



ANNUAL REPORT 2025-2026

SALEM ACADEMY CHARTER SCHOOL
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SALEM, MASSACHUSETTS 01970

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Introduction to the School

Salem Academy Charter School

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.

School Facts

School Fact Type	School Facts
Type of Charter	Commonwealth
Location	Salem
Regional or Non-Regional	Non-Regional
Districts in Region	n/a
Year Opened	2004
Year(s) Renewed	2009, 2014, 2019, 2024
Maximum Enrollment	480
Chartered Grade Span	6-12

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 am pleased to share highlights from Salem Academy Charter School's 2025–2026 school year, our 22nd year of operation. This year was marked by continued academic excellence, student achievement, and a deep commitment to preparing students for success in college, career, and civic life.

We were honored to be recognized by the Massachusetts Department of Elementary and Secondary Education as a School of Recognition, reflecting the hard work of our students, staff, and families. Salem Academy was also once again named among the top high schools in Massachusetts by U.S. News & World Report and earned a place on the 2025 Advanced Placement® School Honor Roll, affirming our ongoing commitment to rigorous and equitable access to college-level coursework.

Our students continued to thrive both inside and outside the classroom. Service-Learning and civic engagement remained central to our mission, providing students with opportunities to address real-world challenges and contribute meaningfully to their communities. Salem Academy also had the opportunity to share best practices in Service-Learning and Civics education at DESE's Dissemination Fair, highlighting our commitment to authentic, student-centered civic learning.

In the arts, students delivered a memorable production of *Into the Woods*, showcasing their creativity, collaboration, and talent. Our athletic programs also experienced significant success, including a Girls Varsity Cross Country MCSAC Championship season and strong performances across multiple programs. We were especially proud to see the dedication of our coaches recognized, with Coach Nate Geary '19 and Coach Ross Tetzloff earning Coach of the Year honors in their respective sports.

As we celebrate these accomplishments, we also recognize the challenges facing schools across the Commonwealth. Recruiting and retaining highly qualified educators remains difficult, particularly in hard-to-fill positions. At the same time, schools continue to respond to increasingly complex academic, social-emotional, and behavioral needs among students. Salem Academy remains committed to addressing these challenges through strategic staffing investments, strong student support systems, and ongoing professional development for faculty and staff.

As we look ahead, the Board remains confident in the strength of Salem Academy's mission and the dedication of our school community. We are grateful for the partnership of DESE and for the support that allows charter public schools to innovate, serve students effectively, and contribute to the broader educational landscape of Massachusetts. We look forward to building on this year's successes and continuing to provide an exceptional educational experience for every student we serve.

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, civic engagement, and real-world problem solving. Each year, students in grades 6–10 work collaboratively on Service-Learning projects, building the knowledge and skills needed to lead independent, yearlong projects as juniors and seniors. Students devote more than 30 hours annually to addressing complex issues that matter to them, including immigration, food and housing insecurity, mental health, environmental sustainability, literacy, and equitable access to community resources.

A cornerstone of Salem Academy's Service-Learning model is connecting students with authentic audiences and community partners. This year, Salem Academy welcomed Salem City Councillors to campus to engage with students about their projects and civic priorities, while Mayor Dominick Pangallo attended the Lower School Service-Learning Fair to celebrate students' work and community impact. Student projects were also featured at the Resilient Together El Punto Showcase, hosted by the City of Salem, providing another opportunity for students to share their learning and contribute to ongoing community conversations.

By working alongside local leaders, organizations, and government agencies, students develop civic literacy, strengthen their sense of belonging, and recognize their ability to create meaningful change. These experiences help prepare Salem Academy students to become informed, engaged, and active 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 (2025-26)

Selected Populations (2025-26)

2024-25 Student Discipline Data Report

Criterion 4: Dissemination

Dissemination Activities to Public Schools (that are not charter schools) *in* the District Where the School Is Located 2025-26

School Year Dissemination Occurred	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
2025-26	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 SACS OST Safety Plan
2025-26	Student Services Team Structure and Mental Health Counseling Practices	Salem Youth Mental Health Task Force	Upper School Adjustment Counselor	Salem Youth Mental Health Task Force Members, including Salem Public Schools staff	Presentation Materials; strengthening collaboration between SACS and Salem Public School Counseling Departments; city resources
2025-26	ALICE Drills	SACS School Visit + Zoom Meeting Follow Up	Executive Director; Whole School	Salem Public Schools Special Projects	ALICE Drill Materials and consideration of practices for SPS
2025-26	Service-Learning and Civics	City of Salem's Climate Resilience Leadership Council (Virtual and in-person meetings, showcase)	8th Grade Civics Teacher; Development and External Affairs Manager	The City of Salem's Climate Resilience Leadership Council, including Collins Middle School	Climate Action Civics Curriculum for Grade 8, City of Salem Community Showcase
2025-26	Student Leadership through Service-Learning	Bentley Elementary	7th Grade Service-Learning Teachers	Bentley Elementary Students and Teachers (3rd grade)	Student Presentation Materials

Dissemination Activities *Beyond* the District Where the School Is Located 2025-26

School Year Dissemination Occurred	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
2025-26	National Junior Honor Society	Phone Call	Executive Director	Marblehead Veterans Middle School Principal	Exploration re: starting an NJHS chapter
2025-26	Service-Learning	DESE Dissemination Fair Panel Presentation	Executive Director; Development and External Affairs Manager	Boston Public Schools, Essex Tech, and other public school attendees	SACS Presentation Materials
2025-26	New Teacher Support	Essex County Diverse Teacher Workforce Meeting	Executive Director	SPS Superintendent and HR Staff; Lynn Public Schools Superintendent; Chelsea Public Schools Staff	

Academic Program Success

Criterion 5: Student Performance

2025 School Report Card

Salem Academy Charter School's 2025 state assessment and accountability results demonstrate strong academic progress and place the school among the highest-performing middle-high schools in Massachusetts based on overall accountability measures. The school was recognized by the Massachusetts Department of Elementary and Secondary Education (DESE) as a 2025 School of Recognition, reflecting substantial progress toward state improvement targets and strong performance across multiple accountability indicators. Salem Academy earned an accountability percentile of 86, placing it well above the state average and indicating that the school is outperforming the vast majority of comparable schools statewide.

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 6-10 participate in NWEA computer-based MAP assessments for English language arts and mathematics.

MCAS Highlights

Assessment results show notable gains in student achievement across grade levels and content areas. At the middle school level, Grade 6 students demonstrated a 20 percentage point increase in the percentage of students meeting or exceeding expectations in Mathematics, while Grade 8 students posted gains of more than 10 percentage points in English Language Arts, Mathematics, and Science proficiency. High school students also made meaningful progress, with Grade 10 Mathematics proficiency increasing by more than 10 percentage points compared to the prior year. These improvements reflect the effectiveness of instructional strategies, targeted interventions, and a continued focus on academic achievement across all grades.

