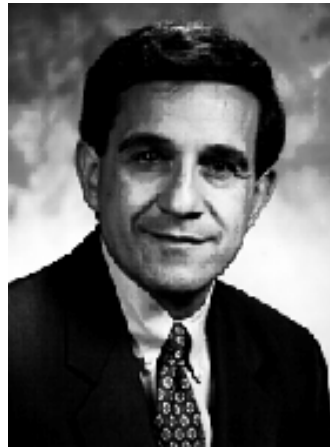


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## Commissioner's Update

December 18, 1995

Dear Superintendents and Charter School Leaders:

As we reach the end of calendar year 1995, I want to thank all of you for the leadership you have provided locally for your students, faculty, and family and community partners. This past year has seen dramatic changes occur, including reforms to increase academic time for structured learning, the start-up of charter schools, development of the [statewide standards for effective teaching and administrative leadership](#), and the continuing refinement of the [curriculum frameworks](#). Also, the first "Ed-Flex" waiver was granted to Fitchburg schools this month, under my new authority to waive certain federal regulations and statutes when requested by local districts (for more information on this process, please see our Internet site noted below).

In this final coordinated mailing of 1995, I have enclosed the following four items for you:

1. [District evaluation procedures and performance standards memo, with sample letters](#)
2. [Report on Student Exclusions, 1994-1995](#)
3. [Per Pupil Expenditures Report, 1993-1994](#)
4. Science and mathematics indicators data, 1994-1995  
**[No Longer Available]**

As always, these documents have been posted on our Internet site on the world wide web. Please visit that site often, and refer your school staff and community leaders to it as well. In 1996, the Internet increasingly will be the means by which we communicate data and memoranda statewide.

Please also note that the current drafts of the [curriculum frameworks](#) are posted on the Internet, because hard copies have not been printed and will not be available in the near future. The State Board of Education voted to accept and endorse six of the eight frameworks at its meeting on December 12; the English Language Arts and Social Studies frameworks are undergoing further review and revision to make them stronger and clearer.

I have been thrilled to visit many schools around the state this past year, where I see teachers excited about taking Education Reform and making it real in their classrooms. This is happening statewide. We can feel proud of what has occurred, and yet be further encouraged by knowing there is much, much more hard work ahead.

Happy New Year!  
Sincerely,

Robert V. Antonucci  
Commissioner of Education

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## District Evaluation Procedures and Performance Standards

### District Evaluation Procedures and Performance Standards

**To:** Superintendents

**From:** Robert V. Antonucci, Commissioner of Education

**Date:** December 1995

Across Massachusetts we are all striving to define performance standards that reflect the [Curriculum Frameworks](#) and other priorities of Education Reform. In your districts, most of you are involved in a process of refining your evaluation procedures and performance standards to reflect your district needs.

In preparation for the September 1, 1996, deadline by which the Department of Education needs to receive districts' evaluation documents, I would like to outline the simple process we will use.

- Send your performance standards and summary of the district evaluation process to the Department of Education, care of the Professional Development Cluster, before September 1, 1996.
- The Professional Development Coordination staff will review the materials to ensure that they meet the requirements of the Regulations on Evaluation of Teachers and Administrators and the Principles of Effective Teaching and Effective Administrative Leadership .
- You then will receive a letter indicating either that your district's evaluation procedures and performance standards meet or exceed the state standards, or that further refinements are necessary.

We appreciate the thought and energy that your district is putting into ensuring that high standards for staff are commensurate with the high expectations we hold for students.

### Sample Acceptance Letter

December xx , 1995

Superintendent  
ABC Public Schools  
Main Street  
Anytown, MA

Dear Superintendent\_\_\_\_\_:

We have received your district evaluation procedures. Your process and documents meet or exceed state standards. We commend your local efforts in refining your evaluation procedures and establishing performance standards to reflect your district's needs.

We look forward to hearing about any future refinements which you incorporate into your evaluation procedures and performance standards as we all progress in a continuing effort to improve teaching and learning.

Sincerely,

Robert V. Antonucci  
Commissioner of Education

### **Sample "Needs Further Development" Letter**

December xx , 1995

Superintendent  
ABC Public Schools  
Main Street  
Anytown, MA

Dear Superintendent\_\_\_\_\_:

We have received your district's evaluation procedures. Your plan does not currently meet the requirements of the Board of Education policy on evaluation and effective teaching and administration principles. We specifically draw your attention to the following points:

1. There is no evidence that Item 35.04 (a), "Performance Standards for Teachers and Administrators" in the *Evaluation of Teachers and Administrators* has been met. Although you have stated that your plan has been adopted through negotiations with your local education association, you have not stated whether a public hearing has taken place.
2. Item 35.03 (1), "Principles of Evaluation" in the *Evaluation of Teachers and Administrators* is not met. This principle states that the "performance standards shall be measurable."
3. It is not clear that Teaching Standard V, "Promotion of High Standards and Expectations for Student Achievement," has been met.
4. It is not clear that Teaching Standard VI, "Promotion of Equity and Appreciation of Diversity," has been met.
5. Standards I - VI for Administrators have not been addressed.

