



# ANNUAL REPORT 2013-2014

SALEM ACADEMY CHARTER SCHOOL  
45 CONGRESS STREET  
SALEM, MASSACHUSETTS 01970

Sean D. O'Neil  
Executive Director  
978-744-2105 x 101  
FAX 978-744-7246  
[soneil@salemacademycs.org](mailto:soneil@salemacademycs.org)  
[www.salemacademycs.org](http://www.salemacademycs.org)  
July 24, 2014

Mitchell D. Chester, Commissioner  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street  
Malden, MA 02148

Dear Commissioner Chester:

The 2013-2014 school year was Salem Academy Charter school's 10<sup>th</sup> Anniversary year. Having started with 6 teachers and 88 students in grades six and seven, the school has come a long way. We have grown to become an established institution with 372 students, 40 teachers and 15 additional administrative and support staff with a budget of five million dollars.

Salem Academy is a Race To The Top School. We have implemented the Massachusetts Common Core Curriculum and the Educator Evaluation system. We have sent our teachers to Retell training, and we have developed a robust ELL Program. We administered the PARCC exams this year and have signed on for next year. Salem Academy Charter School has achieved Level One status for the past two years, and the *Washington Post* and *US News and World Report* ranked Salem Academy among the best schools in Massachusetts again this year.

We extend deep thanks to you for renewing Salem Academy's Charter this year, and we take pride in the high rankings that we achieved on the Charter School Performance Criteria rubric. We also take pride in the collegial relationship that we have developed with the Salem Public School district, largely as a result of a Commendation Grant that enabled us to work with the district on standards based approaches to middle school math instruction. And we are very excited about the opportunity now with a recent major dissemination grant to continue this good work on standards based curriculum and assessment with the entire middle and high school leadership team from the Salem Public Schools. This is an example of the greatest good that charter schools can offer, first to serve as the research and development division of the state's educational system and then to disseminate best practices to the larger community.

As we close the 10<sup>th</sup> anniversary year here, we also experience the end of an era, as our founder, Rachel Hunt, leaves the school. Ms. Hunt's bold and visionary efforts have served this school and the Salem community well, and she leaves the school now in a position of strength to demonstrate continued leadership in the important business of educating the diverse population of youth in this city.

Salem Academy Charter School is an important asset to City of Salem. On behalf of the Board of Trustees, administration, faculty, parents, and students here, I extend since thanks to the Department of Elementary and Secondary Education for your continued support.

Respectfully,

*Peter Copelas*

Peter A. Copelas  
Chair, Board of Trustee

<b>Table of Contents</b>	<b>Page</b>
Name, Address, Contact Information	1
Letter from the Chair, Board of Trustees	2
Table of Contents	3
Introduction to the school	4
Mission Statement	4
School Performance and Program Information	4
Faithfulness to Charter	4
Accountability Plan Objectives and Measures	23 Appendix A
Charter School Performance Criteria	4
• Mission and Key Design Elements	4
• Amendments to the Charter	7
• Access and Equity: Recruitment and Retention Plan	7
Appendix B – Recruitment and Retention Plan	7
• Student Recruitment Plan Implementation 2013-2014	7
• Student Recruitment Plan 2014-2015	8
• Student Retention Plan Implementation 2013-2014	10
• Student Retention Plan 2014-2015	10
• Dissemination Efforts	11
Academic Program Success	12
Accountability Plan Objectives and Measures	24 Appendix A
Charter School Performance Criteria	12
• Student Performance	12
• Program Delivery	13
Organizational Viability	14
Accountability Plan Objectives and Measures	25 Appendix A
Charter School Performance Criteria	14
• Complaints	14
• Budget and Finance	14
○ Income Statement FY 14 – Unaudited	14
○ Balance Sheet FY14 – Unaudited	17
○ Approved School Budget for FY 15	19
• Capital Plan for FY 15	22
• Organizational Structure	23
Appendix A – Accountability Plan Objectives and Measures	23
• Faithfulness to Charter	23
• Academic Program Success	24
• Organizational Viability	25
• Appendix A Attachments	27
Appendix C – School and Student Data	28
• Student Demographic and Subgroup Information	28
• Administrative Roster for the 2013-2014 School Year	28
• Teachers and Staff Attrition for the 2013-2014 School Year	29
• Board Members for the 2013-2014 School Year	29
Appendix D – Additional Required Information	30
• Key Leadership Changes	30
• Enrollment	30
Family Satisfaction Survey	31

## Introduction to the School

<i>Name of School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Salem, MA
Regional or Non-Regional?	Non-Regional	Districts in Region (if applicable)	One
Year Opened	2004	Year(s) Renewed (if applicable)	2009, 2014
Maximum Enrollment	372	Current Enrollment	372
Chartered Grade Span	6 -12	Current Grade Span	6-12
# of Instructional Days per school year	195	Students on Waitlist	257
School Hours	8:30am – 4:00pm	Age of School	10 years
<b>Mission Statement</b>  Salem Academy Charter School is a commonwealth charter school serving the diverse population of Salem and the surrounding communities 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.			

## SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

---

### FAITHFULNESS TO CHARTER

#### Accountability Plan Objectives

Please see Appendix A

#### Charter School Performance Criteria

##### Mission and Key Design Elements

###### *Mission*

Salem Academy Charter School’s mission is to educate the City of Salem’s diverse student population. Through a unique integration of college preparatory classes with service to the community, the school will graduate informed, articulate and proactive individuals of strong character.

###### *Learning Goals*

Students graduating from Salem Academy Charter School will demonstrate mastery of the school’s three Learning Goals:

- Informed - All students will master fundamental academic skills and information.
- Articulate - All students will be able to conceptualize and communicate their understandings.

- Proactive - All students will be capable of forming their own ideas and taking the initiative to follow through on them.

### *Vision*

The essential vision of this school is for students who choose to come here, regardless of social, ethnic, or economic background, to find academic success and to develop the skills, the habits of mind, the attitudes, the strength of character, and the sense of civic responsibility to become successful in college and to become active and constructive participants in an adult society.

### *Integration of Mission Based Goals and Capacity Building*

Evidence that Salem Academy Charter School is faithful to its mission, vision, and educational philosophy is manifested in the integration of a rigorous, standards based academic program, meaningful service initiatives that put academic pursuit into practice, and attention to development of strong character based on the school's norms reflected in the acronym REACH – Responsible, Empathetic, Assertive, Cooperative, and Honest.

The standards based academic program is grounded in the Common Core curriculum frameworks and implemented with teaching strategies designed to address individual learning benchmarks. While the benchmarks cumulatively encompass the content of each course, they are also specifically aligned with the school's informed, articulate, and proactive learning goals; achievement of the benchmarks is by standards based assessment, and the resulting data provides opportunity for data based decisions regarding teaching strategies.

The service learning program challenges students to apply their learning through a five step process. They identify an issue, research the issue, develop a plan to address the issue, implement the plan, and then evaluate its effectiveness. Younger students begin with group projects, while high school students pursue small team or individual projects, and seniors write a service learning thesis. Most students spend up to 100 hours within the school's 195 day school year engaged in service learning projects, and the last few days of the school year are filled with presentations of the projects.

Teachers, coaches, the school counselors, the nurse, the Dean of Students, and the Heads of Schools all work together in supporting the REACH norms as the school's benchmarks for character development. Lower School teachers write REACH reviews for students helping them to understand the relationship of their behavior to the REACH standards. REACH awards are given at School Community Meetings in both Upper and Lower Schools, and Upper School teachers counsel students on REACH related issues when they arise. The Dean of Students maintains meticulous records of positive and negative behavior on the school's information management system, and this is shared with students and parents.

Salem Academy Charter School's success in fulfilling its mission is the result of conscious, determined, and continuing efforts to embrace the characteristics of a successful school:

- **A clear sense of mission** and an abiding belief that with structure, support, and consistency, every student can become a successful learner.
- **A clearly defined, standards based curriculum** grounded in the Common Core Curriculum Frameworks.
- **Good teaching by caring adults:** well planned, intentional instructional practices reflecting high expectations and informed by research and evaluative data.
- **Professional development** enabling staff to remain current with best practices, to collaborate on strategies for success, and to gain satisfaction from participation in a positive adult culture.
- **Extended day, extended year** allowing time for personalized instruction and support for struggling students.

