Salem Public Schools
Mission Statement and Core Principles

Our Mission

The mission of the Salem Public Schools is to provide an inclusive, high quality learning environment and experience so that all students achieve academic and personal excellence and grow their capacity to contribute positively in their local and global communities.

Core Principles

We declare that student success and well-being are our top priorities.

We hold all students and all professionals to high standards and expectations.

We value all of our leaders, teachers, and students.

We value family and community as partners and stakeholders.

We value thoughtful innovation aimed at raising achievement.

We hold ourselves accountable for student outcomes and work to improve educational practice.

We strive for meaningful collaboration, effective communication and a culture of transparency.

We recognize and celebrate that the differences of each are assets to the whole.

We value that adults model integrity, respect, creativity and accountability. *(Updated Draft)*

Superintendent's Budget Narrative
Fiscal Year 2016

As the FY 16 school department budget is being brought forward, I'd like to highlight some of our milestones and accomplishments. During the 2014-15 school year we have:

- ✓ "survived" one of the worst winters on record that included seven snow days and record-breaking snowfall!
- ✓ seen student success continue to climb across multiple measures. Our 4 year adjusted dropout rate has fallen to 3.4% (from 5.5 % in 2012) and our average daily student attendance has surpassed 90% during the past year averaging 94% in June across all of our schools.
- ✓ had continued student progress on MCAS. Bentley School pupil performance index (PPI scores) rose over the past four years from 50 to 63 for all students. At the Carlton School, PPI scores rose from 58 to 69 and at the Witchcraft School scores improved from 55 to 61 points. Credit for this progress goes to our staff, students and families for their continued work to insure student success!
- ✓ Undergone DESE Coordinated Program Review (November 2014), successfully meeting the benchmark on 92 of 112 criterion related to Special Education, Civil Rights, and Career/Vocational Technical Education.
- ✓ Reached contractual settlements (through August 2015) with our administrators, teachers, custodians, bus drivers and food service staff; negotiations with our paraprofessionals are ongoing.
- ✓ Completed a multi-year renovation of the Collins Middle School.
- ✓ Successfully launched an extended learning time initiative at the Collins Middle School.
- ✓ Recruited and hired three new principals - Glenn Burns, Collins Middle School; William Shevory, Nathaniel Bowditch School; and Thomas Milachewski, Bates School.
- ✓ Supported the Bentley Gr. 3-5 School, under the leadership of Justin Vernon, in year I of their two year transition to a Horace Mann Charter School.

- ✓ Established the Bowditch School Working Group, made up of citizens, teachers and parents, who worked throughout the summer to develop a 2014-15 plan for improvements at the Bowditch School. In the spring of 2015 this was followed by the appointment of a joint labor-management School Support Team, designed to continue the turn-around work underway.

- ✓ Working with Pathways for Children, we helped to establish Head Start Programs at the Carlton and Bates Schools, with plans to add a third program at the Bentley School next year.

- ✓ Continued to work closely with the Salem Police Department to improve building safety and security in all of our schools through improved radio communications and staff training.

- ✓ Expanded the School Breakfast Program beyond the Bates, Bentley, Carlton and Horace Mann Schools into Bowditch and Salem High School during the upcoming months.

- ✓ Partnered with the Salem Academy Charter School through a MA Department of Elementary & Secondary Education Dissemination Grant to study standards-based educational practices.

- ✓ Bid farewell to Superintendent Stephen Russell and welcomed incoming Superintendent Margarita Ruiz.

Looking ahead to the 2015-2016 school year

The FY 16 budget proposal has been developed against a backdrop of ongoing changes and challenges. These include significant reductions in available federal/state grant funding, declines in enrollment, contractual obligations and increases in fixed costs.
Our budget priorities include:

- standards-based practices (build teacher understanding/fluency with Common Core, establish common practices, development of proficiency scales, pilot standards-based grading and reporting)
- teacher and leader development (build teacher capacity to implement Common Core reading, writing and math standards across content areas, strengthen capacity to effectively execute a co-teaching model, continue to grow principals as leaders within a standards-based instructional cycle, diversify teacher leader opportunities)
- student supports (enhance supports for struggling adolescent readers, build capacity for math intervention, continue implementation of a system of positive behavioral supports)

- time (provide equity and access to expanded learning time across schools, develop an ELT implementation plan and a process for ensuring effectiveness of ELT programming)
- infrastructure (align supports of HR and Technology offices to the core functions of the district, improve district-wide data systems to enhance data-driven decision making and accountability, improve student access to and use of technology)
- continuing our success in year three of the Accelerated Improvement Plan to exit MA DESE Level IV status
- conducting and successfully completing a search for outstanding Principals at the Bowditch and Saltonstall Schools
- successfully negotiating new contracts with all of our bargaining units
- expanding extended learning time opportunities through afterschool programming and the addition of time at the Bates and Bowditch Schools
- sustaining the progress being made in concert with our local partners such as LEAP for Education, the Salem Education Foundation, Salem State University, the Gables, For Kids Only, the Peabody Essex Museum, YMCA and Boys' & Girls' Club.

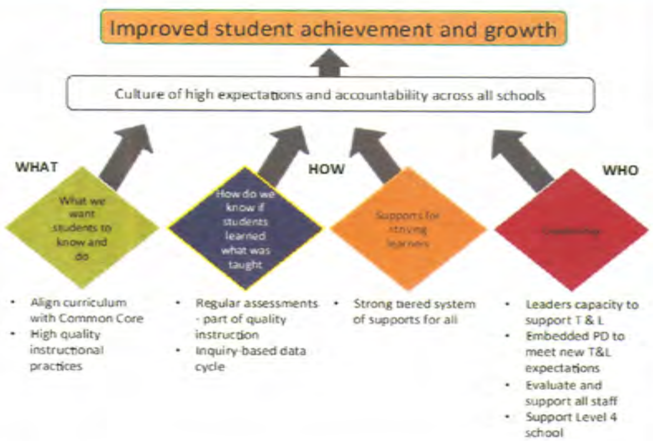
In the year ahead you can expect us to maintain high expectations for, and pride in, our diverse student population, while supporting a culture of continuous improvement and our ongoing commitment to keeping you up to date and involved in our schools.

The following pages contain further detail regarding the operation of school services. Budgetary information may also be found on the district's website, www.salemk12.org.

