



SHREWSBURY PUBLIC SCHOOLS

Fiscal Year 2020 Budget Request

Annual Town Meeting: May 2019

Presented by the School Committee

Jason Palitsch, Chairperson

Erin Canzano, Vice Chairperson

Sandra Fryc, Secretary

Jon Wensky

B. Dale Magee, M.D.

**Roles as of May 1, 2019*

The Shrewsbury Public Schools, in partnership with the community, will provide students with the skills and knowledge for the 21st century, an appreciation of our democratic tradition, and the desire to continue to learn throughout life.

100 Maple Avenue, Shrewsbury, MA 01545

Worcester County, MA

508-841-8300

schools.shrewsburyma.gov



About This Recommendation

The School Committee unanimously voted to recommend that Town Meeting approve a Fiscal Year 2020 School Department appropriation of \$66,302,041, which represents a \$2,164,434 increase over Fiscal Year 2019, or 3.37%.

The School Committee took a different approach to the development of the School Department's budget process this year. In the past, an initial recommendation from the Superintendent of Schools would be presented that would mix together the projections for what would be required to carry existing programming and personnel forward with any newly proposed budget items, making it difficult to distinguish between what was continuing and what was new. This year, the administration was tasked with creating a "status quo" budget plan of what would be required to maintain what is currently in place, and then to separately recommend a menu of potential "strategic investments" that would advance the school district's work towards achieving the 2018-2022 Strategic Priorities and Goals that were established in December 2017. We are pleased that some of the options for strategic investments are included in this budget recommendation.

Based on feedback from prior years, the School Department administration was asked to streamline this budget informational packet in order to increase clarity for Town Meeting members, and we hope this document achieves that goal for you. We believe the contents demonstrate that our public education program in Shrewsbury is a very valuable, cost-effective asset to our town, and we ask that you support this budget request that will preserve the quality of education while making strategic investments that will improve our ability to provide our students with what they need for future success.

Respectfully,

Jason Palitsch, Chair
Erin H. Canzano, Vice Chair
Sandra M. Fryc, Secretary
B. Dale Magee, M.D.
Jon Wensky

*Committee members and roles as of May 1, 2019

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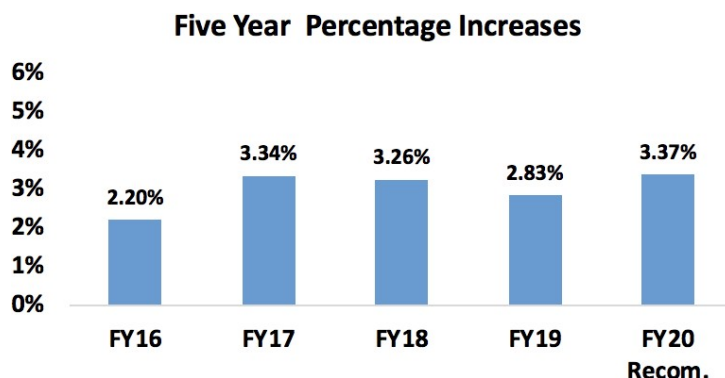
SUPERINTENDENT’S EXECUTIVE SUMMARY

Dear Town Meeting Members:

The School Committee unanimously recommends a proposed Fiscal Year 2020 School Department appropriation of \$66,302,041, which represents a \$2,164,434 increase over Fiscal Year 2019, or 3.37%. This recommendation is in alignment with the Town Manager’s proposed budget that was endorsed by the Board of Selectmen and the Finance Committee.

This allocation, for which we are grateful, provides a substantive investment towards carrying our status quo programming and staffing forward into the next fiscal year. Fortunately, this amount of funding, in combination with funds that will not need to be expended in the current year, funds from new grants and partnerships, modest increases in some fees and tuitions, and shifting needs within budget categories, will enable the School Department to move forward into next year without making any cuts. This will also enable a number of strategic investments to be made that will advance the strategic priorities and goals that the School Committee adopted in December 2017.

As the chart below shows, this recommended 3.37% appropriation is in the same range as increases for the School Department’s town allocation over the past several years.



Our Fiscal Year 2020 Budget process was different from previous years in some key ways. First, we illustrated what a “status quo” budget would require, i.e., what level of funding will it take to bring our existing educational programming and personnel forward into the next fiscal year. Then, we created a set of recommendations for new “strategic investments” that would provide resources to achieve the 2018-2022 Strategic Priorities and Goals (included in the Organizational Section of this document). Due to a variety of factors, including shifting costs within the budget due to factors such as reduced enrollment at Assabet Valley Regional Technical High School; carrying forward current year savings via Circuit Breaker special education funding; adding approximately \$46,000 through modestly increased fees and tuitions; and procuring over half a million dollars in new competitive grants and sponsorships, we will be able to bring forward our status quo program with no cuts *and* make a number of strategic investments to advance our district’s goals (illustrated in the table on the next page). This budget also takes the next step to wean the district from reliance on tuition for full-day kindergarten, with the goal of providing tuition-free universal full-day kindergarten when the new Beal School opens in 2021. This is addressed next year by reducing tuition by one-third and absorbing the projected loss of tuition revenue of approximately \$225,000.

During the past year, students have benefited greatly from improvements to the Shrewsbury High School athletic complex, thanks to raising \$1.8 million in sponsorships and philanthropic donations. Student athletes have been able to access the new synthetic turf surface of David J. Adams Memorial Field, as well as the newly resurfaced track, all of which are located within Central One Federal Credit Union Stadium. We are proud that we have succeeded again in accessing significant grant and partnership funding for the coming fiscal year and future years, including:

- a major partnership with Shrewsbury Federal Credit Union to fund the *Colonial Connections* program that will use \$400,000 in sponsorship funds over the next five years to build connections with businesses and institutions of higher education to provide robust project- and community-based learning;
- a \$1 million commitment (\$100,000 per year for the next ten years) to support mental health and well-being through the Massachusetts Department of Public Health;
- a grant from the Department of Elementary and Secondary Education for \$90,000 next year, also to support mental and behavioral health; and
- a \$50,000 grant through the Executive Office of Education, Mass STEM Hub, and Project Lead the Way for startup costs for biomedical science class at SHS, as well as an additional \$20,000 for computer science through the same pipeline.

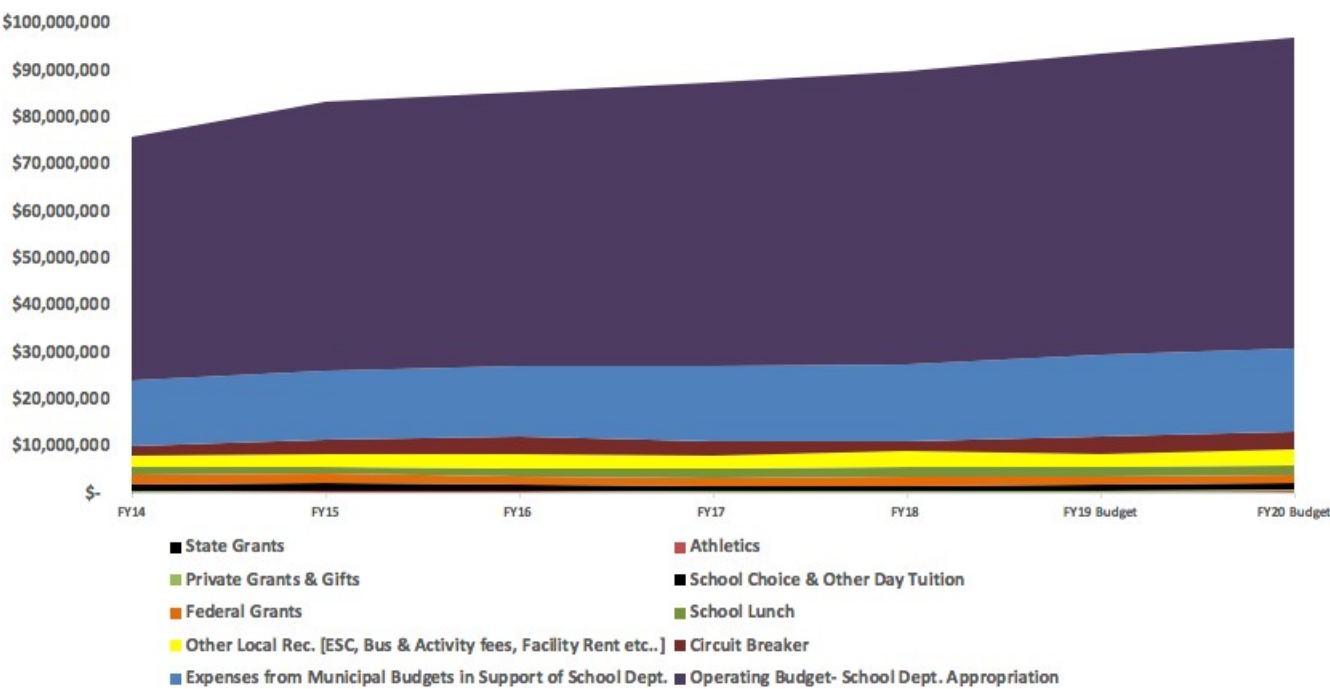
These grant and partnership funds help us advance our district vision and strategy in ways that would otherwise not be possible given the limitations of our appropriated budget, and our ability to procure them signals high levels of trust in our school district from grantors and organizations who wish to invest in high quality public education. We are extremely grateful for the generous support of all of these benefactors.

Strategic Investments for Fiscal Year 2020

Investment	FTE	Budgeted Cost	Notes
SHS School Nurse	0.7	\$45,500	To address enrollment growth
SHS Special Education Teacher	1.0	\$65,000	To address enrollment growth
SHS Science Teacher	1.0	\$65,000	To address enrollment growth
SHS School (Guidance) Counselor	1.0	\$65,000	To address enrollment growth
SHS Adjustment Counselor	1.0	\$65,000	To address mental, behavioral, social & emotional health
Eliminate Shared Staff Between SHS & Middle Schools	2.0	\$130,000	To provide scheduling flexibility to address enrollment growth
Preschool Special Education Intensive Program (ELC) Coordinator	1.0	\$65,000	To address enrollment growth
Elementary Adjustment Counselors/Clinical Coordinator	3.0	\$130,000	1 of 3 positions is grant funded (\$65,000); to address mental, behavioral, social & emotional health
Sherwood Middle Adjustment Counselors	1.6	\$50,141	1.0 FTE grant funded (\$65,000); to address mental, behavioral, social & emotional health
Assistant Superintendent for Community Partnerships & Well-Being	1.0	\$0	To address strategic goals for partnerships with families, businesses, and higher education, as well as promoting overall well-being; funded entirely (\$145,000) in FY20 through partnership with Shrewsbury Federal Credit Union and subsidized heavily in future years
Support Position for District Office Functions	1.0	\$50,000	To address recommendations from UMass-Boston Collins Center report on organizational capacity
Software for Data Dashboard/Tracking Tool		\$25,000	Tool to address strategic goal of monitoring high need students' progress
Science Curriculum Materials		\$20,000	To help implement new state science curriculum standards
Van to Transport Students to Offsite Opportunities		\$0	To provide learning opportunities beyond school campuses; purchase funded entirely (\$45,000) through partnership with Shrewsbury Federal Credit Union
Total Full Time Equivalent Positions	14.3		3.0 of these FTE funded by grants
Total Budgeted Cost Within School Department Appropriated Budget		\$775,641	

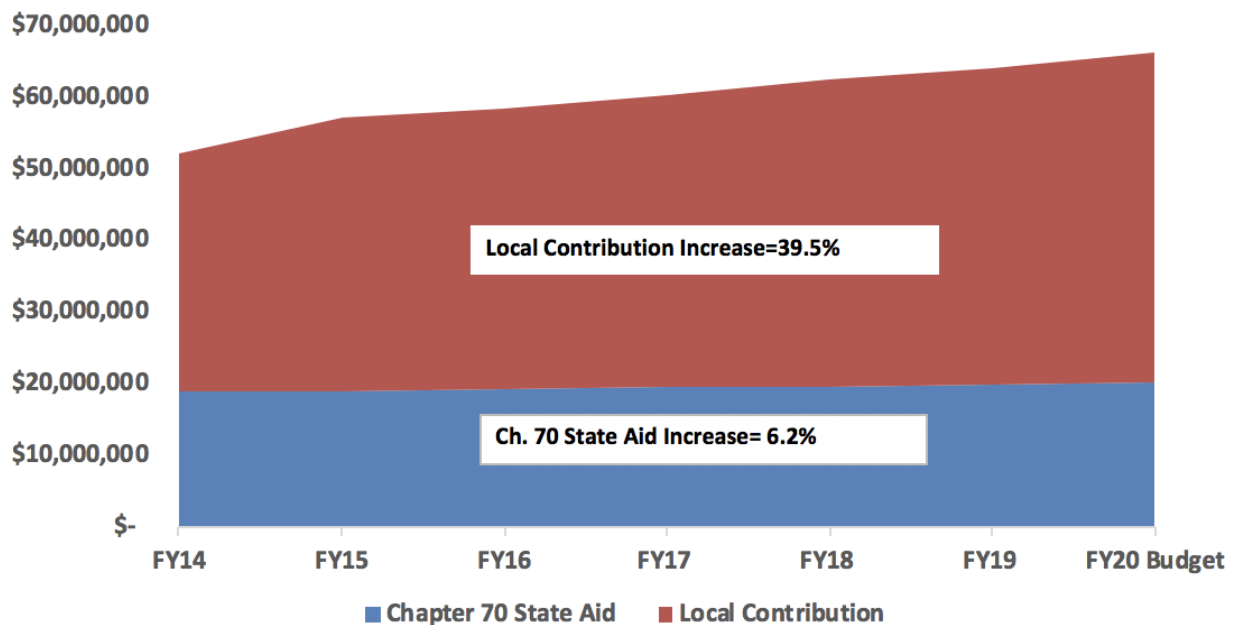
It is also important to note that the total School Department operating budget consists of other funds beyond the appropriation that Town Meeting approves each year. The chart below illustrates the various sources that fund the School Department operations, including expenditures by other municipal departments in support of the School Department (actuals through FY18, projections for FY19 & FY20). As you can see, more pressure is being placed upon the Town Meeting appropriation to the School Department (the purple section – largest portion) over time due to factors such as declining entitlement grant revenues and the limited scope of other sources. As a result, the School Department allocation from the town budget continues to bear relatively more of the burden for the cost of educating our students.

School Department Operating Budget Sources



It is also interesting to note that Chapter 70 state aid funding for education, which is a portion of the funds that make up the Town Meeting appropriation for the School Department (purple section of the chart above), has been stagnant over the past several years, resulting in a larger proportion of local revenues comprising the School Department appropriation over the past several years. The following chart illustrates how the School Department Town Meeting budget appropriation is split between contributions from local sources of funding (property taxes, excise taxes, etc.) and state aid for public education, resulting in a much larger increase in local funding over this time period:

School Department Town Meeting Appropriation: Local Funds vs. State Funds



The data you will find throughout this document illustrates our financial situation and how the School Department is making targeted investments to advance our strategic plan, as well as valuable information about our school district and its nine schools. Based on feedback from past years, we have tried to streamline the information and make it more user-friendly, and I hope you find this to be the case.

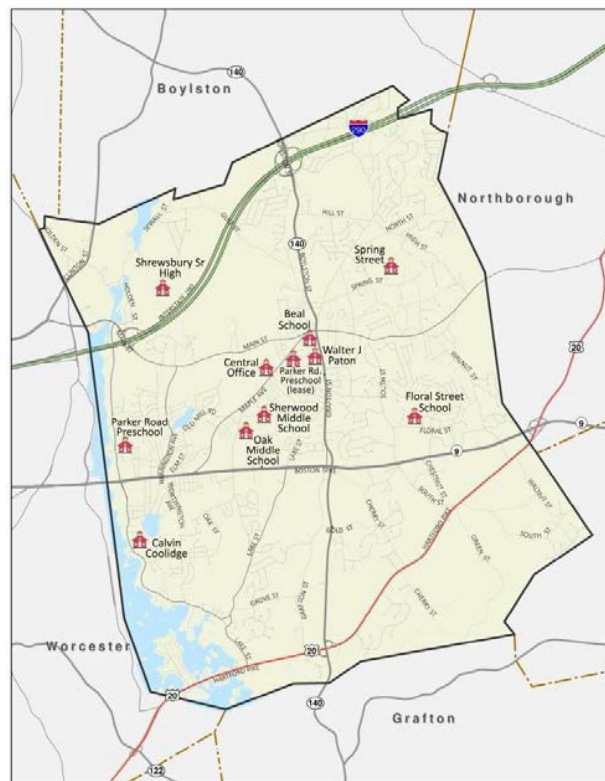
On behalf of the School Committee, I respectfully request the approval of the recommended appropriation for the School Department, and we look forward to answering any questions you may have at Town Meeting.

Respectfully,

Joe Sawyer
Superintendent of Schools



INTRODUCTORY SECTION



SHREWSBURY PUBLIC SCHOOL DISTRICT OVERVIEW

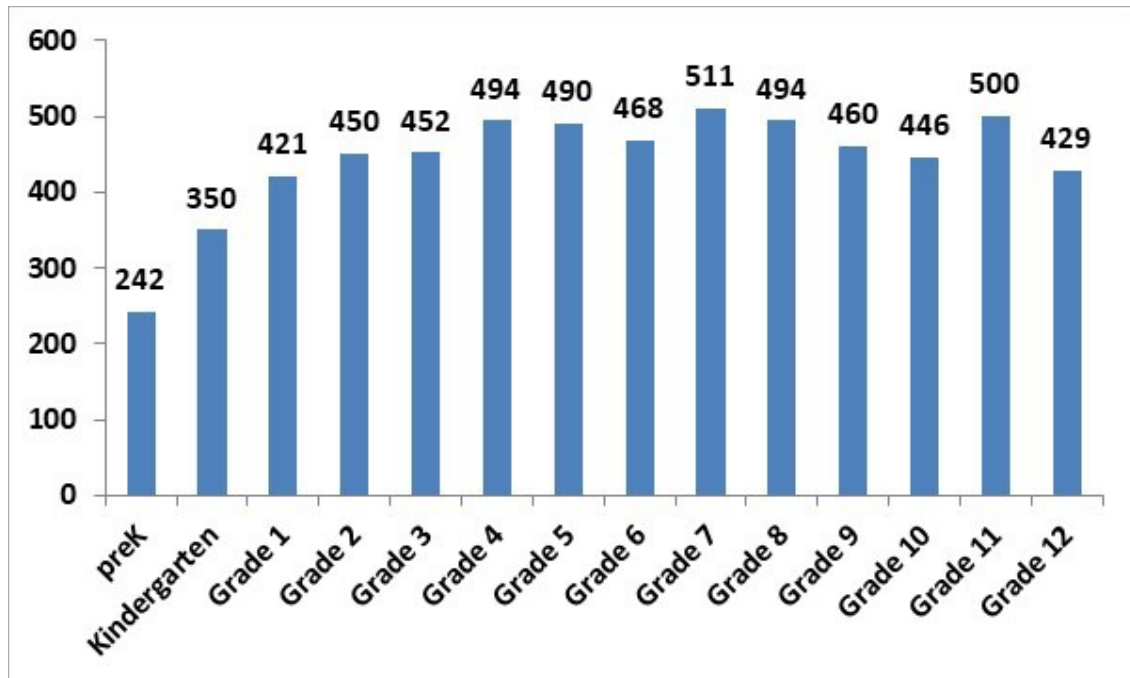
School Population:

With its geographically advantageous location, the Town of Shrewsbury has grown significantly in the past decades. The federal U.S. Census records the Shrewsbury population growing from 24,146 in 1990 to 35,605 in 2010. The school population has grown significantly during that time period as well and is now at 6,214 students. The chart below depicts the allocation of students by school and itemizes all School Department facilities.

