



Office of the Superintendent  
The Salem Public Schools  
City of Salem

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## Superintendents Budget Narrative & Mission Statement Fiscal Year 2014

The mission of the Salem Public Schools is to provide each student who enrolls with a sound education, which will prepare that student well for:

*Personal growth, continuing formal and informal learning, productive work, and active, well-informed participation in self-government upon graduation.*

As understood by the Salem Public Schools, a sound education consists of a mastery of

*Traditional basic skills, a higher level learning of the ways to lead a healthy, active life, and of the required curriculum.*

It also includes:

*Acquiring the fundamental traits of respect for others, self-control, and having opportunities throughout the educational process for self-expression by acquiring skill in the creative arts, athletics and other aspects of a well-rounded life.*

The narrative version of the FY 14 school department budget is being brought forward within the context of the changes and challenges that our schools and community are facing during a year of “Response and Implementation”.

In addition to the “work of the day”, these changes and challenges include:

- The changes in the leadership of the school system with the appointment of Assistant Superintendent Kate Carbone and Director of Human Resources, Martine Albama.
- The changes in leadership at the Bowditch School with the appointment of Interim Principal Victoria Shams and the return of Interim Principal Diane O'Donnell to the Horace Mann School.
- The district's commitment to participation in the MA DESE's Accelerated Improvement Planning process and Bentley Turn-Around Plan
- The district-wide implementation of the new DESE teacher/administrator evaluation system and the WIDA system for the support of English Language Learners.
- The “renovation” of the school district's website.
- A “freeze” placed on all FY 13 expenditures to offset a portion of increases in contractual agreements.

The FY 14 budget proposal has been developed against this backdrop of these ongoing changes and challenges. As proposed, the FY 14 school budget request totals \$54,696,000. This figure represents a \$3,177,000 increase in general appropriations funding equal to an over-all increase of 6.2%, 81% of which is dedicated to meeting our contractual obligations.

Our budget priorities include:

- Funding the equivalent of three year teacher/staff contracts (2012-15)
- A focus on a “level services” budget sustaining the present educational initiatives underway. That is, maintaining personnel/programs at current FY 13 levels.
- The completion of a 3-year lease agreement (with an associated increases in costs), for the Salem Community Charter School.
- Addressing small increases in special education tuitions and increased electrical use with the Saltonstall School coming back on-line.

- Utilizing approximately \$5 million dollars in state and federal grant funds through School Redesign and Race to the Top grants to provide training and support services.

In the year ahead you can also expect us to continue to maintain high expectations for our diverse student population, a culture of “not settling for less” and ongoing communication with you, the members of the Community of Salem. We need your continued involvement in this important work.

The following pages contain further detail regarding the operation of school services. Further budgetary information may also be found on the schools website: <http://www.salemk12.org>. Thank you for your interest and consideration.

The full school budget can be found at: [http://salem.learningnetworks.com/Pages/SPS\\_DistAdmin/finance/1314budget](http://salem.learningnetworks.com/Pages/SPS_DistAdmin/finance/1314budget)

Stephen Russell, Ed. D.  
Superintendent of Schools

## Salem Public Schools – Facilities & Enrollment

The City's public school facilities are made up of 5 K-5 elementary schools, two K-8 schools, one gr 6-8 middle school and one comprehensive senior high school that include an automotive technology center. The school district also supports the Early Childhood Education Center, the Salem Community Charter high school and the Salem Prep alternative high school. During the past several years our public school enrollments have shown little growth in enrollment and are expected to remain constant or to continue at present levels over the next five years.

The City is receiving Massachusetts School Building Authority reimbursement equal to 78 percent of eligible project costs for the Saltonstall Elementary and Collins Middle School Green Repair renovation projects. These projects total \$50.5 million and are addressing building envelope (windows, roofing) and heating and cooling issues. The Saltonstall project is expected to be completed in July, 2013 in time for the 2013-14 school year. The Collins Middle School project will be completed during the spring of 2014.

### Public School Enrollments

The following table presents actual enrollments in the City's public and Salem Community Charter School's and projected enrollment for FY 2014.

**City of Salem, Massachusetts School Enrollments as of October 1**

	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Est FY 2014
Pre K & K	439	542	520	511	525	479	477	502
Elementary 1-5	1,662	1,667	1817	1,749	1,953	1,933	1,960	1872
Middle 6-8	935	904	916	1,044	982	915	927	1005
High School 9-12	1,365	1,347	1,255	1,275	1,233	1,232	1,250	1169
Sped-Out of District	138	126	104	100	0	75	76	76
Charter School						50	50	50
<b>Total</b>	<b>4,539</b>	<b>4,586</b>	<b>4,612</b>	<b>4,679</b>	<b>4,693</b>	<b>4,684</b>	<b>4,740</b>	<b>4674</b>

In addition, the City of Salem is a member of the North Shore Regional Vocational-Technical School District that serves 280 Salem students and 16 North Shore communities. Salem is also a member of the Northeast Educational Collaborative that serves 40 of our students who have special educational/learning needs.

## FY 2014 School District and Salem Community Charter School Summary

Cost Center	Budget Description	Budget		FY 13 Budget	FY 13 Budget	FY 14 Budget	Change	% Change	FY 14 Budget	\$	\$
		Section	Function	FTE	Budget	FTE Request	FTE	FTE	\$ Request	Change	% Change
BF&O	Business and Finance	3	1410	8.8	1,348,973	9.0	0.2	2.3%	1,443,698	94,725	7.0%
BF&O	Human Resources	4	1420	2.0	454,000	2.0	-	0.0%	463,876	9,876	2.2%
BF&O	Operations and Maintenance	19	4210	29.5	3,810,544	29.7	0.2	0.7%	3,882,363	71,819	1.9%
BF&O	Resource Officer/Crossing Guards	20	1230	35.0	161,650	35.0	-	0.0%	163,027	1,377	0.9%
BF&O	General Insurance	21	5200	-	280,000	-	-	#DIV/0!	280,000	-	0.0%
Business, Finance & Operations				75.3	6,055,167	75.7	0.4	0.5%	6,232,964	177,797	2.9%
Regular Day	School Leadership-Principals	7	2210	19.8	1,790,805	21.0	1.2	6.0%	1,907,334	116,529	6.5%
Regular Day	Elementary Education	8	2305	189.3	10,431,239	184.0	(5.3)	-2.8%	10,298,562	(132,677)	-1.3%
Regular Day	Middle School Education	9	2305	51.5	2,921,159	50.5	(1.0)	-1.9%	2,996,787	75,628	2.6%
Regular Day	High School Education	10	2305	99.0	6,005,993	98.5	(0.5)	-0.5%	6,232,052	226,059	3.8%
Regular Day	Athletics	18	3510	2.0	471,248	2.0	-	0.0%	474,161	2,913	0.6%
Regular Day				361.6	21,620,444	356.0	(5.6)	-1.6%	21,908,896	288,452	1.3%
SC& Dist	School Committee	1	1110	1.0	38,235	1.0	-	0.0%	38,602	367	1.0%
SC& Dist	Superintendent/Asst. Supt.	2	1210	4.0	421,711	4.0	-	0.0%	1,184,796	763,085	180.9%
SC& Dist	Technology/Information Management	5	1450	10.0	906,871	10.0	-	0.0%	933,299	26,428	2.9%
SC& Dist	District Wide Programs	6	2220	7.4	471,150	5.4	(2.0)	-27.0%	493,815	22,665	4.8%
SC& Dist	Library Services	13	2340	11.0	247,587	11.0	-		268,821	21,234	8.6%
SC& Dist	Professional Development	14	2353	-	115,444	-	-		119,289	3,845	3.3%
SC& Dist	Textbooks	15	2410	-	99,162	-	-	#DIV/0!	102,123	2,961	3.0%
SC& Dist	PIC	24	1210	5.0	148,822	3.0	(2.0)	-40.0%	70,090	(78,732)	-52.9%
School Committee & District Leadership				38.4	2,448,982	34.4	(4.0)	-10.4%	3,210,835	761,853	31.1%
Salem Comm Charter Schl	SCCS	22	2305	13.6	1,011,111	13.6	-	0.0%	1,060,257	49,146	4.9%
Student Support SVCS	Special Education	11	2305	281.7	15,344,554	274.7	(7.0)	-2.5%	15,740,844	396,290	2.6%
Student Support SVCS	Early Childhood	12	2305	1.0	39,317	1.0	-	0.0%	40,484	1,167	3.0%
Student Support SVCS	Guidance Services	16	2710	23.5	1,588,660	22.7	(0.8)	-3.3%	1,619,420	30,760	1.9%
Student Support SVCS	Health Services	17	3200	13.7	843,606	13.4	(0.3)	-2.0%	891,983	48,377	5.7%
Student Support SVCS	ESL/ELL	23	2305	32.0	1,876,291	35.8	3.8	11.9%	2,182,212	305,921	16.3%
Student Support SVCS	Tutors/Translators	25	2305	8.0	167,390	8.0	-	0.0%	172,495	5,105	3.0%
Student Support SVCS	Salem Prep	11A	2305	11.0	523,629	11.0	-	0.0%	553,290	29,661	5.7%
Student Support SVCS				370.9	20,383,447	366.6	(4.2)	-1.1%	21,200,728	817,281	4.0%
Total				859.8	51,519,151	846.3	(13.4)	-1.6%	53,613,680	2,094,529	4.1%

