



Mitchell D. Chester  
 Commissioner of  
 Elementary and Secondary  
 Education

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## Commissioner's Update

November 6, 2008

Dear Superintendents and Leaders of Charter Schools and Collaboratives:

In this Update I have one announcement and eight items for your review.

### Civic Engagement and Service-Learning Policy Seminar for Administrators

Thursday, December 4, 2008, Noon to 3:30 p.m.  
 Sheraton Hotel and Conference Center  
 Framingham, Massachusetts

Sponsored by [KIDS Consortium](#) in partnership with the Maine, Massachusetts (ESE), and Rhode Island Departments of Education and the [Massachusetts Service Alliance](#).

Join [Peter Levine](#), Director of CIRCLE (The Center for Information and Research on Civic Learning and Engagement, located at Tufts University's Jonathan Tisch College of Citizenship and Public Service) for a provocative presentation about youth participation in the November 2008 Presidential election, implications for education policy with a new Administration in Washington, DC, including the role of service-learning in preparing and inspiring students to become civically engaged.

Dr. Levine will be followed by a panel discussion, moderated by [Alan Melchior](#) of the Center for Youth and Communities at Brandeis University, with New England educational leaders who are implementing innovative programs to integrate service-learning into local curriculum and educational programming.

**Who should attend:** School District Superintendents, Curriculum Directors, Building Administrators, Service-Learning Coordinators, Guidance Directors, Teacher and Student Leaders, and School Board Members!



For those attending the New England ASCD Conference in Boston on Dec. 5-6, we hope you will consider attending this special seminar en route to Boston!

[Register On-Line](#) by November 14, 2008

Registration Fee: \$75 (includes lunch and seminar materials)

 Agenda

Items Posted at [www.doe.mass.edu](http://www.doe.mass.edu):

1. [ESE Research Update](#)
2. [October, 2008 Technology in Massachusetts Schools](#)
3. [Instructions for Submitting Fall 2008 MELA-O Scores](#) for Limited English Proficient (LEP) Students in Grades K-2. Deadline for Submission: November 20, 2008
4. An Important Message About Care For Children on MassHealth 
5. ["Kids Safe Online" Massachusetts Poster Art Contest](#)
6. [International Education Week](#)
7. OSD Policy Guidance 09-13 - Use of Commonwealth Contracts by Commonwealth Cities, Towns, Districts, Counties, and Authorities 
8. [FY07 Expenditures Per Pupil, District Comparisons Based Upon Grade Structure, District Wealth, and Enrollment](#)

Sincerely,

Mitchell D. Chester, Ed.D.  
Commissioner of Elementary and Secondary Education

last updated: November 6, 2008

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ESE Phone: 781-338-3000

## EVENTS CALENDAR

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## NEWS/EVENTS SEARCH

Keyword:

Dates:

 Past 30 days

 Past 90 days

 Date Range



Start:



End:







## ESE Research Update

## Research from ESE



  **Disproportionality: A Look at Special Education and Race in the Commonwealth.** NEW! In Massachusetts, African American and Hispanic students are on average about 20 to 30 percent more likely to be identified for special education services than white or Asian students, with especially large differences in emotional, intellectual, and specific learning disabilities. They are also nearly twice as likely to be placed in substantially separate classrooms. This report provides further data on the magnitude of these differences, summarizes research evidence suggesting why differences emerge, and presents information on best practices.



  **Commonwealth Pilot Schools Year 1 Evaluation Report.** This report examines intermediate outcomes from the first year of the Commonwealth Pilot School program, in which four schools which would otherwise have been designated chronically underperforming had the opportunity to convert to pilot schools with increased autonomy and accountability. In their first year, many of the schools made substantial changes in their staffing, student body size, time in learning, professional development, and governance, with smaller changes to curriculum and instruction. Staff returning to these schools after the change saw changes in capacity and practice, but results varied widely by school. The report also includes lessons learned from the first year of the program.

  **Special Education Transportation Pilot Program: A Review of Outcomes.** This program, which began in FY06, was designed to test the concept that collaboratives can more efficiently provide transportation services for special education students attending out-of-district schools than the districts themselves. After the third year of the program, a total of 41 new routes with 127 students from 27 districts (17 of whom had never before participated in a regional transportation program) were serving 24 different destinations. Most districts reported that they had seen modest cost savings, and they also cited collaborative expertise and reduced staff time as benefits of the program.





