

**Annual Report**  
**of the**  
**WESTPORT COMMUNITY SCHOOLS**

**All Schools & Departments**

**2011-2012**

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**Westport School Committee**

<u>Member</u>	<u>Residence</u>	<u>Term Expires</u>
James Bernard	736 Sanford Road	2012
Antonio Viveiros	20 Sandpiper Drive	2015
Michelle Duarte	25 Longwood Drive	2013
Eric Larrivee	5 Lighthouse Lane	2013
Michael P. Sullivan	1380M Drift Road	2015
Carolina Africano	65 Union Ave.	2015

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

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

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

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

**Annual Town Report  
Dr. Carlos M. Colley – Superintendent of Schools  
2011 - 2012**

Dear Westport Community Residents:

For the last three years as the Superintendent of the Westport Community Schools, it has been my objective to improve the educational opportunities of our students as we implement the district improvement plan created in the 2009-2010 school year. We have come a long way in three short years. Our special education programs are now up to par with those in very restrictive settings. Having hired the needed staff (psychologists, school adjustment counselors, occupational therapists, physical therapists, behavior specialists, autism consultants, a teacher for the visually impaired, teachers with moderate or severe disability licenses and speech & language pathologists), to work with these populations, we have been able to bring back to our schools students who would need to be placed in residential or out of district for special education. Over the past three year, this reduction in the number of out of district students (from 21 to 15) has saved the district over \$500,000. We probably saved just as much by having these new programs which also has allowed us to keep more students in district. In addition we saved over \$50,000 in negotiating a new transportation contract after having an independent audit of our transportation system.

In the past year, these savings have been reinvested in an effort to improve education in our schools. Towards the end of the year, we were able to purchase a new math series for PK- 4. This is an area where we saw a pattern of weakness over the past few years. MCAS data points to the need to bolster performance in early reading and math in the middle grades. The savings from SPED and transportation have also gone toward the purchase of technology to improve our students' performance, This technology allows the students access to self-paced instruction at all grade levels from elementary to high school. We have purchased over 600 computers in the last three years and added more than 75 interactive teaching devices. We are working with grant resources to increase our opportunities for the students at either end of the achievement spectrum with credit recovery programs in the summer for at risk students in grades 8-12 to additional AP courses and enrichment activities after school in grades K-8.

We expect to see our investments in these areas pay off over time, along with our increased expenditure on professional development for our teachers on addressing the needs of all students and aligning the curriculum to the new Common Core expectations. Currently, however, we do not meet the state established standards of performance for the district, but have set ambitious goals for improvement to close the achievement gaps we have identified.

We have achieved all these successes with very little input or burden on the town on a comparative basis. Even though over the last five years the school per pupil expenditure has grown, our growth has not kept pace with the level of average spending across the state. In FY 08, we spent 23% less per pupil than the state, in FY 10 it was 19% less and in FY 12 it was 14% less than the state average. We saw the increase in per pupil cost due to less students coming to our schools. Many families have moved out of town due to the financial conditions in the area and increased capacities by the regional schools have allowed more of our students to attend their schools rather than our high school. By comparison, the vocational schools spend 20 to 30% more than the state average. Our operating budget expenditures have also grown at a very small pace of less than 1% each year over the last three years (FY 10-12), while the vocational schools have grown at the pace of 7% over the past three years. Even the town's operating part of the budget has grown at more than 1.5% each year over the last three years even with the growth of the vocational schools and the retirement and benefits costs are taken out of the equation.

Sometimes good news and statistics such as those presented here are lost when one begins the year in a state of crisis. At the very beginning of FY 12, we were preparing to improve our schools (a new roof for the Macomber School and the High School and new windows for the Middle School). However, before we began our state approved improvements, we discovered that the Westport Middle School had a large quantity of PCBs in the caulk of the windows we intended to upgrade and replace. Further investigation indicated that the caulk and glues used in the construction of the school had contaminated the cement, brick, rugs and the very air the students and staff were exposed to. This was an unacceptable safety hazard. We decided to put the building projects on hold and concentrate on finding a solution to the problem of where to put 600+ students, so as not to expose them to potentially hazardous materials. The debate included moving students to another town, using many trailers, or to shoehorn them into the WHS and WES.

In the end, we attempted to clear out and remove as much of the contaminated glue and caulk as possible. This was only decided after limited test showed that this approach may bring the air levels of PCBs below the EPA threshold set for students at this age level. However, there was a problem. We only had a short amount of time to try and remove all the PCB source materials. In four short weeks, we removed about 90% of the source materials. The WMS only opened two days later than the rest of the schools. Monitoring tests showed that most classroom spaces were below the threshold so that it would be safe for students and staff to work in these areas. Over the course of the next few months, additional tests showed that most areas that needed to be used by students and staff had acceptable air levels. By the end of the year, only a few areas remained closed to students or adults.

By all intents and purposes, we had waged a major battle against an unseen foe over a very short period of time and with little disruption to the educational timeline. However the cost was substantial. Over \$3 million was spent in cleaning the school and making sure it was safe in the short run and that we could use it as a school building. It was an unfortunate situation that was completely unforeseen. I would not have wanted my children in a contaminated school, so personally I believe it was the right thing to do – to keep the safety of students and staff first and foremost. Hopefully, the town will be willing to accept that this had to be done and that we will make every effort to recover the costs, if possible. We will have to finish what we started, as a town, to provide safe working and school environments for staff and students.

We hope to remain focused on the actual teaching and learning going on in our schools and the initiatives that drive our improvement efforts. Sometimes however, we must pay attention to a crisis for a time. We encourage the community to get involved in the long term efforts; to find and plan solutions to keep pace with the capital needs of the buildings. We can make wise investments in the long term health of the town and the schools. We look forward to new roofs, new programs, and better performance in the future.

Sincerely,

Dr. Carlos M. Colley  
Superintendent of the Westport Community Schools

**Westport Community Schools**  
**2011-2012 School Attending Children Reported to the Department of Education\*\***

	Westport Community Schools	Vocational Technical Regional Schools	Collaborative and Home Schools	In-State Public Schools	In-State Private and Parochial Schools	Charter Schools	Out-of- District Public Schools	Out-of- State Private and Parochial Schools	<b>Grand Total</b>
<b>Alice Macomber School</b>									
**Pre-Kindergarten	86	0	0	0	14	0	0	4	<b>104</b>
Kindergarten	156	0	1	1	27	0	0	3	<b>188</b>
Total	242	0	1	1	41	0	0	7	<b>292</b>
<b>Westport Elementary School</b>									
Grade 1	119	0	2	2	21	0	0	3	<b>147</b>
Grade 2	124	0	1	0	23	0	0	4	<b>152</b>
Grade 3	136	0	2	2	14	2	0	2	<b>158</b>
Grade 4	133	0	3	1	26	1	0	4	<b>168</b>
Total	512	0	8	5	84	3	0	13	<b>625</b>
<b>Westport Middle School</b>									
0									
Grade 5	155	0	3	0	30	0	0	3	<b>191</b>
Grade 6	110	0	1	0	34	4	0	4	<b>153</b>
Grade 7	140	0	3	2	22	2	0	1	<b>170</b>
Grade 8	140	0	2	2	27	1	0	1	<b>173</b>
Total	545	0	9	4	113	7	0	9	<b>687</b>
<b>Westport High School</b>									
Grade 9	99	25	2	0	55	0	0	3	<b>184</b>
Grade 10	135	45	2	3	34	0	0	4	<b>223</b>
Grade 11	112	29	1	0	32	0	0	3	<b>177</b>
Grade 12	106	36	3	1	36	0	0	4	<b>186</b>
Total	452	135	8	4	157	0	0	14	<b>770</b>
<b>Grand Total</b>	<b>1751</b>	<b>135</b>	<b>26</b>	<b>14</b>	<b>395</b>	<b>10</b>	<b>0</b>	<b>43</b>	<b>2,374</b>

