



# ANNUAL REPORT 2016-2017

SALEM ACADEMY CHARTER SCHOOL  
45 CONGRESS STREET  
SALEM, MASSACHUSETTS 01970

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July 27, 2017



Jeffrey Wulfson, Acting Commissioner  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street  
Malden, MA 02148

Dear Acting Commissioner Wulfson:

Founded in 2004, Salem Academy Charter School has become an established institution with 440 students, 45 teachers and 20 administrative and support staff with a budget of 7 million dollars. We have been a Level One school for the past five years, and 99% of our graduates have been accepted at colleges since our first class in 2009. The *Washington Post* and *US News and World Report* consistently have ranked Salem Academy among the top 10% of schools in Massachusetts and the top 5% in the nation.

Salem Academy's mission is to serve the diverse population of Salem. With sixth grade as our primary entry point, 48% of the 5th grade students in the City of Salem entered the March lottery for places in the entering class. As we continue growth toward our enrollment cap of 480 students, we have become a school of choice in the city. With increased access to Salem families and students, we retain the personalized culture of a small school. We still greet every student with a handshake each morning.

Building institutional strength, Salem Academy this year accomplished significant goals set forth in our 2010 Strategic Plan. In March 2017, *Arts Alive*, an event attended by 300 people and the Mayor of Salem, celebrated the opening of our new 10,000 sf Albright Center for the Arts, including two arts classrooms with a kiln, a dance studio, two music studios with a practice room, and a 183-seat theater with full lighting and sound equipment. The Norman H. Read Gymnasium, a 12,000 sf facility with regulation basketball and volleyball courts, 300-seat bleachers, lockers, offices and a lobby will be completed in August 2017 and soon will be in use.

Seeking to support and retain the faculty, who are key to achieving the school's academic mission and to securing its culture of achievement for all, Salem Academy's Board of Trustees approved amendments to the compensation system that recognize the value of our dedicated and talented faculty, and the alternative options open to them in their professional careers. Our revised salary structure, fully funded in the school's budget, recognizes that teachers should not have to make personal sacrifices to teach here.

At the end of a successful and varied academic career, Salem Academy's longtime executive director, Sean O'Neil retired, having established policies and procedures to support a school culture that is both welcoming and mission-driven. A board search committee oversaw the appointment of Kathy Egmont, a charter school principal and educator most recently associated with Lowell Community Charter School. Kathy began work in July 2017, and is readying herself for the beginning of classes in August.

Salem Academy Charter School is recognized by the Mayor and other public officials as an important asset to the City of Salem. On behalf of the Board of Trustees, administration, faculty, parents, and students here, I extend sincere thanks for your continued support.

Respectfully,

*Nina V. Cohen*

Nina V. Cohen  
Chair, Board of Trustees

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## Introduction to the School

<b><i>Salem Academy Charter School</i></b>			
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	480	Current Enrollment	440
Chartered Grade Span	6 -12	Current Grade Span	6-12
# of Instructional Days per school year	195	Students on Waitlist	216 (June 30, 2017)
School Hours	8:30am – 4:00pm	Age of School	13 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

#### *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 graduates 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. There have been no significant changes in the 2016-2017 school year with the exception of a greater emphasis on a safe and supportive school culture derived from a deeper understanding of the impact of trauma on learning.

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. In addition, the Student Services Team has engaged in graduate level work on the impact of trauma on learning and has demonstrated leadership among charter schools in developing and implementing programs that ensure a safe and supportive learning environment for our students.

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 99% cumulative 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?
Jan. - Apr	Approval of New Trustees	Yes

## Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	Criteria that best aligns to the shared best practice (choose from the drop down menu)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results to disseminate and if a grant from partners. Also indicate if the school received grant funding report was written.)
Standards-Based Grading	School Visit: Meeting with Teachers	Middle School Teachers	Curriculum	Bates Elementary School	Bates teachers observed classes and debriefed with the teachers they observed. They came with specific questions about standards-based grading as they were newly implementing it following our previous dissemination grant.
Literacy Instruction	Classroom Observation	Middle School Teachers	Instruction	Bates Elementary School	
Inclusion Practices	Classroom Observation	Middle School Teachers	Instruction	Bates Elementary School	
Teacher Collaboration: Special Education and General Education	School Visit: Meeting with Teachers	Middle School Teachers	Instruction	Bates Elementary School	
Standards-Driven	Handbook	Head of School	Curriculum	Salem Public Schools (District)	Handbook with electronic resources is the final

Instructional Practices				Office), Pittsfield High School, North Brookfield Jr/Sr High	product from our 2014-2016 grant funded dissemination project.
Trauma Sensitive Classroom Practices	Lesley University Grad Class at SACS	SACS Consultant, Dean of Students, Special Education Director, Teachers	Social, Emotional, Health Needs	Cross-District Faculty and Staff	Salem Academy hosted the second course in a three-part series taught by Joe Ristuccia. As a demonstration school for the Trauma and Learning Policy Initiative, SACS administrators and teachers have spent two years developing our trauma-sensitive approach. Teachers and administrators were able to share this work throughout the course.
Relevant History Curriculum	NERWHA Symposium	SACS History Teachers	Curriculum	New England Regional World History Association	Salem Academy hosted and presented at NERWHA's Fall Symposium. Attendees included history teachers, college professors, and other members of NERWHA.
College Preparatory Culture	School Visit	SACS Teachers, Student and Head of School	Mission and Key Design Elements	Educators and City Council Members from Ota, Japan	Salem has a sister city in Japan (Ota). Educators from Japan were invited to visit SACS and when the city officials heard, they asked if they could visit too as they had never been to a charter school and were excited to learn about our mission and culture.
Teacher Support	Panel Presentation	Head of School	Professional Climate	MA Public Charter School Association Members	SACS Head of School shared best practices around teacher support at the Principal's Community of Practice through the MPCSA.
Online Assessment Practices	School Visit	Head of School	Curriculum	Salem District STEM Curriculum Coordinator	"Lessons learned" after a year of implementing computer-based assessments at the middle school level.
Standards-Based Grading for Electives	Documents	Head of School	Curriculum	Salem District STEM Curriculum Coordinator	Electives course benchmarks for standards-based grading
Trauma Sensitive Practices	School Visit	Student Services Team	Social, Emotional,	TLPI Demonstration Schools	Video of Presentation