Student growth data further supports the positive achievement trends. Student Growth Percentiles (SGPs) increased in six of eight assessed areas, indicating that students are making academic progress relative to their peers across the Commonwealth. Particularly noteworthy was a 20-point increase in Grade 10 Mathematics SGP, from 52 to 72, demonstrating exceptionally strong growth among high school students. Seventh- and tenth-grade students also demonstrated strong growth in both ELA and Mathematics, suggesting that gains in achievement are not solely the result of cohort differences but reflect meaningful academic growth over time.

The school's accountability results also highlight progress on important non-academic indicators that contribute to student success. Salem Academy significantly reduced chronic absenteeism, with grades 6–8 decreasing from 15.5% to 10.3%, well below statewide levels. Improved attendance likely contributed to stronger academic outcomes by increasing instructional time and student engagement. The accountability system recognized the school for its progress toward improvement targets as well as its positive outcomes in achievement, growth, graduation-related measures, and attendance.

While the overall results are highly positive, Salem Academy continues to analyze assessment data carefully to identify areas requiring attention. As reflected in the accountability report,

performance varies across student groups and grade spans, and some measures demonstrate stronger growth than others. The school recognizes that a single year's results do not fully capture long-term academic progress and that continued focus is needed to ensure achievement gains are sustained and accelerated for all student populations. Additionally, because accountability determinations include multiple indicators beyond proficiency rates, the school remains committed to strengthening outcomes for historically underserved students and maintaining strong growth across all content areas.

Overall, the 2025 assessment and accountability results indicate that Salem Academy is making significant progress toward its mission of preparing all students for success in college and beyond. The school's designation as a School of Recognition, its strong achievement gains, substantial student growth, improvement in attendance, and accountability percentile of 86 provide compelling evidence that academic initiatives implemented over the past several years are producing measurable results for students. Salem Academy will continue to use assessment and accountability data to guide continuous improvement efforts and ensure sustained academic growth for all learners.

The 2025 MCAS results reflect significant academic growth and improving student outcomes across Salem Academy. In English Language Arts, 46% of middle school students and 60% of 10th-grade students met or exceeded expectations, both outperforming the state average. Students also demonstrated strong achievement in mathematics, particularly at the high school level, where 48% of 10th graders met or exceeded expectations and overall performance increased by 12 percentage points from the prior year.

Middle school mathematics showed some of the most encouraging gains. The percentage of students meeting or exceeding expectations increased from 26% in 2024 to 39% in 2025, representing substantial schoolwide progress. Sixth-grade mathematics was especially noteworthy, with proficiency rates rising from 20% to 41%, a 21 percentage-point increase. While middle school mathematics performance remains slightly below the state average, the results demonstrate that the school's instructional investments are yielding measurable improvements, and continued focus on mathematics remains a priority.

Eighth-grade students posted impressive gains across all tested subject areas, with increases of 16 percentage points in English Language Arts, 15 percentage points in Mathematics, and 11 percentage points in Science. These broad-based improvements indicate that students are making meaningful progress across the curriculum and entering high school better prepared for academic success.

Student Growth Percentile (SGP) results further underscore the strength of the school's academic program. Growth increased in six of eight assessed areas, indicating that students are advancing at rates that compare favorably with their academic peers statewide. The most dramatic gain occurred in 10th-grade mathematics, where the SGP rose from 52 to 72, a 20-point increase that reflects exceptional student growth. In addition, both the 7th-grade and 10th-grade cohorts demonstrated strong growth in English Language Arts and Mathematics, highlighting consistent progress across multiple grade levels and reinforcing the positive impact of the school's instructional strategies and support systems.

Non-Statewide External Assessments

This year, we continued use of the MAP test from NWEA for grades 6 through 9 and extended use to grade 10. Students in grades 6 through 10 took the reading, language usage, and math tests at the start and midyear. At the end of the year, students in grades 6 through 10 took reading and math a final time to measure growth across the year; middle school students took

the language usage test at the end of year as well. Initial test data informed interventions for both English and math, midyear test data refined intervention efforts and monitored progress across grades, and 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 second year of using MAP data, the most growth occurred in 7th grade English and math, followed by 9th and 10th grade English and math. 7th graders moved from the 44th achievement percentile as 6th graders last spring to the 62nd achievement percentile in English this spring; likewise in math, they moved from the 44th achievement percentile last spring to the 55th percentile this spring. 57% of 7th graders met growth goals in reading, 68% in language usage and 55% in math. Middle school leaders, coaches and teachers are charged with identifying the key levers that drove 7th grade growth and replicating efforts through intervention and student investment this coming year.

Given a number of new 9th graders who joined our 9th grade class this year, we used fall to spring achievement increases to gauge student movement in our 9th and 10th grades. Achievement rose 5 percentile points, from 50th to 55th, in 9th grade reading rose 7 percentile points in 10th grade reading, from 50th to 57th. In addition, 10th grade math rose 5 percentile points from 28th to 31st. In 9th and 10th grade reading and math, all groups had over 50% of students meet growth goals. Student investment, increased intervention, and teacher data use are both focus points for high school leaders and coaches as next years begin.

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 offered a total of 12 AP courses in the Upper School, newly offering AP Precalculus. There was an increased number of students that took AP courses, from 110 to 116 students enrolled in a total of 311 courses, compared to 244 courses the year prior. This equates to 46% 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 2026 graduation, we continued to celebrate 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. Eight students earned the Seal of Biliteracy, including three with distinction.

Criterion 6: Program Delivery

Since opening in 2004, Salem Academy Charter School has implemented a college-preparatory academic program grounded in the Massachusetts Curriculum Frameworks driven by a standards-based instructional model, and supported by a strong school culture. During the 2025–26 school year, the school continued to strengthen curriculum implementation, instructional practice, assessment systems, and student support while maintaining its commitment to ensuring that all students graduate prepared for success in college and career pathways.

Curriculum and Instruction

During the 2025–26 school year, Salem Academy successfully implemented a new middle school science curriculum in grades 6–8, designed to strengthen inquiry-based learning, scientific reasoning, and student engagement. The school continued refining recently adopted curricula in mathematics, history, Pre-AP STEM courses, and English Learner programming to ensure strong vertical alignment, rigor, and coherence across grades 6–12. Across all content areas, instruction emphasized mastery of grade-level standards, critical thinking, writing, discussion, and problem-solving skills that prepare students for advanced coursework and postsecondary success.

In step with past practice, teachers participated in ongoing professional development, collaborative planning, instructional coaching, and data analysis cycles throughout the year. These structures supported consistent implementation of curriculum, responsive instructional practices, and targeted interventions based on student performance data. Salem Academy's Instructional Leadership Team regularly coached teachers and facilitated reflection on student achievement data to ensure that instruction remained aligned to schoolwide academic goals and responsive to student needs.

