Office of the Superintendent
The Salem Public Schools
City of Salem

29 Highland Avenue, Salem, Massachusetts 01970
E-Mail: stephenrussell@salemk12.org

Tel. (978) 740-1212 Fax (978) 740-3083
TTY (978) 740-1225

Mission Statement

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 the mastery of

> *Traditional basic skills, a higher-level learning, an understanding of the ways to lead a healthy, active life, and a knowledge 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.*

Superintendent's Budget Narrative
Fiscal Year 2015

The narrative version of the FY 15 school department budget is being brought forward within the context of the changes and challenges that our schools and community continue to face.

During the present 2013-14 school year we have:

- Reached contractual settlements (through August 2014) with our administrators, teachers and support staff.
- Successfully completed $55 million dollars in renovations at the Collins Middle School and Saltonstall K-8 School.
- Created positions for, and hired, a Coordinator of Volunteer Services and Director of Extended Learning Time Programs, positions needed to support the many initiatives that are underway.
- Created district-wide High Need Learning Disabilities program housed at Saltonstall and a Sheltered English Immersion program at the Bowditch K-8 School, designed to sustain programming consistency through the elementary and middle school years.
- Aggressively pursued the Bentley Turn-Around work through the appointment of an Overseer and subsequently co-Principals to help support student progress.
- Witnessed the Salem Community Charter School relocate to their new, expanded facility upstairs in the Museum Place Mall.
- Continued to improve building security across all of our schools through the use of new cameras, emergency call switches, and updating school entry systems.
- Successfully implemented the Breakfast in the Classroom Program at the Bates, Bentley, Carlton and Horace Mann Schools.
- And, we will recognize Principal Mary Manning after 42 years (1972) and Thomas LaValley after 13 years (2001) upon their retirement from service to Salem's young people.

- The FY 15 budget proposal has been developed against this backdrop of ongoing changes and challenges. As proposed, the FY 15 district school budget request totals **$54,461,543**. This figure represents a **$1,908,120** increase in general appropriations funding equal to an over-all increase of 3.63**%.**

Our budget priorities include:

- The reorganization of the Assistant Superintendent for Teaching & Learning and the Business Administrator's offices, designed to better meet the changes and challenges to upgrade and improve upon our services.

- Successfully completing search for four outstanding Turn-Around Principals at the Bates, Bentley, Bowditch and Collins Middle School.

- Supporting the two-year transition of the Bentley School from a Dept. of Elementary & Secondary Transformation Plan, to a Restart Plan. This will be done in concert with Empower and the Blueprint School Network as school restart partners.

- Absorbing an expected 3% increase in out of district placement special education costs and an increase of over $300,000 in workmen's compensation costs.

- Following through on the National Center for Time & Learning's recommendation to extend the Collins Middle School year by 300 hours and the Middle School Success Initiative's plans to significantly improve the coordination of middle school services across the Collins, Bowditch and Saltonstall Schools.

- To continue to sustain the work being done with our district turn-around partners such as the Achievement Network, Teaching & Learning Alliance, Focus on Results, and Galileo and our community partners, such as CyberSpace, Salem State University, the Gables, YMCA and Boys' & Girls' Club, to name a few.

- 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://salem.learningnetworks.com/Pages/SPS_DistAdmin/finance/1415Budget

Thank you for your interest and consideration.

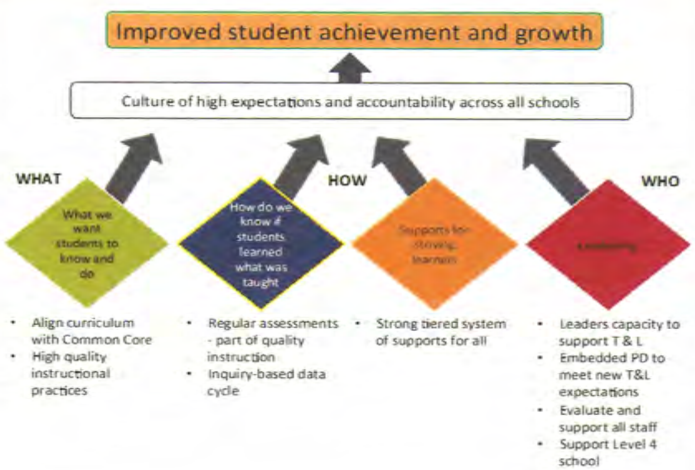
Stephen Russell, Ed. D.
Superintendent of Schools

SALEM PUBLIC SCHOOLS PROPOSED FY2015 BUDGET

June 4, 2014

FY2014 Changes and Challenges

- Successfully completed $55 million dollars in renovations at the Collins Middle School and Saltonstall K-8 School.
- Witnessed the Salem Community Charter School relocate to their new, expanded facility upstairs in the Museum Place Mall.
- Created positions for, and hired, a Coordinator of Volunteer Services and Director of Extended Learning Time Programs, positions needed to support the many initiatives that are underway.
- Aggressively pursued the Bentley Turn-Around work through the appointment of an Overseer and subsequently co-Principals to help support student progress.
- Successfully implemented the Breakfast in the Classroom Program at the Bates, Bentley, Carlton and Horace Mann Schools.
- Created district-wide High Need Learning Disabilities program housed at Saltonstall and a Sheltered English Immersion program at the Bowditch K-8 School, designed to sustain programming consistency through the elementary and middle school years.