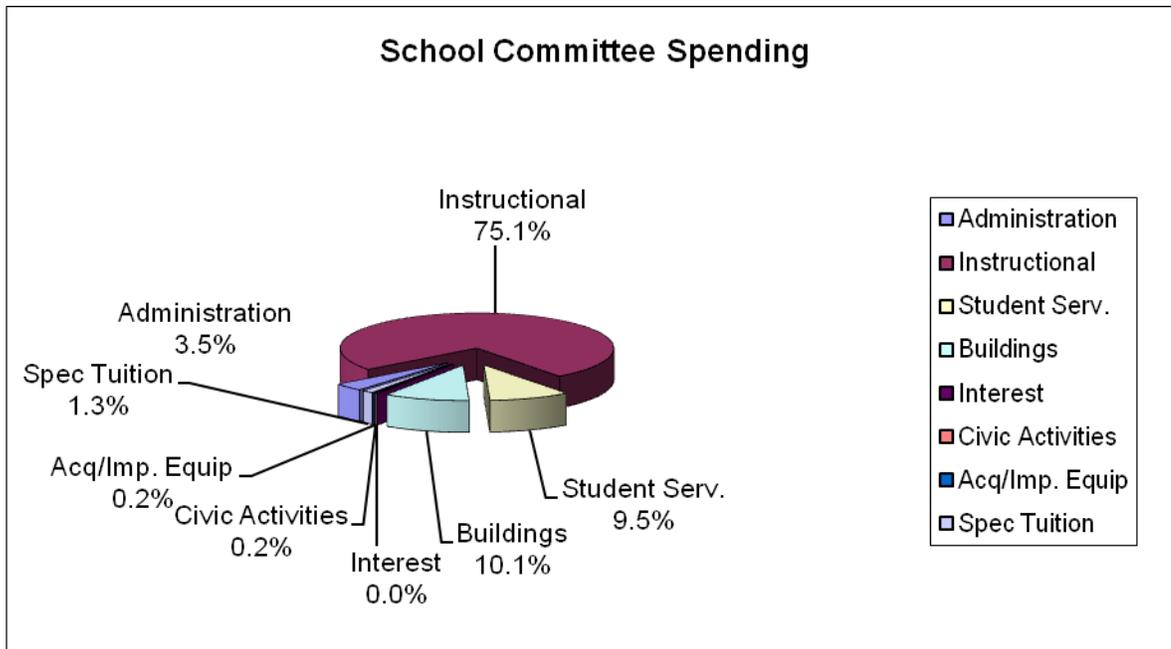
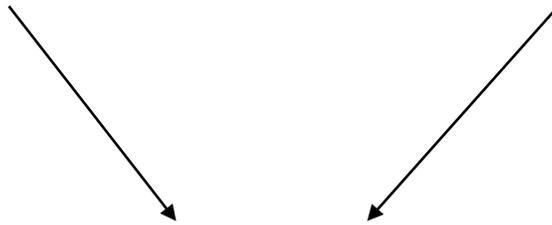
\*\*Pre-kindergarten enrollment information is not reported to the Department of Education, but it is included here.

## FISCAL 2012 ACTUAL EXPENDITURES

FY 12  
Expended

**Expenses by School Committee**

1000 Administration	531,476
2000 Instructional	11,310,563
3000 Student Services	1,437,838
4000 Buildings	1,517,406
5000 Interest	0
6000 Civic Activities	34,985
7000 Acquisition/Improvement Equip.	29,433
9000 Special Needs Tuition	<u>198,259</u>
 Total School Committee Appropriation	 <b>15,059,960</b>

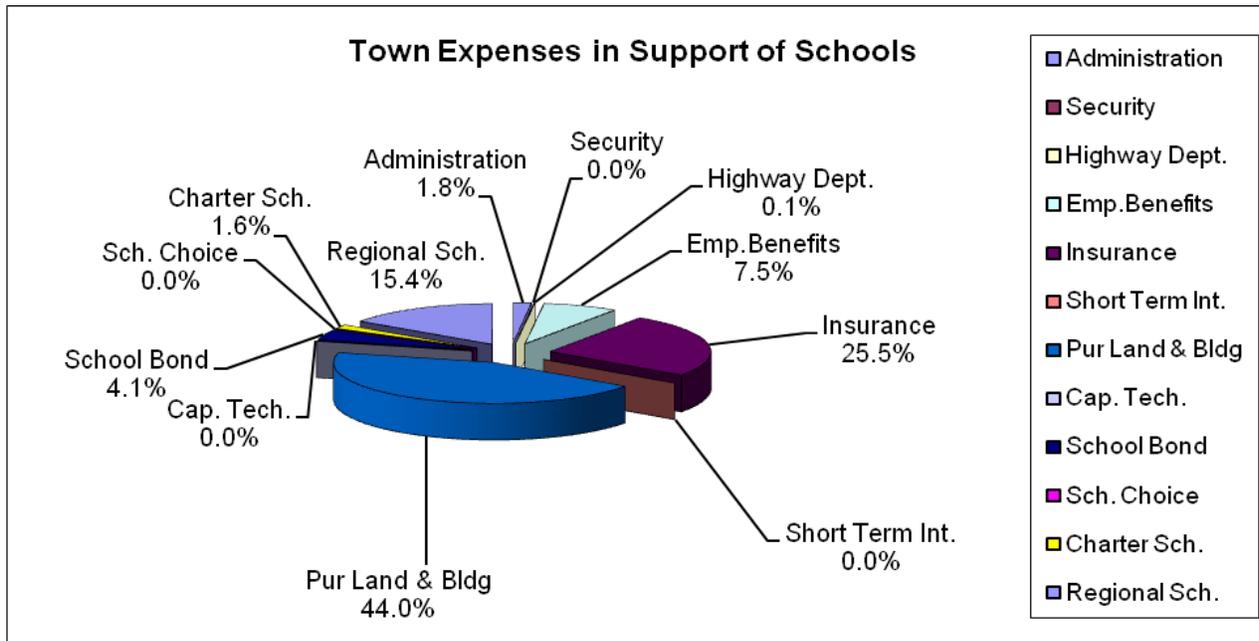
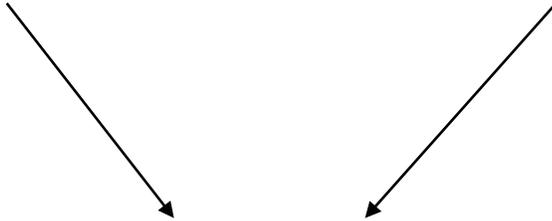


**Expenses by Town Hall**

1000 Administration	144,948
3600 Security	0
4000 Highway Department	7,500
5100 Employee Benefits	599,638
5200 Insurance	2,035,351
5450 Short Term Interest	0
7200 Purchase Land & Buildings	3,519,865
7350 Capital Technology	0
8000 School Bond	325,650
9100 Tuition – School Choice	0
9120 Tuition – Charter Schools	131,762
9500 Regional Schools	<u>1,227,637</u>

**Total Expenses by Town Hall** **\$7,992,351**

**Total Town/School Expenses** **\$23,052,311**



**Federal & State Revenues  
2011-2012**

<b>Federal Grants</b>	<b>Revenue Awarded</b>
SPED 94-142 Evaluation & Therapy	420, 581
SPED Early Childhood	16,864
Title I	239,454
Title I CarryOver	17,385
Title IIA – Teacher Quality	58,281
SPED Program Review	21,398
Ed Jobs	170, 517
Race to the Top	7,022
<b>Total Federal Grants</b>	<b>951, 502</b>
<b>State Grants</b>	<b>Revenue Awarded</b>
Academic Support Serv. - SY	11,800
Academic Support Serv. - Summer	3,150
Collaborative HS Partnership-SY	7,700
Collaborative HS Partnership-Summer	22,003
SPED Tiered Instruction	10,000
Full Day Kindergarten	59,077
<b>Total State Grants</b>	<b>113,730</b>
<b>Private Grants</b>	
Community Foundation of Southeastern Massachusetts	
WHS SAT Prep	1,725
WMS Teacher Club Stipends	6,433
WMS Science Fair Club	1,938
WES Literacy Club	1,838
WES Summer Reading	985
MAC Listening Center Tech	2,782
Westport Cultural-Yellow Bus MAC	200
Westport Cultural-Yellow Bus WHS	200
<b>Total Private Grants</b>	<b>16,101</b>
<b>Total Federal &amp; State &amp; Private Grants</b>	<b>1,081,333</b>

**Revolving Account Balances**

**As of December 1, 2012**

School Day Care Revolving	18,866
Use of School Property Revolving	11,390
Reimbursement Lost Supplies/Materials Revolving	8,155
Student Athletic & Activities Revolving	100,442
Adult & Continuing Ed./Community School Revolving	15,885
Insurance Claims Revolving	241
School Choice Revolving	4,388
Scholarship Revolving	18,536
Telephone E-Rate Revolving	7,735
Transportation Reimbursement Revolving	<u>161,548</u>
<b>Total Revolving Accounts</b>	<b>347,186</b>

**Alice A. Macomber Primary School**  
**Julianna Pasetto, Principal**  
**2011-2012**

**General Statement**

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

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

**School Programs**

In the 2011-2012 school year, all preschool and kindergarten classes were located at the Alice A. Macomber Primary School, 154 Gifford Road, Westport. The Macomber School housed five full-day kindergarten classrooms, seven sessions of preschool and a multi-age special education classroom. Children at the Macomber School were allowed to be successful with classroom experiences geared to their natural level of development. Macomber is a school that specifically accommodates the full range of abilities of young children. The use of a developmentally appropriate curriculum, as well as learning materials specifically geared to this age group, allows children to reach their greatest potential. This approach is consistent with the fundamentals of child development and emphasizes the belief that all children can learn.

In 2011-2012, parents enrolled their children in the preschool program for three half-day sessions or two full-day sessions per week. A sliding-fee scale for the preschool was available as one of our Early Childhood initiatives. The preschool program had an average of 88 students enrolled. Children identified with special needs were entitled to attend the program free of charge, and programs were developed to meet the individual needs of each child. The school budget, Coordinated Family and Community Engagement Grant #391, Early Childhood Special Education Grant #262, and tuition fees supported the preschool program.