			Health Needs		
Trauma Sensitive Practices	Presentation	Dean of Students and Head of School	Social, Emotional, Health Needs	MA Public School Staff and Community Partners, DESE Conference	Presentation Slides from May 24th DESE Conference on Safe and Supportive Learning Environments
Scheduling	Meeting	Head of School	School Leadership	Collins Middle School (Salem)	Meeting notes and SACS schedule
School Culture	School Visit	Head of School and Teachers	Mission and Key Design Elements	Teach For America Staff	Meeting notes
Translating Standards-Based Grading to Transcripts	Meeting	College Counselor	Mission and Key Design Elements	Salem High School Guidance	School Program, SACS Transcripts: Our college counselor met with the Director of Guidance to share how SACS explains standards-based grading to colleges

## **Academic Program Success**

### **Student Performance**

#### **A. Standardized Test Data**

Salem Academy Charter School's school report card link:

<http://profiles.doe.mass.edu/reportcard/SchoolReportCardOverview.aspx?linkid=105&orgcode=04850485&fycode=2016&orgtypecode=6>

#### **B. Internal / Other External Assessments**

Salem Academy's 6<sup>th</sup>-8<sup>th</sup> grade students participate in the Achievement Network's computer-based interim assessments. In aggregate, students scored 2nd in the network across all exams. We saw significant improvement in our 7th grade math and ELA performance this year. In the Upper School, 54 students in grades 10, 11 and 12 took 112 AP Exams, leading to 65% of graduating seniors earning a 3 or higher on at least one AP exam during the course of high school.

### **Program**

During the 2016-17 school year, we continued our theme of "Engaging All Students" through 1) Academic Rigor 2) Culturally Relevant Practices and 3) Trauma Sensitive Practices. Salem Academy is aware that the Board of Elementary and Secondary Education voted to adopt the 2016 Science and Technology/Engineering Standards and also voted to adopt revised learning standards for mathematics and English language arts and literacy. Some specific focus areas in regards to academic rigor included: transitioning to the Next Generation Science Standards (NGSS), aligning high school assessments to the P/SAT, and continuing to transition to computer-based assessments, adding science for the first time in June.

Throughout the year, our science team met monthly to revise curricula based on the new science frameworks. Prior to this school year, our middle school science courses were discipline specific, rather than integrated. During the 2016-17 school year, the grade 6 curriculum was based entirely on the new frameworks. For 2017-18, grade 7 will be entirely based on the new frameworks and grade 8 will be in a transition year, incorporating both old and new standards, according to which standards may be assessed on MCAS. Grade 8 will fully transition to the new frameworks for the 2018-19 school year.

Our plan and timeline for revising curricula based on the revised math and ELA frameworks is as follows. Over the summer administrators, curriculum team leaders, and teachers will continue to review the revised frameworks and identify curricula needs. During our summer institute, we will share curricula changes and ensure that our internal standards-based grading system is aligned with the revised standards. Throughout the year, we use our Curriculum Professional Learning Community (PLC) time and our Standards-Driven Instructional Model to analyze data, reflect on our practices, and adjust practice as needed to ensure that students are mastering the revised standards.

Through professional development and PLCs, faculty and staff deepened their understanding of culturally relevant pedagogy, self-assessed their individual and team strengths and weaknesses as it relates to this work, and developed action plans to better meet our diverse student body's needs. Our English Language Development teachers adopted a new curriculum this year with a culturally relevant social justice focus. Our work to become a more Safe and Supportive (i.e. Trauma Sensitive) school is documented below. In addition to that, the opening of our Arts Center in February and addition of new computer science and arts offerings support all students by creating additional opportunities for them to explore interests, identify talents, and more deeply connect to their community.

In grades 9-12, we made a structural change to our schedule in order to provide additional academic support for both struggling learners and students who were challenging themselves by taking advanced placement courses. Rather than have a rotating tutoring block that occurred twice a week at different times, we adjusted our schedule so that we had a consistent block of time at the end of the day Monday-Thursday during which students received extra support from their core academic teachers. Each quarter, students were scheduled into a support block group depending on their academic needs. If they did not

have a need for additional support, they were scheduled into a study hall or attended additional dual enrollment courses at Salem State. AP classes used support block as an additional meeting time during some months of the year, and those additional meetings were key for labs, test preparation, and additional projects. Support block was an effective way to ensure that all students got the academic support they needed, even if they were unable to attend tutoring before or after school.

