Weston Schools
Annual Report 2008

To the Weston Community:

The purpose of this report is to help Weston citizens develop an informed perspective on the performance of the Weston School System during the past 12-18 months.

What you'll find below are:

- Highlights of the past year
- Important state and school system trends
- How our school system is performing, specifically:
    1) Are our students learning and growing? (effectiveness)
    2) How ready/able is our school staff? (leadership)
    3) How are our schools adapting? (innovation)
    4) Are we getting a good return on our investment? (efficiency)

This year, we have changed the format of the report in order to communicate more clearly about how our schools are doing, both relative to the past and to other school systems. We have included a great many more charts and graphs…and are working towards a "balanced scorecard" that will:

- Boost the transparency of our school system for citizens and parents
- Enable our school administration to drive accountability and change into every school and classroom.
- Inform further dialogue about the educational challenges and opportunities that lie ahead.

Measurement in education isn't easy – learning is a people-intensive business with a great many variables that make it difficult to "prove" efficacy or efficiency. Nevertheless, we think you'll find more than sufficient "evidence" here that demonstrates the Weston Schools are quite healthy and performing well.

We look forward to discussing the goals, strategies, and metrics for our school system in the coming months. In the meantime, further information is available at www.westonschools.org.

Sincerely,
The Weston School Committee and Administration

HIGHLIGHTS OF THE PAST YEAR

Major news from the past year includes:

- Dr. Cheryl Maloney, previously Weston's assistant superintendent, took over the leadership of the school system from Dr. Alan Oliff. Dr. Maloney has worked in the Weston Schools for 23 years and has been able to transition into her new role quite successfully. She is currently working on revising the Long Range Goals for Weston Schools (originally drafted by Dr. Oliff in November of 2006).
- Amber Bock, previously a Wellesley school principal, has joined us as assistant superintendent in charge of curriculum and instruction. She has already begun to implement Weston's system wide professional development initiatives. This year she will oversee two curriculum reviews, an assessment of Weston's learning standards, and the development of an Honors track in the High School English curriculum.
- Other leaders we welcomed to our schools include:
    - Dr. Lee McCanne, Director of Technology and School Libraries
    - Claude Valle, Middle School Assistant Principal
    - Kelly Flynn, High School Assistant Principal
    - Dr. Cortland Mathers, Director of Foreign Languages
    - Tess Sousa, Director of Food Services
    - Chris Aufiero, Director of Athletics
- In the Fall of 2008, the Town's employees voted to join the Commonwealth of Massachusetts Group Insurance Commission (GIC). This decision, led in large part by the teacher members of the Weston Education Association (WEA), the Town's largest bargaining unit, permits the Town to participate in a much larger health care risk pool, reducing the annual cost to the Town and its employees for health insurance, and the rate of future health insurance cost increases. In FY 2010, the Town expects to save approximately $1.3 million as a result of the move to the GIC.
- Due to good administrative oversight and the retirements of some very senior teachers, the School Department ended FY 2008 with a surplus of approximately $200,000. In accordance with Massachusetts laws, these funds reverted to the Town's free cash and were then available for appropriation in fiscal year 2010.
- The school committee and administration continued to make progress on developing a plan for either renovating or replacing the Field School (4th and 5th grades). Detailed data on future enrollment, programming needs, costs, location, parking, historical considerations**,** etc. have been collected. A Statement of Interest (SOI) was submitted to the Massachusetts School Building Authority that may help Weston defray some of the costs associated with either a renovation or a new building.
- Substantial technology upgrades were initiated over the last year. These improvements were focused on:
    - stabilizing and increasing the capacity of the Town's internet and telephone switching and data handling capabilities, for the benefit of both school and general town departmental service delivery; and
    - installing interactive whiteboards in classrooms throughout the system.

This work has been accomplished in part through a $300,000 appropriation at the Special Town Meeting held in the fall of 2008, grants from the Weston Educational Enrichment Foundation Committee (WEEFC), and a substantial gift from a Weston family.

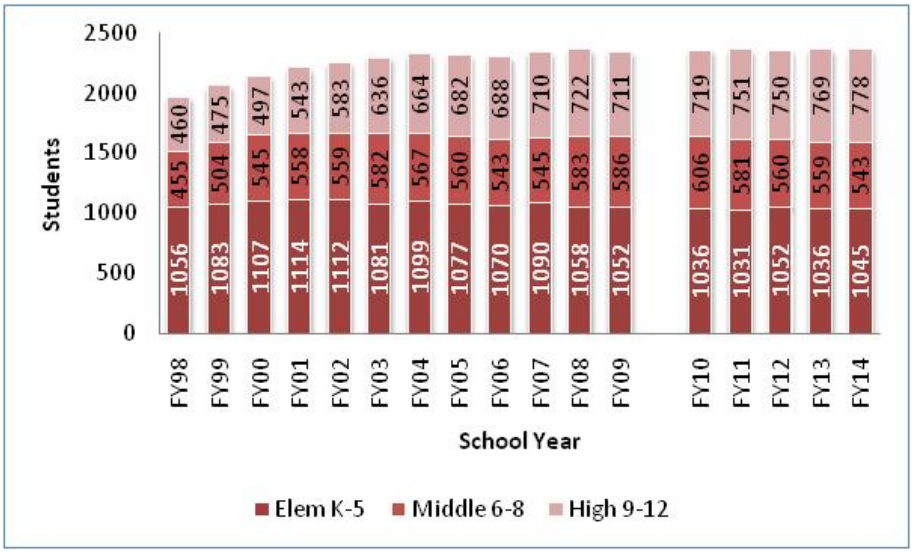
- WEEFC, a permanent sub-committee of the school committee, increased the number of families contributing to an all-time high of 431 families (out of approximately 1500 families with children in Weston's schools). A total of $521K was raised to contribute to school enrichment throughout the school system -- up from $486K the previous year.
- Weston won a competitive Federal Department of Education Grant in the amount of $1 million (over 3 years) to lead a community initiative in reducing under-age consumption of alcohol and drugs.
- A full-day kindergarten program was implemented successfully with the support of a $100K+ Massachusetts Department of Elementary and Secondary Education grant.

IMPORTANT STATE AND SCHOOL SYSTEM TRENDS

The operating environment for our school system continues to be a challenge. Skyrocketing health care expenses and gyrating energy costs -- coupled with big projected cuts in state funds for education (from an estimated $2.6M in FY '09 to $1.8M in FY '11) -- have required the school system to do more with less.

Meanwhile, overall enrollment in the Weston Public School System has held steady at 2300+ students. The percentage of Weston children attending private schools has varied in the range of 16-19% over the last five years, with no apparent trends either up or down.

We occasionally see unanticipated spikes in our enrollment at various grade levels. Kindergarten is particularly hard to forecast. Current demographic projections indicate the average kindergarten enrollment for Weston will hold steady at around 155 new students per year over the next few years.



Weston Schools continue to do an excellent job of maintaining class sizes below 21 students in K-1 and below 24 students in grades 2-12.

