



ANNUAL REPORT 2017-2018

SALEM ACADEMY CHARTER SCHOOL
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SALEM, MASSACHUSETTS 01970

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July 30, 2018

Jeffrey Riley, Commissioner
Massachusetts Department of Elementary and Secondary Education
75 Pleasant St.
Malden, MA 01970

Dear Commissioner Riley:

This past year has been one of change at Salem Academy. With a new Executive Director and new facilities brought online, we look eagerly to our future, while we prepare to celebrate 15 years of our past. At present, Salem Academy has become an established institution with nearly 480 students, 75 staff members and a budget of over 7.5 million dollars. During the years in which it was ranked, Salem Academy was designated a Level One school, with approximately 98% of our students gaining acceptance to college since our first graduating class. The U.S. News & World Report this past year ranked Salem Academy as the 40th best high school in the Commonwealth of Massachusetts.

Salem Academy's mission is to serve the diverse families of Salem. With sixth grade as the primary entry point, nearly 49% of Salem's fifth graders applied for our March lottery in hopes of attaining a place in our entering class. As we have reached capacity for our enrollment, we are proud that we are a choice school for families in our community. Although we have admitted some of our largest classes in history, we provide meaningful instruction to our students with small class sizes, character-based education and an attention to safe and supportive practices in our school.

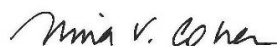
With the 2017 completion of the Norman H. Read Gymnasium and the Nile Albright Center for the Arts, Salem Academy added two first-rate facilities and 20,000 square feet of space for athletic, music, art and dance programming. Since these facilities became operational, students have embraced a growing arts program operating in its own theatre and dance studio. Salem Academy athletes truly have a home field advantage with our wonderful gymnasium. It's a great pleasure to gather the entire school together for the first time in our magnificent gymnasium. The new facilities are shared, when not in use, with local Salem groups for athletic programs, meetings and performances.

Teachers are the key to our success. One of our priority goals is to support and retain the talented teaching staff at Salem Academy. In 2016-17 our Board of Trustees engaged in a thoughtful process to ensure equitable compensation that recognizes the value the faculty and staff bring to the institution. We are committed to continue offering an attractive benefits program for teachers and staff so they do not have to make sacrifices to work for us.

This year marks the end of our new Executive Director's first year at Salem Academy. Kathy Egmont, who was chosen after an extensive search, brings talent, experience and a dedication to students at every point in her employment history. In Kathy's first year, she led a team of shareholders in completing a strategic plan that maps a strong and sustainable future for the school. Kathy is building strong relationships with constituencies in Salem, and will continue to build on these relationships in ways that benefit the school, its faculty and staff.

Salem Academy Charter School is recognized by Mayor Kimberley Driscoll as an asset to our city. Our local state representative, Paul Tucker, addressed graduates at Commencement this past June, and other officials have participated in programs here. On behalf of the Board of Trustees, administration, faculty, parents and students, I extend sincere thanks for your continued support and look forward to working with DESE staff during our Charter Renewal process.

Sincerely,



Nina V. Cohen
Chair Board of Trustees

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Introduction to the School

<i>Salem Academy Charter School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Salem, MA
Regional or Non-Regional?	Non-Regional	Districts in Region (if applicable)	One
Year Opened	2004	Year(s) Renewed (if applicable)	2009, 2014
Maximum Enrollment	480	Current Enrollment	468 June 30, 2018
Chartered Grade Span	6 -12	Current Grade Span	6-12
# of Instructional Days per school year	195	Students on Waitlist	242 (as of 7/7/18)
School Hours	8:30am – 4:00pm	Age of School	14 years
Mission Statement Salem Academy Charter School is a small 6 th through 12 th grade public school designed to educate the City of Salem’s diverse 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 Performance and Program Implementation

Mission

Salem Academy Charter School is a small 6th through 12th grade public school designed to educate the City of Salem’s diverse population. Through a unique integration of college preparatory classes with service to the community, the school graduates informed, articulate and proactive individuals of strong character.

Learning Goals

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

- Informed - All students will master fundamental academic skills and information.
- Articulate - All students will be able to conceptualize and communicate their understandings.
- Proactive - All students will be capable of forming their own ideas and taking the initiative to follow through on them.

Vision

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

Integration of Mission Based Goals and Capacity Building

Evidence that Salem Academy Charter School is faithful to its mission, vision, and educational philosophy is manifested in the integration of a rigorous, standards based academic program, meaningful service initiatives that put academic pursuit into practice, and attention to development of strong character based on the school's norms reflected in the acronym REACH – Responsible, Empathetic, Assertive, Cooperative, and Honest. There have been no significant changes in the 2016-2017 school year with the exception of a greater emphasis on a safe and supportive school culture derived from a deeper understanding of the impact of trauma on learning.

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

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

Teachers, coaches, the school counselors, the nurse, the Dean of Students, and the Heads of Schools all work together in supporting the REACH norms as the school's benchmarks for character development. Lower School teachers write REACH reviews for students helping them to understand the relationship of their behavior to the REACH standards. REACH awards are given at School Community Meetings in both Upper and Lower Schools, and Upper School teachers counsel students on REACH related issues when they arise. The Dean of Students maintains meticulous records of positive and negative behavior on the school's information management system, and this is shared with students and parents. In addition, the Student Services Team has engaged in graduate level work on the impact of trauma on learning and has demonstrated leadership among charter schools in developing and implementing programs that ensure a safe and supportive learning environment for our students.

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

- **A clear sense of mission** and an abiding belief that with structure, support, and consistency, every student can become a successful learner.
- **A clearly defined, standards based curriculum** grounded in the Common Core Curriculum Frameworks.
- **Good teaching by caring adults:** well planned, intentional instructional practices reflecting high expectations and informed by research and evaluative data.
- **Professional development** enabling staff to remain current with best practices, to collaborate on strategies for success, and to gain satisfaction from participation in a positive adult culture.
- **Extended day, extended year** allowing time for personalized instruction and support for struggling students.
- **A school culture that supports learning**, ensuring a safe school community based on mutual respect and academic pursuit, and that addresses the emotional, social, and health needs of its students.
- **Family-School engagement** embracing parents as partners in their children's education.

- **Facilities and funding** sufficient for the school to carry out its mission.
- **Leadership** that maintains focus on the school’s mission, maintains high expectations, gives voice and empowerment to stakeholders, and values process and consensus.

These are capacity-building strategies. Capacity building here is the process of developing strengths that will enhance Salem Academy’s ability to serve its mission and achieve its goals. High MCAS scores, College Board scores, AP enrollments and AP scores, a 99% cumulative college placement rate, especially among traditionally underperforming ethnic and economic groups, all are evidence that these capacity building strategies are working and that Salem Academy is in fact serving its mission well and achieving its goals.

