

**REPORT OF THE
MIDDLEBOROUGH SCHOOL COMMITTEE**

At the meeting of the School Committee held on March 17, 2011, it was voted: "To accept the Annual Report of the Superintendent of Schools for 2010 and so adopt it as the Report of the School Committee to be incorporated in the Annual Town Report."

**CHRISTINE C. WESTON, Recording Secretary
Middleborough School Committee**

**MIDDLEBOROUGH SCHOOL COMMITTEE
TERM EXPIRES**

Mr. Paul C. Hilton, 31 Pearl Street	2011
Mr. Joseph A. Masi, Jr., 24 Rock Street	2011
Mrs. Jeannie M. Martin, 38 Sachem Street	2012
Mr. Gregory D. Thomas, 16 Rock Street	2012
Mrs. Sara Cederholm, 44 Chadderton Way	2013
Mr. Michael A. Pilla, Jr., 47 Walnut St.	2013

Mr. Zachary M. Dyer, Middleborough High School, Student Representative

Superintendent of Schools
Michael F. Malone, M.A., CAGS

Assistant Superintendent
Theresa A. Craig, M.Ed., CAGS

Director of Business and Finance
Kathleen Piatelli, B.A.

Central Office

Paula J. Rainha, Secretary to the Superintendent
Donna M. MacDonald, Administrative Secretary
Pamela A. Butler, Accounts Payable & Expenditures Specialist
Deborah Melloul, Coordinator of Payroll & Financial Reporting
Robin L. Pilla, Student Information Management Assistant

School Physician

Middleboro Pediatrics

School Nurses

Elisabeth A. Hocking, R.N. District Nurse Leader
Lori Johnson, R.N.
Linda Landry, R.N.
Laurie Perkins, R.N.
Jean D. Pollock, R.N.
Jamie H. Pratt, R.N.

**SCHOOL CALENDAR
2009 - 2010**

School Opened September 8, 2009

HOLIDAYS AND "NO SCHOOL" DAYS

Oct. 12, 2009	Columbus Day	Jan. 18, 2010	Martin Luther King Day
Nov. 11, 2009	Veterans' Holiday	Feb. 15-19, 2010	Winter Recess
Nov. 26-27, 2009	Thanksgiving Recess	April 2, 2010	Good Friday
Dec. 24, 2009 to Jan. 3, 2010	Christmas Recess	April 19-23, 2010	Spring Recess
		May 31, 2010	Memorial Day

**SCHOOL CALENDAR
2010 - 2011**

School Opened September 8, 2010

HOLIDAYS AND "NO SCHOOL" DAYS

Oct. 11, 2010	Columbus Day	Jan. 17, 2011	Martin Luther King Day
Nov. 11, 2010	Veterans' Holiday	Feb. 21-25, 2011	Winter Recess
Nov. 25-26, 2010	Thanksgiving Recess	April 18-22, 2011	Spring Recess/Good Friday
Dec. 23, 2010 to December 31, 2010	Christmas Recess	May 30, 2011	Memorial Day

GENERAL INFORMATION

Entrance Age:

A child must be five years of age on or before September 1 to enter Kindergarten.

Birth Certificate:

A birth certificate issued by the Town or City Clerk's Office in which the child was born and bearing the seal of that Town or City is required for entrance to Kindergarten.

Immunizations:

No child shall be allowed to enter Kindergarten without a physician's certificate showing that the child has been successfully immunized against measles, mumps, rubella, polio, diphtheria, (D.P.T.), varicella, pertussis, tetanus, and hepatitis B, as well as lead screening, unless exempted for medical or religious reasons.

No-School Information:

Schools will be closed only when transportation by bus is judged unsafe by school officials and school bus contractor. If school is open in inclement weather it is the parents' decision whether or not their children should remain at home.

You can access information about school closings on Comcast Cable Channel 95, Verizon Channel 35, on our district Web site www.middleboro.k12.ma.us or by telephoning 946-2000. Starting at 5:30 a.m., a pre-taped and pre-recorded message can be viewed and heard over Comcast Cable Channel 95, Verizon Channel 35, on our Website www.middleboro.k12.ma.us or by telephoning the Superintendent of Schools Office (946-2000) as previously stated. The cables and telephone announcements will continue to be supported by messages over the following TV stations: Channels 4, 5, 7, 56 and Fox 25 and radio stations WBZ-1030 AM, WBUR 90.9 FM. **Please do not call the Police or Fire Departments for "no school" information.**

Message from the Interim Superintendent of Schools

Michael F. Malone, Superintendent of Schools

The school department had to deal with many changes this year. Budget cuts were made and many positions were cut due to the proposition 2 1/2 override not passing. There were several administrators in our district that left to further their professional endeavors.

With the announcement of Dr. Robert Sullivan's retirement, the Middleborough School Committee made the determination to delay a formal search and opted to seek an Interim Superintendent.

Michael F. Malone accepted the position as the Interim Superintendent of Schools for the Middleborough Public Schools as of July 1, 2010. The schools opened smoothly on September 8, 2010 with the help of several new administrators, our veteran administrators, our dedicated teaching staff and the support personnel.

Middleborough Public Schools continues to strive to fulfill its mission to prepare all students to excel in life by ensuring the education of the children of meet the needs of all students.

I look forward to the challenges ahead and appreciate the support of the Middleborough Community. As I continue as the Interim Superintendent of Schools, I will scrutinize the budget, line by line, and develop cost-saving measures that will help to retain positions and provide programs to the children of Middleborough.

Mission Statement

The mission of Middleborough Public Schools is to prepare all students to excel in life.

Personnel

Congratulations and best wishes are extended to Dr. Robert Sullivan, Ed.D. on his retirement this past year as Superintendent of Middleborough Public Schools. His dedication to Middleborough Public Schools for thirty years was deeply appreciated. We thank all our staff for their dedication and commitment to the students of Middleborough. Congratulations to the staff who have retired this past year and sincere thanks for everything you have done.

Administrators:

Robert M. Sullivan, Ed.D.	Superintendent	District
Katherine Flaherty	Principal	Middleborough High School

Teachers:

Patricia Freitas	Physical Education	Middleborough High School
Dennis Green	Physical Education	Middleborough High School
Paul Gross	Music	John T. Nichols, Jr. Middle School
Mary Roche	English	Middleborough High School
Linda Tannahill	English	Middleborough High School
Jane Thompson	Kindergarten	Memorial Early Childhood Center
Jeffrey Thompson	Mathematics	Middleborough High School
Janet Wills	Elementary	Henry B. Burkland School

Professional Staff:

Mary Schobel	Mini Bus Driver	District
Carol Pierce	Educational Support Personnel	Middleborough High School

We were saddened to learn of the passing of two valued staff members: Lawrence Oberacker, Substitute teacher, (formerly a Special Education Teacher at John T. Nichols Jr. Middle School) and Kathleen Bernier, Educational Support Personnel at Memorial Early Childhood Center

Postscript

Principals and administrative department heads will continue this Annual Report as they describe 2010 in terms of areas of responsibility. Each of the following descriptions was written by the administrator assigned with that unit's operation.

Middleborough High School

Submitted by Diana Myers-Pachla, Principal

Middleborough High School continues to be an academic center committed to offering our students enriching experiences in and out of the classroom. The 2009 - 2010 school year brought with it many accomplishments for students and staff.

Our instructional practices continue to evolve at Middleborough High School. 21st Century skills, including the expanding use of technology, are incorporated into all course offerings. The Foreign/World Language Lab was completely updated with state of the art equipment and programs. We have expanded the number of

SMARTboards, and/or their equivalent within each department. All of this technology provides opportunities for interactive lessons that make the curriculum more accessible for our students. This technology also helps the facilitation of differentiated instruction to meet the various learning styles of our students.

CURRICULUM

This year Middleborough High School was selected to participate in the *Mass Math and Science Initiative*. Through this grant program, Advanced Placement is used as a means to attain excellence in math, science and English achievement and to transform school culture. The goals of participation are threefold: to increase student participation in mathematics, science and English AP courses, to increase student performance on the AP examinations and to increased college success by having more Middleborough students matriculating to and graduating from college. We are well on our way to reaching these goals. This year we have Advanced Placement course offerings in English Literature and Composition, English Language and Composition, United States History, Spanish, Statistics, Calculus AB, Biology, Chemistry, and Studio Art. Not only have the number of advanced placement offerings increased, so too have the number of students enrolled in the classes (57 students in 2009-2010 to 164 in 2010-2011). Through the *MMSI* grant our students and teachers are participating in Saturday study sessions, additional professional development workshops and best practices discussions within departments and vertically with the Nichols Middle School teachers. An AP Kick-Off Event took place in the fall for all AP students and their teachers. Well wishes were sent to the students by several of our local and state government representatives.

This year Middleborough High School implemented a full school summer read. The book, *Little People*, was written by Middleborough native James Kennedy. Each department chose the most applicable way to incorporate the subject matter of the book into their course curriculum.

A variety of changes and advancements have been occurring throughout the high school.

Department Highlights include:

Mathematics: The Math Department was admitted as a member school to the National High School and Two Year College Mathematics Honor Society, *Mu Alpha Theta*. Continuing to promote excellence in mathematics, the Math Team competed in a rigorous competitive season. New AP course offerings and professional development training for teachers rounded out the year.

History and Social Studies: Providing students with opportunities to learn within and outside the walls of the classroom, the History Department led the “Constitution Day” activities, participation in Student Government Day in Boston, YMCA Youth and Government, Boys and Girls State Conference, explores early United States History by walking the pathways of our forefathers on the “Freedom Trail” and being an “eyewitness” to history through exploration of the JFK Museum. Technology expanded in the classrooms with the implementation of Brightboards/Smartboards.

English: The English Department implemented a new advanced placement course offering. Teachers participated in pre-AP and AP training and workshop days. Several field trips were planned throughout the year giving students the opportunity to experience literature first hand (i.e.: the stage productions of *Death of a Salesman* and *Julius Caesar* and a visit to Salem through the lens of *The Crucible*).