  **Health and Risk Behaviors of Massachusetts Youth: 2007 Report.** This report summarizes findings from the 2007 Youth Risk Behavior Survey of high school students and Youth Health Survey of middle school students. Key findings include a reduction in many adolescent risk behaviors since 2001, with notable exceptions in nutrition, exercise, and weight, and increases in behaviors that have a protective effect on health, such as having an adult to talk to or participating in community service.

## Reports from ESE

  **Spring 2008 MCAS results.** This document summarizes the statewide results across all of the MCAS tests and grades.

-  **2008 AYP results.** This web page includes a number of spreadsheets showing schools and districts that made AYP and that entered and exited accountability status.
-  **FY07 expenditures per pupil.** This website shows expenditures per pupil for all sources of revenue, statewide and by individual districts, by detailed function code.

## Research on Massachusetts Education Policy

-   **Consequences of MCAS Exit Exams for Struggling Low-Income Urban Students.** This research paper shows that among a group of students near the failing/needs improvement cut point in grade 10, just barely failing the MCAS on the first try has no impact on on-time graduation rates for suburban or rural students or for urban students from non-low-income families. Urban low-income students who fail the first test, however, are approximately 8 percentage points less likely to graduate from high school on-time.
-  **Performance Patterns for Students With Disabilities in Grade 4 Mathematics Education in Massachusetts.** This report from the Regional Education Laboratory Northeast analyzes the mathematics performance of grade 4 students with disabilities in Massachusetts across several metrics, by locale-need combination categories, in top-performing schools, and relative to general education students.
-  **Lost In Transit: Low-Income Students and Massachusetts' Statewide School Choice Program.** This policy brief shows that more affluent students and districts have benefited most from Massachusetts' interdistrict school choice policies, because many low-income students do not have access to a nearby district accepting school choice students.

Friday, November 07, 2008

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## Educational Technology

### Technology in Massachusetts Schools 2006-2007

October 2008

Dear Educators, Parents, and Other Interested Parties,

I am pleased to share with you this report, *Technology in Massachusetts Schools 2006-2007*,   which includes findings from the data submitted electronically by school districts in 2007. As this report shows, Massachusetts school districts continue to make progress in providing the conditions that support the effective use of technology.

The Department uses the data submitted by school districts to gauge their progress in implementing their technology plans. Through this process we are able to approve districts' plans, making the districts eligible for funding such as E-rate discounts and technology grants.

We look forward to working with you toward our mutual goal of increasing student achievement through the use of technology. As you read this report, you will learn about technology resources that the Department offers to help you in your efforts.

I hope you will find this report helpful in your technology planning.

Sincerely,

Mitchell D. Chester, Ed.D.

Commissioner of Elementary and Secondary Education

Monday, November 03, 2008



- › MCAS Home
- › About the MCAS
- › MCAS/MEPA Test Schedule
- › Test Administration
- › Participation Requirements
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Pathways to Success on MCAS  
MCAS Performance Appeals  
MCAS Service Center  
Adams Scholarship  
Parent Hotline 1-866-MCAS220



Assessment/Accountability › MCAS ›

## Massachusetts Comprehensive Assessment System

### Instructions for Submitting MELA-O Scores for LEP Students in Grades K-2

Deadline: November 20, 2008

#### 1. Accessing your School's Form on the Department's Security Portal

**To access your school form, follow the steps below:**

- Go to [www4.doemass.org](http://www4.doemass.org). Enter your user name and password and then click "login."
- Click "Fall 2008 MELA-O K-2 Scores."
- Click on your school and then click "Next."

**Note:** In order to access this application, you must have been assigned a MELA-O role. If you need assistance, contact your district-level directory administrator. A list of district-level directory administrators is available at [www.doe.mass.edu/infoservices/data/diradmin/list.asp](http://www.doe.mass.edu/infoservices/data/diradmin/list.asp).

#### 2. Entering MELA-O Scores for K-2 LEP Students

**You will need to have each student's SASID and date of birth (DOB) in order to enter students' MELA-O K-2 scores. If a SASID for a newly enrolled student is not available, contact your district-level directory administrator for assistance.**

**To enter MELA-O scores, follow the steps below:**

- Under "Add Student," enter the student's SASID and date of birth (DOB) and click "Next."

