ANNUAL REPORT 2024-2025

SALEM ACADEMY CHARTER SCHOOL
45 CONGRESS STREET
SALEM, MASSACHUSETTS 01970

Stephanie Callahan
Executive Director
978-744-2105 x 148
FAX 978-744-7246
scallahan@salemacademycs.org
www.salemacademycs.org
July 31, 2025

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Introduction to the School

Salem Academy Charter School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location (Municipality)	Salem
Regional or Non-Regional	Non-Regional	Districts in Region (if applicable)	n/a
Year Opened	2004	Year(s) Renewed (if applicable)	2009, 2014, 2019, 2024
Maximum Enrollment	480	Chartered Grade Span	6-12
Mission Statement: Salem Academy Charter School is a small 6th–12th grade public school designed 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.			

Letter from the Chair of the Board of Trustees

Pedro Martinez, Commissioner of Education
Massachusetts Department of Elementary and Secondary Education
135 Santilli Hwy
Everett, MA 02149

Dear Commissioner Martinez,

On behalf of the Board of Trustees, I'm pleased to share highlights from Salem Academy Charter School's 2024–2025 school year, our 21st year of operation. This year was marked by continued growth and reflection as we built on two decades of academic excellence, strengthened student support systems, and deepened our commitment to equity and real-world learning.

We were proud to be named to the 2024 Advanced Placement® School Honor Roll with Platinum distinction and to receive the AP Access Award, recognizing both strong outcomes and equitable access for underrepresented students. These honors affirm our commitment to college readiness for all. This commitment was further demonstrated by 100% of our graduating seniors being accepted into college. Our third annual College and Career Fair welcomed over 50 schools and organizations, giving students in grades 6–12 exposure to a range of post-secondary pathways.

With support from public and private grants, we strengthened academic, social-emotional, and enrichment opportunities across the school. A $99,260 grant from the Healey-Driscoll Administration is helping expand our Multi-Tiered Systems of Support (MTSS) and reinforce our identity as a Safe and Supportive School. We also continued to benefit from DESE's Civics Teaching & Learning and Teacher Diversification Pilot Program Grants, supporting both student voice and faculty diversity. Staff re-engaged with the Trauma and Learning Policy Initiative (TLPI), and we piloted a book vending machine as part of our PBIS program to promote literacy and positive behavior.

Our programming reflects our commitment to a well-rounded education rooted in civic engagement, creativity, and student leadership. Lower School students presented Service-Learning projects at City Hall, while the broader community celebrated a range of student achievements—from championship athletic seasons and vibrant art installations to a memorable spring musical, *Once On This Island*.

While we are proud of our progress, challenges persist—particularly around learning gaps, staff recruitment and retention, and increased mental and behavioral health needs. We are addressing these through professional development, expanded wellness support, and curriculum improvements. Next year, we will introduce Amplify Science in grades 6–8, completing our transition to high-quality instructional materials in all Lower School core subjects.

As we look ahead, we remain deeply committed to educating the whole student and preparing the next generation of engaged citizens, scholars, and leaders. Thank you for your continued partnership and support.

Sincerely,

Kara McLaughlin
Chair, Board of Trustees
Salem Academy Charter School

Faithfulness to Charter

Criterion 1: Mission and Key Design Elements

Mission

Salem Academy Charter School is a small 6th – 12th grade public school designed 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.

Key Design Elements

- College preparatory program grounded in the Massachusetts Common Core curriculum frameworks. (Charter Application, p.1)

- Standards-based system of curriculum design and assessment, tracking student progress towards learning goals and responding to individual student needs. (Charter Application, p.1)

- Service-Learning program that allows students to apply their academic skills to service projects in the community. (Charter Application, p.1)

- Strong school culture that supports learning. (Charter Application, p. 21)

Salem Academy Charter School remains faithful to its mission of educating Salem's diverse 6th–12th grade student population through a unique integration of college preparatory classes and service to the community. The school continues to graduate informed, articulate, and proactive individuals of strong character by embedding academic rigor, Service-Learning, and social-emotional development into the student experience. Salem Academy Charter School provides a comprehensive educational experience that supports academic achievement, character development, and civic responsibility through full implementation of its key design elements and continued fidelity to its mission. This holistic model equips students to thrive in college and become engaged citizens and thoughtful leaders. Students engage in meaningful academic learning while actively participating in service initiatives addressing real-world issues such as immigration, mental health, and food insecurity. The school's small size supports close student-teacher relationships, enabling a personalized approach to character development and academic success. Through these efforts, Salem Academy fosters the growth of resilient, socially responsible, and empowered graduates prepared to succeed in college and beyond.

College Preparatory Program

Salem Academy implements a rigorous academic program aligned with the Massachusetts Common Core curriculum frameworks. Instruction is delivered using standards-based teaching strategies and benchmark-aligned curriculum maps. The academic program includes collegiate skills courses and individualized college counseling to ensure that every student is equipped to access and succeed in higher education. The school utilizes an extended school day to offer additional academic support and enrichment opportunities, maximizing student readiness for postsecondary success.

Standards-Based System of Curriculum and Assessment

The academic program is structured around a standards-based system that guides both curriculum and assessment. Benchmarks define what students must know and be able to do, align to the state standards or AP standards for the course, and are tied to Salem Academy's

goals for students to be informed, articulate, and proactive learners. Student progress is monitored through standards-based assessments, including interim exams, to measure proficiency, and the resulting data is used to tailor instruction and support strategies to meet individual learning needs.

Service-Learning

The Service-Learning program at Salem Academy challenges students to identify, research, and implement solutions to community needs through the Five-Step Process Framework. Rooted in the "Kids as Planners" model, the program emphasizes student agency and civic engagement. Each year, students in grades 6–10 work in collaborative groups, developing the skills necessary to lead individual Service-Learning projects as juniors and seniors. Students annually devote over 30 hours to projects addressing complex topics that are personally meaningful to them including immigration, LGBTQ+ inclusive health curriculum, food and housing insecurity, mental health, and literacy.

A cornerstone of Salem Academy's Service-Learning model is engaging with community partners and presenting student work to authentic audiences, like at City Hall, which helps students develop civic literacy and see themselves as constructive contributors to their communities. By working closely with local leaders, organizations, and government agencies, students build real-world expertise and deepen their sense of belonging, purpose, and impact. These experiences foster authenticity, community connection, and civic awareness — foundational elements that will continue to guide how we prepare students to be active and engaged citizens.

Strong School Culture

Salem Academy's Safe and Supportive school culture is central to its success. The school fosters strong relationships, consistent routines, and high expectations, creating a nurturing and structured environment conducive to academic and personal growth. The trauma-sensitive approach includes explicit and embedded social-emotional learning (SEL), supported by trained staff and a robust Student Services Team. The REACH norms—Responsible, Empathetic, Assertive, Cooperative, Honest—serve as the foundation for behavior expectations and character education. Students are regularly recognized for exemplifying these values, reinforcing a positive, inclusive, and accountable school climate. Student voice is also an important component of strong school culture; students have opportunities to lead with the school through student government at both school levels, National Honor Society and Junior National Honor Society, as well as in leadership roles through our clubs and athletic teams.

Criterion 2: Access and Equity

Enrollment by Race/Ethnicity (2024-25)

Selected Populations (2024-25)

2023-24 Student Discipline Data Report

Criterion 4: Dissemination

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Alumni Engagement	Zoom Interview	Development and External Affairs Manager	Students Run LA - Rachel Hunt, Board Member	Students Run LA upcoming Strategic Plan
Alumni Support	REACH Higher Conference	Director of College Counseling and Post-Secondary Success	IECs, CBO's, Charter Schools, Traditional Public Schools, and Post Secondary professionals	Presentation
Family Engagement	Email	Executive Director	MCPSA + MA Charters	Family Community Resources
Graduation Requirements & Competency Determinations	Zoom Meeting	Executive Director	MA Charter School Leaders	Meeting Notes on Processes for Adopting New Competency Determinations
Org Structure: Leadership Communication	Phone Call	Executive Director	Emily Schneider-Krzys, Executive Director of Texas Programs for School Empowerment Network.	Coaching for charter school leaders in San Antonio
Service-Learning & Civics Education	City of Salem's Climate Resilience Leadership Council Working Meetings	Development and External Affairs Manager	City of Salem's Climate Resilience Leadership Council	Report titled "Resilient Together: The Point/El Punto" and 8th Grade Climate Action Civics Curriculum.
Special Education & Multilingual Learner Differentiation	Graduate School Course	Reading Specialist	Salem State peers/educators graduate course	Case Study