- **A school culture that supports learning**, ensuring a safe school community based on mutual respect and academic pursuit, and that addresses the emotional, social, and health needs of its students.
- **Family-School engagement** embracing parents as partners in their children's education.
- **Facilities and funding** sufficient for the school to carry out its mission.
- **Leadership** that maintains focus on the school's mission, maintains high expectations, gives voice and empowerment to stakeholders, and values process and consensus.

These are capacity building strategies. Capacity building here is the process of developing strengths that will enhance Salem Academy's ability to serve its mission and achieve its goals. High MCAS scores, College Board scores, AP enrollments and AP scores, a 100% college placement rate, especially among traditionally underperforming ethnic and economic groups, all are evidence that these capacity building strategies are working and that Salem Academy is in fact serving its mission well and achieving its goals.

#### *Governance / Leadership*

Salem Academy Charter School considers governance and leadership key design elements in the whole school. The governance and leadership structure includes a Board of Trustees and an Administrative Leadership Team. The Board of Trustees includes from nine to fifteen members elected to three-year terms. Officers include the Chair, Vice-Chair, Secretary, and Treasurer. Committees include the Education Committee, Development Committee, Facilities Committee, Finance Committee, Human Relations Committee, and Trusteeship Committee. A Strategic Planning Committee completed its work in June 2010 and passed responsibility to the appropriate standing committees for monitoring progress toward the goals set in the strategic plan. Committees meet regularly, process policy level issues, and report at each regular full Board meeting. The Board meets monthly except in August. Meetings are conducted according to Robert's Rules and the open meeting laws, and minutes are kept. The Board Chair and the Executive Director collaborate on the agenda for each meeting, and the Executive Director sends it with a packet of relevant materials in advance of each meeting.

The Board is focused on policy and planning level governance and is comprised primarily of trustees who are not current parents but who bring distinct talents to the Board. Recently elected trustees include an attorney, a community development professional, a Teach for America executive, and a college administrator. Committee work and Board decisions are grounded in the school's mission ensuring that all action taken will advance the effectiveness of the school's academic program. Most recent topics have included faculty salaries and benefits, development of arts and extracurricular programs, enrollment expansion, and facilities expansion.

The Administrative Leadership Team includes the Executive Director, the Head of School (Principal), Head of Lower School (Middle School Principal), Special Education Coordinator, Dean of Students, and this year the inclusion of the school's first Business Manager. Chaired by the Executive Director, the Administrative Team meets weekly and maintains overall supervision of the daily operations of the school. Additional leadership responsibilities are delegated to grade level team leaders, curriculum team leaders, and specific others including the Athletic Director and the ELL Program Coordinator.

Members of the Administrative Leadership Team attend Board meetings and serve on Board committees. In addition, the Board and Administrative Team collaborate with staff and families in an effort to engage all stakeholders in the life of the school. The school's Parent organization, the SFC (School, Family, Community) moderators attend all Board meetings, and representative trustees have attended parent organization meetings to show interest and support and to encourage family engagement. A new committee including trustees, administrators, and teachers, entitled the TEACH (Teacher Evaluation and Compensation Habits) Task Force, has been formed to make connections between the new educator evaluation frameworks, student performance, and teacher compensation.

Date	Amendment Requested	Approved by BESE?
10/10/2013	Enrollment Policy revisions for DESE compliance	Yes
11/25/2013	Bylaw revisions for DESE compliance	Yes
11/25/2013	Bylaw revision allowing up to 15 trustees	Yes
03/18/2014	Election of new trustees	Yes

## Amendments to Charter

### Access and Equity: Recruitment and Retention Plan

# Recruitment Plan 2014 – 2015

School Name: Salem Academy Charter School
Date: July 24, 2014

#### Please provide a brief narrative report on implementation of recruitment strategies from last year's plan.

Salem Academy Charter School targeted the Salem population exclusively and carried out all of the general recruitment activities described below. Toward general recruitment, we upgraded our printed admissions flyer with more information about the school. Toward recruiting specific sub groups, we added sections on the special education and ELL programs, and we emphasized our open door policy with the following statement **“Salem Academy Charter School welcomes all students regardless of academic proficiency, special needs, English language development, or any other factors that may put students’ opportunity for success at risk.”** We upgraded our web site with the same additions, and we translated our publications into Spanish, the only other predominant language in the city. While our special education population declined from 21% to 14 % in recent years, we increased it to 15% last year and 16% this year toward our goal of 17% in 2014-2015. We reorganized our PAC, successfully recruiting a new leader and twelve new families, but we were not able to host the PAC sponsored open house that we had planned. It is on next year’s agenda. 100% of our returning teachers have now completed or are committed to Retell training, and we were fortunate to have two well qualified ELL teachers on staff this past year. We fulfilled our goals to recruit a larger ELL population with an increase from 4.1% to 6.2%. Despite efforts to improve our food service and to be more aggressive in our efforts to have parents complete free and reduced price lunch applications, fewer students participated in the meals program this year, and fewer parents applied for the benefits. Our percentage dropped from 41% to 38%, although we know that at least 42% to 44% of our families are entitled to these benefits. We are investing in a new full-time Food Services Manager to address these issues next year. Overall, we had 354 candidates for 78 spaces this year. This is 8% less than the previous year; however, we are seeing fewer non-Salem students apply since we have not been able to accept any non-residents other than siblings in the past three years. The greatest demand is still for entry at the sixth grade; **36% of the city of Salem’s 5<sup>th</sup> graders applied for Salem Academy’s 6<sup>th</sup> grade this year.**

**Describe the school's general recruitment activities, i.e. those intended to reach all students.**

**General Recruitment Activities:**

The City of Salem is Salem Academy Charter School's sending district, and so all recruitment activities are focused on the Salem population. We advertise heavily in the city's two print newspapers and one on-line newspaper with ads inviting interested families to schedule personal school visits as well as to attend one of three public information sessions. We also send a package of material by first class mail to all 5<sup>th</sup> grade and 8<sup>th</sup> grade students in the city using a third party mail house and a list provided by the district. The package includes a brochure describing the school in English and in Spanish, a letter inviting families to visit, and lottery enrollment forms in both languages. We put display posters advertising the school and our public information sessions throughout the City, and we provide multiple copies of miniature posters to our current students and parents asking them to distribute them to friends and neighbors. We leave supplies of these ads in apartment building lobbies. We put admissions recruitment information on the school's web site, and we advertise the admissions process throughout the fall and winter in the newsletter that we send to current parents weekly.

**Recruitment Plan –Strategies**

**List strategies for recruitment activities for each demographic group.**

<b>Demographic Group</b>	<b>Strategies</b>
--------------------------	-------------------



<p>Special education students</p>	<p>Salem Academy Charter School’s 2014-2015 opening special education population is 17.25%, slightly below the comparison index of 18%. Salem Academy experienced a dip in special education enrollment in 2012-2013 when the district cut back on out of district placements and created several new in-district substantially separate settings. Salem Academy’s special education population is expected to grow in the next year as the current population at the high school level moves on to the next grade and a new group of grade 6 students enrolls. Currently Grade 12 includes only two special education students; Grade 11 includes 10 special education students. We expect those ten students to remain in special education as they move to the 12<sup>th</sup> Grade and that our special education population may in fact reach 18% by next year.</p> <p>However, to ensure a comparative representation of students with special needs, Salem Academy will increase its recruitment activities in the following ways:</p> <ol style="list-style-type: none"> <li>1. Salem Academy Charter School hosts three public information sessions each winter. The Special Education Coordinator will attend these sessions and describe the Special Education program at each. In addition, a representative from the school’s SEPAC (Special Education Parent Advisory Council) or a parent of a student with special needs will be available to prospective families to discuss Special Education resources available at the school. A student with special needs will also be invited to speak and to answer questions families may have.</li> <li>2. The Special Education Coordinator will contact local organizations (including the Northshore Arc.; Children’s, Friends and Families; the YMCA; the Boys and Girls Club; and local pediatric associations) serving students with special needs and seek permission to post informational flyers presenting Salem Academy Charter School as an option for children with special needs.</li> <li>3. All recruitment materials will be provided in all languages represented at the school and will assure parents that “students with special needs are welcome at Salem Academy.”</li> <li>4. Salem Academy Charter School publishes a weekly newsletter in print and on line and includes the newsletter on the school’s web site. The school will publish profiles of individual special education teachers in the newsletter and will feature success stories about students with disabilities in the newsletter. Presence on the web site will make these outreach efforts accessible to inquiring families.</li> <li>5. Salem Academy Charter School sends a first class mail package of material describing the school to all 5<sup>th</sup> and 8<sup>th</sup> grade students in the City of Salem each year with a mailing list provided by the district superintendent’s office. The school will include a pamphlet in that mailing describing the Special Education program available at the school and encouraging prospective parents and students to visit the school.</li> </ol>
-----------------------------------	--