Full-day kindergarten has been in place since FY 2000 and continues to be a positive and welcoming environment for our young students. Services were offered by a part time reading specialist and a part time Title I paraprofessional to approximately 35 at-risk students. In 2011-2012, the kindergarten program had an average of 155 students enrolled. The school budget, Department of Elementary and Secondary Education Grant #701, and Title I funds collectively supported expenses for full-day kindergarten.

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

**Parents and Community**

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

outreach efforts continued to explore the expansion of our partnerships with community based organizations that included Fall River Public Schools' Early Childhood Services, the Fall River Head Start and Early Intervention Programs, Westport High School's internship program, Lees Supermarket, and the Westport Police and Fire Departments.

Outreach efforts during the 2011-2012 year included a series of parent workshops, curriculum evenings, family nights, and programs that encouraged the participation of extended family members and friends. Efforts in this area have intensified throughout the years and will continue to be a goal in the future. All staff members have been instrumental in building a school climate that is inviting to parents and community members.

### **Curriculum and Instruction**

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

Children's approaches to learning – their curiosity, motivation to learn, and pride in accomplishments—were keys to success in school achievement and beyond. The goal of the Early Childhood Team had been to develop instructional and non-instructional activities that provided a nurturing and supportive school experience for the young learners in our care. In 2011-2012, students used a reading and math series based on the Massachusetts Curriculum Frameworks published by the Scott Foresman Company. They also used Foundations as the program for teaching phonological/phonemic awareness as well as for phonics and spelling in our kindergarten classrooms. These curriculum materials were used from Kindergarten through the sixth grade. This curriculum source gave staff and students access to the most current materials and provided continuity of instruction through the grades. The Preschool used the "Read It Once Again" program which provided a comprehensive curriculum that promoted and established an early literacy based foundation for the development of basic skills which included cognitive, fine motor, gross motor, speech/language, daily living, and social skills. At the Macomber School a curriculum committee, made up of teachers from the Macomber and Westport Elementary Schools, the Macomber administrator and district curriculum administrators met monthly to discuss curriculum, transition, and supportive initiatives. The aim of the committee was to offer a child-centered learning environment with a curriculum that is both age-appropriate and individually appropriate. Additional technology equipment, including hardware and software, was purchased again this year to support curriculum instruction. Additional classroom furniture, manipulatives, books, and classroom supplies also were purchased through grant funds during the FY11 school year.

### **Success Indicators**

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

To earn NAEYC Accreditation, The Macomber School went through an extensive self-study process, measuring the program and its services against the ten NAEYC Early Childhood Program Standards and more than 400 related Accreditation Criteria. The program received NAEYC Accreditation in 2012 after an on-site visit by NAEYC Assessors ensured that the program met each of the ten program standards. NAEYC-accredited programs are also subject to unannounced visits during their accreditation, which lasts for five years. Out of the ten standards, Macomber School received a score of over 100% on seven standard areas.

In the 25 years since NAEYC Accreditation was established, it has become a widely recognized sign of high-quality early childhood education. More than 7,000 programs are currently accredited by NAEYC – approximately **8 percent** of all preschools and other early childhood programs.

### **Extracurricular Programs**

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

### **Facilities**

Through a program of regular and thorough maintenance, the Macomber School is in good condition. Renovations and improvements were made to both the inside and outside of the building. Through the "Green Projects" that the Massachusetts School Building Authority has approved, the Macomber School's roof was renovated in the summer of 2012.

### **Closing Statement**

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

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

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

<b>Westport Elementary School</b> <b>Thomas Gastall, Principal</b> <b>Christine Staskiewicz, Asst. Principal</b> <b>2011 – 2012</b>
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**General Statement**

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

The population of Westport Elementary School is as follows:

<b>GRADE</b>	<b>GIRLS</b>	<b>BOYS</b>	<b>TOTAL</b>
<b>1</b>	74	76	150
<b>2</b>	63	52	115
<b>3</b>	58	68	126
<b>4</b>	53	84	137
<b>School Total</b>	248	280	528

There are 7 classrooms in grade one, 5 classrooms in grades two and three, and 6 classrooms in grade four.

**Student Achievement**

**I. Go Math Benchmark Test**

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

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

## II. MCAS Test Results

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

<b>GRADE/ TEST</b>	<b>ADVANCED/ ABOVE PROFICIENT</b>	<b>PROFICIENT</b>	<b>NEEDS IMPROVEMENT</b>	<b>WARNING/ FAILING</b>
<b>3 READING</b>	19%	43%	33%	5%
<b>3 MATHEMATICS</b>	34%	34%	20%	12%
<b>4 ELA</b>	9%	43%	34%	14%
<b>4 MATHEMATICS</b>	12%	43%	36%	8%

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

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

### Curriculum

Teaching and Learning is the focus of all school improvement. Many hours have been dedicated to aligning our curriculum to the Common Core. Comprehensive development of Tier 2 Instruction, providing intervention and small group instruction for targeted students, has been implemented. The school is also piloting a standards based report card aligned to the Common Core, grade level benchmarks are being established, and units of study are being developed.

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

Respectfully Submitted,

Thomas M. Gastall, Principal

Christine A. Staskiewicz, Assistant Principal

<p><b>Westport Middle School</b>  <b>Alec Ciminello, Principal</b>  <b>2011 – 2012</b></p>
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**General Statement**

Westport Middle School had another good rebuilding academic year. After budget cuts caused numerous teachers to be lost, our school is continuing to progress towards excellence. Westport Middle School students still participated in two competitive academic events, Massasoit League Spelling, and Math Competitions were held twice during the school year. Our eighth grade class continues to visit and participate in the Science program offered at the Christa McAuliffe Space Center at Framingham State College with thanks to the middle school parent group the Westport Middle School Association. Our entire seventh grade went to see a Christmas Carol at the Trinity Repertory Company. The number of students qualifying and participating for our grade 8 Algebra program increased. We also saw an increase in our MCAS scores in all grade levels and subject areas.

**Enrollment**

As of June 2012, the enrollment at the Westport Middle School was 547 students. Our average class size in grades 5 thru 8 ranged from 23-30 students. The enrollment by grade level was as follows: Grade 5, 155; Grade 6, 109; Grade 7, 141; and Grade 8, 142.

**Staffing**

The staff of the Westport Middle School included the following: one (1) principal, one (1) assistant principal, one (1) guidance counselor, one (1) school adjustment counselor, one (1) nurse, two (2) full-time office staff, thirty-eight (38) classroom teachers (includes regular education and special education teachers), one (1) library media specialist, one (1) paraprofessional, eight (8) teaching assistants, and one (1) campus supervisor.

**Curriculum**

The continued focus of our curriculum work was to expand the written curriculums to include units of study with challenging performance tasks at all grade levels and subject areas. Literacy support continued through incorporating reading and writing in the content areas of mathematics, social studies and science as well as English language arts. Our Algebra One program continued with two grade eight classes. Support in the form of tutoring was provided to many of our students struggling in reading.

We continue to offer our students relevant and informative assemblies on an ongoing basis in the following areas: theatre Arts, health programs, bullying programs, substance abuse, etc. Funding for these programs came through the Westport Arts Lottery Council, The Concerts at the Point Group, Westport River Watershed Alliance, and the Westport Middle School Association.

**MCAS Test Results**

The Massachusetts Comprehensive Assessment System was given to students in grades 5-8 in the spring of 2012. Only grades 5 and 8 were assessed in science and all grades were assessed in English Language Arts and mathematics. Students in grade 7 students also completed a long composition assessment. The tests completed help the school assess growth during the next school year and the effectiveness of the district curriculum. Specific targeted instruction to students is then provided by staff the following school year.

	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>NEEDS IMPROVEMENT</b>	<b>WARNING/ FAILING</b>
<b>Grade 5 ENGLISH/LANG. ARTS</b>	17%	48%	38%	9%

<b>Grade 5 MATHEMATICS</b>	23%	35%	28%	13%
<b>Grade 5 SCI &amp; TECH/ENG</b>	23%	38%	29%	11%
<b>Grade 6 ENGLISH</b>	12%	67%	16%	5%
<b>Grade 6 MATHETICS</b>	16%	44%	32%	8%
<b>Grade 7 ENG/LANG. ARTS</b>	11%	74%	11%	4%
<b>Grade 7 MATHEMATICS</b>	19%	34%	38%	9%
<b>Grade 8 ENG/LANG ARTS</b>	20%	69%	9%	3%
<b>Grade 8 MATHEMATICS</b>	15%	38%	30%	17%
<b>Grade 8 SCI &amp; TECH/ENG</b>	10%	43%	36%	11%

Westport Middle School will continue to align teaching strategies and resources to inspire creativity, critical thinking, collaboration, curriculum units of study, and communication, so our students are ready for 21 century learning. We have increased professional development opportunities for our staff so that they will refine techniques and strategies to meet the needs of our diverse students. We expect to do more professional development to improve our mathematics results in years to come as we look to to update our mathematics materials. This year we expanded our Language Based Learning classrooms and continued to provide professional development to better meet the needs of our students. Westport Middle School remains committed to success for all.

