

Northeast Metropolitan Regional Vocational High School District

Serving
Chelsea
Malden
Melrose
N. Reading
Reading
Revere
Saugus
Stoneham
Wakefield
Winchester
Winthrop
Woburn

Annual Report 2025

NORTHEAST METROPOLITAN REGIONAL VOCATIONAL SCHOOL DISTRICT

SCHOOL ADMINISTRATION

SUPERINTENDENT-DIRECTOR

David DiBarri

ASSISTANT SUPERINTENDENT

Tracey O'Brien

PRINCIPAL-DEPUTY DIRECTOR

Richard Barden

DISTRICT SCHOOL COMMITTEE

SCHOOL COMMITTEE CHAIRMAN

Deborah P. Davis - Woburn

VICE CHAIRMAN

Judith M. Dymont - North Reading

SECRETARY

Peter A. Rossetti, Jr. - Saugus

TREASURER

Ward Hamilton - Melrose

ASSOCIATE TREASURER

Robert S. McCarthy - Reading

COMMITTEE MEMBERS

Blanca Gacharna - Chelsea

Anthony L. Caggiano - Revere

James J. Holland - Malden

Brittany A. Carisella - Wakefield

Larry Means - Stoneham

Pamela Cort - Winchester

Robert O'Dwyer - Winthrop

NORTHEAST METROPOLITAN REGIONAL VOCATIONAL SCHOOL DISTRICT

100 Hemlock Road - Wakefield, Massachusetts 01880-3597

ANNUAL REPORT 2025

OUTSTANDING STUDENT AWARD

Steven Romero from Chelsea a student in the Robotics program was chosen as Northeast's nominee at the State Awards Dinner for Outstanding Vocational Technical Students. The event is co-sponsored by the Massachusetts Association of Vocational Administrators and the Massachusetts Vocational Association.

NATIONAL TECHNICAL HONOR SOCIETY

On May 27, 2025, the Northeast Chapter of the National Technical Honor Society (NTHS) held its annual Induction Ceremony, honoring the academic and professional achievements of its new members. The ceremony provided an opportunity to celebrate their achievements and welcome them into a network of individuals committed to technical expertise, professional growth, and community service. 66 students were inducted into the National Technical Honor Society.

As we move to changing our induction ceremony to the Fall going forward, we had a second induction ceremony on November 19, 2025. An additional 65 students were inducted into the National Technical Honor Society. There are currently 121 student members inducted into our National Technical Honor Society.

NATIONAL HONOR SOCIETY

The Annual Induction Ceremony to the Northeast Chapter of the National Honor Society (NHS) "Artisans" was held on May 27, 2025. At the ceremony 10 Juniors and 22 sophomores were inducted. The new members celebrated the academic excellence, character, leadership and service of these exceptional students. The Northeast Artisans chapter is proud to support these individuals as they continue to excel and contribute to their communities.

Over the summer months of 2025, the Principal, a dean and the advisor met to update the current bylaws and discuss moving the induction ceremony to the Fall instead of the Spring. The Bylaws were revised, staff had the opportunity to review them and they were approved.

On November 19, 2025, 4 Seniors and 24 juniors were inducted into the Artisans chapter of the National Honor Society bringing the total active membership to include 75 students for the 25-26 school year. Students are now participating in Peer Tutoring, Community Service and leading various service and outreach activities. We continue to support all members on their personal growth and development of their leadership skills.

SCHOLARSHIP COMMITTEE

The Northeast Awards and Scholarship Committee, along with the PAC board, honored 76 outstanding students during the annual Senior Recognition Night by presenting them with awards and scholarships. In total, \$69,950 was awarded to Northeast students who will pursue careers in their vocational fields, enroll in trade apprentice programs, or continue their education at one, two or four-year accredited colleges, universities, and trade schools. These awards and scholarships offer students the chance to acquire tools and equipment, as well as help alleviate the costs associated with attending higher education institutions.

