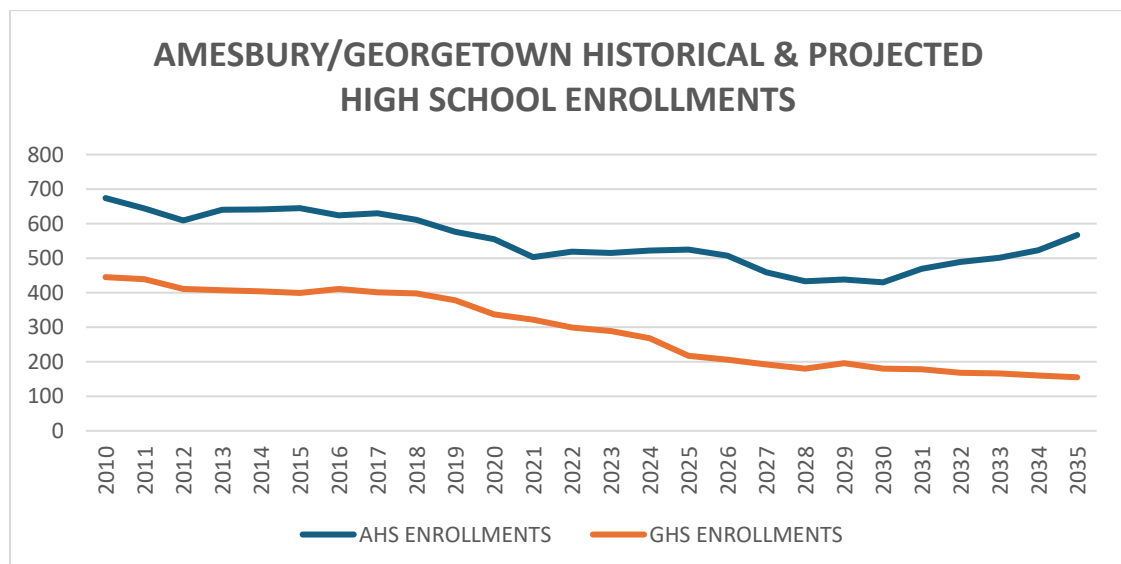
674	Highest Enrollment
483	Current Enrollment
-191	Difference

Projected Enrollment		Projected Enrollment	
2027	489	2027	166
2028	501	2028	166
2029	523	2029	160
2030	567	2030	155

HIGH SCHOOL HISTORICAL & PROJECTED ENROLLMENTS

AMESBURY HIGH SCHOOL Historical Enrollment		GEORGETOWN HIGH SCHOOL Historical Enrollment	
2010	674	2010	445
2011	644	2011	439
2012	609	2012	411

2013	640	2013	407
2014	641	2014	404
2015	645	2015	399
2016	624	2016	411
2017	630	2017	401
2018	611	2018	398
2019	576	2019	378
2020	555	2020	337
2021	503	2021	322
2022	519	2022	299
2023	515	2023	289
2024	522	2024	268
2025	525	2025	217
2026	507	2026	206
2027	459	2027	192
2028	433	2028	180
2029	438	2029	196
2030	430	2030	180
2031	469	2031	178
2032	489	2032	168
2033	501	2033	166
2034	523	2034	160
2035	567	2035	155



Amesbury High School had its largest enrollment (729) in 2008. While building and classroom utilization has significantly changed in the past 20 years due to:

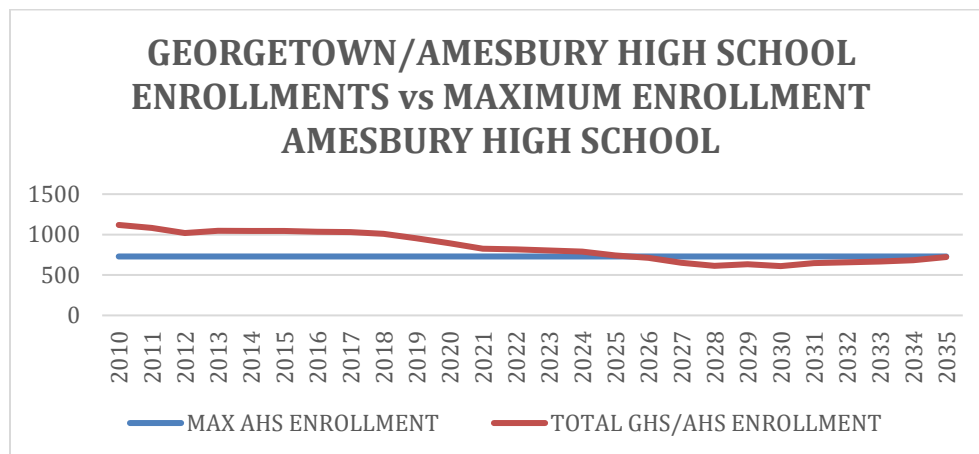
- Reduced class sizes
- Dedicated space for Special Education related services
- Additional curriculum and electives

However, it is conceivable that the AHS building could again accommodate that number of students.

However, the creation of a master schedule which would maintain the current curriculum and electives will be challenging for the High School principal. The following represents the utilization of that “high water mark” of 729 students as the basis for our calculations and projections.

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
MAX AHS ENROLLMENT	729	729	729	729	729	729	729	729	729	729	729	729	729
TOTAL GHS/AHS ENROLLMENT	1119	1083	1020	1047	1045	1044	1035	1031	1009	954	892	825	818

	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
MAX AHS ENROLLMENT	729	729	729	729	729	729	729	729	729	729	729	729	729
TOTAL GHS/AHS ENROLLMENT	804	790	742	713	651	613	634	610	647	657	667	683	722



CONCLUSION: Given the continued enrollment growth of the Amesbury high school population, the AHS/GHS could be accommodated for approximately 6-7 years, at which time additional space may be required.

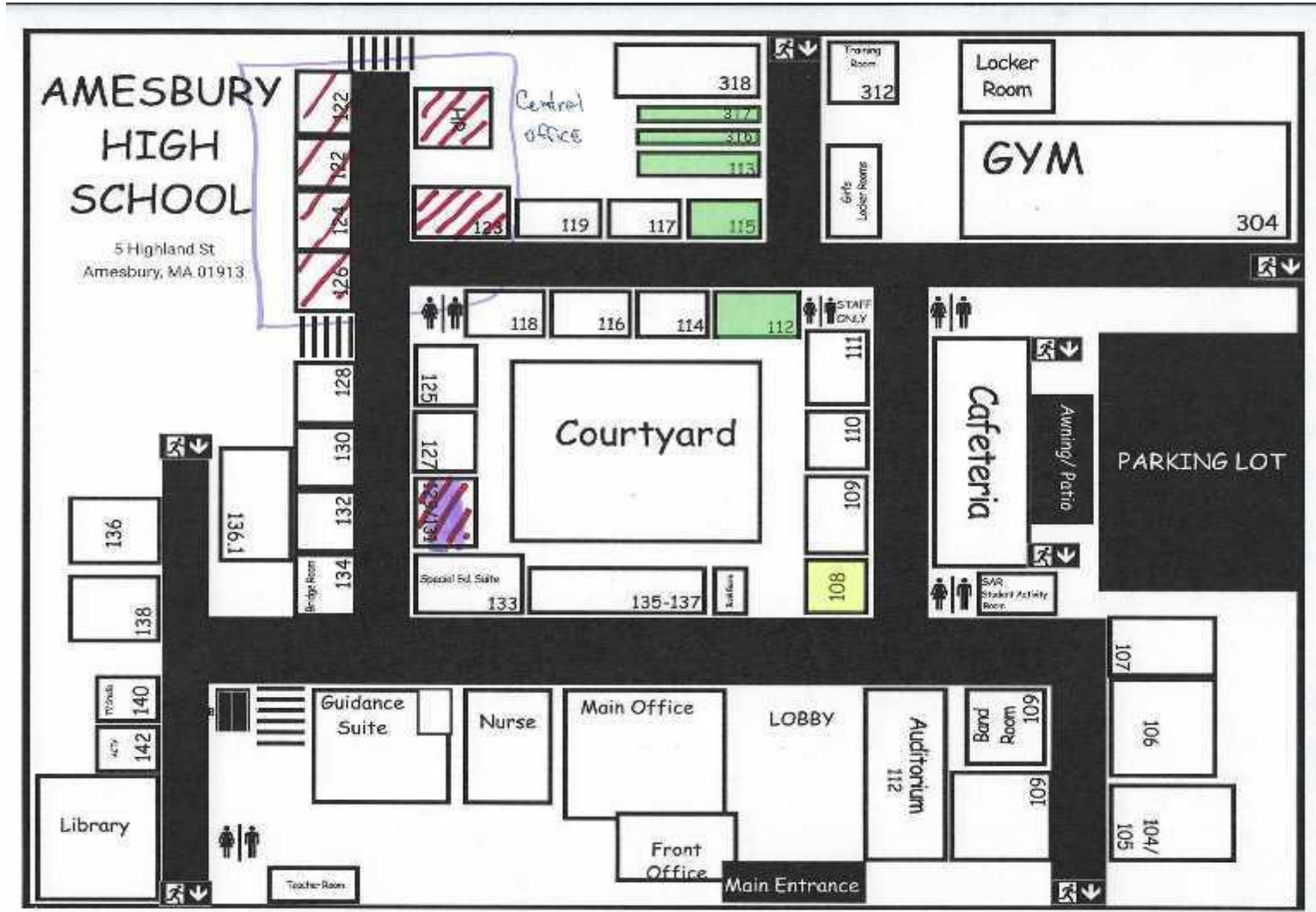
Conclusions

Our experience with regionalization and school reconfiguration has shown that the most community acceptable scenario is one where the fewest numbers of students are transferred. The most obvious school consolidation would be for the High Schools to regionalize. Given the current and future enrollments and the current size and utilization of the available high school space, the only “fit” would be to transfer the Georgetown High School students to the Amesbury High School. AHS currently has both excess class capacity and several classrooms (129/131 & 229/231) which could be utilized for the 166 additional Georgetown students. Based upon its highest enrollment of 674 students, it could conceivably accommodate up to 191 additional students for the 2027-28 school year. .

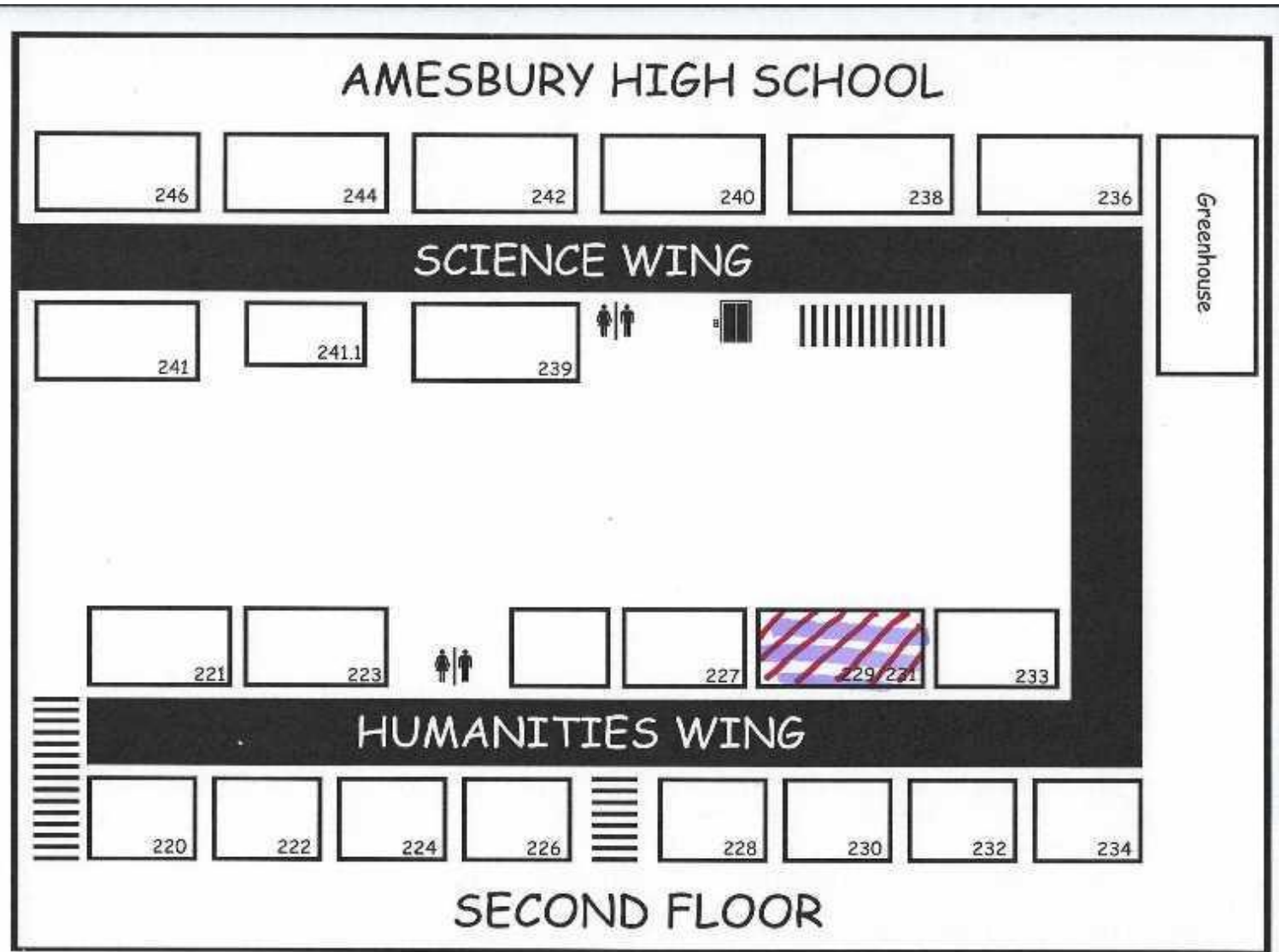
However, given the comparison of the AHS enrollment increases and the level of Georgetown HS enrollment decreases, this “fit” would only be for six to seven years. After year 7, it would be necessary for the current AMH facilities to expand in order to continue to accommodate Georgetown HS students.

