

REGIONAL SCHOOL DISTRICT REPORT

**Paul C. Gagliarducci, Ed.D.
Superintendent of Schools**

The 2002-2003 school year began with some concerns resulting from reductions in the State budget reimbursements. Accordingly, the proposed school budget was pared down to meet the constraints imposed by our two communities. When school opened in late August, there was a sense of commitment and dedication in the air. Realizing the limitations of the budget, we moved forward with our plan to bring the District together as one cohesive unit. Changes were made in curriculum design and delivery that resulted in a more unified approach than in previous years. Committees began their task of alignment and adherence to State and local standards. The results proved to be well worth the effort. As we closed the year, we hoped for a more improved financial outlook that would return several of the cutbacks we endured.

From a perspective of growth, we were sustained by the ongoing support shown by our parents and many supporters. Volunteerism is a linchpin of our total program, and we are fortunate to have so many people who give of their time. Near the end of the school year, a new support group was formed: Wilbraham-Hampden Academic Trust (W.H.A.T.). The goal of this group is to raise funds to help promote creative initiatives at the building level. The great enthusiasm reflected by the members of this group highlighted their potential for making a significant impact. Coupled with other support groups at each building, volunteerism is alive and well in the Hampden-Wilbraham Regional School District. The reports from the building principals and other administrators further illustrate our growth and the importance of those who give freely of their time.

**Curriculum
Donna M. Scanlon, Ed.D.
Assistant Superintendent of Curriculum,
Instruction, and Professional Development**

The Hampden-Wilbraham Regional School District has a rich and rigorous core curriculum, as evidenced by students' excellent accomplishments. The District is currently revising curriculum in order to ensure continuity in grades K-12 and consistency across the schools. Strengthening the integration of technology into instruction to improve learning is also a high priority. The allocation of grant and local funds has allowed the District to establish equity in access to appropriate curriculum materials and resources in the classrooms. All teachers use these resources to design powerful, standards-based learning opportunities that actively engage students in the learning process.

A good deal of evidence suggests the need to put writing in its proper focus. As stated in "The Neglected R: The Need for a Writing Revolution," a report by the National Commission on Writing (2003), "...facility with writing opens students up to the pleasure of exercising their minds in ways that grinding on facts, details, and information never will. More than a way of knowing, writing is an act of discovery." Basic writing is not the issue;

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the problem is that most students cannot write with the skill expected of them. National Assessment of Education Progress findings indicate that most students have mastered writing basics, but few are able to create precise, engaging, and coherent prose.

Through a participatory, data-driven process, the District has decided to expand writing's role in learning. A representative group selected writing across the curriculum as an achievement goal that impacts everyone in the classroom, is a valued skill for student success now and in the future; is an area of known, data-based need; and is potentially measurable and observable. Writing across the curriculum is often defined as a tool for developing thinking and for engaging students in learning through inquiry and problem solving. This focus area provides the opportunity for the entire PreK-12 district to work together as a unit toward the very important goal of improving writing.

Curriculum, instruction, and assessment must meet the educational needs of all students and result in steadily improving student achievement. Achieving this condition requires that:

- Effective short-term interventions or long-term support is provided to all students who need it.
- Consistent core materials are available in every classroom.
- Current research-based instructional practices for diverse learners are implemented in every classroom.
- Systems that assist in the continuous monitoring of student progress toward meeting the State and local benchmarks are implemented.
- Released MCAS items and scoring systems are meaningfully incorporated into classroom tests and quizzes at appropriate levels.
- Systematic, long-term, intensive, professional development is provided, along with in-classroom support as needed.
- Instructional technology is fully supported and consistently utilized.

These needs guide professional development priorities and the allocation of resources in the District.

HWRSD Academic Performance
Donna M. Scanlon, Ed.D.
Assistant Superintendent of Curriculum,
Instruction, and Professional Development

Since its inception in 1998, the Massachusetts Comprehensive Assessment System (MCAS) has increasingly become a major source of information with regard to student achievement, curriculum evaluation, and diagnosis of individual student strengths and weaknesses.

The chart below displays the percentage of HWRSD students who scored at the Advanced or Proficient level in 2001, 2002, and 2003. State results are provided as a frame of reference for comparison.

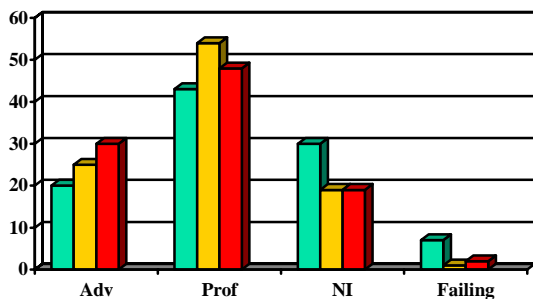
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MCAS	<u>HWRSD</u> Results: Percent of Students Scoring <i>Advanced/Proficient</i>			<u>State</u> Results: Percent of Students Scoring <i>Advanced/Proficient</i>		
	2001	2002	2003	2001	2002	2003
Grade 3 Reading	80%	85%	87%	62%	67%	63%
Grade 4 English Language Arts	66%	71%	64%	51%	54%	55%
Grade 4 Mathematics	49%	50%	56%	34%	39%	40%
Grade 6 Mathematics	58%	62%	65%	36%	41%	42%
Grade 7 English Language Arts	62%	77%	77%	55%	64%	65%
Grade 8 Mathematics	49%	39%	56%	36%	34%	37%
Grade 10 English Language Arts	62%	78%	77%	50%	59%	61%
Grade 10 Mathematics	62%	66%	65%	45%	44%	51%