### **Social, Emotional, and Health Needs**

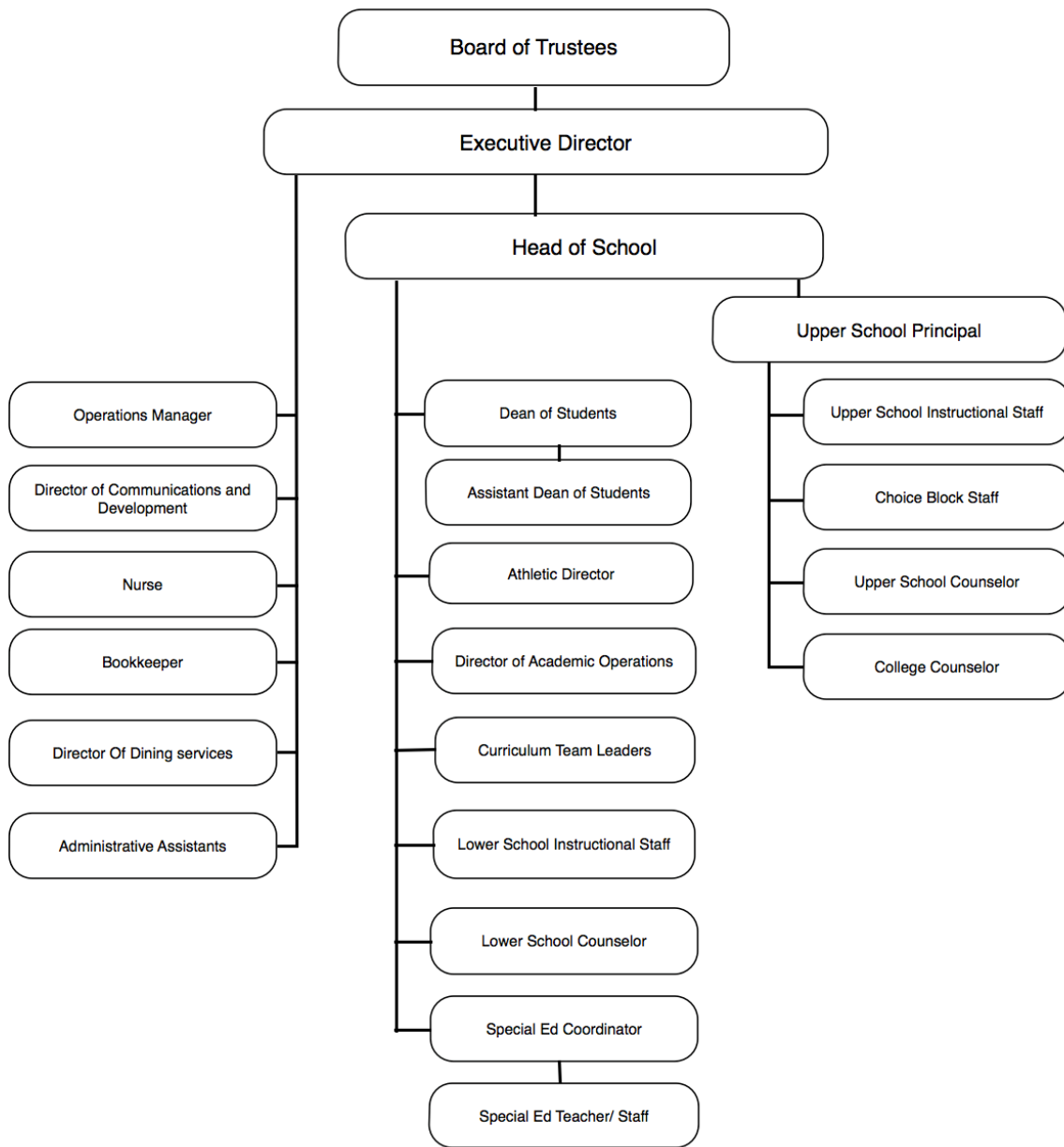
This year, we entered the second year of our two-year partnership with The Trauma and Learning Policy Initiative (TLPI) as one of five safe and supportive demonstration schools in the state. Using TLPI's Flexible Framework, an inquiry-based process, we worked to further strengthen our school environment to better meet the social and emotional needs of all of our students. It is a cycle of continuous learning and growth that involves assessment, analysis, goal setting, implementation, reflection, and adjustments to practice. We learned that a whole staff approach that weaves trauma sensitive practices into all aspects of our school environment is the most sustainable way of supporting all students holistically. By providing staff with ongoing training on the impact of trauma on learning and by developing and implementing safe and supportive action plans in both the upper and lower schools, our staff gained a shared understanding that positive relationships and a strong sense of community can alleviate the impact trauma has on learning. In the second year of this work, both the Lower School and Upper School staff continued focusing on actions developed last year, as well as, creating new action plans based off of the pre-identified priority areas: family engagement, professional development around consistency, and building community. In addition to the aforementioned work, the Lower School staff did additional work around organizing an activities fair, creating teacher consistency videos, and instituting quarterly peer observations and many of the new actions focused on parent engagement. One group of teachers created a series of parent workshops and while another group created teacher constructed websites for families. The Upper School continued to use the parent communication process while creating new actions to strengthen community. The Upper School staff split into five subgroups with a plan for each group to focus on one area: developing academic pride, enhancing ways to use student voice, peer mentorship, school spirit, and restorative practices.

### **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 2016-2017 fiscal year with a balanced budget and significantly improved cash position. 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  
For the Year Ended June 30, 2017  
Income Statement, Operating Revenue**

## Salem Academy Charter School

### Statement of Revenues, Expenses, and Changes in Net Position - Unaudited For the Year Ended June 30, 2017

***Operating revenues:***

Tuition	\$ 6,563,915
Federal grants	222,033
School lunch program	67,868
Programs	<u>8,527</u>
Total operating revenue	<u>6,862,343</u>

***Operating expenses:***

Salaries	4,002,000
Payroll taxes	156,022
Fringe benefits	441,293
Occupancy	750,496
Maintenance and supplies	110,545
Telephone and utilities	168,300
Professional services	325,796
Insurance	34,137
Student supplies and materials	162,786
Office supplies and materials	80,004
Computer	102,300
Food service program	82,813
Dues and fees	14,956
Student activities	107,100
Printing and postage	7,325
Advertising and recruitment	78,529
Vehicle expense	13,019
Interest	11,287
Depreciation	177,614
Miscellaneous	<u>46,798</u>
Total operating expenses	<u>6,873,120</u>
Operating revenue/(loss)	<u>(10,777)</u>