Science: The Science Department continued the expansion of technology in the classroom through the use of the SMARTboards and the laptop computer carts, additional AP course offerings, environmental awareness

through first-hand participation in composting and growing and cultivating a vegetable garden on the MHS campus.

Foreign/World Languages: Curriculum work continued over the summer with a focus on Spanish. The newly updated language lab is used continuously by the language teachers for their classes.

Health/Wellness and PE: Students participate in a variety of physical fitness activities. Spring and fall have the students engaged outdoors while the winter brings students inside for many competitive games and tournaments. “Outstanding Participants of the Week” are presented with highly coveted PE t-shirts. Nurse Linda Landry co-coordinated the 2nd annual Health Fair. All students had the opportunity to visit the more than twenty-five exhibits presented by area health providers.

Music, Visual Arts, Theater, Computer Technology, and School to Career: Each of these disciplines continues to give our students the opportunity to explore personal interests and venture toward new pathways. The Middleborough Community has been very supportive of so many of these partnerships. MHS students can be found winding their way through the internet, videotaping events throughout the school and the town, interning at numerous locations including the Middleborough Police and Fire Departments, the Middleborough Early Childhood Center, and Morton Hospital, marching and playing in parades and athletic events, and competing at the Massachusetts Drama Guild State competition.

Guidance: The Guidance staff continues to expand communication and information for our students and their families. An informational session was held to educate all interested students on the academic requirements of the National Collegiate Athletic Association (NCAA). Student-athletes from Stonehill College also presented a session to our underclassmen with a focus on the transition to college and collegiate level athletics. Presentations were also given for families on the college search process and the MEFA Financial Aid Program. Information was also presented to families at an Advanced Placement evening program. Teachers, a representative from the MMSI grant, and recent graduates spoke about the merits of taking Advanced Placement classes. Students had the opportunity to attend two college fairs with over a hundred post-secondary colleges and schools represented. Students were also provided opportunities to tour several college campuses and post-secondary school programs including Bridgewater State University, Massasoit College, and ITT Tech.

PROFESSIONAL DEVELOPMENT

As instructional practices continue to evolve, our teachers continue to seek learning opportunities for themselves that can transfer to the classroom. Professional development workshops have been developed and led by our faculty and instructors. Some of those workshops included:

Embedding 21st Century Skills into Community Service Learning: Assistant Principal Paul Branagan and Chemistry teacher Melanie Gates presented two interactive workshops on expanding partnerships with the community and introducing *CSL* to MHS.

Bullying: Assistant Principal Lisa Machnik presented a workshop on Bullying – Victims, Aggressors and Bystanders. Included in this presentation was information on the new bullying law and resources available for educators through MARC at Bridgewater State University.

NEASC (New England Association of Schools and Colleges): Peter Wilbur (Physics teacher) and Lori Davis (English teacher) conducted two workshops on 21st century skills and application to the curriculum. These workshops were presented in conjunction with the standards for accreditation as outlined by NEASC. Middleborough High School will be evaluated by NEASC in 2013.

NEASC Showcase of Model Schools: Peter Wilbur (Physics), Melanie Gates (Chemistry), Kate Jarocki (French), and TJ Smith (History) each attended 3 presentations given by New England high schools showcasing a variety of “best programs” including Advisory, Aligning the School Efforts with Core values, Beliefs, and Learning and Engaging Students as Self-Directed Learners. Information from these programs was presented on a professional development day to the MHS staff.

NEASC Site Visits: As part of the preparation for the accreditation review in 2013, MHS teachers and faculty members (Kate Jarocki (French), Susan Miller (History), Melanie Gates (Chemistry), Lisa Machnik (Assistant Principal), Donna Phillips (Librarian) participated on site visit teams. They returned to share their experiences with the MHS staff.

The high school faculty and staff, not only presented but, also attended a variety of programs during the summer and school year through NEASC, Teaches 21, the MARC Center at Bridgewater State University, the MMSI Grant and Community Service Learning. Teachers continue to work on curriculum units and write curriculum for new courses. Our staff continues to incorporate established best practices in their teaching repertoire for student learning.

STAFF AND STUDENT ACHIEVEMENT

The administrative team at Middleboro High School, the faculty and the staff are proud of the many interesting opportunities we offer our students in classrooms, on field trips and through our co-curricular activities.

The fall of 2010 brought the 1st annual theme to the MHS community: *Never Abandon Hope*. It was inspired by a painting and suggested by members of the Class of 2010.

Students were able to once again seek help in preparing for the MCAS tests. The MHS After School Academic Support Clinic was once again available for support in mathematics, English, and Science and open to all students in grades 9 and 10. This program was funded by a grant from the Department of elementary and Secondary Education.

Fifty-six of our students were recipients of the John and Abigail Adams Scholarships based upon their outstanding MCAS scores. These students are entitled to attend any of the Massachusetts state universities tuition free.

The Middleborough High School Student Council is known throughout the state for its school, community, state, and national achievements. Student Council is a force in the building – promoting a culture of acceptance and participation. Numerous events have been successfully implemented including the “Wish a Minute” to raise money for various charities and community needs, hosting the annual “Homes for our Troop’s dinner, coordinating food drives for the local food pantry and coordinating holiday gift drives. The MHS Student Council served as hosts for the Southeastern Massachusetts Student Council Lock-In with the theme of “Go Explore, Go Lead, Go Green”. Middleborough students serve on the regional and state student council executive boards, participate in all the regional and state events and continue to send student delegates to the National Association of Student Council annual conference. Paul Branagan, Assistant Principal and Student Council Advisor was named as the District 1 (Northeast US) *Earl Ruem Award* winner for the outstanding work done as an activities director and trainer of advisors. Also contributing to outreach and serving others are the Key Club and our Peer Leaders. Each of these organizations have helped to coordinate Family Movie Nights, Friendly’s Dinner Nights, and the “Heat to Eat” dinner to raise money to give to local families for home heat. The Peer Leaders also visited classrooms and gave presentations to help combat bullying. The community service work that our students participate in, throughout the year, are far too numerous to name in this report.

Student voice and empowerment continues to be promoted through the student led RSVP program for grades 10 - 12. This program is in its third year with a focus this year on bettering our own school community. Our freshmen continue to participate in the Mentoring program led by faculty advisors.

Middleborough High School continues to be a wonderful place to teach, learn, and grow. It continues to be our belief that there is no place that our students and staff would rather be than at Middleborough High School.

John T. Nichols Jr. Middle School

Submitted by Lynda Feeney, Headmaster

January 2010 – June 2010

New hires deleted

Mrs. Tucker, Art teacher, submitted several students' work to the Boston Globe Scholastic Art Awards.

Mrs. Tucker, Art teacher, successfully organized the Tiger Trails enrichment courses for Spring 2010.

The English Language Arts department worked with Jenny Miller from Teachers 21, conducting a needs assessment, reviewing strategies for comprehension of non-fiction and responding to open response questions.

The newly formed Data Team; Scott Kellett, Amy Anderson, Brenda Neagle, Jacqui Delano and Andrea Borges, met with Laura Tilton, Data Specialist for DSAC. Their three day training covered Data Warehouse training, tool kit and self-assessment of data use and skills required to look at math and ELA data in all forms.

Spring Professional Development days involved staff trainings and discussions on the fall implementation of Standards-Based Report Card.

One hundred and twenty seven students from the 8th grade (with parent permission) have completed the three stages of the U.S. Department of Education DARA Field Trial Research Study for reading assessment.

Lisa Budge-Johnson from the Plymouth County Sheriff's Office gave a Cyber-Bullying presentation to the 7th and 8th graders.

Mr. Rothemich and Mr. Melville worked with MHS staff and students to assist NMS in hosting the Middle School Student Council State Conference in May.

Mr. Scott Redpath and Mrs. Cynthia Kuhn took a team of NMS students to the Invention Convention at Bridgewater State College in June.

Mrs. Tucker coordinated with the Fine Arts Department another successful year of student artwork being displayed at the Festival of the Arts.

Mrs. Walgreen held a Scholastic Book fair for staff, students and parents during the week of parent conferences.

July – December

New Hires for the school year 2010-2011

Lynda J. Feeney, Headmaster, Crystal White, Special Education, Language-Based mathematics teacher, Kelly Rich, Physical Education teacher for Mary K. Goode and Nichols Middle School and Beth Ann Young, Music for Middleborough High School and Nichols Middle School.

Department Heads for the 2010-2011 School year

Mrs. Andrea Borges, English/Language Arts, Mrs. Amy Anderson, Mathematics, Mr. Scott Jesman, Social Studies, Mr. Bradley Melville, Science

During Red Ribbon Week, Middleboro Youth Advocates and Nichols Middle School collaborated on the theme of "It's OK to do the Right Thing." During Red Ribbon week, Mr. Brandon, NMS adjustment counselor, made arrangements for Dr. David Ticchi to speak with our students about overcoming obstacles, respecting differences and understanding disabilities. Dr. Ticchi was the first blind educator in the state. He has been featured on two separate P.B.S documentaries. He was raised in Bridgewater, MA. At the end of the week all staff and students received t-shirts with the theme ("It's OK to do the Right") on it. These t-shirts will be worn for all upcoming school spirit days.

Prior to holiday break all 7th and 8th grade students took part in a health survey for the Middleboro Youth Advocates. The results will be shared with students, staff and parents in the winter of 2011.

The School Council had its annual penny drive to raise money for a local charity.

The Nichols Middle School staff put together a holiday collection of various food items to donate to the Society of St. Vincent de Paul's 4th Annual Advent Gift Giving Tree for holiday distribution to local families in need. The NMS staff and students sponsored 6 families consisting of 10 children and 7 adults.

Patriot's Place/Educational Center - Both 8th grade teams participated in a newly development engineering activity at Gillette Stadium in Foxboro.

Progress Reports/Report Cards - Staff began using the MMS grading and attendance program. Standards-based progress reports were implemented; staff provided parents with comments assessing students' knowledge of curriculum standards and 21st Century skills.