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Spanish Instruction	Google Docs	Lower School Spanish Teacher	Sra. Kendra Stearman of William Matthew Middle School in Kirksville, MO	Lesson Plan
Standards-Based Grading	Social Media Group	History Curriculum Team Leader	Brett M. Sommer (AP World History Teacher) Tonawanda High School	
Service-Learning & College and Career Readiness Programming	School Visit	Executive Director, Development & External Affairs Manager, Sr. Director of Academics, Board of Trustees Chair, BOT Education Committee Chair	Mayor Pangallo, Representative Cruz, Superintendent Zrike, Sarah Roy, Director of the Salem Children's Alliance, Lisa Peterson, Chief of Staff, Venere Salzillo, Legislative Aide for Representative Cruz	
Youth Mental Health	Salem Youth Mental Health Task Force	Upper School Adjustment Counselor	Salem Youth Mental Health Task Force Members	Task Force Minutes
School Safety	Salem District Safety Team Meetings (Monthly)	Executive Director, Dean of Students, Managing Director of Operations & HR	Salem Public School leaders, School Resource Officers and other district safety team members	Safety Team Minutes
Family Engagement	Salem September Days Committee Meeting (City of Salem, SPS + Read Trust)	Executive Director, Development & External Affairs Manager	Salem September Days Committee Meeting (City of Salem, Salem Public School representatives + Read Trust)	TBD - September 2025
Service-Learning	Zoom Meeting	Development & External Affairs Manager	Isabela Dellipoali, Endicott College student	Thesis on Service-Learning & Capstone Presentation

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Safe and Supportive Practices	Lesley University Graduate Course	Executive Director, Reading Specialist, Special Education Paraprofessional	Kristin Loreaux, Wrentham Public Schools Nurse and other peer educators in the course	Capstone Presentation
Fine and Performing Arts Programming & Community Partnerships	School Visit	Development and External Affairs Manager	Saniego Sanchez, Director of Punto Urban Art Museum, Lisl Hacker, Chief Program Officer of the North Shore Community Development Coalition	Collaborative opportunities with the Punto Urban Art Museum, including student participation in a public art project with Dominican artist Luis Rivas.
Compensation Practices	Email	Executive Director	Stephanie Brant, Marblehead Community Charter Public School	Compensation Philosophy + Compensation Study
Teacher Evaluation & Instructional Coaching Practices	School Visit	Senior Director of Academics	Peter Asaro, Director of Faculty Recruitment, High School, Scott Jamieson, Director of Community, Culture, and Wellness, Kate Ryan, Director of School Partnerships, Landmark School	Instructional Vision, Instructional Coaching and Educator Evaluation Model
New Teach Induction and Mentoring	DESE Advisory Group	Director of Teacher Development + Curriculum	DESE Advisory Group	New DESE Guidelines for Teacher Induction and Mentoring

Academic Program Success

Criterion 5: Student Performance

Salem Academy's Standards-Driven Instructional Practices (SDIP) are grounded in the MA Curriculum frameworks and AP College Board standards where applicable. We leverage internal standards-based assessments and SDIP operates as our main tool to measure student performance in English language arts, mathematics, and science and technology/engineering. In addition, students in grades 6-11 participate in the Achievement Network's (ANet) computer-based interim assessments for English language arts and mathematics.

MCAS Highlights

In 2024, Salem Academy students demonstrated continued progress across multiple grade levels and subgroups, particularly in growth metrics. In Grade 10 ELA, while white students did not meet the statewide average for students meeting or exceeding expectations, they achieved a strong Student Growth Percentile (SGP) of 64. Students with disabilities outperformed the statewide average with 29% meeting or exceeding expectations and an average SGP of 51. In Math 10, although overall proficiency declined, growth was notable: students with disabilities had an SGP of 62 and 14% met expectations, while high-needs, economically disadvantaged, and Hispanic/Latino students exceeded the state average SGP by at least 10 points. White students also improved from the previous year, with their SGP within four points of the state average.

The Class of 2026, supported by new math curricula, more than doubled their proficiency rate in Math MCAS from 15% in Grade 8 (2022) to 36% in Grade 10 (2024), with a ten-point increase in average score and an SGP increase from 41 to 52. In Grades 6–8, ELA performance remained strong, with all subgroups meeting or exceeding state averages and African American/Black students more than doubling the state average in proficiency while also exceeding it in growth. Math performance in Grades 6–8 remained slightly below the state average overall, but high-needs, economically disadvantaged, Hispanic/Latino, African American/Black, and students with disabilities all performed at or near the state average, with 2024 SGPs meeting or surpassing the statewide benchmark across all groups. The Class of 2029 showed steady improvement over time, raising their average Math MCAS score from 484 in 5th grade to 491 in 7th grade, and increasing their SGP from 43 to 61, reflecting the positive impact of high-quality instructional materials and targeted support.

Non-Statewide External Assessments

While we continued to use ANet for ELA and math interim assessments in grades 6-11, the shift in adoption for ANet interims in MA has limited comparative data, so at SACS it is used primarily for standard and item analysis and instructional planning. Relative to ANet performance from last year, students scored similarly on ELA assessments in grades 6-9, and math assessments for grades 7-8. The average score increased by 7% for ELA 10. Proficiency rates were consistent for most math groups, with a 6% average increase in 6th grade math.

This year, we adopted the MAP test from NWEA for grades 6 through 9. Students took the reading and math tests at both the start and end of year and middle school students took the language usage test as well. Initial test data informed interventions for both English and math;

spring test data quantified growth, an important metric for leaders and teachers to use to gauge progress alongside overall achievement on the assessments. In the inaugural year, the most growth occurred in middle school math: the entire middle school scored in the 83rd median growth percentile for math growth compared to students of the same age that tested across the US. In 6th grade, the cohort scored in the 66th percentile for growth, in 7th at the 86th, and in 8th at the 88th percentile. The median achievement percentile also grew from 40th to 50th for the entire middle school, with the 6th grade cohort increasing by 9 percentile points, the 7th grade cohort increasing by 7 percentile points, and the 8th grade cohort increasing by 18 percentile points fall to spring. For both reading and language usage, cohorts scored generally in the middle around the 50th percentile for both growth and achievement; the team is eager to lean into deeper literacy work this coming year as we learn how to better use the test data to inform intervention and instruction.

Salem Academy continues to work to reduce barriers to advanced coursework. There are no prerequisites for participation in Advanced Placement (AP) courses and we pay for the exams. As a result, there is a high level of participation, and classes are representative of our diverse student population. This year we increased our offerings to include AP Physics, offering a total of 12 AP courses in the Upper School. The number of students that took AP courses dropped slightly as we had a smaller junior class, with 110 students enrolled in a total of 244 courses. This equates to 43% of students in the Upper School being enrolled in at least one AP course this year. Internally, all exam-based AP courses have full practice tests in early spring to inform reteaching and preparation for AP exams in May.

At our 2025 graduation, we continued to acknowledge our students who had attained the State Seal of Biliteracy qualifications. The State Seal of Biliteracy is an award provided by state approved districts that recognizes high school graduates who attain high functional and academic levels of proficiency in English and a world language in recognition. Seven students earned the Seal of Biliteracy, including two with distinction.

Criterion 6: Program Delivery

Since opening in 2004, Salem Academy has delivered a high-quality academic program grounded in the Massachusetts Curriculum Frameworks and implemented through our Standards-Driven Instructional Practices. This model ensures that all students engage in rigorous, relevant learning experiences and demonstrate mastery of essential knowledge and skills. Our instructional approach is rooted in a continuous cycle of teaching, assessment, and data-informed decision-making designed to meet the needs of every learner. During the 2024–25 school year, this foundation remained central to our work as we strengthened curriculum implementation, deepened our assessment systems, and expanded support for all students.

Curriculum and Instruction
This year, we continued to strengthen recently adopted curriculum implementation, adopted a high school curriculum for English Language learners, and enacted a vetting process for middle school Science curriculum with teachers and leaders in preparation for adoption in 2025-26. We implemented the third year of math curriculum (*Eureka Squared)* in grades 6-9, the second year of history curriculum in grades 6-8 (*Investigating History, iCivics*) and the second year of pre-AP STEM course curriculum, including pre-AP biology in grade 9, pre-AP geometry and statistics

and pre-AP chemistry in grade 10, and pre-AP algebra II in grade 11. We continued curriculum adoption for our English Language learners *(Vista Learning Bridges and Engage)* in grades 6 through 8 for the second year and adopted the high school level curriculum as well to better meet that student group's needs.

Throughout the year, teachers participated in analysis and planning retreats to inform instruction. Professional development sessions, along with department retreats and meetings held at the start of the year and throughout, were used to review assessment data, assess student proficiency, plan for in-class interventions and acceleration, and adjust curriculum to support all students in reaching grade-level proficiency.

Assessment

To ensure we could effectively monitor learning and growth, we continued to use the Achievement Network's interim assessments (ANet) in ELA and math for grades 6–11. In addition, we developed and implemented new interim assessments in history and science for grades 6–8 using standards-aligned question banks. To provide an even deeper understanding of student skill levels, we adopted the MAP assessment from NWEA for students in grades 6–9 in reading, math, and language usage. This adaptive assessment provided actionable data at both the beginning and end of the year, informing targeted interventions and instructional shifts throughout the school year. In the upper grades, Advanced Placement courses included mid-year practice exams that supported teacher planning and student preparation for spring testing.