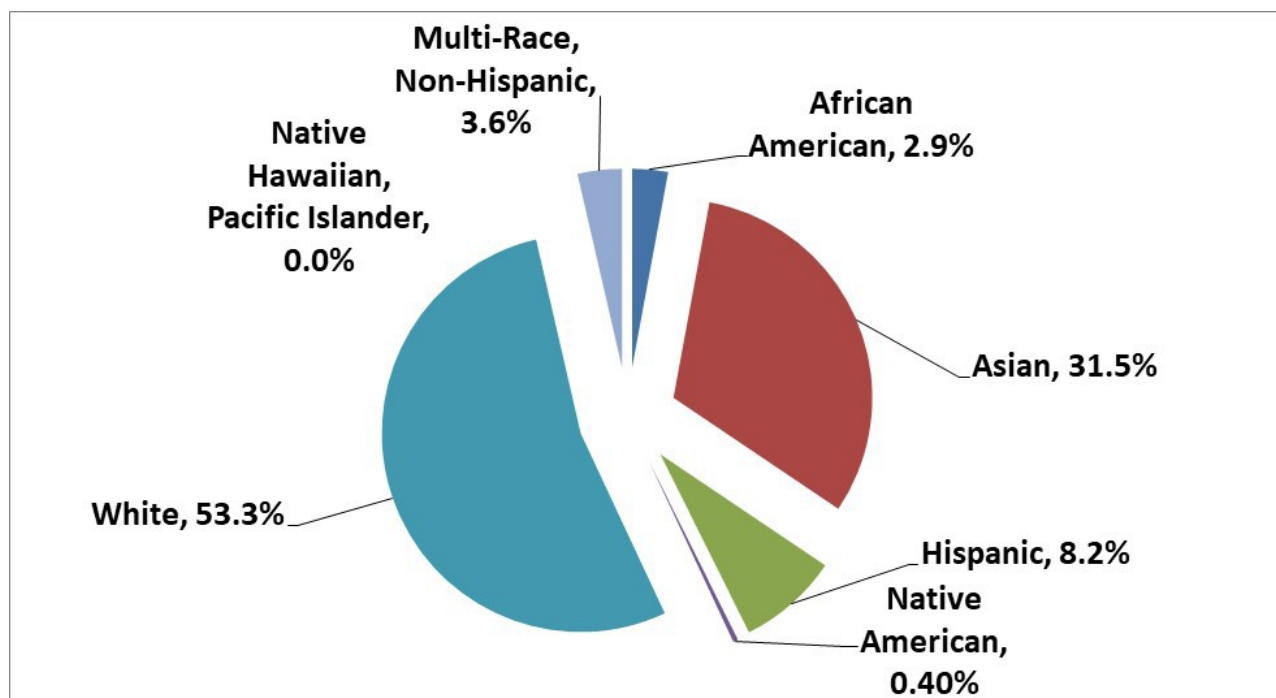
School/Office	Location	Grade Levels	Enrollment 10/1/2017	Enrollment 10/1/2018	Net Change
Central Office	100 Maple Ave. [Town Hall]	na			na
Special Education Office	15 Parker Rd. [SELCO Bldg.]	na			na
Parker Road Preschool	15 Parker Rd. [SELCO Bldg.]	preK	180	187	7
Parker Road Preschool-Extension [<i>Leased space</i>]	2 Wesleyan Terrace	preK	55	55	0
Beal Early Childhood Center	1 Maple Avenue	K-1	309	294	-15
Calvin Coolidge Elementary School	1 Florence Street	K-4	413	409	-4
Floral Street Elementary School	57 Floral Street	1-4	750	720	-30
Walter J. Paton Elementary School	58 Grafton Street	K-4	342	380	38
Spring Street Elementary School	123 Spring Street	K-4	358	364	6
Sherwood Middle School	30 Sherwood Avenue	5-6	967	958	-9
Oak Middle School	45 Oak Street	7-8	1,009	1,005	-4
Shrewsbury High School	64 Holden Street	9-12	1,831	1,835	4
			6,214	6,207	-7
			Change	-7	-0.1%

Note: Enrollment data represents final adjusted Department of Elementary & Secondary Education figures.

The distribution of the 6,207 students [from 10/1/18] across grade levels is shown in the chart on the following page. It is important to note that students with identified learning disabilities become eligible for public school services at age three. Also, the district does not currently offer tuition-free full-day kindergarten and a number of families who do not gain access to a tuition-based full-day kindergarten slot opt for a full-day program at area School Choice receiving districts or private schools. Thus, we have a lower number of kindergarten students in comparison to other elementary grades. Also important to note is that approximately eleven percent of graduating eighth grade students will opt for a private or vocational/technical high school.



The growth in both town and school-age population has come with a significant increase in ethnic diversity. The chart below shows that White students now represent 53.3% of the student body and 46.7% are non-White. The largest ethnic minority group is Asian and the large majority of this population is of South Asian/Indian descent.



Source: Massachusetts Department of Education, District Profile 2018-2019

Some of the special population student groups reported and tracked by the district and federal and state governments are summarized below. The percentage columns compare Shrewsbury Public Schools with statewide percentages using the most recent data available. One can clearly see that we are above the statewide percent in students whose First Language is not English but below the percentages in all other categories including Students with Disabilities [aka special education students].

Category	% of District	% of State
First Language not English	34.5%	21.9%
English Language Learner	3.0%	10.5%
Students with Disabilities	14.0%	18.1%
High Needs	28.0%	47.6%
Economically Disadvantaged	10.5%	31.2%

Source: Massachusetts Department of Education, District Profile 2018-2019

Improving Facilities:

With respect to school facilities and district enrollment, it is important to remember that in April 2015 the School Committee and Board of Selectmen voted to submit an application to the Massachusetts School Building Authority [MSBA] to repair or replace the Beal Early Childhood Center facility, which was built in 1922. In January 2016, the MSBA voted to invite Shrewsbury into the Eligibility Phase to solve this space problem. In April 2016, the formation of a School Building Committee was approved by a Special Town Meeting vote. At the December 5, 2016 Special Town Meeting, \$1.2M was appropriated for the MSBA required Feasibility Study.

Having completed all requirements in the Eligibility Phase, the MSBA Board of Directors voted affirmatively on February 15, 2017 to enter into a Feasibility Study Agreement with Shrewsbury. With their approval, the Building Committee conducted competitive procurement processes to select PMA Consultants as its Owner's Project Management [OPM] company and Lamoureux Pagano Associates as its architectural firm.

Several solutions were explored along with many sites and the Building Committee recommended and received support from the MSBA to construct a new 790-seat school on the former Glavin Center property located on Lake Street. In November 2018, a debt exclusion vote received a strong approval vote from a town-wide ballot question. Design documents are being further developed in preparation for bidding in the Summer/Fall of 2019.

Governance and Management

Shrewsbury Public Schools is governed by a five-member school committee. Each member is elected by town-wide vote to serve a three-year term and members are on a staggered election schedule so that one or two members are up for election each year. The school committee elects its own chairperson, vice-chair, and secretary each year. Traditionally, members have rotated through these positions during their term to share leadership responsibilities.

Shrewsbury Public Schools is a preK-12 “municipal” district. While it is not a member of a regional vocational/technical high school like many surrounding communities, it does pay tuition for approximately 95-125 high school students to Assabet Valley Regional Technical High School in Marlboro, MA.

The district’s Central Office is located in Town Hall and performs all of the district leadership and management functions, except for special education administration, which is housed in the Parker Road Preschool building. District administrators and building principals all report to the superintendent and the organizational structure and reporting relationships are detailed in the enclosed organizational chart. The Shrewsbury School Committee members and term expirations are listed below. The school committee typically meets on a bi-weekly basis and the meetings are broadcast on local cable television.

School Committee [as of May 1, 2019]

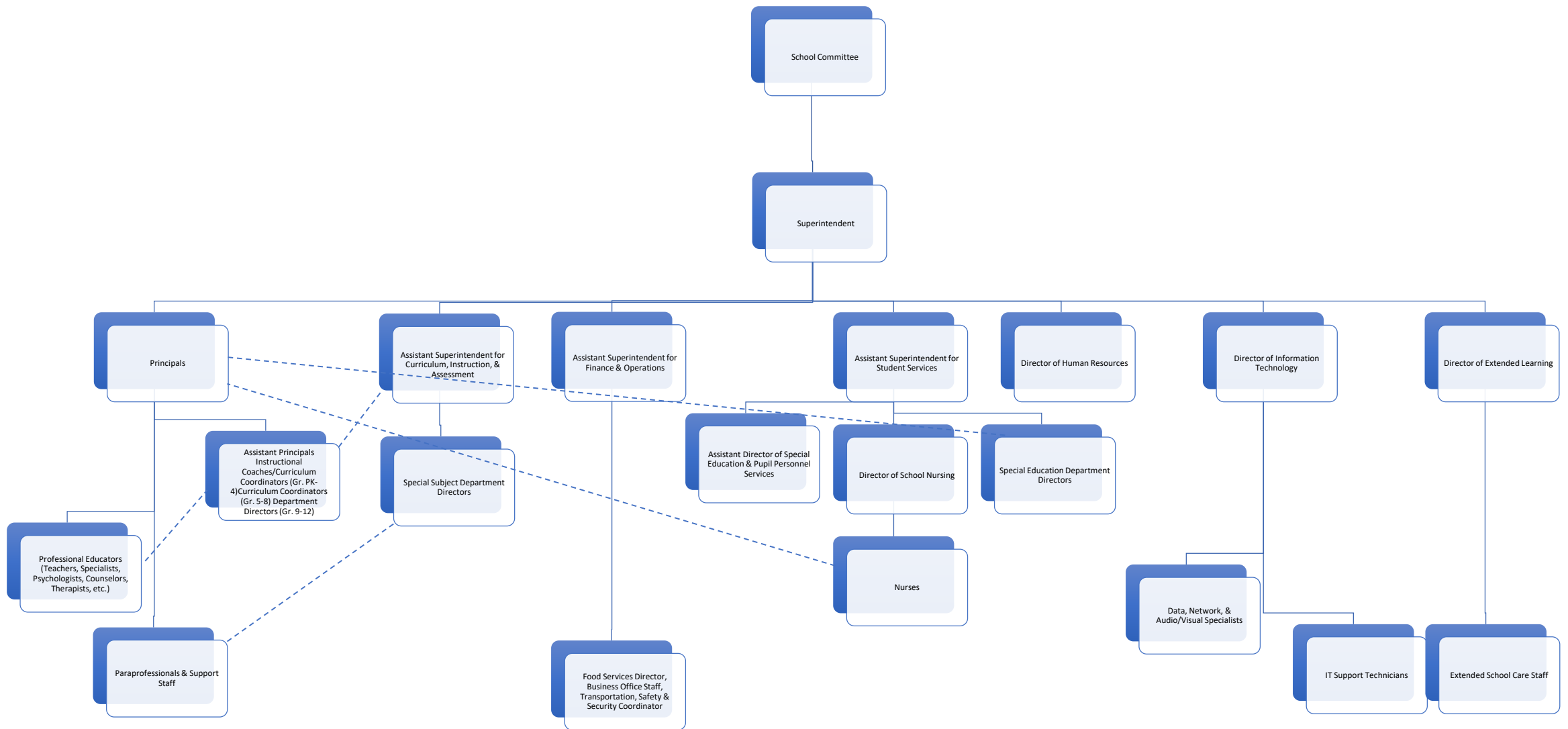
Member	Role	Term Expires
Jason Palitsch	Chair	2020
Erin Canzano	Vice-Chair	2019
Sandra Fryc	Secretary	2020
Jon Wensky	Member	2021
B. Dale Magee, M.D.	Member	2019

Administrative Team

The administrative team also typically meets on a bi-weekly basis and rotates its meeting location across school buildings and Town Hall. When meeting in a school, the team takes time, as part of the agenda, to visit classrooms and then debrief on their observations. Fortunately, there is relatively low turnover amongst the group. The superintendent has worked as an administrator in the district since 1997 and served as superintendent since 2009.

Administrator	Role	District/School
Joseph Sawyer	Superintendent	District
Amy Clouter	Asst. Superintendent-Curriculum & Instruction	District
Patrick Collins	Asst. Superintendent-Finance & Operations	District
Meg Belsito	Asst. Superintendent for Student Services	District
Barbara Malone	Director of Human Resources	District
Lisa Robinson	Principal of Preschool Programs	Parker Road Preschool
Christian Girardi	Principal	Beal Early Childhood Center
Tiffany Ostrander	Principal	Coolidge Elementary School
Lisa McCubrey	Principal	Floral Street School
Wendy Bell	Principal	Paton Elementary School
Bryan Mabie	Principal	Spring Street School
Jane Lizotte	Principal	Sherwood Middle School
Ann Jones	Principal	Oak Middle School
Todd Bazydlo	Principal	Shrewsbury High School

Shrewsbury Public Schools Organizational Chart





ORGANIZATIONAL SECTION

Mission & Core Values —————→ *Who we are*
Vision —————→ *Where we are going*
Strategy & Goals —————→ *How to get there*

DISTRICT MISSION, CORE VALUES, AND STRATEGIC PLAN

Each year as we develop our annual operating budget, many difficult resource decisions and trade-offs are considered along the way. But we always keep our mission statement, core values, and strategic goals at the forefront.

Mission Statement

Shrewsbury Public Schools, in partnership with the community, will provide students with the skills and knowledge for the 21st century, an appreciation of our democratic tradition, and the desire to continue to learn throughout life.

Core Values

Respect and Responsibility: All members of the school community will treat one another with consideration, integrity, and honesty. We honor each person's individuality, celebrate our community's diversity, and support school cultures of mutual acceptance and respect. We accept the responsibility to work hard and persevere in all that we do and to take responsibility for our actions.

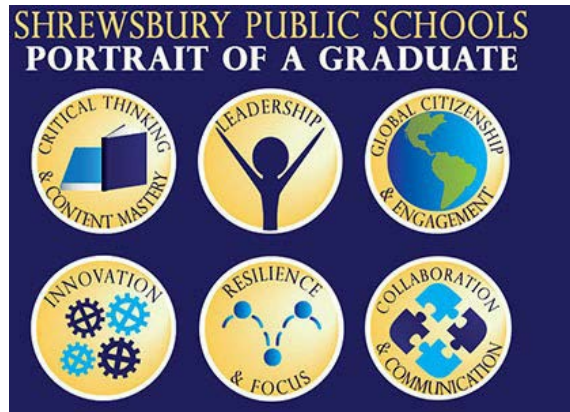
Collaboration and Communication: All members of the school community accept shared responsibility for the learning of all students. Teaching and learning take place in collaborative school cultures that are based on trust, respect, and mutual accountability. Collaboration and effective communication with parents, town government, local businesses, and community members is foundational to our culture. In our schools, students gain collaboration skills needed to become successful citizens, learners, and teammates in a global society.

Commitment to High Standards and Expectations: All members of the school community commit to upholding high standards and expectations for all students. We work to engage students in important learning through excellent teaching and we foster the belief that effective effort is the most element of success. We prepare students for future success by supporting their capacity for using technology, thinking independently, solving problems, and learning throughout life.

Equity: The school community strives to create opportunities for all students to achieve success. We provide students with appropriate and rigorous curriculum and high-quality instruction that recognizes differences in needs and learning styles. We advocate for the resources necessary to support successful teaching and learning and we use our resources responsibly for the maximum benefit of students.

Vision

The ***Portrait of a Graduate Project*** spanned two school years and involved a wide array of stakeholders to include teachers, administration, school committee members, parents, and business partners. The Portrait of a Graduate defines what we believe is the most critical for our students to know and be able to do by the time they graduate from Shrewsbury High School.



