

**SCHOOL**

**DEPARTMENT**

## REPORT OF THE SCHOOL COMMITTEE

### Oversight and Administration

The Weston School Committee sets the budget, establishes educational policy, and hires the superintendent for the Weston Public Schools. The committee is composed of five residents who are elected by the town to staggered three-year terms. The School Committee usually meets at least twice a month to conduct its regular business, with dates and times posted at the Town Hall, the Weston Public Library and Weston High School. These meetings are open to the public. Dr. Alan Oliff, Superintendent of the Weston Public Schools since 1998, is responsible for supervising and managing the daily operations of the schools.

### Schools and Enrollment

The Weston schools are situated on two campuses. Weston Middle School, serving students in grades 6-8, and Weston High School, serving students in grades 9-12, are on one campus on the south side of Weston. The elementary schools are clustered near Weston center with the School Administration building, the Recreation Center and the Public Library. The Country and Woodland Schools serve students from kindergarten through third grade and the Field School serves students in fourth and fifth grade. Since 1999, Weston has also operated an integrated pre-school, called Weston Windows, to fulfill its mandate to educate children with special needs from the age of three. Weston Windows is currently located in the Country School.

Enrollment for the 2004-2005 school year, as of October 1, 2004, was 2,319 students. This represents an overall decrease of 11 students, or a -.5% change from the previous school year:

	Change in enrollment	% change
Elementary Grades K-5	-22 Students	-2.0%
Middle School Grades 6-8	- 7 STUDENTS	-1.2%
High School Grades 9-12	+18 STUDENTS	+2.7%
Totals	-11 STUDENTS	-.5%

Overall, enrollment is projected to level off over the next several years but the cohorts with peak enrollment levels will continue to affect staffing and the budget as they move through the various grades of the school system.

### Academic Achievement and College Placement

The School Committee believes that many factors contribute to academic achievement. Some of these factors are class size; teaching quality; the variety and types of academic, artistic, civic, and social experiences offered to students; performance on standardized tests; and college placements. Committee members consider and are guided by all of these considerations in making budget and policy decisions affecting the schools.

Weston students score consistently high on both the Educational Records Bureau (ERBs) and the Massachusetts Comprehensive Assessment System (MCAS) standardized tests. In the spring of 2004, MCAS tests were administered in the following grades: three, four five, six, seven, eight, and ten, tested reading, English Language Arts, mathematics and science. In addition there were pilot tests in ninth and tenth grade science and fifth grade social studies, for which no scores were reported. Student results are ranked into four performance levels: Advanced, Proficient, Needs Improvement, and Warning/Failing. Those whose results fall in the advanced category are said to "demonstrate a comprehensive understanding of challenging subject matter and provide sophisticate solutions to complex problems" (Massachusetts Department of Education, 2004).

Sixty-five percent of our tenth graders scored in the advanced category in mathematics. The average scaled scores in mathematics rose, with 16% of students achieving scores the top two tiers of the advanced category. This is in contrast to 11% in 2002-2003 and 9% in 2001-2002. In tenth grade English Language arts, over 92% of students scored in the proficient or advanced categories. The MCAS results in other grades and disciplines generally were consistent with previous exemplary performances.

Over the last eighteen years, the Weston Public Schools have utilized the testing program of the Educational Records Bureau (ERB) to assess our ability to maintain high standards for our students. These standardized tests evaluate ability, skill, and knowledge in language arts and mathematics and provide scores and rankings for participating urban and suburban public and private schools across the United States. In all categories of the reading comprehension and mathematics in grades three through seven, our students scored higher or equal to the suburban and independent norm groups. In one subsection of the mathematics test, problem solving, the Weston students ranged from four to ten percentage points higher than these two groups across all five grades.

Despite this excellent overall performance, there are individuals who struggle with math skills throughout the system. Test results provide principals, curriculum leaders, and faculty the ability to monitor trends, assess current practices and plan appropriate professional development. This year the decision was made to focus on improving scores for the students who struggle with mathematics by implementing supplemental programs at every level. Further information on our district's performance is available on the Curriculum and Instruction website.

The Class of 2004 comprised 161 students. The average scores for this class on the SAT 1 (scale of 200 to 800) were 615 on the Verbal test (compared to a national average score of 508) and 629 on the Mathematics test (compared to a national average score of 518). One hundred percent of the class took the examination and 18% of the class qualified as either National Merit Scholarship Semifinalists or Commended Students.