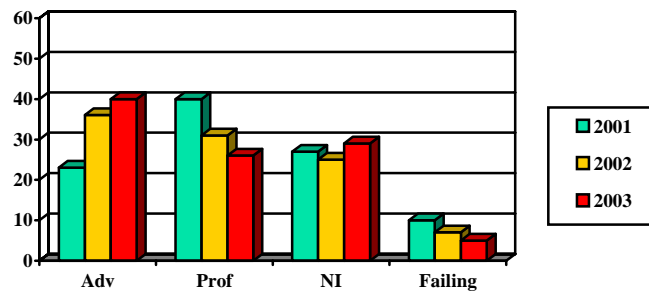
Members of the graduating class of Minnechaug are required to pass both the grade 10 English Language Arts and the grade 10 Mathematics MCAS tests as one condition for receiving a high school diploma. In light of these high stakes, Individual Student Success Plans are created and supplemental learning opportunities are offered to students who score at the Failing level in English Language Arts or Mathematics. It is also important to note that:

- ◆ The percentage of 10th grade students who scored at the Failing level in English Language Arts has decreased from 23% to 2% since spring of 2000.
- ◆ The percentage of 10th grade students who scored at the Failing level in Mathematics has decreased from 36% to 7% since spring of 2000.

The charts below show the degree of improvement in performance at the Advanced, Proficient, Needs Improvement, and Failing levels at grade 10 from 2001 to 2003.



Grade 10 English Language Arts



Grade 10 Mathematics

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The State testing system has been evolving continuously for the last six years. It is expected that by 2005 MCAS will involve testing all third through eighth grade children in reading and mathematics every year. This change is required by the "No Child Left Behind Act", which was signed by President Bush in January 2002. Other subjects will also be tested in certain grades.

In order for students to be appropriately prepared for MCAS and its high stakes, as well as for multiple career and educational options in the 21st century, it is essential that teachers, administrators, parents, community, and students work together knowledgeably over the long-term. Fortunately, the necessary partnerships in the District are vigorous and effective, with a shared commitment to continuous improvement at all levels.

SAT Accomplishments Carolyn Lewis, MRHS Guidance Director 2002-2003 Comparison of SAT Averages

Verbal		Math
517	Minnechaug	529
516	Massachusetts	522
507	National	519

The graduates of the Class of 2003 at Minnechaug Regional High School represent a group of academically accomplished students. About 88% of this class were accepted at and attend post-secondary institutions of higher education. Of these students, 65% enrolled in four-year colleges and 23% attend public and private two-year colleges.

Many of these students are attending highly competitive colleges and universities including: Bates College, Brandeis University, Bucknell University, Colgate University, College of the Holy Cross, Cornell University, Dartmouth College, Fordham University, George Washington University, Northeastern University, Providence College, Rennsalaer Polytechnic Institute, Simmons College, Skidmore College, Smith College, Suffolk University, Tufts University, U.S. Air Force Academy, U.S. Coast Guard Academy, and Wesleyan University.

SCHOOL-BASED INITIATIVES

Mile Tree Elementary School Lynne Kimball, Principal

Mile Tree Elementary School is very fortunate to have such a caring and dedicated staff whose hard work, guidance, and tireless efforts enable our students to grow academically and socially. We cannot do it alone and are thankful to be part of such a supportive community. A day never passes at Mile Tree School without parent volunteers assisting staff and students.

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One group of parents spent many hours weeding, planting, and sprucing up our grounds so meticulously that a professional landscaping look was achieved. Parents volunteer on a regular basis in the classroom by assisting students at the computers, editing their journals, and acting as writing workshop volunteers. Others read stories to the children, assist with cooking projects, and supervise special art activities. A dedicated group of parents faithfully come in daily to assist the staff. Others with young children at home or with challenging work schedules make themselves available as volunteers from their home by making books, creating games, cutting out materials for projects, and assembling various crafts.

Many grandparents become actively involved by sharing their travel experiences and their occupations. Senior citizens and folks from the community who don't even have children at Mile Tree graciously donate their time by reshelving library books.

Another group you will often notice in our school are the student teachers, pre-practicum students, and interns. These folks come to us from Springfield College, Westfield State College, Western New England College, and Minnechaug Regional High School. Our staff is willing to devote extra time by sharing their expertise, and providing hands-on experience to help these students prepare for the teaching profession.

The traditional Holiday Library Gift Giving Program continued with a record-breaking year! This is an opportunity to purchase a book for the Mile Tree Library in honor of a teacher, staff member, or friend. There were 112 books purchased for our library with a dollar amount of \$1,571. Many thanks for providing the opportunity to carry out our "Up Up and Away with Reading" theme.

Our very active PTO provided the opportunity for school-wide programs such as visits from "Mother Goose" characters and a performance by the Wilbraham Monson Academy Players. They also put the finishing touches on our playground project by having landscaping completed and blacktop extended for more playground area.