The staff in our Professional Development Coordination service area are available to offer further assistance and clarification regarding the state performance standards. You may contact us at (781) 338-3000. We look forward to receiving your revised documents prior to September 1, 1996.

Sincerely,

Susan Freedman, Executive Director  
Professional Development Coordination

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## Student Exclusions 1994 - 1995

Dear Friends,

The enclosed report, Student Exclusions in Massachusetts Public Schools: 1994-95, provides important information regarding student exclusions for the 1994-95 school year. (An exclusion is defined as the removal of a student from school for disciplinary purposes permanently, indefinitely or for more than ten consecutive days.)

The Education Reform Act of 1993, and subsequent amendments enacted over the past two years, authorize school principals, rather than school committees, to expel students who carry weapons or illegal drugs to school, assault school personnel or are convicted of a felony off school grounds. Currently, no law requires districts to provide expelled students with alternative education, unless they are students with special needs who under federal law are entitled to receive alternative education.

In September 1994, a Report on Alternative Education was issued jointly by the Commission on Alternative Education and the MassJobs Council, addressing the issue of alternative education for students who are excluded from school, as well as for those who drop out of school. The purpose of that report was to make recommendations which balanced the need to maintain safe and secure public schools conducive to teaching and learning while at the same time ensuring that the needs of all students are met. The report stated that, "Our schools cannot provide the high quality of education envisioned in the 1993 Education Reform Act unless they are safe and secure places in which all students can learn and teachers can teach. Some students, because of their aggressive and violent behavior, simply must be removed from the regular classroom setting."

The data presented here will be useful to school officials, agencies and others to assess the impact of the state laws affecting student discipline, and to determine the need for alternative education programs. This information will also be useful to the Commission on Alternative Education, the Board of Education, the Legislature and the Governor as they continue to address this issue.

### Summary of Key Findings

In 1994-95, there were 1505 student exclusions in the full school year. Of these, 1410 students were excluded from school only once during the school year, and 85 students were excluded more than once. In 1993-94, there were 958 student exclusions, although the data were collected as of May 1, 1994, and do not represent the full school year.

Exclusion rates varied among school districts. In 1994-95, 47 percent of school districts reported no exclusions, compared to 54 percent the prior year. In 1994-95, 24 districts

reported ten or more exclusions, compared to nine districts in 1993-94.

Of all student exclusions in 1994-95, 26 percent were removed from school for possession of a weapon, and another four percent were excluded for possession of a weapon in combination with some other offense. This is down substantially from the previous year, when 42 percent of exclusions resulted from possession of a weapon and another two percent resulted from possession of a weapon in combination with some other offense.

In 1994-95, 72 percent of exclusions were between 14 and 21 years old, 24 percent were between 11 and 13 years old, and three percent were 10 years old and under.

The data on alternative education for students excluded from school must be analyzed with two factors in mind. First, federal law requires that special needs students excluded from school for ten or more days be provided with alternative education. Second, over one-quarter of exclusions occurred in Springfield, and of those, 88 percent were provided with alternative education. Not counting special needs students or Springfield students (as most of these students were provided with alternative education), 45 percent of students excluded from school were provided with alternative education. This compares to 35 percent in 1993-94. While there has been improvement, there is a long way to go toward reaching the goal of 100 percent of students receiving educational services in classrooms or in alternate settings.

As the 1994 Report on Alternative Education stated, "Violent, dangerous or seriously disruptive behavior which compromises school safety and security cannot and will not be tolerated. The way we address such behavior, however, has ramifications that extend well beyond the walls of the school building." In various parts of the Commonwealth, school districts have developed alternatives to exclusion as a means of maintaining order and discipline in their schools. An increasing number of districts do a commendable job in providing students they exclude with alternative education. Programs in these districts serve as models from which others can learn. The Commission on Alternative Education, the Board of Education and I will continue working with school officials in the effort to provide safe schools and meaningful learning opportunities for all students.

Sincerely,

Robert V. Antonucci  
Commissioner of Education

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## Student Exclusions 1994 - 1995

[Letter from the Commissioner](#)  
[Student Exclusions by District](#)

### Background

The 1994-95 school year was the second year in which the Department of Education collected data on student exclusions at the individual rather than aggregate level. All schools were required to submit data on students excluded for more than ten consecutive days between July 1, 1994, and June 30, 1995. For the purposes of the survey, an exclusion was defined as "the removal of a student from school for disciplinary purposes permanently, indefinitely or for more than ten consecutive days."

All school districts submitted exclusion reports. The analysis below is based on data as reported by the school districts. Simple editing of the data was done, but the data have not been returned to the districts for verification nor has a thorough editing process been completed.

### Results

The number of exclusions was fairly stable between 1992-93 and 1993-94 and increased between 1993-94 and 1994-95. It is important to note that 1993-94 data was collected as of May 1, 1994, and does not represent the entire school year.

**Table 1. Exclusions Over Time**

	1992-93	1993-94 (Through 5/1/94)	1994-95
Number of Exclusions	983	958	1505

In 1994-95, 47 percent of school districts reported no exclusions, compared to 54 percent of districts in the 1993-94 school year. In 1994-95, 24 districts reported ten or more exclusions, compared to nine districts in 1993-94.

