

Salem Public Schools School Committee

***Yamily Byas
Beth Anne Cornell, Vice Chair
AJ Hoffman***



***Mary A. Manning
Veronica Miranda
Megan Stott***

Mayor Dominick Pangallo, Chair

“Know Your Rights Under the Open Meeting Law, M.G.L. c.30A § 18-25 and
City Ordinance Sections 2-2028 through 2-2033”

REVISED REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on October 5, 2026 at 7:00 p.m.** This meeting will take place in person at 29 Highland Ave., Rm. 227, Salem, MA.

In-Person shall be the primary method of public access to this meeting. A secondary method of public access may be provided, if technologically feasible through Salem Access Television, and/or remotely through Zoom/Google Meet. See below for the remote access Zoom link.

Zoom Link to participate:

<https://us06web.zoom.us/j/82749013495?pwd=bGfbwzdOwZY3iw43alslZNjT6maTYa.1>

Passcode: 263764

1. Call of Meeting to Order

1. Summary of Public Participation Policy (School Committee Policy #6409).

Read aloud: *The Salem School Committee would like to hear from the public on issues that affect the school district and are within the scope of the Committee's responsibilities. Spanish interpretation is available for anyone who needs it. The members of the School Committee would like to remind the public that Salem Public School students regularly attend School Committee meetings. We encourage all meeting participants to model respectful and productive public discourse for our young learners.*

2. Live Spanish Interpretation.

Spanish language interpretation is now provided for all regular School Committee meetings. To listen to this meeting with Spanish language interpretation, please see instructions below:

1. Click **Interpretation** 
2. Click **Spanish**
3. (Optional) To hear the interpreted language only, click **Mute Original Audio**.

2. Approval of Agenda

3. Public Comment

If you wish to provide a comment, you may do so by entering the Zoom meeting and clicking the raise hand feature. When it is your turn to speak, a host will announce your name and will unmute your line and allow you to speak.

4. Approval of Consent Agenda

1. Approval of Minutes of the Regular School Committee Meeting held on September 22, 2026
2. Approval of Field Trips: Salem High School CTE to Skills USA Fall State Leadership Conference, Marlborough, MA 11/22-11/23/26, Salem High School, trip to Dominican Republic, February 2028
3. Approval of FY26 Warrants:
 1. 9/23/2026 - \$44,889.72
4. Approval of FY27 Warrants:
 1. 9/24/2026 - \$2,016,599.98

5. Student Representative Report

6. Superintendent's Report

1. Announcements/Highlights
2. Salem Public Schools 2026 MCAS, ACCESS & Accountability Results
3. Preview of 2026-2029 Strategic Plan Metrics for Success
4. Massachusetts School Building Authority (MSBA) Update
5. Finance and Operations Report

7. Subcommittee Reports

1. Finance Subcommittee
2. Personnel Subcommittee
3. Building and Grounds Subcommittee
4. Curriculum Subcommittee
5. Policy Subcommittee

8. Motions and Resolutions

9. Newsletter Items

10. Announcements

11. Adjournment

Respectfully submitted by,

Hadee Benoit

Interim Executive Assistant to the School Committee

"Persons requiring auxiliary aids and services for effective communication such as sign language interpreter, an assistive listening device, or print material in digital format or a reasonable modification in programs, services, policies, or activities, may contact the City of Salem ADA Coordinator at (978)

619-5630 as soon as possible and not less than 2 business days before the meeting, program, or event.”

Escuelas Públicas de Salem

Comité Escolar

Yamily Byas
Beth Anne Cornell, Vicepresidente
AJ Hoffman



Mary A. Manning
Veronica Miranda
Megan Stott

Alcalde Dominick Pangallo, presidente

“Conoce tus derechos según la Ley de Reuniones Públicas, M.G.L. c. 30A § 18-25 y
“Artículos 2-2028 a 2-2033 de la Ordenanza Municipal”

REUNIÓN REGULAR DEL COMITÉ ESCOLAR

Por la presente se notifica que el Comité Escolar de Salem celebrará una **reunión regular del Comité Escolar el 5 de octubre de 2026 a las 7:00 p.m.** Esta reunión se llevará a cabo de manera presencial en 29 Highland Ave., sala 227, Salem, MA.

La asistencia presencial será la forma principal de acceso del público a esta reunión. Se podrá ofrecer una forma secundaria de acceso al público, si es tecnológicamente factible, a través de Salem Access Television y/o de manera remota mediante Zoom o Google Meet. Consulte a continuación el enlace de Zoom para el acceso remoto.

Enlace de Zoom para participar:

<https://us06web.zoom.us/j/82749013495?pwd=bGfbwzdOwZY3iw43alslZnJlT6maTYa.1>

Código de acceso: 263764

1. Apertura de la sesión

1. Resumen de la política de participación pública (Política n.º 6409 del Comité Escolar).

Leer en voz alta: *El Comité Escolar de Salem desea escuchar las opiniones del público sobre temas que afectan al distrito escolar y que se encuentran dentro del ámbito de responsabilidades del Comité. Se ofrece interpretación al español para quienes la necesiten. Los miembros del Comité Escolar desean recordar al público que los alumnos de las Escuelas Públicas de Salem asisten regularmente a las reuniones del Comité Escolar. Animamos a todos los participantes en la reunión a dar ejemplo de un diálogo público respetuoso y productivo ante nuestros jóvenes estudiantes.*

2. Interpretación simultánea al español.

Ahora se ofrece interpretación al español en todas las reuniones regulares del Comité Escolar. Para escuchar esta reunión con interpretación al español, consulte las instrucciones a continuación:

1. Haga clic en **Interpretación** 
2. Haz clic en **Español**
3. (Opcional) Para escuchar únicamente el idioma interpretado, haz clic en **Silenciar audio original**.

2. Aprobación del orden del día

3. Comentario público

29 Highland Ave, Salem, MA 01970 Phone: 978-740-1212 Email: sdorai@salemk12.org

Si desea hacer un comentario, puede hacerlo ingresando a la reunión de Zoom y haciendo clic en la función de levantar la mano. Cuando sea tu turno de hablar, un moderador anunciará tu nombre y te activará el micrófono.

4. Aprobación del orden del día por consenso

1. Aprobación del acta de la reunión regular del Comité Escolar celebrada el 22 de septiembre de 2026
2. Aprobación de excursiones: el programa de formación profesional (CTE) de la escuela superior de Salem a la Conferencia Estatal de Liderazgo de Otoño de Skills USA, en Marlborough, Massachusetts, del 22 al 23 de noviembre de 2026
3. Aprobación de las órdenes de pago del año fiscal 26:
 1. 23 de septiembre de 2026: \$44 889,72
4. Aprobación de las órdenes de pago del año fiscal 27:
 1. 24 de septiembre de 2026: \$2,016,599,98

5. Informe del representante estudiantil

6. Informe del superintendente

1. Anuncios y noticias destacadas
2. Resultados de las pruebas MCAS, ACCESS y de rendición de cuentas de las Escuelas Públicas de Salem de 2026
3. Avance de los indicadores de éxito del Plan Estratégico 2026-2029
4. Actualización sobre la Autoridad de Edificios Escolares de Massachusetts (MSBA)
5. Informe de finanzas y operaciones

7. Informes de los subcomités

1. Subcomité de Finanzas
2. Subcomité de Personal
3. Subcomité de Edificios y Terrenos
4. Subcomité de Plan de Estudios
5. Subcomité de Políticas

8. Mociones y resoluciones

9. Artículos del boletín informativo

10. Anuncios

11. Cierre

Presentado respetuosamente por,

Hadee Benoit

Asistente Provisional ejecutivo del Comité Escolar y del superintendente

“Las personas que necesiten ayudas y servicios auxiliares para comunicarse de manera efectiva —como un intérprete de lengua de señas, un dispositivo de ayuda auditiva, material impreso en formato digital o una

modificación razonable en los programas, servicios, políticas o actividades— pueden comunicarse con el coordinador de la ADA de la ciudad de Salem al (978) 619-5630 lo antes posible y, a más tardar, dos días hábiles antes de la reunión, el programa o el evento.”

Escolas Públicas de Salem

Conselho Escolar

Yamily Byas
Beth Anne Cornell, Vice-presidente
AJ Hoffman



Mary A. Manning
Veronica Miranda
Megan Stott

Prefeito Dominick Pangallo, Presidente

“Conheça seus direitos previstos na Lei de Reuniões Públicas, M.G.L. c. 30A § 18-25 e

“Artigos 2-2028 a 2-2033 da Lei Municipal”

REUNIÃO ORDINÁRIA DO COMITÊ ESCOLAR

Fica por meio deste avisado que o Conselho Escolar de Salem realizará uma **reunião ordinária do Conselho Escolar no dia 5 de outubro de 2026, às 19h**. Esta reunião será realizada presencialmente na 29 Highland Ave., Sala 227, Salem, MA.

A participação presencial será a principal forma de acesso do público a esta reunião. Uma forma secundária de acesso do público poderá ser disponibilizada, se for tecnologicamente viável, por meio da Salem Access Television e/ou remotamente pelo Zoom/Google Meet. Veja abaixo o link do Zoom para acesso remoto.

Link do Zoom para participar:

<https://us06web.zoom.us/j/82749013495?pwd=bGfbwzdOwZY3iw43alslZnJtT6maTYa.1>

Senha: 263764

1. Abertura da reunião

1. Resumo da Política de Participação Pública (Política nº 6409 do Conselho Escolar). Leia em voz alta: *O Conselho Escolar de Salem gostaria de ouvir a opinião do público sobre questões que afetam o distrito escolar e que se enquadram no âmbito das responsabilidades do Conselho. Há interpretação em espanhol disponível para quem precisar. Os membros do Comitê Escolar gostariam de lembrar ao público que os alunos das Escolas Públicas de Salem participam regularmente das reuniões do Comitê Escolar. Incentivamos todos os participantes da reunião a darem o exemplo de um diálogo público respeitoso e produtivo para nossos jovens alunos.*

2. Interpretação simultânea em espanhol.

Agora, todas as reuniões ordinárias do Conselho Escolar contam com interpretação para o espanhol. Para ouvir esta reunião com interpretação para o espanhol, consulte as instruções abaixo:

1. Clique em **Interpretação** 
2. Clique em **Espanhol**
3. (Opcional) Para ouvir apenas o idioma interpretado, clique em **Silenciar áudio original**.

2. Aprovação da pauta

3. Comentários do público

Se você quiser fazer um comentário, entre na reunião do Zoom e clique no recurso “levantar a mão”. Quando chegar a sua vez de falar, um moderador anunciará seu nome, ativará o áudio da sua linha e permitirá que você fale.

4. Aprovação da pauta de consentimento

1. Aprovação da ata da reunião ordinária do Conselho Escolar realizada em 22 de setembro de 2026
2. Aprovação de excursões: Programa de Educação Profissional e Técnica (CTE) da Escola Secundária de Salem para a Conferência Estadual de Liderança de Outono da Skills USA, em Marlborough, MA, de 22 a 23 de novembro de 2026
3. Aprovação das autorizações para o exercício fiscal de 26:
 1. 23/09/2026 - US\$ 44.889,72
4. Aprovação das autorizações para o exercício fiscal de 27:
 1. 24/09/2026 - US\$ 2.016.599,98

5. Student Representative Report

6. Relatório do superintendente

1. Anúncios/Destaques
2. Resultados do MCAS, do ACCESS e dos indicadores de prestação de contas das Escolas Públicas de Salem em 2026
3. Antevisão dos indicadores de sucesso do Plano Estratégico para 2026-2029
4. Atualização sobre a Autoridade de Construção de Escolas de Massachusetts (MSBA)
5. Relatório Financeiro e Operacional

7. Relatórios das subcomissões

1. Subcomissão de Finanças
2. Subcomissão de Pessoal
3. Subcomissão de Edifícios e Terrenos
4. Subcomissão de Currículo
5. Subcomitê de Políticas

8. Moções e resoluções

9. Notícias do boletim informativo

10. Avisos

11. Encerramento

Apresentado respeitosamente por,

Hadee Benoit

Assistente Executivo Interino do Conselho Escolar

“Pessoas que necessitem de recursos e serviços auxiliares para uma comunicação eficaz, tais como intérprete de língua de sinais, aparelho de auxílio auditivo, material impresso em formato digital ou uma adaptação razoável em programas, serviços, políticas ou atividades, podem entrar em contato com o Coordenador da ADA da cidade de Salem pelo telefone (978) 619-5630 o mais rápido possível e, no mínimo, dois dias úteis antes da reunião, do programa ou do evento.”

Minutes of the Regular Session
of the Salem School Committee
Monday, September 22, 2026
Rm 227, 29 Highland Avenue

Members Present: Mayor Pangallo, Vice Chair Cornell, Yamily Baez, AJ Hoffman, Veronica Miranda and Megan Stott

Other in Attendance: Superintendent Welch, Deputy Superintendent Carbone, Assistant Superintendent Pauley and Student Representative Finn Billings

Members Absent: Mary Manning

Call the Meeting to Order

Mayor Dominick Pangallo called the meeting to order at 7:00 pm. Attendance was taken, noting one member participating remotely. Due to remote participation, all votes were conducted via roll call. Also noting for attendees that the agenda packet outlined instructions for public participation as well as details for accessing Spanish language translation services.

Approval of Agenda

A motion was made by Member Hoffman and seconded by Member Stott to approve the agenda as presented.

- Member Stott: Yes
- Member Baez: Yes
- Member Cornell: Yes
- Member Hoffman: Yes
- Member Miranda: Yes
- Chair: Yes

Outcome: Motion passed unanimously.

Public Comment

Public comments were invited both in person at 29 Highland Avenue and remotely via Zoom, but no community members came forward or requested to speak during this session.

Approval of Consent Agenda

A motion was made by Member Hoffman and seconded by Member Stott to approve the agenda as presented.

- Member Stott: Yes
- Member Baez: Yes
- Member Cornell: Yes
- Member Hoffman: Yes
- Member Miranda: Yes

- Chair: Yes

Outcome: Motion passed unanimously.

Approved items included the minutes from the September 8, 2026 School Committee, Approval of Field Trips: Salem High School, Music Program to WDW Imagination Campus, Orlando, Florida on May 20-24, 2027 and Colorguard & Percussion to Salem NH, on March 6, 2027. Salem High School Cross Country Team to Bob Glennon Invitational in Falmouth, MA October 10-11, 2026. ROTC to Newport, RI 10/1-10/4 for Basic Leadership Training

Approval of FY26 Warrants:

1. 9/09/2026 - \$20,474.15
2. 9/16/2026 - \$8,652.00

Approval of FY27 Warrants:

1. 9/10/2026 - \$742,435.14
2. 9/17/2026 - \$427,081.52

Student Representative Report

Mr. Billings presented the Student Representative Report covering the following topics:

- **Member Recruitment:** Current student representatives met during lunch/crew periods to draft a recruitment survey for prospective student board members across the district.
- **Bylaws Revision:** Discussion on updating outdated bylaws to establish clear frameworks (e.g., GPA requirements, defined roles). Committee members suggested consulting the Massachusetts Association of School Committees (MASC) for guidance rather than recreating frameworks from scratch.
- **Student Priorities:** Member Cornell expressed interest in gathering student feedback on standards-based grading. Other topics raised included school scheduling and student support needs.
- **Superintendent Meetings:** Student representatives will begin monthly meetings with Dr. Welch on October 8th (recurring on Thursdays).

Superintendent's Report

Dr. Welch presented the Superintendent's Report, highlighting key updates and district initiatives:

A. Announcements & Recognitions

- **Hispanic Heritage Month:** Celebrations run Sept 15 – Oct 15 across schools, including special cultural lunches (empanadas, quesadillas, locally sourced salsa) and a family culture night at Bentley School.
- **Induction Coach:** Welcomed Cynthia Paris as the new Superintendent Induction Program Coach.

- **Listen & Learn Sessions:** Upcoming sessions scheduled at Horace Mann, New Liberty Innovation School, Witchcraft Heights, and Collins Middle School.
- **Special Olympics National Banner:** Salem High School received national recognition from Special Olympics Unified Champion Schools (one of 17 in MA, 288 nationally).
- **Latino Excellence Award:** Jocelis Uribe (Sarah Parker Remond School) to be honored at the State House by the MA Black and Latino Legislative Caucus.

B. 2026–2029 Strategic Plan & Innovation Agenda

The leadership team provided a detailed presentation on the four core pillars of the 2026–2029 Strategic Plan:

- **Elevate:** Focuses on instruction, implementing a daily instructional cycle across all classrooms, deeper learning, and future-ready pathways (e.g., potential offshore wind/clean energy pathways leading to 2030).
- **Empower:** Focuses on adult workforce development, educator diversity, leadership growth, and clear career pipelines (e.g., Registered Teacher Apprenticeship Program / RTAP, parent-to-paraprofessional pathways).
- **Belong:** Centers on collective trust, inclusive communities, authentic family engagement goals for all staff, safety, and developing an alumni network.
- **Strengthen:** Focuses on operational excellence, equity-driven internal systems, continuous learning (Research-Pilot-Reflect-Refine), and strategic resource allocation.

Next Steps: Final metrics and accountability dashboards will be presented on October 5th, with a vote on the plan anticipated at a subsequent meeting.

C. School Consolidations & Relocations Update

- **Sarah Parker Remond School:** Current enrollment is 442 students. Staffing merger resulted in 19 fewer positions and \$1.4M in salary savings, while adding two additional educators and an associate principal. Traffic and safety improvements (bump-outs, crossing guards, speed bumps) were completed prior to the start of school.
- **Carlton Site (New Liberty & Salem Prep):** Current enrollment is 53 at New Liberty and 16 at Salem Prep. Relocation out of the mall saved \$332,000 in lease costs and provided access to standard school amenities (gym, cafeteria, operational elevator).

D. Finance & Operations Update:

Transportation Update

- **Healey Bus Company Partnership:** Performance in on-time arrival has improved, with fewer late buses noted in the opening weeks.
- **System Consistency:** Measures implemented to ensure the same bus and driver cover assigned routes daily, improving tracking capability on the Stopfinder app.
- **Route Adjustments:** Structural delay fixes were executed for routes serving New Liberty, the Early Childhood Center (ECC), and YMCA after-school programs.

- Safety Exercises: Student bus evacuation drills are scheduled for November in coordination with school safety teams.

Subcommittee Reports

1. Finance Subcommittee
Nothing to report
2. Personnel Subcommittee
Nothing to report
3. Building and Grounds Subcommittee
Nothing to report
4. Curriculum Subcommittee
Nothing to report
5. Policy Subcommittee
Nothing to report

Motions and Resolutions

A. Policy 1408: Protect Act Policy

- Motion under Policy 6205: Member Stott moved (seconded by Member Miranda) to temporarily suspend the three readings requirement for immediate adoption of Policy 1408 as amended. Motion carried unanimously.
- Discussion: Committee Member Cornell raised concerns about voting on an edited version that was not previously published in the public packet. Members Stott and Pangallo clarified that the body retains full authority to make floor amendments to noticed policies under Policy 6205 without requiring additional readings.
- Motion for Adoption: Member Stott moved (seconded by Member Hoffman) to adopt the revised Policy 1408 (Protect Act). Motion carried unanimously.

B. Policy 5711 ADF: Revised Wellness Policy

- Motion to adopt Policy 5711 ADF for its third reading moved by Member Cornell, seconded by Member Miranda. Motion carried unanimously.

C. Policy 5709: Revised Medication Administration Policy

- Motion to adopt Policy 5709 for its third reading by Member Cornell, seconded by Member Scott. Motion carried unanimously.

Newsletter Items

Member Cornell will include recap of previous items, including the superintendent entry plan, the Protect Act, savings figures related to school mergers and moves, and an update on the strategic plan overview.

Announcements

- Voter Registration: Final day to register to vote for upcoming elections is October 24.
- Mayor's Night Out: Scheduled for Friday, offering discounts, free parking, and museum admissions for Salem residents.
- Haunted Happenings Grand Parade: Scheduled for Thursday, October 1 at 6:00 PM with the theme "Old School Halloween."

Adjournment

A motion to adjourn was made by Member Cornell, seconded by Member Hoffman, and unanimously approved.

Respectfully submitted by,

Hadee Benoit

Interim Executive Assistant to the School Committee



SALEM PUBLIC SCHOOLS

Where belonging leads to opportunity.

Katelyn McCarthy
Culinary Instructor/SkillsUSA Advisor

77 Willson Street, Salem, MA 01970
978-740-1123
KEMCCARTHY@salemk12.org

September 25, 2026

To the Members of the School Committee,
Salem High School

Subject: Request for Approval – 2026 SkillsUSA Massachusetts Fall State Leadership Conference

I am writing to formally request approval for our Career and Technical Education (CTE) students and advisors from Salem High School to attend the 2026 SkillsUSA Massachusetts Fall State Leadership Conference, scheduled for Sunday, November 22, and Monday, November 23, 2026.

The Fall State Leadership Conference is an invaluable professional development experience designed specifically to empower CTE students through the national SkillsUSA Framework. Centered on leadership development, service, teamwork, and chapter excellence, this event equips our CTE students with essential soft skills and professional capabilities that complement their technical training.

By attending this conference, our CTE students will have direct opportunities to:

- **Develop Leadership Capabilities:** Participate in intensive, high-energy workshops focused on communication, project management, and governance.
- **Network Across the Commonwealth:** Connect with fellow CTE student members, State Officers, and SkillsUSA Alumni from across Massachusetts.
- **Participate in Civic & Team Experiences:** Engage in hands-on teamwork exercises and community service initiatives.
- **Elevate Our School Chapter:** Earn recognition and bring innovative ideas, strategies, and renewed energy back to enrich our local CTE chapter and student body.

Our advising team is currently identifying candidate CTE students who demonstrate strong leadership potential, academic commitment, and dedication to their technical fields. Complete conference information will be finalized following the upcoming Advisor Boot Camp, and all district chaperone guidelines, safety protocols, and student travel requirements will be strictly adhered to.

Thank you for your time, consideration, and continued support of our Career and Technical Education students and programs. We welcome the opportunity to address any questions you may have regarding this request.

Sincerely,

Katelyn McCarthy

SkillsUSA Chapter Advisor

Salem High School



www.salemk12.org



[@SalemSchoolsk12](https://twitter.com/SalemSchoolsk12)



[@SalemPublicSchools](https://www.facebook.com/SalemPublicSchools)

Field Trip Request Form - Salem Public Schools

Last Updated: August 2024

Directions: All educators seeking to take students on a field trip must obtain permission from the school principal. The school nurse must also review and sign off on each field trip. For local trips, please complete this form at least two weeks prior to the date of the proposed field trip. All overnight and/or out-of-state field trips require School Committee approval and must be submitted at least one month prior to the field trip.

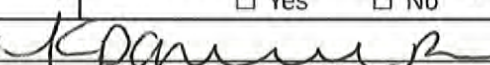
I. General Information

School	Salem High School	Grade Level(s)	10-12	Date of Request:	9/10/2026	Date of Field Trip:	11/22-11/23/26
Trip Planner	Katelyn McCarthy						
Contact Info	Phone: 781-789-2380			# of Students:	8	Depart:	7:45am
	Email: kemccarthy@salemk12.org					Return:	7pm
Destination	SkillsUSA Fall State Leadership Conference			Location and Duration			
Destination Address	Best Western Royal Plaza Hotel Marlborough, MA			☐ Local trip (Salem/North Shore) ☒ In-state – within MA ☐ Out of state			
Funding Source	For Bus: CTE For other (admissions costs, etc.):			☐ Within the normal school day ☐ Beyond normal school hours ☒ Overnight trip			

II. Learning and Accessibility

Instructional Alignment	Accessibility and Inclusion for All Students
☒ Alignment: The trip is aligned to grade-level standards. ☒ Pre- and Post-Plan: Students will be prepared for the trip and will have the opportunity to synthesize new learning from the experience. <u>Comments:</u>	*District policy requires field trips to be accessible to all students. *Trip planners must ensure that all students (e.g., students with disabilities, multilingual learners, etc.) have the appropriate supports. ☒ I understand these requirements. <u>Comments:</u>

III. School Nurse Review and Approval (School Nurse Signature Required)

Has the school nurse been notified of this field trip?	Has the roster of students been shared? Have medical concerns been reviewed?	Will a nurse be needed for this field trip?
☒ Yes ☐ No	☐ Yes ☐ No TRD	☐ Yes ☐ No TRD
School Nurse Signature: 		Date: 9/14/26

IV. Food Services

Has the school's cafeteria manager been notified of this field trip?	Will students be eating lunch at school or on the field trip?	Are bag lunches needed for this trip?
☐ Yes ☐ No	☐ At school ☒ On field trip	☐ Yes ☒ No How many? _____
<u>Comments:</u>		

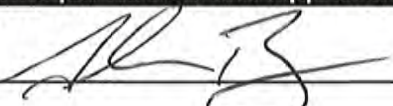
V. Transportation

Transportation needed:	☒ Bus (must submit a field trip request form by clicking the Tripfinder icon in Classlink at least 2 weeks before the trip. (Click here for Tripfinder tutorial) Only principals, APs, and secretaries have access to submit requests.) ☐ Public transportation ☐ Walking ☐ Other: _____
If traveling by bus:	Pick Up Time: Pick Up Location:
	Return Time: Return Location:

VI. Parent Involvement & Background Checks

Will any parents or volunteers be participating in this trip?	Will any have "direct and unmonitored contact" with students?	CORI required for ALL parents & volunteers (please submit forms 1-2 weeks ahead). Fingerprints required for those who will have direct & unmonitored contact with students
☐ Yes ☒ No	☐ Yes ☒ No	

VI. Principal Review and Approval (Required for ALL Field Trips)

School Principal Signature: 	Date: 9-29-26
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EDUCATIONAL
TOURS

Global Travel Program Proposal



Your partner in travel-based learning

Our mission

We're educators, just like you. And we're dedicated to helping students become more future ready.

EF stands for Education First. For over 60 years, we've worked in service of our mission, *Opening the World Through Education*, to help learners of all ages overcome barriers of culture, language, and geography to increase global understanding. We partner with educators to provide innovative, immersive programs that prepare students to succeed in college, in their careers, and throughout their adult lives. Here's how we'll collaborate with your school to create meaningful learning experiences.

What's in this document

- pg. 2 Learning outcomes
- pg. 4 Academic credit & professional learning
- pg. 5 Building equitable travel programs
- pg. 6 Managing cost & payments
- pg. 7 Safety
- pg. 9 Protection for travelers, schools & districts
- pg. 11 Travel logistics
- pg. 13 Next steps



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Learning outcomes

It's our goal to put “education first” in every single tour. That's why we carefully design our itineraries to complement your teaching, offering students hands-on experiences that deepen their understanding, build essential skills, and inspire them to apply their learning in meaningful ways.

Our method

We enhance what you teach with relevant experiences outside the classroom.

Our proven travel-based learning method safely takes students out of their comfort zones and helps them understand more about themselves and the world around them. It sparks a true journey of self-discovery, empowering them to take action and make a positive impact in their communities and beyond.

Our programs

We design every EF program with a curriculum of immersive, hands-on learning that builds essential skills.

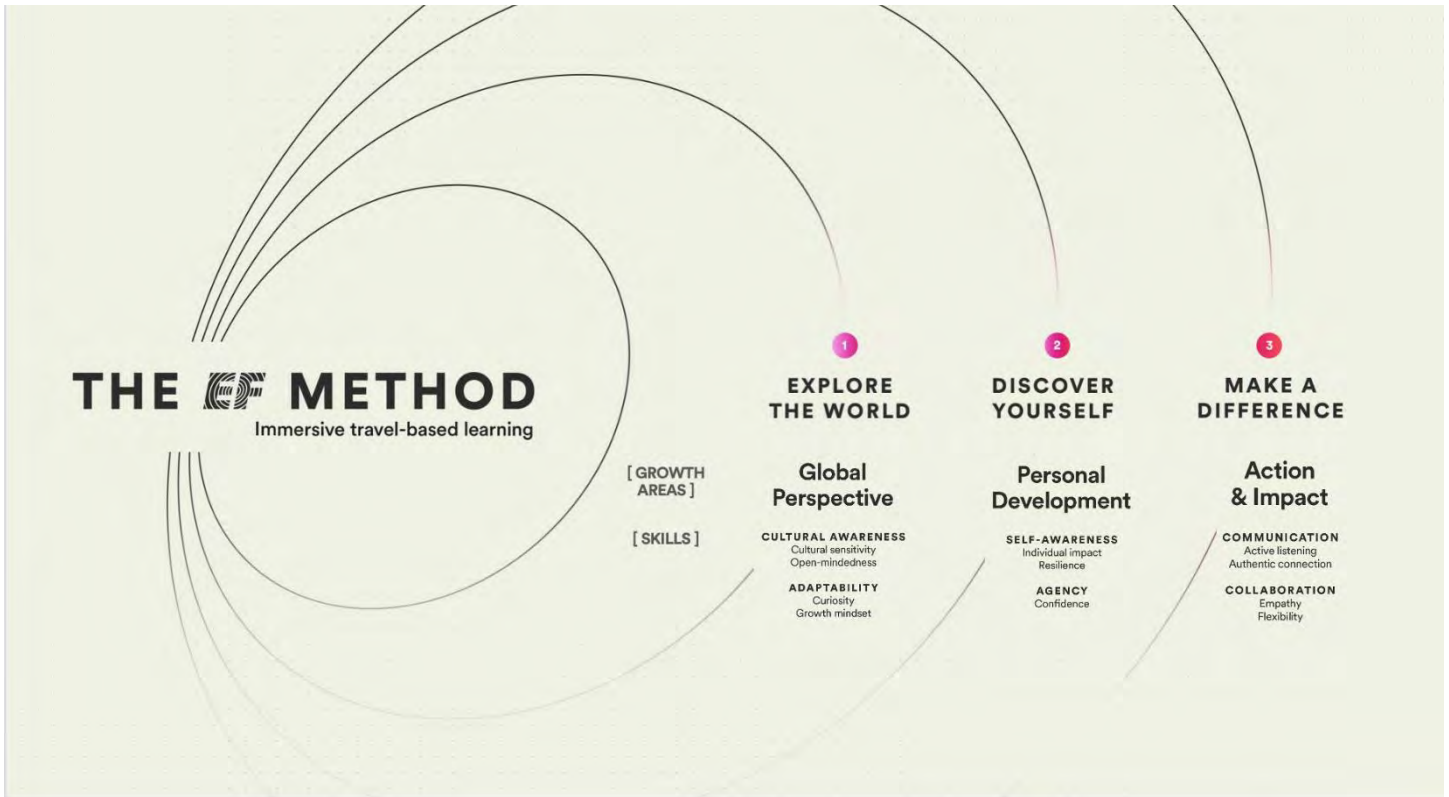
EF learning journeys offer incredible growth opportunities. Through professionally guided travel, authentic cultural exchange, experiential learning, and independent discovery, students develop critical skills they'll carry with them through the rest of their lives.



Learning outcomes

Continued

EF students build essential skills in these key growth areas:



Explore the World

Students will gain a global perspective & gain skills in:

- **Cultural awareness:** Experiencing different contexts fosters cross-cultural knowledge and skills, encouraging open-mindedness.
- **Adaptability:** Navigating unfamiliar environments teaches you how to adjust to new situations, overcome challenges, and thrive in diverse settings. This helps build curiosity and develop a growth mindset.

Discover Themselves

Students will encounter personal development & gain skills in:

- **Self-awareness:** Building meaningful connections with others helps reveal your own biases and beliefs, fostering mindset shifts and strengthening resilience.
- **Agency:** Knowing yourself builds confidence and helps you decide who you want to be and the mark you want to make—empowering you to become a stronger advocate for your dreams.

Make a Difference

Students will grow in action & impact and gain skills in:

- **Communication:** You connect with others more deeply through active listening, authentic connection, empathy, and appreciation—then share your own point of view.
- **Collaboration:** You develop the interpersonal skills to thrive in multicultural teams—embracing empathy and flexibility to discover better solutions, take action, and create meaningful impact.

Academic credit & professional learning

We provide opportunities for students to earn academic credit and for educators to pursue professional development, supplementing their travel experiences with real-world educational achievements.

EF is an accredited institution

Like all our tours, EF's academic courses are built around the EF Method: immersive travel-based learning that helps students and educators learn more about the world, themselves, and the impact they can make. Students can also develop the essential skills that colleges and employers value most. EF is accredited by the same prestigious organizations who accredit the schools we work with across the country.



Academic credit for students

Every EF tour includes opportunities to enhance the educational experience by earning academic credit. Immersive travel combined with academic coursework is a powerful way for students to build their resumes, stand out on college applications, and even get a jumpstart on undergraduate-level college credits—at a fraction of the normal cost!

- Students in grades 6-12 can earn **1 high school elective credit** through an online course before, during and after travel (included in the cost of tour!)
- Students in grades 6-12 can earn the **EF | Nobel Prize Museum Global Citizen Certificate**. (included in the cost of tour!)
- Students in grades 9–12 can **earn 3.0 undergraduate credits**, along with the confidence that comes with taking a college course, by completing a series of assignments and a final research project with our partner, Southern New Hampshire University—all for just \$550.

Professional learning for educators

EF offers educators unique professional learning opportunities, including graduate-level college courses at a fraction of the typical cost, flexible professional learning hours, and much more.

- Group Leaders can earn **25 professional learning hours** by participating in the seminars and scheduled activities on an EF training tour. **10 hours** can also be earned on a Virtual Training Tour.
- Group Leaders can earn **45 professional learning hours** by completing EF's in-house course. This includes pre-tour research and coursework.
- Group Leaders can earn **3 or 6 graduate-level credits** (\$550/\$900) upon the completion of a 16-week, online course, "Leading Global Discussions," with Southern New Hampshire University the year after their tour.
- Group Leaders going on an EF Leadership Summit can earn **15 professional learning hours** by simply participating in the Professional Learning Track at Summit.

To learn more about EF's educational philosophy, visit eftours.com/education

Building equitable travel programs

One tour can open up countless possibilities for a group of students. A sustainable, multi-tour travel program extends those possibilities to even more students—year after year. It also promotes greater equity by giving families time to fund travel and by offering options that cater to different interests.

A multi-tour program could include:

2027

London, Paris & Rome (Summer)

Japan: Land of the Rising Sun (Summer)

2028

Belize: Conservation from Ridge to Reef (Spring)

Greece & Italy (Summer)

Culture & Service in Thailand (Summer)

2029

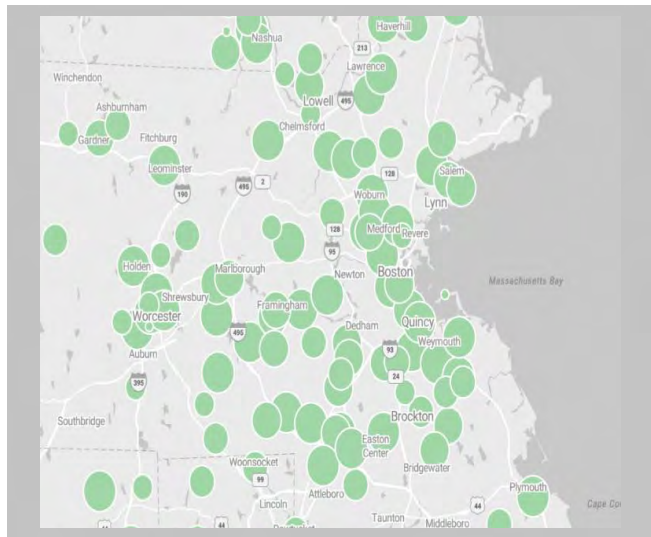
Costa Rican Explorer (Spring)

Language Immersion through Spain (Summer)

Marine Conservation in the Dominican Republic (Summer)

Travel programs in your region

Here are the other districts in your region that have embraced travel-based learning opportunities. Read on to discover how you can help the students in your community access these same life-changing experiences.



Managing cost & payments

We believe in the life-changing power of educational travel and want as many students as possible to be able to experience it. With flexible payment options, fundraising tools, and scholarships, we aim to make these transformative experiences more widely accessible.

Automatic Payment Plan

Our recommended payment plan allows travelers to break their tour fee into manageable installments. Since most tours are planned well in advance, travelers can enroll for only \$95 and then spread the tour cost over an extended period—often up to 18 months or two years—with the final payment due 30 days before departure. Families make payments directly to EF, with no payments going through the school.

Fundraising pages

Each student receives their own unique and customizable fundraising page. This easy-to-share page makes it simple for friends and family to contribute directly to the tour cost, with no fees

Global Citizen Scholarship Fund

Every year, EF Educational Tours awards \$100,000 in scholarships to students across the country. Any student can apply for the Global Citizen Scholarship, which is granted on both a merit and needs basis.

Risk-Free Enrollment Period

New travelers who enroll can cancel for any reason up to 7 days after enrollment for a full refund of 100% of the money paid to EF. Travelers must pay in full or enroll in our Automatic Payment Plan at the time of program enrollment and must remain either paid in full or enrolled in our Automatic Payment Plan and in good financial standing at the time of cancellation to remain eligible. To be eligible, the traveler must enroll on a tour at least 110 days prior to the scheduled departure date.



Safety

Our travelers' safety is our top priority. With an extensive global presence, industry-leading experience, and close relationships with U.S. and international authorities, that's a statement we can back up with confidence. We ensure that every situation is managed with the utmost care.

Worldwide presence

EF's global presence is truly unmatched. We have staff on the ground 365 days a year in over 50 countries around the world. And we don't just work in those countries—we call them home. Better yet, EF has team members in nearly every one of our tour destinations, providing local knowledge and ensuring the safety of our groups. This presence allows us to support travelers wherever and whenever they need us.

24/7 emergency support

In the event that anything on tour goes wrong, EF staff are always available to help. Your Tour Director serves as your group's constant companion and first point of contact in an emergency. Our fully trained support teams are also on call 24/7, ready to assist teachers with any issues and provide the necessary resources to get things back on track. Finally our Safety and Incident Response Team—comprised of industry experts, healthcare experts, and even former FBI personnel—is ready to spring into action 365 days a year.



Safety

Continued

Your school's team

These EF staff are fully committed to your school's travel program and the safety of every student.

OPERATIONS SAFETY & INCIDENT RESPONSE TEAM

This team is strategically based in our Boston, Panama, and Zurich offices to accommodate all time zones. Available 24 hours a day, every day of the year, they are trained to react quickly if travelers need help. The team uses a combination of extensive training, simulations, incident response planning, and experience to manage emergencies. They also facilitate additional support for groups on tour, solve operational issues, arrange assistance from outside specialists, and liaise with local and international authorities as needed.

EMERGENCY SERVICES & SUPPORT TEAM

Our support team is also available 24/7 to help resolve any issue, from a missed flight or a lost passport to more serious on-tour incidents. They're also the ones facilitating communication between travelers and families in the event of an emergency at home. The team is made up of highly trained and dedicated EF staff in our Boston and Denver offices who are equipped to solve problems and answer questions that may come up, even outside of regular business hours.

TOUR DIRECTOR

Tour Directors are assigned exclusively to each tour for the duration of the trip. They meet your group at the airport and stay with them until their departure home. All Tour Directors undergo a background check as permissible by local law every two years and are required to participate in ongoing EF safety trainings.

They're the first point of contact in an emergency and provide safety information to the travelers in their group. Tour Directors assist Group Leaders with hotel check-ins, coordinate meals, facilitate excursions with local guides, and much more. They're culturally connected and expertly trained to support impactful learning experiences.

EF TRAVEL TEAM

This team—comprised of a Tour Consultant and an EF Experience Specialist—is your school's main point of contact at EF. The Tour Consultant serves as your itinerary expert and is devoted to making sure your students get the most out of their travel experience. They partner with your school on everything from finding the perfect tour and enrolling travelers to developing long-term programs for your district and community. The EF Experience Specialist handles the finer details that make your experience with EF seamless. They work directly with Group Leaders (your teachers) right up until the moment of departure, ensuring everything goes smoothly.

TRAVELER SUPPORT

Our team of Travel Support Specialists are readily available to walk families through insurance inquiries, payment plans, food allergy issues, and any other topics that arise.

CHAPERONES

For every six travelers who enroll on a school's tour, the group is eligible to bring along a chaperone for free (with the first spot reserved for the Group Leader). This creates a 6:1 student-to-chaperone ratio, and allows chaperones to assist Group Leaders in supervising students.

Protection for travelers, schools & districts

We understand that unpredictable situations can happen, whether on tour or before departure. That's why we offer a range of protections to make sure travelers, schools, and districts are covered no matter what. We do everything we can to make planning for the future as flexible as possible.

General liability insurance

All Group Leaders, schools, and districts who travel with EF are added as additional insureds under our **\$50 million General Liability Policy**, whether or not the tour is considered a school event. EF's liability coverage is primary and non-contributory for covered third-party claims. The policy helps safeguard Group Leaders and their schools for covered third-party claims related to bodily injury or property damage, which includes providing a legal defense and covering legal costs for such claims. In addition, all travelers are required to sign EF's Release and Agreement which includes a release of liability of their Group Leader, school, and school board.

Peace of Mind Program

Provided to all groups

When your school decides to travel with EF, we want you to feel secure in that decision. This benefit, built into every EF program, gives groups the flexibility to change their tour dates or destination. It can be enacted up to 59 days prior to departure for any reason, including terrorism or other world events.



Protection for travelers, schools & districts

[Continued](#)

Protection for individual travelers

While on tour, travelers can help protect their investment and themselves from certain unexpected events and expenses with our Global Travel Protection and Global Travel Protection Plus plans.

GLOBAL TRAVEL PROTECTION

Available to all travelers

Designed specifically with EF travelers in mind, this plan provides both pre-departure and post-departure benefits, including medical expense coverage that may apply on tour and tour cancellation coverage for specified reasons.

GLOBAL TRAVEL PROTECTION PLUS

Available to all travelers

This plan provides all of the benefits included in the Global Travel Protection Plan as well as expanded cancellation protection.

Background checks for adult travelers

EF requires all adults (20 years and older) to pass a criminal background check before travelling on our student tours. This provides a safer tour experience for all and aligns with the process many school districts have for adults who volunteer or chaperone school activities. Conducted by a leading professional provider, the secure background check only flags individuals who could present a risk to student travelers while on tour.



Travel logistics

Proposed tour for Kristen McCarthy in Winter 2028

Price of this tour

The tour program price covers a wide range of services that ensure students have an incredible travel experience. It includes all the planning and preparation that leads up to departure, travel and accommodations, and logistical support once the group reaches their destination.

Full, flexible travel window: February 17-26, 2028

Requested travel dates: February 18-25, 2028

Price Details	
Discover the Dominican Republic	
Program Price ¹	\$3,809
Includes:	
• Round-trip airfare and on tour transportation	
• Hotels with private bathrooms	
• Breakfast and dinner (see your itinerary for meal details)	
• Full-time Tour Director	
• Daily activities, tours and entrances to attractions	
Surfing Lessons in Cabarete	\$70
Global Travel Protection	\$190
Early Enrollment Discount	-\$250
Included Gratuities	\$140
EF's Peace of Mind Program [*]	Free
Total for Students (under 20)	\$3,959
16 monthly payments	\$242/mo
Adult Supplement ²	\$830
Total for Adults	\$4,789
16 monthly payments	\$294/mo
Quote created on 9/28/2026	
¹ Program price valid for today. Change and cancellation fees of up to the total price will apply. Applicable airline baggage fees are not included and can be found at eftours.com/baggage . All prices subject to verification by EF Tour Consultant. To view EF's Booking Conditions,	

Travel logistics

Continued

Hotels

Every hotel we partner with must meet our strict standards for safety, quality, and cleanliness. Hotels are thoroughly vetted by our team and they're regularly inspected to ensure they continue to meet these standards. It's important to note that hotels abroad may have different amenities than travelers may be accustomed to in the United States. Below are expectations & examples of hotels travelers may encounter at your proposed destination:

Jarabacoa, Dominican Republic

While you are in the big cities in the Dominican Republic, you'll stay in chain hotels that are simple but clean and modern amenities. Outside of the large cities you'll stay in smaller, family-run establishments or more rustic lodges. Be aware that tropical conditions in the Dominican Republic make insects and other small animals (such as ants, mosquitoes, lizards, spiders, and frogs) more prevalent. Please note that electrical voltage and outlets in the Dominican Republic are the same as in the U.S., so you will not need an adapter or converter.