However, in order to do so initially, it would also have to reclaim and renovate the space currently occupied by the District Central Office on the first floor:

**AMESBURY HIGH SCHOOL
FIRST FLOOR MAP**



AMESBURY HIGH SCHOOL
SECOND FLOOR MAP

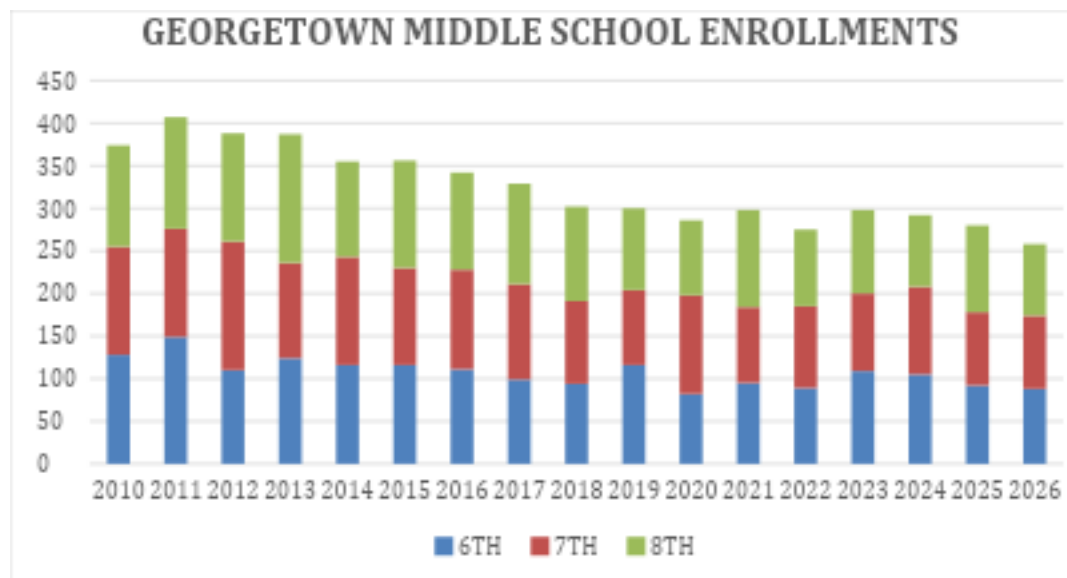


Middle School Consolidation
(Only possible if the High Schools were to combine in Amesbury High School)

GEORGETOWN MIDDLE SCHOOLS ENROLLMENT

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
6TH	128	149	110	124	116	116	111	99	94	116	82	95	89	109	105	92	88
7TH	127	127	151	112	127	114	117	112	97	88	116	89	96	91	103	86	86
8TH	119	131	127	151	112	126	114	118	111	96	88	114	90	98	84	102	84
TOTAL	374	407	388	387	355	356	342	329	302	300	286	298	275	298	292	280	258

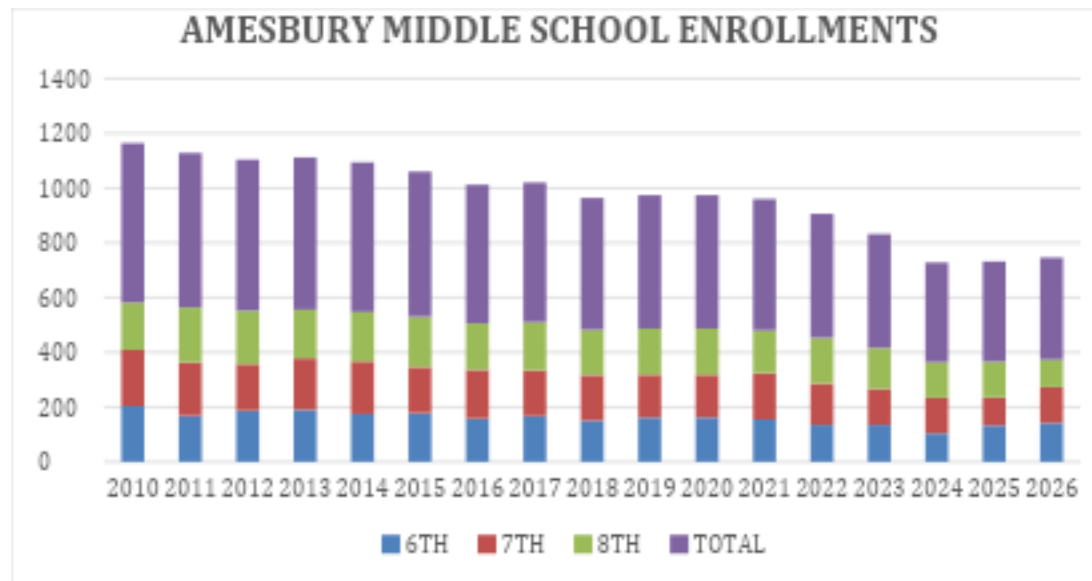
Highest



AMESBURY MIDDLE SCHOOL ENROLLMENTS

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
6TH	204	168	187	190	175	178	158	167	151	162	162	155	135	135	104	133	142
7TH	205	195	170	188	192	168	178	167	166	156	156	169	151	132	130	102	131
8TH	173	201	195	178	180	184	170	176	165	169	169	156	167	149	130	131	100
TOTAL	582	564	552	556	547	530	506	510	482	487	487	480	453	416	364	366	373

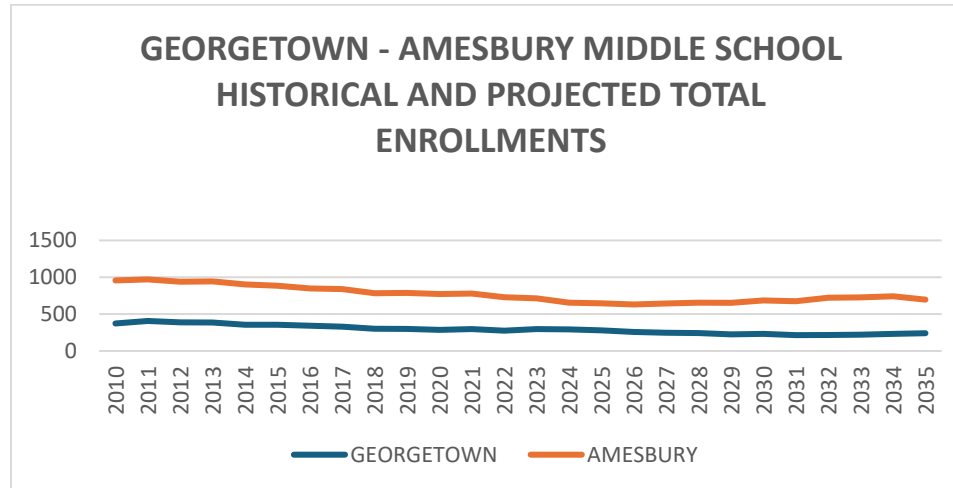
Highest



GEORGETOWN/AMESBURY MIDDLE SCHOOL HISTORICAL & PROJECTED ENROLLMENTS

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
GEORGETOWN	374	407	388	387	355	356	342	329	302	300	286	298	275
AMESBURY	582	564	552	556	547	530	506	510	482	487	487	480	453
TOTAL	956	971	940	943	902	886	848	839	784	787	773	778	728

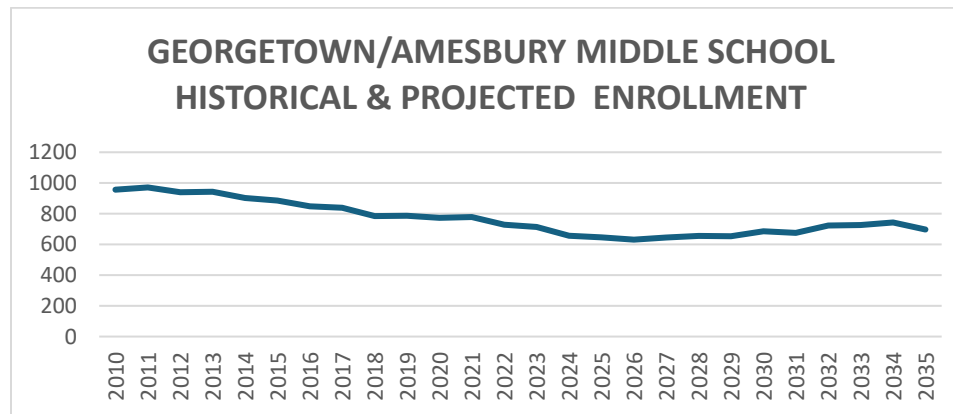
	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
GEORGETOWN	298	292	280	258	247	242	226	232	215	217	222	231	241
AMESBURY	416	364	366	373	398	413	427	454	460	506	504	512	456
TOTAL	714	656	646	631	645	655	653	686	675	723	726	743	697



COMBINED GEORGETOWN-AMESBURY MIDDLE SCHOOL HISTORICAL & PROJECTED ENROLLMENTS

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
GEORGETOWN	374	407	388	387	355	356	342	329	302	300	286	298	275
AMESBURY	582	564	552	556	547	530	506	510	482	487	487	480	453
TOTAL	956	971	940	943	902	886	848	839	784	787	773	778	728

	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
GEORGETOWN	298	292	280	258	247	242	226	232	215	217	222	231	241
AMESBURY	416	364	366	373	398	413	427	454	460	506	504	512	456
TOTAL	714	656	646	631	645	655	653	686	675	723	726	743	697



FINDING: Assuming that the Georgetown High School students attend the Amesbury High School, the Georgetown High School space could be utilized for a combination Georgetown/Amesbury Middle School.

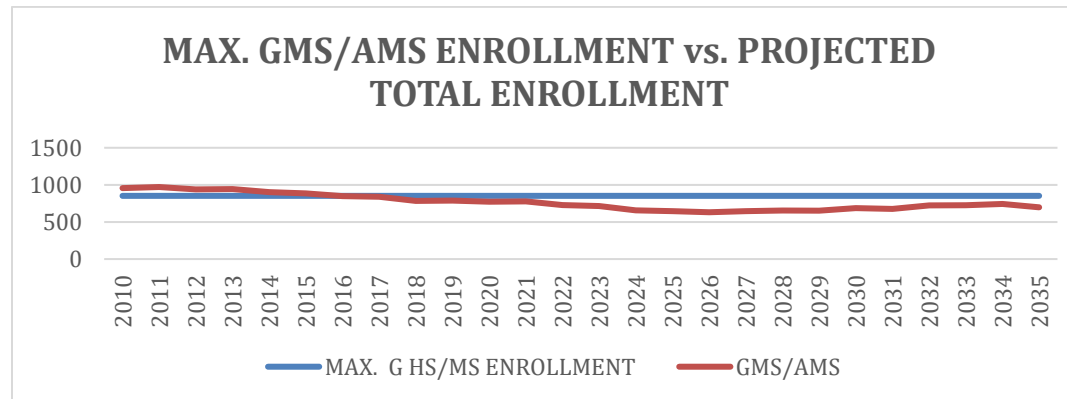
FINDING: In 2010, the combined Georgetown High School and Middle School student enrollment was 852 students. In 2027-28, the combined Georgetown and Amesbury Middle school enrollment is approximately 645 students.

The projected total Georgetown/Amesbury enrollment is approximately 697 students in 2035.

COMBINED GMS/AMSHISTORIC & PROJECTED ENROLLMENTS vs. MAXIMUM ENROLLMENT

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
MAX. G HS/MS ENROLLMENT	852	852	852	852	852	852	852	852	852	852	852	852	852
GMS/AMS	956	971	940	943	902	886	848	839	784	787	773	778	728

	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
MAX. G HS/MS ENROLLMENT	852	852	852	852	852	852	852	852	852	852	852	852	852
GMS/AMS	714	656	646	631	645	655	653	686	675	723	726	743	697



- **CONCLUSION:** Going forward, because of Amesbury Middle School projected enrollment increases, the difference in 2035 would be 241 Georgetown students and 456 Amesbury students; a total of approximately 697 students. This configuration would theoretically still fit in the available space in the Georgetown Middle School building.
- Therefore, in order to consolidate the Middle Schools in Georgetown would not require the construction of additional classroom space in the foreseeable future.
- Caveat: However, building and classroom utilization has changed significantly in the past 16 years with more dedicated space for special education related services and curriculum electives and class size reductions.
- It would be challenging for the building principal to develop a master schedule which maintain the current curriculum options and not significantly increase class sizes.

Conclusions

Again, our experience with regionalization and school reconfiguration has shown that the most community acceptable scenario is one where the fewest numbers of students are transferred. Among the various scenarios investigated was to consolidate and relocate the District Middle Schools. Given the current and future enrollments and the current size and utilization of the available middle school space, the most feasible would be to utilize the vacant Georgetown High School space to accommodate the Amesbury Middle School students.

In 2027-28 the Georgetown Middle School enrollment is expected to be approximately 247 students. This combined with an expected Amesbury Middle School enrollment of approximately 398 equals a total potential Middle School enrollment of approximately 645 students. The Amesbury High School currently could accommodate only 582 students. Going forward, because of Amesbury Middle School projected enrollment increases, the difference in 2035 would be 241 Georgetown students and 456 Amesbury students; a total of approximately 697 students. This configuration would not exceed the total available space in the Georgetown HS/MS building (852)

Therefore, a consolidated GMS/AMS located in the current GHS/GMS building would not require the construction of additional classroom space, either through a school building addition or through a new middle school construction for the foreseeable future. .

SUMMARY

Amesbury is projected to grow steadily while Georgetown is projected to decline modestly and then stabilize. This divergence becomes especially important when examining middle and high school enrollment, where Georgetown experiences a significant reduction in student population.

Amesbury is a growing district with increasing middle and high school enrollment, while Georgetown is experiencing a long-term decline in secondary enrollment.

From a purely enrollment perspective, the projections provide a stronger rationale for exploring regionalization at the middle and high school levels than at the elementary level because:

1. Amesbury's secondary enrollment is growing.
2. Georgetown's secondary enrollment is shrinking.
3. A combined Grades 6-12 enrollment remains stable at approximately 1,400 students throughout the projection period.
4. The enrollment base would be large enough to support robust academic and extracurricular programming for decades.

This is one of the strongest quantitative arguments that can be made from the NESDEC data in support of examining a regionalized secondary school model.

Amesbury

- Gains approximately 215 students over 10 years.

- Enrollment increases almost every year.
- PK-12 enrollment exceeds 2,000 students by 2031-32.
- Growth is driven by larger elementary cohorts moving through the system.

Georgetown

- Loses approximately 83 students over 10 years.
 - Enrollment falls below 1,000 students beginning in 2027-28.
 - Stabilizes around 970-980 students in the later years.

Elementary School Comparison (K-5)

Amesbury

2025-26 K-5 Enrollment: 875 students
 2035-36 K-5 Enrollment: 942 students
 Increase: +67 students

Georgetown

2025-26 K-5 Enrollment: 530 students
 2035-36 K-5 Enrollment: 545 students
 Increase: +15 students

Observation

Both districts maintain relatively stable elementary populations, but Amesbury's elementary enrollment is substantially larger and grows more rapidly.

Middle School Comparison (Grades 6-8)

Year	Amesbury	Georgetown
2025-26	369	280
2035-36	456	241
Change	+87	-39

Findings

- Amesbury's middle school enrollment grows by nearly 24%.
- Georgetown's middle school enrollment declines by approximately 14%.
- This creates increasing size differences between the districts over time.

High School Comparison (Grades 9-12)

Year	Amesbury	Georgetown
2025-26	525	217
2035-36	567	155
Change	+42	-62

Observation

This is where the greatest contrast occurs.

Amesbury

- High school remains stable and eventually grows.
- Enrollment remains between 525 and 567 students.

Georgetown

- High school enrollment falls from 217 to 155.
- Loss of nearly 30%.

Findings

Although Georgetown loses over 100 secondary students, Amesbury gains enough students to offset that decline. The combined regionalized district would remain remarkably stable:

Year	Combined Grades 6-12
2025-26	1,391
2030-31	1,488
2035-36	1,419

This represents a highly sustainable enrollment base for a regional secondary school structure.

The purpose of an enrollment and projected enrollment comparison study in the context of regionalization (such as Amesbury and Georgetown Public Schools) is to establish a shared factual foundation about how many students exist today—and how many will likely exist in the future—before any governance or structural decisions are made.

In regionalization discussions, this study is not just about numbers. It is a planning and decision-making tool that drives everything else.

Overall, the enrollment projections present one of the strongest quantitative arguments for studying a regionalized secondary school model, as they suggest a stable and sustainable enrollment foundation that could support educational programming and operational efficiency for many years.

Any combination of High Schools/Middles Schools will ultimately require new school construction, such as an additional to Amesbury High School to accommodate Georgetown students and/or an addition to Georgetown Middle School to accommodate Amesbury students. Another alternative would be the construction of a new 6th-12th grade Junior-Senior High School in either community.

Primary Challenges

- Overcoming the lack of adequate educational space, both short term and long term at both the High Schools and Middle Schools.
- Obtaining a tax override to finance any new school construction in either or both communities.
- Amesbury accepting significantly higher student/teacher ratio and larger class sizes.
- Overcoming parental concerns over increased Georgetown student ride times (approximately +23 minutes) and the necessity for earlier morning pick ups and later drop off home times.

Core Values

Core Values Comparison

As public schools, Georgetown High School (in Georgetown, Massachusetts) and Amesbury High School (in Amesbury, Massachusetts) reflect their communities, each with its own unique culture and core values. While there is some overlap in general educational values, each school has distinct approaches based on its mission, student body, and local priorities.

Georgetown High School Core Values:

1. **Academic Excellence:** Georgetown High focuses heavily on ensuring students receive a strong, well-rounded education. This includes a focus on preparing students for higher education, as well as offering advanced placement (AP) courses, honors options, and college preparation programs.
2. **Community Engagement:** The school emphasizes community involvement, with students encouraged to participate in extracurricular activities, volunteering, and other local initiatives. Georgetown places importance on creating a supportive, connected community between students, teachers, parents, and alumni.
3. **Respect and Responsibility:** Georgetown High upholds a core value of respect for others and responsibility in personal actions. This includes fostering an environment where students learn the importance of accountability, integrity, and positive citizenship.
4. **Inclusivity and Diversity:** Georgetown emphasizes an inclusive culture where all students feel welcomed regardless of their background. The school strives to maintain an environment where diversity is celebrated and differences are respected.
5. **Character Development:** In addition to academic success, Georgetown High also aims to promote character development, preparing students to be well-rounded individuals who can contribute to society in meaningful ways.