GLOBAL CITIZENSHIP & ENGAGEMENT

Students:

- Listen with an open mind to understand others' situations and treat all with kindness and respect
- Learn from and engage collaboratively and reflectively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, digital, and community conversations
- Demonstrate knowledge and understanding of society's impact on the natural world
- Access, analyze, and evaluate information in order to understand the local, national, and global implications of civic decisions
- Contribute to society in important ways by serving others

COLLABORATION & COMMUNICATION

Students:

- Demonstrate ability to work effectively and respectfully with diverse teams
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member
- Listen effectively to decipher meaning of knowledge, values, attitudes, and intentions
- Communicate for a range of purposes (e.g., to inform, instruct, motivate, and persuade)
- Articulate thoughts and ideas effectively through oral, written, and nonverbal communication skills, utilizing a variety of forms and media

RESILIENCE & FOCUS

Students:

- Persevere to accomplish difficult tasks and to overcome academic and personal barriers to meet goals
- Work effectively in a climate of ambiguity and changing priorities

- Employ strategies to maintain personal wellness, focus, and intention in their lives
- Incorporate feedback effectively and deal positively with praise, setbacks, and criticism
- Monitor and direct their own learning, adapting their approach as needed to successfully complete a task or solve a problem

INNOVATION

Students:

- Use a wide range of idea creation techniques and problem solving techniques (such as brainstorming, divergent and convergent thinking, effective reasoning, and systems thinking)
- Elaborate, refine, analyze, and evaluate their own ideas in order to improve and maximize creative efforts
- Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes
- Act on creative ideas to make tangible and useful contributions
- Reflect critically on learning experiences, processes, and solutions

CRITICAL THINKING & CONTENT MASTERY

Students:

- Develop and draw from a baseline understanding of knowledge in an academic discipline
- Transfer knowledge to other situations
- Demonstrate curiosity and identify, define, and solve authentic problems and essential questions
- Reflect critically on learning experiences, processes, and solutions
- Make good decisions by clarifying values, analyzing information, considering alternatives and tradeoffs, and applying sound reasoning

LEADERSHIP

Students:

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Demonstrate integrity, humility, and flexibility of response
- Recognize and support the leadership of others
- Act responsibly with the interests of the larger community in mind

Strategic Priorities and Goals: 2018-2022

In December 2017, after a careful and comprehensive process spanning many months, the Shrewsbury School Committee, upon recommendation from the superintendent, adopted a five-year strategic plan with the four Strategic Priorities and Goals detailed below.

Input from students, parents, community members, and staff members regarding ongoing and new priorities was solicited this past fall via a school council forum, a public forum, and an online *ThoughtExchange* survey, and that feedback was used to inform the Five-Year Strategic Priorities & Goals. Additionally, various leadership teams within the district vetted early drafts and provided suggestions that were incorporated into the Superintendent's recommendation presented on December 6, 2017. This draft was provided to all staff and community members via email and web links, with an invitation for final feedback. Finally, on December 20, 2017 the School Committee finalized and voted the plan detailed below which will guide our efforts and investment for the next five years.

Strategic Priority: *Space and resources to support effective learning*

Five-year strategic goals:

- Address stressed enrollment capacity by increasing physical space and making programmatic adaptations:
- Assess Preschool through Grade 12 facility needs, including completion of a space and enrollment capacity study to facilitate planning
- Partner with the community to build a new Beal School to address Kindergarten through Grade Four space needs and to provide access to a full-day program with no tuition to all kindergarten students
- Relieve overcrowded conditions wherever necessary by providing additional space and/or revising use of existing space, especially at Shrewsbury High School
- Secure the necessary resources for a high quality educational program:
- Address growing enrollment with adequate staffing to maintain appropriate class sizes according to School Committee guidelines
- Ensure that students have access to personnel, technology, and instructional materials to achieve expected levels of learning
- Provide effective professional learning opportunities for staff to build teaching and leadership capacity
- Further educate the community regarding the costs and benefits of a high performance school system

Strategic Priority: *Learning environments where everyone's success matters*

Five-year strategic goals

- Create a common understanding of the benefits of inclusive schools and develop a shared, systematic approach to ensure that everyone has equitable access and opportunity for successful learning
- Ensure that all staff actively participate in professional development focused on inclusive and culturally proficient practices that improve learning and school cultures
- Analyze data related to academic performance and other indicators of success to identify existing gaps among populations; determine and implement action steps for improvement; and demonstrate success at closing these gaps

Strategic Priority: *Enhanced well-being of all*

Five-year strategic goals

- Create a common understanding of the benefits of the skills, habits, and mindsets of social and emotional learning and develop a shared, systematic approach to explicitly teach, integrate, and assess these competencies
- Ensure that all staff actively participate in professional development focused on the skills, habits, and mindsets of social and emotional learning that improve students' learning, resilience, and focus
- Investigate, recommend, and plan for potential changes to school start times to better align with adolescent health needs for adequate sleep
- Improve support systems and resources to enhance the well-being of students and staff

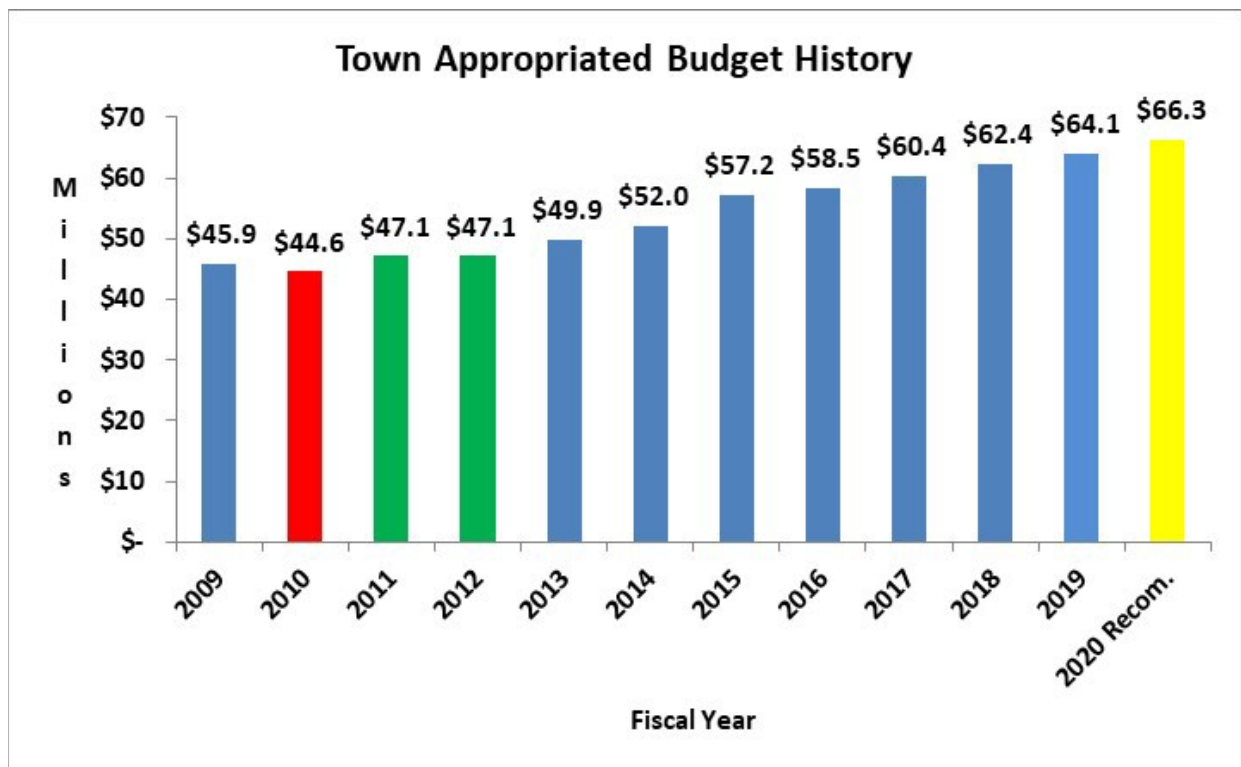
Strategic Priority: *Connected learning for a complex world*

Five-year strategic goals

- Integrate project-based learning experiences that require students at all grade levels to create complex, high-quality work for an authentic audience, with an emphasis on critical thinking, communication, creativity, and collaboration
- Review and adapt curriculum and instructional approaches to help students gain the knowledge and skills necessary to become ethical, empathetic, and informed and financially self-sufficient citizens who make thoughtful decisions and contribute positively to their community
- Provide opportunities that help students develop independence after graduation, including exposure to career choices and development of skills in financial literacy
- Review and adapt feedback and homework systems in order to implement effective, research-based practices that enhance learning and build stronger partnerships with students and families
- Build community partnerships with businesses, institutions, and individuals in order to increase access to experiential learning and career awareness and to enhance learning in the STEAM fields (science, technology, engineering, the arts, and mathematics)



FINANCIAL SECTION



Overview

This section of the budget document includes a variety of financial data presented in different ways to appeal to the myriad perspectives of its many readers. It includes graphs and charts to display historical comparisons and a visual representation of how funds are invested in education. It also includes the detailed budget plan separated by “responsibility center” which is a group of accounts under the supervision of a building principal or department manager.

The funding of public education comes from many sources, including the town appropriated operating budget, Chapter 70 state education aid, Special Education Circuit Breaker Reimbursement, federal and state grants, fees, and private grants/donations. This section of the budget document will provide both summary and detailed information on all sources of revenue and expenditures. It also provides a brief synopsis of the school finance metrics codified by Massachusetts statute and regulations.

School Committee Assumptions, Priorities, and Guidance

Underpinning the finances of the FY20 financial plan, are the agreed upon School Committee Policies and Guidelines voted in October 2018. These serve as a guidepost for both the development of this budget recommendation and our succeeding dialogue leading to a final budget.

Assumptions

It is assumed that the initial FY20 School Department Budget proposal will:

- Provide sufficient resources to maintain the excellence of our public education system and make targeted improvements where needed.
- Provide adequate resources to meet all legal mandates required of the school district.
- Reflect the terms of collective bargaining agreements and other contractual obligations.
- Provide sufficient resources to maintain a) the existing educational program and b) staffing levels necessary to meet mandates and priorities.
- Utilize the best available information to project changes in costs (such as tuitions) and revenues (such as state funding through the Chapter 70 and Circuit Breaker programs, grants, etc.).
- Estimate level funding of all federal and state grants and factor known increases or reductions from FY18.
- Review fee levels for all programs and adjust, as necessary, to reflect market price conditions and specific cost structure of each program, including potential adjustments related to how Full Day Kindergarten may evolve due to the Beal Building Project.
- Examine ways to reduce or shift costs in order to achieve district priorities without requiring additional funding allocations wherever possible.
- Given space constraints, the administration should assume it is most likely that no new School Choice seats will be voted by the School Committee for approval for the 2019-2020 school year.
- Consistent with prior practice, the initial budget proposal will take into consideration the town’s tax levy constraints.
- Budget document preparation will be modified to align with the best practices inherent in the Association of School Business Officials International (ASBO) Meritorious Budget Awards Program.

Priorities and Guidance

The initial FY20 School Department Budget proposal shall include resources to address each of the following priorities for Fiscal Year 2020:

- To address growing enrollment by keeping as many sections as possible within School Committee guidelines for class size. These guidelines are: Preschool: 15; Kindergarten: 17-19; Grades 1 & 2: 20-22; Grades 3-8: 22-24; Grades 9-12: 18-20.
- To continue investing in instructional materials, curriculum personnel, and staff professional development in order to ensure that the district's educational program meets local expectations for academic rigor, as well as state mandates.
- To make sufficient investments in technology in order to realize the educational and operational benefits available through digital resources and to provide sufficient capacity for the state's new testing system, while creating opportunities to benefit from short and long term cost efficiencies.
- To make investments in district-based programming and resources in order to provide high quality, cost effective opportunities to educate students within their own community's schools rather than specialized placements outside of the district.
- To provide sufficient resources towards the initial phasing-in of the district's new Strategic Priorities which were voted by the School Committee in December 2017.
- To provide sufficient staff resources to meet both growing enrollment and educational programming mandates [including special education] where necessary. Particular attention will be given to Shrewsbury High School where we are now at all-time high enrollment of 1,835 and we endeavor to keep intact a robust and varied Program of Studies.
- To provide sufficient resources [staffing, technology] to meet the growing demand of state reporting for students, staff, compliance requirements, and the ability to meet peak demand of new student enrollments during the summer while maintaining the integrity of the student registration process to include verification of residency in Shrewsbury.

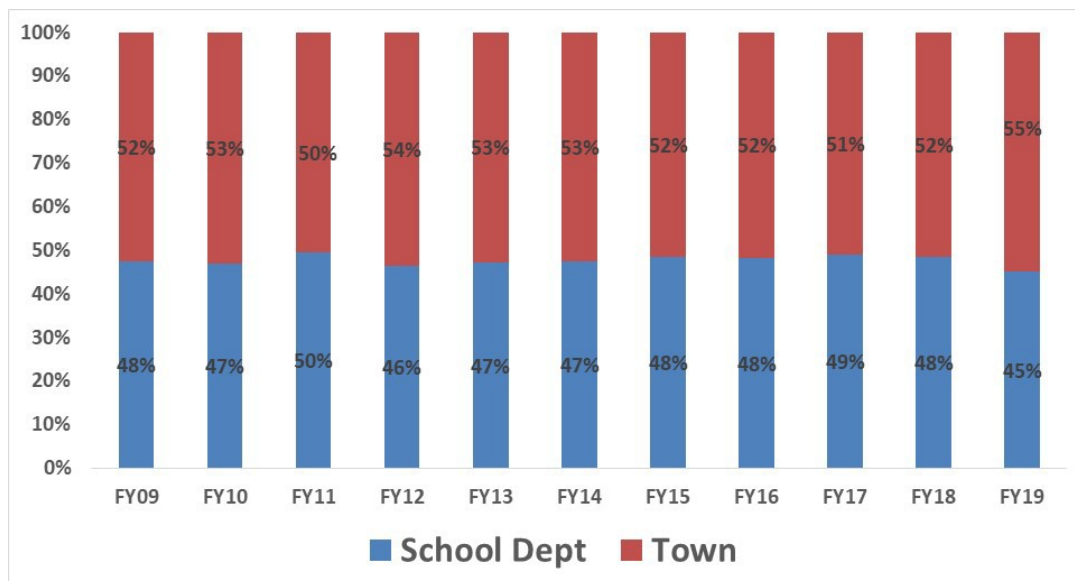
Fiscal Summary- All Funds

As noted earlier, public schools are fueled by a number of revenue sources. Most of the revenues are restricted in their use and as a result are separately accounted for in our financial system. The chart below provides an “all in” overview of actual and budgeted expenditures in various categories that align with the reporting requirements of the MA DESE End of Year Report.

						Change from
	FY16	FY17	FY18	FY19 Budget	FY20 Budget	FY19 to FY20
Operating Budget- School Dept. Appropriation	\$ 58,455,519	\$ 60,407,383	\$ 62,375,000	\$ 64,137,607	\$ 66,302,041	\$ 2,164,434
Federal Grants	\$ 1,877,786	\$ 1,927,621	\$ 2,007,086	\$ 1,966,115	\$ 1,838,000	\$ (128,115)
State Grants	\$ 69,680	\$ 5,455	\$ 3,021	\$ -	\$ 200,000	\$ 200,000
Circuit Breaker	\$ 3,679,804	\$ 3,076,058	\$ 1,875,550	\$ 3,660,000	\$ 3,762,000	\$ 102,000
Private Grants & Gifts	\$ 224,621	\$ 219,162	\$ 287,618	\$ 250,000	\$ 454,000	\$ 204,000
School Choice & Other Day Tuition	\$ 1,168,909	\$ 930,285	\$ 1,067,279	\$ 1,248,788	\$ 1,108,000	\$ (140,788)
Athletics	\$ 368,720	\$ 385,640	\$ 417,603	\$ 365,650	\$ 400,000	\$ 34,350
School Lunch	\$ 1,550,185	\$ 1,781,401	\$ 1,948,664	\$ 1,802,500	\$ 2,000,000	\$ 197,500
Other Local Rec. (ESC, Bus & Activity fees, Facility Rent etc.)	\$ 3,102,905	\$ 2,974,160	\$ 3,417,876	\$ 2,972,500	\$ 3,400,000	\$ 427,500
Total	\$ 70,498,129	\$ 71,707,165	\$ 73,399,697	\$ 76,403,160	\$ 79,464,041	\$ 3,060,881
						Change from
	FY16	FY17**	FY18	FY19 Estimate	FY20 Estimate	FY19 to FY20
Town Expenditures	\$ 21,964,736	\$ 25,245,382	\$ 22,975,332	\$ 22,882,860	TBD	TBD
Grand Total All Funds	\$ 92,462,865	\$ 96,952,547	\$ 96,375,029	\$ 99,286,020	TBD	TBD
* Includes Debt Service Payments, Insurance, Building & Grounds, Charter & School Choice.						
** FY17 increase primarily due to \$3.1M HVAC projects completed at Paton and Spring Street Schools.						

Town Meeting Appropriated School Budget as a Percent of Total Town Budget

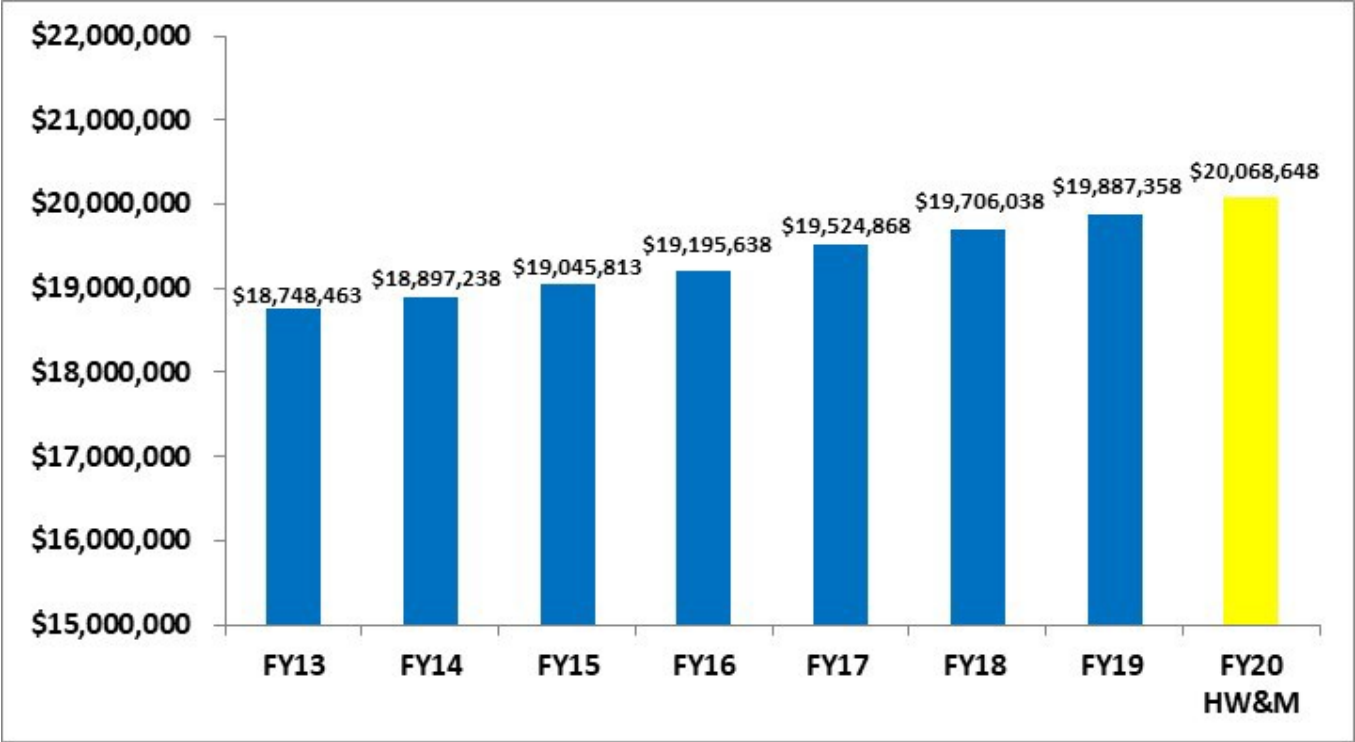
While the school enrollment has grown, our overall town has grown as well. The School Department Budget is the single largest budget in the town. However, the ratio of the School versus Town budget has been steady and in small range of fluctuation, either up or down, over the last ten-year period as shown in the chart below.