The SAT II achievement exams test knowledge and skill in specific subjects. The more competitive colleges and universities typically require their applicants to take the Writing and English Composition and Math SAT II tests. Performance by the Class of 2004 on these tests was very good. The average score on the Writing/English Test was 653, compared to the national average of 604, with 77% of the class taking the test. The average score on the Math L1C was 623, compared to national average of 586, with 56% of the class participating; and on the Math L2C was (a more advanced level of the test) was 711 versus 669 nationally, with 22% of the class taking the test.

Participation and test results in Advanced Placement courses is another widely accepted measure of academic performance, and here, too, Weston High School students did very well. Our participation rates are high. In 2004, 55% of juniors and 62% of seniors took at least one Advanced Placement course. Those students took a combined total of 381 AP tests. Eighty-eight percent of exams earned scores that would qualify for college or university credit.

Fifty-seven percent of the Class of 2004 will be attending the top 12% of the colleges and universities evaluated in terms of competition to gain admission as listed in Barron's Profile of American Colleges. Furthermore, 67% of the middle fifth of the class will also be attending these schools.

### **Facilities**

The school community is very grateful to the Town for supporting the renovation and expansion of the school buildings. Construction at the Country and Woodland Schools began in

July 2001 and a ribbon cutting ceremony took place in October 2004 to officially mark the completion and full occupancy of these bright new educational facilities.

The Field School, which houses grades 4 and 5, is the only facility that is not fully renovated and as a result has many capital needs. Therefore, the School Committee prioritizes its capital expenditures to make improvements to this building over time as necessary.

### **Curriculum and Other Initiatives**

This year a program review was conducted to assess our Foreign Language curriculum in grades 1-12. A team of eight educators was assembled from out of district to conduct the review. They spent two days observing classes, interviewing teachers and students, meeting with groups of parents, and reviewing our curriculum and student work in grades one through 12. The Committee consisted of an international businessman, who is also a graduate of Weston High School, and five public or private school foreign language educators and two college professors.

The School Committee formed a subcommittee to examine elementary class size. New educational mandates and greater diversity in learning needs have increased demands on the system. This has prompted the School Committee to question the appropriateness of its thirty-year-old class size policy. The subcommittee, chaired by Bella Wong of the School Committee, consists of faculty, administrators, parents and community members. They are visiting classrooms, interviewing parents and faculty, and reviewing existing research on class size to develop a recommendation to the School Committee in the spring of 2005.

The learning standards developed by the curriculum leaders and teachers over the last four years continue to be the focal point of in-district curriculum work. This year learning standards were developed in K-5 Social Studies and K-12 Guidance as well as for the pre-school curriculum. This completes the development of standards throughout the curriculum. A full day of district-wide professional development in November focused on honing teacher use of the Benchmark Assessment Tasks, which were created and designed to measure student progress along the continuum of the Weston learning standards within each discipline. These Benchmark Assessments Tasks are shared by all teachers and used to help individual students, revise teaching strategies, and collaborate further in developing curriculum.

The Weston Professional Development Academy catalog was made available on line and includes over thirty courses, most of which are taught by Weston faculty members. The courses range in topics from "Got Math?" to "Introduction to Black and White Photography." The number of teachers participating in the courses was at the highest level since the academy was established.

### **Special Education**

Weston Public Schools is committed to the inclusion of children with special needs in the classroom and supports the inclusion model with resources to make it a successful experience for all students. This model provides cost effective programs to students in special education that are consistent with the high quality educational programs provided to all students in the district.

The pre-school special education population continues to increase and the severity of their needs has also grown. In response to this, the Weston Public Schools established an integrated pre-school for both typically developing and special needs children in 1999-2000. Now in its sixth year, the program is well regarded by parents of both regular and special education children and its quality has been noted by the Department of Education. This program is one of the single best initiatives for offering a long-term cost-containment strategy with corresponding program effectiveness. The classrooms occupy a wing of the Country School with space that conforms to the age and needs of the pre-school students.

### **School Budget**

The School Committee's 2004-2005 budget was \$24.6 million, a 4.05% increase over the previous year. This was the second year of a concerted town wide effort to restrain budget growth. Many educational initiatives to maintain the quality of the schools and capital expenditures were again postponed with the hope of restoring them in future years. In addition to these cost savings measures, the School Committee again approved an activity fee to partially offset the budget increase and preserve important academic programs. This is the second year the School Committee has approved a fee in response to the Town's financial situation, although at a reduced level from the first year. The School Committee continues to believe that fees should not be required, and that all school activities should be paid for through taxes.