It is important to be cognizant of the fact that no one standardized testing instrument is indicative of a student's overall performance. Rather, a district and school collection of formative and summative assessment data must be regularly monitored to evaluate effectiveness of curriculum. Other assessments that are employed by the Westport Middle School are Gates-Macginitie (Reading), Galileo (math) and, reading lexile scores with Achieve3000. (Achieve3000 was used with a select group of students throughout the building.)

#### **After School and Other Student Activities**

Students were able to participate in an exciting after school program during the 2011-2012 school year. The following after school activities were offered during the school year:

Art Club	Soccer
Baseball	Softball
Boys' and Girls' Basketball	Spelling Team
Cheering	Stage Band
Choral Club	Student Council
Drama Club	Talent Show
Field Hockey	Yearbook
Homework Assistance	
Math Team	

Our music program included over 100 students who participated in our chorus and band programs. Our band marched in Westport's Memorial Day Parade. We also saw an extremely successful and well received production by our drama club of *Once Upon an Island, Junior*. Over fifty students acted, sang, or were behind the scenes to make the show a success. Adjunct to the music program we held our Talent Show at the end of the year; over 25 students participated and worked behind the scenes. In addition to the after school activities, we have continued the house competition between the students of the green, purple, and red houses. The culmination of this competition was an extensive student activities day including a movie, dance, and pizza party that was provided to the purple house students in late June. These activities were made possible through the School Climate Committee. This committee is also responsible for coordinating the school's Annual Field Day, which has quickly become the most popular one-day program for the entire student body. We enjoyed our annual eighth grade trip to Washington, D.C. during the first weekend in June, one hundred twenty-three students and twenty-two chaperones visited various educational points of interest in our nation's capitol and Philadelphia, Pennsylvania. The Washington D.C. trip is funded through the WMSA and parents.

### **Parents and Community**

Westport Middle School is fortunate to have an outstanding parent group called the Westport Middle School Association. During the past school year, they assisted us in raising funds to provide social and cultural activities above and beyond the normal curriculum to ensure that our students received every educational opportunity available to them.

The Westport Middle School Association, in conjunction with members from the community, sponsored the Annual Pancake Breakfast. More than 200 people attended this function, which brought the entire community together. Our Art Club exhibited student art work at this breakfast and the WMSA also sponsored a used book sale.

Finally, the Westport Middle School Council spent many hours developing a comprehensive School Improvement Plan that will be implemented during the 2012-2013 school year.

### **Closing Statement**

The entire Westport Community can take pride in the educational program offered to its youth at Westport Middle School. The achievement that these students exhibit continues to be positive though, as in any educational institution, there are still academic areas that need improvement. Any area in need of improvement will be addressed through assistance of parents, community, curriculum specialists and particularly students. The staff of the Westport Middle School is committed to establish excellence in education and a truly outstanding educational program for the middle school students in Westport.

**WESTPORT HIGH SCHOOL**  
**Cheryl Tutalo, Principal**  
**2011- 2012**

**Opening Statement**

The Self Study Reports for the NEASC Accreditation were finalized during the 2011-2012 school year. Several staff members served on Visiting Teams to other schools in order to prepare for the visit. Teachers participated in interviews using student work samples as the foundation for their questions. All teachers had the opportunity to shadow a student for half a day in order to collect data on curriculum, instruction and assessment.

To incorporate 21<sup>st</sup> century skills, interactive Mimio boards were installed in 26 classrooms. These boards allow both teachers and students to access technology during class.

More than fifty percent of teachers participated in the curriculum workshop at the end of the school year to write all course curricula in the Unit of Study format adopted by the district. Over eighty units were written in a variety of classes.

Through a grant provided by the Westport Education Foundation, five teachers were sent to AP training. Two new AP courses, AP Psychology and AP Statistics will be added in the 2012-2013 school year,

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

**School Program**

The student enrollment was 453. This consisted of 105 seniors, 114 juniors, 113 sophomores and 101 freshmen. Class size ranged from 10 to 29. Our staff consisted of 36 classroom teachers, 1 Library/Media specialist, 3 teaching assistants, 4 para-professionals, 2.5 clerks, 1 executive secretary, 1 campus supervisor, 1 nurse, 3 guidance counselors, 2 school adjustment counselors, .4 Director of Athletics/Activities, 1 Assistant Principal and the Principal. A reading specialist was added to the staff to service students reading below grade level and to work with content area teachers.

**MCAS Test Results**

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

	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>NEEDS IMPROVEMENT</b>	<b>WARNING/ FAILING</b>
<b>10 ENG/LANG/ARTS</b>	37%	53%	7%	3%
<b>10 MATHEMATICS</b>	47%	31%	13%	6%
<b>9 SCI &amp; TECH/ENG</b>	12%	52%	34%	2%

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

### **Success Indicators**

90 percent of the graduating class of 2012 indicated that they would be continuing their education. 40 percent planned to attend a four-year college. 43 percent will attend a two-year college. 7 percent will attend a technical school and seven percent entered the work force. Jane Dufault, Class of 1972, gave the commencement address at graduation on June 10, 2012. This year's graduates received over \$65,000 in scholarships at our Awards Night on June 6, 2012. Scholarships were supported by community organizations, local businesses, and local citizens. Sixty-six students participated in the AP exams in May.

### **Athletics**

The 2011 – 2012 school year surprisingly, was not as successful as previous years for Westport High Schools' athletic teams. There proved to be a few bright spots as still four of our varsity teams qualified for MIAA tournament play, which is the goal of every varsity team. The fall season was a struggle at WHS as none of our four varsity sports qualified for tournament play. The boys soccer team ended its run of consecutive tournament appearances by going 6-10-3 overall with a Mayflower Athletic Conference record of 5-6-3. The golf team proved to be competitive in the MAC, finishing in 3<sup>rd</sup> place with a 5-5 record, but struggled in non-conference play falling in all 8 matches versus very tough competition. The WHS field hockey team narrowly missed its 2<sup>nd</sup> consecutive tournament appearance and the young and inexperienced girls' volleyball team struggled to a 3-16 overall record. Twelve WHS student-athletes participated in our co-op football program, which allows our boys to play football at Bishop Connolly High School, while 4 girls' soccer players chose to do the same.

The winter season proved to be much better as both the boys and girls basketball teams qualified for tournament play. The boys team was crowned co-champions of the MAC with a 13-1 record and finished 19-3 overall. The team made a great run in the tournament, eventually falling to Cathedral at Taunton High School in the South Sectional Final. The girls basketball team finished in 2<sup>nd</sup> place in the MAC with an 11-3 record, and went 15-7 overall. The girls managed to win one playoff game before falling in the quarterfinals to Greater New Bedford Voc. Tech. Our cheerleading squad did a good job energizing the crowds at our home basketball games all winter.

The spring sports season at WHS also saw two of our teams qualify for state tournament play. Both the boys and girls tennis teams enjoyed perfect 9-0 MAC records, with the boys finishing undefeated at 19-0, and the girls 11-8 overall. The boys' tennis team lost to Dover-Sherborn in the semifinals of the South Sectional, while the girls were defeated in the 1<sup>st</sup> round by Fairhaven. WHS' baseball team finally had an off-year as they finished 5-16 overall after winning 7 consecutive MAC titles. The softball team surprised many with a respectable 9-13 record despite playing most of their season with 10 girls in the entire program. Four more WHS student-athletes chose to play co-op lacrosse at Bishop Connolly, while 3 participated in spring track.

### **Student Activities**

During the 2011-2012 school years approximately 225 students participated in our student activities program. Club offerings included: Student Council, School Council, School Committee Delegates, Regional Student Advisory Council, Senior-Junior Prom Committee, National Honor Society, Key Club, International Exchange Club, Newspaper Club, Math Club, Drama Club, Yearbook Club, Art Club, SADD (Students Against Destructive Decisions), Book Club, Concert Choir and Concert Band. Under the guidance of dedicated advisors our students enjoyed many memorable moments throughout the school year.

Throughout the school year our students and staff participated in numerous fundraisers and events. These included: Homecoming Dance, Halloween Costume Dress-up Day, Spirit Week, Tripp Family Scholarship Run, Walking with Jane, Memorial Garden upkeep, Senior-Junior Prom. Our students sold "Villager" newspapers, carnations, water bottles, pizza cards, yearbooks, and school spirit items and clothing. In addition, the Key Club worked diligently to provide assistance to those in need throughout the town of Westport. They sponsored food, clothing, and toy drives during various holidays. It should be noted that the WHS school community was very generous throughout these drives. Members of SADD sponsored a Health Fair and Grim Reaper Day. Also, in the spring of 2012, the International Exchange hosted a group of Japanese students for approximately ten days. Our Homecoming Dance had a record amount of students attend, over 220 students participated in the event, held at White's of Westport. We had over 190 students attend the junior-senior prom, held Rachael's Lakeside. The WHS Chapter of the National Honor Society inducted 37 new members in April. The guest speaker for the Induction Ceremony was National Honor Society Teacher of the year, Katherine Silva. Throughout the year, NHS members offered free tutoring to many students.

### **Parents and Community**

PAWHS, the parent association of Westport High School, enjoyed another successful year. PAWHS also continued to sponsor Drivers' Education classes at Westport High School and to sponsor scholarships for deserving seniors.