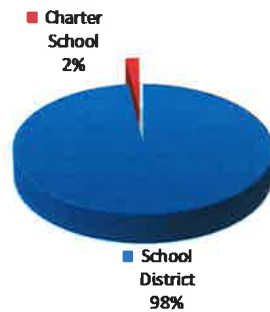
### School Budget Summary By Function

	Type	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	Variance	% +/-
1000 Admin	Personnel	832,549.00	896,401.00	1,431,000.00	2,027,628.00	2,522,457.00	494,829.00	24.4%
	Exp	172,716.00	168,716.00	737,303.00	1,273,303.00	1,639,553.00	366,250.00	28.8%
	<b>Total</b>	<b>1,005,265.00</b>	<b>1,065,117.00</b>	<b>2,168,303.00</b>	<b>3,300,931.00</b>	<b>4,162,010.00</b>	<b>861,079.00</b>	<b>26.1%</b>
2000 Instructional Services	Personnel	29,807,670.00	31,400,947.00	34,543,681.00	36,782,644.00	38,011,821.00	1,229,177.00	3.3%
	Exp	1,792,400.00	1,847,869.00	3,713,936.00	2,618,143.00	2,650,418.00	32,275.00	1.2%
	<b>Total</b>	<b>31,600,070.00</b>	<b>33,248,816.00</b>	<b>38,257,617.00</b>	<b>39,400,787.00</b>	<b>40,662,239.00</b>	<b>1,261,452.00</b>	<b>3.2%</b>
3000 Other Student Services	Personnel	1,448,369.00	1,557,551.00	1,109,266.00	1,178,010.00	1,239,300.00	61,290.00	5.2%
	Exp	2,294,228.00	2,327,090.00	136,844.00	136,844.00	126,844.00	(10,000.00)	-7.3%
	<b>Total</b>	<b>3,742,597.00</b>	<b>3,884,641.00</b>	<b>1,246,110.00</b>	<b>1,314,854.00</b>	<b>1,366,144.00</b>	<b>51,290.00</b>	<b>3.9%</b>
4000 Operations & Maint	Personnel	1,653,828.00	1,667,906.00	1,461,610.00	1,449,569.00	1,484,468.00	34,899.00	2.4%
	Exp	3,058,600.00	2,769,698.00	2,510,975.00	2,360,975.00	2,397,895.00	36,920.00	1.6%
	<b>Total</b>	<b>4,712,428.00</b>	<b>4,437,604.00</b>	<b>3,972,585.00</b>	<b>3,810,544.00</b>	<b>3,882,363.00</b>	<b>71,819.00</b>	<b>1.9%</b>
5000 Fixed Charges	Personnel	134,640.00	134,000.00	194,000.00	160,650.00	162,027.00	1,377.00	0.9%
	Exp	281,000.00	281,000.00	281,000.00	281,000.00	281,000.00	-	0.0%
	<b>Total</b>	<b>415,640.00</b>	<b>415,000.00</b>	<b>475,000.00</b>	<b>441,650.00</b>	<b>443,027.00</b>	<b>1,377.00</b>	<b>0.3%</b>
9000 Programs other Districts	Personnel							
	Exp	4,400,000.00	3,948,822.00	3,500,385.00	3,250,385.00	3,097,897.00	(152,488.00)	-4.7%
	<b>Total</b>	<b>4,400,000.00</b>	<b>3,948,822.00</b>	<b>3,500,385.00</b>	<b>3,250,385.00</b>	<b>3,097,897.00</b>	<b>(152,488.00)</b>	<b>-4.7%</b>
Total	Personnel	33,877,056.00	35,656,805.00	38,739,557.00	41,598,501.00	43,420,073.00	1,821,572.00	4.4%
	Exp	11,998,944.00	11,343,195.00	10,880,443.00	9,920,650.00	10,193,607.00	272,957.00	2.8%
	<b>Grand Total</b>	<b>45,876,000.00</b>	<b>47,000,000.00</b>	<b>49,620,000.00</b>	<b>51,519,151.00</b>	<b>53,613,680.00</b>	<b>2,094,529.00</b>	<b>4.1%</b>

**ADOPTED BUDGET - General Fund Appropriations  
Salem School District & Salem Community Charter School  
(SCCS)**

**FY 2013**

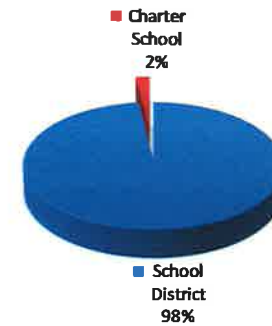
School District	50,508,040.00
Charter School	1,011,111.00
<b>TOTAL</b>	<b>\$ 51,519,151.00</b>



**ADOPTED BUDGET - General Fund Appropriations  
Salem School District & Salem Community Charter School  
(SCCS)**

**FY 2014**

School District	52,553,423
Charter School	1,060,257
<b>TOTAL</b>	<b>\$ 53,613,680.00</b>



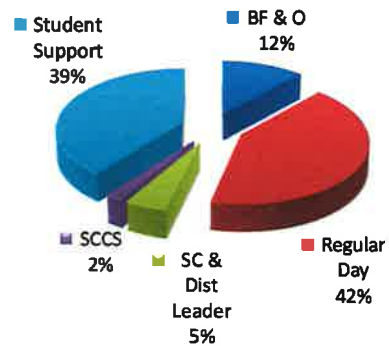


### ADOPTED BUDGET GENERAL FUND- SCHOOLS

**FY 2013**

#### GENERAL FUND

BF & O	6,055,167
Regular Day	21,620,444
SC & Dist Leader	2,448,982
SCCS	1,011,111
Student Support	20,383,447
<b>TOTAL</b>	<b>\$ 51,519,151.00</b>

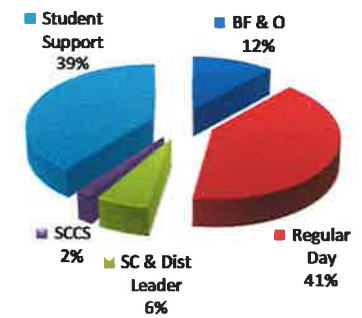


### ADOPTED BUDGET GENERAL FUND- SCHOOLS

**FY 2014**

#### GENERAL FUND

BF & O	6,232,964
Regular Day	21,908,896
SC & Dist Leader	3,210,835
SCCS	1,060,257
Student Support	21,200,728
<b>TOTAL</b>	<b>\$ 53,613,680.00</b>

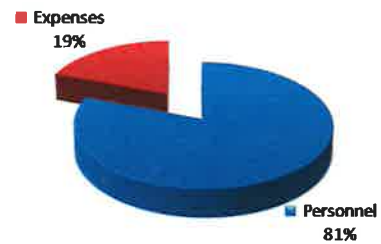


**ADOPTED BUDGET  
GENERAL FUND - SCHOOLS**

**FY 2013**

GENERAL FUND

Personnel	40,789,732
Expenses	9,718,308
<b>TOTAL</b>	<b>\$ 50,508,040.00</b>

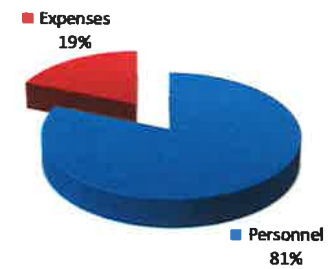


**ADOPTED BUDGET  
GENERAL FUND- SCHOOLS**

**FY 2014**

GENERAL FUND

Personnel	42,732,158
Expenses	9,821,265
<b>TOTAL</b>	<b>\$ 52,553,423.00</b>



# School Finance: Chapter 70 Program

## FY14 Preliminary Chapter 70 Aid and Net School Spending Requirements

January 23, 2013

Pursuant to section 6 of chapter 70 of the General Laws, the Commissioner of Elementary and Secondary Education is issuing the preliminary estimates of Chapter 70 school aid and net school spending requirements for FY14. These estimates are based on House 1, Governor Patrick's proposed state budget for the coming fiscal year. The proposal increases aid from \$4.171 billion to \$4.397 billion, an increase of \$226 million or 5.4 percent. Every operating district receives at least \$25 in additional aid per student, and 179 operating districts receive increases so that they can keep pace with increases in their foundation budgets.

Here are some of the key points about the proposal:

- The aggregate wealth model used in the formula since FY07 continues to be in effect and for the first time is fully implemented. For municipalities with required contributions above their targets, the equity component of the formula is fully phased in by reducing the requirement is reduced by 100% of the gap.
- 179 operating districts receive foundation aid to ensure that they do not fall below their foundation budgets.
- Foundation budgets are raised by an inflation factor of 1.55 percent.
- The foundation rate for out of district special education is increased by \$10,000, from \$25,848 to \$35,848.
- Enrollment grew by .6 percent although forty seven percent of districts saw increases of as much as eleven percent. About half of this increase is due to the removal of the enrollment cap on pre-kindergarten regular education students.
- Lanesborough and Cheshire join Northern Berkshire as new vocational district members. Ayer joins Nashoba Valley. Dighton and Rehoboth re-join Bristol Plymouth.
- These are preliminary estimates subject to change as the House and Senate deliberate on the budget. Our purpose in providing these estimates at this time is to assist cities and towns in their own budget preparations for FY14. We advise you to construct your local budgets with sufficient flexibility to accommodate the changes that typically occur in the state budget process. The Commissioner will issue the final, official school spending requirements as soon as the Governor and Legislature approve either the FY14 state budget or an earlier local aid resolution. Those final numbers will then match the FY14 cherry sheets to be issued by the Department of Revenue.

The Department of Elementary and Secondary Education has prepared the following materials to assist local officials in understanding the state aid calculations and local contribution requirements in this year's Chapter 70 program:

- Summary chart, showing foundation enrollment, foundation budget, Chapter 70 aid, and required local contributions for each school district
- Summary chart for regional school districts, showing foundation enrollment and required local contribution for each member of the district.
- Powerpoint presentation, describing the major components of the formula.
- White paper, describing the major components of the formula in greater detail.
- Complete formula spreadsheet, showing the detailed calculations for each municipality and district.

This above information can be found at the following website: [http://finance1.doe.mass.edu/chapter70/chapter\\_14p.html](http://finance1.doe.mass.edu/chapter70/chapter_14p.html)

Questions about the Chapter 70 program should be directed to:

Melissa King [mking@doe.mass.edu](mailto:mking@doe.mass.edu) 781-338-6532

Roger Hatch [rhatch@doe.mass.edu](mailto:rhatch@doe.mass.edu) 781-338-6527

# Massachusetts Department of Elementary and Secondary Education

## FY14 Chapter 70 Preliminary Summary

**258 SALEM**

### Aid Calculation FY14

#### Prior Year Aid

1 Chapter 70 FY13 **20,759,584**

#### Foundation Aid

2 Foundation budget FY14 51,596,477

3 Required district contribution FY14 30,182,849

4 Foundation aid (2 -3) 21,413,628

5 Increase over FY13 (4 - 1) **654,044**

6 Minimum \$25 per pupil increase **0**

#### Non-Operating District Reduction to Foundation

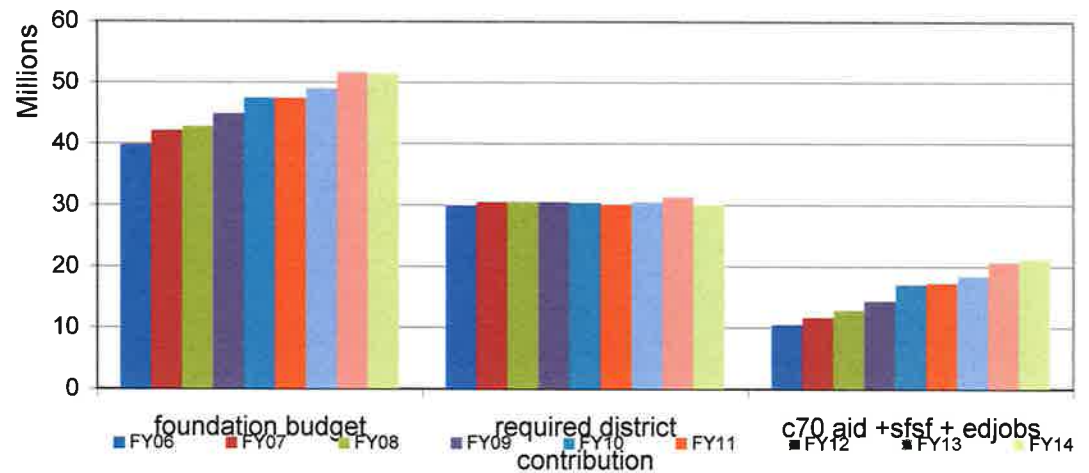
7 Reduction to foundation **0**

#### FY14 Chapter 70 Aid

8 sum of line 1, 5 and 6 minus 7 **21,413,628**

### Comparison to FY13

	FY13	FY14	Change	Pct Chg
Enrollment	4,899	4,795	-104	-2.12%
Foundation budget	51,691,292	51,596,477	-94,815	-0.18%
Required district contribution	31,398,532	30,182,849	-1,215,683	-3.87%
Chapter 70 aid	<b>20,759,584</b>	<b>21,413,628</b>	654,044	3.15%
Required net school spending (NSS)	52,158,116	51,596,477	-561,639	-1.08%
Target aid share	42.87%	41.38%		
C70 % of foundation	40.16%	41.50%		
Required NSS % of foundation	100.90%	100.00%		