Date	Amendment Requested	Pending or Approved?
Jan. - Apr	Approval of New Trustees	Approved

Access and Equity

Over the last four years, Salem Academy has lowered its suspension rates consistently. This year our high school classes have grown considerably which has had an impact on our systems. In 2017-18, our entering class of ninth graders was very large with a high percentage of students who were new to the school. We saw a rise in the number of suspensions. However, of the 47 students suspended last year, 34 had only one suspension and were able to learn and meet our expectations without further incident.

At Salem Academy, suspensions are given for behavior that is serious and poses a threat to others in the community or creates a hostile environment where the learning of others is interrupted. After reviewing the CHART data for 2016-17 and our own data for 2017 – 18, we were able to see the subgroups with the highest rates of in and out of school suspension. We did not see that there were significant anomalies with ethnic or economic subgroups. We continue to look for strategies to support our students with disabilities in managing their emotions appropriately and regulating their behavior.

We are being proactive in other ways to work on this area. As part of our safe and supportive work, we have instituted Community Circles for our Upper School connections groups, using restorative practices. We are instituting a Freshman Seminar to help our entering freshman adjust to high school. Our Dean of Students and her team are presenting “Trends Talks” in the upper school grades where they present information and education on high-risk behaviors and issues that seem to be present in our population or as preventative practice. This summer we will focus on teacher training for consistent enforcement of behavior management practices and discipline approaches that the school uses in order to de-escalate situations.

Dissemination Efforts

2018 Dissemination Chart

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	Criteria that best aligns to the shared best practice (see link to Criteria above or list below)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any results artifacts, materials, agendas, or results to disseminate and if a grant from partners. Also indicate if the school received grant funding report was written.)
Intersectionality and its integration into the classroom to create safe and supportive spaces.	Presentation at GLSEN MA conference	Sexuality and Gender Acceptance (SAGA) Advisor	Faithfulness to Charter: Access and Equity	Educators and students from other schools attending the GLSEN conference	
Physical Education	School Visit at SACS	Athletic Director	Academic Program Success: Program Delivery	Excel Academy Charter High Schools	
Naviance Use	Naviance Users Group Meeting	College Counselor	Faithfulness to Charter: Mission and Key Design	Naviance Users in other high schools	
School Counseling	Monthly Meetings	College Counselor	Faithfulness to Charter: Mission and Key Design	North Shore Guidance Directors	
Math Instruction	School Visit at SACS	Math Curriculum Team Leader	Academic Program: Student Performance	Math Teacher from Cambridge Rindge and Latin	

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	Criteria that best aligns to the shared best practice (see link to Criteria above or list below)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any results artifacts, materials, agendas, or results to disseminate and if a grant from partners. Also indicate if the school received grant funding report was written.)
Standards-Based Grading	Email	ELA Curriculum Team Leader	Academic Program: Program Delivery	Salem Public Schools: Salem High ELA Department Head; Grade 9 Team Leader	Emailed Best practices
Brain Based Art Research and Co-constructed Learning	Presentation	Fine and Performing Arts Curriculum Team Leader	Faithfulness to Charter: Access and Equity	Educators at Lesley University's Community Day of Scholars	<ul style="list-style-type: none"> • Photos • Presentation slides
Math and ELA Instruction	School Visit at SACS	Lower School Teachers	Academic Program: Program Delivery	Bentley Academy Elementary School teachers	<ul style="list-style-type: none"> • Agenda
Safe and Supportive Learning Environment	Webinar	Head of School and Dean of Students	Academic Program: Culture and Family Engagement	Educators participating in the webinar	<ul style="list-style-type: none"> • Webinar presentation slides • Webinar recordings
Safe and Supportive Learning Environment	Conference Panel	Head of School and Dean of Students	Academic Program: Culture and Family Engagement	400 educators from across the state at DESE's safe and supportive conference in May	<ul style="list-style-type: none"> • Presentation slides
Safe and Supportive Learning Environment	Meetings (2)	Head of School and Dean of Students	Academic Program: Culture and Family Engagement	Trauma and Learning Policy Initiative (TLPI) pilot school partners	<ul style="list-style-type: none"> • Agenda • Meeting recordings

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	Criteria that best aligns to the shared best practice (see link to Criteria above or list below)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any results artifacts, materials, agendas, or results to disseminate and if a grant from partners. Also indicate if the school received grant funding report was written.)
Culturally Relevant Teaching	PD Course	Teachers and Administrators	Faithfulness to Charter: Access and Equity	Salem Public Schools – teachers and administrators participating in the course	Presentation slides coursework
Safe and Supportive Learning Environment	Graduate Course	Teachers and Administrators	Faithfulness to Charter: Access and Equity	Salem Public Schools – faculty and staff participating in the course	Capstone projects
Culturally Relevant Teaching	School Visit (at Academy of the Pacific Rim)	Head of School	Faithfulness to Charter: Access and Equity	ANet and other school leaders at the visit	Agenda
Safe and Supportive Learning Environment Curriculum Staff Retention	Meetings (bi-monthly)	Head of School	Faithfulness to Charter: Access and Equity	Members of the Principals’ Advisory Cabinet	<ul style="list-style-type: none"> • Agendas • Work summaries • Policy documents

Academic Program Success Student Performance

A. Standardized Test Data

Salem Academy Charter School's school report card link:

<http://profiles.doe.mass.edu/reportcard/SchoolReportCardOverview.aspx?fycode=2017&orgcode=04850485&>

B. Internal / Other External Assessments

Salem Academy's 6th-8th grade students participate in the Achievement Network's computer-based interim assessments. Our students consistently perform in the top 10% of the national network of schools, often times in the #1 or #2 spot. This year, in the ranking of all ANET schools, our students scored:

- #1 in 6th and 7th grade ELA
- #2 in 7th grade math and 8th grade ELA
- #3 in 8th grade math

On the SAT and PSAT exams, Salem Academy students score on average above the 50th percentile.

On the PSAT, students in 2017:

- 10th outperformed nationally and within Massachusetts by 3%
- 11th grade outperformed their peers nationally and within Massachusetts by 11%

On the SAT, the 45 students in grade 11 who took the exam in 2018 scored in the 64th percentile on average. The 39 students in the 12th grade who took the SAT in 2018 scored in the 50th percentile on average.

One particular highlight of our AP program occurred in 2017, when one of our AP History students earned a perfect score on his AP History exam, becoming one of only five students *worldwide* to ace the exam. In terms of other AP test takers, in 2018 we saw an increase in the number of students taking an AP test (from 112 to 132), as well as an increase in the average AP score (+.4) and in the total number of qualifying scores (+9). While we saw a slight increase in the percentage of test takers earning a qualifying score (1%), that rate is still significantly lower than our five year high of 46% in 2015. Overall test scores in the humanities (English, history, government, and foreign language) remain strong while our scores in the STEM fields (biology, calculus, and psychology) are an area of challenge.