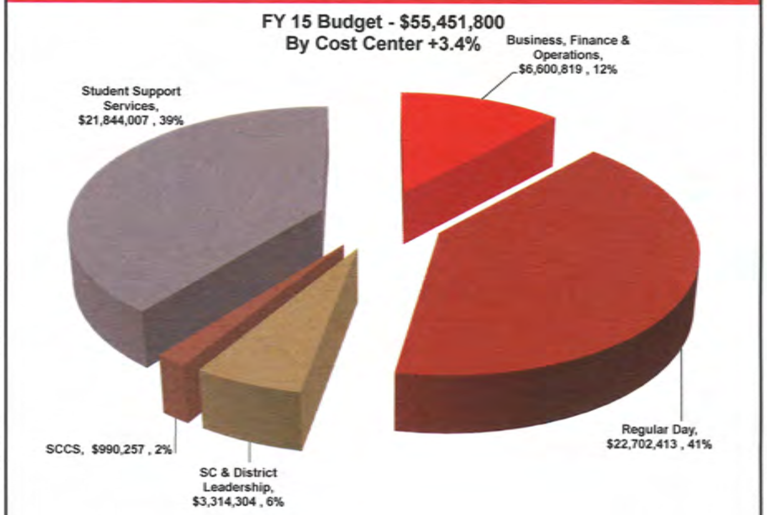
FY2015 Priorities

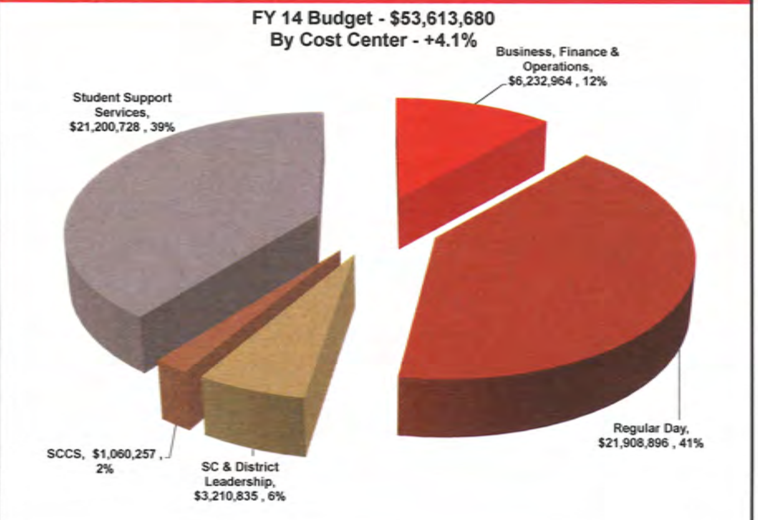
- Successfully completing search for four outstanding Turn-Around Principals at the Bates, Bentley, Bowditch and Collins Middle School.
- Supporting the two-year transition of the Bentley School from a Dept. of Elementary & Secondary Transformation Plan, to a Restart Plan. This will be done in concert with Empower and the Blueprint School Network as school restart partners.
- To continue to sustain the work being done with our district turn-around partners such as the Achievement Network, Teaching & Learning Alliance, Focus on Results, and Galileo and our community partners, such as CyberSpace, Salem State University, the Gables, YMCA and Boys' & Girls' Club, to name a few.
- Absorbing an expected 3% increase in out of district placement special education costs and an increase of over $300,000 in workmen's compensation costs.
- 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.
- Development of plan for Bowditch School turnaround.
- Support Middle School Success Initiative.

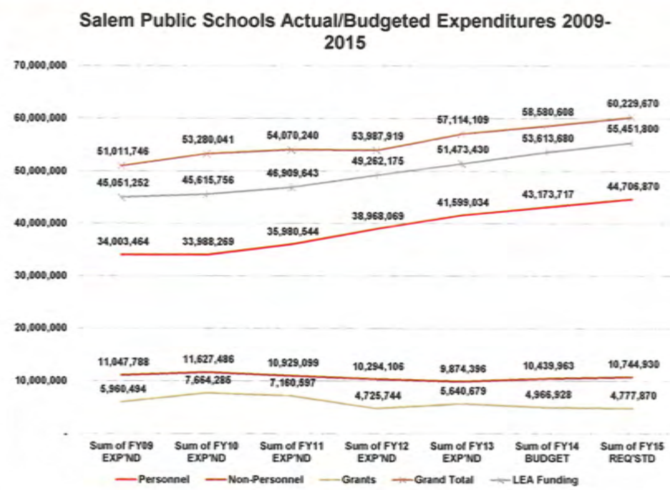
FY2015

- The current FY2015 budget request including SCCS is $55,451,800 an increase of $1,838,000 or 3.4%.

