

# MSAD 35 FY 17 Budget

## Frequently Asked Questions

*How do Marshwood High School graduates perform at the college level?*

According to this year's *US News & Report* "Best High Schools" survey data, 37.7% MHS students are expected to perform at the college readiness level when they leave MHS. This expectation is built off of the percentage of students who take and pass advanced placement exams while students at MHS.

Actual performance and readiness can be found in annual survey data compiled by the University of Maine. In its, "Feedback to Maine Schools" data, 75% of MHS graduates report that they are either "well prepared" or "very well prepared" for UMaine coursework with 94% of MHS students receiving grades of 2.0 or better at UMaine.



### Admissions Data

Fall 2009 - Fall 2013

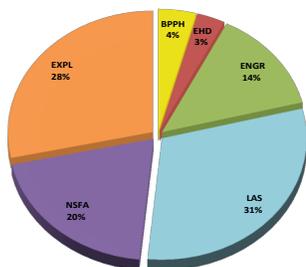
The enrollment data are based on first-time, full-time students entering UMaine in the fall semesters of 2009 - 2013.

Mean SAT		Number
1124	Applied	307
1155	Admitted	255
1124	Enrolled	95

### College of Enrollment

(Reflects current college configurations)

	Number
Business, Public Policy & Health (BPPH)	4
Education & Human Development (EHD)	3
Engineering (ENGR)	13
Liberal Arts & Sciences (LAS)	29
Natural Sciences, Forestry, & Agriculture (NSFA)	19
Explorations/Foundations (EXPL)	27



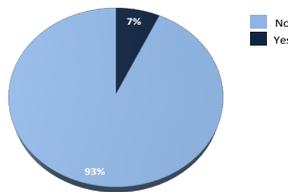
### Feedback to Maine High Schools

#### MARSHWOOD HIGH SCHOOL

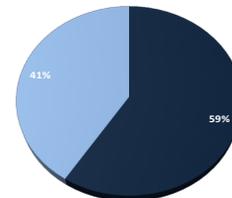
#### New-Student Survey: Fall 2009 - Fall 2013

The following data are based on responses from the 2009 - 2013 administrations of UMaine's new-student survey (given to new students in the summer prior to their first semester).

#### First-Generation college student? (87 respondents)



#### UMaine the first choice? (76 respondents)



#### Number of colleges other than UMaine applied to? (79 respondents)

none	1	2	3+
11%	9%	23%	57%

#### How well prepared for UMaine coursework? (87 respondents)

not certain	under-prepared	somewhat prepared	well prepared	very well prepared
2%	1%	21%	64%	11%

#### Expected weekly study time (hours)? (84 respondents)

5 or less	6 - 10	11 - 15	16 - 20	21+
0%	38%	43%	15%	4%

#### Outcomes: Fall 2008 - Fall 2012

Outcome data reflect the performance of first-time, full-time students who entered UMaine during the fall semesters of 2008 - 2012. Mean GPA is represented for only those course disciplines taken by at least 5 students.

#### First-Year GPA

	less than 2.00	2.00 - 2.99	3.00 or higher
Expected*	0%	18%	82%
Actual	6%	47%	47%

\* as reported in the new-student survey.

#### Actual mean GPA

First Semester	2.96
First Year	2.95

#### Grades in selected course disciplines

	Mean GPA
English	3.07
Mathematics	2.78
Foreign Languages	3.60
Social Sciences	2.73
Physical Sciences	2.95
Biological Sciences	2.66

#### One year after matriculation



*Caution: The data reported above are specific to the students graduating from this high school who chose to attend UMaine. Because these students do not constitute a representative sample of all students graduating from this high school, these data should not be used to evaluate this high school. In short, the data reported here provide feedback about only those students who attended UMaine from this high school — not feedback about the school in general.*