Source: Shrewsbury Town Accountant

Because Shrewsbury remains below its required funding target per the state formula, the only increase in state aid for FY20 in Governor Baker’s Budget was Minimum Aid at \$20 per pupil. The House Ways and Means Committee Budget increased the Minimum Aid allocation to \$30 per student for a total of \$181,290 in new aid and a total state aid amount of \$20,068,648. For FY21 and beyond we should expect only Minimum Aid, if any is appropriated, since we remain below our Required Minimum Contribution.

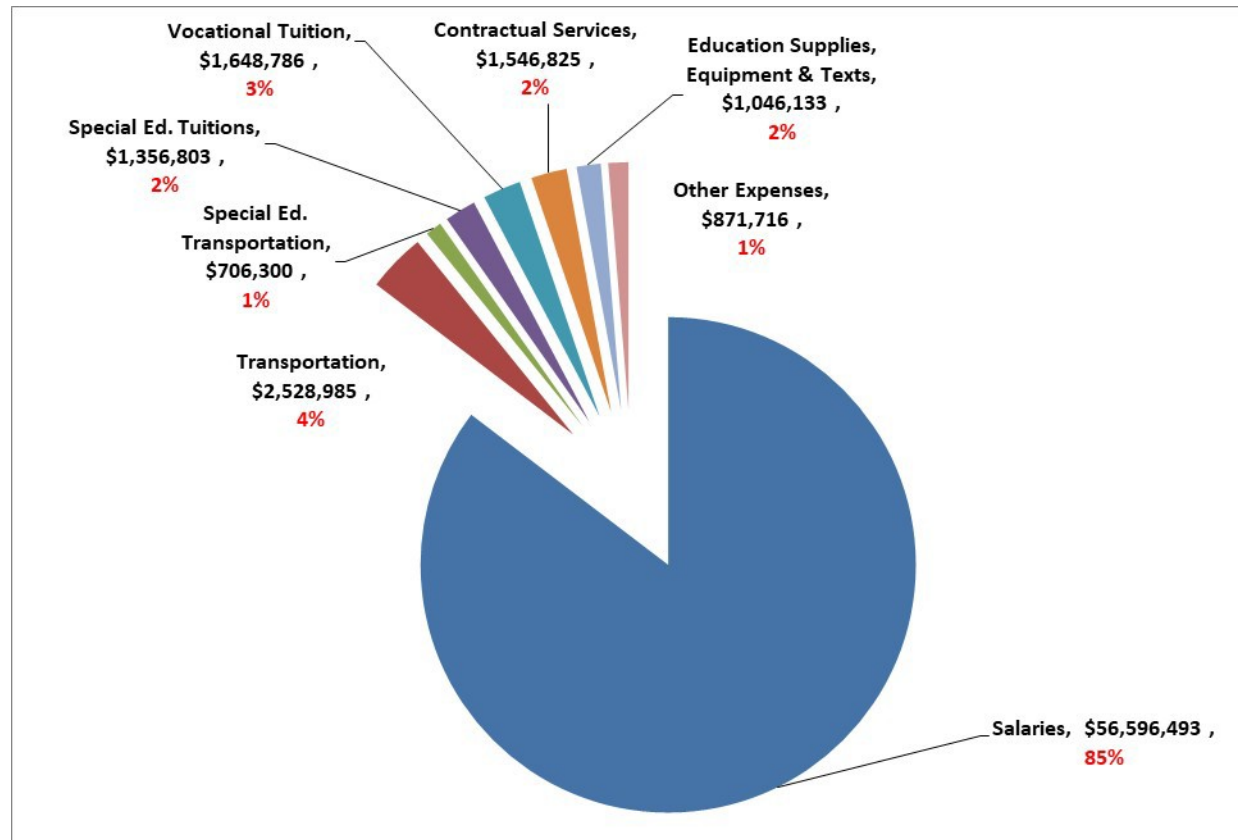
The graph below offers a close up view of Chapter 70 state aid over the last five years. Finally, it should be noted that all Chapter 70 Aid is considered a “General Fund” receipt and when distributed by the State of Massachusetts, it goes directly into the town’s generalfund.



The Operating Budget-Town Appropriation

As noted earlier, the initial operating budget recommendation totals \$66,302,041. The operating budget submitted for approval at the Annual Town Meeting must receive the approval of the School Committee and a recommendation by the Town Finance Committee.

The following pie chart shows the allocation of the \$66.30M FY20 budget recommendation by major category of expense.

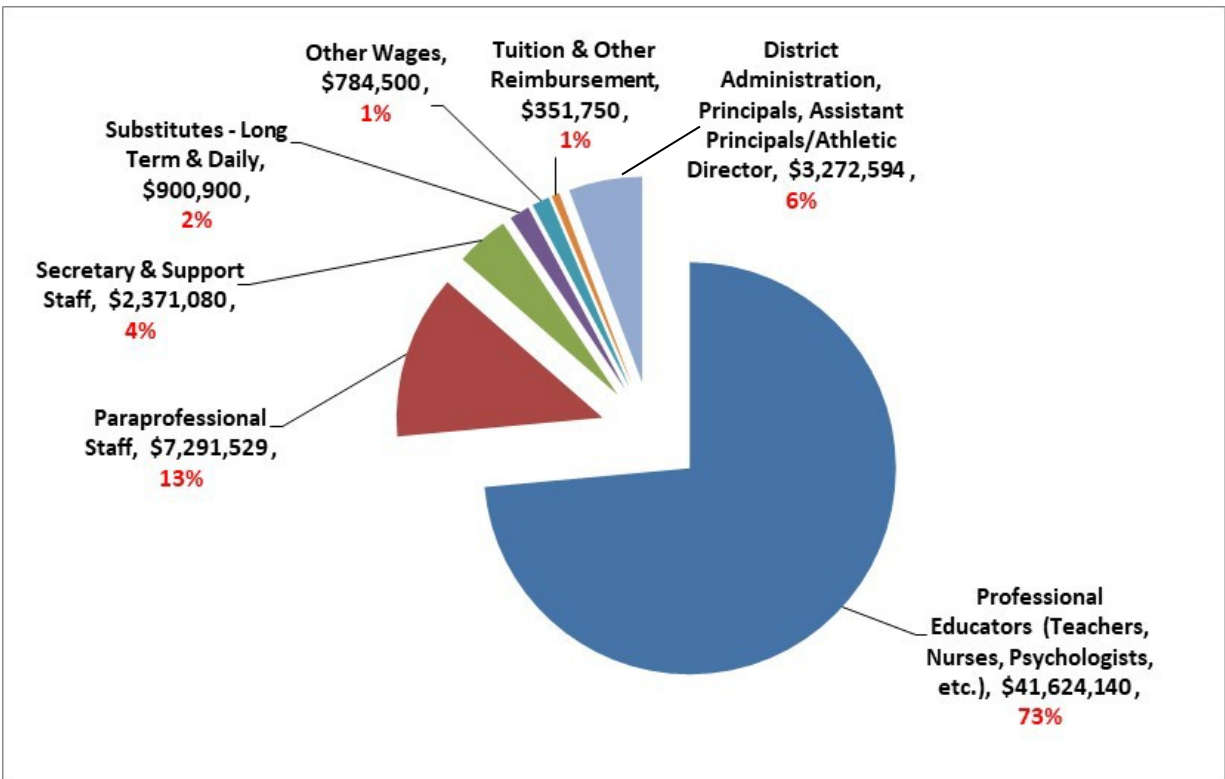


Public school systems are staff-intensive organizations and it is no surprise that 85% of the total is allocated towards staff salaries and wages.

Two important factors to consider relative to this budget:

1. All **employee insurance costs** are budgeted and managed by the Town Treasurer's Office.
2. **Pension costs:** teachers and administrators are required to pay a portion of their salary [7-11% depending on year entering service] to the Massachusetts Teachers' Retirement System and so there are no contributions from the town budget. Other school employees may be pension-eligible based on hours worked per year and if so also pay a portion of their salary [9-10% depending on earnings] to the Town of Shrewsbury Retirement System. The employer [town] contribution to the Town of Shrewsbury Retirement System is budgeted each year contingent upon the funding schedule in the valuation report, recommendation from the Retirement Board, and subject to available resources.

A further breakdown of the \$56.6M Salaries Category by major employee group category can be viewed in the following pie chart.



Town Appropriated Operating Budget

The following page provides a summary of the district operating budget recommendation. The display is a summary presented by major categories of expense for ease of understanding and presented in a format similar to municipal departments. The complete line-item budget can be viewed on our district website under the School Committee link and FY20 Budget Page.

SHREWSBURY PUBLIC SCHOOLS
FY20 BUDGET RECOMMENDATION

School Committee Recap Sheet	Description	FY17 Actual	FY18 Actual	FY19 Budget	FY20 Budget	FY19-FY20 Difference	%	Notes
A1	Administrative Central Office, Principals & Unit B	2,778,992	\$ 2,952,969	\$ 3,071,111	\$3,272,594	\$201,483	6.56%	In neg. for Unit B. Shifted Asst. SPED Dir.here for FY20
A2	Unit A (Teachers & Nurses)	36,601,577	\$ 38,242,595	\$ 39,793,145	\$41,624,140	\$1,830,995	4.60%	In neg. for Unit A. Added 11.3 FTE new positions
A3	Aides/ABA/Paraprofessionals	5,727,613	\$ 6,090,204	\$ 6,767,321	\$7,291,529	\$524,208	7.75%	Inc. 2% & 2.5% COLA for ABA Techs per contract
A4	Secretaries, Technology & Other Non-Represented	2,030,221	\$ 2,196,402	\$ 2,372,039	\$2,371,080	-\$959	-0.04%	Shifted Asst. SPED Dir. to Admin. Add 1.0 FTE
A5	Substitutes - Daily, Long Term & Sub Nurses	834,132	\$ 595,780	\$ 845,900	\$900,900	\$55,000	6.50%	Daily Sub. Rate Increase \$75 to \$90/day
A6	Other Wages (See Note 1)	746,430	\$ 696,547	\$ 739,382	\$784,500	\$45,118	6.10%	Increase summer SPED wages budget
A7	Employee Benefits	284,357	\$ 352,109	\$ 331,030	\$351,750	\$20,720	6.26%	Increase retiree sick leave budget
B1	Regular Education & Voke Transportation	2,211,854	\$ 2,037,865	\$ 2,066,380	\$2,528,985	\$462,605	22.39%	Contract rate increase, 2 more buses
B2	Special Education Transportation	522,516	\$ 480,113	\$ 585,000	\$706,300	\$121,300	20.74%	Bus monitor and contract rate increase
C1	Special Education Tuitions (See Note 2)	3,195,290	\$ 3,697,313	\$ 2,153,760	\$1,356,803	-\$796,957	-37.00%	Assumes FY20 CB rate of 72% for \$2.86M reim
C2	Vocational Tuitions	1,756,940	\$ 1,613,472	\$ 1,965,224	\$1,648,786	-\$316,438	-16.10%	Enrollment decrease projected from 118 to 97
D1	Administrative Contracted Services	623,565	\$ 485,665	\$ 553,401	\$611,833	\$58,432	10.56%	Add PowerSchool Reg. and DataTracking software
D2	Educational Contracted Services	545,213	\$ 430,783	\$ 693,970	\$679,910	-\$14,060	-2.03%	Modest decrease in some SPED contract svcs.
D3	Textbooks/Curriculum Materials	272,445	\$ 252,539	\$ 172,652	\$201,104	\$28,452	16.48%	Added 2% to all accounts plus new Science materials
D4	Professional Development	191,535	\$ 235,825	\$ 247,973	\$255,082	\$7,109	2.87%	Most accounts increased 2%
D5	Educational Supplies & Materials	263,385	\$ 262,910	\$ 269,034	\$273,689	\$4,655	1.73%	Most accounts increased 2%
D6	Other Miscellaneous (i.e. Off. Supp., Ref. Mat.)	976,295	\$ 1,025,225	\$ 660,812	\$786,716	\$125,904	19.05%	Must replace network IT switches- end of life
D7	Equipment	762,716	\$ 665,600	\$ 764,473	\$571,340	-\$193,133	-25.26%	Decreased annual iPad lease payments
D8	Utilities - Telephone Exp.	82,308	\$ 61,084	\$ 85,000	\$85,000	\$0	0.00%	Level funding
	Total:	60,407,384	62,375,000	64,137,607	66,302,041	2,164,434	3.37%	

Note 1 Other Wages includes custodian & police details, extra duty & mentoring stipends, Summer Special Education salaries, and crossing guards.

Note 2 SPED Tuition projection year ending is net Special Education Circuit Breaker Reimbursement funding.

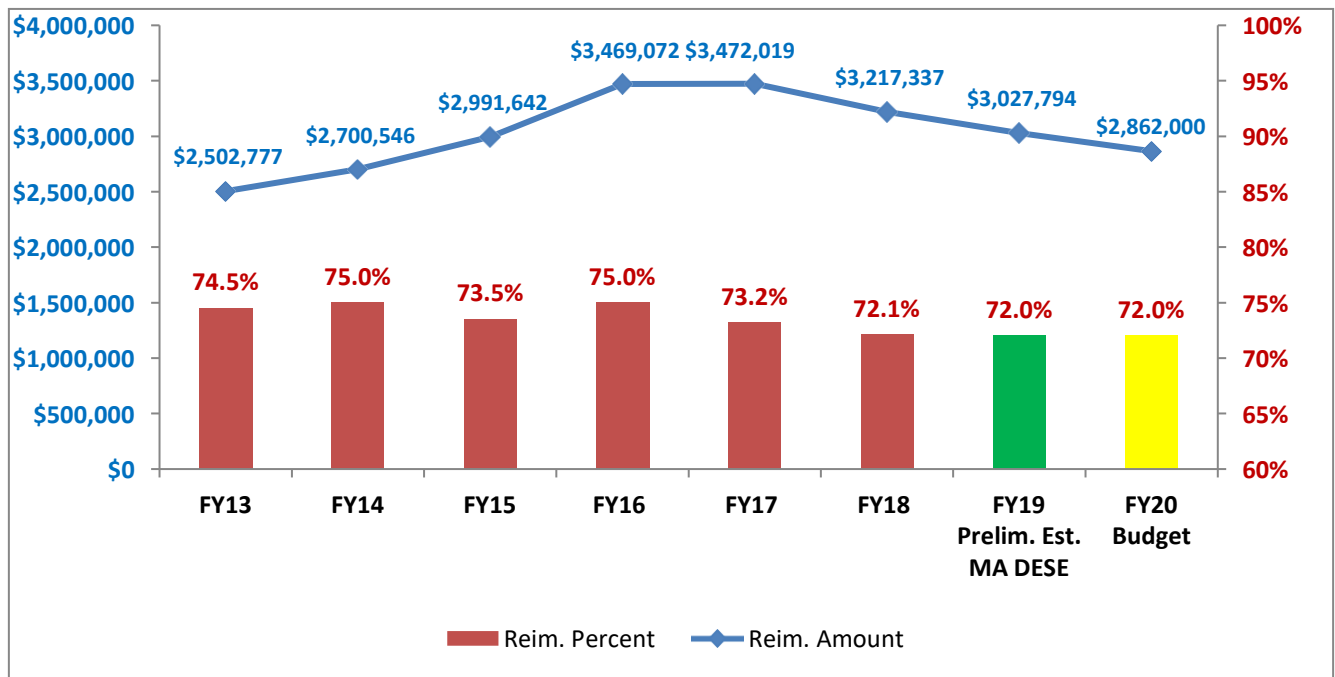
Special Education Circuit Breaker Reimbursement

The state special education reimbursement program, commonly known as the Circuit Breaker program, was started in FY04 to provide additional state funding to districts for high-cost special education students. The threshold for eligibility is tied to four times the state average foundation budget per pupil as calculated under the chapter 70 program, with the state paying “up to 75 percent of the costs above that threshold, subject to appropriation”. For example, in FY18 let’s say the state average foundation budget per pupil is \$11,026. So if a special education student cost a district \$95,000, the district’s eligible reimbursement for that student would be $(\$95,000 - (4 * \$11,026)) * .75 = \$38,171$.

For children placed in a school district outside their home town by the Department of Transitional Assistance or the Department of Children and Families, and for children who have no parents or guardians in the commonwealth, the reimbursement is 100 percent above the threshold rather than 75 percent. (The Department of Children and Families is the new name for the Department of Social Services.)

Circuit Breaker reimbursements are for the district’s prior year’s expenses. Each summer, districts submit claim forms to the Massachusetts Department of Elementary and Secondary Education [MA DESE] listing the types and amounts of special education instructional services provided to each student during the previous fiscal year. Administrative and overhead costs are not reimbursable. Standard rates for each type of service are established annually by MA DESE based on statewide surveys and are used to calculate the reimbursable cost for each student; this simplifies the claim process and minimizes the documentation which needs to be submitted. For students attending private 766 schools, the eligible cost for reimbursement is based on the approved tuition rate set by the state’s Operational Services Division.

Payments are made to districts on a quarterly basis. Because the program is subject to appropriation, the first quarter’s payments are usually calculated using an interim reimbursement rate of less than 75 percent. After all the claim forms have been received and reviewed, and the state verifies that there are sufficient appropriations to pay all claims, the reimbursements are re-calculated and a final reimbursement rate is calculated. The graph below depicts a five-year history of both the Circuit Breaker Program dollar reimbursement and the reimbursement rate.