Stephen Russell, Ed.D.
Superintendent of Schools

SALEM PUBLIC SCHOOLS PROPOSED FY2016 BUDGET

May 18, 2015



FY2016 Changes and Challenges

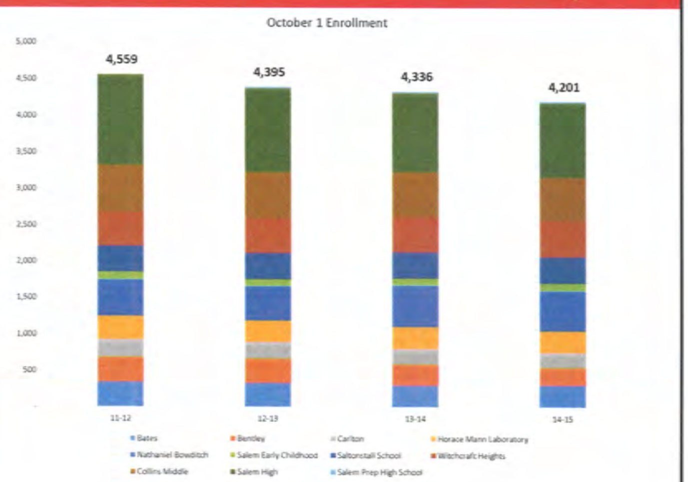
- New Superintendent
- Transformation of the Bentley to the Bentley Academy Charter School, a Horace Mann Charter
- Funding Challenges
  - Flat State Aid
  - Increased assessments for Charter School, School Choice and Vocational School Tuition
  - Decreased Charter reimbursement
  - Large FY15 Snow Removal expenses
- Declining District Enrollment

FY2016 Priorities

- Successfully completing search for two outstanding Principals at the Bowditch and Saltonstall.
- Supporting the transition of the Bentley School to a Horace Mann Charter School.
- 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 LEAP for Education, Salem State University, the Gables, YMCA and Boys' & Girls' Club, to name a few.
- Utilizing approximately $4 million dollars in state and federal grant funds to provide training and support services.
- Development of a plan for the Bowditch School Improvement.
- Continue Support of ELT at the Collins Middle School.

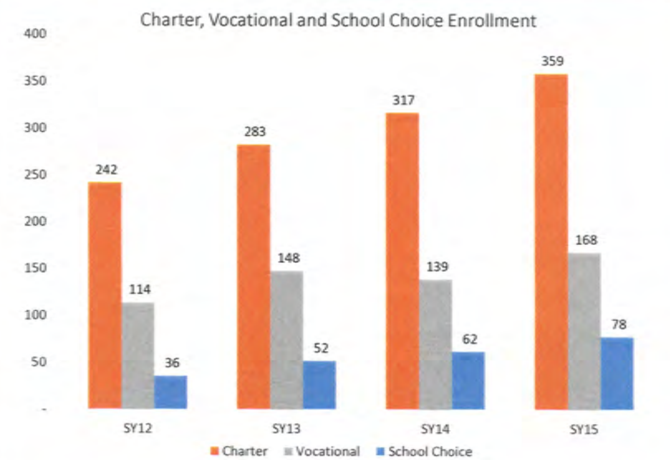
Challenges - Enrollment

- Enrollment in District Schools has decreased (7.8%) over the past 3 years
  - Elementary (4.1%)
  - Collins Middle School (7.7%)
  - High School (17.5%)



Challenges - Enrollment

- Enrollment of Salem students in Commonwealth Charter, Vocational and School Choice has increased 54.3% over the past 3 years from 392 to 605 students.
  - Commonwealth Charters 48.3%
  - Vocational 47.4%
  - School Choice 116.7%



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Challenges - Staffing

- Regular Day Staffing has increased 4.4% over the past 3 years
  - Elementary 9.8%
    - Carlton Innovation
    - Bentley Turn Around
  - Collins Middle School (1.1%)
  - High School (2.8%)

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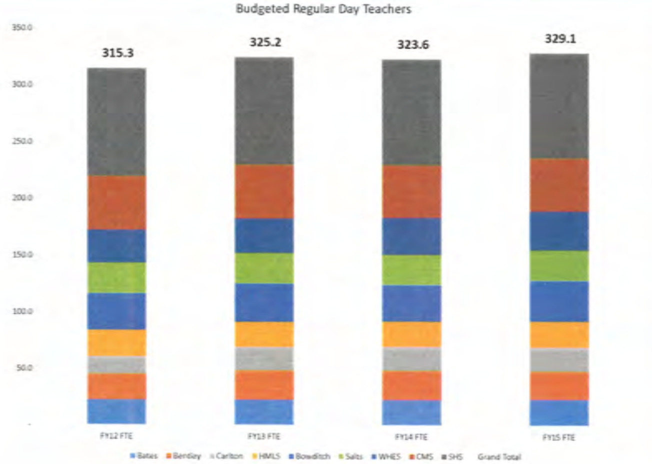

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Challenges - Funding

- Chapter 70 Funding is up 2.7% over the past 3 years

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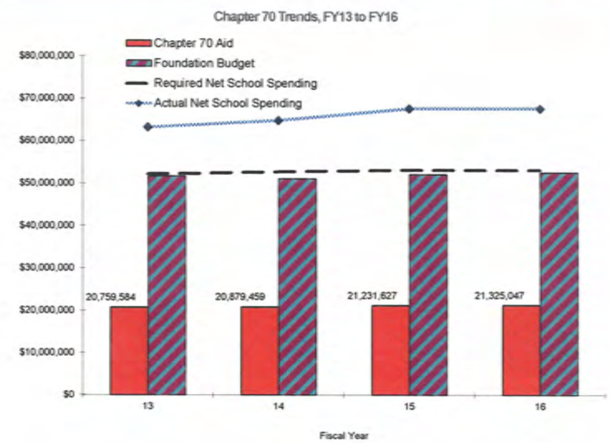
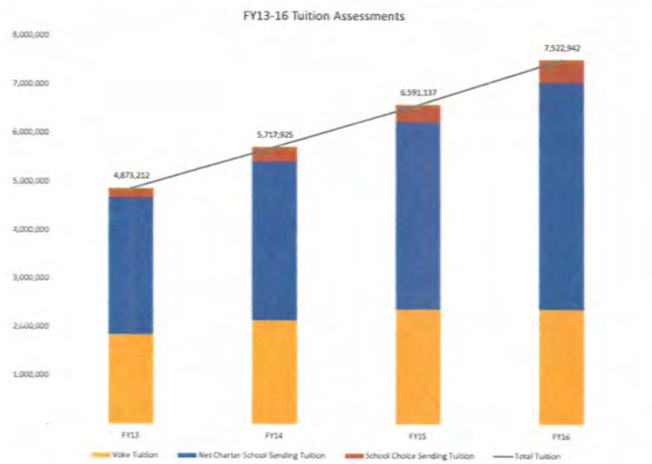