### **Closing Statement**

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

**WESTPORT HIGH SCHOOL**  
**Graduation Exercises**  
**Class of 2012**

Class Valedictorian	Anna T. Zembo
Class Salutatorian	Vanessa A. Correia
Class President	Timothy Farias
Certification of Class	Dr. Carlos M. Colley

\*= National Honor Society

Zachary David Aaronson*	Shane Kirby Ferreira	Nicholas Joseph Nadeau-Peters
Jenny Marie Alexandre	Sarah Beth Fitzgerald	Thomas William Napert*
Evan Paul Almeida	Devan Michael Fitzgerald	Tyler Richard Newell
Rebecca Maria Alves	Autumn Rose Fonseca	Darren Oliveira
Thalia Amaral*	Mariah Christine Ford	Brandon Oliveira
Nicholas Arthur Anderson*	Tyler Michael Frazer*	Monica Adriana Papoula
Joseph Peter Arpa	Matthew Ray Freitas	Sara Lynne Pereira
Tayla Marie Arruda*	Christiana Emilie Goltermann*	Sarah Helena Pereira*
Joel Justis Avila	Nathan Adrian Gonzalez	Hugo Quezada*
Zachary Antonio Bailey	Jenna Lorette Haskins*	Marta Quezada*
Nichole Alyssa Barboza*	Devon Scott Hebert	Robert Rego Jr
Jordan Mathew Benoit	Spenser John Holden	Ryan Marc Richard
Forrest Christopher Boutin	Jenna Nicole Desiree Holewka	Brittany Ann Rogers
Kiera Jade Breton	Christine Marie Jennings	Rebekah Leigh Ross
Jonathan Brad Brightman	Chelsea Lee Jolicoeur*	Rebecca Pauline Rusin
Steven Robert Brodeur*	Kayla Lee Kirby*	Daniel Jacob Ryan
Rachel Louise Cadime	Nicole Ann Kulpa	Samer Khalil Silva
Neesha Lynne Calheta	David Matthew Lacombe	James Troy Smith
Daniel Anthony Chouinard*	Melodie Taylor Lambert*	Devin Michael Souza
Alex Paul Cipriano	Bethany Marie Lannan	Shannon Marie Sowersby
John William Clay	Ashley Elizabeth Leite*	Maryssa Nicole St. Martin
Michael Robert Cliff	Sierra Marie Liberty	Megan Louise Stoots
Vanessa Anne Correia*	Nikolas William Lunny	Desirae Lynn Sullivan
Jordan Costa	Cameron James MacDonald*	Tyler Brian Sweeney
Brian Francis Costa	Richard William Marsland	Susan Jane Thurston
Alyssa Daleena Rose Costa	Jacob Andrew Mauk	Brandon Robert Toledo
Chelsea Damaso	Alexander Mark Medeiros	Hayden Steven Tripp
Brandon Matthew Danis	Ryan Thomas Medeiros	Rachel Victoria Wakeman
Jessica Marie Dechaine	Hannah Rachel Mello	Megan Madeline Welch*
Tabitha Ann Dias	Timothy Miguel	Katherine Ruth Wilkinson*
Westley James Drabble*	Brittney Anne Miranda	Jamie Lynn Williams*
Timothy Farias	Alex Moniz	Nilca Marie Zambrano
Kylie Madison Farland	Dylan Xavier Moran	Alyssa Elaine Zanin
Rebekha Lynn Fay	Daniel James Murphy	Anna Thompson Zembo*
Cory Gavin Felix	Andrew Nicholas Nadeau*	

### Book Awards

Harvard Book Award	Jacob Friar
Wellesley Book Award	Amanda Nicholas
University of Pennsylvania Book Award	Justin Vincelette
St. Michael's Book Award	Dustin Roderigues and Cassandra Gath
Assumption College Book Award	Rachel Cowen

### Scholarships

Head of Westport Fire Association-Calvin Hopkinson Memorial Scholarship	\$1000	Westley Drabble
Kenneth Michael Candeias Memorial	\$250 ea.	Steven Brodeur, Thomas Napert, Kayla Kirby, Ashley Leite and Rachel Cadime
Lions Club of Westport	\$3,200	Marta Quezada
Community Service Memorial Fund in Memory of Ray Araujo	\$250 ea.	Tyler Frazer, Jordan Benoit and Vanessa Correia
Lt. Richard Parker Memorial	\$300	Steven Brodeur
Elmer R. & Gertrude Berryman Memorial	\$1000	Nicole Barbosa
Holly Martin Memorial Scholarship	\$300	Katherine Wilkinson
Westport Arts Group	\$400 ea.	Autumn Fonseca, Rachel Wakeman and Kiera Breton
Westport Fair Scholarship	\$500 ea.	Jenna Haskins, James Troy Smith. Katherine Wilkinson and Kayla Kirby
Westport Women's Club	\$500 ea.	Ryan Medeiros, Westley Drabble and Brittany Rogers
Grimshaw-Gudewicz Scholarship	\$1000 ea.	Nicole Kulpa, Chelsea Jolicoeur, Maryssa St. Martin, Ryan Richard Brittany Rogers, Autumn Fonseca and Daniel Ryan
	300 ea.	Brandon Toledo, Rebecca Rusin, Jessica Dechaine, Alyssa Zanin, Brandon Oliveira, Joel Avila and Daniel Murphy
Westport Music Boosters	\$500 ea \$300 ea \$150	Steven Brodeur and Jenna Haskins Tyler Newell Evan Almeida

Tripp Family Remembrance	\$400 ea	Rebecca Alves, Autumn Fonseca, Hugo Quezada, Hayden Tripp Katherine Wilkinson, Nilca Zambrano
Clyde T. & Yvonne Salisbury Memorial Scholarship	\$300 ea	Jordan Benoit, Kiera Breton, Nikolas Lunny, Matthew Freitas, and Spenser Holden
Mid City Steel Scholarship	\$1500	Matthew Freitas
Betsy Taber Scholarship	\$500 ea	John Clay, Chelsea Damaso, Sarah H. Pereira, Jamie Williams, Tom Napert and Zach Aaronson
Luther Bowman Scholarship	\$900 ea	Anna Zembo, Tyler Frazer, Thalia Amaral, and Andrew Nadeau
Potter Funeral Service	\$500	Zach Aaronson
Janice Migneault Memorial Scholarship	\$500	Sierra Liberty
PAWHS PTA Service Award Scholarship	\$250	Melodie Lambert, Ryan Richard, Maryssa St. Martin, Brittany Rogers, Katherine Wilkinson
Matthew T. Benoit Memorial Scholarship	\$1000	Zach Aaronson
	\$1250 ea	Westley Drabble
Westport Federation of Teachers	\$100	Ryan Medeiros
Raposa Foundation Scholarship	\$500 ea	Nicholas Anderson, Melodie Lambert, Sierra Liberty
Brie S. Chandanais Scholarship	\$500	Autumn Fonseca
Chelsea Ann Ponte Scholarship	\$1000 ea	Marta Quezada and Hugo Quezada
Jane Dybowksi Scholarship	\$4000 ea	Tyler Frazer
Westport Historical Society	\$100	Ryan Richard
Van Sloun Foundation Sylvan Scholarship	\$4000	Nicholas Anderson
Lisa Branco Bellavance Scholarship	\$500ea	Samer Silva and Alex Moniz
Andrew Dumont Scholarship	\$500	Daniel Chouinard
Domingos-Silva Scholarship	\$2,000 ea	Cameron MacDonald, Sarah H Pereira

**Curriculum, Instruction, Assessment and Professional Development**  
**Ann Marie Dargon, Ed.D, Assistant Superintendent**  
**2011 - 2012**

### Opening Statement

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

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

Curriculum staff, teachers, principals, and other administrators worked together in 2011-2012 to pursue the district's core value in the area of student achievement, which is *to have high expectations for students to achieve their highest individual potential, while understanding that students reach these expectations at different rates and in different ways*. Our goal was to maintain rigor and challenge in the curriculum while differentiating the instruction to provide a variety of approaches and supports to help all students succeed. In keeping with national educational initiatives, the district focused on developing 21<sup>st</sup> century skills that will ready students for college and careers. Local, state and national assessments were used to evaluate the success of our efforts and to identify the needs of individual students. Textbooks and instructional materials were updated as needed such as the middle school history books, middle school health books and our K-4 math program. Through professional development opportunities offered within and outside the district, teachers and administrators learned about current, best teaching practices and participated in school improvement efforts and decision making.

