



ANNUAL REPORT 2014-2015

SALEM ACADEMY CHARTER SCHOOL
45 CONGRESS STREET
SALEM, MASSACHUSETTS 01970

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July 24, 2014

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

Dear Commissioner Chester:

The 2014-2015 school year was Salem Academy Charter school's 11th 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. We have been a Level One school for the past three years, and 100% of our graduates have been accepted at colleges since our first class in 2009.

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 in the process of applying for an amendment to our charter, the DESE designated Salem Academy Charter School a "Proven Provider". Again this year, the *Washington Post* and *US News and World Report* ranked Salem Academy among the top 10% of schools in Massachusetts and the top 5% in the nation.

Last July, the Department of Elementary and Secondary Education awarded Salem Academy Charter School a competitive dissemination grant of \$364,400 to share best practices in standards based instruction with the Salem Public Schools. A team of 40 Salem administrators and teacher leaders joined the Salem Academy staff on multiple occasions during the year for workshops with nationally recognized educational consultants and for collaborative working sessions. As a result, Salem will be implementing selected standards based instructional strategies throughout the district schools this next year. 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.

In January, the Board of Elementary and Secondary Education approved an amendment to Salem Academy's charter increasing the school's enrollment cap from 372 to 480 students. This was in response to increased demand for spaces here. One third of all Salem 5th graders applied for our 6th grade this year. We will begin to implement the increase next year toward goals of 216 students in our middle school and 264 in the high school. While increasing our accessibility for Salem students, we will retain the personalized culture of a small school. We still greet every student with a handshake every morning.

Salem Academy Charter School is an important asset to the 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

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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	211
School Hours	8:30am – 4:00pm	Age of School	11 years
Mission Statement 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

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 and student support. Salem Academy utilizes its extended school-day to offer learning center and tutorial programs for struggling learners.

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.

Date	Amendment Requested	Approved?
7/25/2014	Increase enrollment cap from 372 to 480	Yes
12/17/2014	Election of new Trustees	Yes
6/1/2015	New Accountability Plan for 2014-2019	Yes

Dissemination Efforts

In July 2014, Salem Academy was awarded a \$364,000 federal dissemination grant to disseminate our standards-driven instructional practice to Salem Public Schools. The purpose of this collaboration is to strengthen the instructional leadership capacity in SPS leaders to guide standards-driven work and raise student achievement. This approach includes planning, instruction, assessment, grading, analysis and adjustment to practice. Throughout the 2014-15 school year, leaders from Salem Public Schools engaged in a series of Study Tours and Think Tanks in which they learned about SACS standards-driven instructional practice, received documentation of practices and curriculum, and observed ways in which SACS leaders support targeted practices.

Throughout the year, SPS leaders engaged with Salem Academy faculty, as well as external experts, as they tackled issues related to standards-driven instructional practice from their own settings and then developed action plans informed by collaborative learning.

In July 2015, Salem Academy faculty supported SPS teachers and school leaders as they began to plan how standards-driven instructional practices will look in each school during the 2015-16 pilot year. Our official grant-funded dissemination work will continue through February 2016.

In addition to the dissemination grant, Salem Academy collaborated with a number of other district and charter schools through various Communities of Practice, the Achievement Network, Teach Plus, and Teach For America.

Academic Program Success

Student Performance

A. MCAS Data

Salem Academy Charter School’s school report card link:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04850485&fycode=2014&orgtypecode=6>

B. Internal / Other External Assessments

Salem Academy's 6th-8th grade students participate in the Achievement Network's interim assessments. In aggregate, students scored first in the Network in math across all grade levels. In ELA, students in 6th and 8th grade scored first in the Network. 7th grade students scored 3rd in the network for ELA. Student performance on PSAT/SAT is identified in the accountability section.

Program Delivery

Salem Academy students have demonstrated strong academic achievement. MCAS data show that English language arts and math performance of Salem Academy students has consistently exceeded the state level. Similarly, students steadily 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 three 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 inform teaching and learning in real time.

During the 2014-15 school year, our academic focus continued to be based around transitioning to the Common Core and the new PARCC assessments, as well as the Next Generation Science Standards (NGSS). Our English department continued its focus on vertical alignment, specifically in regards to argument writing, while our math department continued to use their Math Learning Community model to enhance their understanding and instruction around performance tasks. Our History and Spanish departments have embraced the literacy expectations of the Common Core and have applied those standards to their disciplines. In addition, the Lower School (grades six to eight) continued to work in grade level teams using Achievement Network data and assessments to align instruction of Common Core Cross-Curricular literacy skills across the curriculum.

This year Salem Academy continued to expand its Amelia Peabody tutoring intervention program. This program is grant-funded and has allowed the school to scale, enhance, and supplement current interventions for struggling students. The program brought in two part time intervention fellows to expand and manage the Intervention Program. The fellows established more consistent intervention support for students throughout the day. Through this expansion, the fellows were able to support 20 percent of our student body.