<p>Limited English-proficient students</p>	<p>Salem Academy’s population of students whose first language is not English is above the state average of 17.8 and comparable to the district at 22.7. Salem Academy’s CHART identifies Limited English Proficient students at 4.6 %, an increase over the previous year’s 1.7%. In fact, with a more sophisticated ELL program in place this year and further testing, Salem Academy enrolled 23 LEP student for a percentage of 6.3%. Still below the comparison index of 7.2, Salem Academy will sponsor two admissions recruitment events featuring ethnic foods and cultural celebration targeted at non-English speaking families in the community. The arrival of non-English speaking students in the city and the timing of the lottery continue to complicate the ability of a new LEP student to enroll.</p>
<p>Students eligible for free or reduced lunch</p>	<p>Salem Academy’s CHART places the low income population at 41.1% , 2 points above the state average but 12 points below the comparison index for the current year. 40% - 42% has been fairly typical for the past ten years. We believe the number of families who qualify is greater than these percentages; however many of our families choose not to apply for free or reduced lunch. To encourage more low income families to enroll and to apply for these benefits, Salem Academy will offer incentives such as fee waivers for field trips and 50% discounts for social events. We also have hired a new food services manager, and we will make an effort to improve the quality and appeal of the breakfast and lunch offerings.</p>
<p>Students who are sub-proficient</p>	<p>Salem Academy’s attrition rates for all students and for high needs students are comparable to the statewide average and to comparison schools. New recruitment efforts for struggling students include advertising that welcomes students regardless of academic proficiency, special needs, English language development, or any other factors that may put students at risk of success. Additionally, Salem Academy will invite sub-proficient students who have become successful to speak at the school’s admission open house info sessions, and we will tell their stories on our web site.</p>
<p>Students at risk of dropping out of school</p>	<p>Salem Academy will encourage students who are risk of dropping out of school to attend this school in order to take advantage of new initiatives we have put in place to serve struggling students. These include additional paraprofessionals to assist in classes, an individualized tutoring program, and a learning specialist dedicated to interventions with at risk students.</p>

<p>Students who have dropped out of school</p>	<p>Salem Academy will advertise in its printed admissions materials and on the web site that students who have dropped out of school are encouraged to return to school here in the grade following the last grade they completed successfully. In addition our school adjustment counselor or college will send letters to the students and their parents inviting them to meet and consider possible alternate routes to graduation.</p>
<p>Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p>Salem Academy Charter School’ mission is to serve the diverse population of Salem. By definition, this includes students who may be victims of the achievement gap. All of our admissions activities are intended to welcome students from all walks of life, promising strategies and support programs that will eliminate the achievement gap. Fortunately the school has been successful in this effort, and so new recruitment activities will capital on that success citing Salem Academy as a Level One school, and citing kudos by <i>the Washington Post U.S. News and World Report</i>.</p>

**Retention Plan**  
2014 – 2015

<p><b>Please provide a brief narrative report on implementation of retention strategies from last year’s plan.</b></p>
<p style="text-align: center;"><b>Implementation Summary:</b></p> <p>Salem Academy Charter School has been successful in the past year in achieving its goal of 90% retention and in minimizing school year attrition. Only 4% of students (15 out of 372) left during the course of the 2013-2014 school year. Four students moved out of state. Others left for the social appeal of the larger district high school, to participate in sports, to avoid academic pressure, and to avoid disciplinary consequences for inappropriate behavior. While some families are still making decisions about next year, it appears that the school’s retention rate will also meet the goal of 90% with the CHART indicating 7.2% attrition school wide and 10.6% among high needs students, both within one point of the statewide averages. Traditionally, attrition is the highest in the transition from 8<sup>th</sup> grade to 9<sup>th</sup> grade. Students in this area have many attractive options including the district high school, school choice options at other district schools, a new vocational technical school, several parochial schools, and several independent schools. Our goal for this group has been 80% retention, but at this point it may be 70%. We did implement many of the retention strategies planned last year. We reorganized and rejuvenated our PAC with new leadership and held two successful meetings with new families. We added a full time ELL teacher and are ensuring that all teachers participate in Retell training. Our Student Services Team met weekly to plan interventions for at risk students, and we introduced new “Academic Prep Learning Center classes in the high school program. We also instituted a new, individualized tutorial program for at risk students utilizing tutors from the area colleges and the Salem community. Simultaneously, we introduced several new athletic options for students including a competitive lacrosse program, a cross</p>

country running team, girls' softball, and a spring track and field team in addition to existing soccer, basketball, and baseball programs; and we supported a vigorous program of extracurricular and social activities.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	90%

Retention Plan –Strategies List strategies for retention activities for <u>each</u> demographic group.	
Demographic Group	Strategies
Special education students	Greater parent participation in the school's PAC.
Limited English-proficient students	Greater parent participation in the school's SFC (School, Family, Community parent organization) with specific outreach to the Latino community.
Students eligible for free or reduced lunch	With a new food service director, efforts to improve the quality and appeal of school breakfast and lunch, and more aggressive efforts to encourage parents to apply for free and reduced meals.
Students who are sub-proficient	We found the new individualized tutorial program very successful this past year and will expand that program with increased efforts to identify and enroll students and to match them appropriately with qualified volunteer tutors.
Students at risk of dropping out of school	We have added a full time position to the staff, a qualified and experienced learning specialist who will work closely with teachers and the school counselors to identify students at risk and to develop strategies to help those students become successful in school.

Students who have dropped out of school	We had two students drop out of school for the first time last year and reached out to each of them with offers of manageable academic programs and significant academic and therapeutic support. We will continue to respond to individual students needs in an effort to keep students in school.
Other subgroups of students who should be targeted to eliminate the achievement gap	Salem Academy Charter School's mission is to attract and retain the diverse population of Salem. This includes students who are naturally high achievers, and it includes students who are typically victims of the achievement gap. Salem Academy has set a priority on creating a school culture that celebrates diversity, that supports learning, and that celebrates success.

**Dissemination Efforts**

This year, Salem Academy continued to collaborate with the Salem Public School district, meeting periodically with district and school leaders to exchange ideas about professional development, assessment and instruction. This collaboration led to the submission of a federal dissemination grant proposal which was approved by the DESE in July.

Salem Academy Charter School will partner with the Salem Public Schools to strengthen instructional leadership capacity through the dissemination of Salem Academy's standards-driven instructional practice. This project was designed jointly by the Salem Public School central office team and Salem Academy leaders over the course of the spring of 2014 and is meant to serve as a mechanism for not only sharing effective practice, but also for solidifying a collaborative relationship between the district and the charter school.

When leaders from the district and the school sat down to determine how a dissemination grant might be most effective, standards-driven instructional practice was immediately identified because it is a key strength of Salem Academy and a priority focus area for the Salem Public Schools.

Over the course of this grant, Salem Academy Charter School will partner with the Salem Public School (SPS) district to disseminate Salem Academy's standards-driven instructional practice in order to build capacity of district leaders to raise student achievement. This approach includes planning, instruction, assessment, grading, analysis, and adjustment to practice. Salem Academy will document through print and electronic media, the school's approach as well as instructional leadership levers which support standards-driven instructional practice and will share these practices through a series of collaborative structures.