- **If there is a match in the Department's SIMS database, a student form will appear. (If there is no match, you have entered an incorrect SASID and/or date of birth.)**
- **Enter the student's grade.**
- **Enter the student's MELA-O score from 0-5 in the box for each of the five reporting categories: listening, fluency, vocabulary, pronunciation, and grammar. Click "Save."**
- **Repeat steps 1-4 for each K-2 LEP student who was required to participate in MELA-O.**
- **For any LEP student who was required to but did not participate in MELA-O this fall, enter the student's SASID and DOB and select the reason that he or she was not tested from the "Not Tested Status" dropdown menu. Click "Save."**
- **After you have entered MELA-O scores and other information for all your students, click "done" to see a list of students that you have entered. The "Principal's Certification of Proper Test Administration" will be at the bottom of the list.**

### **3. Submitting the MELA-O Scores to the Department**

**Follow the instructions below to submit the scores to the Department.**

- **Read the certification statement under "Principal's Certification of Proper Test Administration" and then click on the box to the right. A check mark will appear.**
- **Click the "Submit" button. Your student's MELA-O scores will be transmitted to the Department. Once the scores have been submitted, you will need to contact Student Assessment Services at 781-338-3625 to make any changes.**

**Please call Student Assessment Services at 781-338-3625 if you need assistance.**

Monday, October 27, 2008

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## **An important message about care for children on MassHealth**

This message is for school nurses, child-care providers, school districts, Head Start programs, Early Intervention Program providers, and other providers and clinicians who come into contact with children under the age of 21.

As you know, it is important for children who are under the age of 21 to see a primary-care doctor or nurse on a regular basis to stay healthy. These visits are called well-child visits.

### **Well-child visits**

MassHealth pays for members who are under age 21 (except those with MassHealth Limited) to see their primary-care doctor or nurse for well-child visits at least once every year, and more often if the child is under age two. At these visits, a child's primary-care doctor or nurse checks the child's physical health, dental health, behavioral health, development, and need for immunizations. MassHealth members under age 21 can also visit their primary-care doctor or nurse any time there is a health need.

You should encourage parents or guardians who have children under the age of 21 to take them to their primary-care doctor or nurse for a checkup even when the children are well. If you as a provider have a concern about the child's behavioral health, you can encourage the parent or guardian to raise the concern at the well-child visit. Remember to follow up after the appointment with the parent or guardian to find out how things went. Ask the family if there are ways that you might be able to help with any issues or concerns that might have been raised.

You should remind parents and guardians that it is important to make and keep appointments for well-child care at the ages below. By regularly taking children for well-child visits, a child's doctor or nurse can find and treat small problems before they become big ones.

Here are the ages to take a child for a well-child visit:

- 1 to 2 weeks
- 1 month
- 2 months
- 4 months
- 6 months
- 9 months
- 12 months
- 15 months
- 18 months
- ages 2 through 20 — once a year

MassHealth members under age 21 who are enrolled in a MassHealth managed-care plan get these visits from their primary-care doctor or nurse in that health plan. MassHealth members under age 21 who are not enrolled in a managed-care plan can get these services from any MassHealth primary-care doctor or nurse.

## **How to find a primary-care doctor or nurse to provide well-child visits for children with MassHealth coverage**

Most MassHealth-enrolled children already have a primary-care doctor or nurse. However, if a parent or guardian of a MassHealth-enrolled child does not know who their child's primary-care doctor or nurse is, or if they need help finding a primary-care doctor or nurse for a child, the parent or guardian can call MassHealth Customer Service at 1-800-841-2900. If a child is enrolled in a MassHealth managed-care plan, the parent or guardian can contact the child's health plan for help too. The phone numbers are listed at the end of this notice.

## **Standardized behavioral-health (mental health and substance abuse) screens at well-child visits**

Starting December 31, 2007, MassHealth requires primary-care doctors and nurses to offer to use a standardized behavioral-health (mental health and substance abuse) screening tool at every well-child visit for children under the age of 21 who are enrolled in MassHealth to help detect issues with behavioral health, social-emotional well-being, or mental health. This screening tool helps to identify behavioral health concerns early and will provide an opportunity for parents and guardians to discuss a child's behavioral health needs with his or her primary-care doctor or nurse or specialist.

A behavioral-health screening tool is a short list of questions or a checklist that the parent, guardian, or child (depending on the child's age) fills out and then talks about with the doctor or nurse. The primary-care doctor or nurse might use:

- the Pediatric Symptom Checklist (PSC);
- the Parents' Evaluation of Developmental Status (PEDS); or
- some other tool.