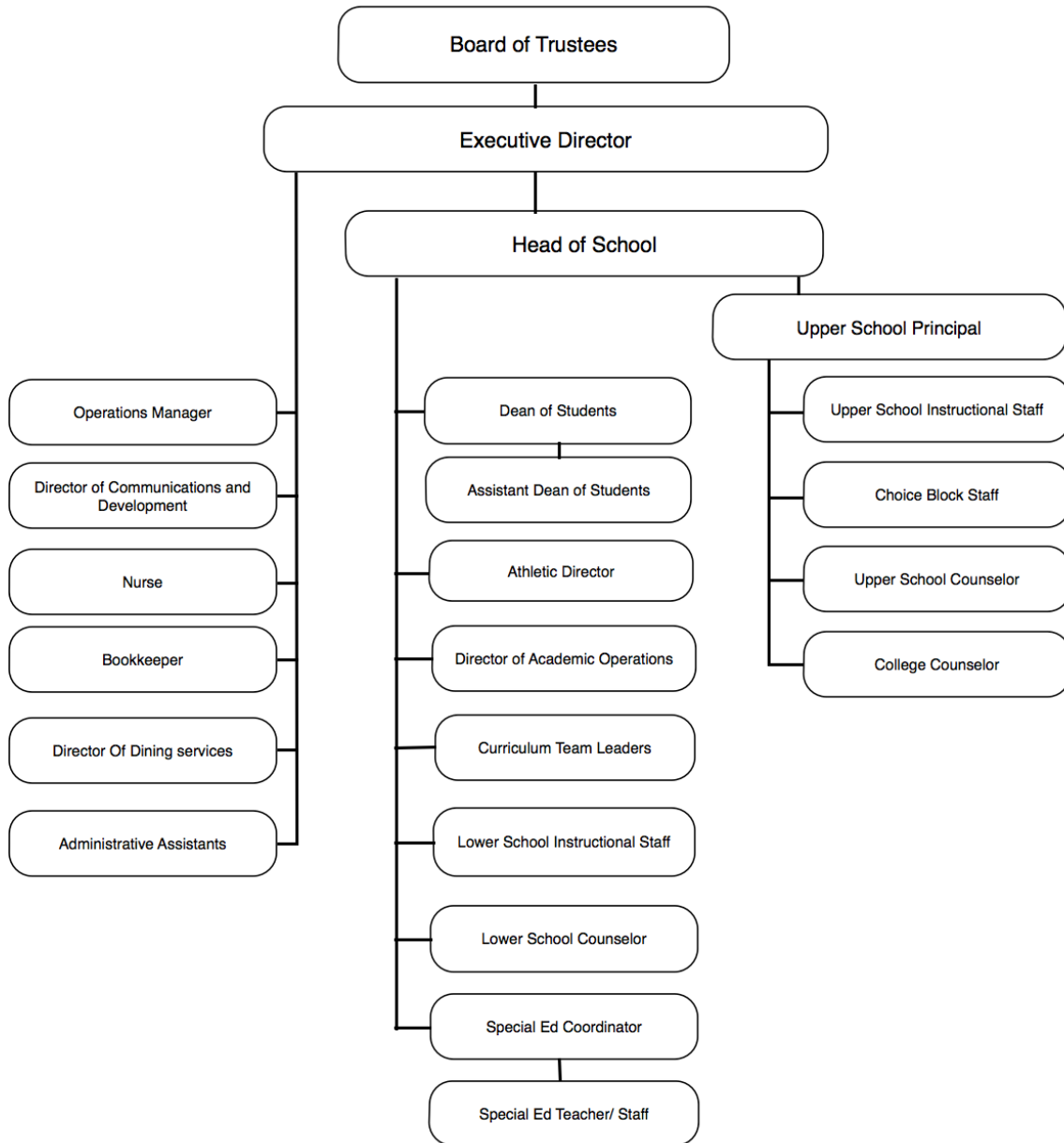
Organizational Viability

Organizational Structure of the School

Salem Academy Charter School is organized in a traditional "top down" structure of governance and administration. The Board of Trustees appoints the Executive Director. The Executive Director is the chief executive officer of the school and is fully responsible for administration of the school. The Executive Director reports to the Board and is not a member of the Board. No other employee reports to the Board.

The Executive Director appoints the Head of School. The Head of School is fully responsible for the educational program and reports only to the Executive Director. The Upper School Principal, Curriculum Team Leaders, Dean of Students, and Athletic Director report to the Head of School. The Head of School oversees the Lower School staff, and the Upper School Principal oversees the Upper School staff. The

Executive Director oversees the admissions, development, business, and support services staff. Please see organizational chart below.



Teacher Evaluation

Salem Academy uses the Massachusetts Model System of Educator Evaluation.

Budget and Finance

Salem Academy Charter School completed the 2014-2015 fiscal year with a balanced budget and significantly improved cash position. Unlike previous years, the school had no need to access its credit line to meet current obligations. The school is in stable financial condition.