**Table 2. Distribution of Districts by Number of Exclusions**

Number of Exclusions	Number of Districts	Percentage of Districts
0	156	47%

1-3	103	31%
4-9	47	14%
10-19	12	4%
20-49	7	2%
50-99	3	1%
100 or more	2	1%

The tables below analyze student exclusions according to various characteristics of the students, the length of exclusion, the nature of the offense, and the provision of alternative education. Because over one-quarter of the exclusions occurred in Springfield, two separate analyses are provided: one for all exclusions and one not including exclusions in Springfield. This has been done because a large number of exclusions from one district can skew the interpretation of the results.

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## Student Exclusions 1994 - 1995

**Table 3. Description of Student Exclusions**

	1993-94*				1994-95*			
	All Students		Not Including Springfield		All Students		Not Including Springfield	
	(#)	(%)	(#)	(%)	(#)	(%)	(#)	(%)
<b>1. Number</b>								
Number of exclusions	958		670		1,505		1,107	
Number of individual students excluded					1,410		1,058	
Number of students excluded more than once					85		39	
<b>2. Gender</b>								
Male	793	82.8	560	83.6	1,243	82.6	944	85.3
Female	165	17.2	110	16.4	257	17.1	159	14.4
not reported	0	0.0	0	0.0	5	0.3	4	0.4
<b>3. Age</b>								
10 years old and under	33	3.4	7	1.0	46	3.1	23	2.1
11-13 years old	155	16.2	73	10.9	358	23.8	243	22.0
14-21 years old	767	80.1	588	87.8	1,083	72.0	834	75.3
not reported	3	0.3	2	0.3	18	1.2	7	0.6
<b>4. Program Status</b>								
Regular education	711	74.2	489	73.0	1,045	69.4	765	69.1
Special education	247	25.8	181	27.0	394	26.2	303	27.4
Referred				56	3.7	30	2.7	
not reported	0	0.0	0	0.0	10	0.7	9	0.8
<b>5. Race/Ethnicity</b>								

Asian	8	0.8	5	0.7	18	1.2	16	1.4
Black	241	25.2	119	17.8	320	21.3	161	14.5
Hispanic	242	25.3	120	17.9	512	34.0	339	30.6
White	460	48.0	425	63.4	646	42.9	583	52.7
Native American	1	0.1	1	0.1	3	0.2	2	0.2
not reported	6	0.6	1	0.1	6	0.4	6	0.5

### 6. Length of Exclusion

11-29 days					227	15.1	173	15.6
30-59 days					443	29.4	165	14.9
60-179 days					108	7.2	88	7.9
180-364 days					19	1.3	19	1.7
1 year					72	4.8	72	6.5
longer than 1 year					17	1.1	17	1.5
from date of exclusion to end of year					382	25.4	354	32.0
permanent					187	12.4	179	16.2
not reported					50	3.3	40	3.6
						12 districts accounted for 83 (44%) of the permanent exclusions for 1994-95		

### 7. Type of Offense

Weapon	399	41.6	267	39.9	393	26.1	264	23.8
Illegal substance	178	18.6	147	21.9	312	20.7	236	21.3
Assault on school staff	167	17.4	90	13.4	222	14.8	160	14.5
Felony	12	1.3	12	1.8	65	4.3	54	4.9
Other	177	18.5	132	19.7	402	26.7	311	28.1
Combinations	24	2.5	21	3.1	104	6.9	76	6.9
not reported	1	0.1	1	0.1	7	0.5	6	0.5
						For 1994-95, 62 of the combinations for all students involved a weapon, and 51 of the combinations excluding Springfield involved a weapon		

### 8. Weapon (percent is for exclusions involving a weapon)

Knife					300	65.9	209	66.3
Gun					43	9.5	39	12.4
Explosive or incendiary device					13	2.9	12	3.8

Other					83	18.2	42	13.3
Combinations					7	1.5	7	2.2
not reported					9	2.0	6	1.9
					For 1994-95, 6 of the combinations involved a gun			

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## Student Exclusions 1994 - 1995

**Table 4. Alternative Education**

Program Status	1993-94*				1994-95**			
	All Students		Not Inc. Springfield		All Students		Not Inc. Springfield	
	(#)	(%)	(#)	(%)	(#)	(%)	(#)	(%)
All Students	958		670		1,505		1,107	
Alternative education provide	568	59.3	324	48.4	1,008	67.0	636	57.5
Alternative education not pro	321	33.5	288	43.0	424	28.2	407	36.8
not reported	69	7.2	58	8.7	73	4.9	64	5.8
Regular Education Students	711		489		1,045		765	
Alternative education provide	354	49.8	171	35.0	608	58.2	342	44.7
Alternative education not pro	294	41.4	266	54.4	385	36.8	375	49.0
not reported	63	8.9	52	10.6	52	5.0	48	6.3
Special Education Students	247		181		394		303	
Alternative education provide	214	86.6	153	84.5	358	90.9	274	90.4
Alternative education not pro	27	10.9	22	12.2	26	6.6	23	7.6
not reported	6	2.4	6	3.3	10	2.5	6	2.0

Referrals	56		30					
Alternative education provided	42	75.0	20	66.7				
Alternative education not provided	13	23.2	9	30.0				
not reported	1	1.8	1	3.3				