The School Committee believes that this budget has adequately met the educational needs of the Town's children in the short term while at the same time reflecting the economic climate and fiscal constraints of the Town. However, the School Committee remains concerned that the recent budgetary cutbacks could have longer-term implications and is hopeful that the Town will support the increases in the Fiscal 2006 budget that is necessary to ensure long-term educational excellence in our schools

### **METCO**

This year marks the 37<sup>th</sup> year of the Town of Weston's participation in the Metco Program. Metco was founded in 1966 and is the second oldest voluntary school desegregation program in the nation, which is funded by the Commonwealth of Massachusetts under the state Racial Imbalance Act. The mission of the program is to provide access to quality suburban public school education for students of color from Boston, while enhancing the educational and social experience of suburban students by providing an integrated learning environment.

The Weston/Metco Program currently enrolls 160 students from grades Kindergarten to twelfth grade and is supported by staff and volunteers, including a dedicated Metco administrator, academic counselors, a parent organization, which consists of parents of Boston students, a local Community Coordinating Committee, which includes representative from Weston and Boston, faculty, and administration. These groups assist the program in the areas of strategic planning, fundraising, social events, and the lobbying process.

Weston's Metco students have historically enjoyed success in academics and athletics, as well as in the areas of music and the arts. Many members of the 2004 senior class gained early admission to the colleges of their choice, with 78% attending four-year colleges and 98% continuing their education in post-secondary institutions. Our middle school and elementary school's "Homework Club," which was instituted this year, has enjoyed success in assisting those students who have academic or organizational needs. Our Family Friends/Host Family Program has been a highlight of the Metco Program. It offers families from Boston Communities opportunities to share their urban and suburban experiences and the program provides a local center of contacts in case of an emergency. This program has participated in several successful fundraising events, as well as a variety of social events both in the Weston and Boston communities.

### **Volunteer Organizations**

The school system benefits from private financial and volunteer support, which enhances the variety or quality of education in Weston. The Weston Education Enrichment Fund Committee (WEEFC) is a subcommittee of the Weston School Committee. It provides financial grants to teachers, administrators, students and parents for projects and equipment that are beyond the scope of the operating budget. In 2004, its eighteenth year, WEEFC raised record funds at its auction fundraiser, which were used to fund approximately 150 grants totaling approximately \$450,000. More than ever, given the very difficult budget climate, WEEFC is asked to fund

“essentials”, such as professional development. Since its inception WEEFC has received contributions of more than \$1 million and funded more than 1,500 projects.

The Weston Boosters Organization continued its unfailing support for Weston’s athletic and co-curricular programs. The successes of our athletic teams are due in part to the Boosters’ contributions to purchase such items as scoreboards, uniforms and equipment to name just a few.

Finally, the schools benefited greatly from the efforts of the Weston Parent Teacher Organization (PTO). The PTO serves as a vital link between parents and the schools, facilitating communication and providing volunteers and resources to enhance school programs. Curriculum was enriched by programs brought in by the Creative Arts and Science Council committees, organized and funded by the PTO. A Parent Education effort was introduced this year in conjunction with the town-wide wellness initiative. The PTO organized programs like Active Parenting, brought in speakers and held forums to address numerous issues of interest to parents. Weston is fortunate to have large numbers of eager volunteers at every grade level; they spent time in classrooms, planned and carried out special events, and served on committees and School Councils.

#### **Notable Events of 2004**

##### ***Retirements***

The following long-term, valued members of the school community retired during 2004. Their contributions have significantly enhanced and supported the education of our students.

- Bourinot, Kathleen -- Switchboard Operator since 7/5/89;
- Brown, Beverly -- Math Teacher since 9/1/70;
- Chiu, Judy -- Cafeteria General Helper since 1/4/93;
- Eberhardt, Heidi -- Grade 3 Teacher since 9/1/67;
- Fishman, Dale -- 3 Guidance Counselor since 9/1/87;
- Keogh, Patricia -- Elementary Librarian since 9/1/65;
- Laswell, Bill -- Night Custodian since 9/12/71;
- Marsh, Lee -- Social Studies Teacher since 9/1/69;
- Najarian, Jean -- Aide since 3/9/82;
- Rosa, Isabelo -- Driver since 9/1/93;
- Schector, Mary Lou -- Music Teacher since 9/1/71;
- Stasik, John -- Science Teacher since 9/1/68;
- Tang, Virginia -- Grade 5 Teacher since 9/1/68;

##### ***Community Service Projects***

Students in every school participated in community service projects during 2004. At the high school, 326 students who completed at least twenty hours of volunteer work received certificates of recognition for their work.