Parents and guardians can ask a child's primary-care doctor or nurse which tool he or she uses.

Talking about the completed tool will help a child's doctor or nurse decide if follow-up care or further assessment is needed. If a parent or guardian decides that a child needs to see a behavioral-health provider, the child's primary-care doctor or nurse will tell them how to get needed services. For additional assistance, parents or guardians can call the child's health plan or call MassHealth Customer Service. These phone numbers are at the end of this notice.

## **Follow-up for behavioral-health issues after well-child visits**

### **Standardized needs assessments conducted by a behavioral-health (mental health and substance abuse) provider**

Starting in late 2008, when a child who is under age 21 and enrolled in MassHealth visits a behavioral-health provider, the provider will give the child an assessment using the Child and Adolescent Needs and Strengths (CANS) tool. The CANS tool will help the behavioral-health provider collect information and make recommendations about the child's behavioral health needs. If the child needs further treatment, the behavioral-health provider will work with the parent or guardian to create a treatment plan.

## **Behavioral-health (mental health and substance abuse) services available now**

Children enrolled in MassHealth are covered for office visits with a behavioral-health provider. If a child needs more services, MassHealth currently covers other services, such as Family Stabilization Team (FST) services. These services are available now for any child enrolled in MassHealth who needs them. Services must be determined to be medically necessary for your child before MassHealth will pay for them.

Parents and guardians can talk to a child's primary-care doctor or nurse, behavioral-health provider, or health plan, or MassHealth Customer Service for information about these services and how to get them.

## **Behavioral-health (mental health and substance abuse) services for MassHealth Standard and CommonHealth members under the age of 21 available in the future**

MassHealth will soon cover several new behavioral-health services for MassHealth Standard and CommonHealth members under the age of 21. These new services will be for children with a serious emotional disturbance. This also includes children who have both a serious emotional disturbance and another condition such as autism spectrum disorder. Once MassHealth gets approval from the federal government for these services, MassHealth will give you more information about them.

## **What can you do if a child (or any of his or her family members) is not on MassHealth?**

In addition to MassHealth, Massachusetts offers several other health-insurance and health-assistance programs at no cost or low cost. To find out if a child you are working with (or any of his or her family members) qualifies for MassHealth or any other Massachusetts health-insurance or health-assistance program, call MassHealth Customer Service at the number listed below.

### **Important phone numbers**

MassHealth Customer Service

1-800-841-2900

TTY: 1-800-497-4648 (for people with partial or total hearing loss)

Boston Medical Center HealthNet Plan

1-888-217-3501

TTY: 1-800-421-1220 (for people with partial or total hearing loss)

Fallon Community Health Plan

1-800-868-5200

TTY: 1-877-608-7677 (for people with partial or total hearing loss)

Neighborhood Health Plan

1-800-462-5449

TTY: 1-800-655-1761 (for people with partial or total hearing loss)

**Network Health**

1-888-257-1985

TTY: 617-806-8196 (for people with partial or total hearing loss)

**Primary Care Clinician (PCC) Plan**

1-800-841-2900

TTY: 1-800-497-4648 (for people with partial or total hearing loss)

**Massachusetts Behavioral Health Partnership**

1-800-495-0086

TTY: 617-790-4130 (for people with partial or total hearing loss)



Information Technology Division

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## Kids Safe Online poster contest announced

[Download poster and school entry form](#) **Word**

The Information Technology Division, in collaboration with the Multi-State Information Sharing and Analysis Center (MS-ISAC), is hosting a "Kids Safe Online" poster contest to celebrate October as Cyber Security Month.

### Who is eligible?

The contest is open to all Massachusetts students in 4th and 5th grade and should illustrate cyber security themes. The judges will be looking for:

- Posters depicting Internet safety (examples: being careful not to download viruses, not giving out personal information on the Internet, no cyberbullying, opening email only from people they know, be careful opening email attachments, don't give your password to friends, don't post personal pictures, don't meet anyone "offline" that you've only met online).
- Hand drawn posters (large, dark text is easier to read, crayons & markers work best).
- No trademarked images such as Disney characters.
- Correct spelling and grammar!

### Additional rules:

- Size: 11" wide x 8.5" high (Landscape layout).
- Each Poster Art entry must be accompanied by a completed School Entry Form.
- One child per Poster Art entry and artwork.
- Student's name, school, town, grade, etc. should not be written on the front of the art work. In order to protect the student's personal information, this type of information should be written on the back of the poster.