## MSAD 35 FY 17 Budget *Frequently Asked Questions*

*Why are the district's expenditures rising by \$995,125 next year?*

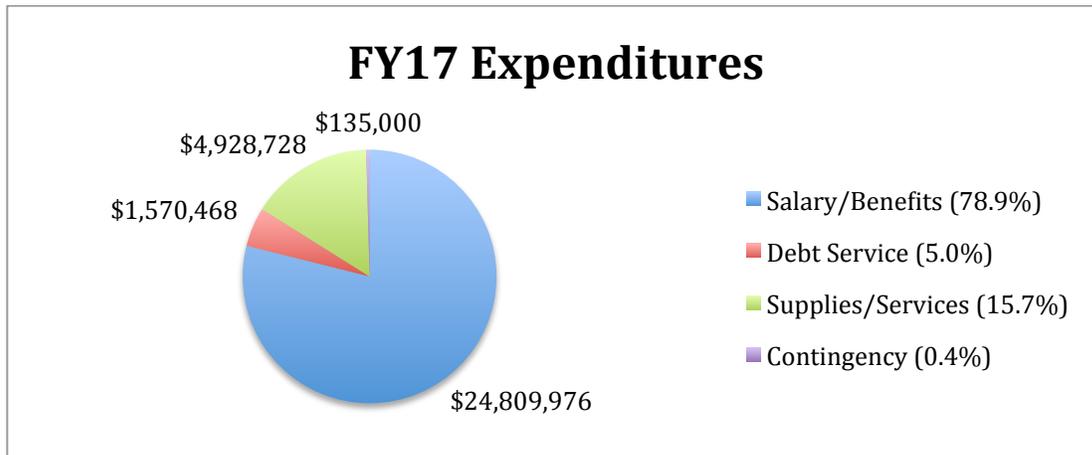
MSAD 35 is a complex organization comprised of more than 2,322 students and 366 staff members. Each year, we run 28 buses and 8 vans that use 55,000 gallons of diesel fuel and 8,000 gallons of gas. We own 5 large school buildings, which require electricity, water, heat and use 30,000 gallons of heating oil, 116,000 gallons of propane and 80,000 therms of natural gas.

Every year as we create the budget, we start with zero and assess the district's needs. For example, we closely examine each building, field, boiler and bus to determine what must be repaired or replaced. The Superintendent meets together with the Business Manager and every principal to review each school's projected enrollment grade-by-grade and class-by-class. Enrollment patterns are studied and a trend analysis emerges whereby a projected enrollment for the next school year is generated in every grade level and class throughout the district.

Once the projected enrollments have been calculated then the district applies its class size policy to determine what staffing is needed to meet the needs of the projected enrollment for the next academic year.

The chart below illustrates the district's expenditures by percentages for the following areas and compares these percentages for this school year FY16 and for next school year FY17:

	<u>FY 16</u>	<u>FY17</u>	<u>% +/-</u>	<u>\$ +/-</u>
Salaries and Benefits	78.4%	78.9%	+0.5%	\$1,095,547
Debt Service	5.4%	5.0%	- 0.4%	(\$ 65,997)
Supplies and Services	15.8%	15.7%	- 0.1%	(\$ 34,425)
Contingency	0.4%	0.4%	none	0
		<b>Total Change =</b>		<b>\$ 995,125</b>



Thus, as you can see from the chart above, the increase in expenditures for the district next year came from the 0.5% increase in salaries and benefits. Interestingly, had the district not had its net subsidy reduced by the state by (\$693,184) for next year, the district assessment would have been an amazing (-\$288,000)!

## **MSAD 35 FY 17 Budget**

### ***Frequently Asked Questions***

*Why do we have to vote to continue the budget referendum process?*

MSAD 35's Referendum Ballot Question #2 states: *"Do you wish to continue the budget validation referendum process in Maine School Administrative District No. 35 for an additional three years."*

By state law every three years the District's voters are asked to decide whether or not they wish to continue with the budget validation referendum voting process.

The School Board currently budgets \$2,000 to print the required ballots and \$2,500 to reimburse the towns for the District's proportionate share of the polling costs.

Every attempt is made to schedule the District Budget Validation Referendum on the second Tuesday in June to coincide with the town votes to make it convenient for the voters and to share the cost of holding the referendum.

A "YES" vote on this question would require the District to continue with the budget validation referendum for another three years.

A "NO" vote on the question would require the District to suspend the budget validation referendum process for three years. In this case, the District budget that is approved at the District Budget Hearing by the voters would become the District budget for the next year without the need to hold a referendum vote.

**MSAD 35 FY 17 Budget**  
***Frequently Asked Questions***

*How will the district pay for all day Kindergarten classes next year and for the years to come?*

This year the district serves 141 children in a half-day Kindergarten program. The state's Essential Programs and Services [EPS] recommended per pupil rate for elementary aged students is \$7,070 per child.

Here is a mathematical way of seeing the EPS recommended budget for Kindergarten children and how the district is projecting its expenditures next year to establish all day Kindergarten next year and fund it for the years ahead.