\* 1993-94 data was collected as of May 1, 1994, and is not for the entire school year; data shown where available

\*\* program status was not reported for 10 students in 1994-95

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## Student Exclusions 1994 - 1995

**Table 5. Alternative Education Provided by Length of Exclusion for Regular Education Students**

Length of Extension	All Students		Not Including Springfield			
	(#)	(%)	(#)	(%)		
11-29 days	71	43.6	27	23.5	163	115
30-59 days	266	89.6	87	77.0	297	113
60-179 days	60	74.1	44	67.7	81	65
180-364 days	6	54.5	6	54.5	11	11
1 year	5	11.9	5	11.9	42	42
longer than 1 year	7	58.3	7	58.3	12	12
from date of exclusion to end of year	128	48.9	110	45.6	262	241
permanent	42	30.2	39	28.9	139	135
not reported	23	60.5	17	54.8	38	31

Note: percentages are for regular education students excluded for indicated length of time

### Student Exclusions 1994-95

	Total Number of Exclusions	Regular Education Exclusions	Received Alternate Education	Did Not Receive Alt. Ed.	Special Education Exclusions	Received Alternate Education	Did Not Receive Alt. Ed.
001 Abington	1	0	0	0	0	0	0
002 Acton	0	0	0	0	0	0	0
003 Acushnet	0	0	0	0	0	0	0
005 Agawam	6	6	2	4	0	0	0
007 Amesbury	1	0	0	0	1	1	0
008 Amherst	0	0	0	0	0	0	0

009	6	3	1	2	3	2	1
Andover							
010	1	0	0	0	1	1	0
Arlington							
014	1	1	0	1	0	0	0
Ashland							
016	6	0	0	0	6	4	2
Attleboro							
017	2	2	0	2	0	0	0
Auburn							
018	1	1	0	1	0	0	0
Avon							
019	3	3	1	0	0	0	0
Ayer							
020	3	2	0	2	0	0	0
Barnstable							
023	1	1	0	1	0	0	0
Bedford							
025	0	0	0	0	0	0	0
Bellingham							
026	0	0	0	0	0	0	0
Belmont							
027	0	0	0	0	0	0	0
Berkley							
028	0	0	0	0	0	0	0
Berlin							
030	0	0	0	0	0	0	0
Beverly							
031	2	2	2	0	0	0	0
Billerica							
035	72	59	34	25	13	13	0
Boston							
036	3	2	0	0	1	0	1
Bourne							
037	0	0	0	0	0	0	0
Boxborough							
038	0	0	0	0	0	0	0
Boxford							
039	0	0	0	0	0	0	0
Boylston							
040	5	1	1	0	4	4	0
Braintree							
041	0	0	0	0	0	0	0
Brewster							
043	0	0	0	0	0	0	0
Brimfield							
044	39	39	12	27	0	0	0
Brockton							
045	0	0	0	0	0	0	0
Brookfield							
046	2	2	2	0	0	0	0
Brookline							
048	0	0	0	0	0	0	0
Burlington							
049	23	14	8	3	7	5	1
Cambridge							
050	1	1	1	0	0	0	0
Canton							
051	0	0	0	0	0	0	0
Carlisle							

052 Carver	6	5	1	4	0	0	0
055 Chatham	0	0	0	0	0	0	0
056 Chelmsford	2	2	2	0	0	0	0
057 Chelsea	4	3	2	1	1	0	0
061 Chicopee	11	10	0	0	1	1	0
063 Clarksburg	0	0	0	0	0	0	0
064 Clinton	0	0	0	0	0	0	0
065 Cohasset	0	0	0	0	0	0	0
067 Concord	1	0	0	0	1	1	0
068 Conway	0	0	0	0	0	0	0
071 Danvers	0	0	0	0	0	0	0
072 Dartmouth	6	5	0	5	1	1	0
073 Dedham	1	0	0	0	0	0	0
074 Deerfield	0	0	0	0	0	0	0
077 Douglas	2	0	0	0	2	1	0
078 Dover	0	0	0	0	0	0	0
079 Dracut	18	14	3	11	4	3	1
082 Duxbury	0	0	0	0	0	0	0
083 East Bridgewater	0	0	0	0	0	0	0
085 Eastham	0	0	0	0	0	0	0
086 Easthampton	1	1	1	0	0	0	0
087 East Longmeadow	5	1	0	1	3	3	0
088 Easton	0	0	0	0	0	0	0
089 Edgartown	0	0	0	0	0	0	0
091 Erving	0	0	0	0	0	0	0
092 Essex	0	0	0	0	0	0	0
093 Everett	2	2	1	1	0	0	0
094 Fairhaven	4	4	0	3	0	0	0
095 Fall River	11	9	2	4	2	2	0
096 Falmouth	1	1	0	1	0	0	0