Reading Recovery continues to be a vital program at Mile Tree. Implemented eight years ago, it offers the most effective instructional approaches necessary for providing meaningful first grade education for struggling readers. Reading Recovery is a powerful safety net with a concentrated partnership between teachers, administrators, and parents.

As we pursue accreditation with the National Association for the Education of Young Children, we are conducting a self-study that is truly a worthwhile and enlightening experience. We continue to take advantage of numerous Professional Development opportunities in order to make our school the best and safest place for children to begin their educational journey.

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Green Meadows Elementary School T. Jeffrey Sullivan, Principal

Green Meadows Elementary School would like to highlight the building project and volunteerism. We are pleased to report that our students and staff have made a remarkable adjustment to all the activity going on in and around our building. Our theme throughout this project is, "Construction Now, Instruction Always". Children and staff are working as hard as ever, and opportunities to incorporate the construction into our curriculum are always presenting themselves.

The building project was well underway in 2003, and we are looking forward to its completion in December 2004. Several pictures are posted on the District's web page depicting different phases of the project. When completed, we will enjoy a new media center, computer lab, science lab and eight new classrooms. In addition, all of our existing space will be renovated. This project has been in the works for five years, and all of us are excited about opening our new building.

Dozens of parent volunteers provide service to our school and our children on a daily basis. Parents volunteer by working in classroom 'centers', assisting in reading block, preparing materials for teachers, publishing materials, coordinating Accelerated Math and Reading, and helping with research and computer work. Community and parent volunteers help with the fluoride rinse program once per week and with the vision and hearing screenings each year. Volunteers in Public Schools (VIPS) continue to work with us on several community service projects, in addition to coordinating the popular Read Aloud program, which is supported through the generosity of Monson Savings Bank. We are grateful to all of those parents and friends who donate their time to help make our school the best that we can be. Our children learn at a young age the value of volunteerism and community service. "Acts of Kindness" is a recurring theme at Green Meadows. Children are encouraged to treat one another with respect and kindness and to learn the value of giving back to the community. Children "caught doing something good" are showcased in our school lobby each month.

Grandparents Day, Mothers Day Teas, Plays, Portfolio Nights, Holiday Assemblies, and Parent Music Classes are but a few of the activities that involve our parents and community. Community Service learning also included the annual Salvation Army canned goods drive, a special outreach to Hampden's men and women in the armed forces, the Toy For Joy and Giving Tree programs, the "Pennies for Patients" for the Leukemia Lymphoma Society, the Hasbro Giving Tree, and the United Mitochondria Disease Foundation, and making cards and gift boxes for Hampden's Senior Citizens during the holidays. We feel that it is important to help develop qualities associated with community service and acts of kindness in tomorrow's leaders and will continue to look for opportunities to teach these values at Green Meadows!

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Memorial Elementary School Deborah Thompson, Principal

Memorial Elementary School had a very exciting year in 2003. The faculty was engaged in the implementation of two new academic programs that have greatly enhanced student achievement. The *Investigations Math Program* began its first full year of total implementation. Teachers from each grade level met monthly for professional development and for the chance to share ideas, strategies and assessment rubrics so that children had

optimal learning experiences. In addition, several teachers were trained in the John Collins Writing Program so that nearly 100% of the faculty of Memorial is trained. This program has allowed us to further develop excellent writing skills in all of our students across all curriculum areas.

Memorial School continues to have a major focus on school climate to foster both the social and emotional growth of children. To help us with this goal, we applied for a competitive grant through the Massachusetts Department of Education entitled *Project Focus*. The purpose of this grant was to empower Special Educators in individual buildings to become leaders among teachers to develop stronger academic programs for special education students. The components of this grant required training for all teachers in the areas of differentiated instruction, giving special education students more opportunities to participate in the general curriculum, and education for non-disabled peers within the building about handicapping conditions. Memorial was one of only ten schools in the Commonwealth to be awarded this grant. With the \$3000 grant money we were able to provide stipends for teachers to work collaboratively to plan instruction for all students, purchase materials for classroom use and professional development and to contract speakers around topics such as anxiety disorders, physical and mental disabilities and self esteem. The title of our program was Project P.E.A.C.E. = Promoting Enlightened Accepting Classroom Environments. This project also became Memorial's yearly theme.

The Principal's Community Service Learning Corp, a volunteer group of 46 students, worked hard and enthusiastically developing and carrying out several community service projects. Our "Giving Tree" unit in November/December was a food drive for the Survival Center in Ludlow. Students and families donated over 790 lbs. of food. In addition, the Corp organized and ran our "Pennies for Patients" program with the Leukemia and Lymphoma Society to raise \$1200 for this worthy cause. Also, the children in the Corp worked daily in the school as volunteers to help with recycling, general maintenance of the building and helping the 2nd graders struggling with reading and writing.

Volunteerism at Memorial goes beyond the student body. Parents, grandparents and even siblings work routinely at Memorial assisting with special projects in classrooms or helping with larger, school-wide activities. Without the daily support of all of our volunteers we would not be able to accomplish many of the wonderful "real learning" activities that we do. Our PTO constitutes our largest group of volunteers, and they manage the fundraisers, organize student social events, purchase needed classroom and school supplies, and run

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the book fairs and bake sales, to name just a fraction of the work of this wonderful organization. Many, many thanks to all of our volunteers for their generous donation of time and talent!