AVERAGE NUMBER OF PUPILS PER CLASS - Grades K-5

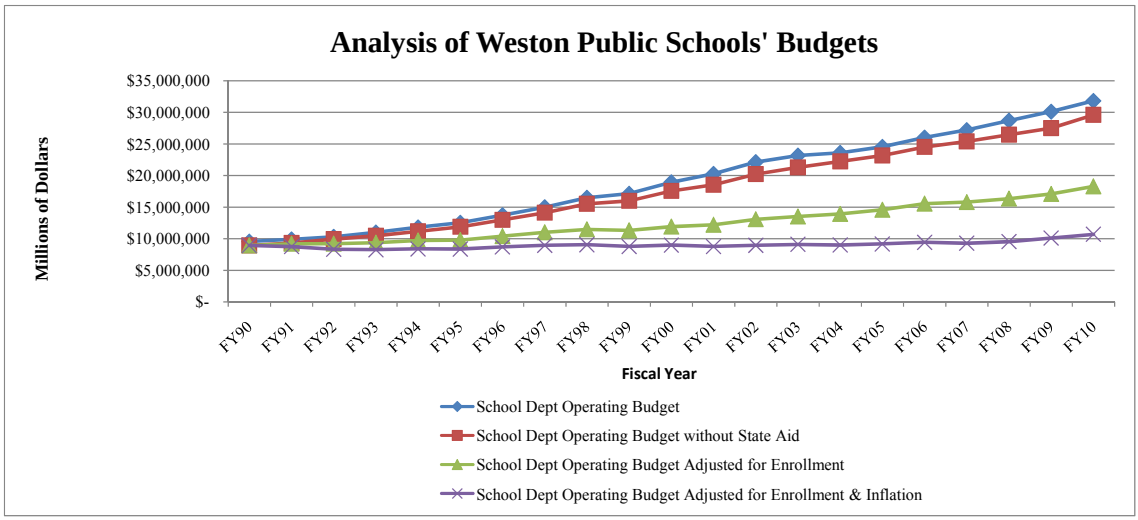
Grade	Range (Min-Max)	Target	03-04	04-05	05-06	06-07	07-08	08-09
K	17-21	19	20.8	20.9	19.7	19.0	17.6	19.4
1	17-21	19	19.2	19.1	19.4	18.3	20.3	19.5
2	18-22	20	22.3	20.0	20.8	20.0	18.9	20.9
3	18-22	20	20.9	20.3	20.3	22.2	21.2	20.4
4	20-24	22	21.9	20.4	20.6	22.6	22.7	21.0
5	20-24	22	21.8	21.4	22.6	21.2	20.9	20.1

AVERAGE NUMBER OF PUPILS PER CLASS - Grades 6-12

Middle School	06-07 Range	06-07 Median	06-07 Mean	07-08 Range	07-08 Median	07-08 Mean	08-09 Range	08-09 Median	08-09 Mean
English	16 to 25	21	21.7	17 to 25	23	22.1	17 to 25	21	21.3
Social Studies	16 to 26	21	21.7	15 to 25	22	22	16 to 26	22	21.4
Mathematics	15 to 26	19	20.6	14 to 24	22	21.2	11 to 26	20	20.1
World Language	8 to 25	21	17.5	10 to 28	17	18.1	9 to 27	20	19.7
Science	16 to 24	21	21.7	20 to 25	22	22.4	17 to 25	22	21.6

High School	06-07 Range	06-07 Median	06-07 Mean	07-08 Range	07-08 Median	07-08 Mean	08-09 Range	08-09 Median	08-09 Mean
English	10 to 25	21	20.3	13 to 25	22	21.1	8 to 25	22	20.6
Social Studies	10 to 25	21	20.8	11 to 25	22	20.8	9 to 26	21	19.8
Mathematics	5 to 25	19	18.5	10 to 25	20	19.3	10 to 25	20	18.9
World Languages	8 to 25	20	18.6	10 to 27	20	19.2	9 to 26	19	18.4
Science	11 to 24	21	20.7	11 to 25	21	20.6	12 to 25	20	20.1

In terms of financial trends, the overall Weston School System budget continues to represent about 57.5% of the total town budget. The school budget has risen an inflation- and enrollment-adjusted average of 19.28% -- or a little under 2%/year -- over the last 10 years.



It currently costs Weston citizens approximately $12,827 in direct town tax dollars to educate each student in the school system. When all revenue beyond the direct tax base is considered -- grants, Metropolitan Council for Educational Opportunity (METCO) funding, state and Federal aid, as well as WEEFC and Boosters funds, the all-in cost of educating a Weston student is $16,463 per student.

Per Pupil Expenditure Trend Data

FY'07			FY'05		FY'06		FY'07	
Grades	**Enrollment**	**District**	**PPE**	**Rank**	**PPE**	**Rank**	**PPE**	**Rank**
pk-12	3,727	Belmont	$ 9,597	15	$ 10,374	15	$ 10,764	15
pk-12	6,142	Brookline	$ 13,836	4	$ 14,929	5	$ 15,098	6
pk-8	785	Carlisle	$ 11,082	13	$ 11,858	12	$ 13,122	12
pk-8	1,858	Concord	$ 13,037	7	$ 14,411	6	$ 15,514	5
9-12	1,256	Concord Carlisle	$ 13,939	3	$ 15,424	4	$ 16,331	3
K-5	593	Dover	$ 12,786	9	$ 13,298	9	$ 14,615	7
9-12	1,083	Dover Sherborn	$ 13,280	6	$ 15,559	3	$ 15,698	4
pk-12	6,226	Lexington	$ 11,929	10	$ 12,600	10	$ 13,574	10
pk-8	1,227	Lincoln	$ 15,901	1	$ 15,651	2	$ 17,253	1
9-12	1,613	Lincoln Sudbury	$ 12,875	8	$ 13,546	8	$ 14,534	8
pk-12	4,995	Needham	$ 10,788	14	$ 11,291	14	$ 12,070	14
pk-12	11,631	Newton	$ 13,533	5	$ 13,822	7	$ 14,524	9
pk-8	3,299	Sudbury	$ 9,223	16	$ 9,851	16	$ 10,395	16
pk-12	2,874	Wayland	$ 11,599	11	$ 12,317	11	$ 13,214	11
pk-12	4,631	Wellesley	$ 11,243	12	$ 11,494	13	$ 12,776	13
pk-12	2,395	Weston	$ 14,414	2	$ 16,073	1	$ 16,463	2
		State Average	**$ 10,600**		**$ 11,210**		**$ 11,859**	

Source: MDESE, Per Pupil Expenditure, Web site

Please note: Weston's enrollment is substantially smaller than that of other towns, so we must spread our fixed costs over a student population that is anywhere from 10-66% smaller than demographically-comparable towns

More information about the financial dimension of the school system– as well as the exceptional returns Weston is getting in student achievement, faculty retention, and innovation for our children -- is outlined below.

HOW OUR SCHOOL SYSTEM IS PERFORMING

This report discusses four ways of looking at performance:

1) Effectiveness
2) Leadership
3) Innovation
4) Efficiency

1) Effectiveness

In the first performance category, we believe the main questions to be answered are: Are we getting the outcomes we seek? More specifically, are our students learning and growing?

To answer these questions, we look at a variety of metrics in two areas: student achievement and student "health."