Salem Academy has used a standards-driven instruction approach since opening in the fall of 2004. This approach is a key feature of the school's program and has led to student achievement gains over the course of the school's first ten years by providing school leaders and teachers clear and transparent structures for articulating what students need to know and be able to do, for teaching and assessing these skills, and for tracking and responding to student progress. Salem Academy students have demonstrated high growth and achievement on the MCAS and the school ranked well above state and national averages for AP performance, earning Salem Academy a ranking of 5th Best Public High School in MA from *U.S. News and World Report* in 2013.

In addition, Salem Academy collaborated with a number of other district and charter schools through Communities of Practice, the Achievement Network and the Massachusetts Math and Science Initiative and other avenues.

Throughout the year, Head of Lower School, Stephanie Callahan, participated in Boston College's Lynch Leadership Academy. The program is designed to bring together cross-sector (traditional public, charter, and parochial) school leaders in order to learn together and share best practices. School Leaders from this program participated in two school visits to Salem Academy Charter School.

Another specific collaboration occurred this spring when Head of School, Rachel Hunt, participated in the Neighborhood House Charter School's High School Planning Committee, sharing experience and ideas from Salem Academy with another charter school seeking expansion to the high school level.

In addition to the efforts above, Stephanie Callahan, Rachel Hunt, and Lower School history teacher, Matthew Chuchul, disseminated Salem Academy's practices around Standards-Based Education and Cross-Curricular PLCs at Achievement Network events this year.

## **ACADEMIC PROGRAM SUCCESS**

**Accountability Plan Objectives**  
**Please see Appendix A**

### **Charter School Performance Criteria** **Student Performance**

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04850485&fycode=2013&orgtypecode=6&>

### **Program Delivery**

Salem Academy students have consistently demonstrated strong academic achievement. MCAS data show that English language arts and math performance of Salem Academy students has exceeded the state level. Similarly, students consistently show high rates of growth in both English language arts and mathematics. Salem Academy graduates have had much higher participation and achievement rates on Advanced Placement exams than their peers across the nation. Salem Academy has earned the distinction of being ranked a Level 1 school for the past two years.

Salem Academy regularly uses data to inform school-wide and teacher-level planning. MCAS, Advanced Placement and P/SAT data reflect overall achievement and progress, showing where general areas of strength and weakness lay while the school's standards based grading system, internal assessments, and external interim assessments (e.g. ANet) provide more granular data which informs teaching and learning in real time.

During the 2013-2014 school year, based on external data as well as on anticipated gaps between current students' skills and the skill level which the new Common Core State Standards demand, the English, history, science, special education, and Spanish teams all focused on improvement of literacy skills. The English team focused on development of argument skills in grades six to twelve. In the lower grades (6/7), teachers collaborated to improve instruction of reading comprehension of argument texts. In grades

eight to twelve, teachers created a rubric and collaborated on instructional strategies for writing argument texts. In history, the team worked on the development of instructional strategies for writing research thesis papers with aligned skills six to twelve. The science team focused on reading comprehension and writing of open responses. The Spanish team focused on reading comprehension, adding reading passages to every unit of every Spanish level taught and collaborating on the alignment of text difficulty and instructional strategies. In addition, the Lower School (grades six to eight) worked in grade level teams using Achievement Network data and assessments to align instruction of Common Core Cross-Curricular literacy skills across the curriculum.

In 2012-2013, the math team focused on vertically aligning the teaching of SAT skills, rigor and question types in grades 6 to 12. This effort continued into 2013-2014 although the primary focus for the team was on developing appropriate performance tasks for students, including those that involve writing. This focus area is based on MCAS open response scores coupled with higher expectations for student demonstration of learning through the Common Core. The team used a Math Learning Community model, sharing tasks, observing lessons and giving feedback on task development and instruction.

This year, Salem Academy introduced a new tutoring intervention program. This program is grant-funded and allowed the school to scale, enhance, and supplement current interventions for struggling students. The program brought in two part time intervention fellows to create and implement the Intervention Program. These fellows researched best practices in literacy and math tutoring and volunteer management and collaborated to design the program and recruit and train volunteer tutors with the support of the Heads of School. Based on the fellows' research, the school implemented remediation tutoring in math using IXL as well as school-based data to improve basic numeracy skills as well as ongoing tutoring in all core subjects to support students in an ongoing manner. The fellows recruited community volunteer tutors as well as high school students to work one on one or in small groups with students and they designed a system by which volunteers and classroom teachers shared information. The initial results have been quite positive.

## ORGANIZATIONAL VIABILITY

### Accountability Plan Objectives

Please see Appendix A

### Charter School Performance Criteria

#### Complaints

Salem Academy Charter School received no official complaints during the 2013-2014 year.

#### Budget and Finance

*Unaudited FY14 Income Statement*

### Salem Academy Charter School

### Profit & Loss

July 2013 through June 2014

Ordinary Income/Expense

Income

4000 · State Funds

4001 · Tuition

Total 4000 · State Funds

07/16/2014  
4  
Accrual  
Basis

4,752,517

4,752,517

4100 · Federal Grants	
4110 · Entitlement	162,694
Total 4100 · Federal Grants	162,694
4200 · Prior Year Federal Grant	1,095
4300 · SACS Foundation Support - SFSE	0
4310 · Foundations Restricted	193,952
4330 · Prior Year Foundation-restrd	-170
4600 · In-Kind Contributions	5,685
4700 · Interest Income	467
4900 · Other Revenue	
4990 · Summer School Program	14,967
4930 · Reimb. from Students	272
4940 · School lunch revenue	
4941 · Monthly reimbursement	53,924
4942 · Student payments	
Total 4940 · School lunch revenue	53,924
4980 · Misc income	1,597
Total 4900 · Other Revenue	70,760
Total Income	5,187,000
Expense	
5000 · Salaries and wages	
5005 · Administrative	436,085
5010 · Admin Support	156,574
5015 · Teachers	1,525,339
5020 · Substitutes	37,448
5021 · Long-term subs	24,038
5030 · SPED Teachers	472,684
5040 · Student Services	207,320
5045 · Choice Block	195,181
5046 · School maintenance	9,189
5047 · Summer school	21,544
5048 · Athletics/Activities	52,580
5049 · Teacher Training/Development	13,500
Total 5000 · Salaries and wages	3,151,482
5050 · Payroll Taxes	
5051 · Medicare	39,502
5052 · Soc. Security	24,277
5053 · Workers compensation	18,249
5055 · MA Unemp/MA Health	18,012
Total 5050 · Payroll Taxes	100,040
5100 · Fringe benefits	
5101 · Health insurance	278,692
5102 · Dental insurance	29,383
5104 · Life & Disability Insurance	17,466
Total 5100 · Fringe benefits	325,541
5150 · Facilities	
5151 · Rent/lease	487,020
5152 · Maintenance & supplies	80,867
5156 · Real estate tax	6,271
Total 5150 · Facilities	574,158



<b>5200 · Professional Fees</b>	
5201 · Accounting	62,528
5202 · Auditing	18,000
5203 · Legal	1,290
5204 · Contract labor-non instructnl	5,271
5205 · Contract labor-instructional	5,057
5206 · Payroll service	3,661
5207 · SPED Consultant	77,786
5208 · Professional development	19,406
5210 · Other consultants	5,000
5211 · Evaluation/Accountability	29,127
5213 · Admin Database - Breuer	11,741
<b>Total 5200 · Professional Fees</b>	<b>238,867</b>
<b>5250 · Utilities</b>	
5251 · Electric	36,530
5252 · Gas	23,092
5253 · Water	4,794
<b>Total 5250 · Utilities</b>	<b>64,416</b>
<b>5255 · Telephone</b>	
5256 · Telephone - Voice & Fax	10,595
5257 · Cell phones	1,201
<b>Total 5255 · Telephone</b>	<b>11,796</b>
<b>5300 · Office expenses</b>	
5301 · Office Supplies	17,499
5302 · Postage and shipping	6,173
5303 · Printing	4,278
<b>Total 5300 · Office expenses</b>	<b>27,950</b>
<b>5350 · Computer Expense</b>	
5351 · Computer Supplies	647
5354 · Software	6,743
5355 · Hardware	5,396
5356 · Support	73,892
<b>Total 5350 · Computer Expense</b>	<b>86,678</b>
<b>5400 · Equipment &amp; Furniture</b>	
5401 · Equip Maintenance	21,103
5402 · Purchases	19,769
5403 · Equip Lease	5,960
<b>Total 5400 · Equipment &amp; Furniture</b>	<b>46,832</b>
<b>5500 · Insurance - Gen Liab/Umbrella</b>	<b>20,758</b>
<b>5525 · Travel</b>	
5530 · Vehicle expense	10,259
5526 · Transportation - local	1,672
5528 · Meals	158
<b>Total 5525 · Travel</b>	<b>12,089</b>
<b>5550 · Student expenses</b>	
5551 · Food	61,715
5552 · Instructional materials	28,828
5554 · Recreation	2,854
5555 · General student testing	7,847
5556 · College Counseling	1,101