Amesbury High School Core Values:

1. **Academic Rigor:** Amesbury High also places a significant focus on academic achievement, offering a variety of courses to meet students' educational needs, including AP and honors courses. The school encourages students to challenge themselves and work towards their highest potential.
2. **Respect and Responsibility:** Similar to Georgetown, Amesbury emphasizes respect for others and taking responsibility for one's actions. This core value is central to the school's culture, with students being encouraged to treat each other with dignity and work toward common goals in a collaborative environment.
3. **Community and Relationships:** Amesbury High School values creating a supportive and connected school environment. Building relationships between students and teachers is a priority, and the school offers numerous opportunities for students to get involved in community activities, service projects, and leadership roles.

4. **Diversity and Inclusion:** Amesbury High works to create an inclusive environment where all students, regardless of race, ethnicity, or background, feel welcome and supported. The school encourages diverse perspectives and fosters an environment of understanding and respect.
5. **Personal Growth and Leadership:** Amesbury focuses on helping students develop leadership skills, build self-confidence, and grow as individuals. The school provides opportunities for students to engage in leadership training and extra-curricular activities, including sports, clubs, and student government.

Comparison:

- **Community Focus:** Both schools value a strong sense of community and involvement, with Georgetown and Amesbury placing importance on building relationships among students, faculty, and families.
- **Academic Rigor:** Both schools emphasize academic achievement, offering rigorous courses to prepare students for college and career paths.
- **Character and Responsibility:** Both schools highlight the importance of personal responsibility, respect, and character development.
- **Inclusivity and Diversity:** Both schools stress inclusivity, aiming to create welcoming environments for students from diverse backgrounds.

On paper, both schools have similar core values, though their exact approaches and school culture may differ based on their unique communities and local priorities. Both are committed to preparing students for success academically, socially, and personally.

At Georgetown High School, classrooms are alive with discussion, projects, and curiosity, students are encouraged to pursue academic excellence. Teachers challenge them through honors courses, Advanced Placement classes, and college preparation programs, reminding students that learning is both a responsibility and an opportunity. The halls buzz with the energy of young people striving to reach their potential.

But academics are only one part of the Georgetown experience. The school places strong importance on community engagement. Students volunteer at local events, participate in clubs, and contribute to projects that connect the school to the wider town. Whether helping organize a community fundraiser or mentoring younger students, they learn that education extends beyond textbooks.

Equally important are the values of respect and responsibility. At Georgetown High, students are expected to treat each other with dignity and act with integrity. These expectations shape daily interactions—whether in the classroom, on the athletic field, or in the cafeteria. The school also takes pride in promoting inclusivity and diversity, encouraging students from all

backgrounds to feel welcomed and valued. Through these principles, Georgetown fosters not only successful learners but also compassionate citizens.

Across the Merrimack River, Amesbury High School carries a similar spirit with its own unique emphasis. In the classrooms of Amesbury High, the focus is on academic rigor. Students are encouraged to challenge themselves through advanced courses, collaborative projects, and critical thinking. Teachers guide students to push beyond what they thought possible, helping them discover both their strengths and their ambitions.

Like Georgetown, Amesbury believes deeply in respect and responsibility. Students are reminded that the strength of a school community lies in how its members treat one another. Respectful dialogue, teamwork, and accountability form the foundation of the school's culture.

Amesbury also places special importance on community and relationships. Teachers strive to build strong connections with students, understanding that learning flourishes where trust exists. Service projects, clubs, and school events bring students together and strengthen their bond with the local community.

The school's commitment to diversity and inclusion ensures that every student feels recognized and supported. By embracing different perspectives, Amesbury creates a learning environment where understanding and empathy grow alongside knowledge.

Finally, Amesbury emphasizes personal growth and leadership. Students are encouraged to step forward—whether as captains of athletic teams, leaders in student government, or organizers of community initiatives. Through these experiences, they build confidence and develop the skills needed to guide others.

Though they belong to different towns, Amesbury High School and Georgetown High School share a common vision. Both schools believe education should shape capable minds and strong character. Through academic challenge, community connection, respect for others, and opportunities for leadership, they prepare students not just to graduate—but to contribute meaningfully to the world beyond their classrooms.

Community and Identity

Both communities sit in the Lower Merrimack Valley/North Shore, and they already share some institutional overlap:

- Both send students to Whittier Regional Vocational Technical High School, a multi-town regional system
- Both compete in the same Cape Ann League at the high school level, reinforcing regional sports/cultural ties
- Geographically close, with shared labor markets, similar commuting patterns, and common media ecosystems

This means there is already a functional regional identity among students and families, especially for athletics and vocational education.

Key cultural differences

Historically, Amesbury is a mill/industrial city with a revitalized downtown and riverfront culture. Compared to Georgetown, Amesbury is slightly more socioeconomically and demographically diverse. The city has multiple school options (traditional, innovation high school, vocational access) with a larger student body overall and somewhat broader program offerings

Amesbury is often described as a “working and middle-class city” focused on “arts and revitalization” with a more urbanized feel relative to neighboring communities.

Georgetown, on the other hand, is more of a rural-suburban community with a residential town character. There is a strong emphasis on local control and town-based schooling (single middle-high school system) with a smaller, tighter-knit student population.

Georgetown is often described as a “traditional New England town” and a “family-oriented, low-density suburb.” There is strong town pride tied to its single school and its athletics and other programs.

School system culture differences

School culture differences are often the biggest initial friction point before looking at hard data around finances, transportation, facilities, and enrollment. At a glance:

Amesbury Public Schools

- ~1,800 students, multiple buildings, broader programming
- More administrative scale and diversity of offerings
- Some performance variability (e.g., middle school around state average)

Georgetown Public Schools

- Single campus model (middle/high combined)
- Strong identity tied to one school community

Painting in broad strokes, the school culture implication here is that Amesbury is used to system complexity and choice while Georgetown is accustomed to simplicity and local identity.

Civic culture and governance attitudes

Massachusetts towns—especially smaller ones—tend to strongly value local control of schools, which shapes identity. Schools are often seen as core to town identity and property values, and are also one of the biggest portions of the community’s budget. This can manifest as both a source of pride and a source of contention.

In terms of regionalization, smaller towns like Georgetown may resist losing sole decision-making authority and sharing budgets with a larger regional partner. Larger communities like Amesbury may be more open to the economies of scale that regionalizing can bring as well as being able to expand programming through consolidation.

Practical implications around regionalization

Factors that suggest regionalization may be worth considering

- Existing shared institutions (Whittier Tech)
- Broader geographic proximity, with caveats
- Potential cost savings
- Potential expanded course offerings (AP, vocational, arts)
- Potential stabilized enrollment (important as many MA districts face declines)

Factors that suggest regionalization may not be in the communities' interests:

- The two communities are geographically separated – they do not share a border and are separated by several other towns, and this can affect transportation, facilities, an enrollment
- Community cultural mismatch: a case city vs town mindset
- Governance concerns including who controls budget, hiring, curriculum
- Merging school cultures from a single-school town identity (Georgetown) with a multi-school system (Amesbury), including athletics

From a cultural and management point of view, successful regionalization would likely require:

- A new shared identity (not Amesbury-dominant or Georgetown-dominant)
- Clear governance guarantees (e.g., representation formulas)
- Preservation of some town-level traditions (sports, branding, etc.)
- Strong consideration and communication about cost impacts, program improvements, student experience

Financials

Financial Analysis

In considering the feasibility of regionalization, comparing the finances, demographics, educational funding, grants, extracurricular programs, athletics, and capital needs of the school systems and communities of Amesbury and Georgetown is critical. Overall, Amesbury is substantially larger, receives more state and federal education funding, serves a student population with greater socioeconomic needs, and carries significantly higher operating and capital costs. Georgetown is smaller, wealthier on a per-capita basis, and operates with lower overall expenditures while offering a surprisingly broad range of extracurricular and athletic opportunities.

The Two Towns from a Financial Perspective

Amesbury

- Larger, more complex organization.
- Higher operating costs.
- Greater state and federal aid.
- Higher poverty and student needs.
- Larger pension, charter school, and infrastructure obligations.

Georgetown

- Smaller and wealthier community.
- Lower overall costs.
- Less dependent on aid.
- Strong extracurricular offerings relative to size.
- Potentially more fiscal flexibility due to fewer educational mandates.

Regionalization Implications

The data suggest several potential benefits, including:

- Expanded student access to clubs, athletics, and programs.
- Shared administrative and operational efficiencies.
- Better utilization of facilities and staff.

However, there will be significant challenges:

- Different student demographics and funding profiles.
- Different levels of state aid and grant eligibility.

- Different capital obligations.
- Potential disagreements regarding cost-sharing formulas.

Bottom-Line Assessment

The financial comparison shows that Amesbury and Georgetown are not simply different-sized versions of the same district. Amesbury serves a substantially higher-need population and carries significantly larger financial obligations, while Georgetown benefits from stronger community wealth indicators and maintains an impressive breadth of programming for a smaller district. Any future financial partnership or regionalization effort would need a carefully structured funding model to ensure costs and benefits are distributed equitably.

Community and Financial Comparison

Georgetown appears to have a stronger tax base relative to its size and population, while Amesbury faces greater service demands due to scale, density, and lower average income levels.

Key observations:

- Amesbury has more than double Georgetown's population.
- Georgetown residents have approximately 34% higher per-capita income.
- Property wealth is slightly higher in Georgetown.
- Amesbury taxpayers pay higher average property tax bills despite lower average income.

Demographics and Wealth

Measure	Amesbury	Georgetown
Population	17,303	8,444
Income Per Capita	\$46,689	\$62,409
Equalized Value Per Capita	\$227,235	\$238,225
Population Density	1,411	657
FY25 Average Tax Bill	\$9,583	\$8,261

Municipal Spending Comparison

Amesbury's spending reflects the realities of serving a much larger community. Georgetown's relatively high fixed-cost burden may constrain future budget flexibility.

Major Spending Areas

Both communities spend most heavily on:

1. Education
2. Fixed costs
3. Public safety

Notable differences:

- Amesbury spends more than twice Georgetown's total budget.
- Amesbury's fire and police budgets are dramatically larger.

Georgetown's fixed costs are nearly equal to Amesbury's despite being half the size, suggesting fixed obligations consume a larger share of Georgetown's budget.

Total FY25 General Fund Spending:

- Amesbury: approximately \$73.7 million
- Georgetown: approximately \$35.7 million

School Finance Comparison

The state funding formula clearly identifies Amesbury as the higher-need district. Any future regionalization discussion would need to account for differing student demographics and funding assumptions

Important Findings

Amesbury receives substantially more aid. Amesbury receives nearly \$4 million more in Chapter 70 funding because:

- Enrollment is significantly larger.
- The low-income population is more than double Georgetown's percentage.
- The state's funding formula recognizes higher student need.

Per-Pupil Foundation Spending

- Amesbury: \$14,648
- Georgetown: \$12,983

Amesbury receives approximately 13% more foundation funding per student.

Enrollment and Foundation Budget

Measure	Amesbury Public Schools	Georgetown Public Schools
Foundation Enrollment	1,919	1,157
Foundation Budget	\$28.1M	\$15.1M
Chapter 70 Aid	\$9.96M	\$6.01M
Total District Budget	\$39.8M	\$20.7M
Low-Income Students	36.97%	16.30%

Grant Funding Analysis

Amesbury's finances rely more heavily on categorical federal and state aid. Any structural changes affecting district boundaries or enrollment could alter grant eligibility

FY26 Grant Totals:

- Amesbury: \$1.05 million
- Georgetown: \$412,408

Why Amesbury Receives More

Amesbury receives significantly larger:

- IDEA Special Education funding
- Title I funding
- English Learner funding

These grants are strongly correlated with student need and poverty indicators.

Trend

Across FY24-FY26:

- Amesbury consistently receives roughly 2–2.5 times Georgetown's grant funding.
- Georgetown's grant profile is relatively stable and smaller.

State Aid and Cherry Sheet Analysis

Amesbury bears substantially greater state-mandated educational costs and competitive pressures from charter schools. Amesbury carries much larger retirement-related assessments, significantly higher charter school tuition obligations, and higher school-choice outflows.

Charter tuition assessment:

- Amesbury: \$1.99M
- Georgetown: \$17K

Estimated FY26 State Receipts:

- Amesbury: \$13.7M
- Georgetown: \$6.0M

Estimated Charges:

- Amesbury: \$4.74M
- Georgetown: \$367K

Capital Needs Comparison

CAPITAL REQUEST

There are extensive capital requests for both Amesbury and Georgetown, both over five million dollars. Amesbury prioritizes by year, and is looking for \$4,354,000 in 2027 and \$750,000 in 2028. Georgetown prioritizes using a number system, \$212K as priority 1, \$737K as priority 2, \$4 million as priority 3 and \$425K as priority 4. Amesbury's major requests include HVAC replacement, fire panels, security upgrades, track resurfacing, turf replacement, alarm systems, parking lot improvements and athletic facility upgrades. Georgetown's major requests include boilers, doors, carpets, lockers, curriculum, security and wheelchair lift.

Amesbury's needs are split over classroom/instructional needs \$84,000., security \$510,000., building \$2,110,000 and athletics \$2,400,000. Georgetown's needs are split among \$285,000 for classroom/instructional needs, \$262,000 for security related and \$4,827,000 for building/property needs. Georgetown has almost double the amount of building/property related needs than Amesbury. To be able to do a complete comparison, we would need additional information of what the capital needs are by buildings.

AMESBURY CAPITAL REQUEST by year

Capital request 2027	\$4,354,000.00
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Capital request 2028	\$750,000.00
TOTAL	\$5,104,000.00

GEORGETOWN CAPITAL REQUEST by priority

PRIORITY 1 TOTAL	\$212,000.00
PRIORITY 2 TOTAL	\$737,000.00
PRIORITY 3 TOTAL	\$4,000,000.00
PRIORITY 4 TOTAL	\$425,000.00
TOTAL	\$5,374,000.00

AMESBURY CAPITAL REQUEST

Where	What	year Cost requested	
Cashman Elementary	Rooftop HVAC unit replacement (6 of 8)	\$900,000.00	2027
Middle School	Fire Doors	\$20,000.00	2027
Middle School	Fire Panels	\$400,000.00	2027
Cashman	Security Camera Project	\$20,000.00	2027
High School & Middle School	Sidewalk Repairs	\$100,000.00	2027
Athletic Track Resurface	Athletic Track Resurface	\$500,000.00	2027
High School	Turf Field Inside Track	\$1,500,000.00	2027
High School	Inside Track Renovation	\$200,000.00	2027
High, Middle & Cashman	Alarm and Entry Systems	\$490,000.00	2027
High School	Repair retaining wall at the tennis courts at the high school.	\$40,000.00	2027

High School	Classroom Controls Project	\$84,000.00	2027
High School	Fence Repairs/Replacement Project	\$100,000.00	2027
High School	Roof Repair Project	\$50,000.00	2028
High School	Parking Lot Repaving	\$250,000.00	2028
Cashman soccer field	Soccer Field Irrigation System	\$200,000.00	2028
High School	AHS Auditorium LED Lighting Project	\$125,000.00	2028
Middle School	AMS Auditorium LED Lighting Project	\$125,000.00	2028

REQUEST	COST	PRIORITY
New Curriculum	\$150,000.00	1
Raptor technology notification system	\$22,000.00	1
2 Servers and calling in the district	\$40,000.00	1
SUBTOTAL PRIORITY 1		
Smart Board upgrades	\$95,000.00	2
Cell Phone Repeater	\$100,000.00	2
Auditorium Rehabilitation	\$150,000.00	2
New locks, door hardware, fob reader with fob access to every classroom	\$190,000.00	2
Updated security Camera system for the district	\$95,000.00	2
Two way radio repeater and new two way radios	\$45,000.00	2
Wheelchair lift MHS access for the bandroom	\$62,000.00	2
SUBTOTAL PRIORITY 2		
Boiler Replacement	\$3,500,000.00	3