097 Fitchburg	25	21	5	16	3	3	0
098 Florida	0	0	0	0	0	0	0
099 Foxborough	1	1	1	0	0	0	0
100 Framingham	18	12	11	1	5	4	1
101 Franklin	3	2	0	0	0	0	0
102 Freetown	0	0	0	0	0	0	0
103 Gardner	1	1	0	1	0	0	0
105 Georgetown	0	0	0	0	0	0	0
107 Gloucester	4	3	1	2	1	1	0
109 Gosnold	0	0	0	0	0	0	0
110 Grafton	0	0	0	0	0	0	0
111 Granby	5	3	0	3	2	2	0
112 Granville	0	0	0	0	0	0	0
114 Greenfield	0	0	0	0	0	0	0
117 Hadley	0	0	0	0	0	0	0
118 Halifax	0	0	0	0	0	0	0
121 Hancock	0	0	0	0	0	0	0
122 Hanover	2	2	2	0	0	0	0
125 Harvard	0	0	0	0	0	0	0
126 Harwich	3	2	0	2	1	1	0
127 Hatfield	0	0	0	0	0	0	0
128 Haverhill	3	2	0	0	0	0	0
131 Hingham	0	0	0	0	0	0	0
133 Holbrook	0	0	0	0	0	0	0
135 Holland	0	0	0	0	0	0	0
136 Holliston	2	1	0	1	1	1	0
137 Holyoke	52	35	4	30	17	16	1
138 Hopedale	1	1	0	1	0	0	0
139 Hopkinton	0	0	0	0	0	0	0
141 Hudson	1	1	0	0	0	0	0

142	2	2	1	1	0	0	0
Hull							
144	1	0	0	0	1	1	0
Ipswich							
145	0	0	0	0	0	0	0
Kingston							
146	0	0	0	0	0	0	0
Lakeville							
148	0	0	0	0	0	0	0
Lanesborough							
149	169	113	96	17	56	54	1
Lawrence							
150	1	1	0	1	0	0	0
Lee							
151	1	1	0	0	0	0	0
Leicester							
152	7	3	2	1	4	4	0
Lenox							
153	6	4	0	1	2	2	0
Leominster							
154	0	0	0	0	0	0	0
Leverett							
155	0	0	0	0	0	0	0
Lexington							
157	0	0	0	0	0	0	0
Lincoln							
158	2	2	2	0	0	0	0
Littleton							
159	0	0	0	0	0	0	0
Longmeadow							
160	30	21	14	7	9	9	0
Lowell							
161	1	0	0	0	1	1	0
Ludlow							
162	2	1	1	0	0	0	0
Lunenburg							
163	25	22	15	5	1	1	0
Lynn							
164	0	0	0	0	0	0	0
Lynnfield							
165	2	1	0	1	1	1	0
Malden							
166	1	1	0	1	0	0	0
Manchester							
167	3	2	2	0	1	1	0
Mansfield							
168	0	0	0	0	0	0	0
Marblehead							
169	0	0	0	0	0	0	0
Marion							
170	4	1	0	1	2	1	1
Marlborough							
171	0	0	0	0	0	0	0
Marshfield							
172	0	0	0	0	0	0	0
Mashpee							
173	0	0	0	0	0	0	0
Mattapoisett							
174	1	0	0	0	1	1	0
Maynard							

175	0	0	0	0	0	0	0	0
Medfield	7	3	0	3	4	4	0	
176	0	0	0	0	0	0	0	0
Medford	1	1	0	0	0	0	0	0
177	0	0	0	0	0	0	0	0
Medway	1	1	0	0	0	0	0	0
178	28	17	3	12	8	6	0	
Melrose	2	0	0	0	0	0	0	0
181	0	0	0	0	0	0	0	0
Methuen	2	2	1	1	0	0	0	0
182	4	3	0	3	1	1	0	
Middleborough	0	0	0	0	0	0	0	0
184	0	0	0	0	0	0	0	0
Middleton	2	2	1	1	0	0	0	0
185	4	3	0	3	1	1	0	
Milford	0	0	0	0	0	0	0	0
186	0	0	0	0	0	0	0	0
Millbury	0	0	0	0	0	0	0	0
187	0	0	0	0	0	0	0	0
Millis	0	0	0	0	0	0	0	0
189	3	2	0	2	1	1	0	
Milton	0	0	0	0	0	0	0	0
191	0	0	0	0	0	0	0	0
Monson	0	0	0	0	0	0	0	0
196	0	0	0	0	0	0	0	0
Nahant	0	0	0	0	0	0	0	0
197	3	2	0	0	1	1	0	
Nantucket	0	0	0	0	0	0	0	0
198	0	0	0	0	0	0	0	0
Natick	0	0	0	0	0	0	0	0
199	16	16	16	0	0	0	0	
Needham	0	0	0	0	0	0	0	0
201	0	0	0	0	0	0	0	0
New Bedford	0	0	0	0	0	0	0	0
204	1	0	0	0	1	1	0	
Newburyport	0	0	0	0	0	0	0	0
207	0	0	0	0	0	0	0	0
Newton	0	0	0	0	0	0	0	0
208	0	0	0	0	0	0	0	0
Norfolk	1	1	0	1	0	0	0	0
209	4	4	2	2	0	0	0	
North Adams	0	0	0	0	0	0	0	0
210	0	0	0	0	0	0	0	0
Northampton	0	0	0	0	0	0	0	0
211	5	2	0	2	3	0	3	
North Andover	0	0	0	0	0	0	0	0
212	0	0	0	0	0	0	0	0
North Attleborough	0	0	0	0	0	0	0	0
213	0	0	0	0	0	0	0	0
Northborough	0	0	0	0	0	0	0	0
214	3	3	3	0	0	0	0	
Northbridge	2	2	0	2	0	0	0	0
215	0	0	0	0	0	0	0	0
North Brookfield	0	0	0	0	0	0	0	0
217	0	0	0	0	0	0	0	0
North Reading	0	0	0	0	0	0	0	0
218	0	0	0	0	0	0	0	0
Norton	0	0	0	0	0	0	0	0
219	0	0	0	0	0	0	0	0
Norwell								