Staff Development

Faculty meeting times are utilized to allow staff to discuss and have input in standards-based grading, standards-based reporting, assessment of curriculum, and data analysis. These discussions allow staff to prioritize short and long term goals for individual departments and the school as a whole.

Henry B. Burkland School

Submitted by Louise R. Snyder, Principal

January 2010-December 2010

The Henry B. Burkland School experienced a great deal of activity during this past year. Over the past twelve months, children and adults, as well as all of our "Burkland Families," participated in a variety of exciting programs and activities.

We are proud to report that our school's Mission Statement continues to read as follows: "The mission of the Henry B. Burkland School is to create a safe, supportive, and stimulating environment in which every third, fourth, and fifth grade student is encouraged to reach his or her full potential. This mission is based on the belief that each child is special and able to learn, and that this educational environment is the responsibility of students, parents, teachers, and the community. We strive to help students develop positive self-esteem, responsibility, respect, citizenship, and a lifelong love of learning.

We join the parents and the community to help our children acquire the knowledge and skills needed for their roles in a global community."

This Mission Statement, together with our Guiding Principles of Respect, Responsibility, Consistency, and Safety, is the driving force behind our daily operations and ongoing decision-making. Students are able to explain and model these core values.

This report intends to present information that demonstrates the ongoing progress being made at the Henry B. Burkland School. The following areas will be reviewed for our Annual Report: Curriculum and Professional Development; Student Activities and Achievements; School Goals.

Curriculum and Professional Development:

As indicated in our system-wide Strategic Plan, our school's Mission Statement, and our School Improvement Plan, student achievement remains our highest priority at the Burkland School. As in the past several years, results from the 2009 and 2010 Massachusetts Comprehensive Assessment System (MCAS) are reviewed with a great deal of emphasis. This data assists us not only in assessing student progress, but also allows us to thoroughly review the effectiveness of our curriculum and instruction. Under the Federal "No Child Left Behind (NCLB)" Act, the Adequate Yearly Progress (AYP) status at the Burkland School indicated that significant progress is still needed in the area of English Language Arts in three of our subgroups, as well as our aggregate (all students) population. These most recent results keep the school in a status of "Restructuring Year 2." The state designated our school as a Level 3 school. This means that we are receiving assistance from the state's District and School Assistance Center (DSAC). "Math Mondays," a practice that ensures that all students at each grade level will be given consistent MCAS Mathematics problems to solve, remains an integral part of our school's expectations. This year the focus has included more open response practice questions since the results of the most recent test show that we need more exposure to these types of questions. This consistent routine has enabled teachers to measure student understanding for each grade, within classes, and among individual children. Similarly, the entire elementary population of students receive core instruction with the Everyday Mathematics program. This constructivist approach to mathematics focuses on standards-based, student-centered instruction. We are addressing issues with students' weakness in automaticity with math facts. Each grade level has developed standards from which to assess all students. The content area of Reading/English Language Arts has been addressed in a variety of ways, as well. As the implementation of a "Restructuring Year 2" plan is required by the Massachusetts Department of Education, continued emphasis exists on the analysis of MCAS data and the ongoing review of curriculum and instructional practices. To that end, the work that has been done with the collaboration of The Teaching and Learning Alliance, formerly the Center for Applied Child Development, Tufts University continues. This work with coaches has allowed teachers to increase their professional knowledge in the area of reading and build standards-based units of study to meet the needs of their students. Our emphasis this year had been on building a consistent curriculum that increases students' reading stamina. The second half of 2010 has been focusing on students' response to reading. After careful analysis of test scores, it was evident that we needed to work on increasing writing about reading and overall student writing stamina. Teachers have made a concerted effort to increase the amount of writing across the curriculum.

Our federally funded Title I Grant allowed the school to continue an after-school reading program for students with specific Reading/English Language Arts needs. Burkland teachers participated as teachers in this vital program. There were four Burkland teachers who also participated in a summer "Math Bootcamp" course for students funded by the Title I grant funds.

Professional development activities for staff continue to be a high priority at the elementary level despite budget reductions. System-wide programs, such as *Foundations*, a phonics program implemented in third grade and *DIBELS* Training have been enhanced by building-based teacher-directed activities. Professional collaboration and dialogue has been increased this past year as members of the staff have been provided more opportunities to share student work and best teaching practices. Through system-wide and building-based professional development, the leadership among teachers has emerged.

Several members of the Burkland School have participated in building-based committees. As examples, the following building-based committees were productive during the year 2010: Building-Based Support Team, Emergency Response Team, Volunteer Program Committee, Faculty Advisory Council, and Child Study Team.

The Burkland School continues to pride itself in the variety of programs and services offered through our Special Education and Title I programs. Children with specific learning, social, emotional, and developmental needs are serviced through these programs. Most importantly, the strong connection between our regular education program and these services reflects an active, productive partnership.

Student Activities and Achievements:

The Burkland School continues to strive towards finding ways in which students can be successful. The recognition and celebration of students' accomplishments is a very high priority. Several activities have recently been initiated to allow children to feel proud of their achievements. "House" meetings, gathering children across all three grades, continue to focus on student contributions, from academics to social achievements. These meetings provide a forum for students and staff to meet regularly. "House" meetings provide a forum not only for school-wide reminders, but also celebration of rising above and beyond expectations. Student photographs are displayed throughout the hallways. Once again, through the efforts of several staff members, fifth grade students successfully created and published a Class Yearbook. Our fifth graders also experienced an end-of-the-year event that included a video and musical presentation of their years at Henry B. Burkland School. The Middleborough Parent Teachers Association provided the funds that purchased a copy of the video for all fifth grade students and teachers. Fourth graders participated in the annual "Spelling Bee," where local dignitaries served as judges. Our grades four and five Band, Orchestra, and Chorus performed tremendously over the school year to student and family audiences. In addition, our "Grade Three Plays," under the direction of our music teachers, continue to be an annual event to which families look forward!

School community projects, under the leadership of staff, parents, and students, occurred during this past calendar year. Students from several classes coordinated a school wide effort towards the "Christmas Wishes" program. This project collected hats, mittens, and scarves and canned foods during November and December 2010. A school wide community outreach program combined fun school spirit days with fundraising for Homes for the Troops. This was especially important to us because one of our own families benefitted from this worthy cause that provides homes for wounded veterans. Once again, our school wide fundraiser was very successful due to parent and teacher support, as well as a high percentage of student-family participation. In that regard, the Meadow Farms fundraiser event yielded a great deal of funds for student activities and programs. We also introduced another fundraiser where students, under the direction of our wonderful art teachers made pictures that were transferred to popular items such as mugs and aprons. Our elementary PTA continues to show tremendous support with annual events such as Scholastic Book Fair, and Cultural Enrichment programs. Both teachers and students loved the performance.

Once again, the Middleboro Elks provided a dictionary for each student in grade three and the Middleboro Rotary donated a thesaurus to each fifth grader.

Staff Activities and Achievements:

Several staff members deserve kudos for their continued efforts. Mrs. Marybeth Ehney and Janice McPherson, once again, successfully organized the **Fourth Grade Spelling Bee**. Our music department, through the efforts of Mr. Paul Gross, Mrs. Stephanie Michaels, Mrs. Kate Iveson, Mrs. Judith Stoltenberg, and Mrs. Corinne Varjabedian continued to provide a variety of entertaining performances. Our Grade Three Plays, directed by music teachers, Mrs. Michaels and Mrs. Varjabedian, were very entertaining and successful. The Burkland School was well represented through the displays of our children, in the annual **Festival of Arts**. Mrs. Margaret Conley and Mrs. Lynn Newall, elementary art teachers, worked diligently with their classes to ensure another successful event. Mr. David Cohen, School Adjustment Counselor, continued his "Friends Groups" with

several youngsters and added a "Newcomers" group as well. Carleen Carrier headed the dance committee for our family spring dance. Thanks to Kim Govoni for her efforts to organize two very successful movie nights for students and families.

The highly successful teacher mentor program, through the efforts of several members of the Burkland School staff, continues to provide new teachers with educational strategies, as well as practical tools for "survival."

School Goals:

As described in our Student-Parent Handbook, the 2010-2011 School Improvement Plan contains the following goals:

1. To continue to build a Professional Learning Community through collaboration.
2. Student Learning: To provide the opportunities and resources which promote student achievement as the highest priority.
3. School, Family, and Community Connections: To provide opportunities for enrichment programs and family involvement which maintain and enhance positive relations among school, family, and community.
4. To create a comprehensive discipline program.

Staffing Updates:

Several former members of our school staff have moved on or have taken a leave of absence for the 2010-2011 school year. Whether beginning their retirement, continuing in the field of education in another system, or taking on a new professional adventure, we wish the following friends the best of luck:

Janet Wills

Amy Wilson

Kimberley Govoni

Laurie Green (transferred to Memorial Early Childhood Center)

David Cohen

Carrie Crowell

The Burkland School was fortunate to have added a new face to our staff. We are pleased to have added the following members to our Burkland Family:

Erin Doak, School Adjustment Counselor

This year has been an adventure and a challenge. Each day has been dedicated to teach and reach all students.

2010 Annual Report – Mary K. Goode School **Submitted by Anita M. Rodriguez, Principal**

"Children and adults alike share needs to be safe and secure; to belong and to be loved; to experience self-esteem through achievement, mastery, recognition, and respect; to be autonomous; and to experience self-actualization by pursuing one's inner abilities and finding intrinsic meaning and satisfaction in what one does."