Door Hardware Upgrades District wide	\$250,000.00	3
Outside door replacement at the MHS	\$250,000.00	3
SUBTOTAL PRIORITY 3		
MHS Lockers (2 levels)	\$250,000.00	4
Carpet Replacement	\$175,000.00	4
SUBTOTAL PRIORITY 4		
TOTAL	\$5,374,000.00	

Town Information

	Amesbury	Georgetown
DOR Code	7	105
County	ESSEX	ESSEX
Billing Cycle	Quarterly	Quarterly
Form of Government	Council and Alderman	Open Town Meeting
School Structure	K-12	K-12
2023 Population	17,303	8,444
FY2025 Single Family Bill	9,583	8,261
2022 DOR Income Per Capita	46,689	62,409
2024 EQV Per Capita	227,235	238,225
Land Area	12	13
Population Density	1,411	657
2018 Total Road Miles	73	6,458

Community Comparison FY25 General Fund Spending by Fund

	AMESBURY	GEORGETOWN
DOR CODE	7	105
COUNTY	ESSEX	ESSEX
GENERAL GOVERNMENT	\$3,029,649.00	\$2,098,278.00
POLICE	\$4,967,007.00	\$2,039,626.00
FIRE	\$4,392,826.00	\$663,394.00
OTHER PUBLIC SAFETY	\$383,842.00	\$160,993.00
EDUCATION	\$39,394,508.00	\$19,190,178.00
PUBLIC WORKS	\$4,169,355.00	\$1,033,359.00
HUMAN SERVICES	\$924,362.00	\$452,013.00
CULTURE AND RECREATION	\$948,256.00	\$626,516.00
FIXED COSTS	\$7,321,223.00	\$6,813,040.00
INTERGOVERNMENT	\$4,217,327.00	\$404,034.00
OTHER EXPENSES	\$8,800.00	\$8,800.00
DEBT SERVICE	\$3,923,638.00	\$2,244,968.00
	\$73,680,793.00	\$35,735,199.00

Financial Details Summary	APS	GPS
Foundation Enrollment	1,919.00	1,157.00
Foundation Budget FY26	\$28,109,289.00	\$15,137,074.00
Required Contribution FY26	\$20,286,760.00	\$12,206,104.00
Chapter 70 Aid FY26	\$9,957,529.00	\$6,011,432.00
Foundation Budget Per Pupil FY26	\$14,648.00	\$12,983.00
Low Income Percentage	36.97%	16.30%
Grad Total District Budget FY26	\$39,842,711.00	\$20,701,237.00
Grant Allocations FY26	\$1,054,868.00	\$412,408.00
NSS Net School Spending	\$31,913,842.00	\$18,217,536.00

GRANT INFORMATION FROM DESE

		APS	GPS
Fund	Grant Name	FY26	
262	Early Childhood Special Education (ECSE) Program Federal Entitlement Grant	\$21,142	\$9,502
240	Individuals with Disabilities Education Act (IDEA) Federal Special Education Entitlement Grant	\$640,420	\$324,820
305	Title I, Part A Basic Grants to LEAs	\$310,531	\$48,999
140	Title II, Part A: Supporting Effective Instruction	\$46,849	\$19,087

180	Title III: English Language Acquisition and Academic Achievement Program for English Learners and Immigrant Children and Youth	\$13,795	\$0
309	Title IV, Part A: Student Support and Academic Enrichment	\$22,131	\$10,000
	District Total	\$1,054,868	\$412,408

		APS	GPS
Fund	Grant Name	FY25	
262	Early Childhood Special Education (ECSE) Program Federal Entitlement Grant	\$21,145	\$9,580
240	Individuals with Disabilities Education Act (IDEA) Federal Special Education Entitlement Grant	\$639,917	\$484,259
305	Title I, Part A Basic Grants to LEAs	\$315,238	\$48,233
140	Title II, Part A: Supporting Effective Instruction	\$46,963	\$18,454
180	Title III: English Language Acquisition and Academic Achievement Program for English Learners and Immigrant Children and Youth	\$0	\$0
309	Title IV, Part A: Student Support and Academic Enrichment	\$23,115	\$10,000

	District Total	\$1,046,378	\$570,526
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		APS	GPS
Fund	Grant Name	FY24	
262	Early Childhood Special Education (ECSE) Program Federal Entitlement Grant	\$21,217	\$9,561
240	Individuals with Disabilities Education Act (IDEA) Federal Special Education Entitlement Grant	\$657,340	\$340,012
305	Title I, Part A Basic Grants to LEAs	\$318,770	\$48,730
140	Title II, Part A: Supporting Effective Instruction	\$45,879	\$19,589
180	Title III: English Language Acquisition and Academic Achievement Program for English Learners and Immigrant Children and Youth	\$0	\$0
309	Title IV, Part A: Student Support and Academic Enrichment	\$24,444	\$10,000
	District Total	\$1,067,650	\$427,892

DLS FY2026 PRELIMINARY CHERRY SHEET ESTIMATES

PROGRAM	AMESBURY	GEORGETOWN
EDUCATION RECEIPTS:		

Chapter 70	9,669,679	5,837,882
School Transportation	0	0
Charter Tuition Reimbursement	495,761	11,051
Smart Growth School Reimbursement	0	0

Offset Receipts

School Choice Receiving Tuition	868,116	189,858
SUB-TOTAL, ALL EDUCATION ITEMS:	11,033,556	6,038,791

GENERAL GOVERNMENT:

Unrestricted Gen Gov't Aid	2,395,443	
Local Share of Racing Taxes	0	
Regional Public Libraries	0	
Veterans Benefits	135,181	
Exemp: VBS and Elderly	99,426	
State Owned Land	0	

Offset Receipts

Public Libraries	46,337	
SUBTOTAL, ALL GENERAL GOVERNMENT	2,676,387	0

TOTAL ESTIMATED RECEIPTS: 13,709,943 6,038,791

PROGRAM	AMESBURY	GEORGETOWN
County Assessments:		
County Tax	0	0
Suffolk County Retirement	0	0

SUB-TOTAL, COUNTY ASSESSMENTS:	0	0
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State Assessments and Chartes:

Retired Employees Health Insurance	0	0
Retired Teachers Health Insurance	1,946,475	0
Mosquito Control Projects	56,227	53,215
Air Pollution Districts	5,795	2,992
Metropolitan Area Planning Council	0	0
Old Colony Planning Council	0	0
RMV Non-Renewal Surcharge	18,440	6,360
SUB-TOTAL STATE ASSESSMENTS:	2,026,937	62,567

Transportation Authorities:

MBTA	0	1,902
Boston Metro. Transit District	0	0
Regional Transit	213,353	60,754
SUB-TOTAL, TRANSP AUTHORITIES:	213,353	62,656

Annual Charges Against Receipts

Multi-Year Repayment Program	0	0
Special Education	0	0
SUB-TOTAL, ANNUAL CHARGES	0	0

TUITION ASSESSMENTS:

School Choice Sending Tuition	510,381	224,995
Charter School Sending Tuition	1,989,403	17,270
SUBTOTAL, TUITION ASSESSMENTS	2,499,784	242,265

TOTAL ALL ESTIMATED CHARGES:	4,740,074	367,488
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Geography and Tax Base

While both municipalities are broadly middle-class North Shore communities, Amesbury has a slightly higher population and somewhat more economic and demographic diversity.

Georgetown tends to be more homogeneous and more purely residential

This can have an influence on curriculum priorities, student services needs, and community expectations of schools.

Based on the data available, Georgetown homeowners generally pay more in property taxes despite having a lower tax rate, because home values are significantly higher. This is a common pattern in Massachusetts communities. The actual tax burden experienced by the average homeowner is similar, with Georgetown paying slightly more on average.

	Amesbury	Georgetown
Tax Rate per \$1,000	15.05	13.76
	VERIFIED DLS WEBSITE	VERIFIED DLS WEBSITE
Average Home Value	\$619,200.00	\$782,727.00
Average Tax Bill	\$7,536 - \$8,278	\$8,261.00

Measure	Amesbury	Georgetown	Difference
Tax Rate per \$1,000	\$15.05	\$13.76	Amesbury +9.4%
Average Home Value	\$619,200	\$782,727	Georgetown +\$163,527 (+26.4%)

Average Tax Bill	~\$7,536–\$8,278	\$8,261	Georgetown slightly higher
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Debt Service Comparison (FY2026)

Category	Georgetown	Amesbury
Principal Payments	\$1,145,000	\$4,040,194
Interest Payments	\$546,275	\$1,819,288
Total Debt Service (Principal + Interest)	\$1,691,275	\$5,859,482
Outstanding Long-Term Debt Balance	\$13,545,000	Not shown in the debt-service report
Outstanding BAN / Short-Term Debt	Not shown	\$2,773,313

Georgetown Debt Details

The Georgetown section contains four school-project bond issues:

Original Issue	FY2026 Principal	FY2026 Interest	Remaining Balance
\$14,105,000	\$890,000	\$450,650	\$10,655,000
\$3,400,000	\$170,000	\$56,525	\$1,700,000
\$410,000	\$20,000	\$9,200	\$280,000
\$1,300,000	\$65,000	\$29,900	\$910,000
Total	\$1,145,000	\$546,275	\$13,545,000

Amesbury Debt Details

The Amesbury reports show budgeted debt-service accounts:

Long-Term Debt

- Principal: **\$4,040,194**
- Interest: **\$1,819,288**

Short-Term Debt Interest

- Additional appropriated interest: **\$112,431**
- No expenditures recorded at the report date.

Balance Sheet Liabilities (BANs)

- Amesbury Elementary School Project BAN: **\$1,523,313**
- Purchase of 5 Market Street BAN: **\$1,250,000**
- **Total BAN liabilities: \$2,773,313**

Debt Service Key Findings

- **Amesbury's FY2026 principal payments are about 3.5 times larger** than Georgetown's (\$4.04M vs. \$1.15M).
- **Amesbury's FY2026 interest expense is about 3.3 times larger** than Georgetown's (\$1.82M vs. \$0.55M).
- **Total FY2026 debt service** for Amesbury is approximately **\$5.86M**, compared with **\$1.69M** for Georgetown.
- Georgetown's reported **outstanding bonded debt balance is \$13.545M**.
- Amesbury's balance sheet shows at least **\$2.77M of BAN (Bond Anticipation Note) liabilities**, but the report does not provide a total outstanding long-term bond balance, so a complete debt-balance comparison cannot be made from this file alone.

Ratio Comparison

- Amesbury Principal vs. Georgetown Principal = **3.53×**
- Amesbury Interest vs. Georgetown Interest = **3.33×**
- Amesbury Total Debt Service vs. Georgetown Total Debt Service = **3.46×**

Conclusion: Amesbury is carrying a substantially larger annual debt-service burden than Georgetown—roughly **3.5 times greater** in both principal and interest payments during FY2026. Georgetown, however, shows a clearly identified outstanding school-project debt balance of **\$13.5 million**, while Amesbury's total long-term debt balance cannot be determined from the information provided.

In general, when considering regionalization, it's a common practice for each town to retain its own debt, but a regional agreement will define how the debt for each town will be addressed moving forward.

Salary Considerations

Salaries

Payrolls typically form the bulk of a school budget and in regionalization scenarios, contracts need to be merged and renegotiated, usually to bring one of the district's salaries and hourly wages up to that of the other. Salary tables will change, the number of steps often increases, and benefits will be adjusted. This can be cumbersome, but is not insurmountable.

This study has broken out the salary and pay analysis by category to reduce confusion.

Teachers

Using the FY26 Salary table from both districts, our analysis was to determine overall pay changes for both municipalities. Adjustments were made to recognize difference in steps and lanes, including:

- GPS has one less lane than APS, so had to copy lane GPS B+36/ MA into 2 columns
- APS - a M - masters is higher than a Bachelors, but here, the masters is not more than the B+36
- Lane 3 and 4, had to adjust some, like for lane 4, had to be same or more than lane 3 and effect higher lanes 5, 6 and 7
- CAGS for APS moved from lane 9 to lane 8
- GPS some lane numbers had to change

The end result is that, in the event of regionalization, Amesbury would pay an additional \$990,126 and Georgetown an additional \$40,698 in Teacher Salaries.

There were several assumptions that had to be made to create one salary table, so this total number could be more or less. Teachers' salaries are 42% of the total budget for both districts. In order to retain staff it will be important to consider the differences between the two districts' teacher contracts and how they can be combined if regionalized to retain staff.

AMESBURY 2025-2026 SCHOOL YEAR - TEACHER NURSE SALARY SCHEDULE

LANE	1	2	3	4	5	6	7	8	9
STEP	APS B/BSN	APS B/BSN+18	APS B/BSN+36	APS M/MSN	APS M/MSN+15	APS M/MSN+30	APS M/MSN+45	APS M/MSN+60	APS MM/CAGS
1	58,859.68	61,368.23	68,977.60	65,548.31	68,055.59	70,564.15	73,072.70	75,579.98	79,761.33
2	60,834.31	63,374.56	72,427.17	67,554.64	70,063.20	72,571.75	75,077.76	77,587.59	81,766.40
3	62,873.61	65,380.91	77,483.60	69,560.98	72,070.80	74,578.08	77,086.64	79,595.20	83,774.00
4	64,879.96	67,387.23	79,538.12	71,568.59	74,075.87	76,584.42	79,092.97	81,601.52	85,781.60
5	66,885.02	69,393.58		73,573.65	76,082.21	78,590.75	81,099.31	83,606.59	87,787.94
6	68,891.36	71,399.90		75,579.98	78,088.54	80,597.09	83,105.64	85,614.19	89,794.27
7	70,900.22	73,408.78		77,587.59	80,096.14	82,603.42	85,111.98	87,620.54	91,800.61
8	71,850.13	74,320.63		79,595.20	82,103.74	84,609.76	87,118.31	89,626.86	93,806.94
9				81,601.52	84,108.81	86,617.36	89,125.92	91,631.93	95,813.28
10				83,606.59	86,115.14	88,624.97	91,132.24	93,640.80	97,822.14
11				86,567.90	89,076.45	91,585.01	94,092.29	96,600.85	100,780.92
12				88,732.09	91,303.37	93,874.64	96,444.60	99,015.87	103,300.44
15				89,506.47	92,077.74	94,649.01	97,218.97	99,790.24	104,074.82

1. Shaded Columns/Steps for grandfathered Members only under the provisions of Article II A (2).

2 STEP 12 is for members of the bargaining unit who have completed twelve (12) years of continuous service with the Amesbury Public Schools within the bargaining unit.

3 STEP 15 is for members of the bargaining unit who have completed fifteen (15) years of continuous service with the Amesbury Public Schools within the bargaining unit.

GEORGETOWN 2025-2026 SCHOOL YEAR - TEACHER SALARY SCHEDULE

LANE	1	2	3	4	5	6	7	8
STEP	GPS B	GPS B+18	GPS B+36/ MA	GPS M+15	GPS MM/ M+30	GPS M+45	GPS CAGS / ED.S.M +60	GPS PHD/ M+90
1	61,917	63,474	66,119	67,130	68,172	69,849	70,721	72,421
2	64,351	65,925	68,866	69,917	70,958	72,635	73,508	75,208
3	66,778	68,352	71,643	72,689	73,746	75,424	76,295	77,997
4	69,229	70,787	74,429	75,476	76,518	78,195	79,068	80,769
5	71,643	73,209	77,214	78,265	79,303	80,979	81,850	83,553
6	74,089	75,646	79,998	81,043	82,084	83,763	84,634	86,335
7	77,595	79,163	83,131	84,175	85,186	86,864	87,735	89,438
8	84,815	86,528	88,704	89,768	90,849	92,525	93,396	95,097
9	87,315	89,028	95,174	96,314	97,468	99,146	100,017	101,720
10			97,674	98,814	99,968	101,646	102,517	104,220

(1) Teachers employed prior to September 1, 1993 who are placed on Scale 7 based upon Bachelors' degrees plus 36 credits will be eligible, effective September 1, 2003, for placement on Scale 8 if they have achieved Bachelors plus 54 credits and Scale 9 if they have achieved Bachelors plus 72 credits. Any credits earned after September 1, 2003 by teachers on Scale 7 without a Masters Degree for placement on Scales 8 and 9 must be graduate credits approved in advance by the Superintendent. The computation of credits beyond the Bachelors Degree will be based upon credits on file in the Superintendent's office on or before September 1, 2003.