Challenges - Funding

- State Assessments for Charter, Vocational School and School Choice Tuition is up 54.4% or $2,650,000 over the past 3 years

Commonwealth Charter	$1,845,000	64.8%
Vocational	$530,000	28.8%
School Choice	$275,000	148.0%



Challenges - Funding

- City and Grant direct school spending has increased $4,000,000 or 7% over the past 3 years:

City	$5,200,000	10.2%
Grants	($1,200,000)	(23.7%)

FY2016

- Initial Level Service budget was projected to be $58,200,000 an increase of $3,700,000 or 6.8%.
- Initial projected appropriation was $55,600,000 an increase of $1,100,000 or 2%.
- Budget gap of $2,600,000

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FY2016

- Identified initial $2,600,000 of potential reductions.
- Change in Budget assumptions reduced gap by $600,000 to $2,000,000.
- Gap Further reduced by:
  - Additional City funding of $200,000
  - Additional reductions of $80,000
  - Revolving Account revenues of $110,000
- Allowed for restoration of $1,000,000 of identified reductions.

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All Schools	Supplies	48,620
Bates	Music/Art	20,232
Bates	Library Para (off set by other cut)	0
Carlton	Gr. 4/5 Teacher	48,265
CMS	Art	73,120
HMLS	Library Para	11,157
HMLS	Math (.3)	20,664
Multiple schools	Literacy Coaches	87,719
Multiple schools	Math Coach	68,891
NBS	Gr. 2 Teacher	50,300
Saltonstall	Tech Integration specialist	30,354
Saltonstall	District-wide music	10,000
Saltonstall	Outreach Coordinator	8,161
SHS	Mandarin	18,340
SHS	Fine/Performing Arts	21,048
SHS	Vocational	18,000
WHES	Gr. 4 teacher	55,000
Subtotal		**589,871**
District	Attend Officer	33,159
District	Director of Nursing (w/offset)	37,834
District	Director of Expanded Learning Time	93,673
District	Admin Assistant (.5 to 1)	25,000
District	Mentoring (principals)	35,000
District	HR/PIC reorganization	133,000
District	IT Clerk	41,848
Subtotal		**396,514**
Total		**989,385**

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FY2016

- The current FY2016 budget request including BACS is $55,757,800 an increase of $1,296,000 or 2.4%.

		Request
• District		$53,145,300
• Collins ELT	$355,000	
• Saltonstall ELT:	$250,000	
• Carlton Innovation:	$150,000	
• Bentley ELT:	$100,000	
• BACS		$2,612,500
• NLCS		$890,300* Not

included in amount above.

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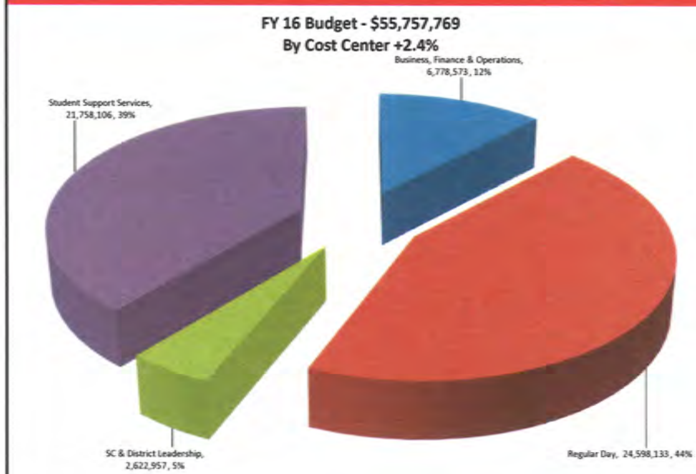
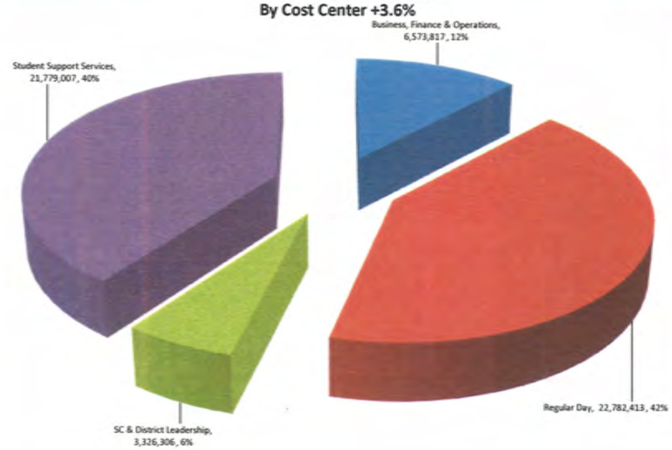
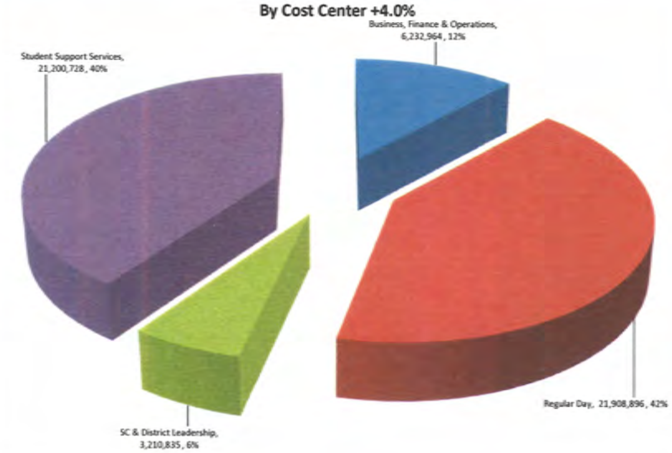


FY 15 Budget - $54,461,543
By Cost Center +3.6%



FY 14 Budget - $52,553,423
By Cost Center +4.0%



Budget Drivers

- The following are the largest budget drivers in a level-services budget:
  - Contractual $1,275,000
  - Replacement of Grant Funding $800,000
  - Contractual Step Increases $470,000
  - Funding ELT $455,000
  - Special Education Tuition $159,000
  - Classroom add at WHES $55,000
  - Natural Gas $45,000