Soule Road Elementary School Rosemary Brosnan, Principal

Soule Road Elementary School's mission is to provide the best possible education available to its students. As students develop their diverse potentials, they are encouraged to become capable problem-solvers, able to cope and adapt to the ever-changing world

about them. Students are given the opportunities to explore and develop essential skills for use as future members of society.

This mission statement drives our commitment for continued improvement in all academic areas, technology and character education. With this in mind, the School Council developed the 2002-2003 School Improvement Plan focusing on three goals:

- To build Soule Road School into a model technology-driven facility by incorporating best practices into all facets of the education experience.
- To create a community of learners engaged in mathematical ideas.
- To continue to be a safe, positive and supportive school community

To achieve these goals, the Soule Road School staff continues to attend professional development activities to support their instructional practices.

Soule Road School is fortunate to have over 200 parent and community volunteers that support the school in many vital ways. Volunteers supplement the school librarian's schedule, which makes the library fully operational. Parents volunteer their time daily to assist with the Accelerated Reader and Math programs, and in numerous other ways providing support for the teachers.

The Soule Road School Technology Committee is composed of staff, parents and community volunteers. Over the past few years, this active group has been responsible for working with the District to provide a model technology environment. Their donations and fundraisers have resulted in supplying additional computer hardware and software programs for Soule Road School. The additions to the technology program have allowed staff members to integrate technology into the curriculum in various ways.

The school is fortunate to have a very active PTO that supports the mission of the school. Thanks to its fundraising efforts, the PTO provides cultural arts programs, field trips and school spirit extra-curricular activities. In May, the PTO sponsored the *Souleto Arts Festival*. This successful celebration of the arts included a storyteller and mime, along with displays of student artwork, photography, poetry and short stories. Also included in the program were student instrumental, dance and drama performances and various local artisans from the community who demonstrated painting, weaving and pottery.

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The Student Council held many community-based activities. These included: Halloween activities for the patients at the Shriners Hospital, a book drive for students in the Sutton School in West Virginia, a holiday activity for the pre-school students enrolled in the Springfield-Holyoke-Chicopee Head Start program, food drives for the Salvation Army and local Survival Center and *Hugs for Kids* teddy bear collection, which resulted in 100 teddy bears being donated to the children of the activated Westover Reservists.

At Soule Road School, students are able to participate in an assortment of after-school enrichment activities. Accelerated Math Clubs, Fabulous Fossils Club, the Mural Program, Drama Club, Chess, Computer Camp, jewelry making and knitting club are just some of the after-school programs offered.

Stony Hill Elementary School Eleanor Fernands, Principal

Stony Hill Elementary School salutes its more than 100 volunteers who help make Stony Hill School a better place to learn! Volunteers help students on the Accelerated Math Program, host book chat groups, assist in the library by checking out books and decorating bulletin boards with literature genres, and create the decorations and signs that make the front of the building look so welcoming. Parents also work as copy helpers, publishers, laminators, mystery readers, chaperones and messengers. Our PTO is active in purchasing resources needed to improve our school. Most notably they have provided many new volumes to our library and "literacy closets". Parent volunteers have also worked to help make our Stony Hill School Store a huge success. School volunteers enhance the quality of school life.

Stony Hill students also participate in services for the community. The Stony Hill Senior Citizen Holiday Breakfast is an annual event hosted by 6th grade students. We also have Foster Care Fridays, Pennies for Hope and Operation Shoebox for Life Care. Stony Hill students, together with Mile Tree students, visit The Life Care Center several times during the year. In addition, Stony Hill Student Ambassadors sponsor charitable events.

At Stony Hill School, faculty and students are focused on continued improvement in academic achievement. The School Improvement Plan for the 2002-2003 school year includes literacy, math and climate initiatives.

The faculty and students join with the district in working on the goal of improved Writing Across the Curriculum. Teachers have participated in an intensive training of the Collins Writing Program. Each grade is working on specific Focus Correction Areas (FCA's) in writing, and on a process to collect continuous data to monitor student improvement. Students are also involved in school-wide reading and writing projects, *Voice of the Tiger* newspaper and the Stony Hill student website. Stony Hill is a busy place to learn.

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Thornton W. Burgess Middle School Noel Pixley, Principal

Thornton W. Burgess Middle School's School Improvement Plan focused on three strategic goals for the 2002-2003 school year. Improving academic growth in the areas of math and language arts continued to be a focus, along with promoting a safe school environment for staff and students, and promoting public relations/communication. Preparing students for the MCAS and other such testing programs continue to be a focus for all staff members at all grade levels. We are pleased to report that due to continued improvements in student performance demonstrated by our 2002 MCAS scores in English Language Arts and Mathematics, Thornton Burgess School students were among the top ten performers in Western Massachusetts in both categories. According to our school's Cycle II Performance Rating, students are performing on target to above target in all areas. Teachers and administrators at Thornton Burgess School continue to be actively involved in various grade level student groups and are immersed in curriculum review, curriculum mapping and various other professional development activities.