#### **Recognition and Awards**

Many students and staff were recognized in 2004 for excellence for a wide variety of activities and endeavors. Some of them were:

##### ***Administration and Faculty***

- Claude Valle, Middle School Mathematics teacher was selected as one of the 39 Disney Hand Teachers honored in Los Angeles.
- Linda Perrin, Kathy Becker & Pat Hoban became Nationally Certified School Nurses.
- Jennifer Rudolph, Middle School Grade 6 history teacher was awarded the Excellence of

Education Award for 2004; she also was selected as a semi-finalist for the Massachusetts Teacher of the Year.

- Dennis McCowan, Grade 6-12 Mathematics Department Head, is a coauthor of the report "A Model Curriculum for K-12 Computer Science" published on the Web.
- Patty Wright, Field School Nurse, was selected to receive the William P. Doran Excellence in School Nursing Award.
- John Minigan's annotated adaptation of Shakespeare's, *MUCH ADO ABOUT NOTHING*, was published in April by Theatrefolk Inc.

#### Student Awards

##### Art

- The photographic artwork of five Weston High School seniors, Lindsay Brady MacDonald, Eli Horowitz, Meena Bolourchi, Jessica Chin, and Anne Lettieri, was displayed at the Gibbs Gallery in the Arlington Center for the Arts.
- The following high school students were award winners at the Annual Boston Globe Scholastic Awards: recognized Margaret Davies, Grade 12 (Honorable Mention: Painting), Kimberly Obusek Grade 11 (Honorable Mention: Photography), Alan Yee Grade 9 (Honorable Mention: Drawing), and Naomi Zeidman grade 12 (Honorable Mention: Painting) in this year's competition.
- Naomi Zeidman's Art Portfolio and Photography Portfolio have been nominated to move on to the regional competition.
- There were numerous exhibitions of Elementary Art at Campo di Fiori and at the Weston Manor Nursing & Rehabilitation Center.

##### Drama & English

- Weston High's Luke Taylor was named the winner of the English-Speaking Union's Boston Shakespeare Competition. After a weekend of workshops and competition with regional winners from around the country, Luke won second place in the nation.
- The Weston High Theater Company's original play, *THE UNCERTAINTEA PRINCIPLE*, was finalist in the Massachusetts High School Drama Festival.
- Scott Nelson had an article published in this year's Concord Review, the paper was called "Christianization of the Rus"

##### Math

- Chris Ecker and Jesse Levitt were finalists in the state math contest "the Math Olympiad".
- The High School math team won the Medium school division of the Massachusetts Math League and placed second for medium schools at the State meet.

##### Music

- Weston High School Chorus under the direction of Dr. Therese Provenzano sang the National Anthem at Fenway Park on May 25<sup>th</sup>.
- The following students were selected for the 2004 All-State Orchestra and Chorus: Elizabeth Connolly, Nicholas Cuneo, Dylan Wood, Jonathan Carlson and Daniel Helfer.
- The following students were selected for the 2004 Sr. District: Nicole Jimenez, Joseph Wynant, Elizabeth Connolly, Ho-Man Leung, Dan Spector, Eric Stix, Dylan Wood.
- The following students were selected for the 2004 Jr. Festival: Diane French, Ryan Hedges, Michael Helfer, Ryan Heller, Nicole Jimenez, Jacob Klapholz, William Newell, Olivia Piccione, Michael Reitano, Christine Rutledge, Joseph Wynant, William Yu, Paul Dryden, Michael Grant, Matt Helfer, Derek Kief, Gabe Nelson, Laura Caso, Pamela Charpie, Diana Wu, Dana Bullister, Misha Checkovich, Katie Griffith, Ho-Yen Leung, Michael Spector and Eric Stix.

##### Sports

It was another outstanding year for Weston High School athletics:

- Wrestling - Congratulation to Coach Dave Baldanza, who won his 440<sup>th</sup> high wrestling match in the last meet of the season with his win over Franklin. Aaron Horowitz won the Div III wrestling championship for his weight class. He, along with Anthony Dowden, who finished third, will compete at the all-state meet.
- Swimming - Both the boys and girls swim teams won their respective sectional meets during vacation. The boy's team won the state meet 6<sup>th</sup> year in a row and the girls team won 1<sup>st</sup> runner up 6<sup>th</sup> year in a row.
- Indoor Track - The team of Mary Abraham, Allison Ritter, Lane Marder, and Christiana Glenn won the all-state meet in the 4x800 relay.