5557 · Service Learning	614
5560 · Field trips - local	26,408
5562 · Textbooks	17,324
5563 · Physical Education	3,000
5564 · Athletics	54,876
5565 · Music	2,500
5566 · Drama	-1,077
5570 · Other Student Exps	17,714
5567 · Health	1,930
5568 · Virtual Education	299
<b>Total 5550 · Student expenses</b>	<b>225,933</b>
5575 · Dues and subscriptions	10,546
5600 · Advertising and Recruitment	
5601 · Hospitality/Public relations	7,667
5603 · Student recruitment	9,933
5605 · Teacher Recruitment	7,096
<b>Total 5600 · Advertising and Recruitment</b>	<b>24,696</b>
5625 · Governance	
5626 · Food	3,061
5627 · Meetings, Consultants	220
5628 · Development	8,293
<b>Total 5625 · Governance</b>	<b>11,574</b>
5650 · In-Kind Expenses	900
5725 · Bank charges	873
5750 · Fees and licensing	1,829
6100 · Interest expense	11,442
6200 · Capital debt interest	16,275
8001 · Credit cards to be identified	1,752
<b>Total Expense</b>	<b>4,966,427</b>
<b>Net Ordinary Income</b>	<b>220,573</b>
<b>Other Income/Expense</b>	
<b>Other Expense</b>	
8060 · Rental Allowance Reserve	0
8050 · Contingency Fund	0
9100 · Capital Purchases/Investments	64,592
<b>Total Other Expense</b>	<b>64,592</b>
<b>Net Other Income</b>	<b>-64,592</b>
<b>Net Income</b>	<b>155,981</b>

*Unaudited FY14 Balance Sheet*

## **Salem Academy Charter School**

### **Balance Sheet**

**As of June 30, 2014**

#### **ASSETS**

##### **Current Assets**

##### **Checking/Savings**

##### **1000 · Cash and Cash Equivalents**

    1040 · Beverly Co-op - Operating 298

1,523

    1050 · Beverly Co-op - Gen-MMkt 175

329

1060 · Beverly Co-op -Cash Reserve 167	301
1070 · Beverly Co-op SFC 348	3,626
1090 · Petty Cash	342
1091 · Cash on Hand	3,302
1100 · Payroll clearing	-342
<b>Total 1000 · Cash and Cash Equivalents</b>	<b>9,081</b>
<b>Total Checking/Savings</b>	<b>9,081</b>
<b>Accounts Receivable</b>	
1200 · Grants Receivable	3,299
1220 · Tuition Receivable	1,202,247
<b>Total Accounts Receivable</b>	<b>1,205,546</b>
<b>Other Current Assets</b>	
1250 · Due from Foundation	
1251 · Reach the Beach (net)	11,646
1250 · Due from Foundation - Other	4,772
<b>Total 1250 · Due from Foundation</b>	<b>16,418</b>
1305 · Inventories	6,673
1350 · Prepaid expenditures	20,703
1450 · Exchange	-60
<b>Total Other Current Assets</b>	<b>43,734</b>
<b>Total Current Assets</b>	<b>1,258,361</b>
<b>Fixed Assets</b>	
1685 · Loan Closing Costs	6,568
1610 · Furniture	197,168
1620 · Equipment	200,669
1630 · Computers	262,500
1650 · Leasehold Improvements	305,387
1660 · Library Materials	6,398
1670 · Capital Lease Canon All-in-one	7,240
1690 · Accumulated depreciation	
1698 · Acc.Amort Loan Closing Costs	-547
1691 · Acc.Deprn. Furniture	-136,741
1692 · Acc.Deprn. Equipment	-106,546
1693 · Acc.Deprn. Computers	-181,524
1695 · Acc.Amort. Leasehold Impr	-161,627
1696 · Acc.Deprn. Library Mtls	-5,440
1697 · Acc.Deprn. Capital Lease	-7,240
<b>Total 1690 · Accumulated depreciation</b>	<b>-599,665</b>
<b>Total Fixed Assets</b>	<b>386,265</b>
<b>Other Assets</b>	
1900 · Security Deposits	2,054
1910 · Campus Development	9,450
<b>Total Other Assets</b>	<b>11,504</b>
<b>TOTAL ASSETS</b>	<b>1,656,130</b>
<b>LIABILITIES &amp; EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
<b>Accounts Payable</b>	
2000 · Accounts payable	226,605

Total Accounts Payable	226,605
<b>Credit Cards</b>	
2010 · Visa - Beverly Co-op Bank	18,926
2011 · Visa - EBS	5,864
2012 · 5342 EBS Visa	1,335
<b>Total Credit Cards</b>	<u>26,125</u>
<b>Other Current Liabilities</b>	
2050 · Deferred Revenue	7,048
<b>2100 · Accrued Expenses</b>	
2160 · Accrued operating exps	2,278
2130 · Accrued Payroll Taxes	0
2140 · MTRS payable	23,578
2150 · Professional fees accrued	18,000
2190 · Accrued salaries	209,091
<b>Total 2100 · Accrued Expenses</b>	<u>252,947</u>
2120 · Lease Obligatio- new 6/17/08	508
2145 · AFLAC Payable \$292.56/mo	293
2200 · Line of Credit - 209009986	500,000
2201 · Short-term loan - Beverly Co-op	50,000
2220 · Student Government Funds	2,680
2221 · Grade 10 Fund	307
2230 · Student Fundraising Accounts	17,127
<b>Total Other Current Liabilities</b>	<u>830,910</u>
<b>Total Current Liabilities</b>	<u>1,083,640</u>
<b>Long Term Liabilities</b>	
2800 · Deferred rent	86,082
2700 · Beverly Co-op-WC- 4.5% -10 yrs	339,962
<b>Total Long Term Liabilities</b>	<u>426,044</u>
<b>Total Liabilities</b>	<u>1,509,684</u>
<b>Equity</b>	
3100 · Net Assets-Inv in Cap Assets	37,868
3300 · Unrestricted net assets	-47,403
Net Income	155,981
<b>Total Equity</b>	<u>146,446</u>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<u><u>1,656,130</u></u>

*Approved School Budget for FY15*

**Salem Academy Charter School  
2014-2015 Budget**

**FY15 with  
372  
enrollment**

Ordinary Income/Expense

Income

4000 · State Funds

4001 · Tuition	<u>4,877,440</u>
Total 4000 · State Funds	<u>4,877,440</u>
4100 · Federal Grants	
4110 · Entitlement	160,000
Total 4100 · Federal Grants	160,000
4200 · Prior Year Federal Grant	0
4300 · SACS Foundation Support - SFSE	5,000
4310 · Foundation - restricted	160,000
4330 · Prior Year Foundation-restrd	0
4600 · In-Kind Contributions	0
4700 · Interest Income	750
4900 · Other Revenue	
4990 · Summer School Program	13,000
4930 · Reimb. from Students	500
4940 · School lunch revenue	61,000
4980 · Misc income	<u>1,000</u>
Total 4900 · Other Revenue	<u>75,500</u>
Total Income	<u>5,278,690</u>
Expense	
5000 · Salaries and wages	
5005 · Administrative	444,247
5010 · Admin Support	148,240
5015 · Teachers	1,544,993
5020 · Substitutes	35,000
5021 · Long-term subs	28,000
5030 · SPED Teachers	503,387
5040 · Student Services	229,244
5045 · Choice Block	207,709
5046 · School maintenance	8,000
5047 · Summer stipends	12,000
5048 · Athletics/Activities	60,000
5049 · Teacher Training/Development	<u>16,000</u>
Total 5000 · Salaries and wages	<u>3,236,820</u>
5050 · Payroll Taxes	
5051 · Medicare	46,832
5052 · Soc. Security	17,854
5053 · Workers compensation	16,800
5055 · MA Unemp/MA Health	<u>25,000</u>
Total 5050 · Payroll Taxes	<u>106,486</u>
5100 · Fringe benefits	
5101 · Health insurance	300,558
5102 · Dental insurance	32,500