(2) A unit member holding an earned Doctorate shall receive an additional salary in the amount of fifteen hundred dollars (\$1500) as part of their yearly compensation package as reported to the Massachusetts Teachers Retirement System.

(3) A unit member holding a valid National Teacher Board Certificate shall receive an additional salary in the amount of three thousand dollars (\$3000) as part of their yearly compensation package as reported to the Massachusetts Teachers Retirement System. Should the State reinstitute a compensation program for National Board Certification, the unit member shall have the option to select either the compensation program under this section of the Agreement or that of the State of Massachusetts.

HIGHER OF THE TWO DISTRICTS SALARY TABLE									
LANE	1	2	3	4	5	6	7	8	9
STEP	. RATE B/BSN	. RATE B/BSN+18	. RATE LANE 3 b/bsn+36 and MA	. RATE M/msn b+36 & ma	. RATE M/MSN+15	. RATE M/MSN+30	. RATE M/MSN+45	. RATE m/msn+60 cags ed.s.	. RATE mm phd m+90
1	61,917.00	63,474.00	68,977.60	68,977.60	68,977.60	70,564.15	73,072.70	75,579.98	79,761.33
2	64,351.00	65,925.00	72,427.17	72,427.17	72,427.17	72,571.75	75,077.76	77,587.59	81,766.40
3	66,778.00	68,352.00	77,483.60	77,483.60	77,483.60	77,483.60	77,483.60	79,595.20	83,774.00
4	69,229.00	70,787.00	79,538.12	79,538.12	79,538.12	79,538.12	79,538.12	81,601.52	85,781.60
5	71,643.00	73,209.00	77,214.00	77,214.00	78,265.00	79,303.00	81,099.31	83,606.59	87,787.94
6	74,089.00	75,646.00	79,998.00	79,998.00	81,043.00	82,084.00	83,763.00	85,614.19	89,794.27
7	77,595.00	79,163.00	83,131.00	83,131.00	84,175.00	85,186.00	86,864.00	87,735.00	91,800.61
8	84,815.00	86,528.00	88,704.00	88,704.00	89,768.00	90,849.00	92,525.00	93,396.00	95,097.00
9	87,315.00	89,028.00	95,174.00	95,174.00	96,314.00	97,468.00	99,146.00	100,017.00	101,720.00
10			97,674.00	97,674.00	98,814.00	99,968.00	101,646.00	102,517.00	104,220.00
11				97,674.00	97,674.00	97,674.00	97,674.00	97,674.00	100,780.92
12				97,674.00	97,674.00	97,674.00	97,674.00	97,674.00	103,300.44
15				97,674.00	97,674.00	97,674.00	97,674.00	99,790.24	104,074.82

Notes:

- When looking at staff individually, the salary of FY26 was compared to what it would be if changed to one salary table. This is a general comparison to give a general idea / estimate of the financial impact as one district pays higher than the other.
- Changes were made on the assumption that later there would be decisions between the districts and unions. For now, the salary is from the tables that were larger. When looking at individual teachers, in some cases, for example, someone that was in lane 8 had to be moved to lane 9 in the new table to ensure they would not make less than they are already making.

Budget information provided by the districts.

	# teachers looked at	FY26 Rate before new table	FY26 Rate after new table	difference
Amesbury	194	\$17,214,321.34	\$18,204,441.59	\$990,120.25
Georgetown	115	\$10,448,591.00	\$10,489,289.19	\$40,698.19

Paraprofessionals Salary Information

It is important to review salary tables between the two districts when considering regionalization. Typically overtime, they would combine to one contract and one salary table.

Paraprofessional salary tables are critical to regionalization in Massachusetts to avoid severe retention crises. When merging districts, varying pay scales must be

harmonized. Bringing all staff up to the highest prevailing wage is necessary to prevent widespread resignations in underpaid member towns.

- Wage Harmonization Costs: Merging districts must align their salary scales. If one district pays \$21 per hour and the other pays \$23 per hour, harmonizing wages to the higher standard can cause a spike in the operating budget.
- Impact of "Step" Systems: Paraprofessional pay in Massachusetts is largely governed by step increases (longevity) and educational credits . A merged table must accommodate the varying seniority levels of staff coming from different legacy districts, which directly dictates long-term budget forecasting.
- Turnover and Shortage Risks: Paraprofessionals are already in high demand and short supply across the state. If negotiations force a lower wage standard or fail to offer competitive step increases, highly trained staff will simply leave for neighboring, non-merged districts, severely impacting special education services.

The Salary information is from the following two contracts:

- Amesbury School Committee and the American Federation of Teachers (AFT) AFT MA AFT Amesbury AFL-CIO - Paraprofessionals and Tutors Unit September 1,2023 to August 31,2026
- Georgetown Public Schools - Georgetown, MA, July 1, 2025 to June 30, 2028 - Contract Agreement between Georgetown Education Support Association and Georgetown School Committee
- Information from the FY26 - 2025-2026 SY salary tables was used

Amesbury and Georgetown each have their own salary tables for Paraprofessional staff.

Amesbury has 3 lanes in their salary table:

- Lane 1: High School Diploma or GED
- Lane 2: 2 year degree or ParaPro Exam
 - In Massachusetts, the ParaPro exam is a formal, state-endorsed assessment for prospective and practicing paraprofessionals (teacher's aides). It measures foundational skills in reading, writing, and mathematics, as well as your ability to apply these skills in a classroom setting
- Lane 3 4 year degree

In Georgetown they have 2 lanes in their salary table:

- Paraprofessionals
- Instructional Paraprofessionals
 - The contract does not specifically say what requirements are required to be an Instructional Paraprofessional vs Lane 1. The contract does state in Article 14, "Professional Development and Reimbursement," , that these individuals work

with special education students. Additionally, an instructional paraprofessional will participate in professional development that better aligns with the needs of the students they are assigned to.

If it is decided to regionalize, negotiations would take place to combine to one paraprofessional salary table. In that process, it makes sense to attempt to compare the two tables in place now. In doing so, I compared them as follows:

It makes sense that the Amesbury High School Diploma or GED (lane 1) would match with the Georgetown Paraprofessional (lane 1). While Georgetown doesn't specify a high school diploma or GED, it is likely a requirement. Amesbury has a lane for 2 year degree or Parapro Exam, which I compared to Georgetown Lane 2, Instructional. While Georgetown does not specify the requirements to be an Instructional Paraprofessional, they do expect more from them than the Paraprofessional Lane 1. And Amesbury has a 3rd lane, 4 year degree, Georgetown does not have a 3rd lane. During negotiations, it is expected that at least the 3 lanes would offer the most availability for furtherment in the position.

The two districts also have different step setup in their tables. Steps show when a person would move to the next rate in the table, for that lane. Amesbury has 6 steps as follows, step 1-3 then it skips to step 5, then 7 and then 10. Meaning that after step 3, they would not get an increase from step 3 to step 5 until they have completed 5 years of service. Same for step 7 and 10. Georgetown also has 6 steps, but configured differently. They have steps 1 through 4, then they don't get an increase till year 11 and then again at year 16.

Below are three tables:

- Compare Amesbury High School Diploma or GED to Georgetown Para
- Compare Amesbury 2 year degree to ParaPro Exam to Georgetown Instructional Paraprofessional
- The last table is Amesbury 4 year degree. Georgetown has 2 lanes so there is no comparison here. It is reasonable to assume that if regionalized, there would be 3 lanes on the salary table.

Amesbury High School Diploma - Georgetown Para

APS Steps	APS High School Diploma or GED	GPS Steps	GPS Para 184 days	Difference
1	\$21.97	1st year	\$23.14	GPS ↑ \$ 1.17
2	\$22.70	2nd year	\$24.52	GPS ↑ \$ 1.82
3	\$23.47	3rd year	\$26.00	GPS ↑ \$ 2.53
4	\$23.47	4th year	\$28.68	GPS ↑ \$ 5.21

5	\$23.93	5	\$28.68	GPS ↑ \$ 4.75
6	\$23.93	6	\$28.68	GPS ↑ \$ 4.75
7	\$24.53	7	\$28.68	GPS ↑ \$ 4.15
8	\$24.53	8	\$28.68	GPS ↑ \$ 4.15
9	\$24.53	9	\$28.68	GPS ↑ \$ 4.15
10	\$25.14	10	\$28.68	GPS ↑ \$ 3.54
11	\$25.14	11	\$30.11	GPS ↑ \$ 4.97
12	\$25.14	12	\$30.11	GPS ↑ \$ 4.97
13	\$25.14	13	\$30.11	GPS ↑ \$ 4.97
14	\$25.14	14	\$30.11	GPS ↑ \$ 4.97
15	\$25.14	15	\$30.11	GPS ↑ \$ 4.97
16	\$25.14	16th year	\$32.52	GPS ↑ \$ 7.38
AVERAGE	\$24.32		\$28.59	GPS ↑ \$ 4.37

Amesbury 2 yr degree or Para Pro Exam - Georgetown Instructional

Step	APS 2 Yr Degree or ParaPro Exam	Steps	GPS Instructional Para 184 days	
1	\$27.31	1st year	\$26.30	APS ↑ \$ 1.01
2	\$29.73	2nd year	\$27.91	APS ↑ \$ 1.82
3	\$30.60	3rd year	\$29.78	APS ↑ \$ 0.82
4	\$30.60	4th year	\$32.00	GPS ↑ \$ 1.40
5	\$31.39	5	\$32.00	GPS ↑ \$ 0.61
6	\$31.39	6	\$32.00	GPS ↑ \$ 0.61
7	\$32.17	7	\$32.00	APS ↑ \$ 0.17
8	\$32.17	8	\$32.00	APS ↑ \$ 0.17
9	\$32.17	9	\$32.00	APS ↑ \$ 0.17
10	\$32.97	10	\$32.00	APS ↑ \$ 0.97
11	\$32.97	11th year	\$33.60	GPS ↑ \$ 0.63
12	\$32.97	12	\$33.60	GPS ↑ \$ 0.63
13	\$32.97	13	\$33.60	GPS ↑ \$ 0.63
14	\$32.97	14	\$33.60	GPS ↑ \$ 0.63

15	\$32.97	15	\$33.60	GPS ☐ \$ 0.63
16	\$32.97	16th year	\$36.29	GPS ☐ \$ 3.32
AVERAGE	\$31.77		\$32.02	GPS ☐ \$ 0.25

Amesbury 3rd lane, 4 year degree

Step	APS Four (4) Year Degree
1	\$29.55
2	\$31.34
3	\$32.28
5	\$33.11
7	\$33.94
10	\$34.79

Amesbury notes with Salary Table

1. Bargaining Unit Members who have worked at least 91 days (one-half of the school year) the prior school year will move up a step the following September.
2. An employee who possesses only a High School Diploma or equivalent shall qualify for the hourly rate of pay specified in the "High School Diploma or GED" column.
3. An employee who possesses a minimum of 2-Year Degree or an employee who has passed the ParaPro Exam shall qualify for the hourly rate of pay specified in the "2-Year Degree in Education or ParaPro Exam" column.
4. An employee who possesses a minimum of a 4-Year Degree shall qualify for the hourly rate of pay specified in the "4-Year Degree" column.
5. Members of the bargaining unit advance to Step 5 **upon completion of five (5) years** of continuous service with the Amesbury Public Schools in the bargaining unit

Georgetown notes with Salary Table

- Employees who are hired during the school year and do not work more than half of the school year will be remain on their hiring step in the next school year.
- 11th year step increase will occur after the employee completes 10 full years of district permanent service within the bargaining unit.
- 16th year step increase will occur after the employee completes 15 full years of district permanent service within the bargaining unit.

COMPARISON PARA

- Amesbury has 3 lanes and Georgetown has 2 lanes
- Amesbury Steps are 1 - 3 then the next step is at the completion of 5 years, start of year 6. And it continues to go on to year 8 and year 11.
- Georgetown has steps for the first 4 years and then the next step is at year 11 and then year 16.
- For the first lane, Amesbury High School Diploma/GED to Georgetown Para, Georgetown pays a higher rate, running from \$1.17 to \$4.97 at the 11th year.
- For the lane Amesbury 2 year degree or para proexam to Georgetown Instructional Para, Amesbury pays more running from \$0.63 to \$1.82
- For the most part, the differences are small until you get till the 11th year for the first lane.

The Average Salary for *Amesbury High School Diploma - Georgetown Para* is \$24.32 and \$28.59 respectively. For this lane, Georgetown pays an average of \$4.37 more than Amesbury. Although when looking at the staff, it is possible it could change. Based on what lane and step the staff is currently on. For example, 57.89% of the Amesbury Paraprofessional staff are on Lane 3, 4 year degree, and Georgetown does not have a comparable lane. And when looking at the Average Salary for *Amesbury 2 yr degree or Para Pro Exam - Georgetown Instructional* \$31.77 and \$32.02 respectively, the difference is much smaller. \$ 0.25.

Using the higher of the two salaries from the combined salary table, I looked at what the FY26 Salary for the year would be if they had combined. This is an estimate and shows that Amesbury would incur an increase of around \$9,596 and Georgetown would incur an increase of around \$48,091. As mentioned, it is important to retain staff to harmonize the rates to the higher of the two for each district.

Salary if combined to one table, using the higher rate per lane and step

	# of Paras looked at	FY26 Rate before new table	FY26 Rate after new table	difference
Amesbury	76	\$2,901,624.00	\$2,911,210.76	\$9,586.76
Georgetown	38	\$1,271,737.00	\$1,319,828.32	\$48,091.32
				\$57,678.08

AVERAGE Salary if combined to one table, using the higher rate per lane and step

	FY26 Rate before new table	FY26 Rate after new table
Amesbury	\$38,179.26	\$38,305.40
Georgetown	\$33,466.76	\$34,732.32
AVERAGE	\$4,712.50	\$3,573.08

If regionalized, it will be important to harmonize the salary tables to one for the paraprofessionals to retain staff. Even if each town has their own elementary schools, and combine middle or high school, it is important that all the staff are on the same salary table to keep retention in both districts.

Maintenance Salary Information

APS Salaries are generally higher than GPS across most roles and steps. The differences widen with experience (steps), except in licensed positions where gaps remain relatively small.

APS Salary Table

Effective 7/1/2025	APS	APS	APS
Step	MPFT Yearly	Skilled Craftsmen Yearly	Electrician /Plumber Yearly
1	54,872.64	58,171.68	66,106.08
2	57,628.80	60,990.48	68,987.52
3	61,596.00	63,788.40	71,910.72
4	63,141.12	65,375.28	73,727.28
5	64,728.00	67,003.92	75,564.72
6	66,335.76	68,674.32	77,443.92

GPS Salary Table

Effective 7/1/2025	GPS	GPS	GPS	GPS
Step	Custodians	PB&MHS HEAD CUSTODIANS	LICENSED MAINTENANCE	UNLICENSED MAINTENANCE

1	54,200.46	57,356.72	66,983.10	56,767.93
2	55,581.84	58,738.11	68,364.46	58,149.29
3	56,971.38	60,187.26	69,978.10	59,603.01
4	58,395.67	61,672.64	71,632.08	61,093.08

The salary information was provided by the district by reviewing the union contracts:

- American Federation of Teachers (AFT) Massachusetts AFT Amesbury Local 1033 AFL-Facilities and Maintenance Unit July 1, 2023-June 30, 2026
- Georgetown School Department and American Federation of State County and Municipal Employees AFL-CIO MASS. PUBLIC COUNCIL 93, Local 939 July 1, 2024 - June 30, 2026

The following information was used to calculate Amesbury from hourly to yearly to match Georgetown yearly salaries.

- 8 hour work day
- 5 days a week
- paid for 261 days a year.