***Non-operating revenues (expenses):***

Private grants and contributions	717,241
Interest	4,329
Other income	37,978
Other expenses	<u>(30,721)</u>
Net non-operating revenue	<u>728,827</u>
Change in net position	<u>718,050</u>
Net position beginning of the year	<u>634,781</u>
Net position end of the year	<u>\$1,352,831</u>

**Salem Academy Charter School**  
Statement of Net Position - Unaudited  
June 30, 2017  
**Assets**

***Current Assets:***

Cash	1,496,769
Grants and accounts receivable	32,007
Inventory	7,482
Funds held in trust	4,916
Prepaid expenses	— 267
Total current assets	— 1,541,441

***Noncurrent Assets:***

Security deposits	19,690
Capital assets, net	— 776,277
Total noncurrent assets	— 795,967
Total assets	\$ 2,337,408

**Liabilities and Net Position**

***Current Liabilities:***

Accounts payable	\$ 38,169
Accrued expenses	581,069
Due from related party	12,592
Funds held in trust	11,195
Advances	85,197
Deferred rent - current	28,385
Note payable - current	40,800
Capital lease obligation - current	— 2,732
Total current liabilities	— 800,139

***Noncurrent Liabilities:***

Note payable	— 184,438
Total noncurrent liabilities	— 184,438
Total liabilities	— 984,577

***Net Position:***

Net investment in capital assets	548,307
Restricted for:	
School programs	— 625,089
Unrestricted	— 179,435
Total net position	— 1,352,831
Total liabilities and net position	\$ 2,337,408

**Salem Academy Charter School  
 Budget FY 2018  
 Board Approved June 21, 2017**

	<b>FY18 with 468 enrollment</b>
<b>Income</b>	
4000 · State Funds	
4001 · Tuition	7,172,000
Total 4000 · State Funds	7,172,000
4110 · Federal Grants - Entitlement	217,300
4200 · Prior Year Federal Grant	
4310 · Foundation - restricted	360,000
4330 · Prior Year Foundation-restrd	
4700 · Interest Income	3,000
4900 · Other Revenue	
4930 · Reimb. from Students	500
4940 · School lunch revenue	
4941 · Monthly reimbursement	79,500
4942 · Student payments	13,500
Total 4940 · School lunch revenue	93,000
4980 · Misc income	1,600
4990 · Summer School Program	3,400
Total 4900 · Other Revenue	98,500
Total Income	7,850,800
<b>Expense</b>	
5000 · Salaries and wages	
5005 · Administrative	666,765
5010 · Admin Support	318,026
5015 · Teachers	2,146,475
5020 · Substitutes	35,000
5021 · Long-term subs	28,000
5030 · SPED Teachers	655,153
5040 · Student Services	351,050
5045 · Choice Block	352,400
5046 · School maintenance	14,000
5047 · Summer school	10,000
5048 · Athletics	35,900
5049 · Activities	30,000
Total 5000 · Salaries and wages	4,642,769
5050 · Payroll Taxes	
5051 · Medicare	67,320

5052 · Soc. Security	26,717
5053 · Workers compensation	35,300
5055 · MA Unemp/MA Health	<u>27,857</u>
Total 5050 · Payroll Taxes	157,194
5100 · Fringe benefits	
5101 · Health insurance	398,600
5102 · Dental insurance	39,500
5104 · Life & Disability Insurance	<u>24,600</u>
Total 5100 · Fringe benefits	462,700
5150 · Facilities	
5151 · Rent/lease	981,885
5152 · Maintenance & supplies	173,500
5156 · Real estate tax	9,000
5157 · Security	<u>3,100</u>
Total 5150 · Facilities	1,164,385
5200 · Professional Fees	
5201 · Accounting	46,800
5202 · Auditing	23,300
5203 · Legal	5,200
5204 · Contract labor-non instructnl	6,300
5205 · Contract labor-instructional	6,700
5206 · Payroll service	3,300
5207 · SPED Consultant	102,700
5208 · Professional development	20,200
5209 · TFA Training & Development	10,500
5210 · Other consultants	6,200
5211 · Evaluation/Accountability	20,000
5213 · Admin Database	<u>8,000</u>
Total 5200 · Professional Fees	259,200
5250 · Utilities	
5251 · Electric	105,000
5252 · Gas	55,000
5253 · Water	<u>10,500</u>
Total 5250 · Utilities	170,500
5255 · Telephone	
5256 · Telephone - Voice & Fax	12,000
5257 · Cell phones	<u>6,200</u>
Total 5255 · Telephone	18,200
5300 · Office expenses	
5301 · Office Supplies	16,800
5302 · Postage and shipping	6,800
5303 · Printing	<u>5,300</u>
Total 5300 · Office expenses	28,900



5325 · Domestic Supplies	12,200
5350 · Computer Expense	
5351 · Computer Supplies	1,400
5354 · Software	10,800
5355 · Hardware	2,100
5356 · Support	88,300
Total 5350 · Computer Expense	102,600
5400 · Equipment & Furniture	
5401 · Equip Maintenance	18,500
5402 · Purchases	40,000
5403 · Equip Lease	6,000
Total 5400 · Equipment & Furniture	64,500
5500 · Insurance - Gen Liab/Umbrella	40,000
5525 · Travel	
5526 · Transportation - local	7,300
5527 · Lodging	300
5528 · Meals	300
5530 · Vehicle expense	12,500
Total 5525 · Travel	20,400
5550 · Student expenses	
5551 · Food	107,700
5552 · Instructional materials	43,200
5554 · Recreation	4,900
5555 · General student testing	12,900
5556 · College Counseling	5,200
5557 · Service Learning	6,500
5560 · Field trips - local	48,700
5562 · Textbooks	30,300
5563 · Physical Education	400
5564 · Athletics expenses	66,900
5565 · Music	3,400
5566 · Drama	5,400
5567 · Health	2,600
5568 · Virtual Education	5,800
5570 · Other Student Exps	36,400
Total 5550 · Student expenses	380,300
5575 · Dues and subscriptions	16,500
5600 · Advertising and Recruitment	
5601 · Hospitality/Public relations	4,100
5602 · Staff Appreciation	10,300
5603 · Student recruitment	9,000
5605 · Teacher Recruitment	2,100
Total 5600 · Advertising and Recruitment	25,500
5625 · Governance	