Assessment

Salem Academy maintained a comprehensive assessment system designed to monitor student achievement, measure growth, and inform instructional decision-making. Students in grades 6–10 participated in the NWEA Measures of Academic Progress (MAP) assessment in reading, mathematics, and language usage. MAP data provided teachers and school leaders with detailed, actionable information about individual student achievement and growth, allowing for targeted interventions, enrichment opportunities, and adjustments to instruction throughout the year. The addition of 10th grade participation gave a more clear picture of intervention needed leading up to the state MCAS tests and strengthening preparedness for 11th grade.

In addition to MAP, Salem Academy utilized interim assessments across core academic subjects to measure student mastery of priority standards and course objectives. Teachers analyzed assessment results through structured data meetings and used findings to adjust curriculum pacing, reteach critical concepts, and provide additional support where needed. At the middle school level, three interim assessment cycles were implemented across English, math, science and history courses. At the high school level, students also completed midterm and final examinations designed to assess cumulative learning and readiness for subsequent coursework. Together, these assessment practices created multiple opportunities throughout the year to monitor progress and support continuous academic growth.

College and Career Readiness

A defining feature of Salem Academy's academic program continued to be its comprehensive College Success Program. During the 2025–26 school year, the school further strengthened its college and career readiness curriculum through a vertically aligned 6–12 approach that incorporated direct college counseling, college visits, alumni panels, career exploration experiences, and a college fair that hosted 55 colleges, universities, and community organizations in its fourth year.

For the first year, all juniors completed a credit-bearing college course through Endicott College, with all participating students successfully earning college credit. Prior, this course was offered through North Shore Community College in years prior. Seniors received structured support through the College 12 course and individualized counseling related to college enrollment, career planning, and postsecondary transition. The school's Alumni Success Coordinator continued to provide outreach and persistence support to recent graduates while working

closely with seniors and families to ensure successful transitions after graduation. There were multiple opportunities and events that alumni engaged in to support current students in researching future post-graduation educational pathways: alumni panels with 8th and 9th graders, alumni meet and greet fair with 10th and 11th graders, alumni panel for African American and Black students, and health pathways speakers in 11th grade classes.

Supports for All Learners

The 2025–26 school year began with a continued focus on establishing a strong foundation for student success by building relationships, reinforcing school culture, and preparing students for academic learning. During the opening weeks of school, students participated in grade-level orientations and community-building activities that introduced key expectations and routines, fostered a sense of belonging, and celebrated the diversity of the Salem Academy community. At the same time, educators gathered information about students' academic strengths and learning needs to inform instruction and student support.

Salem Academy continued to implement and refine a comprehensive Multi-Tiered System of Supports (MTSS) to ensure all students could access and succeed in the school's rigorous college-preparatory program. Universal supports included consistent instructional routines, advisory programming, social-emotional learning, access to technology, and a safe and inclusive learning environment designed to foster engagement and belonging. Students with disabilities received services through inclusion, co-teaching, specialized instruction, and targeted interventions aligned with their Individualized Education Programs (IEPs), while English Learners received language development instruction and academic support designed to promote English proficiency while ensuring access to grade-level content.

Students requiring additional support had access to intervention blocks in both the Lower and Upper School, flexible small-group instruction, tutoring opportunities, MCAS preparation supports, counseling services, peer tutoring, and intensive reading interventions. Salem Academy also continued implementation of the Bridge for Resilient Youth in Transition (BRYT) program to support students returning to school after extended absences. Students requiring more intensive interventions received individualized tutoring, specialized reading support, credit recovery opportunities, and Educational Proficiency Plans (EPPs) when appropriate.

Support for student learning extended beyond the regular school year through targeted summer programming. Lower School students participated in academic enrichment opportunities designed to strengthen foundational skills and content knowledge, while Upper School students engaged in credit recovery and individualized academic support with faculty guidance. Together, these layered academic, social-emotional, and behavioral supports helped ensure that all students had access to the resources necessary to thrive and make progress toward their academic goals.

Family Partnership, Student Recognition, and School Culture

Salem Academy views strong family partnerships and a positive school culture as essential components of student success. Relationship-building begins before the start of the school year, with Student Services staff meeting individually with incoming students and families to understand their strengths, interests, and needs. Throughout the year, the school fosters ongoing collaboration through quarterly Parent-Teacher-Student Conferences, regular communication from teachers and school leaders, family events, and community-building opportunities such as Back-to-School Night and the Back-to-School BBQ. These efforts strengthen connections between home and school and ensure that families remain active partners in supporting students' academic, social-emotional, and postsecondary development.

The school also maintains a culture that celebrates growth, achievement, and character. Students are recognized throughout the year for exemplifying Salem Academy's REACH norms and demonstrating academic progress, including recognition at Lower School community meetings, Upper School celebrations, quarterly conferences, and end-of-quarter events with families. These celebrations reinforce positive habits, strengthen student motivation, and promote a strong sense of belonging. Student and family feedback, gathered regularly through surveys and other engagement opportunities, further informs the school's continuous improvement efforts and supports a learning environment where all students can thrive.

Organizational Viability

Criterion 10: Finance

Unaudited FY26 Statement of Revenues, Expenses, and Changes in Net Assets

Unaudited FY26 Statement of Revenues, Expenses, and Changes in Net Assets

Salem Academy Charter School	
Profit and Loss	
July 2025 - June, 2026	
	Total
Income	
4001 Tuition	10,426,560.00
4002 Federal/State Grants	477,212.36
4300 Private Funding	784,851.51
4440 Nutrition Revenue	233,771.12
4930 Program & Student	39,152.30
4940 Interest Income	52,267.88
4985 Rental Income	4,200.00
4986 Other Revenue	14,499.75
Total Income	\$ 12,032,514.92
Gross Profit	\$ 12,032,514.92
Expenses	
1 Salary & Related	8,119,656.63
2 Facilities	1,750,355.80
3 Professional Fees	331,643.27
4 Program & Student Costs	1,324,277.85
5 Other Operating	348,868.71
Total Expenses	\$ 11,874,802.26
Net Operating Income	\$ 157,712.66
Other Expenses	
5700 Depreciation	132,263.76
6200 Capital debt interest	
Total Other Expenses	\$ 132,263.76
Net Other Income	-\$ 132,263.76
Net Income	\$ 25,448.90