### Contest Winners

- Three Grand Prize winners will be selected, and will be recognized by Governor Deval Patrick. The winning artwork will be submitted into The National Cyber Security Awareness 2010 Calendar Contest. The school contact person named on the School Entry Form will be notified by telephone as well as by email from the Commonwealth of Massachusetts, Information Technology Division personnel.
- Any posters selected to be used in the MS-ISAC 2010 Cyber Security Awareness calendar will include the student's first name and name of school.

**Search**

- Winning posters will be featured on our Security Web Site ([www.mass.gov/itd](http://www.mass.gov/itd)).
- All entries submitted become the property of the Commonwealth of Massachusetts, Information Technology Division, and may be used in future publications. Poster art will not be returned.

**When is the deadline?**

School Entry Forms and poster art entries must be received via US Mail or other courier no later than **Friday December 19, 2008**. Late entries will not be included in the contest but will receive a certificate of completion.

Questions may be emailed to [Bob Milosavljevic](mailto:Bob.Milosavljevic), Senior Security Engineer or Bob can be reached by telephone at 617-626-4490.

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Created October 24, 2008: Information provided by the Security Office and Web Coordinator



ESE Phone: 781-338-3000

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Past 30 days

Past 90 days

Date Range

Start:

End:



## International Education Week

To: Superintendents and Charter School Leaders

From: Mitchell D. Chester, Ed.D., Commissioner of Elementary and Secondary Education

Date: November 5, 2008

November 17-21 has been set aside as the nation's ninth annual International Education Week with the theme "Fostering Global Responsibility." Here in Massachusetts we strive to meet the challenges of our globally interconnected world by developing the skills and knowledge that students require for their futures in the 21st century. International Education Week provides an exciting opportunity to infuse existing curriculum with a global perspective, to promote international school connections through travel and technology, and to celebrate the rich diversity that exists within our classrooms.

The Board of Elementary and Secondary Education's Advisory Council on Global Education compiled the following list of resources, ideas and suggestions for ways schools can infuse global education into their classrooms throughout International Education Week. I urge you to review them and find ways to incorporate them into your curriculum during that week and throughout the school year.

For more information, please review the International Education Week website at <http://iew.state.gov/>.

**Global Competence Certificate:** Create a Global Competence Certificate (based on the Needham High School model) to encourage and celebrate student coursework, service work, international study and travel, related extra-curricular activities, and reflections on personal experiences. (High School)

**Global Education Committee:** Create a global education committee with representatives from all disciplines to infuse a global perspective into exiting curriculum and programs, to encourage interdisciplinary teaching, and to promote and support international school partnerships. (Elementary, Middle, and High School)

**DVD "Global Education: Preparing Massachusetts Students for Success in Today's Interconnected World":** View the recently completed 12 minute DVD with faculty and parents, posted on YouTube.

**International Storytelling:** Invite a storyteller to the school to tell stories from a variety of cultures. Invite student volunteers to practice telling short tales with the professional. In classrooms, read and retell stories from around the

globe with a common theme such as trickster tales, tales of friendship and loyalty, tales of transformations, from a variety of cultures; or choose stories from countries that are studied in social studies classes. (Elementary and Middle School)

**Student Interviewers for Family and Community Stories:** Prepare students to interview parents, grandparents, or members of the community who have come from cultures outside the U.S. Feature excerpts from the interviews in school newspapers, PTO newsletters, or if videoed, show selected clips in classrooms. (Elementary, Middle, and High School)

**International Music, Poetry, and Art Festival:** Celebrate the richness of cultural diversity by presenting songs and poetry, staged with traditional art, at a school assembly or during an evening program to which parents are invited. (Elementary, Middle, and High School)

**World Map to Identify Students' Countries of Origin:** Identify the heritage countries of the school's students with colorful pins marking the locations on a large world map which is posted in a central location. (Elementary, Middle, and High School)

**Family Poster Project:** Celebrate the cultural heritages of the school by creating family posters. Children work with parents to design posters representing the countries of origins to share in classrooms. Display the posters for all to enjoy. [Note: Teachers will know their students' families and can decide if this project is suitable.] (Elementary and Middle School)

**Exploring the Global Marketplace:** Take a field trip to a local supermarket where pairs of students hunt and list foods and the locations they come from. Identify these locations on a world map. Also, explore clothing and product labels and identify locations on a world map. [The latter can be done without leaving the classroom.] (Elementary and Middle School)

