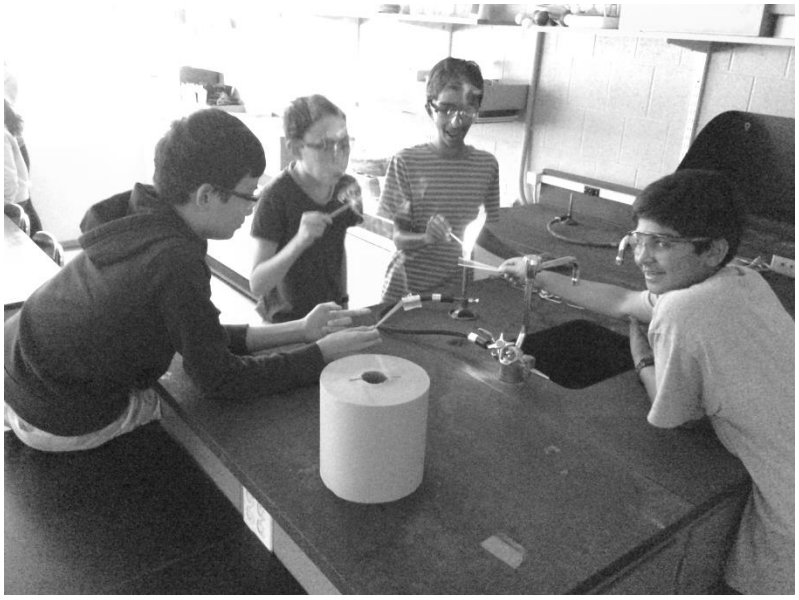
SCHOOLS

The Weston Veterans Memorial Educational Fund was established by Town Meeting in 1953 as a living memorial to the men and women of Weston who have served our country in the armed forces. For over 60 years, the Committee has provided financial assistance to members of the Weston High School graduating class who demonstrate need and the scholastic ability to succeed in college.

REPORT OF THE WESTON PUBLIC SCHOOLS



Weston Middle School Science Club

The Weston School Committee is pleased to present this annual report to the residents of Weston. The following information is included:

- Vision Statement
- Administrative Leadership Changes
- Enrollment and Budget
- Curriculum and Other Initiatives
- METCO
- High School Academic Achievement
- WEEFC
- Retirements

The Weston School Committee hires and evaluates the Superintendent, sets the budget, and establishes policy. In furtherance of these objectives, the School Committee uses the vision statement as a guide in decision making. The vision statement was approved in July 1996 and continues to provide a framework in educating and shaping lifelong learners. The Weston Public Schools' Vision Statement provides:

- The Weston Public Schools is committed to excellence in learning for further education and work, for civic responsibility, and for the love of learning

- The Weston Public Schools will achieve excellence in learning through collaboration among community, parents, administration, faculty, and students. Recognizing that learning is a lifelong process, all partners in the school community will use imagination, reflection, invention, rational inquiry and judgment to anticipate the demands of the future and to support the learning of others.

- The curriculum will include both subject-based and interdisciplinary instruction for grades K-12. A Weston education will provide students with a broad knowledge base, integrating the arts, technology, communications and core academic areas. Graduates will be able to write and speak effectively, and will develop the problem solving and critical thinking skills necessary to participate productively in a constantly changing, culturally diverse and complex world.

- The learning environment in Weston will stimulate and support all students in their intellectual, social, and personal growth to prepare them to become good citizens and to enable them to achieve whatever personal or career goals they pursue. Students will be encouraged to take risks and assume responsibilities; they will respect themselves and others, and be committed to serving the wider community with honesty and integrity.

Drumlin Farm Visit to Preschool Classroom (WEEFC Grant)

Changes in Leadership

The Weston Public Schools experienced significant changes in leadership at the end of the 2014 – 2015 academic year. Most notable is the retirement of Superintendent Dr. Cheryl Maloney, who had dedicated 30 years to the students and families of Weston. In addition to her seven-year role as Superintendent, Dr. Maloney previously held the positions of Assistant Superintendent, High School Assistant Principal, Department Head (History), and High School History Teacher. Dr. Maloney's tenure left a remarkable and positive impression on the district. We wish her well in her retirement

The School Committee, with a search consultant and community input, conducted a search for a new, permanent Superintendent to replace Dr. Maloney. After an extensive process, the School Committee and the identified preferred candidate mutually decided to end contract discussions. Thereafter, a subcommittee of the School Committee conducted a search for a one-year, interim Superintendent. The subcommittee forwarded Dr. John Brackett as the preferred candidate to fill the role. At the April 29, 2015 meeting, the members of School Committee unanimously voted to hire Dr. John Brackett as the Superintendent commencing on July 1, 2015. Dr. Brackett brings previous experiences as a Superintendent, Assistant Superintendent, and school leadership consultant to his role as Superintendent of Weston Public Schools.

Dr. Maloney and Field School Principal Matt Lucey in Field School Courtyard

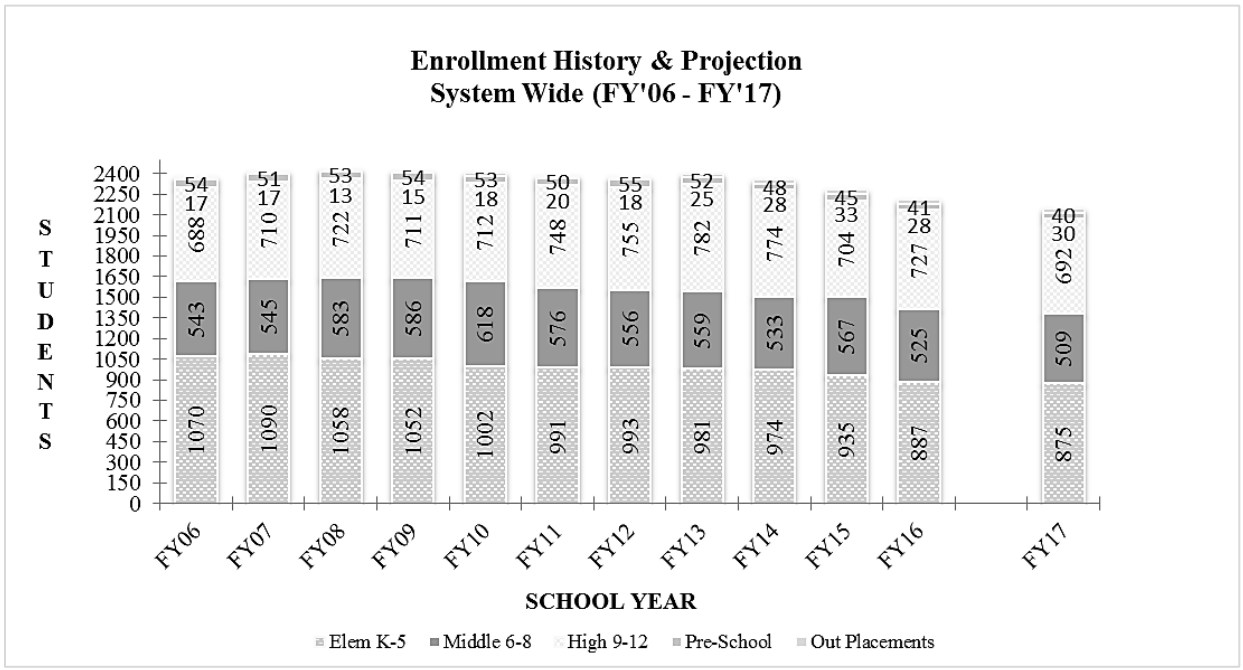
In addition to a change in the Superintendent's position, Weston Public Schools welcomed Dr. Marguerite "Midge" Connolly and Ms. Jennifer Faber to its administrative team. Dr. Connolly commenced as Director of Student Services on July 1, 2015. Dr. Connolly filled the vacancy created by Ms. Susan Strong's departure from Weston Public Schools. Ms. Strong had been Weston's Director of Student Services for three years. Ms. Faber was appointed as the new Principal of Woodland School upon Dr. Cynthia Crimmin's retirement. Dr. Crimmin was Principal of Woodland School for three years, and previously held the position of Director of Foreign Language in the Weston Public Schools for 13 years (1995 – 2008). We thank Dr. Crimmin for her work on behalf of Weston students and wish her well in retirement.