College and Career Readiness Programming

Salem Academy's College Success Program is a comprehensive approach to college preparedness, designed to support our students in reaching and succeeding in college. This year, our team continued to strengthen and refine the college and career curriculum, vertically aligning both in school learning and out of school experiences for students across the entire 6-12 grade span. Our College Success Program included direct instruction by college counselors across grade levels, alumni panels, college trips, and a growing college fair that hosted over 50 institutions and community-based organizations on our campus. All juniors completed a credit-bearing college course through North Shore Community College, with 98% passing—a powerful indicator of postsecondary readiness. Additionally, our ninth and tenth graders participated in semester-long courses focused on Social-Emotional Learning and College and Career Readiness (SEL/CCR), further supporting their preparation for life after graduation.

The Alumni Success Coordinator played an essential role in preparing seniors for postsecondary transition and supporting recent graduates. Efforts focused on building strong relationships with soon-to-be graduates and maintaining consistent outreach to recent alumni, particularly those from subgroups that have historically faced challenges with persistence. Relationship-building with 12th graders intensified in the spring through the College 12 course, a year-long class focused on post-graduate planning. The Alumni Success Coordinator also participated in senior family transition meetings alongside college counselors, ensuring students and families had the information and support needed for life after graduation. Outreach to recent alumni continued through events, campus visits, and direct communication.

Support for All Learners
Instructional Support and Intervention

Salem Academy has Special Education and English Learner programs to support students on IEPs and English Learners. Students with disabilities are offered a full range of services and specialized instruction to meet their individual needs. Students are supported through the inclusion program, where specialized instruction and co-teaching occurs in both college prep and AP courses across the school as well as pullout services aligned to IEP goal attainment. In addition, as in prior years, support for all learners are part of our Multi-Tiered System of Supports. Tier 1 supports for all students provide access to our academic program and include our 1:1 chromebook program in the high school, consistent routines and procedures across classrooms, social-emotional curriculum for all grades, and a safe and supportive environment that creates a sense of inclusion and belonging that allows students to better access the curriculum. Tier 2 supports for students in grade 6 through 12 include designated intervention blocks in both the Lower and Upper School where flexible small group interventions occur, differentiated high school study hall support and MCAS bootcamps, counseling groups, and peer tutoring from high school students accessible to all grades. Additionally, we fully continued the Bridge for Resilient Youth in Transition (BRYT) model to support students in transitioning back to school after an extended absence. Tier 3 supports for all students include 1:1 tutoring, intensive reading interventions led by the Reading Specialist, high school credit recovery and Educational Proficiency Plans (EPPs) for high school students.

This support and intervention extends beyond the school year as well. In July 2024, we ran two programs, one in the Lower School and one in the Upper School, to intervene with our students who needed additional support as they entered the new school year. In the Lower School we hosted week-long summer courses to boost skills and content knowledge, while our Upper School utilized the APEX platform to engage students in differentiated credit recovery, supplemented with direct teaching support from Upper School teachers.

Family Partnership
Supporting all learners also rests on ensuring strong relationships are built with families over the course of the year with a focus on partnership. This work begins as soon as the previous school year is completed. In late June, members of our Student Services Team conduct family interviews for new students. Counselors meet with incoming students and families to learn more about their previous school experiences, interests, talents, challenges, and family life and to begin building relationships with our newest students. Across the school year, family events, quarterly Parent Teacher Student conferences, and regular communication from teachers were leveraged to build relationships and collaborate on how to best support student growth and achievement.

Staff Development and Support
We operate with the belief that our students will grow immensely in their seven years with our team. As our students move through our school, we work to mitigate the opportunity gap for all our students by keeping as many post-graduation pathways open as possible. We expose our students to college and career options and make the pathways to achieve those options clear. We are fluent in the requirements and expectations our students need to meet to access post-secondary education: credit attainment, critical reading and writing skills, math skills, and experiences both in and outside of the classroom. Our development work with staff is grounded in this belief and the through line across routines, rituals and staff learning across the year. In August, the full staff met for four days to prepare for the upcoming school year, focused on the following themes: safe and supportive school culture, instructional practices to support all

learners, and college and career integration across our campus. We aligned our expectations for safe and supportive practices. We carved out more time than in years past for teachers to read IEPs, review English learner data, and forge relationships with co-teachers. We planned experiences across the year both in school and out to build school culture and pride, teacher-student and peer relationships, and exposure to college and career pathways. We also created time for teachers with new curricula to learn how to best implement curricula and share best practices across department members.

The start of the 2024-25 school year focused on establishing a strong foundation for students, as we have continually done, especially in post-pandemic years. This included forging connections between students, teachers, families and peers, teaching and practicing new routines for all aspects of our day, and assessing prior knowledge across all content areas. In the first two weeks of school we hosted a family picnic with our parent organization to build connections, especially with new families. We built on these connections throughout the school year, capitalizing on both in-person and remote offerings for families to connect with our team and community. We held information sessions for new families and all students were engaged in grade level orientations or retreats for the first few days of the school year to rebuild grade level and school teamwork, orient students to new systems and routines, and celebrate the diversity of our community. In August, we hosted a Back-to-School BBQ, and in September, we welcomed families and students to Back-to-School Night. At both events, we shared a community meal and created opportunities for families to connect with grade-level teams.

When reviewing last year's data, we identified an ongoing need to better pinpoint student skill gaps in reading and math, especially in the younger grades. To address this, we administered the MAP test at the start of the year for math and reading in grades 6–9, along with language usage assessments in middle school. Because MAP is an adaptive test that targets skill levels across grades 6–12, it provides teachers with detailed data on individual students and cohorts, enabling more precise interventions to accelerate learning. The results, aligned with the continuum of middle and high school learning, allowed for targeted small-group and one-on-one support focused on the specific skills students needed to access grade-level content. Fall MAP data guided intervention and acceleration efforts in the Lower School intervention block and for 9th graders both in class and during the high school flexible intervention block. The test was also administered at year-end to measure growth and identify common gaps to inform curricular adjustments for the following year.

As mentioned, SACS continued its partnership with the ANet for grades 6–11. Through coaching support, data-driven instructional best practices, and standards-based external assessments that provide immediate feedback, teachers are able to tailor instruction based on student mastery of grade-level standards in ELA and math. Throughout the year, teachers participated in interim data meetings to analyze specific item errors, identify trends in skill gaps, and recognize student strengths. This data enabled more targeted instructional planning and follow-up assessments.

Building on this progress monitoring approach traditionally focused on ELA and math, we expanded it to include history and science in the Lower School. Additional internal interim assessments, aligned with standards and administered on the same schedule as ANet, were created for history and science using external question banks. History and science teams conducted the same rigorous data analysis and instructional planning. All Lower School core

academic teachers shared their insights and plans with the entire team to build a shared understanding of student performance and collaboratively support continued growth.

Furthermore, we used tri-weekly grade progress checks alongside ANet assessments to monitor student progress, match students with necessary supports, and inform Tier 2 interventions such as extra tutoring before, during, and after school. Beginning mid-year, AP course teachers administered a series of full-length interim practice tests to gauge student readiness and plan curriculum pacing leading up to spring exams. Additionally, data cycles focused on behavioral and mental health, coordinated by the Student Support Team, helped identify students needing further support.

Alongside the significant efforts of our instructional leaders and teachers focused on academic growth, grade-level teams also worked to strengthen the safe and supportive school culture we strive to foster. Over the year, the entire team participated in professional development with the Trauma and Learning Policy Initiative (TLPI), a Safe and Supportive Steering Committee was formed, and grade-level teams developed and refined plans to increase student belonging. These plans, informed by teachers' daily experiences with students, ranged from enhancing teacher-student and peer relationships during Connections (advisory) time, to realigning the use of REACH norms to encourage positive habits, and improving new student orientation.

Student Recognition and Celebration
Students were celebrated for growth continually over the course of the year. Students were recognized and celebrated in Lower School weekly community meetings for exemplifying our school REACH norms, in the Upper School quarterly by both subject and REACH norms, and during quarterly conferences with families, which were offered both virtually and in-person. Each quarter, students and families participated in end of quarter celebrations where growth and achievement based on academic classes and our school REACH norms were celebrated and amplified as the bar to strive for. Students and families were surveyed regularly in order to gauge opportunities for continued growth as a school.

Furthermore, our Instructional Leadership Team (ILT) supported teachers through coaching and weekly observations focused on establishing a strong safe and supportive culture and responding to student learning needs. Quarterly, the ILT and instructional coaches worked with teachers to reflect on course grade proficiency data by subgroup and content in order to plan any necessary curricular and cultural adjustments for the next quarter. At the midyear, students submit feedback surveys for all courses, and coaches assist teachers in naming strengths to leverage and areas of growth to bring back to students. Beginning in February, our Instructional Leadership and Administrative teams began to reflect on student progress across our school and content areas, analyze our current data, and plan for the following year. In March, teams identified additional staffing needs and curricular shifts. In May, we identified our plan for summer programming. At the end of the year, we continued our practice of surveying students based on their experiences with learning and growing and are in the process of using this information, along with survey data from staff and families, and academic performance to continue to inform our instructional and cultural planning for the next year.