Rancho Baiguatè

www.ranchobaiguatè.com

Address: Carretera, La Joya, Jarabacoa, Dominican Republic

Santiago, Dominican Republic

While you are in the big cities in the Dominican Republic, you'll stay in chain hotels that are simple but clean and modern amenities. Be aware that tropical conditions in the Dominican Republic make insects and other small animals (such as ants, mosquitoes, lizards, spiders, and frogs) more prevalent. Please note that electrical voltage and outlets in the Dominican Republic are the same as in the U.S., so you will not need an adapter or converter.

Hodelpa Centro Plaza

<https://www.hodelpa.com/hodelpa.html>

Address: Calle Mella 54, esq. del, C. Del Sol, Santiago de los Caballeros 51000, Dominican Republic

Northern Coastal region, Dominican Republic

While you are in the big cities in the Dominican Republic, you'll stay in chain hotels that are simple but clean and modern amenities. Outside of the large cities you'll stay in smaller, family-run establishments or more rustic lodges. Be aware that tropical conditions in the Dominican Republic make insects and other small animals (such as ants, mosquitoes, lizards, spiders, and frogs) more prevalent. Please note that electrical voltage and outlets in the Dominican Republic are the same as in the U.S., so you will not need an adapter or converter.

Las Canas Beach Retreat

<https://lascanasbeachretreat.com/>

Address: 30 Calle Las Canas, Gaspar Hernandez, 56000

Meals

Meals are chosen to provide a more immersive cultural experience, giving students the chance to sample traditional cuisine and experience local dining customs. Below are examples of dishes travelers may encounter at your proposed destination:

Dominican Republic: Sample Meals

Mashed plantains, rice and beans, fried/grilled fish with rice, salad, rice and beans

On tour, breakfast is typically simple and served at the hotel, either plated or buffet-style. Lunch is included days 2-7. Dinners will be a mix of familiar dishes and local specialties, all served from a pre-set group menu.

Next steps

Next step October Informational Meeting to launch to families

My name is Anna Moses and I'm the dedicated Tour Consultant for Salem High School. I'll be working closely with your Group Leader, Kristen McCarthy, every step of the way to make sure your student tour is perfectly planned. If you have any questions or need additional information, don't hesitate to reach out.

Sincerely,

Anna Moses
Tour Consultant
anna.moses@ef.com



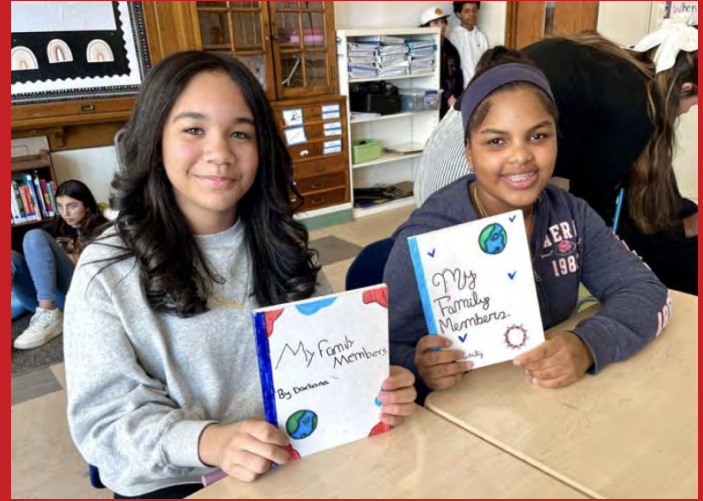
Student travel strengthens our mission of making future graduates into global citizens. After their travels, our students return more well-rounded and success-driven because they now understand the connections between what is taught in the classroom and what is needed in the global market.

Mitch S., Administrator



Salem Public Schools 2026 MCAS, ACCESS & Accountability Results

School Committee Meeting
October 5, 2026



State Performance

	State % M or E change compared to 2025	SPS % M or E change compared to 2025
ELA Grades 3-5	-2	-2
ELA Grades 6-8		-1
ELA Grade 10	-6	-11
Math Grades 3-5	0	0
Math Grades 6-8		+3
Math Grade 10	-1	-9
Science Grades 5 & 8	-1	-3
Science Grade 10	-5	-10

In **Grades 3-5**, Salem Public Schools had similar declines to the state in the percentage of students meeting/exceeding expectations between 2025 and 2026.

At the **middle school level**, ELA was comparable to the state, SPS middle schoolers improved by +3 whereas the state saw no improvement, and in science SPS saw steeper declines at -3 versus -1 at the state level.

At the **high school level**, the rate of decline in Salem Public School students meeting/exceeding expectations between 2025 and 2026 as compared to the state average was much steeper.

MA Accountability System

- 1 The Massachusetts accountability system consists of two components...

Normative Component (Accountability Percentile)

measures the performance of all students in a school compared to other schools in the state that serve similar grades, and is reported as a percentile from 1 to 99

Criterion-Referenced Component (Targets)

measures a district's or school's progress towards improvement targets, and is reported as a percentage

- 2 ...that measure performance of groups, schools, and districts on specific indicators...

Achievement

Student Growth

High School Completion

English Learner Proficiency

Additional Indicators

- 3 ...and are used to categorize schools and districts as requiring assistance/intervention or not.

Not requiring assistance or intervention					Requiring assistance or intervention	
Schools of recognition	Meeting or exceeding targets	Substantial progress toward targets	Moderate progress toward targets	Limited or no progress toward targets	Focused/targeted support	Broad/comprehensive support
Recognized for high achievement, high growth, or exceeding targets	Cumulative criterion-referenced target percentage 75-100	Cumulative criterion-referenced target percentage 50-74	Cumulative criterion-referenced target percentage 25-49	Cumulative criterion-referenced target percentage 0-24	•Percentiles 1-10 •Low graduation rate •Low performing group(s) •Low participation	•Underperforming schools •Chronically underperforming schools

2026 Accountability Percentile Ranks

Over two years, Salem Public Schools has made **substantial progress** toward meeting targets (51%). Three schools also demonstrated **substantial progress** toward targets: Bates (63%), CMS (51%) and WHES (63%).

	2024	2025	2026	
School	Percentile Rank	Percentile Rank	Percentile Rank	Progress Toward Target (over 2 years)
Bates	49	56	53	Substantial Progress (63%)
Bentley	21	25	19	Moderate Progress (35%)
Carlton	41	36	41	<i>No data provided due to merger</i>
Collins	11	21	23	Substantial Progress (51%)
HMLS	23	14	29	Moderate Progress (57%)
Saltonstall	33	34	36	Limited or No Progress (23%)
Witchcraft	34	38	35	Substantial Progress (63%)
SHS	33	43	44	Moderate Progress (30%)

SGP

Our district goal is to have SGPs of 60 or higher in order to reduce proficiency gaps.

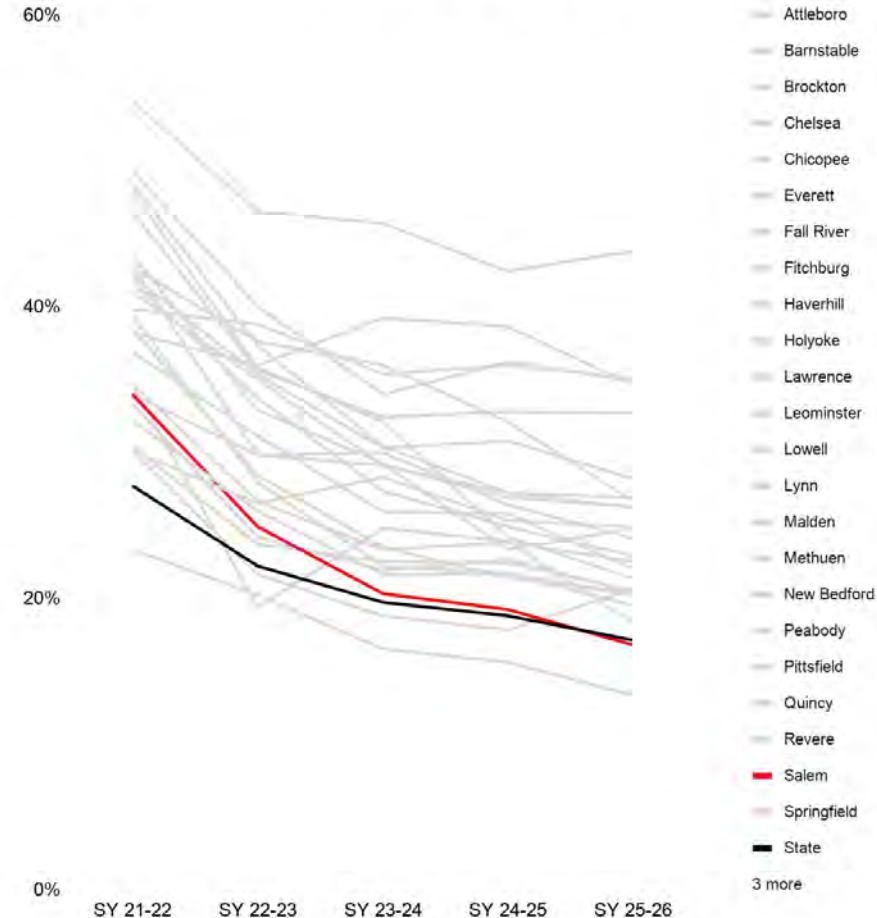
Most schools had moderate growth in math and all schools had moderate growth in ELA. Exceptions to this were in Math, where Saltonstall had low SGP and Horace Mann and Salem High School both had high growth.

School	ELA	Math
Bates	55	53
Bentley	57	41
Carlton	51	55
HMLS	59	70
Saltonstall	53	38
Witchcraft	50	48
Collins	52	47
Salem High School	58	72

Chronic Absenteeism

- Chronic absenteeism rates continue to improve. **Salem** had the *second lowest* rate out of 26 Gateway City school districts and is now *below* the **State**.
- Progress was particularly positive for critical subgroups, where **Salem** either performs close to or better than the **State** average for students:
 - Students with disabilities (.6 higher);
 - Multilingual learners (6.9 lower);
 - Students from low-income / economically disadvantaged households (3.7 lower).

Chronic Absenteeism Rate for Gateway Cities (2022-2026)



Key High School Measures

81.6% of our students passed an advanced coursework class in 11th or 12th grade – now 1st among Gateways, growing another 8.3% from last year.

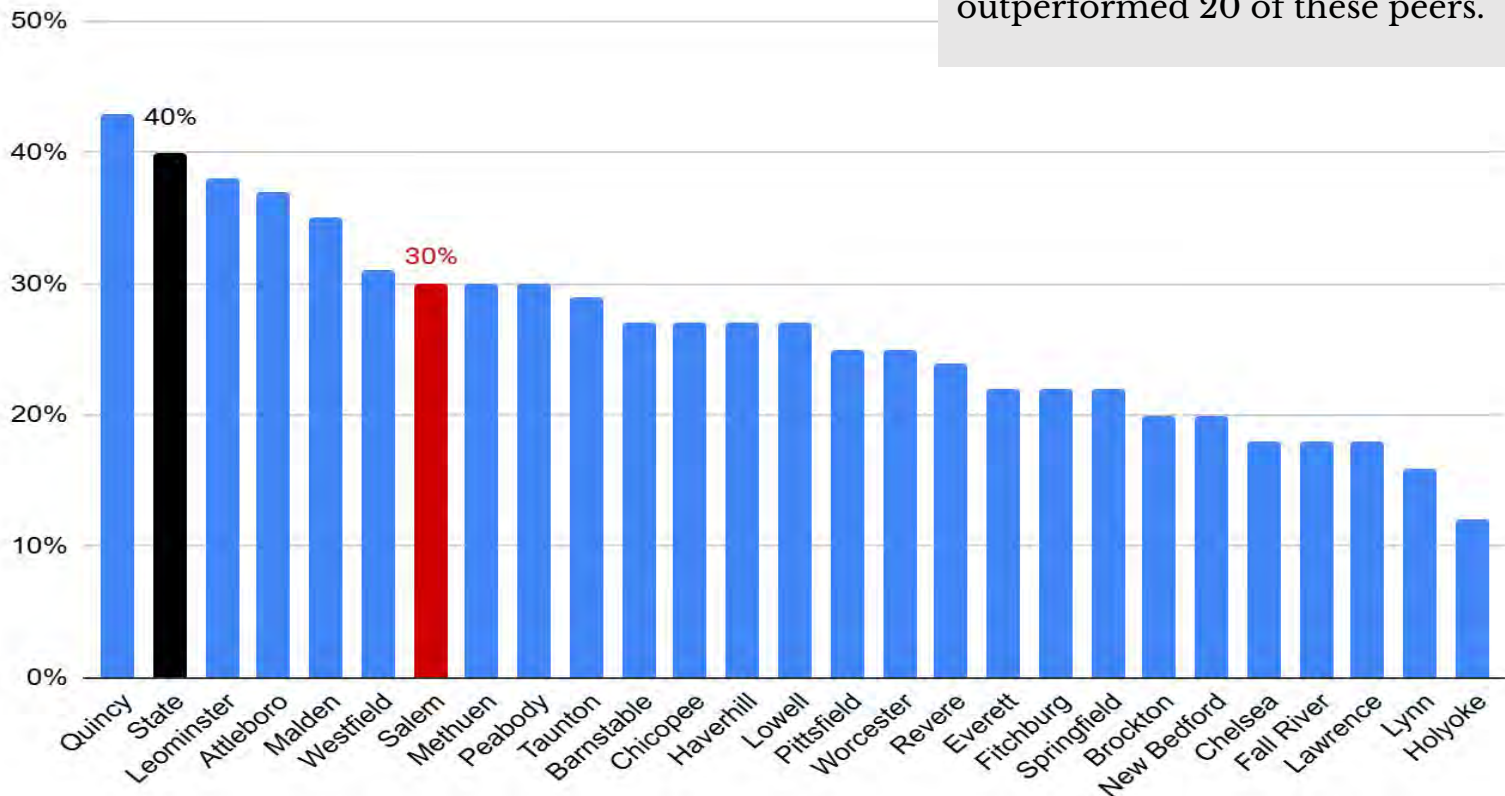
	2022	2023	2024	2025	2026
4-Year Graduation Rate (Adjusted)	153 (81.1%)	146 (84.4%)	146 (85.4%)	154 (89.0%)	<i>Not yet available</i>
Annual Dropout Rate	30 (3.5%)	27 (2.8%)	18 (1.8%)	17 (1.7%)	<i>Not yet available</i>
Advanced Coursework Completion (Grades 11 & 12)	224 (53.2%)	237 (51.5%)	281 (61.1%)	351 (73.3%)	407 (81.6%)



District-level MCAS Results

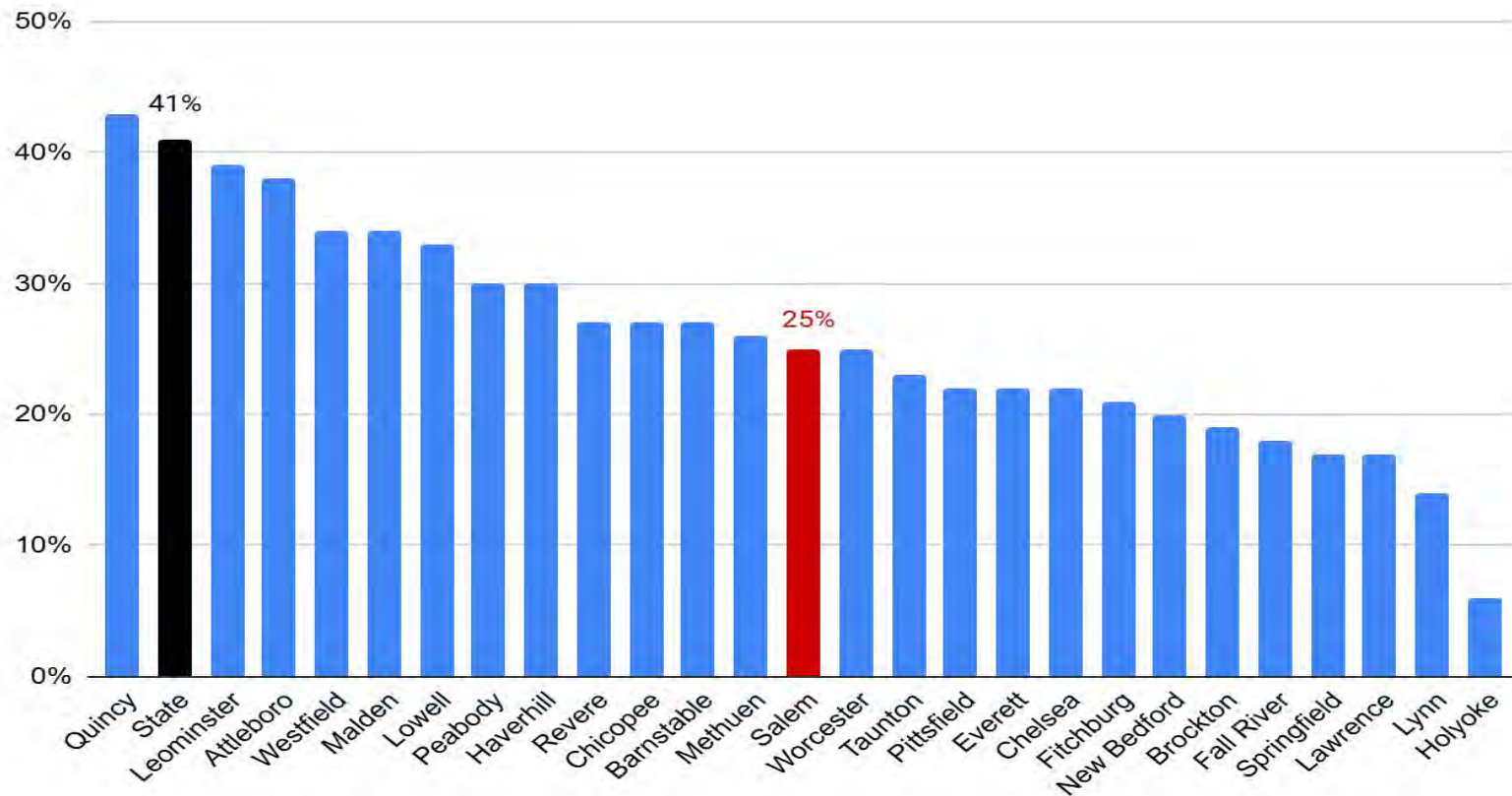
Comparison to Gateway Cities 3-8 ELA

Salem *outperformed* 18 out of 25 other Gateway Cities on 3-8 ELA and was tied with Methuen and Peabody. This is a slight decline from last year when we outperformed 20 of these peers.



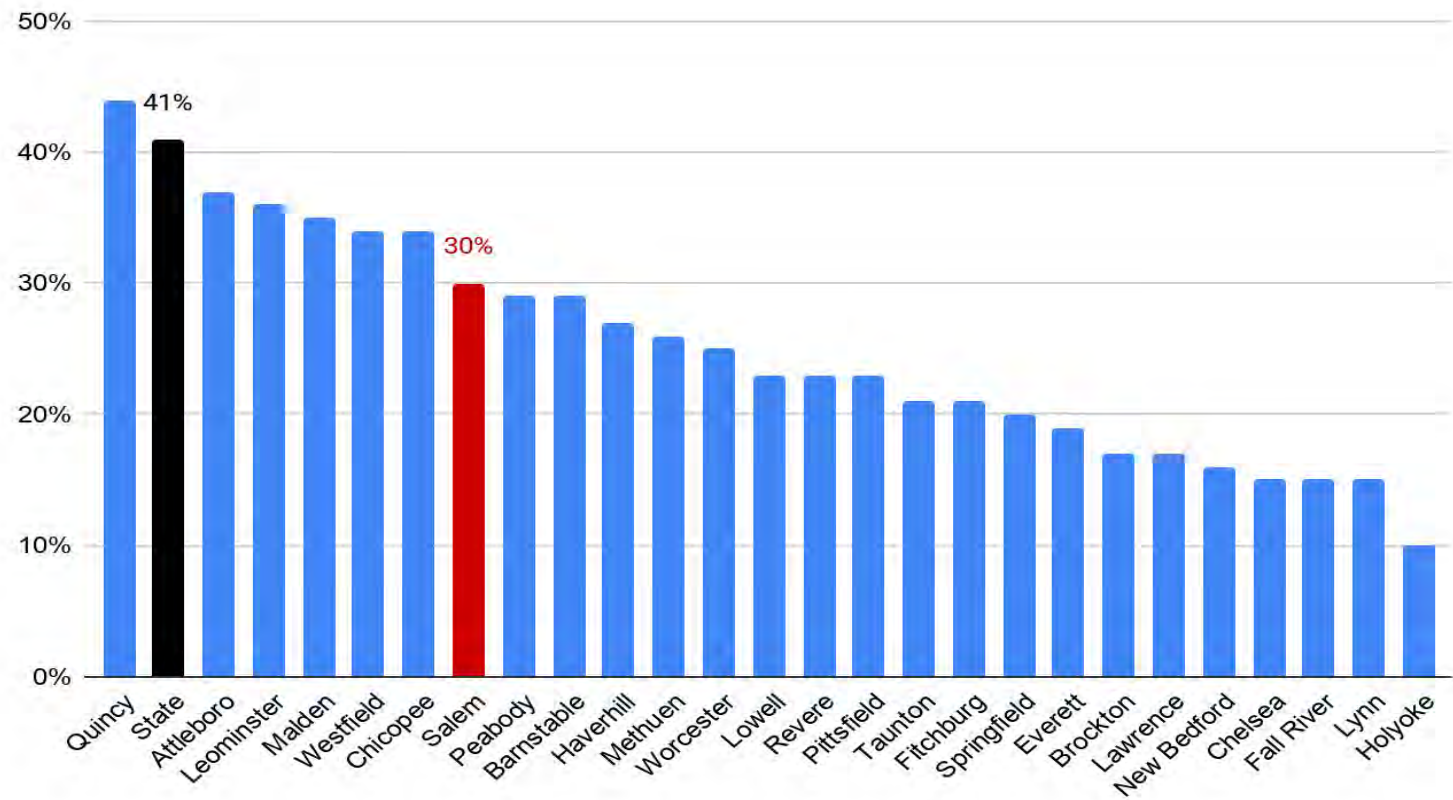
Comparison to Gateway Cities 3-8 Math

Grade 3-8 math results place us in the *middle tier* of Massachusetts Gateway Cities, tied with Worcester. This is similar to last year's comparison.



Comparison to Gateway Cities 5 & 8 Science

Salem *outperformed* 19 out of 25 other Gateway Cities on 5th and 8th Science. Last year we outperformed 20 peers.



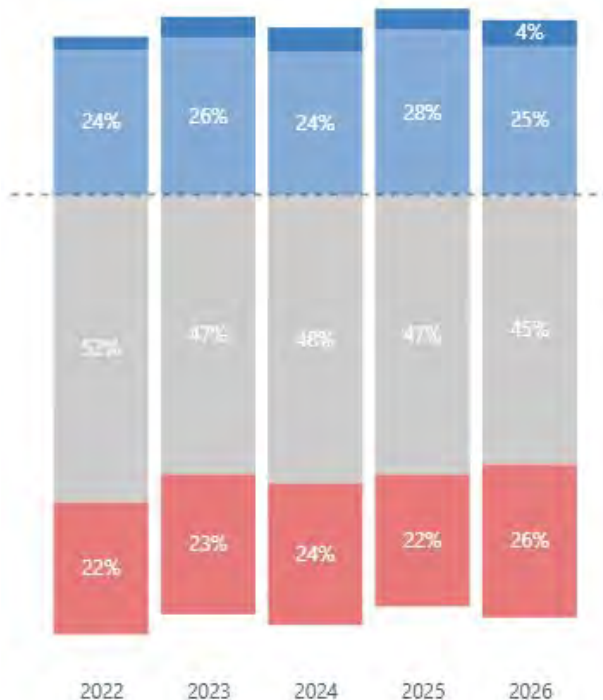


MCAS Results Grades 3-5

For both **ELA** and **Math** in Grades 3-5, the percentage of students exceeding proficiency increased slightly, but the percentage of those meeting and not meeting both increased.

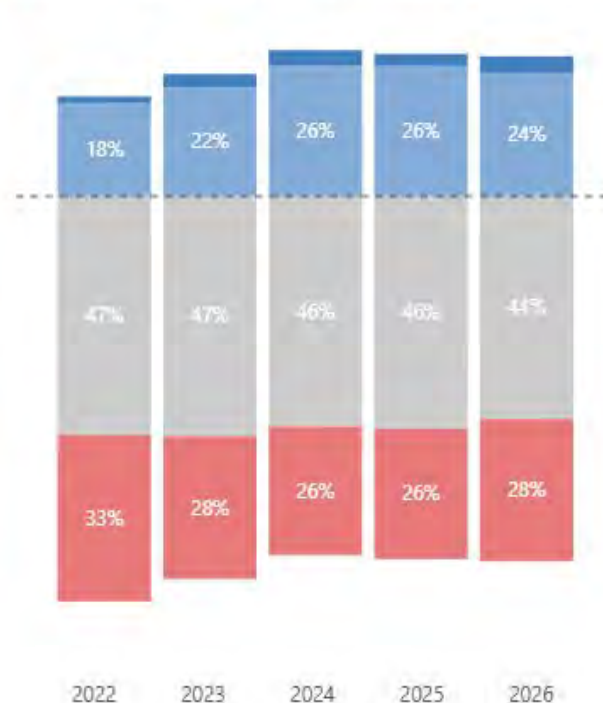
Performance Levels Over Time - ELA

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



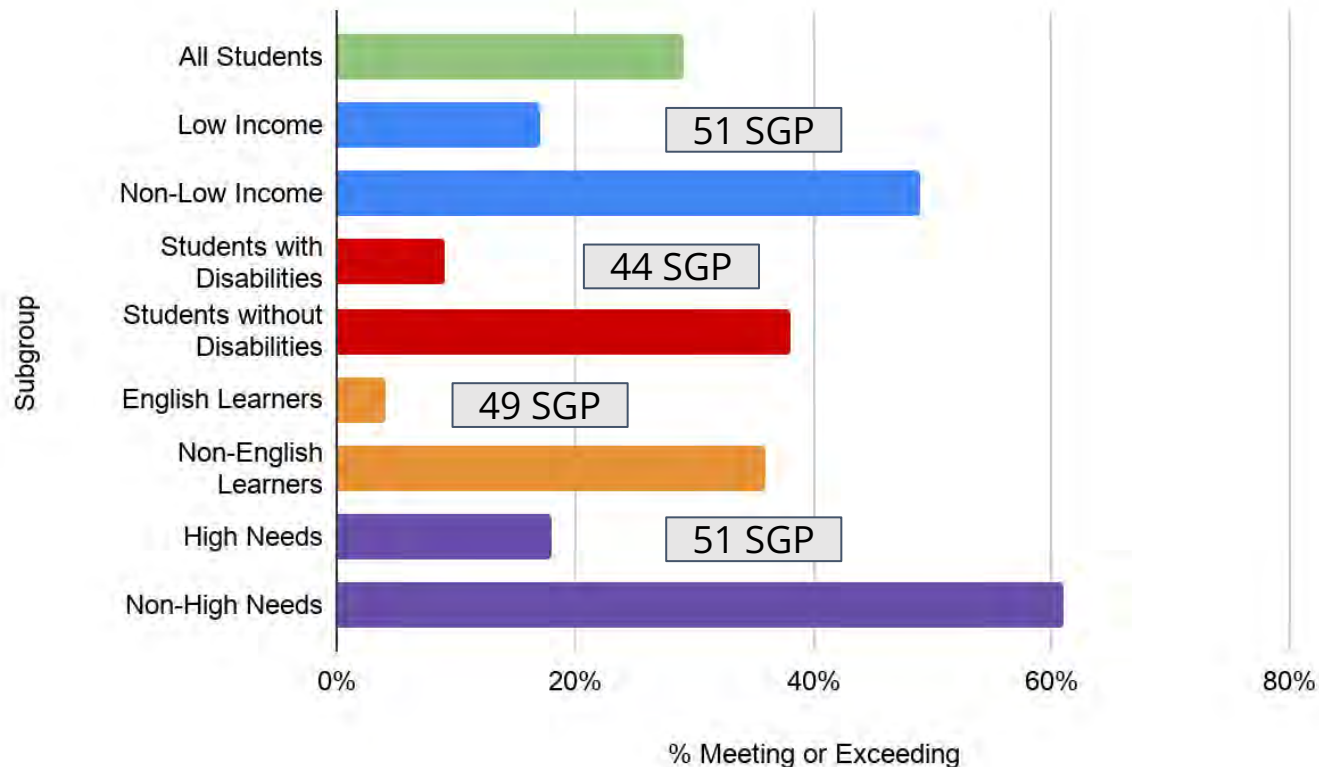
Performance Levels Over Time - Math

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



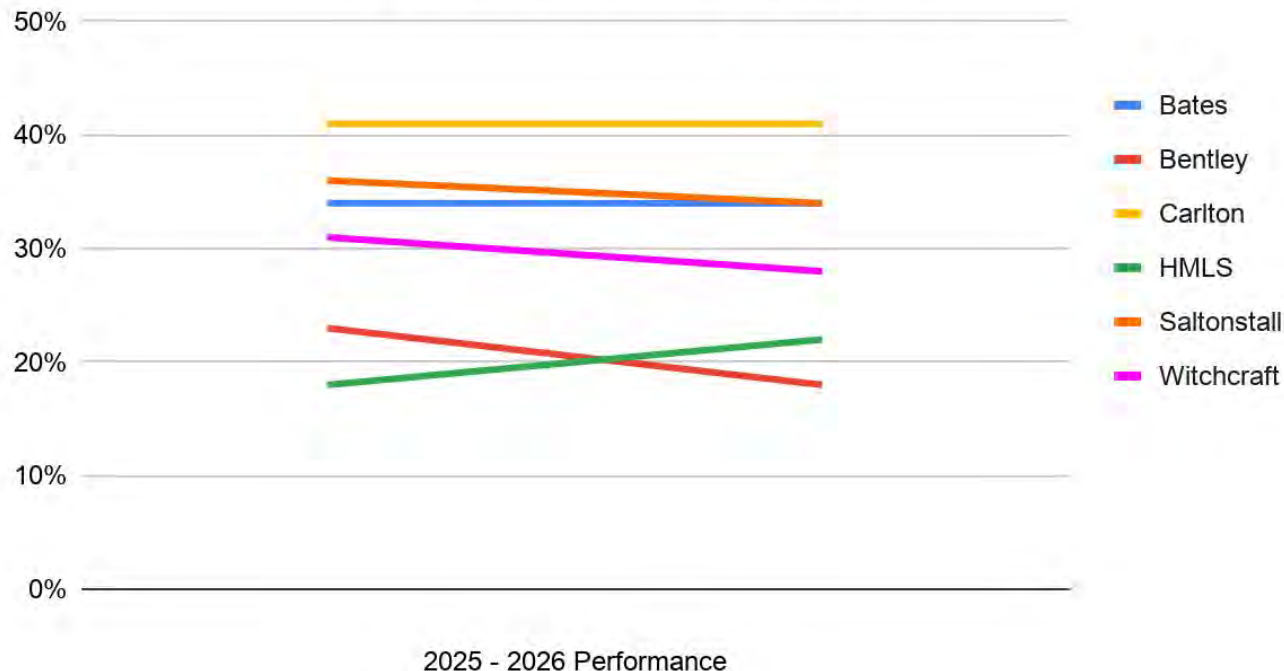
ELA Subgroup Achievement 3-5

There is substantial *disproportionality* in achievement for grades 3-5 ELA and *moderate growth* for subgroups.



ELA by School (Grades 3-5)

% Proficient on ELA by School



Student proficiency rates for Gr. 3-5 in ELA for 2026 are flat or declining at all but one school, *Horace Mann*, when comparing to 2025.

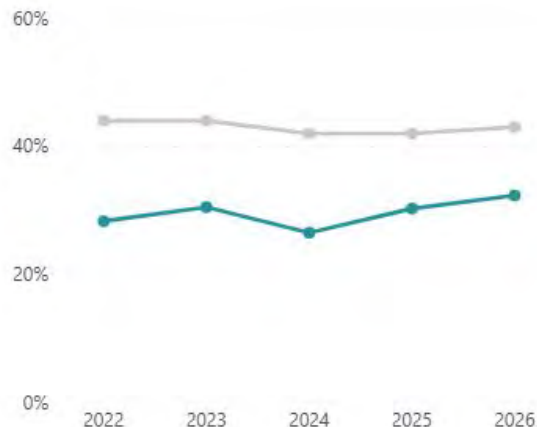
Variations by Grade - ELA

4th grade remained largely steady despite state declines. 3rd grade increased more than the state whereas 5th grade declined.

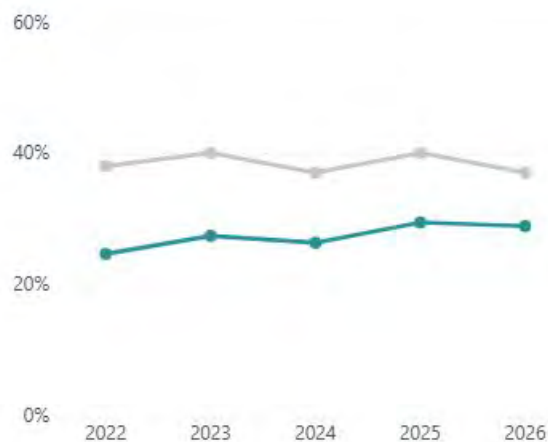
% Meet/Exceed Over Time - ELA

● State ● District

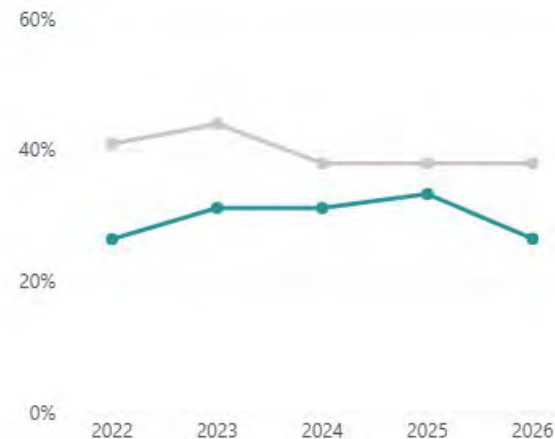
3rd Grade



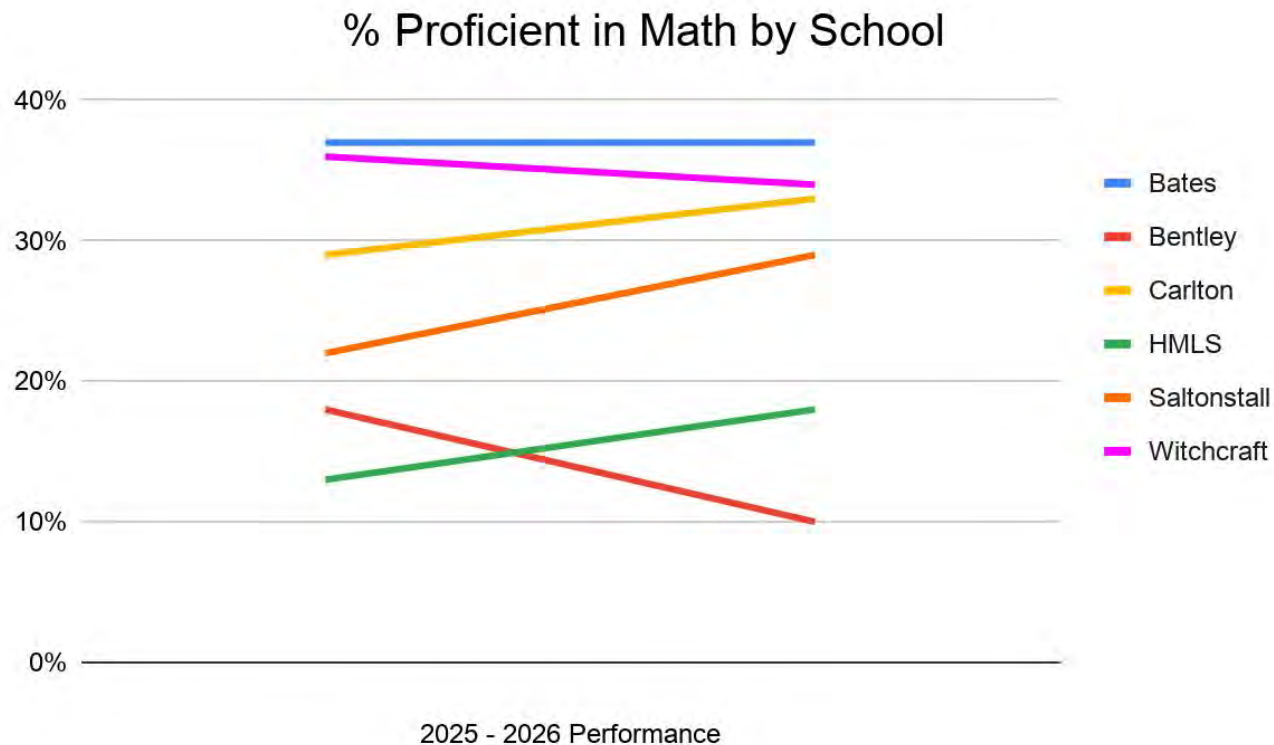
4th Grade



5th Grade



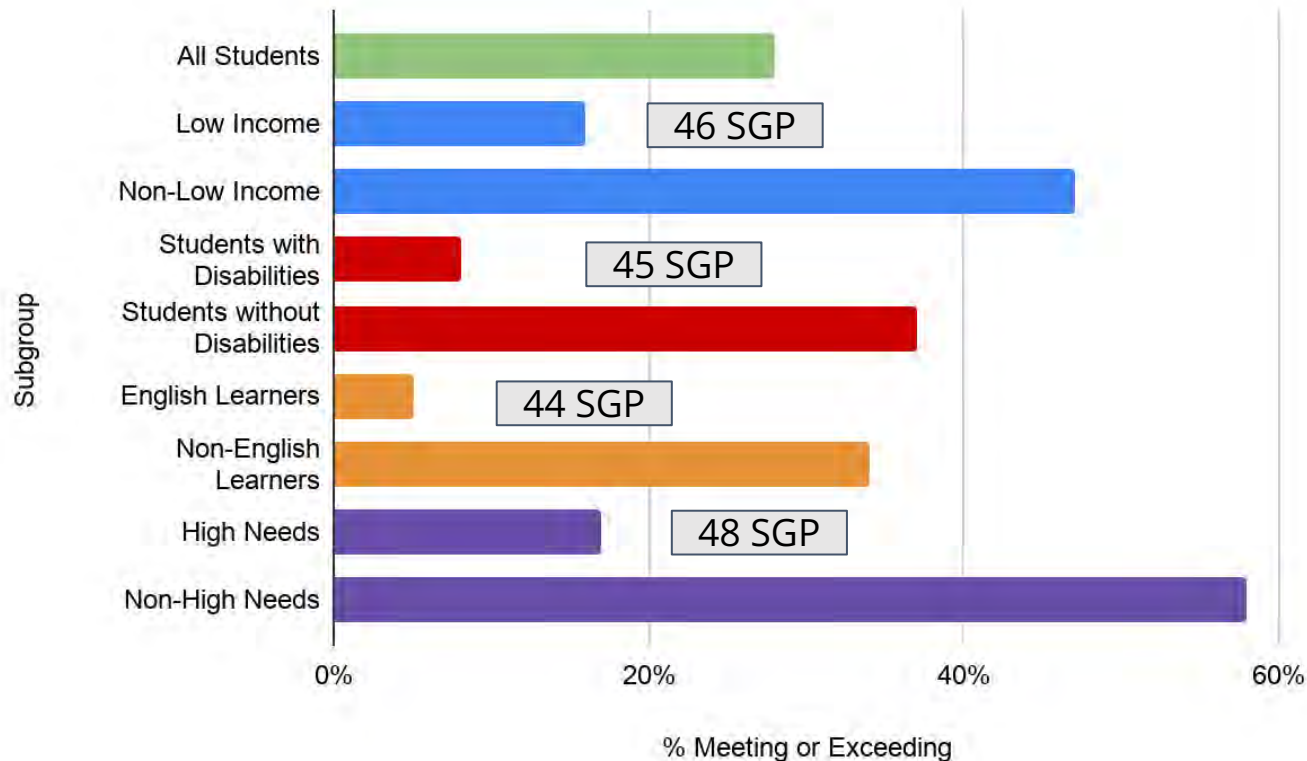
Math by School (Grades 3-5)



Student proficiency rates for math in 2026 increased or stayed the same at four of the six schools when compared to 2025.

Math Subgroup Achievement 3-5

There continues to be substantial *disproportionality* in achievement for grades 3-5 Math and *moderate growth* for subgroups.



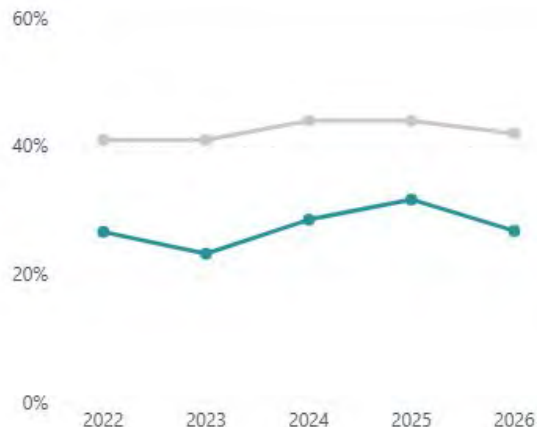
Variations by Grade - Math

While 4th and 5th grade saw modest gains, 3rd grade declined more than the state.