	Request	Amount	Percentage
• District	$54,461,000	+1,908,000	3.6%
• SCCS	$990,000	($70,000)	(6.6%)







Budget Drivers

- The following are the largest budget drivers in a level-services budget:

Contractual Step Increases:	$700,000
Insurance Premiums:	$300,000
Special Education Tuition:	$165,000
Grant Positions to Operating:	$140,000
Salem Prep & SCCS Leases:	$121,000
SCCS use of carryover funds in FY14:	$100,000

Current Budget Projection

Type	Cost Centers	FY15	FY14	Chg $	Chg %
Personnel	Business, Finance & Operations	2,739,058	2,687,293	51,765	1.9%
	Regular Day	22,219,710	21,484,493	735,217	3.4%
	SC & District Leadership	2,013,478	1,997,899	15,579	0.8%
	SCCS	872,228	687,915	184,313	26.8%
	Student Support Services	16,862,396	16,316,117	546,279	3.3%
Personnel Total		44,706,870	43,173,717	1,533,153	3.6%
Non Personnel	Business, Finance & Operations	3,861,761	3,599,761	262,000	7.3%
	Regular Day	482,703	424,603	58,100	13.7%
	SC & District Leadership	1,300,826	1,158,646	142,180	12.3%
	SCCS	118,029	372,342	(254,313)	-68.3%
	Student Support Services	4,981,611	4,884,611	97,000	2.0%
Non Personnel Total		10,744,930	10,439,963	304,967	2.9%
Grand Total		55,451,800	53,613,680	1,838,120	3.4%

Current Budget Projection: Personnel

- Business, Finance & Ops: +$52,000 +1.9%
  - +60,000 Principal Initiative
- Regular Day: +$735,000 +3.4%
  - $400,000 Contractual Step Increases
  - $335,000 Net Staffing Changes
    - $500,000 FY15/14 ATS
    - ($105,000) Retirement Savings
    - ($50,000) Turnover savings

Current Budget Projection: Personnel

- SC & District Leadership: +$16,000 +0.8%
  - (122,000) Transfer to Non-Personnel
  - $52,000 ATS Math Coach
  - $20,000 Volunteer Coordinator
  - $28,000 Partial YR Dir Ext programs
  - $16,000 2 ATS PCHP
- SCCS: +$184,000 +26.8%
  - $12,000 Contractual Step Increases
  - $20,000 FY14 ATS
  - $52,000 FY15 ATS
  - $100,000 FY14 Budget Reduction

Current Budget Projection: Personnel

- Student Support Service +546,000 +3.3%
  - $280,000 Contractual Step Increases
  - $260,000 Net Staffing Changes
    - $140,000 ELL - $70,000 transferred from Non-Personnel
    - $40,000 Prep - Secretary
    - $25,000 Health - .45 ATS Nurse for SCCS & Prep
    - $20,000 ECC – Formerly funded by ECC R/A

Current Budget Projection: Non-Personnel

- Business, Finance & Ops: +$262,000 +7.3%
  - $300,000 Insurance
  - ($40,000) Electricity
- Regular Day: +$58,000 +13.7%
  - $25,000 A/P and MMSI Fees. Transfer from SC & Dist.
  - $34,000 Athletics Contracted services
- SC & District Leadership: +$142,000 +12.3%
  - $122,000 Transfer from Personnel
  - $50,000 Grant Funds Replacement
  - ($25,000) SHS A/P and MMSI Fees

Current Budget Projection:Non-Personnel

- SCCS: ($254,000) (68.3%)
  - ($259,000) Use of FY12, 13 & 14 Appropriation carryover
  - $5,000 Contract Services
- Student Support Services: +$97,000 +2.0%
  - $165,000 Special Ed OOD Tuition
  - ($70,000) ELL Transfer from Supplies to Personnel

FY 2015 SCHOOL OVERVIEW
Salem School District and Salem Community Charter School (SCCS)