For the second year in a row, the staff of Thornton Burgess Middle School again made the unanimous commitment to continue our commitment with the "Foundation for Excellent Schools" (FES). During the school year each grade level team partnered with a local college in order to provide mentoring opportunities for our students in the areas of Math, Science and Language Arts. Our students were able to benefit from this experience in a multitude of ways. Activities such as the Math Carnival helped with research projects and college campus visits provided many exciting learning opportunities. Many thanks to Springfield College, American International College and Westfield State College, who partnered with us for these activities. Through our involvement with the FES, the Thornton W. Burgess Middle School faculty is better prepared to provide high quality educational opportunities for all students.

As in the past, the administration and faculty of Thornton Burgess School would like to recognize the parents, PTO, and Volunteers in Public Schools (VIPS) for their continued support of such programs as our annual magazine drive and Career Day. Through their remarkable and continued support, we are able to offer meaningful field trips and in-school program. Volunteers provided by these groups help in countless ways throughout the school year. Many thanks to those who give their time assisting in the library and classrooms, helping with the Read Aloud program, providing refreshments for a variety of school activities and helping to maintain our courtyards and grounds.

Wilbraham Middle School Robert Dionne, Principal

Wilbraham Middle School is fortunate to have had the involvement of many of our parents through the PTA and School Council. Our parent volunteers have aided our school in a

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variety of ways, including such activities as painting the cafeteria and band room, managing the magazine drive, leading the Student Advisory Board, giving talks during lunch on nutrition and the value of eating the right foods, organizing the very successful Career Day, and arranging for a week of foods from different countries and having international students visit to share their culture and language during International Week.

Our students gave of their time and money to raise funds for Camp Sunshine, which provides a camping experience for children with cancer. This year our students also raised money for the troops overseas by buying phone cards so that men and women serving our country would be able to talk to their loved ones. Our students also provided food to the Food Pantry during the holidays.

Minnechaug Regional High School John K. Logan, Principal

Minnechaug Regional High School continues to excel in the academic, social, and physical education of its students. The faculty and administration remain firmly committed to producing lifelong learners. The following reports from the various departments highlight just some of the wonderful work being done at the high school level.

Family and Consumer Sciences Department: Various guest speakers from culinary post secondary schools visited the department promoting food service related careers. A cooperative interdisciplinary "Musical Feast" program with the Fine Arts/Music department offered students an opportunity to integrate fine arts and practical arts. The department was involved in an Early Childhood Initiative Grant and was represented at the Preschool Enrichment Conference.

Language Department: Several new courses were added to strengthen the department course offerings for advanced language study. Teachers in the department diligently continued their work on the Curriculum Design and Learning Experiences template aligning what they do in their classes with the Foreign Language Frameworks. Students participated in several educational field trips to such places as the Isabella Stuart Gardner Museum, the Worcester Art Museum, and the Sterling Francine Clark Art Institute. Department members attended conferences dealing with topics centered on standards-based assessments to improve foreign language proficiency, as well as AP exam preparation.

Guidance Department: It is the goal of the department to continue to improve its involvement with the community and to help students and parents better understand the many services provided. Services include such activities as a guidance brochure listing services and programs, "Coffee with Counselors", "College Applications 101", Guidance Advisory Counsel, "Counselors Corner" newsletter column, Financial Aid Night, Junior College Night and a free SAT practice test. The internship program continues to grow with almost 50 students and over 40 mentors participating. Involvement with the Tech Prep program, a federally funded program, also continues to expand with 33 seniors and 30

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juniors. During the college admissions process, the department provides direction, resources and support as students research, select and apply to colleges. Over 60 college representatives visit Minnechaug throughout the school year. A workshop with recent Minnechaug graduates gives seniors an opportunity to learn about college life. Several services have been developed to help make the transition for eighth graders and their parents as smooth as possible, including counselor visits to the middle schools and an orientation program.

History and Social Science: The department was active throughout the year with its display case, guest speakers, and curriculum development. Teachers and students participated in programs dealing with the Iraq War, Civil Liberties in a Time of Crisis, new multi-cultural studies, Pocumtuck Valley Memorial Association, Hampden's Historical Society's Adopt-A-Plot program, Media Fest, Phi Alpha State Historical Conference, Model UN, Model Congress, and Mock Law. In addition, the department spent the year reviewing the History and Social Science Frameworks.

Science Department: The department continues to work on developing timelines to insure that the entire science curriculum completes coverage of the "new" 12/20/01 State Frameworks. With the adoption of a new textbook in Level I Earth Science Program, the department worked to align a number of new laboratory activities with the State Science Frameworks. A new lab resulting from work done with the Science Olympiad in paleontology has been incorporated in Earth Science. The Science Olympiad team participated in five regional meets, placing third in Western Massachusetts. They also went to the State meet in Framingham where they competed in twenty different events. The Environmental Club spent a Saturday in March at the Worcester Ecotarium learning about sustainable agriculture, aquatics, forestry, and wildlife. The department has instituted a new user-friendly set of State Frameworks-based performance objectives and a learning activity list for all chapters covered in the chemistry programs. Interactive Physics was the theme for the Physics Program last year. Many of the lab activities in the Intermediate Physics program are now replicated on the computers using the Interactive Physics program.

Media Center: The media center continued the process of evaluating the print collection and developing curriculum frameworks that interface library media with academic classes. Throughout the school year almost 900 classes made use of the Media Center for information gathering. In addition, there were nearly 10,000 individual student visits.