### Conclusion

The Weston Public Schools continued to provide an excellent public school education in 2004 despite its fiscal constraints. Our students' many achievements demonstrate that they have benefited from the town's commitment to their education. Changing demographics and the need to find and retain qualified staff, continued uncertainty of federal and state funding while new mandates such as No Child Left Behind (NCLB) put additional pressures on school districts. Negotiations of all union contracts during a difficult fiscal climate also continue to present many challenges short and long term. The School Committee, however, is committed to maintaining a high quality of education for all students in the community and will continue to focus its resources to meet the challenges ahead.

### PUBLIC SCHOOL ENROLLMENTS\*

	Oct. 1 <u>1997</u>	Oct. 1 <u>1998</u>	Oct. 1 <u>1999</u>	Oct. 1 <u>2000</u>	Oct. 1 <u>2001</u>	Oct. 1 <u>2002</u>	Oct. 1 <u>2003</u>	Oct. 1 <u>2004</u>
Kdg	167	168	177	172	181	160	166	167
Grade 1	166	176	177	186	181	185	173	172
Grade 2	177	181	177	183	182	184	201	180
Grade 3	188	184	189	183	187	171	188	203
Grade 4	180	190	191	197	185	193	175	184
Grade 5	178	184	196	193	196	188	196	171
Grade 6	185	179	183	198	190	192	179	194
Grade 7	137	185	177	181	193	193	192	179
Grade 8	133	140	185	179	176	197	196	187
Grade 9	117	113	143	174	169	164	185	182
Grade 10	139	116	106	143	167	171	155	182
Grade 11	111	136	120	106	139	161	164	155
Grade 12	<u>93</u>	<u>110</u>	<u>128</u>	<u>120</u>	<u>108</u>	<u>140</u>	<u>160</u>	<u>163</u>
TOTAL	1,971	2,062	2,149	2,215	2,254	2,299	2,330	2,319

\*These enrollments include nonresident as well as resident pupils registered in the schools.



**PRIVATE SCHOOL ENROLLMENT\*\***

	<u>1997-1998</u>	<u>1998-1999</u>	<u>1999-2000</u>	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>
Residents in Private School	324	351	364	416	419	440	441
% of Residents in Private School	15.3	15.8	15.7	17.2	17.0	17.3	16.9

\*\*Source: annual January 1 census conducted by the Town.

**AVERAGE NUMBER OF PUPILS PER CLASS - Grades K-8**

<u>Grade</u>	<u>Standards</u>		<u>Actual</u>				
	<u>Min</u>	<u>Max</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
K	17	23	19.1	20.1	17.8	20.8	20.9
1	17	23	20.7	20.1	20.6	19.2	19.1
2	18	24	22.9	20.2	20.4	22.3	20.0
3	19	25	22.9	20.8	19.0	20.9	20.3
4	20	26	21.9	20.6	21.5	21.9	20.4
5	20	26	21.4	21.8	23.5	21.8	21.4
6	21	27	22.0	21.1	21.3	19.9	21.6
7	20	26	22.6	21.5	21.5	21.3	19.9
8	21	27	22.4	22.0	21.9	21.8	20.8

**DISTRIBUTION OF PROFESSIONAL STAFF BY SCHOOL LEVEL - 2004-2005**

	<u>High School</u> <i>(Grades 9-12)</i>	<u>Middle School</u> <i>(Grades 6-8)</i>	<u>Elementary Schools</u> <i>(Grades K-5)</i>
Administration	2.00	1.00	3.00
Supervisors	3.00	3.10	.40
Art	4.10	1.60	2.25
Business	1.00	--	--
English, Drama, & Dance	9.80	10.50	--
Foreign Language	8.50	4.10	2.25
Grades K-5	--	--	51.80
Guidance	3.80	3.00	3.00
Home Economics	1.00	--	--
Industrial Arts	--	1.175	--
Math & Computers	10.625	8.25	2.50
Media Services	1.00	1.00	1.00
Music	1.55	1.58	3.75
Phys Ed./Athletics/Health	4.95	4.30	3.53
Reading Specialist	--	--	2.35
Science	8.50	6.34	.50
Social Studies	8.75	6.30	.50
Special Education	2.45	2.90	10.25
Student Activities	--	--	--
<b>TOTAL SCHOOLS</b>	<b>71.03</b>	<b>55.15</b>	<b>87.08</b>

In addition, there are 12.7 positions serving all schools and the pre-school, and 6.62 positions funded by State or Federal grants, for a total professional staff of 232.58.