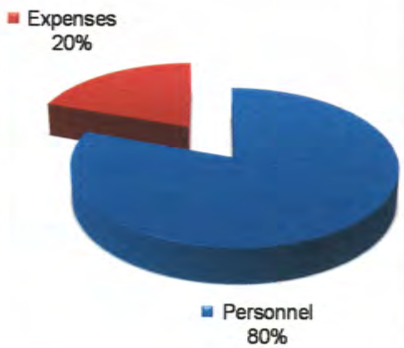
Cost Center	Budget Description	Budget Section	Function	FY 15 Budget FTE Request	FY 14 Budget FTE	Change FTE	% Change FTE	FY 15 Budget $ Request	FY 14 Budget Budget	$ Change	$ % Change
BF&O	Business and Finance	3	1410	9.0	9.0	-	0.0%	1,464,200	1,457,788	6,412	0.4%
BF&O	Human Resources	4	1420	2.0	2.0	-	0.0%	509,908	503,876	6,032	1.2%
BF&O	Operations and Maintenance	19	4210	29.4	29.7	(0.3)	-1.0%	3,841,031	3,882,363	(41,332)	-1.1%
BF&O	Resource Officer/Crossing Guards	20	1230	35.0	35.0	-	0.0%	165,435	163,027	2,408	1.5%
BF&O	General Insurance	21	5200	-	-	-		580,000	280,000	300,000	107.1%
Business, Finance and Operations Totals				**75.4**	**75.7**	**(0.3)**	**-0.4%**	**6,560,574**	**6,287,054**	**273,520**	**4.4%**
Regular Day	School Leadership-Principals	7	2210	21.2	21.0	0.1	0.7%	1,968,474	1,907,334	61,140	3.2%
Regular Day	Elementary Education	8	2305	203.7	184.0	19.7	10.7%	10,983,657	10,295,562	688,095	6.7%
Regular Day	Middle School Education	9	2305	51.5	50.5	1.0	2.0%	2,966,264	2,996,787	(30,523)	-1.0%
Regular Day	High School Education	10	2305	98.0	98.5	(0.5)	-0.5%	6,265,184	6,236,352	28,832	0.5%
Regular Day	Athletics	18	3510	2.0	2.0	-	0.0%	518,834	473,061	45,773	9.7%
Regular Day Totals				**376.4**	**356.0**	**20.4**	**5.7%**	**22,702,413**	**21,909,096**	**793,317**	**3.6%**
SC& Dist	School Committee	1	1110	0.5	0.5	-	0.0%	39,425	38,602	823	2.1%
SC& Dist	Superintendent	2	1210	3.0	2.0	1.0	50.0%	1,032,867	1,005,525	27,342	2.7%
SC& Dist	Assistant Superintendent	2A	2220	8.7	7.4	1.3	17.8%	783,312	673,086	110,226	16.4%
SC& Dist	Technology/Information Management	5	1450	10.0	10.0	-	0.0%	935,364	933,299	2,065	0.2%
SC& Dist	Library Services	13	2340	10.0	10.0	-		273,052	272,021	1,031	0.4%
SC& Dist	Professional Development	14	2353	-	-	-		57,379	65,199	(7,820)	-12.0%
SC& Dist	Textbooks	15	2410	-	-	-		99,723	98,723	1,000	1.0%
SC& Dist	PIC	24	1210	5.0	3.0	2.0	66.7%	93,182	70,090	23,092	32.9%
School Committee& District Totals				**37.2**	**32.9**	**4.3**	**13.1%**	**3,314,304**	**3,156,545**	**157,759**	**5.0%**
Student Support SVCS	Special Education	11	2305	273.6	274.7	(1.1)	-0.4%	16,082,380	15,740,844	341,536	2.2%
Student Support SVCS	Early Childhood	12	2305	1.0	1.0	-	0.0%	46,363	40,484	5,879	14.5%
Student Support SVCS	Guidance Services	16	2710	23.2	22.7	0.5	2.1%	1,688,098	1,619,420	68,678	4.2%
Student Support SVCS	Health Services	17	3200	14.5	13.4	1.0	7.7%	914,265	891,983	22,282	2.5%
Student Support SVCS	ESL/ELL	23	2305	33.7	33.8	(0.1)	-0.4%	2,256,654	2,182,212	74,442	3.4%
Student Support SVCS	Tutors/Translators	25	2305	6.5	7.0	(0.5)	-7.6%	231,780	172,495	59,285	34.4%
Student Support SVCS	Salem Prep	11A	2305	13.0	11.0	2.0	18.2%	664,712	553,290	111,422	20.1%
Student Support Services Total				**365.4**	**363.6**	**1.8**	**0.5%**	**21,884,252**	**21,200,728**	**683,524**	**3.2%**
	Total for District			**854.4**	**828.2**	**26.1**	**3.2%**	**54,461,543**	**52,553,423**	**1,908,120**	**3.6%**
Salem Community Charter School (SCCS) Totals		**22**	**2305**	**14.9**	**13.6**	**1.3**	**9.7%**	**990,257**	**1,060,257**	**(70,000)**	**-6.6%**
	Total for District & SCCS			**869.3**	**841.8**	**27.5**	**3.3%**	**55,451,800**	**53,613,680**	**1,838,120**	**3.4%**

ADOPTED BUDGET
GENERAL FUND - SCHOOLS

FY 2015

GENERAL FUND

Personnel		43,834,642
Expenses		10,626,901
TOTAL	$	54,461,543



ADOPTED BUDGET
GENERAL FUND- SCHOOLS

FY 2014

GENERAL FUND

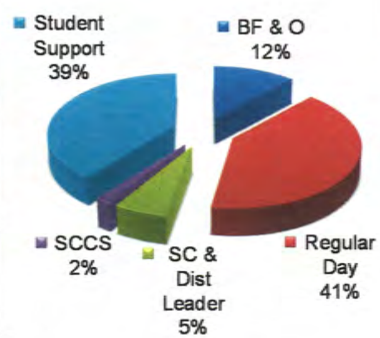
Personnel		42,732,158
Expenses		9,821,265
TOTAL	$	52,553,423

ADOPTED BUDGET
GENERAL FUND- SCHOOLS

FY 2015

GENERAL FUND

BF & O		6,560,574
Regular Day		22,702,413
SC & Dist Leader		3,314,304
SCCS		990,257
Student Support		21,884,252
TOTAL	$	55,451,800