Program

Since its inception, Salem Academy has used a standards-based approach to establishing its academic program. The school sets high expectations, derived from the mission and the Massachusetts Curriculum Frameworks standards/Common Core. During the 2017-18 school year, we continued our theme of "Engaging All Students" through 1) Academic Rigor 2) Culturally Relevant Practices and 3) Trauma Sensitive Practices. Some specific focus areas in regards to academic rigor included: continuing the transition to the Next Generation Science Standards (NGSS), aligning high school assessments to the P/SAT, and continuing to transition to computer-based assessments, adding science for the first time in June.

Throughout the year, our science team met monthly to revise curricula based on the new science frameworks. Prior to this school year, our middle school science courses were discipline specific, rather than integrated. During the 2017-18 school year, both the 6th and 7th grade curriculum was based entirely on the new frameworks. Grade 8 will fully transition to the new frameworks for the 2018-19 school year.

As the school has grown and expanded its offerings in high school, we are reviewing our curriculum alignment to ensure that we continue to provide a consistently high standard of instruction. In the last two years we have started utilizing the PSAT 9, PSAT 10, PSAT/NMSQT, and SAT exams on a designated test day in the fall to identify instructional focus areas for the year, identify any test prep needs on both an individual and group level, and align instructional goals between the grades.

We recognize that to be college ready means more than being able to score well on a test. Students need to have the opportunity to become well-rounded individuals who have experiences in a wide variety of subjects, as well as the ability to pursue a deep interest in the subjects that are particularly motivating to them. In math, we added a pre-calculus course to support students who are not yet ready for AP Calculus but want to continue in a challenging pathway. To meet the needs of our growing Latino population, many of whom speak Spanish in the home, we added Spanish Heritage I & II, which are designed for native speakers who need to increase literacy and want to take part in in-depth cultural study. In the arts, in 2017-2018 we developed an AP Art Portfolio course that will be offered for the first time in 2018-2019.

Recognizing that our small size means that we will never be able to offer every course we would like to, we have developed a partnership with Salem State University and North Shore Community College to help our students take advantage of dual enrollment opportunities. Since we started the dual enrollment program, an average of 25 students per year have earned at least one college course credit. Our partnership with NSCC's Gateway to College program has reengaged students who had not finished high school and allowed several of our former students to earn their diploma this year.

Through professional development and PLCs, faculty and staff deepened their understanding of culturally relevant pedagogy, self-assessed their individual and team strengths and weaknesses as it relates to this work, and developed action plans to better meet our diverse student body's needs. In the spring we hosted a class on Culturally Relevant Teaching through Wheelock College. Approximately 25 staff members took advantage of this opportunity. They deepened their understanding of culturally relevant pedagogy while acquiring concrete instructional strategies for immediate use with students. For the upcoming school year, we plan to use the text from the course, *Culturally Relevant Teaching and the Brain*, for a whole-staff book study.

Our work to become a more Safe and Supportive (i.e. Trauma Sensitive) school is documented below. In addition to that, the opening of our new gymnasium and the addition of both a physical and mobile Makerspace support all students by creating additional opportunities for our community to gather and for students to explore their interest in STEM.

Social, Emotional, and Health Needs

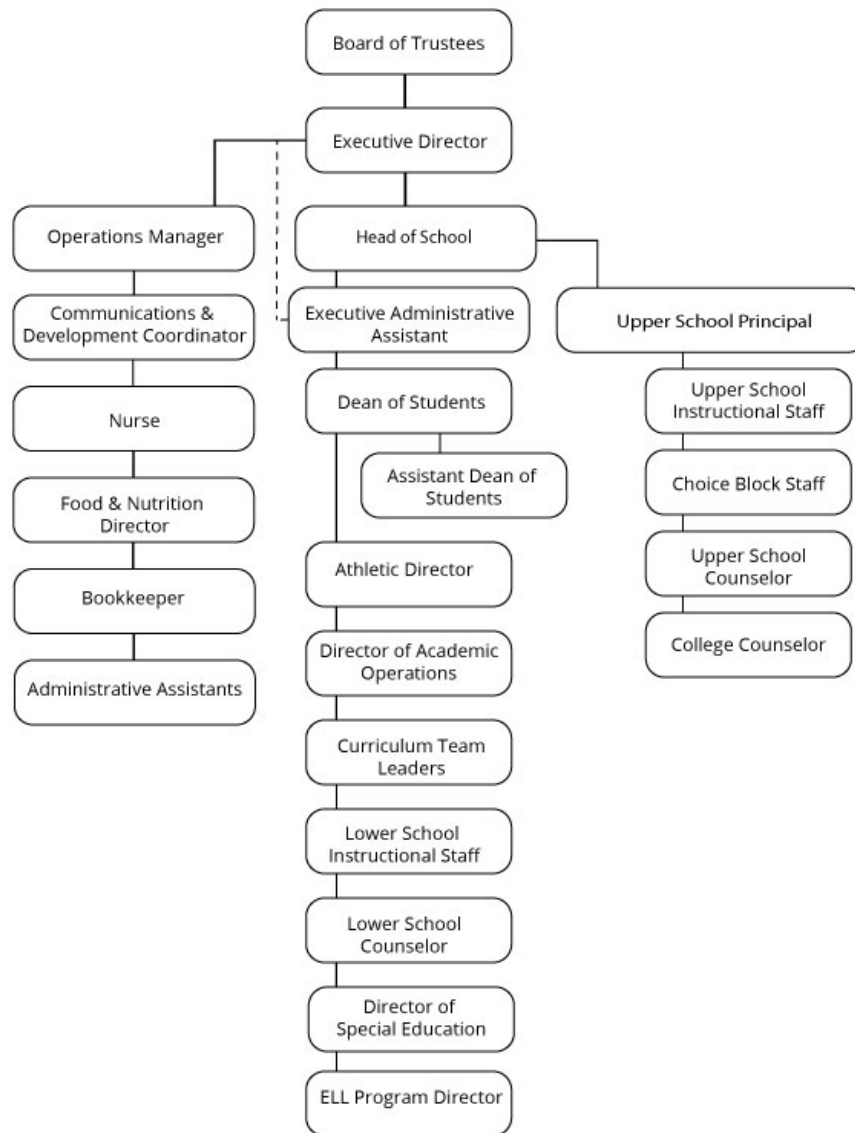
This year, we entered the third year of our partnership with The Trauma and Learning Policy Initiative (TLPI) as one of four safe and supportive demonstration schools in the state. Using TLPI's Flexible Framework, an inquiry-based process, we worked to further strengthen our school environment to better meet the social and emotional needs of all of our students. It is a cycle of continuous learning and growth that involves assessment, analysis, goal setting, implementation, reflection, and adjustments to practice. We learned that a whole staff approach that weaves trauma sensitive practices into all aspects of our school environment is the most sustainable way of supporting all students holistically. By providing staff with ongoing training on the impact of trauma on learning and by developing and implementing safe and supportive action plans in both the upper and lower schools, our staff gained a shared understanding that positive relationships and a strong sense of community can alleviate the impact trauma has on learning. In the second year of this work, both the Lower School and Upper School staff continued focusing on actions developed last year, as well as, creating new action plans based off of the pre-identified priority areas: family engagement, professional development around consistency, and building community. In addition to the aforementioned work, the Lower School created a website for parents and hosted two workshops on how to support students at home. The Upper School piloted restorative practices and enhanced our community through the addition of our new school mascot, Navi the Gator.