Organizational Viability

Criterion 10: Finance

Unaudited FY25 Statement of Revenues, Expenses, and Changes in Net Assets

Salem Academy Charter School
Profit and Loss
July 2024 - June 2025

		Total
Income		
4001 Tuition		10,053,062.00
4002 Federal/State Grants		781,236.28
4300 Private Funding		782,650.97
4440 Nutrition Revenue		230,618.92
4930 Program & Student		28,189.14
4940 Interest Income		65,080.64
4985 Rental Income		2,612.50
4986 Other Revenue		5,095.43
Total Income	$	11,948,545.88
Gross Profit	$	11,948,545.88
Expenses		
1 Salary & Related		7,998,854.83
2 Facilities		1,816,819.82
3 Professional Fees		396,036.15
4 Program & Student Costs		1,324,568.37
5 Other Operating		330,870.95
Total Expenses	$	11,867,150.12
Net Operating Income	$	81,395.76
Other Expenses		
5700 Depreciation		137,953.00
6200 Capital debt interest		165.74
Total Other Expenses	$	138,118.74
Net Other Income	-$	138,118.74
Net Income	-$	56,722.98

Salem Academy Charter School
Balance Sheet
As of June 30, 2025

		Total
ASSETS		
Current Assets		
Bank Accounts		
1000 Cash and Cash Equivalents		2,172,711.57
1072 Bill.com Money Out Clearing		9,630.25
Total Bank Accounts	$	2,182,341.82
Accounts Receivable		
1200 Grants Receivable		163,306.28
Total Accounts Receivable	$	163,306.28
Other Current Assets		
1312 Employee receivables		437.50
1350 Prepaid expenditures		212,530.66
Total Other Current Assets	$	212,968.16
Total Current Assets	$	2,558,616.26
Fixed Assets		
1610 Furniture		160,220.82
1620 Equipment		286,771.19
1630 Computers		224,935.35
1650 Leasehold Improvements		1,018,687.20
1660 Library Materials		37,497.14
1675 Albright Center for the Arts		426,272.79
1676 Read Gymnasium		218,385.50
1690 Accumulated depreciation		-1,551,242.27
Total Fixed Assets	$	821,527.72
Other Assets		
1600 Right of Use Leases		6,240,415.38
1605 Copier Lease 2023		52,995.00
1900 Security Deposits		23,989.86
Total Other Assets	$	6,317,400.24
TOTAL ASSETS	$	9,697,544.22
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts payable		103,066.22
Total Accounts Payable	$	103,066.22
Credit Cards		
2010 North Shore Bank Credit Card		37,563.94
Total Credit Cards	$	37,563.94
Other Current Liabilities		
2050 Deferred Revenue		3,693.00
2100 Accrued Expenses		562,677.89
2230 Student Fundraising Accounts		11,212.65
2231 SFC Funds		1,950.00

Total Other Current Liabilities	$	579,533.54
Total Current Liabilities	$	720,163.70
Long-Term Liabilities		
2121 Copier Lease		42,123.00
2122 Lease Liability		7,290,211.16
Total Long-Term Liabilities	$	7,332,334.16
Total Liabilities	$	8,052,497.86
Equity		
3300 Unrestricted net assets		1,701,769.34
Net Income		-56,722.98
Total Equity	$	1,645,046.36
TOTAL LIABILITIES AND EQUITY	$	9,697,544.22

School Budget for FY26 - Approved by SACS Board of Trustees June 16, 2025

Salem Academy Charter School
Budget Overview: FY26 - FY26 P&L
July 2025 - June 2026

		Total
Income		
4001 Tuition		10,278,482.01
4002 Federal/State Grants		440,260.00
4300 Private Funding		1,000,000.00
4440 Nutrition Revenue		216,700.00
4930 Program & Student		30,000.00
4940 Interest Income		25,000.00
4985 Rental Income		5,000.00
4986 Other Revenue		23,000.00
Total Income	$	12,018,442.01
Gross Profit	$	12,018,442.01
Expenses		
1 Salary & Related		8,505,532.00
2 Facilities		1,721,740.00
3 Professional Fees		246,150.00
4 Program & Student Costs		1,193,750.00
5 Other Operating		301,270.00
Total Expenses	$	11,968,442.00
Net Operating Income	$	50,000.00
Other Expenses		
5700 Depreciation		150,000.00
5910 Additional Lease Expense		120,000.00
Total Other Expenses	$	270,000.00
Net Other Income	-$	270,000.00
Net Income	-$	220,000.00

FY26 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 14, 2025 submission	480
Number of students upon which FY26 budget tuition line is based	480
Number of expected students for FY26 first day of school	480
Please explain any variances: n/a	

Table: Current or Future Capital Plans				
Project Description	Current Status	Estimated Date of Completion	Current Estimated Cost	How is/will this project be financed?
Replacing Exterior/Interior Entry Doors	Work in Progress	June 2027	$70,800.00	Operating Budget
Installing a campus Public Address System	Project Planning	June 2027	$150,000.00	Grant Funding
New classroom interactive whiteboards	Work in Progress	June 2027	$24,000.00	Grant Funding

Appendix A: Accountability Plan Evidence 2024-25

Faithfulness to Charter

	2024-25 Performance M (Met) NM (Not Met)	Evidence (Summarize the evidence related to the goal, even if the goal was not met during the 2024-25 school year. Additionally, if progress was not made towards achievement of the goals, provide a summary of the school's plans to make progress towards meeting the goal.)
Objective I: Salem Academy students will demonstrate that they are prepared to succeed in college.		
Measure A: Each year, 95% of seniors will earn acceptance to at least two four-year colleges or universities.	M	97% of the Class of 2025 (63 of 65 students) were accepted to two or more four-year schools
Measure B: Each year, 85% of graduating seniors, across all the following subgroups, of 20 or more students (students with disabilities, English learners, economically disadvantaged students, and students belonging to major racial and ethnic groups), will matriculate to a college or university within 15 months of graduation.	M	94% of Class of 2023 (62 of 66) matriculated to a college or university within 15 months of graduation. All subgroups with 20 or more students matriculated to a college or university within 15 months of graduation. Below is the percentage for each subgroup: ● Low Income: 97% ● Hispanic: 86% ● White: 100% ● High Needs: 97%
Objective II: Salem Academy will track student progress and respond to individual needs so that students can demonstrate that they are informed, articulate, and proactive.		
Measure A: Each year, 90% of students across all subgroups, of 20 or more students, will meet internal grade-level proficiency requirements in all classes.	M	93% of students met this goal across grades 6-12. Subgroup data is as follows: ● Asian 100% ● Black/African American 96% ● White 94% ● Hispanic 92%

		• English Learners 93% • High Needs 92% • Low Income 90% • Students with Disabilities 90%
Measure B: Each year, SACS students will make progress towards a five-year goal of 80% of students across all subgroups, of 20 or more students, will earn a 3.4 average on benchmarks across all classes.	M	The following subgroups demonstrated progress from the 2024 baseline to 2025, toward the five year goal of 80% of students, by earning at least a 3.4 average on benchmarks across all classes: (see tables below)

The following subgroups demonstrated progress from the 2024 baseline to 2025, toward the five year goal of 80% of students, by earning at least a 3.4 average on benchmarks across all classes:

	2023-24	2024-25
Hispanic	70%	75%
Low Income	72%	74%
High Needs	65%	73%
IEP	55%	58%
MLs	31%	52%

The following subgroups exceeded the goal of 80% of students in 2025:

	2024-25
Asian	90%
White	89%
Black	87%

Objective III: Salem Academy students will apply academic skills through meaningful service to the community.

Measure A: Each year, 98% of students will demonstrate proficiency in Service-Learning by averaging a 3.0 or higher on the benchmarks for their Service-Learning course.	M	98% of students demonstrated proficiency in Service-Learning by averaging a 3.0 or higher on the benchmarks for their Service-Learning course.
Measure B: Each year, 85% of Salem Academy students will agree in an annual survey, derived from the reflection tools in the KIDS as Planners Service-Learning Framework and aligned with our	M	99% of students (472 of 479) responded to the survey.

stated goals for the Service-Learning program, that Service-Learning allowed them to apply their academic skills to a meaningful service project. Ninety-five percent of students will respond annually to the survey.		97% of students who responded to the survey, derived from the reflection tools in the KIDS as Planners Service-Learning Framework and aligned with our stated goals for the Service-Learning program, agreed that Service-Learning allowed them to apply their academic skills to a meaningful service project.
Objective IV: Salem Academy will foster a safe and supportive school culture that supports students in developing social-emotional skills.		
Measure A: Each year, 90% of students across all subgroups, or 20 or more students, will agree that Salem Academy is a safe and supportive community. 90% of students will respond to the survey annually.	NM	99% (472 of 479) of students responded to the survey. Of those students, 86% agreed that Salem Academy is a safe and supportive community. Subgroup Data for the 472 Surveyed Students: ● 92% of students in grades 6-8 agree ● 81% of students in grades 9-12 agree Across grades 6-12 this goal was met for two subgroups: ● English learners 90% ● White 90% This goal was not met for the following subgroups: ● Students with disabilities 82% ● Low-Income 85% ● High Needs 85% ● Asian 80% ● Black/African American 89% ● Hispanic 85%
Measure B: Each year, school culture will improve incrementally so that by the end of the charter term, Dean referrals for challenging behavior will be reduced by 50%, from a baseline of 5,309 referrals during the 2023-24 school year.	M	Referrals for challenging behavior decreased during the 2024–25 school year, dropping from a baseline of 5,309 in 2023–24 to 5,170.