Staffing Reductions

FY16 Staffing Changes*

Staff Type	Staff Sub Type	Bates	Bowditch	Carlton	HMLS	Salts	WHES	CMS	SHS	CO*	Total
Administration	Admin	-		-	-	-	-	-	-	-	-
	Coordinator									(1.00)	(1.00)
	Director									-	-
	Manager									-	-
	Support	-		-	-	-	-	-	-	(2.00)	(2.00)
	IT									(1.00)	(1.00)
Para	Classroom	(0.50)									(0.50)
	Non Classroom	(0.67)		(0.67)		(0.31)		(1.60)			(3.24)
	Specialist	-			-	-		-			-
Teacher	Classroom	-		-	-	-	1.00	-	-	-	1.00
	High School	-		-	-	-	-	-	(5.10)	-	(5.10)
	Specialist	(0.40)		-	(0.80)	(0.60)	(1.00)	(1.00)	(1.00)	(1.00)	(5.80)
	Vocational	-		-	-	-	-	-	-	-	-
Tutors	Non Classroom	-		-	-	-	-	-	-	-	-
Grand Total		(1.57)	-	(0.67)	(0.80)	(0.91)	-	(2.60)	(6.10)	(5.00)	(17.64)
% Reduction		-5.4%	0.0%	-2.7%	-2.7%	-2.8%	0.0%	-5.1%	-5.4%	-12.3%	-4.3%

FY16 Staffing Changes* School staffing changes are Regular Day Staff changes only.

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Current Budget Projection

Type	Cost Centers	FY16	FY15	Chg $	Chg %
Personnel	Business, Finance & Operations	2,921,817	2,716,722	205,095	7.5%
	Regular Day	24,029,697	23,199,977	829,720	3.6%
	SC & District Leadership	1,822,410	1,726,895	95,515	5.5%
	Student Support Services	16,772,865	16,160,234	612,631	3.8%
Personnel Total		**45,546,789**	**43,803,828**	**1,742,961**	**4.0%**
Non Personnel	Business, Finance & Operations	3,852,950	3,849,761	3,189	0.1%
	Regular Day	572,242	714,611	(142,369)	-19.9%
	SC & District Leadership	800,547	1,178,226	(377,679)	-32.1%
	Student Support Services	4,985,241	4,915,117	70,124	1.4%
Non Personnel Total		**10,210,980**	**10,657,715**	**(446,735)**	**-4.2%**
Grand Total		**55,757,769**	**54,461,543**	**1,296,226**	**2.4%**

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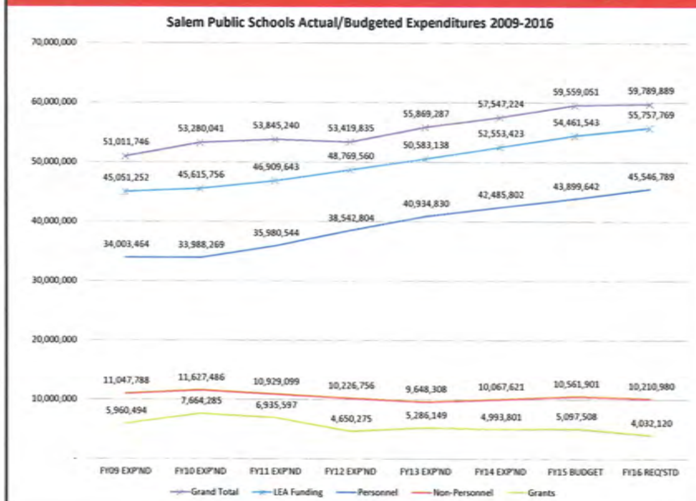

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Questions?

- This presentation can be found at http://www.salemk12.org
- Call the Business Office at (978) 740-1222
- Email:
  - Phil Littlehale: philiplittlehale@salemk12.org

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 includes an automotive technology center. The school district also supports the Early Childhood Education Center, the New Liberty 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.

Public School Enrollments

The following table reflects the actual enrollments in the City's public school's, the New Liberty Charter School and the projected enrollment for FY16.

City of Salem, Massachusetts School Enrollments as of October 1

	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY2016
Pre K & K	520	511	525	479	477	502	491	500
Elementary 1-5	1817	1,749	1,953	1,933	1,960	1872	1812	1855
Middle 6-8	916	1,044	982	915	927	1005	869	863
High School 9-12	1,255	1,275	1,233	1,232	1,250	1169	1040	1073
Sped-Out of District	104	100	0	75	76	76	73	73
Charter School				50	50	50	46	50
Total	**4,612**	**4,679**	**4,693**	**4,684**	**4,693**	**4,684**	**4331**	**4414**

The City of Salem is also 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 2016 Summary by Cost Centers