5626 · Food	1,500
5627 · Meetings, Consultants	2,600
Total 5625 · Governance	4,100
5628 · Development	
5628a · SFC Parents Association	2,000
5628 · Development - Other	7,800
Total 5628 · Development	9,800
5725 · Bank charges	200
5750 · Fees and licensing	1,800
6100 · Interest expense	2,000
6200 · Capital debt interest	11,000
6300 · Miscellaneous expense	7,700
Total Expense	7,593,548
<b>Net Ordinary Income</b>	257,252
<b>Other Income/Expense</b>	
<b>Other Income</b>	-
<b>Other Expense</b>	
8050 · Contingency Fund	143,400
9100 · Capital Purchases/Investments	60,000
<b>Total Other Expense</b>	203,400
<b>Net Income</b>	<b>53,852</b>

#### D. Capital Plan for FY 18

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 enrollment increasing from 372 to 480 students, the Salem Academy Board's Facilities Committee reached agreement with our landlord, Shetland Properties on two projects. One was to create a new fine and performing arts space and the other was to build a new gymnasium, both for lease to the school.

The new arts complex opened in April of the just ended school year. It is located in formerly vacant space in Shetland Park's Building Two, directly opposite the main entrance to the current school, connected by a raised and painted crosswalk with signs and flashing lights. With approximately 10,800 square feet, the new facility includes a reception gallery, two art classrooms, a general classroom, two music classrooms, a music practice room, a dance studio, and a 180 seat theater. This facility is state-of-the-art in terms of furnishings, sound, light, and theatrical equipment, and it is allowing expansion of the school's programs in art, music, theater, and dance

The new gymnasium has been built as a new structure on the other side of the school's main Building, replacing a parking lot that formerly occupied that space. With approximately 12,000 square feet, the gym is nearing completion this month and will be ready for student use in August 2017. It offers a full size basketball and volleyball court with a hardwood maple floor, offices, locker rooms and support

spaces. Shetland Properties, Inc. is building these facilities for lease to Salem Academy Charter School. Funds for lease payments, maintenance, and related annual operating expenses are included in the school's budget projections.

Salem Academy Charter School has been responsible for the furnishings and fixtures that are not normally included in the structures of these new facilities. Accordingly, the school is paying for voice and data connections, security systems, school bells and paging systems, classroom furnishings, audio-visual equipment, basketball hoops, a scoreboard, bleachers, lockers, etc. We have been fortunate to receive gifts totaling \$500,000 to cover these expenses, and we are looking forward to the opportunities these new facilities will offer as we develop programming in support of our mission.

Recognizing our recent experience with construction projects, Salem Academy has established a capital reserve account in an effort to build a financial foundation in support of potential expansion in the future. However, Salem Academy has no further capital plan in place at this time. The school is looking forward to the Charter Renewal process in the coming year. Following that, the Board has committed to initiating a new strategic planning process which could then result in a new capital plan.

## Appendix A

### Accountability Plan Evidence 2016-17

#### Faithfulness to Charter

	2016-2017 Performance (Met/Partially Met/Not Met)	Evidence
<b>Objective:</b> Salem Academy students will demonstrate that they are prepared to succeed in college.		
<b>Measure:</b> 90% of seniors will be accepted to at least one college or university.	Met	95% of seniors were accepted to at least one college or university.
<b>Measure:</b> 90% of students will matriculate to a college or university within a year of graduation.	Met	At least 90% of students graduating in 2016 matriculated to a college or university within a year of graduation.
<b>Measure:</b> 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 <sup>th</sup> percentile nationally on the both the Critical Reading sections and the mathematics sections.	Met	The PSAT and SAT are no longer divided into critical reading and math. Based on overall scores, Salem Academy students did meet this goal. On the SAT, the average 12th grade Salem Academy student scored in the 57th percentile overall. On the PSAT, the average Salem Academy 11th grade student scored in the 55th percentile overall.
<b>Objective:</b> Salem Academy students will demonstrate strong character as defined by the school's REACH norms (Responsible, Empathetic, Assertive, Cooperative, Honest).		
<b>Measure:</b> 85% of Salem Academy students will agree in an annual survey that Salem Academy Charter School is a safe and supportive community.	Partially Met	84% of Salem Academy students agreed in an annual survey that Salem Academy Charter School is a safe and supportive community.