**Massachusetts Department of Elementary and Secondary Education**  
**Determination of City and Town Total Required Contribution FY14, Preliminary**

**258 SALEM**

**Effort Goal**

**FY14 Increments Toward Goal**

1) 2012 equalized valuation	4,256,808,900
2) Property percentage	0.3593%
3) Local effort from property wealth	15,293,674
4) 2010 income	1,045,638,000
5) Income percentage	1.5595%
6) Local effort from income	16,306,377
7) Combined effort yield (row 3+ row 6)	31,600,051
8) Foundation budget FY14	53,910,266
9) Maximum local contribution (82.5% * row 8)	44,475,969
10) Target local contribution (lesser of row 7 or row 9)	31,600,051
11) Target <b>local</b> share (row 10 as % of row 8)	58.62%
12) Target <b>aid</b> share (100% minus row 11)	41.38%

13) Required local contribution FY13	32,705,491
14) Municipal revenue growth factor (DOR)	3.20%
15) FY14 preliminary contribution (13 x 14)	33,752,067
16) Preliminary contribution pct of foundation (15/8)	62.61%

***If preliminary contribution is above the target share:***

17) Excess local effort (15 - 10)	2,152,016
18) 100% reduction toward target (17 x 100%)	2,152,016
19) FY14 required local contribution (15 - 18), capped at	31,600,051
20) Contribution as percentage of foundation (19 / 8)	<b>58.62</b>

***If preliminary contribution is below the target share:***

21) Shortfall from target local share (11 - 16)	
22) Added increment toward target (13 x 2% or 3%)*	
*2% if shortfall is between 2.5% and 7.5%; 3% if shortfall > 7.5%	
23) Shortfall from target after adding increment (10 - 15 -	
24) FY14 required local contribution (15 + 22 )	
25) Contribution as percentage of foundation (24 / 8)	

**Massachusetts Department of Elementary and Secondary Education  
FY14 Chapter 70**

**Apportionment of Local Contribution Across School Districts, Preliminary**

**258 SALEM**

	SALEM	NORTH SHORE	ESSEX AGRICULTURAL	COMBINED TOTAL ALL DISTRICTS
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**Prior Year Data (for comparison purposes)**

1 FY13 foundation enrollment	4,899	114	21	5,034
2 FY13 foundation budget	51,691,292	1,720,351	303,185	53,714,828
3 Each district's share of municipality's combined FY13 foundation	96.23%	3.20%	0.56%	100.00%
4 FY13 required contribution	31,398,532	1,044,983	261,976	32,705,491

**Apportionment of FY14 contribution among community's districts**

5 FY14 total unapportioned required contribution ("municipal contribution" sheet row 19 or 24)				31,600,051
6 FY14 foundation enrollment	4,795	135	16	4,946
7 FY14 foundation budget	51,596,477	2,079,308	234,481	53,910,266
8 Each district's share of municipality's total FY14 foundation	95.71%	3.86%	0.43%	100.00%
9 FY14 required contribution apportioned using row 8 percentages	30,243,800	1,218,808	137,443	31,600,051
10 Essex Agricultural adjustment	-60,951	-2,456	63,407	0
<b>11 Required district contribution FY14 (lines 9 + 10)</b>	<b>30,182,849</b>	<b>1,216,352</b>	<b>200,850</b>	<b>31,600,051</b>
12 Change FY13 to FY14 (11 - 4)	-1,215,683	171,369	-61,126	-1,105,440

# Massachusetts Department of Elementary and Secondary Education

## Office of School Finance

### FY14 Chapter 70 Foundation Budget

**258 SALEM**

	Base Foundation Components										--- Incremental Costs Above The Base ---				TOTAL*
	(1) Pre-School	(2) ----- Kindergarten ----- Half-Day	(3) Full-Day	(4) Elementary	(5) Jr High/ Middle	(6) High School	(7) ELL PK	(8) ELL K Half	(9) ELL KF - 12	(10) Vocational	(11) Special Ed In District	(12) Special Ed Out of Dist	(13) ---- Low Income ---- Elem	(14) Other	
Foundation Enrollment	59	0	321	1,600	986	1,148	0	0	577	133	180	46	1,627	978	4,795
1 Administration	10,513	0	114,388	570,160	351,361	409,090	0	0	205,614	47,395	442,699	156,903	0	0	2,308,123
2 Instructional Leadership	18,986	0	206,596	1,029,760	634,590	738,853	0	0	371,357	85,599	0	0	0	0	3,085,740
3 Classroom and Specialist Teachers	87,059	0	947,313	4,721,744	2,560,622	4,384,292	0	0	2,564,471	863,496	1,460,797	0	4,319,815	1,961,712	23,871,320
4 Other Teaching Services	22,328	0	242,965	1,211,040	537,222	520,733	0	0	349,212	60,329	1,363,925	2,397	0	0	4,310,150
5 Professional Development	3,443	0	37,483	186,864	124,828	140,917	0	0	91,212	26,992	70,468	0	95,082	57,154	834,444
6 Instructional Equipment & Tech	12,601	0	137,112	683,424	421,160	784,566	0	0	246,460	159,064	61,508	0	0	0	2,505,894
7 Guidance and Psychological	6,334	0	68,932	343,584	281,848	411,363	0	0	164,935	47,658	0	0	0	0	1,324,654
8 Pupil Services	2,519	0	27,426	205,040	206,380	554,105	0	0	73,943	64,195	0	0	0	0	1,133,608
9 Operations and Maintenance	24,175	0	263,056	1,311,184	876,002	988,922	0	0	640,130	214,423	494,518	0	667,168	401,039	5,880,615
10 Employee Benefits/Fixed Charges	21,791	0	237,107	1,181,920	692,517	774,647	0	0	536,177	145,755	560,227	0	438,493	263,581	4,852,214
11 Special Ed Tuition	0	0	0	0	0	0	0	0	0	0	0	1,489,714	0	0	1,489,714
<b>12 Total</b>	<b>209,749</b>	<b>0</b>	<b>2,282,377</b>	<b>11,444,720</b>	<b>6,686,529</b>	<b>9,707,488</b>	<b>0</b>	<b>0</b>	<b>5,243,511</b>	<b>1,714,905</b>	<b>4,454,141</b>	<b>1,649,014</b>	<b>5,520,557</b>	<b>2,683,485</b>	<b>51,596,477</b>
13 Wage Adjustment Factor	100.0%										<b>Foundation Budget Per Pupil</b>				<b>10,760</b>

\* Total foundation enrollment does not include columns 11 through 14, because those columns represent increments above the base. The pupils are already counted in columns 1 to 10.

Total foundation enrollment assigns pupils in pre-kindergarten and half-time kindergarten an enrollment count of .5.

Special education in-district headcount is an assumed percentage, representing 3.75 percent of K to 12 non-vocational enrollment and 4.75 percent of vocational enrollment.

Special education out-of-district headcount is also an assumed percentage, representing 1 percent of non-vocational K-12 enrollment.

Low income headcounts are the number of pupils in columns 1 through 10 who are eligible for free or reduced lunch.

Each component of the foundation budget represents the enrollment on line 1 multiplied by the appropriate state-wide foundation allotment.

The wage adjustment factor is applied to underlying rates in all functions except instructional equipment, benefits and special education tuition.

The foundation budget shown on this page may differ from the final number used in the formula, due to rounding error.



**Massachusetts Department of Elementary and Secondary Education**  
**FY13 Preliminary Chapter 70 Summary**

**258 SALEM****Aid Calculation FY13****Prior Year Aid**

1 Chapter 70 FY12 **18,522,267**

**Foundation Aid**

2 Foundation budget FY13 51,691,292

3 Required district contribution FY 31,398,532

4 Foundation aid (2 -3) 20,292,760

5 Increase over FY12 (4 - 1) **1,770,493**

**Non-Operating District Reduction to Foundation**

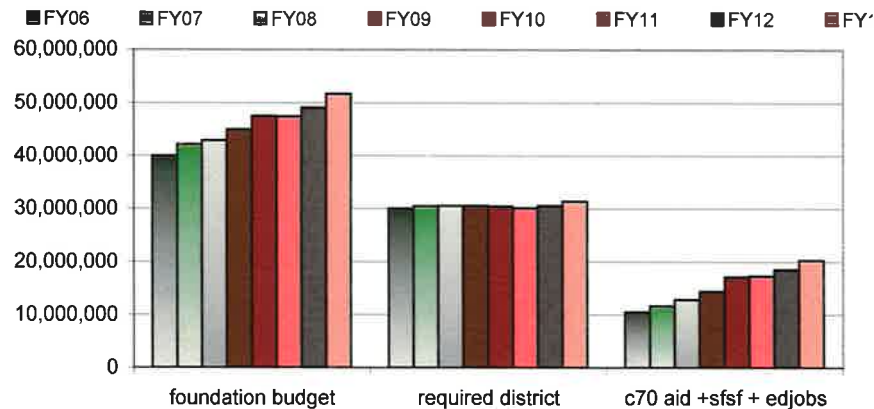
6 Reduction to foundation **0**

**Chapter 70 Aid FY13**

sum of line 1 and 5 minus line **20,292,760**

**Comparison to FY12**

	FY12	FY13	Change	Pct Chg
Enrollment	4,869	4,899	30	0.62%
Foundation budget	49,075,890	51,691,292	2,615,402	5.33%
Required district contribution	30,553,623	31,398,532	844,909	2.77%
Chapter 70 aid	<b>18,522,267</b>	<b>20,292,760</b>	1,770,493	9.56%
Required net school spending (NS)	49,075,890	51,691,292	2,615,402	5.33%
Target aid share	42.27%	42.87%		
C70 % of foundation	37.74%	39.26%		
Required NSS % of fnd	100.00%	100.00%		