Thomas Sergiovanni

During 2010, the students, families, and staff of the Mary K. Goode School experienced much growth and achieved outstanding accomplishments. The District's Strategic Plan and the Mary K. Goode School Improvement Plan served as the cornerstones for shaping our educational programs and practices. As a community of learners, we focused our teaching and learning experiences so that success was achieved by all. The Mary K. Goode School prides itself on being an educational institution that supports and encourages

purposeful multi-sensory experiences through differentiated instruction. As a faculty, our pedagogy is grounded in best practices. We provide our students with learning experiences planned, designed and implemented with a basis in research-based methodology. Our primary commitment is to provide our students with educational experiences that enable them to be successful in literacy and numeracy. In 2010, our efforts helped us to be identified as school no longer in status based on MCAS data and the requirements of the No Child Left Behind Act. As a result, the Department of Elementary and Secondary Education (DESE) commended us for our achievement. Our school is firmly committed to the Middleborough Public School's mission statement... *"to prepare all students to excel in life."* In order to fulfill this mission, we continue to provide our students and staff with a safe and healthy learning environment. Our vision statement, mission statement and beliefs are embedded in all we do at the Mary K. Goode School.

As a school community, we value our partnership with the Parent-Teacher Association (PTA). During the past year, they provided enrichment activities and extended learning opportunities for our students. Most recently, they provided our students the opportunity to attend a well-stocked book fair organized by Mrs. Quill, a dedicated parent/guardian volunteer of the PTA. This annual book fair is one more way that we model for students and families the importance of reading as a daily occurrence. Once again, the PTA, under the direction of Mrs. Donna Chane, also planned, organized and executed another successful Student Supply Program that provided the students of the Mary K. Goode School approximately \$2,800.00 in funds earned for general and art supplies. Through the efforts and dedication of this group of parents/guardians, our students were able to have access to basic school supplies that would not have been available through our limited funding from the school budget.

In addition to our partnership with the PTA, we have continued to have a very active parent/guardian volunteer program at the Mary K. Goode School. We have over 70 parent/guardian volunteers who assisted our staff in providing optimal learning experiences for our students. Throughout this year, as in past years, parents/guardians supported our endeavors in the Media Center, the Outdoor Classroom, and in various other activities, including classroom support. At this time, it is most appropriate to thank Mrs. Carolyn Johnson for her continued efforts in overseeing the volunteers that offer their time in both the Media Center and the Outdoor Classroom.

Through all of these community and family partnerships, our goal is to enable our students to develop an awareness and acceptance of themselves as citizens in a global society. We continue to provide our students with an atmosphere of trust, respect, and encouragement, where risk-taking is supported, to help them reach their full potential in all academic and civic endeavors. Further evidence of our students' civic endeavors is referenced in the section entitled "Student Success and Achievements" later in this report.

The past year saw a number of activities and accomplishments at the Mary K. Goode School. As a professional learning community, we continually strive to review and revise our programs, curriculum, and pedagogy on a yearly basis. In 2010, we took a more intensive look at assessment data to inform instruction. As practitioners, we continued to pride ourselves in gaining currency in best practices to enhance student achievement. As a school, our primary commitment was to provide our students with broad educational experiences that enable them to be successful in literacy and numeracy. Over the past several years, we've focused on data results in the area of reading; however, during 2010, we have begun to look at mathematics assessment data as well. Our end-of-year math assessments, as well as our tests from the Everyday Math Program, have enabled us to reflect on the standards and focus on areas of strength as well as those in need of strengthening. Under the direction of the principal, the MKG Data Team comprised of Mrs. Amanda Hilton, Mrs. Judi Lynch, Mrs. Melinda Maddigan, and Mrs. Diane Phillips, have been providing classroom teachers with documents to import test data to be used to inform instruction. This step has enabled our teachers to enhance their technology skills at the same time.

"Coffee with the Principal" opened up other opportunities for all parents/guardians of Mary K. Goode School students to learn how to help their children in various academic areas at home. Twice during the year, parents/guardians were offered an opportunity to learn about the safety nets that are provided at the Mary K. Goode School. A presentation on Response to Intervention (RtI) took place in both the spring and fall.

Meaningful conversations occurred and through these conversations, it was decided that a link on the MKG Webpage dedicated to RtI should be developed. It has been reported that during 2010, this webpage link as well as more school to home communication about RtI, has proven to be most helpful to the families of MKG. As a school, we continue to refine the RtI process and are eager to continue to study and improve the safety nets for all students at MKG.

As a school district, we too are beginning a new challenge and goal for the betterment of our students. We are in the midst of reconfiguring the Henry B. Burkland and Mary K. Goode Schools as requested by the Middleborough School Committee. Their request came as a result of the work of the Reconfiguration Task Force. The two new 1-5 elementary schools will be implemented for the start of the 2010-2011 school year.

In the winter of 2009, a Reconfiguration Task Force was formed and spent six months reviewing various grade configuration options for our elementary schools. These options were discussed after reviewing research, conducting focus groups, and visiting other communities throughout the Commonwealth. Various options of levels of schooling were considered and much deliberation among members of the Reconfiguration Task Force took place over several months.

The purpose and final recommendation for the formation of two grade 1-5 schools links directly to research on improving student achievement and includes each of the elements that follow: developing smaller learning communities, sharing resources for support and intervention, expanding opportunities for examining student work, decreasing transitions, building community and family engagement for longer lengths of time in one school, and improving social and emotional growth.

Further advantages of one through five schools include but are not limited to: fewer transitions, longer lasting relationships, fewer students to get to know each year, clearer expectations over a longer period of time in both the academic and behavioral arenas, more longitudinal monitoring of students by the same staff, greater student ownership of their school, and improved opportunity for social and academic modeling from older students.

We are proud of what we achieve at MKG – in our classrooms, in our offices, and throughout all our programs. But our achievements are not due to complacency and satisfaction with the status quo. Our school is what it is because of a staff of dedicated professionals who have a common goal to do what is best for students and are always looking for ways to achieve that goal. During this upcoming year, as in the past, we must concentrate on the processes that spur continuing advancement: evaluate what we have, determine what we can do to improve, and identify what we need to make those improvements. Let us work together in partnership as we forge ahead and make the reconfiguration of our two 1-5 elementary schools the best it can be for the children of Middleborough.

The following sections of this report describe the many educational endeavors and achievements that occurred during the past year at our school. We are steadfast in maintaining positive communication between and among all stakeholders of our community to support school-wide success for all students. As a faculty, we support the developmental philosophy of primary grade education with its focus on literacy and numeracy. Our target is to increase the academic achievement of all students and meet the goals set forth in the Middleborough Public Schools' Strategic Plan.

Curriculum and Professional Development

During the past year, we continued to have had a strong commitment in both professional development and teaching and learning in support of the Reader's Workshop model for reading instruction. Through the funding of the federal Title 1 grant, as a district we were able to contract with the Teaching and Learning Alliance (TLA) formerly the Center for Applied Childhood Development for professional development in the area of Reader's Workshop, specifically focusing on small group instruction and the use of assessment data to inform instruction. This partnership with TLA provided our teachers with both full day and half day sessions to continue the advancement of their instructional practices in small group reading. We continued to offer a

coaching model of professional development to the teachers. Through this coaching model, small teams of teachers were able to observe the four Mary K. Goode School lab teachers who received and will continue to receive a greater depth of professional development in the focus area of small group instruction. Through our partnership with TLA, we continued to hone our instructional practices in reading and design units of study for both grade levels. These units of study will continue to be aligned to the Mary K. Goode School Core Literacy Maps designed by the members of the Goode Literacy Leadership Team over the several years.

Many faculty attended conferences specifically on the topics of educating students with Asperger's Syndrome and High Functioning Autism as well as how to assist these students in the area of social thinking. Numerous administrators, as well as support staff, attended sessions on bully. All staff were formally trained by the principal, a trained presenter on bullying with a focus on a school-wide approach and intervention program. Specifically identified staff received continued training through the Department of Elementary and Secondary Education (DESE) in English Language Learners. Our school data team continued their training in the DESE Data Warehouse Management Software Program. Several district-wide administrators, including the principal of the Mary K. Goode School are now in the National Institute for School Leadership Program. This program builds district and statewide leadership capacity tailored to the needs of the district.

During 2010, through the availability of Title 1 federal funds, all second grade teachers were offered formal training in the Foundations Phonics Program. This was just one more initiative at the district and building level to ensure commonality in teaching and learning. During the start of the current school year, the second phase of Foundations was established in the district. Thus, all grades kindergarten through third in the Middleborough Public Schools are providing all students instruction in this core phonics program. Staff continued to receive training in the revised Dynamic Indicator of Basic Early Literacy Skills (DIBELS) so that it could continue to be used as a common assessment for both benchmark testing as well as progress monitoring throughout the school.

During 2010, the Mary K. Goode School Council ensured that the goals, objectives, and activities of the school improvement plan supported our vision, mission and belief statements. Our primary objective was to increase the level of academic proficiency for all students. One of the components of our plan was to maintain or reduce class size. Unfortunately, due to the continued economic and financial constraints of the school department's budget during the past year, we were unable to maintain class size. In fact, class sizes at MKG began in September 2010 on average bigger than they were for the past fifteen years. Once again, we continue to support differentiated instruction to ensure student achievement in all curriculum areas, and we continue to develop focus lessons in reading for the purpose of supporting proficient reader comprehension strategies. We have begun the process of designing units of study in reading to ensure all students are instructed with a common understanding of what they must know and be able to do as a result of explicit instruction. We continue to administer and analyze common assessments to inform instruction. As we go through the DESE District and School Assistance Center's Conditions of School Effectiveness Self-Evaluation, we have a better understanding of our areas of strength as well as our areas in need of strengthening as they relate to student assessment, teaching and learning and curriculum. This self assessment is a tool that all schools within the district are completing due to our district level three status as determined by the DESE as mandated by the No Child Left Behind Act.

During the late spring and well into the summer, a group of administrators and teachers at the Mary K. Goode School led the way in designing a PreK-3 team comprised of faculty and parents/guardians to support a DESE Special Education Grant that focused on instruction, curriculum and assessment as it relates to inclusionary practices. Under the guidance of the Mrs. Melissa Deutschmann, Director of Special Education, and Anita M. Rodriguez, Principal of the Principal of the Mary K. Goode School, the team focused on district-wide beliefs and practices in Response to Intervention (RtI), a safety net practice, in order to support our students and narrow the learning gap. The team worked on developing two action plans in the area of RtI that would develop commonality across the district at the PreK-3 level. In the fall of 2010, the MKG Focus Committee joined ranks with this PreK-3 Team in order to mentor this team in the area of RtI on what they had already studied and

implemented over the past two years. This joint team continues to meet to advance the work in order develop a more comprehensive approach for the district.