**RECORD OF POST SECONDARY EDUCATION PLACEMENT**

Class	Number of Graduates	% to 4 Year Colleges	% to Other Education	% of Total Continuing
1994	98	88	7	95
1995	121	87	10	97
1996	110	86	10	96
1997	100	86	7	96
1998	92	95	2	97
1999	108	93	3	96
2000	130	91	6	97
2001	119	89	4	93
2002	111	84	10	94
2003	140	91	5	96
2004	161	93	5	98
<b>10 Yr. Avg.</b>	<b>119</b>	<b>89</b>	<b>6</b>	<b>96</b>

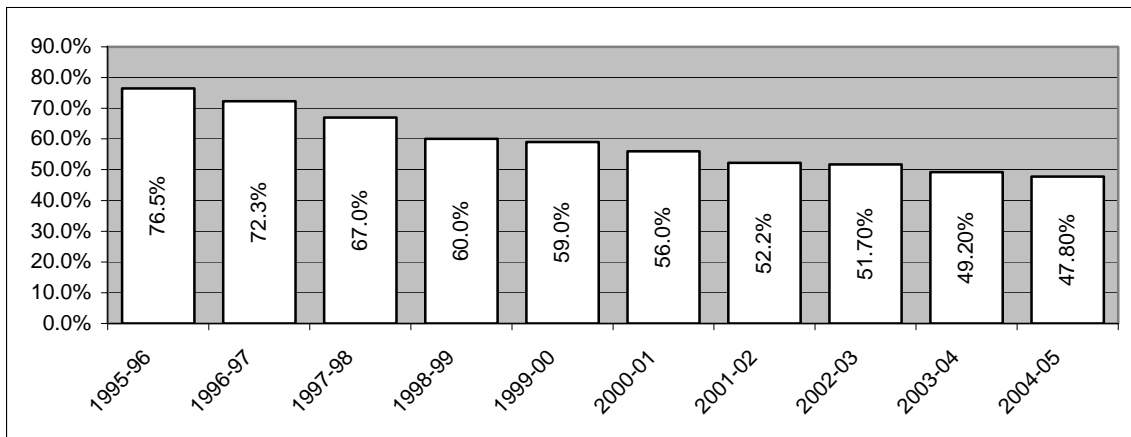
**PROFESSIONAL STAFF STATISTICS - 2003-2004**

Educational services are provided to Weston students by 244 full and part time professionals - teachers, counselors, specialists, nurses, and administrators. Each one is a unique person with special talents and knowledge. The data below is an attempt to present a statistical picture of the Weston staff.

1. Education: Weston teachers are well educated: 78% have earned master's and doctoral degrees, and 40% have studied at least one year beyond the master's degree (master's + 30 credits). Fewer than half of the teachers were hired at the Bachelor degree level.
2. Experience: Approximately 48% of Weston teachers have twelve or more years of experience. Of the thirty-five new teachers hired this year, four were hired at Step 1. About a quarter were hired at the Bachelor degree level. (see Table 1 & 2)

Teachers at Top Step

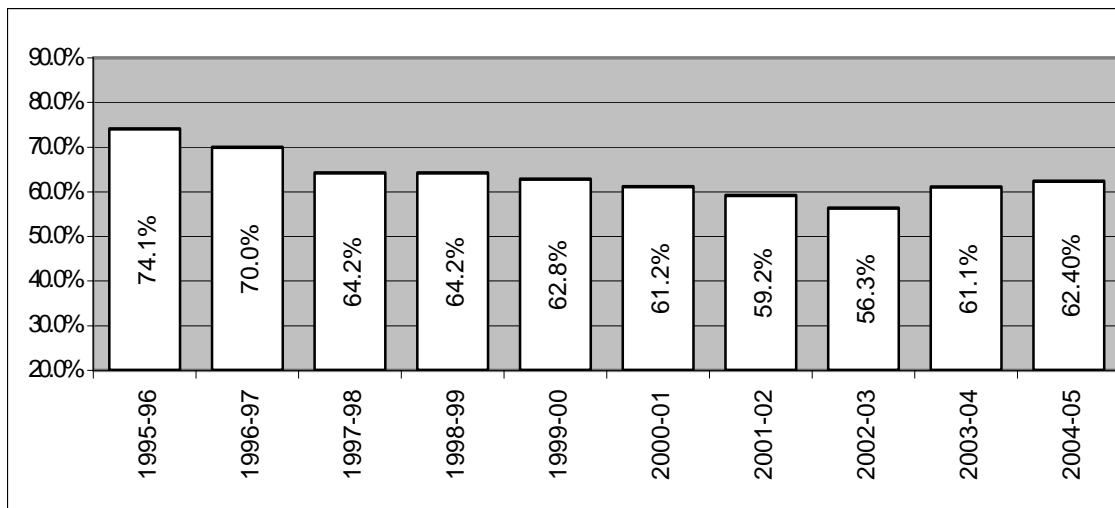
Fall 1995	76.5%	Fall 2000	56.0%
Fall 1996	72.3%	Fall 2001	52.2%
Fall 1997	67.0%	Fall 2002	51.7%
Fall 1998	60.0%	Fall 2003	49.2%
Fall 1999	59.0%	Fall 2004	47.8%