In order to match lanes, to compare salary information between the two districts, the following assumption was used

- APS MPFT = GPS Custodian
- APS Skilled Craftsmen = GPS Unlicensed Maintenance
- APS Electrician/Plumber = GPS Licensed Maintenance
- Left off GPS Head Custodians to match APS to GPS as APS only has 3 lanes compared to GPS 4 lanes
- Removed steps 5 and 6 from APS as GPS only has 4 steps

COMPARISON MAINTENANCE

The following tables to compare Amesbury and Georgetown are:

- Amesbury MPFT and Georgetown Custodians
- Amesbury Skilled Craftsmen and Georgetown Unlicensed Maintenance
- Amesbury Electrician Plumber and Georgetown Licensed Maintenance

	APS	GPS		
Step	APS MPFT Yearly	GPS Custodians	DIFFERENCE \$ APS-GPS	DIFFERENCE %
1	\$ 54,872.64	\$ 54,200.46	\$ 672.18	1.24%
2	\$ 57,628.80	\$ 55,581.84	\$ 2,046.96	3.68%
3	\$ 61,596.00	\$ 56,971.38	\$ 4,624.62	8.12%
4	\$ 63,141.12	\$ 58,395.67	\$ 4,745.45	8.13%

	APS	GPS		
Step	Skilled Craftsmen	UNLICENSED MAINTENANCE	DIFFERENCE \$	DIFFERENCE %
1	\$ 58,171.68	\$ 56,767.93	\$ 1,403.75	2.47%
2	\$ 60,990.48	\$ 58,149.29	\$ 2,841.19	4.89%
3	\$ 63,788.40	\$ 59,603.01	\$ 4,185.39	7.02%
4	\$ 65,375.28	\$ 61,093.08	\$ 4,282.20	7.01%

	APS	GPS		
Step	Electrician /Plumber Yearly	LICENSED MAINTENANCE	DIFFERENCE \$	DIFFERENCE %
1	\$ 66,106.08	\$ 66,983.10	\$ (877.02)	-1.31%
2	\$ 68,987.52	\$ 68,364.46	\$ 623.06	0.91%
3	\$ 71,910.72	\$ 69,978.10	\$ 1,932.62	2.76%
4	\$ 73,727.28	\$ 71,632.08	\$ 2,095.20	2.92%

Secretary Salary Information

Information for Secretary information is from:

- Amesbury Public Schools Secretary Agreement 7/1/23-6/30/24
- Georgetown Public Schools July 1, 2025 - June 30, 2028 Contract Agreement between Georgetown Education Support Association and Georgetown School Committee

AMESBURY			GEORGETOWN				
step	RATE FY26 191 days	RATE FY26 260 days	Year	School Yr 189 days	Full Year Employee	Difference APS191 days vs GPS 189 days	Difference Full year
1	na	na	1st	\$21.87	\$25.38		
2	\$24.40	\$24.40	2nd	\$22.40	\$26.48	APS + \$ 2.00	GPS+ \$ 2.08
3	\$25.50	\$25.50	3rd	\$23.04	\$27.15	APS + \$ 2.46	GPS+ \$ 1.65
4	\$26.59	\$26.59	4th	\$24.84	\$29.45	APS + \$ 1.75	GPS+ \$ 2.86
5	\$27.90	\$27.90	4th	\$24.84	\$29.45	APS + \$ 3.06	GPS+ \$ 1.55
6	\$28.45	\$28.45	4th	\$24.84	\$29.45	APS + \$ 3.61	GPS+ \$ 1.00

7	\$29.31	\$29.31	4th	\$24.84	\$29.45	APS + \$ 4.47	GPS+ \$ 0.14
8	\$30.04	\$30.04	4th	\$24.84	\$29.45	APS + \$ 5.20	APS + \$ 0.59
8	\$30.04	\$30.04	11th	\$26.08	\$30.92	APS + \$ 3.96	GPS+ \$ 0.88
8	\$30.04	\$30.04	16th	\$27.38	\$32.47	APS + \$ 2.66	GPS+ \$ 2.43

Conclusions:

- Amesbury does not have step 1, it starts at step 2.
- Amesbury has 8 lanes consecutively, meaning each year the person would move up a step.
- Georgetown has 6 steps, and once someone hits the 4th step, they wait till they have finished their 10th year before they move up to step 11. Same for step 16, move up after finishing 15 years.
- Amesbury pays the same for staff that work school year (APS 191 days GPS 189 days) and full year. Georgetown has 2 lanes, one for 189 days and one for full-year.
- Interestingly, Amesbury pays school-year secretaries more and Georgetown pays full year staff more.
- The amounts range from \$0.14 - 5.20
- The two largest differences are for step 7 & 8 for Amesbury, and since Georgetown doesn't move a step till 11th year, Amesbury pays \$4.47 and \$5.20 more respectively for steps 7 and 8 than Georgetown.

Cafeteria Salary Information

Cafeteria workers were not compared as Amesbury outsources their food services with Cartwell.

Benefits and Teaching load for Teachers / Nurses

This section compares the following:

- Assignment / Hours / Teaching load for teachers
- Health Insurance
- Retirement Incentives
- Sick Buy Back
- Service Credits
- Longevity/Service Credits

This list is not meant to be inclusive of all topics/benefits.

The information is from the following two contracts:

- Contract between the Amesbury School Committee and the American Federation of Teachers (AFT) AFT MA, AFT Amesbury Local 1033, AFL-CIO, Teachers and Nurses Unit, September 1, 2023 - August 31, 2026.
- Agreement between Georgetown, MA Education Association and Georgetown, MA School Committee September 1, 2024 - August 31, 2027

Assignment / Hours / Teaching load for teachers

Amesbury

work year	185	days
workshops /pd	3	days
work day	7	hours
meetings	1	per week
open house	2	a year
lunch period	30	a day

Georgetown

Georgetown works 184 days of the school year. They are to have At least 1 staff department/grade level meeting per week and up to 3 open house/evening activities a year.

Start Time

will begin five (5) minutes before the official starting time for students.

The starting and dismissal times for students shall be as follows:

Penn Brook Elementary School 8:40 a.m. - 2:45 p.m.

Middle/Senior High School 7:30 a.m. - 2:15 p.m.

Pre-K 9:00 a.m. – 3:00 p.m.

End time

Middle and high school permitted to leave ten (10) minutes after closing of the student school day.

Duty

At the Perley Elementary School teachers will be on duty an average of five (5) minutes before or after the school day.

Penn Brook School members shall have a 40 minute duty free lunch and no AM duties.

At the end of the Penn Brook school day, teachers will have the following responsibilities and duties:

1 day: Participate in common planning time collaboratively guided by educators and administration from 2:45 until 3:45 on consistent days throughout the school year.

1 day: be permitted to leave once students are dismissed from their classroom.

1 day: 30 minute Supervise students during the dismissal process.

1 day: 30 minute prep (in addition to daily prep)

Friday: be permitted to leave once students under their care have departed.

On a week when a staff meeting occurs, teachers will not be required to stay past 3:15 on any day other than the staff meeting day.

All GEA members at the Middle High school will have an assigned bathroom duty (sitting in front of an assigned bathroom) instead of conducting sweeps.

Teachers will have a duty-free lunch period of at least thirty (30) minutes per

One (1) duty period or common planning time that is collaboratively guided with educators and administrators.

If the districts decide to regionalize, or take further steps, they would want to do a deeper dive into the differences between work schedules for the teachers.

Health Insurance

Districts provide health insurance for the staff. Typically the district/town pays a portion and the employee pays a portion. Currently they both offer Life Insurance and

Amesbury offers Flexible spending while Georgetown does not. Amesbury is 75% district - 25% employee and Georgetown is 65% district - 35% Employee. The % information was provided by the district via email and the rates were provided by the district.

HMO Blue New England - MONTHLY - per person

	Amesbury	Georgetown	Monthly Difference	Annual Difference
Family	\$740.70	\$1,176.14	-\$435.44	-\$5,225.28
2 Person	\$509.48	\$1,176.14	-\$666.66	-\$7,999.92
Individual	\$278.30	\$474.96	-\$196.66	-\$2,359.92

PPO Option Match HMO - MONTHLY - per person

	Amesbury	Georgetown	Monthly Difference	Annual Difference
Family	1322.18	\$1,627.94	-\$305.76	-\$3,669.12
2 Person	not used so not rate avail			
Individual	496.76	\$657.44	-\$160.68	-\$1,928.16

Georgetown staff pay more for health insurance than Amesbury. Which is also reflective in the % difference between employer/employee. Amesbury is 75% district - 25% employee while Georgetown is 65% district - 35% employee, Georgetown staff pay a higher %, 35% while Amesbury staff pay a less % of 25%. I do not have total cost for Amesbury (Employer/employee) so unable to compare the total cost difference. While they seem to have the same Health Ins policy types HMO and PPO with Blue Cross, there can still be differences within the plans that would reflect different cost.

Georgetown does not have a 2 person option. For comparison purposes, the family number was used. Georgetown numbers are straight from the information provided. Amesbury's rate sheet was provided, but the information on it does not match what is actually taken out of pay for that time period. For Amesbury, I a Rates Sheet was created using information from the files shared by Amesbury.

Retirement incentives

Districts often provide incentives for teachers to give a decent time period of notice for retirement, allowing the district to plan ahead. These incentives can be large amounts of money, so it will be important if the districts regionalize to negotiate and determine the retirement incentives for the districts. To retain staff, they will need to go with the better of the two. Below are the Retirement Incentives found in the union contracts.

AMESBURY

In Amesbury, they must work for the district continuously for 10 years and submit the resignation prior to December 15 proceeding the first school year of which the retirement sequence begins. Longevity increment will be added to employee's current step of the salary schedule:

four year	\$1,200.00
three year	\$1,000.00
two year	\$850.00
one year	\$600.00

GEORGETOWN

Early retirement incentive is offered under the following conditions:

- Hired on or before October 1, 2024 and is on the maximum step with 15 years of service in the Georgetown Public Schools, under the age of 60, shall be eligible to apply at the beginning of the school year
- A maximum of one member per year will be entitled to retire pursuant to the provisions of this article and the conclusion of any given school year. If more than 2 members apply, the one with the greatest seniority will be awarded the early retirement incentive.
- Must file a written application with the Superintendent by December 1 of the school year in which they intend to retire.

The incentive is an additional 30% of their base salary for their final year of teaching. This incentive is incentivizing those that have been employed longer and are older, and most likely on the higher end of the pay scale. Negotiating this benefit won't be as simple as taking the better of the two as one of them only allows for one person to receive the benefit per year. It may be a situation where the incentives from both districts are included, or a version thereof. It will be important to consider the additional cost to the budget this may incur.

SICK BUY BACK

AMESBURY

Teachers that wish to retire and take advantage of the Sick Buy Back program, can do so if they have been in Amesbury for 20 years, or 30 total teaching years, with the last 15 consecutive in Amesbury. They must notify the Superintendent by December 15 in the calendar year prior to the school year in which they intend to retire. The employee will receive a lump sum payment in the amount of \$75% of the current teacher or nurse substitute pay per day for each sick leave day surrendered. Capped at \$10,000.

Georgetown

For teachers that have taught for 15 continuous years in Georgetown, may receive the benefit. Eligible teachers must notify the Superintendent by November 1 of the school year in which they intend to retire. At the conclusion of the final year of teaching, all accumulated sick leave shall be wiped off the book and in lieu thereof, the individual will receive \$30.00 per day for each sick leave day surrendered.

Comparison of Sick Buyback

Amesbury Actual in FY24 was \$90,172, FY25 approved budget was \$55,091 and FY26 Draft Budget was \$49,904.00. In FY24 Georgetown expended \$50,107, the budget for FY25 was \$32,346 and FY26 proposed override budget was \$65,000.

LONGEVITY/SERVICE CREDITS

Longevity stipends are typically included in teacher contracts to reward loyalty and retain veteran educators. Amesbury refers to the incentive as Service Credits and Georgetown refers to them as Longevity. Amesbury has higher amounts until the 26th year.. At that point Amesbury maxes out at \$2,750 and Georgetown continues with \$3,000 for years 36-30, \$3,600 for years 31-35 and then stopping at year 36+ at \$4,200. If regionalized, it should be considered to use the longevity schedule from Georgetown in order to retain and veteran educators.

AMESBURY SERVICE CREDITS

YEARS ANNUAL AMOUNT

10-14	\$1,750.00
15-19	\$2,250.00
20+	\$2,500.00
25+	\$2,750.00

GEORGETOWN LONGEVITY

YEARS ANNUAL AMOUNT

11-15	\$1,200.00
16-20	\$1,800.00

21-25	\$2,400.00
26-30	\$3,000.00
31-35	\$3,600.00
36+	\$4,200.00

Part-time employees will be paid on a pro-rata basis, depending upon the percent of full-time employment for their particular position.

Part time teachers who have previously taught full time for ten (10) years or more in the district shall be compensated at the same rate as full time teachers.

The above payments will be paid in a lump sum to employees in the first payroll period annually in December.

Central Office Consolidation

Central Office

When researching the possibility of regionalization, it is critical to look at the Central Office Structure for each district to determine what (if any) cost savings might occur in merging the central offices. Combining administrative functions—like accounts payable, payroll, and human resources can be a cumulative source of cost savings.

Summary of Structure

For the most part, Georgetown pays more than Amesbury per position. There can be many factors for this, budget constraints as well as size of student/teacher population.

When regionalizing, districts will look to see if by merging the two Central Offices, can there be cost savings. In this case there can be. More information would be needed to determine a more concrete number, but based on the following assumptions:

- Only one Superintendent would be needed for the regionalized district. Since the districts are not in close proximity, a second Assistant Superintendent would be needed for the second district. It is possible that a Finance Managers may also have their Superintendents license, and could be an Assistant Superintendent/Director of Finance.
- A position of Treasurer would need to be created. They are needed to oversee financial operations in addition to the Business Manager/Director of Finance.
- Potential of only one AR/AP position and one Payroll Manager/Coordinator. Review of the Business Office Operations would have to be reviewed to determine what is possible.
- Add a Financial Analyst to pick up work from going to one less position for the Director, AP and Payroll departments in the Business office.
- Potential for minus one Director of Student Services and create a second Assistant to Student Services.
-

These are only possibilities, a further review of the office and the quantity of work would be needed.

In regionalizing, there may be a potential savings of \$357,172 by combining and eliminating positions in the Central Office.

APS CENTRAL OFFICE	Amesbury FY26 Salary	GPS CENTRAL OFFICE	Georgetown FY26 Salary	Difference
Superintendent	\$205,513	Superintendent	\$206,015	GPS + \$502.
N/A	\$0	Early Childhood Coordinator	\$102,500	<i>No equivalent position at APS</i>

N/A	\$0	Director of Innovative Learning and Student Support	\$130,000	No equivalent position at APS
Facilities Director	\$111,936	Director of Operations	\$145,884	GPS +\$33,948.
N/A	\$0	Assistant Operations Director	\$75,000	No equivalent position at APS
Dir. of Teaching, Learning, & Equity	\$150,000	Director of Curriculum	\$149,714	APS + \$286.
Dir. of Student Services	\$150,000	Director of Student Services	\$155,000	GPS + \$5,000.
Asst. Dir. of Student Services	\$117,266	Asst. Special Education Director (0.6 FTE)	\$72,000	APS + \$45,266.
Dir. of Finance & Operations	\$151,928	Director of Finance with HR Stipend	\$168,100	GPS + \$16,172
Exec. Asst. to the Superintendent	\$68,646	Executive Secretary	\$82,883	GPS + \$14,237.
AP/AR Coordinator	\$65,891	Accounting/Purchasing Coordinator	\$85,000	GPS + \$19,109.
Payroll Manager	\$72,732	Payroll Coordinator	\$75,000	GPS + \$2,268.
Non-Instructional Building Tech	\$83,152	Senior Technology Specialist	\$94,556	GPS + \$11,404.

Position	Savings	Cost
Minus one superintendent	-\$205,513.00	
Add one assistant superintendent		\$160,000.00
add Treasurer		\$95,000.00
Minus one AP/AR Coordinator	-\$65,000.00	

Minus one Payroll Manager	-\$72,000.00	
Minus One Director of Finance & Operations	-\$151,925.00	
Potential to add Financial Analyst		\$75,000.00
Minus one Director of Student Services	-\$150,000.00	
Add one Assistant to Student Services		\$117,266.00
	-\$644,438.00	\$447,266.00
TOTAL possible savings	-\$197,172.00	

Treasurer salary from <https://www.mma.org/listing/treasurer-collector-270/>

School Committee Structure

In addition to central office considerations, it is necessary to look at the structure of the school committees for each district. If regionalization occurs, the structure, student population, and other obligations will determine how many members each town receives. It is vital to ensure smaller towns have guaranteed representation while preventing larger municipalities from unilaterally dominating the board. One possibility is weighted voting which can ensure every resident's vote carries a proportional weight on critical decisions. This may be necessary in a regionalization of only the high school and middle school, where the elementary schools remain under the purview of the municipalities.