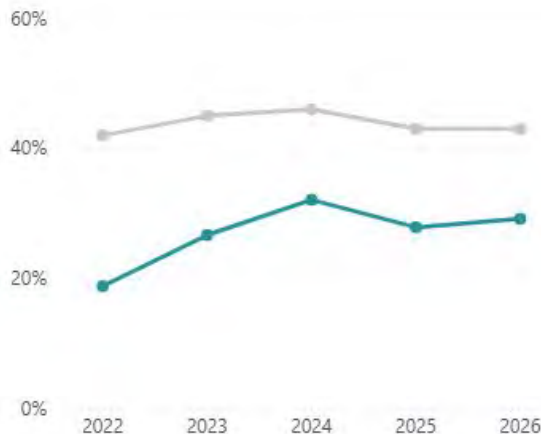
% Meet/Exceed Over Time - Math

● State ● District

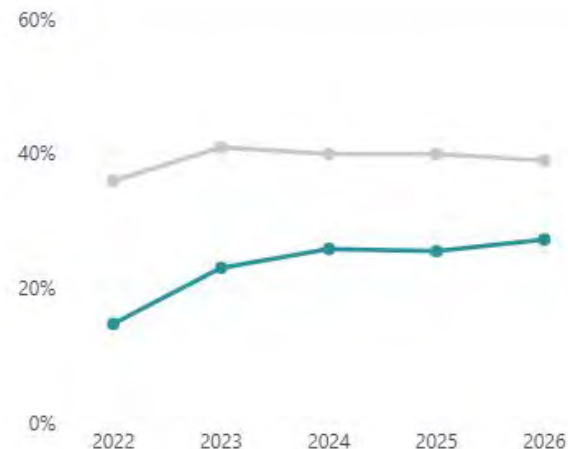
3rd Grade



4th Grade



5th Grade

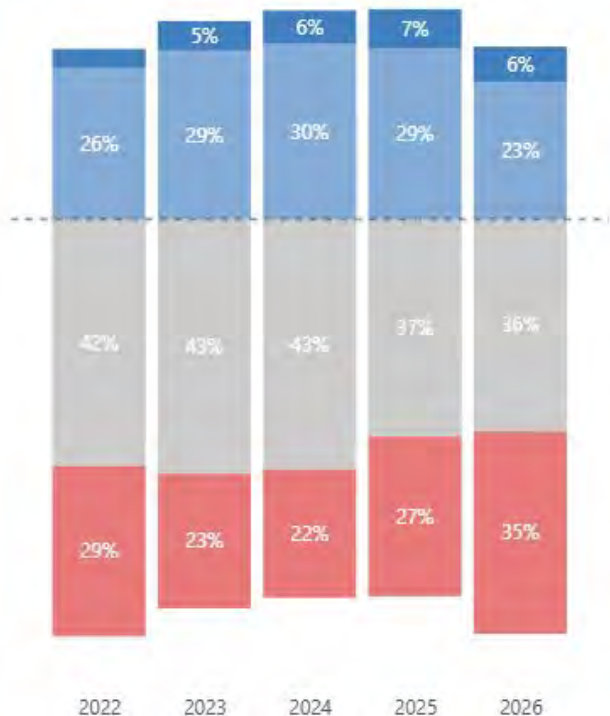


Science in Grade 5

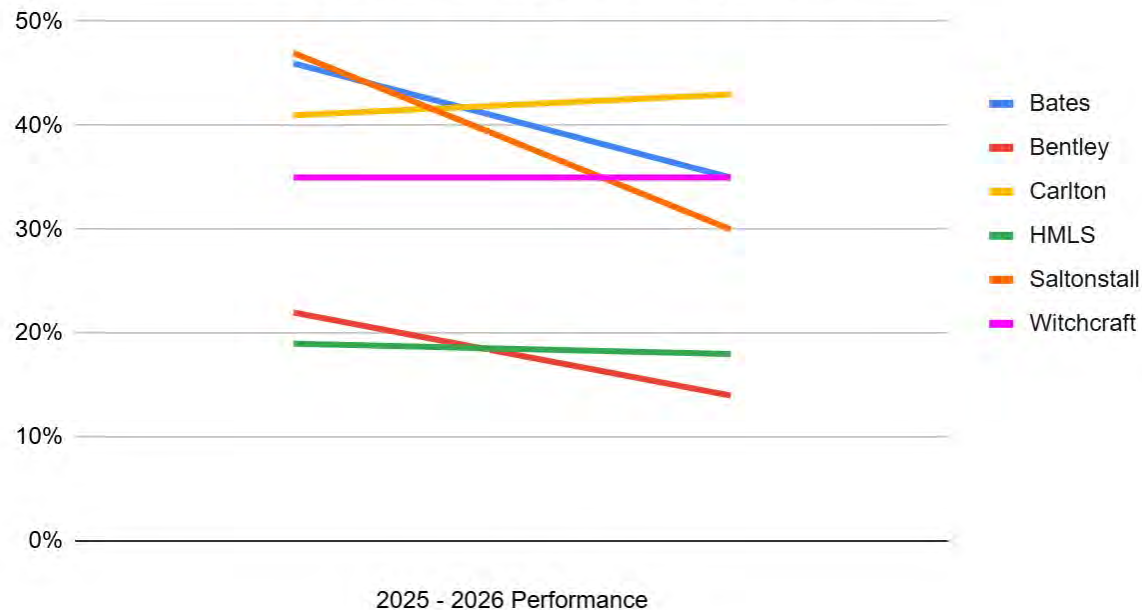
The performance in science varies significantly by school with Carlton 5th graders leading other schools with 43% proficient. Most schools decreased compared to last year, with Carlton (+2) and Witchcraft (0) as exceptions.

Performance Levels Over Time - Science

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



% Proficient in Science by School



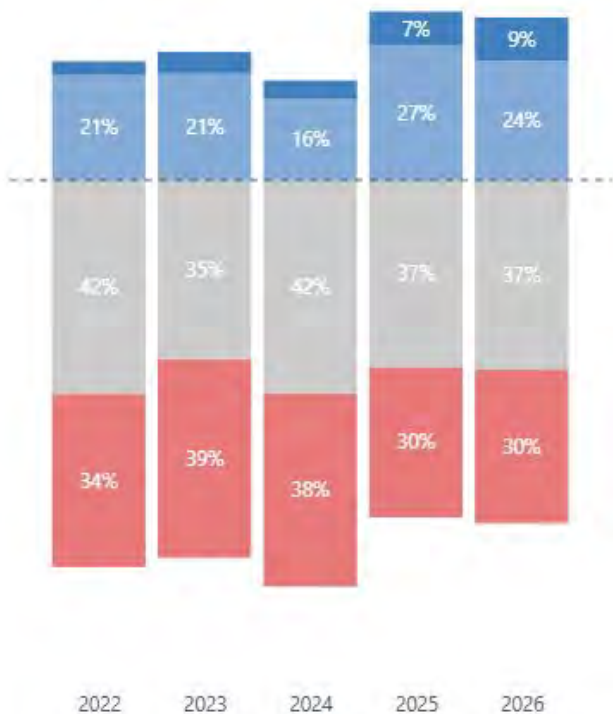


Collins Middle School

At Collins Middle School, the percentage of students exceeding proficiency increased in **ELA**, and overall M/E remain roughly the same as last year.

Performance Levels Over Time - ELA

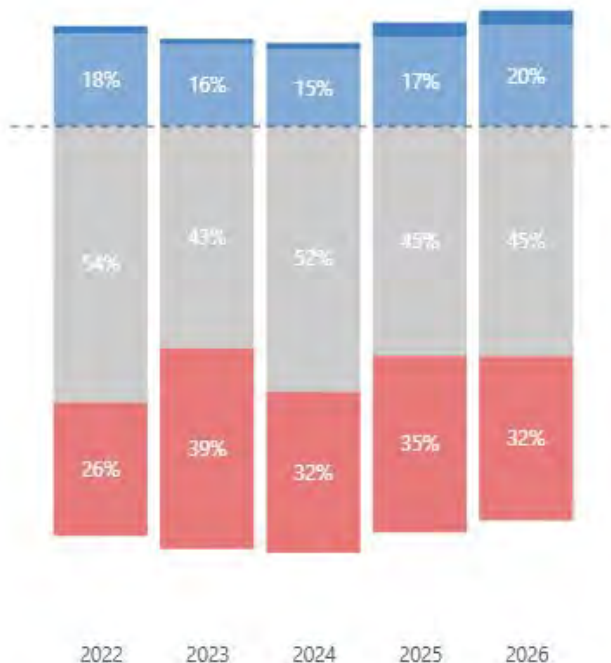
● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



The percentage of students meeting and exceeding in **math** at Collins Middle School grew for the second year in a row.

Performance Levels Over Time - Math

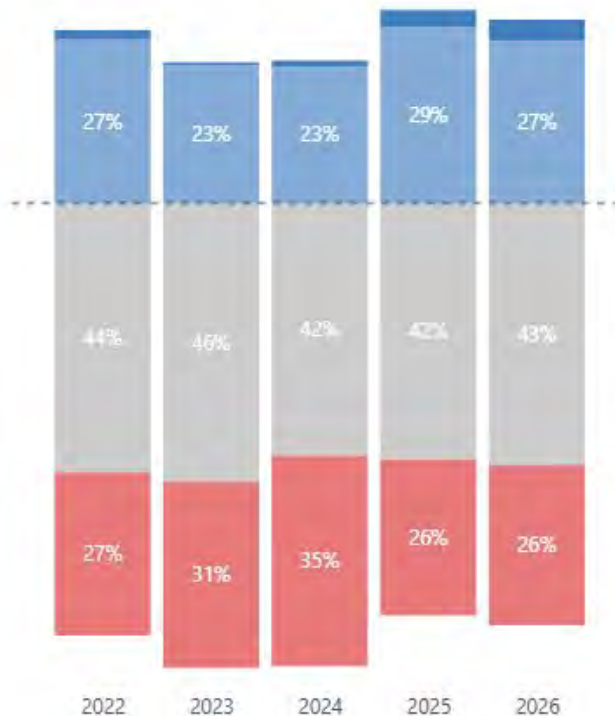
● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



8th Grade Science & Civics

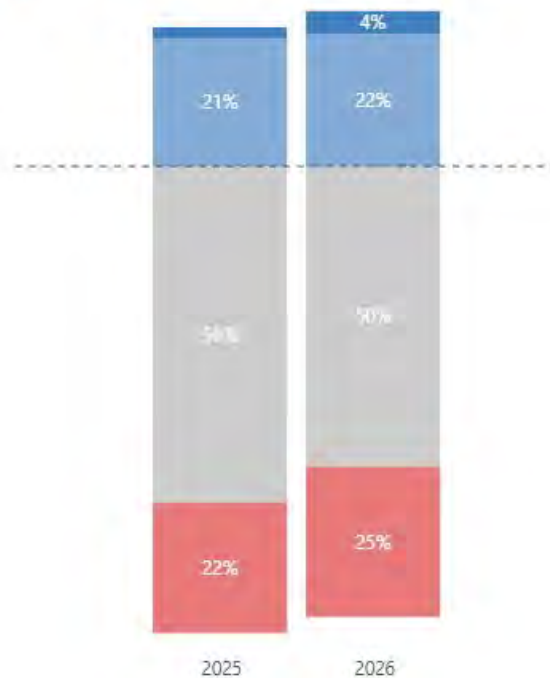
Performance Levels Over Time - Science

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



Performance Levels Over Time - Civics

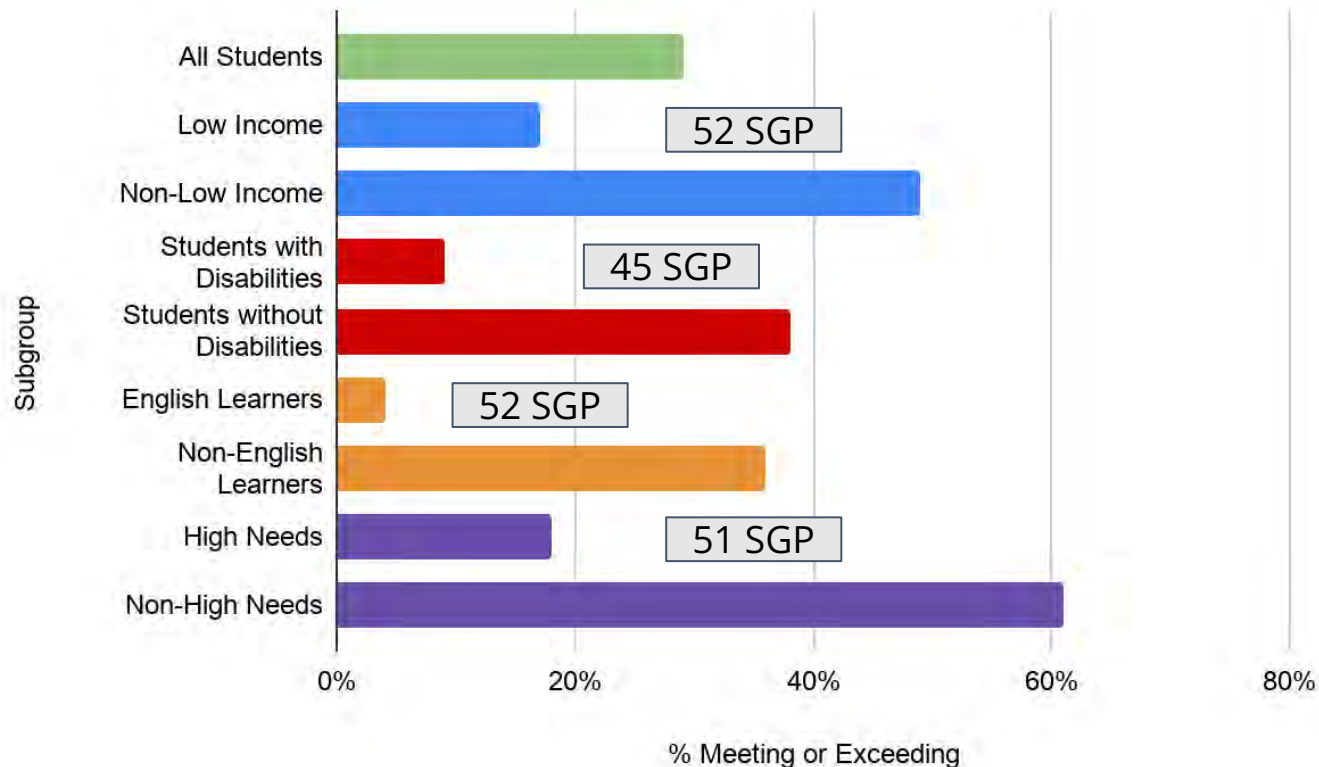
● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



Performance on Gr. 8 science decreased slightly while the second year of Gr. 8 civics saw slight improvement.

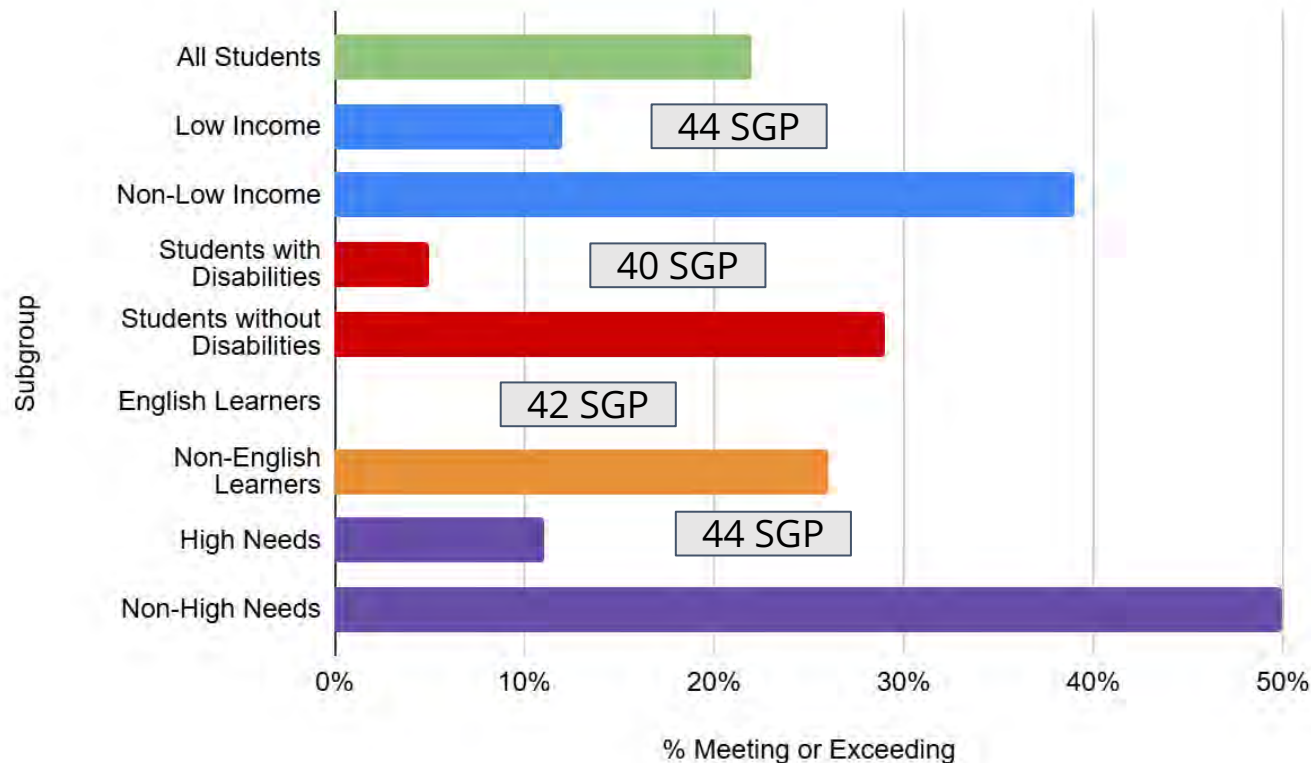
ELA Subgroup Achievement 6-8

There is substantial *disproportionality* in achievement for grades 6-8 ELA and *moderate growth* for subgroups.



Math Subgroup Achievement 6-8

There remains substantial *disproportionality* in achievement for grades 6-8 Math. Student growth has also declined since last year for key subgroups.



Variations by Grade - ELA

7th grade in particular is a bright spot, reversing a prior decline and dramatically closing the gap with the state's average overall and for key subgroups like high needs.

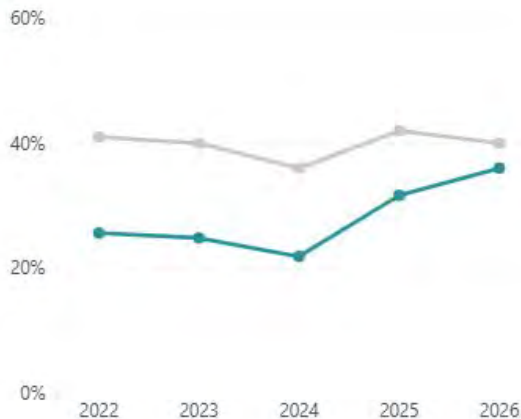
% Meet/Exceed Over Time - ELA

● State ● District

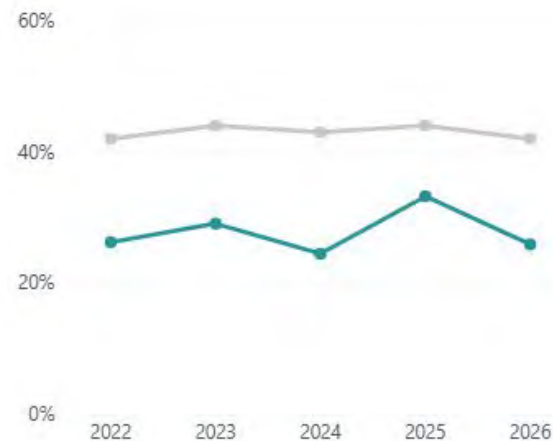
6th Grade



7th Grade



8th Grade



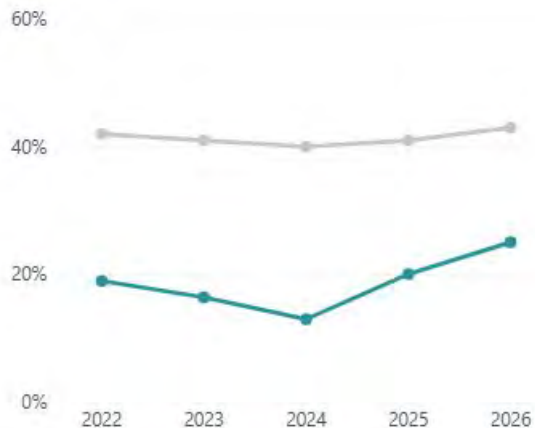
Variations by Grade - Math

6th and 8th grade math both grew the total number of proficient students by five percentage points. While largely mirroring state trends, 6th grade in particular is outpacing the state's improvement rate.

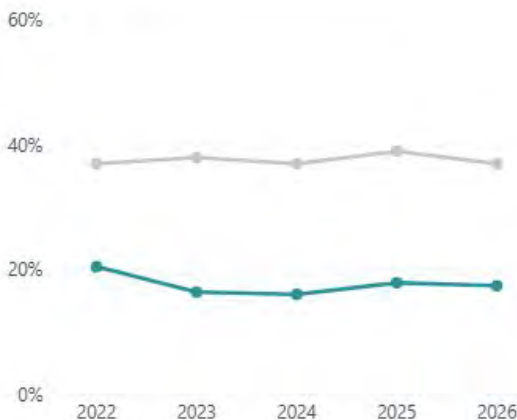
% Meet/Exceed Over Time - Math

● State ● District

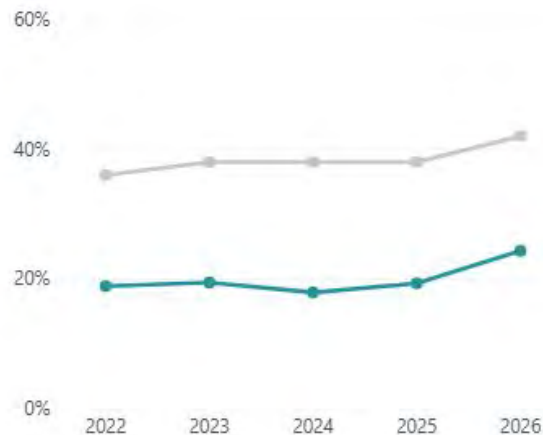
6th Grade



7th Grade



8th Grade

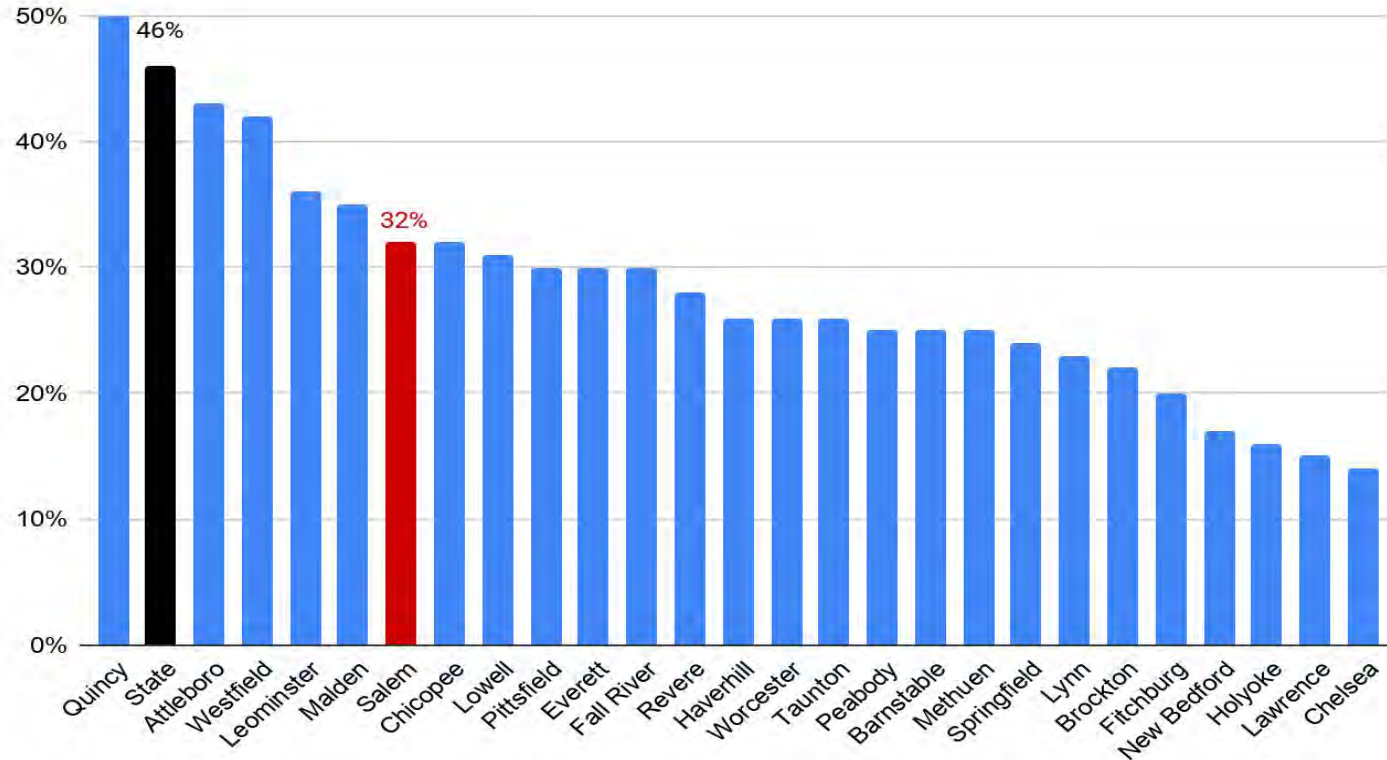




MCAS Results Salem High Schools

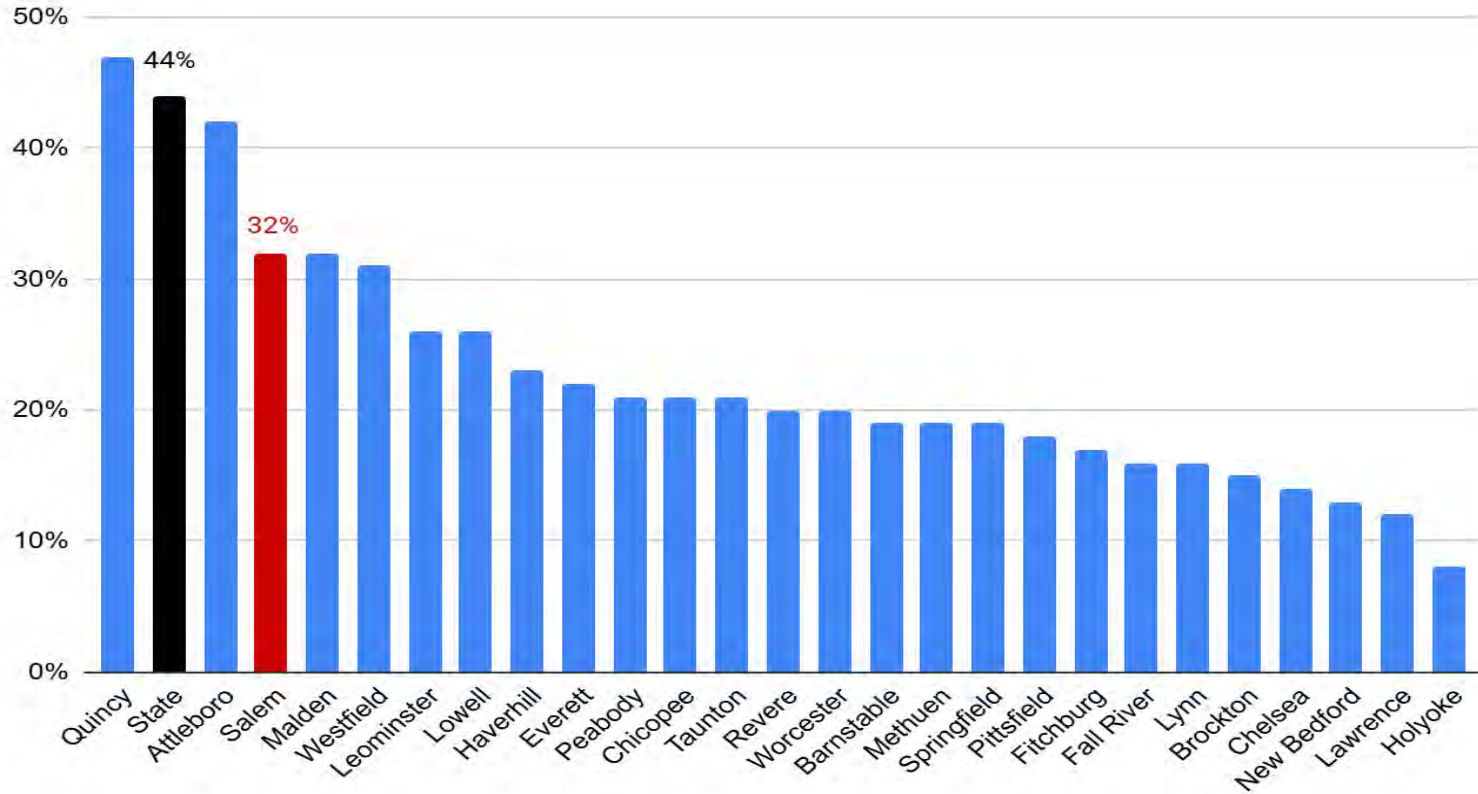
Grade 10 ELA Gateway Comparisons

Performance on grade 10 ELA fell overall and in comparison to other Gateway Cities - last year we were 3rd, this year we are 7th (tied with Chicopee).



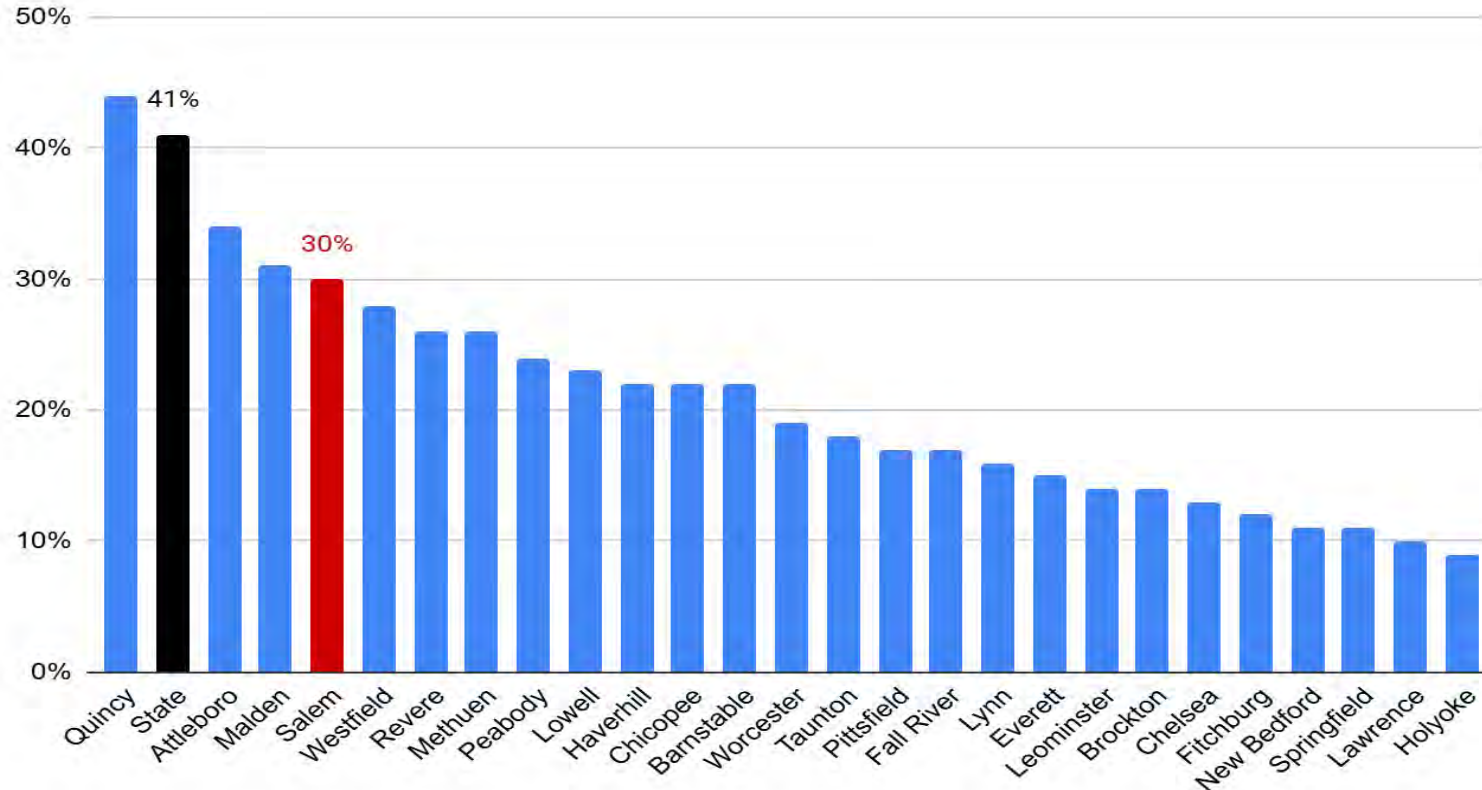
Grade 10 Math Gateway Comparisons

Salem was 4th of all Gateway Cities (and tied with Malden), falling from 2nd place last year.



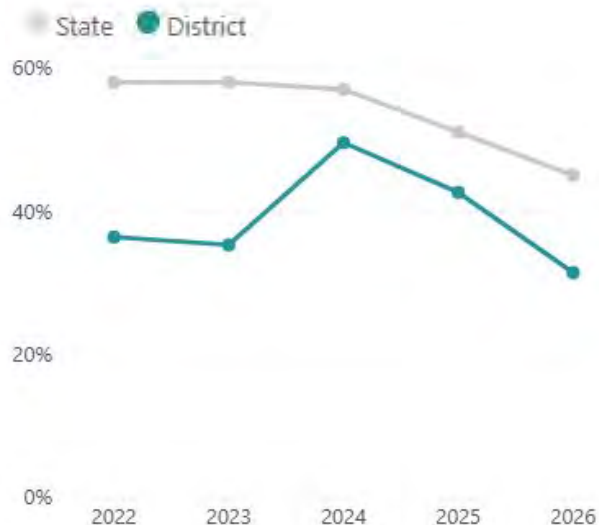
Grade 10 Science Gateway Comparison

Salem was 4th of all Gateway Cities, falling from 2nd place last year.



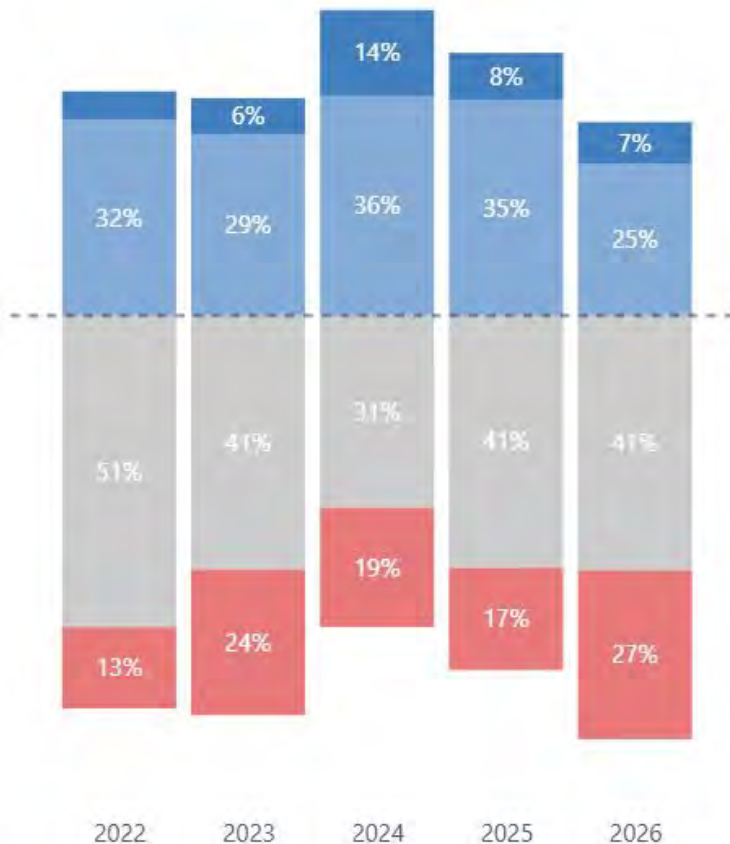
ELA 10th Grade

While state scores fell for a second year in a row (see below), performance on 10th grade ELA fell even more. Growth for most groups remained above the district target of 60. However, the percentage of students *not meeting* proficiency increased and their growth was only 26.9.



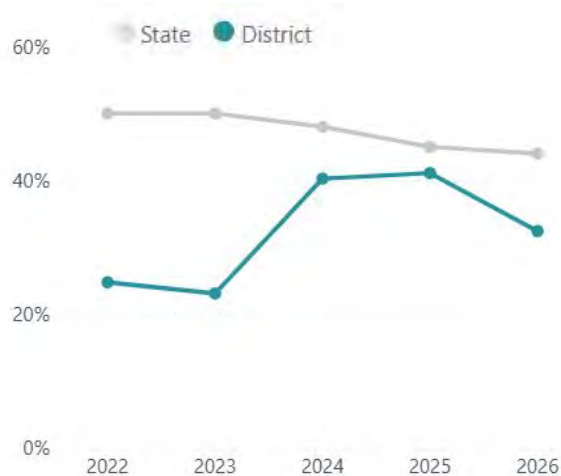
Performance Levels Over Time - ELA

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



Math 10th Grade

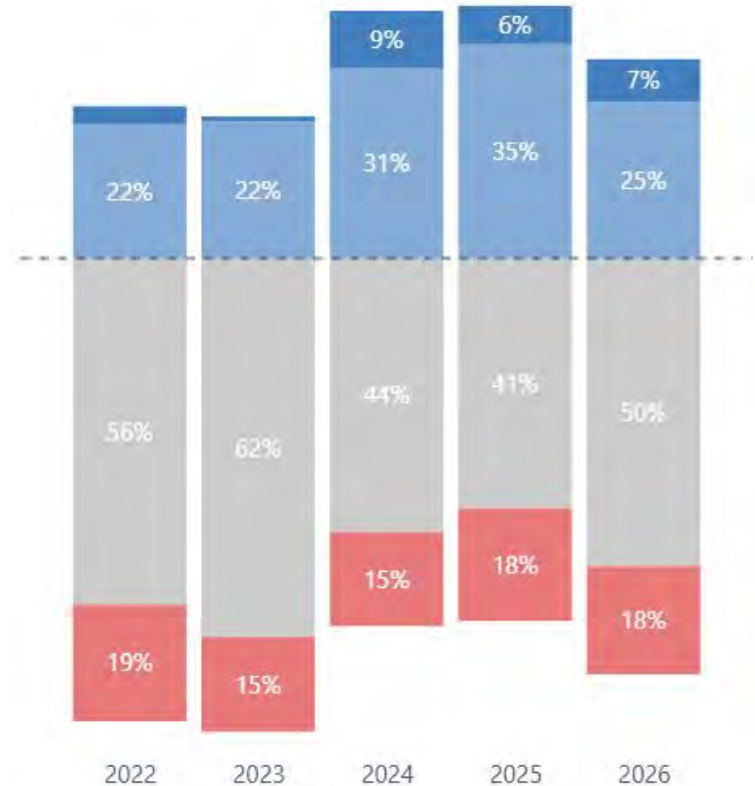
The number of students proficient on math decreased at both the state and district (see below), although high growth was achieved and outpaced last year's growth. An area of concern remains with those not meeting, with a growth of only 20.6 compared to 70+ in all other proficiency bands.



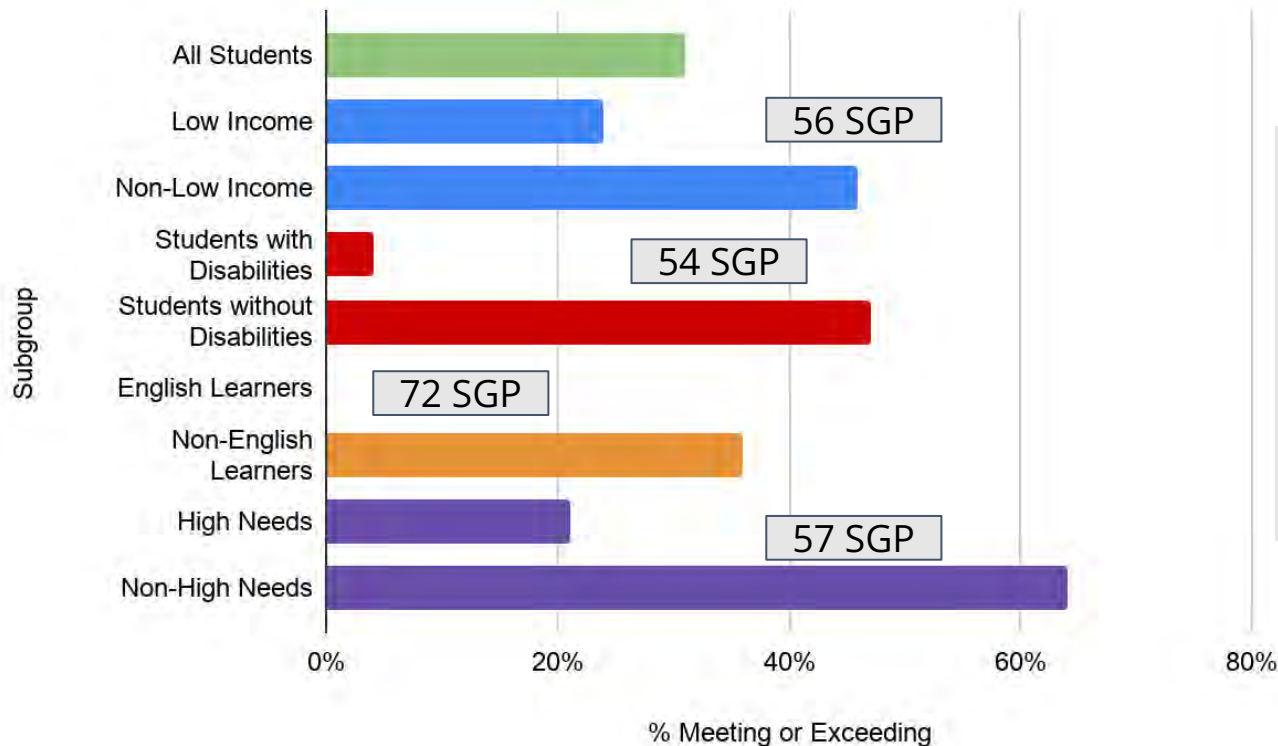
**70
SGP**

Performance Levels Over Time - Math

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



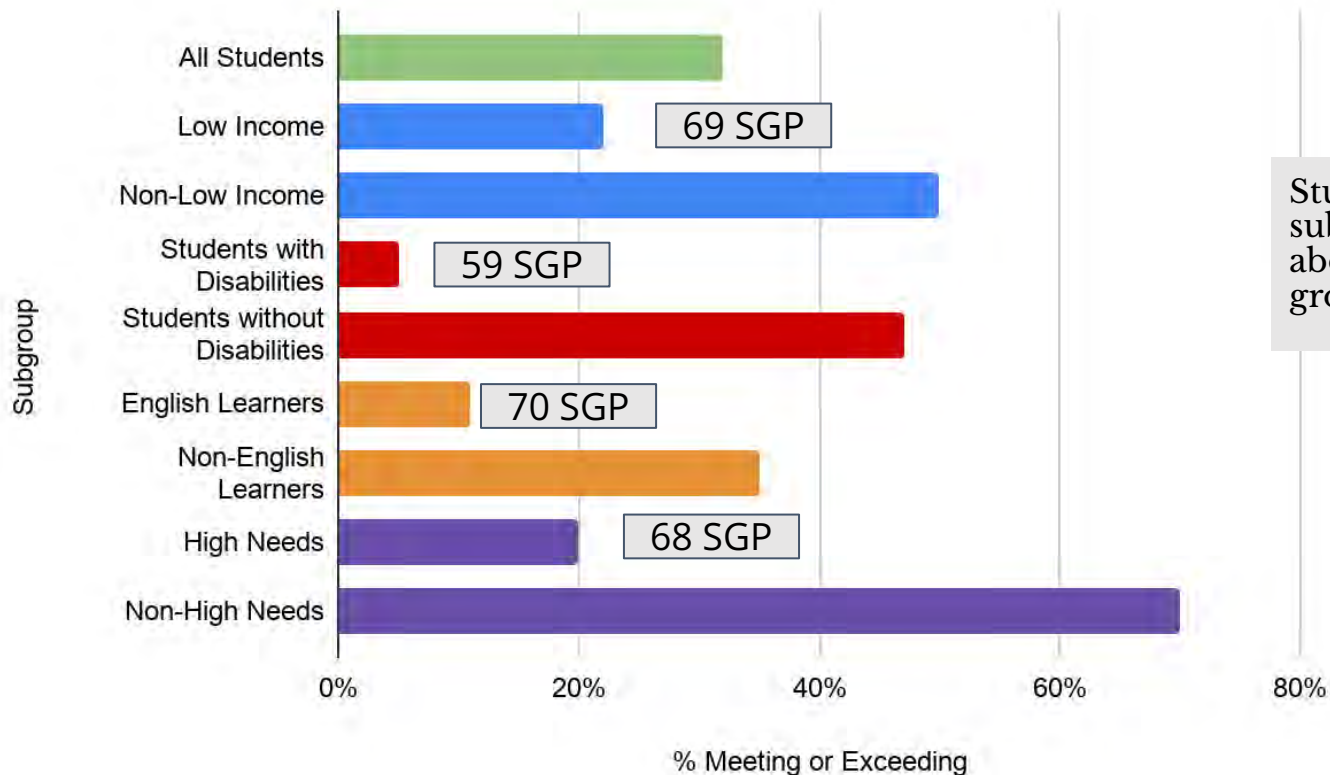
ELA Subgroup Achievement Grade 10



Student Growth declined by ten or more points for all subgroups except for *English Learners*.