### Student Achievement ~ MCAS and AYP

Class size increases and several staffing changes continued to have an impact on student achievement. In the spring of 2012, Westport students participated in the annual Massachusetts Comprehensive Assessment System (MCAS). MCAS tests in English Language Arts, Mathematics, and Science and Technology/Engineering were administered to students in grades 3-10. MCAS results are used for:

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

Student results are reported in one of four performance levels: *Advanced, Proficient, Needs Improvement* and *Warning/Failing*. The following table shows students scoring at each level of the MCAS assessments. For further information please check out the Westport Community Schools profile on the

Department of Elementary and Secondary Education website at:  
[http://profiles.doe.mass.edu/mcas/performance\\_level.aspx?linkid=32&orgcode=03310000&orgtypecode=5&](http://profiles.doe.mass.edu/mcas/performance_level.aspx?linkid=32&orgcode=03310000&orgtypecode=5&)

	Advanced	Proficient	Needs Improvement	Warning/ Failing
Reading 3	18	42	34	6
English 4	9	43	34	15
English 5	17	48	25	9
English 6	12	66	15	7
English 7	11	72	13	4
English 8	19	70	9	3
English 10	36	52	7	4
Mathematics 3	34	34	20	12
Mathematics 4	12	43	36	10
Mathematics 5	23	35	29	13
Mathematics 6	16	43	31	10
Mathematics 7	18	32	38	11
Mathematics 8	15	38	30	17
Mathematics 10	46	31	15	8
Science & Tech 5	23	39	28	10
Science & Tech 8	10	44	35	11
Science & Tech 10	12	52	34	2

Student Growth percentiles noted overall good student growth in all grades assessed in mathematics and English Language Arts except grades 6 and 7 mathematics. Our new elementary math program implemented in September 2012 should help our students do better on future mathematics assessments aligned to the new Common Core State Standards.

Massachusetts received a waiver this year regarding No Child Left Behind and Adequate Yearly Progress reporting and as such, a new reporting system was put in place. Districts were measured by *progress toward narrowing proficiency gaps* (Cumulative Progress and Performance Index [PPI] rating from 1-100 with On Target being 75 or higher). The cumulative PPI combines information about narrowing proficiency gaps, growth, and graduation and dropout rates over four years. Overall our student's index was a 64 and thus, we did not meet the target. Our subgroups (high needs, low income, and students with disabilities) did not meet the target either.

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

### Curriculum and Instruction

The schools are always reviewing and revising the curriculum. The process begins with thinking about the skills students need to be successful in an ever-changing world, and then determining what is important for students to know before they leave a grade level, progress from one school to another, or go off to college. State-wide curriculum frameworks determine the content and skills to be covered in each grade, but individual schools and the district determine the specific way this content will be framed and delivered for students. Westport has put in place a process for ensuring a consistent curriculum for each grade and discipline, to provide faculty with a road map of what students are to know and be able to do. The process involves designing the curriculum in meaningful units of study detailing what students will know, how they

will be assessed and how they will be taught. The district has adopted the “Understanding by Design” curriculum model, which is recognized nationally and used by the state. Teachers are given time and support to work collaboratively on creating units of study designed to meet the specific learning needs of the students of Westport while addressing mandated state and federal standards. The curriculum units specify instructional practices for students who have different learning needs and include assessments that can yield data on how well students have met the curriculum expectations.

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

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

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

### Professional Development

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

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

### Grant Funded Programs

The Curriculum Office pursued competitive grants in collaboration with schools and departments. Three grants were received from the MA Department of Education. Two of these grants funded a summer

academy at Bristol Community College for Westport high school students. A grant was received by the elementary school to help build a system of tiered instruction in reading and positive behavioral intervention supports. In addition, the Westport Community Schools received a Title I and a Title II grant to fund supplemental supports for our students and to fund professional development for our staff.

#### Closing Statement

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

**SPECIAL EDUCATION**  
**Ann Harkin, Director of Special Education**  
**2011 - 2012**

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

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

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

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

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

On July 1, 2011, the Student Management System recorded **241** special education students. This enrollment included 14 students placed in schools outside of Westport. The district has a legal obligation and moral commitment to providing services in the least restrictive environment and within the Westport community whenever possible.

During the course of the 2011 – 2012 school year, several students with severe disabilities changed residence and relocated to Westport. At the time of the move, they were attending out of district placements arranged by their sending districts. According to regulations, Westport Community Schools would be fiscally responsible starting on July 1, 2012. Because of organizational changes made in SY 2011, the district had the availability of related services required to meet the needs of these students within the district in 2012. The period from their relocation into the district to the end of the school year was used to make additional preparations for the entry of these students into the district starting in July, 2012.

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

July 1, 2008	July 1, 2009	July 1, 2010	July 1, 2011	July 1, 2012	July 1, 2013
18	21	16	15	12	12 (projected)

May, 2012 marked the end of the assessment phase of the department of education's audit of Westport's special education program (Coordinated Program Review). The preliminary audit results were favorable to the district with only three citings of partial compliance: the need to relocate a classroom in the high

school to a more central location, the addition of revised language to contracts with out-of-district providers, and the requirement of having a qualified person, able to allocate resources present at IEP meetings. The district was informed it would receive a formal report and instructions for the filing of a corrective action plan in August 2012.

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

The Macomber Primary School contains classrooms for preschool and kindergarten students and has maintained a stability of programming and services during the 2012 – 2012 school year. Students receive their initial educational experiences in a nurturing environment where they are taught to interact with other students and adults, to follow rules and work within a classroom setting, and to develop social skills through play and structured activities. A major focus of the curriculum is the development of language, with a particular emphasis on language processing skills which are vital to all learning. All general education teachers are dually certified in regular and special education. This expertise allows staff to provide individualized interventions as needed within the general education setting while monitoring learning and progress based on developmental norms.

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

All general education teachers are dually certified in regular and special education. This expertise allows staff to provide individualized interventions as needed within the general education setting while monitoring learning and progress based on developmental norms.

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

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

The Westport Special Needs Advisory Group (WePac) is still not a formal group within the district. The WePac should play an important role as a link between the special needs office and the parents of special needs students and interested Westport residents. In January 2010, the group held a meeting for election of officers and there was no interest. However, there was interest on the part of some parents to participate in the annual training on regulations, and other informational sessions that may occur. The district has been able to share informational sessions with one parent who is involved in a disabilities-related group. The special education office will continue to provide training to parents on the laws and regulations as required, and encourage the community to reestablish the council.

**INFORMATION SERVICES**  
**Elizabeth Lewis, Director of Technology**  
**2011-2012**

**General Statement**

Students in the 21<sup>st</sup> century are flooded with information at their fingertips. For today's students to be successful, they need to be critical thinkers who are full of inquiry and have the ability to synthesize many types of information to formulate solutions. This process requires communication, collaboration, evaluation, and presentation in many different formats. The challenge facing our teachers today is to find new ways to use available technologies to connect with students and to prepare them for the workplace that is ahead of them--a place where technology skills and understanding are necessary for almost all jobs and for basic functioning in society. The use of technology does not stand in isolation; instead it should be invisibly entwined in the content areas as a tool that has quickly become a critical component of research and synthesized knowledge output. Therefore, providing students and faculty access to working and current technology and integrating technology skills into the curriculum continue to be the primary focus of the school system and are outlined in the district's technology plan.

**School Programs and Facilities**

Critical-thinking, communication, collaboration, and information literacy continue to be the identified needs and skills of the 21<sup>st</sup> century student. Technology is one tool that can be used to promote these skills; however, in order for these tools to be used, there must be access given to both teachers and students. Over the past year, the district has continued to work on developing a wireless infrastructure to provide high-speed network connectivity to every classroom and the existing wireless tools that are beginning to make their way into our classrooms. Recognizing that not all information on the World Wide Web is appropriate for our students, the district has web filtering hardware and software in place to support the academic use of the internet and to be in compliance with the federally mandated *Children's Internet Protection Act*. Beyond the hardware and software safety measures taken, all students receive instruction related to the safe use of the internet, including lessons on ethical use topics such as cyberbullying.

The district's Technology Department is staffed by the Technology Director, District Network Administrator, and Computer System Administrator and is essentially self-supporting in the repair and upkeep of technology equipment and related training of staff. The media centers at the high, middle, and elementary schools are each staffed with a Media Director who works with faculty to provide guidance and resources for literacy and technology integration. This staffing helps guarantee adequate technical service for all users.

The classrooms around the district have been almost completely outfitted with 21<sup>st</sup> century teaching tools. There are now SmartBoards in all of the elementary school classrooms. The middle and high schools have projectors and Mimio interactive units installed in most teaching areas. These classroom upgrades have been a focus over the past three years and done in collaboration with the PTO.

The elementary, middle, and high schools all have at least one multi-media lab available for student use, and the high and middle schools have access to mobile labs which have made a tremendous impact on the use of technology as a learning tool. The district has been focusing upon increasing the number of mobile units available for student use throughout the day. In addition to supporting reading, writing, and research in the classroom, these units also begin to prepare us for the upcoming 2014 online state assessments.

## Curriculum and Instruction

Professional development is a critical part of providing teachers with strategies to integrate technology into content area classrooms. The technology office works cooperatively with the curriculum office in order to offer professional development that promotes both technology and content-area development, most frequently employing a “just-in-time” approach. Unit plans that are currently being developed and updated in all of the schools contain integrated 21<sup>st</sup> century skills that align with the common core standards.