During late spring and well into the fall of 2010, the district Bullying Prevention and Intervention Task Force, including representatives from the Mary K. Goode School, worked on the development of the District's Bully Prevention and Intervention Plan. As well as developing that plan, the task force organized profession development and parent/guardian communication plans in order to educate the community of the elements of bullying behavior, gateway behaviors as well as cyber bullying. In September, the entire MKG staff received a training session on the proposed district Bullying Prevention and Intervention Plan as well as an overview of the state law on bullying. During a December staff meeting, all faculty were trained by the principal, who received training certification in this topic through the Massachusetts Aggression Reduction Center at Bridgewater State University. The students of the Mary K. Goode School will continue to receive weekly lessons in the Second Step Curriculum, a scientific researched based anti-violence curriculum published by the Committee for Children in support of our Bullying Prevention and Intervention Plan. The three components of *Second Step* are empathy, anger management and impulse control. This program has been a vital part of the Mary K. Goode School for the past eight years.

The Mary K. Goode School continues to pride itself on the variety of programs and services it offered to students throughout 2010. Our instructional programs at the Goode School continue to display currency in curriculum design and best practices in teaching across all content areas. We believe that the underpinnings of a school of success are built upon the skills set of all faculty members and their dedication to maintaining currency in their practice as they provide their students a learning environment that meets the needs of all learners. Beyond the professional development opportunities offered by the district, staff furthered their professional development through participation in graduate level courses and seminars as well as matriculated or continued in graduate programs in specialized areas such are reading, elementary education, or special education. We are very proud to once again report that staff members of the Mary K. Goode School are highly qualified.

Student Achievement and Activities

Once again, student accomplishments and achievements continue to be a very high priority at the Mary K. Goode School. Several activities initiated over the years continue to blossom as initiatives that prove to be successful and warranted for our young students. We continue with numerous projects to support our civic development.

Student recognition programs are very important to all at the Mary K. Goode School. The past year was the fourth year for our very positive *Social Behavior Program*. This program is for students who receive all 4's in the social behavior component of their standards-based report card. Students who achieved this status earned a satin ribbon and a specially designed certificate, which were presented at student assemblies.

Our *Student of the Month Program* continued into its fifth year of implementation with much student enthusiasm. The building hums with excitement in anticipation of the announcement of the monthly winners. Again, the focus of this program is on the recognition of students displaying outstanding qualities of "citizenship in action". Throughout the community, be on the look-out for vehicles proudly displaying our *Mary K. Goode School Student of the Month* bumper stickers. Also, visit our website to view our photographs of these fine young citizens.

Now in year three, our students continue to be excited with the awarding of *Smile-O-Grams*. Students earn a *Smile-O-Gram* whenever they are caught doing a good deed. Students receive a certificate and special recognition by the principal and then have a seasonal pattern piece with their name on it placed on our bulletin board in the foyer for all to see

On March 10th and 11th, students, families and staff experienced the annual student celebration of work. This year, our theme was an *Author Study Showcase*. This took place over a two-night period during which families came to see wonderfully displayed student work and artifacts from various units of study on class chosen authors. The students worked diligently along with their teachers to present a display that depicted their level of understanding and appreciation for their author study, while incorporating various content areas such as fine arts. This was, once again, well attended and certainly a display of high-achieving student work.

As is the tradition, the students, staff and administration of the Mary K. Goode School, in partnership with our parent/guardian volunteer, celebrated Earth Day in early May. Our students once again were offered the opportunity to learn about the planet through connections made between the Outdoor Classroom Earth Awareness lessons, as well as our Reduce, Recycle and Reuse activities. Under the leadership of Mrs. Carolyn Johnson, this special day was offered for each student of the Mary K. Goode School.

On June 14th, we celebrated our second Flag Day on the front lawn. Classes recited poems, sang songs, and displayed art depicting this special event. We were led in song by the music teachers. The Middleborough Veterans' Council let the proceedings of Escorting the Colors, Flag Folding, Call to the Colors, One Shot Volley and the Pledge of Allegiance.

Once again, thanks to the efforts of the school's Celebration Committee and the success of our fundraising events, the students of the Mary K. Goode School were offered the opportunity for a summer reading incentive. During the summer of 2010, the theme of our incentive was Pop Open a Good Book. All students were given a thematic book bag, with a "just right" book, a book mark to support reading strategies and a journal. On Monday, June 21st, we had our very first Reading Rally Assembly held on the school front lawn. Students and staff joined together for ten minutes of independent reading to kick off their summer reading adventures. Over the last few days of school, it was such a delight to see them huddled in special locations throughout the school taking book walks and beginning their journey of summer reading. Their excitement for reading is contagious and so critical to their future endeavors.

The students, families and staff of the Mary K. Goode School had many experiences throughout the year to honor student achievements and efforts. We truly believe celebration is pivotal to student motivation and an important culminating event.

Staff Achievements and Activities

As in the past, we are proud of our highly qualified status as educators. Staff continue to seek graduate courses and matriculation into graduate programs. Throughout the year, the staff of the Mary K. Goode School have been very much involved in both district and building-based committees. The work of all these committees benefits our entire school community. Some of these district committees include the Bullying Prevention and Intervention Task Force, the Reconfiguration Task Force and the Health and Wellness Committee. At the building level, we had numerous staff serve on the following committees: Building Based Support Committee under the direction of Mrs. Edye Thompson, the School Council, Celebrations Committee, Emergency Response Team, Literacy Leadership Team, Transition Committee, Home-School Compact Committee and the PreK-3 RtI Committee.

Once again, the Celebrations Committee planned and implemented a very successful family literacy night to support November as "Massachusetts Family Literacy Month." This was a family-friendly evening whereby students, parent/guardian, and siblings came to school with blankets, stuffed bears, and books for a time to read together. We had 6 guest readers from the community. A basket of books and writing tools valued at \$100 was once again, given as a door prize to one of our grade two students. Our PTA donated the books for this special basket. Families and staff truly enjoyed this event.

Thanks to the diligence of our teachers, monthly student work is displayed in our glass case as well as on our display panels for all to view. This is one more means of celebrating student achievement. We continue to display framed photos in our hallways depicting students in the learning process.

Staffing Updates

Throughout the year, we had several staff members retire, relocate or request a leave of absence. The students, families, and staff of the Mary K. Goode School would like to publicly thank them for their years of service and dedication to the children of Middleborough. Whether continuing in the field of education in our district at another school or in another district, we wish them the best of luck.

Our hope is that we, at the Mary K. Goode School, have empowered our students to become critical thinkers with all the skills needed for 21 century learning as well as impact and influence positive change in our world. We ask that you join us in this challenge in order to provide our students the opportunity to excel in life.

Memorial Early Childhood Center **Submitted by Virginia L. Levesque**

“Seek the wisdom of the ages, but look at the world through the eyes of a child.”

Ron Wild

“The Memorial Early Childhood Center Community will prepare all learners to excel in life, by providing a developmentally appropriate social, physical, emotional and academic curriculum based on Massachusetts Standards. Our school environment recognizes and respects all individuals and their diversity. We foster a strong working partnership among school, home and our local community. This partnership builds a solid foundation of skills through challenging educational programs as all learners embark on their educational journey.”

This year, we the staff at the Memorial Early Childhood Center, would like to dedicate our annual report to Mrs. Kathleen Bernier, who died in December 2010. Kathy was a dedicated educational support personnel who devoted sixteen years to the staff and students of the Lincoln D. Lynch School, the School Street School, and the Memorial Early Childhood Center.

Curriculum and Professional Development

February 2010 brought the much anticipated announcement from the National Association of Education for Young Children (NAEYC) that we had received our accreditation. All staff were recognized at a Middleborough School Committee meeting for their endeavors, which brings local and national recognition. Each year for the next four years, an annual report will be submitted to maintain our NAEYC accreditation. Our next scheduled accreditation site visit will occur in 2015.

This is our second year with an instructional focus on Balanced Literacy with Reader’s Workshop. The District’s contract with the Teaching and Learning Alliance (formerly the Center for Applied Childhood Development (CACD) at Tuft’s University) has allowed the staff at the Memorial Early Childhood Center to continue the literacy training that will promote consistent instructional practices with those used at both the Mary K. Goode and the Henry B. Burkland Schools.

In September, Kindergarten teachers began using the DIBELS (Dynamic Indicator of Basis Early Literacy Skills) assessment tool. DRA 2 kits were also purchased and will become the second common assessment used

to identify students' literacy levels. These common assessments will help us to provide important information to the first grade teachers as well as drive instruction, which will assist our students on the road to success.

Mr. Patrick Rooney and Mrs. Laurie Green are the Kindergarten representatives on the district Data team. They have attended several training sessions and regularly share their knowledge and expertise with their colleagues. Having all of the assessment data available to the receiving teachers will provide them with an in-depth picture of the incoming students' skills and abilities.

All classroom Educational Support Personnel (ESPs) continue to participate in the CDA (Child Development Associate) certification process. This year the training has been provided by several professionals. The NAEYC accreditation process required that 50% of the support staff have either an Associate's Degree in Early Childhood or be working towards their CDA credentials.

Staff members also continue to enhance their knowledge through their participation in continuing education courses offered by local colleges and the teachers' association.

Staff Achievement and Activities

Our Autism Spectrum Disorders (ASD) classroom continues to provide a well-rounded educational experience for our students. The support of the ASD coordinator and the training provided to staff through the Special Education Department has helped us to achieve this goal.