SCHOOL WIDE PROFESSIONAL DEVELOPMENT 24-25

Purpose and Goals:

The district's professional development program is designed to ensure continuous improvement in instructional practice, regulatory compliance, and student outcomes. The goals of professional development are to:

1. Ensure Compliance and Legal Literacy

- Ensure all staff members remain compliant with current Massachusetts Department of Elementary and Secondary Education (DESE) regulations, including student rights, school responsibilities, and the Individualized Education Program (IEP) and Section 504 processes.
- Ensure staff members are knowledgeable about state and federal legislation impacting teaching, learning, and school operations in the Commonwealth of Massachusetts.

2. Improve Instructional Practice, Student Achievement, and Literacy Across the Curriculum

- Increase staff awareness and implementation of current research-based instructional strategies aligned with the district's mission to improve student achievement.
- Place a strong emphasis on literacy across all curricula, ensuring that reading, writing, speaking, listening, and vocabulary development are embedded across all content areas, including academic and vocational/technical programs.
- Address learning gaps and stalled academic growth resulting from the COVID-19 pandemic, as identified through year-end assessment data, by:
 - Continuing the development and refinement of trimester-based curriculum maps, pacing guides, lesson plans, and common assessments.
 - Aligning all curricula with the Massachusetts Curriculum Frameworks.
 - Incorporating Sheltered English Immersion (SEI) strategies and other effective instructional practices.
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3. Strengthen English Learner and Multilingual Supports

- Ensure consistent implementation of effective ESL instructional strategies within the vocational high school setting.
- Continue to develop, expand, and promote the Seal of Biliteracy program among students, families, and staff.

4. Promote Inclusive, Supportive, and Trauma-Sensitive Practices

- Provide educators with a comprehensive understanding of an inclusive culture of care that emphasizes respect, transparent communication, and attention to the social-emotional needs of all stakeholders.
- Increase staff understanding of trauma-sensitive practices and their impact on student learning, behavior, engagement, and well-being.
- Introduce and support the implementation of Social Emotional Learning (SEL) initiatives, including the ReThink Ed Wellness Suite.

5. Increase Student Engagement and Classroom Culture

- Support educators in examining and strengthening student engagement across classrooms and vocational shops.
- Identify and reinforce effective engagement strategies that empower students, increase participation, and foster positive classroom and shop cultures.

6. Build Collaborative Instructional Capacity

- Provide professional development for co-teaching as the district defines and implements the Northeast Co-Teaching Model.
- Review and reinforce building-wide norms to promote consistency, collaboration, and shared expectations across the school community.

PROFESSIONAL DEVELOPMENT ACTIVITIES

I. New Teacher Induction Program August 22, 2024

New teachers participated in a half-day professional development session that included:

Compliance & Safety Training

- Civil Rights Training
- Teacher Responsibilities (IEP and Section 504)
School Security

- Mandated Reporter and Professional Boundaries
- Overview of the Northeast Co-Teaching Model
- Social Emotional Learning (SEL) emphasis

Technology Training

- Aspen X2 (attendance, grading, discipline)
- E-Hall Pass
- Google Classroom setup and instructional platforms

Program Orientation

- Overview of the Northeast New Teacher Induction Program
- Monthly meeting requirements
- Mentor/mentee relationships
- Educator Evaluation overview and timelines
- Operational procedures and building logistics

II. August Professional Development Days August 26–27, 2024

Two full days of professional development focused on schoolwide instructional improvement and engagement:

- Review and revision of student engagement strategies at the:
 - Schoolwide level
 - Departmental level
 - Classroom and vocational shop level
- How to Empower Students, Increase Engagement, and Create the Culture You Want in Your Classroom
(Keynote: Tyler Tarver)
- Establishment of:
 - Building-wide norms
 - Departmental norms
 - Classroom and shop norms
- Review of classroom behavior data to inform engagement strategies
- Development of classroom and shop systems and routines