5104 · Life & Disability Insurance	<u>18,500</u>
Total 5100 · Fringe benefits	<b>351,558</b>
5150 · Facilities	
5151 · Rent/lease	<b>584,200</b>
5152 · Maintenance & supplies	<b>87,000</b>
5156 · Real Estate Tax	<b>7,000</b>
Total 5150 · Facilities	<b>678,200</b>
5200 · Professional Fees	
5201 · Accounting	<b>50,000</b>
5202 · Auditing	<b>22,200</b>
5203 · Legal	<b>3,200</b>
5204 · Contract labor-non instructnl	<b>5,100</b>
5205 · Contract labor-instructional	<b>3,000</b>
5206 · Payroll service	<b>3,100</b>
5207 · SPED Consultant	<b>69,000</b>
5208 · Professional development	<b>20,800</b>
5210 · Other consultants	<b>1,000</b>
5211 · Evaluation/Accountability	<b>20,000</b>
5213 · Admin Database -	<u>1,500</u>
Total 5200 · Professional Fees	<b>198,900</b>
5250 · Utilities	
5251 · Electric	<b>42,000</b>
5252 · Gas	<b>23,000</b>
5253 · Water	<u>7,000</u>
Total 5250 · Utilities	<b>72,000</b>
5255 · Telephone	
5256 · Telephone - Voice & Fax	<b>11,500</b>
5257 · Cell phones	<u>1,400</u>
Total 5255 · Telephone	<b>12,900</b>
5300 · Office expenses	
5301 · Office Supplies	<b>16,000</b>
5302 · Postage and shipping	<b>6,500</b>
5303 · Printing	<u>5,000</u>
Total 5300 · Office expenses	<b>27,500</b>
5350 · Computer Expense	
5351 · Computer Supplies	<b>2,000</b>
5354 · Software	<b>6,000</b>
5355 · Hardware	<b>4,500</b>
5356 · Support	<u>61,000</u>
Total 5350 · Computer Expense	<b>73,500</b>
5400 · Equipment & Furniture	
5401 · Equip Maintenance	<b>18,000</b>
5402 · Purchases	<b>17,000</b>

5403 · Equip Lease	<u>6,500</u>
Total 5400 · Equipment & Furniture	41,500
5500 · Insurance - Gen Liab/Umbrella	21,000
5525 · Travel	
5530 · Vehicle expense	14,000
5526 · Transportation - local	1,800
5528 · Meals	<u>300</u>
Total 5525 · Travel	16,100
5550 · Student expenses	
5551 · Food	61,000
5552 · Instructional materials	27,000
5554 · Recreation	3,600
5555 · General student testing	5,800
5556 · College Counseling	3,000
5557 · Service Learning	4,800
5560 · Field trips - local	23,000
5562 · Textbooks	15,000
5563 · Physical Education	4,900
5564 · Athletics	49,500
5565 · Music	2,500
5566 · Drama	1,200
5570 · Other Student Exps	20,000
5567 · Health	1,900
5568 · Virtual Education	<u>1,300</u>
Total 5550 · Student expenses	224,500
5575 · Dues and subscriptions	9,600
5600 · Advertising and Recruitment	
5601 · Hospitality/Public relations	5,200
5603 · Student recruitment	13,300
5605 · Teacher Recruitment	<u>2,100</u>
Total 5600 · Advertising and Recruitment	20,600
5625 · Governance	
5626 · Food	2,700
5627 · Meetings, Consultants	1,000
5628 · Development	<u>2,700</u>
Total 5625 · Governance	6,400
5650 · In-Kind Expenses	0
5725 · Bank charges	1,000
5750 · Fees and licensing	1,800
6100 · Interest expense	14,000
6200 · Capital debt interest	<u>19,000</u>
Total Expense	<u>5,133,364</u>
Net Ordinary Income	145,326

<b>Other Income/Expense</b>	
<b>Other Income</b>	<b>0</b>
<b>Other Expense</b>	
8001 · Credit cards to be identified	
8050 · Contingency Fund	<b>93,000</b>
8060 Rental Allowance Reserve	<b>0</b>
9100 · Capital Purchases/Investments	<b>25,000</b>
<b>Total Other Expense</b>	<b>118,000</b>
<b>Net Other Income</b>	<b>-118,000</b>
<b>Net Income</b>	<b>27,326</b>

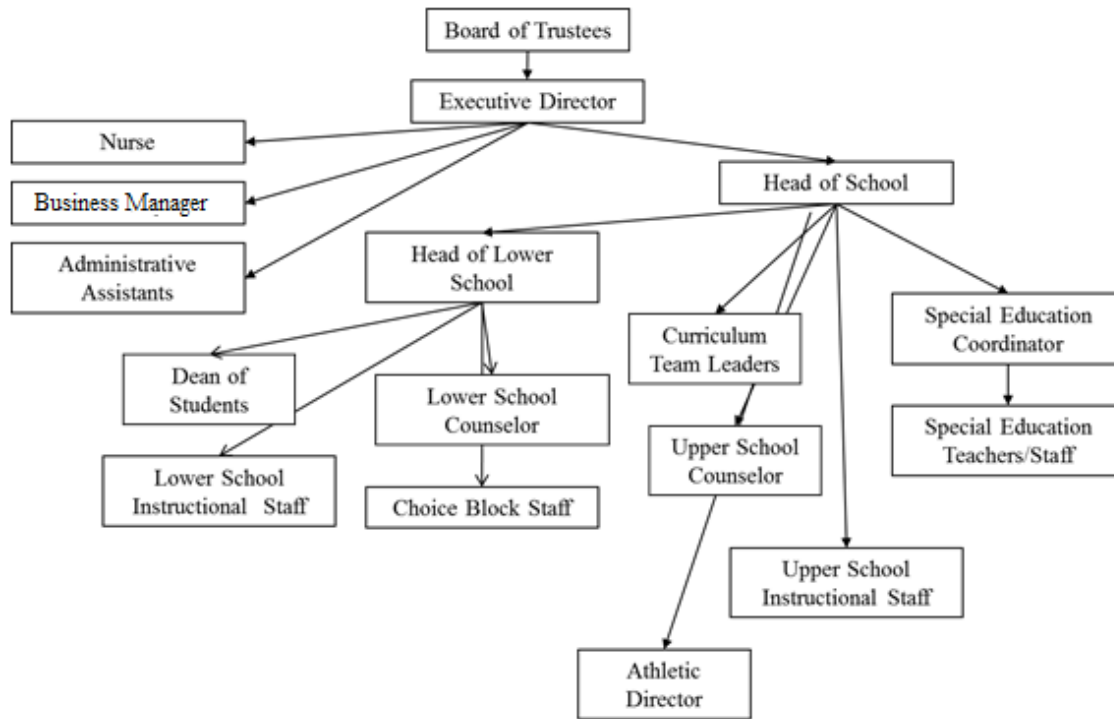
*Capital Plan for FY15*

Salem Academy Charter School has no capital plan in place for FY 15, nor does the school have a capital project reserve account. The school did add 11,000 square feet of space two years ago adding five classrooms, a library, several offices, and a kitchen and cafeteria. At the time, the school borrowed \$400,000 on a seven year note to complete this project, and there are five years left on the note.

