



Massachusetts Department of  
ELEMENTARY & SECONDARY  
EDUCATION

# Salem Academy Charter School

## Summary of Review

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Salem, MA  
January 2014

**Massachusetts Department of Elementary and Secondary Education**  
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## Table of Contents

<b>I. Introduction .....</b>	<b>1</b>
<b>II. Executive Summary of Charter School Performance .....</b>	<b>1</b>
<b>III. School Amendments, History, and Demographics .....</b>	<b>4</b>
<b>IV. Areas of Accountability.....</b>	<b>5</b>
<i>A. Faithfulness to Charter.....</i>	<i>5</i>
<i>B. Academic Program.....</i>	<i>8</i>
<i>C. Organizational Viability.....</i>	<i>15</i>
<b>Appendix A: Accountability Plan Objectives and Measures (Criterion 1: Mission and Key Design Elements).....</b>	<b>18</b>
<b>Appendix B: Demographic DART Chart (Criterion 2: Access and Equity .....</b>	<b>22</b>
<b>Appendix C: Academic Data (Criterion 5: Student Performance) .....</b>	<b>26</b>
<b>Appendix D: Financial Dashboard (Criterion 10: Finance) .....</b>	<b>30</b>

## I. Introduction

The charter school regulations state that “[t]he decision by the Board [of Elementary and Secondary Education] to renew a charter shall be based upon the presentation of affirmative evidence regarding the success of the school’s academic program; the viability of the school as an organization; and the faithfulness of the school to the terms of its charter” 603 CMR 1.12(3). Consistent with the regulations, recommendations regarding renewal are based upon the Department of Elementary and Secondary Education’s (Department) evaluation of the school’s performance in these areas. In its review, the Department has considered both the school’s absolute performance at the time of the application for renewal and the progress the school has made during the first four years of its charter. Performance is evaluated against both the [Massachusetts Charter School Performance Criteria](#) and the school’s accountability plan. The evaluation of the school has included a review of the following sources of evidence, including but not limited to:

- the application for renewal submitted by the school,
- the school’s annual reports for the term of the charter,
- site visit reports generated by the Department in the seventh year of the school’s charter,
- independent financial audits,
- Coordinated Program Review reports,
- the year five Renewal Inspection Report, and
- other documentation, including amendments to the school’s charter.

The following sections present a summary from all of these sources regarding the school’s progress and success in fulfilling the terms of its charter, raising student achievement, and establishing a viable organization.

## II. Executive Summary of Charter School Performance

<i>Salem Academy Charter School (SACS)</i>			
<b>Type of Charter</b> (Commonwealth or Horace Mann)	Commonwealth	<b>Location</b>	Salem
<b>Regional or Non-Regional?</b>	Non-Regional	<b>Districts in Region</b> (if applicable)	N/A
<b>Year Opened</b>	2004	<b>Year(s) Renewed</b> (if applicable)	2009
<b>Maximum Enrollment</b>	372	<b>Current Enrollment</b>	370
<b>Chartered Grade Span</b>	6 – 12	<b>Current Grade Span</b>	6 – 12
<b>Students on Waitlist</b>	350 (grades 6 – 9)	<b>Current Age of School</b>	10 years

**Mission Statement**

Salem Academy is a commonwealth charter school serving the diverse population of Salem with a college preparatory program for students in grades six through twelve. Through a unique integration of college preparatory classes with service to the community, the school graduates informed, articulate and proactive individuals of strong character.

**Racial and Ethnic Composition and Selected Populations**

<b>Subgroup</b>	<b>Number of Students</b>	<b>Percentage of Student Body</b>
African American	37	10.0
Asian	14	3.8
Hispanic	127	34.3
Native American	0	0.0
White	192	51.9
Native Hawaiian, PI	0	0.0
Multi-race, non-Hispanic	0	0.0
<b>Total Students</b>	<b>370</b>	<b>100.0</b>
Special education	53	14.3
Limited English proficient	17	4.6
Low income	152	41.1
High Needs	176	47.6

## Salem Academy Charter School

<b>Exceeds</b>	The school fully and consistently meets the criterion and is a potential exemplar in this area.
<b>Meets</b>	The school generally meets the criterion and/or minor concern(s) are noted.
<b>Partially Meets</b>	The school meets some aspects of the criterion but not others and/or moderate concern(s) are noted.
<b>Falls Far Below</b>	The school falls far below the criterion and/or significant concern(s) are noted.

Massachusetts Charter School Performance Criteria		Rating
<b>Faithfulness to Charter</b>	<b>1. Mission and Key Design Elements:</b> The school is faithful to its mission, implements the key design elements outlined in its charter, and substantially meets its accountability plan goals.	● Exceeds
	<b>2. Access and Equity:</b> The school ensures program access and equity for all students eligible to attend the school.	● Meets
	<b>3. Compliance:</b> The school compiles a record of compliance with the terms of its charter and applicable state and federal laws and regulations.	● Meets
	<b>4. Dissemination:</b> The school provides innovative models for replication and best practices to other public schools in the district where the charter school is located.	● Exceeds
<b>Academic Program Success</b>	<b>5. Student Performance:</b> The school consistently meets state student performance standards for academic growth, proficiency, and college and career readiness.	● Meets
	<b>6. Program Delivery:</b> The school delivers an academic program that provides improved academic outcomes and educational success for all students.	Curriculum ● Exceeds
		Instruction ● Meets
		Assessment/Program Evaluation ● Exceeds
		Supports for Diverse Learners ● Meets
<b>7. Culture and Family Engagement:</b> The school supports students' social and emotional health in a safe and respectful learning environment that engages families.	● Meets	
<b>Organizational Viability</b>	<b>8. Capacity:</b> The school sustains a well-functioning organizational structure, and clearly delineates roles for staff, administration, and board members.	● Meets
	<b>9. Governance:</b> The board of trustees acts as public agents authorized by the state and provides competent stewardship and oversight of the school while maintaining policies, establishing and monitoring progress toward performance goals, and implementing governance systems to ensure the success and sustainability of the school.	● Meets
	<b>10. Finance:</b> The school maintains a sound and stable financial condition and operates in a financially sound and publicly accountable manner.	● Partially Meets

### III. School Amendments, History, and Demographics

#### Major Amendments

Salem Academy has requested and received the following major amendments during the charter term:

1. In November 2011, the Department granted SACS a charter amendment to increase its enrollment from 308 to 372 students in order to provide greater curricular and extracurricular options.

#### School History

Salem Academy Charter School (SACS) is in its tenth year of operation. The school received its charter in 2003 to serve a maximum of 308 students in grades 6 through 12. The school opened in September 2004 with 88 students in grades 6 and 7 and expanded to its full configuration of grades 6 through 12 in September 2008. The school's charter was renewed in February 2009 with the following condition: "By September 15, 2009 the school will establish and operate a program of English language learner education in a manner consistent with the requirements of General Laws Chapter 71A. The school will demonstrate meeting this condition by fully implementing all elements of the Corrective Action Plan as approved by the Department on October 10, 2008." In a memorandum dated December 2009, the Commissioner notified the Board of Elementary and Secondary Education that SACS had met this condition.

In November 2011, the school was granted an amendment to increase its enrollment from 308 to 372 students in order to provide greater curricular and extracurricular options, especially for high school students. The school reached its full enrollment of 372 students in September 2013. To accommodate the planned enrollment increase of 64 students, the school added approximately 11,000 square feet to its facility in 2012 by annexing and renovating unused space in the former warehouse it occupies at Shetland Park in Salem. The school configured the space to provide five additional classrooms, five additional offices, a library/media center, and a new cafeteria. The addition also allowed the school to locate lower and upper school classes in separate wings of the building.

## IV. Areas of Accountability

### A. Faithfulness to Charter

#### **1. Mission and Key Design Elements**

**The school is faithful to its mission, implements the key design elements outlined in its charter, and substantially meets its accountability plan goals.**

● Exceeds

*Finding: In its second charter term, SACS continues to implement programs to fulfill the key design elements of the school and operate in a manner consistent with its mission.*

Throughout the charter term, SACS's mission and key design elements have guided the school's day-to-day operations. During the year seven site visit and renewal inspection site visit stakeholders at SACS consistently described the school's mission with a focus on college preparedness and character development. The school's rigorous academics and robust service learning program are characterized as two of SACS's key design elements. Each element is implemented faithfully.

During the charter term the school has been dedicated to preparing its students for college through a rigorous academic program. The educational program at the lower school, which emphasizes fundamental skills, habits of mind, and formation of a learning disposition is intended to provide a strong foundation for the upper school program, which consists of rigorous college preparatory, honors level, and AP courses. Additionally, a full-time college counselor facilitates the transition from high school to college and helps students and parents select appropriate colleges and apply for admission and financial aid. The counselor also arranges field trips to college campuses and to fairs featuring college representatives. As demonstrated by the school's accountability plan results for the current charter term, beginning with the first graduating class of 2009, all graduates of SACS have been admitted to at least one college or university and 90 percent have matriculated to a college or university within a year of graduation from SACS.

The primary component of the school's character development focus remains the robust service learning program. The presence of the service learning program has remained strong throughout the course of the charter term. The renewal inspection team confirmed that the school continues to implement grade level service learning themes and students continue to be held to high standards regarding character development and the REACH values (responsible, empathetic, assertive, cooperative, honest). The school's service learning program continues to be embedded in the academic program in carefully articulated stages. The program intends to prepare students to carry out and evaluate the impact of an independently designed major project in grades 11 and 12. Grade 11 students research and write a proposal, or thesis, and a service plan to carry it out, and grade 12 students render services in fulfillment of the service plan and evaluate the results. Students' service hours are carefully documented. Students have reported that service projects connect them to the community and provide leadership experience, especially in advocacy.