The 2015 town elections also brought a change to the composition of the School Committee. After serving three terms, Mr. Richard Manley did not seek re-election. Similarly, after serving one term, Ms. Rosemary Tomaso did not seek reelection. We are grateful for Mr. Manley's and Ms. Tomaso's many years of dedicated service to the school community. The voters of Weston elected Mr. Alex Cobb and Mr. John Henry as the newest members of School Committee.

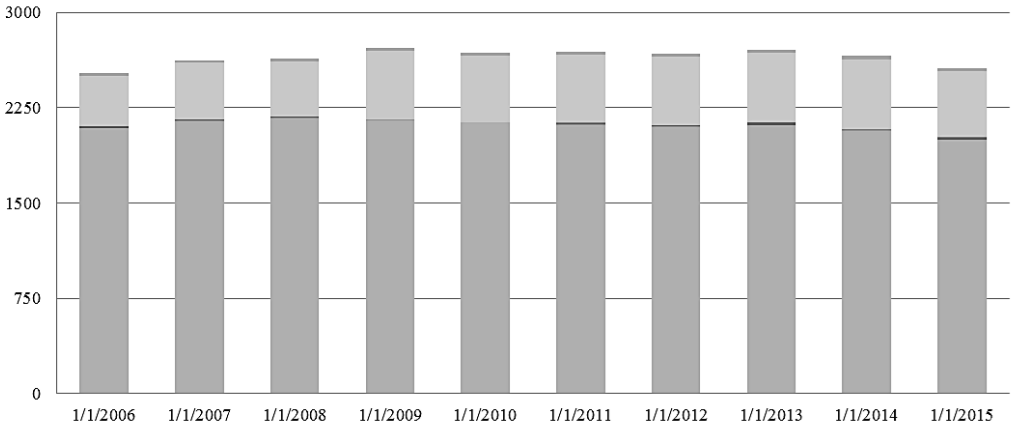
High School Students Participating in World Language Week
(Partially Funded by WEEFC Grant and Weston Cultural Council Grant)

Enrollment

After many years of high and steady enrollment, the Weston Public Schools is experiencing a decline in student enrollment. This drop had been anticipated based on the census data and national trends.



The chart below reflects the numbers of Weston children enrolled outside of the Weston Public Schools.



	1/1/2006	1/1/2007	1/1/2008	1/1/2009	1/1/2010	1/1/2011	1/1/2012	1/1/2013	1/1/2014	1/1/2015
Out of State Private / Parochial	23	16	16	23	21	25	20	22	29	18
In State Private / Parochial	396	448	438	535	524	534	537	548	546	522
Home Schooled	0	0	0	0	0	1	5	7	9	5
Out of District Public	3	10	7	5	3	13	8	8	4	5
Collaboratives	0	3	4	3	2	8	4	5	2	3
Vocational	7	3	3	2	1	0	3	3	4	4
Weston Public Schools	2091	2141	2165	2151	2132	2109	2094	2115	2066	2001

Class Size Policy

In 2005, the School Committee approved the Class Size Policy for Kindergarten through Grade 5. Specifically, the policy dictates that the range for Kindergarten and Grade 1 classes is 17–21 students, the range for Grade 2 and Grade 3 classes is 18-22 students, and the range for Grade 4 and Grade 5 classes is 20-24 students. Every effort is made to section classes in accordance with this policy. At times, because of late registrations or 'move-outs,' a class can go outside the parameters of the approved Class Size Policy. Additionally, staffing patterns are affected by mandated staffing in Special Education and English Language Learners (ELL); or in a change in the Program of Studies at the Middle School and High School. Oversubscribed or undersubscribed courses are only allowed to run with review and approval of the Superintendent and School Committee.

Average Number of Pupils per Classroom - Grades K-5

Grade	Range (Min-Max)	Target	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
K	17-21	19	17.6	19.4	17.1	19.7	17.1	19.3	17.7	17.4	18.1
1	17-21	19	20.3	19.5	20.9	18.8	17.9	19.5	19.1	18.0	17.3
2	18-22	20	18.9	20.9	19.9	20.0	19.4	18.9	20.5	19.4	18.7
3	18-22	20	21.2	20.4	21.1	20.0	20.8	20.1	19.4	19.9	19.4
4	20-24	22	22.7	21.0	20.6	22.0	20.6	20.8	20.9	20.3	19.5
5	20-24	22	20.9	20.1	20.4	20.6	22.9	21.5	21.3	21.8	20.0

At the Middle and High schools, the range, median and mean for the classes by department are calculated each year. The guidelines for Middle and High schools are 21-27 students per classroom with a target of 24. At the High School, the minimum class size is 12 unless prior approval by the

Superintendent and School Committee is obtained. The following tables provide a three-year range of data.

Average Number of Pupils per Classroom - Grades 6-8

Middle School	13-14 Range	13-14 Median	13-14 Mean	14-15 Range	14-15 Median	14-15 Mean	15-16 Range	15-16 Median	15-16 Mean
English	12 to 26	21	19.90	15 to 25	21	20.90	15 to 24	21	20.80
Social Studies	11 to 25	22	20.50	15 to 26	23	21.80	16 to 24	21	20.80
Mathematics	11 to 28	21	19.70	15 to 29	20	20.10	10 to 24	20	19.10
World Lang.	8 to 24	20	18.50	12 to 24	19	17.90	13 to 23	19	18.30
Science	12 to 24	22	20.50	15 to 25	23	21.60	16 to 24	21	20.90

Average Number of Pupils per Classroom - Grades 9-12

High School	13-14 Range	13-14 Median	13-14 Mean	14-15 Range	14-15 Median	14-15 Mean	15-16 Range	15-16 Median	15-16 Mean
English	10 to 24	21	20.50	11 to 24	19	18.80	11 to 24	18	18.40
Social Studies	10 to 25	23	20.90	10 to 24	17	16.90	11 to 24	19	19.20
Mathematics	11 to 25	22	20.80	8 to 25	17.5	18.00	12 to 25	19	18.00
World Lang.	8 to 24	19	17.80	10 to 24	19	18.30	9 to 24	17.5	16.90
Science	10 to 24	22	20.80	11 to 24	20	19.40	10 to 24	21	19.30

Budget

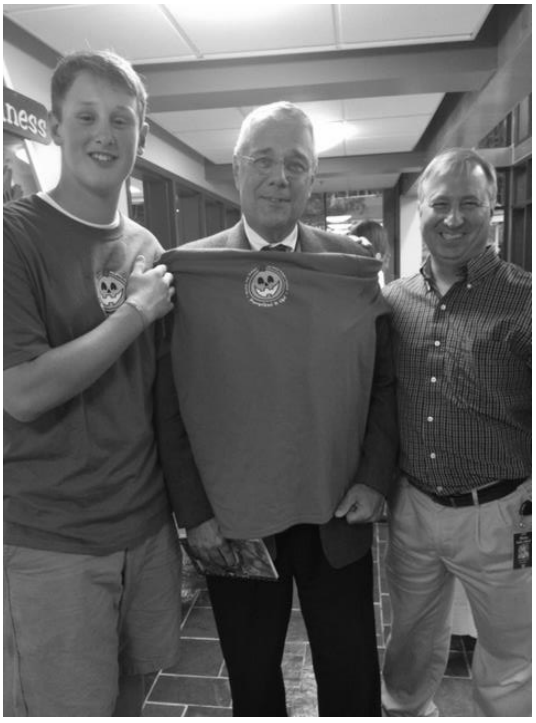
The School Committee is ever mindful of the generosity of the town residents, many of whom do not have children currently enrolled in the schools. Accordingly, the process to develop the budget takes many months. The vision statement, budget guidelines, School Committee policies, and curriculum changes provide guidance in developing the budget. The Superintendent, with input from the administrative team, begins to build the budget in October and November. In January, the Superintendent presents a proposed budget to School Committee for consideration. Over the course of the next two to three months, the proposed budget is discussed and evaluated by the full School Committee and the School Committee Budget Subcommittee. The Budget Subcommittee also discusses and reviews the proposed budget with the members of the Finance Committee assigned to the school budget. Changes to the proposed budget are typically made during this period. These changes are the result of: 1) feedback on the proposed budget; and 2) known changes, such as newly fixed fuel costs or previously unknown special education accommodations due to a recent IEP review.

The Salary and Other Compensation category has the most significant impact on the school budget. This year, monies spent on Salary and Other Compensation account for more than 86 percent of the overall budget. The fiscal year 2015 Actual Budget is $36,749,777, a 1.04 percent increase from the previous year.