State Subsidy Calculation for Kindergarten

Subsidizable Kindergarten Enrollment	141
EPS Per Pupil Rate	\$ 7,070
EPS Recommended Budget [141 x \$7,070]	<b>\$996,870</b>

District Projected Expenditures for All Day Kindergarten

5 Current Teachers (Salary/Benefits in FY16 budget)	\$300,000*
5 New Teachers (Salary/Benefits proposed for FY17)	\$300,000*
Classroom Renovations** (Proposed for FY17)	\$ 15,000
Classroom Equipment** (Proposed for FY17)	\$ 30,000
Classroom Supplies** (Proposed for FY17)	\$ 30,000
<i>Total Projected District Expenditures for FY 17</i>	<b>\$675,000***</b>

\* These are estimated maximum salaries and benefits for expenditure projection analysis.

\*\*The classroom renovations, equipment and classroom supplies are start up costs for the 5 new classrooms. There will be modest increases for equipment and supplies in future years.

\*\*\*The fixed costs for: facilities, utilities, transportation and administration will remain the same for all day Kindergarten as the fixed costs for the current half-day program.

## **MSAD 35 FY 17 Budget** ***Frequently Asked Questions***

*Is the Assistant to the Superintendent taking over as the District Business Manager full-time next year?*

The district's long-time Business Manager announced his desire to retire from the district last year but agreed to work part-time this year to help the district transition to a new Business Manager. His work this year included the implementation and oversight of two new financial data systems. These new financial systems are crucial to the district's ability to plan, prioritize and qualify for subsidy and the new data systems include: a new district financial software program which the district had not replaced in over 20 years and the implementation of the district's data entry into the state's new reporting system, NEO, upon which the district's subsidy is based. The Business Manager also created the billing system for the first year of Rollinsford's tuition payments and their special education expenses, which required special billing procedures.

In addition to these three important factors requiring the attention of the Business Manager, there were several additional unanticipated changes to the central office administrative structure which also required transitional support of the Business Manager and these include: 1) the resignation of the Director of Human Resources last June; 2) the re-retirement of the district's Data Manager last fall; and 3) the recent notification from SAD 60 of their district's inability to continue to partner with MSAD 35 next year to share a Director of Transportation and a Director of Facilities.

All of these factors have made it necessary to recommend that the Business Manager extend his transition to full retirement to the end of next year.

The unanticipated loss of the district's Director of Transportation and its Director of Facilities next year has created the need to assign the Special Assistant to the Superintendent responsibilities for the direct supervision and direction of both of these two vital departments and he has already begun this work! As a result of these unanticipated changes, I am redesignating the Special Assistant to the Superintendent as the district's Chief Operational Officer who will have direct oversight of the following departments: Transportation, Facilities, Food Services, Human Resources, payroll and accounting offices.

As the year moves forward (and in light of the Business Manager's retirement at the end of the next school year and the increased responsibilities for the Chief Operating Officer), I will carefully evaluate and report to the Board whether the district requires a new financial manager who would report to the Chief Operational Officer and would be responsible for creating and maintaining the myriad of financial reports the district uses to both monitor its financial health and provide vital data to the state and federal government for reimbursement.

## MSAD 35 FY 17 Budget *Frequently Asked Questions*

*How is our state subsidy amount calculated?*

The state Department of Education [DOE] uses the following seven-step process to calculate our state subsidy amount:

Step #1 The state DOE inputs the financial, staffing and enrollment data from each district into the Essential Programs and Services [EPS] formula and calculates a minimum amount that each district should be spending on K-12 education and adds these individual district amounts together to come up with a state-wide amount.

Step #2 In accordance with the law the state legislature should fund 55% of the number arrived at in Step #1. However, the actual amount funded is determined through a process whereby the governor and the legislature agree on an amount they feel the state can afford to contribute towards education, which has never reached the required 55% mark.

Step #3 The DOE then calculates the total amount that all local districts must contribute by subtracting the state contribution arrived at in Step #2 from the statewide recommended expenditure amount from Step #1.

Step #4 The Maine Revenue Service provides the DOE the certified full-equalized value of all real and personal property subject to taxation in the state.

Step #5 The state DOE uses the property value amount in Step #4 to calculate a *minimum required mill rate* that each local district should use to raise taxes in support of education in its district by dividing the statewide local district contribution from Step #3 by the statewide property valuation.

Step #6 The DOE calculates our minimum required contribution by multiplying the minimum required mill rate established in Step #5 by the state certified property value in each town.