Amesbury currently has 7 members on the school committee including the Mayor, Georgetown has 5 members. Neither district pays their school committee members. Amesbury meets two times a month and members serve for four years. Georgetown meets twice a month and serves for three years.

Academics and Student Opportunities

Academics and Opportunities

When considered regionalization, one of the more practical data sets to look at are around academics, as this is a direct measure of each school district's students' performance. Because academic performance comparisons are the result of factors beyond the immediate teaching in the classroom, raw MCAS scores or achievement comparisons between districts can be misleading without looking at demographic context.

Districts with higher poverty, higher disability rates, and higher English learner populations typically face greater instructional challenges and may require additional supports to achieve similar outcomes.

This does not necessarily reflect weaker teaching or administration.

Below, this study compares the districts' student populations.

SELECTED POPULATIONS COMPARISON (2025–26)

Amesbury Public Schools vs. Georgetown Public Schools vs. Massachusetts

SELECTED POPULATION 	AMESBURY % OF DISTRICT	GEORGETOWN % OF DISTRICT	MASSACHUSETTS % OF STATE	DIFFERENCE (Amesbury vs. Georgetown)
 High Needs	 46.6%	 27.5%	 55.4%	+19.1 percentage points
 English Learners	 5.5%	 2.1%	 13.4%	+3.4 percentage points
 First Language Not English	 9.2%	 5.4%	 27.3%	+3.8 percentage points
 Low Income	 32.8%	 13.7%	 41.1%	+19.1 percentage points
 Students with Disabilities	 23.0%	 16.0%	 21.1%	+7.0 percentage points



WHERE AMESBURY IS HIGHER THAN GEORGETOWN

- High Needs: +19.1 pts
- English Learners: +3.4 pts
- First Language Not English: +3.8 pts
- Low Income: +19.1 pts
- Students with Disabilities: +7.0 pts



KEY TAKEAWAYS

- Amesbury exceeds Georgetown in all five selected populations.
- Amesbury is above the state average in High Needs, Low Income, and Students with Disabilities.
- Georgetown is below the state average in all five categories.



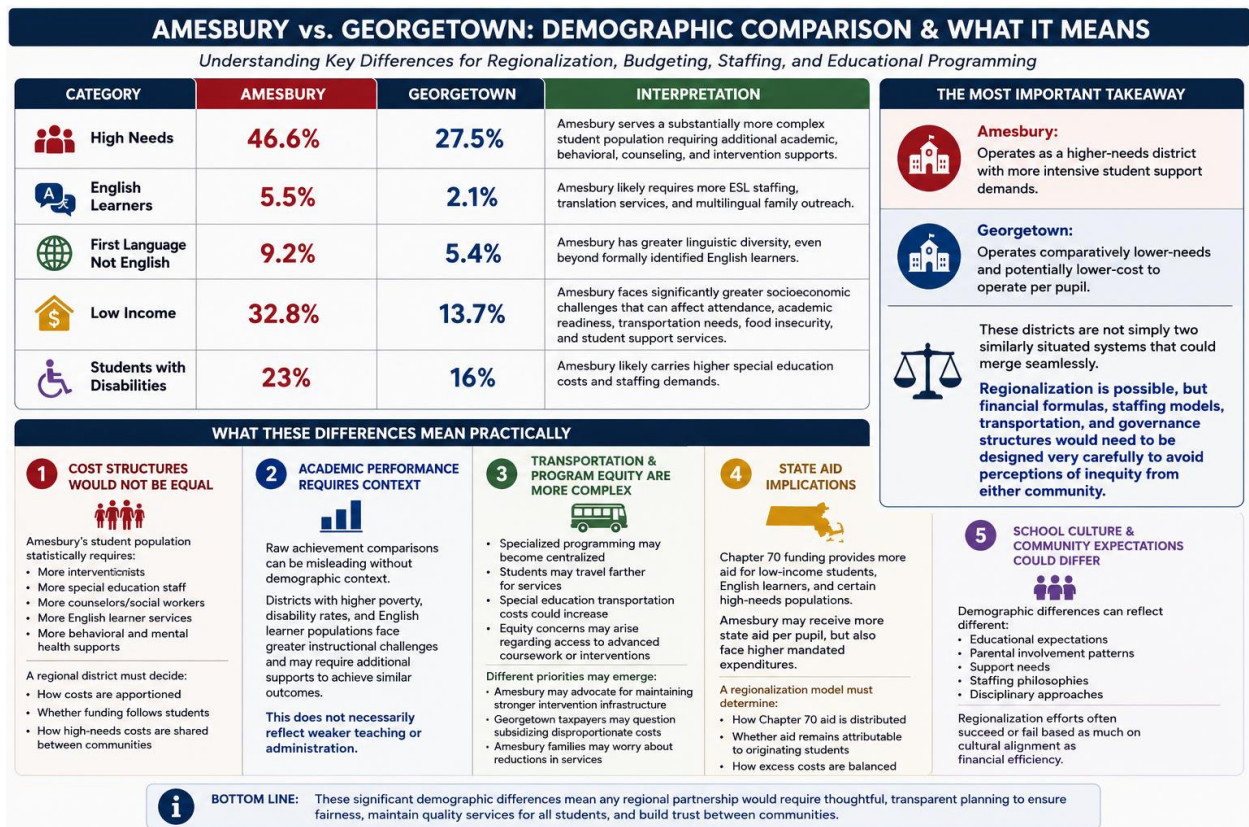
STUDENTS WITH DISABILITIES



Amesbury is 7.0 percentage points higher than Georgetown and above the state average.

Source: Massachusetts DESE Selected Populations (2025–26)

Note: Percentages may not add to 100 due to rounding.



But what does this mean in the context of possible regionalization, budgeting, staffing, and educational programming? Here's a clearer interpretation of the side-by-side demographic comparison between Amesbury Public Schools and Georgetown Public Schools and what it could mean in the context of

Category	Amesbury	Georgetown	Interpretation
High Needs	46.6%	27.5%	Amesbury serves a substantially more complex student population requiring additional academic, behavioral, counseling, and intervention supports.
English Learners	5.5%	2.1%	Amesbury likely requires more ESL staffing, translation services, and multilingual family outreach.
First Language Not English	9.2%	5.4%	Amesbury has greater linguistic diversity, even beyond formally identified English learners.

Low Income	32.8%	13.7%	Amesbury faces significantly greater socioeconomic challenges that can affect attendance, academic readiness, transportation needs, food insecurity, and student support services.
Students with Disabilities	23%	16%	Amesbury likely carries higher special education costs and staffing demands.

What These Differences Mean Practically

Cost Structures Would Not Be Equal

Amesbury's student population statistically requires:

- More interventionists
- More special education staff
- More counselors/social workers
- More English learner services
- More behavioral and mental health supports

That means per-pupil costs may naturally be higher in Amesbury even if operational efficiency is strong. A regional district would need to decide how costs are apportioned, whether funding follows students directly, and how high-needs costs are shared between communities. This is often one of the most sensitive parts of regionalization discussions.

Transportation and Program Equity Become More Complex

If districts merged, specialized programming may become centralized, students may travel farther for services, and special education transportation costs could increase. Equity concerns may also arise regarding access to advanced coursework or interventions.

For example:

- Amesbury may advocate for maintaining stronger intervention infrastructure
- Georgetown taxpayers may question subsidizing disproportionate support costs
- Amesbury families may worry about reductions in services to standardize budgets

State Aid Implications

Massachusetts Chapter 70 funding formulas generally provide more aid for low-income students, English learners, and certain high-needs populations. Because Amesbury has substantially higher percentages in these categories, it may receive more state aid per pupil but also face higher mandated expenditures.

A regionalization model would need to determine how Chapter 70 aid is distributed, whether aid remains attributable to originating students, and how excess costs are balanced.

School Culture and Community Expectations Could Differ

Demographic differences can also reflect different educational expectations and parental involvement patterns. In addition, support needs, staffing philosophies, and disciplinary approaches can vary based on the demographics being served.

Regionalization efforts often succeed or fail based as much on cultural alignment as financial efficiency.

In summary

The data suggests these districts are not simply two similarly situated systems that could merge seamlessly. Instead, Amesbury appears to operate as a higher-needs district with more intensive student support demands while on paper, Georgetown appears comparatively lower-needs and potentially lower-cost to operate per pupil.

That does not make regionalization impossible, but it means financial formulas, staffing models, transportation, and governance structures would need to be designed very carefully to avoid perceptions of inequity from either community.

Special Education

Similarly, special education populations are often a key element in regionalization. Here, we compare special education enrollment and out-of-district (OOD) placement patterns between Amesbury Public Schools and Georgetown Public School District based on available Massachusetts DESE and district reports.

Category	Amesbury Public Schools	Georgetown Public School District
Students with IEPs	417 students (reported DESE dataset)	188 students (2023–24 DESE dataset)
Full Inclusion Rate	57.6%	74.5%
Substantially Separate Programs	14.4%	2.7%
Separate Schools / Residential / OOD Placements	7.9%	9.6%

Approximate OOD Students	~33 students	~18 students
Recent District Reporting on OOD Enrollment	30 OOD students at start of 2025 school year; lowest in 5 years	No current public count found beyond DESE data
Historical OOD Tuition Spending	OOD tuition historically consumed 25.8%–41.7% of SPED budget in prior evaluations	FY23 report shows notable spending on private OOD schools, but exact totals not clearly published

Key Takeaways

Amesbury serves a significantly larger special education population overall than Georgetown, while Georgetown has a much higher percentage of students educated in full inclusion settings (74.5% vs. 57.6%). Amesbury operates more substantially separate in-district programming, suggesting the district keeps more high-needs students in district rather than fully outplacing them.

Georgetown has a slightly higher percentage of students placed in separate schools or residential/OOD settings (9.6% vs. 7.9%). Amesbury's reports indicate active efforts to reduce OOD placements and build internal programming capacity, especially for autism services.

Financial Context

Amesbury's historical reports show that out-of-district tuition has been a major budget driver for years, at times exceeding 40% of the district's entire special education budget.

Georgetown's recent special education review similarly identifies OOD tuition and transportation as significant cost pressures, though the district appears smaller in scale overall.

Important Context for Regionalization Discussions

If considering possible regionalization between the two districts Amesbury already has more developed substantially separate programming. Georgetown relies more heavily on full inclusion and a smaller special education infrastructure.

A merged district could potentially expand in-district specialized programming, reduce reliance on costly OOD placements over time, and share specialized staffing/resources across a larger student base.

However, transportation costs, program location decisions, and balancing inclusion models would become major operational questions.

Educational Quality & Programming

Looking at educational quality and programming between Amesbury and Georgetown at the middle and high school levels, it is important to review actual course offerings, structures, and program models.

Based on what has been made available, Georgetown High School pursues a more traditional, academically structured program. Amesbury, with multiple high school options, embraces a broader, more flexible ecosystem.

High School Programming Comparison

Georgetown High School

Academic rigor & course levels

- Offers a clearly tiered academic system:
 - College Prep → Honors → Advanced Placement (AP)
- Strong AP catalog including:
 - AP Calculus AB, AP Biology, AP Physics 1
 - AP English Lang & Lit, AP U.S. History, AP Gov
 - AP Statistics, AP Psychology, AP Environmental Science

This is a fairly robust AP lineup for a small high school, signaling:

- Strong college-prep orientation
- Traditional academic rigor pathway

Program breadth

- Includes business and applied electives:
 - Marketing, Accounting, Business Capstone
 - Criminal Justice, Sociology, Economics

Georgetown stands out for blending academic rigor (AP/honors) and practical electives (business, social sciences) in a single-school, unified experience with a predictable progression of honors to AP to college.

Amesbury High School

Academic structure

- Standard departments:
 - English, Math, Science, Social Studies, Languages, Arts, Wellness
- Offers:
 - College Prep, Honors, AP, and Dual Enrollment weighting (DE GPA scale exists)
- Amesbury Innovation High School

- Small classes (<17 students)
- Personalized learning plans
- Blended learning + dual enrollment + work-study/internships
- Strong social-emotional learning integration
- Expanded special education and support services across all levels

Amesbury seems to invest more in inclusion, differentiated instruction, and alternative pathways to graduation.

3. Extracurricular depth

- Wide range of clubs:
 - Robotics, Model UN, newspaper, drama, GSA, environmental club, etc.

Middle School Programming Comparison

Georgetown Middle School

- Traditional structure:
 - Core academics + honors-level differentiation
- Clear pipeline into:
 - Honors → AP in high school

Emphasis:

- Academic readiness
- Structured progression

Amesbury Middle School

- Offers:
 - Core academics + integrated services
 - Strong special education and support inclusion
- Feeds into multiple high school pathways:
 - Traditional HS
 - Innovation HS

- Vocational track

Emphasis:

- Flexibility
- Whole-child development

Key Differences in Educational Quality & Approach

Georgetown seems to provide a more academically linear and standardized program with a focus on strong AP culture for college-prep rigor. Amesbury is more flexible and differentiated. Rigor exists, but through more diverse methodologies: AP, dual enrollment, and alternative models.

Georgetown has been built toward high-achieving, college-bound students who want a clear AP track **and** traditional high school experience. Families in Georgetown likely value consistency **and** academic structure

Amesbury, being a larger district, has mixed student populations needing flexibility, alternative pathways, and support services. Their students find benefits in non-traditional learning and career exploration alongside academics.

For regionalization discussions, this matters a lot. Georgetown families may worry about losing **academic clarity and rigor identity** even though Amesbury brings broader programming and flexibility,

MCAS Overall Performance Summary - Grades 3-8 Aggregate

% Meeting/Exceeding Expectations

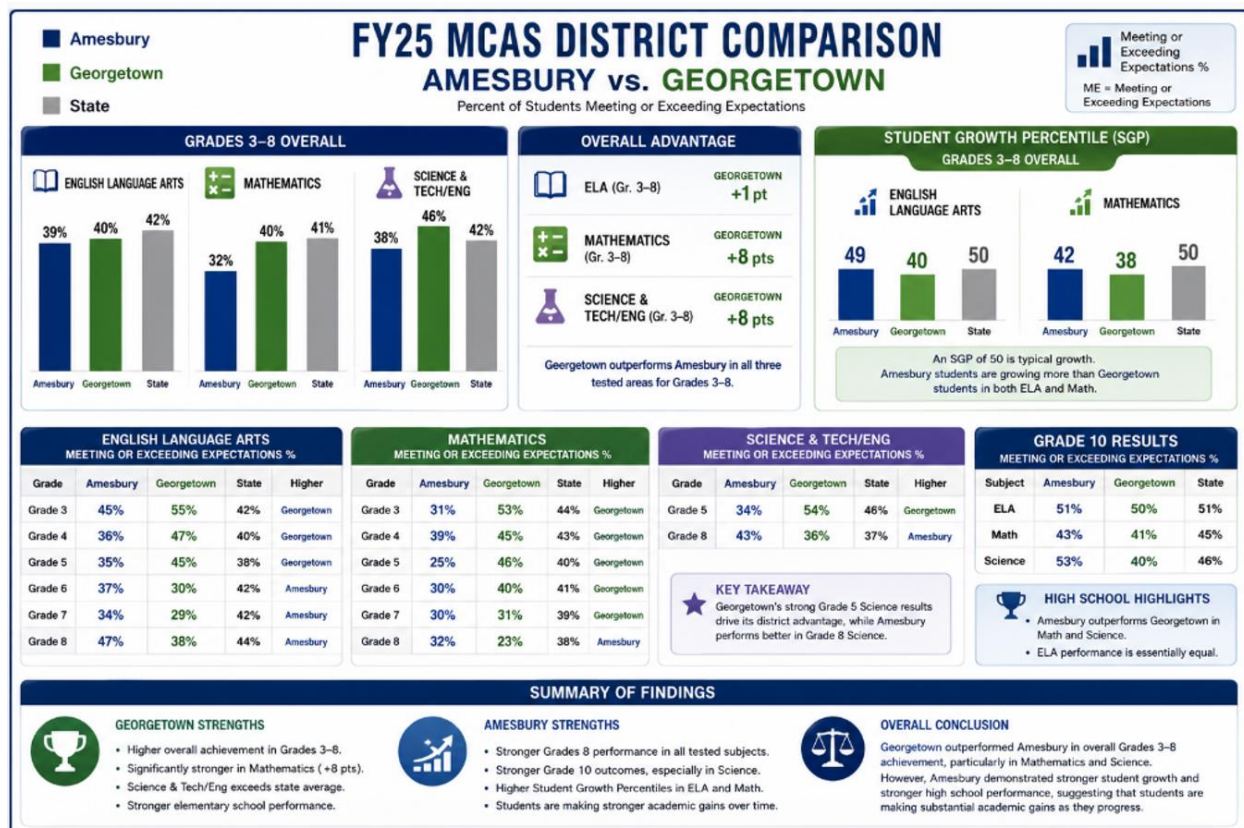
Georgetown outperforms Amesbury across all core subjects, especially in math (+7%) and science (+8%).