Salem Academy Charter School
Profit & Loss
 July 2014 through June 2015

	<u>Jul '14 - Jun 15</u>
Ordinary Income/Expense	
Income	
4000 · State Funds	
4001 · Tuition	4,974,080
Total 4000 · State Funds	<u>4,974,080</u>
4100 · Federal Grants	
4110 · Entitlement	158,053
Total 4100 · Federal Grants	<u>158,053</u>
4310 · Foundation - restricted	203,218
4330 · Prior Year Foundation-restrd	7,048
4600 · In-Kind Contributions	10,000
4700 · Interest Income	1,279
4900 · Other Revenue	
4930 · Reimb. from Students	106
4940 · School lunch revenue	
4941 · Monthly reimbursement	31,218
4942 · Student payments	6,532
Total 4940 · School lunch revenue	<u>37,750</u>
4980 · Misc income	3,871
4990 · Summer School Program	9,180
Total 4900 · Other Revenue	<u>50,907</u>
Total Income	<u>5,404,585</u>
Gross Profit	5,404,585
Expense	
5000 · Salaries and wages	
5005 · Administrative	378,818
5010 · Admin Support	242,001
5015 · Teachers	1,514,511
5020 · Substitutes	37,629
5021 · Long-term subs	47,688
5030 · SPED Teachers	553,049
5040 · Student Services	217,258
5045 · Choice Block	190,557
5046 · School maintenance	11,731
5047 · Summer school	8,485
5048 · Athletics/Activities	48,629
Total 5000 · Salaries and wages	<u>3,250,356</u>
5050 · Payroll Taxes	
5051 · Medicare	44,702
5052 · Soc. Security	28,574
5053 · Workers compensation	23,981
5055 · MA Unemp/MA Health	17,085
Total 5050 · Payroll Taxes	<u>114,342</u>
5100 · Fringe benefits	

5101 · Health insurance	296,569
5102 · Dental insurance	31,620
5104 · Life & Disability Insurance	18,940
Total 5100 · Fringe benefits	347,129
5150 · Facilities	
5151 · Rent/lease	599,081
5152 · Maintenance & supplies	90,824
5156 · Real estate tax	5,629
Total 5150 · Facilities	695,534
5200 · Professional Fees	
5201 · Accounting	71,989
5202 · Auditing	18,000
5203 · Legal	6,655
5204 · Contract labor-non instructnl	7,543
5205 · Contract labor-instructional	5,651
5206 · Payroll service	3,094
5207 · SPED Consultant	93,012
5208 · Professional development	20,919
5209 · TFA Training & Development	17,500
5210 · Other consultants	6,420
5211 · Evaluation/Accountability	19,000
5213 · Admin Database - Breuer	13,814
Total 5200 · Professional Fees	283,597
5250 · Utilities	
5251 · Electric	43,625
5252 · Gas	25,150
5253 · Water	5,042
Total 5250 · Utilities	73,817
5255 · Telephone	
5256 · Telephone - Voice & Fax	12,414
5257 · Cell phones	6,113
Total 5255 · Telephone	18,527
5300 · Office expenses	
5301 · Office Supplies	19,284
5302 · Postage and shipping	6,127
5303 · Printing	3,482
Total 5300 · Office expenses	28,893
5350 · Computer Expense	
5351 · Computer Supplies	315
5354 · Software	5,453
5355 · Hardware	1,091
5356 · Support	80,148
Total 5350 · Computer Expense	87,007
5400 · Equipment & Furniture	
5401 · Equip Maintenance	20,411
5402 · Purchases	35,856
5403 · Equip Lease	1,677
Total 5400 · Equipment & Furniture	57,944
5500 · Insurance - Gen Liab/Umbrella	27,244
5525 · Travel	

5526 · Transportation - local	3,164
5528 · Meals	0
5530 · Vehicle expense	11,149
Total 5525 · Travel	14,313
5550 · Student expenses	
5551 · Food	60,227
5552 · Instructional materials	38,297
5554 · Recreation	696
5555 · General student testing	11,788
5556 · College Counseling	4,172
5557 · Service Learning	2,760
5560 · Field trips - local	29,103
5562 · Textbooks	20,541
5563 · Physical Education	280
5564 · Athletics	48,598
5565 · Music	1,976
5566 · Drama	1,241
5567 · Health	1,955
5568 · Virtual Education	2,000
5570 · Other Student Exps	26,775
Total 5550 · Student expenses	250,409
5575 · Dues and subscriptions	11,217
5600 · Advertising and Recruitment	
5601 · Hospitality/Public relations	15,200
5603 · Student recruitment	8,445
5605 · Teacher Recruitment	1,250
Total 5600 · Advertising and Recruitment	24,895
5625 · Governance	
5626 · Food	1,374
5628 · Development	5,288
Total 5625 · Governance	6,662
5650 · In-Kind Expenses	10,000
5725 · Bank charges	56
5750 · Fees and licensing	1,841
6100 · Interest expense	1,786
6200 · Capital debt interest	14,755
Total Expense	5,320,324
Net Ordinary Income	84,261
Other Income/Expense	
Other Income	
7200 · Individual Donations	
7210 · Individual donations-restricted	2,800
Total 7200 · Individual Donations	2,800
7800 · Dissemination Grant	
7800E · Expenses	-223,983
7800I · Income	223,983
Total 7800 · Dissemination Grant	0
Total Other Income	2,800
Other Expense	
8050 · Contingency Fund	0

8200 - Annex - Phys Ed	
8200E - Expenses	23,075
8200I - Income	<u>-16,906</u>
Total 8200 - Annex - Phys Ed	6,169
9100 - Capital Purchases/Investments	<u>38,515</u>
Total Other Expense	<u>44,684</u>
Net Other Income	<u>-41,884</u>
Net Income	<u><u>42,377</u></u>