<b>Measure:</b> 80% of Salem Academy students will be recognized for conduct exemplifying the school's REACH norms each year.	Met	98% of Salem Academy students earned recognitions for exemplifying our REACH norms.
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### Academic Program Success

	2016-2017 Performance (Met/Partially Met/Not Met)	Evidence
<b>Objective:</b> Salem Academy students will demonstrate that they are informed, articulate, and proactive through measurable academic achievement.		
<b>Measure:</b> 90% of students will meet internal grade-level proficiency requirements in all academic core classes.	Met	89% of students met internal grade-level proficiency requirements in all academic core classes by the end of the school year. An additional 6% of students are expected to meet this target upon completion of summer work.
<b>Measure:</b> Salem Academy students will average 80% proficiency on academic benchmarks across all academic core classes.	Met	Salem Academy implemented a new 1-4 course grading scale this year. Our old system measured the percentages of benchmark met, while the new system averages students' level of proficiency across all standards in the course. This new system is a more accurate, though more rigorous, way of describing student proficiency. According to our GPA conversion scale, an average grade of 3.2 is the most equivalent to 80% on our old scale.  This year Salem Academy students averaged 3.5 on academic benchmarks across all academic core classes.
<b>Objective:</b> Salem Academy students will apply academic skills through meaningful service to the community.		
<b>Measure:</b> Salem Academy students on average will demonstrate 90% proficiency on Service Learning benchmarks each year.	Met	Salem Academy implemented a new 1-4 course grading scale in 2015. This year our students averaged a 3.65, which is equivalent to greater than 92% on our old scale.
<b>Measure:</b> 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	On our annual survey, 91% of Salem Academy students agreed that their service learning projects were meaningful and allowed them to apply their academic learning.

### Organizational Viability

	2016-2017 Performance (Met/Partially Met/Not Met)	Evidence
<b>Objective:</b> 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.		
<b>Measure:</b> By the end of this charter term, Salem Academy will have	Met	

shared its standards based instructional practices with the Salem public Schools in a structured program funded by a dissemination grant.		Salem Academy concluded its two year dissemination project with SPS in July 2016.
<b>Measure:</b> 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	In Fall 2016, Salem Academy hosted one school visit this year for a team from Bates Elementary School (Salem) centered around standards based curriculum and assessment. In the spring, SACS hosted teams from two public schools, outside of Salem, but the focus of the visit was Safe and Supportive Learning Environments, rather than standards-based curriculum. We also corresponded with a team from Tewksbury, but due scheduling conflicts, they had to postpone their visit to Fall 2017.
<b>Reach Objective:</b> 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.		
<b>Measure:</b> At least one IDP (Instructional Development Program) each semester will be devoted to culturally responsive professional development.	Met	In August 2016 and March 2017, faculty and staff participated in PD sessions devoted to culturally responsive pedagogy.
<b>Measure:</b> Subject centered curriculum teams will focus at least once each year on review of curricular materials to ensure culturally inclusivity and respect.	Met	All curriculum teams spent time in their team meetings throughout the year examining ways to ensure that their curricula is culturally relevant.

## Recruitment Plan 2017-2018

School Name: Salem Academy Charter School

**2016-2017 Implementation Summary:**

Salem Academy Charter School had 304 candidates in the March lottery for 2017-2018 enrollment. This compares to 350 the year before and to 312 the year before that. For our primary entering class, 6<sup>th</sup> Grade, 45% of Salem 5<sup>th</sup> Grade students applied for Salem Academy. The previous year, 51% of 5<sup>th</sup> graders applied. The declines are in part due to a 7.9% decrease in the total 5<sup>th</sup> grade population and a 12.7% in the total 8<sup>th</sup> Grade population, our other primary entry point for 9<sup>th</sup> grade. Salem Academy has not had sufficient spaces available for the past three years to offer a space to a non-Salem resident, and so applications have dropped significantly from that non-Salem population.

While we were able to revise our printed materials to include specific recruitment efforts targeted at English Language Learners and Special Education students, we feel that we will need to make a more concerted effort to distribute them very broadly. Our ELL staff made good connections with the Salem Latino Coalition and with the Settlement Program at the House of Seven Gables, organizations that offered ESL and Citizenship classes to the Latino community in our classrooms

three evenings a week. Concern over immigration status kept some Salem families from applying for benefits that would have qualified them as economically disadvantaged.

Salem Academy is growing from a previous enrollment cap of 372 to a new cap of 480 with 440 toward that goal this past year. We have a new arts complex and a new gymnasium, and we are hopeful that we will experience very little attrition from our 6<sup>th</sup> and 7<sup>th</sup> grades or from our high school. We are confident that we will meet our enrollment goals in 2017-2018. At this point, we do not feel the need for further discussion with the Department.

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

**General Recruitment Activities for 2017-2018:**

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.**

**Special education students/students with disabilities**

**(b) 2017-2018 Strategies**

X Met GNT/CI: no enhanced/additional strategies needed

An error in the October SIMS transmission resulted in Salem Academy’s CHART report reflecting zero enrollment of Special Education students. In fact, the October 1, 2016 Special Education enrollment was 72 students representing 16.4 of the student population. This was a decline from the previous year at 17.9% but falls within the historical GNT and CI targets.

- SACS 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) will be available to prospective families to discuss Special Education resources at the school. At least 1 student with special needs will be included among the “Ambassador” students who help host these gatherings.
- 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.

	<ul style="list-style-type: none"> <li>• 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>• SACS publishes a weekly newsletter on line distributed to parents by email 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>• SACS 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.</li> <li>• The School’s PAC will sponsor an event featuring a speaker well known in the field of special education and will invite the public free of charge with special invitations to the teachers and parents of special education students in the Salem Public Schools.</li> </ul>
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**Limited English-proficient students/English learners**

	<b>(b) 2017-2018 Strategies</b>
	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</li> <li>• 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 and we have added a half time ELL paraprofessional.</li> <li>• Our Latino administrator is now attending all meetings of the school’s Parents’ Organization and is providing translation services as well.</li> <li>• As indicated above, we are collaborating with the House of Seven Gables Settlement program, the Salem Latino Coalition, and the North Shore CDC to host educational programs in citizenship and English as a Second Language in our classrooms weekday evenings, and we expect that this familiarity and the resulting trust in the school will result in greater numbers of Latino students.</li> <li>• 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.</li> </ul>

**Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)**

	<b>(b) 2017-2018 Strategies</b>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed <ul style="list-style-type: none"> <li>• We have become more aggressive in our efforts to get these applications from current parents and to encourage more low income families to enroll and to apply for these benefits.</li> </ul> </li> </ul>