Despite 0% proficiency, 11% more ML students were Partially Meeting than in 2025 and a high growth rate of 72.

Math Subgroup Achievement Grade 10



Student Growth for subgroups was nearly or above 60 - indicating high growth for all subgroups.

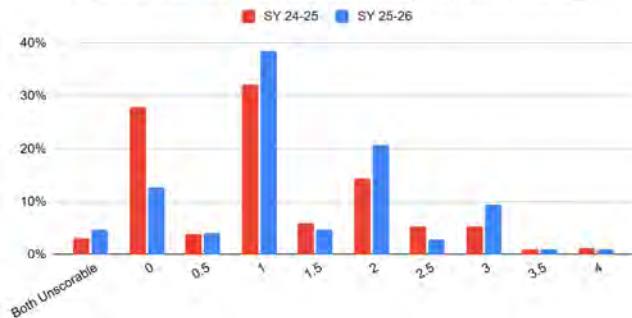


Writing Results

MCAS Essay Writing

Elementary: Idea Development (Grades 3-5)

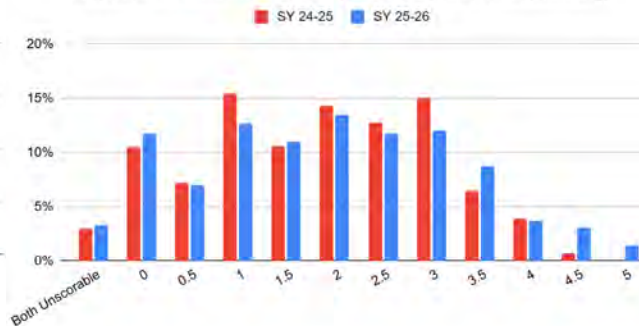
Proportion of Students at Each Score (MCAS Essay: Idea Development Avg)



In grades 3-5 the % of students receiving a 0 decreased with notable increases in students receiving a 1 or a 2 for their response.

Middle: Idea Development (Grades 6-8)

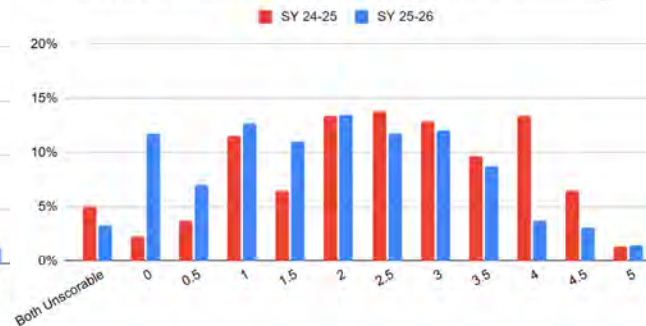
Proportion of Students at Each Score (MCAS Essay: Idea Development Avg)



In grades 6-8 we saw increases in the percent of students at the higher range of idea development with scores between 3.5 and 5 on two essays.

High: Idea Development (Grades 10+)

Proportion of Students at Each Score (MCAS Essay: Idea Development Avg)



In grade 10 we saw the number of students receiving high scores (3-5) for idea development shrink and increase in the percent of students with lower scores (0-2)

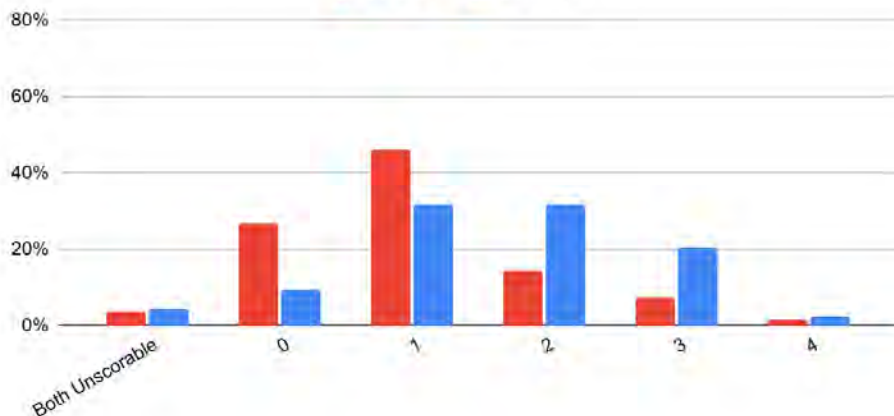
We saw positive meaningful movement at the lower end of idea development scores in 3-5 and positive movement at the higher end of idea development scores in middle school, whereas we saw a decline in grade 10 writing scores.

MCAS Essay Writing

4th Grade: Idea Development

Proportion of Students at Each Score (MCAS Essay: Idea Development Avg)

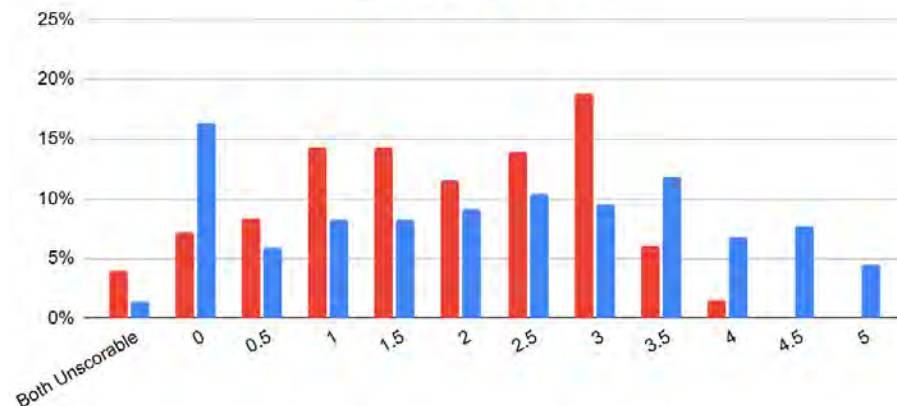
■ SY 24-25 ■ SY 25-26



7th Grade: Idea Development

Proportion of Students at Each Score (MCAS Essay: Idea Development Avg)

■ SY 24-25 ■ SY 25-26



4th and 7th grade are two particular bright spots in the writing idea development data. 4th grade cut the % of students scoring a 0 by over 50% and increased the % of students scoring a 2 or a 3 by greater than 50%. While there was a spike in students receiving a 0 in 7th grade, nearly 30% of students scored a 3.5 or better across 2 essays with significant growth in students who received a perfect or almost perfect score.



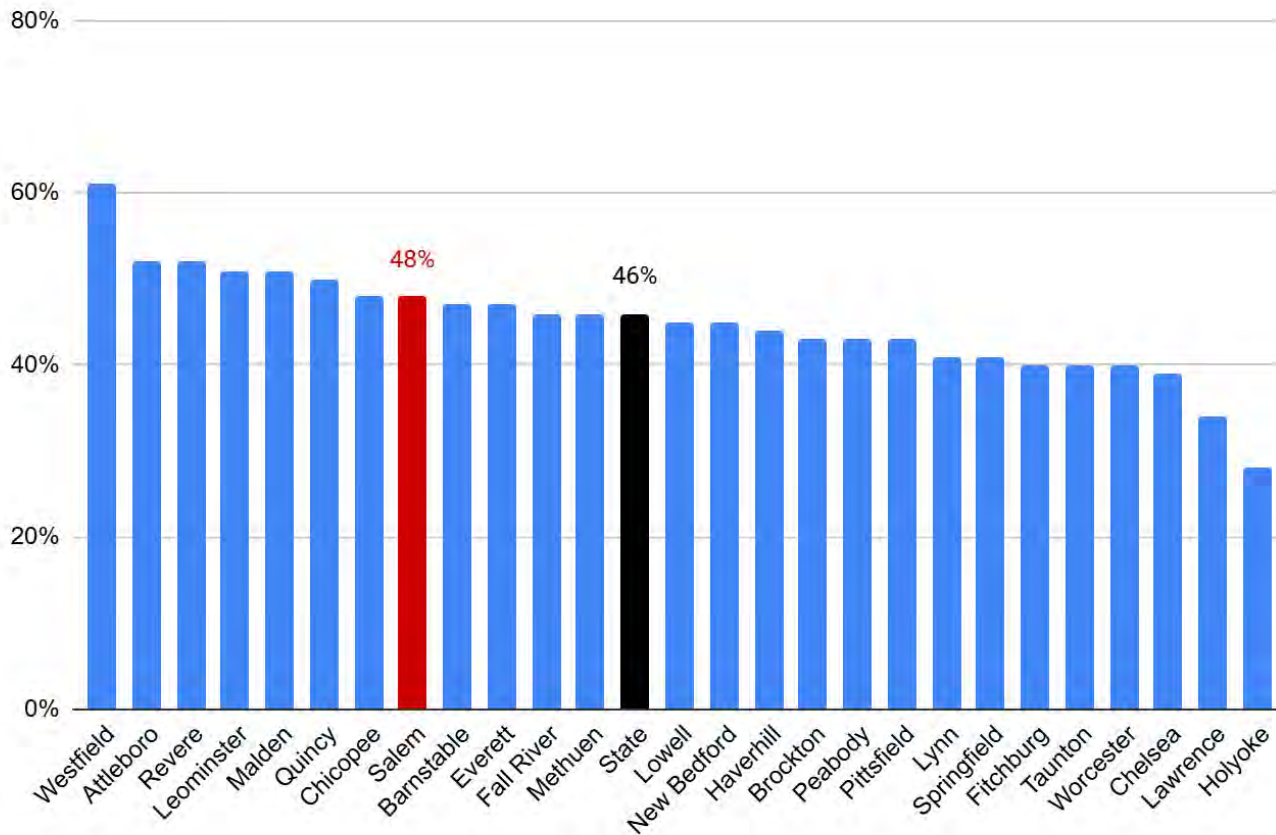
ACCESS Results Grades K-12

ACCESS 2026 Results

State: 46%
Salem: 48%

All grades 1-12
represented

K is not
represented -
took ACCESS for
first time, no
proficiency
target to meet.





Next Steps

Implications & Opportunities

Priorities

Expertly Implement the Daily Instructional Cycle

→ 100% of kids doing the learning in 100% of classes, every day.

Elevate the Lowest-Performing Groups

→ 30% Gr. 3 reading. 45% students feel valued. 52% SWD in advanced coursework.

Crush Chronic Absenteeism

→ We hit 15.7% — below goal. But 1 in 6 students are still missing too much school.

Engage & Involve ALL Families

→ 66% families say school is a good fit. Only 40–45% of students feel valued.

Implications & Opportunities

Core Levers

Coherence, Alignment, Consistency

→ Reduce fragmentation in the student experience, especially for our most historically marginalized subgroups

Observation, Feedback, Walkthroughs

→ Real-time feedback, elevate best practice

Leverage Instructional Tools & Resources

→ High-dosage tutoring, Writing Toolkit, MTSS system, etc.

Address Boosters & Blockers

→ Interrupt bottlenecks that get in the way of the work

Implications & Opportunities

Pillar	Strategy	Metrics
 Priority 1: CULTIVATE Support students' academic, cultural, and linguistic growth and development.	1.1 Implement Salem's Instructional Vision to cultivate a love of learning in all students as they become independent, self-directed learners.	90% of classrooms with 80% or higher student engagement - CPPI classes scoring between 4-7 on the CLASS on the instructional support indicator 65% of 3rd grades M/E expectations on ELA MCAS
	1.2 Provide all students with high-quality, engaging and relevant learning experiences.	Achievement % of students who start the year proficient, also end the year proficient % of students M/E expectations on MCAS % of students who are scoring >2 on idea development (MCAS writing) % of 9th graders who pass Algebra 1 Growth - Average SGP on MCAS % of students not meeting/partially meeting achieving high growth (60+) - Average SGP for key subgroups: SoC, MLs, SWDs, students from low income families
	1.3 Enhance the student experience to cultivate curiosity and prepare all learners for college and careers after high school.	% of student graduating in four years Post-Secondary Plans % of graduating seniors planning to attend college who complete and submit their college acceptance/rejection outcomes % of students who choose to pursue a post-secondary career option earn an industry recognized credential Matriculation % of graduating seniors who are accepted to a postsecondary institution and confirm their enrollment/deposit Persistence % of SPS graduates who were accepted to a 2-year or 4 year college and who persist through the end of their first year
	1.4 Infuse wellness, joy and identity into each day for every student.	% of students who respond favorably to Panorama questions, disaggregated by subgroup <i>Metrics to be determined for non-academic competencies in the portrait of a graduate</i>
 Priority 2: EMPOWER Build a diverse, thriving workforce of students who are prepared to grow, stay, and lead.	2.1: Cultivate a diverse educator workforce and pipeline that reflects the culture, languages, and lived experiences of our students and community.	% of teachers at each school who represent the racial, ethnic, linguistic diversity and lived experience of the students and community % of staff at each school who represent the racial, ethnic, linguistic diversity and lived experience of the students and community
	2.2 Develop leadership practices that foster continuous growth, instructional coherence, and high expectations for all learners.	% of educators who meet their annual student learning goals
	2.3 Build Salem Public Schools into a system where educators want to work, stay, grow, and lead.	% of teachers rated as proficient or better retention disaggregated by subgroup % of staff rated as proficient or better retention retention disaggregated by subgroup

A key component to our improvement strategy this year is the continuous monitoring of key metrics that will guide us in understanding ongoing progress toward annual goals and interim targets in the strategic plan.

A preview of metrics is accessible via a hyperlink in the image to the left.



2026 MCAS
School Committee Packet
District Achievement, Growth, and Equity Trends

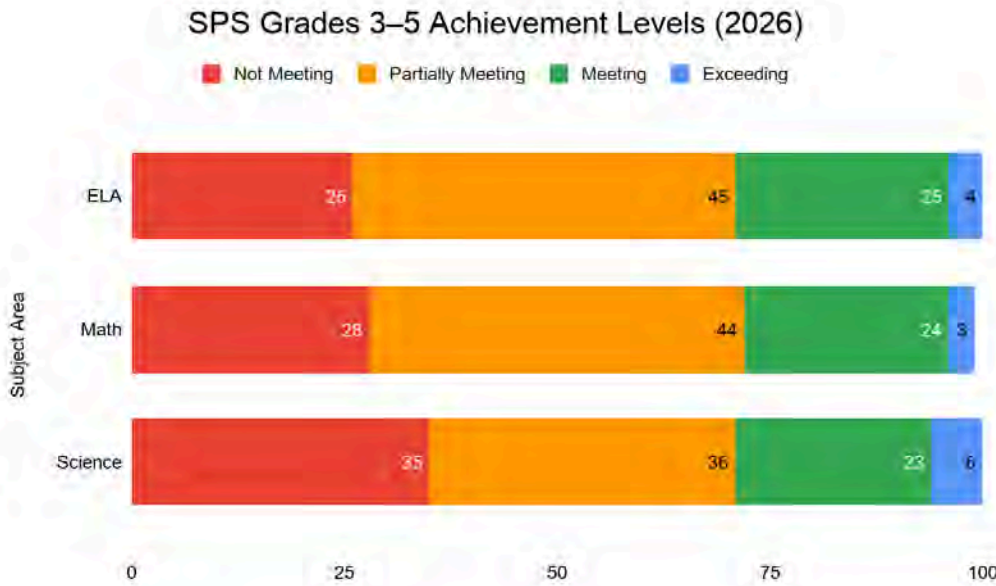
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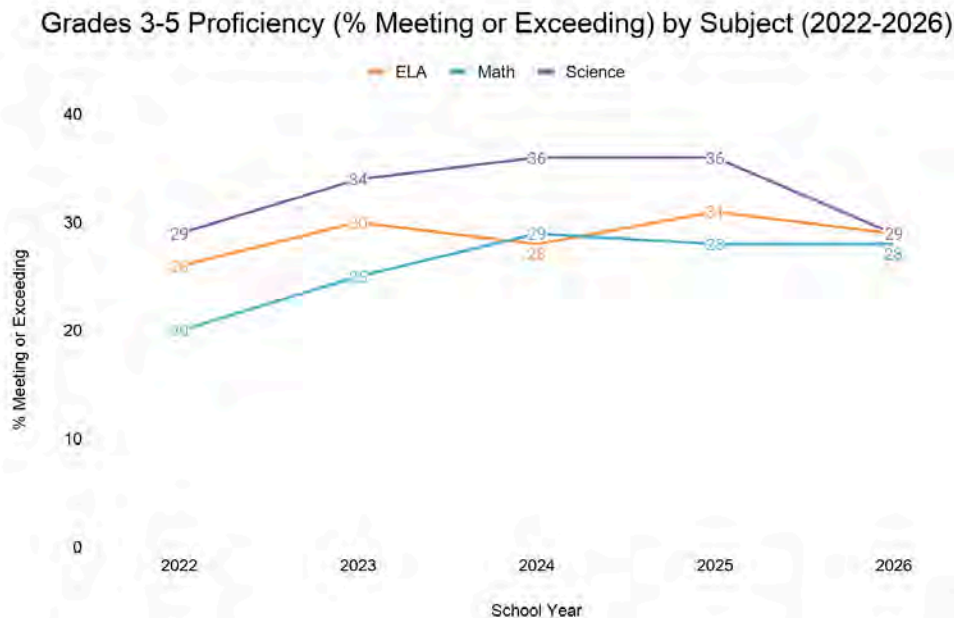
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1. District Achievement & Growth (All Students)

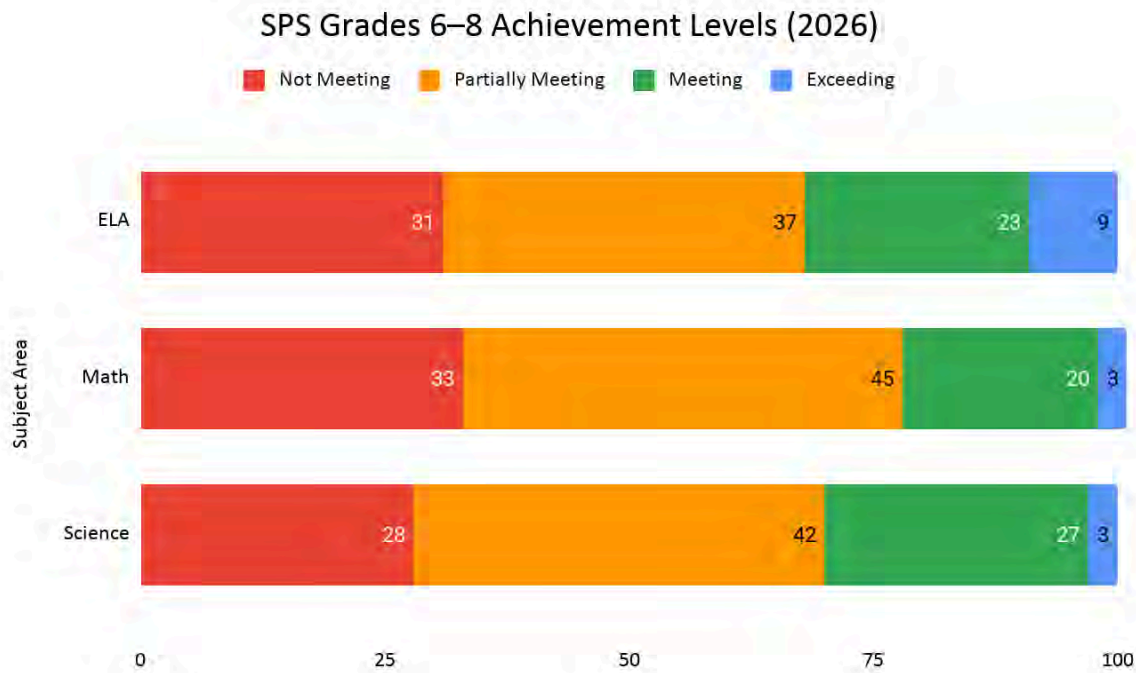
1.1 Grades 3-5 Achievement Levels for All Students (2026)



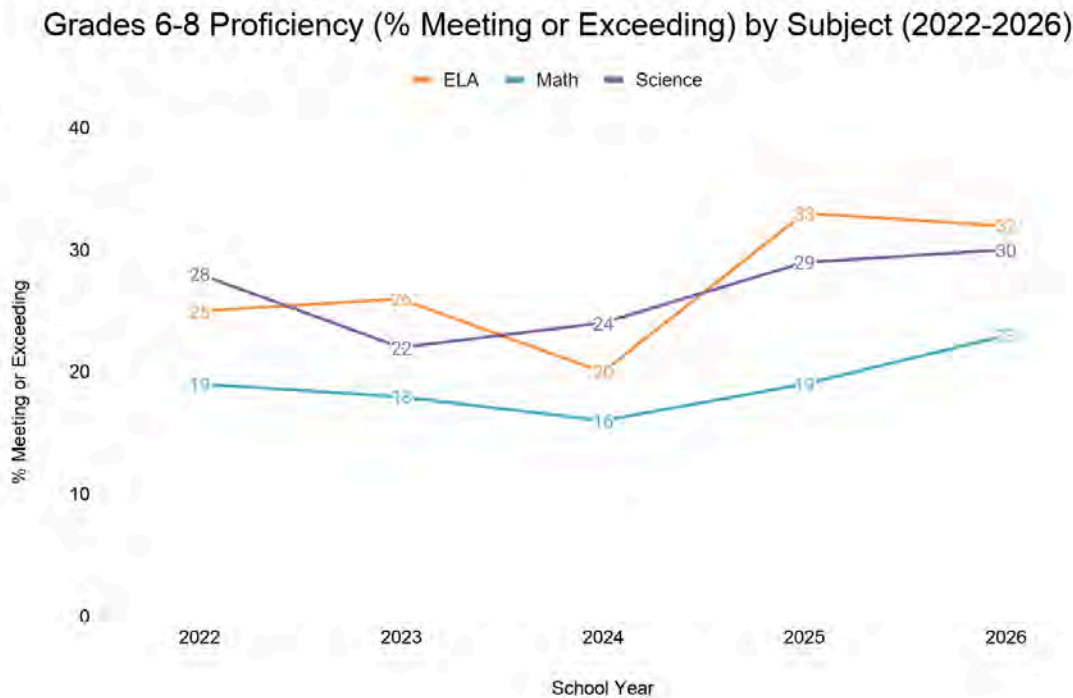
1.2 Grades 3-5 Proficiency Levels for all Students (2022 - 2026)



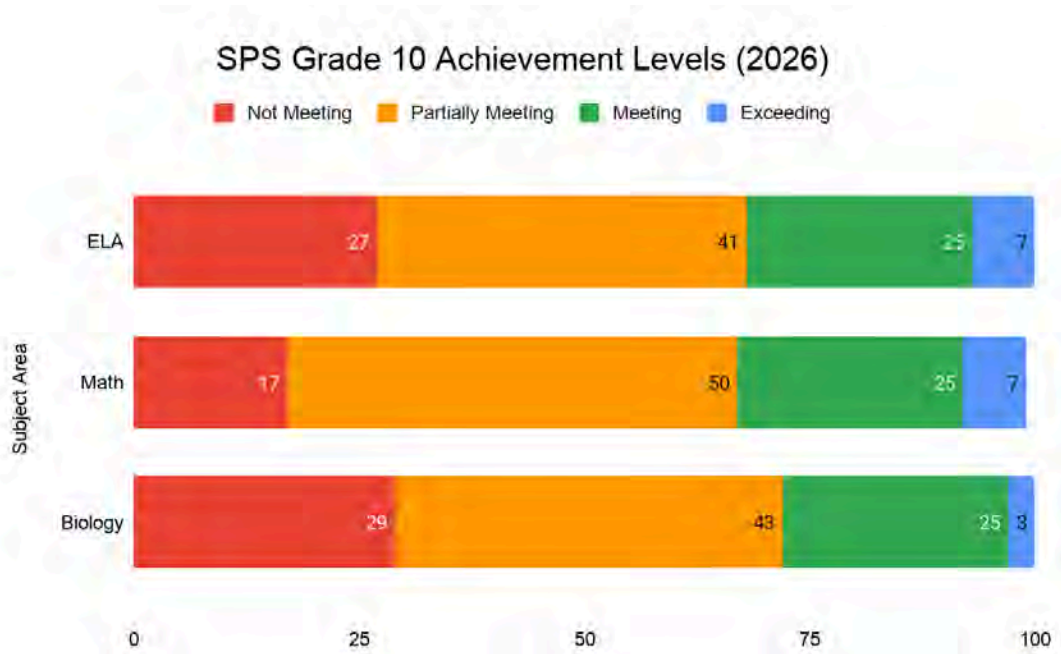
1.3 Grades 6-8 Achievement Levels for All Students (2026)



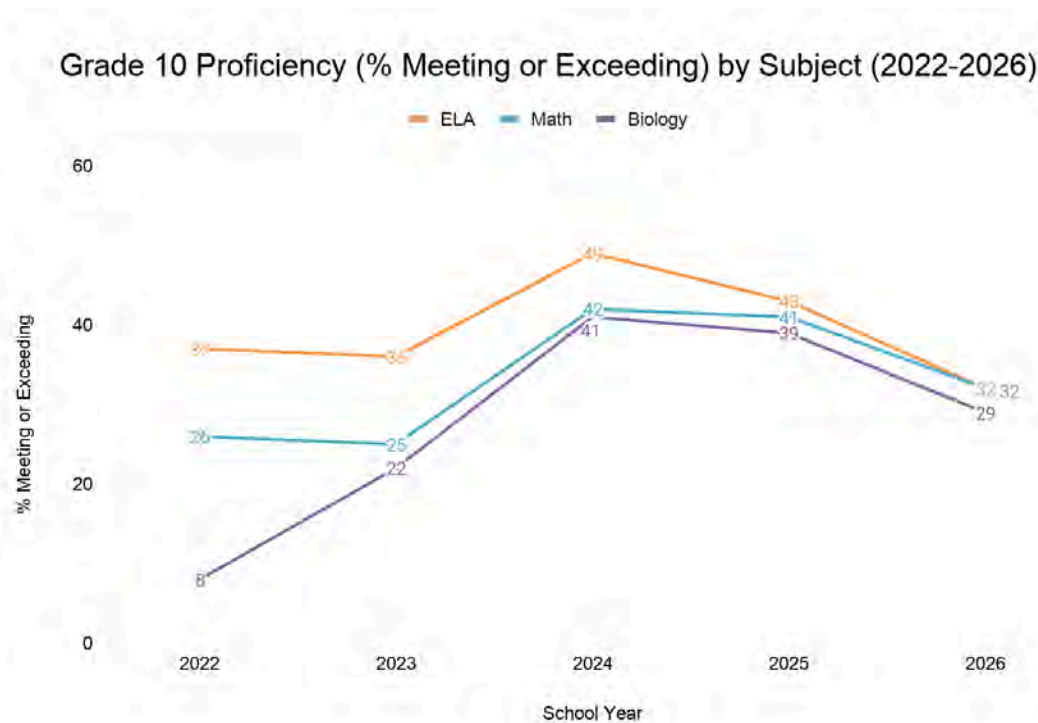
1.4 Grades 6-8 Proficiency Levels for All Students (2022 - 2026)



1.5 Grade 10 Achievement Levels for All Students (2026)



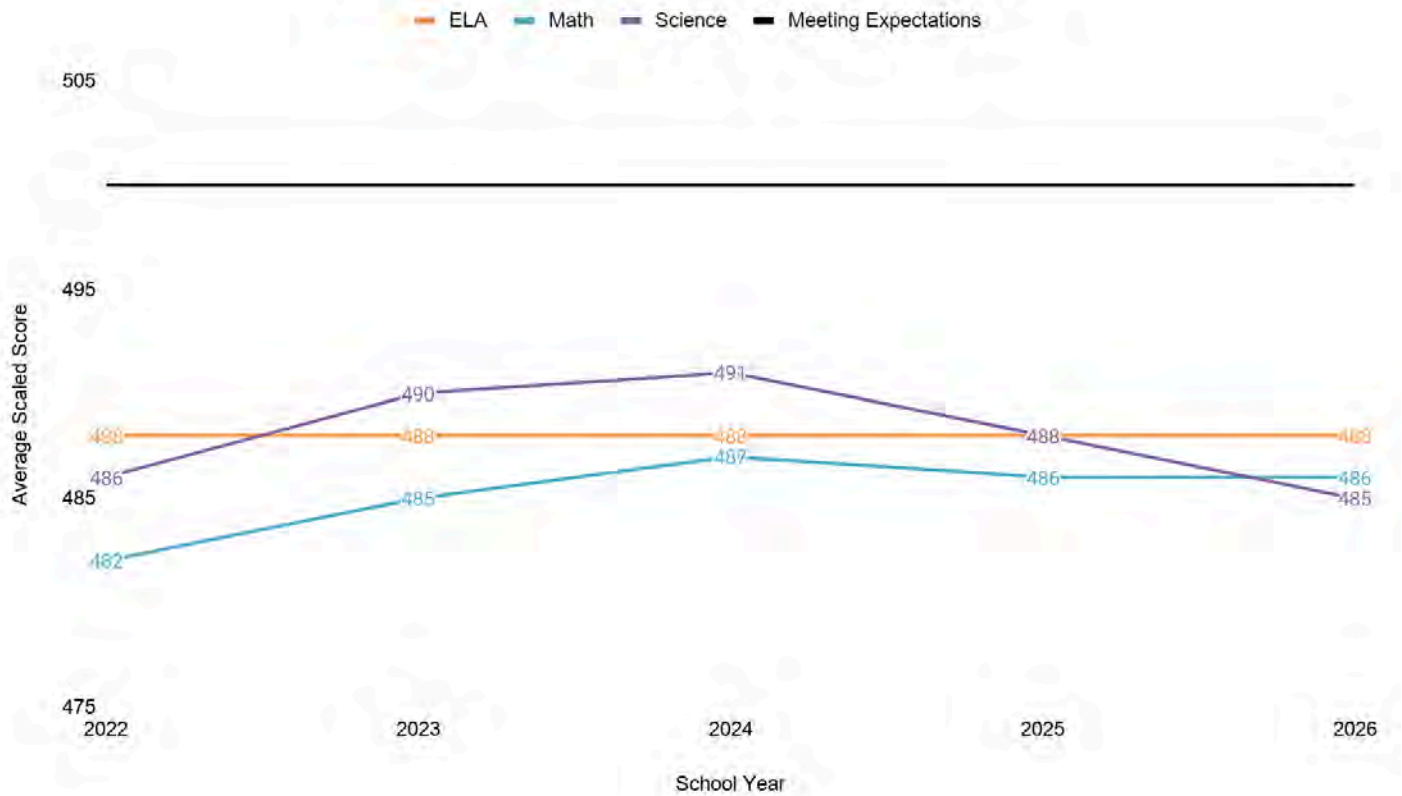
1.6 Grade 10 Proficiency Levels for All Students (2022 - 2026)



1.7 Grades 3-5 Average Scaled Score Change for All Students

Grades 3-5	Average Scaled Scores Over Time			
Subject	2024	2025	2026	2-year Change
ELA	488	488	488	0
Math	487	486	486	-1
Science	491	488	485	-6

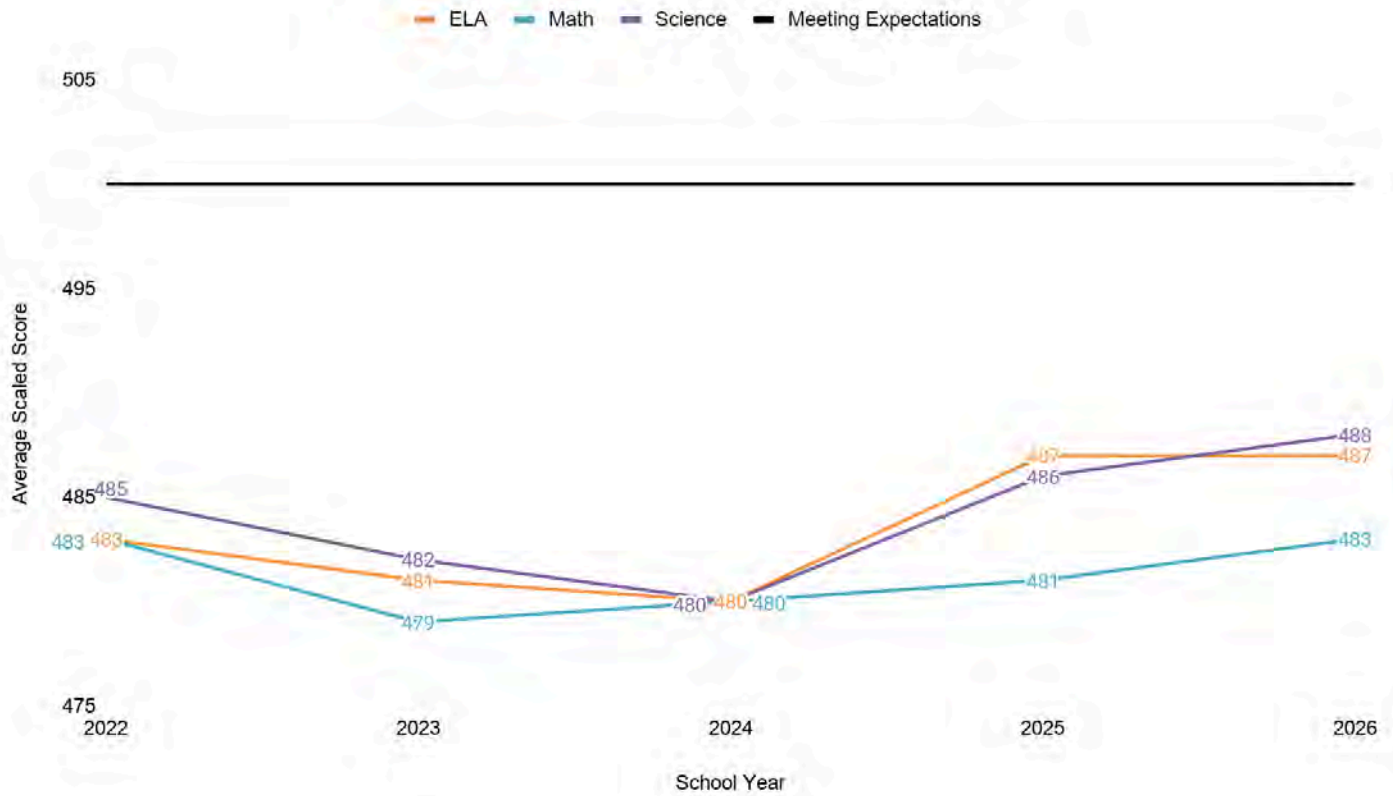
Grades 3-5 Average Scaled Score (2022-2026)



1.8 Grades 6-8 Average Scaled Score Change for All Students

Grades 6-8	Average Scaled Scores Over Time			
Subject	2024	2025	2026	2-year Change
ELA	480	487	487	7
Math	480	481	483	3
Science	480	486	488	8

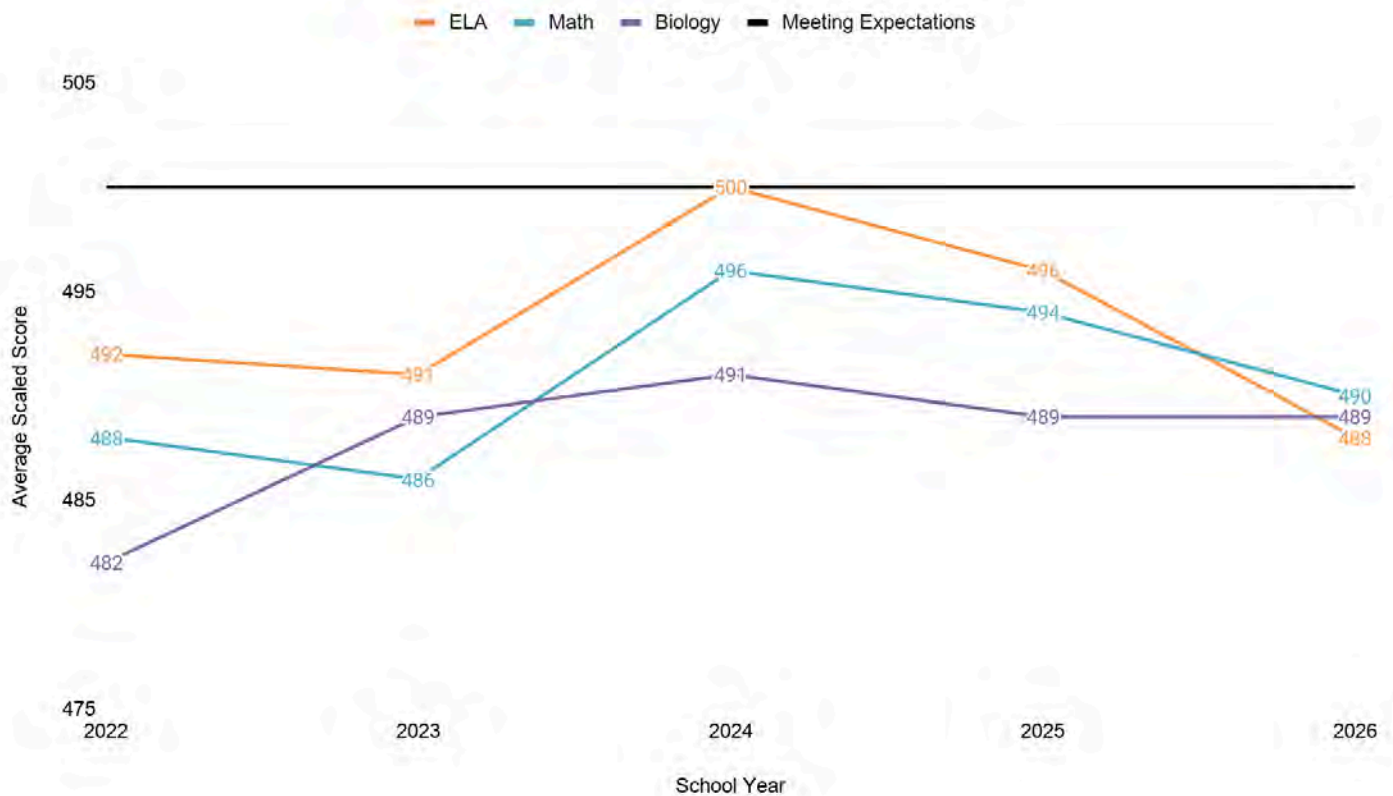
Grades 6-8 Average Scaled Score (2022-2026)



1.9 Grade 10 Average Scaled Score Change for All Students

Grade 10	Average Scaled Scores Over Time			
Subject	2024	2025	2026	2-year Change
ELA	500	496	488	-12
Math	498	495	490	-8
Biology	497	493	485	-12

Grade 10 Average Scaled Score (2022-2026)

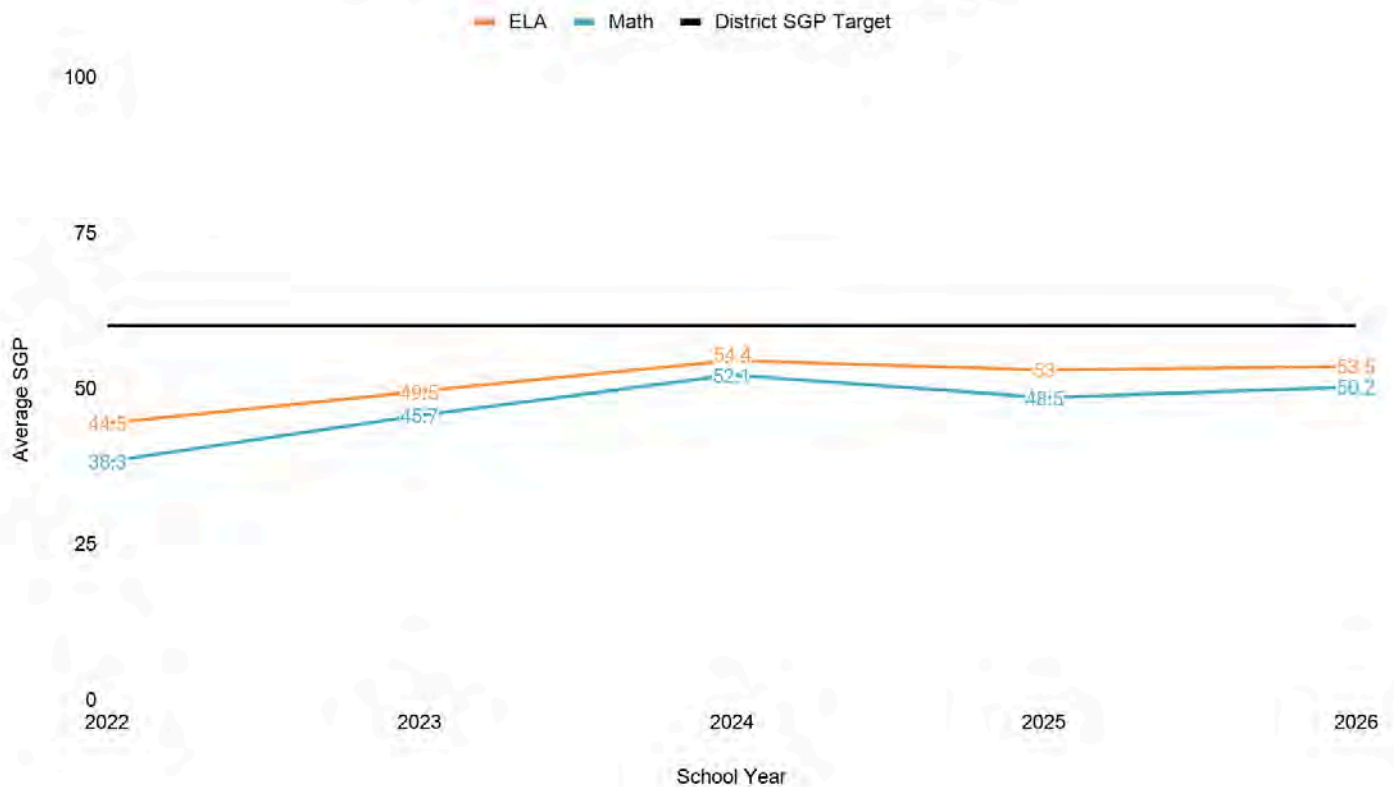


1.10 Grades 3-5* Average SGP for All Students

*Note, there is no SGP for 3rd graders so this is really a grades 4-5 average

Grades 3-5	Average SGP Over Time			
Subject	2024	2025	2026	2-year Change
ELA	54.4	53.0	53.5	-0.9
Math	52.1	48.5	50.2	-1.9
Science	-	-	-	-