Salem Academy Charter School

Balance Sheet

As of June 30, 2015

Jun 30, 15

ASSETS

Current Assets

Checking/Savings

1000 - Cash and Cash Equivalents

1040 - Beverly Co-op - Operating 298	163,103
1050 - Beverly Co-op - Gen-MMkt 175	290,319
1060 - Beverly Co-op -Cash Reserve 167	5,439
1070 - Beverly Co-op SFC 348	3,626
1080 - Temp reserve fundraising recpts	451
1090 - Petty Cash	317
1100 - Payroll clearing	<u>-37</u>

Total 1000 - Cash and Cash Equivalents 463,218

Accounts Receivable

1200 - Grants Receivable	4,871
1230 - Salem Found-Restricted Grants	<u>2,590</u>

Total Accounts Receivable 7,461

Other Current Assets

1250 - Due from Foundation	795
1305 - Inventories	5,036
1312 - Employee receivables	895
1350 - Prepaid expenditures	<u>995</u>

Total Other Current Assets 7,721

Total Current Assets 478,400

Fixed Assets

1610 - Furniture	206,864
1620 - Equipment	234,414
1630 - Computers	302,851
1650 - Leasehold Improvements	314,337
1660 - Library Materials	6,398
1690 - Accumulated depreciation	
1691 - Acc.Deprn. Furniture	-154,386
1692 - Acc.Deprn. Equipment	-137,528
1693 - Acc.Deprn. Computers	-219,852
1695 - Acc.Amort. Leasehold Impr	-196,841
1696 - Acc.Deprn. Library Mtls	-6,080

Total 1690 · Accumulated depreciation	-714,687
Total Fixed Assets	350,177
Other Assets	
1900 · Security Deposits	4,685
Total Other Assets	4,685
TOTAL ASSETS	833,262
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	51,186
Credit Cards	
2010 · Visa - Beverly Co-op Bank	25,797
Other Current Liabilities	
2050 · Deferred Revenue	
2050-G · Govt Grants	-6,460
2050-P · Private Grants	1,002
Total 2050 · Deferred Revenue	-5,458
2100 · Accrued Expenses	
2140 · MTRS payable	23,651
2150 · Professional fees accrued	18,000
2160 · Accrued operating exps	4,334
2190 · Accrued salaries	212,075
Total 2100 · Accrued Expenses	258,060
2120 · Lease Obligatio- new 11/13/13	7,899
2145 · AFLAC Payable \$397.30/mo	397
2220 · Student Government Funds	
2220L · Lower Student Govt	2,006
2220U · Upper Student Govt	332
Total 2220 · Student Government Funds	2,338
2221 · Grade 10 Fund	395
2230 · Student Fundraising Accounts	21,288
Total Other Current Liabilities	284,919
Total Current Liabilities	361,902
Long Term Liabilities	
2700 · Beverly Co-op-WC- 4.5% -10 yrs	303,467
2800 · Deferred rent	165,692
Total Long Term Liabilities	469,159
Total Liabilities	831,061
Equity	
3100 · Net Assets-Inv in Cap Assets	37,868
3300 · Unrestricted net assets	-78,043
Net Income	42,376
Total Equity	2,201
TOTAL LIABILITIES & EQUITY	833,262

Salem Academy Charter School

Budget FY2016

	<u>FY16 with 426 enrollment</u>
Income	
Total 4000 · State Funds - Tuition	5,857,500
4100 · Federal Grants	189,700
4200 · Prior Year Federal Grant	
4300 · SACS Foundation Support - SFSE	0
4310 · Foundation - restricted	231,000
4330 · Prior Year Foundation-restrd	0
4600 · In-Kind Contributions	0
4700 · Interest Income	1,000
4900 · Other Revenue	
4930 · Reimb. from Students	500
4941 · School lunch monthly reimb	40,100
4941 · School lunch student payments	9,000
4980 · Misc income	1,000
4990 · Summer School Program	12,000
Total 4900 · Other Revenue	<u>62,600</u>
Total Income	<u>6,341,800</u>
Expense	
5000 · Salaries and wages	
5005 · Administrative	398,800
5010 · Admin Support	281,300
5015 · Teachers	1,693,500
5030 · SPED Teachers	596,200
5040 · Student Services	287,400
5045 · Choice Block	216,100
5020 · Substitutes	35,000
28 5021 · Long-term subs	28,000
5046 · School maintenance	14,000
5047 · Summer school/stipends	12,000
5048 · Athletics	34,200
5049 · Activities	25,800
Total 5000 · Salaries and wages	<u>3,622,300</u>
5050 · Payroll Taxes	
5051 · Medicare	52,300
5052 · Soc. Security	30,600
5053 · Workers compensation	24,200
5055 · MA Unemp/MA Health	21,700
Total 5050 · Payroll Taxes	<u>128,800</u>
5100 · Fringe benefits	
5101 · Health insurance	352,800
5102 · Dental insurance	35,800
5104 · Life & Disability Insurance	21,000
Total 5100 · Fringe benefits	<u>409,600</u>