Dissemination

Objective: Salem Academy will disseminate best practices (e.g. Safe and Supportive School Culture, Standards-Driven Instructional Practices) to other schools and districts.		
Measure A: Each year, Salem Academy will share best practices with at least one district leader or school-based team in Salem Public Schools.	M	Salem Academy hosted a school visit for a team from Salem Public Schools including the Chair and Vice Chair of the School Committee and the Superintendent. In addition to a campus tour, we shared some of our College and Career Readiness practices and did a walkthrough of our Lower School Service-Learning Fair. SACS participated in the monthly district safety team meetings with SPS.
Measure B: Each year, Salem Academy will share best practices to educators outside of Salem Public Schools.	M	Salem Academy faculty and staff participated in a variety of professional learning communities (PLCs) throughout the year. Our Executive Director, Senior Director of Academics, and Managing Director of HR all participated in regular meetings with other charter school leaders through the Massachusetts Charter Public School Association (MCPSA) where we shared best practices. A team from Salem Academy participated in DESE's year long PLC around diversifying the educator workforce and shared best practices with PLC members from other public districts throughout the year.

Below is an explanation and next steps for attaining the measure we did not meet.

Objective IV: Salem Academy will foster a safe and supportive school culture that supports students in developing social-emotional skills.

> **Measure A:** Each year, 90% of students across all subgroups, or 20 or more students, will agree that Salem Academy is a safe and supportive community. 90% of students will respond to the survey annually.

Our areas of growth were closely linked to our ongoing Safe and Supportive work with the Trauma and Learning Policy Initiative (TLPI). We will continue this valuable partnership next year, which will include a TLPI training for all new faculty and staff, as well as specialized professional development workshops tailored to identified needs.

While we did not fully meet this goal for the entire student population or for most subgroups, we observed notable improvements compared to last year. Overall, the percentage of students who strongly agreed or agreed that SACS is a safe and supportive community increased by 4%. This gain was largely driven by a significant jump among Lower School students, from 79% to 92%. We also saw growth in several key subgroups: English learners improved by 3%, meeting the goal; low-income students increased by 3%; Black/African American students grew by 10%; Hispanic students rose by 3%; and white students increased by 5%.

We believe this progress reflects intentional steps taken to strengthen relationships between students and teachers, as well as among students themselves. These included launching a more explicit advisor–advisee check-in system in the Lower School, implementing focused community-building activities during Connections (advisory) time in 10th and 11th grades, and continuing to support student-led clubs in the Upper School. Additionally, the core Multilingual Learner teacher team deepened strong connections with students and families throughout the year, culminating in an end-of-year celebration centered on growth and connectedness.

Looking ahead, principals and form leaders (grade-level leaders) will set clear goals and expectations for Connections time, expanding regular one-on-one check-ins that focus on students' academic, social-emotional, and behavioral well-being. From summer orientation through the fall, form leaders will prioritize inclusion and connectedness—especially supporting new-to-SACS 6th and 9th graders. Positive grade-level identity and culture will be nurtured through community meetings, September team-building field trips (REACH Day trips), and family events like the BBQ and Back-to-School Night. The consistent message will be clear: all students belong here, are known and valued, and feel safe and supported.

Moreover, as we implement a stronger, more streamlined approach to the Multi-Tiered System of Supports (MTSS) across all grades, the Student Support Team (SST) will review end-of-year student and family survey data. The SST will collaborate to develop a strategic plan that proactively addresses emerging needs identified by this data. This plan will include scheduling a series of Lower and Upper School "Trends Talks" to provide Tier 1 education on social and emotional health, organizing regular screening cycles using SELIS and SAEBRS surveys, interpreting the data to guide action, and defining Tier 2 and Tier 3 supports tailored to student needs.

Appendix B: Recruitment and Retention Plan 2025-26

Recruitment Plan 2025-26

2024-25 Implementation Summary:
This year, Salem Academy saw 325 applicants in the March Lottery for 2025-26 enrollment for 92 seats in grades 6-9. Salem Academy continues to implement a comprehensive outreach strategy to engage 5th and 8th grade families in Salem, using their preferred languages to ensure accessibility and inclusivity. Communication channels included both email and direct mail, alongside targeted efforts through social media platforms such as Facebook and Instagram. Additionally, we mobilized our current students and families to extend our reach and foster community-based engagement. All our recruitment materials were disseminated in English, Spanish, Portuguese, and Haitian Creole as established in the recruitment plan. We held four in-person information sessions, which included options to tour our different campuses. Three information sessions were conducted in English with translation available for Spanish and Portuguese, and Haitian Creole and one session in Spanish only. As in the past, Salem Academy continues to partner with local organizations to continue our efforts to increase accessibility and ensure our outreach is as inclusive as possible. Some of the organizations we worked with are Pathways Family Resource Center, North Shore Community Health Center, The Salem Pantry, The Point Neighborhood Association, HAWC, the North Shore Community Development Coalition, LEAP for Education, and The House of the Seven Gables. We also provided resources to our current English learners and staff to share with their networks. As part of a new enrollment marketing strategy, we hosted informational booths at low-income housing developments in Salem to connect directly with families in underserved communities. We continued to publish an ad in the newsletter of the St. Mary Queen of Apostles Church in Salem. Additionally, we continued to advertise in The Salem News in both English and Spanish, use our social media platforms, and distribute yard signs to our families and community members. Additionally, we continued to place a recruitment banner in the Danvers Indoor Sports facility. While our overall percentage of students enrolled for two subgroups (Students with Disabilities and English Learners) does not meet the CPI below, we believe our recruitment strategies were effective, especially for our English learners, because the newly enrolled students (those directly impacted by our newest recruitment efforts) is above the CPI for those subgroups as follows: • Newly Enrolled Students with Disabilities (14.7); CPI (13.5) • Newly Enrolled English Learners (13.7); (8.9) In this year's lottery for the 2025-2026 school year, we admitted 33 6th-grade siblings. Of our 72 new 6th graders, 22% are students with disabilities and 4% are English learners. We do not yet have information on the number of FELs. Of our 20 incoming 9th graders, 20% are English learners, and 30% are students with disabilities, which is much higher than the percentage of currently enrolled English learners.

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

General Recruitment Activities for 2025-26:

- Direct mailing in their preferred language (English, Spanish, Portuguese, and Haitian Creole) to all Salem fifth grade and eighth grade students.
- Leverage our families to tap into the external groups they are a part of and share our mission and application.
- Admissions outreach to community hubs including, but not limited to, the YMCA and Community Life Center to increase awareness.
- Flyers shared with local organizations including daycare programs, YMCA, LEAP, low-income service agencies, stores, laundromats, apartment buildings, housing developments, and youth development organizations.
- Partnership with programs that support families in the community, such as Pathways for Children and HAWC, Healing Abuse, Working for Change in Salem.
- Raise awareness through significant advertising in The Salem News in English, Spanish, Portuguese, and Haitian Creole.
- Sponsored social media posts to reach a targeted audience.
- Parent/student outreach and testimonials that can be shared on our website and through social media channels.
- Leverage yard signs in high traffic areas to promote awareness about how and when to apply to Salem Academy.
- Partnership with Danvers Indoor Sports to place a recruitment banner in their facility.
- Ads in local church newsletter.
- Booth at the local El Punto neighborhood block party each year.
- Booth during Haunted Happenings at Salem Commons.
- Three informational evening events in English with translation; one evening event in Spanish, all sessions with Portuguese and Haitian Creole available.