Statement of Net Assets for FY26

Unaudited Statement of Net Assets for FY26

Salem Academy Charter School Balance Sheet As of June 30, 2026

	Total
Assets	
Current Assets	
Bank Accounts	
1000 Cash and Cash Equivalents	
1040 North Shore Bank Operating 2298	221,188.85
1050 North Shore Bank -Mmk Acct 0175	2,305,770.33
1060 North Shore Bank - Reserve 0167	77,655.83
1065 North Shore Bank - St Svcs 8909	10,600.65
1070 North Shore Bank - SFC 2348	1,810.53
1090 Petty Cash	300.00
1100 Payroll clearing	33.84
Total for 1000 Cash and Cash Equivalents	\$2,617,360.03
1072 Bill.com Money Out Clearing	3,005.06
Total for Bank Accounts	\$2,620,365.09
Accounts Receivable	
1200 Grants Receivable	78,508.30
Total for Accounts Receivable	\$78,508.30
Other Current Assets	
1250 Due to/from Foundation	0.00
1312 Employee receivables	2,307.69
1350 Prepaid expenditures	194,382.63
Total for Other Current Assets	\$196,690.32
Total for Current Assets	\$2,895,563.71
Fixed Assets	
1610 Furniture	160,220.82
1620 Equipment	286,771.19
1630 Computers	224,935.35
1650 Leasehold Improvements	1,022,048.55
1660 Library Materials	37,497.14
1675 Albright Center for the Arts	426,272.79
1676 Read Gymnasium	218,385.50
1690 Accumulated depreciation	-137,953.00
1691 Acc.Deprn. Furniture	-192,036.15
1692 Acc.Deprn. Equipment	-218,653.78
1693 Acc.Deprn. Computers	-227,659.01
1695 Acc.Amort. Leasehold Impr	-672,009.31
1696 Acc.Deprn. Library Mtls	-35,194.78
Total for 1690 Accumulated depreciation	-\$1,683,506.03

Total for Fixed Assets	\$692,625.31
Other Assets	
1600 Right of Use Leases	10,483,880.00
1601 Right of Use Caf Lease	0.00
1602 New Lease	192,046.00
1697 Acc.Deprn. Capital Lease	-5,347,558.62
Total for 1600 Right of Use Leases	\$5,328,347.38
1605 Copier Lease 2023	37,097.00
1900 Security Deposits	23,989.88
Total for Other Assets	\$5,389,434.24
Total for Assets	\$8,977,623.26
Liabilities and Equity	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 Accounts payable	248,142.39
Total for Accounts Payable	\$248,142.39
Credit Cards	
2010 North Shore Bank Credit Card	3,891.29
2015 BILL S&E	34,419.51
Total for Credit Cards	\$38,310.80
Other Current Liabilities	
2020 Due to SFC - Yankee Candle	0.00
2050 Deferred Revenue	0.00
2100 Accrued Expenses	586,662.12
2230 Student Fundraising Accounts	10,600.65
2231 SFC Funds	2,460.53
Total for Other Current Liabilities	\$599,723.30
Total for Current Liabilities	\$886,176.49
Long-term Liabilities	
2121 Copier Lease	18,594.00
2122 Lease Liability	6,427,734.16
2730 North Shore Loan 209009986	0.00
Total for Long-term Liabilities	\$6,446,328.16
Total for Liabilities	\$7,332,504.65
Equity	
3300 Unrestricted net assets	1,619,669.71
Net Income	25,448.90
Total for Equity	\$1,645,118.61
Total for Liabilities and Equity	\$8,977,623.26

School Budget for FY27 - Approved by SACS Board of Trustees June 15, 2026

School Budget for FY27 - Approved by SACS Board of Trustees June

Salem Academy Charter School
Budget Overview: FY27 P&L
July 2026- June 2027

	Total
Income	
4001 Tuition	10,795,078.32
4002 Federal/State Grants	455,000.00
4300 Private Funding	925,000.00
4440 Nutrition Revenue	232,250.00
4930 Program & Student	35,000.00
4940 Interest Income	35,000.00
4985 Rental Income	5,000.00
4986 Other Revenue	20,000.00
Total Income	\$ 12,502,328.32
Gross Profit	\$ 12,502,328.32
Expenses	
1 Salary & Related	8,954,863.23
2 Facilities	1,789,500.00
3 Professional Fees	249,150.00
4 Program & Student Costs	1,145,500.00
5 Other Operating	312,500.00
Total Expenses	\$ 12,451,513.23
Net Operating Income	\$ 50,815.09
Other Expenses	
5700 Depreciation	150,000.00
5910 Additional Lease Expense	50,000.00
Total Other Expenses	\$ 200,000.00
Net Other Income	-\$ 200,000.00
Net Income	-\$ 149,184.91

FY27 Enrollment

Question	School Response
What is the number of students pre-enrolled via March 13, 2026, submission?	480
What is the number of students upon which FY27 budget tuition line is based?	480
What is the number of expected students for FY27 first day of school?	480
What is the explanation for 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?
Exterior/Interior Entry Doors	Work in Progress	June 2027	\$70,800.00	Operating Budget
Campus Public Address System	Project Planning	June 2027	\$165,943.00	Grant Funding
Classroom Interactive Whiteboards	Work in Progress	June 2027	\$30,000.00	Grant Funding
Surveillance System	Project Planning	August 2027	\$116,524.00	Grant Funding

Appendix A: Accountability Plan Evidence 2025-26

Faithfulness to Charter

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.

Evidence Summary

- 2025-26: Met
- 96% of seniors earned acceptance to at least two four-year colleges or universities.

Objective I

- Salem Academy students will demonstrate that they are prepared to succeed in college.

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.

Evidence Summary

- 2025-26: Not Met
- Salem Academy did not meet Measure B for the Class of 2024 because not all student subgroups of 20 or more students met the 85% college matriculation benchmark within 15 months of graduation. While overall matriculation for the Class of 2024 was 89%, the Hispanic subgroup matriculated at 79.3% and the High Needs subgroup matriculated at 84.2%, narrowly missing the target. Additionally, two of the seven students who did not matriculate enrolled in trade school programs, reflecting meaningful postsecondary pathways that are not captured by this measure.
- To improve outcomes, Salem Academy strengthened its postsecondary transition supports through an expanded Alumni Success Coordinator role. Beginning in senior year, students and families participate in individualized commitment meetings focused on enrollment planning, financial aid completion, and transition readiness. This support continues through the summer and first year after graduation, helping to address barriers that contribute to summer melt and college persistence challenges. Early results are promising, with 96.8% (60 of 62) of the Class of 2025 matriculating to a college or university, indicating that these enhanced supports are contributing to stronger postsecondary outcomes across student groups.

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.

Evidence Summary

- 2025-26: Met
- 95% of All Students met this goal, with all student subgroups with 20 or more students also meeting the goal as follows: have already met the target, including students with disabilities (91%), English learners (94%), low-income students (94%), High Needs (93%), Black or African American students (92%), Hispanic students (94%), and White students (98%).

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 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.