220	0	0	0	0	0	0	0	0
Norwood								
221	0	0	0	0	0	0	0	0
Oak Bluffs								
223	0	0	0	0	0	0	0	0
Orange								
224	0	0	0	0	0	0	0	0
Orleans								
226	2	2	0	2	0	0	0	0
Oxford								
227	4	2	0	2	2	1	1	
Palmer								
229	11	6	2	4	5	4	1	
Peabody								
230	0	0	0	0	0	0	0	0
Pelham								
231	0	0	0	0	0	0	0	0
Pembroke								
234	0	0	0	0	0	0	0	0
Petersham								
236	3	2	1	1	0	0	0	
Pittsfield								
238	0	0	0	0	0	0	0	0
Plainville								
239	11	9	0	9	2	2	0	
Plymouth								
240	0	0	0	0	0	0	0	0
Plympton								
242	5	4	1	3	1	1	0	
Provincetown								
243	2	1	0	1	0	0	0	0
Quincy								
244	4	1	1	0	3	3	0	
Randolph								
246	3	3	0	1	0	0	0	0
Reading								
248	7	6	5	1	1	1	0	
Revere								
249	0	0	0	0	0	0	0	0
Richmond								
250	0	0	0	0	0	0	0	0
Rochester								
251	5	4	4	0	1	1	0	
Rockland								
252	0	0	0	0	0	0	0	0
Rockport								
253	0	0	0	0	0	0	0	0
Rowe								
258	0	0	0	0	0	0	0	0
Salem								
261	1	1	0	1	0	0	0	0
Sandwich								
262	1	1	0	1	0	0	0	0
Saugus								
263	0	0	0	0	0	0	0	0
Savoy								
264	3	2	0	2	0	0	0	0
Scituate								
265	1	0	0	0	1	1	0	
Seekonk								

266	0	0	0	0	0	0	0	0
Sharon								
269	0	0	0	0	0	0	0	0
Sherborn								
270	0	0	0	0	0	0	0	0
Shirley								
271	2	2	0	2	0	0	0	0
Shrewsbury								
272	0	0	0	0	0	0	0	0
Shutesbury								
273	2	2	0	2	0	0	0	0
Somerset								
274	7	6	0	6	1	1	0	0
Somerville								
275	0	0	0	0	0	0	0	0
Southampton								
276	0	0	0	0	0	0	0	0
Southborough								
277	1	0	0	0	0	0	0	0
Southbridge								
278	0	0	0	0	0	0	0	0
South Hadley								
281	398	280	266	10	91	84	3	0
Springfield								
284	2	2	2	0	0	0	0	0
Stoneham								
285	4	2	1	0	2	2	0	0
Stoughton								
287	0	0	0	0	0	0	0	0
Sturbridge								
288	0	0	0	0	0	0	0	0
Sudbury								
289	0	0	0	0	0	0	0	0
Sunderland								
290	0	0	0	0	0	0	0	0
Sutton								
291	1	1	0	1	0	0	0	0
Swampscott								
292	1	0	0	0	1	1	0	0
Swansea								
293	5	2	0	2	3	3	0	0
Taunton								
295	3	2	1	1	1	1	0	0
Tewksbury								
296	0	0	0	0	0	0	0	0
Tisbury								
298	0	0	0	0	0	0	0	0
Topsfield								
300	0	0	0	0	0	0	0	0
Truro								
301	0	0	0	0	0	0	0	0
Tyngsborough								
304	4	2	0	2	2	2	0	0
Uxbridge								
305	1	0	0	0	1	1	0	0
Wakefield								
306	0	0	0	0	0	0	0	0
Wales								
307	7	4	0	4	1	1	0	0
Walpole								

308	12	8	6	2	4	3	1
Waltham							
309	1	1	0	1	0	0	0
Ware							
310	5	2	2	0	3	3	0
Wareham							
314	7	3	3	0	4	4	0
Watertown							
315	0	0	0	0	0	0	0
Wayland							
316	0	0	0	0	0	0	0
Webster							
317	6	1	0	1	5	1	4
Wellesley							
318	0	0	0	0	0	0	0
Wellfleet							
321	0	0	0	0	0	0	0
Westborough							
322	5	2	2	0	3	3	0
West Boylston							
323	1	1	0	0	0	0	0
West Bridgewater							
325	2	1	0	1	0	0	0
Westfield							
326	1	1	1	0	0	0	0
Westford							
327	0	0	0	0	0	0	0
Westhampton							
330	0	0	0	0	0	0	0
Weston							
331	2	2	0	2	0	0	0
Westport							
332	3	3	0	3	0	0	0
West Springfield							
335	0	0	0	0	0	0	0
Westwood							
336	12	7	7	0	5	5	0
Weymouth							
337	0	0	0	0	0	0	0
Whately							
340	0	0	0	0	0	0	0
Williamsburg							
341	0	0	0	0	0	0	0
Williamstown							
342	0	0	0	0	0	0	0
Wilmington							
343	2	2	1	1	0	0	0
Winchendon							
344	0	0	0	0	0	0	0
Winchester							
346	0	0	0	0	0	0	0
Winthrop							
347	12	9	2	7	2	2	0
Woburn							
348	50	22	1	21	26	26	0
Worcester							
350	0	0	0	0	0	0	0
Wrentham							