3. Professional Teacher Status: The percentage of staff with “professional teacher status” has gone up slightly this year. This year, we added 31 new professional staff. Twenty-seven departed (5 were due to leaves-of-absence) (Table 1-4b). Twenty teachers gained professional teacher status at the beginning of the school year. The nurses and athletic trainer who joined the WEA recently are not governed by the rules of Professional Teacher Status.

Staff with Professional Teacher Status

Fall 1995	74.1%	Fall 2000	61.2%
Fall 1996	70.0%	Fall 2001	59.2%
Fall 1997	64.2%	Fall 2002	56.3%
Fall 1998	64.2%	Fall 2003	61.1%
Fall 1999	62.8%	Fall 2004	62.4%



4. Turnover: 13.5% of the total number of teachers left at the close of 2003-04, and of those who left, 78.8% left voluntarily.

Staff Turnover:

	<u>Left</u>	<u>Left Voluntarily</u>
1998-99	11.9%	82.6%
1999-00	15.6%	80.1%
2000-01	10.5%	90.9%
2001-02	14.3%	90.9%
2002-03	10.0%	85.2%
2003-04	13.5%	78.8%

**CENSUS OF RESIDENTS AGE 0 - 5**

As of January 1

<b>BIRTH YEAR</b>	<b>CENSUS YEAR, JANUARY OF</b>									
	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
1990	164									
1991	118	129								
1992	140	150	169							
1993	124	128	134	160						
1994	106	120	127	135	153					
1995		134	137	144	152	173				
1996			103	113	121	145	156			
1997				133	144	157	187	187		
1998					119	141	163	170	172	
1999						119	135	143	141	161
2000							100	105	112	119
2001								121	124	140
2002									96	106
2003										92
<b>TOTALS</b>	652	661	670	685	689	735	741	726	645	618

SCHOOL ENROLLMENT, PROFESSIONAL STAFF, AND EXPENDITURE PER PUPIL DATA

SCHOOL YEAR	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
HIGH SCHOOL										
October 1 Enrollment	433	451	460	475	497	543	583	636	664	682
No. of Staff*	41.75	43.1	44.1	51.85	53.2	55.95	63.75	67.3	70.1	71.0
Pupil-Staff Ratio	10.4	10.5	10.4	9.2	9.3	9.7	9.2	9.4	9.5	9.6
MIDDLE SCHOOL										
October 1 Enrollment	422	400	455	504	545	558	559	582	567	560
No. of Staff*	37.2	36.1	40.35	44.4	49.75	51.00	54.15	55.6	55.1	55.2
Pupil-Staff Ratio	11.3	11.1	11.3	11.4	11.0	10.9	10.3	10.5	10.3	10.2
ELEMENTARY SCHOOLS										
October 1 Enrollment	962	1,016	1,056	1,083	1,107	1,114	1,112	1,081	1,099	1,077
No. of Staff*	67.95	70.5	72.95	74.8	77.55	83.75	87.5	86.75	85.15	87.1
Pupil-Staff Ratio	14.2	14.4	14.5	14.5	14.3	13.3	12.7	12.5	12.9	12.4
ALL SCHOOLS										
October 1 Enrollment	1,817	1,867	1,971	2,062	2,149	2,215	2,254	2,299	2,330	2,319
Total Prof. Staff**^	154.45	157.8	165.55	179.5	190.6	201.3	215.8	221.7	222.7	226.0
Total Pupil-Staff Ratio	11.8	11.8	11.9	11.5	11.3	11.0	10.4	10.4	10.5	10.2
Expenditure Per Student	\$7,784	\$8,009	\$8,170	\$8,469	\$8,740	\$9,223	\$9,724	\$10,083	\$10,132	\$10,592/

\*Includes Teachers, Specialists, and Building Administrators

\*\*Includes Central Office Personnel

^Not including positions funded by State and Federal Grants

/Based on Estimated Expenditure for year in progress

## REPORT OF WESTON INTERNATIONAL AFFILIATION

*formerly Weston-Rombas Affiliation*

Established in 1950 by Town Meeting, the affiliation oversees the town's two international student exchange programs, one with the town of Rombas, France, and one with a preparatory school in Porto Alegre, Brazil. We also help welcome any student from abroad who attends Weston High School.