- Curriculum planning, including:
 - Syllabus and rubric development
 - Lesson planning with an emphasis on student engagement
- Collaborative curriculum work aligned to:
 - Professional Practice Goals
 - Student Learning Goals
- Special Education best practices for academic and vocational staff
- Technology updates

III. Monthly New Teacher Professional Development

A. First-Year Educator Induction and Mentoring Program

(Monthly Meetings)

- Developing Educator Plan and evaluation timelines
- Educator Rubrics and observation expectations
- Professional Practice and Student Learning Goal development
- SkillsPlus training for Student Learning Goals
- Induction and mentoring tracking and collaboration
- Formative and Summative evaluation evidence requirements

B. Second- and Third-Year Educator Induction and Mentoring Program

(Monthly Meetings)

- Developing Educator Plan and evaluation timelines
- Professional Practice and Student Learning Goal refinement
- Mentoring and peer collaboration expectations
- Training for new mentors supporting early-career educators

C. Peer Mentoring Program

- Ongoing mentoring for first-, second-, and third-year educators
- Emphasis on collaboration, shared practice, and instructional growth

IV. Professional Development Day

March 3, 2025

- Safety Care Crisis Best Practices
- Vocational Educators: Creating a safe and caring shop environment
- Academic Educators: Creating a safe and caring classroom environment
- Youth Risk Behavior Survey overview
- Active Shooter (ALICE) training for staff and students
- Vocational Exploratory Program updates
- Technology training: Using BRISK to support lesson planning
- NEASC Family, Student, and Faculty Survey review
- MCAS training for high-stakes test administration
- Closing Literacy Gaps: Introduction of the *Foundations of Literacy* program

Overall Assessment

This professional development plan reflects a comprehensive, data-driven, and DESE-aligned approach to improving instructional practice, strengthening literacy across the curriculum, supporting educator growth, and ensuring student safety and well-being.

2024 SUMMER TRANSITION PROGRAM:

The Summer Transition Program at Northeast Metropolitan Regional Vocational School is a two-week program that ran from July 7 through July 18, 2025. The program served as an introduction to Career and Technical Education (CTE), as well as foundational high school English and mathematics instruction, with an emphasis on MCAS preparation and expectations aligned to the high school curriculum. The program was designed for incoming freshmen in the Class of 2029. A total of 230 students participated and engaged in hands-on experiences across the following vocational areas: Cosmetology, Drafting and Design, Auto Technology, Auto Body and Collision, Business Technology, Culinary Arts, Design and Visual Communications, Electrical, and Plumbing. Over the two-week period, students had the opportunity to explore four different shops, allowing them to gain exposure to multiple career pathways. The Summer Transition Program is funded through federal Title I and Carl D. Perkins grants. Participation in the program, including all instructional services and transportation, was provided at no cost to students and their parents or guardians.

SUPPORT SERVICES

The Northeast Student Services staff provides counseling and support to all students through a multi-tiered system of supports designed to promote student well-being and access to learning. The School Adjustment Counseling team provides a comprehensive, developmentally appropriate social-emotional learning (SEL) program aligned with DESE and CASEL competencies, supporting students in developing self-awareness, self-management, social

awareness, relationship skills, and responsible decision-making to enhance engagement and readiness for learning. At the Tier 1 level, all students receive SEL opportunities through lessons, specialized workshops, and schoolwide presentations. Tier 2 and Tier 3 supports are provided to students requiring additional targeted support and may include group counseling, collaboration with outside providers and referrals to community resources, specialized workshops, health services, and mediation services. All Northeast counselors are certified School Adjustment Counselors qualified to support a wide range of student needs, and two members of the team are bilingual Spanish-speaking counselors who provide services to support students and families.

