

Report of the Abington School Department

Dear Abington Community Members:

It is with great appreciation to our residents that I present this report to you as your Superintendent of Schools. The Abington School Committee includes: Christopher Coyle, Chair; Danielle Grafton, Vice-Chair; Secretary, Heidi Hernandez, Julie Groom and Wendy Happel Members. Elizabeth Lindo serves as the Student Representative.

The Committee accepted with regret the retirement notices of the following faculty and staff this year:

Margaret Cipriano – Physical Therapist
Nancy Clancy – Preschool Teacher
Bernard Darcy – Food Service Director
Sandra DeSieno – Science Teacher
Patricia Dion – Math Teacher
Tatyana Faynberg – School Psychologist
Karen Kitterick – Math Teacher
Thomas Kitterick – Science Teacher
Deborah MacLean – Paraprofessional
Nancy McSharry – Reading Specialist
MaryAnn Ofstein – Administrative Assistant
Jane Righter – Math Teacher

These individuals have dedicated their professional lives to the children of Abington. I wish them many happy and healthy retirement years.

The isolation and disconnection caused by the previous two years of the COVID Pandemic has created a range of gaps with students in learning and social and emotional health, growth and development. These gaps are dependent on the varied individual experiences of students during the Pandemic. The Schools have been assessing these individual student needs to strategically target assistance in the most productive way possible. Interventions, supports and responses have been and will continue to be rapidly employed to close the student learning and social and emotional health, growth and development gaps.

Although there are clear learning gaps as a result of the Pandemic compared to previous years in Abington, Massachusetts and Nation, the majority of Abington students did achieve higher on average compared to students across Massachusetts as reported by the Massachusetts Comprehensive Assessment System (MCAS). Of concern, there were above the average deficits in Middle School Math. Although all areas of achievement are a priority, a concerted effort is being undertaken to improve in Math. Curriculum alignment, resources for learning and teacher professional practices are all being reviewed.

Federal ESSER (Elementary and Secondary School Emergency Relief Fund) monies have been and are being used to help compensate for loss during the Pandemic. The program provides emergency financial assistance to public school districts across the country. During 2022, the Abington School Department used ESSER grant funds in a variety of ways to address learning loss and support our student population. Certified and support staff were engaged to provide both after school and summer programs targeting academics, music, and athletics. Literacy, Math, and Special Education teachers and support staff were engaged to provide targeted intervention to students at Abington Middle

School. Teachers at both elementary schools received training focused on using assessment data to inform small group instruction. Teachers in grades 5-12 received training geared towards increasing student math problem-solving skills. Software programs were implemented to provide differentiated support for students in math and literacy. Phonics and phonemic awareness programs were secured to boost early literacy skills at the elementary level. Student mental and physical health needs at all schools were addressed by social work interns, school adjustment counselors, and nurses.

As we look to accomplish our mission in this post pandemic time period, ***“to provide all students relevant, challenging educational experiences to prepare them to be engaged, responsible citizens and members of the global community,”*** we are fortunate that we have a gifted and dedicated professional team coupled with resilient students, families and community.

Student Achievement and Activities

Our program and our teachers are well preparing students for the future regardless of the circumstances. The proof of this is in the success of our students upon graduation. In fact, the Class of 2022 found approximately 85% of the graduates furthering their education with 65% going on to four-year colleges and 20% to two-year colleges or technical schools. Nine percent (9%) of the graduates planned to go directly to work and two percent (2%) will enter the military.

Additionally, many students received prestigious academic awards and scholarships from national, regional, state and local organizations. Eight students at Abington High School earned the designation of AP Scholar by the College Board in recognition of their exceptional achievement on the college-level Advanced Placement Program Exams.

National Honor Society – Thirty-three Abington High School students were inducted into the Abington Chapter of the National Honor Society.

Abington Middle School – Andrew Van Luling was the Project 351 Ambassador.

School councils continued to focus on promoting learning environments which are academically challenging, supportive, attractive and safe for both students and staff in their school improvement plans.

In closing, thank you to the administrative team, the PK-12 faculty and all support personnel for their assistance and dedicated service to children. I wish to express my sincerest appreciation to the members of the Abington School Committee for their hard work.

Respectfully Submitted,



Peter Schafer
Superintendent of Schools