School Budget for Fiscal 2014 and Fiscal 2015

Category	FY'14 Actual	FY'15 Actual
Salary and Other Compensation	$ 30,570,288	$ 31,733,883
Instructional Materials and Supplies	$ 1,072,674	$ 1,027,307
Contracted Services	$ 1,013,305	$ 838,940
Contracted Student Services	$ 2,599,801	$ 3,151,510
Utilities	$ 1,129,955	$ 1,106,183
Equipment	$ 581,225	$ 506,189
State Aid and Offset Accounts	$ (1,641,328)	$ (1,614,235)
Total	**$ 35,325,920**	**$ 36,749,777**

Dr. Crimmin with Elementary Students



Dr. Brackett Visiting the High School

Curriculum

The district continues to experience innovative changes in the classroom. These changes can be seen in curriculum content shifts, the implementation of Bring Your Own Technology (BYOT) at the High School, and the transition to Partnership for Assessment of Readiness for College and Careers (PARCC) testing.

The most significant curriculum changes have been in Science. With the completion of the district-wide Science review, the new Science Wing at the High School and the adoption of a "place-based, project-based" learning focus, there are exciting changes to the curriculum content and delivery. Ms. Pam Bator, Assistant Superintendent of Curriculum and Instruction, Ms. Susan Erickson, K -5 Science and Social Studies Curriculum Specialist, and Ms. Erica Cole, 6-12 Science Department Head, along with our

elementary and secondary faculty teams have shepherded these innovations. The implementation of two one-semester Engineering courses, modifications to the Physics course, an increased focus on labs and hands-on activities, and a realignment of the elementary science units are examples of these curriculum shifts.

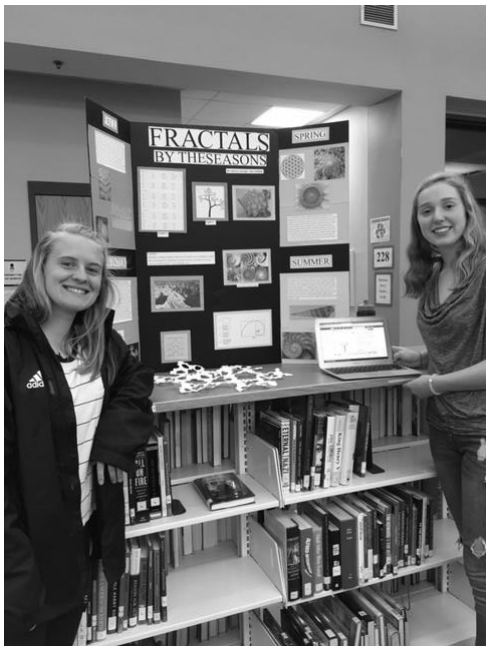
The district-wide World Languages Review continued during the 2014-2015 academic year. The department had completed the self-study phase the previous year, and welcomed the World Languages External Review Committee, chaired by Dr. Arlene Guerrero-Watanabe, this year. The report was presented to the School Committee at the January 7, 2015 meeting. This review has been overseen by Ms. Bator, Dr. Cort Mathers, K-12 Foreign Language Director, and members of the Foreign Language faculty. The report provided many suggestions for improvement in the World Languages curriculum. These suggestions include 1) the establishment of vertical and horizontal alignment in the curriculum; 2) an increase of frequency in the elementary program; 3) the creation of an entry point for Mandarin in the High School; and 4) the development of departmental goals and policies. Some of these changes, such as the increase of frequency in the Field School and the addition of Mandarin I to the High School Program of Studies were implemented for the 2015-2016 year. Although some modifications began immediately after the External Review Committee completed its visit to our schools, many of these suggested changes will take time to fully develop and implement. Ms. Bator, Dr. Mathers, and the Foreign Language faculty continue to make progress in establishing robust and meaningful Foreign Language courses for our students.

The final phase of the multi-year technology integration plan is complete, with the High School becoming a full BYOT building for all four grades. School-owned devices are also available for student check-out on a short or long term basis if needed.

In addition to curriculum shifts in the classrooms, we are experiencing shifts in mandated testing. After many years of MCAS, districts were offered the choice of administering either the PARCC assessment or the state MCAS assessment for Grades 3-8. Districts who opted to take the PARCC were "held harmless," as this was a year to evaluate the test. Weston Public Schools chose to administer PARCC assessment in ELA and math to students in Grades 3-8.

All students in grades 5 and 8 - 10 also participated in the MCAS assessment, in whole or in part. Because PARCC assesses only ELA and math, science proficiency was assessed using MCAS. These assessments were given in grades 5, 8, and either grade 9 or 10. In addition, Grade 10 students took the ELA and math MCAS. The Commonwealth of Massachusetts requires that students meet the "competency determination" standard, which is passing ELA, math, and science MCAS, as a condition for high school graduation.

The 2014-2015 academic year served as a transition in state mandated testing. The Massachusetts Department of Elementary and Secondary Education will decide whether PARCC, MCAS, or some variation of the two will be the new requirement going forward.



High School Honors Pre-calculus Fractal Fair

Second Grader Working on Place Values in Math

METCO Program

Weston has been a participant in the METCO program since 1967. During the 2014-2015 academic year, 169 Boston residents enrolled in the Weston Public Schools through the METCO program, with 53 students at Country and Woodland, 26 students at Field, 29 students at the Middle School, and 51 students at the High School. Participation in METCO is mutually beneficially to students from Boston and from Weston; accordingly, we consider all students, not just Boston students, to be participants in the program. Weston Public Schools is viewed as having one of the most successful METCO programs.

Ms. La Toya Rivers is in her second year as the METCO program Director. She continues to work with the building based liaisons, students, faculty, staff, parents, and the community at large to achieve the following goals:

1. Create a more streamlined method of data collection for each school to help define clear and attainable goals as well as to more accurately assess the hurdles that can limit student academic and social success;
2. Improve the home-school connection to help tackle inhibitors to academic achievement;
3. Maintain academic and social initiatives

In furtherance of these goals, Ms. Rivers has started a review of the effectiveness of academic intervention programs. Discussions and decisions regarding particular intervention programs will occur once enough data is collected. Additionally, the S.O.A.R program (Summer Opportunities in Academics and Recreation) and the High School Preview Program offerings in geometry, physics, chemistry, honors world history, and English are offered during the summer break. The elementary after-school homework clubs, lunch groups, and the Family Friends program, among other programming, continue to help students achieve academic and social success.

The Weston Public Schools thanks the many community support organizations for their continued partnership in making the METCO program a success. Our students are fortunate to have the support of

the Community Coordinating Committee (CCC), the Boston Weston METCO Parent Organization (BWMPO), the Weston METCO Scholarship Committee; and the Weston PTO.

High School Success

The School Committee is proud of the success of all of our students. We do recognize, however, that there is a particular interest in the success of our High School students. Undoubtedly, the Weston community desires information, data driven and anecdotal, on the status of our high school students. We are pleased to report that we have engaged, curious, compassionate, and accomplished students.

In regards to student achievement, we look at:

- College acceptance
- Scholastic Assessment Test (SAT) and American College Testing (ACT) exam results
- Advanced Placement (AP) participation and exam results
- Massachusetts Comprehensive Assessment System (MCAS) exam results
- Student Engagement

College Acceptance

There were 173 graduates in the Class of 2015. Of these students, 94.2 percent are attending four-year institutions, 4.0 percent are attending two-year institutions, and the remaining three students (1.7 percent) are doing a post-graduate year or joining the work force.

The following chart shows placement for the Class of 2015 compared to the past 10 years.

College Placement 2015

Class	Number of Graduates	Percent to 4-Year	Percent to Other	Percent Total Continuing
2015	**173**	**94**	**4**	**98**
2014	211	95	4	99
2013	171	94	1	95
2012	173	94	3	97
2011	177	96	1	97
2010	172	95	1	96
2009	169	92	2	94
2008	183	96	2	98
2007	174	93	4	97
2006	154	94	3	97
2005	162	95	3	98
Ten-Year Average	**175**	**94**	**2.4**	**97**

Even more colleges and universities have adopted the Common Application or eDocs for the admission process, making it easier for students to apply to even more schools. As a result, there were 1,660 applications submitted to colleges and universities, 544 of these applications were submitted "Early."

Students who applied under an "Early" application were 141, or 82 percent. Of these students, 87, or 62 percent, enrolled in an "Early" acceptance school.