Recruitment Plan – 2025-26 Strategies
Each student group should have its own set of specific and deliberate strategies.
Do not repeat strategies below.
Students with Disabilities

(a) Charter School Dashboard data	(b) Continued 2024-25 Strategies
School percentage: 18.5% CI percentage: 19% The school **below** CI percentages	- Work with current families of students with disabilities and Special Education Parent Advisory Council (SEPAC) leadership to increase awareness within their networks. - Admissions outreach to community hubs including, but not limited to, the YMCA and Community Life Center to increase awareness. - Adjusting language on our advertising to ensure it conveys we serve all students, regardless of disability status. - Provide more detailed information about our specialized programs on admissions outreach, including mailings and social media. - Adjust our advertising to include use of Dyslexia friendly fonts on all publications and admissions presentations in order to increase

	Recruitment Plan – 2025-26 Strategies Each student group should have its own set of specific and deliberate strategies. Do not repeat strategies below.	

	accessibility for parents and students who may have a reading disability. ● Audit our internal identification process to ensure we are consistently identifying all students with a potential disability within our current school community.
	(c) 2025-26 Enhanced/Additional Strategy(ies), if needed ☑ <mark>Below</mark> CI: list additional and/or enhanced strategies needed. *Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.* ● Partner with programs that support families in the community, such as Pathways for Children and HAWC, Healing Abuse, working for change in Salem (1 year) ● Promote our inclusion practices for students with disabilities which include (1 year): 　○ An embedded honors model where students take inclusive core classes and can opt into additional assignments for honors credit. 　○ Full academic inclusion for English learners and students with disabilities, with pull-out services offered during non-academic times to avoid segregation. 　○ Frequent interim assessments for all students, not just those receiving interventions, to inform instruction and monitor progress equitably. 　○ Enrichment and intervention embedded into the school day, such as a science writing course that simultaneously supports students needing writing help and challenges students excelling in science ● Partner with SEPAC to increase awareness of opportunities for students with disabilities (1-2 years) ● Organize sessions hosted by families of current SACS students with IEPs who can answer questions and help with the application process in English, Spanish, Portuguese, and Haitian Creole. (1-2 years) ● Collaborate with local special education advocates, tutors, and service agencies to share recruitment materials and raise awareness among families exploring new school placements. (1–2 years) ● Share inclusive education success stories through social media, print, and web, featuring testimonials and case studies of current or former students with IEPs who have thrived at SACS. (Ongoing) ● Highlight post-secondary success for students with disabilities by sharing how SACS supports long-term transition planning, including pathways to high school, college, and career readiness for students on IEPs. (1–2 years)

Recruitment Plan – 2025-26 Strategies Each student group should have its own set of specific and deliberate strategies. Do not repeat strategies below.	
English learners[12]	

(a) Charter School Dashboard data
 	
School percentage: <mark>6.0%</mark>
 	
CI percentage: <mark>9.2%</mark>
 	
The school is <mark>below</mark> CI percentages
	(b) Continued 2024-25 Strategies
	
	● Bilingual or Multilingual staff available during the information sessions.
	● Translated copies of our flyers and applications at different partner organizations such as, adult ESL programs in the community, The Salem Pantry, and The Salem Housing Authority.
	● Work with current Salem Academy EL, FEL, and Spanish, Portuguese, and Haitian Creole speaking families to share and publicize information and our application within their networks using social media.
	● Raise awareness about the application process by providing written information in Spanish, Portuguese, and Haitian Creole to families in key neighborhoods in Salem, beginning in October.
	● Provide translators for families touring the school and students who are shadowing other students.
	● Create a welcoming and inclusive environment for ELLs by:
	  o increasing the number of bilingual staff,
	  o utilizing communication tools with automatic translation such as S'more, Parent Square, and Deans List,
	  o translating social media posts
	  o using hashtags popular with Spanish, Portuguese, and Haitian Creole speaking families
	● Use clear language in marketing materials, making it easier for families of ELLs to understand the school's mission, vision, and programs.
	● Use images and videos to communicate, in addition to print materials.
	● Celebrate the cultures of our ELL students by hosting cultural events, displaying student artwork, and incorporating different cultures into curriculum.

	(c) 2025-26 Enhanced/Additional Strategy(ies), if needed ☑ <mark>Below</mark> CI: list additional and/or enhanced strategies needed. ● Partner with community-based organizations that serve multilingual families, such as Pathways for Children and HAWC, to share

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[1] According to 603 CMR 1.05, "A language shall be deemed a prevalent language if it is the primary language of 1% or more of the district's total enrollment." *Please Note: As specified in MGL c. 71, § 89 (i)(3), if the school is located in a district with 10 percent or more of limited English-proficient students, the school's recruitment strategies must include a variety of outreach efforts in the most prevalent languages of the district.* **Please note that a country's official language is not an acceptable substitute for the prevalent languages in the "List of** *charter schools that are located in districts that enroll 10% or more of English learners"* document **located on the** [Department website]. *For example, translations must be provided into Cape Verdean Creole for families that list Cape Verdean Creole as their primary language. The school may not translate materials for these families into Portuguese, even though it is the country's "official" language in Cape Verde.*

[2] Materials to be translated should include, at a minimum, promotional materials, the application for enrollment, and the school website

Recruitment Plan – 2025-26 Strategies
Each student group should have its own set of specific and deliberate strategies.
Do not repeat strategies below.

	translated admissions materials and promote awareness of SACS as a welcoming and inclusive school. (1 year)
	● Promote our inclusive instructional practices for English learners, (1 year) including:
	○ An embedded honors model that allows ELs to participate in rigorous, inclusive core classes with the option of additional assignments for honors credit.
	○ Full academic inclusion with targeted English language development services provided during non-academic times to maintain integration.
	○ Frequent interim assessments for all students to monitor progress and inform instruction, including support for ELs.
	○ Built-in enrichment and intervention during the school day—for example, a science writing class that supports both language development and content mastery. (1 year)
	○ Collaborate with multilingual family leaders and cultural liaisons (e.g., Spanish, Portuguese, Haitian Creole-speaking families) to share information about SACS and help others navigate the application process through trusted networks. (1–2 years)
	○ Host multilingual parent-led information sessions featuring families of current EL students who can share their experience and assist with the application process in English, Spanish, Portuguese, and Haitian Creole. (1–2 years)
	● Work with local adult ESL programs, bilingual tutors, and immigrant support centers to distribute outreach materials and increase awareness of Salem Academy's inclusive practices and academic offerings for ELs. (1–2 years)
	● Share multilingual student and family success stories on social media, in print, and on the website, highlighting EL student growth, achievement, and sense of belonging at SACS. (Ongoing)
	● Highlight college and career readiness pathways for multilingual learners, demonstrating how SACS supports ELs in achieving academic success, earning the Seal of Biliteracy, and preparing for high school and post-secondary options. (1–2 years)
	● Train current bilingual students to serve as hosts and translators for incoming EL families during tours, shadow days, and info nights. (1 year)
	● Add clear language access information to all recruitment materials, including a tagline such as "Translation and application support available in Spanish, Portuguese, and Haitian Creole," to ensure families know support is available. (1 year)
	● Using hashtags popular with Spanish, Portuguese, and Haitian Creole speaking families (1-2 years)
Low Income	

Recruitment Plan – 2025-26 Strategies **Each student group should have its own set of specific and deliberate strategies.** **Do not repeat strategies below.**	
(a) Charter School Dashboard data School percentage: **54.2%** CI percentage: **52.7%** The school is **at/above** CI percentages	**(b) Continued 2024-25 Strategies** ☑ **At or Above** CI: no enhanced/additional strategies needed ● Host informational booths at low-income housing developments in Salem, such as Pequot Highlands and Salem Heights. ● Flyers shared with local organizations including daycare programs, YMCA, LEAP, low income service agencies, laundromats, apartment buildings, housing developments and youth development organizations. ● Highlight that all students receive free breakfast and lunch daily, ensuring every child has access to nutritious meals. ● Emphasize our commitment to family well-being by offering financial assistance, emergency aid, and connections to local resources for families in need. ● Promote access and equity by eliminating user fees for athletics and extracurricular activities, allowing all students to participate fully in school life. ● Support working families by offering free daily early drop-off, providing a safe and supervised environment before school starts. ● Showcase our academic commitment by providing free in-school tutoring, mentoring, and academic support services to help every student thrive.
	(c) 2025-26 Enhanced/Additional Strategy(ies), if needed - N/A
Students who are sub-proficient	**(d) Continued 2024-25 Strategies.** ● Promote our (during the school day) individualized and small group tutoring and support during info sessions ● Promote our 9th and 10th grade Social-Emotional Learning and College and Career Readiness learning on social media and other communication ● Promote and celebrate our National Honor Society peer tutoring and mentoring programming for ninth graders and Lower School students ● Partner with local tutoring programs, e.g. LEAP for Education to advertise our program. ● Celebrate and promote academic success and growth stories.
Students at risk of dropping out of school	**(e) Continued 2024-25 Strategies** ● School administrators will work closely with teachers to identify existing nuanced gaps in student data, and build intervention plans to ensure students are not left behind. These individualized and small group interventions will take place during the school day. ● Our Dean of Students and Adjustment Counselors will work with students on SEL skills to ensure they are staying in the classroom as much as possible to limit learning loss. ● Recommend dual enrollment programs at Salem State University, and North Shore Community College to help those at risk and further engage students in their post-secondary planning.

Recruitment Plan – 2025-26 Strategies
Each student group should have its own set of specific and deliberate strategies.
Do not repeat strategies below.