**Massachusetts Department of Elementary and Secondary Education**  
**Determination of City and Town Total Required Contribution FY13**

**258 SALEM**

**Effort Goal**

1) 2010 equalized valuation	4,568,374,700
2) Property percentage	0.3221%
3) Local effort from property wealth	14,716,244
4) 2009 income	990,429,000
5) Income percentage	1.6124%
6) Local effort from income	15,969,575
7) Combined effort yield (row 3+ row 6)	30,685,819
8) Foundation budget FY13	53,714,828
9) Maximum local contribution (82.5% * row 8)	44,314,733
10) Target local contribution (lesser of row 7 or row 9)	30,685,819
11) Target <b>local</b> share (row 10 as % of row 8)	57.13%
12) Target <b>aid</b> share (100% minus row 11)	42.87%

**FY13 Increments Toward Goal**

13) Required local contribution FY12	31,937,697
14) Municipal revenue growth factor (DOR)	3.52%
15) FY13 preliminary contribution (13 x 14)	33,061,904
16) Preliminary contribution pct of foundation (15/8)	61.55%

***If preliminary contribution is above the target share:***

17) Excess local effort (15 - 10)	2,376,085
18) 15% reduction toward target (17 x 15%)	356,413
19) FY13 required local contribution (15 - 18), capped at	32,705,491
20) Contribution as percentage of foundation (19 / 8)	<b>60.89</b>

***If preliminary contribution is below the target share:***

21) Shortfall from target local share (11 - 16)	
22) Added increment toward target (13 x 1% or 2%)*	
*1% if shortfall is between 5% and 10%; 2% if shortfall > 10%	
23) Shortfall from target after adding increment (10 - 15 - 22)	
24) FY13 required local contribution (15 + 22)	
25) Contribution as percentage of foundation (24 / 8)	

[See a listing of all 351 communities](#)

[Return to Index](#)

## Massachusetts Department of Elementary and Secondary Education FY13 Chapter 70, Preliminary

### Apportionment of Local Contribution Across School Districts

#### 258 SALEM

	SALEM	NORTH SHORE	ESSEX AGRICULTURAL	COMBINED TOTAL ALL DISTRICTS
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#### Prior Year Data (for comparison purposes)

1 FY12 foundation enrollment	4,869	113	30	5,012
2 FY12 foundation budget	49,075,890	1,631,791	420,302	51,127,983
3 Each district's share of municipality's combined FY12 foundation	95.99%	3.19%	0.82%	100.00%
4 FY12 required contribution	30,553,623	1,015,918	368,156	31,937,697

#### Apportionment of FY12 contribution among community's districts

5 FY13 total unapportioned required contribution ("municipal contribution" sheet row 19 or 24)				32,705,491
6 FY13 foundation enrollment	4,899	114	21	5,034
7 FY13 foundation budget	51,691,292	1,720,351	303,185	53,714,828
8 Each district's share of municipality's total FY13 foundation	96.23%	3.20%	0.56%	100.00%
9 FY13 required contribution apportioned using row 8 percentages	31,473,415	1,047,475	184,601	32,705,491
10 Essex Agricultural adjustment	-74,883	-2,492	77,375	0
11 Required district contribution FY13 ( lines 10 + 11)	31,398,532	1,044,983	261,976	32,705,491
12 Change FY12 to FY13 (12 - 5)	844,909	29,065	-106,180	767,794

# Massachusetts Department of Elementary and Secondary Education

## Office of School Finance

### FY13 Chapter 70 Foundation Budget

#### 258 SALEM

	----- Base Foundation Components -----										--- Incremental Costs Above The Base ---				TOTAL*
	(1) Pre-School	(2) ----- Kindergarten ----- Half-Day	(3) Full-Day	(4) Elementary	(5) Jr High/ Middle	(6) High School	(7) ELL PK	(8) ELL K Half	(9) ELL KF - 12	(10) Voca- tional	(11) Special Ed In District	(12) Special Ed Out of Dist	(13) ---- Low income ---- Elem	(14) Other	
Foundation Enrollment	93	0	330	1,662	1,007	1,184	0	0	523	146	183	47	1,748	1,012	4,899
1 Administration	16,318	0	115,800	583,212	353,366	415,477	0	0	183,526	51,233	443,208	113,829	0	0	2,275,970
2 Instructional Leadership	29,471	0	209,147	1,053,342	638,216	750,396	0	0	331,467	92,532	0	0	0	0	3,104,571
3 Classroom and Specialist Teachers	135,134	0	959,010	4,829,855	2,575,241	4,452,764	0	0	2,288,988	933,429	1,462,476	0	4,570,233	1,998,923	24,206,052
4 Other Teaching Services	34,657	0	245,966	1,238,772	540,286	528,869	0	0	311,698	65,215	1,365,491	1,739	0	0	4,332,692
5 Professional Development	5,345	0	37,947	191,147	125,543	143,122	0	0	81,415	29,178	70,548	0	100,597	58,241	843,082
6 Instructional Equipment & Tech	19,559	0	138,805	699,070	423,564	796,820	0	0	219,984	171,947	61,578	0	0	0	2,531,327
7 Guidance and Psychological	9,832	0	69,782	351,447	283,460	417,786	0	0	147,219	51,518	0	0	0	0	1,331,044
8 Pupil Services	3,911	0	27,766	209,728	207,563	562,755	0	0	65,997	69,394	0	0	0	0	1,147,114
9 Operations and Maintenance	37,526	0	266,303	1,341,201	881,004	1,004,364	0	0	571,367	231,788	495,086	0	705,842	408,646	5,943,127
10 Employee Benefits/Fixed Charges	33,824	0	240,035	1,208,972	696,471	786,744	0	0	478,582	157,559	560,869	0	463,919	268,585	4,895,561
11 Special Ed Tuition	0	0	0	0	0	0	0	0	0	0	0	1,080,750	0	0	1,080,750
<b>12 Total</b>	<b>325,575</b>	<b>0</b>	<b>2,310,561</b>	<b>11,706,746</b>	<b>6,724,716</b>	<b>9,859,097</b>	<b>0</b>	<b>0</b>	<b>4,680,243</b>	<b>1,853,793</b>	<b>4,459,256</b>	<b>1,196,319</b>	<b>5,840,592</b>	<b>2,734,394</b>	<b>51,691,292</b>
13 Wage Adjustment Factor	100.0%														
<b>Foundation Budget Per Pupil 10,551</b>															

\* Total foundation enrollment does not include columns 11 through 14, because those columns represent increments above the base. The pupils are already counted in columns 1 to 10.

Total foundation enrollment assigns pupils in pre-kindergarten and half-time kindergarten an enrollment count of .5.

Special education in-district headcount is an assumed percentage, representing 3.75 percent of K to 12 non-vocational enrollment and 4.75 percent of vocational enrollment.

Special education out-of-district headcount is also an assumed percentage, representing 1 percent of non-vocational K-12 enrollment.

Low income headcounts are the number of pupils in columns 1 through 10 who are eligible for free or reduced lunch.

Each component of the foundation budget represents the enrollment on line 1 multiplied by the appropriate state-wide foundation allotment.

The wage adjustment factor is applied to underlying rates in all functions except instructional equipment, benefits and special education tuition.

The foundation budget shown on this page may differ from the final number used in the formula, due to rounding error.

# Massachusetts Department of Elementary and Secondary Education

## FY12 Chapter 70 Summary, Preliminary

**258 SALEM**

### Aid Calculation FY12

#### Prior Year Aid

1 Chapter 70 +SFSF FY11 **17,060,195**

#### Foundation Aid

2 Foundation budget FY12 49,075,890

3 Required district contribution FY12 30,553,623

4 Foundation aid (2 -3) 18,522,267

5 Increase over FY11 (4 - 1) **1,462,072**

#### Non-Operating District Reduction to Foundation

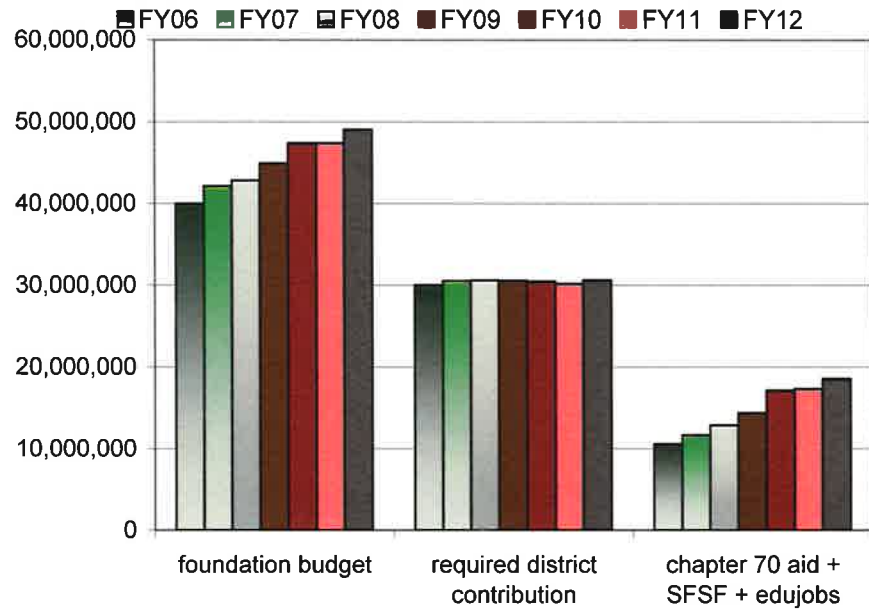
6 Non-operating district reduction to foundation **0**

#### Chapter 70 Aid FY12

sum of line 1 and 5 minus line 6 **18,522,267**

### Comparison to FY11

	FY11	FY12	Change	Pct Chg
Enrollment	4,817	4,869	52	1.08%
Foundation budget	47,422,424	49,075,890	1,653,465	3.49%
Required district contribution	30,121,364	30,553,623	432,259	1.44%
Chapter 70 aid	<b>16,969,097</b>	<b>18,522,267</b>	1,553,170	9.15%
Required net school spending (NSS)	47,090,461	49,075,890	1,985,429	4.22%
SFSF Grant	<b>91,098</b>	<b>0</b>	-91,098	-100.00%
Education jobs Grant	<b>240,865</b>	<b>0</b>	-240,865	-100.00%
Chapter 70 plus SFSF+Edujobs	<b>17,301,060</b>	<b>18,522,267</b>	1,221,207	7.06%
target aid share	40.56%	42.27%		
C70 & SFSF + Edujobs % of fndati	36.48%	37.74%		
Required NSS plus SFSF + Edujob:	47,422,424	49,075,890	1,653,466	3.49%
Req NSS & SFSF +Edujobs % of fr	100.00%	100.00%		



**Massachusetts Department of Elementary and Secondary Education**  
**Determination of City and Town Total Required Contribution FY12**