Subject	Amesbury	Georgetown	Difference
English Language Arts	39%	40%	+1
Mathematics	33%	40%	+7
Science & Tech/Engineering	38%	46%	+8

By Grade and Subject (Highlights) % Meeting / Exceeding

Grade	Subject	Amesbury	Georgetown	Comparison
Grade 3	ELA	45%	55%	Georgetown +10
Grade 3	Math	31%	53%	Georgetown +22
Grade 4	ELA	36%	47%	Georgetown +11
Grade 4	Math	39%	45%	Georgetown +6
Grade 5	ELA	35%	45%	Georgetown +10
Grade 5	Math	25%	46%	Georgetown +21
Grade 5	Science/Tech	34%	54%	Georgetown +10
Grade 6	ELA	37%	30%	Amesbury +7
Grade 6	Math	30%	40%	Georgetown +10
Grade 7	ELA	34%	29%	Amesbury +5
Grade 7	Math	30%	31%	Georgetown +1
Grade 8	ELA	47%	38%	Amesbury +9
Grade 8	Math	32%	23%	Amesbury +9
Grade 8	Science	43%	36%	Amesbury +7
Grade 8	Civics	44%	40%	Amesbury +4
Grade 10	ELA	51%	50%	Amesbury +1
Grade 10	Math	43%	41%	Amesbury +2
Grade 10	Science	53%	40%	Amesbury +13

This graphic provides a strong side-by-side comparison of Amesbury and Georgetown FY25 MCAS performance, but there are several important findings that deserve closer examination.



Executive Summary

Overall Achievement (Grades 3-8)

Georgetown outperformed Amesbury in all three tested areas:

Subject	Amesbury	Georgetown	Difference
ELA	39%	40%	Georgetown +1
Mathematics	32%	40%	Georgetown +8
Science/Tech	38%	46%	Georgetown +8

The largest achievement gaps favor Georgetown in Mathematics and Science (+8 percentage points).

Important Context: Student Growth Tells a Different Story

The Student Growth Percentile (SGP) section is one of the most significant findings in the report.

Subject	Amesbury	Georgetown	State
ELA Growth	49	40	50

Math Growth 42 38 50

What This Means

SGP measures how much students improve compared to similar students statewide.

- Amesbury students are growing faster than Georgetown students in both ELA and Math.
- Georgetown's higher achievement appears to be driven by stronger starting performance levels.
- Amesbury may be adding more academic value over time despite lower proficiency rates.

This distinction is critical because proficiency reflects where students are, while growth reflects how much progress they are making.

Grade-Level Analysis

English Language Arts

Georgetown Strongly Outperforms in Elementary Grades

Grade	Amesbury	Georgetown
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Grade 3	45%	55%
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Grade 4	36%	47%
---------	-----	-----

Grade 5	35%	45%
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Georgetown holds a 10-point advantage at Grades 3–5.

Amesbury Stronger in Middle School

Grade	Amesbury	Georgetown
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Grade 6	37%	30%
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Grade 7	34%	29%
---------	-----	-----

Grade 8	47%	38%
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Amesbury surpasses Georgetown in Grades 6–8, particularly Grade 8 (+9 points).

Interpretation

This suggests Georgetown's strongest ELA performance is concentrated in elementary grades, while Amesbury appears to gain momentum as students move through middle school.

Mathematics

Georgetown Dominates Elementary Mathematics

Grade Amesbury Georgetown

Grade 3 31% 53%

Grade 4 39% 45%

Grade 5 25% 46%

The Grade 5 difference is especially notable:

- Georgetown 46%
- Amesbury 25%
- Gap = 21 points

Amesbury Closes the Gap Later**Grade Amesbury Georgetown**

Grade 6 30% 40%

Grade 7 30% 31%

Grade 8 32% 23%

By Grade 8, Amesbury leads Georgetown by 9 points.

Interpretation

The data suggests Georgetown students enter middle school with stronger mathematics achievement, but Amesbury students make larger gains through middle school.

Science & Technology/Engineering

Only Grades 5 and 8 are tested.

Grade Amesbury Georgetown

Grade 5 34% 54%

Grade 8 43% 36%

Key Observation

- Georgetown leads Grade 5 by 20 points.
- Amesbury leads Grade 8 by 7 points.

Again, Amesbury appears stronger at the middle-school level.

High School Results (Grade 10)

Subject	Amesbury	Georgetown
ELA	51%	50%
Mathematics	43%	41%
Science	53%	40%

Major Finding

Amesbury outperforms Georgetown in all Grade 10 tested areas.

Most notable:

- Science: Amesbury +13 points

This is the largest high-school difference shown in the graphic.

District-Level Implications

Georgetown Strengths

- Stronger overall proficiency rates in Grades 3–8
- Particularly strong elementary mathematics performance
- Strong elementary science achievement
- Higher percentages meeting/exceeding expectations overall

Amesbury Strengths

- Higher student growth in both ELA and Math
- Stronger Grade 8 outcomes in most subjects
- Stronger Grade 10 outcomes across all tested areas
- Especially strong high-school science performance

AP Data Participation and Performance

Amesbury Public Schools has slightly more students participating in AP overall, but participation tends to be lighter, with most students taking only one AP exam. Georgetown Public Schools shows a smaller total AP population (likely because of overall school population) but significantly deeper AP engagement. Georgetown students are much more likely to take multiple AP exams, suggesting a stronger “high-intensity AP” culture. Georgetown also demonstrates a slightly stronger AP performance profile overall, with a 91% passing rate versus Amesbury’s 86.6%.

Subject Area Differences

Amesbury shows strong participation in Science and Statistics. There is notable AP Biology and AP Psychology participation, and an overall higher total of AP test takers. Georgetown has stronger English AP participation and higher multi-course enrollment. More students pursue

rigorous AP sequences across disciplines and have achieved exceptional recent AP Biology and AP English outcomes.

If comparing academic rigor and college-preparatory intensity Amesbury appears to provide broader AP access while Georgetown appears to cultivate deeper AP engagement among participating students.

That distinction can matter in discussions around college readiness, academic programming, regionalization, student opportunity structures, and curriculum alignment.

Below, the table compares Advanced Placement (AP) participation between Amesbury Public Schools and Georgetown Public Schools based on the most recent Massachusetts DESE 2024–25 AP Participation reports.

Category	Amesbury	Georgetown	Key Difference
Total AP Test Takers	71	63	Amesbury slightly higher participation volume
Total AP Tests Taken	97	140	Georgetown students take substantially more AP exams overall
Avg. Tests per Student	1.37	2.22	Georgetown students take more AP courses per participant
Students Taking 1 AP Exam	50	20	Amesbury participation is concentrated in single-course AP enrollment
Students Taking 2 AP Exams	16	18	Georgetown slightly higher
Students Taking 3 AP Exams	5	18	Georgetown significantly higher academic intensity
Students Taking 4 AP Exams	0	5	Georgetown higher rigor concentration
Students Taking 5+ AP Exams	0%	2 students	Georgetown has a more advanced AP cohort
AP Pass Rate (% scoring 3–5)	86.6%	91%	Georgetown slightly higher performance

AP Exam Failure Rate (% scoring 1–2)	13.4%	9%	Georgetown lower non-passing rate
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Below is a side-by-side comparison of Advanced Placement (AP) Performance between Amesbury Public Schools and Georgetown Public Schools based on the most recent Massachusetts DESE AP Performance reports (2024–25).

AP Performance Metric	Amesbury	Georgetown	Takeaway
Total AP Tests Taken	97	140	Georgetown students took substantially more AP exams
% Scoring 3–5 (Passing)	87%	91%	Georgetown slightly stronger overall
% Scoring 1–2	13%	9%	Georgetown had fewer non-passing scores
English AP Success	100%	100%	Both districts extremely strong in English
History/Social Science	100%	93%	Amesbury slightly stronger
Psychology	100%	96%	Both excellent
Math/Computer Science	87%	66%	Amesbury significantly stronger in math-related APs
Statistics	100%	53%	Major Amesbury advantage
Science & Technology	87%	100%	Georgetown stronger overall in sciences
Biology	69%	100%	Georgetown notably stronger in Biology

Georgetown Public Schools demonstrates higher overall AP pass rates, greater AP testing volume, stronger science performance, and broader participation among students taking multiple AP exams. Meanwhile, Amesbury Public Schools demonstrates exceptional performance in history, psychology, and statistics, stronger math/computer science outcomes, and comparable overall rigor despite a somewhat smaller AP program.

Participation patterns differ between the districts. Georgetown students took more AP exams overall (140 vs. 97), suggesting broader AP engagement. Amesbury’s AP program appears more concentrated, but many subject areas produced exceptionally high pass rates. Both districts significantly outperform typical national AP passing averages, where a score of 3+ is considered college-credit eligible.

SAT Comparison 2024-2025 school year

According to the Massachusetts Department of Elementary and Secondary Education district SAT report, Georgetown scored higher in both sections. The overall difference is approximately 30 points higher on average for Georgetown.

In 2024–2025, Georgetown Public Schools had 59 students take the SAT, compared with 74 students in Amesbury. Georgetown students achieved an average Evidence-Based Reading and Writing score of 584 and an average Math score of 550, resulting in a combined average score of 1134. In comparison, Amesbury students averaged 574 in Reading and Writing and 530 in Math, for a combined average of 1104.

Overall, Georgetown’s average SAT performance exceeded Amesbury’s by 30 points on the combined score. The difference was driven primarily by math performance, where Georgetown students scored about 20 points higher on average, while the gap in Reading and Writing was smaller at 10 points. Despite this difference, the results indicate that students in both districts are performing at relatively comparable levels on the SAT.

Participation levels also provide useful context. Amesbury had more students taking the SAT, which may reflect differences in class size, testing participation, or college-application patterns between the districts. Higher participation rates sometimes lead to slightly lower averages because a broader range of students are included in the testing group.

Overall, the SAT data suggest that Georgetown Public Schools demonstrates slightly stronger average SAT outcomes, particularly in mathematics, while Amesbury Public Schools shows similar performance in reading and writing and higher participation among test takers. These results indicate broadly comparable college-readiness outcomes across the two districts, with relatively small differences in overall performance.

District	Tests Taken	Reading & Writing (Avg)	Math (Avg)	Total Avg (Combined)
Georgetown	59	584	550	1134
Amesbury	74	574	530	1104

Extracurricular Programming

Both districts provide strong foundational extracurricular opportunities in leadership, arts, STEM, and service. Georgetown tends to have a wider variety of clubs, especially in arts (orchestra), academics (Academic Decathlon), and service (Key Club). There are more diverse offerings in Georgetown, suggesting potentially higher opportunities for student engagement, leadership development, and inclusivity.

Merging programs could allow students from Amesbury to access additional clubs and activities currently exclusive to Georgetown, and vice versa, enriching student experiences. Shared extracurricular programming will require coordination of schedules, transportation, and resources to ensure equitable access.

Amesbury vs. Georgetown Public Schools:

Category	Amesbury Public Schools (APS)	Georgetown Public Schools (GPS)	Comparison & Insights
Clubs & Student Organizations	Student government, National Honor Society, Debate Club, Environmental Club, Robotics Club, Drama Club	Student government, National Honor Society, Debate Team, Environmental Club, Robotics Team, Drama Club, Model UN	Both districts offer core clubs and academic teams; GPS has additional options like Model UN, reflecting a wider variety.
Arts & Music	Band, Chorus, Jazz Ensemble, Art Club, Theater Productions	Band, Chorus, Jazz Band, Orchestra, Theater Productions, Visual Arts Club	GPS has a broader music program (including orchestra) and a dedicated visual arts club; APS offers solid music and theater programs.
Leadership & Service	Student Council, Peer Mentoring, Community Service Clubs	Student Council, Peer Leadership, Key Club, Community Service	GPS offers formal service clubs like Key Club, increasing leadership and community engagement opportunities.

STEM & Academic Enrichment	Robotics, Math Club, Science Olympiad, Coding Club	Robotics, Math Team, Science Olympiad, Coding Club, Academic Decathlon	GPS offers Academic Decathlon, an additional competitive academic opportunity.
Cultural & Diversity Groups	Multicultural Club, LGBTQ+ Allies Group	Multicultural Club, Diversity Club, LGBTQ+ Allies Group, Global Awareness Club	GPS shows a slightly broader range of cultural and diversity-focused groups, indicating an emphasis on inclusivity.
Other Programs	Yearbook, Newspaper, Environmental Action Committee	Yearbook, Newspaper, Environmental Club, Chess Club	GPS offers Chess Club and more diversified extracurriculars, while APS includes environmental initiatives.

Athletics

Both districts offer comprehensive athletic programs across all three sports seasons, with some variation in specific sports and levels. Multiple cooperative teams exist where one district or a neighboring school hosts the program, reflecting resource-sharing for less common sports (e.g., girls' ice hockey, wrestling, gymnastics, swim). Georgetown hosts football and golf; Amesbury hosts wrestling and girls' lacrosse in cooperation with other schools.

Georgetown tends to distinguish JV and Varsity teams more explicitly, especially in spring sports like softball and baseball. Amesbury has field hockey in the fall, which Georgetown does not offer. Georgetown offers volleyball JV/Varsity, which Amesbury does not.

Implications for Regionalization

Combining athletics programs could increase student access to more diverse sports and competitive levels. Shared facilities and coaching staff could improve program sustainability, especially for less common sports. Coordination will be essential to manage transportation and schedules, given hosting arrangements and geographic spread.

Athletic traditions are often deeply rooted in communities and integral to school and community identity. Sensitive integration planning could help maintain community support.

Athletics Program Comparison

Amesbury vs. Georgetown:

Season	Amesbury Athletics	Georgetown Athletics	Notes & Comparisons
Fall	Cheerleading, Girls' & Boys' Cross Country, Field Hockey, Golf, Football, Girls' & Boys' Soccer	Soccer JV/Varsity, Cross Country, Volleyball JV/Varsity, Golf (host), Football (host)	Both offer cross country, golf, and football; Georgetown has volleyball; Amesbury has field hockey and cheerleading.
Winter	Boys' & Girls' Basketball, Cheerleading, Ice Hockey, Girls' & Boys' Indoor Track, Wrestling (Whittier Host), Girls' Ice Hockey (Newburyport Host)	Basketball Freshman/JV/Varsity, Cheerleading, Girls' Ice Hockey (Newburyport Host), Boys' Ice Hockey (Pentucket Host), Co-ed Swim (Triton Host), Girls' Gymnastics (North Andover Host)	Both districts participate in ice hockey with Newburyport hosting girls' teams; Georgetown offers gymnastics and swim with regional hosts. Amesbury hosts wrestling.
Spring	Baseball, Softball, Boys' & Girls' Tennis, Track & Field (both genders), Boys' Lacrosse, Girls' Lacrosse (Whittier Host)	Softball JV/Varsity, Baseball JV/Varsity, Lacrosse JV/Varsity, Middle School Track, Track (Triton Host), Boys' Lacrosse (Triton Host), Boys' Tennis (Triton Host)	Both districts offer baseball, softball, tennis, track & field, and lacrosse. Georgetown hosts more middle school and JV/Varsity distinctions; Amesbury hosts girls' lacrosse with Whittier.