Salem Academy leases its facilities from Shetland Properties, Inc. in Shetland Park, a waterfront commercial and industrial complex in Salem. The facilities currently include a 35,000 square foot building, use of sufficient parking spaces, and the use of a small, paved playground area. With no athletic fields, no gymnasium, and no assembly or performing arts space, and with plans to increase our enrollment, the Salem Academy Board's Facilities Committee has been meeting monthly to find solutions to the school's needs for more space. Having commissioned a commercial real estate firm to conduct an exhaustive study of opportunities in Salem to relocate the school, we found that sufficient land in this densely populated area is simply not available. We do however, have a plan. Our landlord, Shetland Properties has agreed to build a new arts and athletics complex for Salem Academy Charter School on available land adjacent to our current building. The plan is for the building to be approximately 15,000 square feet, a fairly simple steel truss building. It will include a full size gymnasium with a performance stage on one end and then beyond the stage art, music, and health classrooms, locker rooms, and support spaces. Design plans are in process now. We anticipate construction drawings, permitting, and site preparation this fall and winter, and construction beginning early in the spring 2015 for occupancy in September 2015. Shetland Properties Inc. will build and own the building and lease it to Salem Academy Charter School. Salem Academy will be responsible for furnishing the building and plans to carry out a fund raising program for that purpose. We anticipate the rent will be approximately \$250,000 a year, and we expect the cost of furnishings to be approximately \$250,000 as well. As we submit this Annual Report, we are also submitting a proposal to amend the school's charter to increase our enrollment cap from 372 students 480. Assuming this is approved, the cost of leasing the arts and athletic complex is well within our projected budgets and the building will provide the additional space we will need to accommodate the increase in enrollment.



## Organizational Structure



## Appendix A

### Appendix A Accountability Plan Evidence Template

### Faithfulness to Charter`

	2013 -2014 Performance (Met/Partially Met/Not Met)	Evidence
Objective: Salem Academy Charter School students will demonstrate academic proficiency while providing service to the community.		
Measure: Salem Academy Charter School students on average will demonstrate 90 percent proficiency on service learning benchmarks each year.	Met	Students on average demonstrated 92 percent proficiency on service learning benchmarks this year
Measure: 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 academic expectations.	Partially met	Transcripts indicate that 100 percent of students who graduated in 2014 completed a service thesis successfully
Measure: 80 percent of students will agree in an annual survey that their service learning projects benefitted the community.	Partially met	This survey was not administered to students in grades 9-12. 72 percent of students in grades 6-8 agree that their service learning projects benefitted the community.

<b>Objective:</b> Salem Academy students will demonstrate that they are prepared to succeed in college.		
<b>Measure:</b> 90 percent of students will be accepted to at least one college or university.	Met	College acceptance letters indicate that 94 percent of graduates have been accepted to four year post-secondary institutions.
<b>Measure:</b> 90 percent of students will matriculate to a college or university within a year of graduate from Salem Academy Charter School.	Met	Deposit records and enrollment records indicate that 97 percent of graduates have submitted deposits to matriculate to a college/university by fall of 2014 and that 95 percent of graduates from the class of 2013 have matriculated to a post-secondary institution.
<b>Measure:</b> 100 percent of students graduating from Salem Academy Charter School will have taken and passed classes which fulfill average entry requirements for four year colleges.	Met	Transcripts indicate that 100 percent of graduates have met this measure.

### Academic Program Success

	2013-2014 Performance (Met/Partially Met/Not Met)	Evidence
<b>Objective:</b> Salem Academy students will demonstrate that they are informed and articulate through measurable academic achievement in English language arts.		
<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 sub-groups.	Partially Met	DESE accountability data indicate that, overall, Salem Academy met its PPI target for all students and high needs students. Achievement improved, below target or was above target in 2012-2013 and growth was above target. Preliminary MCAS data for 2013 indicate that proficiency has increased and growth is again high.
<b>Measure:</b> 90 percent of students will meet internal grade-level proficiency requirements in English language arts classes.	Met	Transcripts; summative grade reports indicate that 96 percent of students met this measure.
<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.	Met	College Board reports indicate that the Class of 2014 scored at the 53 <sup>rd</sup> percentile on the SAT and the Class of 2015 scored at the 50 <sup>th</sup> percentile on the PSAT.
<b>Objective:</b> Salem Academy Students will demonstrate that they are informed and articulate through measurable academic achievement in mathematics		
<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 sub-groups.	Partially Met	DESE accountability data indicate that, overall, Salem Academy met its PPI target for all students and high needs students. Achievement declined in math in 2012-2013 and growth was on target or below. Preliminary MCAS data for 2013

		indicate that proficiency has increased significantly.
<b>Measure:</b> 90 percent of students will meet internal grade-level proficiency requirements in mathematics classes.	Met	Transcripts; summative grade reports indicate that 93 percent of students met this measure.
<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.	Met	College Board reports indicate that the Class of 2014 scored at the 53 <sup>rd</sup> percentile on the SAT and the Class of 2015 scored at the 54 <sup>th</sup> percentile on the PSAT.
<b>Objective:</b> Salem Academy Students will demonstrate that they are informed and articulate through measurable academic achievement across academic core subjects.		
<b>Measure:</b> Salem Academy students will average 80 percent proficiency on academic benchmarks across all academic core classes.	Met	Students averaged 89 percent proficiency on academic benchmarks across all academic core classes.
<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 on the MCAS.	Partially Met	MCAS student records indicate that all graduates to date have taken and passed the STE MCAS requirement. One alternative MCAS portfolio is currently pending review.

### Organizational Viability

	2013-2014 Performance (Met/Partially Met/Not Met)	Evidence
<b>Objective:</b> Salem Academy will demonstrate stability and sustainability through the responsible use of financial resources.		
<b>Measure:</b> The school will operate on a balanced budget as evidenced by year end income statements	Met	Income Statement attached
<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.	Met	Balance Sheet attached
<b>Measure:</b> The school's independent annual audits will result in unqualified opinions and will show no material findings.	Partially Met	Independent audits; Certifications. The 2013 audit found that the school had not been timely in its monthly payments to MTRS.
<b>Objective:</b> The Salem Academy Board of Trustees will demonstrate effective leadership and governance.		
<b>Measure:</b> The Board will have a quorum present at	Partially Met	Minutes of Meetings. The May

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.		2014 meeting was cancelled for lack of a quorum.
<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.	Met	Strategic plan document 2010; follow up Board/Staff retreat April 2013. Board and Board Committee minutes documenting progress.
<b>Measure:</b> The Board will establish an effective organizational structure for the school. A. At least 50% of parents will respond to an annual family satisfaction survey. B. At least 80% of respondents will express satisfaction with the school.	Met	Parent survey summary, appendix.
<b>Objective:</b> Salem Academy will employ highly qualified, competent, and talented instructional staff whose collective professionalism will support a purposeful learning environment.		
<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.	Met	EPIMS; personnel files; evaluation documents
<b>Measure:</b> Salem Academy will retain 80% of teachers who have demonstrated proficiency in the school's instructional standards.	Not Met	72.2 % retention FY 14. EPIMS; personnel files
<b>Objective:</b> Salem Academy will recruit and retain a student population that reflects the diversity of Salem and the surrounding communities.		
<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.	Met	CHART Data
<b>Measure:</b> Salem Academy will retain at least 90% of students within its middle school and 90% of students within its high school.	Met	SIMS; Data Management System. (Not including transition from middle school to high school.)
<b>Objective:</b> Salem Academy will document and share information on its school model including innovative practices.		
<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.	Met	Dissemination grant to collaborate with Salem Public Schools.

## **Appendix A – Attachments**

### **Re: Faithfulness to Charter**

*Objective: Salem Academy Students will demonstrate academic proficiency while providing service to the community.*

*Measure: 80 percent of students will agree in an annual survey that their service learning projects benefitted the community.*

Last year, Salem Academy restructured its service learning program in order to strengthen students' academic skills and ability to analyze and apply their learning from research. In early high school, students engage in mini-courses focused on exploring issues in the community (e.g., gender stereo-typing, racial profiling, literacy). They learn about the issue while building their academic skills, including research, reading non-fiction texts, analyzing information, and drawing conclusions. They then determine ways that they might contribute to improving the issue that they studied. This work helps them prepare for their service thesis in grades eleven and twelve when they research and write a thesis paper, develop an action plan and contribute service to an issue. This year, students were not able to apply robust actions in their mini-courses and, therefore, they felt less compelled by the beneficial impact they had on their community. This year, the schedule and planning of mini courses were altered in order to allow some more action to take place in grades nine and ten. Students reported great satisfaction in achieving results on their projects (e.g., flags in every classroom).