The 170 students continuing on with their studies will attend 106 different colleges and universities, located in 25 states, the District of Columbia, and Canada. The vast majority of students, 80 percent, will be attending a first or second choice college or university. According to the "Guidance Senior Exit Survey" 59.4 percent of the graduates will be attending their first choice and more 20.6 percent will be attending their second choice.

Schools and Colleges Attended by the Class of 2015

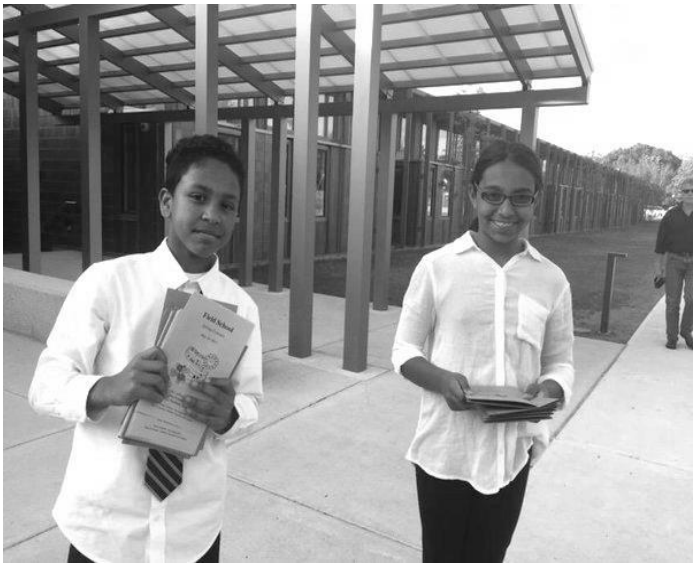
American University
Babson College
Baylor University
Bentley University
Boston College (3)
Boston University (6)
Bowdoin College
Brandeis University
Bridgewater State University
Brown University
Bryant University
Bucknell University
Bunker Hill Community College
Carnegie Mellon University (2)
Case Western Reserve University
Champlain College (2)
Chapman University
Clarkson University
Coastal Carolina University
Colby College
Colgate University
College of Charleston
College of the Holy Cross
College of William and Mary
Colorado State University
Columbia University
Connecticut College
Cornell University (2)
Curry College (2)
Dartmouth College (3)
Dean College
Dickinson College (3)
Elon University
Embry-Riddle Aeronautical University (2)
Emory University
Endicott College
Fairfield University (2)
Florida Gulf Coast University
Fordham University
Full Sail University
The George Washington University (3)
Harvard College (6)
Hobart and William Smith Colleges (2)
Hofstra University
Irvine Valley College
Landmark College
Mass. Bay Community College (2)
Mass. College of Pharmacy & Health Sciences
Mass. Institute of Technology
McGill University (2)
Miami University (2)
Middlesex Community College
Mohawk Valley Community College
New York University (2)
Nichols College
North Carolina State University
Northeastern University (2)
Northwestern University (4)
Oberlin College
Pennsylvania State University (2)
Princeton University
Quinnipiac University
Rice University
Roger Williams University
Rollins College
Sacred Heart University
Saint Michaels College
Salisbury University
Sewanee: University of the South
Stanford University (2)
Stonehill College
Suffolk University
The New School
Trinity College
Tufts University (6)
Tulane University (2)
Union College (2)
University of Arizona
University of California-San Diego
University of Colorado-Boulder
University of Connecticut
University of Delaware
University of Denver (2)
University of Illinois – Urbana-Champaign
University of Mass. – Amherst (7)
University of Mass. – Boston
University of Mass.- Lowell (3)
University of Miami
University of Michigan (4)
University of New Hampshire (3)
University of Notre Dame (2)
University of Ottawa
University of Pennsylvania
University of South Carolina (3)
University of the Pacific
University of Toronto (2)
University of Utah
University of Vermont (6)
University of Virginia
Villanova University
Virginia Tech
Washington University in St. Louis
Williams College
Worcester Polytechnic Institute
Yale University

The College Board's College Handbook (53rd edition, 2016) considers colleges and universities that admit fewer than 50 percent of their applicants to be most competitive. Almost half of Weston High School's graduating class will enroll in a school on that list.

Competitive Colleges Attended by the Class of 2015

American University (2)
Babson College
Bentley University
Boston College (3)
Boston University (6)
Bowdoin
Brandeis University (2)
Brown University
Bucknell University
Carnegie Mellon University (2)
Case Western Reserve University
Chapman University
Colgate University
College of the Holy Cross
College of William and Mary
Columbia University
Connecticut College
Cornell University (2)
Dartmouth College (3)
Dickinson College (3)
Emory University
Fordham University
The George Washington University (3)
Harvard College (6)
Hobart and William Smith Colleges (2)
Massachusetts Institute of Technology
New York University (2)
Northeastern University (2)
Northwestern University (4)
Oberlin College
Princeton University
Rice University
Stanford University (2)
Trinity College
Tufts University (6)
Tulane University (2)
Union College (2)
University of Connecticut
University of Miami
University of Michigan (4)
University of Notre Dame (2)
University of Pennsylvania
University of Virginia
Villanova University
Williams College
Washington University in St. Louis
Worcester Polytechnic Institute
Yale University

( ) indicates the number of students who attended each post-secondary institution by graduating class if more than one



Field School Students Distributing Programs for Field Concert

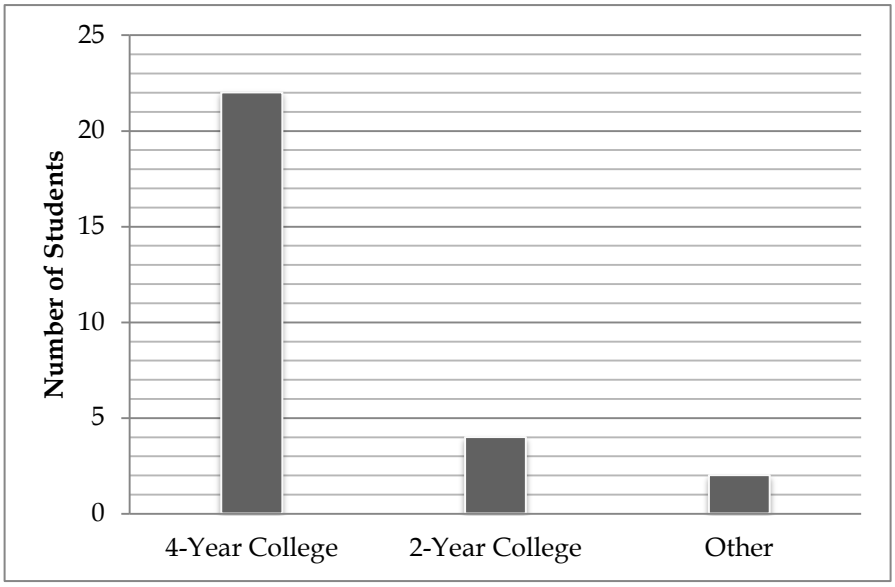
In reviewing, college acceptances, Weston Public Schools also collect data on some cohorts. All 12 of our graduating METCO students will be continuing onto a four or two-year institution; 11 of the 12, or 92 percent, will be attending a four-year college, and one student will be attending a two-year college.

Post-Graduation Outcomes for METCO Students
2008-2015

Year	Number of Graduates	4-year College	2-year College	Post Graduate	Total Continuing Formal Education	Work/ Military/ Year Off
2015	12	11 (92%)	1 (8%)	0	12 (100%)	0
2014	19	17 (89%)	2 (11%)	0	19 (100%)	0
2013	12	10 (83%)	1 (8%)	0	11 (91%)	1 (8%)
2012	12	10 (83%)	2 (17%)	0	12 (100%)	0
2011	7	7 (100%)	0	0	7 (100%)	0
2010	7	6 (86%)	1 (14%)	0	7 (100%)	0
2009	8	6 (75%)	2 (25%)	0	8 (100%)	0
2008	13	10 (77%)	2 (15%)	0	12 (92%)	1 (8%)
Total	**90**	**77 (86%)**	**11 (12%)**	**0**	**88 (98%)**	**2 (2%)**

Out of the 173 students in the Class of 2015, 28 students were provided with special education services. The vast majority of these students are continuing at a four-year institution.

Post-Graduation Outcomes for Students with Special Needs
Class of 2015



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

Another indicator of a successful high school is student performance on standardized tests. Weston High School students perform well above national averages on both the SAT and the ACT, tests used as part of the college admission process.