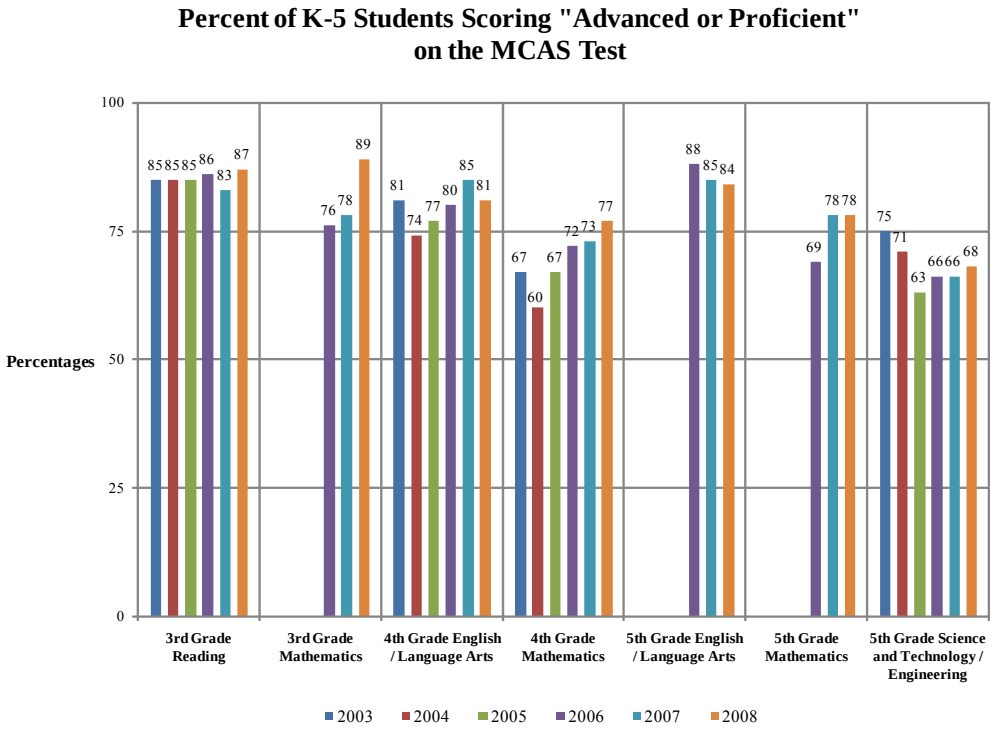
Student Achievement

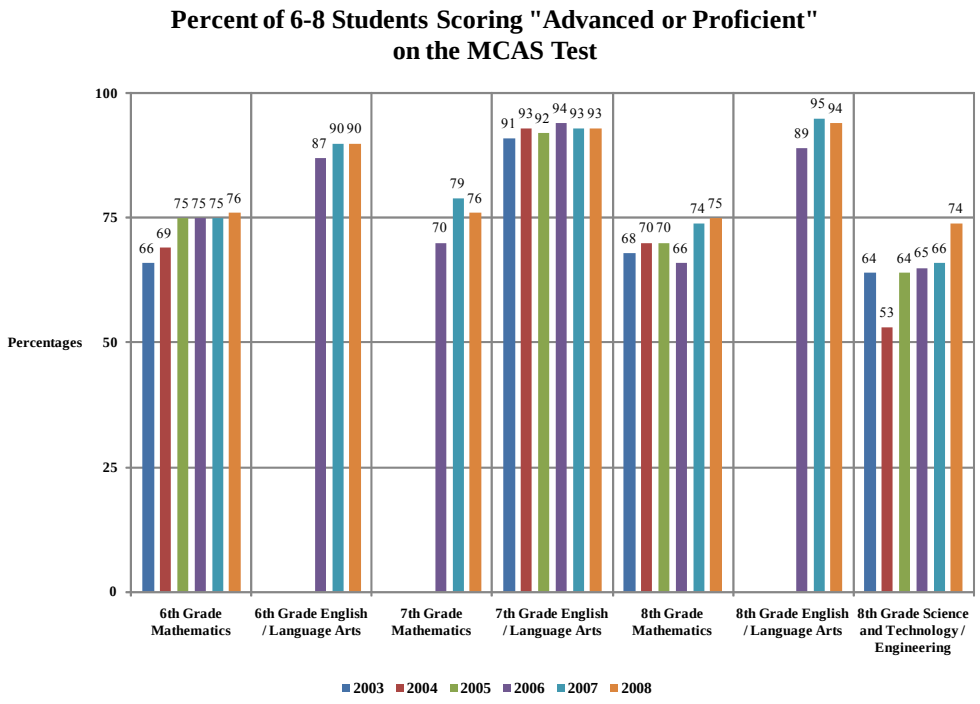
In this category, we measure results from Massachusetts Comprehensive Assessment System (MCAS), Educational Research Bureau (ERB) and Advanced Placement (AP) tests -- as well as college acceptances. We also measure student achievement in particular subgroups of students, e.g. METCO and Special Education (SPED) students.

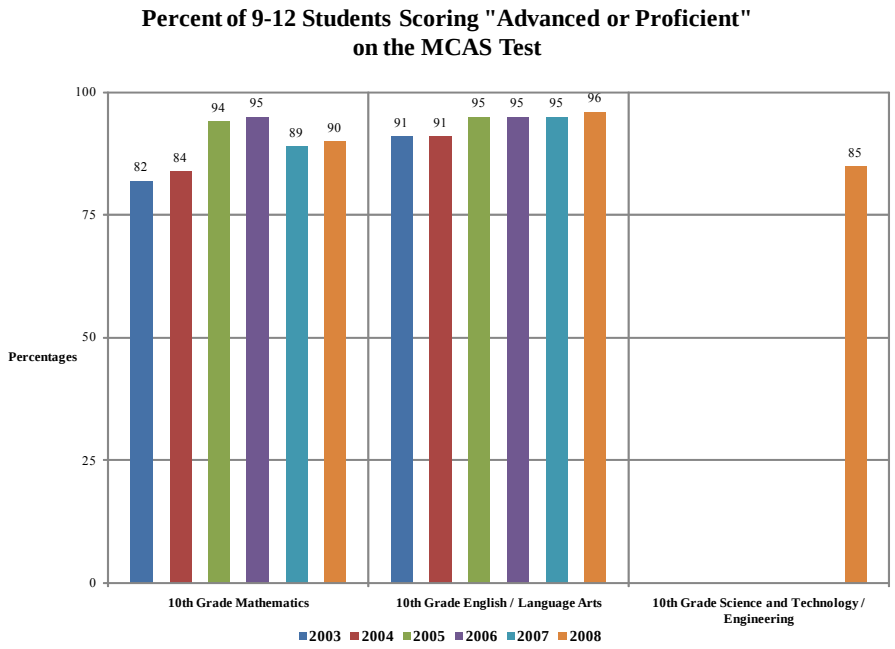
<u>MCAS</u>

After eleven years in existence, the MCAS is an established presence in childrens' school experience. With the additional testing expectations that were added to MCAS to fulfill the federal requirements of 'No Child Left Behind' (NCLB), students are now tested across 3rd through 10th grades. Achieving a score of "proficient" on the 10th grade tests is a state requirement for graduation.

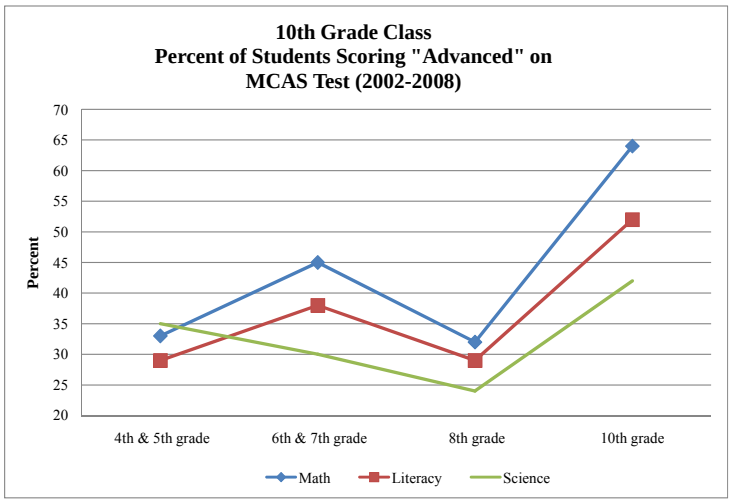
Weston's performance on MCAS tests has continued to be strong, both by school grade level and by subject matter.