*Finding: SACS has met a majority of the measures contained in its accountability plan.*

A charter school creates an accountability plan to set objectives for the charter term and to show growth through time. SACS has reported against an accountability plan that was approved in 2009. SACS's approved accountability plan includes ten objectives and 25 related measures. The school has met 20 of the 25 measures. More information about the school's success in meeting

the objectives and measures contained in its accountability plan can be found in Appendix A, Accountability Plan Performance, of this report.

<b>2. Access and Equity</b> The school ensures program access and equity for all students eligible to attend the school.	● Meets
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*Finding: SACS takes steps to actively target and recruit students in an effort to achieve a demographic profile comparable to similar schools within the district, but information regarding the availability of support services for English language learners and students with special needs is not readily available in the school's website or enrollment forms.*

SACS holds three open house programs during the school year to acquaint the parents of prospective students with the school's mission, programs, and services. As noted in the school's voluntary 2012 ninth year site visit report, a review of the school's website and enrollment materials indicates that information regarding the availability of special education and English language learners (ELL) support services are not made readily available to prospective parents through those avenues. The website and lottery enrollment forms published by the school also do not contain non-discrimination statements. This continues to be true in the school's current school year. Conversations with school administrators subsequent to the renewal inspection visit indicate that the needed changes are already in progress, and that the addition of this information to the website is nearly complete.

*Finding: Recruitment and enrollment practices ensure program access and equity for all students eligible to attend the school, across the five years of the charter term.*

New statutory provisions related to Criterion 2 were established in 2010. As specified in regulation, charter schools were first required to implement recruitment and retention plans in 2011-2012. This year, one of the Department's key priorities with respect to charter schools is to develop and pilot new tools and processes for robustly assessing this criterion, and to support schools in meeting this criterion. Because this represents the most prominent shift in the 2013 revisions to the Charter School Performance Criteria and is based on requirements that were newly established in the middle of the school's current charter term, the Department has evaluated school performance in this area accordingly.

SACS has shown a downward trend in ELL enrollment across the charter term, from a high of about 5 percent to a low of less than 2 percent; these rates are consistently lower than all comparison schools in Salem, and the gap between SACS and comparison schools' enrollment of ELLs is widening. Enrollment of students with disabilities has also decreased; the percentage of students with disabilities was similar to the rate in comparison schools in 2010 and 2011, but has dropped lower than all comparison schools by four to seven percent in the last two years. An increase in enrollment of students from low income families has occurred since the start of the charter term, however enrollment of this subgroup remains 10% or more lower than most of its comparison schools each year. The school's overall attrition rate decreased across the charter term from a high of about 19 percent in 2011 to 9 percent in the most recent year. The school's pattern of high but decreasing attrition rates for the high needs subgroup has been similar across the same time period.

The school has submitted and received approval for a recruitment and retention plan for the current school year containing deliberate and specific strategies the school will use to attract,

enroll and retain a student population that is comparable to similar schools in districts from which the school draws its students.

<p><b><u>3. Compliance</u></b>  <b>The school compiles a record of compliance with the terms of its charter and applicable state and federal laws and regulations.</b></p>	<p>● Meets</p>
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*Finding: The school is in compliance with program requirements as measured by the Coordinated Program Review (CPR). The school has implemented an English language learner program.*

A full Coordinated Program Review (CPR) which included a review of the school’s programs in the areas of special education, ELL and civil rights was conducted in January 2012, with a final report issued in March 2012. The school submitted a corrective action plan in April 2012. The school submitted progress reports to the Department documenting the steps which it had taken to address the issues cited in the report and as a result, the CPR process for both special education and civil rights has been closed. The school’s second set of progress reports addressing ELL issues are currently under review by the Department.

ELL program concerns that led to conditions having been placed on the school’s charter upon renewal in 2009 were fully addressed by the school, and program implementation was verified in a visit by the charter school office in October, 2009 subsequent to which the conditions were removed.

<p><b><u>4. Dissemination</u></b>  <b>The school provides innovative models for replication and best practices to other public schools in the district where the charter school is located.</b></p>	<p>● Exceeds</p>
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*Finding: SACS has collaborated and participated in sharing best practices with surrounding districts and educators across the state.*

As documented by the school’s annual reports and confirmed by the renewal inspection team, SACS has made many efforts to collaborate and share innovative practices over the course of the charter term. Examples of SACS’s formal and informal dissemination efforts during the charter term are as follows:

- In 2009 SACS’s English language learner coordinator has provided workshops to other charter school teachers through the (former) MA Charter School Resource Center.
- In January 2011, SACS’s best practices in math were shared at the ANet Data Showcase.
- In 2011 and 2012, SACS participated in APTAP (Advanced Placement Training and Rewards Program). Through this program, AP English, math and science teachers worked collaboratively with teachers from Salem, Peabody, Beverly, and Methuen to enhance their practice.
- In the 2012 school year, SACS had the opportunity to forge an effective partnership with the Salem Public Schools through the Department’s Title I Commendation Schools Grant. SACS worked with the Salem Public Schools to identify needs which would support one or more of the Level 3 schools in the district.
- During the summer of 2012, SACS’s AP English teacher presented a workshop on engagement at the AP National Conference in San Francisco.

- In 2013, SACS facilitated a workshop on using data to inform instruction with the Achievement Network (ANet) for Salem Public School Math Teachers
- During the 2013 school year, SACS math teachers participated in a Mathematics Learning Community workshop for middle school mathematics teachers, including teachers from the Salem Public Schools, under a 2013 Title I Commendation Schools Grant. The participating teachers jointly examined student work, discussed instructional strategies, and learned the protocols for implementing a Mathematics Learning Community in their own schools.

**B. Academic Program**

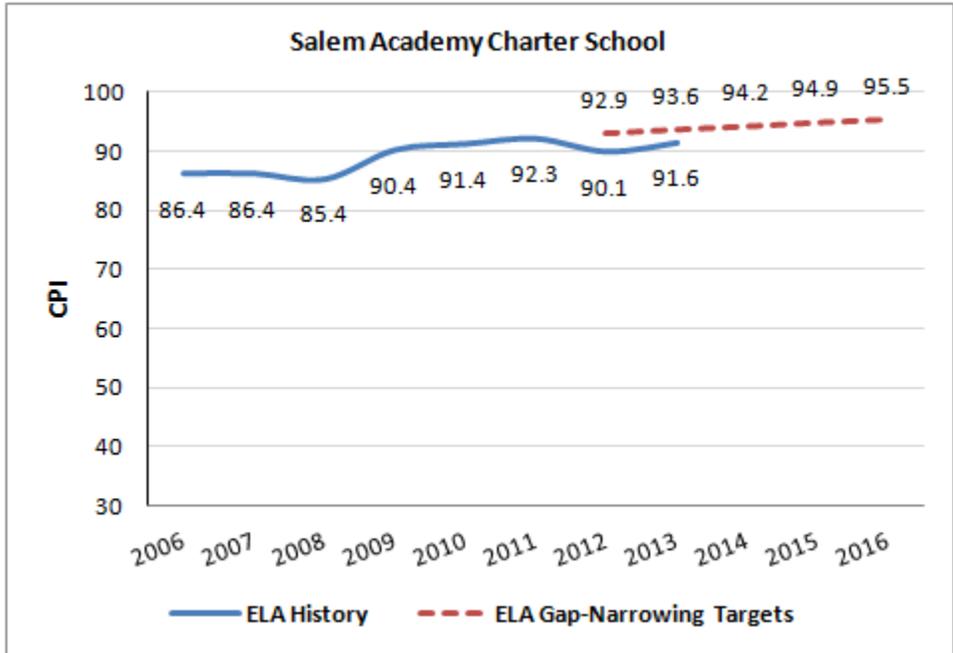
<p><b><u>5. Student Performance</u></b>  <b>The school consistently meets state student performance standards for academic growth, proficiency, and college and career readiness.</b></p>	<p>● Meets</p>
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*Finding: SACS consistently meets state student performance standards for academic growth, proficiency, and college and career readiness.*

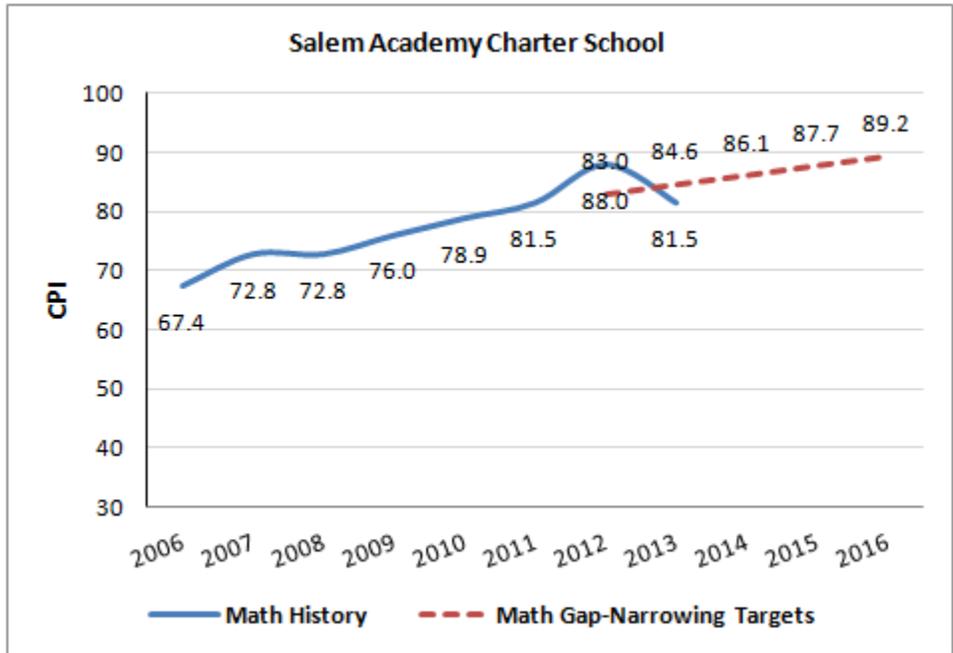
In 2013, SACS’s MCAS results placed it in Level 1; SACS is in the 63<sup>rd</sup> percentile relative to other schools in the same school type. The school’s CPI for 2013 is 91.6 in ELA, 81.5 in mathematics, and 81.8 in science and technology. The school’s SGP for 2013 is 65.0 in ELA and 56.0 in mathematics. Please see the data charts below to see historical trends in CPI and SGP. Please refer to Appendix C for detailed student academic performance data over the charter term.