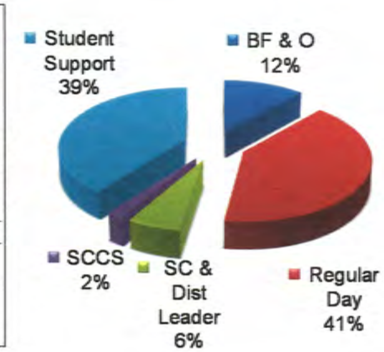


ADOPTED BUDGET
GENERAL FUND- SCHOOLS

FY 2014

GENERAL FUND

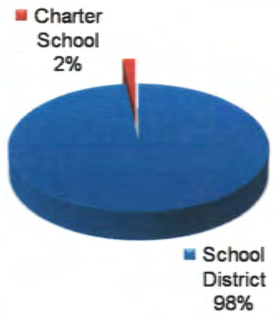
BF & O		6,232,964
Regular Day		21,908,896
SC & Dist Leader		3,210,835
SCCS		1,060,257
Student Support		21,200,728
TOTAL	$	53,613,680



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

FY 2015

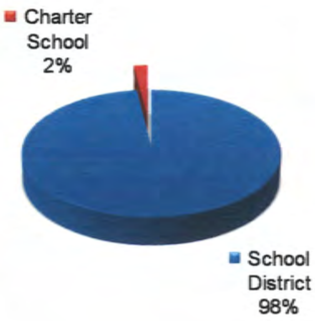
School District		54,461,543
Charter School		990,257
TOTAL	$	55,451,800



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
TOTAL	$	53,613,680



School Budget Summary By Function

		Type	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Variance	% +/-
1000	Admin	Personnel	832,549.00	896,401.00	1,431,000.00	2,027,628.00	2,456,809.00	2,522,046.00	65,237.00	2.7%
		Exp	172,716.00	168,716.00	737,303.00	1,273,303.00	1,905,457.00	2,056,457.00	151,000.00	7.9%
		Total	**1,005,265.00**	**1,065,117.00**	**2,168,303.00**	**3,300,931.00**	**4,362,266.00**	**4,578,503.00**	**216,237.00**	**5.0%**
2000	Instructional Services	Personnel	29,807,670.00	31,400,947.00	34,543,681.00	36,782,644.00	37,832,213.00	39,272,098.00	1,439,885.00	3.8%
		Exp	1,792,400.00	1,847,869.00	3,713,936.00	2,618,143.00	2,740,870.00	2,433,737.00	(307,133.00)	-11.2%
		Total	**31,600,070.00**	**33,248,816.00**	**38,257,617.00**	**39,400,787.00**	**40,573,083.00**	**41,705,835.00**	**1,132,752.00**	**2.8%**
3000	Other Student Services	Personnel	1,448,369.00	1,557,551.00	1,109,266.00	1,178,010.00	1,238,200.00	1,265,155.00	26,955.00	2.2%
		Exp	2,294,228.00	2,327,090.00	136,844.00	136,844.00	126,844.00	162,944.00	36,100.00	28.5%
		Total	**3,742,597.00**	**3,884,641.00**	**1,246,110.00**	**1,314,854.00**	**1,365,044.00**	**1,428,099.00**	**63,055.00**	**4.6%**
4000	Operations & Maint	Personnel	1,653,828.00	1,667,906.00	1,461,610.00	1,449,569.00	1,484,468.00	1,483,136.00	(1,332.00)	-0.1%
		Exp	3,058,600.00	2,769,698.00	2,510,975.00	2,360,975.00	2,397,895.00	2,357,895.00	(40,000.00)	-1.7%
		Total	**4,712,428.00**	**4,437,604.00**	**3,972,585.00**	**3,810,544.00**	**3,882,363.00**	**3,841,031.00**	**(41,332.00)**	**-1.1%**
5000	Fixed Charges	Personnel	134,640.00	134,000.00	194,000.00	160,650.00	162,027.00	164,435.00	2,408.00	1.5%
		Exp	281,000.00	281,000.00	281,000.00	281,000.00	281,000.00	581,000.00	300,000.00	106.8%
		Total	**415,640.00**	**415,000.00**	**475,000.00**	**441,650.00**	**443,027.00**	**745,435.00**	**302,408.00**	**68.3%**
9000	Programs other Districts	Personnel								
		Exp	4,400,000.00	3,948,822.00	3,500,385.00	3,250,385.00	2,987,897.00	3,152,897.00	165,000.00	5.5%
		Total	**4,400,000.00**	**3,948,822.00**	**3,500,385.00**	**3,250,385.00**	**2,987,897.00**	**3,152,897.00**	**165,000.00**	**5.5%**
	Total	Personnel	33,877,056.00	35,656,805.00	38,739,557.00	41,598,501.00	43,173,717.00	44,706,870.00	1,533,153.00	3.6%
		Exp	11,998,944.00	11,343,195.00	10,880,443.00	9,920,650.00	10,439,963.00	10,744,930.00	304,967.00	2.9%
		Grand Total	**45,876,000.00**	**47,000,000.00**	**49,620,000.00**	**51,519,151.00**	**53,613,680.00**	**55,451,800.00**	**1,838,120.00**	**3.4%**

School Finance: Chapter 70 Program

FY15 Preliminary Chapter 70 Aid and Net School Spending Requirements

January 22, 2014

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 FY15. These estimates are based on House 2, Governor Patrick's proposed state budget for the coming fiscal year. The proposal increases aid from $4,301,214,591 billion to $4,400,696,187 billion, an increase of $99.5 million or 2.3 percent.