**258 SALEM**

**Effort Goal**

1) 2010 equalized valuation	4,568,374,700
2) Property percentage	0.3148%
3) Local effort from property wealth	14,380,261
4) 2008 income	1,033,888,000
5) Income percentage	1.4641%
6) Local effort from income	15,137,158
7) Combined effort yield (row 3+ row 6)	29,517,419
8) Foundation budget FY12	51,127,983
9) Maximum local contribution (82.5% * row 8)	42,180,586
10) Target local contribution (lesser of row 7 or row 9)	29,517,419
11) Target <b>local</b> share (row 10 as % of row 8)	57.73%
12) Target <b>aid</b> share (100% minus row 11)	42.27%

**FY12 Increments Toward Goal**

13) Required local contribution FY11	31,490,969
14) Municipal revenue growth factor (DOR)	3.34%
15) FY12 preliminary contribution (13 x 14)	32,542,767
16) Preliminary contribution pct of foundation (15/8)	63.65%

***If preliminary contribution is above the target share:***

17) Excess local effort (15 - 10)	3,025,348
18) 20% reduction toward target (17 x 20%)	605,070
19) FY12 required local contribution (15 - 18)	31,937,697
20) Contribution as percentage of foundation (19 / 8)	<b>62.47</b>

***If preliminary contribution is below the target share:***

21) Shortfall from target local share (11 - 16)	
22) Added increment toward target (13 x 1% or 2%)*	
<i>*1% if shortfall is between 5% and 10%; 2% if shortfall &gt; 10%</i>	
23) Shortfall from target after adding increment (10 - 15 - 22)	
24) FY12 required local contribution (15 + 22)	
25) Contribution as percentage of foundation (24 / 8)	

[See a listing of all 351 communities](#)

## Massachusetts Department of Elementary and Secondary Education FY12 Chapter 70

### Apportionment of Local Contribution Across School Districts

#### 258 SALEM

	SALEM	NORTH SHORE	ESSEX AGRICULTURAL	COMBINED TOTAL ALL DISTRICTS
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#### Prior Year Data (for comparison purposes)

1 FY11 foundation enrollment	4,817	111	29	4,957
2 FY11 foundation budget	47,422,424	1,595,167	402,319	49,419,910
3 Each district's share of municipality's combined FY11 foundation	95.96%	3.23%	0.81%	100.00%
4 FY11 required contribution	30,121,364	1,013,204	356,401	31,490,969

#### Apportionment of FY12 contribution among community's districts

5 FY12 total unapportioned required contribution ("municipal contribution" sheet row 19 or 24)				31,937,697
6 FY12 foundation enrollment	4,869	113	30	5,012
7 FY12 foundation budget	49,075,890	1,631,791	420,302	51,127,983
8 Each district's share of municipality's total FY12 foundation	95.99%	3.19%	0.82%	100.00%
9 FY12 required contribution apportioned using row 8 percentages	30,655,833	1,019,317	262,547	31,937,697
10 Essex Agricultural adjustment	-102,210	-3,399	105,609	0
11 Required district contribution FY12 ( lines 10 + 11)	30,553,623	1,015,918	368,156	31,937,697
12 Change FY11 to FY12 (12 - 5)	432,259	2,714	11,755	446,728

# Massachusetts Department of Elementary and Secondary Education

## Office of School Finance

### FY12 Chapter 70 Foundation Budget

#### 258 SALEM

	Base Foundation Components										--- Incremental Costs Above The Base ---				TOTAL*
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	
	Pre-School	----- Kindergarten ----- Half-Day	Full-Day	Elementary	Jr High/ Middle	High School	ELL PK	ELL K Half	ELL KF - 12	Voca- tional	Special Ed In District	Special Ed Out of Dist	---- Low Income ---- Elem	Other	
Foundation Enrollment	117	0	349	1,628	1,028	1,153	0	0	512	140	182	47	1,666	934	4,869
1 Administration	19,806	0	118,154	551,159	348,029	390,348	0	0	173,338	47,397	425,263	109,821	0	0	2,183,315
2 Instructional Leadership	35,770	0	213,400	995,457	628,581	705,013	0	0	313,068	85,604	0	0	0	0	2,976,893
3 Classroom and Specialist Teachers	164,020	0	978,509	4,564,440	2,536,364	4,183,488	0	0	2,161,935	863,549	1,403,266	0	4,202,452	1,779,886	22,837,908
4 Other Teaching Services	42,066	0	250,966	1,170,695	532,134	496,885	0	0	294,395	60,333	1,310,207	1,678	0	0	4,159,359
5 Professional Development	6,488	0	38,718	180,643	123,648	134,463	0	0	76,897	26,993	67,691	0	92,496	51,856	799,893
6 Instructional Equipment & Tech	23,739	0	141,628	660,659	417,173	748,631	0	0	207,775	159,075	59,084	0	0	0	2,417,764
7 Guidance and Psychological	11,934	0	71,199	332,128	279,184	392,516	0	0	139,049	47,660	0	0	0	0	1,273,671
8 Pupil Services	4,747	0	28,332	198,209	204,428	528,720	0	0	62,336	64,198	0	0	0	0	1,090,970
9 Operations and Maintenance	45,547	0	271,717	1,267,496	867,704	943,627	0	0	539,653	214,435	475,042	0	649,040	363,868	5,638,129
10 Employee Benefits/Fixed Charges	41,054	0	244,918	1,142,530	685,954	739,165	0	0	452,019	145,764	538,161	0	426,579	239,151	4,655,295
11 Special Ed Tuition	0	0	0	0	0	0	0	0	0	0	0	1,042,692	0	0	1,042,692
<b>12 Total</b>	<b>395,171</b>	<b>0</b>	<b>2,357,540</b>	<b>11,063,416</b>	<b>6,623,198</b>	<b>9,262,856</b>	<b>0</b>	<b>0</b>	<b>4,420,465</b>	<b>1,715,010</b>	<b>4,278,714</b>	<b>1,154,191</b>	<b>5,370,568</b>	<b>2,434,761</b>	<b>49,075,890</b>
13 Wage Adjustment Factor	100.0%										<b>Foundation Budget Per Pupil</b>				<b>10,079</b>

• Total foundation enrollment does not include columns 11 through 14, because those columns represent increments above the base. The pupils are already counted in columns 1 to 10.

Total foundation enrollment assigns pupils in pre-kindergarten and half-time kindergarten an enrollment count of .5.

Special education in-district headcount is an assumed percentage, representing 3.75 percent of K to 12 non-vocational enrollment and 4.75 percent of vocational enrollment.

Special education out-of-district headcount is also an assumed percentage, representing 1 percent of non-vocational K-12 enrollment.

Low income headcounts are the number of pupils in columns 1 through 10 who are eligible for free or reduced lunch.

Each component of the foundation budget represents the enrollment on line 1 multiplied by the appropriate state-wide foundation allotment.

The wage adjustment factor is applied to underlying rates in all functions except instructional equipment, benefits and special education tuition.

The foundation budget shown on this page may differ from the final number used in the formula, due to rounding error.



## Massachusetts Department of Elementary and Secondary Education

### FY11 Chapter 70 Summary

**258 SALEM****Aid Calculation FY11****Prior Year Aid**

1 Chapter 70 aid FY10 +SFSF	<b>17,108,566</b>
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**Foundation Aid**

2 Foundation budget FY11	47,422,424
3 Required district contribution FY11	30,194,015
4 Foundation aid (2 -3)	17,228,409
5 Increase over FY10 (4 - 1)	<b>119,843</b>

**Non-Operating District Reduction to Foundation**

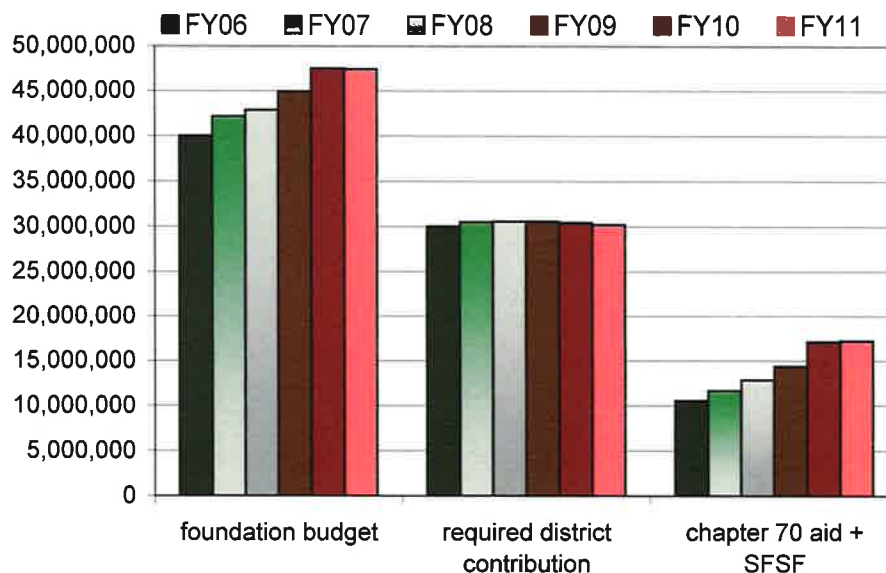
6 Non-operating district reduction to foundation	<b>0</b>
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**Chapter 70 Aid FY11**

sum of lines 1+5, minus line 6	<b>17,228,409</b>
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**Comparison to FY10**

	FY10	FY11	Change	Pct Chg
Enrollment	4,756	4,817	61	1.28%
Foundation budget	47,512,497	47,422,424	-90,073	-0.19%
Required district contribution	30,403,931	30,194,015	-209,916	-0.69%
Chapter 70 aid	14,083,762	17,228,409	3,144,647	22.33%
Required net school spending (NS	44,487,693	47,422,424	2,934,731	6.60%
SFSF Grant	3,024,804	0	-3,024,804	-100.00%
Chapter 70 plus stabilization aid	17,108,566	17,228,409	119,843	0.70%
target aid share	39.32%	40.56%		
C70 & SFSF as % of foundation	36.01%	36.33%		
Required NSS plus SFSF	47,512,497	47,422,424	-90,073	-0.19%
Req NSS & SFSF % of foundation	100.00%	100.00%		



**Massachusetts Department of Elementary and Secondary Education**  
**Determination of City and Town Total Required Contribution FY11**

**258 SALEM**

**Effort Goal**

1) 2008 equalized valuation	5,168,060,200
2) Property percentage	0.2956%
3) Local effort from property wealth	15,278,438
4) 2007 income	1,030,243,000
5) Income percentage	1.3682%
6) Local effort from income	14,095,438
7) Combined effort yield (row 3+ row 6)	29,373,876
8) Foundation budget FY11	49,419,910
9) Maximum local contribution (82.5% * row 8)	40,771,426
10) Target local contribution (lesser of row 7 or row 9)	29,373,876
11) Target <b>local</b> share (row 10 as % of row 8)	59.44%
12) Target <b>aid</b> share (100% minus row 11)	40.56%