SAT Reasoning Test – Critical Reading, Math & Writing

	WESTON							NATIONAL			
Class	Critical Reading	Math	Writing	Class Size	Number Taken	Percent Taking		Critical Reading	Math	Writing	Number Taken
2015	**599**	**624**	**602**	**173**	**137**	**79%**		**495**	**511**	**484**	**1,698,521**
2014	608	628	607	211	163	77		497	513	487	1,672,395
2013	615	635	626	171	133	78		496	514	488	1,660,047
2012	615	645	630	173	144	83		496	514	488	1,664,479
2011	607	634	620	179	157	88		497	514	489	1,647,123
2010	621	641	635	172	156	91		501	516	492	1,547,990
2009	618	629	626	169	156	92		501	515	493	1,530,128
2008	617	643	636	183	157	86		502	515	494	1,518,859
2007	612	640	621	174	162	93		502	515	494	1,494,531
2006	609	632	620	154	146	95		503	518	497	1,465,744
2005**	622	630		162	160	99		508	520		1,475,623

*** There was no writing section to the SAT Reasoning Test before 2006.*

SAT DISTRIBUTION – NUMBER OF STUDENTS

Critical Reading

	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006
750-800	**15**	14	11	8	13	18	14	17	22	10
700-740	**9**	23	16	30	22	24	17	21	12	21
650-690	**19**	24	29	19	25	30	38	24	26	24
600-640	**30**	32	23	26	32	25	30	31	29	33
550-590	**24**	30	25	24	20	26	25	30	29	25
500-540	**17**	17	14	18	22	15	14	22	31	18
450-490	**14**	10	8	14	14	8	5	16	14	15
400-440	**2**	8	7	2	7	5	9	9	9	4
350-390	**1**	3	1	2	2	4	2	3	2	3
300-340	**1**	2	0	0	0	0	2	1	0	1
250-290	**0**	0	0	0	0	1	0	2	0	1
200-240	**0**	0	0	0	0	0	0	0	0	0

Math

	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006
750-800	**30**	29	23	31	27	32	27	25	25	19
700-740	**18**	19	24	22	20	27	25	28	24	29
650-690	**19**	33	20	19	28	27	25	39	32	28
600-640	**15**	25	18	27	26	23	23	22	23	25
550-590	**18**	22	22	18	22	12	21	27	31	22
500-540	**20**	7	12	11	16	17	13	14	23	13
450-490	**7**	14	7	11	7	5	9	11	7	5
400-440	**2**	10	3	3	4	8	9	5	5	8
350-390	**3**	3	3	1	5	3	1	3	3	3
300-340	**0**	1	1	0	2	2	2	1	1	1
250-290	**0**	0	0	0	0	0	0	1	0	1
200-240	**0**	0	0	0	0	0	0	0	0	1

Writing

	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006
750-800	**10**	14	18	25	20	23	21	24	13	12
700-740	**19**	24	20	14	22	25	25	18	23	19
650-690	**22**	29	25	19	35	36	24	35	32	27
600-640	**19**	30	20	33	19	23	35	27	29	32
550-590	**25**	24	20	27	20	24	19	25	32	14
500-540	**19**	15	17	13	16	8	12	22	26	17
450-490	**15**	10	7	6	15	11	9	13	11	9
400-440	**3**	8	3	5	5	4	5	4	6	5
350-390	**0**	7	1	1	2	2	4	6	1	4
300-340	**0**	2	2	0	2	0	2	1	1	2
250-290	**0**	0	0	0	1	0	0	1	0	1
200-240	**0**	0	0	0	0	0	0	0	0	0

Mean Local, State and National ACT Test Scores Over Ten Years

	WESTON							NATIONAL					
Year	English	Math	Reading	Science	Composite	Number Taking	Percent Taking	English	Math	Reading	Science	Composite	Number Taking
2015	**25.6**	**25.2**	**25.7**	**25.3**	**25.6**	**123**	**71%**	**20.4**	**20.8**	**21.4**	**20.9**	**21.0**	**1,924,436**
2014	27.2	26.6	27.0	26.4	26.7	151	72%	20.3	20.9	21.3	20.8	21.0	1,845,787
2013	28.1	27.0	27.7	26.4	27.1	117	68%	20.2	20.9	21.1	20.7	20.9	1,799,243
2012	26.0	25.9	25.9	25.2	25.9	119	69	20.5	21.1	21.3	20.9	21.1	1,666,017
2011	27.1	25.9	26.2	24.7	26.1	113	64	20.6	21.1	21.3	20.9	21.1	1,623,112
2010	26.7	26.2	26.5	25.5	26.3	97	56	20.5	21.0	21.3	20.9	21.0	1,568,835
2009	27.3	26.5	27.6	25.3	26.8	80	47	20.6	21.0	21.4	20.8	21.1	1,480,469
2008	25.5	26.0	25.3	24.9	25.6	81	44	20.6	21.0	21.4	20.8	21.1	1,421,941
2007	24,3	24.9	25.3	23.7	24.7	64	36	20.7	21.0	21.5	21.0	21.2	1,300,599
2006	25.7	25.1	25.2	23.5	25.0	19	13	20.6	20.8	21.4	20.9	21.1	1,206,455
2005	22.4	22.6	24.5	22.5	23.1	10	6	20.4	20.7	21.3	20.9	20.9	1,171,460

	WESTON							STATE					
Year	English	Math	Reading	Science	Composite	Number Taking	Percent Taking	English	Math	Reading	Science	Composite	Number Taking
2015	**25.6**	**25.2**	**25.7**	**25.3**	**25.6**	**123**	**71%**	**24.2**	**24.6**	**24.6**	**23.8**	**24.4**	**19,617**
2014	27.2	26.6	27.0	26.4	26.7	151	72%	24.0	24.6	24.5	23.5	24.3	16,651
2013	28.1	27.0	27.7	26.4	27.1	117	68%	23.8	24.4	24.4	23.2	26.9	16,058
2012	26.0	25.9	25.9	25.2	25.9	119	69%	23.9	24.5	24.2	23.2	24.1	15,389
2011	27.1	25.9	26.2	24.7	26.1	113	64	24.1	24.6	24.4	23.2	24.2	14,975
2010	26.7	26.2	26.5	25.5	26.3	97	56	24	24.3	24.2	23.1	24.0	14,736
2009	27.3	26.5	27.6	25.3	26.8	80	47	23.9	24.3	24.3	22.8	23.9	13,093
2008	25.5	26.0	25.3	24.9	25.6	81	44	23.5	23.9	24.0	22.5	23.6	12,469
2007	24,3	24.9	25.3	23.7	24.7	64	36	23.5	23.6	23.9	22.6	23.5	10,510
2006	25.7	25.1	25.2	23.5	25.0	19	13	22.9	23.3	23.4	22.0	23.0	8,865
2005	22.4	22.6	24.5	22.5	23.1	10	6	22.5	20.7	23.4	22.0	22.8	8,168

2015 METCO Graduates with Dr. Maloney

Advanced Placement Participation and Exam Results

One indicator of the richness of a high school's course offerings is the number of advanced placement (AP) courses available. The number of students selecting an AP offering is one element to consider when evaluating academic rigor within the school; however, the number of students selecting an AP offering is also an indication of students' willingness to take on a challenge. Students who feel supported are more willing to step up to that challenge. The number of students willing to accept academic challenges is an equal barometer of a successful high school. Many of our students enroll in the various AP offerings at the High School. This year, 258* students took a total of 469 AP tests.

Grade	Number of Students who took Test(s)	Total Students in each Grade	% of Grade who took Test(s)
Freshmen	1	153	1%
Sophomores	48	190	25%
Juniors	111	196	56%
Seniors	97	173	56%

**One student was an 8th grader*

A total of 87 AP Awards were awarded to WPS students:

- 31 students earned an AP Scholar Award
- 14 students earned an AP Scholar with Honor Award
- 35 students earned an AP Scholar with Distinction Award
- 7 students earned an AP National Scholar Award

This year, 88 percent of the AP scores resulted in a grade of "3" or higher. Not only is this a 5 percent increase over 2014 but it represents the most impressive results from the past ten years.