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, towns and regional school districts in their budget preparations for FY15. 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 FY15 state budget or an earlier local aid resolution.

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. For municipalities with required contributions above their targets, the equity component of the formula is reduced by 50% of the gap.
- 59 operating districts receive foundation aid to ensure that they do not fall below their foundation budgets.
- 94 operating districts receive downpayment aid to bring them closer to their target aid share.
- 201 operating districts receive minimum per pupil aid to ensure that they receive an increase of at least $25 per pupil over FY14.
- Foundation budgets are raised by an inflation factor of 0.86 percent.
- Enrollment grew by .3 percent; forty-one percent of districts saw increases of as much as 18 percent.
- The cap on regular education pre-kindergarten enrollment, previously at twice the number of special education pre-kindergarten enrollment, is lifted. Districts can now count all enrolled pre-kindergarten students provided they do not pay tuition.
- Acton and Boxborough fully merge into one K-12 district, where previously they had been regionalized at the 7-12 level.
- Essex Agricultural Technical merges with North Shore Regional Vocational to form a new regional vocational district. Peabody joins as a member.

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:

The following information can be found at the link listed here → http://www.doe.mass.edu/finance/chapter70/chapter_15p.html

- 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

Questions about the Chapter 70 program should be directed to:

Melissa King mking@doe.mass.edu 781-338-6532

Roger Hatch rhatch@doe.mass.edu 781-338-6527

Last Updated: February 10, 2014

Massachusetts Department of
Elementary & Secondary Education

Massachusetts Department of Elementary and Secondary Education
FY15 Preliminary Chapter 70 Summary

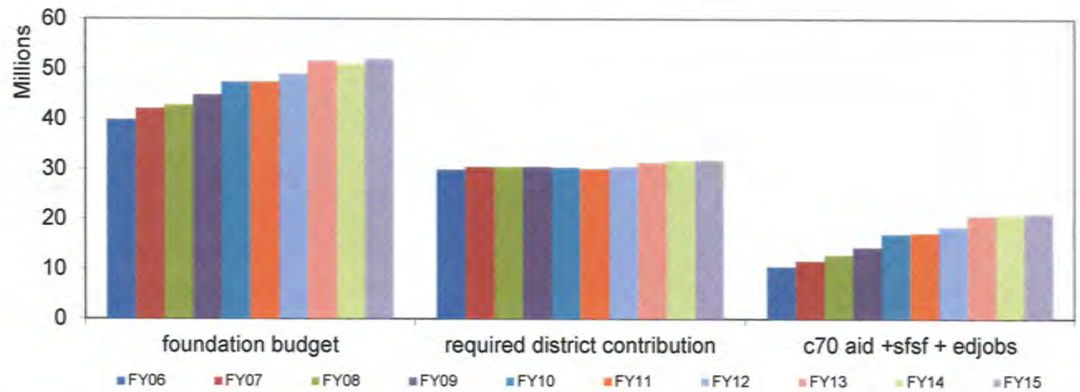
258 SALEM

Aid Calculation FY15

Prior Year Aid	
1 Chapter 70 FY14	**21,014,211**
Foundation Aid	
2 Foundation budget FY15	52,070,760
3 Required district contribution FY15	31,881,386
4 Foundation aid (2 -3)	20,189,374
5 Increase over FY14 (4 - 1)	**0**
Downpayment Aid	
6 Target aid %	41.55%
7 Foundation aid with fully reduced effort	21,635,401
8 Increase over FY14 to reach 35% phase-i	217,416
9 Downpayment aid	**217,416**
Minimum Aid	
10 Minimum $25 per pupil increase	**0**
Non-Operating District Reduction to Foundation	
11 Reduction to foundation	**0**
FY15 Preliminary Chapter 70 Aid	
12 **sum of line 1, 5, 9 and 10 minus 11**	**21,231,627**

Comparison to FY14

	FY14	FY15	Change	Pct Chg
Enrollment	4,795	4,784	-11	-0.23%
Foundation budget	51,136,477	52,070,760	934,283	1.83%
Required district contribution	31,823,721	31,881,386	57,665	0.18%
Chapter 70 aid	**21,014,211**	**21,231,627**	217,416	1.03%
Required net school spending (NSS)	52,837,932	53,113,013	275,081	0.52%
Target aid share	41.46%	41.55%		
C70 % of foundation	41.09%	40.77%		
Required NSS % of foundation	103.33%	102.00%		



Massachusetts Department of Elementary and Secondary Education

Determination of City and Town Total Required Contribution FY15, Preliminary

258 SALEM

Effort Goal

1) 2012 equalized valuation	4,256,808,900
2) Property percentage	0.3624%
3) Local effort from property wealth	15,428,583
4) 2011 income	1,071,052,000
5) Income percentage	1.5113%
6) Local effort from income	16,187,209
7) Combined effort yield (row 3+ row 6)	31,615,792
8) Foundation budget FY15	54,094,125
9) Maximum local contribution (82.5% * row 8)	44,627,653
10) Target local contribution (lesser of row 7 or row 9)	31,615,792
11) Target **local** share (row 10 as % of row 8)	58.45%
12) Target **aid** share (100% minus row 11)	41.55%