In January 2010, we welcomed 14 students who participate in the childcare preparation program at Middleborough High School. These students have indicated an interest in working with children that could possibly lead to a career in the field of Early Childhood Education. Mrs. Tammy Miller, their advisor, works closely with the school principal to ensure the students understand their commitment in this partnership. The Memorial Early Childhood Center has also provided several students from local colleges with valuable initial student teaching experiences as they prepare for their career in education.

Our Building Based Support Team (BBST) continues to provide support and ideas for colleagues with students in their classrooms who would benefit from additional strategies. Each year we carefully review our process and make changes that will improve our Building Based Support Team.

Student and Family Achievement and Activities

Our sincere appreciation goes to the PTA for all that they do to support our schools. During the first week of school, those extra helping hands from our PTA parents allow us to assist our little ones with their transition into full day Kindergarten. This year, PTA also funded the Toe Jam puppets for our cultural event. This performance provided students, staff, and parents with fun filled musical entertainment. The annual success of our Kindergarten Registration, Preschool Screenings, Teacher Appreciation Week, Book Fairs, Parent Orientation Night, and Open House would not be possible without the PTA's dedication. For this and all that these parents do for our school community, we thank them.

On March 2nd, we celebrated Dr. Seuss' birthday with our annual Read Across America event. The high school student council members, under the guidance of Mr. Paul Branagan, arrived at the MECC and were assigned to students in every classroom. The high school students read a story to each child and left them with a book to add to their home library. It was memorable for all participants.

Our annual traditions such as the Kindergarten Dances held on March 12th and March 26th were once again a huge success. The family portraits taken by Mrs. Cindy DiStefano, which are part of the admission fee, provide

each family with a lifelong memory. At this year's dances, we welcomed back Ms. Lisa Rizzo, who was once again able to rejoin one of her favorite yearly Kindergarten events.

Our Earth Day celebration on April 15th was held in the gymnasium under the guidance of Mrs. Christine Morrissey. Students participated in several activity stations learning about recycling, reusing, and renewing the natural resources of our planet. This tradition began six years ago at the Lincoln D. Lynch and School Street Schools. Each year we carry on the tradition while also making changes, adding new ideas yet remaining true to our initial Earth Day celebration.

May 2010 brought our annual concerts held on four consecutive afternoons. Mrs. Carol Kelly surprises us each year with demonstrations of the unknown talents and high level of confidence in our Kindergarten students.

Our Flag Day ceremony, organized by Mr. Pat Rooney, included several kindergarten students reading a brief paragraph of what Flag Day meant to them. As is our tradition, local veterans along with members of the Sheriff's department provided us with the Call to Colors and singing of the National Anthem. The children joined in with the singing of several patriotic songs.

The School Street School Scholarship was awarded this year to Lindsey Perkins. This scholarship was made possible by the family of Robert Schofield and is awarded each year to a former School Street School student.

Our MECC Open House was held on October 13th. This special evening provides families an opportunity to visit their child's school if they were unable to attend during the September orientation day. Several parents from the community also came to tour the building as they expect to have children attending the Memorial Early Childhood Center in the future. That, along with other community members who had yet to see the facility, made for a full house all evening. Once again we welcomed the Middleborough High School Key Club members who held their annual SUNDAE fundraiser. Elections were also held during our October 13th Open House for school council. Mrs. Sharon Ellis, Mrs. Christine Jenness, and Mr. John Cofran were elected to the 2010-2011 School Council.

This year, under the guidance and direction of Mrs. Caitlin Quattrucci and Mrs. Brigett Clements, we held our first Harvest Fair at the MECC. The support from the staff, students, parents, and community made it an overwhelming success. We truly appreciated the donations from local business.

Keeping with our tradition, we conducted the Thanksgiving Food Basket Drive under the direction of Mrs. Kate Quattrucci and Mrs. Brigett Clements. Each year, during the month of November, every classroom is assigned specific items to bring to school to add our Thanksgiving baskets. Through generous donations, a gift certificate from local supermarkets was included with each basket. The generosity of our staff and families helped us to provide six MECC families with a basket during the Thanksgiving holiday.

December brought the first Breakfast with Santa held at the MECC. Under the guidance of Mrs. Caitlin Quattrucci and Mrs. Brigett Clements, the turnout for this event surpassed all expectations. Mrs. Cindy DiStefano, who also provides the Kindergarten dance pictures, created some true Kodak moments with photos of the children with Santa. We'd like to offer a special thank you to the staff, parents, and community members who helped make this event a success. December also brings forth yet another opportunity for the children to give back to the community through our cat and dog food drive. Keeping with our theme, the tree in the lobby is decorated with dog bones. The children bring their donations each day for their animal friends. The local animal shelters are truly appreciative of our donations.

Our Polar Express event has quickly become another tradition at the Memorial Early Childhood Center. Our good friend, Mr. Jeff Stevens, read the *Polar Express*. As Mr. Stevens read, each picture from the book was projected on the large screen to enhance the experience of the story. The children, many in their pajamas, then went to the cafeteria for hot chocolate and marshmallows.

Staffing Updates

Due to the significant budget cuts last year, several of the staff at the Memorial Early Childhood Center were either transferred to another building or departed to seek employment in new school districts. We were reduced from fourteen to twelve Kindergarten classrooms for the first time since 2007. Our class sizes now range from 22 to 24 in all of our classrooms. Knowing the impact large class sizes have on the early formative years of education, we hope to return to our full complement of teachers once again.

We welcome the new staff members who joined our MECC school family in 2010:

Mrs. Laurie Green- Kindergarten Teacher (former Gr. 4 teacher at Henry B. Burkland)

Mrs. Catherine Galuski- Special Education Teacher

Mrs. Shannon Kearney– Speech and Language Pathologist

Mrs. Pam Kelliher – Educational Support Personnel

Mrs. Carolann Plausky – Health Educational Support Personnel

Mr. Paul Tzovolos – Special Education Team Facilitator

To all of staff who left our school community, we wish them the best of luck in their future endeavors.

Conclusion:

As we complete this, our fourth year in the Memorial Early Childhood Center, the community use of the building is ever growing. The summer program, which provides services for our special education students, is based in this facility that allows easy access to the pool, fields, library, and community resources. Basketball teams from both the high school and travel teams enjoy the use of our Lindsay Gymnasium. Ongoing are also the reunion tours that Mr. Stevens so generously provides for the former students at the Memorial High School or the Memorial Junior High School.

Our sense of family at the Memorial Early Childhood Center grows stronger each passing year. It was never more evident than during our Harvest fair when numerous families returned to their former school to visit with staff and friends. One comment that stated it so well was, “It feels like we are coming home again.” To all of the Middleborough residents who made this possible through the restoration of this beautiful facility, welcome home again.

Assistant Superintendent

Submitted by Theresa A. Craig, Assistant Superintendent

Curriculum

The curriculum for the Middleborough Public Schools drives the instruction and assessment for all students. Daily instruction incorporates the Massachusetts standards in the content areas of History and Social Science; Science and Technology/Engineering; Comprehensive Health; the Arts; Foreign Language; Mathematics; and English Language Arts. Massachusetts adopted the Common Core Curriculum in July 2010. The final version

of the Massachusetts Common Core Frameworks is due to be released in early 2011 and will become the foundation for learning beginning in the fall of 2012.

The Massachusetts Comprehensive Assessment System (MCAS) is in the fifth year of assessing all students annually in grades three through eight, as well as grade 10, in the areas of Mathematics and English Language Arts. Science and Technology/Engineering standards are assessed in grades five, eight and ten. History and Social Science assessments were eliminated temporarily in both 2009 and 2010 due to state funding issues.

The Massachusetts Department of Elementary and Secondary Education has identified the Middleborough Public School District for assistance at Level 3. This identification translates into the opportunity to access resources from the Department's District and School Assistance Center for the Southeast Region (DSAC) and the necessity to complete a self-assessment of the Conditions for School Effectiveness (CSE). The CSE is being reviewed in each school within the district.

Professional Development

Teachers throughout the district participated in high quality professional development opportunities provided by Middleborough Public Schools staff as well as outside providers. Professional development within the district continues to focus on reading and writing at the elementary level and specific content areas at the secondary level. The District provided for a variety of professional development offerings on full days and release days in 2010. One key focus for the fall of 2010 was an introductory professional development on the new *Act Relative to Bullying in Schools* was signed into law in May of 2010. As required by law, an overview of the legislation was the framework for introductory sessions for all teachers, ESPs, cafeteria workers, custodians, substitutes, bus drivers, coaches and administrators.

Grants

Middleborough Public Schools received several competitive grants as well as the federal entitlement grants during 2010. Middleborough Public Schools applied for and received the following competitive grants:

Department of Elementary and Secondary Education Grants:

- ❑ The *Technology Enhancement Grant* provides for participation in an online course for teachers of 8th and 9th grade mathematics and supplies the selected teachers with technology tools to support authentic instruction in math.
- ❑ The *K-12 Literacy Professional Development Grant* provides for professional development opportunities for teachers of English Language Arts at the Nichols Middle School and for the training and development of a Data Team at the Burkland School.
- ❑ The *Community Service Learning Grant* provides funds for the development of a Community Service Learning Committee under the direction of a coordinator. This committee will seek community input on service opportunities and oversee the application of teachers to utilize funds to connect community service with the learning standards in the classroom. This is the first year of a 3-year grant award.
- ❑ The *Streamlining District Data Management Systems Grant* provided funds to purchase additional infrastructure and data agents to build compliance with the Department of Elementary and Secondary Education student information systems. This grant was written in partnership with Pentucket Regional School District and Adams Cheshire School District.

2010 ExxonMobil Educational Alliance Grants (2):

- ❑ Two ExxonMobil Educational Alliance Grants supported the purchase of technology materials to support mathematics instruction for students at the Burkland School and Middleborough High School.

Southcoastal Workforce Investment Board ARRA Grant:

- This grant provided for employment training and paid employment for current and former students in the Middleborough Community. The grant was coordinated by the high school history department chair, Matthew Osgood.