Circuit Breaker claims are audited by MA DESE, and adjustments are made to future payments in the event of disallowed costs. The single biggest reason for costs being disallowed is that the services have not been clearly documented on the student's IEP. Only services that are required by the IEP are eligible for reimbursement.

Circuit Breaker reimbursements are deposited into a district's special education reimbursement account. These funds may be expended by the school committee in the year received or in the following fiscal year for any special education- related purposes, without further appropriation. As with all special revenues, the district must make a projection on the upcoming fiscal year's estimated amount. For FY20, we have estimated \$2.86M in Circuit Breaker reimbursement which is used to offset or lower our appropriations budget for out-of- district tuition costs.

Federal and State Grants

Like all Massachusetts school districts, Shrewsbury receives a number of federal and state entitlement grants. These are typically allocated towards a targeted group of students to support their educational programs and fulfill mandated services. The chart below displays a five-year history of grant funding demonstrating the ebbs and flows of certain grant-funded programs.

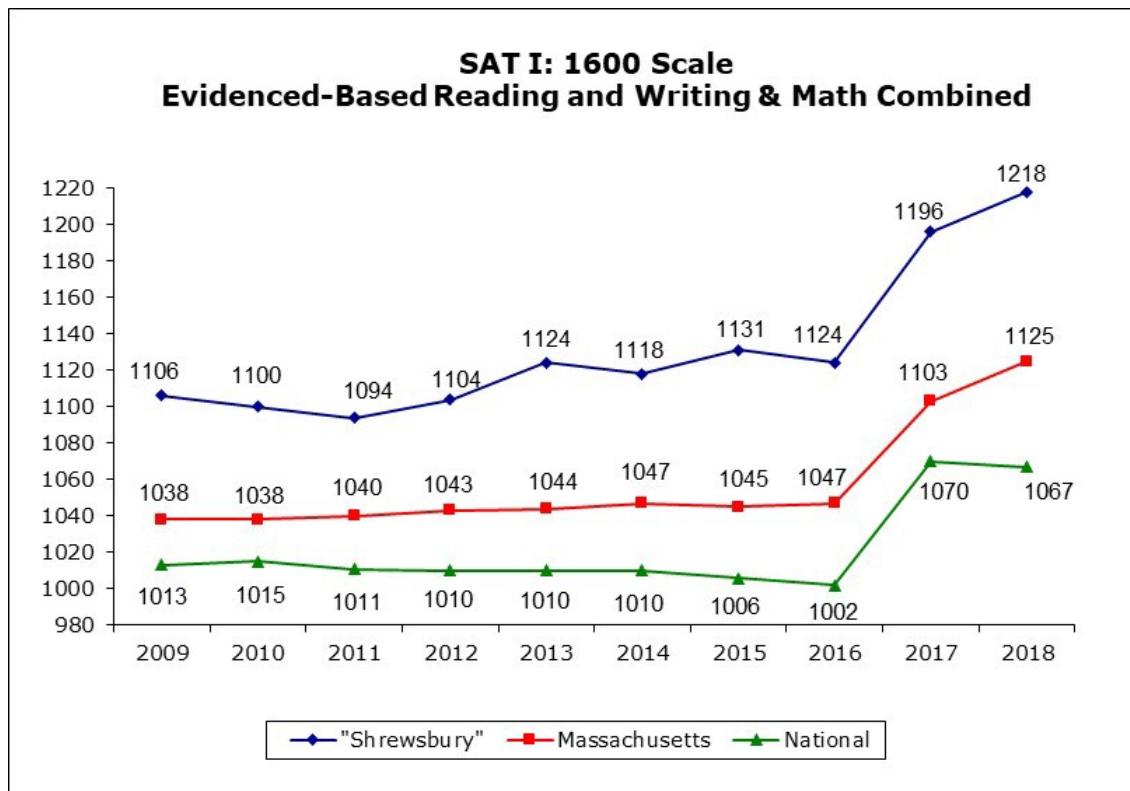
Grant	State Code	FY15	FY16	FY17	FY18	FY19		1 Year Difference	5 Year Difference	Federal [F] or State [S]
Teacher Quality Grant (Title IIA)	140	\$85,455	\$86,287	\$84,280	\$106,953	\$90,635		(\$16,318)	\$5,180	F
English Language Acquisition (Title III)	180	\$28,420	\$30,045	\$29,580	\$32,474	\$28,433		(\$4,041)	\$13	F
Immigrant Grant (Title III)	184	\$7,950	\$0	\$822	\$803	\$0		-\$803	-\$7,950	F
Special Education Entitlement Grant	240	\$1,424,658	\$1,408,178	\$1,460,831	\$1,485,349	\$1,470,469		(\$14,880)	\$45,811	F
Secondary Transition Sys. Improvement	243	\$0	\$0	\$15,000	\$0	\$0		\$0	\$0	F
Early Childhood-Special Education	262	\$33,934	\$33,890	\$33,573	\$31,868	\$33,500		\$1,632	(\$434)	F
Special Education Program Improvement Grant	274	\$47,463	\$47,846	\$47,846	\$0	\$0		\$0	(\$47,463)	F
Early Childhood-Special Education Entitlement	298	\$8,000	\$3,000	\$2,250	\$0	\$0		\$0	(\$8,000)	F
Education for Disadvantaged Children (Title I)	305	\$189,672	\$337,755	\$206,874	\$358,371	\$199,766		(\$158,605)	\$10,094	F
Student Support & Acad Enrichment	309	\$0	\$0	\$0	\$5,297	\$26,069		\$20,772	\$26,069	F
Academic Support Services	632	\$9,500	\$6,700	\$0	\$0	\$0		\$0	(\$9,500)	S
Full Day Kindergarten Grant	701	\$79,800	\$62,380	\$0	\$0	\$0		\$0	(\$79,800)	S
Totals		\$1,914,852	\$2,016,081	\$1,881,056	\$2,021,115	\$1,848,872		-\$172,243	-\$65,980	
								-8.52%	-3.45%	

Note: Fluctuations in annual Title 1 funding [State Code 305] are due to changes in Shrewsbury's "students in poverty level" that go over or under the 5% threshold.

When we are at 5% or greater, we receive an additional allocation of funding. When we fall below 5%, we do not receive the additional funding.

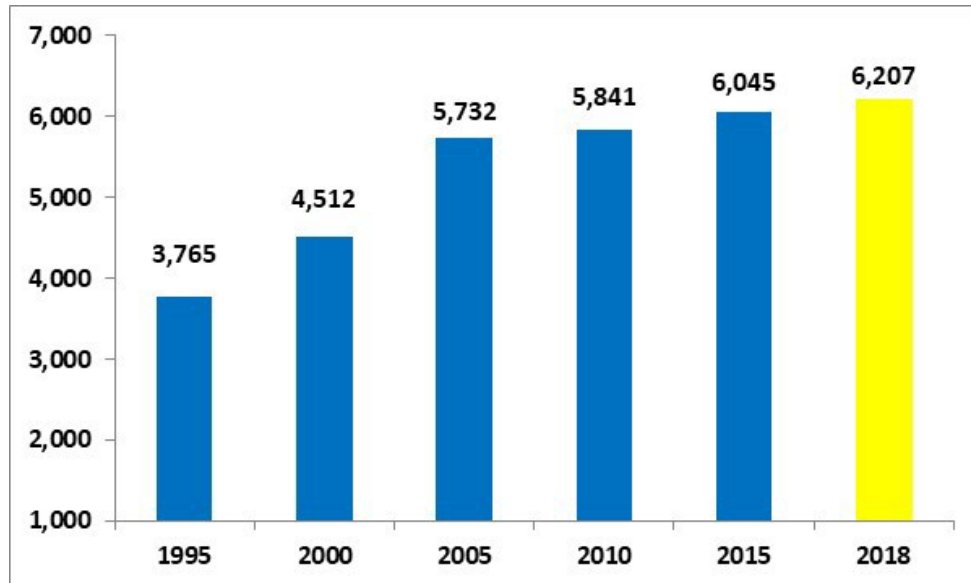


INFORMATIONAL SECTION



ENROLLMENT AND CLASS SIZE

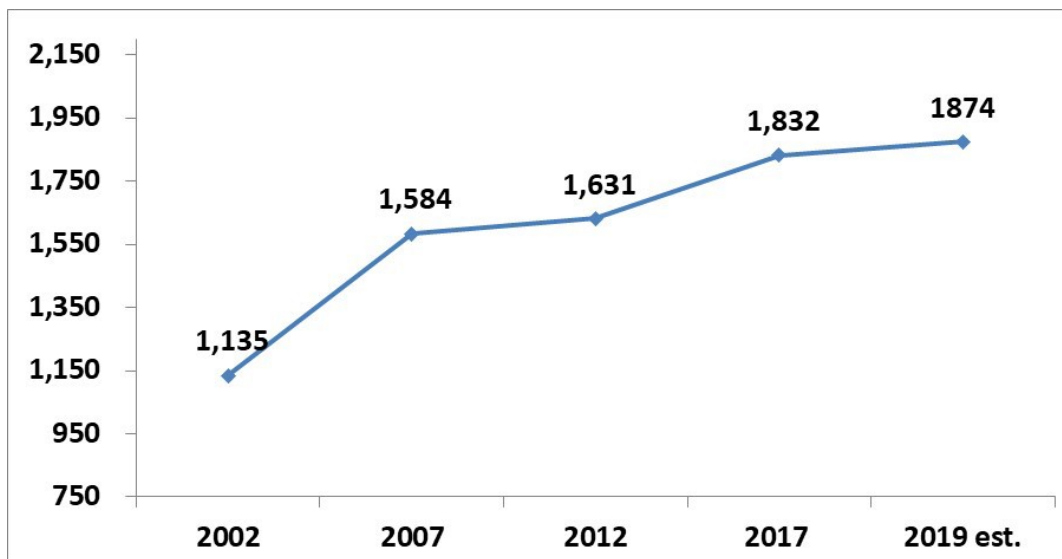
As noted earlier, school district enrollment has grown significantly over the past two decades. Preschool through grade 12 enrollment spiked by 65% from 1995 to 2018, an increase of 2,442 students.



The district and community responded to this growth with new school buildings, the addition of modular classrooms, leasing space, and the renovation of existing facilities. During this time period, public policy has evolved with respect to public education and parents now have more options in selecting a public education for their son or daughter.

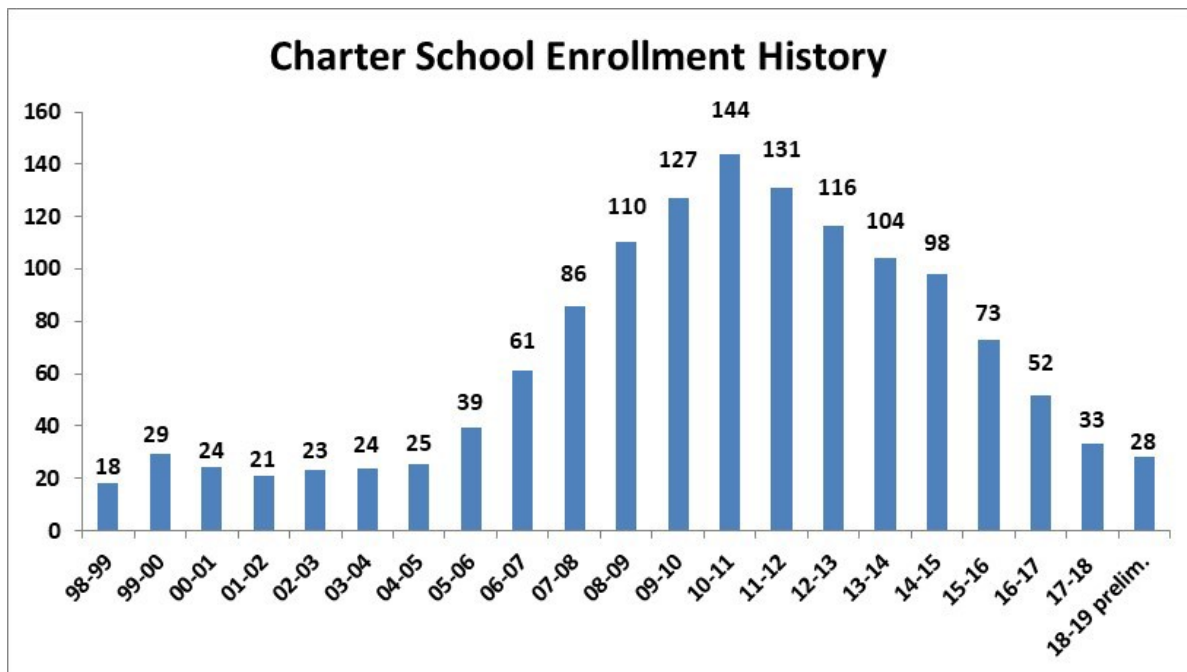
Since the “new” Shrewsbury High opened in 2002, we have experienced significant enrollment growth of 700+ students, a 61% increase. We are now operating at a 98% room utilization rate during school hours meaning that without additional space, we have few options to deal with increasing enrollment other than increasing class sizes.

Shrewsbury High School Enrollment History



Charter School Enrollment

The number of charter schools has increased along with participation in the School Choice Program. Shown in the chart below is the historical enrollment of Shrewsbury school-age children attending charter schools. Most charter school students from Shrewsbury enrolled either at the Advanced Math and Science Academy in Marlboro or Abby Kelley Foster Charter Public School in Worcester.



Interestingly, charter school enrollments have been decreasing since the 2010-2011 school year. This is very advantageous from a financial perspective as the tuition charge per student is roughly the district's average cost per pupil. The district has been making a concerted effort to retain students as their continued enrollment in the district comes with little marginal cost and avoids the average cost per pupil charge.

School Choice Enrollment

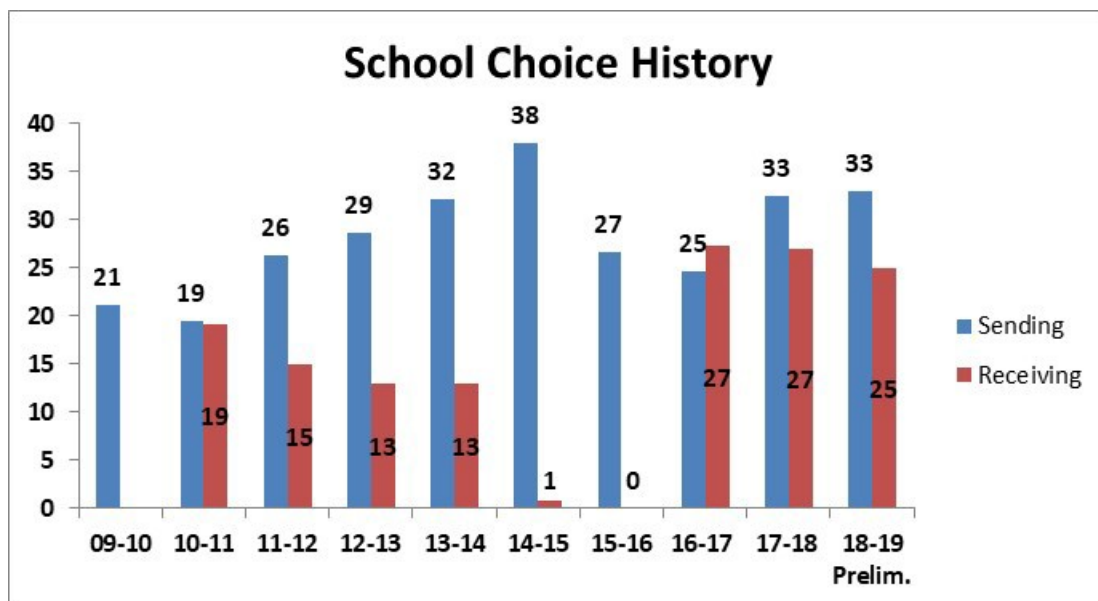
School Choice is another option for both parents and the school district. The chart below depicts both the students who have opted to attend another public school that accepts school choice enrollments [blue bar] and also the students that our school district opted to enroll beginning in the 2010-2011 school year. It is important to note that in the 2010-2011 school year the school committee voted to open up to 20 seats for grade 9 students. Once those students enroll via a lottery process they are entitled to remain in the district until graduation. Clearly, of the cohort of 19 students who enrolled for grade 9 only 13 remained through graduation. [One student was retained to repeat grade 12 during the 2014-2015 school year.]

The decision to allow students from other communities to enroll in the district is one that is reviewed annually. Per state regulation, all districts must allow school choice students to enroll in their district unless

they vote annually to not allow School Choice enrollment. Alternatively, the district can decide to enroll a specific number of students by grade level. But again, once a student is enrolled they are entitled to remain until graduation.

The FY17 budget process was an opportunity for the school committee to reconsider this topic. As part of the overall FY17 plan, and in an effort to create a new recurring revenue, the School Committee voted to accept up to 30 School Choice students in the 2016-2017 school year in the following grade levels: Grade 2= 9 students, Grade 4=6 students, Grade 5=5 students, Grade 6=10 students. As of this writing, the district has 25 student School Choice students enrolled as seen in the chart below. For each student we enroll the district will receive \$5,000 in tuition that goes into the School Choice Revolving Fund and is available for use by the school committee to offset teacher salary costs. As part of the FY20 financial plan, the district has budgeted for \$125,000 in revenue expecting that 25 students will persist into the next school year.