<p><b>GNT percentage:</b> N/A</p> <p><b>CI percentage:</b> 36.9%</p> <p>The school is below CI percentages</p>	<ul style="list-style-type: none"> <li>• Salem Academy has offered incentives such as fee waivers for field trips and 50% discounts for social events and summer school courses.</li> <li>• We hired a new food services manager and made an effort to improve the quality and appeal of the breakfast and lunch offerings.</li> <li>• We made breakfast free to all students, order extra food to encourage participation, and we are working with a new food service vendor, Revolution Foods to make the meals more attractive to our students.</li> <li>• In order to reach out to low income families more effectively than through the local newspapers or local library, Salem Academy Charter School will make a determined effort to distribute information about the school directly to families homes by hand delivering flyers door to door, and by placing stacks of flyers in apartment lobbies and at agency offices including the Department of Children and families, the Department of Transitional Assistant, the WIC Offices, the Department of Mental Health, the local Mass Health office, the Juvenile Court, and the Boys and Girls Club of Greater Salem.</li> </ul> <p style="text-align: center;"><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Salem Academy has determined that many of the Hispanic families that would normally qualify for free or reduced lunch are choosing not to apply for any benefits that would include them on the direct certified list in order not to risk exposure to potential immigration issues. To address this and enroll more students in the benefit programs, Salem Academy will seek support from the Salem Latino Coalition, an organization currently teaching ESL and Citizenship classes at Salem Academy three evenings each week.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• We have completed the second year of a new intervention and tutorial program, and we have expanded our vacation school program for at risk students.</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;"><b>(f) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>



	<ul style="list-style-type: none"> <li>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.</li> </ul>
<p><b>OPTIONAL</b>  <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center"><b>(g) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>

**Retention Plan  
2017-2018**

**2016-2017 Implementation Summary:**

While some families are still making decisions about next year, it appears that the school’s retention rate will meet or exceed the goal of 90%. 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. Last year we lost only 14% of our 8<sup>th</sup> grade students to other school for 9<sup>th</sup> grade, but this year 21 of 72 students have indicated that they will not return next year for an 8<sup>th</sup> grade attrition rate of 29%. We expect 100% of our 6<sup>th</sup> graders and 7<sup>th</sup> graders to return, and at this point, it appears that all of our high school students will return. We expect total attrition of 4.8%.

We did implement many of the retention strategies planned last year as well some new approaches developed during the year. We instituted the “Bonus Block” program in the high school, essentially adding a full class period to the school day when students are scheduled with specific teachers according to the students’ needs for additional academic support. Members of our School Services Team engaged in graduate level study of the impact of trauma on learning and then developed and implemented new strategies to ensure a safe and supportive school culture within the school. We opened a new, 10,000 sf Center for the Arts with art and music studios, a dance studio, art gallery, and 180 seat theater, and we created a variety of opportunities for weak students and students with disabilities to demonstrate skills and achievements in the arts. We expanded our Tutorial Intervention Program by hiring more part-time tutors from local colleges and scheduling them with our neediest students for afternoon sessions most of the year.

Finally, we have completed construction of a new gymnasium on our campus, and while it will not be open until August, many of our students who are committed to athletics have chosen to remain at Salem Academy rather than seek athletic options at other schools.

<b>Overall Student Retention Goal</b>	
<b>Annual goal for student retention (percentage):</b>	90%

<b>Retention Plan –Strategies</b>	
<b>List strategies for retention activities for <u>each</u> demographic group.</b>	
<b>Special education students/students with disabilities</b>	
	<b>(b) 2015-2016 Strategies</b>
	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</li> <li>• We plan to create opportunities for special education students to gain public recognition for their talents or achievements.</li> <li>• We plan to make the PAC a more active organization.</li> </ul>
<b>Limited English-proficient students/English learners</b>	
	<b>(b) 2016-2017 Strategies</b>
	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</li> <li>• 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.</li> </ul>
<b>Students eligible for free or reduced lunch (low income/economically disadvantaged)</b>	
	<b>(b) 2017-2018 Strategies</b>
	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</li> <li>• Provide free breakfast to all students and contracted with a new food service vendor in an effort to provide more appealing meals.</li> <li>• Engage in increased efforts to encourage parents to apply for free and reduced meals.</li> </ul>
<u>Students who are sub-proficient</u>	<b>(d) 2017-2018 Strategies</b>
	<ul style="list-style-type: none"> <li>• Expand the individualized tutorial program to increase efforts to identify and enroll students and to match them appropriately with qualified tutors.</li> <li>• Recruit tutors from two local colleges and will pay them an hourly rate.</li> <li>• Expand the time available during the school day for individualized tutorial and small group extra help sessions by modifying the high school schedule to ensure these opportunities daily.</li> </ul>
<u>Students at risk of dropping out of school</u>	<b>(e) 2017-2018 Strategies</b>
	<ul style="list-style-type: none"> <li>• Full time intervention specialist will administer the above tutorial program and will work closely with teachers and the school</li> </ul>

	<p>counselors to identify students at risk and to develop strategies to help those students become successful in school.</p> <ul style="list-style-type: none"> <li>In addition, we have hired a full time Assistant Dean of Students to work with at risk students.</li> </ul>
<u>Students who have dropped out of school</u>	<p align="center"><b>(f) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>Continue to respond to individual students needs in an effort to keep students in school.</li> </ul>
<b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p align="center"><b>(g) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>Students 18 years or older who are struggling to finish high will benefit from a new relationship between Salem Academy Charter School and North Shore Community College where these students may take courses for dual credit.</li> </ul>