Growth		2009	2010	2011	2012	2013
ELA SGP	All	66.0	61.5	61.5	58.0	65.0
	High needs	68.0	60.0	62.5	58.5	71.5
Math SGP	All	64.0	63.0	67.0	73.5	56.0
	High needs	63.5	61.0	69.0	72.0	48.0

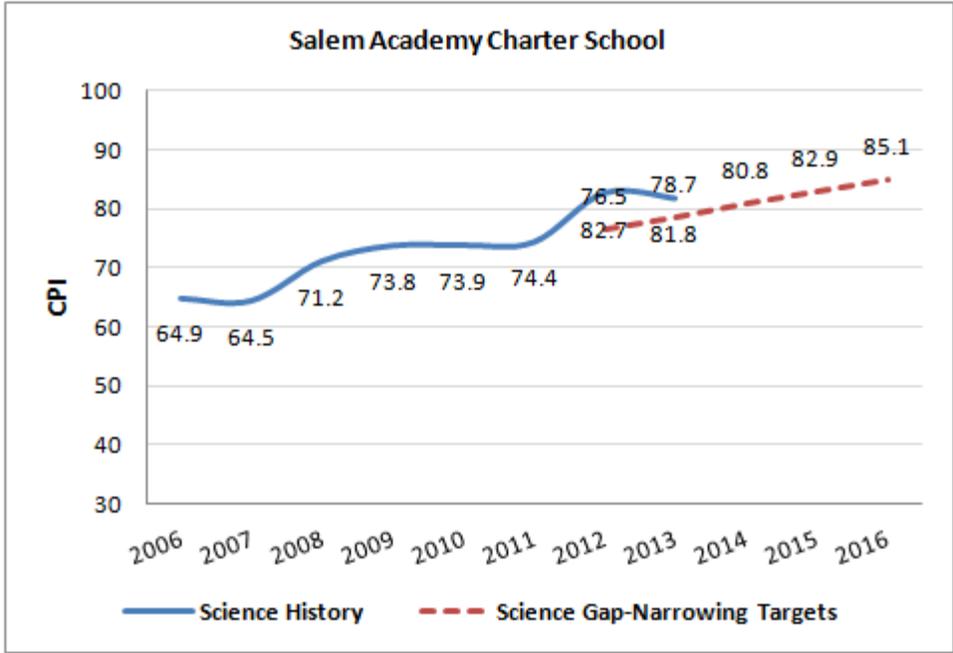
## English Language Arts Proficiency Gap Narrowing



## Mathematics Proficiency Gap Narrowing



**Science Proficiency Gap Narrowing**



<p><b>6. Program Delivery</b>                  The school delivers an academic program that provides improved academic outcomes and educational success for all students.</p>	Curriculum
	Instruction
	Assessment/Program Evaluation
	Supports for Diverse Learners

<p><u>Curriculum</u>                  The school’s curriculum is aligned to state curriculum frameworks and the Common Core standards; is aligned vertically between grades and horizontally across classrooms at the same grade level; and supports opportunities for all students to master these skills and concepts.</p>	<p>● Exceeds</p>
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*Finding: Throughout the current charter term, SACS has been utilizing a well-documented curriculum that is aligned to the Massachusetts Curriculum Frameworks (MCF) and the Common Core standards. The school continues to review and revise curriculum documents on an annual basis.*

During the course of the charter term, SACS’s curriculum has been created and maintained by the school. The school abides by a well-documented, rigorous, and organized curriculum. The renewal inspection team found that SACS’s documented curricula for the core subjects of ELA, history, mathematics, science, and Spanish were aligned with the state curriculum frameworks and the Common Core standards; were vertically and horizontally aligned; and contained clear, high expectations for all students. The school has internal benchmarks based on state curriculum frameworks, cross-curriculum learning standards aligned to the school’s mission, and high school exit standards. Teachers use the Veracross software system to track student achievement relative to the benchmarks. Additionally, a formal curriculum audits occur on an annual basis in which subject area teams review and revise curriculum documents based on student assessment data; informal review of curriculum occurred on an ongoing basis.

<p><u>Instruction</u>  <b>The school staff has a common understanding of high quality instruction for all students. Instructional practices are consistently aligned to this common understanding and foster student engagement. Classroom environments are conducive to learning.</b></p>	<p>● Meets</p>
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*Finding: Site visitors observed increased evidence of implementation of common school wide instructional practices throughout the course of the charter term. Teachers and school leaders have a common understanding of high quality instruction. Students continue to demonstrate a high level of engagement in classes.*

Prior to the year seven and renewal site visits, the school was asked to provide a detailed description of school wide instructional practices and expectations. In both instances, according to school leaders interviewed by the team, the teams would observe lessons consisting of an introduction, followed by direct instruction, guided practice, independent application and a conclusion, usually including the assignment of homework. They added that teachers would begin class by greeting students at the door and directing them to their seats to work on a Do Now or similar exercise while the teacher checked homework and ensured that students were prepared for class. Consistent use of Blackboard Configuration (BBC) and technology would also be present in all classrooms. School leaders added that the team would observe teachers making accommodations for students with disabilities and ELL students.

The year seven site visit team found consistent evidence of implementation of expected instructional practices in approximately half of the classrooms observed. Although all of the practices were observed in half of classrooms, the majority of classrooms observed displayed BBC, used technology, and consisted of standards-based lessons. The renewal inspection site visit reported an increase in consistency of implementation. The team found that the instruction in upper and lower school classes at SACS was fully consistent with the school’s description of instructional expectations for students. Similar to year seven, the level of student engagement and participation was high in most observed classes, and the classroom climate was observed to be cordial, respectful and welcoming. Further, the renewal inspection team found consistent evidence of rigorous expectations and higher-order thinking in many of the upper school classes observed.

<p><u>Assessment and Program Evaluation</u>  <b>The school uses a balanced system of formative and benchmark assessments. The school regularly and systematically analyzes the quality and effectiveness of the program in serving all students using qualitative and quantitative evidence and modifies the program accordingly.</b></p>	<p>● Exceeds</p>
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*Finding: SACS has used a balanced system of assessments to analyze the quality and effectiveness of the academic program throughout the charter term. The school continues to use internal and external student performance data to improve teaching and learning and to modify programs and services for all students.*

SACS has administered the Achievement Network (ANet) formative assessments since 2005. ANet assessments are based on the state curriculum frameworks and the Common Core standards and closely correlate with the MCAS tests. Throughout the charter term, the school has administered ANet assessments in ELA and mathematics four times per year in grades 6 through

8. SACS is planning to administer ANet science and social studies assessments in these grades in the 2015 school year. Teachers analyze the ANet results and plan differentiated instruction for struggling and accelerated students in grade-level and curriculum meetings by identifying students' strengths and weaknesses, developing plans for addressing the underlying concepts and skills required to answer frequently missed questions, and developing plans for at-risk students.

SACS's teacher-made tests are composed of a variety of item types, including multiple choice, short answer, and open response. These tests are intended to identify the learners at both the lower and upper ends of the performance continuum. If a student is struggling in one or more subject areas he or she may be identified as requiring an individualized student plan. The identified student's teachers collaborate to develop a formal action plan. Depending on the individual need, the action plan may include pull out services, required after-school tutoring, or summer school. The school rates student performance on an incremental four-point scale labeled as follows: *Performing as a Novice*, *Progressing*, *Knowledgeable*, and *Accomplished*. Teachers enter their benchmark assessment results into the Veracross school data management system, which reports on performance levels for individual students and classes using a growth metric that weights later assessments more heavily in the calculation of performance levels. A student must be rated *Knowledgeable* or *Accomplished* in 70 percent of the course benchmarks in order to pass the course.

SACS also continues to review the results of external assessments such as the MCAS, Advanced Placement (AP) exams, and SAT/PSAT tests. Stakeholders reported that MCAS test analysis begins during the summer with receipt of the preliminary results by the heads of school, who review them to identify overall patterns and trends. Once the full results are available in the early fall, teachers meet with curriculum and grade-level leaders to review the results in depth. The school commits to a similar process for AP, SAT, and PSAT results. Teachers and school leaders collaborate to identify trends, learning gaps, and student strengths. They use their analysis to assign students to the appropriate intervention (tutoring, small group instruction, one-on-one instruction, after school help).

The school has used qualitative and quantitative data to improve the effectiveness of the curriculum and academic program. Analysis of MCAS data showed a deficiency in students' ability to respond to open-ended questions. Teachers from the ELA, math, science, and special education department collaborated to design and include strategies for answering open response questions in the course content. Further, based on PSAT results, math teachers integrated SAT-type questions and skills into the curriculum for grades 6 through 12. Salem Academy has also used the results of self-evaluations of its special education and ELL programs to make changes. This year, the school reinstated a co-teaching model in grade 8 mathematics classes. Under the co-teaching model, a regular education mathematics teacher and a special education generalist plan the instruction and evaluate student performance collaboratively and take turns instructing the entire class and assisting individual students. The school reported that all students are benefiting from this model and the school is considering extending the model to other disciplines in the 2015 school year.

Supports for Diverse Learners

**The school provides supports to meet the academic needs for all students, including but not limited to students with disabilities and English language learners.**

● Meets

*Finding: SACS has demonstrated the capacity to identify, assess, and provide interventions and services that support all learners.*

SACS has a tiered system of interventions. The school implements a number of developmentally appropriate structured support programs intended to prevent student failure or an unnecessary referral for an evaluation under the special education law, for example, teachers provide homework assistance and individual tutoring before and after school daily. Some students are required to attend these sessions based on weak academic performance or difficulty with homework completion.