**FY11 Increments Toward Goal**

13) Required local contribution FY10	31,763,033
14) Municipal revenue growth factor (DOR)	2.29%
15) FY11 preliminary contribution (13 x 14)	32,490,406
16) Preliminary contribution pct of foundation (15/8)	65.74%

***If preliminary contribution is above the target share:***

17) Excess local effort (15 - 10)	3,116,530
18) 30% reduction toward target (17 x 30%)	934,959
19) FY11 required local contribution (15 - 18)	31,555,447
20) Contribution as percentage of foundation (19 / 8)	<b>63.85</b>

***If preliminary contribution is below the target share:***

21) Shortfall from target local share (11 - 16)	
22) Added increment toward target (13 x 1% or 2%)*	
*1% if shortfall is between 5% and 10%; 2% if shortfall > 10%	
23) Shortfall from target after adding increment (10 - 15 - 22)	
24) FY11 required local contribution (15 + 23)	
25) Contribution as percentage of foundation (24 / 8)	

[See a listing of all 351 communities](#)

**Massachusetts Department of Elementary and Secondary Education  
FY11 Chapter 70**

**Apportionment of Local Contribution Across School Districts**

**258 SALEM**

	SALEM	NORTH SHORE	ESSEX AGRICULTURAL	COMBINED TOTAL ALL DISTRICTS
<u>Prior Year Data (for comparison purposes)</u>				
1 FY10 foundation enrollment	4,756	109	27	4,892
2 FY10 foundation budget	47,512,497	1,598,022	383,691	49,494,211
3 Each district's share of municipality's combined FY10 foundation	96.00%	3.23%	0.78%	100.00%
4 FY10 required contribution	30,403,931	1,022,598	336,504	31,763,033
<u>Apportionment of FY11 contribution among community's districts</u>				
5 FY11 total unapportioned required contribution ("municipal contribution" sheet row 19 or 24)				31,555,447
6 FY11 foundation enrollment	4,817	111	29	4,957
7 FY11 foundation budget	47,422,424	1,595,167	402,319	49,419,910
8 Each district's share of municipality's total FY11 foundation	95.96%	3.23%	0.81%	100.00%
9 FY11 required contribution apportioned using row 8 percentages	30,280,019	1,018,541	256,887	31,555,447
10 Essex Agricultural adjustment	-86,004	-2,893	88,897	0
11 <b>Required district contribution FY11 ( lines 10 + 11)</b>	<b>30,194,015</b>	<b>1,015,648</b>	<b>345,784</b>	<b>31,555,447</b>
12 Change FY10 to FY11 (12 - 5)	-209,916	-6,950	9,280	-207,586

# Massachusetts Department of Elementary and Secondary Education

## Office of School Finance

### FY11 Chapter 70 Foundation Budget, Preliminary

#### 258 SALEM

	Base Foundation Components										--- Incremental Costs Above The Base ---				TOTAL*
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	
	Pre-School	----- Kindergarten ----- Half-Day	Full-Day	Elementary	Jr High/ Middle	High School	ELL PK	ELL K Half	ELL KF - 12	Voca- tional	Special Ed In District	Special Ed Out of Dist	--- Low Income --- Elem	Other	
Foundation Enrollment	125	0	328	1,595	1,011	1,169	0	0	514	137	180	46	1,591	874	4,817
1 Administration	20,790	0	109,103	530,545	336,289	388,844	0	0	170,972	45,570	413,235	105,605	0	0	2,120,953
2 Instructional Leadership	37,548	0	197,053	958,228	607,378	702,300	0	0	308,796	82,305	0	0	0	0	2,893,608
3 Classroom and Specialist Teachers	172,170	0	903,548	4,393,715	2,450,795	4,167,356	0	0	2,132,422	830,267	1,363,574	0	3,943,087	1,636,416	21,993,350
4 Other Teaching Services	44,156	0	231,739	1,126,899	514,184	494,966	0	0	290,374	58,007	1,273,147	1,614	0	0	4,035,087
5 Professional Development	6,810	0	35,752	173,887	119,480	133,944	0	0	75,846	25,953	65,777	0	86,789	47,677	771,915
6 Instructional Equipment & Tech	24,919	0	130,777	635,942	403,096	745,740	0	0	204,937	152,944	57,413	0	0	0	2,355,768
7 Guidance and Psychological	12,528	0	65,744	319,702	269,765	391,007	0	0	137,151	45,824	0	0	0	0	1,241,720
8 Pupil Services	4,983	0	26,161	190,794	197,529	526,681	0	0	61,485	61,724	0	0	0	0	1,069,357
9 Operations and Maintenance	47,810	0	250,900	1,220,079	838,432	939,993	0	0	532,288	206,170	461,605	0	608,987	334,541	5,440,806
10 Employee Benefits/Fixed Charges	43,094	0	226,156	1,099,800	662,812	736,318	0	0	445,849	140,146	522,940	0	400,248	219,872	4,497,234
11 Special Ed Tuition	0	0	0	0	0	0	0	0	0	0	0	1,002,660	0	0	1,002,660
<b>12 Total</b>	<b>414,806</b>	<b>0</b>	<b>2,176,933</b>	<b>10,649,592</b>	<b>6,399,761</b>	<b>9,227,151</b>	<b>0</b>	<b>0</b>	<b>4,360,118</b>	<b>1,648,910</b>	<b>4,157,690</b>	<b>1,109,878</b>	<b>5,039,111</b>	<b>2,238,506</b>	<b>47,422,456</b>
13 Wage Adjustment Factor	100.0%										<b>Foundation Budget Per Pupil</b>				<b>9,845</b>

\* Total foundation enrollment does not include columns 11 through 14, because those columns represent increments above the base. The pupils are already counted in columns 1 to 10.

Total foundation enrollment assigns pupils in pre-kindergarten and half-time kindergarten an enrollment count of .5.

Special education in-district headcount is an assumed percentage, representing 3.75 percent of K to 12 non-vocational enrollment and 4.75 percent of vocational enrollment.

Special education out-of-district headcount is also an assumed percentage, representing 1 percent of non-vocational K-12 enrollment.

Low income headcounts are the number of pupils in columns 1 through 10 who are eligible for free or reduced lunch.

Each component of the foundation budget represents the enrollment on line 1 multiplied by the appropriate state-wide foundation allotment.

The wage adjustment factor is applied to underlying rates in all functions except instructional equipment, benefits and special education tuition.

The foundation budget shown on this page may differ from the final number used in the formula, due to rounding error.

**Profile of the Bates School:**

The Bates School is a K-5, elementary school with an enrollment of 353 students. The school is named after former Salem Mayor and US Representative George Joseph Bates and his eldest son, William Henry Bates, who succeeded his father in congress after the elder was killed in a plane crash. The school opened in 1970 and was rededicated in 2001 after renovation and an addition were completed.

The state of the art facility is completely air conditioned and includes among other spaces, a fully automated an Instructional Media Center, Science Discovery Center, a theater and music suite, a computer lab equipped with the latest Macintosh computers, three recreational areas, family center, and large, fully equipped classrooms. The Bates School is completely networked, and has the services of a district Technology Integration Specialist. In addition to the computer lab, all classrooms and specialty areas have computers and internet access.

The Bates School realizes the importance of a strong arts component to a child's education. All students at the Bates receive performance instruction in theater arts through our music program. Every child performs in a music program. We start chorus lessons in grade two. Our visual arts program is one of the best, using all types of media and learning about many artists and their styles. We have an annual art show at the end of each school year displaying the art of every child. We schedule time to integrate music and art into the everyday curriculum as much as possible. Every third week, each child in Kindergarten and First grade receive an additional music and art class. Our motto is: "Guiding us Beyond our Creative Horizons", and we try to live up to that motto.

Bates School believes in hands-on activities that create enthusiasm for learning through exploration and discovery. A full-time Science Integration Specialist is employed to assist staff in both teaching and designing lessons that are aligned with our philosophy. Our Read Science Discovery Center is fully equipped to meet the requirements of curriculum in all grades.

We also house the district's special education Therapeutic Support Program consisting of five classrooms, which service students throughout the district who have severe behavioral and emotional difficulties. Approximately twenty-seven (27%) of the Bates School population is special education and/or on 504 plans, 94 students. We are designated as a Title I school with over sixty percent (60%) of our students are from low-income families, based on our free and reduced figures. We are designated as a Title I school due to our high percentage of low-income students. Under NCLB law we were designated as a Level 3 school, a school in need of improvement. We presently have 27 ELL (English Language Learners) in our school, 13% of our population. This past year, we made our Adequate Yearly Performance (AYP) in math, but not in ELA. In the past two previous years we did not make our AYP in either subject area.

Our scores continue to be low in our sub-groups especially in our special education population with a score of 55.9% in ELA and 52.1% in math. However, in math the special education sub-group made an increase of 14.3% points and 6.5% points in ELA.

Each year we have analyzed the MCAS results and formulated lists of our greatest strengths and of our weakness that needed to be addressed. We have provided professional development to teachers in these areas. This year we also, along with the MCAS analysis, piloted the survey entitled, 'Conditions of School Effectiveness', from DSAC. We divided the staff into seven groups in order to analyze the survey. We combined three of the ten areas that we felt were related. Each group deciphered the results of the teachers' opinions of what makes an effective school. From these reports, the staff brainstormed ideas that we felt would increase our scores in the math and ELA on the MCAS. These were brought to our School Council/Stakeholders group made up of parents, teachers, and community representatives. The plan that follows lists the priorities from these meetings.

#### **Our Expectations:**

We expect to have all of our children reach the proficient level on the MCAS both in math and in ELA by 2017. We expect each sub group in ELA and Math to increase their performance level by 7% points each year. We believe that every child has the potential, with the right help, to reach this goal. In year one, we will focus on these three priority areas, each year adding more ideas and strategies for improvement. We will provide focused professional development for staff, continually monitoring progress of students and continuously analyzing our data.

#### ***Three High-Priority Essential Conditions: (from DESE "11 Essential Conditions for School Effectiveness")***

**1 Tiered instruction and adequate learning time.**

**2. Professional development and structures for collaboration.**

**3. Students' social, emotional, and health needs.**

### Profile of the Bentley Elementary School:

The Bentley Elementary School is a PreK-5 building that serves approximately 335 students. Our school is committed to developing and delivering a well-rounded educational program for all its students. We believe this includes rigorous academics, varied co-curricular programs, and an effective partnership between home and school. We encourage all of our students to reach their potential in all disciplines.