Cost Center	Budget Description	Budget Section	Function	FY 16 Budget FTE Request	FY 15 Budget FTE	Change FTE	% Change FTE	FY 16 Budget $ Request	FY 15 Budget Budget	$ Change	$ % Change
BF&O	Business and Finance	3	1410	9.0	9.0	-	0.0%	1,731,977	1,482,109	249,868	16.9%
BF&O	Human Resources	4	1420	2.0	2.0	-	0.0%	509,185	509,908	(723)	-0.1%
BF&O	Operations and Maintenance	19	4210	27.7	29.4	(1.7)	-6.0%	3,803,160	3,829,031	(25,871)	-0.7%
BF&O	Resource Officer/Crossing Guards	20	1230	12.1	12.2	(0.2)	-1.4%	161,445	165,435	(3,990)	-2.4%
BF&O	General Insurance	21	5200	-	-	-		580,000	580,000	-	0.0%
BF&O				**50.8**	**52.6**	**(1.8)**	**-3.6%**	**6,785,767**	**6,566,483**	**219,284**	**3.3%**
Regular Day	School Leadership-Principals	7	2210	20.2	22.15	(2.0)	-9.9%	1,850,581	1,869,388	(18,807)	-1.0%
Regular Day	Elementary Education	8	2305	205.3	189.2	16.0	8.5%	12,890,584	11,935,779	954,805	8.0%
Regular Day	Middle School Education	9	2305	43.3	50.8	(7.5)	-14.8%	2,969,890	2,965,290	4,600	0.2%
Regular Day	High School Education	10	2305	94.8	98.0	(3.2)	-3.2%	6,101,400	6,266,247	(164,847)	-2.6%
Regular Day	Library Services	13	2340	5.7	7.0	(1.3)		222,534	262,493	(39,959)	-15.2%
Regular Day	Textbooks	15	2410	-	-	-		60,473	96,557	(36,084)	-37.4%
Regular Day	Athletics	18	3510	2.0	2.0	-	0.0%	495,477	518,834	(23,357)	-4.5%
Regular Day				**371.2**	**369.1**	**2.1**	**0.6%**	**24,590,939**	**23,914,588**	**676,351**	**2.8%**
SC& Dist	School Committee	1	1110	0.5	0.5	-	0.0%	39,438	39,425	13	0.0%
SC& Dist	Superintendent	2	1210	2.0	3.0	(1.0)	-33.3%	631,526	1,032,867	(401,341)	-38.9%
SC& Dist	Assistant Superintendent	2A	2220	12.1	9.1	3.0	33.3%	1,027,852	737,905	289,947	39.3%
SC& Dist	Technology/Information Management	5	1450	8.0	10.0	(2.0)	-20.0%	779,730	935,364	(155,634)	-16.6%
SC& Dist	Professional Development	14	2353	-	-	-		53,533	66,378	(12,845)	-19.4%
SC& Dist	PIC	24	1210	2.0	4.8	(2.8)	-58.6%	90,878	93,182	(2,304)	-2.5%
SC& Dist				**24.6**	**27.4**	**(2.8)**	**-10.3%**	**2,622,957**	**2,905,121**	**(282,164)**	**-9.7%**
Student Support SVCS	Special Education	11	2305	266.2	272.5	(6.3)	-2.3%	17,200,261	15,498,430	1,701,831	11.0%
Student Support SVCS	Early Childhood	12	2305	1.0	1.0	-	0.0%	46,188	46,363	(175)	-0.4%
Student Support SVCS	Guidance Services	16	2710	8.0	23.2	(15.2)	-65.5%	589,997	1,651,808	(1,061,811)	-64.3%
Student Support SVCS	Health Services	17	3200	11.0	14.1	(3.1)	-22.1%	807,952	882,204	(74,252)	-8.4%
Student Support SVCS	ESL/ELL	23	2305	33.2	33.7	(0.5)	-1.4%	2,283,619	2,100,054	183,565	8.7%
Student Support SVCS	Tutors/Translators	25	2305	5.0	6.5	(1.5)	-22.7%	163,140	231,780	(68,640)	-29.6%
Student Support SVCS	Salem Prep	11A	2305	12.0	13.0	(1.0)	-7.7%	666,949	664,712	2,237	0.3%
Student Support SVCS				**336.4**	**364.0**	**(27.6)**	**-7.6%**	**21,758,106**	**21,075,351**	**682,755**	**3.2%**
	Total for District			**783.0**	**813.1**	**(30.1)**	**-3.7%**	**55,757,769**	**54,461,543**	**1,296,226**	**2.4%**
New Liberty Charter School	**NLCS - Separate Appropriation**	**22**	**2305**	**14.6**	**15.8**	**(1.2)**	**-7.7%**	**890,257**	**990,257**	**(100,000)**	**-10.1%**
	Total for District and NLCS			**797.5**	**828.9**	**(31.4)**	**-3.8%**	**56,648,026**	**55,451,800**	**1,196,226**	**2.2%**

***Note - Bentley Charter School included in District Totals**

School Budget Summary By Function

		Type	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	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	2,815,205.00	293,159.00	11.6%
		Exp	172,716.00	168,716.00	737,303.00	1,273,303.00	1,905,457.00	2,056,457.00	1,675,381.00	(381,076.00)	-18.5%
		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**	**4,490,586.00**	**(87,917.00)**	**-1.9%**
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	40,806,623.00	1,534,525.00	3.9%
		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	2,255,886.00	(177,851.00)	-7.3%
		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**	**43,062,509.00**	**1,356,674.00**	**3.3%**
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	1,158,132.00	(107,023.00)	-8.5%
		Exp	2,294,228.00	2,327,090.00	136,844.00	136,844.00	126,844.00	162,944.00	145,297.00	(17,647.00)	-10.8%
		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**	**1,303,429.00**	**(124,670.00)**	**-8.7%**
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	1,444,327.00	(38,809.00)	-2.6%
		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	2,358,833.00	938.00	0.0%
		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**	**3,803,160.00**	**(37,871.00)**	**-1.0%**
5000	Fixed Charges	Personnel	134,640.00	134,000.00	194,000.00	160,650.00	162,027.00	164,435.00	160,695.00	(3,740.00)	-2.3%
		Exp	281,000.00	281,000.00	281,000.00	281,000.00	281,000.00	581,000.00	580,750.00	(250.00)	0.0%
		Total	**415,640.00**	**415,000.00**	**475,000.00**	**441,650.00**	**443,027.00**	**745,435.00**	**741,445.00**	**(3,990.00)**	**-0.5%**
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	3,246,897.00	94,000.00	3.0%
		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**	**3,246,897.00**	**94,000.00**	**3.0%**
	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	46,384,982.00	1,678,112.00	3.8%
		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	10,263,044.00	(481,886.00)	-4.5%
		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**	**56,648,026.00**	**1,196,226.00**	**2.2%**

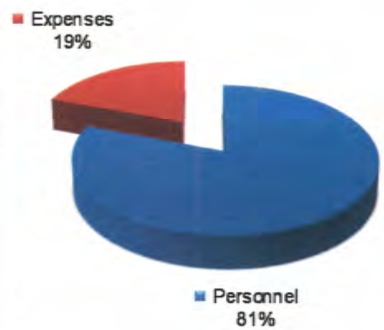
ADOPTED BUDGET
DISTRICT, BENTLEY CHARTER & NEW LIBERTY CHARTER SCHOOLS

FY 2015

GENERAL FUND

Personnel		44,706,870
Expenses		10,744,930
TOTAL	$	55,451,800

Includes Bentley & New Liberty Charter School



PROPOSED BUDGET
DISTRICT, BENTLEY CHARTER & NEW LIBERTY CHARTER SCHOOLS

FY 2016

GENERAL FUND

Personnel		46,384,982
Expenses		10,263,044
TOTAL	$	56,648,026

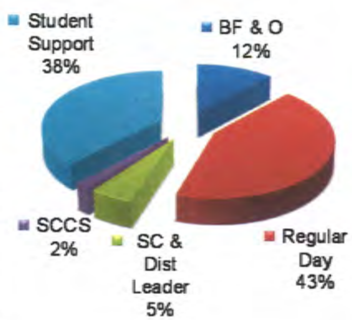
Includes Bentley & New Liberty Charter School

ADOPTED BUDGET
DISTRICT, BENTLEY CHARTER & NEW LIBERTY CHARTER SCHOOLS

FY 2015

GENERAL FUND

BF & O		6,566,483
Regular Day		23,914,588
SC & Dist Leader		2,905,121
SCCS		990,257
Student Support		21,075,351
TOTAL	$	55,451,800