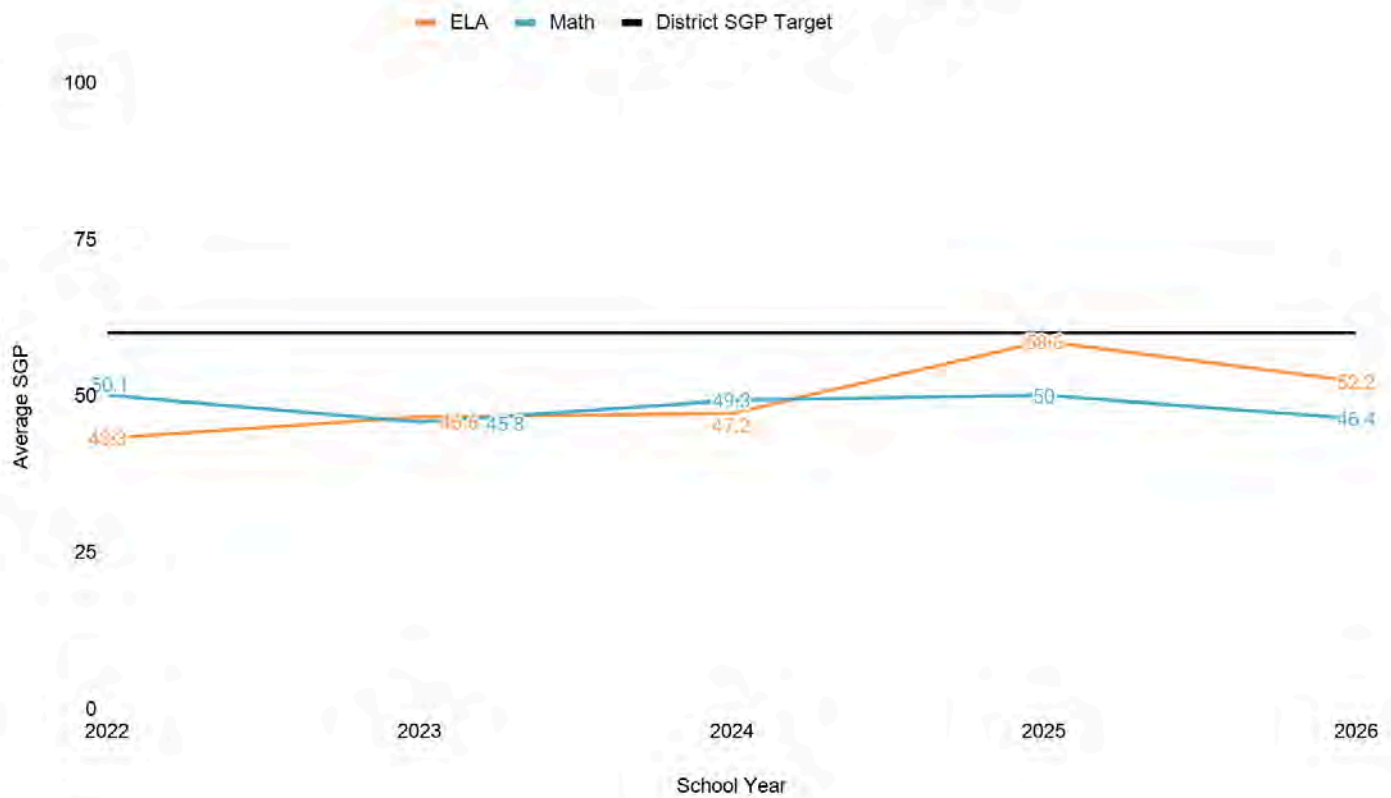
Grades 3-5 Average SGP (2022-2026)



1.11 Grades 6-8 Average SGP for All Students

Grades 6-8	Average SGP Over Time			
Subject	2024	2025	2026	2-year Change
ELA	47.2	58.6	52.2	5
Math	49.3	50	46.4	-2.9
Science	-	-	-	-

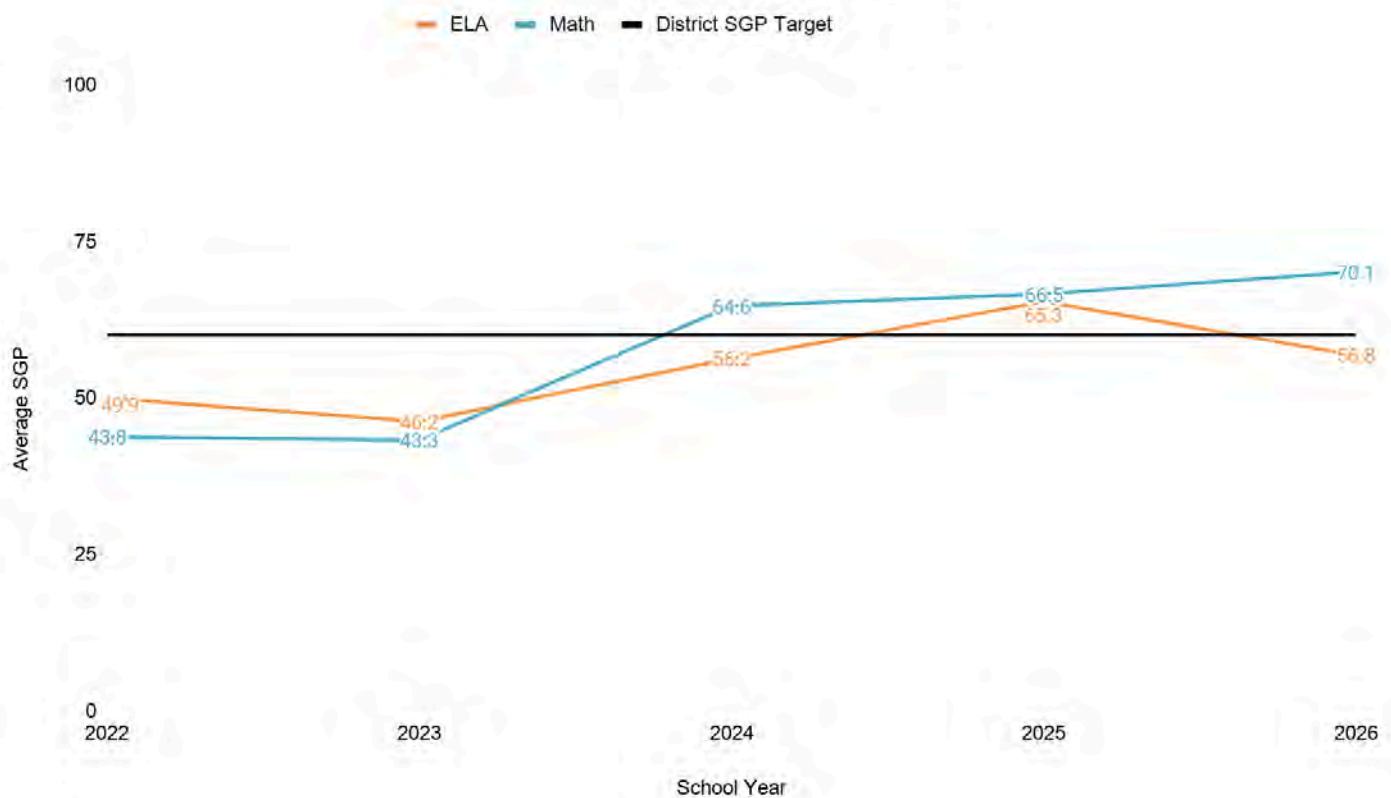
Grades 6-8 Average SGP (2022-2026)



1.12 Grade 10 Average SGP for All Students

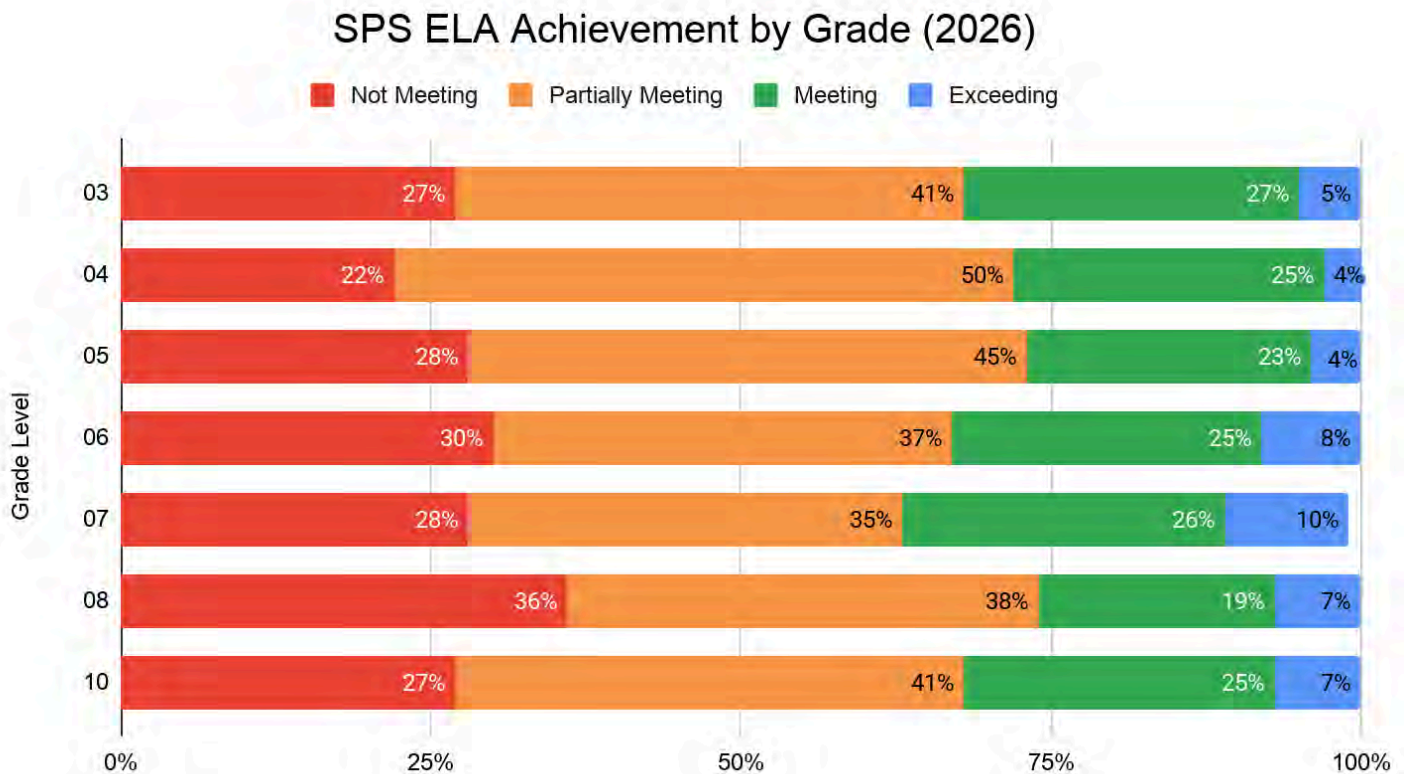
Grade 10*	Average SGP Over Time			
Subject	2024	2025	2026	2-year Change
ELA	56.2	65.3	56.8	0.6
Math	64.6	66.5	70.1	5.5
Biology	-	-	-	-

Grade 10 Average SGP (2022-2026)



2. ELA (Content Area)

2.1 2026 ELA Achievement Levels for All Students by Grade

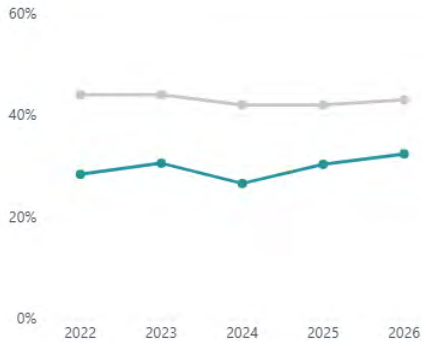


2.2 ELA Proficiency Levels for All Students by Grade

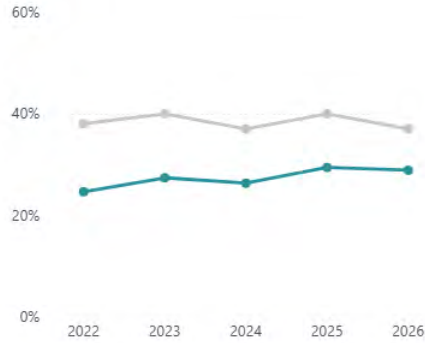
ELA All Grades	% Meeting or Exceeding Over Time				
Grade Level	2024	2025	2026	2-year Change	1-year Change
03	27%	30%	32%	5%	2%
04	26%	29%	29%	3%	0%
05	31%	33%	27%	-4%	-6%
06	12%	33%	33%	21%	0%
07	22%	32%	36%	14%	4%
08	25%	33%	26%	1%	-7%
10	50%	43%	32%	-18%	-11%

ELA: State vs District % Proficient

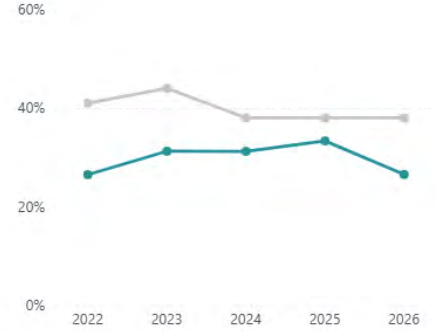
Grade 3 ELA



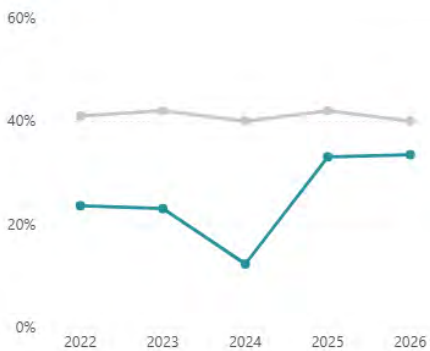
Grade 4 ELA



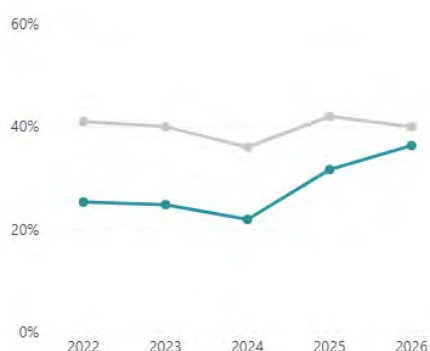
Grade 5 ELA



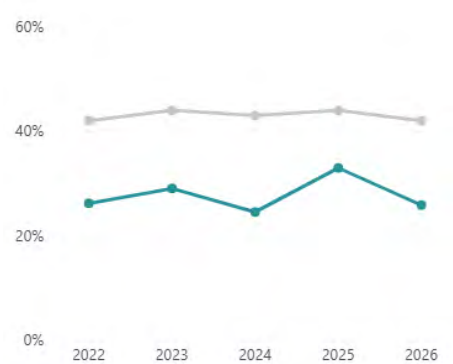
Grade 6 ELA



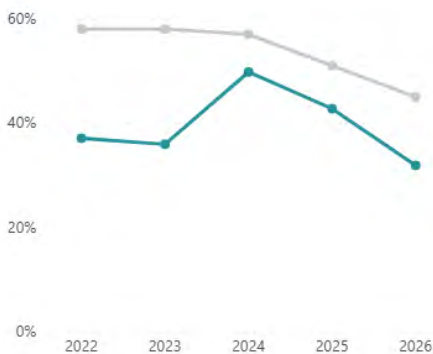
Grade 7 ELA



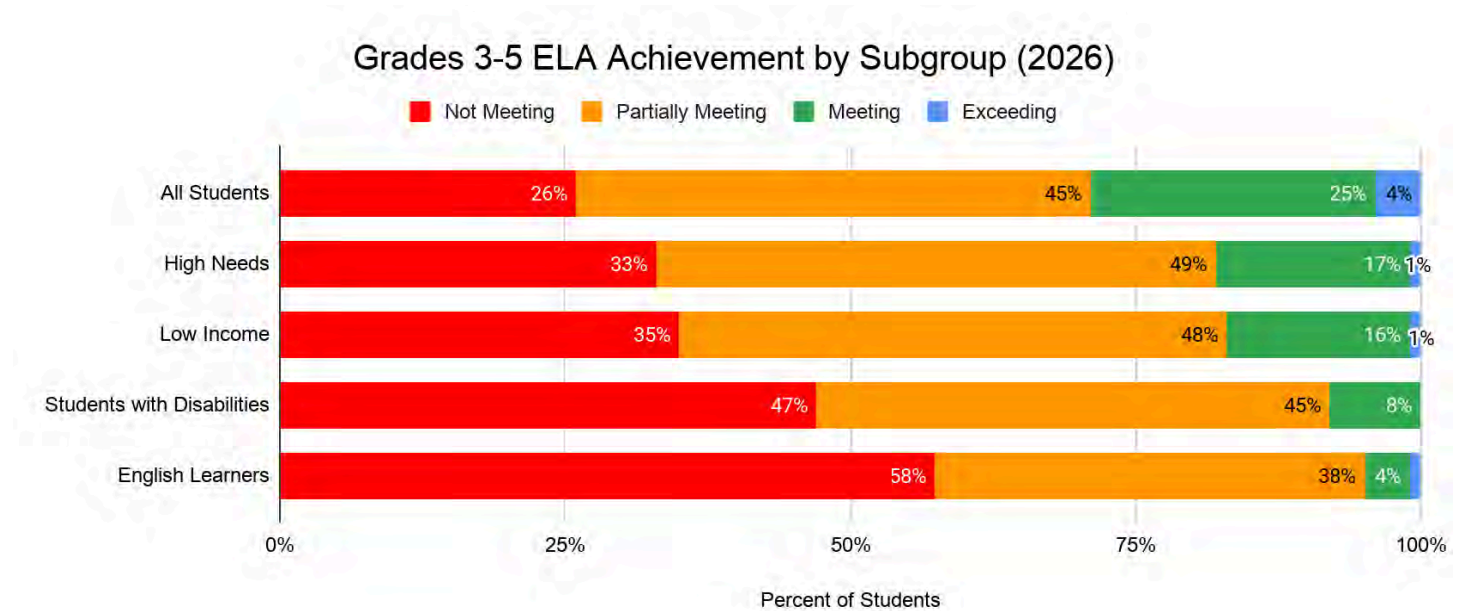
Grade 8 ELA



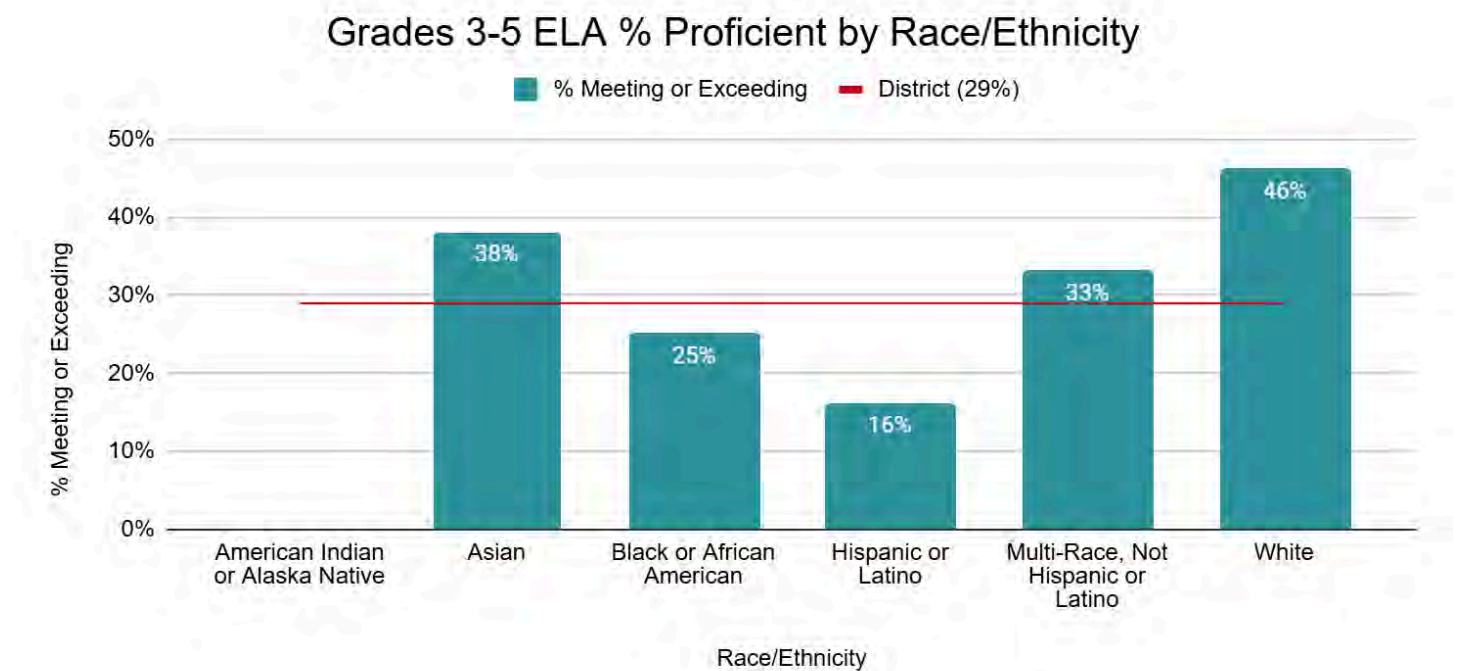
Grade 10 ELA



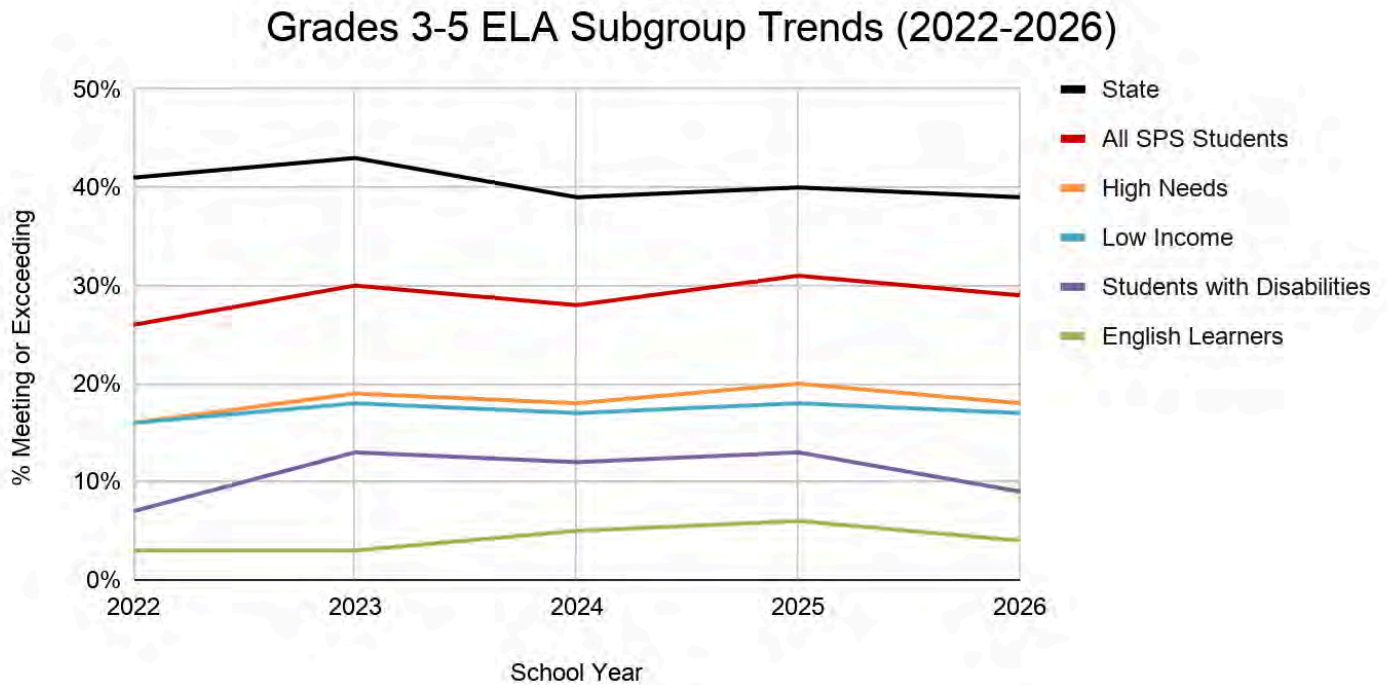
2.3 Grades 3-5 ELA: Achievement by Subgroup (2026)



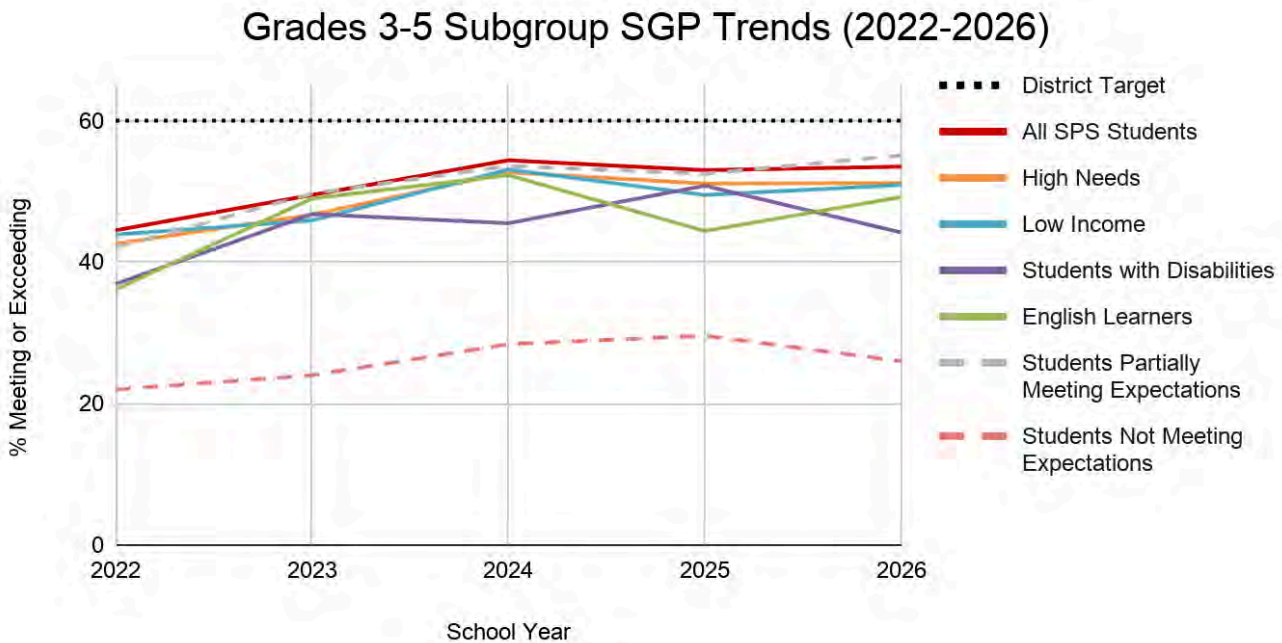
2.4 Grades 3-5 ELA: Achievement by Race/Ethnicity (2026)



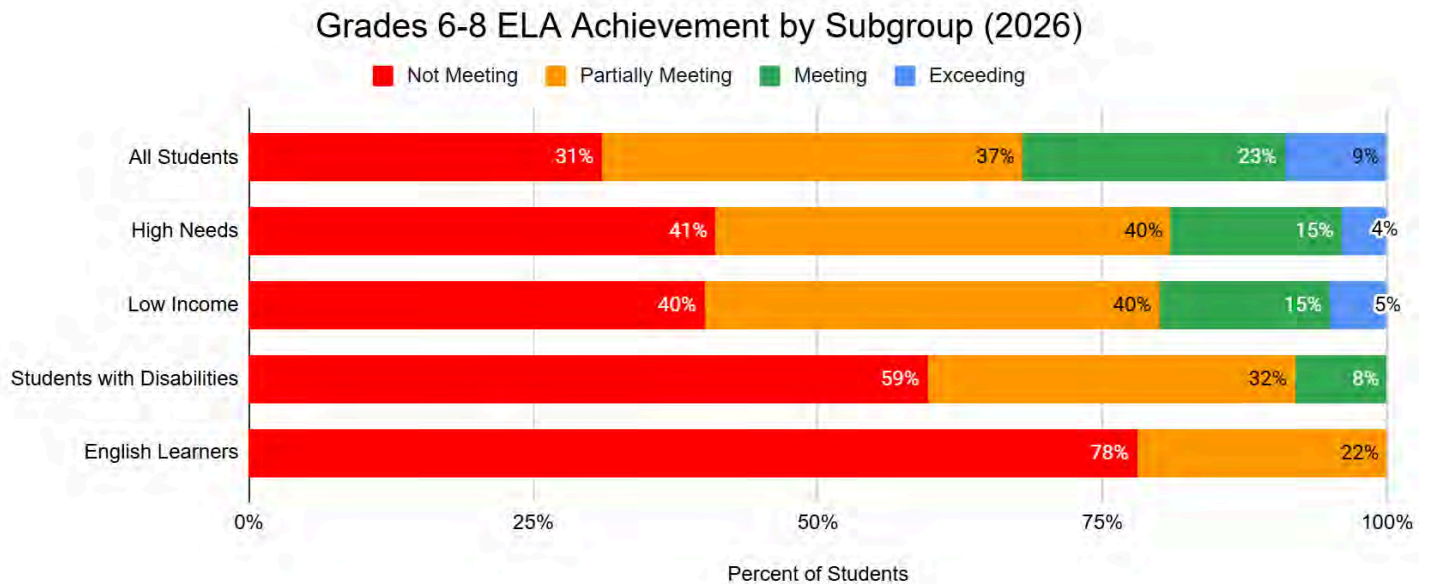
2.5 Grades 3-5 ELA: Subgroup Trends — 2022-2026



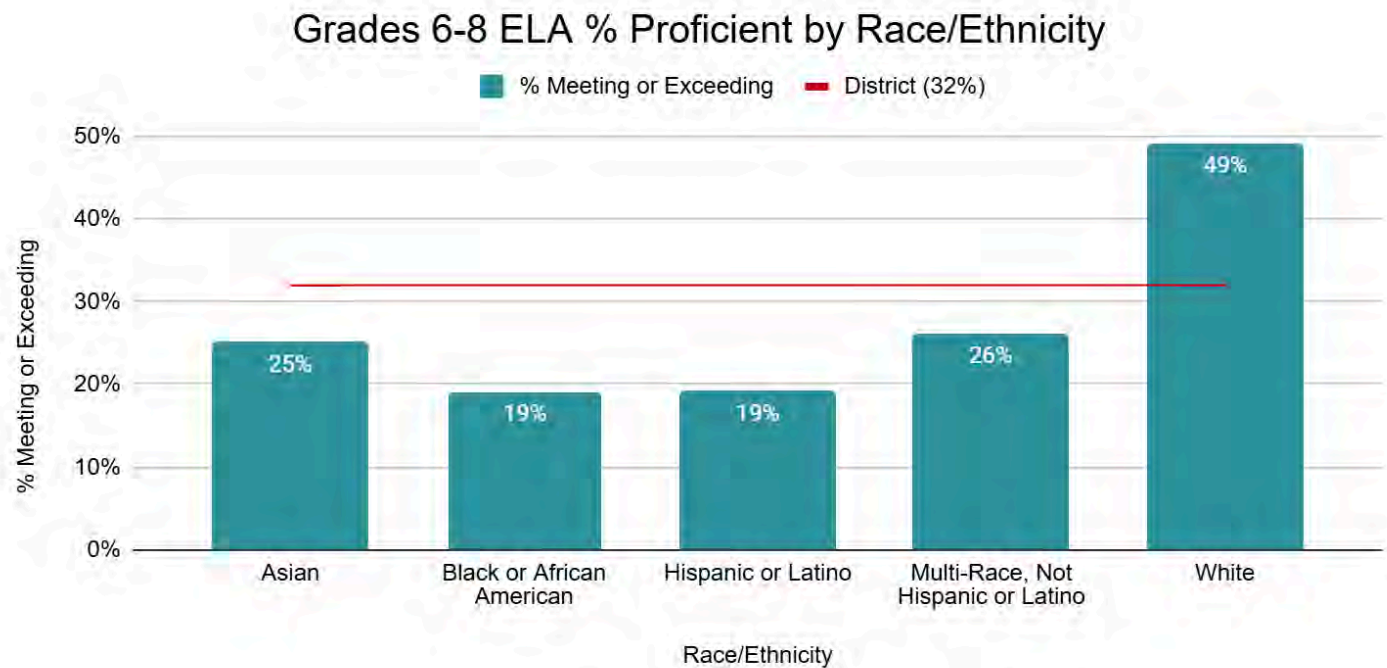
2.6 Grades 3-5 ELA: Growth by Subgroup — 2022-2026



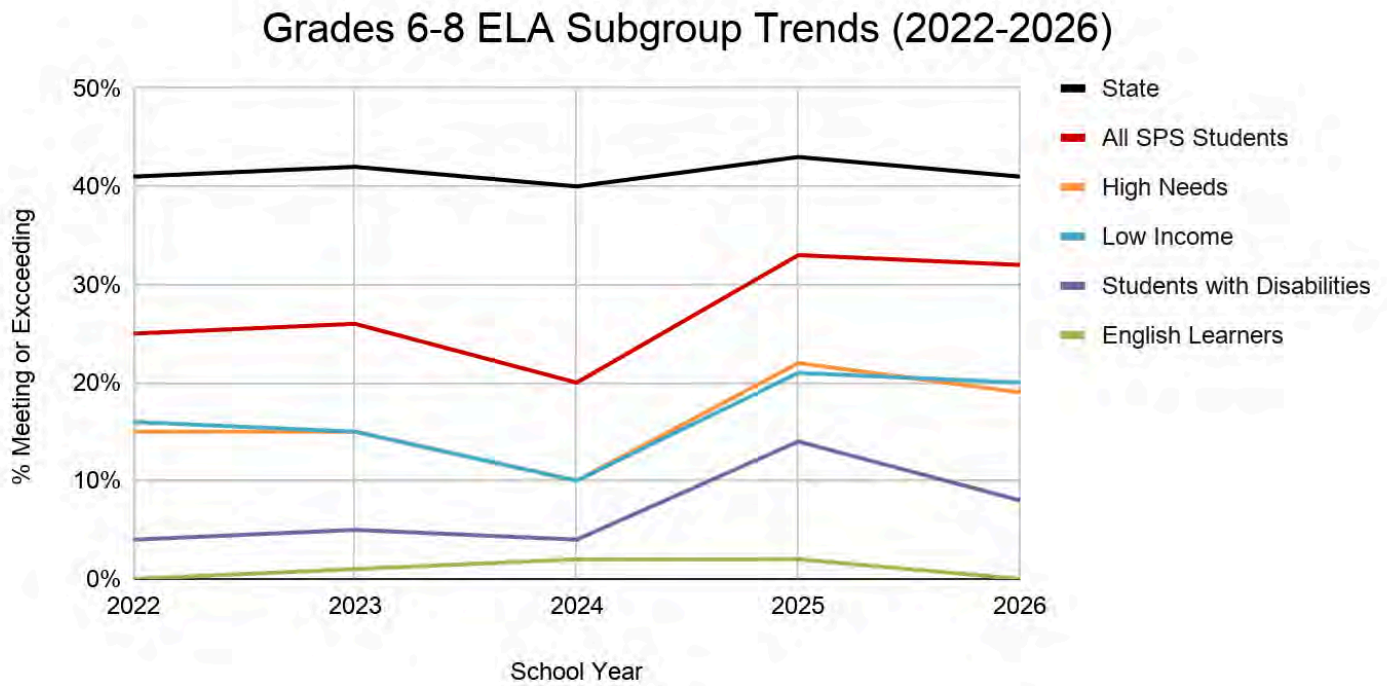
2.7 Grades 6-8 ELA: Achievement by Subgroup (2026)



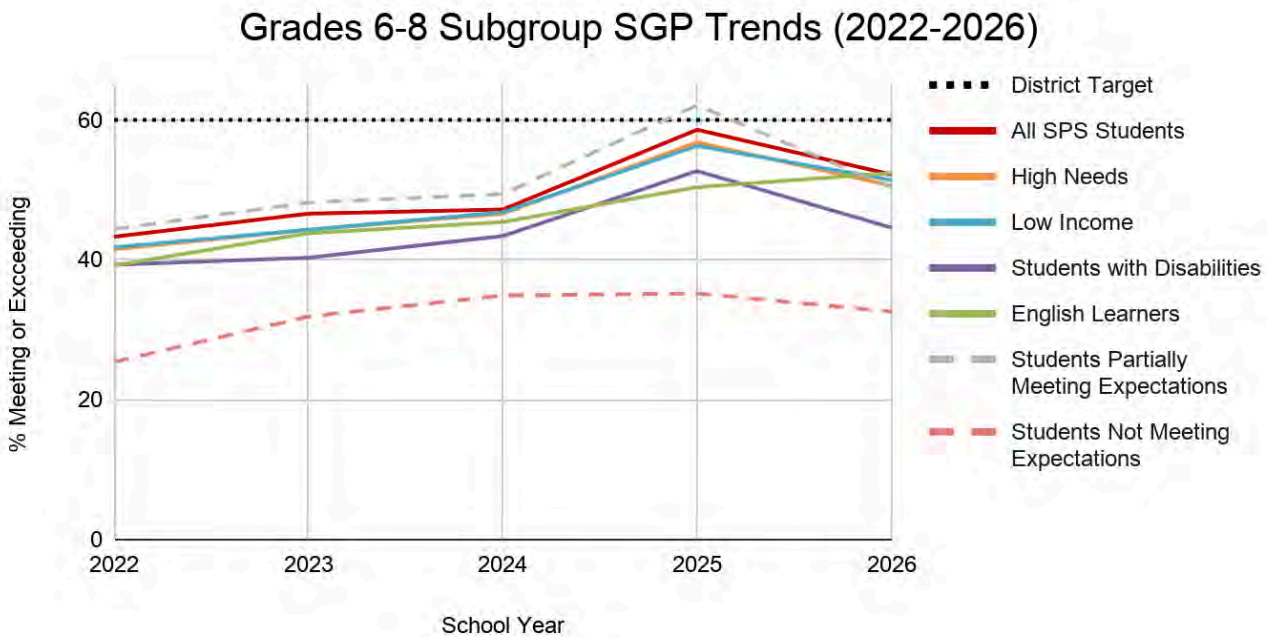
2.8 Grades 6-8 ELA: Achievement by Race/Ethnicity (2026)



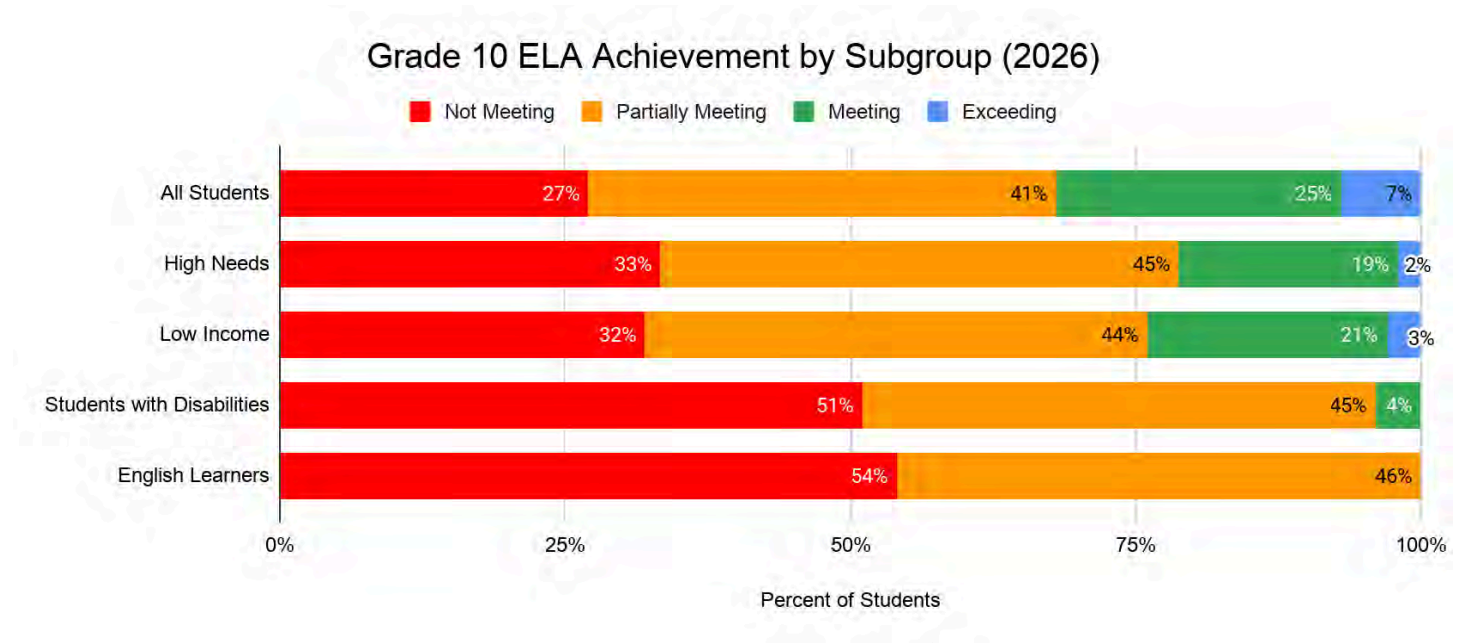
2.9 Grades 6-8 ELA: Subgroup Trends — 2022-2026



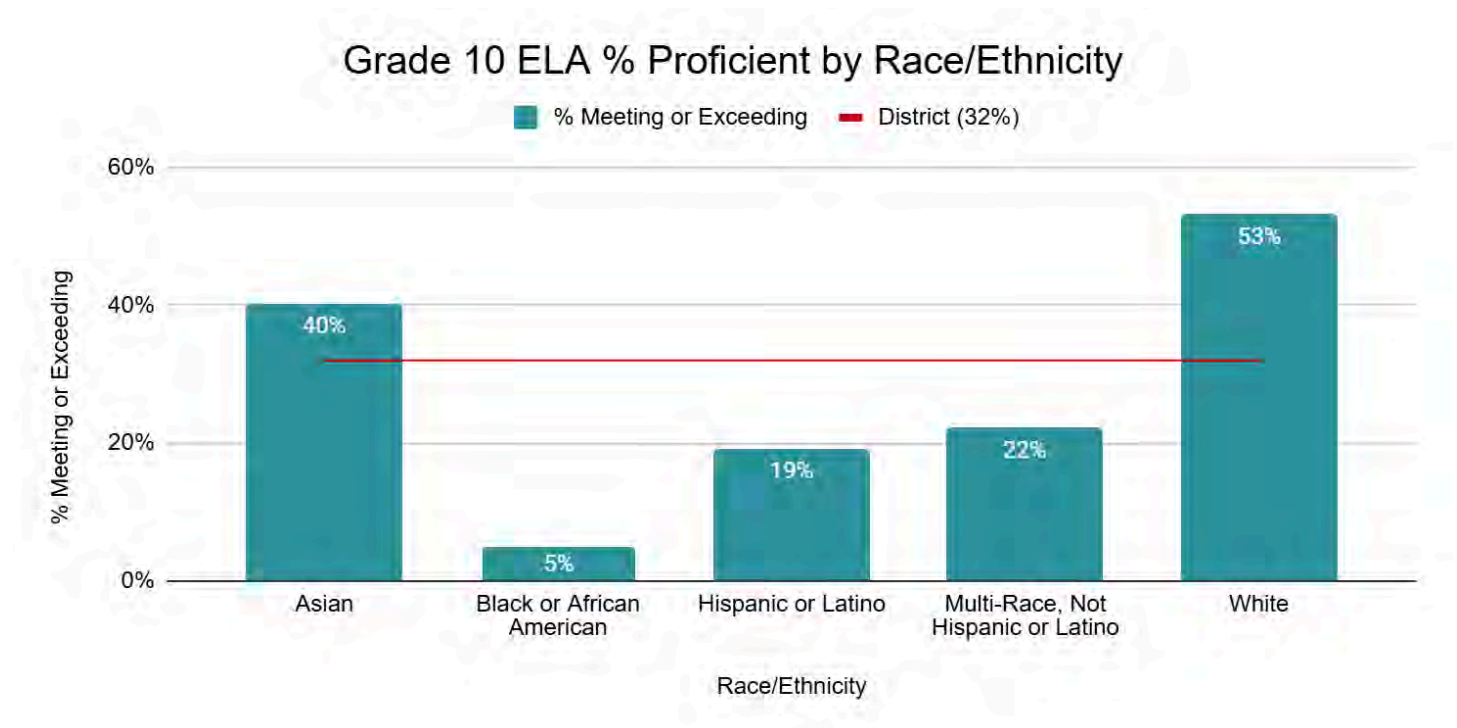
2.10 Grades 6-8 ELA: Growth by Subgroup — 2022-2026