Evidence Summary

- 2025-26: Not Met
- Salem Academy made progress from the 2023-24 baseline for 6 of 8 subgroups, including low-income students (73%), English language learners (44%), high-needs students (72%), and Hispanic students (72%), and exceeded the benchmark for White (90%) and Asian (92%) students. We did not make progress in 2025-26 for two subgroups: students with disabilities (51%) and Black or African American students (78%)
- To improve progress toward the five-year benchmark goal, Salem Academy will strengthen quarterly monitoring of student performance and use data reviews to identify students who are approaching, but have not yet reached, consistent proficiency. Quarterly grade analysis will include action planning for students showing proficiency of 3.0 to 3.3, grades that signify base level proficiency. to increase the number of students attaining a 3.4 average or higher across classes. Salem Academy will also reinforce expectations for consistent proficiency through the use of standards-based grading practices and ongoing analysis of student achievement trends.
- To address persistent achievement gaps for students with disabilities, Salem Academy will provide targeted professional development focused on effective Tier 1 instruction, differentiation, and inclusive instructional practices. Instructional coaches will receive additional training to support classroom observation, progress monitoring, and teacher coaching, ensuring that interventions and instructional supports are implemented consistently and effectively. These efforts are intended to improve access to grade-level learning and increase benchmark performance across all student groups.

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.

Evidence Summary

- 2025-26: Met
- 98% of students demonstrated proficiency in Service-Learning by averaging a 3.0 or higher on the benchmarks for their Service-Learning course.

Objective III

- Salem Academy students will apply academic skills through meaningful service to the community.

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 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.

Evidence Summary

- 2025-26: Not Met
- Salem Academy did not meet this measure during the 2025–26 school year. While the school exceeded the survey participation requirement, with 97.5% of students (465 of 477) completing the survey, 84.1% of students (391 of 465) agreed or strongly agreed that Service-Learning allowed them to apply their academic skills to a meaningful service project, falling just below the 85% target. Results were consistent across divisions, with 84.3% of Lower School students and 83.9% of Upper School students responding positively.
- To strengthen performance on this measure, Salem Academy will continue to refine its Service-Learning program to strengthen the connection between academic learning and service experiences. The school will focus on increasing opportunities for students to explicitly apply course content to authentic community-based projects and to reflect on those connections throughout the Service-Learning process. School leaders and faculty will use student feedback to inform program improvements and ensure that students more clearly recognize and articulate how their academic skills are being applied through meaningful service experiences. The school will also maintain its strong survey participation rates to ensure that program evaluation continues to reflect the perspectives of the vast majority of students.

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.

Evidence Summary

- 2025-26: Not Met

- Salem Academy did not meet this goal during the 2025–26 school year. Overall, 84.7% of students agreed or strongly agreed that Salem Academy is a safe and supportive community, below the target of 90%. Survey participation exceeded the goal, with 97.5% of students responding.
- While the overall target was not met, progress was observed in several areas. Agreement increased among students with disabilities, Hispanic students, low-income students, high-needs students, and English learners, with English learners exceeding the goal at 96.8%. Upper School results also improved significantly, increasing by 9 percentage points from the prior year.
- Our subgroup data was as follows: Students with disabilities 86.5%, English learners 96.8%, Low Income 87.8%, High Needs 89.1%, Black/African American 78.7%. Hispanic 87.1%, White 89.1%, Asian 92.3%.
- To increase the percentage of students who view Salem Academy as a safe and supportive community, the school will strengthen advisory programming and continue to prioritize student belonging, connectedness, and relationship-building across all grade levels. Additional focus will be placed on supporting students transitioning into Salem Academy, particularly in grades 6 and 9, through enhanced orientation experiences and proactive family engagement.
- Given lower agreement rates among Black and African American students (78.7%), Salem Academy will conduct a deeper analysis of student feedback and utilize focus groups to identify root causes and inform responsive action planning. Findings will be used to strengthen school culture initiatives and ensure that all students feel known, valued, included, and supported.
- The Student Services Team will review student and family survey results and develop a strategic plan to address identified needs. The school will continue implementing regular social-emotional and school climate screening cycles and will refine tiered supports through its Multi-Tiered System of Supports (MTSS) framework. These efforts will be used to identify students requiring additional support, strengthen proactive interventions, and improve perceptions of safety and belonging across all student groups.

Objective IV

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

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.

Evidence Summary

- 2025-26: Not Met
- Salem Academy did not meet this goal for the 2025-2026 school year, with 6,558 referrals for challenging behavior. This past year, there was a significant increase in referrals for challenging behavior. In assessing root causes of rising referral rates, the following areas are identified to decrease rates for the coming school year.
 - Increase staff consistency in definition of and response to challenging behaviors, most specifically lower-level referrals. This increase in consistency will occur through clear expectations across classrooms, targeted development and support with classroom management, and an increase in consistent follow through with consequences.
 - Increase use of PBIS strategies and positive reinforcement of students modeling REACH norms and following named expectations through community meetings,

REACH recognitions, family outreach, surprise celebrations, and quarterly celebrations.

- Reconfigure the current reporting structure of referrals through DeansList to better position the Dean Team and administrators to respond to the most egregious incidents and automate consequence structures with the system to reallocate Dean Team time to proactive moves.
- Refine the Student Support Team (SST) data cycle structures that occur weekly and monthly to better monitor progress, provide staff and student feedback, and adjust both proactive and reactive systems to strengthen the school culture and lessen incidents of challenging behavior.
- In addition, there was a large increase of vape use that was observed and responded to over the course of the school year. As we enter this school year, the Student Support Team will be providing more extensive proactive education for the student body and families and refine intervention measures for students that use vapes.

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.

Evidence Summary

- 2025-26: Met
- Salem Academy continued to share best practices with Salem Public Schools and other local educational partners throughout the 2025–26 school year. School leaders participated in monthly district safety meetings, sharing school safety protocols, emergency preparedness practices, and lessons learned from implementation of ALICE drills, including hosting a Salem Public Schools administrator for a site visit and follow-up discussion. Salem Academy staff also collaborated with Salem Public Schools and community partners through the Salem Youth Mental Health Task Force, sharing student support and mental health counseling practices. In addition, the school disseminated effective practices in Service-Learning, civics education, and student leadership through partnerships with the City of Salem’s Climate Resilience Leadership Council and Bentley Elementary School. Through these ongoing collaborations, Salem Academy shared best practices related to school safety, student support services, civic engagement, and Service-Learning with district leaders, school-based teams, and community partners, meeting this measure for 2025–26.

Objective

- Salem Academy will disseminate best practices (e.g. Safe and Supportive School Culture, Standards-Driven Instructional Practices) to other schools and districts.

Measure B

- Each year, Salem Academy will share best practices to educators outside of Salem Public Schools.

Evidence Summary

- 2025-26: Met
- Salem Academy shared best practices with educators beyond Salem Public Schools during the 2025–26 school year. School leaders presented Salem Academy’s Service-Learning program at the DESE Dissemination Fair, sharing program design, implementation strategies, and outcomes with educators from districts and schools across Massachusetts. In addition, Salem Academy provided consultation to Marblehead Veterans Middle School regarding the development of a National Junior Honor Society chapter and participated in the Essex County Diverse Teacher Workforce network, where school leaders collaborated with colleagues from Lynn Public Schools, Chelsea Public Schools, Salem Public Schools, and other districts to discuss strategies for supporting and retaining new educators. Through these efforts, Salem Academy disseminated effective practices in Service-Learning, student leadership, and educator support, meeting this measure for 2025–26.