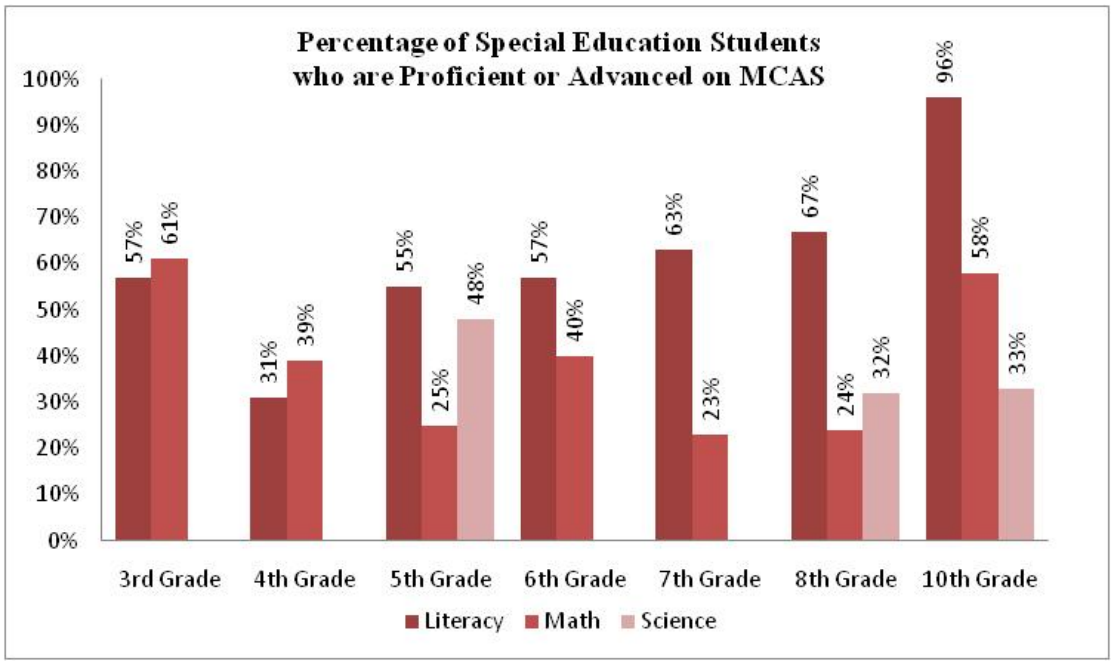
As you can see from the chart below, the percentage of students who are ranked "advanced" increases from 4th through 10th grade. The dip in the 8th grade is a pattern that has been there for some years and is attributable to an increase in the relative difficulty of the MCAS test for this grade, and is also reflected in state data trends for 8th grade.



SPED and MCAS

Weston is also getting excellent educational outcomes with Special Education students. In the most recent year, 10th grade Special Education students were rated as follows on the MCAS exam:

- 96% were found to be "proficient" or "advanced" on the MCAS English exam
- 58% were found to be "proficient" or "advanced" in Math
- 33% were found to be "proficient" or "advanced" in Science.



Advanced Placement

AP tests are another way we measure student achievement. (The number of AP courses taken is one of the key metrics US News and World Report uses to rank the most demanding High Schools in the U.S.) Generally, a score of 3 or higher is a good indication of a student's ability to do college-level work.

Last spring, 560 AP tests were administered, reflecting an increase of 25 exams over the previous year. These tests were administered to 312 Weston High School students (an increase of 11 students from the previous year) including 137 seniors, 110 juniors, 64 sophomores, and an 8th grade student.

Weston High School Advanced Placement Test Results			
	May-06 Mean	May-07 Mean	May-08 Mean
U.S. History	3.48	3.45	3.10
World History	4.07	4.16	4.34
European History	3.89	3.31	2.86
*Government and Politics	2.50	3.25	3.16
English Lit. & Composition	4.05	3.50	3.78
English Lang. & Composition	4.00	-	-
Spanish Language	4.46	4.08	4.33
French Language	4.00	3.67	2.85
*German Language	-	2.50	4.66
Latin Virgil	-	-	4.00
Physics C: Mechanics	4.56	4.83	4.78
Physics C: Elect. & Magnetism	4.44	4.33	4.72
**Physics B	-	-	5.00
Biology	3.65	3.88	3.52
Chemistry	4.55	4.43	4.63
*Environmental Science	-	2.00	4.09
Calculus BC	4.59	4.90	4.64
Calculus AB	4.16	4.51	4.09
Statistics	3.73	3.36	3.10
Computer Science A	4.50	3.50	5.00
Computer Science AB	4.67	3.75	4.64
Music Theory	3.75	3.40	3.54
Art 2D Design	2.00	-	2.00
Of all Tests	3.93	3.77	3.72

Weston recommends that everyone taking an AP course also take the associated AP test. This past year 81% scored 3 or better. In the four previous years, 84, 87, 88, 85% of those taking the test scored 3 or better.

This year, a total of 93 students (30% of those taking AP tests) earned special honors:

- 32 students (20 seniors, 12 juniors) earned an AP Scholar Award. These students qualified for this award by completing three or more AP examinations, with grades of three or higher.

- 21 students (18 seniors, 2 juniors, and 1 sophomore) earned an AP Scholar with Honor Award. These students earned an average grade of at least 3.25 on all AP exams taken **and** grades of three or higher on four or more of these exams.
- 33 students (31 seniors, 2 juniors) earned an AP Scholar with Distinction Award. These students earned an average grade of at least 3.5 on all AP exams taken **and** grades of three or higher on five or more of these exams.
- 7 students (all seniors) earned an AP National Scholar Award (matching last year's totals). These students earned an average grade of four or higher on all AP exams taken **and** grades of four or higher on eight or more of these exams.

Educational Research Bureau

ERB tests complement MCAS tests and enable Weston Schools to compare themselves with a variety of other schools, including independent schools. The ERB statistical report has provided Weston with over 20 years of longitudinal data for comparison and is especially useful at the elementary and middle school grade levels.

As you can see, Weston scores above suburban and independent schools at both the 50th and 90th percentiles at virtually every grade level in both Math and Reading Comprehension.

Educational Research Bureau 2008
Mathematics 1 & 2 Scaled Scores

	50% Percentile			90% Percentile		
Grade	Weston	Suburban	Independent	Weston	Suburban	Independent
3	305	298	300	344	331	332
4	321	310	311	348	342	341
5	344	332	336	377	367	365
6	347	339	341	382	372	371
7	385	365	368	422	408	405

Educational Research Bureau 2008
Reading Comprehension Scaled Scores

	50% Percentile			90% Percentile		
Grade	Weston	Suburban	Independent	Weston	Suburban	Independent
3	338	330	333	362	354	356
4	340	337	339	359	360	360
5	351	345	348	374	365	370
6	349	345	350	379	376	379
7	358	352	356	375	373	374

College Placement 2007

In spite of an increasingly competitive college application environment, Weston graduates enjoyed continued success in gaining admission to college. 96% of graduating seniors are heading to a 4-year college, the highest % of the last 8 years. Equally impressive is the fact that, while there is much discussion about the urban "achievement gap," Weston METCO students had a 92% placement in post-graduate enrollment.