5150 - Facilities	
5151 - Rent/lease	633,031
5152 - Maintenance & supplies	82,600
5156 - Real Estate Tax	5,700
Total 5150 - Facilities	721,331
5200 - Professional Fees	
5201 - Accounting	72,000
5202 - Auditing	22,600
5203 - Legal	5,000
5204 - Contract labor-non instructnl	6,100
5205 - Contract labor-instructional	5,800
5206 - Payroll service	3,200
5207 - SPED Consultant	93,400
5208 - Professional development	19,600
5209 - TFA Training & Development	14,000
5210 - Other consultants	6,000
5211 - Evaluation/Accountability	20,000
5213 - Admin Database -	10,000
Total 5200 - Professional Fees	277,700
5250 - Utilities	
5251 - Electric	58,500
5252 - Gas	30,300
5253 - Water	7,100
Total 5250 - Utilities	95,900
5255 - Telephone	
5256 - Telephone - Voice & Fax	11,700
5257 - Cell phones	6,000
Total 5255 - Telephone	17,700
5300 - Office expenses	
5301 - Office Supplies	16,300
5302 - Postage and shipping	6,600
5303 - Printing	5,100
Total 5300 - Office expenses	28,000
5325 - Domestic Supplies	6,100
5350 - Computer Expense	
5351 - Computer Supplies	1,200
5354 - Software	7,000
5355 - Hardware	1,800
5356 - Support	85,700
Total 5350 - Computer Expense	95,700
5400 - Equipment & Furniture	
5401 - Equip Maintenance	21,000
5402 - Purchases	27,500
5403 - Equip Lease	1,700
Total 5400 - Equipment & Furniture	50,200
5500 - Insurance - Gen Liab/Umbrella	33,400
5525 - Travel	
5526 - Transportation - local	3,300
5528 - Meals	300
5530 - Vehicle expense	12,200

Total 5525 · Travel	15,800
5550 · Student expenses	
5551 · Food	70,000
5552 · Instructional materials	37,400
5554 · Recreation	4,200
5555 · General student testing	11,100
5556 · College Counseling	4,500
5557 · Service Learning	5,600
5560 · Field trips - local	35,000
5562 · Textbooks	26,200
5563 · Physical Education	400
5564 · Athletics	57,800
5565 · Music	2,900
5566 · Drama	2,300
5567 · Health	2,200
5568 · Virtual Education	2,300
5570 · Other Student Exps	31,500
Total 5550 · Student expenses	293,400
5575 · Dues and subscriptions	11,400
5600 · Advertising and Recruitment	
5601 · Hospitality/Public relations	4,000
5602 · Staff Appreciation	10,000
5603 · Student recruitment	8,700
5605 · Teacher Recruitment	2,100
Total 5600 · Advertising and Recruitment	24,800
5625 · Governance	
5626 · Food	1,500
5627 · Meetings, Consultants	2,500
5628 · Development	7,500
Total 5625 · Governance	11,500
5650 · In-Kind Expenses	0
5725 · Bank charges	100
5750 · Fees and licensing	1,800
6100 · Interest expense	2,000
6200 · Capital debt interest	13,500
Total Expense	5,861,031
Net Ordinary Income	480,769
Other Income/Expense	
Other Income	0
Other Expense	
8050 · Contingency Fund	117,200
8060 Rental Allowance Reserve	225,000
9100 · Capital Purchases/Investments	100,000
Total Other Expense	442,200
Net Other Expense	442,200
Net Income	38,569

D. Capital Plan for FY 16

Salem Academy Charter School has a plan to lease a new gymnasium and performance building as well as to lease additional renovated space for expanded visual and performing arts programming. The school has received a gift of \$240,000 from the Norman H. Read Trust as a Capital Reserve to support the furnishings needed in the gymnasium, and Salem Academy has reserved operating funds in its current budget to ensure the resources necessary to meet lease payments when the new facilities are ready for occupancy.

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 gymnasium, and no assembly or performing arts space, and with plans to increase our enrollment, the Salem Academy Board's Facilities Committee reached agreement a year ago with our landlord, Shetland Properties to build a new arts and athletics complex for the school on available land adjacent to our current building. The plan was for the building to be approximately 15,000 square feet, a fairly simple steel truss building. It would 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 complete.

Issues with contractor selection, construction drawings, permitting, and site preparation have delayed the project, and ultimately a new site, smaller but closer to the school, has forced a reduction in the size of the building from 15,000 sf to 12,000 sf. This will include the gymnasium and stage, but the classrooms have been eliminated from the building and will be replicated in renovated space in another Shetland Park building adjacent to the current school building.

Assuming successful award of the necessary permits, construction should begin in November 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. We anticipate the rent will be approximately \$250,000 a year, and we expect the cost of furnishings to be approximately \$250,000 to \$300,000.