	● Grades are pulled every three weeks and reviewed by leadership and teachers in an effort to implement interventions quickly after a need is identified. ● Students are able to use the BRYT program where the Student Services Coordinator monitors the student's grades, attendance and mental health functioning and reports to their larger team. ● Drop-out prevention meetings with the family and regular communication to ensure a multifaceted support approach. ● Students are able to use an online credit recovery platform to minimize full grade retention.
<u>Students who have dropped out of school</u> *<u>Only schools serving students who are 16 and older</u>	**(f) Continued 2024-25 Strategies** ● Continue to respond to individual student needs in an effort to keep students in school. ● Assist with finding housing and transportation when needed. ● The Transition Team (Counselors, admin, and teachers) will work with any students who are planning to or appear to have dropped out by relentlessly reaching out and ensuring they understand a path forward (i.e. transfer options, or re-engaging with course work at Salem Academy) ● Work with students and families to re-engage the student in the SACS community and if the student communities alternative plans, SACS Transition Team meets with the family and assists with all the logistics of that plan.

Retention Plan 2025-26

2024-25 Implementation Summary:
Salem Academy Charter School met its 90% student retention goal again this year, despite a slight increase in attrition of less than 1%. Notably, our efforts to support student success—particularly among historically marginalized populations—are yielding positive outcomes. For the 2024–25 school year, we performed below the one standard deviation threshold for attrition across all subgroups, including students with disabilities, English learners, and high-needs students. This is a strong indication that our inclusive supports and retention strategies were effective for that cohort of students. A significant portion of attrition occurs during the transition from 8th to 9th grade. Larger public and private high schools across the North Shore offer a broad range of academic and extracurricular options—including career and technical education (CTE), expanded arts programming, and competitive athletic opportunities—that are understandably appealing to students and families. Additionally, private schools have been increasingly aggressive in their recruitment efforts, often offering attractive tuition discounts and scholarship packages for siblings. As a result, families often elect to transfer multiple children—including twins, triplets,

or siblings in different grades—at once. Notably, Salem High School has also increased its recruitment efforts, particularly promoting its CTE programming as a key differentiator, which has likely influenced some of our student decisions. In addition, we continue to experience ongoing challenges related to student attrition, primarily driven by the high cost of living in Salem. Families frequently relocate due to housing insecurity or financial strain, contributing to mobility across all grade levels.

For the coming year, we are seeing a significantly higher-than-usual number of students transferring from 8th to 9th grade due to these factors. At this point, we anticipate 25 students will transfer from our current 8th-grade class: 7 to Essex Tech, 9 to Salem High School, 5 to St. Mary's, and 3 to St. John's Prep.

We remain committed to supporting families throughout these transitions. While we meet individually with every family who chooses to transfer, we recognize the need for a more strategic and targeted approach with our Lower School families—beginning well before 8th grade. This will help ensure that families are aware of the academic, extracurricular, and college and career pathways available at Salem Academy and that we have a clear understanding of what they are seeking in a high school experience.

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

Retention Plan – 2025-26 Strategies
Each group should have its own set of specific and deliberate strategies.
*Do not repeat strategies below.
Students with Disabilities

| (a) Charter School Dashboard data

School percentage: 10.8%

1 Standard Deviation: 19.18%

The school's attrition is below 1 standard deviation. | (b) Continued 2024-25 Strategies

☑ At or below 1 standard deviation: no enhanced/additional strategies needed

● Continue to build leadership capacity to support Special Education teachers and paraprofessionals through our Managing Director of Student Services and Team Chairs.
● Build capacity to address social-emotional and behavior needs for students with disabilities with the school adjustment counselors.
● Continue to contract outside support to build our capacity to support students with behavioral needs.
● Continue to build an active SEPAC.
● Continue to analyze data in consistent cycles and support our Special Education Liaisons in this analysis so our students on IEPs and 504s are receiving the academic interventions they need to be successful on commonly used measures (i.e. MCAS/ANet Assessments) as well as in their classes. |

Retention Plan – 2025-26 Strategies
Each group should have its own set of specific and deliberate strategies.
*Do not repeat strategies below.

	- Special Education Department members will create a family engagement plan, specific to parents of students with disabilities which will increase ongoing family touchpoints to ensure student needs are being met. - The Managing Director of Student Services will investigate, through withdrawal forms and family interviews (if/when appropriate), to identify trends within students leaving SACS. - The Managing Director of Student Services will work with families during their 8th grade year to ensure they are informed on the services provided in high school, since there is a trend of students exiting between 8th and 9th grade year. - The Special Education Department will partner with the SEPAC to continue to build momentum, increase membership, and ultimately increase engagement and voice of families of students with disabilities at SACS. - During student transition planning, students are administered a survey about their long term goals and aspirations. SACS will add questions regarding students' feelings about SACS supporting their goals in this area and work to align immediate solutions for students who express concern or disagreement that SACS can meet their long term goals/needs. - Hold IEP/multidisciplinary Transition meetings for all 9th graders on IEPs early on in the school year (in addition to any Annual or Re-evaluation). The purpose of these meetings would be for the student's instructional team and principal to norm, with the family and the student, around their needs, aspirations, and support programming. This can happen immediately, within 1 school year. - Students who are requiring a higher level of programming in Middle School, should have an additional transition meeting in 8th grade to discuss the high school transition and understand the student and families needs and aspirations. Alignment on these goals will help to carve individualized high school transition plans and to determine additional areas of enhancement to retain families. Meetings can begin immediately, but development of specialized programs can take 2-3 years and require a minimum number of students to ensure a peer group. - For students who may be moving within the state, the front desk staff will be trained to flag any student with an IEP, and to provide the family with transportation options. This will be in addition to triggering a touch point with the principal of their respective school (US/LS) to explore the option of staying at SACS. This can happen immediately, this year.
	(c) 2025-26 Enhanced/Additional Strategy(ies), if needed: n/a
English Learners *Limited English-proficient students*	

Retention Plan – 2025-26 Strategies
Each group should have its own set of specific and deliberate strategies.
*Do not repeat strategies below.

	(b) Continued 2024-25 Strategies
	☑ At or below 1 standard deviation: no enhanced/additional strategies needed.
(a) Charter School Dashboard data **School percentage**: 11.1% **1 Standard Deviation:** 21.25% The school's attrition is below 1 standard deviation.	- Helping our ELs navigate complex systems within middle/high schools: i.e. connecting them with extracurriculars, staff champions, and rigorous honors/AP levels classes that they will find engaging. - Leverage staff who speak Spanish, Portuguese, and Haitian Creole to engage with parents directly and ensure that they are empowered to participate in all aspects of SACS: including on campus events, our SFC, volunteer opportunities, academic evenings, etc. - Celebrate the cultural diversity of English learners and their families through school events, classroom activities, and attendance at local celebrations - e.g. Dominican Flag Raising. - Provide direct communication to ELs and their families regarding peer tutoring opportunities. - Ensure that English learners are connected with extracurricular activities, clubs, and athletics and feel supported and comfortable in these settings. Ensure that their families have clear communication in their home language around these opportunities. - Provide opportunities for self-expression in their own language and culture through art, music, writing, or other forms of creative expression. - Provide training for staff around culturally-proficient communication and creating a welcoming environment for ELs and their families.
	(c) 2025-26 Enhanced/Additional Strategy(ies), if needed: n/a

Low Income

	(b) Continued 2024-25 Strategies
	☑ At or below 1 standard deviation: no enhanced/additional strategies needed
(a) Charter School Dashboard data **School percentage**: 8.5% **1 Standard Deviation:** 15.34% The school's attrition rate is below 1 standard deviation.	- Provide free breakfast and lunch to all students. - Provide financial assistance, emergency assistance, connection to local resources, and support for families in need. - Provide no-user fee athletics and extracurricular opportunities for students. - Free early drop-off daily. - Providing free tutoring, mentoring, or other academic support services to help students succeed in school during the school day.

Retention Plan – 2025-26 Strategies Each group should have its own set of specific and deliberate strategies. *Do not repeat strategies below.	
	(c) 2025-26 Enhanced/Additional Strategy(ies), if needed: n/a
Students who are sub-proficient	**(d) Continued 2024-25 Strategies** ● Leverage the weekly schedule to create time during the school day for individualized tutorial and small group tutoring and support. ● Utilize 9th and 10th grade Social-Emotional Learning and College and Career Readiness courses to support students transition to high school, grow SEL competencies, and intentionally set goals for high school and beyond. ● Leverage SEL curriculum and strategic group and individual counseling, with the goal of encouraging students who struggle with anxiety or depression about their academic performance. ● Continue peer tutoring and mentoring programming for ninth graders and Lower School students through National Honor Society members. ● Increase the data literacy of our students, staff, and families using Rediker (SIS) and external measures (SAT, MCAS, etc) to ensure that each party knows where the existing gaps are in performance and how to improve proactively. **2025-26 Additional Strategy(ies), if needed** ● n/a
Students at risk of dropping out of school	**(e) Continued 2024-25 Strategies** ● School administrators will work closely with teachers to identify existing nuanced gaps in student data and build intervention plans to ensure students are not left behind. These individualized and small group interventions will take place during study halls with the student's direct teacher team and, at times, with the Student Services Coordinator, who oversees the BRYT program. ● Our Dean of Students and Adjustment Counselors will work with students on SEL skills to ensure they are staying in the classroom as much as possible to limit learning loss. ● We will recommend dual enrollment programs like SSU and NSCC to help those at risk and further engage students in their post-secondary planning. **2025-26 Additional Strategy(ies), if needed** ● n/a
Students who have dropped out of school *Only schools serving students who are 16 and older	**(f) Continued 2024-25 Strategies** ● Continue to respond to individual student needs in an effort to keep students in school. ● Assist with finding housing and transportation when needed. ● The Transition Team (Counselors, admin, and teachers) will work with any students who are planning to or appear to have dropped out by relentlessly reaching out and ensuring they understand a path