The School Adjustment Counselors provide skills-based counseling support and crisis intervention to all students as needed and support homeless students by assessing their needs and coordinating services with the Homeless Liaison. They are responsible for developing and monitoring Section 504 Accommodation Plans in collaboration with the Administrator of Student Services and work closely with school personnel, families, medical and mental health providers, social workers, and community agencies to support student well-being. School Adjustment Counselors also connect students and families with community-based mental health services when appropriate, with Eliot Community Human Services, the North Suffolk Crisis Line, and the Advocates Crisis Team serving as crisis intervention partners for emergency mental health services within the district's communities. Support counseling groups are established annually based on assessment data and student needs and are designed to build social-emotional competencies in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Specialized support and affinity groups are also offered to support non-traditional students and English Language Learner populations.

The Bilingual School Adjustment Counselors provide native language support (Spanish) as needed to limited English proficient students and families across all grades. They provide specific support to the English Language Education program at Northeast, but support other Northeast Latino students and families as needed. Translation services (oral and written) and interpreting services are often required for parent communication throughout the building, and as needed, the counselor coordinates with all departments to assist. Referrals are made to a Spanish-speaking Psychologist for testing for Special Education evaluation. Coordinator for translation in other home languages is done on an as needed basis.

The Career Counselor provides career awareness and career development services to all students, with career counseling and the college application process emphasized by all school counselors. The Career Center serves as the focal point for a comprehensive four-year career development program that prepares Northeast students for their individually chosen career pathways. The curriculum includes career assessment; career information and requirements; employability skills; interviewing skills; portfolio development; and resume preparation. Through assessments that evaluate skills, interests, and work values, the Career Counselor collaborates with School Adjustment Counselors to support freshmen in the vocational selection process, assist upperclassmen with connections to post-secondary education and employment opportunities, and develop transition plans that support students' post-secondary goals. The Career and Adjustment Counselors also provide targeted support for students enrolled in career areas considered non-traditional for their gender through support groups, specialized presentations, and field trip experiences designed to help students understand the benefits of non-traditional career choices, navigate challenges within their chosen fields, and develop awareness of post-secondary pathways needed to achieve their goals.

Two School Nurses provide comprehensive health services to students and coordinate support services for pregnant and parenting teens in collaboration with outside providers affiliated with local hospitals. The School Nurses also support students with chronic medical conditions by coordinating care with parents, physicians, and

other medical providers to ensure students' health needs are met during the school day. They work closely with School Adjustment Counselors to coordinate support when mental health needs arise and collaborate with Deans to facilitate emergency medical evaluations when necessary.

The Intervention and Prevention Coordinator (IPC) at Northeast works collaboratively with Administration, the Counseling Department, and teaching staff to identify high-risk areas of student need and coordinate comprehensive intervention and prevention services. During the school year, the IPC focuses on areas including employability skills aligned with CASEL competencies, substance abuse prevention, bullying prevention, conflict resolution, restorative practices, and fostering a positive school culture. The IPC also supports the implementation of the Massachusetts Department of Elementary and Secondary Education (DESE) Multi-Tiered System of Supports (MTSS) by strengthening Tier 1 schoolwide practices that promote positive behavior, social-emotional learning, and employability skills for all students, working collaboratively with students and staff to reinforce skills essential for success in school, the workplace, and the community.

In addition to the support provided by the counseling staff, the Special Education Department offers a TEAM meeting process that promotes monitoring of student progress and educational support. Each Special Education student is assigned a Liaison who is a teacher in the Special Education Department who oversees progress in relation to the Individual Education Program, communicating with parents, teachers, and counselors to help all students achieve success.

The Northeast Mentoring Program is a freshman transition initiative that pairs junior and senior mentors with small groups of freshmen to provide support and promote a positive school climate. Mentors lead Freshman Orientation and meet regularly with their groups throughout the year to deliver lessons and guidance. Mentors receive leadership training from the Student Services staff, creating a core group of approximately 90 peer leaders from the 11th and 12th grades.

The After School Help Program offers academic assistance to students struggling in one or more subjects, with support provided by academic and vocational teachers. This free program runs Tuesday through Thursday, and on Mondays when teachers are available, in the library from 2:45–3:25 p.m., with water, snacks, and transportation home provided. These opportunities allow students to receive additional support in a structured and welcoming environment.