Organizational Viability

Organizational Structure of the School

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

The Executive Director appoints the Head of School. The Head of School is fully responsible for the educational program and reports only to the Executive Director. The Upper School Principal, Curriculum Team Leaders, Dean of Students, and Athletic Director report to the Head of School. The Head of School oversees the Lower School staff, and the Upper School Principal oversees the Upper School staff. The Executive Director oversees the admissions, development, business, and support services staff. Please see organizational chart below.



Teacher Evaluation

Salem Academy uses the Massachusetts Model System of Educator Evaluation.

Budget and Finance

This year Salem Academy moved to an annual revenue of over \$7,600,000. The increased enrollment and related income have allowed the school to move forward with several important changes. The school raised salaries to be competitive with Salem Public Schools, providing significant raises to more experienced teachers who had been with us for several years to increase teacher retention. Salem Academy has also expanded our facilities adding two additional spaces, the art center and the gymnasium. This was the first year of utilities and maintenance of three separate buildings.

Salem Academy had a challenging year in our finance department in 2017- 18. Our long time bookkeeper passed away in July 2017. The school hired Central Source, an accounting consulting firm to assist us. The new Executive Director worked together with the Central Source staff to complete the annual audit and set up the accounts for the new year. In November, the school hired a full time Staff Accountant to work with the consultants, who continue to create our monthly financial statements.

In December of 2017, the school learned that the tuition revenue projections for Salem Academy would be approximately \$800 less per student resulting in a projected loss of \$380,000. The Finance Committee and the Board agreed that there was sufficient cash on hand to allow the school to move forward without layoffs or cuts to programming. We did not need to use our line of credit and were able to cover our increased facilities costs, higher salaries and costs of full enrollment, including student activities, etc. without taking on more debt. The school ended 2016-17 with a high cash balance due to \$452,000 in grants restricted for use in 2017-18 that were received in 2016-17. A significant portion of the decrease in net assets from end of year 2017 to 2018 is due to spending these funds during the year as intended by our donors.

Our Finance Committee and several trustees attended a training session with Erica Brown from MPCSA to better understand the formula for funding and the foundation budget process. It is our hope that we will be able to manage enrollment in the face of Salem being near CAP in a way that allows the school to maintain a healthy fiscal condition, with adequate resources and improvements to our facility eventually.

Salem Academy Charter School For the Year Ended June 30, 2018

A. Income Statement, Operating Revenue/ Unaudited

<i>Salem Academy Charter School</i>		
<i>Operating revenues:</i>		
	Tuition	\$ 6,932,677
	Federal grants	225,107
	School lunch program	78,534
	Programs	35,573

In-kind	<u>295</u>
Total operating revenue	<u>7,272,186</u>
<i>Operating expenses:</i>	
Salaries	4,622,151
Payroll taxes	152,884
Fringe benefits	482,339
Occupancy	983,450
Maintenance and supplies	228,669
Telephone and utilities	147,788
Professional services	362,388
Insurance	52,081
Student supplies and materials	145,948
Office supplies and materials	34,157
Computer	144,109
Food service program	116,862
Dues and fees	17,932
Student activities	125,445
Printing and postage	11,524
Advertising	23,150
Vehicle expense	14,850
Interest	10,024
Depreciation	183,105
Miscellaneous	<u>38,706</u>
Total operating expenses	<u>7,897,562</u>
Operating revenue	<u>(625,376)</u>
<i>Nonoperating revenues (expenses):</i>	
Private grants and contributions	56,510
Contributions - related party	27,500
Interest	4,525
Other income	11,374
Rental income	13,828
Other expenses	<u>(17,510)</u>
	<u>96,227</u>
Net nonoperating revenue/(expense)	
Change in net position	<u>(529,149)</u>
Net position beginning of the year	<u>1,888,815</u>
Net position end of the year	<u>\$ 1,359,666</u>

B. Balance Sheet FY 18- Unaudited

<i>Salem Academy Charter School</i> <i>Unaudited financial statements</i>	
Assets	
<i>Current Assets:</i>	
Cash	\$ 941,792
Grants and accounts receivable	171,235
Due from related party	26,680
Inventory	5,856
Funds held in trust	8,312
Prepaid expenses	<u>172,998</u>
Total current assets	<u>1,326,873</u>
<i>Noncurrent Assets:</i>	
Security deposits	19,690
Capital assets, net	<u>867,858</u>
Total noncurrent assets	<u>887,548</u>
Total assets	<u>\$ 2,214,421</u>
Liabilities and Net Position	
<i>Current Liabilities:</i>	
Accounts payable	\$ 101,943
Accrued expenses	521,823
Funds held in trust	29,514
Advances	5,282
Note payable - current	41,121
Capital lease obligation - current	<u>4,680</u>
Total current liabilities	<u>704,363</u>
<i>Noncurrent Liabilities:</i>	
Note payable	145,477
Capital lease obligation	<u>4,915</u>
Total noncurrent liabilities	<u>150,392</u>
Total liabilities	<u>854,755</u>
<i>Net Position:</i>	
Net investment in capital assets	671,665
Unrestricted	<u>688,001</u>
Total net position	<u>1,359,666</u>
Total liabilities and net position	<u>\$ 2,214,421</u>

C. Salem Academy Charter School- Budget FY 2019
Board Approved June 20, 2018

Salem Academy Charter School						
FY19 Approved Budget						
						FY19
						Budget
					Income	
					4000 · State Funds	<u>475@15,141</u>
					4001 · Tuition	7,191,975
					Total 4000 · State Funds	7,191,975
					4110 · Federal Grants - Entitlement	215,000
					4200 · Prior Year Federal Grant	
					4310 · Foundation - restricted	30,000
					4315 - Private Restricted (Cummings/Read)	383,000
					E-Rate	7,000
					4700 · Interest Income	4,800
					4900 · Other Revenue	
					4930 · Reimb. from Students	17,500
					4940 · School lunch revenue	
					4941 · Monthly reimbursement	71,500
					4942 · Student payments	15,000
					Total 4940 · School lunch revenue	86,500
					4980 · Misc income	2,400
					4985 · Gym/Theater Rental Income	20,000
					4990 · Summer School Program	6,000
					Total 4900 · Other Revenue	132,400
					4310 · Foundation - restricted	
					Total Income	7,964,175
					Expense	
					5000 · Salaries and wages	
					5005 · Salaries	4,684,573
					5020 · Substitutes/Learning Common/Tutoring	37,000
					5021 · Long-term subs	30,000
					5046 · School maintenance	10,000
					5047 · Summer/vacation school	20,000
					5048 · Athletics	36,000
					5049 · Activities/Stipends	30,000
					Total 5000 · Salaries and wages	4,847,573
					5050 · Payroll Taxes	
					5051 · Medicare	69,340
					5052 · Soc. Security	37,880
					5053 · Workers compensation	36,359