Appendix B: Recruitment and Retention Plan 2026-27

Recruitment Plan 2026-27

2025-26 Implementation Summary

This year, Salem Academy received 286 applications through the March lottery for enrollment across 92 available seats in grades 6–12, demonstrating strong interest in our program. Salem Academy implemented a strategic outreach plan designed to engage families throughout Salem while ensuring accessibility and inclusivity.

Outreach efforts prioritized families' preferred languages and included a combination of direct mail, email communication, and targeted digital outreach through social media platforms such as Facebook and Instagram. In addition, current students and families played an active role in extending outreach through their own networks, strengthening community-based engagement.

All recruitment materials were disseminated in English, Spanish, and Portuguese, in alignment with Salem Academy's recruitment plan. The school hosted four in-person information sessions, each offering campus tours with access to bilingual tour guides. Three sessions were conducted in English with live translation available in Spanish and Portuguese, and one session was conducted entirely in Spanish to better serve Spanish only speaking families.

Salem Academy continued to partner with local organizations to increase access and broaden outreach, including Pathways Family Resource Center, North Shore Community Health Center, The Salem Pantry, The Point Neighborhood Association, HAWC, North Shore Community Development Coalition, LEAP for Education, and The House of the Seven Gables. Additional resources were also shared with current English learners and staff to amplify outreach across trusted community networks.

Salem Academy continues to build strong community ties by hosting informational booths at low-income housing developments throughout Salem, enabling direct engagement with families in underserved communities.

We also sustained and expanded our established outreach efforts, including advertisements in the St. Mary Queen of Apostles Church newsletter, bilingual recruitment ads at The Salem News newspaper, yard signs distributed by families and community members, a recruitment banner at the Danvers Indoor Sports facility, participation in community fairs organized by the city, and new advertising in Mundo Boston newspaper to effectively reach Latino families.

While our overall percentage of English learners does not meet the CPI below, we believe our recruitment strategies were effective, especially for this population because the newly enrolled English learners (those directly impacted by our newest recruitment efforts) is above the CPI, for the fourth year in a row.

In this year's lottery for the 2026-27 school year, we admitted 23 6th-grade siblings. Of our 72 new 6th graders, approximately 22% are students with disabilities and 9% are English learners. Of our 22 incoming 9th graders, approximately 17% are students with disabilities and 27% are English learners, which is more than double the the percentage of currently enrolled English learners, indicating that our recruitment efforts are successful.

General Recruitment Strategies for 2026-27

Salem Academy uses the following activities for recruiting new students. All documents and materials disseminated in the community are accessible in Spanish, English and Portuguese:

- Direct mailing in their preferred language (English, Spanish, and Portuguese) to all Salem fifth through ninth grade students.
- Leverage our families to tap into the external groups they are a part of and share our mission and application.
- Participation in community fairs in the City.
- 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, WIC, and HAWC, Healing Abuse, Working for Change in Salem.
- Raise awareness through significant advertising in The Salem News and El Mundo Boston News in English, Spanish, and Portuguese.
- 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.
- Establish partnerships with Youth Sports programs in the city to increase visibility.
- 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 Spanish and Portuguese available.
- Partner with other local Elementary Charter Schools such as Marblehead Community Charter School to disseminate enrollment opportunities.

Recruitment Strategies for 2026-27 for Specific Student Groups

Students with Disabilities

- School percentage: 22.0%
- Comparison Index percentage: 20.4%
- The percentage of **students with disabilities** enrolled at the school is above the Comparison Index.

Strategies used in 2025-26 that will be continued in 2026-27

During the 2025–26 school year, our recruitment strategies were effective in increasing awareness of Salem Academy Charter School among families of students with disabilities and reinforcing our commitment to serving all learners. Efforts focused on community outreach, accessible communications, partnerships with families, and highlighting our inclusive educational model contributed to maintaining enrollment of students with disabilities while expanding outreach to a broader range of families. Based on their effectiveness, the following strategies will be used during the 2026–27 school year:

- 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 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.
- Partner with programs that support families in the community, such as Pathways for Children and HAWC, Healing Abuse, working for change in Salem
- Promote our inclusion practices for students with disabilities which include:
 - 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
- Collaborate with local special education advocates, tutors, and service agencies to share recruitment materials and raise awareness among families exploring new school placements.
- 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.

English Learners

- School percentage: 6.3%
- Comparison Index percentage: 8.9%
- The percentage of **English learners** enrolled at the school is below the Comparison Index.

Strategies used in 2025-26 that will be continued in 2026-27

- 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, and Portuguese 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, and Portuguese 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 ELs by:

- increasing the number of bilingual staff,
 - utilizing communication tools with automatic translation such as S'more, Parent Square, and Deans List,
 - translating social media posts
 - using hashtags popular with Spanish, and Portuguese speaking families
- Use clear language in marketing materials, making it easier for families of ELs 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 EL students by hosting cultural events, displaying student artwork, and incorporating different cultures into curriculum.
- Partner with community-based organizations that serve multilingual families, such as Pathways for Children and HAWC, to share translated admissions materials and promote awareness of SACS as a welcoming and inclusive school.
- Promote our inclusive instructional practices for English learners, 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.
 - Collaborate with multilingual family leaders and cultural liaisons (e.g., Spanish, Portuguese speaking families) to share information about SACS and help others navigate the application process through trusted networks.
- 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.
- 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.
- 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.
- Train current bilingual students to serve as hosts and translators for incoming EL families during tours, shadow days, and info nights.
- Add clear language access information to all recruitment materials, including a tagline such as "Translation and application support available in Spanish, and Portuguese," to ensure families know support is available.

Enhanced/additional strategies to be used in 2026-27

- Collaborate with (English Learner Parent Advisory Council) ELPAC to establish a quarterly advisory group of current and former EL families to provide feedback on recruitment practices, enrollment barriers, and family engagement strategies. (1–2 years)
- The school will partner with organizations serving recent immigrant and newcomer families, such as Welcome Immigrant Network (WIN) and The House of Seven Gables to ensure newly arrived multilingual families receive information about Salem Academy and the charter school application process before and during enrollment periods(1–2 years).
- Offer Spanish- and Portuguese-language application assistance workshops at trusted community locations, such as Welcome Immigrant Network and House of Seven Gables,

where families can receive hands-on support completing applications, understanding lottery procedures, and navigating enrollment requirements (1–2 years).

- Collaborate with ELPAC to provide workshops for multilingual families on academic expectations, college and career readiness, Seal of Biliteracy opportunities, and navigating school systems (1–2 years).

Low Income

- School percentage: 57.4%
- Comparison Index percentage: 50.4%
- The percentage of students in the **low income** group enrolled at the school is above the Comparison Index.

Strategies used in 2025-26 that will be continued in 2026-27

- 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.

Students Who Are Sub-Proficient

Strategies used in 2025-26 that will be continued in 2026-27

- 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 Who Are at Risk of Dropping out of School

Strategies used in 2025-26 that will be continued in 2026-27

- 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.
- 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.