Title	% of School
First Language not English	37.1
Limited English Proficient	26.4
Low-income	74.8
Special Education	18.0
Free Lunch	68.4
Reduced Lunch	6.4

Enrollment by Race/Ethnicity (2011)	
Race	% of School
African American	4.9
Asian	2.6
Hispanic	44.6
Native American	0.0
White	45.2
Native Hawaiian, Pacific Islander	0.0
Multi-Race, Non-Hispanic	2.6

### Our Expectations:

Bentley's Mission Statement is, "the members of the community will create and support a school environment which respects and values diversity where all children and adults feel welcomed, trusted and an important part of the school community." The vision statement is to "Create a learning community where students, faculty and families are actively invested in educational achievement." Our school is committed to the core values: excellence, perseverance, respect, responsibility and tradition.

The Bentley Elementary School has built a community within our school where teachers, students, parents and administration work together to provide an educational setting that is conducive to good learning and understanding.



***High Priority Essential Conditions: (from DESE "11 Essential Conditions for School Effectiveness***

- 1. Aligned Curriculum** - We will align our K-5 curriculum with the Common Core State Standards both vertically and horizontally.
- 2. Effective Instruction** - We will work to improve the instructional capacity and shared ownership of student learning throughout Bentley, regardless of which position any individual holds.
- 3. Student Assessment** - We will develop a consistently administered system (school-wide) designed to collect, organize and apply data that will inform instruction and curriculum.
- 4. Family School and Engagement** - We will develop strong partnerships among and between teachers, administrators, staff at community-based organizations, and family members to support the social development of students in a way that is culturally informed and focused on academic success.



**Profile of the Carlton School:**

The Carlton School serves 235 children in grades K-5. As Salem's Green School, the Carlton makes use of a state of the art science lab and organic garden. The Carlton School houses three self-contained special education classrooms for students with Specific Learning Disabilities. Starting in 2011 the Carlton School also housed two Newcomer classrooms for students in grades one and two who are beginning to learn English. Beginning in the fall of 2012 the Carlton School will officially open as an Innovation School based on the idea of continuous progress. This school improvement plan elaborates on the measurable goals section of the Innovation Plan. Please see the attached plan. Parents, teachers, and administrators have worked hard over the past thirteen months to prepare the students and school for the transition. Each element of the Innovation Plan is designed to improve student achievement and is reflected in the goals below.

**Our Expectations:**

- During the April 2012 and June 2013 time period the Carlton School Staff will successfully implement the continuous progress model described in the Innovation Plan approved in October of 2011. (see attached)
- Teachers will make significant and meaningful changes to their practice resulting in higher student achievement.
- Students will take an active role in their education by demonstrating ownership over their learning.
- Family involvement will increase during the 2012-2013 school year.

***Four High-Priority Essential Conditions: (from DESE "11 Essential Conditions for School Effectiveness")*****1. Effective Instruction****2. Student Assessment****3. Professional Development****4. Family-School Engagement**

### **Profile of Collins Middle School:**

Collins Middle School is a large school with a population that exhibits a wide range of socioeconomic diversity, and a wide range of cultural diversity; the population therefore exhibits both the enrichments and the needs that such diversities bring. The school is structured specifically to provide students with a middle school experience in small community-based learning environments which remain intact for the three middle school years. Hence, there are three communities within Collins: Ingersoll Wharf, Forrester Wharf, and the R.E.A.C.H. Program. Each of these encompasses grades six through eight. While students from all three communities share experiences in specific areas such as instrumental music and extra-curricular activities, the majority of their time is spent based in their specific wharf.

The majority of classes at Collins are heterogeneously grouped, (the exceptions being grade 8 math classes and some Spanish classes in both seventh and eighth grades,) so most classes therefore include students of a wide range of academic abilities, and must provide appropriate educational experiences for students with a wide range of academic achievement thus far. All academic classes throughout the building, with the exception of world language, are therefore co-taught.

Classes are designed to provide all students with interdisciplinary experiences. Units are teacher developed to address the learning levels, styles and needs of all students within the context of a particular unit. Teachers are expected to coach all students as they become active learners, rather than teach 'subjects' for students to learn passively. All students are expected to show mastery through exhibition. Research and technology skills are embedded into each unit, increasing in complexity.

Through co-teaching, the majority of both special education and ESL support is provided through the inclusion model. There is, however, a daily pull-out for ESL work, and a very small level of pull-out for reading, and for speech/language services.

#### **Race/ethnicity Data:**

White, 57%; Hispanic, 32%; African-American, 6%; Asian, 2%, Multi-race, non Hispanic 3%

Selected Populations: First language not English, 23%; Limited English Proficient, 8%; Special Education, 24%;

Free Lunch, 55%; Reduced Lunch, 9%; Low-income, 64%

**Our Expectations:**

**Collins strives to be a school which values diversity: where teachers bond with students; where students and staff respect one another; where learning is enjoyable, exciting, and provides choices; where expectations, instruction and activities accommodate each child; and where students learn to make decisions.**

***Four High-Priority Essential Conditions: (from DESE “11 Essential Conditions for School Effectiveness”)***

**iv. *Effective Instruction:*** Instructional practices are based on evidence from a body of high-quality research and on high expectations for all students and include use of appropriate research-based reading and mathematics programs; the school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.

**v. *Student assessment:*** The school uses a balanced system of formative and benchmark assessments.

**viii. *Tiered Instruction and Adequate Learning Time:*** The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.

**x. *Family-School Engagement:*** The school develops strong working relationships with families and appropriate community partners and providers in order to support students’ academic progress and social and emotional well-being.

**Profile of the Horace Mann Laboratory School:**

Horace Mann Lab School is a kindergarten through grade five school with a current enrollment of approximately 325 students. Grade configurations consist of three classrooms in kindergartens, first, second, third and fifth grade. In addition there is a 1-2 multi-age class, and a 3-4 multi-age class. Horace Mann is located on the campus of Salem State University and serves as one of the University's lab schools. Working with the University's students allows us to create small learning groups and provides our students with the newest innovations in education.

We ascribe to the Responsive Classroom approach and believe that the social curriculum is as important as the academic curriculum. Teachers and students work together to build a climate of trust and mutual respect.

Like all of Salem's public schools we utilize the Everyday Math program and the SuperKids Reading program.

**Our Expectations:**

We expect that the achievement gap at the Horace Mann Lab School will be reduced by between 6 and 8 percentage points between subgroups. We expect that teachers at our school will habitually use high expectations with their students, and verbalize these expectations throughout the school day. This will be supported through training using the Skillful Teacher course.

We expect that teachers will increase the variety of teaching methods they use, and build on their repertoire. This will be accomplished through peer observations that are discussed at common planning time and during professional development sessions. During each month teachers will focus on a particular skill set described in the Skillful Teacher, and reflect on how its use impacts their teaching.

We expect that the principal will have regular meetings to collaborate with a leadership group to discuss concerns that staff and students have. Teachers will increase their leadership role in the school, both in the areas of instruction and in teaching and learning.

We expect that relationships between the Horace Mann Lab School, its parents, and community businesses will improve through more effective and constant communication. In order to do this, we will take better advantage of our school website and our bilingual resources to make sure all community members are being reached. Also, we will increase the level of in-class parent involvement so that students understand that all members of our school community are working together.

***Three High-Priority Essential Conditions: (from DESE "11 Essential Conditions for School Effectiveness")*****1. IV. Effective Instruction****2. II. Effective School Leadership****3. X. Family-School Engagement**

**Profile of the Nathaniel Bowditch School:**

The Nathaniel Bowditch School is a K-8 school with a population of 500 students. Our school theme is “Learning through Literacy and Languages”. Our program follows the Salem Public Schools curricula and learning expectations with the added benefit of providing Spanish language instruction to all of our students. Our goal is to promote a high level of academic achievement in all subject areas, and to develop language proficiency in English and Spanish and appreciation of different cultures. We are a Title I School and follow the Response to Intervention Approach to attend to our students’ Reading, Mathematics and socio-emotional learning needs. Also, we house the District COMPASS Program in the Middle School, a successful educational program for students in the Autistic Spectrum that provides a comprehensive set of services and supports the full integration of these students into the life of our School Community.

**Literacy Instruction in English and Spanish** - Our teachers believe that children who are skillful readers and writers will be better, happier students and citizens. We are committed to developing proficient readers and writers. We recognize that all students learn differently and we find ways to reach our students’ strengths, as well as, their weaknesses. We do so through a balanced literacy approach in all grade levels with an emphasis on word study, language skills, critical thinking, problem solving skills and reading and writing as processes. Embedded in English and Spanish literacy instruction is the use of instructional strategies and supports appropriate for native and second language learning.

**Our Expectations:**

**The NBS Stakeholders Group has the following HOPES AND DREAMS for the Nathaniel Bowditch School Community**

- That the school will have a strong dual language program, which will be supported by the district and the community.
- That a strong sense of community will be built within the school and with the greater community.
- That student achievement will be increased through a focused effort on continuous improvement.
- That Nathaniel Bowditch School will develop into a model school and have a prestigious reputation throughout the community and state.
- That the community will value the school.
- That this process will proceed thoughtfully and will make our school community stronger.

### **Nathaniel Bowditch School Community Expectations**

*(Adapted from the original document on the Nathaniel Bowditch School Community Expectations that was developed by the School Climate/Discipline Task Force last school year)*

All children have the right to a free public school education. In order to ensure the success and growth of all children in our school, the staff and students of the Nathaniel Bowditch School agree to provide a safe, constructive, and supportive learning environment for all children. The community expectations to create an atmosphere promoting positive school community, respect and learning apply equally to all members of our school.

The three basic tenets of our community expectations for students, staff, and administrators are as follows:

1. Work to the best of your abilities and engage actively in the classroom
2. Treat others with respect and kindness regardless of differences or disagreements
3. Act with the awareness that your actions have an impact on the learning of others.

It is essential that parents act as partners in encouraging a productive, attentive, and respectful attitude in their children, and that communication between parents, teachers, and administrators is clear and timely. Parents have a right to know and understand our expectations for learning and citizenship. Their concerns and contributions regarding their child's learning environment and academic progress are respected and appreciated.

Home and school must work in a cooperative way to support the proposition that students have responsibilities as well as rights. Together, we must foster a mutuality of respect and ownership for learning within the school environment. A goal of our school is to develop and maintain a positive self-image for each student combined with an appreciation for the rights of other persons with whom he or she interacts, and a rich and challenging learning environment for everyone.

#### ***Three High-Priority Essential Conditions: (from DESE "11 Essential Conditions for School Effectiveness")***

- 1. Effective Instruction – Reading, Writing and Mathematics**
- 2. Tiered Instruction – Reading, Writing and Mathematics**
- 3. Student Assessments – Reading, Writing and Mathematics**



### **Saltonstall School's Commitments and Rationale**

The mission of Saltonstall School is to educate each student to be an effective problem solver, to demonstrate competence, to assume leadership, and to be recognized for his/her contributions to the broader community, now and in the future.