				5055 · MA Unemp/MA Health	18,331
				Total 5050 · Payroll Taxes	161,910
				5100 · Fringe benefits	
				5101 · Health insurance	359,514
				HRA (Health Reimbursement Account)	40,000
				5102 · Dental insurance	36,403
				5206 · Payroll service	4,000
				5104 · Life & Disability Insurance	27,810
				Total 5100 · Fringe benefits	467,727
				5150 · Facilities	
				5151 · Rent/lease	985,543
				5152 · Maintenance & supplies	170,000
				5156 · Real estate tax	10,000
				5157 · Security	3,500
				Total 5150 · Facilities	1,169,043
				5250 · Utilities	
				5251 · Electric	90,000
				5252 · Gas	48,000
				5253 · Water	7,000
				Total 5250 · Utilities	145,000
				5255 · Telephone	
				5256 · Telephone - Voice & Fax	15,000
				5257 · Cell phones	8,400
				Total 5255 · Telephone	23,400
				5300 · Office expenses	
				5301 · Office Supplies	34,000
				5302 · Postage and shipping	7,800
				5303 · Printing	8,400
				Total 5300 · Office expenses	50,200
				5350 · Computer Expense	
				5351 · Computer Supplies	2,000
				5354 · Software	18,000
				5355 · Hardware	10,000
				5356 · Support	80,000
				Total 5350 · Computer Expense	110,000
				5400 · Equipment & Furniture	
				5401 · Equip Maintenance	20,000
				5402 · Purchases	4,500
				5403 · Equip Lease	7,000
				Total 5400 · Equipment & Furniture	31,500
				5500 · Insurance - Gen Liab/Umbrella	42,000
				5525 · Travel & Entertainment	
				5602 · Staff Appreciation	12,000
				5526 · Transportation - local	3,000
				5527 · Lodging	-

				5528 · Meals	1,500
				5530 · Vehicle expense	18,000
				Total 5525 · Travel/Entertainment	34,500
				5625 · Governance	
				5626 · Food	1,800
				5627 · Meetings, Consultants	2,700
				Total 5625 · Governance	4,500
				5628 · Development	8,000
				5575 · Dues and subscriptions	18,000
				5600 · Advertising and Recruitment	
				5601 · Hospitality/Public relations	6,700
				5604 · Advertising	1,000
				5603 · Student recruitment	7,500
				5605 · Staff Recruitment	5,000
				Total 5600 · Advertising and Recruitment	20,200
				5200 · Professional Fees	
				5201 · Accounting	30,000
				5202 · Auditing	25,000
				5203 · Legal	5,500
				5204 · Contract labor-non instructnl	-
				5208 · Professional development	45,000
				5209 · TFA Training & Development	15,400
				5210 · Other consultants	6,000
				5213 · Admin Database/Admin PD	11,000
				Total 5200 · Professional Fees	137,900
				5530 · Program Expenses	
				5531 · Nutrition Program	110,000
				5562 · Textbooks	35,000
				5552 · Instructional materials	52,000
				5568 · Virtual Education	6,000
				5563 · Physical Education	1,500
				5207 · SPED Consultant	109,000
				5555 · General student testing	14,000
				5211 · Evaluation/Accountability	20,000
				5533 · Student Transportation	6,500
				Total 5530 · Program Expenses	354,000
				5550 · Student expenses	
				5551 · Food	7,000
				5556 · College Counseling	6,500
				5557 · Service Learning	7,000
				5560 · Field trips - local	50,000
				5564 · Athletics expenses	68,000
				5565 · Music	3,500
				5566 · Drama	6,000
				5567 · Health	4,000

				5569 · Dance	1,000
				5580 · Summer School	7,000
				Duel Enrollment	15,000
				5570 · Other Student Exps	30,000
				Total 5550 · Student expenses	205,000
				5628a · SFC Parents Association	2,000
				5725 · Bank charges	300
				5750 · Fees and licensing	1,800
				6200 · Capital debt interest	9,000
				NOLA/Dominican Republic	10,000
				5800 · Rental Expense - Contract	4,000
				Total Expense	7,857,552
				Net Ordinary Income	106,623

D. Capital Plan FY 19

There are currently no major capital plans for the 2018-2019 school year.

Appendix A

Accountability Plan Evidence 2017-18

Faithfulness to Charter

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence
Objective: Salem Academy students will demonstrate that they are prepared to succeed in college.		
Measure: 90% of seniors will be accepted to at least one college or university.	Met	100% of Salem Academy class of 2018 were accepted to at least one college or university.
Measure: 90% of students will matriculate to a college or university within a year of graduation.	Met	95% of Salem Academy graduates (2016) matriculated to a college or university within a year of graduation.
Measure: The average score of Salem Academy Charter School students in grade 11 on the PSAT and in grade 12 on the SAT will be above the 50 th percentile nationally on the both the Critical Reading sections and the mathematics sections.	Partially Met	49% of 12th grade students scored above the 50th percentile on the SAT. The average student in the 12th grade scored in the 50th percentile. 65% of 11th grade students scored above the 50th percentile on the PSAT. The average student in the 11th grade scored in the 59th percentile.
Objective: Salem Academy students will demonstrate strong character as defined by the school's REACH norms (Responsible, Empathetic, Assertive, Cooperative, Honest).		
Measure: 85% of Salem Academy students will agree in an annual survey that Salem Academy Charter School is a safe and supportive community.	Partially Met	84% of Salem Academy students agreed that Salem Academy Charter School is a safe and supportive community.
Measure: 80% of Salem Academy students will be recognized for conduct exemplifying the school's REACH norms each year.	Met	92% of Salem Academy students were recognized for conduct exemplifying the school's REACH norms each year.

Academic Program Success

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence
Objective: Salem Academy students will demonstrate that they are informed, articulate, and proactive through measurable academic achievement.		
Measure: 90% of students will meet internal grade-level proficiency requirements in all academic core classes.	Met	93% of students met internal grade level proficiency requirements in all academic core classes.