Appendix A

Accountability Plan Evidence 2014-15

Faithfulness to Charter

	2014-2015 Performance (Met/Partially Met/Not Met)	Evidence
Objective: Objective I: Salem Academy students will demonstrate that they are prepared to succeed in college.		
Measure: 90% of seniors will be accepted to at least one college or university.	Met	97% of seniors were accepted to at least one college or university.
Measure: 90% of students will matriculate to a college or university within a year of graduation.	Met	91% of students matriculated to a college or university within a year of graduation.
Measure: The average score of Salem Academy Charter School students in grade 11 on the PSAT and in grade 12 on the SAT will be above the 50 th percentile nationally on the both the Critical Reading sections and the mathematics sections.	Partially Met	The average score of students in grade 11 on the PSAT was at the 49 th percentile for Math and the 47 th percentile for Critical Reading The average score of students in Grade 12 on the SAT in Critical Reading was 516 compared to the 50 th percentile at 490; the average score in Math was 519 compared to the 50 th percentile at 510.
Objective: Salem Academy students will demonstrate strong character as defined by the school's REACH norms (Responsible, Empathetic, Assertive, Cooperative, Honest).		
Measure: 85% of Salem Academy students will agree in an annual survey that Salem Academy Charter School is a safe and supportive community.	Partially Met	Among the fifty percent of parents who responded to a survey, 90% agree that SACS is a safe and supportive community for students. 89% of Lower School students agreed in an annual survey that Salem Academy Charter School is a safe and supportive community. Upper School students were not surveyed this year.
Measure: 80% of Salem Academy students will be recognized for conduct exemplifying the school's REACH norms each year.	Met	99% of students received recognitions for exemplifying REACH norms.

Academic Program Success (if applicable)

	2014-2015 Performance (Met/Partially Met/Not Met)	Evidence
Objective: Salem Academy students will demonstrate that they are informed, articulate, and proactive through measurable academic achievement.		
Measure: 90% of students will meet internal grade-level proficiency requirements in all academic core classes.	Met	97% of students met internal grade level proficiency requirements.
Measure: Salem Academy students will average 80% proficiency on academic benchmarks across all academic core classes.	Met	Salem Academy students averaged 90% proficiency on academic benchmarks across all academic core classes.
Objective: Salem Academy students will apply academic skills through meaningful service to the community.		
Measure: Salem Academy students on average will demonstrate 90% proficiency on Service Learning benchmarks each year.	Met	Salem Academy students on average demonstrated 92% proficiency on Service Learning benchmarks.
Measure: 80% of Salem Academy students will agree in an annual survey that their service learning projects were meaningful and allowed them to apply academic learning in productive ways.	Met	80% of Salem Academy students agreed in an annual survey that their service learning projects were meaningful and allowed them to apply academic learning in productive ways.

Organizational Viability (if applicable)

	2014-2015 Performance (Met/Partially Met/Not Met)	Evidence
Objective: Objective V: Salem Academy Charter School will share its practices using standards based curriculum and assessment with the Salem Public Schools and other Massachusetts school districts over the course of the charter term.		
Measure: By the end of this charter term, Salem Academy will have shared its standards based instructional practices with the Salem public Schools in a structured program funded by a dissemination grant.	Met	Salem Academy has successfully completed 12 months of the 18 month action plan to share best practices with SPS through the dissemination grant.
Measure: By the end of this charter term, Salem Academy will have hosted at least one Massachusetts public school visit in addition to the Salem Public schools each year to share practices in standards based curriculum and assessment.	Partially Met	Salem Academy has hosted SPS schools through the dissemination grant this year. We have also hosted a Salem Public School visit outside of the grant work, but we have not hosted another MA public

		school this year.
Objective: Salem Academy will sponsor professional development programming each year to enable adult leadership in establishing an environment in which students and adults respect, affirm, and celebrate cultural differences.		
Measure: At least one IDP (Instructional Development Program) each semester will be devoted to culturally responsive professional development.	Met	Salem Academy devoted two sessions of IDP to culturally responsive PD. The first semester session occurred in August as part of our summer orientation. The second semester work occurred in February and was centered around our school response to the events in Ferguson and the impact of those events on our students and school culture.
Measure: Subject centered curriculum teams will focus at least once each year on review of curricular materials to ensure culturally inclusivity and respect.	Met	At the beginning of the year, teachers met in department teams to determine subject-specific best practices for culturally responsive teaching.

Appendix B
Charter School Recruitment and Retention Plan Template

Recruitment Plan
2015-2016

School Name: Salem Academy Charter School
Date: July 24, 2015

Salem Academy Charter School had 253 new candidates and 59 grandfathered waiting list candidates for the 2015-2016 school year and accepted 105 students at the March 2015 lottery, 34%. Since we are still in the process of registering these students for the new school year, we do not yet have demographic data. This is a larger entering group than in past years since we are instituting the increase in our enrollment approved by the Board of Education in January. Salem Academy’s sending district is the City of Salem, and so all recruitment activities targeted Salem residents, and since Salem has a population of 34% Hispanic families, our recruitment efforts were duplicated in English and Spanish.

Recruitment efforts included extensive advertising in the two printed and one on-line newspaper that serve the City; a first class mailing to the families of all 5th and 8th grade students in the Salem District Schools; three evening information sessions open to the public at the school; and extensive outreach efforts on our website, Facebook page, and in our parent newsletters. Specific efforts targeting defined sub-groups included presentations by our Special Director, SE-PAC moderator, and Special Education students at our admissions information sessions. We expanded our published descriptions of our Special Education and English Language Development programs. Our Sixth Grade hosted an ethnic foods event, and we advertised heavily that we offer free after school tutoring program as well as free “vacation schools” for students who need extra work or “credit recovery”. Finally, we contracted with a new food vendor in an effort to offer more appealing meals to our students, and we offered free breakfast to every student every day.

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

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 5th grade and 8th 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.