FY15 Increments Toward Goal

13) Required local contribution FY14	33,318,585
14) Municipal revenue growth factor (DOR)	3.92%
15) FY15 preliminary contribution (13 x 14)	34,624,674
16) Preliminary contribution pct of foundation (15/8)	64.01%
If preliminary contribution is above the target share:	
17) Excess local effort (15 - 10)	3,008,882
18) 50% reduction toward target (17 x 50%)	1,504,441
19) FY15 required local contribution (15 - 18), capped at 90% of foundation	33,120,233
20) Contribution as percentage of foundation (19 / 8)	**61.23**
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 2.5% and 7.5%; 2% if shortfall > 7.5%*	
23) Shortfall from target after adding increment (10 - 15 - 22)	
24) FY15 required local contribution (15 + 22)	
25) Contribution as percentage of foundation (24 / 8)	

Massachusetts Department of Elementary and Secondary Education
FY15 Preliminary Chapter 70

Apportionment of Local Contribution Across School Districts

258 SALEM	SALEM	NORTH SHORE	ESSEX COUNTY	COMBINED TOTAL ALL DISTRICTS
Prior Year Data (for comparison purposes)				
1 FY14 foundation enrollment	4,795	135	16	4,946
2 FY14 foundation budget	51,136,477	2,079,308	234,481	53,450,266
3 Each district's share of municipality's combined FY14 foundation	95.67%	3.89%	0.44%	100.00%
4 FY14 required contribution	31,823,721	1,294,014	200,850	33,318,585
Apportionment of FY15 contribution among community's districts				
5 FY15 total unapportioned required contribution ("municipal contribution" sheet row 19 or 24)				33,120,233
6 FY15 foundation enrollment	4,784	130		4,914
7 FY15 foundation budget	52,070,760	2,023,365		54,094,125
8 Each district's share of municipality's total FY15 foundation	96.26%	3.74%		100.00%
9 **FY15 Required Contribution**	31,881,386	1,238,847		33,120,233
10 Change FY14 to FY15 (9 - 4)	57,665	-55,167	-200,850	-198,352

Massachusetts Department of Elementary and Secondary Education

Office of School Finance

FY15 Preliminary Chapter 70 Foundation Budget

258 SALEM

	Base Foundation Components										Incremental Costs Above The Base				
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	
	Pre-	Kindergarten			Jr High/	High	ELL	ELL	ELL	Voca-	Special Ed	Special Ed	Low Income		
	School	Half-Day	Full-Day	Elementary	Middle	School	PK	K Half	KF - 12	tional	In District	Out of Dist	Elem	Other	TOTAL*
Foundation Enrollment	70	0	345	1,578	989	1,098	0	0	575	164	180	46	1,721	1,029	4,784
1 Administration	12,580	0	123,996	567,149	355,456	394,632	0	0	206,661	58,943	446,506	114,107	0	0	2,280,031
2 Instructional Leadership	22,720	0	223,950	1,024,327	641,990	712,745	0	0	373,250	106,457	0	0	0	0	3,105,438
3 Classroom and Specialist Teachers	104,178	0	1,026,896	4,696,870	2,590,498	4,229,397	0	0	2,577,558	1,073,920	1,473,359	0	4,608,683	2,081,760	24,463,119
4 Other Teaching Services	26,718	0	263,376	1,204,661	543,495	502,335	0	0	350,992	75,030	1,375,655	1,743	0	0	4,344,006
5 Professional Development	4,120	0	40,631	185,873	126,285	135,943	0	0	91,678	33,571	71,075	0	101,436	60,649	851,261
6 Instructional Equipment & Tech	15,079	0	148,629	679,818	426,071	756,851	0	0	247,716	197,827	62,037	0	0	0	2,534,028
7 Guidance and Psychological	7,580	0	74,724	341,779	285,139	396,828	0	0	165,778	59,271	0	0	0	0	1,331,098
8 Pupil Services	3,015	0	29,729	203,957	208,788	534,528	0	0	74,319	79,838	0	0	0	0	1,134,173
9 Operations and Maintenance	28,929	0	285,156	1,304,280	886,223	953,986	0	0	643,396	266,674	498,771	0	711,788	425,584	6,004,788
10 Employee Benefits/Fixed Charges	26,076	0	257,025	1,175,689	700,598	747,277	0	0	538,913	181,272	565,045	0	467,819	279,713	4,939,428
11 Special Ed Tuition	0	0	0	0	0	0	0	0	0	0	0	1,083,389	0	0	1,083,389
12 Total	250,995	0	2,474,112	11,384,402	6,764,542	9,364,524	0	0	5,270,260	2,132,804	4,492,449	1,199,239	5,889,727	2,847,706	52,070,760
13 Wage Adjustment Factor	100.0%														

Foundation Budget Per Pupil	10,884

* 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
FY14 Chapter 70 Preliminary Summary