Measure: Salem Academy students will average 80% proficiency on academic benchmarks across all academic core classes.	Met	Salem Academy students averaged 88% proficiency on academic benchmarks across all academic core classes.
Objective: Salem Academy students will apply academic skills through meaningful service to the community.		
Measure: Salem Academy students on average will demonstrate 90% proficiency on Service Learning benchmarks each year.	Met	Service Learning benchmarks demonstrated 91% proficiency this year.
Measure: 80% of Salem Academy students will agree in an annual survey that their service learning projects were meaningful and allowed them to apply academic learning in productive ways.	Met	80% of Salem Academy students agreed that their service learning projects were meaningful and allowed them to apply academic learning in productive ways.

Organizational Viability

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence
Objective: Salem Academy Charter School will share its practices using standards based curriculum and assessment with the Salem Public Schools and other Massachusetts school districts over the course of the charter term.		
Measure: By the end of this charter term, Salem Academy will have shared its standards based instructional practices with the Salem public Schools in a structured program funded by a dissemination grant.	Met	Dissemination project with Salem Public Schools, Grant reports 2014-2016
Measure: By the end of this charter term, Salem Academy will have hosted at least one Massachusetts public school visit in addition to the Salem Public schools each year to share practices in standards based curriculum and assessment.	Partially Met	We did not have a public school visit other than SPS or individual teachers from other charter and public high schools.
Reach Objective: Salem Academy will sponsor professional development programming each year to enable adult leadership in establishing an environment in which students and adults respect, affirm, and celebrate cultural differences.		
Measure: At least one IDP (Instructional Development Program) each semester will be devoted to culturally responsive professional development.	Met	One session of our whole staff IDP in August was on culturally responsive practice. PLC peer observations on culturally responsive practice were held throughout the year
Measure: Subject centered curriculum teams will focus at least once each year on review of curricular materials to ensure culturally inclusivity and respect.	Met	Our subject centered curriculum teams reviewed curricular materials for cultural inclusivity and respect throughout the year.

Recruitment Plan

2018 - 2019

School Name: Salem Academy Charter School

2017-2018 Implementation Summary:

Salem Academy Charter School had 344 candidates in the March lottery for 2018-2019 enrollment. This compares to 304 the year before and to 350 the year before that. For our primary entering class, 6th Grade, 49% of Salem 5th Grade students applied for Salem Academy. The previous year, 45% of 5th graders applied. The Salem Public Schools have reported a decrease in students this year and that impacts our number of candidates from Salem. Salem Academy had sufficient spaces available in 2017 - 18 to offer 9th grade spaces to non-Salem residents. We saw an uptick in the number of applications from other towns and an increase of high school applications for 2018-19.

We continued to distribute our English and Spanish recruiting materials throughout Salem. We took our materials to several local non-profits, Boys and Girls Club, LEAP, House of Seven Gables Settlement programs. We also did a door-to-door drop off in the Point, where many of our Latino families are located. We advertised in the Salem News in English and Spanish and used social media as well. We did hold a Special Education PAC meeting and invited the public. Our ELL staff made good connections with the Salem Latino Coalition and with the Settlement Program at the House of Seven Gables, organizations that offered ESL and Citizenship classes to the Latino community in our classrooms three evenings a week. Concern over immigration status kept some Salem families from applying for benefits that would have qualified them as economically disadvantaged. It also created fear of attending meetings in Spanish.

Salem Academy needs to be functioning at full enrollment of 480. We have a new arts complex and a new gymnasium, and we believe that we will experience very little attrition from our 6th and 7th grades or from our high school. We know that our grade 8 attrition will be around 20% as students make decisions for private school, technical schools and parochial schools.

We continue to work on new strategies for recruiting a diverse population that mirrors the city of Salem. We do not feel that we need to speak with anyone from DESE at this point about our recruiting. We may need to talk more about the impact of Salem being near CAP this year.

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

General Recruitment Activities for 2018 - 2019:

The City of Salem is Salem Academy Charter School’s sending district, and so all recruitment activities are focused on the Salem population. We advertise heavily in the city’s two print newspapers and one on-line newspaper with ads inviting interested families to schedule personal school visits as well as to attend one of three public information sessions. In 2017-18 we also scheduled one evening information session focused on High School at Salem Academy. We also send a package of material by first class mail to all 5th grade and 8th grade students in the city using a third party mail house and a list provided by the district. The package includes a brochure describing the school in English and in Spanish, a letter inviting families to visit, and lottery enrollment forms in both languages. We put display posters advertising the school and our public information sessions throughout the City, and we provide multiple copies of miniature posters to our current students and parents asking them to distribute them to friends and neighbors. We leave supplies of these ads in apartment building lobbies. We put admissions recruitment information on the school’s web site, Facebook page, Twitter and Instagram and we advertise the admissions process throughout the fall and winter in the newsletter that we send to current parents weekly. We also leave fliers in local establishments, laundromats, stores, non profit locations, etc.

Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(b) 2017-2018 Strategies

Salem Academy did not meet or exceed the CI percentage of 16.3%. However, the percentage for Salem is exceedingly high over the state average. As we look at the students we are serving, it seems that our comparison to Salem is difficult to measure. With a June 30, 2018 SIMS report of 15% of our students on IEP’s and 10% of our students being serviced with 504 plans, we do have an appropriate percentage of students receiving services compared to the state. There was no GNT on our form to compare. Our plans calls for SACS to:

- Host three public information sessions each winter. The Special Education Coordinator will attend these sessions and describe the Special Education program at each. In addition, a representative from the school’s SEPAC (Special Education Parent Advisory Council) will be available to prospective families to discuss Special Education resources at the school. At least 1 student with special needs will be included among the “Ambassador” students who help host these gatherings.
- The Special Education Coordinator will contact local organizations (including the Northshore Arc.; Children’s, Friends and Families; the YMCA; the Boys and Girls Club; and local pediatric associations) serving students with special needs and seek permission to post informational flyers presenting Salem Academy Charter School as an option for children with special needs.
- All recruitment materials will be provided in the major languages represented at the school and will assure parents that “students with special needs are welcome at Salem Academy.”
- Publish a weekly newsletter on line distributed to parents by email and includes the newsletter on the school’s web site. The school will publish profiles of individual special education teachers in the newsletter and will feature success stories about students with disabilities in the newsletter.