Students who are not making satisfactory progress are identified through the Veracross system and teacher referral, and are then referred to the Teacher Assistance Team (TAT), which includes teachers, the grade-level special educator, the grade-level team leader, and student services staff. The TAT develops an action plan to support the student in the general education classroom. If the student's achievement does not improve within four to six weeks, the student is referred for an evaluation for eligibility for special education services.

SACS has a District Curriculum Accommodation Plan (DCAP) that outlines strategies to help diverse learners master the school's learning goals. Although most teachers interviewed by the renewal inspection team appeared to be unfamiliar with the DCAP, the team found evidence of implementation of the interventions and support services articulated in the DCAP.

All special education students are fully enrolled in the general education program classes and receive support in the learning center. Stakeholders reported to the renewal inspection team that almost all special education students are fully included in the regular education program. Special educators provide support to students within their general education classes, as well as specially designed instruction and support to the same students in the learning centers.

SACS identifies ELL student in two ways: by routinely requesting records of any assessments of entering students from the ELL offices of their sending school districts and by administering the Home Language Survey to identify students whose parents indicate a first language other than English on the survey. Students who have not been previously identified are assessed with the WIDA-ACCESS Placement Test (W-APT), an English language proficiency screening test. The results of the language proficiency assessment are used to place students in ESL classes with the appropriate hours of service required.

In general education content classes, one of the ELL teachers provides push-in support if the classroom teacher is not SEI-trained. ELL teachers meet with the grade-level teams to help classroom teachers develop language objectives and modify learning activities and tasks to meet the needs of ELL students.

<b>7. Culture and Family Engagement</b>	● Meets
<b>The school supports students' social and emotional health in a safe and respectful learning environment that engages families.</b>	

*Finding: Over the course of the charter term, the school has established an environment that is physically and emotionally safe for all students and staff.*

SACS is physically safe. The entrance is locked, and visitors must ring a doorbell, be buzzed into the building, and wear nametags. The school has a lockdown policy and procedures. Prior to the start of school, the entire staff participates in a civil rights training session and a review of emergency protocols for school safety, according to school leaders. Students reported that the school had high expectations for good conduct, that the school is small, and that there are teachers everywhere.

Both site visit teams and the renewal inspection team found that the school community is based on mutual respect. Students are encouraged to practice the school norms known as REACH; teachers, school counselors, the nurse, the dean of students, and the heads of school work together in supporting the REACH norms. REACH norms are displayed throughout the school. Lower school teachers prepare "REACH reviews" on their students. These reviews are issued to the students to help them understand how their behavior corresponds with REACH standards. REACH rewards are given at school community meetings in both the lower and upper schools. Upper school teachers counsel students on REACH-related issues as they arise.

*Finding: SACS provides support proportionate to students' needs and helps families navigate the resources that are available to them at school and in the community.*

The dean of students, nurse, special education coordinator, two adjustment counselors and the heads of school comprise the student services team (SST), which provides for the emotional and social needs of students. The SST meets weekly to discuss how to help students overcome socio-emotional and behavioral challenges through early interventions and intensive services. The Salem Police Department's school liaison officer works with school leaders, staff, and families as well as court, probation, and state agencies providing social services.

SACS reaches out and involves parents in the life of the school in multiple ways including intake interviews the summer before school starts, potluck suppers, and both a School Family Community (SFC) team and Parent Advisory Council consisting of parents of students with disabilities. The school is offering a series of family workshops, facilitated by Families First, an agency founded by Wheelock College and Boston Children's Museum to help parents with child rearing through parenting education. This is a new endeavor in the 2014 school year and an attempt to further engage families with parenting programs of interest to them.

The SFC team meets monthly. The PAC meets monthly. Parents interviewed by the renewal team expressed positive views of the communication between home and school.

## C. Organizational Viability

### **8. Capacity**

**The school sustains a well-functioning organizational structure, and clearly delineates roles for staff, administration, and board members.**

● Meets

*Finding: Over the course of the charter term, SACS has sustained a stable leadership team that has clearly delineated roles and responsibilities.*

During the charter term, SACS has sustained a well-functioning organizational structure, and clearly delineated roles for staff, administration, and board members. Confirmed by documents and site visits, the school's leadership team consists of the executive director, the head of school, the head of lower school, the special education coordinator, the dean of students, and (since March 2013) the business manager. Four of the six administrators have been with the school throughout the current charter term, and two administrators (both individuals served as dean of students) left the school during the current charter term.

*Finding: The school has systems and structures to allow teachers to collaborate frequently, offer professional development opportunities, and formally evaluate teachers.*

Throughout the charter term, SACS has had systems and structures in place to evaluate teachers, provide opportunities for collaboration, and offer professional development. SACS provides time for teachers to meet weekly. Teachers are assigned into two team structures: the curriculum team is comprised of teachers from grades 6 through 12 by curriculum area, and the grade level team is comprised of teachers from grades 6 through 12 by grade-level. The grade-level team leaders meet weekly with the head of school and the head of lower school, the curriculum team leaders meet every other week on Fridays, and the entire faculty meets on Fridays. Teachers also collaborate via email and use the shared drive to work with each other on lesson plans, content, reference sheets, and modifications.

In 2012, SACS adopted the Massachusetts Model System for Educator Evaluation. Teachers interviewed by the renewal inspection team reported that they receive regular supervision and feedback from school leaders and that they had begun the formal process of a self-assessment and the development of SMART goals. They reported that the heads of school observe instruction in their classrooms from five to 15 minutes at a time and provide teachers with feedback in person or through notes and emails. In addition, teachers meet with the head of their school every two weeks to discuss progress, goals, and the sources of evidence for their evidence binders. Teachers told the team that they could ask for specific observation of a lesson of their choice and receive feedback on their practice based on SACS's instructional priorities.

### **9. Governance**

**The board of trustees acts as public agents authorized by the state and provides competent stewardship and oversight of the school while maintaining policies, establishing and monitoring progress toward performance goals, and implementing governance systems to ensure the success and sustainability of the school.**

● Meets

*Finding: Since the beginning of the charter term, the board has transitioned to a governance role. Currently, the school's board of trustees is active, possesses a variety of skills, is well*

*informed, and is engaged in the appropriate oversight of the school. The board formally evaluates the school leader annually.*

Since the beginning of the charter term, the board has transitioned from a day-to-day managerial role to a broader role of governance. Prior to the year seven site visit, the board was involved in the daily operations and decisions of the school. In the school’s seventh year trustees were working to better define roles and perform as a governing entity. The board completed a five-year strategic plan in June 2010 in the following areas: educational program, human resources, school culture, governance, administration, compliance and accountability, communications, marketing and development, location, facilities, equipment and finances. The renewal inspection team confirmed that the board is well-informed and engages in appropriate oversight of the school.

Currently, the school is governed by an 11-member board. The board officers include a chair, a vice-chair, a secretary, and a treasurer. The Application for Renewal and the school’s website lists members of the board of trustees having backgrounds in development, construction, law, finance, interior design, public and college education, health, business, and technology. The board has six standing committees: education, development, facilities, finance, human relations, and trusteeship; the subcommittees do much of the detailed information gathering and discussion of school issues, and report to the full board monthly. In September 2012, the board voted to amend its bylaws to increase the maximum number of board members from 11 to 15 with a minimum of seven members in order to improve development and fundraising. During the current charter term, the board has functioned with an average of 11 members from 2009 through 2013. Board turnover has been low, with an average of one board member departing the board and one joining the board each year. The board of trustees evaluates the executive director’s performance on an annual basis.

<p><b>10. Finance</b>  <b>The school maintains a sound and stable financial condition and operates in a financially sound and publicly accountable manner.</b></p>	<p>● Partially Meets</p>
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*Finding: Over the course of the charter term SACS had to respond to a budgetary shortfall, which caused some of the school’s key financial indicators to drop to high or moderate risk level. SACS mostly operates in a financially sound and publicly accountable manner, with some concerns noted.*

Fiscal year 2011 (FY11) presented unexpected budgetary challenges for SACS. In FY11, SACS budgeted for \$3,610,800 in tuition revenues based on an estimate for per pupil tuition that roughly matched that of FY10. Due to a miscalculation from the sending district, the FY11 tuition payments were recalculated midyear and reduced by 8.5 percent. SACS brought in actual tuition revenues of \$3,369,076 for an unfavorable variance of \$241,724. In FY11, SACS ran an operating loss of \$599,500. Part of this loss can be explained by the tuition shortfall, but not all of it. As a result of the financial losses sustained in FY11, SACS was categorized as at moderate or potentially high risk on key financial indicators from FY11-FY13 in the fiscal dashboard. Please refer to Appendix D for a financial dashboard.

The school ran operating losses in FY11, FY12 and FY13, and at the end of all three years, the school held negative net assets. In FY12, the school utilized its entire credit line of \$350,000 but had paid it off by FY13. Although the school held negative net assets in FY13, when considered

jointly with its associated foundation, Salem Foundation for Service Education, Inc. the net position is positive: \$137,509. FY13 brought increased revenues from tuition due to the school reaching its full enrollment.

The renewal inspection team found that the board of trustees approves the school's final budget and that they hear monthly financial reports at their meetings. The school hired a certified business manager in the spring of 2013.

SACS audits have been free of findings of deficiency and material weakness for the charter term. In FY10 and FY13, the auditor found instances of noncompliance. In FY13, SACS was not compliant in submitting the staff's withheld deductions to Massachusetts Teachers Retirement Board (MTRB) in a timely fashion, due to inefficiencies in bookkeeping. In two instances, SACS decided to delay submitting to MTRB because the school was short on cash and couldn't fulfill all its financial commitments on time.