2.11 Grade 10 ELA: Achievement by Subgroup (2026)

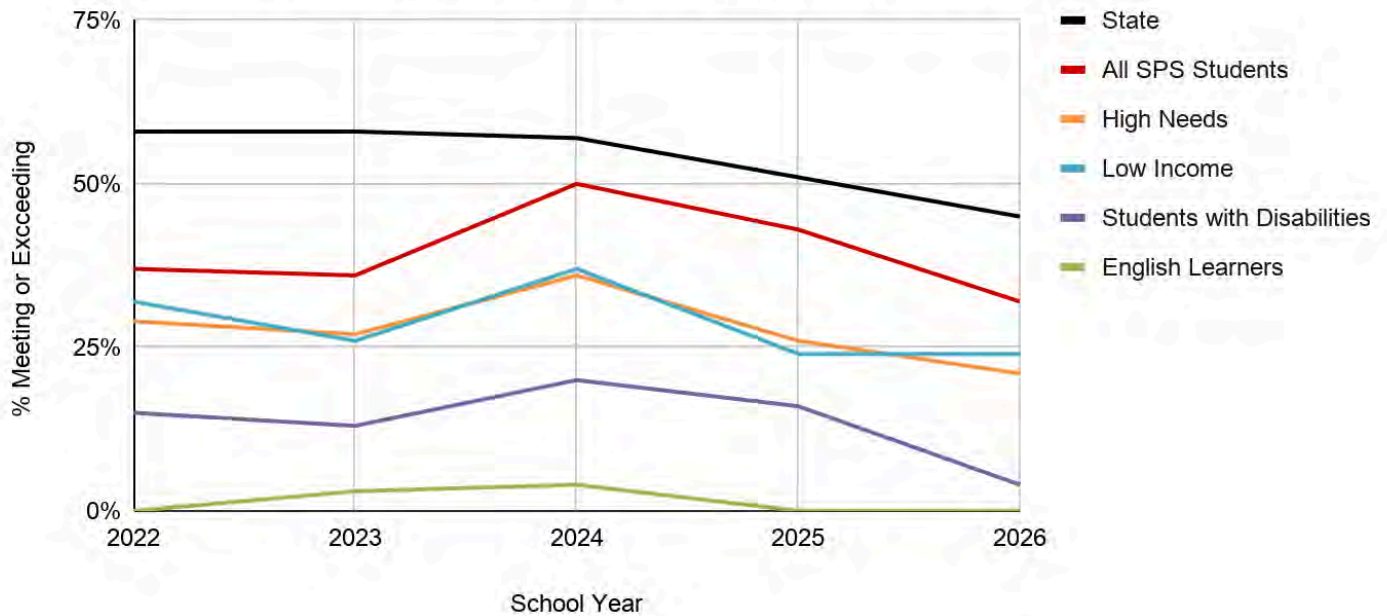


2.12 Grade 10 ELA: Achievement by Race/Ethnicity (2026)



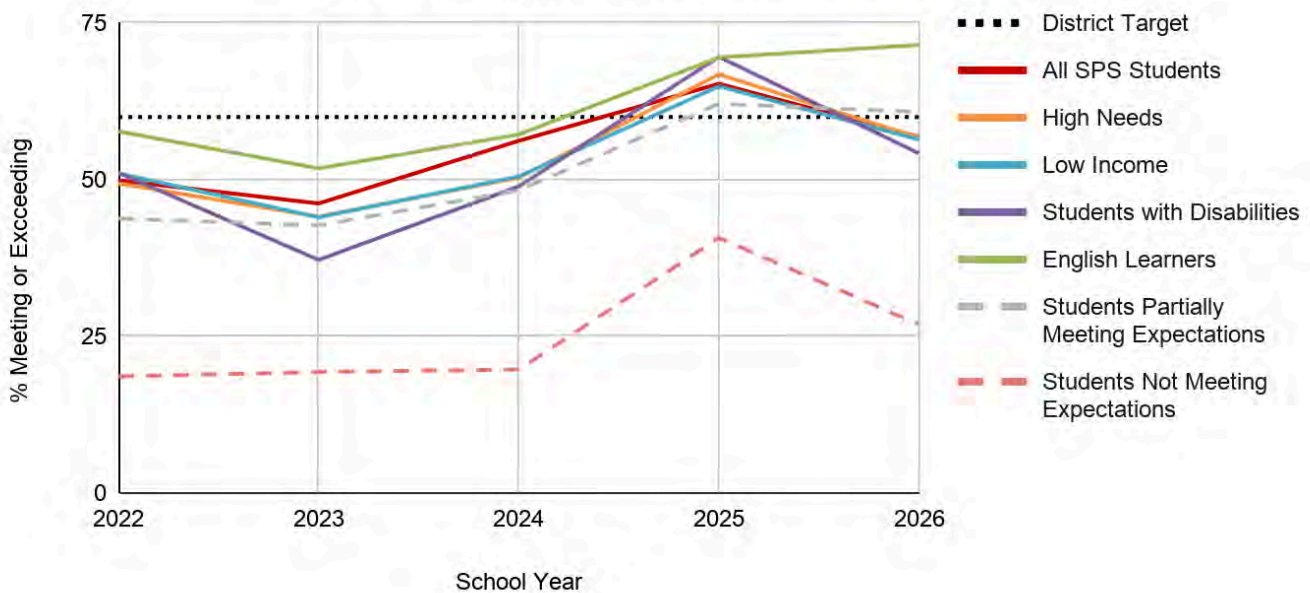
2.13 Grade 10 ELA: Subgroup Trends — 2022-2026

Grade 10 ELA Subgroup Trends (2022-2026)



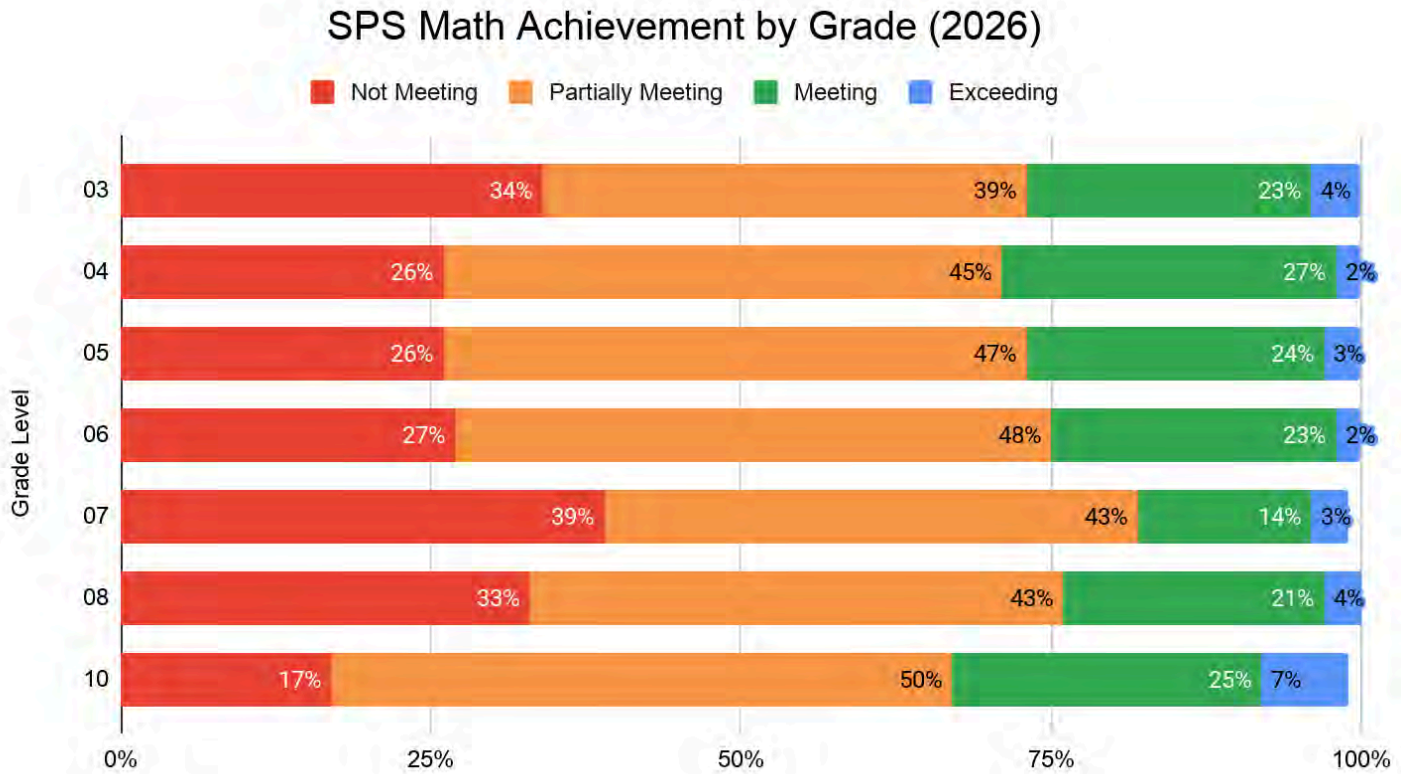
2.14 Grade 10 ELA: Growth by Subgroup — 2022-2026

Grade 10 Subgroup SGP Trends (2022-2026)



3. Math (Content Area)

3.1 2026 Math Achievement for All Students by Grade

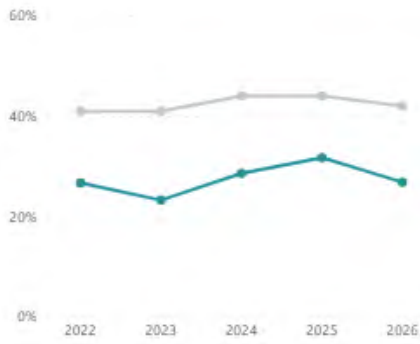


3.2 Math Proficiency Levels for All Students by Grade

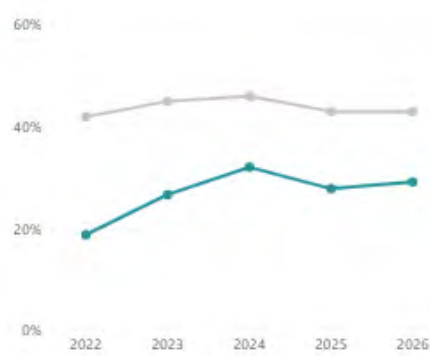
Math All Grades	% Meeting or Exceeding Over Time				
Grade Level	2024	2025	2026	2-year Change	1-year Change
03	29%	32%	27%	-2%	-5%
04	32%	28%	29%	-3%	1%
05	26%	26%	27%	-5%	1%
06	13%	20%	25%	12%	5%
07	16%	18%	17%	1%	-1%
08	18%	20%	24%	6%	4%
10	43%	41%	33%	-10%	-8%

Math: State vs District % Proficient

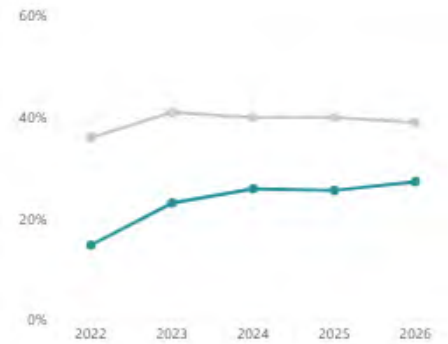
Grade 3 Math



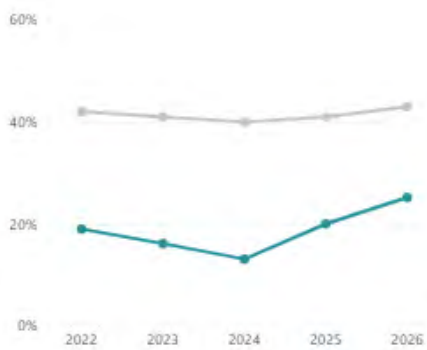
Grade 4 Math



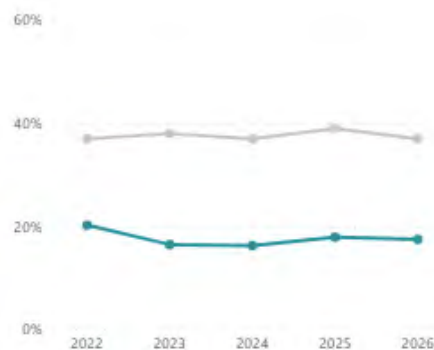
Grade 5 Math



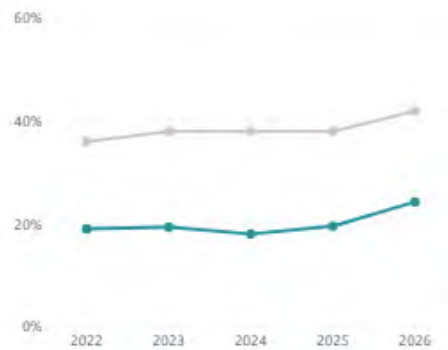
Grade 6 Math



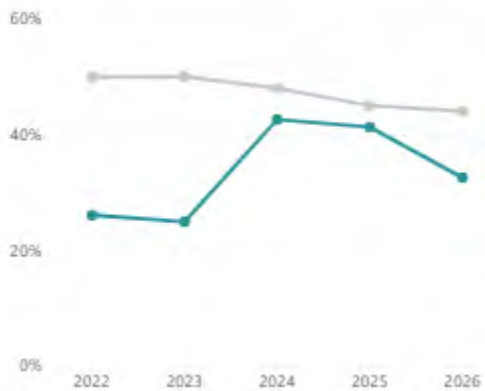
Grade 7 Math



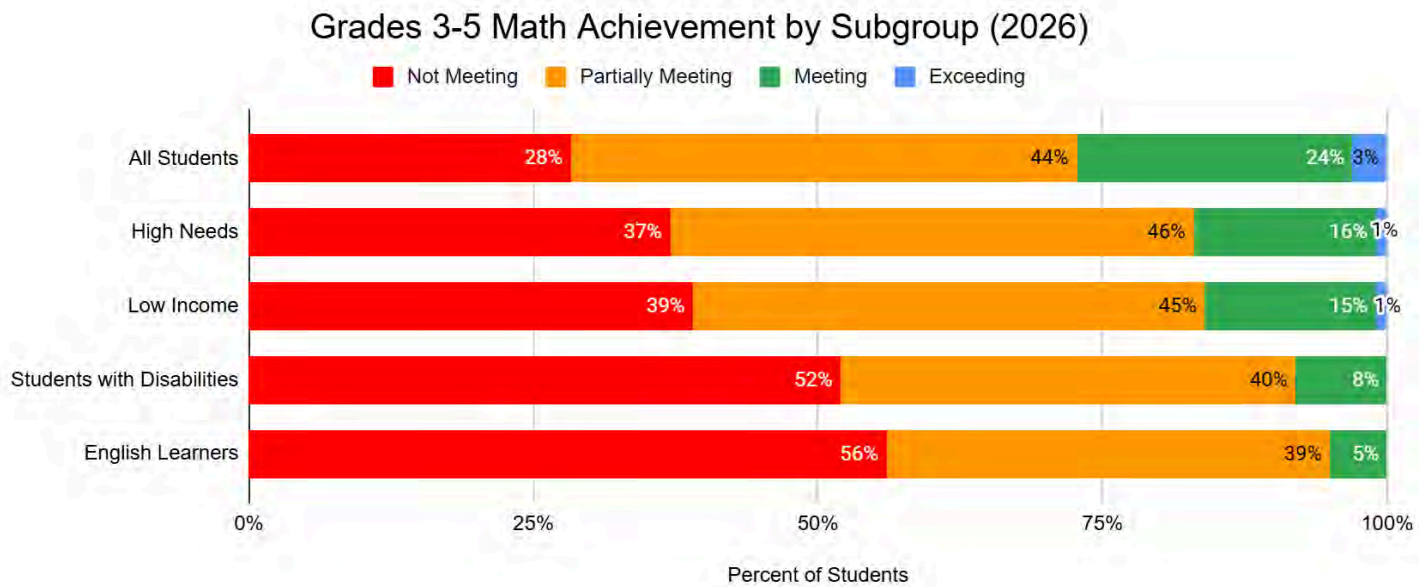
Grade 8 Math



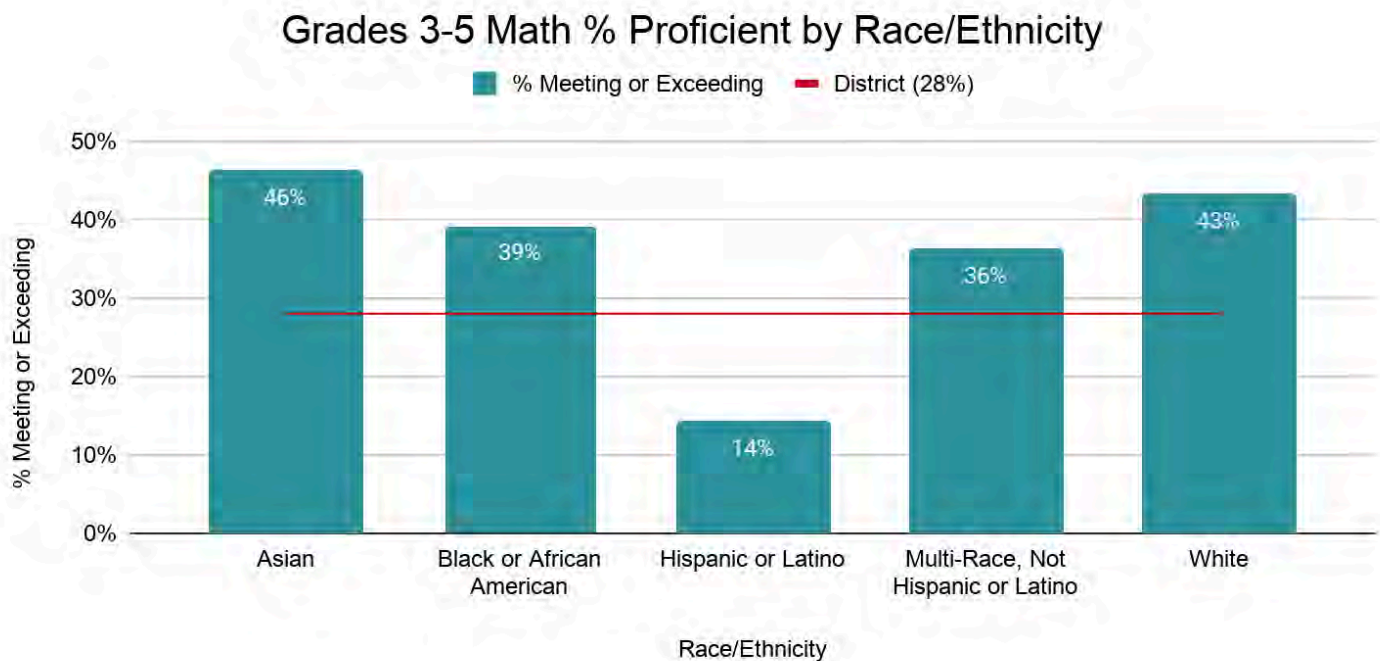
Grade 10 Math



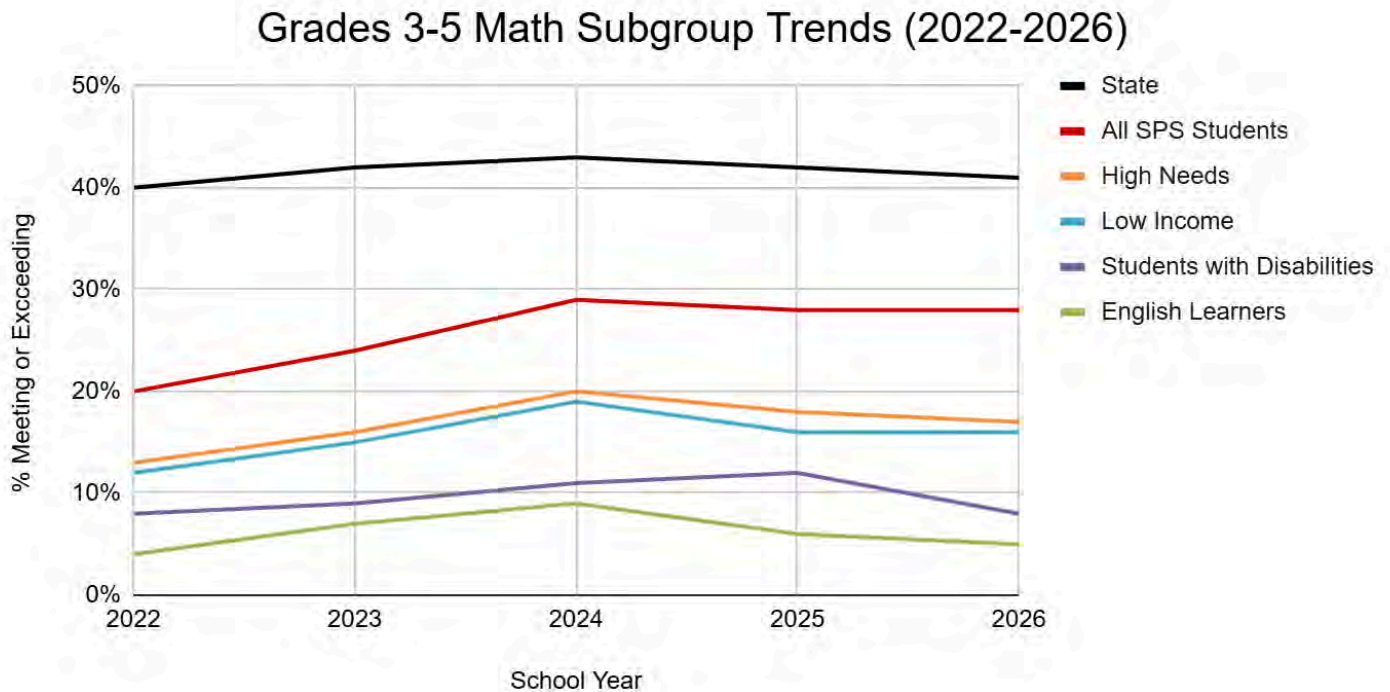
3.3 Grades 3-5 Math: Achievement by Subgroup (2026)



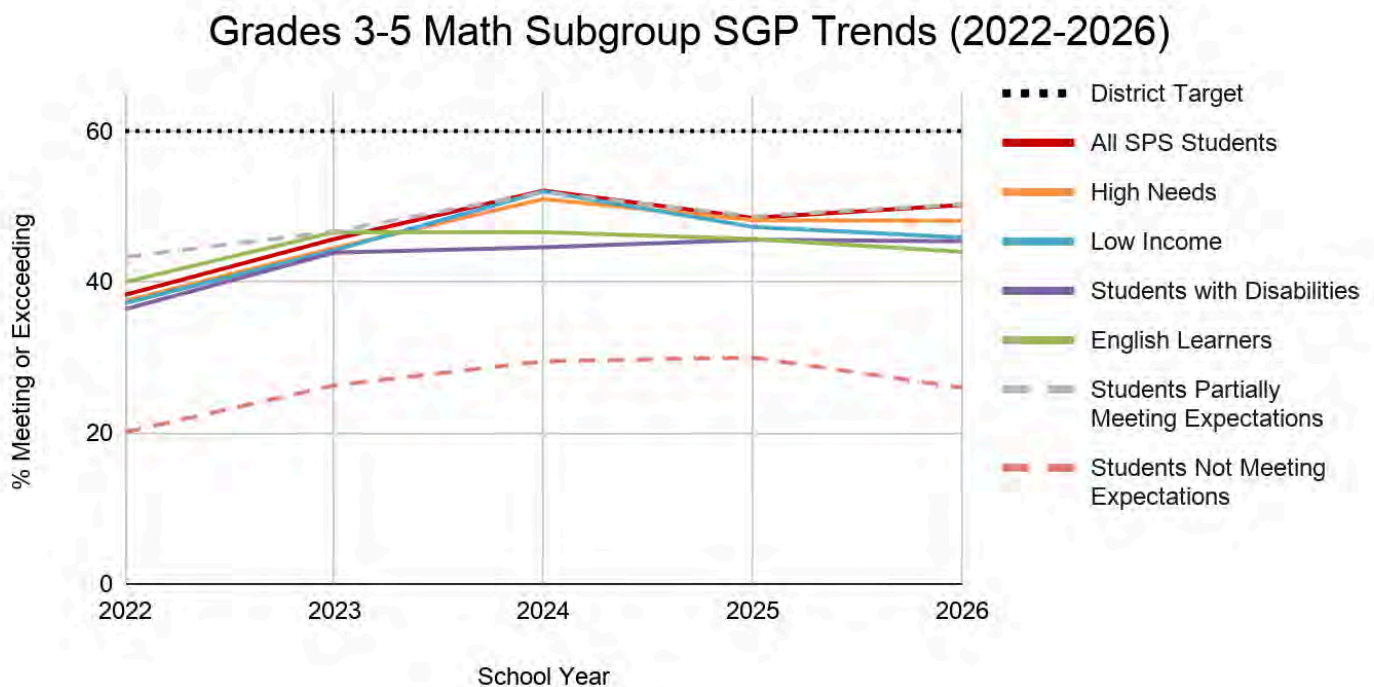
3.4 Grades 3-5 Math: Achievement by Race/Ethnicity (2026)



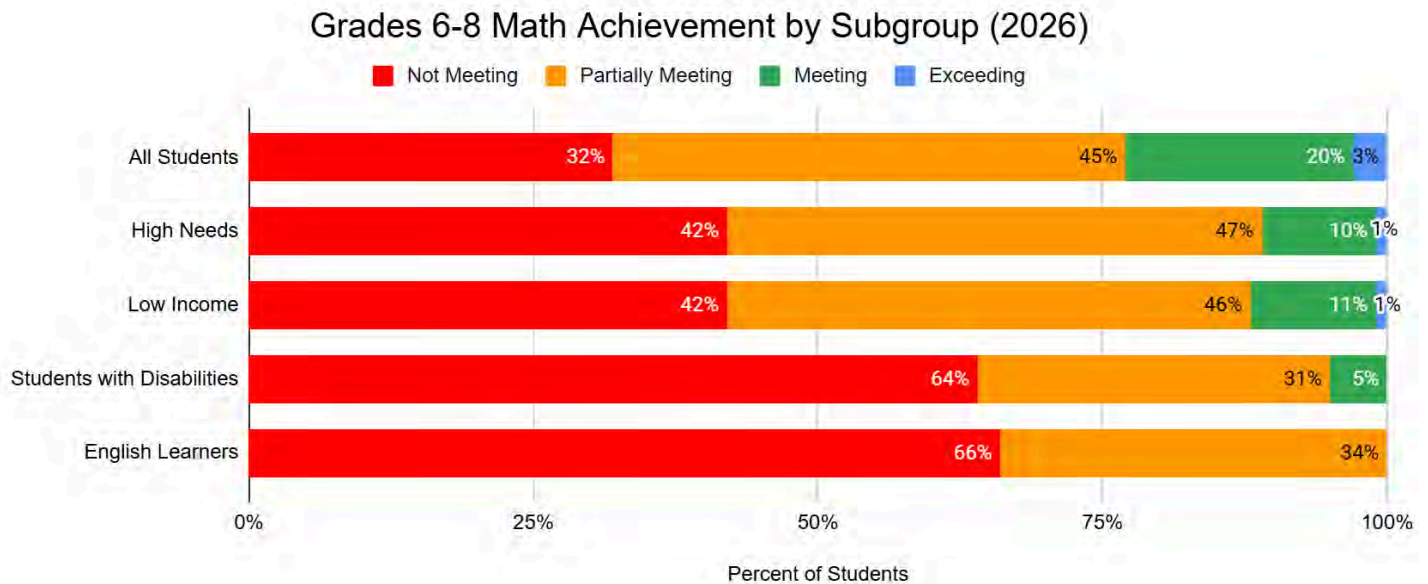
3.5 Grades 3-5 Math: Subgroup Trends — 2022-2026



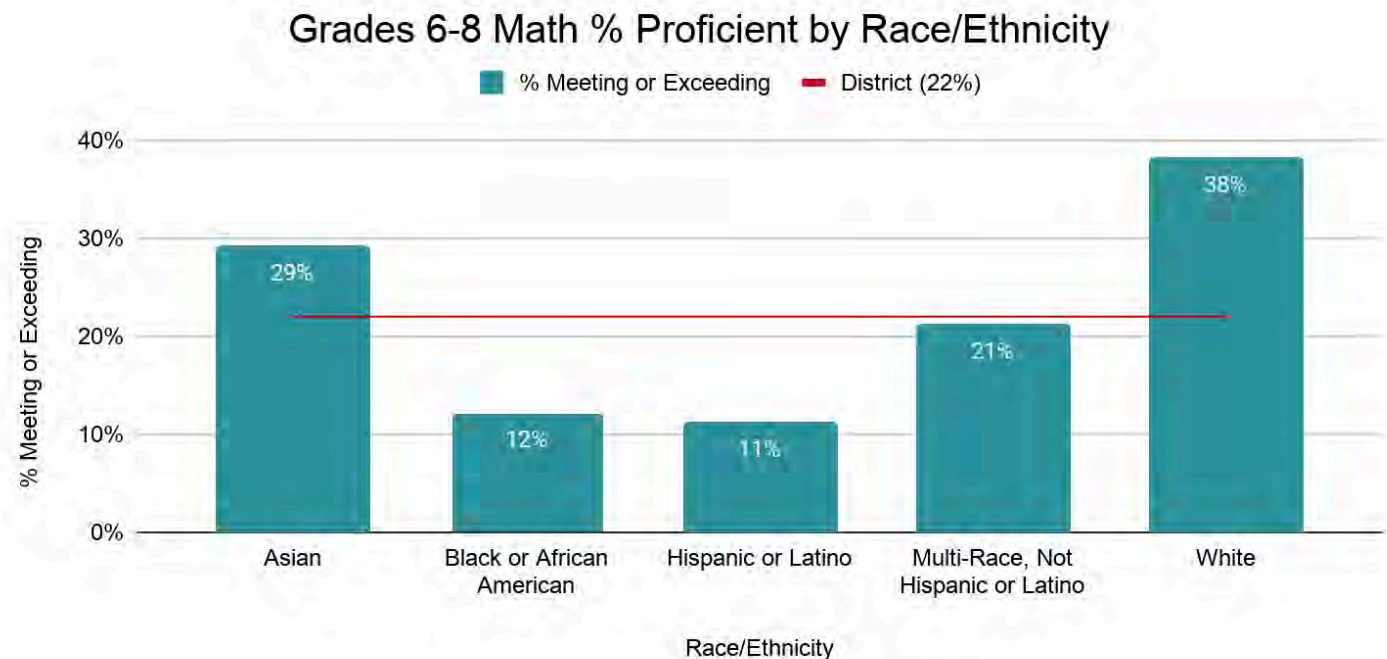
3.6 Grades 3-5 Math: Growth by Subgroup — 2022-2026



3.7 Grades 6-8 Math: Achievement by Subgroup (2026)

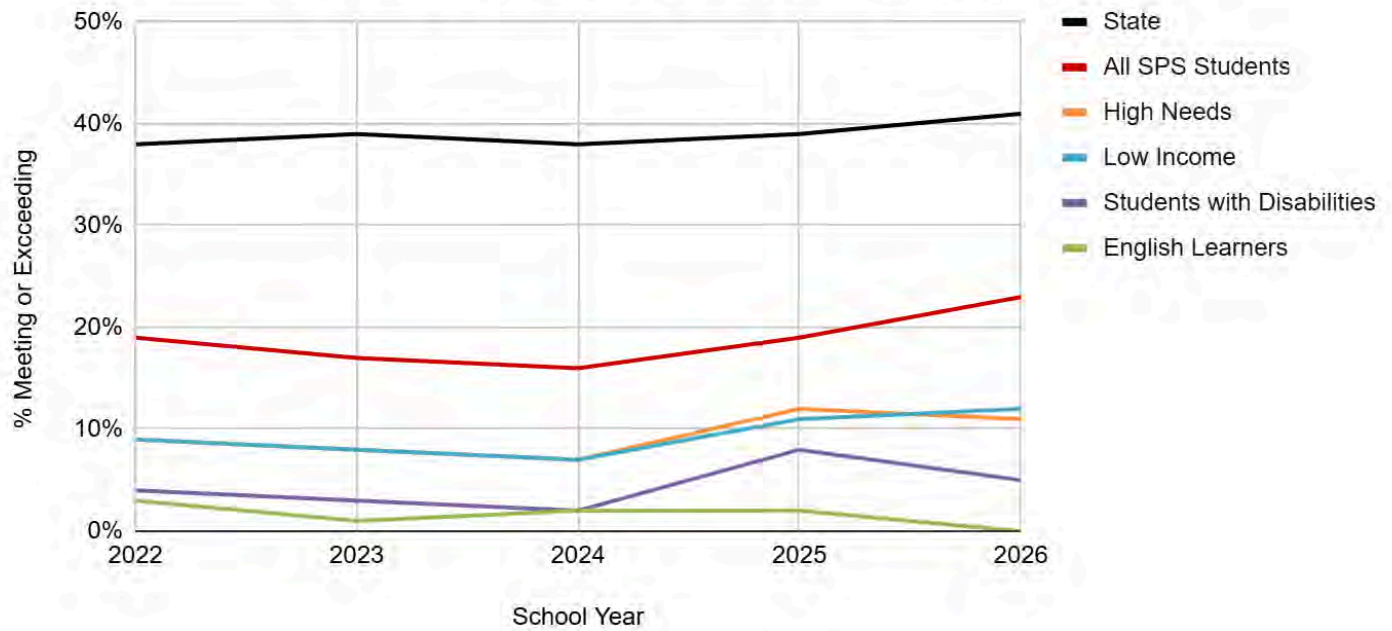


3.8 Grades 6-8 Math: Achievement by Race/Ethnicity (2026)



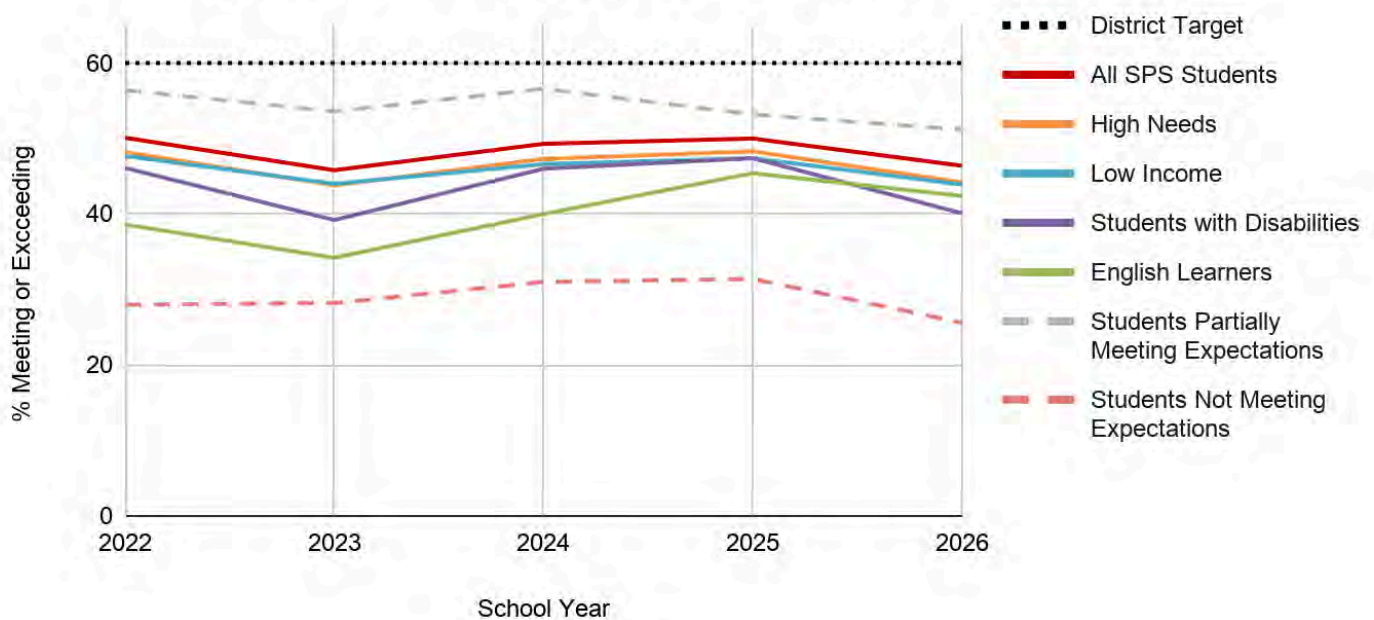
3.9 Grades 6-8 Math: Subgroup Trends — 2022-2026

Grades 6-8 Math Subgroup Trends (2022-2026)

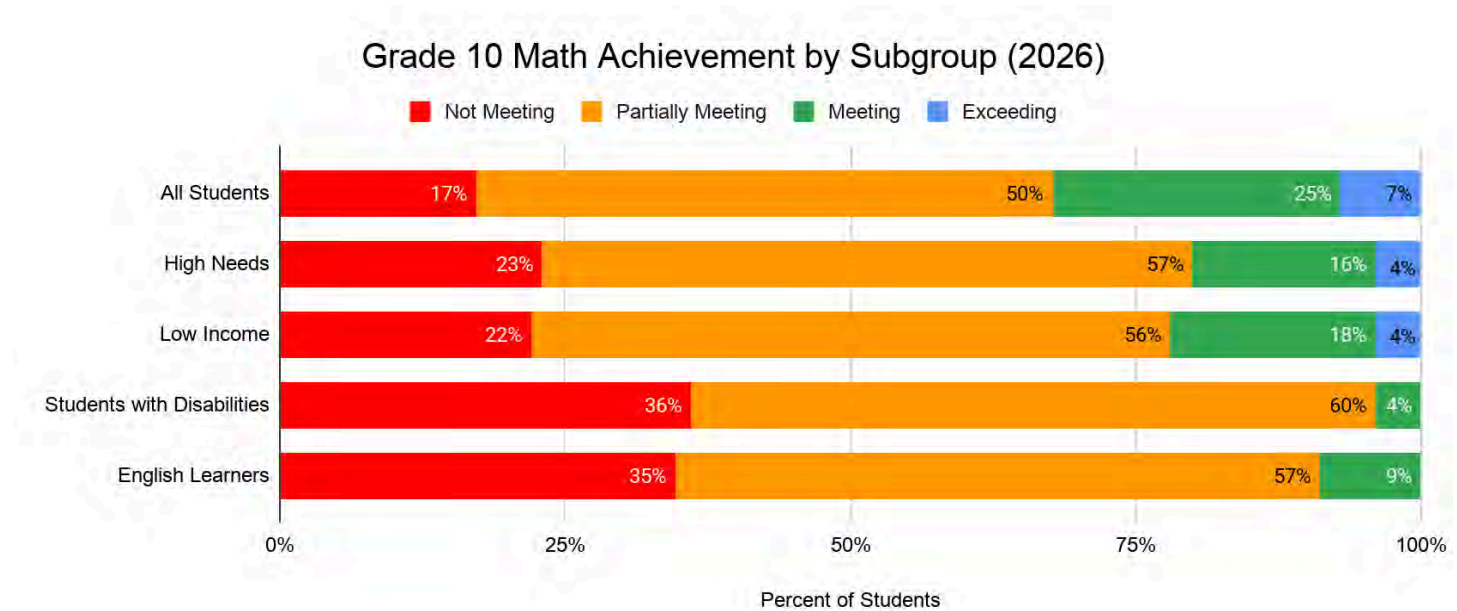


3.10 Grades 6-8 Math: Growth by Subgroup — 2022-2026

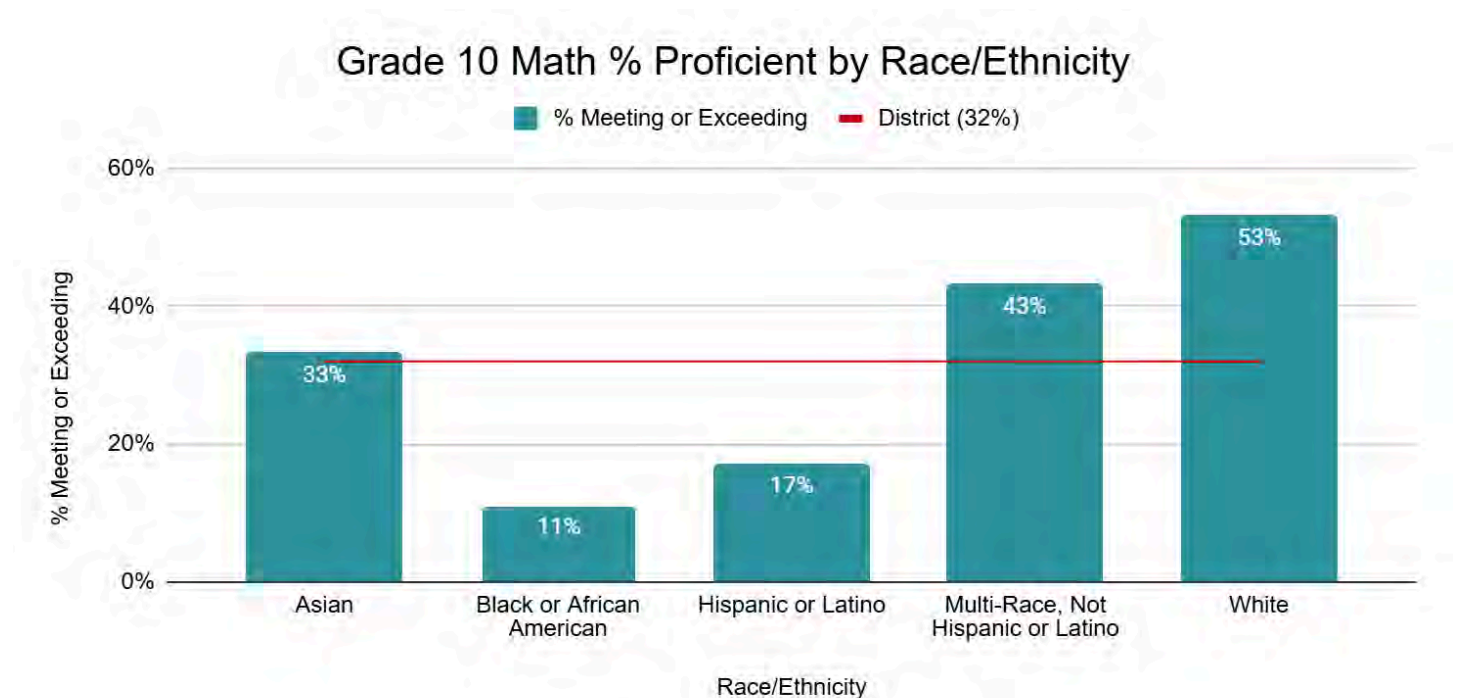
Grades 6-8 Math Subgroup SGP Trends (2022-2026)