Percent of AP Scores Resulting in a Grade of "3" or Higher

Year	% of scores 3 or above
2015	**88%**
2014	83%
2013	77%
2012	79%
2011	82%
2010	86%
2009	85%
2008	82%
2007	83%
2006	87%
2005	87%

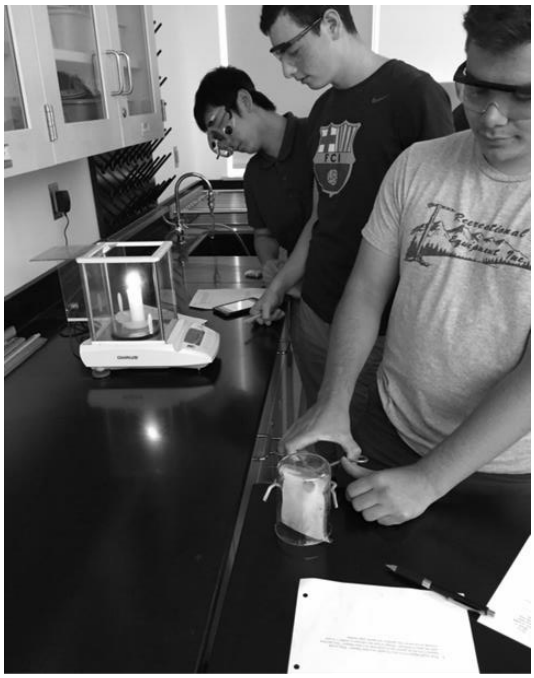
Advanced Placement Test Results – May 2015

Test	5	4	3	2	1	Total	% of scores 3 or above
U.S. History	22	32	26	20	2	102	78%
World History	24	9	5	1	0	39	97%
European History	1	1	2	0	0	4	100%
*Microeconomics	0	0	0	1	0	1	0%
*Psychology	1	0	0	0	1	2	50%
English Lit. & Composition	8	10	4	0	0	22	100%
Spanish Language	2	10	16	1	0	29	97%
French Language	4	5	3	0	1	13	92%
Latin Virgil	2	1	4	1	0	8	88%
*Chinese Language	3	1	0	0	0	4	100%
Physics C: Elect. & Magnetism	10	4	2	1	0	17	94%
Physics C: Mechanics	12	4	0	0	0	16	100%
Biology	4	16	11	1	1	1	94%
Chemistry	8	3	5	1	0	17	94%
Calculus BC	16	3	2	0	0	21	100%
Calculus AB	9	13	7	4	10	43	67%
Computer Science A	13	9	8	5	4	39	77%
Statistics	17	21	10	3	0	51	94%
Music Theory	4	4	3	3	0	14	79%

** Taken through independent study (AP course not offered at school)*
*** One student was an 8th grader*

Massachusetts Comprehensive Assessment System (MCAS) Exam Results

As a graduation requirement, the Commonwealth of Massachusetts mandates all high school students pass a comprehensive test in mathematics, English language arts (ELA), and science (physics, biology or chemistry). The math and ELA MCAS tests require that a student score Proficient or above in order to graduate. The science MCAS requires that a student score Needs Improvement or above to graduate. Weston student performance improved in the 2014-2015 MCAS data, when compared to the 2013-2014 data. More specifically, 77 percent of the students scored Advanced in the 2014-2015 ELA test, as compared to 66 percent in 2013-2014. Similarly, 49 percent of the students who took the physics MCAS in 2014-2015 scored Advanced. This is compared to 36 percent who scored Advanced in 2013-2014.



MCAS Data 2013-2014

	Advanced	Proficient	Needs Improvement	Fail
ELA	125 (66%)	60 (32%)	2 (1%)	2 (1%)
MATH	143 (76%)	40 (21%)	2 (1%)	3 (2%)
SCIENCE (physics)	67 (36%)	94 (50%)	25 (13%)	2 (1%)
SCIENCE (biology)	3	4	1	0
SCIENCE (chemistry)	0	0	0	0

MCAS Data 2014-2015

	Advanced	Proficient	Needs Improvement	Fail
ELA	145 (77%)	41 (22%)	2 (1%)	0 (0%)
MATH	149 (79%)	35 (19%)	5 (3%)	0 (0%)
SCIENCE (physics)	71 (49%)	51 (35%)	21 (14%)	3 (2%)
SCIENCE (biology)	2	2	2	0
SCIENCE (chemistry)	0	1	0	0

Student Engagement

In addition to data, the School Committee looks at the level of student engagement when evaluating the success of the high school. The Weston community is dedicated to offering varied and numerous opportunities for student leadership, volunteerism, and building connections. Our students are committed to athletics, music, theatre, clubs, and community service.

Coach Mary O'Brien and Golf Team (2014 State Champions)

Thousands of dollars were raised by our high school students for a variety of causes, including cancer awareness, poverty prevention, and support for children with cognitive and physical disabilities. More specifically, the Dana-Farber Club raised over $4,000 in the 2014-2015 year and doubled in size, with 35 students spearheading the Putting for Patients event. The Best Buddies club participated in the 5K Gobbler for the Best Buddies Road race, raising money for its programming throughout Massachusetts. Over 200 high school students participated in Pumpkin Fest, raising $48,000 for Camp Sunshine by hosting a town wide fall festival for the young children of Weston.

Weston High School offers an activity block once a week during the school day, it is built into the 40 block, 8-day rotation. This allows a significant percentage of our students to participate in clubs and still join a sport team, have a role on the stage, or work after school. This model has an impact to the budget; but it also provides students with the time and opportunity to be engaged, exhibit leadership, and make positive choices. These traits are hallmarks of a successful school district.

Extra-Curricular Participation at Weston High School

	2014 2015	2013 2014	2012 2013	2011 2012	Comments
Number of Active Clubs	65	70	61	59	Club proposals taken September-April
Number of New Proposals	10	11	6	5	Ongoing
Number of Participants	*1,738	*2,058	1,374	1,401	Fall numbers may vary slightly from spring numbers

Athletic Participation at Weston High School

	2015	2014	2013	2012
Fall	398	403	418	380
Winter	321	353	367	329
Spring	348	404	397	361
Total	**1,067***	**1,160***	**1,182***	**969***

**Numbers exceeds population due to duplicate membership in more than one sport*

Many of the High School athletic teams had a successful season. Weston High School athletes won three state championships and six league championships. Some notable achievements are:

- Golf – Division 3 State Champions
- Girls Soccer – DCL Small Champions
- Girls Cross Country – DCL Champions
- Girls Swim/Dive – Division 2 State Champions
- Boys Swim/Dive – Division 2 State Champions / DCL Champions
- "W-Day" Champions (v. Wayland)
- Girls Indoor Track – DCL Small Champions
- Baseball – DCL Small Champions
- Boys Outdoor Track – DCL Small Champions
- Girls Outdoor Track – DCL Small Champions
- Boys Lacrosse – DCL Champions
- Girls Lacrosse – DCL Champions

Coach Monz with Two Medal Winners (Girls Indoor Track)

The Weston Education Enrichment Fund Committee (WEEFC)

WEEFC continues to play a significant role in our schools. WEEFC raised $310,682 during the 2014-2015 academic year, a 12 percent increase from the previous year. Through June 1, 2015, WEEFC was able to award 116 grants totaling $247,660. While there was an increase in the amount raised, there was decrease in the number of donors. WEEFC experienced a 19 percent drop in donors. More specifically, there were 375 donors in fiscal year 2014 compared to 304 donors in fiscal 2015. Although the number of donors declined, the average donation per family increased from $448 in fiscal 2014 to $766 in fiscal 2015.

Grants benefitted students in virtually every area of the curriculum. Some grants were recurring such as Wordfest and Land's Sake Farm; and others were new and as a result of changes to the high school biology, chemistry, and engineering courses. New purchases also included hand bells for the Music Department and fitness trackers for the physical education curriculum. Discussions with Ms. Bator, Assistant Superintendent for Curriculum and Instruction, helped WEEFC introduce Inspiration Grants, an invitation to faculty to think creatively about curriculum delivery. Faculty members were encouraged to submit proposal for new in-classroom programs for an amount up to $25,000. Submissions were received from individual faculty members and teaching teams at the elementary and secondary level. Three Inspiration Grants were awarded: 1) Take it Outdoors: Green STEAM, submitted by Ms. Susan Erickson, K-5 Science and Social Studies Curriculum Specialist; 2) Laser Cutter for the Middle School, submitted by Mr. Chris Fehl, K-12 Visual Art Director and Ms. Erica Cole, 6 -12 Science Department Head; and 3) Live TV Production System, submitted by Mr. Ted Garland, High School Teacher, Video Production.

After 29 years, WEEFC continues to bring unique and innovative programming to our classrooms.