(a) CHART data

School percentage:

14.7%

GNT percentage: N/A

CI percentage:16.2

Salem Academy is below the CI percentage

	<p>Presence on the web site will make these outreach efforts accessible to inquiring families.</p> <ul style="list-style-type: none"> • Send a first class mail package of material describing the school to all 5th and 8th grade students in the City of Salem each year with a mailing list provided by the district superintendent's office. The school will include a pamphlet in that mailing describing the Special Education program available at the school and encouraging prospective parents and students to visit the school. The pamphlet will include the comments of current parents of special education students. • The School's PAC will sponsor an event featuring a speaker well known in the field of special education and will invite the public free of charge with special invitations to the teachers and parents of special education students in the Salem Public Schools.
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Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 4.0</p> <p>GNT percentage: 6.1%</p> <p>CI percentage: 8.0%</p> <p>The school is below GNT percentages and below CI percentages</p>	<p align="center">(b) 2018 - 2019 Strategies</p> <p>Salem Academy is committed to serving a diverse community. Over 22% of our students have a First Language other than English. Our ELL program has FLEPPED most of those students on a timely basis. Many of our ELL students stay at the school for their entire seven years and graduate with honors. We are not able to prioritize ELL students for admissions given the lottery and the number of siblings applying. Many of our students applying are from Bentley academy where they have become proficient in English.</p> <ul style="list-style-type: none"> • Salem Academy will sponsor two admissions recruitment events featuring ethnic foods and cultural celebration targeted at non-English speaking families in the community. We have added a second full time ELL teacher to the staff and we have added a full time ELL paraprofessional. • Our Latino administrative assistant is now attending all meetings of the school's Parents' Organization and is providing translation services as well. • As indicated above, we are collaborating with the House of Seven Gables Settlement program, the Salem Latino Coalition, and the North Shore CDC to host educational programs in citizenship and English as a Second Language in our classrooms weekday evenings, and we expect that this familiarity and the resulting trust in the school will result in greater numbers of Latino students. • Salem academy will begin advertising using the local Spanish radio stations. Boston Spanish language newspapers are not popular with our Latino population in Salem. We will also reach out through churches with large Latino populations.
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Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 30.7 %</p> <p>GNT percentage:</p>	<p align="center">(b) 2018 - 2019 Strategies</p> <p>X Met GNT : no enhanced/additional strategies needed</p>
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<p>29.7 CI percentage: 38.5%</p> <p>The school is below CI percentages, but meets GNT percentage.</p>	<p>Please note: our low income, free/reduced number is 227 total. That is 49% of the school. We more than meet the CI percentage based on that. Our working poor number is significant and add to the economically disadvantaged number.</p> <ul style="list-style-type: none"> • We have become more aggressive in our efforts to get these applications from current parents and to encourage more low income families to enroll and to apply for these benefits. • Salem Academy has offered incentives such as fee waivers for field trips and 50% discounts for social events and summer school courses. • We hired a new food services manager and made an effort to improve the quality and appeal of the breakfast and lunch offerings. • We made breakfast free to all students, order extra food to encourage participation, and we are working with a new food service vendor, SideKim to make the meals more attractive to our students. • Recognizing that low income families may not read local newspapers or frequent the local library, Salem Academy Charter School will make a determined effort to distribute information about the school directly to families homes by hand delivering flyers door to door, and by placing stacks of flyers in apartment lobbies and at agency offices including the Department of Children and families, the Department of Transitional Assistant, the WIC Offices, the Department of Mental Health, the local Mass Health office, the Juvenile Court, and the Boys and Girls Club of Greater Salem.
	<p align="center">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Salem Academy has determined that many of the Hispanic families that would normally qualify for free or reduced lunch are choosing not to apply for any benefits that would include them on the direct certified list in order not to risk exposure to potential immigration issues. To address this and enroll more students in the benefit programs, Salem Academy will seek support from the Salem Latino Coalition, an organization currently teaching ESL and Citizenship classes at Salem Academy three evenings each week.</p>
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) 2018 – 2019 Strategies</p> <ul style="list-style-type: none"> • New recruitment efforts for struggling students include advertising that welcomes students regardless of academic proficiency, special needs, English language development, or any other factors that may put students at risk. • Salem Academy has invited sub-proficient students who have become successful to speak at the school’s admission open house info sessions and at, and we have featured their stories on our web site and Facebook pages. • We have completed the second year of a new intervention and tutorial program, and we have expanded our vacation school program for at risk students. • We have received funding to offer math tutoring as well as ELA tutoring. • We have a partnership with LEAP where are students can receive additional tutoring support.

<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2018 – 2019 Strategies</p> <ul style="list-style-type: none"> • Salem Academy will encourage students who are risk of dropping out of school to attend this school in order to take advantage of new initiatives we have put in place to serve struggling students. These include additional paraprofessionals to assist in classes, an individualized tutoring program, a learning specialist dedicated to interventions with at risk students, and free vacation school programs providing small group and individual tutorial programs targeted at credit recovery and remedial skill development. • Salem Academy will encourage students who are at risk of dropping out to consider Gateway to College opportunities to motivate them to finish high school.
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) 2018 - 2019 Strategies</p> <ul style="list-style-type: none"> • Salem Academy will advertise in its printed admissions materials and on the web site that students who have dropped out of school are encouraged to return to school here in the grade following the last grade they completed successfully. • In addition our school adjustment counselor or college will send letters to the students and their parents inviting them to meet and consider possible alternate routes to graduation. • In addition, if we can bring a student back to enroll in Gateway to college, graduate high school and start college, we will. This year we had three students complete high school and two of them went on to begin college through this program.
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) 2018 – 2019 Strategies</p> <ul style="list-style-type: none"> • All of our admissions activities are intended to welcome students from all walks of life, promising strategies and support programs that will eliminate the achievement gap. Our focus on wanting young people to be unique and find their own passion and voice speaks to our belief that every child can learn and achieve.

Retention Plan

2018-2019

2017-2018 Implementation Summary:

While some families are still making decisions about next year, it appears that the school's 2018 retention rate will meet or exceed the goal of 90%. Traditionally, attrition is the highest in the transition from 8th grade to 9th grade. Students in this area have many attractive options including the district high school, school choice options at other district schools, a new vocational technical school, several parochial schools, and several independent schools. Our goal for this group has been 80% retention. Last year we lost 30% of our 8th grade students to other school for 9th grade, but this year only 14 of 72 students have indicated that they will not return next year for an 8th grade attrition rate of 16%. We expect nearly 100% of our 6th graders and 7th graders to return, and at this point, it appears that all of our high school students will return. We expect total attrition of 5%.

We did implement many of the retention strategies planned last year as well some new approaches developed during the year. The "Bonus Block" program in the high school, essentially adding a full class period to the school day when students are scheduled with specific teachers according to the students' needs for additional academic support is working well. We believe our Safe and Supportive Schools approach has been well accepted and helped us with challenging students. In addition to creating extensive new activities in the new Art Center, we opened a new gymnasium this year, with several new sports added. We believe that expanding our enrichment activities in sports and the performing and visual arts has creating opportunities for all students to participate. 60% of our students are participating in a sports team and we were able to offer three opportunities for drama and musical performances. We are still improving our tutoring programs. Our Strategic Planning survey of parents indicated the appreciation they have for our support services, teacher interactions and newly expanded activities.