3.11 Grade 10 Math: Achievement by Subgroup (2026)

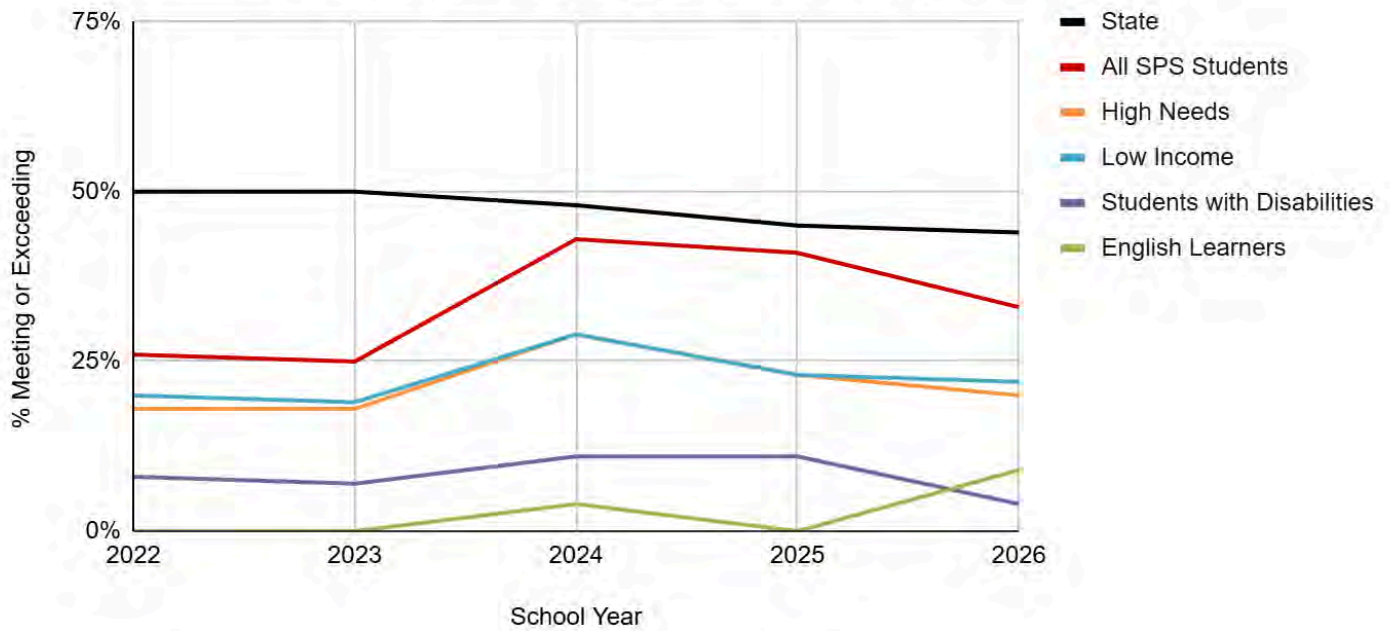


3.12 Grade 10 Math: Achievement by Race/Ethnicity (2026)



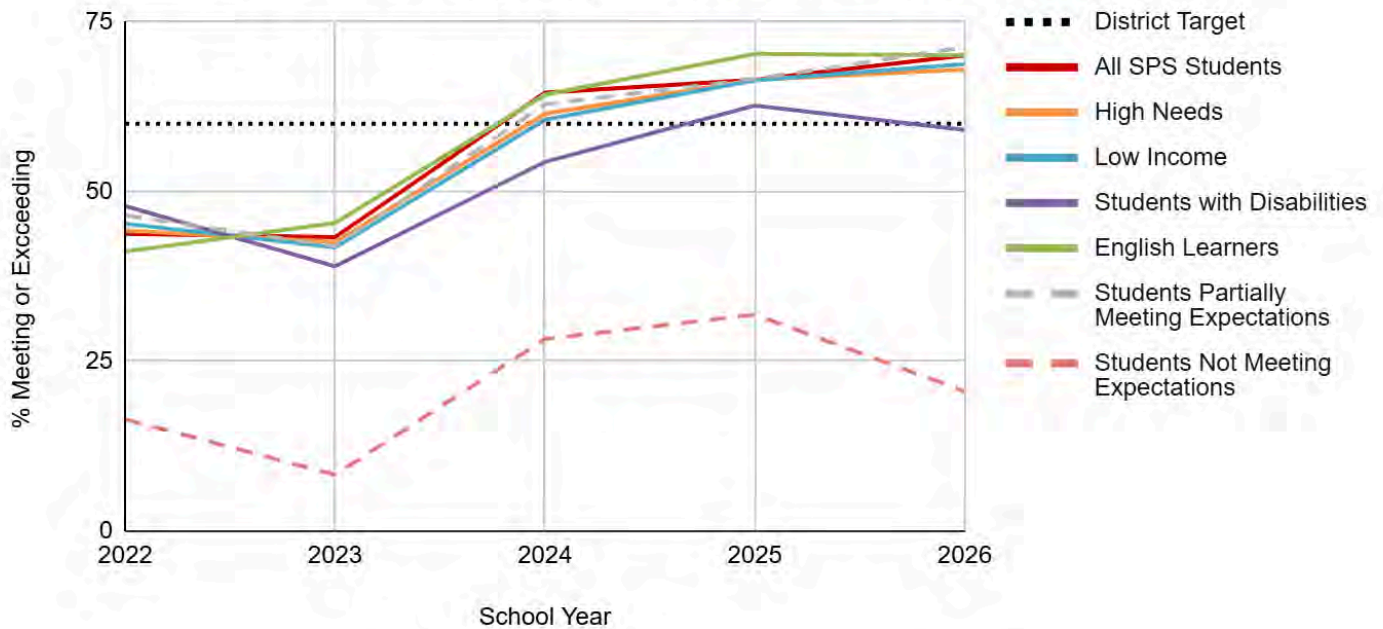
3.13 Grade 10 Math: Subgroup Trends — 2022-2026

Grade 10 Math Subgroup Trends (2022-2026)



3.14 Grade 10: Growth by Subgroup — 2022-2026

Grade 10 Math Subgroup SGP Trends (2022-2026)



4. Science (Content Area)

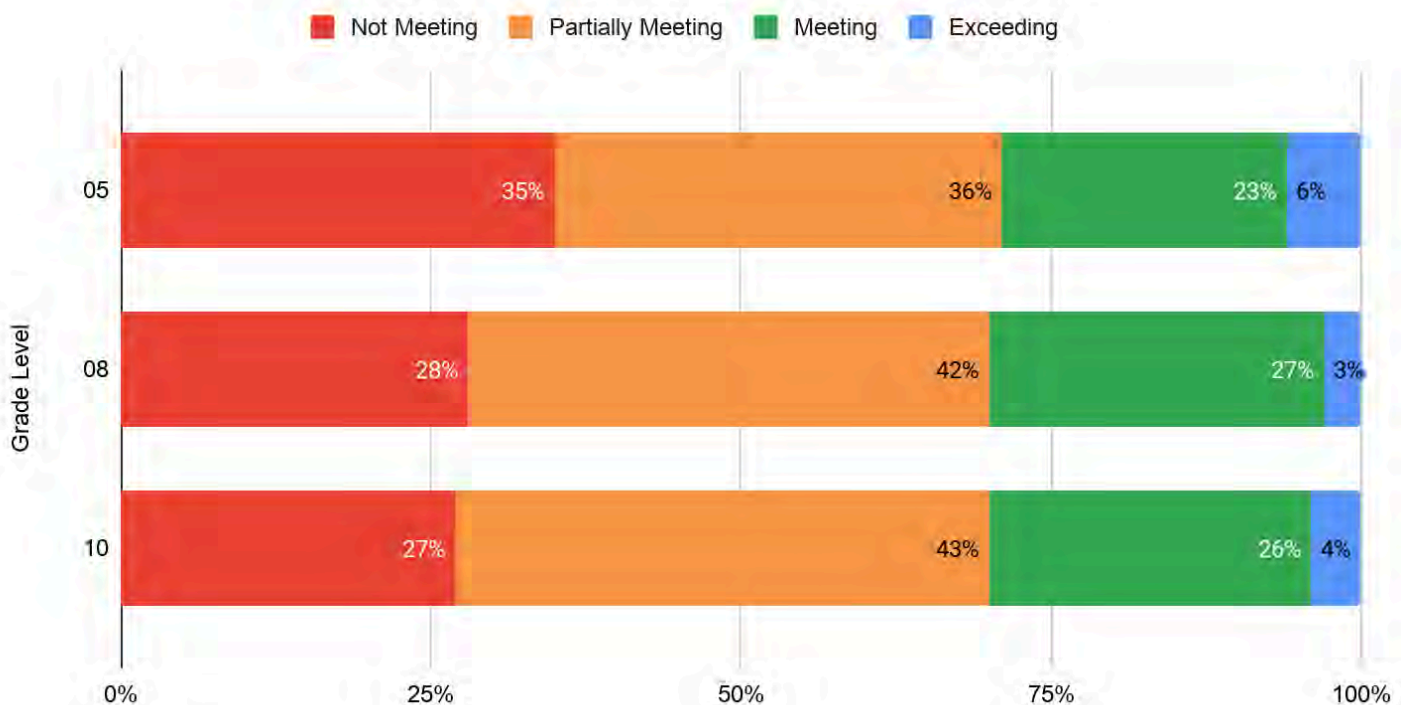
A note on Grade 10 Science Data:

According to DESE: “Grade 10 Science results are reported based on students' best performance on any Science test taken in grade 9 or grade 10; only students continuously enrolled in the state, district, or school from fall of grade 9 through spring of grade 10 are included in state, district, or school results.”

As a result, while the rest of the data in this report is from OpenArchitects (pulling DESE official files), the 10th grade Science data is from Edwin Analytics (EOE’s official portal) given this unique calculation.

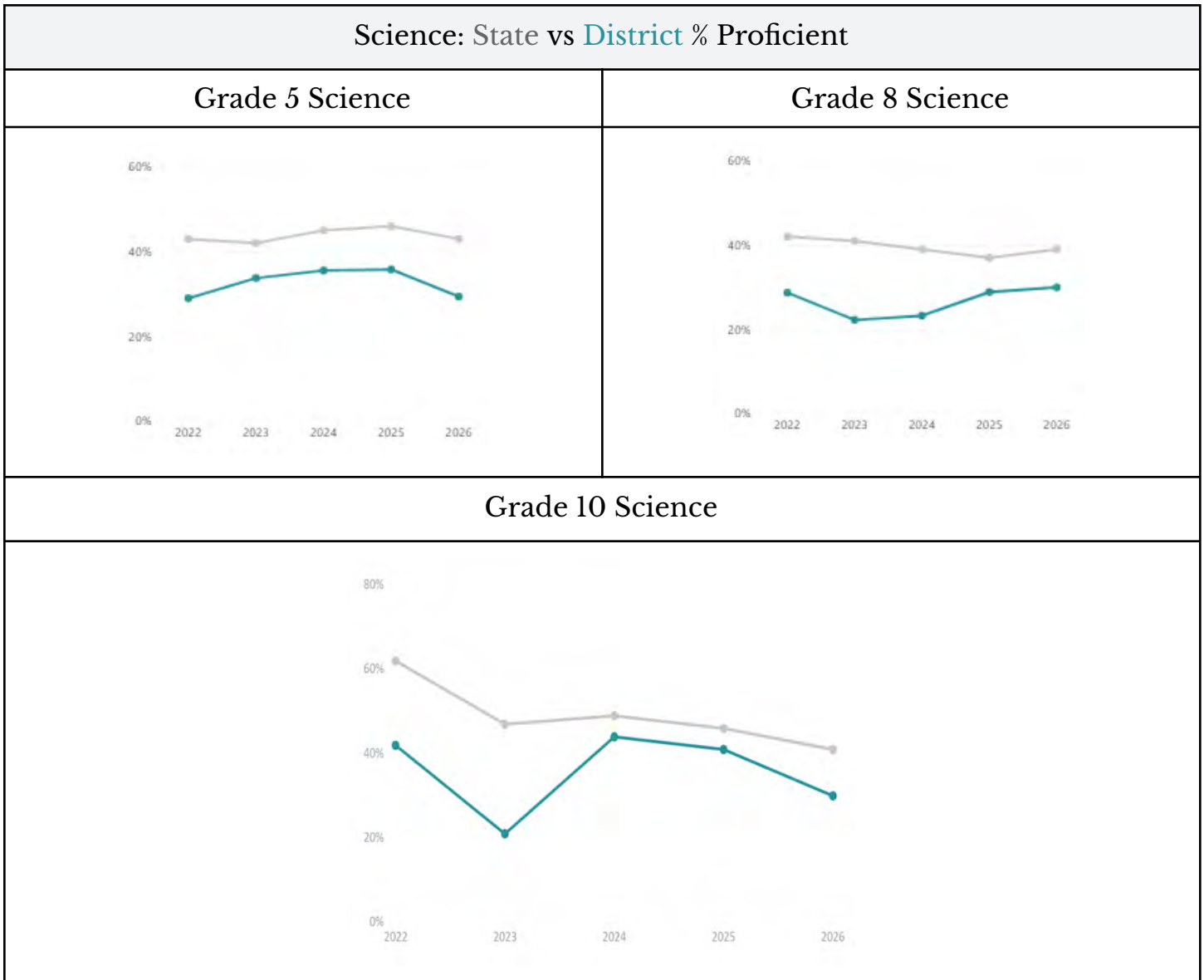
4.1 2026 Science Achievement For All Students by Grade

SPS Science Achievement by Grade (2026)

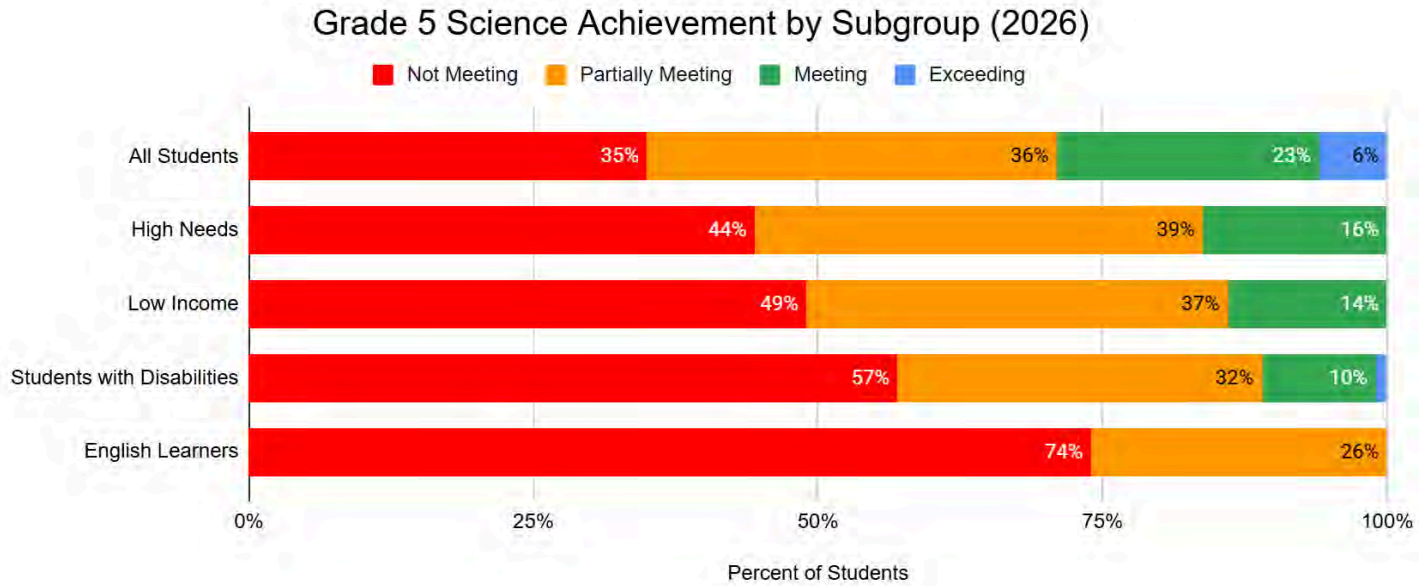


4.2 Science Proficiency Levels for All Students by Grade

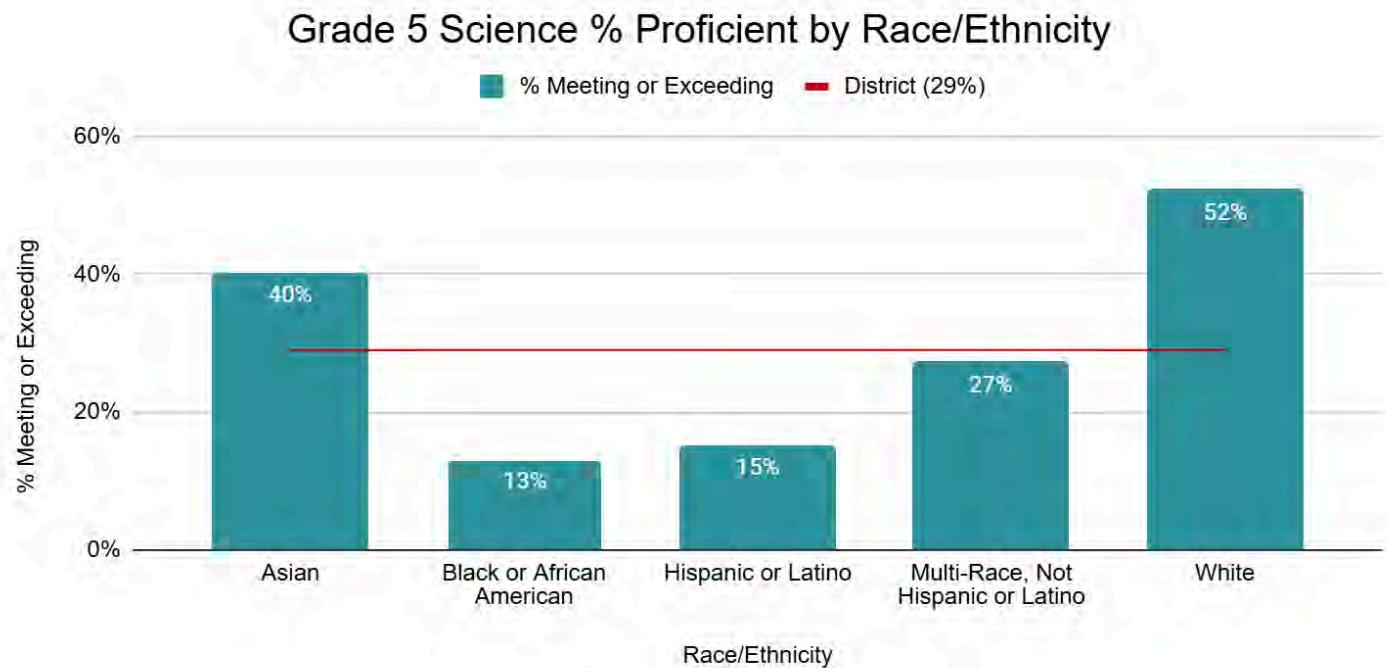
Science All Grades	% Meeting or Exceeding Over Time				
Grade Level	2024	2025	2026	2-year Change	1-year Change
05	36%	36%	29%	-7%	-7%
08	23%	29%	30%	7%	1%
10	42%	39%	29%	-13%	-10%



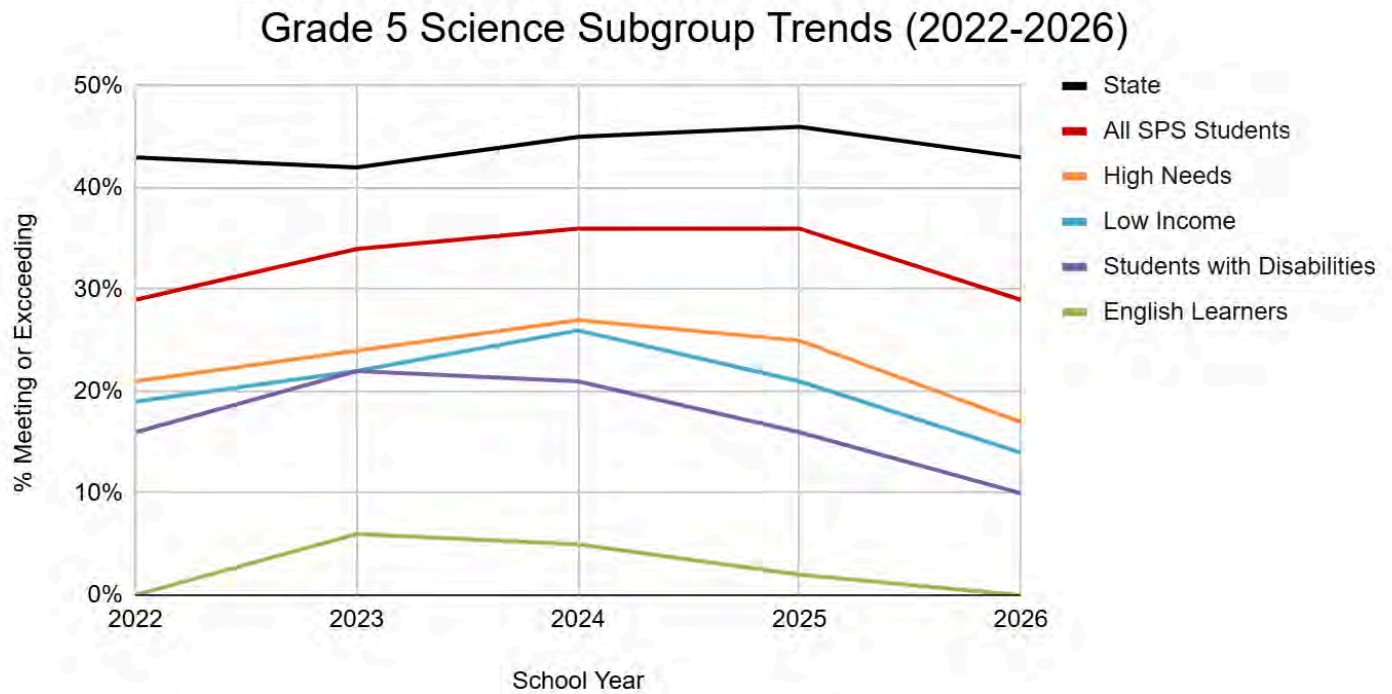
4.3 Grade 5 Science: Achievement by Subgroup (2026)



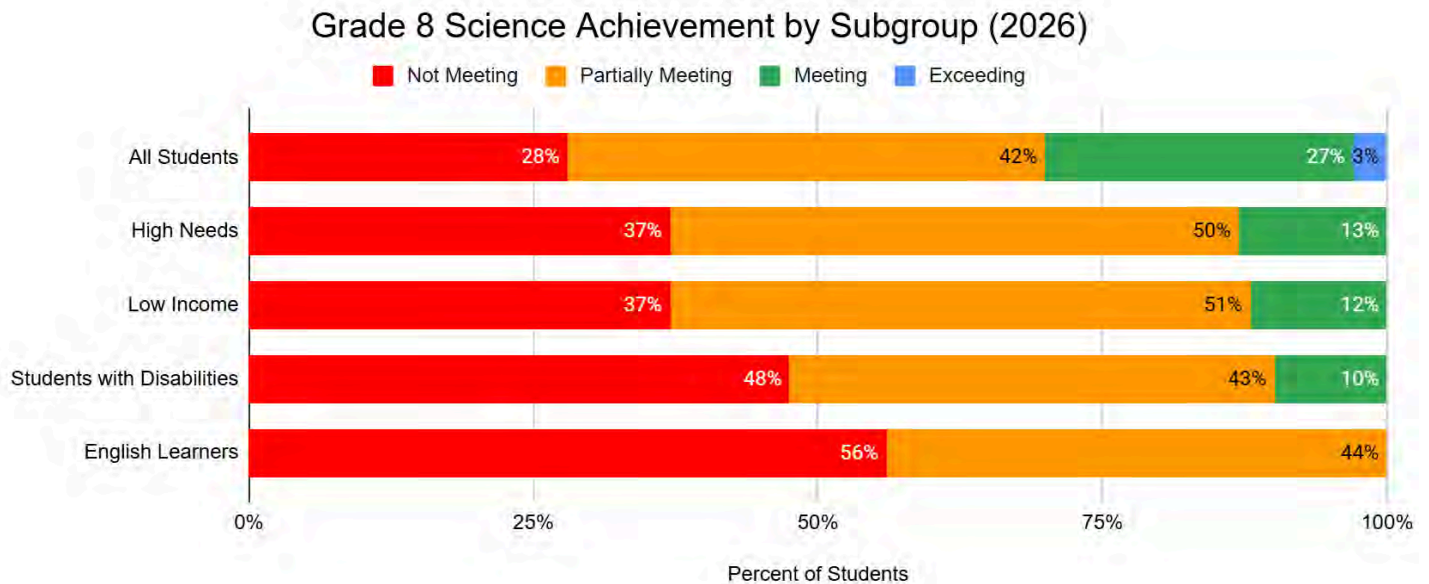
4.4 Grade 5 Science: Achievement by Race/Ethnicity (2026)



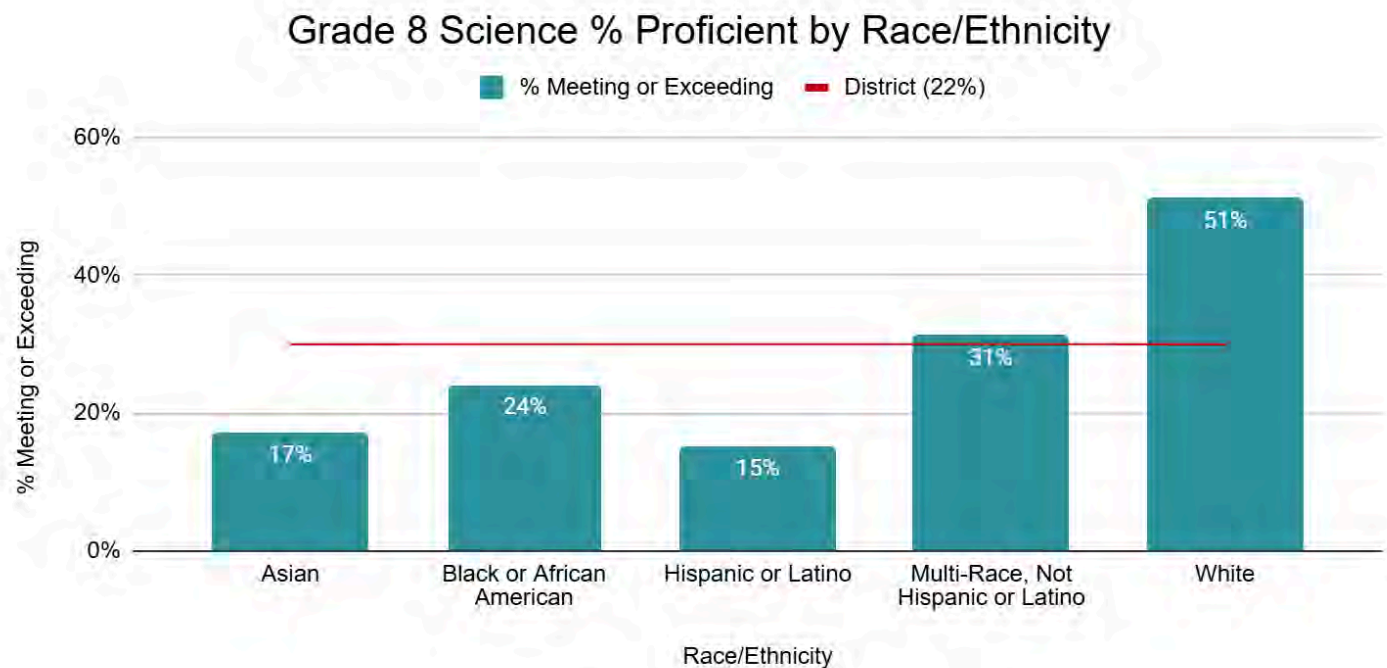
4.5 Grade 5 Science: Subgroup Trend — 2022-2026



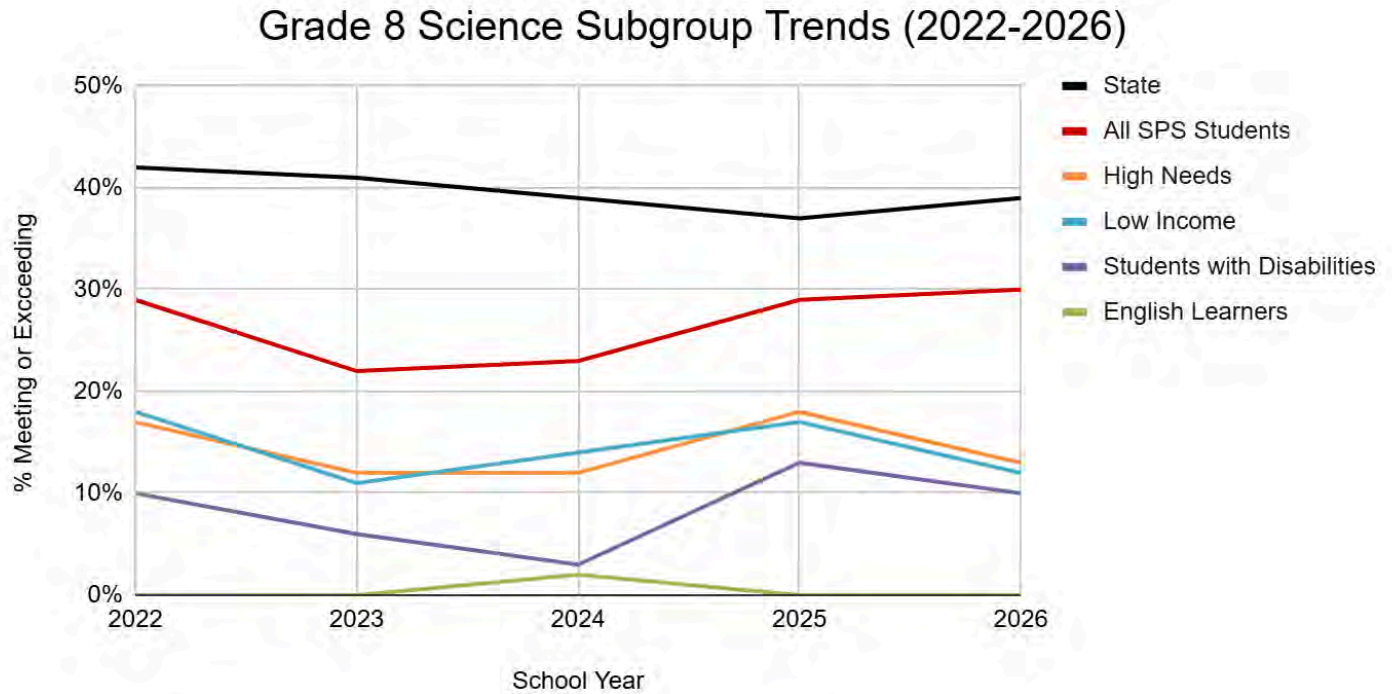
4.6 Grade 8 Science: Achievement by Subgroup (2026)



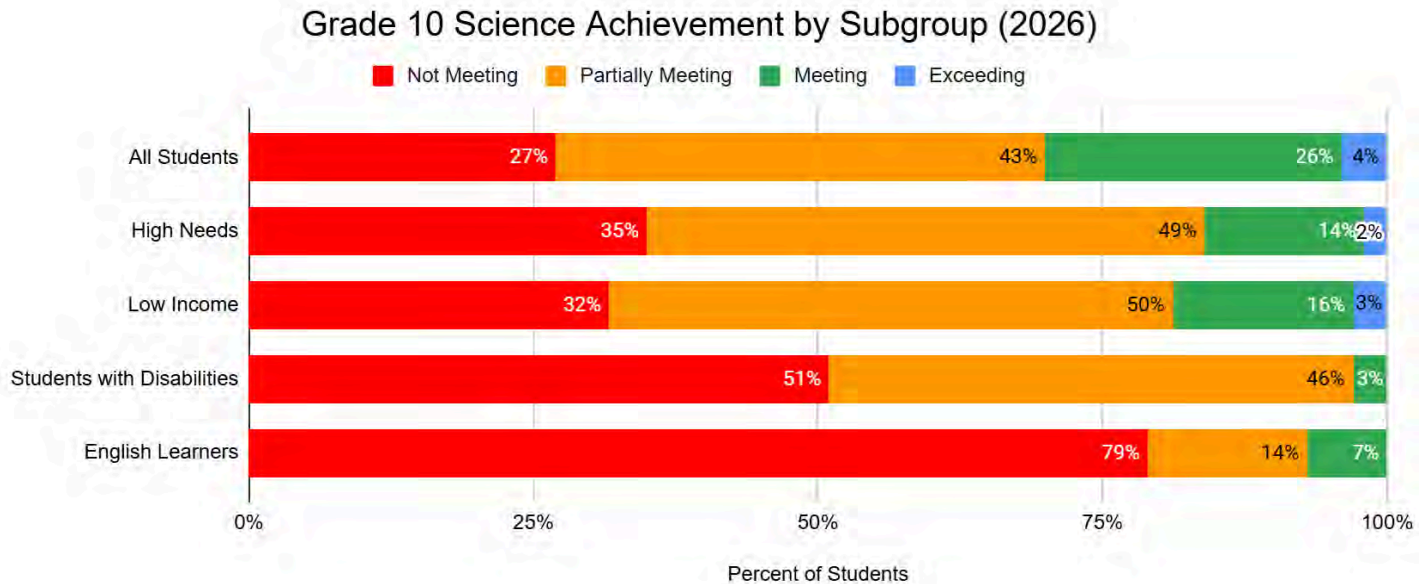
4.7 Grade 8 Science: Achievement by Race/Ethnicity (2026)



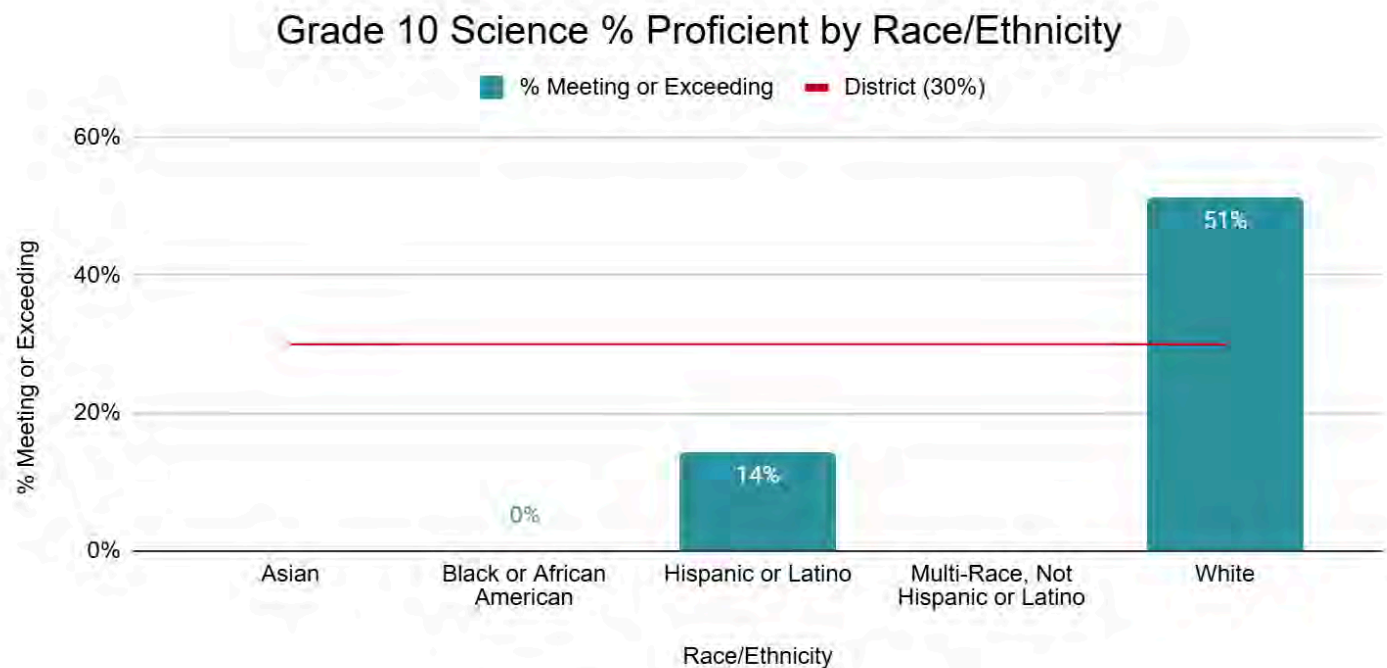
4.8 Grade 8 Science: Subgroup Trend — 2022-2026



4.9 Grade 10 Science: Achievement by Subgroup (2026)

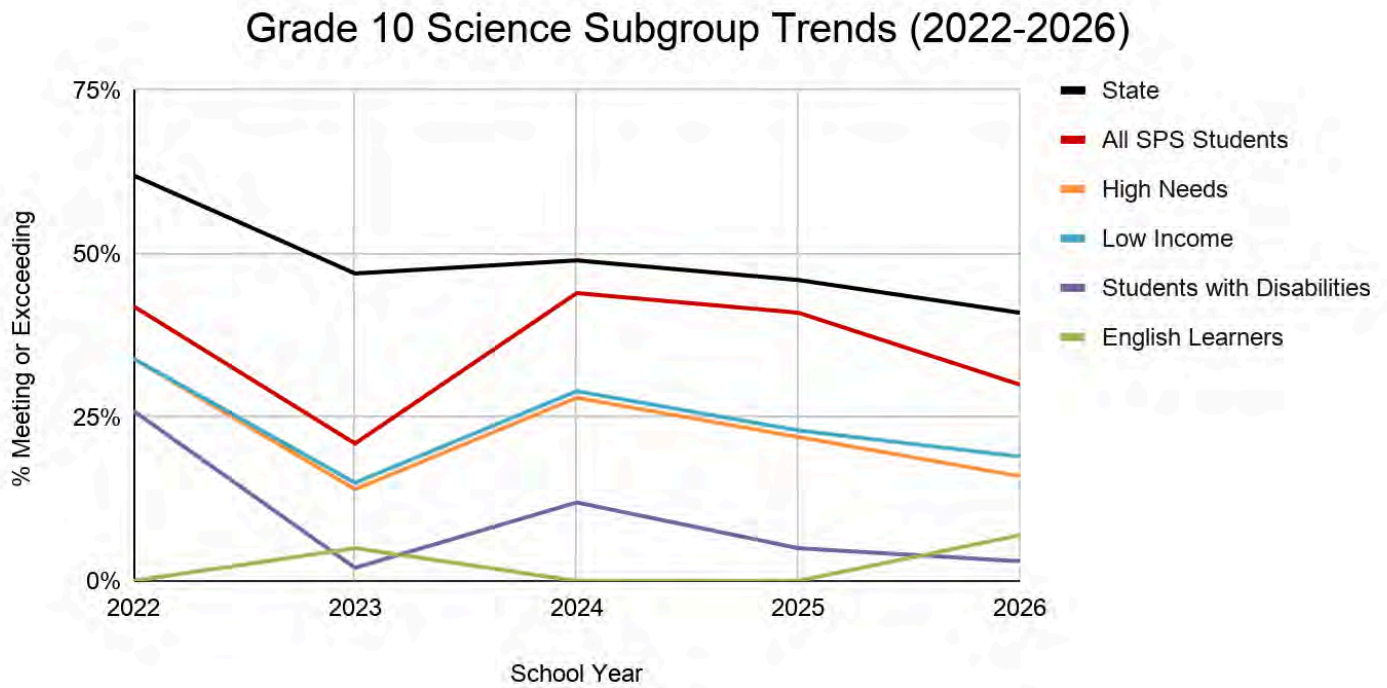


4.10 Grade 10 Science: Achievement by Race/Ethnicity (2026)



DESE does not calculate achievement level percentages for student groups of <10.

4.11 Grade 10 Science: Subgroup Trends — 2022-2026

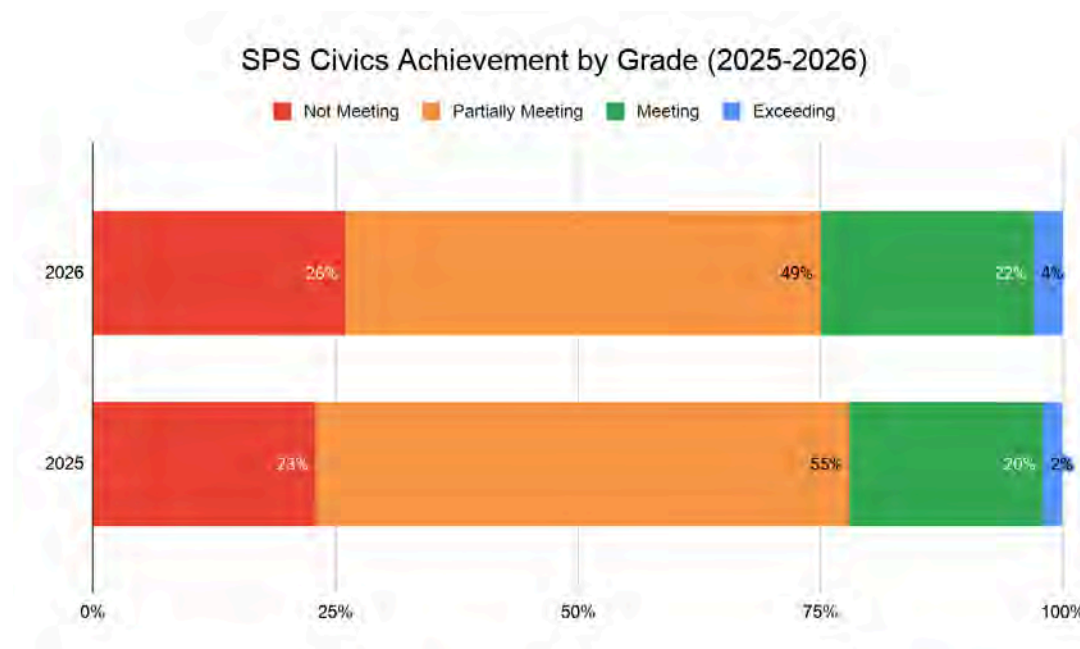


5. Civics (Content Area)

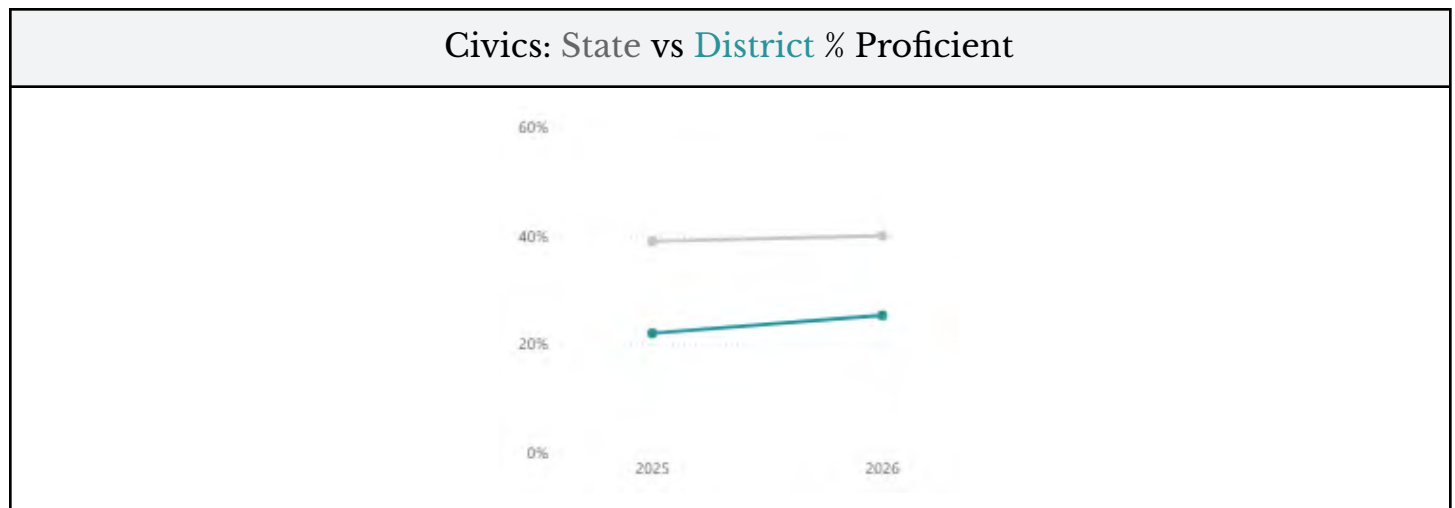
A note on Grade 8 Civics:

This is the second year that Civics has been formally a part of MCAS. As a result, longitudinal and subgroup comparisons should be taken as preliminary findings rather than meaningful patterns.