## Appendix A: Accountability Plan Objectives and Measures (Criterion 1: Mission and Key Design Elements)

### Faithfulness to Charter

	Performance (Met/Not Met)	Evidence
<b>Objective: Salem Academy Students will demonstrate academic proficiency while providing service to the community.</b>		
<b>Measure:</b> Salem Academy Charter School students on average will demonstrate 90 percent proficiency on service learning benchmarks each year.	<b>Met</b>	<ul style="list-style-type: none"> <li>For 2009-2013, students have demonstrated 93 percent proficiency on average each year.</li> </ul>
<b>Measure:</b> 100 percent of students in grade 12 will complete a service learning thesis, demonstrating their ability to apply academic skills to meet a community need by meeting defined expectations.	<b>Met</b>	<ul style="list-style-type: none"> <li>For 2009-2013, all graduates have met this requirement</li> </ul>
<b>Measure:</b> 80 percent of students will agree in an annual survey that their service learning projects benefited the community.	<b>Met</b>	<ul style="list-style-type: none"> <li>From 2010-2013, 84 percent of students on average agreed that their service learning projects benefitted the community each year.</li> </ul>
<b>Objective: Salem Academy students will demonstrate that they are prepared to succeed in college.</b>		
<b>Measure:</b> 90 percent of students will be accepted to at least one college or university.	<b>Met</b>	<ul style="list-style-type: none"> <li>For 2009-2013, all graduates have been accepted at least one college or university.</li> </ul>
<b>Measure:</b> 90 percent of students will matriculate to a college or university within a year of graduate from Salem Academy Charter School	<b>Met</b>	<ul style="list-style-type: none"> <li>From 2009-2013, 90 percent of graduates (78) have matriculated at a college or university within a year of graduation from Salem Academy.</li> </ul>
<b>Measure:</b> 100 percent of students graduating from Salem Academy Charter School will have taken and passed classes which fulfill average entry requirement for four year colleges.	<b>Met</b>	<ul style="list-style-type: none"> <li>For 2009-2013, 100 percent of students have taken and passed classes which fulfill average college entry requirements as defined by Salem Academy.</li> </ul>

### Academic Program Success

	Performance (Met/Not Met)	Evidence
<b>Objective: Salem Academy students will demonstrate that they are informed and articulate through measurable academic achievement in English language arts.</b>		
<b>Measure:</b> Salem Academy Charter School students will demonstrate adequate yearly progress, or will meet growth targets, as established by the Massachusetts Department of Elementary and Secondary Education in English language arts in aggregate and for all statistically significant subgroups.	<b>Met</b>	<ul style="list-style-type: none"> <li>Salem Academy is a Level 1 school and has exceeded the ELA gap narrowing goals in the aggregate and for all statistically significant subgroups.</li> </ul>

<b>Measure:</b> 90 percent of students will meet internal grade-level proficiency requirements in English language arts classes.	<b>Met</b>	<ul style="list-style-type: none"> <li>From 2009-2012, 93 percent of students on average have met internal grade-level proficiency requirements each year.</li> </ul>
<b>Measure:</b> The average score of Salem Academy Charter School students in grade 11 on the PSAT, and students in grade 12 on the Critical Reading sections of the SAT will be above the 50 <sup>th</sup> percentile nationally.	<b>Not Met</b>	<ul style="list-style-type: none"> <li>According to school records, grade 11 students did not score above the 50<sup>th</sup> percentile on the critical reading section of the PSAT. The classes of 2010, 2011, and 2014 scored above the 50<sup>th</sup> percentile in critical reading on the SAT; however, the classes of 2012 and 2013 scored below the 50<sup>th</sup> percentile in critical reading on the SAT.</li> </ul>
<b>Objective: Salem Academy students will demonstrate that they are informed and articulate through measurable academic achievement in mathematics.</b>		
<b>Measure:</b> Salem Academy Charter School students will demonstrate adequate yearly progress or will meet growth targets, as established by the Massachusetts Department of Elementary and Secondary Education in mathematics in aggregate and for all statistically significant subgroups.	<b>Met</b>	<ul style="list-style-type: none"> <li>Salem Academy is a Level 1 school and has exceeded the mathematics gap narrowing goals in the aggregate and for all statistically significant subgroups.</li> </ul>
<b>Measure:</b> 90 percent of students will meet internal grade-level proficiency requirements in mathematics classes.	<b>Met</b>	<ul style="list-style-type: none"> <li>From 2009-2012, 90 percent of students on average have met internal grade-level proficiency requirement each year.</li> </ul>
<b>Measure:</b> The average score of Salem Academy Charter School students in grade 11 on the PSAT, and students in grade 12 on the SAT mathematics sections will be above the 50 <sup>th</sup> percentile nationally.	<b>Not Met</b>	<ul style="list-style-type: none"> <li>During the charter term, only the 2013 grade 11 class scored above the 50<sup>th</sup> percentile in mathematics on the PSAT. Only the class of 2014 scored above the 50<sup>th</sup> percentile in mathematics on the SAT.</li> </ul>
<b>Objective: Salem Academy Students will demonstrate that they are informed and articulate through measurable academic achievement across academic core subjects.</b>		
<b>Measure:</b> Salem Academy students will average 80 percent proficiency on academic benchmarks across all core subjects.	<b>Met</b>	<ul style="list-style-type: none"> <li>From 2009-2012, students have averaged 83 percent proficiency on academic benchmarks each year.</li> </ul>
<b>Measure:</b> 100 percent of Salem Academy Charter School students will earn a passing score on one high school science, technology and engineering assessment as defined by the DESE and measured by the MCAS	<b>Met</b>	<ul style="list-style-type: none"> <li>From 2009-2012, every student has earned a passing score, proficient or higher, on one high school science, technology and engineering assessment each year.</li> </ul>

## Organizational Viability

	Performance	Evidence
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	(Met/Not Met)	
<b>Objective: Salem Academy will demonstrate stability and sustainability through the responsible use of financial resources.</b>		
<b>Measure:</b> The school will operate on a balanced budget as evidenced by year end income statements	<b>Met</b>	<ul style="list-style-type: none"> <li>During the fourth year of the current charter term, the school had positive net assets of \$137,509, based on the fiscal year 2013 audit, and was financially sound.</li> </ul>
<b>Measure:</b> The school will maintain positive net assets and adequate sources of funds to meet all payments as evidenced on year-end balance statements.	<b>Met</b>	<ul style="list-style-type: none"> <li>See above.</li> </ul>
<b>Measure:</b> The school's independent annual audits will result in unqualified opinions and will show no material findings.	<b>Met</b>	<ul style="list-style-type: none"> <li>Throughout the charter term, the school has received audits with unqualified opinions and no material findings (although two audits revealed instances of noncompliance.)</li> </ul>
<b>Objective: The Salem Academy Board of Trustees will demonstrate effective leadership and governance.</b>		
<b>Measure:</b> The Board will have a quorum present at 100% of its monthly meetings; adhere to focused and relevant agendas at each meeting; reflect an effective committee structure as evidenced by reports at meetings; and maintain accurate records as evidenced by approved minutes of all meetings.	<b>Met</b>	<ul style="list-style-type: none"> <li>Minutes of board meetings indicate a quorum present for all monthly meetings, include agendas and subcommittee reports, are approved by the board, and are occasionally amended to be accurate.</li> </ul>
<b>Measure:</b> The Board will engage in an ongoing strategic planning process that sets specific, realistic goals and timelines each year, that is responsive to the inevitability of change, and that results in achievement of 90% of the agreed upon goals.	<b>Not Met</b>	<ul style="list-style-type: none"> <li>Board meeting minutes show that the board created and approved a strategic plan in 2010. The plan is monitored by subcommittees that report on progress regularly, but no summary of achievement of the goals is evident in minutes.</li> </ul>
<b>Measure:</b> The Board will establish an effective organizational structure for the school. At least 50% of parents will respond to an annual family satisfaction survey. At least 80% of respondents will express satisfaction with the school.	<b>Not Met</b>	<ul style="list-style-type: none"> <li>According to school records, the survey response rate in 2013 was only 22 percent, although the satisfaction rate was 91 percent.</li> </ul>
<b>Objective: Salem Academy will employ highly qualified, competent, and talented instructional staff whose collective professionalism will support a purposeful learning environment.</b>		
<b>Measure:</b> By the end of their first year at Salem Academy, all teachers who are retained will have met NCLB Highly Qualified standards and be proficient in 80% of instructional standards as measured by the school's standards-based evaluation system.	<b>Met</b>	<ul style="list-style-type: none"> <li>Based on personnel data provided by the school and the Application for Renewal, all teachers are highly qualified and proficient in 80 percent of the school's instructional standards.</li> </ul>
<b>Measure:</b> Salem Academy will retain 80% of teachers who have demonstrated proficiency in the school's instructional standards.	<b>Met</b>	<ul style="list-style-type: none"> <li>Data provided in the Application for Renewal</li> </ul>

		and most recent annual report indicate that six of 34 teachers who demonstrated proficiency left the school in the 2013 school year; thus, the retention rate for that year was 82 percent.
<b>Objective: Salem Academy will recruit and retain a student population that reflects the diversity of Salem and the surrounding communities.</b>		
<b>Measure:</b> Salem Academy's student population will match on a percentage basis within 10% the sending district's statistically significant populations with respect to ethnicity, language proficiency, economic status, and special education designation as evidenced by Mass DESE published statistics.	<b>Not Met</b>	<ul style="list-style-type: none"> <li>Student data from the 2013 annual report show that Salem Academy's student profile matched within 10 percent that of Salem Public School published on the Department website for all categories except the low income category: 44.7 percent of Salem Academy students were low income, versus 55.9 percent of Salem Public Schools students.</li> </ul>
<b>Measure:</b> Salem Academy will retain at least 90% of students within its middle school and 90% of students within its high school.	<b>Met</b>	<ul style="list-style-type: none"> <li>The student retention rate within the middle school has averaged 96 percent and the student retention rate within the high school rose to 93 percent in 2012.</li> </ul>
<b>Objective: Salem Academy will document and share information on its school model including innovative practices.</b>		
<b>Measure:</b> Salem Academy will present at least one model of its mission based best practices at an educational conference, in a journal, or at a collaborative workshop each year and will seek inclusion in the MASS DESE Best Practices Guide as evidence of its value to the larger educational community.	<b>Met</b>	<ul style="list-style-type: none"> <li>Salem Academy has shared best practices with the Salem Public Schools through its Commendation School grant and in other venues.</li> </ul>

## Appendix B: Demographic DART Chart (Criterion 2: Access and Equity)

### *Graphs from the Charter Demographic Analysis and Review Tool (DART)*

The longitudinal demographic comparison data presented in the following four graphs is intended to provide context for the charter school's recruitment and retention efforts. The set of displayed comparison schools includes the charter school of interest, and all of the public schools (district and charter) in the charter school's region that serve at least one grade level of students which overlaps with the grade levels served by the charter school.<sup>1</sup> All data displayed in these graphs is derived from ESE District and School Profiles (<http://profiles.doe.mass.edu/>).