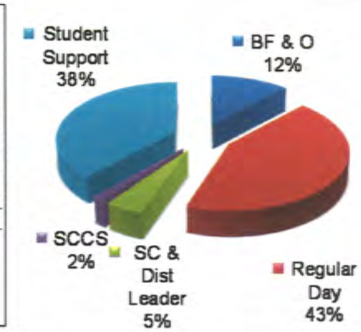


PROPOSED BUDGET
DISTRICT, BENTLEY CHARTER & NEW LIBERTY CHARTER SCHOOLS

FY 2016

GENERAL FUND

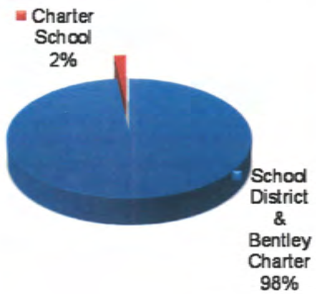
BF & O		6,785,767
Regular Day		24,590,939
SC & Dist Leader		2,622,957
SCCS		890,257
Student Support		21,758,106
TOTAL	$	56,648,026



ADOPTED BUDGET
DISTRICT, BENTLEY CHARTER & NEW LIBERTY CHARTER SCHOOLS

FY 2015

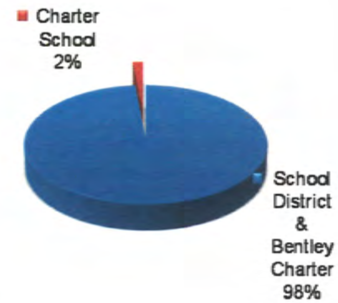
School District		54,461,543
Charter School		990,257
TOTAL	$	55,451,800



PROPOSED BUDGET
DISTRICT, BENTLEY CHARTER & NEW LIBERTY CHARTER SCHOOLS

FY 2016

School District		55,757,769
Charter School		890,257
TOTAL	$	56,648,026



School Finance: Chapter 70 Program

FY16 Preliminary Chapter 70 Aid and Net School Spending Requirements

March 4, 2015

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 FY16. These estimates are based on House 1, Governor Baker's proposed state budget for the coming fiscal year. The proposal increases aid from $4,400,696,187 to $4,505,983,533, an increase of $105 million or 2.4 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 FY16. 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 FY16 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 45% of the gap.

- 78 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 1.50 percent.
- Enrollment grew by .14 percent; forty percent of districts saw increases of as much as 16 percent.
- Worthington has withdrawn membership from the Gateway Regional School District.

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 documents can be found at: http://www.doe.mass.edu/finance/chapter70/chapter-16p.html

Questions about the Chapter 70 program should be directed to Melissa King mking@doe.mass.edu 781-338-6532

Massachusetts Department of Elementary and Secondary Education

Office of School Finance

FY16 Chapter 70 Foundation Budget

258 SALEM

	Base Foundation Components (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	Incremental Costs Above The Base (11) Special Ed In District	(12) Special Ed Out of Dist	(13) Low Income Elem	(14) Low Income Other	TOTAL*
Foundation Enrollment	61	1	348	1,590	965	850	0	0	483	403	178	42	1,679	1,003	4,671
1 Administration	11,127	182	126,950	580,032	352,032	310,080	0	0	176,198	147,014	448,168	105,748	0	0	2,257,533
2 Instructional Leadership	20,096	329	229,287	1,047,603	635,810	560,040	0	0	318,234	265,525	0	0	0	0	3,076,923
3 Classroom and Specialist Teachers	92,145	1,511	1,051,364	4,803,581	2,565,549	3,323,237	0	0	2,197,626	2,678,544	1,478,844	0	4,563,656	2,059,600	24,815,656
4 Other Teaching Services	23,633	387	269,651	1,232,027	538,258	394,706	0	0	299,257	187,137	1,380,776	1,615	0	0	4,327,448
5 Professional Development	3,644	60	41,600	190,100	125,074	106,820	0	0	78,164	83,731	71,339	0	100,438	59,999	860,969
6 Instructional Equipment & Tech	13,337	219	152,170	695,259	421,966	594,694	0	0	211,201	493,413	62,268	0	0	0	2,644,527
7 Guidance and Psychological	6,704	110	76,504	349,546	282,388	311,806	0	0	141,340	147,832	0	0	0	0	1,316,230
8 Pupil Services	2,667	44	30,436	208,592	206,780	420,002	0	0	63,365	199,130	0	0	0	0	1,131,016
9 Operations and Maintenance	25,588	419	291,951	1,333,915	877,687	749,590	0	0	548,558	665,131	500,627	0	704,827	421,049	6,119,342
10 Employee Benefits/Fixed Charges	23,065	378	263,151	1,202,406	693,854	587,172	0	0	459,478	452,126	567,149	0	463,253	276,738	4,988,768
11 Special Ed Tuition	0	0	0	0	0	0	0	0	0	0	0	1,004,019	0	0	1,004,019
12 Total	**222,005**	**3,639**	**2,533,064**	**11,643,061**	**6,699,397**	**7,358,144**	**0**	**0**	**4,493,421**	**5,319,584**	**4,509,171**	**1,111,382**	**5,832,174**	**2,817,387**	**52,542,430**
13 Wage Adjustment Factor	100.0%														

Foundation Budget Per Pupil 11,249

* 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
FY16 Determination of City and Town Total Required Contribution

258 SALEM

Effort Goal

1)	2014 equalized valuation	4,232,985,800
2)	Property percentage	0.3808%
3)	Local effort from property wealth	16,118,450
4)	2012 income	1,104,855,000
5)	Income percentage	1.4930%
6)	Local effort from income	16,495,527
7)	Combined effort yield (row 3+ row 6)	32,613,977
8)	Foundation budget FY16	55,182,654
9)	Maximum local contribution (82.5% * row 8)	45,525,689
10)	Target local contribution (lesser of row 7 or row 9)	32,613,977
11)	Target **local** share (row 10 as % of row 8)	59.10%
12)	Target **aid** share (100% minus row 11)	40.90%

FY16 Increments Toward Goal

13)	Required local contribution FY15	33,120,233
14)	Municipal revenue growth factor (DOR)	2.38%
15)	FY16 preliminary contribution (13 x 14)	33,908,495
16)	Preliminary contribution pct of foundation (15/8)	61.45%

If preliminary contribution is above the target share:

17)	Excess local effort (15 - 10)	1,294,518
18)	45% reduction toward target (17 x 45%)	582,533
19)	FY16 required local contribution (15 - 18), capped at 90% of foundation	33,325,962
20)	Contribution as percentage of foundation (19 / 8)	**60.39**

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)	FY16 required local contribution (15 + 22)	
25)	Contribution as percentage of foundation (24 / 8)	