Students Who Have Dropped out of School

Strategies used in 2025-26 that will be continued in 2026-27

- 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 2026-27

2025-26 Implementation Summary

Salem Academy Charter School fell short of its 2025–26 student retention goal of 90%, achieving a retention rate that was 2.1 percentage points below target. However, Salem Academy continues to make significant progress in retaining students from historically marginalized groups.

In 2025–26, the school performed below the one-standard-deviation threshold for attrition across all monitored subgroups, including students with disabilities, English learners, and low-income students. We were particularly encouraged by continued gains in retaining students with disabilities and by achieving 0% attrition among English learners. These results reflect the strength of our inclusive school culture, targeted interventions, family partnerships, and comprehensive student support systems. They also demonstrate that students who have historically faced greater risks of mobility are finding stability and success at Salem Academy.

Withdrawal data indicate that the school's retention challenges are not primarily the result of dissatisfaction with the educational program. Instead, attrition remains concentrated around key transition points and external family circumstances. The transition from Grade 8 to Grade 9 continues to be the most significant driver of attrition. During the previous school year, 51 students withdrew, and nearly 70% of those departures occurred during the transition to Grade 9. The most common reasons included enrollment in Career and Technical Education (CTE) programs, transfers to private schools, moves to larger high schools, and family relocations.

Families on the North Shore have access to a wide range of educational options, and larger public and private high schools often offer programs that appeal to students' specific interests and goals. These schools frequently provide expanded academic pathways, CTE opportunities, extensive arts programming, and competitive athletic offerings. At the same time, private schools have increased their recruitment efforts, often attracting families through generous financial aid packages, scholarships, and sibling discounts. In some cases, these incentives lead families to transfer multiple children at once, including students in different grade levels. Salem High School has also expanded its outreach efforts and actively promotes its CTE programs, which likely contributes to some students choosing alternative high school pathways.

In addition to school-choice factors, Salem Academy continues to experience attrition related to the high cost of living in Salem and surrounding communities. Housing instability and financial pressures often require families to relocate, resulting in student mobility across grade levels. Although these economic factors are largely outside the school's control, they continue to influence retention outcomes and present an ongoing challenge to maintaining enrollment stability.

While our retention strategies continue to produce strong outcomes for enrolled students—particularly students with disabilities, English learners, and other historically underserved groups—the data suggest that future efforts should focus on helping families better understand the distinctive value of the Salem Academy high school experience. We remain committed to meeting with families who choose to transfer in order to better understand the factors influencing their decisions and identify opportunities for improvement.

In 2026–27, we will expand outreach to Lower School families and begin conversations about high school pathways earlier, highlighting Salem Academy's rigorous academics, personalized support, extracurricular opportunities, college counseling, and strong college and career readiness outcomes. By strengthening family understanding of these opportunities and proactively addressing questions during the middle-to-high-school transition, we aim to build on our success in supporting student persistence while improving retention during this critical enrollment period.

General Retention Activities for 2026-27

- Parent-Teacher Conferences (three times annually)
- Beginning-of-Year Family Orientation and Welcome Events
- Regular family communication through newsletters, email, phone calls, and text platforms
- Family workshops on academic success, wellness, and college/career readiness
- Academic intervention, tutoring, and enrichment opportunities
- Student support team monitoring and early intervention for attendance, behavior, and academic concerns
- Student recognition programs celebrating achievement, growth, leadership, and attendance
- Advisory and mentoring programs that strengthen student-adult relationships
- High School Shadow Days for all 8th-grade students
- High School at SACS presentations for 8th-grade students and families
- 1:1 family meetings supporting the Grade 8 to Grade 9 transition
- Grade 8 transition activities and high school readiness programming
- SACS Alumni College Panel for 8th-grade students and families
- College and career awareness activities across grade levels

- Student leadership opportunities, including student council and peer leadership programs
- Clubs, athletics, arts, and other extracurricular engagement opportunities
- School-wide community-building events, assemblies, and spirit activities
- Student and family climate surveys to gather feedback and strengthen engagement
- Attendance promotion and student engagement initiatives
- Re-enrollment outreach and personalized follow-up with returning families and students at risk of withdrawal

Overall Student Retention Goal

- Annual goal for student retention: 90%

Retention Strategies for 2026-27 for Specific Student Groups

Students with Disabilities

- School percentage: 9.30%
- 1 Standard Deviation percentage: 18.30%
- The rate of attrition for **students with disabilities** is below 1 Standard Deviation.

Strategies used in 2025-26 that will be continued in 2026-27

- Continue to provide targeted professional development for paraprofessionals using DESE resources.
- Build staff capacity to address the social-emotional and behavioral needs of students with disabilities through collaboration with school adjustment counselors and targeted training opportunities.
- Continue to utilize outside providers and consultants to strengthen the school's capacity to support students with significant behavioral needs.
- Strengthen and expand the Special Education Parent Advisory Council (SEPAC), increasing family engagement, membership, and opportunities for parent voice.
- Use ongoing data cycles to monitor student performance and support Special Education Liaisons in analyzing academic outcomes, ensuring students with IEPs and 504 Plans receive appropriate interventions and demonstrate growth on measures such as MCAS, ANet assessments, and classroom-based assessments.
- Develop and implement a family engagement plan for families of students with disabilities to increase communication, strengthen partnerships, and ensure student needs are consistently addressed.
- Analyze withdrawal data and conduct family interviews, when appropriate, to identify trends and factors contributing to student attrition.
- Collaborate with families during students' 8th-grade year to increase awareness of high school special education programming and supports, addressing the trend of students exiting between grades 8 and 9.
- Enhance transition planning by incorporating student feedback regarding whether SACS is supporting their long-term goals and aspirations, and develop responsive supports for students who identify concerns.
- Conduct transition-focused IEP or multidisciplinary meetings for all 9th-grade students with IEPs to align student, family, and school expectations around goals, aspirations, programming, and support needs.

- Provide additional transition meetings during 8th grade for students requiring more intensive programming to support individualized planning for high school and identify opportunities to strengthen retention and programming.

English Learners

- School percentage: 0.00%
- 1 Standard Deviation percentage: 19.57%
- The rate of attrition for **English learners** is below 1 Standard Deviation.

Strategies used in 2025-26 that will be continued in 2026-27

- 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, and Portuguese 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.

Low Income

- School percentage: 10.90%
- 1 Standard Deviation percentage: 16.25%
- The rate of attrition for students in the **low income** group is below 1 Standard Deviation.

Strategies used in 2025-26 that will be continued in 2026-27

- 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.

Students Who Are Sub-Proficient

Strategies used in 2025-26 that will be continued in 2026-27

- 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 curriculum during Connections block 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.
- Increase 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.