Student Activities: This group had another productive and event filled year. Involvement with alumni groups and class reunions was enhanced by MRHS joining *Classmates.com*. At the annual Evening of Recognition, 166 students were recognized for service, scholarships, and academics. A new and improved Renaissance program further enhanced our recognition of excellence. There were 51 activity groups running throughout the school year, which played an important role in offering students a well-rounded educational experience.

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The graduating classes of 2004, 2005, and 2006 raised over \$30,000 through their respective fundraisers! The culmination of the year's student activities was, of course, the graduation of the Class of 2003, a class of 306 graduates!

Interscholastic Athletics: Minnechaug athletes and their respective teams continued to excel at every level. The comprehensive program offered a total of 30 activities and ranks as a leader in the State. Most important, our athletic teams excel in the classroom with virtually every team at every level receiving the Massachusetts Interscholastic Athletic Association's Academic Excellence Awards for the team's grade point average. The athletic teams' rankings ran the gamut from first to fourth place in league, division, Western Mass, and State championships. These significant achievements represent a very successful and diverse athletic program.

English: The English department continues to offer a broad range of core courses and enrichment offerings designed to meet the needs of three academic levels. All freshmen take Literature and Composition and all sophomores take Exploring Literature. Students in their junior and senior years have a choice of fourteen core electives. Students and teachers within the English department have been recognized in the following ways: the National Council Teachers of English Achievement in Writing Award; our literary magazine received an "excellent" rating from NCTE; and our school newspaper received awards from the International Awards for School News Media, the American Scholastic Press Association, and the Scholastic Press Forum.

Mathematics: The department's main focus during the year was to complete its curriculum guides consistent with the expectations of the New England Association of Schools and Colleges (NEAS&C). In addition, much time was spent refining our MCAS review process. New teachers were trained in the use of the Carnegie Cognitive Tutor; Accelerated Math was piloted by a number of algebra teachers at the intermediate level; and the Carnegie Program was used with some Elements of Algebra and Intermediate Geometry classes. The very positive results have led the department to apply the Carnegie Program in a similar fashion next year. Also, the Honors Math Analysis curriculum was realigned to better complement the honors sequence of courses.

Fine Arts: In the art area of Fine Arts, the teachers completed the curriculum guides in Art 1 to be consistent with the NEAS&C expectations. Art classes continue to be very popular subjects at Minnechaug and a thriving Art Club is offered after school. Several Minnechaug art students received the Boston Globe Scholastic Art Awards. In the music area of Fine Arts, the music teachers completed most of their curriculum guides for all their courses. All performances of the instrumental and choral groups were a great success artistically, educationally, and in terms of public relations. Several music students represented Minnechaug at the Western District Music Festival, Western District Chorus, and All-State Music Festival. In addition, the bands performed brilliantly at the Dixie Classic Music Festival in Williamsburg, Virginia.

Physical Education/Health: The department continued to revise their curriculum guides and

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manuals. They will prove to be invaluable reference materials for new teachers in the coming years. Guest speakers augmented classroom instruction in the areas of sportsmanship, alcohol and substance abuse, fire safety, and human sexuality.

Technical Education, Computers, and Business: These three combined departments continue to offer a wide range of elective courses. The department has been focusing most of its workshop and professional development time in modifying the curriculum and individual lessons to better reflect the expectations of the Massachusetts State Frameworks in the areas of critical thinking, problem solving, solution seeking, design process, and competitive events. The department is well on its way to completing the curriculum guides consistent with the NEAS&C requirements. Members of the department participated in the evaluation of the Springfield Central High School, Minnechaug's Block Schedule Review Committee, Intel Corporation's Teach-to-the-Future professional development course, and a Microsoft Office course.

Student Service Department Thomas Philpott, Director

Student Services comprises special education and related services such as speech therapy, occupational therapy, physical therapy, assistive technology, and school adjustment counseling. Close to 650 students with various disabilities benefit from these services that are designed to promote effective academic and social progress.

The Student Services Department is also responsible for the assessment of over 300 students each year in order to determine the existence of an educational disability; and if a disability is found, whether it inhibits the academic progression of the student in the general education program. If a student is found to have an educational disability, a continuum of service interventions is available to provide the student the most effective support possible in the least intrusive manner. These services range from consultation and monitoring to partial placement in a resource room to full-time placement in a specialized District program or, in a small percentage of cases, placement in a collaborative or private school placement. This sequence of service interventions is critical to the successful remediation of the disabled student's learning difficulties since each student demonstrates unique strengths and weaknesses that must be considered when creating an intervention plan. There are usually no simple solutions, and no one program will meet all disabled students' needs.

The Hampden-Wilbraham Regional School District has established a reputation for providing quality educational services to students whose disabilities would inhibit school success without the support provided by the various educational and related services mentioned above.

Federal and State grants have allowed the expansion of our assistive technology resources creating an important link between the disabled student and his or her ability to access the general curriculum. Grants have also funded workshops to professional staff for developing

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a better understanding of the impact educational disabilities have on a student's learning capability. Grants have also allowed the District to hire an Autism Specialist who is able to develop programming that will enhance our ability to work with such students within the District, thus cutting down our dependence on costly out-of-district programs.