Colleges considered "most competitive" by The College Board's College Handbook (45th Edition, 2008) admit fewer than 50% of their applicants. 85 Weston students (46%) enrolled in schools from that list this year. This is a slight decline from last year when 49% enrolled in competitive schools.

This year 55% of the *middle fifth* of the graduating class (by GPA) was admitted to a college on the "most competitive" list. This percentage maintains the level achieved by the middle fifth portion of the previous two years of graduating classes. This steady history suggests that Weston Schools are helping students of all abilities to succeed.

This chart shows placement for the Class of 2007 as compared to the past 8 years.

Class	Number of Graduates	Percent to 4-Year	Percent to Continuing	Total Percent Continuing
2008	183	96	2	98
2007	174	93	4	97
2006	154	94	3	97
2005	162	95	3	98
2004	161	93	5	98
2003	140	91	6	96
2002	111	84	10	94
2001	119	89	4	93
2000	130	91	6	97
1999	108	93	3	96
10 Year Ave.	158	92	5	97

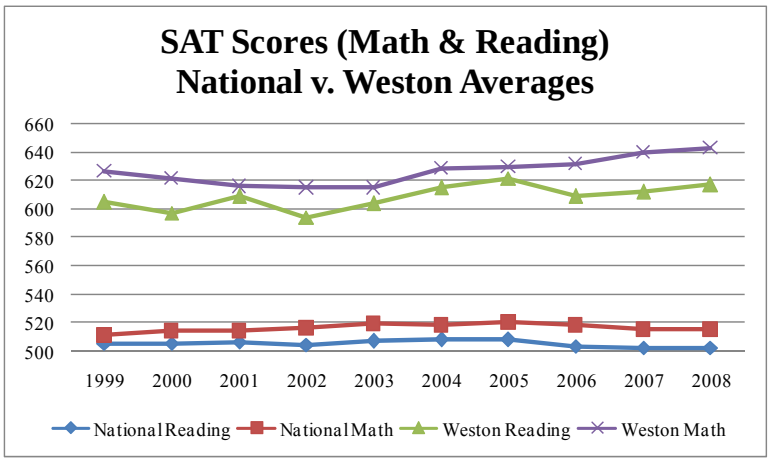
METCO PLACEMENT SUMMARY 1997-2007

Number of Graduates 98		
4-year College	79	80%
2-year College	12	12%
Post Graduate	3	4%
Total Continuing Formal Education	**94**	**96%**
Work/Year Off	3	3%
Military	1	1%
Total Not Continuing 4	**4%**	

Scholastic Assessment Test (SAT) and American College Testing Assessment (ACT)

Weston students perform well on both of these tests. Either or both are an accepted part of applying to most colleges. The SAT test is generally considered more of an "aptitude" test while the ACT test is considered more of an "achievement" test. 2007 saw a large increase (41%) in the number of Weston students taking the ACT test and a 7% drop in the number taking the SAT test.

SAT Results



ACT Results

	2006		2007		2008	
	Weston	National	Weston	National	Weston	National
English	25.7	20.6	24.3	20.7	25.5	20.6
Math	25.1	20.8	24.7	21.0	26.0	21.0
Reading	25.2	21.4	25.3	21.5	25.3	21.4
Science	23.5	20.9	23.7	21.0	24.9	20.8
Composite	25.0	21.1	24.7	21.2	25.6	21.1

Source: Student Performance and Participation Report, 2008-2009

Student "Health"

This is the second category of metrics that answer the "effectiveness" question: are our students learning and growing? We try to measure whether we are teaching the "whole student" and developing a community of citizens who are life long learners. To do this, we track attendance, discipline and at-risk behaviors -- as well as participation in sports and other extra-curricular activities, such as student clubs.

Attendance has improved to its best level in five years.

Student Attendance

Issue	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Absent Daily Average	4.67%	3.9%	3.64%	3.00%	2.76%
Tardy Daily Average	8.79%	8.33%	9.21%	8.95%	7.05%
Cuts / # of Students	473/203	316/151	335/121	370/153	293/134
Cuts Average per Student	0.71	0.46	0.49	0.53	0.41

However, the number of Saturday School assignments increased slightly during the 2007-2008 school year. Also, the number of out-of-school suspension days increased sharply from 31 days to 63 days. The doubling of suspension days was accompanied by 50% increase in the number of students suspended. Both of these trends are the result of stricter school policy enforcement.

Student Discipline Report

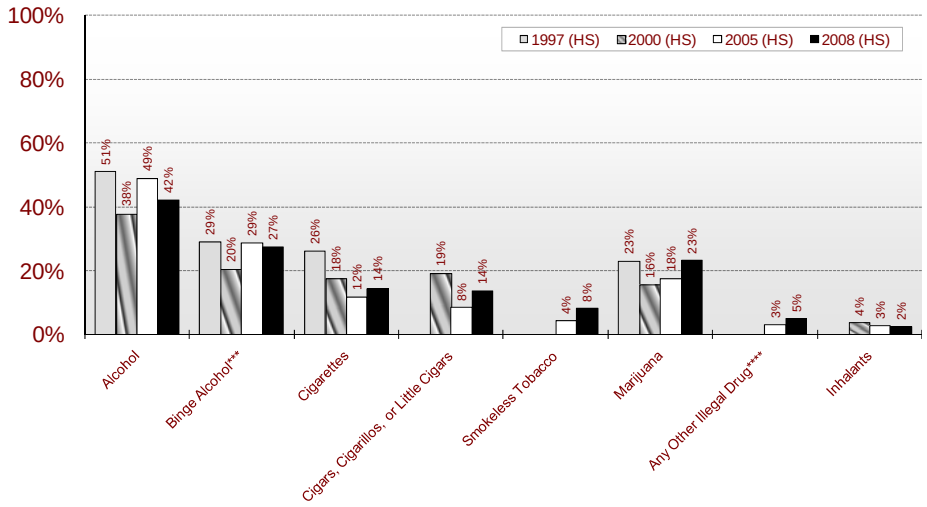
Issue	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
# Sat. School / Earned by # of Students	737/265	497/196	524/169	574/220	535/219
Out-of-School Susp. / Earned by # of Students	35 Days/ 8 Students	60 Days/ 25 Students	31 Days/ 16 Students	31 Days/ 13 Students	63 Days /20 Students

Source: Student Performance and Participation Report (2008-2009)

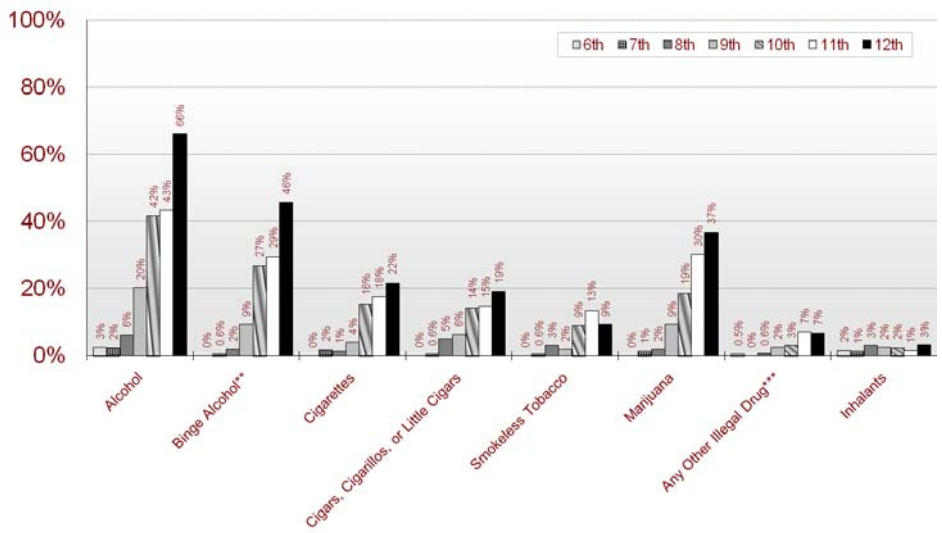
At-Risk Behaviors

We also track metrics that tell us something about the community of learners at Weston, especially about the number of students engaging in risky behavior.