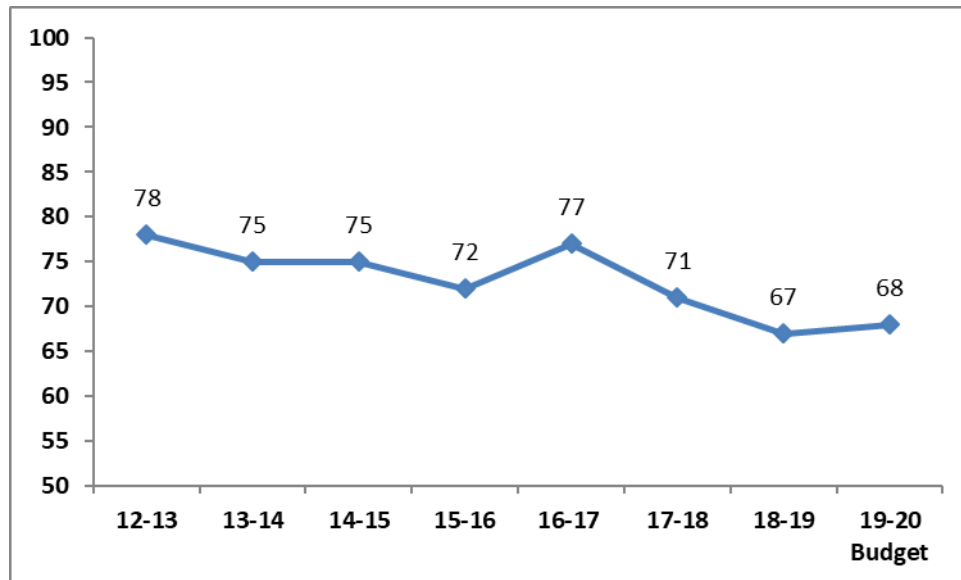
It is also pertinent to note that of the 33 School Choice students attending other area school district four of them are attending Full-Day Kindergarten in other districts, likely as a result of Shrewsbury not offering universal, tuition-free, Full Day Kindergarten for all of our students. Consequently, Shrewsbury pays \$20,000 in tuition to those districts for these four students.



Special Education Out-of District Enrollment

Due to the complex educational, behavioral, and or medical needs of some children, they cannot be educated in the district. As a result of their Individualized Education Plan, these students are enrolled in out-of-district special education schools. The chart below depicts these budgeted enrollments. Predicting which students will be out-placed and the associated budget resources needed is often a difficult process and has wide variations from the budget.

Special Education Out of District Placements-Budgeted



Recovery High School Enrollment

Not included in the special education numbers above are students enrolled in the newly opened Recovery High School located in Worcester, MA. This is a therapeutic environment for high-school aged students who are engaged in overcoming a drug or alcohol addiction. Shrewsbury Public Schools is still financially responsible for these students. Currently, there are no students enrolled but we have budgeted for an enrollment of one student next year. Students and/or parents must opt into and be accepted by this school.

Vocational/Technical High School Enrollment

Each year a number of ninth graders opt to enroll at Assabet Valley Regional Technical High School located in Marlboro, MA. This school offers eighteen different "Chapter 74" vocational/technical programs that students can explore and ultimately select one for their trade skills development. For FY20 the tuition per student is \$16,856. In addition, the district contracts three buses for transportation to and from Shrewsbury to the school. The chart below shows the recent enrollment by grade and projected enrollment for the 2019-2020 school year [FY20].

Vocational/Technical High School Enrollment History

	School Year								
	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20 Budget
Grade 9	40	28	37	35	37	18	28	33	20
Grade 10	29	36	29	37	25	31	20	26	33
Grade 11	38	31	37	25	35	24	28	18	26
Grade 12	25	32	28	37	24	35	22	25	18
Total	132	127	131	134	121	108	98	102	97

Per state law and for budgetary reasons, current eighth grade students must apply no later than April 1, 2019 to be considered by the Shrewsbury Superintendent of Schools for approval for enrollment in the 2019-2020 school year. Additionally, students must meet all application and admissions requirements of Assabet Valley Technical High School.

Enrollment Projections

The district conducts an annual review of enrollment projections for two main purposes. First, the enrollment projections provide data for class size planning for the upcoming school and fiscal year. Secondly, the projections are reviewed for capital space planning purposes.

Each year the district receives a projection from the Town Manager's Office and a second independent projection from the New England School Development Council [NESDEC].

Class Size Projections: 2019-2020

After the district receives the projections, the administration makes school-based class size enrollment projections. These projections are then measured against the school committee for class size by grade level. At this juncture, the FY20 budget plan includes sufficient classroom teachers to keep within all class size guidelines with a few exceptions.

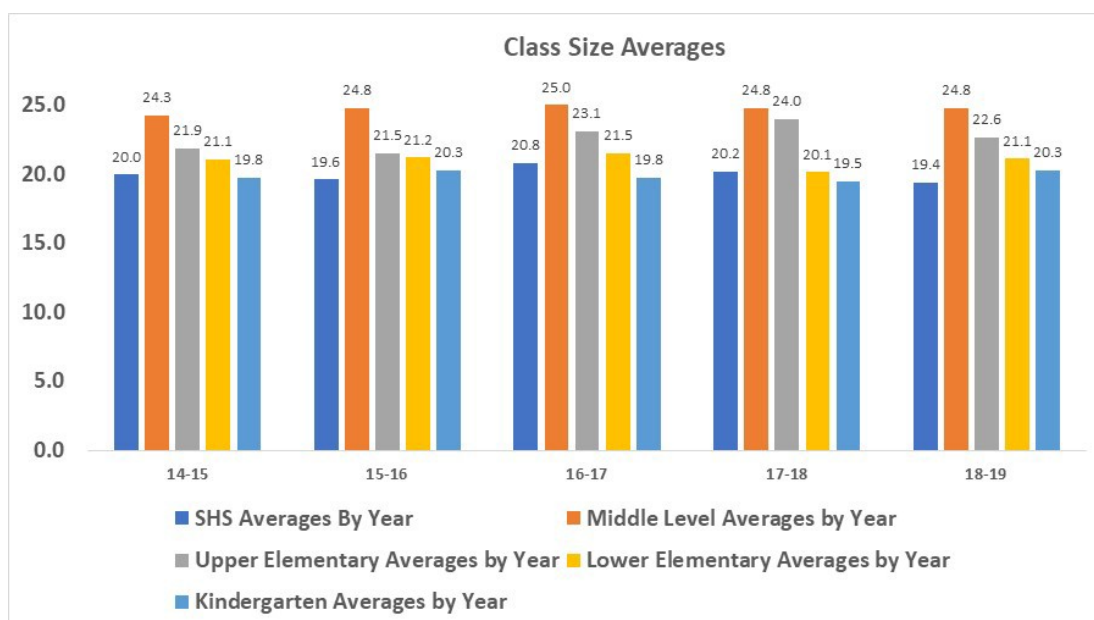
The April 2019 school-based projection can be seen on in the charts below. Projected class sizes used are based upon the Town Manager's Projection and the NESDEC Projection. When projections are not equal, the higher class size amount was used for planning purposes.

Grade Level	Proj. 2019-20	Beal			Coolidge			Floral Street			Paton			Spring St.		
		Students	Clsrms/Sect	Avg.	Students	Clsrms/Sect	Avg.	Students	Clsrms/Sect	Avg.	Students	Clsrms/Sect	Avg.	Students	Clsrms/Sect	Avg.
HDK	104	104	3/6	17												
FDK	243	123	7	18	40	2	20				40	2	20	40	2	20
Grade 1	406	58	3	19	87	4	22	113	5	23	79	4	20	69	4	17
Grade 2	449				92	4	23	195	9	22	88	4	22	74	4	19
Grade 3	463				112	5	22	207	9	23	70	3	23	74	3	25
Grade 4	475				80	4	20	222	9	25	93	4	23	80	4	20
Total K	347															
Total 1-4	1,793	School Avg./Class 18			School Avg./Class 22			School Avg./Class 23			School Avg./Class 22			School Avg./Class 20		
Totals	2,140	285	16		411	19		737	32		370	17		337	17	

Grade Level	Proj. 2019-20	Sherwood Middle			Oak Middle			High School			Preschool Programs			
		Students	Sections	Avg.	Students	Sections	Avg.	Students	Sections	Avg.	Program	Students	CR/Sect.	Avg.
Grade 5	502	502	20	25										
Grade 6	503	503	20	25							Parker Rd.	160	6/14	11
Grade 7	476				476	20	24				Little Col. (SHS)	30	1/2	15
Grade 8	518				518	20	26				Wesleyan Ter.	55	2/5	11
Grade 9	453							453	NA	NA				
Grade 10	465							465	NA	NA				
Grade 11	456							456	NA	NA				
Grade 12	500							500	NA	NA				
		School Avg./Class 25			School Avg./Class 25			School Avg./Class NA			School Avg./Class 11			
Totals	3,873	1,005	40		994	40		1,874	NA	NA		245		

School Committee Class Size guidelines:

Grade K is 17-19
 Grades 1-2 is 20-22
 Grades 3-8 is 22-24
 Grades 9-12 is 18-20



STUDENT PERFORMANCE AND OUTCOMES

The following pages highlight just a few of the student performance measurements using standardized tests. It should be evident that Shrewsbury's year-to-year performance and comparison to peer school districts is very strong. District educators and out students are imbued with the value and objective of continuous improvement.

Shrewsbury students continue to perform well in comparison to state averages and we continue to focus on ways to continue to improve, especially for students performing below expects standards.

There are a multitude of standardized test results that we receive each year and results are reported to individual families for their children. Further, a complete report is provided to the School Committee each year and can be found on the district's website along with website of the Massachusetts Department of Elementary and Secondary Education under "District Profiles". Shown below is just is just one sample of results.

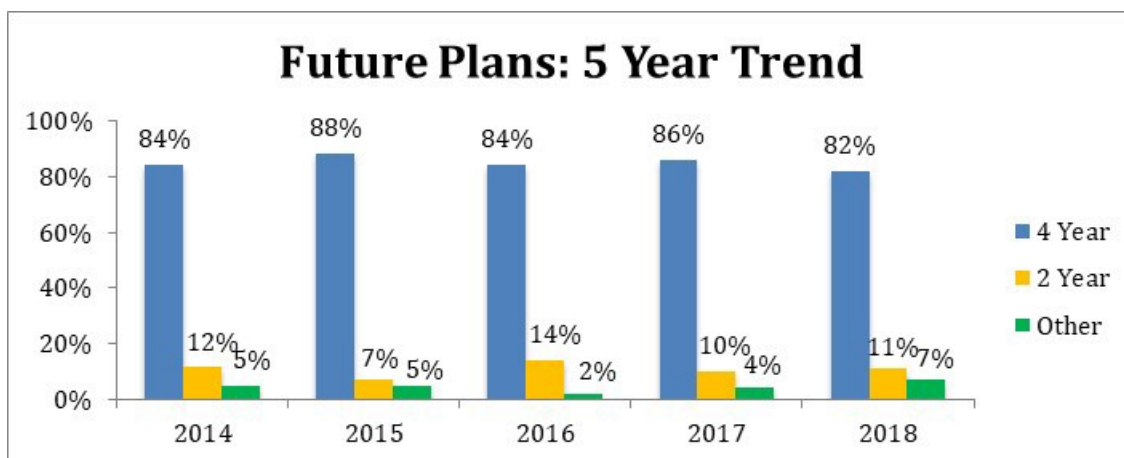
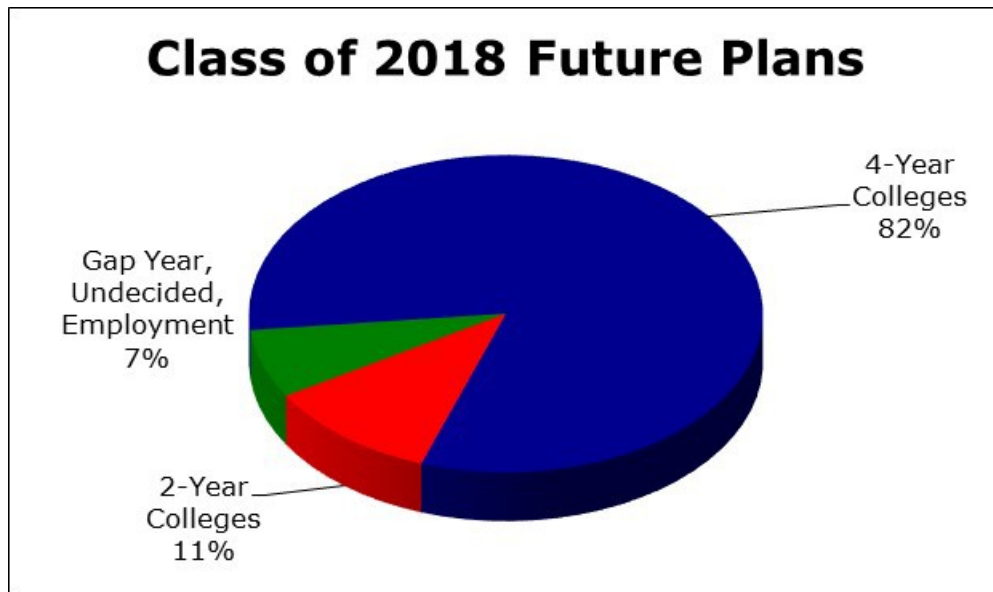
Percentage of Students Meeting or Exceeding Expectations, English Language Arts (ELA) 2018

Grade	Gr 3 ELA	Gr 4 ELA	Gr 5 ELA	Gr 6 ELA	Gr 7 ELA	Gr 8 ELA	Gr 10 ELA
Shrewsbury %							
Meeting or Exceeding Expectations	74%	78%	74%	73%	68%	70%	97%
Statewide %							
Meeting or Exceeding Expectations	52%	53%	54%	50%	46%	51%	91%

Note: Gr 10 results from the "Legacy MCAS" version of the state assessment, **not MCAS 2.0*

How are High School Students and Graduates Doing?

Over the following pages we highlight student performance in a number of ways and as you will see our students are doing very well. A full 98% of our graduates from the Class of 2016 went on to further their formal education at four or two-year institutions. For the past five years over 82% of our graduates have opted to pursue a bachelor's degree by attending a four-year college or university.



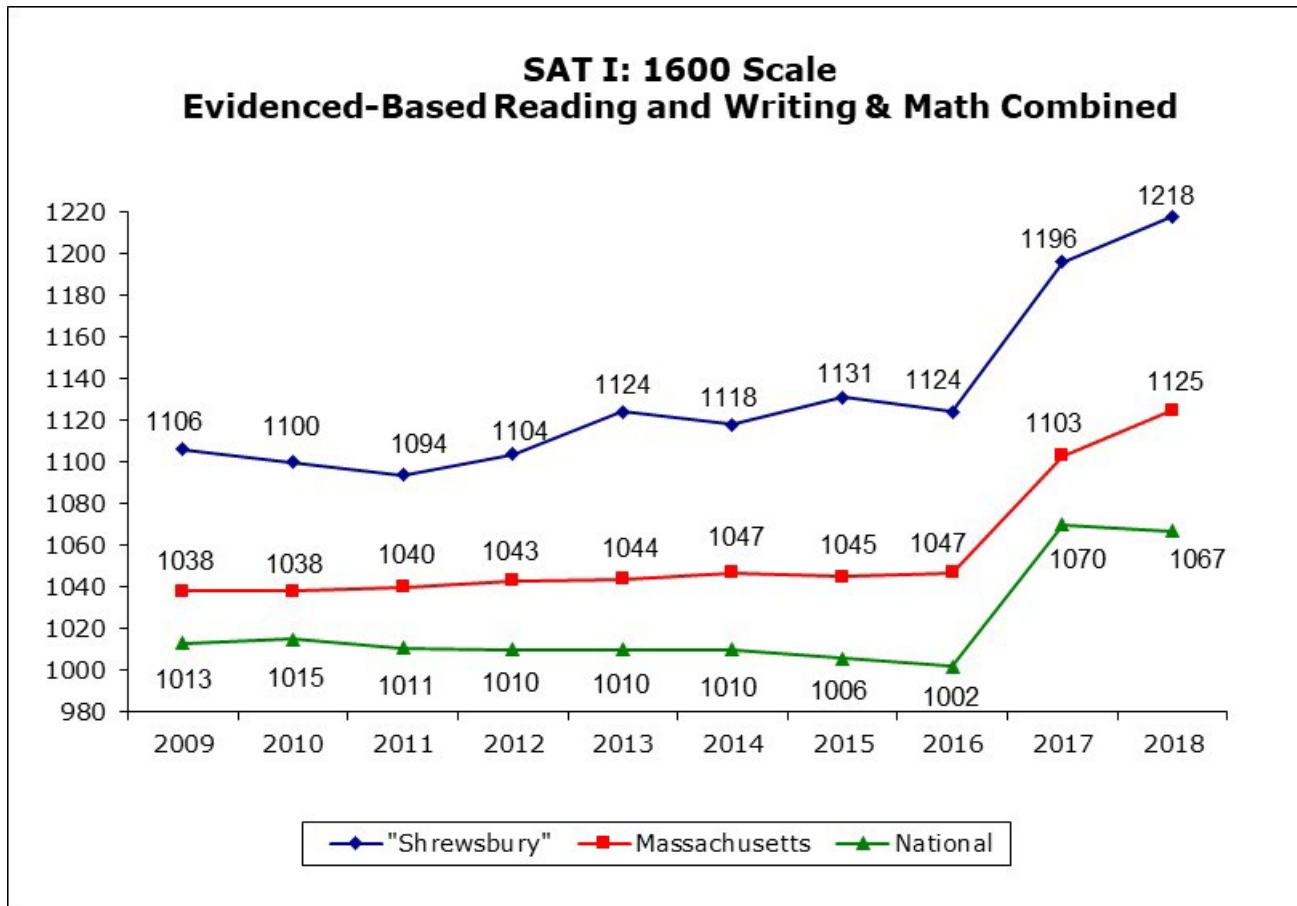
Scholastic Aptitude Test [SAT] Results

The outcomes of a Shrewsbury education are evident on the national SAT exam. While some colleges are “test optional” the *CollegeBoard®* suggests one reason to still take the SAT is:

As the nation’s most widely used college admission test, the SAT is the first step toward higher education for students of all backgrounds. It’s taken by more than two million students every year and is accepted by virtually all colleges and universities.