Massachusetts Department of Elementary and Secondary Education
FY16 Chapter 70

Apportionment of Local Contribution Across School Districts

258 SALEM	SALEM	ESSEX NORTH SHORE	ESSEX COUNTY	COMBINED TOTAL ALL DISTRICTS
Prior Year Data (for comparison purposes)				
1 FY15 foundation enrollment	4,784	130		4,914
2 FY15 foundation budget	52,070,760	2,023,365		54,094,125
3 Each district's share of municipality's combined FY15 foundation	96.26%	3.74%		100.00%
4 FY15 required contribution	31,881,386	1,238,847		33,120,233
Apportionment of FY16 contribution among community's districts				
5 FY16 total unapportioned required contribution ("municipal contribution" sheet row 19 or 24)				33,325,962
6 FY16 foundation enrollment	4,671	170		4,841
7 FY16 foundation budget	52,542,430	2,640,224		55,182,654
8 Each district's share of municipality's total FY16 foundation	95.22%	4.78%		100.00%
9 **FY16 Required Contribution**	31,731,475	1,594,487		33,325,962
10 Change FY15 to FY16 (9 - 4)	-149,911	355,640		205,729

3/4/15

Massachusetts Department of Elementary and Secondary Education
FY16 Chapter 70 Summary

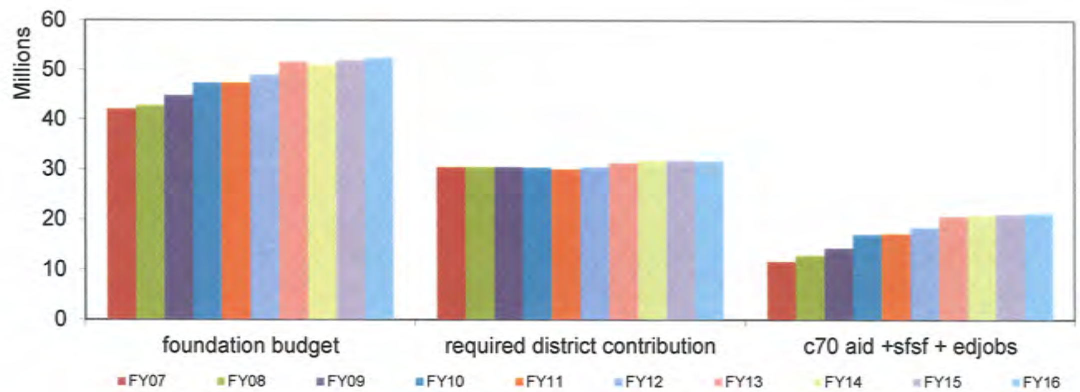
258 Salem

Aid Calculation FY16

Prior Year Aid	
1 Chapter 70 FY15	**21,231,627**
Foundation Aid	
2 Foundation budget FY16	52,542,430
3 Required district contribution FY16	31,731,475
4 Foundation aid (2 -3)	20,810,955
5 Increase over FY14 (4 - 1)	**0**
Minimum Aid	
6 Minimum $20 per pupil increase	**93,420**
Non-Operating District Reduction to Foundation	
6 Reduction to foundation	**0**
FY16 Preliminary Chapter 70 Aid	
7 sum of line 1, 5 minus 6	**21,325,047**

Comparison to FY15

	FY15	FY16	Change	Pct Chg
Enrollment	4,784	4,671	-113	-2.36%
Foundation budget	52,070,760	52,542,430	471,670	0.91%
Required district contribution	31,881,386	31,731,475	-149,911	-0.47%
Chapter 70 aid	**21,231,627**	**21,325,047**	93,420	0.44%
Required net school spending (NSS)	53,113,013	53,056,522	-56,491	-0.11%
Target aid share	41.55%	40.90%		
C70 % of foundation	40.77%	40.59%		
Required NSS % of foundation	102.00%	100.98%		



Massachusetts Department of Elementary and Secondary Education

Office of School Finance

FY15 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	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

Determination of City and Town Total Required Contribution FY15

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 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
FY15 Chapter 70 Summary

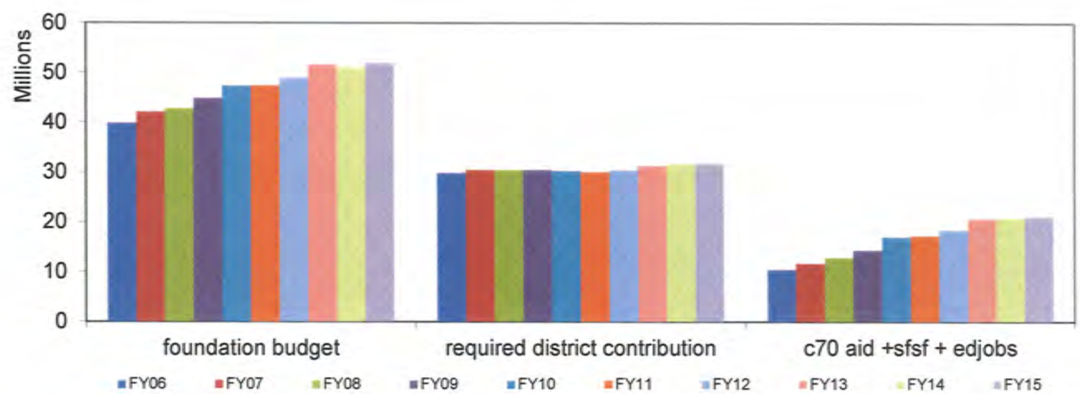
258 SALEM

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

Office of School Finance

FY14 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-School	Kindergarten Half-Day	Kindergarten 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	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.

Massachusetts Department of Elementary and Secondary Education

Determination of City and Town Total Required Contribution FY14, Preliminary

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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 row 8	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 - 22)	
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
FY14 Chapter 70 Preliminary Summary

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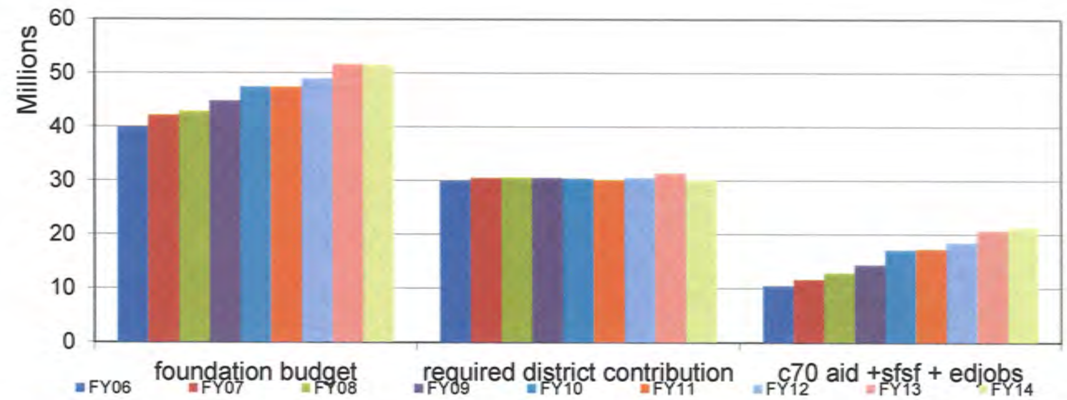
Aid Calculation FY14