Schoolwide workshops and presentations are offered throughout the year to various student groups. All freshmen participate in workshops addressing topics such as depression awareness and gender equity, while larger assemblies focus on goal setting, substance abuse prevention, responsible decision-making, teen dating issues, tolerance, character development, and other important social-emotional learning topics. These programs collectively support the social, emotional, and academic development of all students while fostering a positive and inclusive school community.

At Northeast, the student services emphasis is on clear and consistent communication with both students and parents. Mid-term progress reports are sent each trimester, and report cards are distributed three times per year. Email communication is encouraged, and progress update meetings are held as needed. Parents and guardians are invited to be actively involved in all class scheduling activities. Post-graduate planning is supported through career assessment and planning activities, including one-on-one FAFSA support from financial aid specialists, and students participate in the annual National Hispanic College Fair sponsored by College Fair USA. Career Plans are

sent home annually for parent review, and language development for Limited-English proficient students is communicated through assessment data and parent meetings. The department strives to serve all students equitably while providing additional support to those facing unique life challenges.

In 2022, Northeast welcomed our beloved social-emotional support dog, Nor'e, to the school community. Over the past several years, Nor'e has played a vital role in promoting social and emotional well-being and helping to create a supportive and welcoming environment for students. Nor'e's growth has been remarkable; from a small puppy who fit snugly in our arms, she has grown into a compassionate and curious companion. Nor'e completed her training through Auntie Dog of Tewksbury and successfully passed multiple obedience evaluations to become fully licensed through Therapy Dog International. Training remains an ongoing process, as continued practice of obedience and socialization skills is essential to maintaining her effectiveness in the school setting. One of Nor'e's primary roles is to provide comfort and companionship to students experiencing stress, anxiety, or other emotional challenges. Students frequently report that her presence helps reduce feelings of loneliness and isolation while fostering a sense of connection and belonging within the school community. Nor'e also serves as a calming influence during difficult situations, helping students feel more at ease expressing emotions and seeking support when needed. Through daily interactions, students demonstrate increased empathy, compassion, and responsibility, while Nor'e's presence often facilitates positive communication between students and staff, creating opportunities for meaningful connections that contribute to a positive school culture and climate. Nor'e regularly participates in Northeast events, including Open House, Parent-Teacher Conferences, Ninth Grade Orientation, and community events such as Women in Construction, where she is warmly received by families and visitors alike. She has also become a familiar presence in physical education classes, where students enjoy her participation. Overall, Nor'e's role at Northeast extends far beyond companionship, providing therapeutic benefits that support the social, emotional, and developmental well-being of students across the school community.

GRANTS RECEIVED IN FY 2025:

Entitlement and Allocation Grants

1. Title II, Part A: Improving Educator Quality, Fund Code: 140

The purpose of this federal grant is to increase student achievement through comprehensive district initiatives that focus on the preparation training, recruitment, and retention of highly qualified educators. These initiatives were utilized to support professional development in supervision.

2. IDEA Federal Special Education Entitlement, Fund Code: 240

The purpose of this federal entitlement grant program is to supplement local and state funds in providing services to students with disabilities. This funding source provides professional development for teachers of students with disabilities in addition to providing extended school day and extended school year (summer) learning opportunities for this targeted population.

3. Title I, Part A: Fund Code: 305

Title I, the Elementary and Secondary Education Act, provides the school district with funding to increase student achievement. The district utilizes these funds to support, extended school day and extended school year (summer) learning opportunities for all students. The incoming grade 9 summer orientation program is one of the primary programs funded by Title I. Professional development, targeting increasing student achievement, is also funded through Title I.

4. Title IV: Fund Code 309

Funding to improve student academic achievement by providing all students with access to a well-rounded education, improving school conditions for learning and improving the use of technology in order to improve academic achievement and digital literacy of all students.