Central to the goal of ensuring that all Hampden-Wilbraham students make appropriate academic and social progress is the close cooperation between regular education and special education administrators, teachers, and paraprofessionals. The ability of our staff to work together and in concert with the support of the families in our towns has resulted in a school district that we can all be proud of!

School Nursing Poppy Nelson, RN, BSN, NCSN, Nurse Leader

Although the staffing numbers for school nurses were reduced, we continue to have very busy health offices in 2003. During the school year 14,413 students were given first aid, 15,182 illness assessments were completed, 14,803 student medications were given, and 4,482 parent phone calls and meetings were accomplished. Overall, there were 46,418 student health clinic visits during the school year.

The Massachusetts Department of Public Health Enhanced School Health Services Grant was cut by 30% in January '03. This resulted in the loss of funding for one nurse in March. However, the district was able to hire a long-term substitute to finish out the school year. The Nurse Leader continued to work closely with the Mass. Department of Public Health,

the Community Health Network Area of Greater Springfield, and Claudia Considine, Wilbraham's Public Health Nurse.

Minnechaug Regional High School was a control group for the UMass Medical School "Calling It Quits" smoking cessation program. Eighteen students volunteered to work with the MRHS nurse to complete this successful project.

The nurses administered the Hepatitis B vaccine 3 part series to 20 students in grades 6 and 12 and to 16 faculty and staff members. They also gave 220 flu shots to our faculty and staff.

The Weight Watchers At Work Program was offered after school from September through December as part of our staff wellness program.

Sponsored by the Department of Public Health, the Fluoride Mouth Rinse Program was started in all first grades in the district. The program was very successful with approximately 90% of first graders participating. We thank our wonderful parent volunteers for assisting with this endeavor.

The nurses also thank Marge Trimble, Betty Worthington, and the members of the

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Wilbraham Women's Club for their tireless efforts in volunteering to test the vision and hearing of hundreds of children in our district from pre-school through high school. Their talents, patience, and ready smiles are very much appreciated!

Adult Community Education and Recreation Ned Doyle, Director

Completing its sixth year in existence, the Adult Community Education and Recreation Program, "New Beginnings", continues to be most successful. In 2003, 2,209 participants enjoyed the 83 program offerings. The "New Beginnings" program continues to be the umbrella structure for the following entities:

- Adult Community Education Program
- MRHS Summer School Program (including MCAS)
- Elementary Summer Reading Program
- "Summer Programs 'R' You" Program
- Community Recreation Program
- HWRSD-Scantic Valley YMCA Co-Operative Programs

The 2003 "Summer Programs 'R' You", serving the youth of the community, was the most popular program, with 890 participants. The Community Recreation Program, the HWRSD-Scantic Valley YMCA Co-operative Program, and the Adult Community Education Program, all focusing on the adult population, were also extremely popular. The "New Beginnings" program anticipates a very bright future as it continues to provide our communities with excellent enrichment opportunities for individual growth and development.

SCHOOL COUNCILS

The Hampden-Wilbraham Regional School District wishes to acknowledge the effectiveness of the School Councils and to thank them for volunteering their personal time to pursue a commitment to the education of our young people. We would also like the community to recognize the services rendered by these parents and citizens of the HWRSD. The School Councils for 2002-2003 were:

MILE TREE ELEMENTARY SCHOOL

Lynne Kimball, Principal
Amy Basile
Dina LaMotte
Janet Libby
JoAnn Mack
Pam Pearson
Denise Salerno
Kathleen Santaniello

GREEN MEADOWS ELEMENTARY SCHOOL

T. Jeffrey Sullivan, Principal
Kate Asher
Donna Benoit
Linda Brannigan
Victoria Janeczek
Richard Moriarty
Tina Murphy
Diane Scott
Nancy Thompson

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MEMORIAL ELEMENTARY SCHOOL

Deborah Thompson, Principal
Sherrill Caruana
Katharine Farnham
Lynne Leveillee
Darlene Maconi
Dennis Young

SOULE ROAD ELEMENTARY SCHOOL

Rosemary Brosnan, Principal
Meg Cyr
Krista Hanson
Stephanie Harju
Betty Howarth
Cathy Mahoney
Tom Moran
Louise Pelletier
Karen Rossi
Missy Taft

STONY HILL ELEMENTARY SCHOOL

Eleanor Fernands, Principal
Michelle Axtmann
Jenn Bauduccio
Gretchen Cardoso
Andy Cohen
Judy Farrar
Mary Beth Laliberte
Nan O'Connor

THORNTON W. BURGESS MIDDLE SCHOOL

Noel Pixley, Principal
Marilyn Berrett
Cheryl Clarke
Bonnie Howell
Phyllis Hultstrom
Ken Peterson
Susan Raimer
Lynn Schmitt
Mary Ellen Shea
Cheri Tanguay
Andrea Tarczynski

WILBRAHAM MIDDLE SCHOOL

Robert A. Dionne, Principal
Carole Alderman
Owen Burke
William Caruana
Linda Cooper
Christopher Eagen
Donald Lavin
Nikki Nadeau
Jane Robinson
Christina Roy
Kyle St. Germain
Andrew Vottero

MINNECHAUG REGIONAL HIGH SCHOOL

John K. Logan, Principal
Patricia Casey
Elizabeth Contant
Patricia Gordon
Wilbur Jenkins
Clifton Johnson
Meredith Malysz
Patricia Pastoreck
Gary Petzold
Sarah Petzold
Susan Raimer
Gregory Schmutte
Constance Shea