Demographic Group	Strategies
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<p style="text-align: center;">Special education students</p>	<p>By Salem Academy Charter School’s count, the 2014-2015 opening special education population was 17.25%; however, the DESE CHART reports it at as of October 1 at 16.4, slightly below the comparison index of 16.9%. Being a small school of 372 students, four students can change the data by more than a full percentage point. 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 grew from 14.3 that year to near 18% this past year and 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. As we have expanded our high school population, we are experiencing an increase in the percentage of Special Education students at each grade. Two years ago, we had two teachers and two paras staffing the high school special ed population. Next year, we will have four teachers and two paras in the high school.</p> <p>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"> 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. 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. 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.” 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. 5. Salem Academy Charter School sends a first class mail package of material describing the school to all 5th and 8th 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.
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<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 20. Salem Academy’s CHART identifies Limited English Proficient students at 4.6 % in 2013-2014 and at 2.4% in 2014-2015. Again, Salem Academy’s small size impacts percentages. With a more sophisticated ELL program in place this year and further testing, there were 15 students at one point or another this past year in the ELL program. 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. In addition, we have added a second full time ELL teacher to the staff in order to make the program more appealing, and we are adding an additional Latino administrator who will participate in Salem’s Latino Affairs Coalition and encourage Spanish speaking families to consider Salem Academy. 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 lunch¹</p>	<p>Salem Academy’s CHART places the low income population for 2013-2014 at 26.8% down 14 points from the previous years’ 41.1%. The comparison index, however, is only 32.2. The district and state averages have also declined 14 to 16 points from last year to this year. The district this year was 42.7 compared to 54 the previous year. Regardless, we believe Salem has a high population of needy families, and 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 has offered incentives such as fee waivers for field trips and 50% discounts for social events and summer school courses. We hired a new food services manager and made an effort to improve the quality and appeal of the breakfast and lunch offerings. We made breakfast free to all students I order to encourage participation, and we are working with a new food service vendor, Revolution Foods, next year in hopes that the meals will be more attractive to our students.</p>

¹ Please note: The Department has a new metric, called Economically Disadvantaged. Please see here for information: <http://www.doe.mass.edu/infoservices/data/ed.html>

<p>Students who are sub-proficient</p>	<p>Salem Academy’s attrition rates for all students are at 10.2% versus the state average of 8.7% and at 10.2% vs the state average 10.0% for high needs students. 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. Additionally, Salem Academy has invited sub-proficient students who have become successful to speak at the school’s admission open house info sessions and at Community luncheons, and we have featured their stories on our web site and Facebook pages. We have added an “Intervention Specialist” teacher to our staff and in the coming year, we are expanding our tutorial program and our vacation school program for at risk students.</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, a learning specialist dedicated to interventions with at risk students, and free vacation school programs providing small group and individual tutorial programs targeted at credit recovery and remedial skill development.</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 capitalize on that success citing Salem Academy as a Level One school, and citing kudos by <i>the Washington Post</i> and <i>U.S. News and World Report</i>.</p>

Retention Plan 2015-2016

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

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 1.6% of students (6 out of 372) left during the course of the 2014-2015 school year. One student moved out of state. One dropped out of school despite our best efforts. One left for the social appeal of the larger district high school, one left to avoid disciplinary consequences for inappropriate behavior, and two left due to dissatisfaction with the school. 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 10.2% attrition school wide and 10.2% among high needs students. Traditionally, attrition is the highest in the transition from 8th grade to 9th 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 this year it was 73%. We lost 15 of our eighth graders to other high schools. Four other students have chosen not to return. This is a total of 5% year end attrition including 4% from Eighth Grade and 1% from other grades.

We did implement many of the retention strategies planned last year. We added new members to our PAC, but we had to cancel our winter meeting due to snow storms. We added a second full time ELL teacher, but he left unexpectedly mid-year and we finished the year with a paraprofessional supporting our ELL Director. We have a new ELL teacher in place for the 2015-2016 year. All of our teachers have now completed the RETELL training. Our new food service director made major improvements in the presentation of our breakfast and lunch, and we made breakfast free for everyone; still, participation remained below expectations. We will introduce a new food service vendor this year in hopes that the meals will be more appealing. Our Student Services Team met weekly to plan interventions for at risk students, and we expanded our new "Academic Prep Learning Center classes in the high school program. We also expanded our individualized tutorial program for at risk students utilizing tutors from the area colleges and the Salem community, and we introduce "Vacation School", a free tutorial program over February and April vacations. Simultaneously, we added dance and volleyball to our afternoon activity and athletic offerings, 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 each demographic group.	
Demographic Group	Strategies
Special education students	We plan to create opportunities for special education students to gain public recognition for their talents or achievements, and we plan to make the PAC a more active organization.
Limited English-proficient students	We have hired a new administrator who will work with our ELL staff to engage parents and the Salem Latino community more in the life of the school.
Students eligible for free or reduced lunch ²	We have made breakfast free to everyone and have contracted with a new food service vendor in an effort to provide more appealing meals. We plan to be more aggressive in our 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 tutors. The major change is that we are recruiting tutors from two local colleges and will pay them an hourly rate.
Students at risk of dropping out of school	Our full time intervention specialist will administer the above tutorial program and 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. In addition, we have hired a full time Assistant Dean of Students to work with at risk students.
Students who have dropped out of school	We have two students repeating the 12 th Grade this year, one rather than dropping out of school, and one to pursue a special educational transition program. We will continue to respond to individual students needs in an effort to keep students in school.