The Essential School Health Services Grant

- This grant provides for a school nurse to support the district as well as upgrades to reporting software and supplemental materials for improved student health.

Middleborough Public Schools applied for and received the following entitlement grants:

- The *Academic Support Services – School Year Grant* provided for an after school clinic that offers small group tutoring sessions for students in preparation for MCAS in Mathematics, Science and Technology/Engineering and English Language Arts.
- The *Academic Support Services – Summer Grant* provided small group instruction in math, science and ELA for Middleborough High School students who were at risk for not scoring proficient on the MCAS or who had scored less than proficient on the 10th grade MCAS in one subject or more.
- The *Federal Special Education Entitlement Program Grant* provides supporting funds for staff, professional development and materials for the special education program. The funds also support the 6-week Summer Inclusion Program held at the Memorial Early Childhood Center for students from PreK to 12.
- The *No Child Left Behind Entitlement/Allocation Grants* which include:
 - *Title I Part A Grant* provides federal dollars for supplemental educational opportunities for disadvantaged children who are most at risk of failing to meet the State's challenging content and performance standards through a targeted assistance program at Mary K. Goode and Henry B. Burkland Schools. The grant supports Title 1 staff, supplemental educational services, professional development for Title 1 schools' staff and supplies for the program.
 - *Title II, Part A - Teacher Quality Grant* provides funds to reduce class size and supports teachers who are not yet highly qualified.
 - *Title IV - Safe and Drug-Free Schools and Communities Grant* assists with reducing class size and funds the implementation of the Steps to Respect curriculum at Nichols Middle School and the Burkland Elementary School.
- The *Special Education Program Improvement Grant* provided for supports for students with Autism Spectrum Disorders.
- The *Early Childhood Curriculum, Instruction, and Assessment Alignment Project Grant* supported a Study Team to review the special education program from PreK –3 to assess strengths and weaknesses in areas of curriculum, assessment, coordination, instruction and alignment.
- Middleborough Public Schools also received grant funds from American Recovery and Reinvestment Act (ARRA):
 - *ARRA – State Fiscal Stabilization Fund*
 - *ARRA - Title I*
 - *ARRA – IDEA*
 - *ARRA – IDEA Early Childhood Special Education Grant*

Middleborough Public Schools applied for and received the following continuation grants:

- The *Quality Full Day Kindergarten Grant* was once again reduced significantly but continues to support the full day Kindergarten program at the Memorial Early Childhood Center.

English Language Education Program

The Middleborough Public School District provides support to students who have limited English proficiency through small group and individual instruction in English as a Second Language. The certified teacher who provides this service travels to all 5 schools to provide supplemental instruction to students daily. Middleborough Public School District has continued the process of training teachers in each of the four categories of sheltered content instruction to benefit students who are English Language Learners.

Homeless Services

The number of homeless students requiring services and/or transportation continues to increase. Students who are homeless are entitled to transportation to their school of origin, free lunch and services under Title 1. The Middleborough Public School District works with families to assure that each student is registered in a timely manner in order to minimize the disruption to the student's education.

It is a pleasure and privilege to work with the teachers, administrators, specialists, support personnel and parents of the Middleborough school community.

Special Education Department

Submitted by Melissa G. Deutschmann, Director of Special Education

The Middleborough Public Schools is committed to promoting high-quality, inclusive educational opportunities for all students. As a result, most students with disabilities participate in the general education setting for the majority of their school day. General educators, special educators, therapists, specialists, and educational support personnel work together to implement a continuum of services that is responsive to the needs of diverse learners. The Department of Elementary and Secondary Education specifically recognized this collaborative spirit and dedication to inclusion during the district's most recent Coordinated Program Review in February 2006. Overall, the findings from that Coordinated Program Review, as well as the follow-up Mid-Cycle Review conducted in January 2009, affirmed that Middleborough's special education programs are well designed to meet the needs of children with disabilities and to provide appropriate educational opportunities that prepare all students to excel in life. The Department of Elementary and Secondary Education will be visiting the district to conduct another full Coordinated Program Review during fiscal year 2012 and the Special Education Department anticipates a similarly positive report.

In the Commonwealth of Massachusetts, special education services are provided to eligible students age 3 to 22. Hence, children and youth with disabilities are learning and growing alongside their peers without disabilities within each school in Middleborough. While every student's story is unique, the following synopsis provides an overview of the programmatic activities that have marked 2010.

Middleborough High School (Grades 9-12 and Post-Graduate Programs):

During the past year, the special education program at Middleborough High School has celebrated multiple accomplishments for students with a diverse range of learning needs. These students access all components of the school's academic offerings, including inclusive general education classes, language-based special education classes, learning center classes, and electives. Membership in after-school clubs and participation in extracurricular activities by students with disabilities has continued to increase at a steady rate. Most notably, during the fall of 2010, the MHS Student Council enthusiastically embraced the idea of creating a friendship program between students with and without disabilities. "Sachem Buddies" is modeled after Best Buddies International, a nonprofit organization dedicated to establishing opportunities for one-to-one connections and

leadership experience for individuals with intellectual and developmental disabilities. Thanks to the tireless efforts of all members of the Student Council, as well as their advisor Mr. Paul Branagan, “Sachem Buddies” has flourished after only a few short months.

The Links Program for students with serious emotional difficulties completed its first full year in operation in June 2010; its success serves as a testament to the hard work and dedication of the counseling and teaching staff. Entering the fall, the district was able to use grant funds to add a part-time Educational Support Person (ESP) to the program to provide additional coverage for students throughout the building. A grant has also funded a contract with the Walker Partnerships to provide monthly clinical consultation services to the Links team. This has enabled the staff working with some of the most vulnerable MHS students to expand their repertoire of supports and ensure that each participant in the program receives the individualized interventions he or she needs to flourish in school and beyond. The Links Program, along with the Futures Program, provides an alternative educational option for adolescent students who have difficulties finding success through a traditional high school model.

Professional development for special education staff at Middleborough High School has focused primarily on expanding the district’s protocol for Transition Planning for students with disabilities age 14 and older. Under the direction of the Special Education Facilitator, Ms. Mary Buchanan, the special education teachers and specialists at MHS have developed a Transition Guide for families; created forms and checklists for completing transition assessments; initiated the use of career exploration tools with students; and compiled work samples and other materials for transition portfolios. The goal is to ensure that Middleborough is offering students with disabilities a comprehensive program that prepares them for life after high school. Many students have worked with MHS staff to identify possible post-secondary vocational and educational options. Within the Futures Program, the “School to Career” initiative has also provided participating students with opportunities to research future career pathways prior to graduation. Upcoming staff training will be dedicated to refining the transition process and working with agencies such as the Massachusetts Rehabilitation Commission (MRC) to ensure that adolescents and young adults with disabilities in Middleborough have full access to the resources available to them in the community.

Nichols Middle School (Grades 6-8):

The special education program at Nichols Middle School has also experienced change and program refinement over the last year. With the addition of a new Headmaster in July 2010, an intervention-based approach to the school’s Child Study Team (CST) has been introduced. The CST, which consists of building administrators, guidance staff, the school nurse, the school adjustment counselor, the school psychologist, and the special education facilitator, serves as a committee to monitor students who are at-risk academically, socially, and/or behaviorally. The team then identifies potential actions to be pursued in an effort to support a student who is in need. The proactive nature of the team, as well as the increased breadth of supports and interventions available, has yielded benefit to all NMS students, including students currently eligible for special education as well as students who are in the pre-referral process.

While the NMS inclusion program has remained relatively unchanged, with the majority of students receiving their academic instruction within team-based content area classes, the nature of the programming options available beyond the general education environment has been revised as a result of the ever-changing population of pre-adolescent students. Maintaining stability in the Alternative Program, which serves students with serious emotional/behavioral disabilities, as well as in the Intensive Life Skills Program, which serves students with significant cognitive and adaptive living delays, while also addressing the needs of a growing number of incoming students with mild to moderate intellectual disabilities, became a priority for the new

school year in September 2010. With the guidance of the Special Education Facilitator, Mr. Paul Tzovolos, this led to the creation of a Learning Center classroom for students whose needs were not adequately addressed through any of the other existing programs. Internal staff shifts enabled this new program to emerge without extra resources or funding. Meanwhile, the Language-Based Program was also re-conceptualized to promote skill-based instructional groupings for students with specific learning disabilities. With these revisions, the staff at NMS has been better equipped to offer all special education eligible students a continuum of services that promotes a free, appropriate public education in the least restrictive environment.

Henry B. Burkland and Mary K. Goode Schools (Grades 1-5):

At the elementary level, much attention has been focused on preparing for the reconfiguration of the two schools, slated for implementation in September 2011. Special education has not been unaffected by this process. Ensuring continuous quality, maintaining programmatic integrity, and identifying a functional configuration of the intensive special education classrooms at MKG and HBB have been topics of extensive discussion. Currently, there are five substantially separate programs housed between the two schools, including the Autism Spectrum Disorder (ASD) Program for grades 1-5; the Intensive Life Skills Program for grades 1-5; the Emotional Development Program for grades 1-5; the Language-Based Learning Disabilities Program for grades 3-5; and the Academic Learning Center Program for grades 3-5. **The distribution of these unique and individualized programs, as well as the equitable split of special education inclusion supports, has been an ongoing area of planning for building and district administration.** Staff feedback and an in-depth analysis of student learning needs, including a fresh perspective from the newest Special Education Facilitator, Mrs. Jennifer Castanhinha, have been essential to the process. Additionally, the district has used grant funds to contract with the *Walker Partnerships* to complete an evaluation of the Emotional Development Program. This follows previous years' evaluations of the inclusion and ASD programs, respectively. Recommendations from this evaluation, coupled with internal reviews, will form the foundation of the district's plans for intensive special education services at the newly reconfigured elementary schools.