Trends in Substance Abuse by WHS Students



Current* Substance Use for WMS and WHS Students
By Grade (2008)



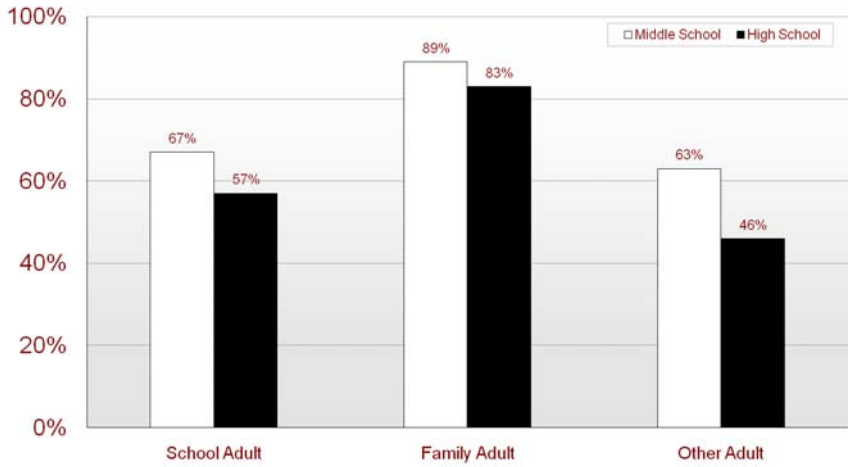
Notes related to the two graphs above:
* Current Use is any use in the 30 days prior to the survey.
** The 2000 Weston high school survey was administered in the Fall of 2000; the 1997, 2005, and 2008 surveys were administered in the Spring of those respective years.
*** Binge alcohol use is defined in the survey as having "five or more drinks of alcohol in a row, that is, within a couple of hours."
**** Includes the use of any illegal drug other than marijuana, such as cocaine, ecstasy, heroin, methamphetamines, steroids, LSD, PCP, mushrooms, Ketamine (Special K), Rohypnol (Roofies), GHB, or oxycontin.

In terms of substance abuse, alcohol and tobacco are still our top two areas of risk behavior, followed closely by marijuana. The largest increases in use occur between 8th and 9th grade, followed closely by the transition from 9th to 10th grade. Abuse of these substances is parallel to, or slightly lower than, state averages. There are little differences in use by gender.

Overall, alcohol and binge drinking are down slightly in the last three years. Cigarette usage is down as well, but overall tobacco usage is up. Marijuana use has also increased over the last three years. The school system is implementing education, communication, and outreach programs to address these issues.

Finally, between 2008 and 2005, greater numbers of students at the Middle School said they had an adult they felt comfortable talking to if there was a problem. However, fewer students at the High School reported such a connection.

WMS and WHS Students Who Report Having Adults to
Talk with if They Have a Problem (2008)



Participation

Another way we track the health of our learning community and our belief in educating the whole student is participation in sports and other extra curricular activity, including community service. Weston's own research shows that, on average, student athletes tend to have higher grade point averages (GPAs).

Weston supports participation in extra-curricular activities by not charging separate athletic or activity fees.

Music

About 50% of students at the High School participate in some form of music: Orchestra, Band, and Chorus –- as well as electives such as Jazz Band.

Athletics, High School and Middle School

An average of 460 students participated in at least one sport in each of the last two years at the HS. At the MS, an average of 270 students participated in at least one sport in each of the last two years. Participation was evenly split by gender. Participation in High School athletics has held steady over the last three years, especially in the fall. Almost 50% of students participated in a fall sport.

Participation in Weston Athletics (High School)									
	2006			2007			2008		
	Total	% of Students	% Δ	Total	% of Students	% Δ	Total	% of Students	% Δ
Fall	324	45.6%	17.0%	314	43.5%	-3.1%	350	49.2%	10.3%
Winter	294	41.4%	1.7%	259	35.9%	-11.9%	274	38.5%	5.8%
Spring	284	40.0%	-3.1%	279	38.6%	-1.8%	285	40.1%	2.2%
TOTAL	902	710	4.8%	852	722	-5.9%	909	711	6.3%

Source: Weston High School Student Performance and Participation Report (Annual)

Participation in Middle School Athletics also held steady overall.

Participation in Weston Athletics (Middle School)									
	2006			2007			2008		
	Total	% of Students	% Δ	Total	% of Students	% Δ	Total	% of Students	% Δ
Fall	159	29.2%	26.2%	174	29.8%	9.4%	168	28.7%	-3.5%
Winter	106	19.4%	20.5%	86	14.7%	-18.9%	83	14.2%	-3.5%
Spring	139	25.5%	0.7%	143	24.5%	2.9%	168	28.7%	17.5%
TOTAL	404	545	14.8%	403	583	-0.2%	419	586	4.0%

Source: Director of Athletics

Club Participation, High School

Finally, club participation continues at a high level. Here is the data for the last three years.

	2006-2007	**2007-2008**	**2008-2009**
# of active clubs	53	47	54
# of students involved	1269	1461	1434

(Note that the number of participants exceeds the number of students because of multiple club participation.)

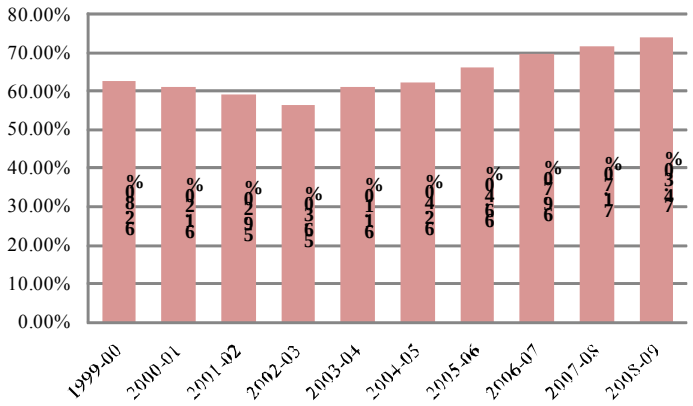
2) Leadership

In this second major performance category, we collect metrics that help answer the question: How ready/able is our school staff? We do this because research has shown that small school systems such as Weston's generally have a more engaged and committed faculty, which in turn yields higher student achievement. In effect, quality of staff is a *leading* indicator of student success.