Retirements

The School Committee wishes to recognize the following employees who retired from Weston Public Schools during the 2014-2015 academic year. We wish them well in retirement and express our deepest gratitude for their years of dedication to the Weston Public Schools community.

Retired School Personnel 2015

Faculty/Staff	Department	Building
Peggy Broekel	Kindergarten Instructional Aide	Woodland School
Susan Carey	Grade 3 Teacher	Country School
Cynthia Crimmin	Principal	Woodland School
Belinda Davenport	Sped Teacher	Middle School
Richard Escobar	Guidance Counselor - Director	High School
Deborah Gorman	Gym Teacher	High School
Lisa Hollis	Director of Human Resources	Case House
Richard Kase	Bus Driver	Transportation
Laurie Katz	English Drama Teacher	Middle School
Paula Lianos	Food Ser. General Help	Woodland School
Cheryl Maloney	Superintendent	Case House
Donna Montgomery	Sped Admin Asst.	Case House
Dawn Nelson	Art Teacher	Middle School
Cynthia Surette	Custodian	Middle School
Janis Townsend	School Nurse	Woodland School

The School Committee recognizes the need to be good stewards of our public schools. We will continue to make decisions that support excellence in the classroom, advance civic responsibility, and inspire life-long learning. The School Committee is acutely aware of the budgetary pressures and the demographics of our town. We are grateful for the support and will continue to demonstrate responsible decision making.

<u>2015 Weston School Committee</u>

Ms. Danielle Black, Chair	2017
Dr. Edward E. Heller, Vice Chair	2016
Mr. Alex Cobb	2018
Mr. John Henry	2018
Dr. Sanjay Saini	2016

REPORT OF MINUTEMAN HIGH SCHOOL

Minuteman High School is an award-winning regional high school located in Lexington, just west of Boston, in a sweeping 16-town district rich in Revolutionary War history. The Minuteman district includes 16 member communities: Acton, Arlington, Belmont, Bolton, Boxborough, Carlisle, Concord, Dover, Lancaster, Lexington, Lincoln, Needham, Stow, Sudbury, Wayland, and Weston. Minuteman High School is an accredited member of the New England Association of Schools and Colleges.

Minuteman offers career and technical education in more than one dozen majors, ranging from carpentry and cosmetology to biotechnology and engineering technology. It couples that with rigorous academic instruction, including Advanced Placement courses. Minuteman gives its graduates a competitive edge in the new global economy by providing them with a high-quality career and technical education, integrated with a rigorous grounding in mathematics, English, science, and social studies. Minuteman offers a wide selection of academic courses and programs, including foreign languages, art, and Girls in STEM (Science, Technology, Engineering, and Mathematics). The school offers a wide range of sports and does not charge any fees to participate. In a typical year, more than 60 percent of Minuteman's graduates pursue college or advanced training.

The year 2015 was a busy one at Minuteman. The school saw major leadership changes during 2015 with the appointment of a new Principal, Assistant Principal, Director of Outreach and Development, and Director of Special Education; took several steps to advance its long-planned and long-awaited building project; secured state grants to support its programs; established a highly popular Girls in STEM Camp, refocused marketing efforts on recruiting in-district students; received awards for student academic and trade successes; saw improvement in its MCAS scores; assisted non-profit community groups and towns with a host of projects; and secured approval of its budget from each of the 16 towns in the district.

Leadership Changes

John "Jack" Dillon III, who has served as the school's Assistant Principal for nine years, was selected as Principal. Mr. Dillon has worked in education for 25 years. He succeeds Ernest F. Houle, who was appointed Superintendent-Director at Assabet Regional Vocational Technical High School in Marlborough.

George M. Clement, a long-time educator and finalist for a national teaching award, was selected to succeed Mr. Dillon as the new Assistant Principal / Director of Admissions. In his new role, Mr. Clement is responsible for letting seventh and eighth grade students and their families know about the high-quality educational opportunities available at Minuteman. He will also be coordinating a variety of career development activities intended to give middle school students an opportunity to experience career and technical education and get a sampling of STEM initiatives.

Steven C. Sharek was appointed in January as the school's Director of Outreach and Development. He succeeds Brendan Dutch, who served as Director of District Communications, and left for a position at the State House.

In October, Amy Perreault was appointed Interim Director of Special Education, succeeding Kevin Lynn. Ms. Perreault has served as the Supervisor of Special Education at Minuteman since February of 2014. A formal search for a permanent Director was scheduled for later in the fall.

Building Project Advances

On February 6th, Minuteman's School Building Committee announced preliminary cost estimates for four alternatives: renovating the school with state financial help; renovating and expanding with state help; building a new school with state help; and building a new school and demolishing the old one with state help. In addition, a subcommittee released a cost analysis for a self-funded model that would be required

if the state-funded project is rejected. According to Kaestle Boos Associates Inc., the project architect, new construction is the least expensive of the options. A minimum of 40 percent of the estimated $144.9 million project cost would be borne by the state. The maximum estimated district share would be $86.9 million.

On March 11th, the School Building Committee launched a series of public presentations and information-gathering meetings. The first meeting was held in Acton. During its presentations, Committee members stressed three reasons to take action: current problems with the building's condition must be addressed; the school's educational programming could be enhanced in a better physical plant; and the school's accreditation is in jeopardy solely because of the condition of the building. On May 11th, the School Building Committee voted to recommend construction of a new school as its preferred option. The committee also authorized Skanska USA, its project manager, to submit supporting documentation to the Massachusetts School Building Authority (MSBA) by June 11th.

On August 6th, the MSBA unanimously endorsed the construction of a new $144.9 million Minuteman High School for 628 students on district land adjacent to the existing school. The new high school, which would be built in the Town of Lincoln on land owned by the District, would be funded by the MSBA and the 16 district towns. The MSBA would pay a minimum of 40 percent of eligible costs. While the new school would be smaller in size than the current school and with fewer students, it would still offer a host of advanced career and technical education programs designed to meet the region's current and emerging workforce needs. Following the MSBA vote, Superintendent Edward Bouquillon scheduled a series of meetings with stakeholders to get their input on the project. A completed schematic design was submitted to the MSBA on December 1st.

On December 22nd, the Minuteman School Committee took two votes that many town officials viewed as important to the project's ultimate success. The committee voted 13-0 to approve consensus amendments to the Minuteman Regional Agreement. Members voted 14-0 to negotiate an inter-municipal agreement with the Town of Lincoln, which will serve as host community for the new school. The Minuteman School Committee postponed a vote to bond for the project until no later than February 23, 2016. Minuteman was still faced with securing local approval for the project. State laws allow for two options: consideration by Town Meetings in each of the 16 member towns or approval through a one-day district-wide referendum. As the year drew to a close, no decision had been made.

Minuteman Secures State Grants

Nearly $150,000 in separate competitive grants was secured to supplement the Minuteman budget and support programs. Minuteman was awarded an $88,970 state grant to expand its Biotechnology program and give students a competitive edge in one of the state's fastest-growing industries. The grant was one of six awarded by the Massachusetts Life Sciences Center to schools in the MetroWest region. Minuteman operates a highly-regarded Technology Outreach Program in several middle schools in the Nashoba Regional School District and the Acton-Boxborough School District, which serves as a pipeline for students interested in careers in STEM.

In July, the school was awarded a competitive state grant of $59,940 to purchase three training simulation systems for students learning welding. These high-tech systems will enhance instruction in the metal fabrication and joining technologies, freshman exploratory and advanced manufacturing programs. Advanced Manufacturing is a new program that will start being phased-in during the 2016-17 school year.

Girls in STEM

Minuteman's Girls in STEM Career Exploratory Camp got a visit from State Treasurer Deborah Goldberg. The weeklong camp followed up on the success of the first Girls in STEM Camp ever held at Minuteman in February. Both programs featured hands-on learning experiences for the participants, who were

mentored by Minuteman Girls in STEM Club members who themselves are mentored by women in STEM careers. The Girls in STEM Career Exploratory was attended by 34 middle school girls from Arlington, Bolton, Dracut, Everett, Lexington, Lincoln, Newton, Weston and Woburn.