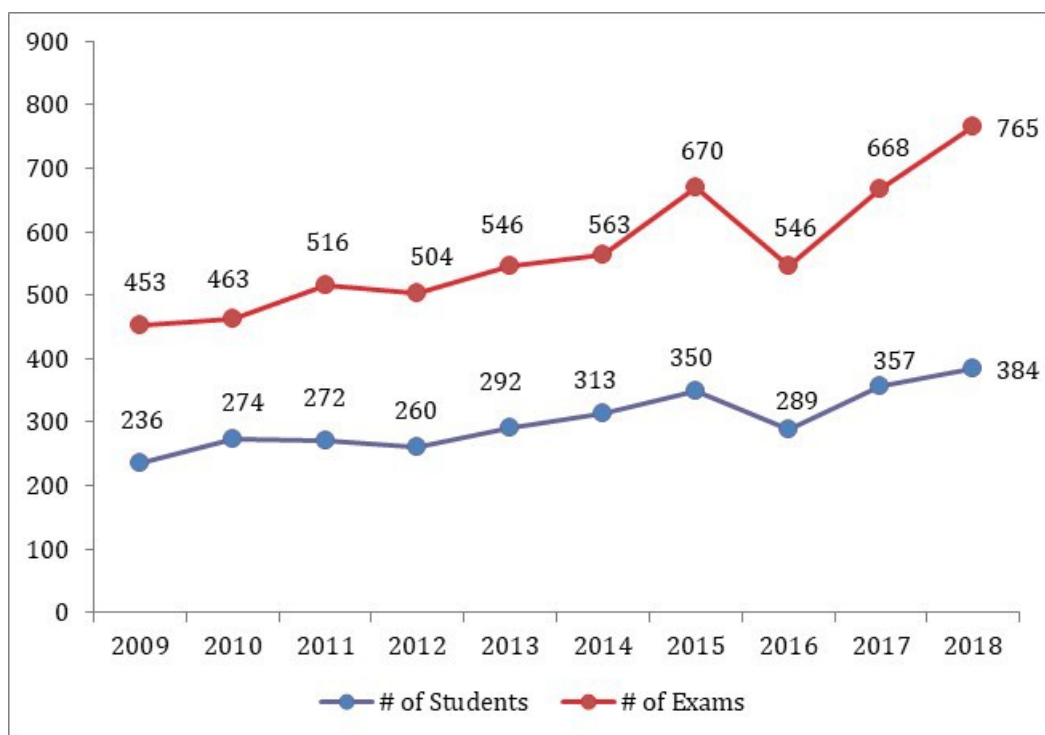
All Shrewsbury students are strongly encouraged to take the exam and participation has been growing and is strong in comparison to other high-performing school districts.

Further, not only does Shrewsbury have a very high participation rate but performance has also increased while the state and national averages have remained flat and declined, respectively, as shown in the following chart.



Advanced Placement Participation and Performance Results

AP courses are college-level classes that follow a specific, College Board approved curriculum taught by Shrewsbury High School staff. Courses are designed for maximum challenge of the most intellectually curious students. Very substantial initiative and independent work is the norm. Students are expected to take the AP examination. In recent years the demand for these courses has grown significantly as shown in the graph below depicting participation by number of students and number of exams.

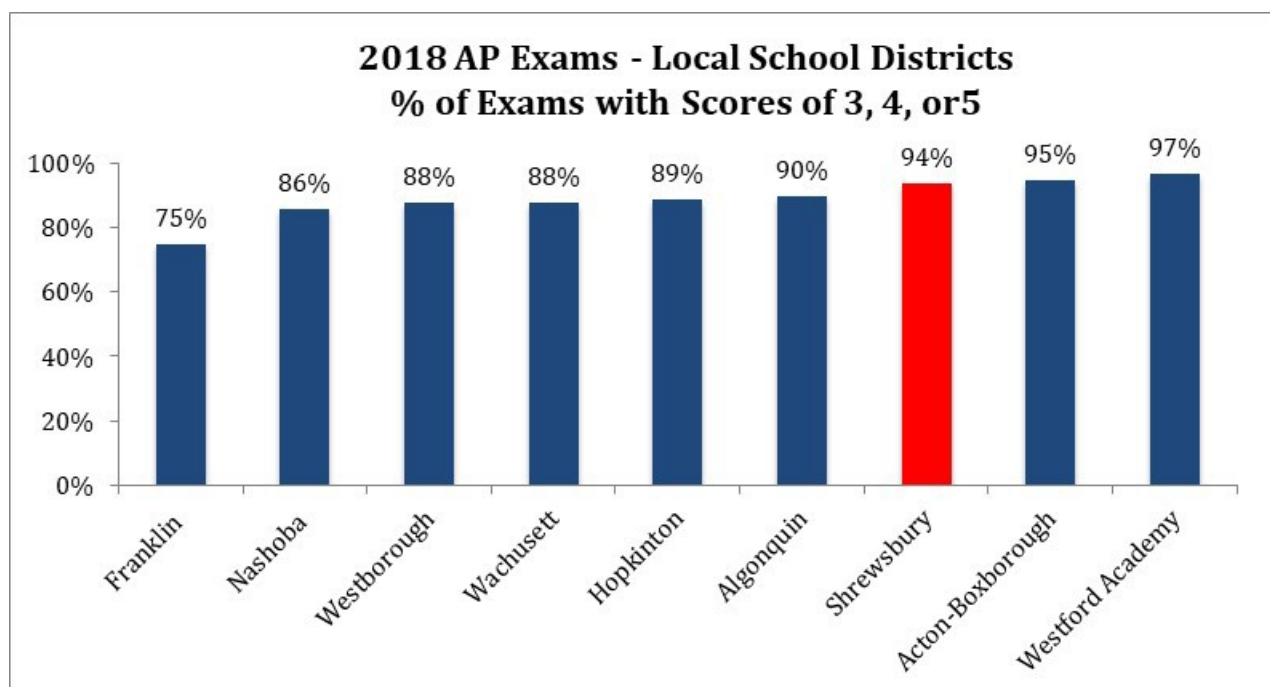


An AP exam score is a weighted combination of scores on the multiple-choice section and on the free-response section. The final score is reported on a 5-point scale as follows:

- 5 = extremely well qualified
- 4 = well qualified
- 3 = qualified
- 2 = possibly qualified
- 1 = no recommendation

"Qualified" means that a student has proven capable of doing the work of an introductory-level course in a particular subject at college. Many colleges and universities grant credit and placement for scores of 3, 4 or 5; however, each college decides which scores it will accept.

As shown in the graph below, Shrewsbury High School students have also performed well in comparison to more local peer school districts with 93% of the exam results being scored as 3, 4, or 5.



Finally, AP exam performance hit a new level of achievement in 2015 with 124 students being recognized as AP Scholars and the Class of 2016 was strong as well with 107 AP Scholars. The various award levels are described in detail below along with a historical record of student success by year in the chart below.

Award Levels 2018

AP Scholar: Granted to students who receive scores of 3 or higher on three or more AP Exams.

AP Scholar with Honor: Granted to students who receive an average score of at least 3.25 on all AP Exams taken, **and** scores of 3 or higher on four or more of these exams.

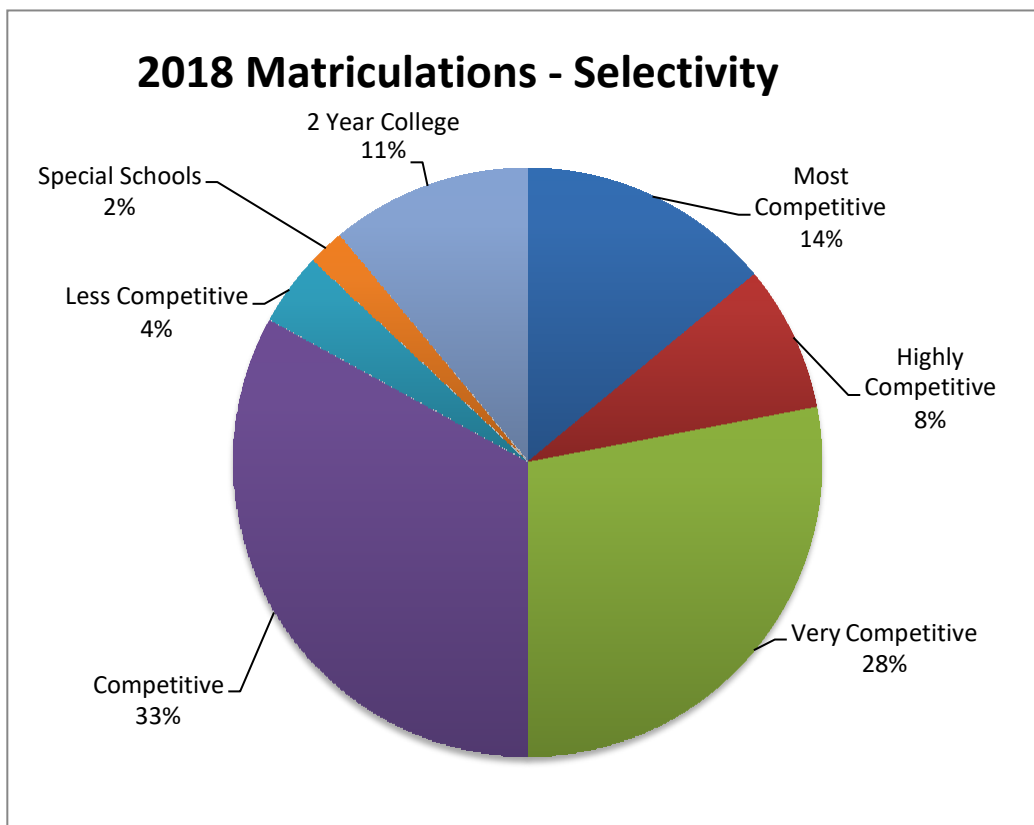
AP Scholar with Distinction: Granted to students who receive an average score of at least 3.5 on all AP Exams taken, **and** scores of 3 or higher on five or more of these exams.

National AP Scholar: Granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, **and** scores of 4 or higher on eight or more of these exams. (Students are included in the scholar category.)

Year	AP Scholar	AP Scholar w/Honors	AP Scholar w/Distinction	AP National Scholar	Total # of AP Scholars
2018	66	20	49	6	141
2017	46	18	37	4	105
2016	47	21	33	6	107
2015	48	39	37	2	124
2014	29	25	31	1	85
2013	41	26	31	1	98
2012	19	25	44	2	88
2011	31	27	25	1	83
2010	31	15	19	3	65
2009	23	17	38	4	78

College and University Enrollments

There are many means by which institutions of higher learning are measured and benchmarked. *Barron's Profiles of American Colleges* is one such instrument with rankings by category published annually. This pie chart shows the Class of 2018 allocation of actual student enrollments, not acceptances, using Barron's selectivity indexing system.



In terms of Class of 2018 enrollments, the following two listings show the most highly enrolled schools divided into private versus public institutions.

Top 7 Most Popular Schools Enrolled—Private

1. Assumption College —18
2. Northeastern University —8
3. Worcester Polytechnic Institute —8
4. Bryant University —6
5. Clark University —6
6. Boston University —5
7. Quinnipiac University —5

Top 8 Most Popular Schools Enrolled—Public

1. Quinsigamond Community College —41
2. University of Massachusetts, Amherst —40
3. Worcester State University—21
4. University of Massachusetts, Lowell—17
5. University of New Hampshire —12
6. Framingham State University —9
7. University of Connecticut—9
8. University of Massachusetts, Boston —5

Summary Comments

The information, charts, and graphs included in this section focus primarily on high school students and especially graduating seniors. Clearly, the success of any graduate is a function of their preK-12 education. To that end, **all Shrewsbury educators across the district are responsible for contributing to the aforementioned success story of student performance** on standardized testing and college admissions.

It is equally important to note that our students enjoy success outside the classroom in a wide variety of co-curricular programs from athletics to music and performing arts, speech and debate, and a variety of clubs, community service, or work experiences. These programs are a vital part of student growth and success. As a district we need to maintain these programs as much as we do our core academic programs. We will continue to do this with a combination of funding from our operating budget and student fees.

FINANCIAL INDICATORS

This section of our budget document includes a variety of municipal and school financial indicators. Individually and collectively the indicators point to cost-efficient operations and a comparatively low-moderate tax responsibility to the residents.

Average Single-Family Tax Bill: FY12-FY19

The average single-family dwelling tax bill is an often used benchmark to measure and compare the affordability and value proposition of a community. While some may question certain school or municipal costs or characterize them as too high, the average tax bill is an “equalizer” at the end of the discussion. Shrewsbury has long been recognized as a community with a comparatively low tax burden and this has been a driver of continued residential growth.

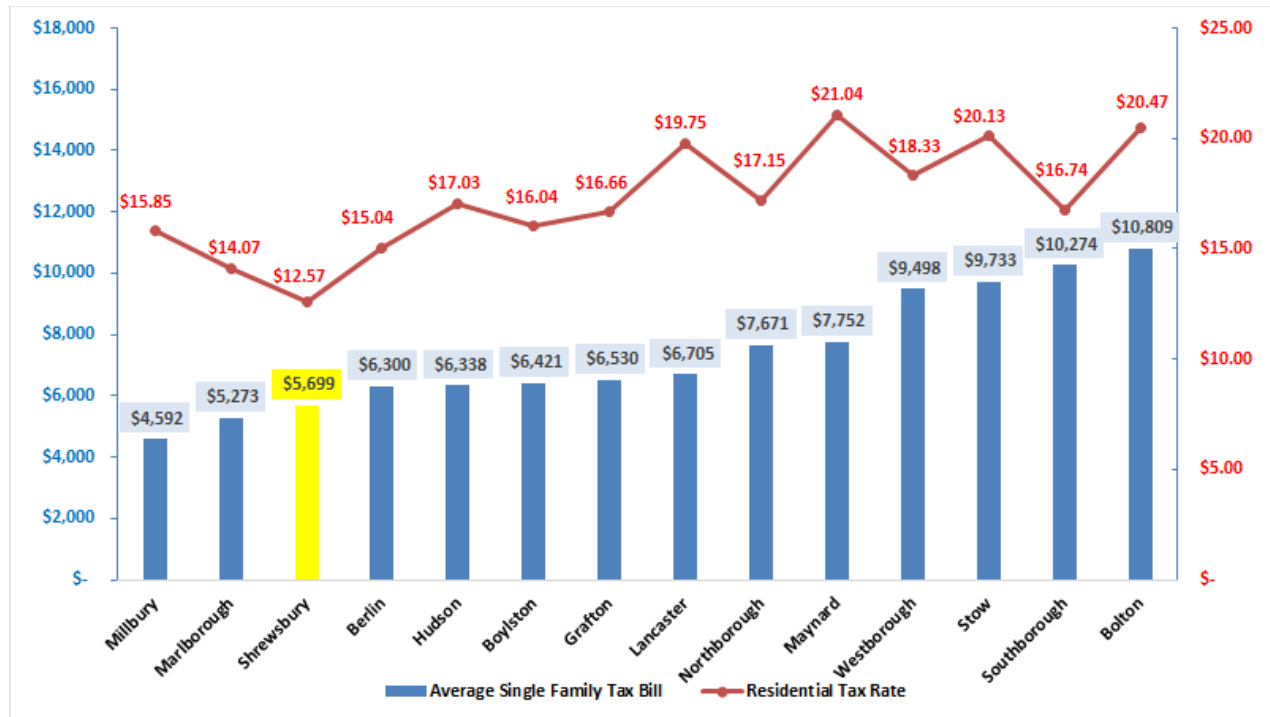
The chart below depicts an eight-year history of single-family assessed values, tax rates, and tax bills. The state rank-high to low [1 being the highest tax burden] consistently places Shrewsbury near the middle of the 338 towns included in the ranking.

Fiscal Year	Single Family Assessed Values	Single Family Parcels	Single Family Average Value	Residential Tax Rate	Average Single Family Tax Bill	Rank - High to Low*
2012	\$3,389,541,500	9,098	\$ 372,559	\$ 11.11	\$ 4,139	156
2013	\$3,387,789,755	9,148	\$ 370,331	\$ 11.67	\$ 4,322	151
2014	\$3,385,300,300	9,190	\$ 368,368	\$ 12.17	\$ 4,483	152
2015	\$3,518,931,500	9,235	\$ 381,043	\$ 13.20	\$ 5,030	123
2016	\$3,691,375,869	9,267	\$ 398,336	\$ 13.00	\$ 5,178	128
2017	\$3,821,907,838	9,298	\$ 411,046	\$ 12.83	\$ 5,274	133
2018	\$4,094,807,258	9,323	\$ 439,216	\$ 12.66	\$ 5,560	131
2019	\$4,238,824,160	9,350	\$ 453,350	\$ 12.57	\$ 5,699	TBD

** Massachusetts Department of Revenue*

FY19 Property Tax Rate and Average Single Family Home Tax Bill

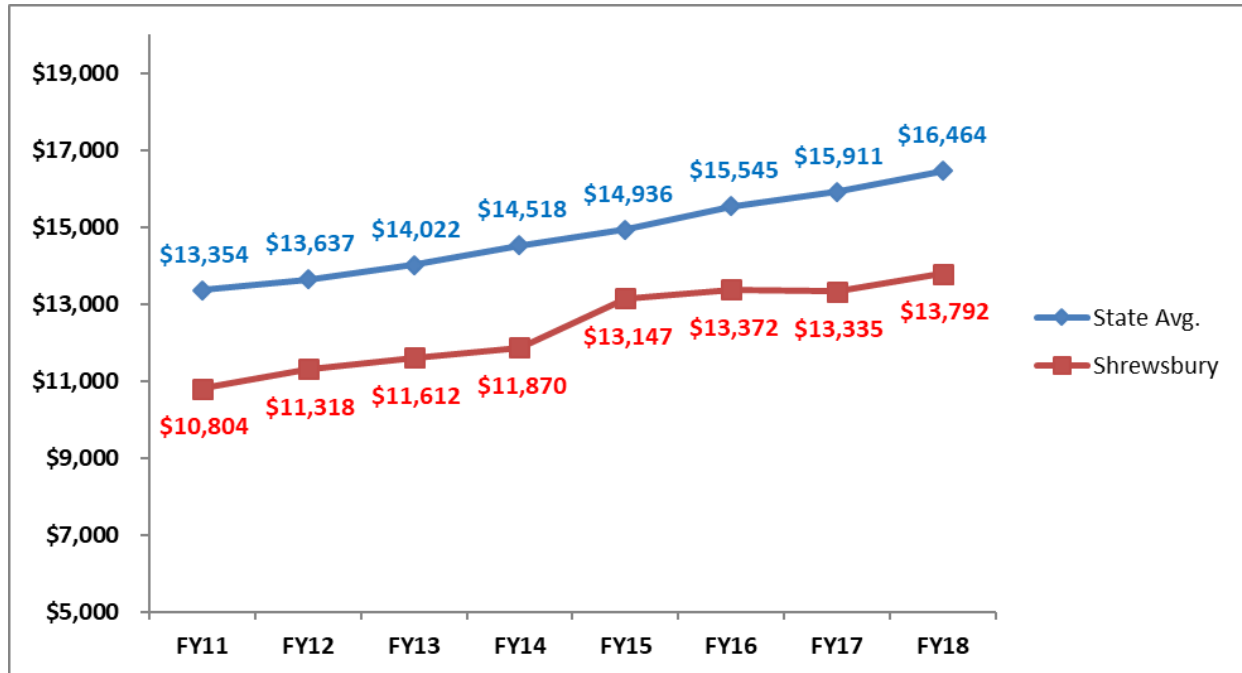
The next chart displays both the FY19 average single-family tax bill and the residential tax rate per \$1,000 of value. Listed in the chart are all the communities that belong to Assabet Valley Collaborative. Amongst this group Shrewsbury ranks third from bottom in average tax bill and is the lowest tax rate at \$12.57.