The Westport Community Schools continues to promote, through a conscious effort, the infusion of technology into every facet of our educational community. A new website was developed over the summer to better communicate with our community stakeholders. This new tool allows several contributors, allowing for near real time posting of activities happening around the district. Teachers continue to utilize electronic grade books to calculate and submit grades electronically. This accurately streamlines the process of providing feedback on academic progress to parents, students, and faculty. In addition, teachers use productivity software to create materials for their classes and rely on email as a communication tool. Technology continues to be utilized to help in the analysis of student test scores, which drives the district’s decision making for curriculum enhancements and alignments with the standards.

### 5 Year Overview of Instructional Classroom Technology Expenditures

	2007-08	2008-09	2009-10	2010-11*	2011-12**
<b>Computers</b>	19,837.00	17,656.00	75,687.00	74,674.00	130,873.00
<b>Infrastructure</b>	6,262.00	25,138.00	11,143.20	45,388.00	53,537.70
<b>Interactive/Instructional Classroom Hardware</b>	3,775.00	3,036.00	8,565.00	172,030.00	56,618.00
<b>Instructional Software/Software Subscriptions</b>	22,448.00	13,962.00	21,454.00	16,606.00	36,852.00
<b>Instructional totals</b>	<b>52,322.00</b>	<b>59,792.00</b>	<b>116,849.20</b>	<b>308,698.00</b>	<b>277,880.70</b>
# Computers Purchased	35	39	140	194	257
# Interactive Classroom Setups	0	1	1	43	31

\* In the 2010-11 school year, the WES-MAC PTO generously funded the purchase of 6 SmartBoards, at a cost of \$11,400. This figure is included in the Interactive/Instruction Classroom Hardware. Additionally, \$37,723 of this line, went toward the building upgrade of converting chalkboards to conventional whiteboards in all of the WHS and WMS classrooms, allowing the addition of an interactive component in the future.

\*\*In the 2011-12 school year, the WES-MAC PTO generously funded the purchase of 6 more complete SmartBoard classroom setups. Their \$20,371.00 donation, is included in the Interactive/Instructional Classroom hardware line.

**Summary Statement**

The growth of technology into so many areas has created an environment where the tools that are now part of our 21<sup>st</sup> century classroom are not luxury items, but a necessity. As a school district, we are committed to providing our teachers and students with the tools and the training needed to access the content and information that they need to be successful in a world that is fluid, interconnected, and dependent upon people being able to think critically and communicate effectively.

**STUDENT TRANSPORTATION SERVICES**  
**Michelle A. Rapoza, Student Services Coordinator**  
**2011 - 2012**

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

**REGULAR SCHOOL BUS TRANSPORTATION**

The district offers school bus transportation to all students who are residents and live more than 1.5 miles from their schools. Transportation for students in grades K-8 is **paid entirely** by funds from the annual school budget. Grade 9 through 12 students purchase bus passes, entitling them to transportation to and from school for the entire school year. For students who rode the bus every day, the cost to them was \$0.69 per day; bus pass fees helped make transportation costs manageable. Grades 9 through 12 bus passes for the 2011-2012 school year cost \$125 per student or a maximum of \$250 per family. Transportation fees have not been increased in over 7 years. Fees are waived for students whose family incomes meet Federal guidelines set for the National School Lunch Program.

School bus transportation was provided by Amaral's Bus Company of Westport, MA, this was year one of a three contract. The company maintains a yard and dispatch office in the town and runs 17 bus routes in two tiers, carrying high school and middle school students from 6:30-7:30 a.m. and transporting elementary school and kindergarten students from 7:30-8:30 a.m. The system takes students home after school in the same way. Each bus carries between 55 and 77 students with 2 to 3 students to a seat based on age and size of child; the district provided school bus service to about 1,200 students, with average daily route ridership about 62% of students. We are charged at a rate of 17 routes @ 181.00 X 180 days, includes performance bond, for a total Regular Education Transportation cost of \$553,860.00 (1st year of a 3 year contract). Last year the cost of Regular Education Transportation was \$688,039.00, leaving the district with a savings in Regular Education Transportation of \$134,179.00. Routes are designed for maximum fuel efficiency while ensuring that no route is more than one hour in length.

**SPECIAL NEEDS TRANSPORTATION**

Massachusetts General Law Chapter 71B helps ensure that children with disabilities receive equal opportunities for education. The law requires towns to provide disabled school-age children with accessible transportation to and from local schools or special schools outside the town, where children can access special services and accommodations. The state reimburses the local school district for **some** of these special transportation costs. Special needs transportation in Westport was provided by Enos Bus Company of Westport, MA. During the year, the district utilized five specially-equipped vehicles as well as specially-trained drivers and monitors to transport **28** students to Westport schools and other public, private and collaborative schools in the region. Many special needs students attend classes year-round and on weekends.

**TRANSPORTATION FOR HOMELESS STUDENTS**

The federal No Child Left Behind (NCLB) regulations require school districts to arrange transportation and cover or share coverage of the costs for homeless students who may no longer be able to live in the school district but still want to complete the school year in their community. Westport schools paid or shared the cost of transportation services for 3 homeless students in the 2011-2012 school year. This mandate to transport homeless is declared an unfunded mandate by state auditor.

<b>Transportation Financial Report Fiscal Year 2011-2012</b>	
<b><i>Transportation Salaries and Support Services</i></b>	<b><i>\$44,522</i></b>
<b><i>Regular Education Transportation Expenditures</i></b>	<b><i>\$643,487</i></b>
Regular School Bus Transportation	632,879
Transportation for Homeless Students	8,703
Other Expenses	1,905
<b><i>Special Education Transportation Expenditures</i></b>	<b><i>\$396,624</i></b>
Special Needs Transportation (provided by the district)	382,895
Special Needs Transportation (reimbursements to parents)	10,087
Sped Salaries & Support Services	3,642
<b><i>Total</i></b>	<b><i>\$1,084,633</i></b>

**FOOD SERVICES**  
**Michelle A. Rapoza, Student Services Coordinator**  
**2011-2012**

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

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

Children with family incomes below 130 percent of the poverty level are eligible for free meals. Those between 130 and 185 percent of the poverty level are eligible for reduced-price meals. During the year, our schools served 44,464 free and 13,966 reduced-price lunches – an increase of 12% from last year, putting the percentage of Free and Reduced lunches at 24% of the total student enrollment. Applications for free or reduced-priced meals are available throughout the year. The privacy of students who receive these meals is protected; their participation is anonymous. Meal costs at Westport Schools are slightly **lower** than state and national averages and were **recently changed in September 2012**: lunch at the high school and middle school is \$2.25 and \$2.00 at the elementary school and kindergarten. Reduced-price meals are \$0.40.

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

During the year, our 16-member staff served 187,967 meals. Staff members participated monthly in food and industrial safety training, and all food preparation facilities and recordkeeping procedures were inspected monthly by a private compliance contractor. Facilities were also inspected at least two times by the Board of Health. Most staff members are ServeSafe and CPR certified.

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

<b>Food Services Financial Report Fiscal Year 2011-2012</b>	
<b>Beginning Balance</b>	<b>\$ 103,232</b>
<b>Revenues</b>	
Sales	405,802
State and Federal Reimbursement	221,089
Adult Meals Sales Tax	5,601
<b>Expenditures</b>	
Salaries	322,975
Food	270,625
Supplies and Materials	65,184
Equipment	8,621
<b>Ending Balance</b>	<b>\$68,319</b>
<b><u># of free lunches</u></b>	<b><u># of reduced lunches</u></b>
321	98

<b>SCHOOL DISTRICT PERSONNEL</b> <b>2011 - 2012</b>
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**District Administration and Programs**

Superintendent/Business Manager (.5/.5)	Dr. Carlos M. Colley
Superintendent's Secretary/SC Secretary stipend+	Karen Augusto
Assistant Superintendent for Curriculum & Instruction	Dr. Ann Marie Dargon
Director of Special Education	Ann Harkin
Student Services Coordinator (transportation/nutrition/enrollment/HR) (.4/.4/.1/.1)	Michelle Rapoza
Director of Technology	Elizabeth Lewis
Academic Grants Coordinator – Title 1/504 Director (.2 grant funded) (.2)	John DeFusco
Executive Assistant for Business Services	Melissa Sousa
Business Services Assistant (Accounts Payable)	Sheila Kenyon
Business Services Assistant (Payroll)	Lucy Hassey
Executive Assistant for Human Resources (0.6)	Michelle Fredericks
Clerk (transportation/nutrition/enrollment/title 1/tech)	Helena Neves
Special Education Executive Secretary	Patricia DeRoche
Psychologist (.8) (.2FTE from WHS Sped Super)	Sarah Gates
Supervisor of Facilities	Kimberly Ouellette
Supervisor of Maintenance & Facilities	Michael Duarte
Maintenance & Facilities	Bradley Freitas
Maintenance & Facilities	Peter Sarza
Courier/Custodian	Joseph Augusto
District Custodian	Paul Malenfant
Clerk .5 (Curriculum, Testing, Prof. Develop., ESL)	Ana Larrivee
District Network Administrator	Robert Nogueira
Computer Systems Administrator	Edward Newcomer
School Resource Officer (Town)	Robert Reed
Nurse Leader, stipend not an FTE+	Tracy Pereira
Sign Language Support TA	Susan Donahue
SPED (ABA) TA	Sandra Mauk
ELL Teacher (.6 FTE)	Cynthia Arias
ELL Teacher (.7 FTE)	Anarolino deSousa
School Physician	Dennis R. Callen, M.D.