Retention Plan – 2025-26 Strategies
Each group should have its own set of specific and deliberate strategies.
Do not repeat strategies below.

	forward (i.e. transfer options, or re-engaging with course work at Salem Academy) **2025-26 Additional Strategy(ies), if needed** ● n/a

Appendix C: School Data Tables

Administrative Roster and Staff Attrition Data

Administrative Roster During the 2024-25 School Year			
Name	Title	Start Date in Current Role	End Date (if no longer employed at the school)
Stephanie Callahan	Executive Director	10/01/2020	
Andrea Jacobs	Senior Director of Academics	07/01/2022	
Kristine Sgambellone	Managing Director of Operations & HR	04/14/2014	
Meredith Wishart	Director of Special Education	07/01/2022	9/30/2024
Mark Hodgkins	Managing Director of Student Services	10/07/2024	
Sabrina Williams	Lower School Principal	07/01/2023	
Megan Franco	Upper School Principal	07/01/2022	06/30/2025
Melissa Lassen	Director of College Counseling & Post-Secondary Success	07/01/2023	
Susana Sinclair	Director of Teacher Development & Curriculum	07/01/2023	
Miriam Alejandro	Dean of Students	07/01/2022	06/30/2025
Anna Kogos	ML Coordinator	03/11/2019	

Teacher and Staff Attrition for the 2024-25 School Year				
	Number employed as of the last day of the 2024-25 school year	Number of departures during the 2024-25 school year	Number of departures following the end of the 2024-25 school year through July 31st	Reason(s) for Departure (Ex: resigned, terminated, retired, contract not renewed, etc.)
Teachers	39	7	10	Contract Ended: 1 Not Renewed: 3

				Resigned: 13
Other Staff	34	4	5	Not Renewed: 1 Retired: 1 Resigned: 5 Relocation: 3 Terminated: 1

Information About the Board of Trustees

Board Membership During the 2024-25 School Year					
Name	Position on the Board	Committee Affiliation(s)	Number of Terms Served on the Board	Length of Each Term (start and end date in MM/YY format)	Final Year of Service Possible Based on Term Limits in Bylaws
Kara McLaughlin	Chair		1	1/23 - 12/25	2028
Toyuwa Newton	Vice Chair	Governance, Member	1	1/22 - 12/24	2027
Edward Aroko	Secretary	HR, Chair; Governance, Member	2	1/20 - 12/22 1/23 - 12/25	2025
Amy Stewart	Treasurer	Finance, Chair; Education, Member	1	1/24 - 12/26	2029
Robert Rogers	Member	Facilities, Chair	1	2/23 - 12/25	2028
Richard Cowdell	Member	Education, Chair	1	1/24 - 12/26	2029
Sal Martinez	Member	Governance, Member	1	1/24 - 12/26	2029
Jeffrey Whitmore	Member	Governance, Chair	1	6/24 - 12/25	2031
Domina DiBiase	Member	Development, Member; Education, Member	2	7/24 - 12/24 1/25 - 12/27	2030
Christopher Graham	Member	Finance, Member	1	1/25 - 12/27	2030
Laurie Kennedy	Member	Development, Chair	1	1/25 - 12/27	2030
Nohara Lopez-Okoli	Member	Development, Member	1	1/25 - 12/27	2030
Mark Stevens	Vice Chair (2024)	Governance, Finance	1	1/22 - 12/24	2027 (left after 1st term)
Rick Winter	Treasurer (2024)	Finance, Chair	2	1/19 - 12/21 1/22- 12/24	2024
Julie Rose	Member	Development, Member	1	1/24 - 11/24	2029

[Board of Trustee and Committee Meeting Notices](#)

Appendix D: Conditions, Complaints, and Attachments

Conditions (*if applicable*)

Salem Academy is not placed on any conditions.

Complaints

Board of Trustees Contact Information

Date	Summary of Complaint	Summary of Complaint Resolution
10/01/24	The SACS Board of Trustees violated the Massachusetts Open Meeting Law (OML) during its September 20, 2024 meeting due to insufficient notice, inadequate agenda description, and lack of supporting documents.	The Board of Trustees properly noticed a Special Meeting which was held in open session on October 15, 2024 to reconsider the matter of whether to submit a charter amendment to the Massachusetts Department of Elementary and Secondary Education ("DESE") to request an increase to Salem Academy's maximum enrollment.

Attachments

MAP Data - Summer 2025

All School View

Definitions
Percentile. Norm-based information about where a student's observed score falls within the range of scores produced by other same-grade US students.
Median percentile: The middle percentile value when a group of percentiles are ordered from lowest to highest.

Math
6th - 8th Grade Growth (Fall 2024 to Spring 2025)

Group (# of students)	N Included	Median Growth Percentile	% of students in 1st - 20th percentile	% of students in 21st - 40th percentile	% of students in 41st - 60th percentile	% of students in 61st - 80th percentile	% of students in 81st - 100th percentile
All Grades 6-8	210	83rd	13%	10%	10%	15%	51%

6th	70	66th	20%	19%	10%	10%	41%
7th	69	86th	6%	6%	13%	17%	58%
8th	71	88th	14%	4%	6%	21%	55%

6th - 8th Achievement (Spring 2025)

Group (# of students)	N Included	Median Achievement Percentile	% of students in 1st - 20th percentile	% of students in 21st - 40th percentile	% of students in 41st - 60th percentile	% of students in 61st - 80th percentile	% of students in 81st - 100th percentile
All Grades 6-8	220	50th	22%	18%	18%	16%	26%
6th	72	44th	27%	20%	12%	17%	24%
7th	72	51st	16%	17%	15%	15%	26%
8th	76	55th	24%	16%	15%	17%	28%

9th - Algebra 1 Growth - Fall 2024 to Spring 2025

Group (# of students)	N Included	Median Growth Percentile	% of students in 1st - 20th percentile	% of students in 21st - 40th percentile	% of students in 41st - 60th percentile	% of students in 61st - 80th percentile	% of students in 81st - 100th percentile
9th	44	21st	50%	14%	32%	4%	0%

9th - Algebra 1 Achievement (First percentage is Spring 2025; parentheses are Fall 2024)

Group (# of students)	N Included	Median Achievement Percentile	% of students in 1st - 20th percentile	% of students in 21st - 40th percentile	% of students in 41st - 60th percentile	% of students in 61st - 80th percentile	% of students in 81st - 100th percentile
9th	51	35th	27%	34%	21%	11%	7%

Reading

6th - 8th Growth - Fall 2024 to Spring 2025

Group (# of students)	N Included	Median Growth Percentile	% in 1st - 20th percentile	% in 21st - 40th percentile	% in 41st - 60th percentile	% in 61st - 80th percentile	% in 81st - 100th percentile
6th	72	46th	21%	20%	18%	23%	18%
7th	66	46th	21%	20%	18%	23%	18%

| 8th | 64 | 53rd | 28% | 14% | 19% | 19% | 20% |
| 9th | <20 | - | - | - | - | - | - |

6th - 9th Achievement (Spring 2025)

Group (# of students)	N Included	Median Ach Percentile	% in 1st - 20th percentile	% in 21st - 40th percentile	% in 41st - 60th percentile	% in 61st - 80th percentile	% in 81st - 100th percentile
Grades 6-9	235	49th	28%	18%	19%	19%	16%
6th	72	44th	29%	18%	21%	14%	18%
7th	72	51st	12%	24%	17%	24%	23%
8th	68	43rd	28%	22%	14%	20%	16%
9th	23	64th	5%	11%	26%	47%	11%

Language Usage
6th - 8th Growth - Fall 2024 to Spring 2025

Group (# of students)	N Included	Median Growth Percentile	% in 1st - 20th percentile	% in 21st - 40th percentile	% in 41st - 60th percentile	% in 61st - 80th percentile	% in 81st - 100th percentile
All Grades 6-8	195	52nd	23%	20%	18%	15%	24%
6th	72	43rd	28%	19%	14%	17%	22%
7th	70	54th	16%	18%	26%	17%	23%
8th	53	43rd	26%	21%	15%	10%	28%

6th - 9th Achievement (Spring 2025)

Group (# of students)	N Included	Median Ach Percentile	% in 1st - 20th percentile	% in 21st - 40th percentile	% in 41st - 60th percentile	% in 61st - 80th percentile	% in 81st - 100th percentile
All Grades 6-9	250	51st	24%	17%	16%	23%	20%
6th	72	46th	30%	17%	11%	24%	18%
7th	72	57th	17%	16%	20%	23%	24%
8th	62	45th	23%	19%	17%	22%	19%
9th	44	49th	27%	16%	23%	23%	11%