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	**20,759,584**	**21,413,628**	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%		



Profile of the Bates School:

The Bates School is a K-5, elementary school with an enrollment of 313 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 three 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 Academy Charter School:

The Bentley Academy Charter School will be an elementary level Horace Mann Charter School starting in the fall of 2015. Our school is committed to developing and delivering a well-rounded education to all of our students. We believe this includes creating a culture of achievement, developing and delivering comprehensive and rigorous curricula, differentiating instruction, attaining excellence in leadership and instruction, expanding learning time, and engaging family and community stakeholders. We support all students in demonstrating our core values: integrity, collaboration, grit, discipline, and zest. We put an emphasis on the importance of continued education and plant the seeds of college. We pride ourselves on having a diverse school community. We aim to serve 275 students in grades K-5 in SY 15-16. Our school day runs from 7:30am – 3:30pm with a 190 day calendar for students.

MISSION: Bentley Academy Charter School prepares all of its students for personal and academic success to get to and through college. Through a combination of high academic standards, data-derived instructional methods, and community supports and partnerships, Bentley Academy Charter School establishes the critical foundation necessary for students to thrive as they advance in their academic careers.

VISION: BACS students will achieve at the same high levels regardless of socio- economic status, race, or other element of privilege or challenge. By applying our key design elements and with vigorous reinforcement of our core values, BACS will eliminate the achievement gap and graduate students with the academic skills and personal mindset to succeed in middle and high school so that a wide range of post- secondary options are available to them.

Our Expectations:

To achieve the vision, Bentley Academy Charter School has designed a school around the following six strategies:

1. Create a culture of achievement: setting a culture that encourages and supports scholars to reach higher and achieve more is a key piece of student success. Clear and consistent standards applied throughout the school set the stage for better communication and productivity among teachers, between teachers and scholars, and among scholars themselves. A college focused school culture will encourage scholars to see themselves as collegiate scholars and will leverage the community to impart the importance of continued education for all scholars.

2. Develop comprehensive and rigorous curricula: allowing scholars to stretch their educational horizons is an important piece of college preparatory work. Scholars who feel supported are more comfortable pushing themselves and their understanding without fear of failure. 3. Differentiate instruction: using data to differentiate instruction is a powerful tool that teachers can use to rapidly increase student achievement. 4. Attain excellence in leadership and instruction: staffing the school with teachers, administrators, and staff who have strong instructional, collaborative, and management skills is an important pre-requisite for school success. Regular observations, high quality feedback, and professional development ensure that teachers are working smart, not just hard. 5. Expand the learning day and year: more time used well can make a significant difference for scholars and teachers. More time not only allows for more targeted instruction, but also more enrichment and more opportunities for teacher collaboration. BACS will have a reimagined school day that takes into account the needs of both the teachers and the scholars. 6. Engage family and community: a school's biggest allies are the scholars' caregivers. They have the ability to reinforce or negate any progress that student is making, so keeping them well informed and focused on the same college preparatory goals can be a factor in school and student success. We support all students in demonstrating our core values: integrity, collaboration, grit, discipline, and zest.
Three High-Priority Turnaround Practices: From The Massachusetts Turnaround Practices Indicators
1. Intentional Practices for Improving Instruction
2. Student Specific Supports and Instruction to all Students
3. School Culture and Climate

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 Laboratory School is a K-5 site that serves approximately 300 students. We are on the campus of Salem State University, serving as a laboratory for that institution. Benefits of this laboratory relationship include: student teachers, block students and observers at our site; access to the children's section of the SSU library; visiting the science labs; enjoying global literature; enjoying a visit of the SSU mascot on Spirit Day; and after school tutoring and enrichment programs. This year, we have three Kindergarten classes, three grade 1 classes, three grade 2 classes, two grade 3 classes, two grade 4 classes and three grade 5 classes. We provide English as a Second Language support to 35 students through 1.8 ELL teachers. We have 2.5 Special Educators on staff who provide push-in and pull-out services and several other Special Educators that offer services in Occupational Therapy, Speech and Language and Special Ed team coordination. We also have part-time paraprofessionals in all 3 kindergarten classrooms as well as Special Ed support paraprofessionals in many classrooms. We provide Art, Music, Physical Education and Science to all children on a weekly basis. We have a full-time adjustment counselor who works with individuals and groups. We also 2 part-time math interventionists who work with children in need of additional support. Our school utilizes a Responsive Classroom approach in order to promote a positive teaching-learning environment. Our Parent Teacher Committee (PTC) is active, providing funds for our site and organizing community-building events. We serve Breakfast in the Classroom to all students and we offer an After School program through a contracted provider. We have a full-time literacy coach, a full-time science coach, 2 full-time Reading Specialists and a part-time math coach.

Our Expectations:

- We promote high expectations and rigor for all students.
- We effectively utilize district curriculum maps in order to guide the development of trajectories and powerful lessons in all subject areas.
- We continuously learn from each other, as a teaching community, in benefit of our students.
- We implement a balanced literacy approach and a workshop model in math.
- We use a variety of data sources to inform decisions that support all children's learning process.
- We work with SSU and other community agencies to provide valuable resources to our children, families and staff.
- We strive to empower families so that they may support their children at home in a well-rounded way.
- We promote transparency and effectiveness in decision making through clear, on-going communication and discussion.

Mission statement:

At Horace Mann Laboratory School, we provide a safe, nurturing, community that allows children to develop intellectually, emotionally, socially and physically. In addition, we foster independence, leadership and risk taking. We do this through a vibrant partnership with Salem State University and with the support of other community agencies.

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

New Liberty Charter School of Salem

New Liberty Charter School of Salem (NLCS) is a new Horace Mann charter school that serves an extremely vulnerable student population. NLCS 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 NLCS 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, NLCS 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 (9th, 10th, 11th, 12th) 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 NLCS, 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 NLCS 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 NLCS 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 NLCS, all students benefit from a flexible, student-centered schedule that supports their individualized learning goals. NLCS 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, NLCS 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 NLCS 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, NLCS is bringing the competency-based assessment model to another level of relevance.