Step #7 For FY 17 our subsidy was calculated by subtracting the difference between the amount the EPS formula recommends we spend on education from Step #1 and state calculated minimum required contribution for our district from Step #6.

EPS Minimum Recommended Amount:	\$24,223,610 [from Step 1]
Minimum Required Contribution:	-\$12,253,843* [from Step 6]
State Subsidy:	<b>\$11,969,767</b> [from Step 7]

\*Minimum Required Contribution = District Certified Property Value x Minimum Required Mill Rate

District Certified Property Value:	\$1,476,366,667
Minimum Required Mill Rate:	\$8.30/\$1,000 of Property Value
Minimum Required Contribution:	\$ 12,253,843

**MSAD 35 FY 17 Budget**  
***Frequently Asked Questions***

*On page 1 of the Superintendent's letter to the board, item 2 states "The district's special education student enrollment declined by 13 students."*

*On page 2, under the Superintendent's Recommended Budget Actions, it states "Next year there will be an additional 38 special education students entering MHS from MMS. Therefore, I am recommending that the district add 1 special education teacher at MHS for FY 17."*

*If the total special education enrollment has decreased, can required services be provided by current staff by the reallocation of staff to the appropriate building?*

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During the 2015-16 school year, the special education enrollment declined by 13 students district wide. However, the district anticipates enrolling 23 new students with disabilities across the district for the 2016-17 school year.

Regarding the staffing at Marshwood High School, there are 34 students moving from Marshwood Middle School to Marshwood High School requiring special education. There are also 31 students moving to Marshwood Middle School requiring special education services. Therefore, staffing needs to remain as it currently is at the Middle School to deliver special education to the 31 new students moving to Marshwood Middle School next year.

Overall, the district is unable to reallocate staff such that there is a reduction in staff to accommodate these new students.

**MSAD 35 FY 17 Budget**  
***Frequently Asked Questions***

*Page 2 of the Superintendent's letter under "The Superintendent's Recommended Budget Cuts" states "I am recommending that the district cut the following administrative positions: 1 Director of Transportation and 1 Director of Facilities".*

*The MSAD35 FY17 Proposed Budget for line item "School Administration" increases spending by \$64,405.*

*If 2 administrative positions are being cut, why is School Administration budget increasing by \$64,405?*

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The "School Administration" line on the FY 17 Proposed Budget Sheet includes the salaries and benefits for our school based: principals, assistant principals and the schools' administrative assistants. The estimated increase in salaries and benefits for our schools' principals, assistant principals and administrative assistants in FY17 is: \$64,405.

The deleted Director of Transportation's position can be found under the personnel line in the Transportation Budget.

The deleted Director of Facilities' position can be found under the personnel line in the Facilities Budget.

**MSAD 35 FY 17 Budget**  
***Frequently Asked Questions***

*Page 2 of the Superintendent's letter states "the district's bus replacement plan calls for purchasing 2 buses one year and 3 buses the following year. It goes on to say, "I am proposing that the district use part of the \$600,000 to purchase 5 new buses in FY17...."*

*If the plan is to replace 5 buses in FY17, why does the Capital Improvement Plan for FY18 include replacing 2 more buses?*

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Each year the district applies to the state for funding to underwrite the cost of one or more buses for the district. Although we applied last year for new bus reimbursement, the district did not receive any funding for new buses. This year, the district applied for the purchase of 5 new school buses from the state and this application was approved!

The way the bus reimbursement program works in the state is as follows: once a district is approved for the reimbursement of one or more buses, the approved district must initially purchase the bus(es) outright and then in two years time the full cost of the bus(es) is reimbursed to the approved district.

The Capital Improvement Plan lists the replacement of 2 buses for FY18. However, if the Board and then the voters approve of the proposal to purchase 5 new buses under the state's reimbursement plan, then the Capital Improvement Plan would be updated and the need for 2 new buses in FY 18 would be deleted.

**MSAD 35 FY 17 Budget**  
***Frequently Asked Questions***

*The proposed budget for Guidance has increased from \$943,778 to \$1,075,626, an increase of \$131,848 (14%). This is after an increase of \$110,766 (13%) last year.*

*Why has the Guidance budget increased again by such a significant amount?*

\*\*\*\*\*

Seventy percent (\$91,471) of the increase is due to changing the status of the two contracted Support Group Facilitators at the high school from independent contractor to full time employed Social Workers to better meet the needs of our at risk students. The remainder of the increase (\$40,376) is due primarily to the salary and benefit increases for the 10 existing Guidance Counselors who work in all five of our schools.