The four graphs provide comparison enrollment percentages for four different subgroups of students: first language not English, English language learners, low income, and students with disabilities. Each line on the graph represents the percentage of total school enrollment from 2010 to 2013 for a given school or set of schools. Data listed is displayed longitudinally across multiple years in line graph form, with:

- a solid **bold black** line representing subgroup enrollment in the charter school of interest;
- a dotted **green** line for the statewide average;
- a **blue** line for the district in which the charter school is located;
- a dotted **orange** line for the median enrollment among the charters' set of comparison schools;
- **gray** lines for enrollment percentage in each individual comparison school (darker gray for charter schools, and lighter gray for district schools).

One plotted figure, the orange line, is statistically-derived: the *median*<sup>2</sup> enrollment percentage of the comparison schools. For some schools, additional graphs summarize attrition rates<sup>3</sup> in the aggregate and for the high needs<sup>4</sup> subgroup. Please note that district percentages are not included since attrition at the district-level cannot be reasonably compared to attrition at the school-level.

**Important Notes:** Though comparisons of subgroup enrollment in a charter school to that of other public schools in a geographic area can provide some information to assess comparability of student populations, the subgroup composition of a charter school is not required to be a mirror image of its sending districts and region. Students choose to enroll or are assigned to the schools in a geographic region due to a variety of reasons and factors, including: the random lottery admissions requirement for charter schools, district assignment and programmatic placement decisions, parent choice, uneven distribution of families within a geographic region due to housing or wealth distribution patterns, and natural population variation, among many others. Charter schools are mandated to receive Department approval for a recruitment and retention plan to be reported on and updated annually. When deciding on charter renewal, the Commissioner and the Board of Elementary and Secondary Education must consider the extent to which the school has followed its recruitment and retention plan, using deliberate, targeted strategies to recruit and retain students in subgroups where enrollment has not been comparable, and whether the school has enhanced its plan as necessary. It is also important to note that it may take time for a charter school's recruitment and retention efforts to be reflected in the aggregate demographic percentages given sibling preference for admission and a limited number of entry grades.

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<sup>1</sup>For a charter school that draws more than 20% of its students from a district outside the districts specified in its charter, comparison schools from these districts are also included. This only occurs with two schools located in Cambridge which draw more than 20% of their students from Boston.

<sup>2</sup>The *median* refers to the subgroup percentage at the school(s) among the comparison schools with the middle percentage of students in the subgroup.

<sup>3</sup>The percentage of attrition, or rate at which enrolled students leave the school between the end of one school year and the beginning of the next.

<sup>4</sup> A student is *high needs* if he or she is designated as either low income, or ELL, or former ELL, or a student with disabilities. A former ELL student is a student not currently an ELL, but had been at some point in the two previous academic years.

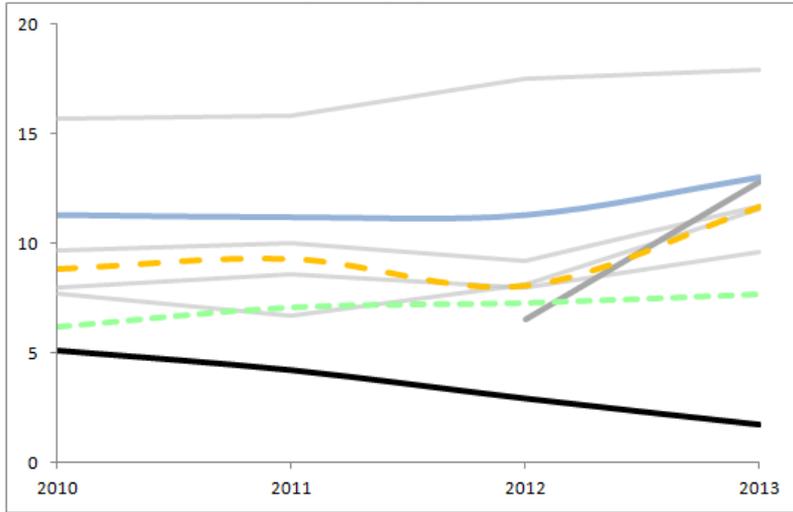
## Enrollment Demographics

Number of Comparison Schools for Salem Academy: 6

— Charter School   
 - - - Statewide Avg   
 - - - Median   
 — District (School Location)   
 — Comparison Charter Schools   
 — Comparison District Schools

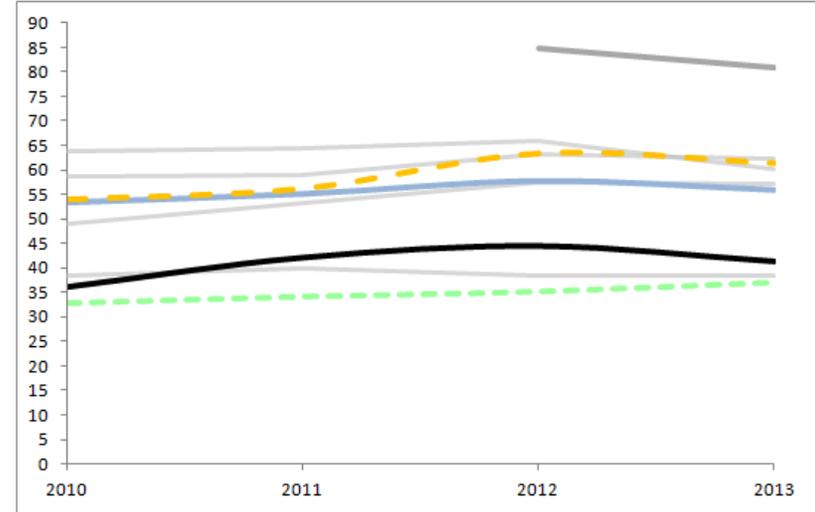
Salem Academy Charter School (06-12)

English Language Learners



	2010	2011	2012	2013
Charter School	5.1	4.2	2.9	1.7
Statewide Average	6.2	7.1	7.3	7.7
Median	8.9	9.3	8.1	11.7
Salem	11.3	11.2	11.3	13

Low Income



	2010	2011	2012	2013
Charter School	36.0	42.1	44.5	41.3
Statewide Average	32.9	34.2	35.2	37.0
Median	53.9	56.1	63.3	61.3
Salem	53.4	55.1	57.7	55.9

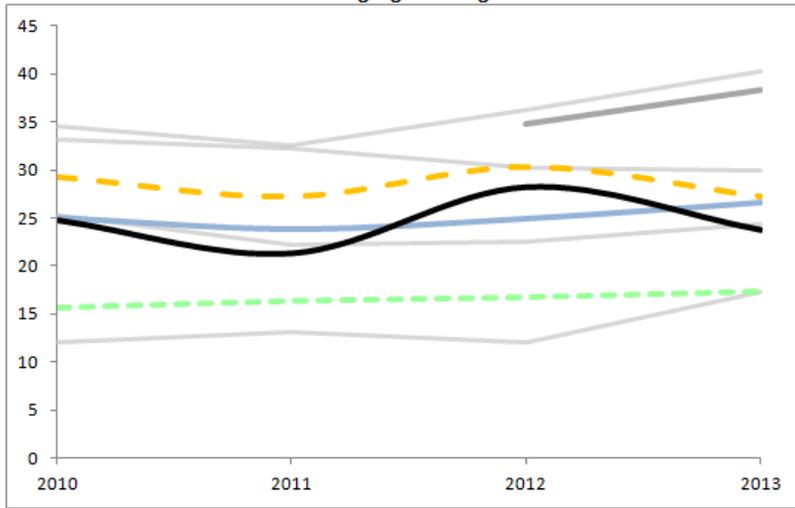
# Enrollment Demographics

Number of Comparison Schools for Salem Academy: 6

— Charter School    
 - - - Statewide Avg    
 - - - Median    
 — District (School Location)    
 — Comparison Charter Schools    
 — Comparison District Schools

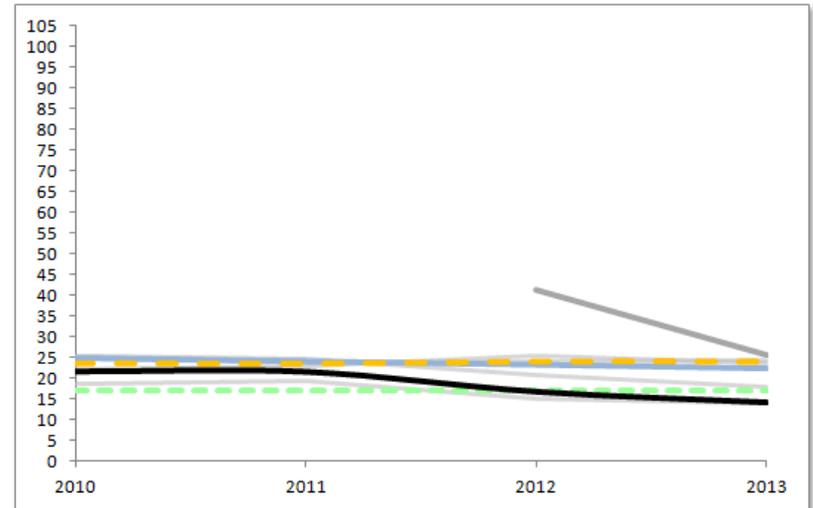
**Salem Academy Charter School (06-12)**