**Westport High School**

Principal	Cheryl Tutalo
Assistant Principal	Karen Antonelli
Secondary ELA Super (.1)	Nancy Tripp
SPED Super (.2)	Sarah Gates
Athletic Director (.2)	Christopher Donovan
Social Studies Super (.1)	Christopher Donovan
Activities Supervisor (.2)	Christopher Donovan
English Teacher	Kelly Chouinard
	Thomas Clark
	Regina Mercer
	Jessica Brittingham
	Christina Borges
	Eileen Pereira
	Lori Richard
	Shannon McGuire
	Debra August
	Matthew Girard
	Laura Honohan
	Michael King

Math Teacher

Social Studies Teacher

Sheldon Thibodeau  
Norman Abrahamson  
Katherine Silva

Science Teachers

Gustin Cariglia  
Rebecca Mekshes  
Arlyn Bottcher  
Nicholas Hunt  
Daniel Harrington  
Brian Dean

World Language Teachers

Gregory Surdi  
Ann DeFrias  
Caroline Pavao  
Edneuza Farias

Business Teachers

Kevin Clark  
Chester Millet

Special Education Teachers

Christina Borges (.8)  
Paul Bornsetin  
Julie Moisiades  
Christopher Warren  
Laura Callahan

Music Teacher (.6)

Library/Media Specialist

Physical Education/Health Teacher

Ryan Place  
John Furtado  
Bridget Buckless  
Celia DaLuz  
Kristy Tripp-Silva  
Jessica Raimondi  
Scott Frost

Art Teacher

Morgan Bozarth  
Amanda Rowley

Reading Teacher

Guidance Counselor

Paul Amaral  
Leslie Ruel

School Adjustment Counselors

Marie Fallows  
Melissa Plourde

Speech Language Pathologist (.5)

Occupational Therapist

SPED Paraprofessionals

Mary-Jo Medeiros  
Sandra Alpoim-Raposo  
Christine Morrissette  
Jessica Thompson  
Wendi Charbonneau  
Annette DeGagne  
Vicky Darcy

SPED Teachers Assistants

Carol Beaupre  
Kim Goncalo

Teacher Assistant – ISS

Campus Supervisor

Nurse

Food Service

Jason Pacheco  
Kimberly Perry  
Natalia Silva  
Derek DaSilva  
Susan Walinski  
Holly Moreau  
Terry Fitzsimmons  
Karen Ferreira

Food Service Manager

Custodians-Night

Maria Raposo  
Gail Menard  
Anthony Futado  
Maurice Steiblin  
Casey Jones

Custodians – Day

James Pacheco

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

Michelle Cairol  
Vivian Sa  
Wendy Kingman  
Madeline Bednarz  
Madeline Bednarz

### **Westport Middle School**

Principal  
Assistant Principal  
Athletic Director (.2)  
Social Studies Supervisor (.1)  
ELA Supervisor (.1)  
Grade 5 Teachers

Alec Ciminello  
Frederick McClelland  
Christopher Donovan  
Christopher Donovan  
Nancy Tripp  
Lauren Driscoll (Sci/Math)  
Kelly Croft (ELA/SS)  
Trisha Paiva (Sci/Math)  
Judith Jennings (Math/Sci)  
Sue Ubiera (ELA/SS)  
Christine Carlisle (ELA/SS)  
Frances Gilchrist (SS/ELA)  
Nicole Pereira (Sci)  
Julia Ryan (Math)  
Patricia Robichaud (SS/ELA)  
Deborah Janik (ELA/SS)  
Elizabeth Teixeira (Math)  
Cheryl Rose (Math)  
Nancy Tripp (ELA)  
William Bernier (ELA)  
Jonathan Bernier (ELA)  
Nicole Bell-Dias (ELA)  
Holly Pacheco (Sci)  
Susanne Theriault (Sci)  
Peter Holt (Sci)  
Amanda Tetzloff (SS)  
Amy Dubois (SS)  
James O'Hara (SS)  
Martha Delpape (Math)  
Paul Higgins (Math)  
Dianne Pereira  
Dianne Comeau  
Judy Gilbert  
Andrea Medeiros  
Jeanne Rivard  
Ann Clark  
Sandra Alpoim-Raposo  
Mary Lynch  
Sherry Michael  
Sheri Teague  
Mark Robichaud  
Amy Teixeira  
Liz Cote  
Christopher Nunes  
Alicia McGuire  
Scott MacDonald  
Amy Arruda  
Deidre Busse  
Gabe DeOliveira

Grade 6 Teachers

Grade 7 & 8 Teachers

Special Education Teachers

Speech Language Pathologist (.5)  
ELA Remedial Teacher  
Guidance Counselor  
School Adjustment Counselor  
Health/Physical Education Teacher

Music/Chorus Teacher  
Music/Band Teacher  
Art Teacher  
Library/Media Specialist  
SPED Paraprofessional  
SPED Teacher Assistants

Nurse  
Cafeteria

Cafeteria Manager  
Custodians – Day  
Custodians – Night

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

**Westport Elementary School**

Principal  
Assistant Principal  
Grade 1 Teachers

Grade 2 Teachers

Grade 3 Teachers

Grade 4 Teachers

Special Education Teachers

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

Madeline Lesieur  
John Machado  
Robin Sullivan  
Paula Mello  
Jody Williams  
Kathleen Cummings  
Elizabeth Karam (.4)  
Diane DaPonte  
Karen Arruda  
Ronda Pereira  
Laura Nascimento  
Debra Proulx  
Linda Souza  
John Richard  
Robert Caeton  
Richard Mello  
Patricia Sulyma  
Eileen Mendonca  
Mary Trepanier  
Wendy Kingman

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

Renee Rego  
Sara Buchanan  
Leah Holmes  
Linda Ferreira  
Melissa Avila  
Kara Raposo  
Renee Jones  
Kathleen Duffy  
Amanda Melo

Library/Media Specialist  
Physical Education Teacher  
Art Teacher  
Music Teacher  
School Adjustment Counselor/Psychologist  
School Adjustment Counselor/Guidance  
Title 1 Reading Teacher  
SPED Teacher Assistants

SPED Paraprofessionals

Title 1 Teacher Assistant (.4)

Title 1 Paraprofessionals (.4)

Campus Supervisors (.1)

Nurse  
Food Service

Food Service Manager  
Custodian – Day  
Custodians – Night

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

**Macomber Primary School**

Principal  
SPED Supervisor (.2)  
Kindergarten Teachers

Integrated Pre-K Teachers

Integrated Arts Teacher  
SPED Teacher  
Speech Language Pathologist

Elizabeth King (.4)  
Nancy James  
Kimberly Mercier  
Carol Duby  
Marlo Dennis  
Susan Wilkinson  
Beth Bacchiocchi  
Carolyn Lavalley  
Susan Martin  
Nadine Fournier  
Sandra Caya  
Carol Nadeau  
Tammy Pimentel  
Mary Anne Vincelette  
Donna Bedard  
Jeanine Deveau  
Sherry Amaral  
Janet Vachon  
Stephanie Ducharme  
Eric Plant  
Amy Tripp  
Kelly Cooper  
Karen Giblin  
Michelle Scott  
Sharon Skov  
Sherrie Lees  
Susan Harding  
Stephanie Church  
Debra Quinn  
Douglas Marcel  
Nicole Machado  
Maria Fatima Silva  
Sherrie Giovannini  
Lucia Ferreira  
Janice Carvalho  
Lori Bercier  
Michael Caeton  
Maral Sousa  
Linda Maiocco  
Patricia Amaral  
Ana Larrivee

Julianna Pasetto  
Elisabeth Harrington  
Ann Hathaway  
Karen Lavenda  
Jennifer Medeiros  
Melissa Parker  
Michelle Thomas  
Andrea Chaves  
Jennifer Bettencourt  
Karen Salva  
Jane Dufault  
Elizabeth Abdow  
Lynn Volk

Occupational Therapist (.5)  
Remedial Reading Teacher (.6)  
Title 1 Math Teacher (.4)  
Guidance Counselor (.8)  
SPED Paraprofessional

SPED Teacher Assistants

Title 1 Remedial Para (.4)  
Nurse  
Food Service (.75)  
Food Service Manager  
Custodian – Day  
Custodian – Night  
Executive Secretary  
SPED Clerk (SY)

Renee Jones  
Inge DeFusco  
Inge DeFusco  
Elisabeth Harrington  
Heidi Charest  
Rachel Fortier  
Patty Sommer  
Lindsey Silva  
Claudette Alberto  
Suzanne Welch  
Lucy Cordeiro  
Cheryl Estrella  
Christine Dias  
Jennifer Lavoie  
Tracy Pereira  
Heidi Pierce  
Rose Sutcliffe  
Mark Thibodeau  
Raymond Cambra  
Judy Oliveira  
Suzanne Lemar