Seventy-two percent of Lower School students surveyed agreed that their service learning projects benefitted the community. Of the twenty-eight percent who "somewhat disagreed" or "disagreed", they explained that they felt students spent too much time researching their issue and not enough time getting to action. They also felt that some of their projects dealt with problems in the community which could not be addressed in just one year. Planning for next year, it is clear that students are looking for more hands-on experiences and manageable service learning projects.

### **Re: Organizational Viability**

*Objective: Salem Academy will employ highly qualified, competent, and talented instructional staff whose collective professionalism will support a purposeful learning environment.*

*Measure: Salem Academy will retain 80% of teachers who have demonstrated proficiency in the school's instructional standards.*

Fourteen of Salem Academy's forty teachers left at the end of this year. Four did not demonstrate proficiency in the school's instruction standards. This was the second year during which the school implemented the new Massachusetts Educator Evaluation system, and an unexpected product of that system was that some teachers who were rated in need of improvement last year and still needed improvement this year automatically fell to the not proficient ranking. While career advancement and family issues were the primary reasons for teachers' departures, the reality of non-competitive salaries and benefits lurked not far below the surface. Salem Academy's strategic plan places a high priority on increasing faculty salaries. Toward that goal, the school engaged a consulting firm, Willow Education, this past spring to advise on financial planning that would serve this purpose. In addition, the school has established a new task force known as TEACH (Teacher Evaluation And Compensation Habits). Its purpose is to enhance Salem Academy Charter School's ability to attract and retain top quality professional staff by developing a strategy for teacher compensation that acknowledges the standards of the state's new educator evaluation system and that rewards teachers for multiple strengths including their effectiveness as it is measured by student performance.

## Appendix C

### School and Student Data Tables

Student demographic information can be found on the Department's website using your school's profile. Please provide the link to your school's profile on the Department's website.

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04850485&fycode=2013&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	33	9
Asian	18	5
Hispanic	121	33
Native American	0	0
White	190	52
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	5	1
Special education	58	16
Limited English proficient	23	6
Low income	141	38

ADMINISTRATIVE ROSTER FOR THE 2013-2014 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Sean O'Neil Executive Director	Chief Administrative Officer	July 2006	
Rachel Hunt Head of School	Principal	July 2004	June 2014
Stephanie Callahan Head of Lower School	Grades 6 – 8 Principal	August 2007	
Linda St. Pierre Special Ed Coordinator	Special Education Administrator	July 2004	
Chyna Onembo Dean of Students	School culture / discipline	March 2010	
Patrick Spencer Business Manager	Business Administrator	March 2013	June 2014

TEACHERS AND STAFF ATTRITION FOR THE 2013-2014 SCHOOL YEAR				
	Number as of the last day of the 2013-2014 school year	Departures during the 2013-2014 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	40	0	14	4 career advancement; 6

				family issues; 3 dissatisfaction; 1 retirement.
Other Staff	18	0	5	3 career advancement; 2 family

<b>BOARD MEMBERS FOR THE 2013-14 SCHOOL YEAR</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served</b>	<b>Length of each term (including date of election and expiration)</b>
Joshua Biber		Development	1	1 <sup>st</sup> 1/11 – 12/13
Constance Burke	Treasurer	Finance	2	1 <sup>st</sup> 1/10-12/12 2 <sup>nd</sup> 1/13-12/15
Nina Cohen		Development	1	1 <sup>st</sup> 1/14-12/16
Peter Copelas	Chair	Finance, Facilities	2	1 <sup>st</sup> 1/11-12/13 2 <sup>nd</sup> 1/14-12/16
Alyce Davis		Education	1	1 <sup>st</sup> 1/12-9/13
Kate DiGangi		HR	1	1 <sup>st</sup> 1/12-12/13
John Jermyn	Vice Chair	Trustees, Facilities	2	1 <sup>st</sup> 1/08-12/10 2 <sup>nd</sup> 1/11-12/13
Paige Nalipinski	Secretary	HR	4	1 <sup>st</sup> 1/04-12/06 2 <sup>nd</sup> 1/07-12/09 3 <sup>rd</sup> 1/11-12/13 4 <sup>th</sup> 1/14-12/16
Ana Nuncio		Education	1	1 <sup>st</sup> 1/14-12/16
Emily O'Brien		Development	1	1 <sup>st</sup> 1/11-12/13
Steve Palmer		Development, Facilities	3	1 <sup>st</sup> 1/06-12/08 2 <sup>nd</sup> 1/08-12/11 3 <sup>rd</sup> 1/14-12/16
Amy Slate		Education	1	1 <sup>st</sup> 1/14-12/16
Leslie Tuttle	Vice Chair	Facilities	2	1 <sup>st</sup> 1/11-12/13 2 <sup>nd</sup> 1/14-12/16
Alex Vasquez		Education	1	1 <sup>st</sup> 1/13-6/14

## Appendix D

### Additional Required Information

#### Key Leadership Changes

<b>Position</b>	<b>2014-2015 Name</b>
Board of Trustees Chairperson	NA
Charter School Leader	NA
Assistant Charter School Leader	Stephanie Callahan
Special Education Director	NA
MCAS Test Coordinator	Stephanie Callahan
SIMS Coordinator	Karen Dunphy
English Language Learner Director	Sarah Sawyer

**Enrollment**

<b>Action</b>	<b>Date(s)</b>
<b>Student Application Deadline</b>	March 1, 2015
Lottery	March 4, 2015

**Salem Academy Charter School  
Family Satisfaction Survey**

<b>Response rate</b>	<b>26%</b>	<b>17%</b>	<b>31%</b>	<b>22%</b>	<b>51%</b>
Strongly Agree 5 .....Strongly Disagree 1	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
1. Salem Academy is serving its mission of college preparation, community service, and character development.	<b>4.3</b>	<b>4.5</b>	<b>4.7</b>	<b>4.6</b>	<b>4.7</b>
2. The adult school community (staff, parents, board) is working together with mutual respect and shared goals.	<b>4.2</b>	<b>4.3</b>	<b>4.4</b>	<b>4.6</b>	<b>4.5</b>
3. The student community is characterized by mutual respect, shared values, and positive school spirit.	<b>4.1</b>	<b>4.2</b>	<b>4.4</b>	<b>4.4</b>	<b>4.4</b>
4. The academic program is appropriately challenging and supportive.	<b>4.2</b>	<b>4.4</b>	<b>4.5</b>	<b>4.6</b>	<b>4.6</b>
5. Salem Academy faculty and staff members are competent and professional, and believe in students' ability to succeed.	<b>4.3</b>	<b>4.5</b>	<b>4.6</b>	<b>4.7</b>	<b>4.6</b>
6. Extracurricular activities, arts, athletics, and enrichment programs are sufficiently varied and appropriate to meet students' needs.	<b>3.9</b>	<b>3.7</b>	<b>3.6</b>	<b>4.1</b>	<b>3.8</b>
7. The Code of Conduct is age appropriate and effective in supporting a safe, supportive, and positive school climate.	<b>4.3</b>	<b>4.4</b>	<b>4.4</b>	<b>4.6</b>	<b>4.5</b>



8. The organizational structure, school day, school year, and support services are appropriate and serve students' needs effectively.	4.3	4.4	4.5	4.7	4.4
9. The school communicates effectively with families and welcomes parent involvement.	4.2	4.5	4.5	4.6	4.5
10. Our family is happy with Salem Academy Charter School.	4.4	4.6	4.6	4.7	4.6
<b>Average</b>	<b>4.2</b>	<b>4.4</b>	<b>4.4</b>	<b>4.6</b>	<b>4.5</b>