**First Language Not English**



	2010	2011	2012	2013
Charter School	24.8	21.4	28.2	23.8
Statewide Average	15.6	16.3	16.7	17.3
Median	29.3	27.2	30.3	27.2
Salem	25.0	23.8	24.9	26.6

**Students with Disabilities**



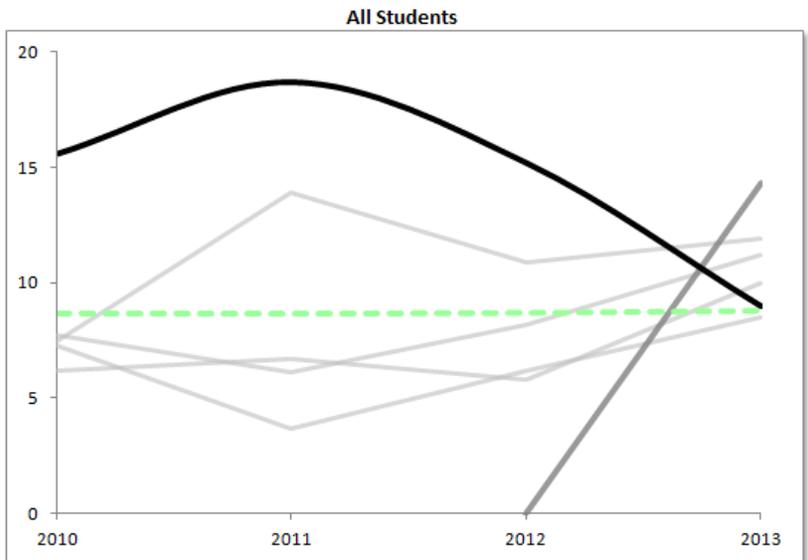
	2010	2011	2012	2013
Charter School	21.5	21.4	16.6	14.0
Statewide Average	17.0	17.0	17.0	17.0
Median	23.5	23.4	24.0	24.0
Salem	24.7	23.9	23.1	22.2

# Attrition Rates

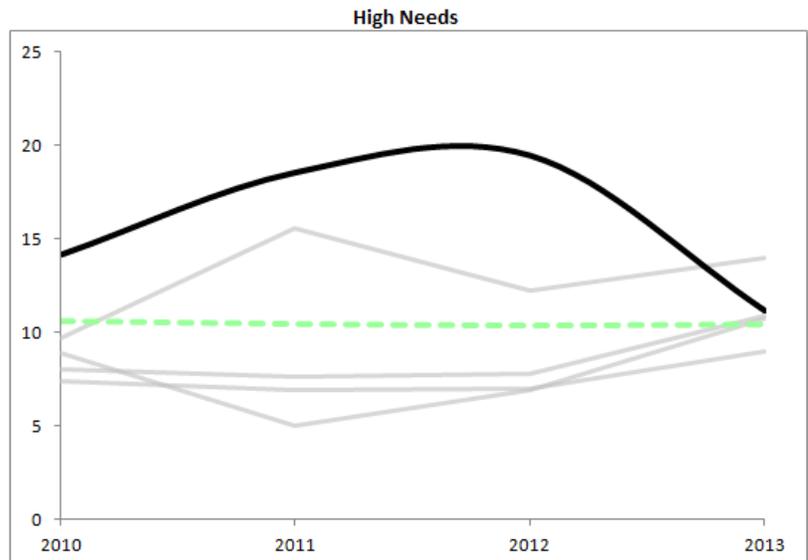
Number of Comparison Schools for Salem Academy: 6



Salem Academy Charter School (06-12)



	2010	2011	2012	2013
Charter School	15.6	18.7	15.2	9.0
Statewide Average	8.7	8.7	8.7	8.8



	2010	2011	2012	2013
Charter School	14.2	18.6	19.5	11.2
Statewide Average	10.6	10.4	10.3	10.4

## Appendix C: Academic Data (Criterion 5: Student Performance)

### 2013 Accountability Data - Salem Academy Charter School

Organization Information			
District:	Salem Academy Charter (District) (04850000)	School type:	Middle-High School or K-12
School:	Salem Academy Charter School (04850485)	Grades served:	06,07,08,09,10,11,12
Region:	Northeast	Title I status:	Title I School (SW)

Accountability Information		<a href="#">About the Data</a>
Accountability and Assistance Level		
<b>Level 1</b>	Meeting gap narrowing goals	
This school's determination of need for special education technical assistance or intervention		
<b>Meets Requirements (MR)</b>		
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
<b>All students:</b>		

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		<a href="#">View Detailed 2013 Data</a>
	Less progress	More progress	
<a href="#">All students</a>		92	Met Target
<a href="#">High needs</a>		87	Met Target
<a href="#">Low income</a>		86	Met Target
<a href="#">ELL and Former ELL</a>		-	-
<a href="#">Students w/disabilities</a>		-	-
<a href="#">Amer. Ind. or Alaska Nat.</a>		-	-
<a href="#">Asian</a>		-	-
<a href="#">Afr. Amer./Black</a>		-	-
<a href="#">Hispanic/Latino</a>		92	Met Target
<a href="#">Multi-race, Non-Hisp./Lat.</a>		-	-
<a href="#">Nat. Haw. or Pacif. Isl.</a>		-	-
<a href="#">White</a>		86	Met Target

## 2013 Accountability Data - Salem Academy Charter School

Organization Information			
District:	Salem Academy Charter (District) (04850000)	School type:	Middle-High School or K-12
School:	Salem Academy Charter School (04850485)	Grades served:	06,07,08,09,10,11,12
Region:	Northeast	Title I status:	Title I School (SW)
Accountability and Assistance Level:			Level 1

[Summary](#) > All Students

Progress and Performance Index (PPI) Subgroup Data					<a href="#">About the Data</a>
<a href="#">View Detailed 2013 Data for Each Indicator</a>		Points Awarded			
		2010	2011	2012	2013
<b>English Language Arts</b>	Narrowing proficiency gaps (Composite Performance Index)	100	100	25	50
	Growth (Student Growth Percentiles)	100	100	75	100
	Extra credit for decreasing % Warning/Failing (10% or more)	0	25	0	25
	Extra credit for increasing % Advanced (10% or more)	0	0	25	25
<b>Mathematics</b>	Narrowing proficiency gaps (Composite Performance Index)	100	100	100	0
	Growth (Student Growth Percentiles)	100	100	100	75
	Extra credit for decreasing % Warning/Failing (10% or more)	25	25	25	0
	Extra credit for increasing % Advanced (10% or more)	25	0	25	0
<b>Science</b>	Narrowing proficiency gaps (Composite Performance Index)	50	50	100	100
	Extra credit for decreasing % Warning/Failing (10% or more)	25	0	25	0
	Extra credit for increasing % Advanced (10% or more)	0	25	25	25
<b>High School</b>	Annual dropout rate	100	0	100	75
	Cohort graduation rate	-	-	-	100
Points awarded for narrowing proficiency gaps, growth, and high school indicators		550	450	500	500
Points awarded for extra credit		75	75	125	75
Total points awarded		625	525	625	575
Number of proficiency gap narrowing, growth, and high school indicators		6	6	6	7
<b>Annual PPI = (Total points / Number of indicators)</b>		<b>104</b>	<b>88</b>	<b>104</b>	<b>82</b>
<b>Cumulative PPI = (2010*1 + 2011*2 + 2012*3 + 2013*4) / 10</b>		<b>Met Target</b>			<b>92</b>
<b>MCAS Participation</b>		<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
English Language Arts		100%	100%	100%	99%
Mathematics		100%	100%	100%	100%
Science		100%	100%	100%	100%

## 2013 Accountability Data - Salem Academy Charter School

Organization Information			
District:	Salem Academy Charter (District) (04850000)	School type:	Middle-High School or K-12
School:	Salem Academy Charter School (04850485)	Grades served:	06,07,08,09,10,11,12
Region:	Northeast	Title I status:	Title I School (SW)
Accountability and Assistance Level:			Level 1

[Summary](#) > High needs

Progress and Performance Index (PPI) Subgroup Data					<a href="#">About the Data</a>
<a href="#">View Detailed 2013 Data for Each Indicator</a>		Points Awarded			
		2010	2011	2012	2013
<b>English Language Arts</b>	Narrowing proficiency gaps (Composite Performance Index)	100	100	25	50
	Growth (Student Growth Percentiles)	100	100	75	100
	Extra credit for decreasing % Warning/Failing (10% or more)	0	25	0	25
	Extra credit for increasing % Advanced (10% or more)	0	25	25	0
<b>Mathematics</b>	Narrowing proficiency gaps (Composite Performance Index)	100	100	100	0
	Growth (Student Growth Percentiles)	100	100	100	50
	Extra credit for decreasing % Warning/Failing (10% or more)	25	25	25	0
	Extra credit for increasing % Advanced (10% or more)	25	0	25	0
<b>Science</b>	Narrowing proficiency gaps (Composite Performance Index)	75	0	100	75
	Extra credit for decreasing % Warning/Failing (10% or more)	25	0	25	0
	Extra credit for increasing % Advanced (10% or more)	0	0	25	25
<b>High School</b>	Annual dropout rate	100	75	100	75
	Cohort graduation rate	-	-	-	-
Points awarded for narrowing proficiency gaps, growth, and high school indicators		575	475	500	350
Points awarded for extra credit		75	75	125	50
<b>Total points awarded</b>		<b>650</b>	<b>550</b>	<b>625</b>	<b>400</b>
Number of proficiency gap narrowing, growth, and high school indicators		6	6	6	6
<b>Annual PPI = (Total points / Number of indicators)</b>		<b>108</b>	<b>92</b>	<b>104</b>	<b>67</b>
<b>Cumulative PPI = (2010*1 + 2011*2 + 2012*3 + 2013*4) / 10</b>		<b>Met Target</b>			<b>87</b>
<b>MCAS Participation</b>		<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
English Language Arts		99%	100%	99%	98%
Mathematics		99%	100%	99%	100%
Science		100%	100%	100%	100%

The **charter accountability table** (below) provides several sets of data relative to charter school MCAS performance as well as student demographics and indicators. The composite performance index (CPI) and the student growth percentile (SGP) are provided in the aggregate over the term of the charter. The school's accountability level and cumulative progress and performance index (PPI) are shown if available (this depends on the size and the age of the school). Student enrollment and demographic data are also provided for the available years of the charter term.