Every year, the committee selects one Weston student to go to each of the two countries, and welcomes one student from each of our affiliated communities. The affiliation pays round trip airfare for the Weston students. We assist our visitors by finding homes for them and helping with academic and social adjustments and with expenses incurred while in Weston. These expenses include school accident insurance, some of the cost of the Close-Up trip to Washington, DC, or the full cost of the eighth grade trip there, yearbooks, special books and classroom supplies, sports deposits and other miscellaneous expenses. In 2004, we also helped to sponsor a group of five Russian students and their teacher for a two week long trip here.



*Fred Stiehl of Weston, right, with a friend  
in front of the Lycee in Rombas*

Although we are an official town committee, we receive no tax money. Our funds come from an annual town-wide appeal, and from our spring brunch. Townspeople were generous as always in 2003, and we raised about six thousand dollars from these two sources. Contributions are tax deductible.

The affiliation is also grateful for the support we receive from the community in the form of housing for our visitors. Approximately ten families a year open their homes and hearts to these teenagers. Lasting ties often form, some of which now extend thirty or forty years. Each student usually stays about two months with five different families, thus seeing several versions of what an American family looks like. New host families are welcomed by the affiliation. We encourage families who cannot serve as hosts to participate by inviting our international students to a dinner, weekend trip, sport event, the movies, or another family activity.

### Highlights of 2004:

\*Our visiting scholars for the current school year are:

*Mariana Ribeiro* from Porto Alegre, who has stayed with the families of Cynthia and David Phelan, and Laurie Bent and Joel Angiolillo

*Etienne Galvez* from Rombas, whose hosts have been the families of Linda and Jonathan Eagle and Carol and Henry Fizer.

Etienne and Mariana were honored at the annual reception in September at which they were officially welcomed to the town by Superintendent Alan Oliff and Assistant Superintendents Judith Beliveau and Cheryl Maloney.



*Mariana Ribeiro from Porto Alegre; Daniela Forte, Weston's student in Rombas during 2002 - 2003, and Etienne Galvez from Rombas*

- \* In 2002-03, our exchange students were:  
*Jean-Charles Tijou* from Rombas, whose hosts in 2004 were the Fortes, the Legockis, the Fizers and the MacLarens.  
*Rafael Jacintho* from Porto Alegre, who stayed with the Powers, the Dearys and the Hsias.
- \* Weston students abroad:  
*Fred Stiehl* is spending the 2004-5 school year in Rombas.

*Other highlights of the year:*

- \* Jim Smith, member of WIA and history teacher at the high school, helped organize a two-week trip to Weston for four Russian students and their teacher. WIA sponsored the group and welcomed them at our spring brunch.
- \* Jonathan Eagle went to Rombas in February to visit his daughter Mara, our exchange student there in '03-'04.
- \* Judith Shotwell (W-R '66-67) visited Rombas in May
- \* Nicloe Pignard who was the Rombas exchange student in 1954 visited Anna Melone Pollock in May
- \* The Tijou family came from France at graduation to be with son J-C.
- \* The Maclaren family hosted numerous Weston and Rombas teens in the summer at their rental house in France.

The committee extends special thanks to the host families in all three participating countries. They provide the most essential ingredient for the success of this cultural exchange.

## WESTON WAR MEMORIAL EDUCATIONAL FUND COMMITTEE

The Weston War Memorial Educational Fund Committee was established at a town meeting in 1953 to accept gifts in trust to financially assist graduates of Weston High School in post secondary education. This fund is a memorial to Weston citizens who served in the Armed Forces of all wars.

In 2004, the fund awarded \$16,000 to six graduates. These awards were based on financial need, scholastic ability and school recommendations. Donations to this fund are solicited through a town-wide mailing in November. Interest on the principal balance is used for financial awards. The committee appreciates the continued support from town residents and businesses.

Principal Balance, June 30, 2003:	\$ 232,834.12
Annual Fund Appeal:	7,693.16
Gain on Sale of Investments:	5,549.19
Principal Balance, June 30, 2004	\$ 246,076.47