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SCHOOL COMMITTEE MEMBERS	
<i>Through May 2003</i>	<i>As of May 2003</i>
Ronald E. Thomson, Chairperson	Mary Anne Morris, Chairperson
Pamela C. Burch, Vice Chairperson	Peter T. Salerno, Vice Chairperson
Lois R. Megliola	William Bickley, Jr.
Mary Anne Morris	Scott R. Chapman
Natalie Pedace	Lois R. Megliola
Peter T. Salerno	Natalie Pedace
Paula R. Tingle	Gilles Turcotte

RETIREMENTS DURING 2003 WERE:

Mary R Brunelle, Mile Tree School
 Robert A Dionne, Wilbraham Middle School
 Wayne A Donaldson, Wilbraham Middle School
 Robert A Frydryk, Soule Road School
 Harry L Goodrich, Minnechaug Regional High School
 Carol A Ligarski, Minnechaug Regional High School
 Craig Nakashian, Thornton W. Burgess Middle School
 Donna Alberici O'Connor, Minnechaug Regional High School
 Cynthia E O'Sullivan, Green Meadows School
 Patricia Dunn Polchlopek, Minnechaug Regional High School
 Dr. Gaylord Saulsberry, Minnechaug Regional High School
 David L. Weatherhead, Minnechaug Regional High School
 Irene F Webb, Soule Road School
 John L Worthley, Minnechaug Regional High School

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FIVE-YEAR ENROLLMENT HISTORY

	1998 – 1999			1999 – 2000			2000 - 2001			2001 - 2002			2002 - 2003		
Grade	H	W	T	H	W	T	H	W	T	H	W	T	H	W	T
K	50	162	212	50	144	194	63	193	256	61	180	241	59	179	238
P-1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	58	149	207	67	177	244	59	176	235	65	210	275	65	192	257
2	86	196	282	57	175	232	66	179	245	62	189	251	71	201	272
3	73	194	267	91	213	304	64	185	249	63	184	247	58	197	255
4	67	224	291	72	204	276	96	217	313	64	195	259	68	184	252
5	82	204	286	72	240	312	75	210	285	95	229	324	64	205	269
6	84	205	289	82	213	295	80	244	324	80	216	296	93	232	325
7	65	204	269	84	216	300	88	221	309	76	251	327	83	217	300
8	78	219	297	64	217	281	88	219	307	88	227	315	79	251	330
9	80	220	300	89	245	334	60	192	252	87	243	330	96	233	329
10	68	202	270	73	209	282	77	200	277	66	222	288	88	240	328
11	66	173	239	63	190	253	82	231	313	72	218	290	59	207	266
12	62	158	220	69	182	251	68	229	313	79	208	287	79	218	297
Other			87			88			85			87			72
TOTAL	918	2508	3516	933	2625	3646	966	2696	3747	958	2772	3817	962	2756	3790

**HAMPDEN-WILBRAHAM REGIONAL SCHOOL DISTRICT
2003 DIRECTORY OF SCHOOLS**

Mile Tree Elementary School (Grades Pre K – 1)

Lynne Kimball, Principal
625 Main Street, Wilbraham, MA 01095 – Telephone (413) 596-6921
School Hours: 9:00 a.m. to 3:15 p.m.

Green Meadows Elementary School (Grades Pre K – 3)

T. Jeffrey Sullivan, Principal
38 North Road, Hampden, MA 01036 – Telephone (413) 566-3263
School Hours: 9:00 a.m. to 3:15 p.m.

Memorial Elementary School (Grades 2 – 6)

Deborah Thompson, Principal
310 Main Street, Wilbraham, MA 01095 – Telephone (413) 596-6821
School Hours: 8:25 a.m. to 2:40 p.m.

Soule Road Elementary School (Grades 2 – 6)

Rosemary Brosnan, Principal
300 Soule Road, Wilbraham, MA 01095 – Telephone (413) 596-9311
School Hours: 8:25 a.m. to 2:40 p.m.

Stony Hill School (Grades 2 – 6)

Eleanor Fernands, Principal
675 Stony Hill Road, Wilbraham, MA 01095 – Telephone (413) 599-1950
School Hours: 8:25 a.m. to 2:40 p.m.

Thornton W. Burgess Middle School (Grades 4 – 8)

Noel Pixley, Principal
85 Wilbraham Road, Hampden, MA 01036 – Telephone (413) 566-8950
School Hours: 8:25 a.m. to 2:40 p.m.

Wilbraham Middle School (Grades 7 – 8)

Robert Dionne, Principal
466 Stony Hill Road, Wilbraham, MA 01095 – Telephone ((413)) 596-9061
School Hours: 7:50 a.m. to 2:05 p.m.

Minnechaug Regional High School (Grades 9 –12)

John K. Logan, Jr., Principal
612 Main Street, Wilbraham, MA 01095 – Telephone (413) 596-9011
School Hours: 7:30 a.m. to 2:00 p.m.

Superintendent's Office

Paul C. Gagliarducci, Ed.D., Superintendent of Schools
621 Main Street, Wilbraham, MA 01095 – Telephone (413) 596-3884
Hours: 8:00 a.m. to 4:00 p.m.