5. Perkins Act Allocation Grant Program - Secondary, Fund Code: 400

The Carl D. Perkins Occupational Education Act provides funding to assist school districts in improving secondary career and technical programs. The district utilizes this funding source primarily to secure supplies, technology and equipment to guarantee that state-of-the-art equipment is being replicated in each career pathway.

6. Perkins Program Improvement & Equipment Grant: Fund Code 422

The purpose of this targeted competitive grant is to provide program improvement resources to districts eligible for Federal Perkins Funds in FY24. Expenditures including equipment, must align with Perkins allowable cost requirements and drive program improvement. These funds will support the purchase of supplies and equipment for the new student Mid-Year Competency Assessments.

7. IEP Improvement Grant:

The funds from this targeted grant will support training, materials, and Professional Development required to implement the use of the new SPED IEP forms and intake meeting requirements.

8. Skills Capital Technical & Equipment Grant: FC 30TC

The purpose of this competitive grant is to provide program improvement resources to districts eligible for Federal Perkins Funds in FY24. Expenditures including equipment, must align with Perkins allowable cost requirements and drive program improvement. These funds will support the purchase of “State-of-the Art” HVAC Trainers.

9. Municipal Local Cybersecurity Grant:

The purpose of this targeted grant is to update the schools internet safety systems, to state-of-the-art protective firewalls, protecting the schools internet from cyber-attacks.

10. Computer Science Professional Development & Devices Grant: FC 0142

The purpose of this targeted grant is to improve and update our computer science classes with current technology.

11. Skills Capital Technical & Equipment Grant: FC 31TC

The purpose of this competitive grant is to update outdated CTE equipment with state-of-the-art technology used in today’s field, allowing students to be trained with the most current equipment and technology available.

12. Round 2 “After Dark” Planning Grant: FC 0412

The purpose of this grant is to secure funding for the planning and feasibility study of initiating an “After Dark” program at Northeast. This program will allow District students not attending, or are on the current waitlist an opportunity to attend Northeast ½ days, while receiving their academic studies at their feeder

school, allowing them to attain a CTE certificate in their chosen CTE area.

13. Early College Grant: FC 461A

The purpose of this grant is to support our Early College Program, allowing students to earn college credits while attending high school.

14. Cummings Properties Grant

The purpose of this grant is to fund an 8 week Saturday program designed to give students, who do not attend Northeast, or are on our waitlist, hands-on exposure to a variety of CTE areas.

COMMUNITY EDUCATION PROGRAM

The Community Education Program is a broad base collaborative community initiative assisting learners of all kinds complete their education and achieve economic self-sufficiency through empowerment skills, health care, support services and meaningful employment.

Our vision is to deliver educational experience in a positive environment that will enable Northeast to reach new heights together with our lifelong learning community. The focus of the Community Education Program is to offer programs that meet the demands of our learning populations. In doing this, we give people the opportunity to improve employment skills, fulfill lifelong goals, or enrich their lives with social activities. With the most qualified instructors, and state of the art labs Northeast strives to maintain the highest standards of education. Emphasis is on our new technology, upgrades such as brochure modification, new state of the art web site construction, and the introduction of new programs in the medical field, new culinary classes, continuing education in all construction related courses, computer and CAD classes, photography and many other enrichment courses.

2025 GRADUATES

The 2024-25 school year represents the Fifty-fifth class to matriculate at Northeast Metropolitan Regional Vocational School. Northeast graduated 292 students. Breakdown of graduates' status after graduation is as follows:

Attending 4-year college	132	Employed	72
Attending 2-year college	30	Entering Military Service	1
Apprentice school	7	Other	50

SPECIAL NEEDS ENROLLMENT

Special Needs enrollment for the 2024-25 school year continued to represent approximately one-quarter share of the total school enrollment with students. The 281 Special Needs students represent 20.7% of the school population. Additionally, 103 students were eligible for services under section 504 of the Rehabilitation Act.