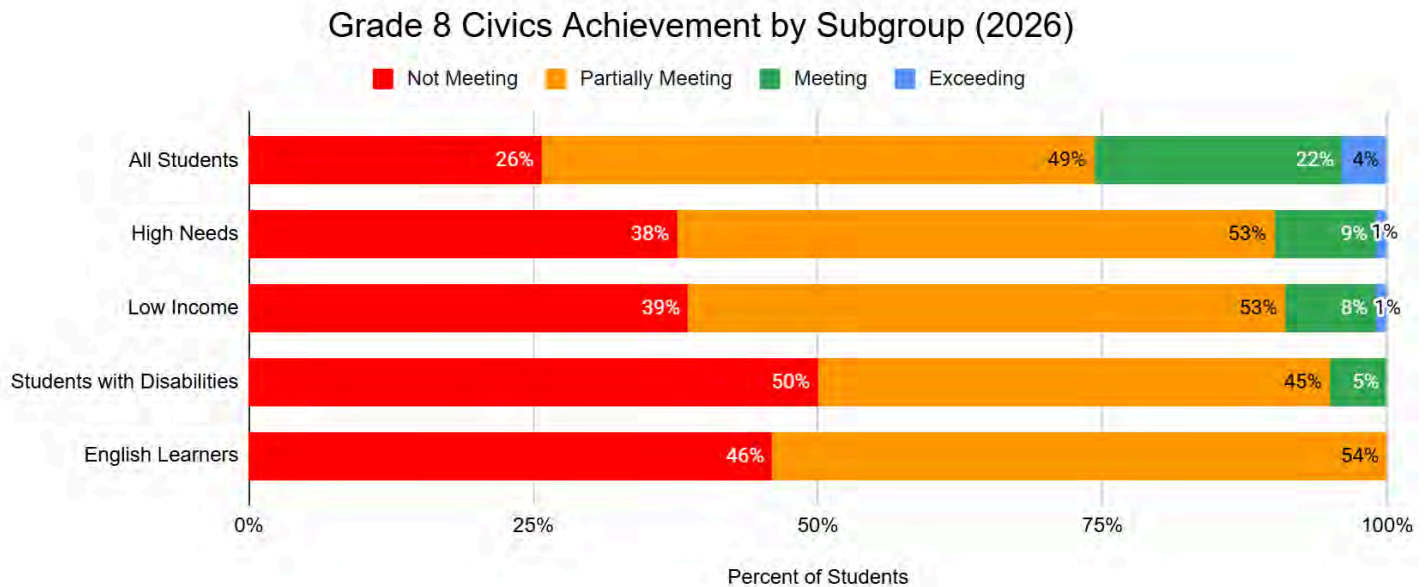
5.1 2025 & 2026 Civics Achievement for All Students - Grade 8



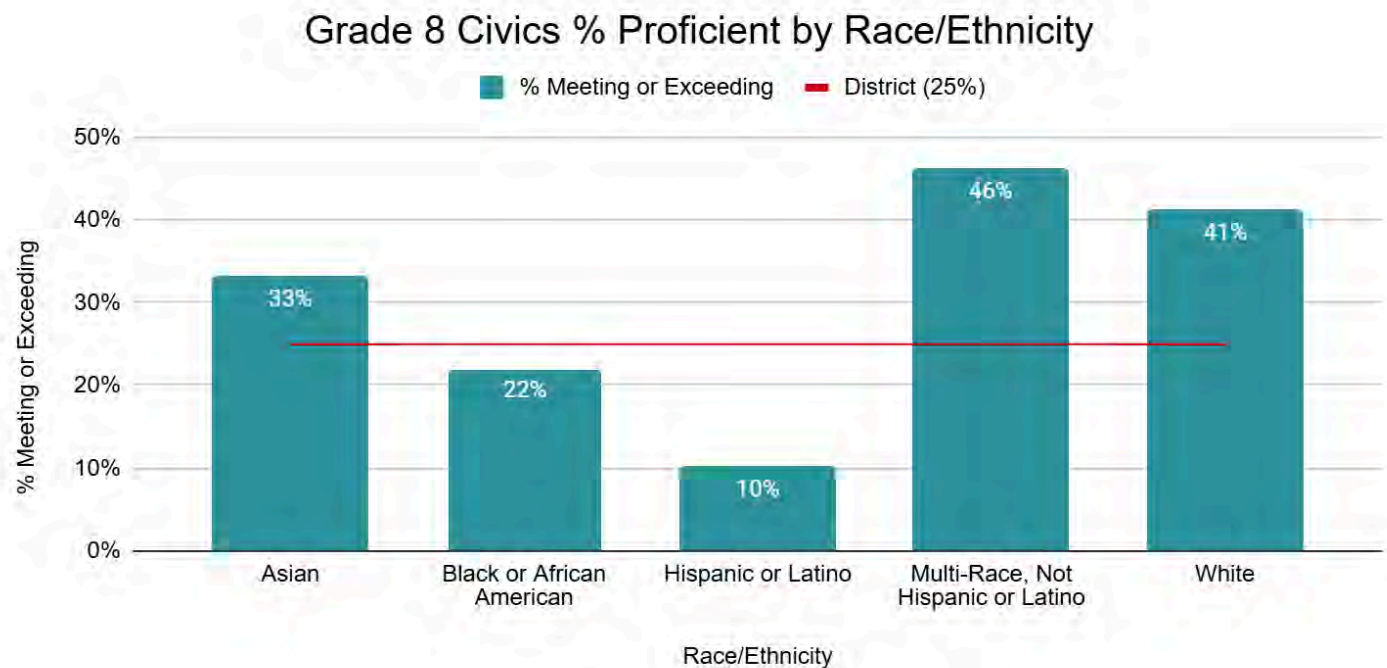
5.2 Civics Proficiency Levels for All Students - Grade 8



5.3 Grade 8 Civics: Achievement by Subgroup (2026)



5.4 Grade 8 Civics: Achievement by Race/Ethnicity (2026)

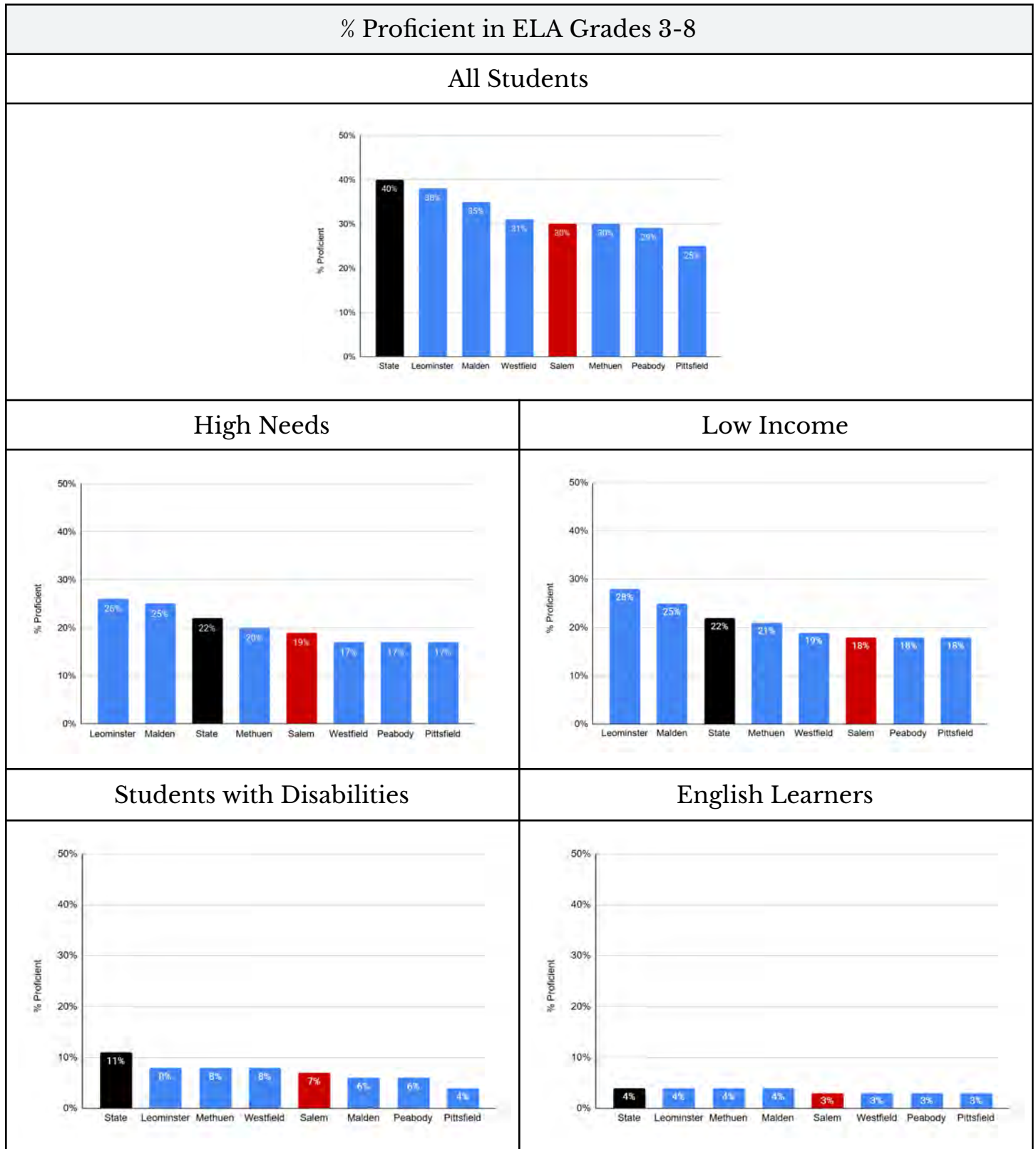


6. Gateway Cities Subgroup Comparisons

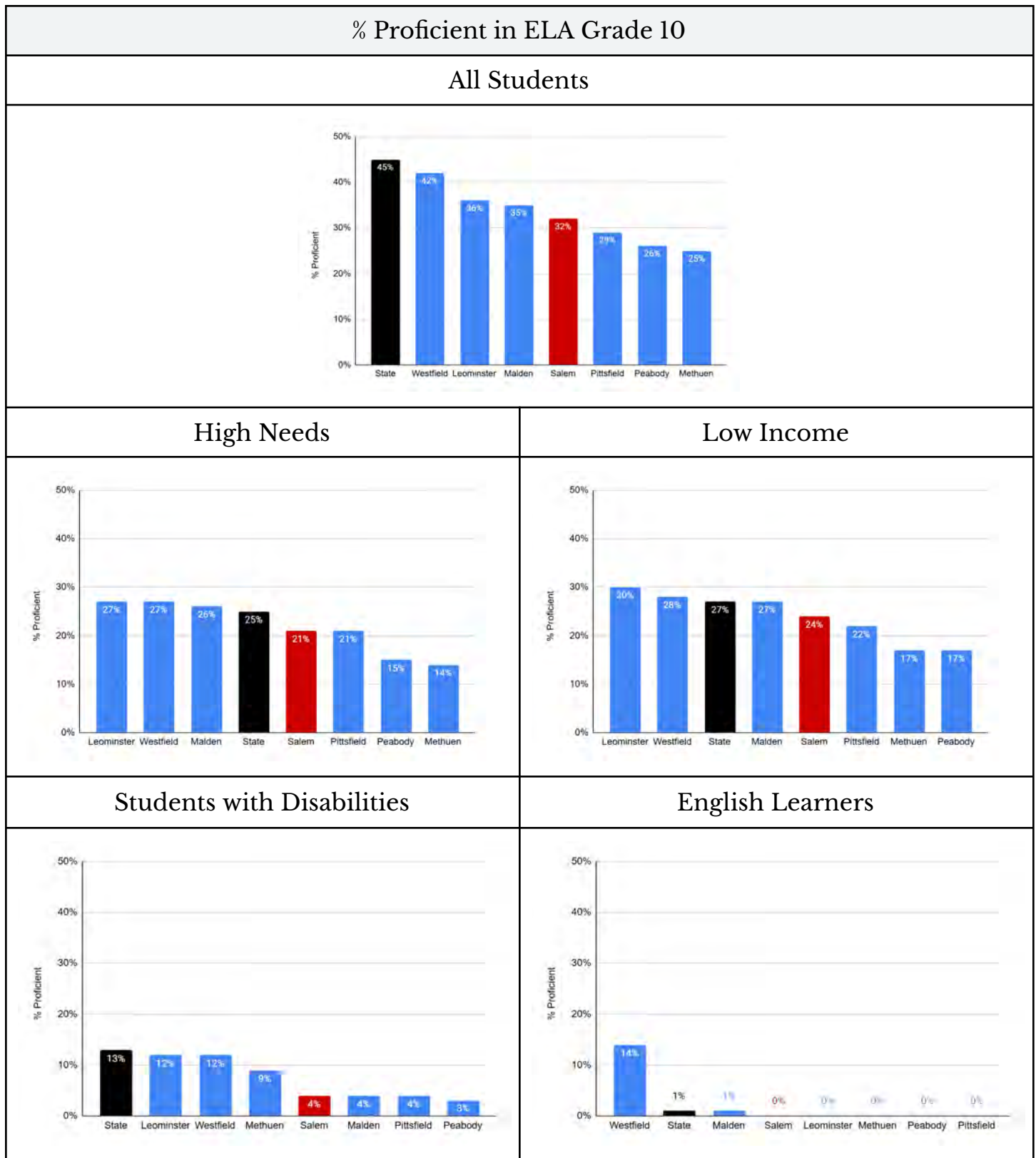
6.1 Select Gateway Cities Comparisons

Gateway Cities	Enrollment	% High Needs	% English Learners	% Low Income	% Students with Disabilities
Salem	3,889	68.80%	17.50%	57.10%	26.30%
Leominster	6,181	65%	13.60%	51.90%	24.10%
Malden	6,072	74.80%	29.50%	59.10%	20.50%
Methuen	6,255	67.10%	18.40%	53%	22.30%
Peabody	5,587	58.90%	16.70%	44.10%	20.70%
Pittsfield	4,682	71.50%	10.90%	62.90%	24.50%
Westfield	4,725	60.10%	8.60%	46.90%	26%

6.2 ELA 3-8 Subgroup Comparisons for Select Gateway Cities



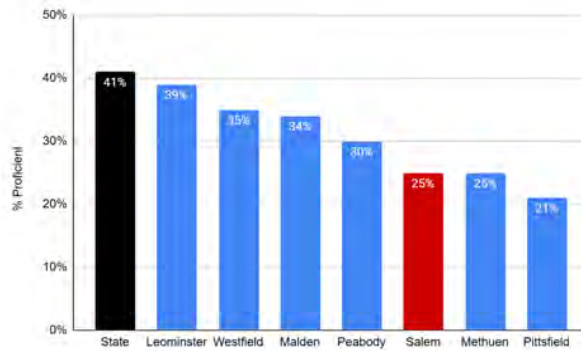
6.3 ELA 10 Subgroup Comparisons for Select Gateway Cities



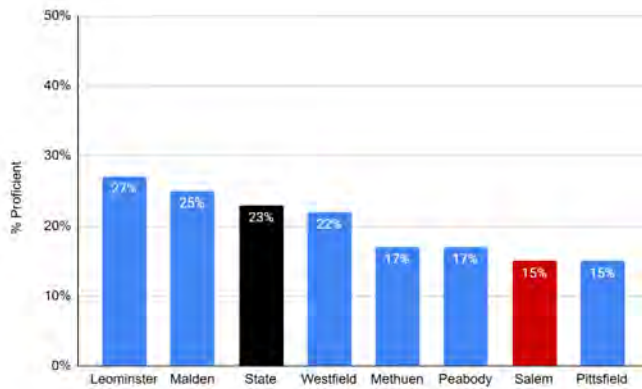
6.4 Math 3-8 Subgroup Comparisons for Select Gateway Cities

% Proficient in Math Grades 3-8

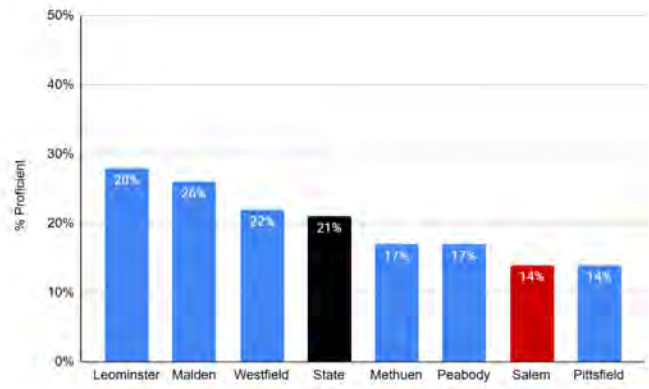
All Students



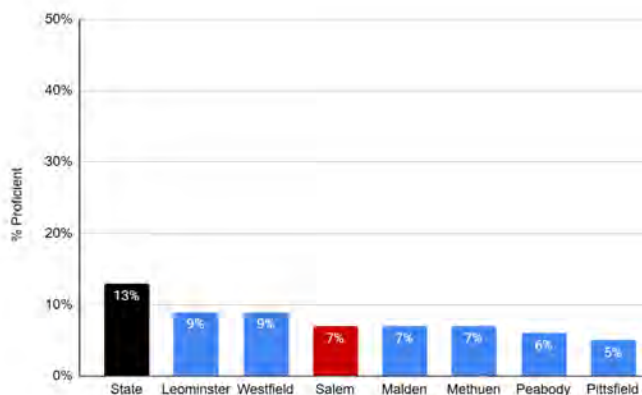
High Needs



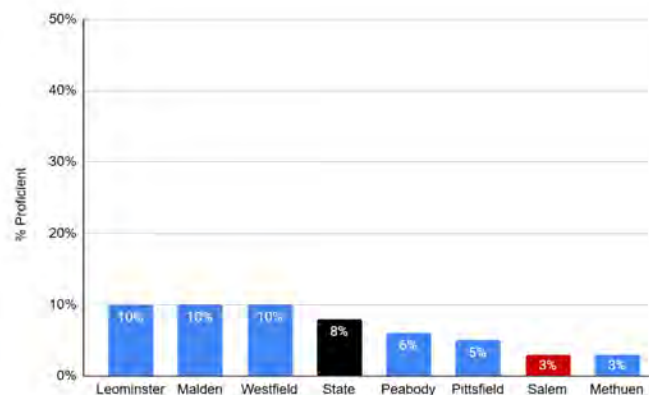
Low Income



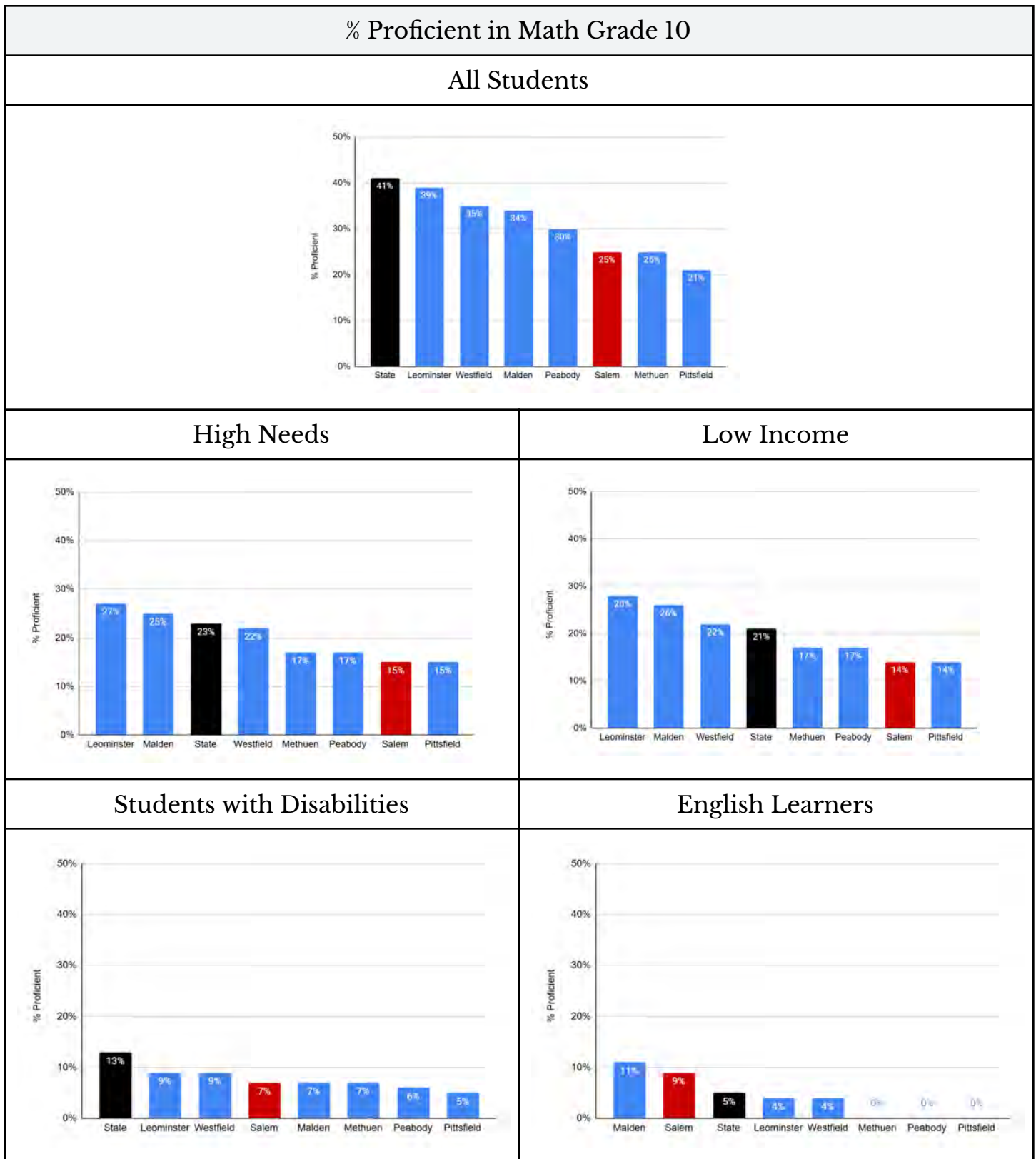
Students with Disabilities



English Learners

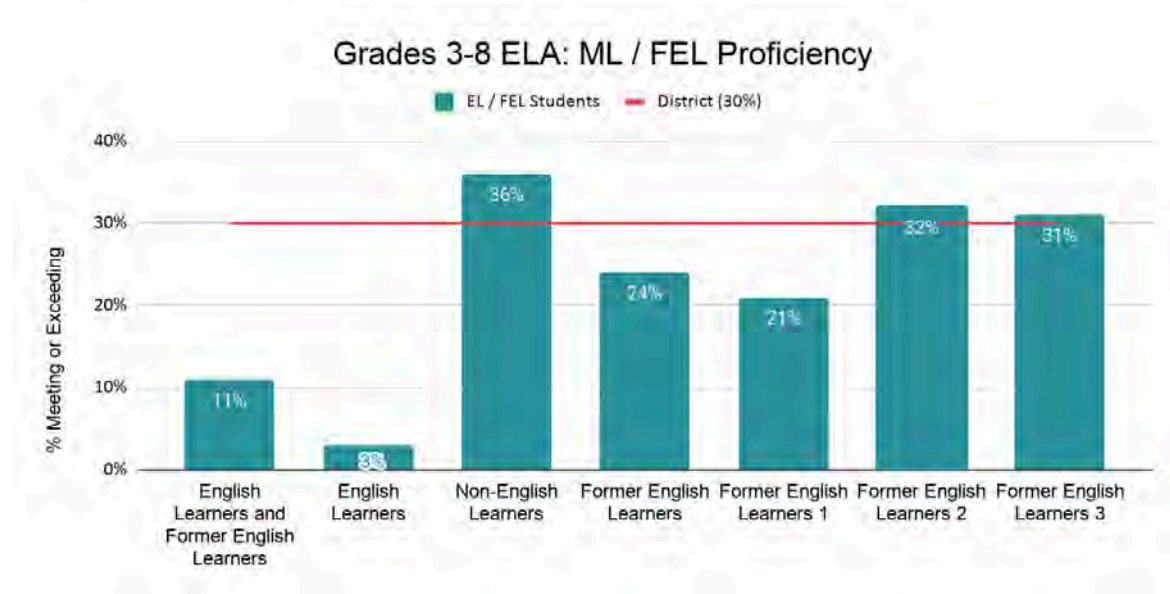


6.5 Math 10 Subgroup Comparisons for Select Gateway Cities

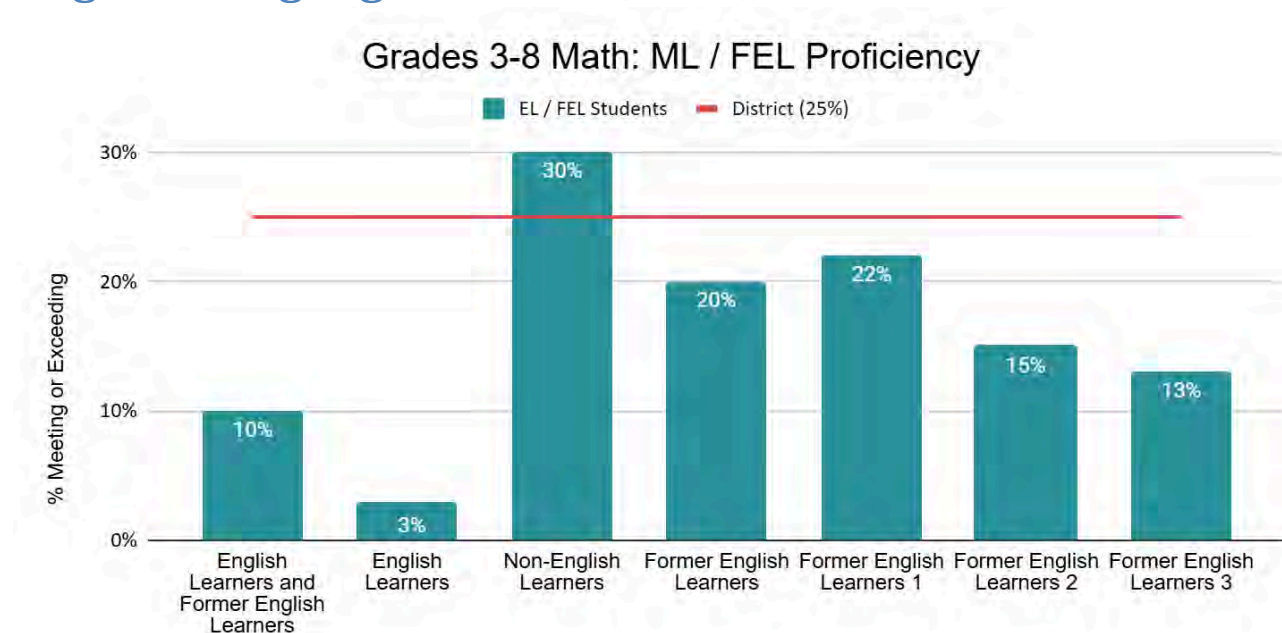


7. English Language Learner & Former English Language Learner Comparisons

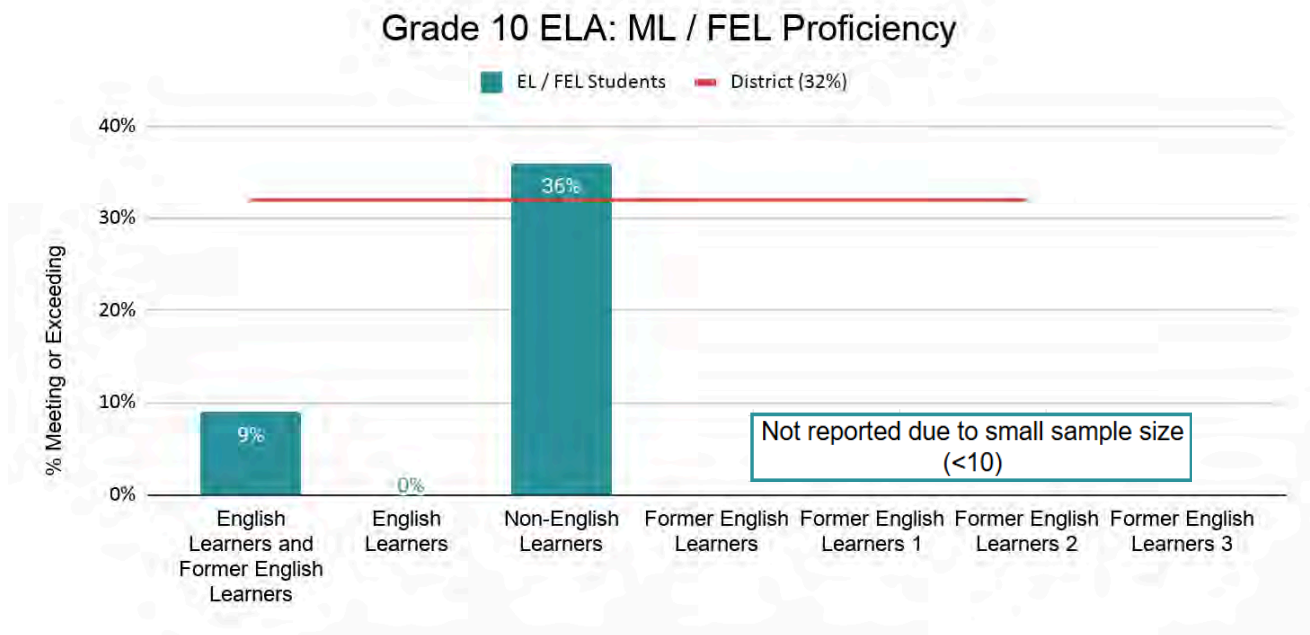
7.1 Grades 3-8 ELA: Multilingual Learners (MLs) & Former English Language Learner (FELs)



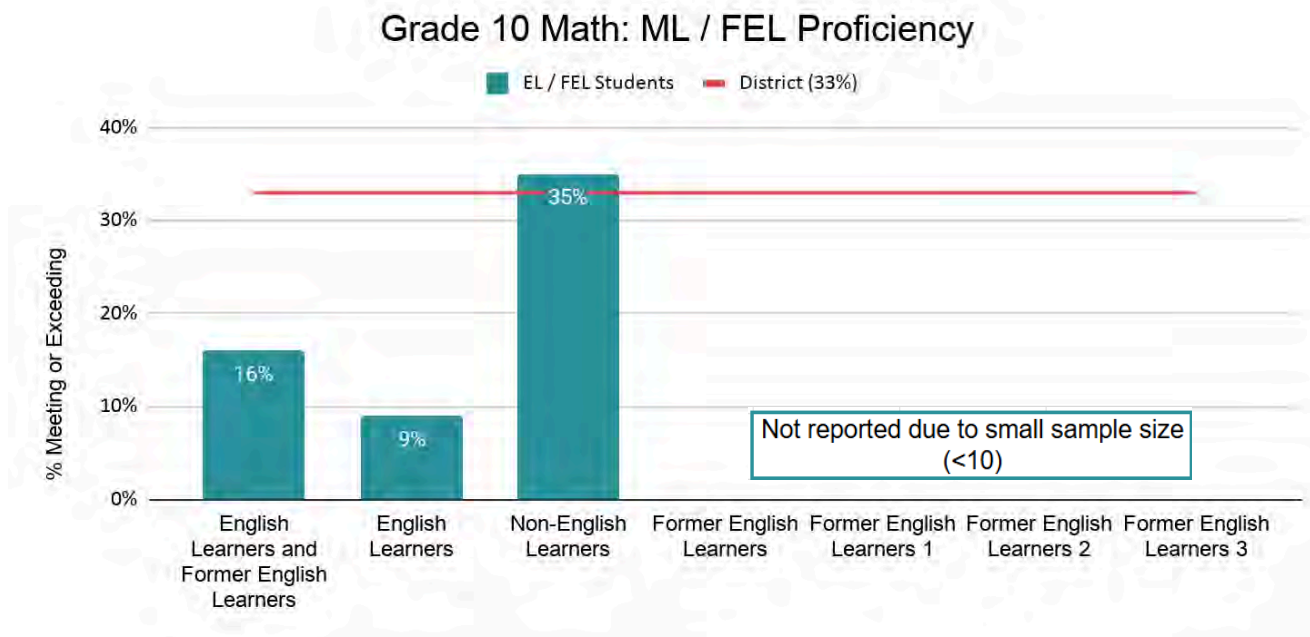
7.2 Grade 3-8 Math: Multilingual Learners (MLs) & Former English Language Learner (FELs)



7.3 Grade 10 ELA: Multilingual Learners (MLs) & Former English Language Learner (FELs)



7.4 Grade 10 Math: English Language Learner & Former English Language Learner



8. 2026 Official Accountability Reporting

New Liberty Innovation School, Salem Early Childhood, and Salem Prep were not reported due to insufficient data. Carlton was not reported as DESE considers it a merged school.

8.1 Salem Public Schools 2026

Overall classification	Not requiring assistance or intervention
Reason for classification	
Substantial progress toward targets	
Progress toward improvement targets	Accountability percentile
51% - Substantial progress toward targets	-

OVERALL RESULTS	STUDENT GROUP RESULTS	DETAILED DATA FOR EACH INDICATOR	SCHOOLS IN THIS DISTRICT
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Overall progress toward improvement targets

	2025	2026
Annual criterion-referenced target percentage	62%	43%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2025 x 40%) + (2026 x 60%)	51%	
	Substantial progress toward targets	

2026 Points awarded

2026 Progress toward improvement targets													
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)			All Students (High school grades)			Lowest Performing Students (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	1	4	-	2	4	-	0	4	-	0	4	-
	Mathematics achievement	2	4	-	3	4	-	0	4	-	0	4	-
	Science achievement	0	4	-	-	-	-	0	4	-	-	-	-
	Achievement total	3	12	60.0	5	8	67.5	0	12	40.0	0	8	67.5
Growth	English language arts growth	3	4	-	2	4	-	3	4	-	4	4	-
	Mathematics growth	2	4	-	2	4	-	4	4	-	4	4	-
	Growth total	5	8	20.0	4	8	22.5	7	8	20.0	8	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	4	4	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-	2	4	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-	2	4	-	-	-	-
	High school completion total	-	-	-	-	-	-	8	12	20.0	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	4	4	10.0	-	-	-	0	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	3	4	-	2	4	-	4	4	-	3	4	-
	Advanced coursework completion	-	-	-	-	-	-	4	4	-	-	-	-
	Additional indicators total	3	4	10.0	2	4	10.0	8	8	10.0	3	4	10.0
Weighted total		3.5	9.6	-	4.5	7.6	-	3.8	10.0	-	2.1	7.6	-
Percentage of possible points		37%			59%			38%			28%		
Percentage of possible points by gradespan		48% Weight of non-high school results:69%						33% Weight of high school results:31%					
2026 Annual criterion-referenced target percentage		43%											

8.2 Bates School 2026

Overall classification	Not requiring assistance or intervention
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Reason for classification
Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
63% - Substantial progress toward targets	53

OVERALL RESULTS	STUDENT GROUP RESULTS	DETAILED DATA FOR EACH INDICATOR
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Overall progress toward improvement targets

	2025	2026
Annual criterion-referenced target percentage	68%	60%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2025 x 40%) + (2026 x 60%)	63%	
	Substantial progress toward targets	

2026 Points awarded

2026 Progress toward improvement targets							
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	1	4	-	4	4	-
	Mathematics achievement	0	4	-	4	4	-
	Science achievement	0	4	-	-	-	-
	Achievement total	1	12	60.0	8	8	67.5
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	3	4	-	3	4	-
	Growth total	6	8	20.0	6	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	4	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	2	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	2	4	10.0	4	4	10.0
Weighted total		2.4	9.6	-	7.2	7.6	-
Percentage of possible points		25%		-	95%		-
2026 Annual criterion-referenced target percentage		60%					

8.3 Bentley Academy Innovation School 2026

Overall classification		Not requiring assistance or intervention
Reason for classification		
Moderate progress toward targets		
Progress toward improvement targets		Accountability percentile
35% - Moderate progress toward targets		19

OVERALL RESULTS	STUDENT GROUP RESULTS	DETAILED DATA FOR EACH INDICATOR
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Overall progress toward improvement targets

	2025	2026
Annual criterion-referenced target percentage	60%	18%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2025 x 40%) + (2026 x 60%)	35%	
	Moderate progress toward targets	

2026 Points awarded

2026 Progress toward improvement targets							
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-	-	-	-
	Mathematics achievement	0	4	-	-	-	-
	Science achievement	0	4	-	-	-	-
	Achievement total	0	12	60.0	-	-	-
Growth	English language arts growth	3	4	-	-	-	-
	Mathematics growth	2	4	-	-	-	-
	Growth total	5	8	20.0	-	-	-
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	4	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	3	4	-	-	-	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	3	4	10.0	-	-	-
Weighted total		1.7	9.6	-	-	-	-
Percentage of possible points		18%		-	-		-
2026 Annual criterion-referenced target percentage		18%					

8.4 Collins Middle School 2026

Overall classification		Not requiring assistance or intervention
Reason for classification		
Substantial progress toward targets		
Progress toward improvement targets		Accountability percentile
51% - Substantial progress toward targets		23

OVERALL RESULTS	STUDENT GROUP RESULTS	DETAILED DATA FOR EACH INDICATOR
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Overall progress toward improvement targets

	2025	2026
Annual criterion-referenced target percentage	-	51%
Weight	0%	100%
Cumulative Criterion-referenced target percentage (2025 x 40%) + (2026 x 60%)	51%	
	Substantial progress toward targets	

2026 Points awarded

2026 Progress toward improvement targets							
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	2	4	-	-	-	-
	Mathematics achievement	2	4	-	-	-	-
	Science achievement	2	4	-	-	-	-
	Achievement total	6	12	60.0	-	-	-
Growth	English language arts growth	3	4	-	-	-	-
	Mathematics growth	2	4	-	-	-	-
	Growth total	5	8	20.0	-	-	-
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	3	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	0	4	-	-	-	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	0	4	10.0	-	-	-
Weighted total		4.9	9.6	-	-	-	-
Percentage of possible points		51%			-		
2026 Annual criterion-referenced target percentage		51%					

8.5 Horace Mann Laboratory School

Overall classification	Not requiring assistance or intervention
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Reason for classification
Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
57% - Substantial progress toward targets	29

OVERALL RESULTS	STUDENT GROUP RESULTS	DETAILED DATA FOR EACH INDICATOR
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Overall progress toward improvement targets

	2025	2026
Annual criterion-referenced target percentage	10%	88%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2025 x 40%) + (2026 x 60%)	57%	
	Substantial progress toward targets	

2026 Points awarded

2026 Progress toward improvement targets							
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	2	4	-	4	4	-
	Mathematics achievement	4	4	-	4	4	-
	Science achievement	3	4	-	-	-	-
	Achievement total	9	12	60.0	8	8	67.5
Growth	English language arts growth	4	4	-	4	4	-
	Mathematics growth	4	4	-	4	4	-
	Growth total	8	8	20.0	8	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	2	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	1	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	1	4	10.0
Weighted total		7.6	9.6	-	7.3	7.6	-
Percentage of possible points		79%		-	96%		-
2026 Annual criterion-referenced target percentage		88%					

8.6 Salem High

Overall classification	Not requiring assistance or intervention
Reason for classification	
Moderate progress toward targets	
Progress toward improvement targets	Accountability percentile
30% - Moderate progress toward targets	44

OVERALL RESULTS	STUDENT GROUP RESULTS	DETAILED DATA FOR EACH INDICATOR
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Overall progress toward improvement targets

	2025	2026
Annual criterion-referenced target percentage	37%	25%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2025 x 40%) + (2026 x 60%)	30%	
	Moderate progress toward targets	

2026 Points awarded

2026 Progress toward improvement targets							
Indicator		All Students (High school grades)			Lowest Performing Students (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-	0	4	-
	Mathematics achievement	0	4	-	0	4	-
	Science achievement	0	4	-	0	4	-
	Achievement total	0	12	40.0	0	12	67.5
Growth	English language arts growth	3	4	-	4	4	-
	Mathematics growth	4	4	-	4	4	-
	Growth total	7	8	20.0	8	8	22.5
High school completion	Four-year cohort graduation rate	2	4	-	-	-	-
	Extended engagement rate	1	4	-	-	-	-
	Annual dropout rate	0	4	-	-	-	-
	High school completion total	3	12	20.0	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	0	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	4	4	-	-	-	-
	Additional indicators total	8	8	10.0	4	4	10.0
Weighted total		2.8	10.0	-	2.2	10.3	-
Percentage of possible points		28%		-	21%		-
2026 Annual criterion-referenced target percentage		25%					

8.7 Saltonstall School

Overall classification	Not requiring assistance or intervention
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Reason for classification
Limited or no progress toward targets

Progress toward improvement targets	Accountability percentile
23% - Limited or no progress toward targets	36

OVERALL RESULTS	STUDENT GROUP RESULTS	DETAILED DATA FOR EACH INDICATOR
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Overall progress toward improvement targets

	2025	2026
Annual criterion-referenced target percentage	-	23%
Weight	0%	100%
Cumulative Criterion-referenced target percentage (2025 x 40%) + (2026 x 60%)	23%	
	Limited or no progress toward targets	

2026 Points awarded

2026 Progress toward improvement targets							
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-	-	-	-
	Mathematics achievement	1	4	-	-	-	-
	Science achievement	0	4	-	-	-	-
	Achievement total	1	12	60.0	-	-	-
Growth	English language arts growth	3	4	-	-	-	-
	Mathematics growth	1	4	-	-	-	-
	Growth total	4	8	20.0	-	-	-
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	4	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	-	-	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	-	-	-
Weighted total		2.2	9.6	-	-	-	-
Percentage of possible points		23%		-	-		-
2026 Annual criterion-referenced target percentage		23%					

8.8 Witchcraft Heights School

Overall classification	Not requiring assistance or intervention
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Reason for classification
Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
63% - Substantial progress toward targets	35

OVERALL RESULTS	STUDENT GROUP RESULTS	DETAILED DATA FOR EACH INDICATOR
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Overall progress toward improvement targets

	2025	2026
Annual criterion-referenced target percentage	67%	61%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2025 x 40%) + (2026 x 60%)	63%	
	Substantial progress toward targets	

2026 Points awarded

2026 Progress toward improvement targets							
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-	2	4	-
	Mathematics achievement	2	4	-	4	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	6	12	60.0	6	8	67.5
Growth	English language arts growth	3	4	-	2	4	-
	Mathematics growth	2	4	-	2	4	-
	Growth total	5	8	20.0	4	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	0	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	2	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	2	4	10.0	4	4	10.0
Weighted total		4.8	9.6	-	5.4	7.6	-
Percentage of possible points		50%			71%		
2026 Annual criterion-referenced target percentage		61%					

9. Appendix (Methods & Notes)

9.1 Data Sources & Reporting Notes

The data presented in this packet draws from the following sources (all provided by **OpenArchitects** using official state data except for 10th grade science and section 6 on ELs/FELs which come from **Edwin Analytics**):

- MCAS Student-Level Data (2022–2026) – State assessment results for ELA, Math, and Science across grades 3–8 and 10. Includes scaled scores, achievement levels, and SGPs.
- Student Demographics Snapshot (2026) – Student subgroup information (High Needs, Low Income, SWD, EL, Race/Ethnicity). Based on Spring 2026 enrollment.
- District Enrollment & Cohort Files – Enrollment counts used for subgroup trend and growth calculations.
- SGP (Student Growth Percentile) Reports – Growth measures for ELA and Math by grade and subgroup. Interpreted using DESE growth models.
- Accountability Data Files (2022–2026) – Historical and current accountability indicators and trends. Used for trendlines, comparisons, and context.