New Recruiting, Retention and Marketing Efforts

Minuteman retained the services of Mark C. Perna, a nationally recognized expert in recruiting and retaining students in vocational-technical schools. Mr. Perna is the founder of Tools for Schools of Columbus, Ohio. Throughout the year, he worked with a team of administrators, faculty and staff members led by Assistant Principal George Clement to develop a comprehensive recruiting and marketing campaign to increase applications and enrollment from our member towns. With Mr. Perna's help, Minuteman is changing its messaging to emphasize the advantage of a career technical education. Further, Minuteman has redesigned and refocused many of its recruiting activities and the timeline used to deliver them. Among other things, the school has redesigned its ninth-grade exploratory program to give freshmen more freedom programs they really want to explore in depth. These changes will allow students to make educated and thoughtful decisions regarding which career path to choose, which will lead to a more streamlined educational experience and an increase in student retention rates. Finally, the school has taken initial steps to simplify its admissions process by creating an online application system and developed a new 4-minute recruiting video to be shown to middle school students.

MCAS Success

Minuteman High School improved its performance on MCAS tests this year, with that improvement extending to all disciplines and all student subgroups. Results of the test were reported by the Department of Elementary and Secondary Education. Scores in English Language Arts (ELA) are the highest in Minuteman school history with a 100 percent pass rate and 97 percent of students rating Advanced and Proficient combined; an increase of 12 percent over last year. Students in all subgroups increased their performance on the ELA test, with 100 percent of females scoring Advanced and Proficient combined. Students with disabilities exceeded the state average in every standard and question type; their open-response performance improved by 8 percent.

On the Mathematics test, Minuteman saw a 93 percent first time pass rate, with 73 percent scoring Advanced and Proficient combined, a 4 percent increase from a year ago. Short-answer responses improved across the board. Students in 9 of 15 subgroups increased their performance. Students with disabilities exceeded the state average in 15 of 17 math strands; their performance on short-answer questions increased by 20 percent, exceeding the state level by 9 percent and their open-response performance exceeded the state by 10 percent. Students in Title I improved their performance on short-answer questions by 29 percent. Students in the high needs category improved their performance on short-answer questions by 16 percent, exceeding the state average.

In Science Technology and Engineering (STE) overall, Minuteman had a 98 percent pass rate with 69 percent scoring Advanced and Proficient combined, a 4 percent increase from 2014. In Biology, Minuteman had a 98 percent pass rate, an 8 percent increase from 2014. Some 70 percent of those taking the Biology test scored Advanced and Proficient combined, a 9 percent increase from 2014. Overall, performance in Biology increased for all items, question types and five of six topics. Students in the economically disadvantaged category exceeded the state average in all items, question types, and five of six Biology topics. Students with disabilities scoring Advanced and Proficient combined increased by 19 percent. Students with disabilities improved in all areas and exceeded the state average in all items, question types, and five of six topics.

For the third consecutive year, Minuteman students who took the Chemistry exam had a 100 percent pass rate with 74 percent scoring Advanced and Proficient combined. Those students exceeded the state average in all areas, question type, and seven of eight topics.

District Enrollment for High School Program

As of October 1, 2014, Minuteman had 673 students enrolled in its high school day program. Of these, 384 (57.1 percent) lived in one of the 16 district towns and 289 (42.9 percent) lived outside the district.

For the high school day program, the member town enrollment was as follows: Acton, 26; Arlington, 146; Belmont, 29; Bolton, 10; Boxborough, 4; Carlisle, 8; Concord, 12; Dover, 3; Lancaster, 32; Lexington, 40; Lincoln, 4; Needham, 22; Stow, 18; Sudbury, 24; Wayland, 3; and Weston, 3. The high school day program students also came from more than two dozen communities from outside the district: Andover, 2; Bedford, 4; Billerica, 17; Boston, 35; Brookline, 3; Burlington, 2; Cambridge, 3; Dedham, 2; Everett, 6; Littleton, 1; Malden, 7; Maynard, 2; Medford, 44; Newton, 3; North Andover, 2; Reading, 5; Revere, 1; Saugus, 2; Somerville, 3; Southborough, 1; Stoneham, 2; Wakefield, 2; Waltham, 50; Watertown, 63; Wellesley, 6; Wilmington, 2; Winchester, 3; and Woburn, 16.

Post-Graduate Programs

The Minuteman Technical Institute (MTI) offers six different post-graduate programs, including Advanced Automotive Technology, Building Construction Technology, Cosmetology, Culinary Arts/Baking, Early Education and Care, and Electrical Wiring. MTI provides students with the required qualifications to confidently seek out and successfully compete for employment. Adults may apply to the MTI programs to hone their skills in a technical area, retrain for new employment, or learn new technical skills. As of October 1, 2014, Minuteman had 63 students enrolled in its post-graduate programs. Of these, 26 (41.3 percent) lived in one of the 16 district towns and 37 (58.7 percent) lived outside the district.

Community Education

Minuteman Community Education offers more than 100 classes for adults of all ages to start a new hobby, get in shape, or learn a new skill. Among the notable program offerings are Electrical Journeyman, Master Electrical, Plumbing Tier I, Basics of Personal Finance and Investing, Unconventional Investing, Dump Cable TV, Facebook and Social Networking for Seniors, Intro to 3D Modeling, Monoprinting, Protecting Your Digital Footprint, Soul Food, Student Loan Debt Relief, Universal Design for the Home, Tapas, Vintage Foods, Cake Decorating, Basics of Fondant, and much more.

The Community Education department offers youth programing to students in grades one through eight during the February and April school vacation weeks, which provides a great opportunity to learn about Minuteman's programs. Additionally, it offers a wide variety of programs for students entering grades 1-12 in the month of July. Community Education offers classes in Academics, Academic Enrichments, Career Exploration, Creative Arts, Sports and Recreation, Technology and Engineering, and Test Prep and Study Skills. Approximately 2,000 children and adults come through these programs every year.

Approval of the District Budget

In a process that took a full eight months from start to finish, Minuteman's budget was approved by every Town Meeting in its 16 member communities. The $19.8 million budget was 0.9 percent larger than last year's. The fiscal year 2016, which covers the period from July 1 to June 30, 2016, begins a multi-year transition to a school with a smaller, 628-student enrollment and slightly fewer career majors. Under the new budget, the school continues to phase-out two vocational/technical programs, merge two programs, and phase-in two others. The budget eliminates an additional fee to member towns for Special Education. Instead, it incorporates those costs into the overall operating budget. The new budget puts $50,000 into a special OPEB Trust Fund to begin to set aside funds for employees' post-retirement health benefits.

Work on Community Projects

Every year, students from Minuteman High School work on projects for non-profit agencies or member communities. On July 13, construction began on a new affordable housing unit development on Fairview Avenue in Lexington. The Lexington Housing Assistance Board project includes three new units and the renovation of a single-family home. Students from the plumbing, electrical, carpentry and heating programs will renovate the single-family home that was built in 1912 and update the entire building. Students are also working on two duplexes on Stonebridge Road in Wayland. Built by Habitat for Humanity, the two new dwellings will involve work by juniors and seniors in the plumbing and electrical programs who installed the plumbing, electrical and heating systems in both buildings. Finally, a group of students helped construct a rooftop garden at Fenway Park using the skills acquired in the school's environmental science program. The students helped construct a green roof on top of Gate A for an extensive new garden called Fenway Farms.

Sports and Clubs

Minuteman offers a wide selection of clubs and sports and 85 percent of the student body is involved in a sport or participates in a club. During 2015, two of our athletic teams, boys' golf and boys' basketball, won state vocational tournaments. The school also appointed a new athletic director, Heather Plater, a Physical Education teacher and softball coach at Minuteman. Ms. Plater succeeds long-time Athletic Director John Donato, who resigned from the position at the end of last year. Both will continue to serve as Physical Education teachers at Minuteman.

REPORT OF THE WESTON VETERANS MEMORIAL EDUCATIONAL FUND COMMITTEE

The Weston Veterans Memorial Educational Fund was established by Town Meeting in 1953 as a living memorial to the men and women of Weston who have served our country in the armed forces. The Committee, appointed by the Town Moderator, is composed of five residents, two of whom are graduates of Weston High School, one a member of the high school faculty, and at least one a veteran.

For over 60 years, the Committee has provided financial assistance to members of the Weston High School graduating class who demonstrate need and the scholastic ability to succeed in college. In 2015, the Committee was pleased to award $15,000 to six deserving students. The Committee thanks the many residents and friends who make contributions each year to keep the scholarship fund going.

2015 Committee Members:

Appointed by the Moderator

Nancy Benotti, Chair	2017	Belinda Davenport	2018
Lisa Alcock	2019	Robert Anthony Nolan	2016
Hugh Chandler	2015		