406 Northampton-Smith	1	1	0	1	0	0	0
408 Worcester Trade Complex	0	0	0	0	0	0	0
600 Acton-Boxborough	0	0	0	0	0	0	0
603 Adams-Cheshire	2	1	0	1	1	0	1
605 Amherst-Pelham	3	2	0	2	0	0	0
610 Ashburnham-Westminster	4	2	0	0	0	0	0
615 Athol-Royalston	2	2	0	2	0	0	0
618 Berkshire Hills	0	0	0	0	0	0	0
620 Berlin-Boylston	1	0	0	0	0	0	0
622 Blackstone-Millville	1	1	0	1	0	0	0
625 Bridgewater-Raynham	2	2	1	1	0	0	0
632 Chesterfield-Goshen	0	0	0	0	0	0	0
635 Central Berkshire	4	4	1	3	0	0	0
640 Concord-Carlisle	0	0	0	0	0	0	0
645 Dennis-Yarmouth	10	6	3	3	4	4	0
650 Dighton-Rehoboth	6	5	5	0	1	1	0
655 Dover-Sherborn	1	1	1	0	0	0	0
658 Dudley-Charlton Reg	0	0	0	0	0	0	0
660 Nauset	2	1	1	0	1	1	0
662 Farmington River Reg	0	0	0	0	0	0	0
665 Freetown-Lakeville	3	2	2	0	1	1	0
670 Frontier	0	0	0	0	0	0	0
672 Gateway	1	1	0	1	0	0	0
673 Groton-Dunstable	0	0	0	0	0	0	0
674 Gill-Montague	0	0	0	0	0	0	0
675 Hamilton-Wenham	0	0	0	0	0	0	0

680 Hampden- Wilbraham	2	2	0	2	0	0	0
683 Hampshire	1	0	0	0	0	0	0
685 Hawlemont	0	0	0	0	0	0	0
690 King Philip	0	0	0	0	0	0	0
695 Lincoln-Sudbury	5	0	0	0	5	5	0
700 Marthas Vineyard	0	0	0	0	0	0	0
705 Masconomet	0	0	0	0	0	0	0
710 Mendon-Upton	1	1	1	0	0	0	0
715 Mount Greylock	0	0	0	0	0	0	0
717 Mohawk Trail	4	0	0	0	2	2	0
720 Narragansett	3	3	0	3	0	0	0
725 Nashoba	4	3	3	0	1	1	0
728 New Salem-Wendell	0	0	0	0	0	0	0
730 Northboro- Southboro	0	0	0	0	0	0	0
735 North Middlesex	2	1	1	0	1	1	0
740 Old Rochester	3	0	0	0	3	3	0
745 Pentucket	2	1	0	1	1	1	0
750 Pioneer Valley	2	2	0	2	0	0	0
753 Quabbin	0	0	0	0	0	0	0
755 Ralph C Mahar	3	1	0	1	0	0	0
760 Silver Lake	2	2	1	1	0	0	0
765 Southern Berkshire	1	0	0	0	1	1	0
766 Southwick-Tolland	2	2	0	2	0	0	0
767 Spencer E Brookfield	4	3	1	2	1	1	0
770 Tantasqua	2	2	0	2	0	0	0
773 Triton	5	3	0	3	2	2	0
774 Up-Island Regional	0	0	0	0	0	0	0
775 Wachusett	4	2	0	1	2	2	0

778	20	11	0	11	9	7	2
Quaboag Regional							
780	0	0	0	0	0	0	0
Whitman-Hanson							
801	5	4	0	4	1	1	0
Assabet Valley							
805	0	0	0	0	0	0	0
Blackstone Valley Reg							
806	0	0	0	0	0	0	0
Blue Hills Voc							
810	0	0	0	0	0	0	0
Bristol-Plymouth Voc-Tech							
815	0	0	0	0	0	0	0
Cape Cod Region Voc Tech							
818	2	2	1	1	0	0	0
Franklin County							
821	0	0	0	0	0	0	0
Greater Fall River							
823	4	4	0	4	0	0	0
Greater  Lawrence							
825	1	1	0	1	0	0	0
Greater New Bedford							
828	4	4	0	4	0	0	0
Greater Lowell Voc-Tec							
829	0	0	0	0	0	0	0
So Middlesex Voc Tech Reg							
830	0	0	0	0	0	0	0
Minute Man Voc Tech							
832	0	0	0	0	0	0	0
Montachusett Voc-Tech							
851	0	0	0	0	0	0	0
Northern Berkshire Voc							
852	0	0	0	0	0	0	0
Nashoba Valley Tech							
853	7	7	7	1	1	1	1
Northeast Metro Voc							
854	2	1	0	1	1	1	0
North Shore Reg Voc							
855	3	2	1	1	1	1	0
Old Colony Voc Tech							
860	2	2	0	2	0	0	0
Pathfinder Voc-Tech							