But how do we know that Weston is not an exception? To make sure that Weston is attentive to factors "upstream" of student success, we track faculty degrees and certifications, turnover, minority mix, and professional development

78% of Weston teachers have earned masters and doctoral degrees. This is a % that has increased steadily over the last three years. In addition, the number of teachers with "professional teacher status" has increased steadily over the last 7 years. Teachers with this status have taught for at least three years in Weston and have been rigorously evaluated.

Professional Teacher Status

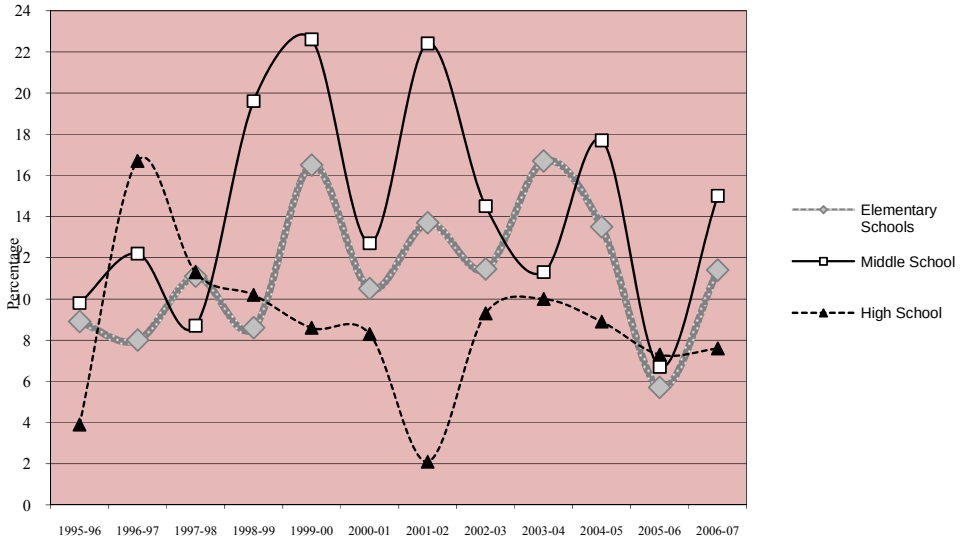


Highly Qualified Teachers (School Year 2007-08)

School	Number of Teachers	% Licensed in Teaching Assignment	% Highly Qualified
Country	27	100%	100%
Woodland	25	98.8%	97.6%
Field	25	100%	100%
Middle	48	100%	98.4%
High	62	96.8%	96.5%

While turnover sometimes jumps up or down at a particular school in a given year, overall turnover in the Weston Schools has held steady between 10-15% for the last ten years. Retirement and family relocation are the top two reasons that cause most people to leave their position.

Teacher Turnover Percentage Rates (1995-2007) by Grade Level



Finally, in this performance category, the number of minority teachers has grown steadily from 16 to 26, representing a % change from 6.5% to 10.4% -- a growth in diversity Weston seeks to sustain.

3) Innovation/Change

Weston is also interested in a third performance category: the ability of the school system to adapt and flex to the changing needs of citizens and society today. *We need other leading indicators that tell us:*

- Where do we stand on deploying new ideas and curricula?
- How quickly we can expect to see innovation translated into meaningful student experiences.
- What is the state of our classroom technology and infrastructure?

Thus, we track measures of teacher development, curriculum integration, and technology deployment.

In each of the last five years, Weston Schools have spent between 1.7 – 1.8% of the school budget on staff development. (For perspective, the Massachusetts Department of Elementary and Secondary Education recommend a minimum 1.6%; many institutions with knowledge workers spend upwards of 3%) This staff development work is also supplemented by both federal grants and WEEFC.

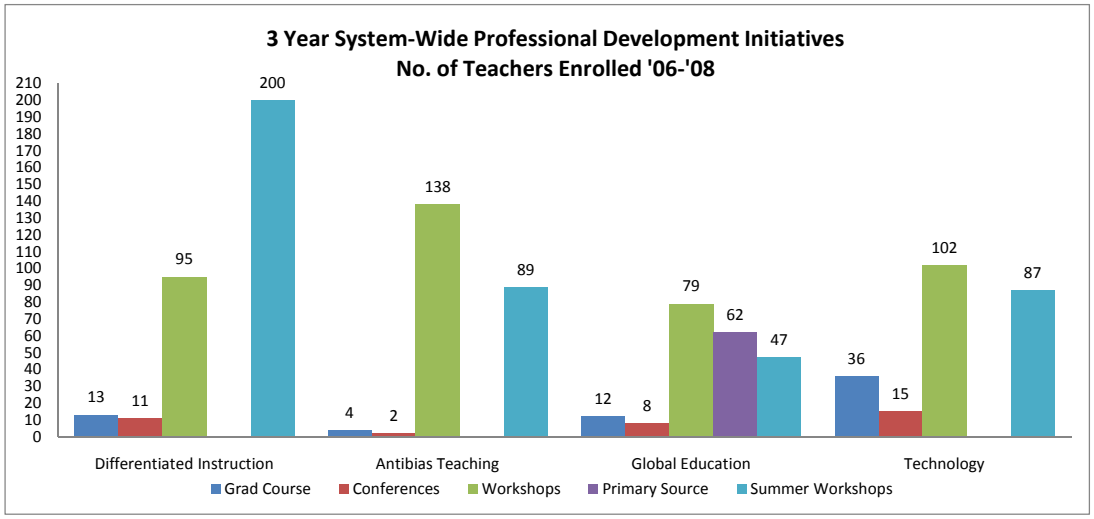
Weston develops system wide initiatives with in-house professional development that reaches all teaching faculty. With faculty meetings, department and team meetings, and specialists targeting subject support, ongoing learning is required for 100% of all Weston teachers.

Beyond in-house training for all faculty, many Weston teachers seek out additional professional development. For many years Weston has valued “differentiated learning,” a focus on

technology, and a global curriculum. Here is where Weston stands in terms of teachers developing additional course work in these targeted initiatives from a range of sources.

Professional Development School Year 2007-2008

	# of Teachers	# of Courses	Percent of Faculty
Graduate Courses	89	178	36%
Conferences	102	125	42%
College Seminars	40	33	16%
Summer Workshops	178	93	73%
Weston In-House PD	244	48	100%
Full Day Faculty PD	244	4	100%



Other recent introductions include the offer of a Mandarin Chinese Language curriculum beginning in the 7th grade. The first year of this program has now reached the 9th grade and is seeing sustained participation.

Finally, in terms of technology, here are the % of classrooms (as of 12/08) that have access to:

- Mounted computer/AV projection: 48% (Target: 100%)
- Interactive Whiteboard Technology: 24% (Target: 100%)
- Computers Replaced via the Technology Renewal Program: 14% (Target: 20%, 5 year life cycle)

4) Efficiency

The fourth and final area of performance for the Weston School System is efficiency. We collect metrics that help us determine:

- Are we getting the student achievement, leadership, and innovation outlined above at a reasonable cost?

To that end, we track trends in the school budget, per pupil expenses, teacher salaries, grant amounts, percent of SPED students integrated into the school system, and trends in state aid.

Over time, the pupil staff ratio at the Middle and High School has remained consistent, i.e. the number of teachers has paralleled enrollment. The Elementary Schools have added Early Intervention and Spanish programs which has increased the faculty and staff numbers.

The chart below shows the number of staff at each school as well as the *direct* cost per pupil (i.e. not included are any external funds such as WEEFC or State and Federal Grants). As noted in general trends, the direct cost per pupil in 2008-9 is $12,827.