² Please note: The Department has a new metric, called Economically Disadvantaged. Please see here for information: <http://www.doe.mass.edu/infoservices/data/ed.html>

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. We set high expectations for all of our students, and we provide whatever level of personalized support is necessary for each student find success.
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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/profiles/student.aspx?orgcode=04850485&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	33	8.8%
Asian	18	4.8%
Hispanic	133	35.7%
Native American	2	.05%
White	186	50.01%
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	0	0
Special education	61	16.4%
Limited English proficient	9	2.4%
Economically Disadvantaged	100	26.8%

ADMINISTRATIVE ROSTER FOR THE 2014-2015 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	

Stephanie Callahan Head of School	Principal	July 2007	
Sean Gass Upper School Principal	High school Principal	July 2014	
Linda St. Pierre Special Ed Coordinator	Special Education Administrator	July 2004	
Chyna Onembo Dean of Students	School Culture/ Discipline	March 2010	
Kristine Sgambellone Director of Operations	Business Management	April 2014	

*Add additional rows as necessary

TEACHERS AND STAFF ATTRITION FOR THE 2014-2015 SCHOOL YEAR				
	Number as of the last day of the 2014-2015 school year	Departures during the 2014-2015 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	40	2	7	3 leaving teaching 3 leaving country 2 shorter commute 1 family issues
Other Staff	17	0	0	

BOARD MEMBERS FOR THE 2014-2015 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Peter Copelas	Chair	Finance, Facilities	2	1/1/11-12/31/16
Leslie Tuttle	Vice Chair	Facilities Chair	2	1/1/11-12/31/16
Paige Nalipinski	Secretary	Trusteeship Chair	4	1/1/11-12/31/16 1/1/04-12/31/09
Constance Burke	Treasurer	Finance Chair	2	1/1/10-12/31/15
Joshua Biber	Member	Development	1	1/1/13-12/31/15
Karen Cady	Member	Development	1	1/1/15-12/31/17
Nina Cohen	Member	Development	1	1/1/14-12/31/16
Thomas Monroe	Member	Finance	1	1/1/15-12/31/17
Ana Nuncio	Member	Education	1	1/1/14-12/31/16
Steve Palmer	Member	Facilities / Development	3	1/1/14-12/31/16 1/1/05-12/31/10
Amy Slate	Member	Education Chair	1	1/1/14-12/31/16

Appendix D

Additional Required Information

A number of changes at a charter school may not require an [amendment request](#) but do require that the school inform the Department in a timely fashion. Please remember to notify the Office of Charter Schools and School Redesign regarding these changes. Notification is required for many circumstances, please see the Charter School Regulations ([603 CMR 1.08 \(11\)](#)). Please provide updates on the following:

Key Leadership Changes

Position	Name
Board of Trustees Chairperson	Peter Copelas
Charter School Leader	Sean O'Neil
Assistant Charter School Leader	Stephanie Callahan
Special Education Director	Linda St. Pierre
MCAS Test Coordinator	Karen Corbett
SIMS Coordinator	Karen Corbett
English Language Learner Director	Sarah Sawyer
Operations Director (Business Mgr.)	Kristine Sgambellone

*Add additional rows as necessary

Facilities

Has your school relocated or acquired a new facility within your charter school's current municipality?

Location	Dates of Occupancy
N/A	

Enrollment

When is your estimated student application deadline and lottery date for students who are interested in enrolling for the 2016-2017 school year? Please be reminded of the following regulatory requirements: "Charter schools may not set any principal application deadlines or hold any enrollment lotteries for student admissions for the upcoming school year until after January 1st. Every charter school shall conclude its principal enrollment process no later than March 15th of each year" (603 CMR 1.05 (3)(c)).

Action	Date(s)
Student Application Deadline	March 1, 2016
Lottery	March 9, 2016

APPENDIX E

Salem Academy Charter School

Family Satisfaction Survey

Response rate	26%	17%	31%	22%	51%	50%
Strongly Agree 5Strongly Disagree 1	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
1. Salem Academy is serving its mission of college preparation, community service, and character development.	4.3	4.5	4.7	4.6	4.7	4.6
2. The adult school community (staff, parents, board) is working together with mutual respect and shared goals.	4.2	4.3	4.4	4.6	4.5	4.4
3. The student community is characterized by mutual respect, shared values, and positive school spirit.	4.1	4.2	4.4	4.4	4.4	4.3
4. The academic program is appropriately challenging and supportive.	4.2	4.4	4.5	4.6	4.6	4.5
5. Salem Academy faculty and staff members are competent and professional, and believe in students' ability to succeed.	4.3	4.5	4.6	4.7	4.6	4.6
6. Extracurricular activities, arts, athletics, and enrichment programs are sufficiently varied and appropriate to meet students' needs.	3.9	3.7	3.6	4.1	3.8	3.8
7. The Code of Conduct is age appropriate and effective in supporting a safe, supportive, and positive school climate.	4.3	4.4	4.4	4.6	4.5	4.4
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	4.5
9. The school communicates effectively with families and welcomes parent involvement.	4.2	4.5	4.5	4.6	4.5	4.4
10. Our family is happy with Salem Academy Charter School.	4.4	4.6	4.6	4.7	4.6	4.6
Average	4.2	4.4	4.4	4.6	4.5	4.4