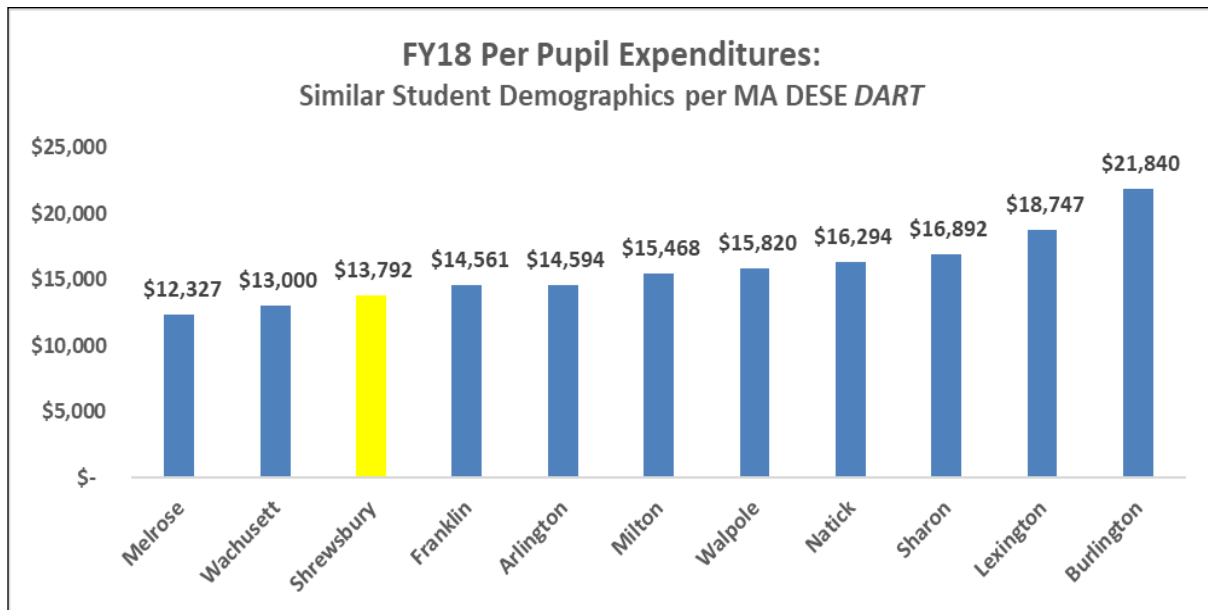
* Massachusetts Department of Revenue FY19 data.

Average Cost Per Pupil

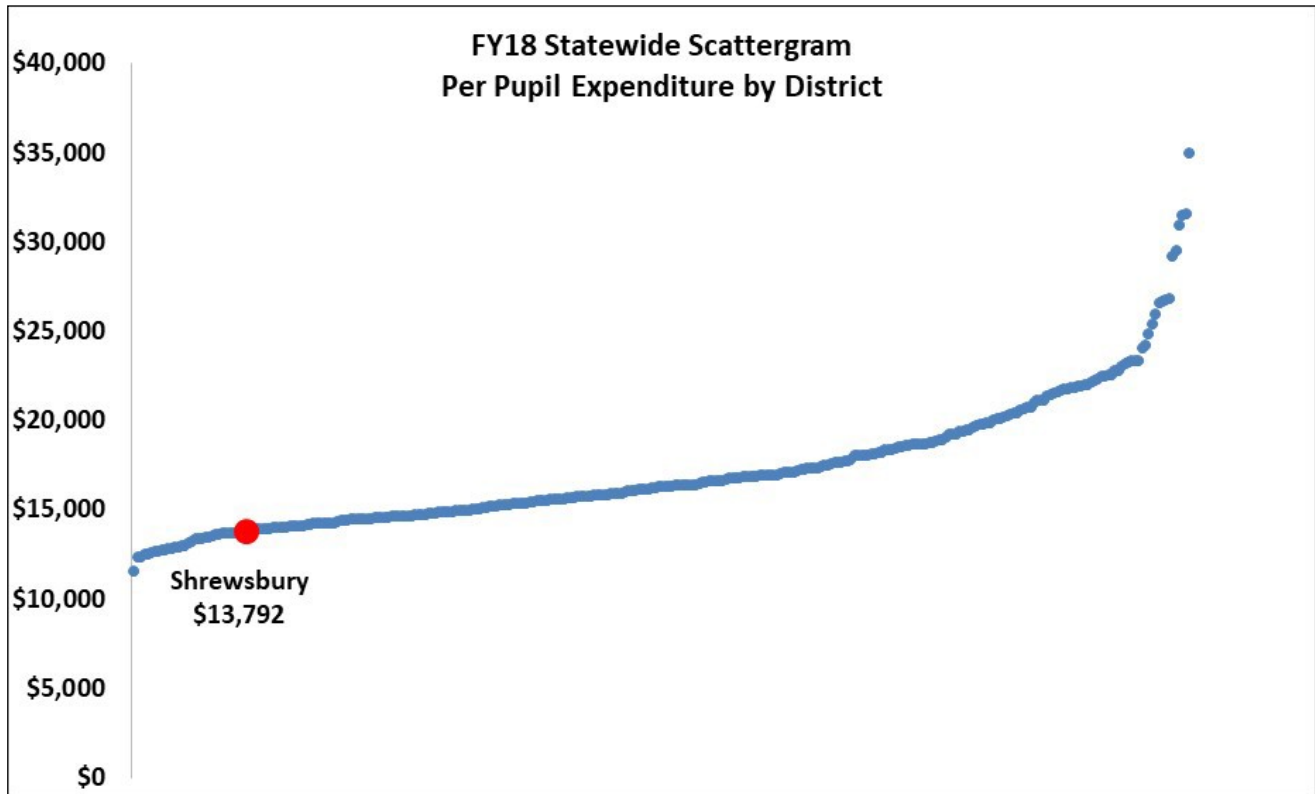
The average cost per pupil is also an often used comparative statistic to measure relative spending across school districts. The following charts use this statistic in a variety of ways to compare Shrewsbury over time and amongst two different peer groups. In all three comparisons Shrewsbury's average cost per pupil consistently ranks below the statewide average and near the bottom when comparing amongst communities of similar size or members of the Assabet Valley Collaborative.



* Massachusetts Department of Elementary and Secondary Education



* Massachusetts Department of Elementary and Secondary Education



**Massachusetts Department of Elementary and Secondary Education*

Teacher Salaries and Staffing Chart

It is the philosophy of the School Committee to provide a fair and regionally competitive salary and benefits package to attract and retain high-quality educators. At the same time, the School Committee is cognizant of the fiscal limitations and pressures that exist in our community. The chart on the next page shows the FY19 salary grid for members of the S.E.A. The current collective bargaining agreement covers fiscal years 2017-2019 and is currently being re-negotiated.

	FY19 [+2%]						
Step	B	B-15	M	M-15	M-30	M-45	M-60
1	\$ 47,609	\$ 49,829	\$ 52,800	\$ 54,769	\$ 56,918	\$ 59,364	\$ 61,034
2	\$ 49,220	\$ 51,279	\$ 54,590	\$ 56,560	\$ 58,706	\$ 60,677	\$ 62,822
3	\$ 50,831	\$ 52,979	\$ 55,666	\$ 58,171	\$ 60,318	\$ 62,466	\$ 64,254
4	\$ 52,443	\$ 54,590	\$ 57,454	\$ 59,780	\$ 61,930	\$ 63,897	\$ 65,688
5	\$ 54,054	\$ 56,199	\$ 59,064	\$ 61,214	\$ 63,360	\$ 65,509	\$ 67,298
6	\$ 56,380	\$ 58,706	\$ 61,571	\$ 63,718	\$ 65,865	\$ 67,837	\$ 69,803
7	\$ 60,496	\$ 62,285	\$ 65,329	\$ 67,012	\$ 69,625	\$ 71,773	\$ 73,562
8	\$ 62,822	\$ 64,793	\$ 67,477	\$ 70,163	\$ 72,310	\$ 74,098	\$ 76,068
9	\$ 65,150	\$ 67,118	\$ 70,340	\$ 72,489	\$ 74,637	\$ 76,606	\$ 78,395
10	\$ 69,447	\$ 71,236	\$ 74,993	\$ 76,784	\$ 78,753	\$ 80,186	\$ 82,333
11	\$ 73,976	\$ 75,944	\$ 79,166	\$ 81,136	\$ 83,463	\$ 85,431	\$ 87,759
12	\$ 77,571	\$ 79,763	\$ 82,486	\$ 85,239	\$ 88,343	\$ 89,440	\$ 91,630
13	\$ 81,977	\$ 84,169	\$ 86,892	\$ 89,646	\$ 92,750	\$ 93,845	\$ 96,036

As noted earlier, eighty-five percent of the district's operating budget is allocated towards salaries and wages for staff. No new staff positions for FY20 have been included in the "Status Quo Budget". We will be bringing back the Elementary Special Education Coordinator position left vacant in FY19 as the need to effectively coordinate those services is essential.

Group	Parker	Beal	Coolidge	Floral	Paton	Spring	Sherwood	Oak	High School	District	Total
Administrators										7	7.0
Clerical Support	1	1	1	2	1	1	2	3	9.5	11	32.5
Principals	1	1	1	1	1	1	1	1	1		9.0
Asst. Principals/Athletic Director				1			2	2	5		10.0
Teachers, Nurses, Counselors	18.8	21.77	33.5	54.3	30	28.8	80.8	84.2	143.4	3	498.6
Paraprofessionals	31.2	30.2	23.9	42.3	25	21.9	29.7	41.7	34		279.9
Technology Support		0.5	1	0.5	0.5	0.5	1	1	3	2	10.0
Unclassified Staff/Coordinators						0.5	0.7	1	2.5	5	9.7
	52.00	54.47	60.4	101.1	57.5	53.7	117.2	133.9	198.4	28	856.7

This table represents our staff by major employee group and school location on a full-time equivalency [FTE] basis.

We do anticipate needing some additional staffing as a result of required mandates to provide specialized services. Additionally, we are proposing new staff included in order to help us achieve the milestones included in our Five-Year Strategic Priorities and Goals Plan.

It is clear that for any organization to continue to improve and for us to meet the goals and objectives identified in our Strategic Plan, that additional resources will be necessary. We have actively sought grant or alternative funding sources whenever possible and have been successful in that endeavor. The award of grant funds effectively shifts the financial burden for financing these staff and programs from the town to other outside agencies. Each of these grants have their own terms, conditions, and time limitations for funding as grants typically act as “seed money” to get new programs started.

Group	FY19	FY20 Recommended		FY20 Total
		Town Appropriation	Grant-funded	
Administrators	7		1	8
Clerical Support	32.5	1		33.5
Principals	9			9
Asst. Principals/Athletic Director	10			10
Teachers, Nurses, Counselors	498.6	10.3	2	510.9
Paraprofessionals	279.9			279.9
Technology Support	10			10
Unclassified Staff/Coordinators	9.7			9.7
Totals	856.7	11.3	3	871.0

Thank you for your continued support of the Shrewsbury Public Schools!

APPENDIX 1

MASSACHUSETTS STATE BUDGET DEVELOPMENT PROCESS

JANUARY

The budget begins as a bill that the Governor submits on the 4TH Wednesday in January (or five weeks later if at the start of a new term) to the House of Representatives.

FEBRUARY

The House Ways and Means Committee reviews the Governor's budget and then develops its own recommendation.

MARCH

Individual representatives submit budget amendments which are then debated on the House floor. Once debated, amended and voted on by the full House, it becomes the final House budget bill and moves to the Senate.

APRIL-MAY

The Senate Ways & Means Committee reviews both the Governor's and House budgets and develops its own recommendation.

Individual representatives submit budget amendments which are then debated on the Senate floor. Once debated, amended and voted on, it becomes the final Senate's budget bill.

State finance law requires the Governor to submit budget revisions to his proposed budget if revenue forecasts predict a shortfall after the original submission.

House and Senate leadership assign members to a "conference committee" to negotiate the differences between the House and Senate bills. The conference committee report can only be approved or rejected – no additional amendments can be made.

JUNE

Once approved by both chambers of the Legislature, the Governor has ten days to review it. The Governor may approve or veto the entire budget, or may veto or reduce particular line items or sections, but may not add anything.

JULY

The House and Senate may vote to override the Governor's vetoes. Overrides require a two-thirds roll-call vote in each chamber.

The final budget is also known as the General Appropriations Act (GAA or "Chapter XXX of the Acts of 201X.")

School District Budget Process

The development of the annual operating budget begins each fall with a School Committee and Central Office discussion about upcoming year priorities and guidelines. At the same time, the Business Office begins a multitude of tasks to include salary/wage forecasts, estimating special education and vocational out-of-district tuition costs, and a review of all operating costs including our transportation contract.

October, November, and December are marked by finalization of expense and revenue estimates and the compilation of an initial budget proposal. The initial budget is presented to School Committee in January and about the same time we receive information about the state and town budget proposals as well.

The months of February through April are committed to providing the School Committee with in-depth reports on various aspects of the budget proposal and communicating with the Finance Committee and Board of Selectmen as well.

In April, the School Committee finalizes its plan and votes approval of the budget in preparation of the Annual Town Meeting in May.

The Shrewsbury Town Meeting is an elected body of 240 members representing the town's ten precincts. This body has the authority for all appropriations and votes a total or "bottom-line" School Department budget for the succeeding fiscal year. The Town Meeting body does not have authority for School Department line-item funding amounts or vetoes. This authority rests with the School Committee.

A detailed FY20 School Committee Budget Calendar is shown in the table on the next page.

FY20 Budget Calendar

Date	Event/Action
10/10/2018	Discuss Initial FY20 Budget Calendar.
October 2018	Administration begins development of Level-Services Budget with known/estimated cost forecasting.
October 2018	Review Budget Development Timeline with SLT, DLT & School Councils
10/24/2018	Discussion: School Committee FY20 Budget Priorities and Guidelines Vote: FY20 Budget Calendar
11/14/2018	Vote School Committee Guidelines and Fiscal Policies
12/12/2018	Budget Workshop#1
1/16/2019	School Committee Budget Workshop#2
1/23/2019	► Governor Baker Releases his State Budget Plan. State aid figures for Shrewsbury included.
January or February 2019	Presentation of Superintendent's Budget Recommendation
February 2019	Town Manager Releases Initial Town-wide Budget Recommendation
2/27/2019	Special Education Budget Presentation
3/13/2019	FY20 Budget Topics include: -Curriculum & Instruction Budget Presentation -Technology Budget Presentation -Public Hearing
3/16/2019	Finance Committee Hearing [Saturday morning]
3/27/2019	Vote on full-day kindergarten, preschool tuitions and school fee adjustments
April 2019	Budget Workshop#3, if needed
4/12/2019	House Ways & Means Committee budget released. Updated state aid figures to Shrewsbury.
4/18/2019	Finance Committee Public Hearing on ATM Warrant Articles and Operating Budget
4/23/2019	Board of Selectmen Vote on FY20 Budget
4/24/2019	School Committee Vote FY20 Budget Recommendation for Town Meeting
4/25/2019	Finance Committee Votes on ATM Warrant Articles and Operating Budget
5/16/2019	Pre-Town Meeting
May 20, 22, 23	Annual Town Meeting
July	State Legislature Finalizes State Budget-Final State Aid Figures Determined. Adjust budget plans as necessary.

School Finance in Massachusetts and State Aid

The Education Reform Act of 1993 re-vamped school finance in Massachusetts with the primary goals of ensuring adequate and equitable funding in all public school districts across the Commonwealth. Spending minimums are established each year depending upon a district's Foundation Enrollment and Foundation Budget. Subsequently, each community's ability to pay for the Foundation Budget is assessed using the Aggregate Wealth Formula which measures a community's relative wealth by benchmarking aggregate property and income levels. This assessment calculates a Target Share of the Foundation Budget that each community is required to fund and the remaining share is funded by the Commonwealth via Chapter 70 state aid. Each year the state ensures school districts meet their spending minimums by receiving detailed reports on revenues and expenditures and then calculating a district's Net School Spending. In FY18, school districts, in the aggregate, expended 25.3% above the total statewide Foundation Budget amount.

RECOGNITIONS OF SUCCESS



Newsweek ranked Shrewsbury High School 146th out of 14,454 high schools in the nation in its attempt to find the schools that *"do the absolute best job of preparing students for college."* Plus, S.H.S. received special distinction for the achievement of low income students.



S.H.S. was named a **Silver Medalist** in U.S. News & World Report's 2017 national ranking of high schools placing it in the **top 2.3%** of the over 22,000 high schools in their study.

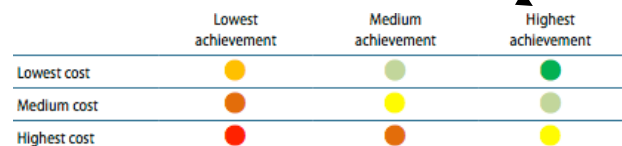


The town **ranked 15th** in Money Magazine's America's 50 best small towns in 2013.



SPS is a national leader in return on education investment": Our district is **among only 1.8% of K-12 districts** in the U.S. who received the highest ratings for cost effectiveness overall and also when controlling for economic and demographic factors.

Shrewsbury Public Schools



The full report is published as:

Return on Educational Investment: 2014

A District-by-District Evaluation of U.S. Educational Productivity

By Ulrich Boser July 2014.



Massachusetts Public Schools lead the nation, ranking #1 of all 50 states!



LEADING the NATION

#1 in the U.S. in reading and math on NAEP, "The Nation's Report Card" (2015)

#1 in the world in reading on the PISA international assessment (2016)

#1 in Advanced Placement success in the country (2017)