DISTRICT SCHOOL COMMITTEE ELECTION OF OFFICERS

At the Annual Organizational Meeting of the District School Committee on January 9, 2025 the following members were elected as Officers of the Northeast District School Committee:

Chairman	Deborah P. Davis of Woburn
Vice Chairman	Judith M. Dymont of North Reading
Secretary	Peter A. Rossetti Jr. of Saugus
Treasurer	Ward Hamilton of Melrose
Assoc. Treasurer	Robert McCarthy of Reading

CONCLUSION

As Northeast celebrates its Fifty-fifth year of career/technical excellence with its twelve member communities, the district continues to offer students the finest career technical education with which to build a successful career.

The District supports curriculum in both academic and career technical classrooms with the latest equipment and technology. Evidence of our commitment is reflected in the State's grade 9 – 12 Dropout rate reports which indicates Northeast significantly lower at 0.3% versus the State rate of 2.0%. Recent graduate follow up data indicates that 97.3% of students from the Class of 2025 were positively placed in relevant post-secondary areas (*Source: MA DESE CVTE Perkins V-Post secondary placement*).

In fact, Northeast currently employs 37 alumni at the school, including the Superintendent-Director. Alumni's stories of success and their readiness and willingness to help their alma mater by recruiting graduates for cooperative education experiences or employment is proof of their dedication to Northeast. Testimonials as to the success of our graduates continue to be received which makes us proud to have contributed in some small way to their accomplishments

The Career Center facilitates student access to technology to further learn business aspects of their industries, develop career plans, resumes, and comprehensive portfolios, and prepare college and other post- secondary documents with the assistance of our faculty including Career and Adjustment Counselors.

Northeast continues to provide students the finest career technical education with which to build a positive and productive post-secondary experience, be it college or career, offering experiences with the latest equipment and technology in both the career technical and academic programs.

Once again, I am proud to have represented Malden as a member of the Northeast Metropolitan Regional Vocational District School Committee. I will continue to serve as the guardian of funds allocated from the community to this educational institution, assist in, and provide counsel to the school in maintaining the highest standards of educational excellence possible.

Respectfully submitted,

James Holland, Committee Member
Northeast School Committee
Malden Representative

CITY/TOWN DISTRICT	S.Y. 12-13	S.Y. 13-14	S.Y. 14-15	S.Y. 15-16	S.Y. 16-17	S.Y. 17-18	S.Y. 18-19	S.Y. 19-20	S.Y. 20-21	S.Y. 21-22	S.Y. 22-23	S.Y. 23-24	S.Y. 24-25
Chelsea	199	204	199	208	218	239	272	247	237	234	232	251	256
Malden	198	194	189	170	165	150	137	135	150	157	159	180	201
Melrose	61	67	74	62	60	42	41	47	44	64	66	71	80
North Reading	35	32	27	34	37	33	31	33	31	40	40	41	43
Reading	16	19	17	17	16	20	20	25	33	29	31	36	51
Revere	225	223	224	216	234	250	255	254	244	250	256	274	280
Saugus	204	200	190	199	187	215	192	182	171	143	144	127	121
Stoneham	59	69	73	71	62	59	62	76	79	72	70	71	70
Wakefield	79	70	68	64	63	68	75	81	100	98	101	101	99
Winchester	15	14	11	9	13	8	7	6	10	11	13	6	11
Winthrop	60	65	62	68	60	47	44	47	57	56	61	62	59
Woburn	65	83	98	115	114	105	105	112	112	120	121	122	133
TOTALS:	1216	1240	1232	1235	1229	1236	1241	1245	1269	1274	1294	1342	1404
NON DISTRICT	35	28	29	32	30	10	8	11	7	1	1	1	1
GRAND TOTAL:	1251	1268	1261	1267	1259	1246	1249	1256	1276	1275	1293	1343	1405
SPECIAL NEEDS ENROLLMENT	331	326	313	317	314	278	286	326	323	303	318	288	281
% SPECIAL NEEDS ENROLLMENT	26%	26%	26%	27%	23%	23%	21%	25%	25%	25%	27%	22%	20.7%