School Enrollment, Professional Staff and Expenditure Per Pupil Data

SCHOOL YEAR	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09
HIGH SCHOOL								
October 1 Enrollment	583	636	664	682	688	710	722	711
No. of Staff*	63.75	67.3	70.1	71	72.9	73.4	74.4	76.4
Pupil-Staff Ratio	9.1	9.5	9.5	9.6	9.4	9.7	9.7	9.3
MIDDLE SCHOOL								
October 1 Enrollment	559	582	567	560	543	545	583	586
No. of Staff*	54.15	55.6	55.1	55.2	54.3	53.5	55.4	57.2
Pupil-Staff Ratio	10.3	10.5	10.3	10.1	10.0	10.2	10.5	10.2
ELEMENTARY SCHOOLS								
October 1 Enrollment	1,112	1,081	1,099	1,077	1,070	1,090	1,058	1,052
No. of Staff*	87.5	86.75	85.15	87.1	89	88.8	87.2	88.6
Pupil-Staff Ratio	12.7	12.5	12.9	12.4	12.0	12.3	12.1	11.9
ALL SCHOOLS								
October 1 Enrollment	2,254	2,299	2,330	2,319	2,301	2,345	2,363	2,349
Total Prof. Staff**^	215.8	221.7	222.7	226	222.1	221.8	223	228.2
Total Pupil-Staff Ratio	10.4	10.4	10.5	10.3	10.4	10.6	10.6	10.3
Expenditure per Student	**$9,724**	**$10,083**	**$10,132**	**$10,591**	**$11,310**	**$11,602**	**$12,151**	**$12,827**

*Includes Teachers, Specialists, and Building Administrators

**Includes Central Office Pe

^Not including positions funded by State and Federal Gra

/Based on Estimated Expenditure for year in progress

Increases in staff have generally been in support staff, primarily Special Education tutors for students with complex special needs. Weston is committed to the inclusion of Special Education students and therefore providing appropriate instructional support for these students to work effectively within the regular classroom setting.

The investment in Special Education staff is both cost effective and consistent with goal of supporting students in their neighborhood school setting as opposed to doing "outside placements." Weston's Early Screening and Intervention Programs are part of an efficient approach to SPED that is reflected in the percentage of our school budget that goes to Special Education (13%) – a percentage that ranks us 15th among comparable towns.

Special Education Budgets as a Percent of the Total District Budget								
	FY'04		FY'05		FY'06		FY'07	
	% of Total Budget	Rank	% of Total Budget	Rank	% of Total Budget	Rank	% of Total Budget	Rank
Belmont	17.60%	10	18.30%	10	19.40%	10	20.70%	10
Brookline	19.90%	7	19.50%	9	20.30%	9	21.90%	6
Carlisle	22.30%	4	23.10%	4	22.80%	4	21.60%	8
Concord	26.80%	2	26.70%	2	25.60%	2	25.70%	2
Concord Carlisle	19.70%	8	21.90%	6	22.30%	5	23.20%	4
Dover	29.60%	1	31.60%	1	26.80%	1	28.90%	1
Dover Sherborn	9.50%	16	7.10%	16	7.50%	16	7.90%	16
Lexington	18.90%	9	19.90%	8	21.40%	7	23.20%	5
Lincoln	16.60%	13	17.50%	12	16.80%	13	17.50%	13
Lincoln Sudbury	16.70%	11	17.90%	11	17.30%	12	19.40%	11
Needham	16.60%	12	17.40%	13	19.00%	11	19.10%	12
Newton	21.40%	5	22.10%	5	21.20%	8	21.80%	7
Sudbury	20.90%	6	21.10%	7	21.70%	6	20.70%	9
Wayland	15.10%	14	16.00%	14	15.50%	14	15.20%	14
Wellesley	22.30%	3	23.20%	3	24.60%	3	24.20%	3
Weston	12.00%	15	13.00%	15	12.70%	15	13.00%	15

Source: MDESE, Special Education Trend, Web Site

In terms of teacher salaries, Weston seeks to be an "employer of choice" and has generally ranked in the top 5 towns among comparable towns over the past few years. The experience and seniority of our teachers also have an impact on our ranking. In September 2009, we will be entering the last year of our 3-year collective bargaining agreements with all school system unions, including the Weston Educational Association (WEA).

Average Teacher Salary Trend Data						
	FY'05		FY'06		FY'07	
	Average Salary	Rank	Average Salary	Rank	Average Salary	Rank
Belmont	$ 55,264	15	$ 56,786	15	$ 58,445	15
Brookline	$ 62,446	7	$ 64,662	11	$ 67,399	7
Carlisle	$ 57,814	12	$ 65,384	8	$ 67,517	6
Concord	$ 58,669	11	$ 61,901	12	$ 66,931	9
Concord Carlisle	$ 61,386	10	$ 65,798	7	$ 70,262	2
Dover	$ 55,741	14	$ 66,415	5	$ 70,007	3
Dover Sherborn	$ 64,583	3	$ 65,307	9	$ 68,177	5
Lexington	$ 63,270	6	$ 61,093	13	$ 61,763	14
Lincoln	$ 61,850	9	$ 77,541	1	$ 63,892	12
Lincoln Sudbury	$ 62,096	8	$ 65,179	10	$ 66,799	10
Needham	$ 56,242	13	$ 58,914	14	$ 63,324	13
Newton	$ 65,187	2	$ 66,911	4	$ 67,080	8
Sudbury	$ 50,778	16	$ 52,600	16	$ 55,835	16
Wayland	$ 66,812	1	$ 65,817	6	$ 64,037	11
Wellesley	$ 64,488	4	$ 67,310	3	$ 69,784	4
Weston	$ 63,426	5	$ 69,360	2	$ 70,617	1
State Average	**$ 54,701**		**$ 56,366**		**$ 58,257**	

Source: MDESE, Average Teacher Salaries, Web site

We are able to offset some of our higher costs by becoming increasingly proficient at applying for grants and Federal/State Aid. The charts below show the proportions of our budget that come from grants and other sources of aid.

Funding Source	FY'2006	FY'2007	FY'2008
Chapter 70 Funding	$ 1,480,950	$ 1,790,526	$ 2,217,819
Town Appropriation	$ 24,543,238	$ 25,415,911	$ 26,494,210
Total General Fund Budget	**$ 26,024,188**	**$ 27,206,437**	**$ 28,712,029**
State Grants (MA DESE and MA DPH)	$ 1,224,991	$ 1,285,332	$ 1,465,403
Federal Grants (MA DESE and Fed. DOE)	$ 678,730	$ 643,827	$ 899,562
Local / Private Grants (WEEFC, etc.)	$ 692,416	$ 601,869	$ 620,659
Revolving Funds	$ 516,825	$ 476,141	$ 417,640
Total Weston Public School Funding:	**$ 29,137,150**	**$ 30,213,606**	**$ 32,115,293**

Note: These are budgeted amounts and may vary from actual expended amounts. Most state and federal grants are earmarked for specific purposes.

Conclusion

Given the economic, budget, and demographic challenges we face, our school system is doing extremely well across all four key dimensions of performance. Even so, we continue to identify and address areas for improvement.

Over the next year, we will be communicating with you further about the steps we have taken to make improvements, as well as position our schools for the future. We look forward to a dialogue with all of the citizens of Weston – both parents and non-parents of current students – about how to continue Weston's legacy of public education success.

Sincerely,
The Weston School Committee and Administration