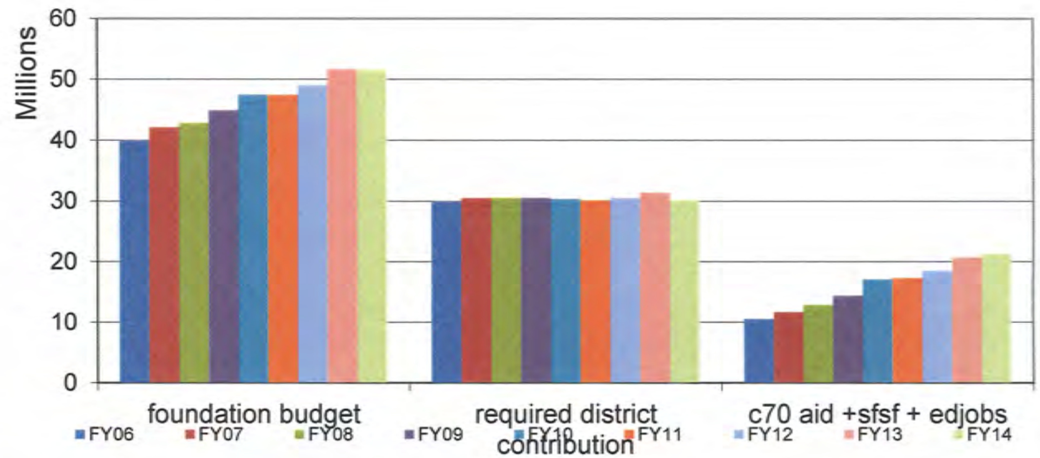
258 SALEM

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 FY1	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	20,759,584	21,413,628	654,044	3.15%
Required net school spending (NS	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

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 **local** share (row 10 as % of row 8)	58.62%
12) Target **aid** share (100% minus row 11)	41.38%

FY14 Increments Toward Goal

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)	**58.62**
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
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
11 Required district contribution FY14 (lines 9 + 10)	**30,182,849**	**1,216,352**	**200,850**	**31,600,051**
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				
	(1) Pre-School	(2) Kindergarten Half-Day	(3) Kindergarten 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) Low Income Other	TOTAL*
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
12 Total	**209,749**	**0**	**2,282,377**	**11,444,720**	**6,686,529**	**9,707,488**	**0**	**0**	**5,243,511**	**1,714,905**	**4,454,141**	**1,649,014**	**5,520,557**	**2,683,485**	**51,596,477**
13 Wage Adjustment Factor	100.0%													Foundation Budget Per Pupil	10,760

* 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.

1/25/12

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

258 SALEM

Aid Calculation FY13

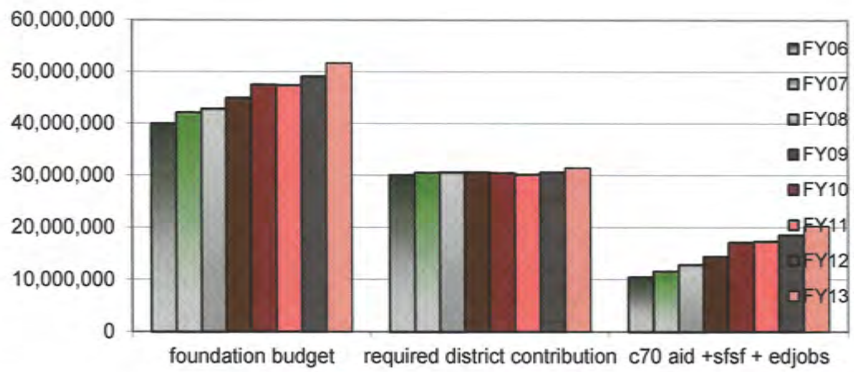
Prior Year Aid	
1 Chapter 70 FY12	**18,522,267**
Foundation Aid	
2 Foundation budget FY13	51,691,292
3 Required district contribution FY	31,398,532
4 Foundation aid (2 -3)	20,292,760
5 Increase over FY12 (4 - 1)	**1,770,493**
Non-Operating District Reduction to Foundation	
6 Reduction to foundation	**0**

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	**18,522,267**	**20,292,760**	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 **local** share (row 10 as % of row 8)	57.13%
12) Target **aid** 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)	**60.89**
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 -	
24) FY13 required local contribution (15 + 22)	
25) Contribution as percentage of foundation (24 / 8)	

See a listing of all 351 communities

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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
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

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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				
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	
	Pre-	Kindergarten			Jr High/	High	ELL	ELL	ELL	Voca-	Special Ed	Special Ed	Low Income		
	School	Half-Day	Full-Day	Elementary	Middle	School	PK	K Half	KF - 12	tional	In District	Out of Dist	Elem	Other	TOTAL*
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
12 Total	**325,575**	**0**	**2,310,561**	**11,706,746**	**6,724,716**	**9,859,097**	**0**	**0**	**4,680,243**	**1,853,793**	**4,459,256**	**1,196,319**	**5,840,592**	**2,734,394**	**51,691,292**
13 Wage Adjustment Factor	100.0%											Foundation Budget Per Pupil			10,551

* 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 conductive 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^{th}, 10^{th}, 11^{th}, 12^{th}) 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 schedul . 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.