- Because **Science** as a discipline integrates literacy and math in a purposeful way while providing a creative, problem-solving approach to learning, and because **Sustainability**--the intersection of economics, environment and community--provides a purpose for all the work we do in school, Saltonstall School is committed to using "Science and Sustainability" as our instructional lens.
- Because the use of **Multiple Intelligences** gives each child a genuine way to belong and succeed in school, and because it prepares students to be active, engaged members of our community, both while they are in school and after they graduate, Saltonstall School is committed to the continued use of an MI approach to instruction that support both teaching and students' expression of understanding.
- Because we are dedicated to the progress of each child in intellectual, academic, social and personal areas, Saltonstall School is committed to establishing documentation methods and systems that make progress evident.
- Because we understand the impact that strong family and community support has on a child's development, Saltonstall School is committed to strengthening its partnerships with families and the Salem community.

These commitments represent Saltonstall School's focus on four Conditions of School Effectiveness that we selected in the Fall of 2012: Effective Instruction, Family-School Engagement, Tiered Instruction, and Student Social, Emotional Health.

### **Our Expectations**

The mission of Saltonstall School is to education each student to be an effective problem solver, to demonstrate competence, to assume leadership, and to be recognized for his/her contributions to the broader community, now and in the future. Research indicates that student engagement impacts learning. Therefore, our priorities are to increase engagement in order to impact academic success.

- As we identify individual student needs through various measures, the Saltonstall community will respond to support student progress.
- We will engage parents and community agencies as our partners in providing effective academic and emotional stability for our children. We expect to develop means of increasing family and community engagement so that student learning is supported well in school, at home, and within the community.
- We expect to provide quality instruction to all students so that each child is challenged to meet high individual standards, and we expect to develop plans to specially address the lower-achieving subgroups and individuals who have been identified through MCAS testing. Teachers will provide quality instruction of core curriculum utilizing multiple methods, including project-based learning and the use of Multiple Intelligences approaches to reach all learners.
- We expect to continue to develop curricula that address the range of needs demonstrated by students in any classroom so that all students engage in challenging experiences and recognize their own intellectual development. Every child will experience success and will be encouraged

to continue to apply new understanding as they grow and learn. Teachers will use the lens of “Science and Sustainability” to frame their instruction.

- We expect all students to contribute to the Saltonstall community as they develop a sense of self-awareness and efficacy.
- We expect all Saltonstall students to be involved in service learning activities.
- We expect our LEP and FLEP students to advance in individual scores over the course of their educational experience at Saltonstall.
- We expect all students, including our special education students, to develop strategies for success in the classroom and to advance in their individual performance over time.
- We expect the Salem school district to support our mission, meets our operational needs, and support our efforts at multiple assessments that capture the full range of student learning. In the long term, we expect our educational approach to encourage all students to remain in school, and, therefore increase the graduation rate in Salem.
- We expect our strategy to complement district initiatives and support the mission of Salem Public Schools.

***Four High-Priority Essential Conditions: (from DESE “11 Essential Conditions for School Effectiveness”)***

**1. Family / School Engagement: Rationale** While Saltonstall enjoys a high level of parental involvement, it is not as diverse as our student body, nor does it fully meet our educational and enrichment needs. Enhanced family and community engagement will help inform our understanding of students’ social, emotional and health needs, thereby allowing us to enhance systems that support learning.

**2. Tiered Instruction: Rationale** With 25% more learning time than other schools in the district, Saltonstall already employs “adequate” learning time. Through tiered instruction, we seek to bring all students to a higher level of proficiency by using a coherent curriculum focusing on **Science and Sustainability** and integrating **MI** practices. Assessment will be used to inform our instruction, and will be aligned with the Common Core. A focus on this essential condition will help better align curriculum and provide challenging instruction that meets the needs of individual students.

**3. Effective Instruction: Rationale** While Saltonstall has 66% of our students scoring in the advanced and proficient levels on MCAS testing, and 91% passing, our documentation of effective practices has been uneven. Results for our population of subgroups are less effective. A focus on effective instruction will include documentation and assessment systems that make our work and its results more evident.

**4. Students’ Social and Emotional Health Needs: Rationale** Often it is a student’s social and emotional health needs that interfere with full engagement in learning. As we as a community attend more effectively to these specific needs, we see positive impact on learning.



**Profile of Salem High School:**

Salem High School is a four-year (grades 9-12), comprehensive public high school with an enrollment of approximately 1200 students. It is accredited by the Massachusetts Department of Elementary and Secondary Education and by the New England Association of Schools and Colleges. Salem High School has strong core academic courses as well as a variety of elective offerings in music, art, child development, vocational and technical education, business, and other areas. There are several programs in place to support the learning of at-risk students and subgroups such as Special Education and English Language Learners.

**Our Mission:**

The mission of Salem High School is to offer all students the opportunity to demonstrate independence, self-motivation, and responsibility for self and others. Provided with a safe learning environment that builds positive relationships between students and adults, students will leave Salem High School with the academic skills, habits of mind, and technological literacy that will enable them to think critically, problem solve, collaborate and communicate effectively as citizens of the local and global community.

***Four High-Priority Essential Conditions: (from DESE "11 Essential Conditions for School Effectiveness")*****1. Effective School Leadership****2. Effective Instruction****3. Student Assessment****4. Family-School Engagement**

### **Profile of the Witchcraft Heights Elementary School (WHES):**

Witchcraft Heights Elementary School is located at 1 Frederick Street in the Witchcraft Heights neighborhood on the west side of Salem. The School Motto “Reaching for the Stars” is encouraged every day and reflects the high expectations of all members of our school community. There are 27 classrooms with 467 students in grades K through 5, dedicated classrooms for art, science, music, and computer lab, a Library/Media Center with an additional computer lab, a gymnasium and a combination cafeteria and auditorium. Technology is integrated during daily learning. There are 14 Interactive Whiteboards spread across each of the grade levels. There are 25 computers in the computer lab, with 18 more in the Library. Each classroom has 3 to 5 computers. Our enrollment by race/ethnicity is White (70.1%), Hispanic (16.2%), Asian (6.2%), Multi-Race (4.1%), and African American (3.2%). Our selected populations include Low Income (36.7%), First Language not English (19.4%), and Special Education (18.6%).

WHES places a strong emphasis on school culture and collaboration. We believe that learning should be fun and we strive to provide instructional activities that engage all of our students. Each member of our community – student, parent, school employee - is valued and plays an important role in the overall success of our school.

WHES is a leader in literacy instruction within the district. Literacy efforts include a ninety-minute block with specialist support at all levels. The *SuperKids* Literacy Program, which includes a systematic and sequential phonics component, is at the core of all K-2 instruction. The *Everyday Math* Program provides sixty minutes of daily instruction, emphasizing problem solving and hands-on activities. Specialized instruction, Response to Intervention (RTI) and English Language Learner (ELL) strategies are just a few of the focused areas of teaching. Science integration, computer enrichment, and library activities occur weekly. A weekly enrichment schedule provides additional instruction in specialist subject areas.

We maintain an active educational partnership with Salem High School, Salem State College, Peabody Essex Museum, Salem Boys & Girls Club and the Norman Read Trust. We encourage parents to become involved as

School Council and PTO members. In addition to funding field trips for all of our classes, the PTO sponsors numerous enrichment activities for the children. A few examples include the ice cream social, Turkey Shoot Fundraiser, Walk-A-Thon, book fair, Fun Fridays, field day, and the end of the year cook-out. Parental involvement is a key aspect of the school culture at WHES. Our family programs are designed to keep parents informed of the many and varied areas of study offered at the school.

#### Our Expectations:

WHES is a community in which students, staff, and parents are committed to the goal of excellence in education. We start every school day by reciting the following pledge:

I am a smart, special, valuable person.

I respect myself and I respect others.

My words and actions are kind and honest.

I accept only my best in all that I do.

The pledge sets the tone for each day, reminds us of our commitment to ourselves and one another, and serves to foster an attitude of respect. We encourage all of our students to strive to do their very best. “Reach for the stars!” is a reminder that all things are possible if we work hard, set goals and aim high!

#### ***Three High-Priority Essential Conditions: (from DESE “11 Essential Conditions for School Effectiveness”)***

**1. Effective Instruction**

**2. Tiered Instruction**

**3. Family-school engagement**

## Salem Community Charter School

Salem Community Charter School (SCCS) is a new Horace Mann charter school that serves an extremely vulnerable student population. SCCS opened in September 2011 with 50 students who previously dropped out of high school and will grow to serve 125 overage and underperforming students who face significant barriers on their path to a high school diploma, but who are driven to graduate.

Our first goal at SCCS is to re-engage students into formal education. To do this, we learn about the obstacles each student faces, along with their strengths and talents, through extensive diagnostic screenings and intake counseling. We then build from this starting point to develop the academic competencies, workplace experience and personal wellness that are necessary for each student to succeed in school and thrive in adulthood.

### **Competency Based Education and Personalized Academic Program**

Recognizing that the traditional educational system has not worked for our students, SCCS combines a competency-based assessment system with other educational innovations to change the way school looks and feels for our students. These modifications to the typical high school experience are most apparent in our competency-based system of instruction and assessment. Unlike a traditional school, students will not advance through grades (9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>) nor is their progress be measured in Carnegie units (A,B,C,D,F). Instead, students are asked to demonstrate what they know by completing assessments and meeting benchmarks. At SCCS, seat time is not a variable in the assessment of student learning in the same way it is at a typical high school. Student learning is driven by subject mastery and students are able to learn at their own pace both inside classes with the guidance of an instructor or outside of classes through independent study, work-study and service learning projects. As students develop competence, they exhibit their growth to SCCS staff to earn benchmarks. Once students demonstrate competence through exhibition and benchmark completion, by passing the MCAS, and completing an individual Capstone Project, they are eligible to graduate.

These modifications to the typical high school experience are also apparent at SCCS in our small classes, extensive social supports, the close relationships between staff and students, as well as the engaging, hands-on teaching and the large array of enrichment and remediation options that engage and support our students.

### **Flexible Scheduling and Individualized Support**

At SCCS, all students benefit from a flexible, student-centered schedule that supports their individualized learning goals. SCCS offers an extended day and extended year schedule. It is our expectation that students will be engaged in a personalized combination of classes, independent study, counseling or work-study for eight hours each day. This expectation offers students the opportunity to complete high school at an accelerated pace and practice the life skills associated with maintaining a full-time job, but this eight-hour expectation can look very different for each student. Students individualize their schedule in collaboration with their advisors based on their most pressing area of need and their current limitations.

In addition to flexible scheduling, SCCS offers individualized academic support through "Workshop Blocks" that can be customized for both remediation and enrichment. These flexible periods are also a chance for students to pursue work-study or service learning opportunities, which are being developed in partnership with local businesses and nonprofit organizations in Salem, preparing SCCS students for life after graduation. By creating a unique schedule that embeds core academics in a variety of learning settings with increasing levels of academic and social supports, SCCS is bringing the competency-based assessment model to another level of relevance.