**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&>

<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION</b>		
Race/Ethnicity	# of students	% of entire student body
African-American	39	8.8
Asian	24	5.4
Hispanic	161	36.5
Native American	0	0.0
White	208	47.3
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	8	1.8
Special education	64	14.5
Limited English proficient	44	10.0
Economically Disadvantaged	140	31.9

<b>ADMINISTRATIVE ROSTER FOR THE 2016-2017 SCHOOL YEAR</b>			
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	July 31, 2017
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	
Sarah Sawyer ELL Director	ELL Teacher / Administrator	August 2012	

\*Add additional rows as necessary

<b>TEACHERS AND STAFF ATTRITION FOR THE 2016-2017 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2016-2017 school year</b>	<b>Departures during the 2016-2017 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure</b>
Teachers	45	3	8	2 Better Job 3 Leaving Teaching 3 Spouse's Job 3 New Beginning
Other Staff	21	0	3	1 Retirement 1 New Beginning

<b>BOARD MEMBERS FOR THE 2016-2017 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>
Nina Cohen	Chair	Development	2	1/1/14-12/31/16 1/1/17-12/31/19
Steve Palmer	Vice Chair	Search Chair	4	1/1/14-12/31/19 1/1/05-12/31/10
Richard Jones	Secretary	Facilities / HR	1	1/1/16-12/31/18
Thomas Monroe	Treasurer	Finance Chair	1	1/1/15-12/31/17
Joshua Biber	Member	Development	2	1/1/13-12/31/18
Karen Cady	Member	Development	1	1/1/15-12/31/17
William Henning	Member	Finance	1	1/1/17-12/31/19
Michelle Aroko	Member	HR	1	1/1/17-12/31/19
David Pabich	Member	Facilities Chair	1	1/1/16-12/31/18
Alfonso Perillo	Member	HR	1	1/1/17-12/31/19
Christine Wynne	Member	Development Chair	1	1/1/17- 6/15/19
Janine Matho	Member	Education Chair	1	1/1/17-12/31/19

## 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

Position	Name	No Change/New/Open Position
Board of Trustees Chairperson	Nina Cohen	New
Charter School Leader	Kathy Egmont	New
Assistant Charter School Leader	Stephanie Callahan	No Change
Special Education Director	Linda St. Pierre	No Change
MCAS Test Coordinator	Christian Foster	New
SIMS Coordinator	Christian Foster	New
English Language Learner Director	Sarah Sawyer	No Change
School Business Official	Kristine Sgambellone	No Change
SIMS Contact	Christian Foster	New
High School Principal	Sean Gass	No Change
Dean of Students	Chyna Onembo	No Change

\*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
Arts Center, Bldg. 2, 35 Congress St. Salem, MA	April 2017
Gymnasium, Lynch Street, Salem	August 2017

#### Enrollment

When is your estimated student application deadline and lottery date for students who are interested in enrolling for the 2017-2018 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, 2018
Lottery	March 7, 2018

**Attachment 1**  
**Parent Satisfaction Survey**

<b>Response rate</b>	<b>17%</b>	<b>31%</b>	<b>22%</b>	<b>51%</b>	<b>50%</b>	<b>43%</b>	<b>32%</b>
Strongly Agree 5 ..... Strongly Disagree 1	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
1. Salem Academy is serving its mission of college preparation, community service, and character development.	<b>4.5</b>	<b>4.7</b>	<b>4.6</b>	<b>4.7</b>	<b>4.6</b>	<b>4.5</b>	<b>4.7</b>
2. The adult school community (staff, parents, board) is working together with mutual respect and shared goals.	<b>4.3</b>	<b>4.4</b>	<b>4.6</b>	<b>4.5</b>	<b>4.4</b>	<b>4.4</b>	<b>4.4</b>
3. The student community is characterized by mutual respect, shared values, and positive school spirit	<b>4.2</b>	<b>4.4</b>	<b>4.4</b>	<b>4.4</b>	<b>4.3</b>	<b>4.3</b>	<b>4.4</b>
4. The academic program is appropriately challenging and supportive	<b>4.4</b>	<b>4.5</b>	<b>4.6</b>	<b>4.6</b>	<b>4.5</b>	<b>4.5</b>	<b>4.6</b>
5. Salem Academy faculty and staff members are competent and professional, and believe in students' ability to succeed	<b>4.5</b>	<b>4.6</b>	<b>4.7</b>	<b>4.6</b>	<b>4.6</b>	<b>4.5</b>	<b>4.6</b>
6. Extracurricular activities, arts, athletics, and enrichment programs are sufficiently varied and appropriate to meet students' needs.	<b>3.7</b>	<b>3.6</b>	<b>4.1</b>	<b>3.8</b>	<b>3.8</b>	<b>3.7</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>4.4</b>	<b>4.4</b>	<b>4.6</b>	<b>4.5</b>	<b>4.4</b>	<b>4.5</b>	<b>4.4</b>
8. The organizational structure, school day, school year, and support services are appropriate and serve students' needs effectively.	<b>4.4</b>	<b>4.5</b>	<b>4.7</b>	<b>4.4</b>	<b>4.5</b>	<b>4.4</b>	<b>4.4</b>
9. The school communicates effectively with families and welcomes parent involvement	<b>4.5</b>	<b>4.5</b>	<b>4.6</b>	<b>4.5</b>	<b>4.4</b>	<b>4.3</b>	<b>4.3</b>
10. Our family is happy with Salem Academy Charter School.	<b>4.6</b>	<b>4.6</b>	<b>4.7</b>	<b>4.6</b>	<b>4.6</b>	<b>4.6</b>	<b>4.6</b>
Average	<b>4.4</b>	<b>4.4</b>	<b>4.6</b>	<b>4.5</b>	<b>4.4</b>	<b>4.4</b>	<b>4.4</b>