For detailed definitions of accountability terms, please visit this URL: <http://profiles.doe.mass.edu/accountability/report/aboutdata.aspx#AccountabilityInformation>

Salem Academy Charter School							
<b>CPI/SGP Data</b>							
5-year Trends All students							
<b>PERFORMANCE</b>	<b>PERFORMANCE</b>		2009	2010	2011	2012	2013
	ELA CPI	All	90.4	91.4	92.3	90.1	91.6
		High needs	86.1	87.4	87.9	85.7	86.3
	Math CPI	All	76.0	78.9	81.5	88.0	81.5
		High needs	68.7	73.8	74.0	82.9	71.5
	Science CPI	All	73.8	73.9	74.4	82.7	81.8
High needs		64.6	68.8	65.5	79.4	70.7	
<b>GROWTH</b>	<b>GROWTH</b>		2009	2010	2011	2012	2013
	ELA SGP	All	66.0	61.5	61.5	58.0	65.0
		High needs	68.0	60.0	62.5	58.5	71.5
	Math SGP	All	64.0	63.0	67.0	73.5	56.0
		High needs	63.5	61.0	69.0	72.0	48.0
	<b>Graduation Rates</b>						
<b>GRAD</b>	<b>GRADUATION RATE</b>		2009	2010	2011	2012	
	4-year	All	100	93.3	87.1	96.2	
		High needs					
5-year	All	100	93.3	93.5			
<b>Accountability Data</b>							
		2012	2013				
School Level		Level 1	Level 1				
School Percentile		56	63				
PPI - Aggregate		100	92				
PPI - High needs		100	87				
<b>Indicators</b>							
		2009	2010	2011	2012	2013	
Student Attendance		95.6	95.2	95.8	95.3	95.5	
<b>Total Enrollment</b>		286	311	309	308	344	
<b>Selected population</b>							
Low Income		44%	36%	42%	44%	41%	
English language learners		3%	5%	4%	3%	2%	
Student with disabilities		18%	22%	21%	17%	14%	
<b>Race/Ethnicity</b>							
African American / Black		8%	10%	11%	9%	0%	
Asian		2%	2%	4%	4%	0%	
Hispanic		32%	32%	34%	37%	37%	
White		57%	55%	52%	49%	63%	
<b>Dropout Rates</b>							
<b>DO</b>	<b>DROPOUT RATE</b>		2009	2010	2011	2012	
	4-year	All	0	2.2	0	1	

## Appendix D: Financial Dashboard (Criterion 10: Finance)

Salem Academy Charter School (Salem)							
5-Year Financial Summary							
	▲ Low Risk		◀ Moderate Risk		▼ Potentially High Risk		
Financial Metric	FY09	FY10	FY11	FY12	FY13	AVG	FY12 MA AVG
<b>1. Current Ratio</b> <small>is a measure of operational efficiency and short-term financial health. CR is calculated as current assets divided by current liabilities.</small>	◀ 1.3x	▲ 1.8x	◀ 1.1x	▼ 0.9x	◀ 1.1x	◀ 1.2x	▲ 3.0x
<b>2. Unrestricted Days Cash</b> <small>indicates how many days a school can pay its expenses without another inflow of cash. Calculated as Cash and Cash Equivalents divided by [(Total Expenses-Depreciated Expenses)/365]. *Important Note: This is based on the current quarterly tuition payment schedule.</small>	▲ 85	◀ 52	▼ 31	◀ 63	▼ 27	◀ 52	▲ 135
<b>3. Percentage of Program Paid by Tuition</b> <small>measures the percentage of the schools total expenses that are funded entirely by tuition. Calculated as (Tuition + In-Kind Contributions) divided by Total Expenses.</small>	◀ 89%	◀ 90%	◀ 79%	◀ 86%	◀ 89%	◀ 87%	◀ 87%
<b>4. Percentage of Program Paid by Tuition &amp; Federal Grants</b> <small>measures the percentage of the schools total expenses that are funded by tuition and federal grants. Calculated as (Tuition + In-Kind Contributions + Federal Grants) divided by Total Expenses.</small>	▲ 94%	▲ 95%	◀ 84%	▲ 91%	▲ 93%	▲ 91%	▲ 95%
<b>5. Percentage of Total Revenue Expended on Facilities</b> <small>measures the percentage of Total Revenue spent on Operation &amp; Maintenance and Non-Operating Financing Expenses of Plant. Calculated as Operation &amp; Maintenance plus Non-Operating Financing Expenses of Plant divided by Total Revenues.</small>	◀ 15%	▲ 15%	◀ 15%	▲ 14%	◀ 17%	◀ 15%	◀ 16%
<b>6. Change in Net Assets Percentage</b> <small>measures a school's cash management efficiency. Calculated as Change in Net Assets divided by Total Revenue.</small>	▲ 2.6%	▲ 2.1%	▼ -9.1%	◀ -1.9%	▲ 1.5%	◀ -1.0%	▲ 2.4%
<b>7. Debt to Asset Ratio</b> <small>measures the extent to which the school relies on borrowed funds to finance its operations. Calculated as Total Liabilities divided by Total Assets.</small>	▲ 0.75x	▲ 0.56x	▼ 1.00x	▼ 1.09x	▼ 1.01x	▲ 0.88x	▲ 0.56x
<b>Enrollment</b>	286	311	309	308	344	312	425
<b>Total Net Assets</b>	\$ 273,779	\$ 357,720	\$ (499)	\$ (77,972)	\$ (9,536)	\$ 108,698	\$ 3,006,868
<b>Total Expenditures</b>	\$ 3,576,332	\$ 3,970,287	\$ 4,294,602	\$ 4,132,604	\$ 4,635,896	\$ 4,121,944	\$ 5,710,597
Audit Indicator	FY09	FY10	FY11	FY12	FY13		
A. Did the audit include an unqualified opinion?	Y	Y	Y	Y	Y		
B. Is the audit free of findings of Material Weakness?	Y	Y	Y	Y	Y		
C. Is the audit free of findings of Significant Deficiency?	Y	Y	Y	Y	Y		
D. Is the audit free of Instances of Noncompliance under GAS?	Y	N	Y	Y	N		
E. Is the audit free of Questioned Costs?	Y	Y	Y	Y	Y		

Financial Metric Definitions		Low Risk	Moderate Risk	Potentially High Risk
<b>1. Current Ratio</b>	<i>Current Ratio is a measure of operational efficiency and short-term financial health. CR is calculated as current assets divided by current liabilities.</i>	>= 1.5	Between 1.0 (inclusive) and 1.5	< 1.0
<b>2. Unrestricted Days Cash</b>	<i>The unrestricted days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash. Calculated as Cash and Cash Equivalents divided by ((Total Expenses-Depreciated Expenses))/365). *Important Note: This is based on the current quarterly tuition payment schedule.</i>	>= 75 days	Between 45 (inclusive) and 75 days	< 45 days
<b>3. Percentage of Program Paid by Tuition</b>	<i>This measures the percentage of the schools total expenses that are funded entirely by tuition. Calculated as (Tuition + In-Kind Contributions) divided by Total Expenses (expressed as a percentage). Note: In-Kind Contribution are added to the numerator in this ratio to balance out In-Kind Expenditures which will be captured in the Total Expenses in the denominator, and ratios over 100% are set to 100%.</i>	>= 90%	Between 75% (inclusive) and 90%	< 75%
<b>4. Percentage of Program Paid by Tuition &amp; Federal Grants</b>	<i>This measures the percentage of the schools total expenses that are funded by tuition and federal grants. Calculated as (Tuition + In-Kind Contributions + Federal Grants) divided by Total Expenses (expressed as a percentage). Note: In-Kind Contribution are added to the numerator in this ratio to balance out In-Kind Expenditures which will be captured in the Total Expenses in the denominator, and ratios over 100% are set to 100%.</i>	>= 90%	Between 75% (inclusive) and 90%	< 75%
<b>5. Percentage of Total Revenue Expended on Facilities</b>	<i>This measures the percentage of Total Revenue that is spent on Operation &amp; Maintenance and Non-Operating Financing Expenses of Plant. Calculated as Operation &amp; Maintenance plus Non-Operating Financing Expenses of Plant divided by Total Revenues (expressed as a percentage).</i>	<= 15%	Between 15% and 30% (inclusive)	> 30%
<b>6. Change in Net Assets Percentage</b>	<i>This measures a school's cash management efficiency. Calculated as Change in Net Assets divided by Total Revenue (Expressed as a percentage).</i>	Positive %	Between -2% (inclusive) and 0%	< -2%
<b>7. Debt to Asset Ratio</b>	<i>Measures the extent to which the school relies on borrowed funds to finance its operations. Calculated as Total Liabilities divided by Total Assets.</i>	<= .9	Between .9 and 1 (inclusive)	> 1
<b>FY12 MA AVG Column</b>	<i>All financial metrics indicated in this column are a result of each ratio calculated using statewide totals. For Enrollment, Total Net Assets and Total Expenditures rows, these numbers are averages calculated using the statewide totals of all charter schools' data.</i>			