Additionally, at the Mary K. Goode School, the continuation of the Response to Intervention (RtI) instructional support model has been important in maintaining a continuum of pre-referral interventions and progress monitoring strategies in the area of literacy development. As a result, the school has witnessed more comprehensive and empirically based special education referrals from teachers and staff. Specific learning disabilities in reading and written language have been more accurately identified, as evidenced by the consistency between RtI performance data and eligibility determinations for those students who have not responded as expected to the applied interventions. Using grant funds, a PreK-3 RtI Committee has formed to share the lessons learned at MKG with the staff and administrators at MECC and HBB, so that Response to Intervention can be expanded to each of those respective schools. Ongoing professional development will be a key component to ensure the systemic implementation of this model throughout the elementary schools within the district.

Memorial Early Childhood Center (PreK and K):

Special education programming at the Memorial Early Childhood Center continued to evolve in 2010. The pre-school/kindergarten level Autism Spectrum Disorder (ASD) Program and Intensive Life Skills Program, established in the summer of 2009, have grown through the support and guidance of the ASD Coordinator and the Board Certified Behavior Analyst (BCBA). These individuals are integral to the individualization of services provided within these substantially separate programs. With the summer hiring of a full-time speech/language pathologist dedicated to supporting the students in these classrooms as well as the ASD Program at the Mary K. Goode School, the vision for comprehensive and responsive programming for young children with autism and intellectual disabilities, initially proposed as part of the district's application for American Recovery and Reinvestment Act (ARRA) grant funds in 2009, has been fulfilled.

The special education staff at MECC has also continued to focus on embedding inclusive programming opportunities for students across all programs as an important element in developing a well-rounded early childhood educational experience. Providing additional supports and creating connections to the substantially separate programs for children with significant needs has been instrumental in enhancing the social skills and levels of interaction for young children with comprehensive language and cognitive disabilities. Inclusive services for students at the kindergarten level have been realigned to increase the frequency of support provided within two co-taught classrooms, rather than the three co-taught classrooms that were in place during the previous school year. This change, while increasing the number of students with Individualized Education Programs (IEPs) in each of the co-taught classrooms, has provided more consistent intervention from the inclusion special education teacher and the educational support personnel (ESPs).

As evidence of the commitment of Middleborough's teachers and specialists to engage in ongoing professional renewal, all members of the MECC special education staff have voluntarily joined the recently created Early Childhood Study Group. This project, which is being funded by an American Recovery and Reinvestment Act (ARRA) early childhood entitlement grant, is focused on evaluating the current preschool program, making recommendations for change within the areas of curriculum, instruction, and assessment, and creating a program manual to be shared with staff, administrators, and families. Often, transition into the public school environment for young children with disabilities can be a time of heightened anxiety for parents and students alike, so the development of a quantitative system of expectations and criteria should help in reducing the level of uncertainty while maximizing the efficiency by which services are recommended and delivered by district staff.

Parent Involvement:

The Middleborough Special Education Parent Advisory Council (MPAC) continues to meet on a monthly basis during the school year to provide the parents and guardians of eligible students with opportunities to share resources and make connections with one another. The goal of MPAC is to offer parent-based support activities that are relevant to the education and safety of students with disabilities. This includes meeting regularly with school officials to participate in the planning, development, and evaluation of the school district's special education programs. Annually, the MPAC also sponsors a "Parents' and Students' Rights in Special Education" presentation designed to ensure that important federal and state special education laws and regulations are shared with all interested parties. Entering 2011, the goal of the active members of MPAC is to create a brochure that highlights key information about the group. Details about MPAC's upcoming sessions can be found on the Special Education page of the Middleborough Public Schools website.

Conclusion:

2010 has been another year of change and renewal for the Special Education Department. However, despite the inherent challenges that each season brings, the enthusiasm and commitment of the faculty and staff have not wavered. Through the tireless dedication of the three facilitators, the special education programs in Middleborough have maintained a very high standard of compliance with federal and state regulations. Their leadership and guidance have been critical in providing our special educators with the support they need to ensure quality services for all students. The Special Education Department's goals for 2011 include fostering personal growth for our students and staff, cultivating the spirit of inclusion and collaboration at all grade levels, and promoting our commitment to the district's mission to prepare all students to excel in life.

Middleborough Fine Arts Department

Submitted by Cynthia P. Grammer, Assistant Housemaster/Director

2010 began with the following Middleborough High School students receiving Boston Globe Scholastic Art Awards: Gold Key – Jenna Withrow, and Honorable Mention – Rebecca Ward.

Musicians Zachary Dyer, Andrew Green, Ani Varjabedian, and Laura Varjabedian represented Middleborough High School in the Senior Southeast District Festival. Benjamin Brayton represented the John T. Nichol's Jr., Middle School in the Junior Southeast District Festival.

Under the Direction of Ms. Eliza Burnham the John T. Nichols Jr., Middle School students performed the musical "Fiddler on the Roof." Ms. Burnham was invited to conduct the Finale and also direct a John T. Nichol's, Jr. Choral Ensemble at the Middleborough Music Guild Concert. The Middleborough High School Orchestra participated in the Somerset String Festival held in February.

In March, Speech and Theatre Workshop's "Riders to the Sea," directed by Ms. Danielle Duggan, entered the Massachusetts High School Drama Guild Festival's Preliminary Competition. Also in March Mrs. Cynthia Grammer co-presented a workshop with Dr. Darla Hanley, Dean of Professional Education at the Berklee College of Music, entitled "Professionalism for New Teachers" at the Massachusetts Music Educators Association Conference held at the Seaport World Trade Center in Boston, Massachusetts.

The Middleborough High School Band, Concert Choir, and Orchestra under the direction of Mr. Justin Pittsley, Mr. David Arruda, and Mrs. Judith Stoltenberg respectively, had the opportunity to attend and be critiqued at a Clinic at Boston University, in Boston, Massachusetts. The Middleborough High School "Pops" concert organized and directed by Mr. Justin Pittsley was once again a success.

The following students represented Middleborough at the Senior Southeastern Massachusetts School Bandmasters' Association (SEMSBA) Festival: Elaine Ezerins, Nathan Phillips, Ani Varjabedian, Laura Varjabedian, Christian Carey, and Kamren Smith. Mrs. Judith Stoltenberg and Mr. Justin Pittsley represented Middleborough as the Orchestra and Band Managers respectively. Representing Middleborough at the Junior (SEMSBA) Festival was: Riley Anderson, Kathryn Black, Michael Braddock and Benjamin Brayton. Ms. Eliza Burnham conducted the 2010 SEMSBA Junior Chorus.

Than annual Visual Art Show held in May held at the Town Hall was great success. "That's Entertainment" directed by Ms. Danielle Duggan took the stage in late May. The Fall Show "Epic Proportions" directed by Mr. Joshua Quackenbush, took the stage in early November. This was followed by the musical entitled "The Love Note", directed by Ms. Rachel Sullivan, and Mr. Justin Pittsley.

To end activities for the calendar year, the Middleborough Performing Music Groups played their annual Holiday Concert to filled auditoriums. Groups included the Grade 5 Orchestra, Band, and Chorus, Grade 6 Orchestra, Band and Chorus, Grade 7 and 8 Orchestra, Band, and Chorus, Middleborough High School Orchestra, Band, Sachem Singers, and Concert Choir.

We would like to recognize the contributions and hard work on behalf of the students of Middleborough by all members of the Fine Arts staff during the past calendar year. In addition, the Fine Arts staff would like to thank the people of Middleborough, including the students and their parents, for their continuing support.

Department of Athletics, Health and Physical Education
Submitted by David Paling

During the 2009-10 school year, 314 boys and 245 girls participated in the interscholastic athletics program at the high school. In relationship to the gender makeup of the high school population, this represents a participation rate of 71% for male athletes and 58% for female athletes. The overall participation rate in 2009-10 was 65%.

Budget challenges necessitated the continuation of a \$175 per sport user fee (established in 2007) applied to all M.H.S. athletes for 2009-10. Athletes who played three consecutive seasons were allowed to play their third sport at no cost. A family provision also continued with a \$450 maximum fee for the school year. Financial need-based waivers were granted to those families who requested them. This fee structure for athletics will also exist for the 2010-11 year.

Given the financial shortfalls, it was not feasible to consider the restoration of the ten athletic programs (all Nichol's school and M.H.S. freshman level teams) cut in 2007-08. Grades 6-8 continued to experience intramural opportunities at the Nichols School, while grade 9 students at M.H.S. were incorporated into junior varsity and varsity level teams. A \$25 per season user fee was utilized to support the Nichols' intramural program.

The Middleboro All Sports Boosters Association, formed in August, 2007, continued to plan and administer a series of fundraising events through the 2009-10 school year. Examples of these activities included the concessions at home football games, gift card sales and a spring golf tournament. They held their first annual induction ceremony for the newly established high school Athletic Hall of Fame in the fall. The money generated by this hard-working organization was donated to support all M.H.S. athletic teams. Their important work will continue into the 2010-11 school year.

During the 2009-10 winter sports season, senior Andy Sukeforth became a state track division III champion in the 1,000-meter run. Junior swimmer Janelle McDonald became a state champion in the 100-yard backstroke event. She also was selected for the Boston Herald and Boston Globe all-scholastic teams for this accomplishment.

In the spring season, teams qualifying for the state tournament included, baseball, softball, boy's tennis and girl's tennis. Softball and girl's tennis earned Fisher Division championships within the Patriot League (a first ever accomplishment for the girl's tennis team). The softball team was undefeated (20-0) during the regular season and advanced all the way to the south sectional division II final before losing to Bellingham in a 4-0 game. Senior softball player Amber White earned all-scholastic honors from both the Boston Herald and the Boston Globe. The girl's tennis team posted their best regular season record ever with 18 wins and 2 losses.

In the fall of 2010, Dasha Hamilton established a new home course record in the sport of cross country. Also, Middleboro High School once again received the Joseph M. Masi Patriot League Overall Sportsmanship Award. This award, given annually to one school in the Patriot League, is a reflection of the high level of sportsmanship exhibited by all of our athletic teams during the three seasons of competition in the 2009-10 school year.