Students Who Are at Risk of Dropping Out of School

Strategies used in 2025-26 that will be continued in 2026-27

- 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 utilize credit recovery courses, curated and managed by SACS teachers, through the Edmentum Courseware system.
- We will recommend dual enrollment programs like SSU and NSCC to help those at risk and further engage students in their post-secondary planning.

Students Who Have Dropped Out of School

Strategies used in 2025-26 that will be continued in 2026-27

- 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 (Student Services Coordinator, counselors, administrators, 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)

Appendix C: School Data Tables

Administrative Roster and Staff Attrition Data

Administrative Roster During the 2025-26 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	
Mark Hodgkins	Director of Special Education	10/07/2024	02/03/2026
Sabrina Williams	Lower School Principal	07/01/2023	
Melissa Lassen	Upper School Principal	07/01/2025	06/30/2026
Susana Sinclair	Director of Teacher Development & Curriculum	07/01/2023	
Kyrk Morris	Dean of Students	07/01/2025	06/30/2026
Anna Kogos	Multilingual Learners Coordinator	03/11/2019	06/30/2026

Teacher Attrition for the 2025-26 School Year

Number employed as of the last day of the 2025-26 school year	Number of departures during the 2025-26 school year	Number of departures following the end of the 2025-26 school year through July 31st	Reason(s) for Departure (e.g.: resigned, terminated, retired, contract not renewed, etc.)
45	3	9	end of contract, not renewed, relocated, resigned

Other Staff Attrition for the 2025-26 School Year

Number employed as of the last day of the 2025-26 school year	Number of departures during the 2025-26 school year	Number of departures following the end of the 2025-26 school year through July 31st	Reason(s) for Departure (e.g.: resigned, terminated, retired, contract not renewed, etc.)
36	2	2	resigned, not renewed

Information About the Board of Trustees

Board Membership During the 2025-26 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		2	1/23 - 12/25 1/26 - 12/28	2028
Richard Cowdell	Vice Chair	Education, Chair	1	1/24 - 12/26	2029
Nohara Lopez-Okoli	Secretary	Development, Member	1	1/25 - 12/27	2030
Christopher Graham	Treasurer	Finance, Chair	1	1/25 - 12/27	2030
Robert Rogers	Member	Facilities, Chair	2	2/23 - 12/25 1/26 - 12/28	2028
Jeffrey Whitmore	Member	Governance, Chair; Facilities, Member	2	6/24 - 12/25 1/26 - 12/28	2031
Domina DiBiase	Member	Human Resources, Chair; 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
Ilene Vogel	Member	Facilities, Member	1	7/25 - 12/26	2032
Giselle Ortega	Member	Development, Member	1	10/25 - 12/26	2032
Imelda Barnhurst	Member	Facilities, Member	1	1/26 - 12/28	2031
Blake Cullimore	Member	Finance, Member	1	1/26 - 12/28	2031
Beth O'Donnell	Member	Governance, Member; Human Resources, Member	1	1/26 - 12/28	2031
Edward Aroko	Secretary (2025)	HR, Chair; Governance, Member	2	1/20 - 12/22 1/23 - 12/25	2025
Toyuwa Newton	Vice Chair (2025)	Governance, Member	2	1/22 - 12/24 1/25 - 12/27 Resigned: 12/18/25	2027
Amy Stewart	Treasurer (2025)	Finance, Chair; Education, Member	1	1/24 - 12/26 Resigned: 12/8/25	2029

Board Membership During the 2025-26 School Year					
Sal Martinez	Member	Governance, Member	1	1/24 - 12/26 Resigned: 10/21/25	2029

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

Appendix D: Conditions, Complaints, and Attachments

Complaints

[Board of Trustees Contact Information](#)

Date	Summary of Complaint	Summary of Complaint Resolution
July 21, 2025	Counsel for a former Salem Academy Charter School teacher sent a demand letter to the School alleging violations of the Massachusetts Equal Protection Act.	Salem Academy Charter School is represented by counsel in that matter which is ongoing.
March 4, 2026	Counsel for a former Salem Academy Charter School student sent a Notice of Massachusetts Tort Claim to the School.	Salem Academy Charter School is represented by counsel in that matter which is ongoing.

Conditions (*if applicable*)

Salem Academy is not placed on any conditions.

Attachments

MAP Data - Summer 2026

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 Growth (Fall to Spring)

Group	Percentage that Met Growth Goal	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	43%	45th	22%	23%	20%	19%	16%

6-8 (199 kids)							
6th (65 kids)	46%	45th	14%	32%	15%	20%	19%
7th (69 kids)	55%	53rd	20%	19%	16%	22%	23%
8th (65 kids)	42%	35th	32%	19%	28%	15%	6%

6th - 8th Achievement

Group	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 (206)	44th	20%	27%	18%	20%	15%
6th (70)	34th	24%	36%	10%	17%	13%
7th (71)	55th	20%	18%	18%	20%	24%
8th (65)	48th	15%	28%	25%	24%	8%

9th - 10th Growth

Group	Percentage that Met Growth Goal	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 Alg 1 (63)	51%	50th	16%	21%	27%	20%	16%
10th Geo (50)	56%	56th	18%	22%	12%	18%	30%

9th - 10th Achievement

Group	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 (69)	31st	36%	22%	14%	19%	9%
10th Geo (57)	33rd	23%	39%	16%	12%	10%

Reading

6th - 10th Growth

Group	Percentage	Median	% in 1st -	% in 21st -	% in 41st -	% in 61st -	% in 81st -
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	that Met Growth Goal	Growth Percentile	20th percentile	40th percentile	60th percentile	80th percentile	100th percentile
All Grades 6-10 (338)	46%	47th	23%	21%	22%	20%	14%
6th (70)	36%	34th	36%	23%	15%	20%	6%
7th (72)	57%	52nd	14%	21%	28%	22%	15%
8th (73)	30%	29th	34%	27%	21%	12%	6%
9th (68)	56%	59th	18%	15%	17%	25%	25%
10th (55)	53%	55th	13%	16%	29%	20%	22%

6th - 10th Achievement

Group	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 6-10 (346)	54th	20%	16%	23%	23%	18%
6th (75)	43rd	25%	23%	20%	19%	13%
7th (74)	62nd	16%	13%	18%	23%	30%
8th (73)	56th	23%	18%	23%	19%	17%
9th (69)	55th	19%	13%	26%	23%	19%
10th (55)	57th	16%	9%	31%	33%	11%

Language Usage

6th - 8th Growth

Group	Percentage that Met Growth Goal	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 (210)	50%	48th	26%	16%	24%	21%	13%
6th (69)	51%	48th	20%	16%	31%	20%	13%
7th (71)	68%	60th	14%	11%	25%	33%	17%
8th (70)	31%	26th	44%	20%	16%	11%	9%

6th - 9th Achievement

Group	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	54th	19%	20%	20%	21%	20%

6-9 (218)						
6th (74)	42nd	20%	28%	15%	22%	15%
7th (74)	62nd	14%	13%	23%	18%	32%
8th (70)	51st	23%	17%	21%	26%	13%