871 Shawsheen Valley Voc-Tech	2	2	0	2	0	0	0
872 Southeastern Reg Voc Tech	0	0	0	0	0	0	0
873 South Shore Reg Voc Tech	2	2	1	1	0	0	0
876 Southern Worcester Cty Vt	11	9	4	5	2	2	0
878 Tri County	4	3	0	0	1	1	0
879 Upper Cape Cod Voc-Tech	0	0	0	0	0	0	0
885 Whittier Voc	0	0	0	0	0	0	0
910 Bristol County Agr	0	0	0	0	0	0	0
913 Essex Agr Tech	0	0	0	0	0	0	0
915 Norfolk County Agr	0	0	0	0	0	0	0

Data on alternative education may not add up to total number of exclusions because information on special education status and alternative education was not provided for all students.

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## School Finance: Statistical Comparisons

### FY94 Per Pupil Expenditures

December, 1995

I am pleased to issue our annual publication 1993-1994 Per Pupil Expenditures.

All data used to calculate these expenditures were taken from the 1993-1994 Pupil-Financial End of Year Report submitted to the Department of Education by each city, town and regional school district in September, 1994. In order to ensure the greatest degree of accuracy of these reports, school districts were allowed until June 1, 1995 to submit corrections to their spending and enrollment figures.

Besides showing comparative costs for all of the state's public school districts, the booklet also describes the various educational programs and the components of these comparative statistics. Because this is the first year of expenditure reporting under Education Reform, integrated operating costs are compared to the fiscal year 1993 integrated operating costs. This data shows an increase in pupil spending under Education Reform by over 4.2%.

The fiscal year 1995 expenditure report will also include comparisons to the foundation budget spending categories.

If you have any questions about the booklet, please contact:

Massachusetts Department of Education  
School Finance Services  
350 Main Street  
Malden, MA 02148  
(617) 338-3300, ext. 553

Sincerely,

Robert V. Antonucci  
Commissioner of Education

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## **INTRODUCTION**

The 1993-1994 per pupil expenditures have been calculated from information in each district's End of Year Pupil and Financial Report. Districts report pupil memberships and expenditures in any of the regular, special, bilingual and occupational education programs offered to school children. Within each of these four programs, per pupil expenditures are further categorized by grade level, prototype or program.

## **OPERATING COSTS**

Per pupil expenditures are computed by dividing a district's operating costs by the average pupil membership. The following categories of expenditures are included in operating costs:

- Administration
- Athletics
- Attendance
- Fixed Charges
- Food
- Guidance
- Health
- Instructional Supervision
- Libraries, Audio-Visual & Ed TV
- Plant Maintenance
- Principals
- Psychologists
- Student Body Activities
- Teaching
- Textbooks
- Transportation

Operating costs are paid from funds appropriated by the local districts from tax revenues and state aid.

## **FULL TIME EQUIVALENCY (FTE) MEMBERSHIP**

All pupils are reported on a full-time equivalency basis (fte) which takes into account two factors:

1. pupils are reported on an average basis, e.g. a child who was enrolled in school for only half the year would be reported as 0.5 fte;
2. pupils are reported in each of the school programs where they are taught, e.g. a child who spends half the school day in the regular program and the other half in the special needs program would be reported as 0.5 fte in both.

When expenditures and pupils are reported in specific categories, the calculated per pupil expenditure can be quite high because the pupils are reported on a full-time equivalency basis. For example for a special needs pre-school program, a district may report \$1,000 for one child's program. If the district reports that this child spends 10% of the school

day in this program, the child's full-time equivalency membership would be 0.10 To compute the per pupil expenditure, the Department of Education divides the total costs by the total fte membership. In this example, the total cost of \$1,000 would be divided by the fte membership of 0.1 (10%). The result would be \$10,000. Such high average costs usually denotes a specific school program with a very low membership.

## **SCHOOL DISTRICT CODES**

The Department of Education assigns a three digit descriptive to each of the 437 school districts in Massachusetts as follows:

**Codes 1 to 351** are assigned to cities and towns in the Commonwealth. Of these, 264 operate some instructional program, while eighty-seven are either members of fully-organized regional school districts or make agreements to send local pupils to schools in neighboring districts.

**Codes in the 400 series** are assigned to independent districts under the control of boards of trustees.

**Codes in the 600 and 700 series** are assigned to the fifty-five regional academic districts which instruct children from two or more towns. Some of these districts operate programs in all grades and others operate only high schools.

**Codes in the 800 series** are assigned to the twenty-six regional vocational districts which provide occupational instruction to high school pupils from two or more cities and towns.

**Codes in the 900 series** are assigned to agricultural schools for secondary pupils operated by three counties.

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