**International Film Festival or to View Films in Social Studies and World Language Classes:** Feature films from countries that complement social studies or literature curriculum or that are in a language taught at the school. Discuss the film from the historical or economic perspective in social studies classes and from the cultural perspective in foreign language classes. (High School)

**Interdisciplinary Exploration of a Global Topic:** Set aside a week or two in which students, in pairs or in small groups, research and present information about a topic of global importance in the areas of ecology, the global marketplace, or world health. Science, social studies, and English teachers would work collaboratively on this project with teams of students. (Middle and High School)

**Teacher Panel Discussion or Presentations by Teachers Who Have Lived and Worked in other Countries:** Feature the insights and experiences of teachers from cultural backgrounds beyond the US in a panel discussion where they describe their responses to living and working in the U.S. Or schedule opportunities in classrooms, or during open campus sessions, for teachers who have lived and worked abroad (for Peace Corps or in other capacities) to present information about the place and people with whom they worked and highlights of their experiences. (Elementary, Middle and High School)

**Display Flags of Nations Representing the Origins of Students:** With ceremony, hang the flags of the nations from which the students have come to your school. They might be displayed in the entrance hall, hallways, or in the cafeteria. (Elementary, Middle and High School)

**Presentations by Exchange Students:** Prepare exchange students from outside the US to present their culture to their classmates through photos, music, songs, dance, stories and art. Publish articles and interviews of these students in the school newspaper. (Elementary, Middle and High School)

**International Club Event:** Stage skits by students from the International Club to dramatize what it is like to be a stranger in a new culture, learning how to cope. (High School)

**PTSA International Dinner:** Enjoy and celebrate the diversity of the school during an international dinner organized by the PTA. Ask families to bring favorite dishes of the cultures of origin. The program of international music and dance could conclude the evening's festivities. (Elementary, Middle and High School)

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## FY07 Expenditures Per Pupil, District Comparisons Based Upon Grade Structure, District Wealth, and Enrollment

Select a district:

Download Summary for all districts 7/29/2008

Compare to Average

Three Year Trend

Compare to

Lea	District Name	Grade Structure	equalized property valuation (EQV) per capita 2006	district hi-low rank in EQV	median household income 1999	district hi-low rank in income	average rank in wealth	total fte pupils	total expenditures	expenditures per pupil
001	ABINGTON	K-12	126,996	203	57,100	147	175	2,405	22,459,755	9,338
007	AMESBURY	K-12	131,436	195	51,906	193	194	2,649	29,065,058	10,973
024	BELCHERTOWN	K-12	92,583	276	52,467	186	231	2,802	25,678,798	9,164
036	BOURNE	K-12	239,981	57	45,113	262	160	2,568	30,545,778	11,897
083	EAST BRIDGEWATER	K-12	117,907	228	60,311	125	177	2,544	22,181,033	8,719
110	GRAFTON	K-12	133,436	188	56,020	159	174	2,832	24,879,141	8,784
141	HUDSON	K-12	131,317	196	58,549	138	167	2,900	33,436,766	11,531
214	NORTHBRIDGE	K-12	117,503	230	50,457	208	219	2,723	28,728,130	10,551
251	ROCKLAND	K-12	114,195	240	50,613	207	224	2,624	27,191,502	10,363
273	SOMERSET	K-12	153,168	147	51,770	196	172	2,881	32,030,327	11,119
610	ASHBURNHAM WESTMINSTER	K-12	124,878	210	56,763	152	181	2,554	26,344,218	10,314

**Notes:**

These comparisons show similar districts on the basis of district structure, wealth and enrollment. Other measures may be equally valid and yield different results. To include other districts, download the summary workbook available on this site, and go to the "compare" sheet.

### ***District Wealth***

Equalized Property Valuation per capita is total taxable value divided by U.S. Census population estimates for each city and town. Source: Mass. Dept of Revenue

Median Income Per Household 1999: U.S. Census Bureau.

Regional districts' figures on these two measures represent the weighted average of their member towns, based upon Oct 1 2006 enrollment.

Average rank in wealth is the mean of the two measures' high to low ranks.

### ***Per Pupil Expenditures***

Total fte pupils: include all in-district pupils regardless of town of residence, plus all tuitioned-out residents at special ed placements, charter schools, school choice districts, etc..

Total expenditures: total spending in operating categories, including tuition to other districts. All funding sources are included.

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