Overall Student Retention Goal	
Annual goal for student retention (percentage): 90%	91%

Retention Plan –Strategies	
List strategies for retention activities for each demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 5.3%</p> <p>Third Quartile: 22.6%</p> <p>The school is below third quartile percentages.</p>	<p><u>(b) 2015-2016 Strategies</u></p> <p>X Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • We plan to create opportunities for special education students to gain public recognition for their talents or achievements. • We plan to make the PAC a more active organization.

Limited English-proficient students/English learners

<p><u>(a) CHART data</u></p> <p>School percentage: 4.5% Third Quartile: 14.4%</p> <p>The school is below third quartile percentages.</p>	<p align="center">(b) 2016-2017 Strategies</p> <p>X Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • We have hired a new administrator who will work with our ELL staff to engage parents and the Salem Latino community more in the life of the school.
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Students eligible for free or reduced lunch (low income/economically disadvantaged)

<p><u>(a) CHART data</u></p> <p>School percentage: 8.8 % Third Quartile: 20.8 %</p> <p>The school is below third quartile percentages.</p>	<p align="center">(b) 2017-2018 Strategies</p> <p>X Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Provide free breakfast to all students and contracted with a new food service vendor in an effort to provide more appealing meals. • Engage in increased efforts to encourage parents to apply for free and reduced meals.
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<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) 2017-2018 Strategies</p> <ul style="list-style-type: none"> • Expand the individualized tutorial program to increase efforts to identify and enroll students and to match them appropriately with qualified tutors. • Recruit tutors from two local colleges and will pay them an hourly rate. • Expand the time available during the school day for individualized tutorial and small group extra help sessions by modifying the high school schedule to ensure these opportunities daily. • We are developing a Freshman Seminar to support students who are struggling academically.
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<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) 2017-2018 Strategies</p> <ul style="list-style-type: none"> • Part time tutors will administer the above tutorial program and will work closely with teachers and the school counselors to identify students at risk and to develop strategies to help those students become successful in school. • We have hired a full time Assistant Dean of Students to work with at risk students. • We are developing a Freshman seminar to help motivate and connect us with students at risk of dropping out.
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<p><u>Students who have dropped out of school</u></p>	<p align="center">(f) 2017-2018 Strategies</p> <ul style="list-style-type: none"> • Continue to respond to individual students needs in an effort to keep students in school. We have created a position where an assistant to the College placement officer can reach out to connect with students who have dropped out.
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<p>OPTIONAL</p>	<p align="center">(g) 2017-2018 Strategies</p>
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<u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<ul style="list-style-type: none"> Students 18 years or older who are struggling to finish high will benefit from a new relationship between Salem Academy Charter School and North Shore Community College where these students may take courses for dual credit.
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Appendix C School and Student Data Tables

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	41	8.6
Asian	24	5.1
Hispanic	194	40.8
Native American	0	0.0
White	204	42.9
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	12	2.5
Special education	70	14.7
Limited English proficient	19	4
Economically Disadvantaged	149	30.7

ADMINISTRATIVE ROSTER FOR THE 2017-2018 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Kathy Egmont Executive Director	Chief Administrative Officer	July 2017	
Stephanie Callahan Head of School	Principal	July 2007	
Sean Gass Upper School Principal	High School Principal	July 2014	
Linda St. Pierre Special Ed Coordinator	Special Education Administrator	July 2004	
Chyna Onembo Dean of Students	School Culture/ Discipline	March 2010	
Kristine Sgambellone Director of Operations	Business Management	April 2014	
Sarah Sawyer ELL Director	ELL Teacher / Administrator	August 2012	

BOARD MEMBERS FOR THE 2017-2018 SCHOOL YEAR

Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Nina Cohen	Chair	Development	2	1/1/14-12/31/16 1/1/17-12/31/19
Steve Palmer	Vice Chair	Strategic Planning Chair	4	1/1/14-12/31/19 1/1/05-12/31/10
Richard Jones	Secretary	Governance Chair	1	1/1/16-12/31/18
Thomas Monroe	Treasurer	Finance Chair	1	1/1/15-12/31/17
Daniel McCaughey	Member	Education Chair	1	1/1/18-12/31/20
Mekka Smith	Member	Education	1	1/1/18-12/31/20
Joshua Biber	Member	Development	2	1/1/13-12/31/18
Karen Cady	Member	Development	1	1/1/15-12/31/17
William Henning	Member	Finance	1	1/1/17-12/31/19
Michelle Aroko	Member	HR	1	1/1/17-12/31/19
David Pabich	Member	Facilities Chair	1	1/1/16-12/31/18
Alfonso Perillo	Treasurer	Finance Chair	1	1/1/17-12/31/19
Christine Wynne	Member	Development Chair	1	1/1/17- 6/15/19
Janine Matho	Member	Education Chair	1	1/1/17-3/28/18

TEACHERS AND STAFF ATTRITION FOR THE 2017-2018 SCHOOL YEAR

	Number as of the last day of the 2017-2018 school year	Departures during the 2017-2018 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	50	1	7	Personal life changes; not invited to return; mutual agreement ; geographic move
Other Staff	22	3	1	Personal life change, geographic move

Appendix D

Additional Required Information

Key Leadership

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

*Add additional rows as necessary

Enrollment

When is your estimated student application deadline and lottery date for students who are interested in enrolling for the 2017-2018 school year? Please be reminded of the following regulatory requirements: “Charter schools may not set any principal application deadlines or hold any enrollment lotteries for student admissions for the upcoming school year until after January 1st. Every charter school shall conclude its principal enrollment process no later than March 15th of each year” (603 CMR 1.05 (3)(c)).

Action	Date(s)
Student Application Deadline	March 1, 2019
Lottery	March 6, 2019

Complaints

The Salem Academy Charter School Board of Trustees has not received any written complaints in the past year.

Attachment 1

Parent Satisfaction Survey

Response rate	31%	22%	51%	50%	43%	32%	31%
Strongly Agree 5 Strongly Disagree 1	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1. Salem Academy is serving its mission of college preparation, community service, and character development.	4.7	4.6	4.7	4.6	4.5	4.7	4.5
2. The adult school community (staff, parents, board) is working together with mutual respect and shared goals.	4.4	4.6	4.5	4.4	4.4	4.4	4.5
3. The student community is characterized by mutual respect, shared values, and positive school spirit	4.4	4.4	4.4	4.3	4.3	4.4	4.2
4. The academic program is appropriately challenging and supportive	4.5	4.6	4.6	4.5	4.5	4.6	4.4
5. Salem Academy faculty and staff members are competent and professional, and believe in students' ability to succeed	4.6	4.7	4.6	4.6	4.5	4.6	4.6
6. Extracurricular activities, arts, athletics, and enrichment programs are sufficiently varied and appropriate to meet students' needs.	3.6	4.1	3.8	3.8	3.7	3.8	4
7. The Code of Conduct is age appropriate and effective in supporting a safe, supportive, and positive school climate	4.4	4.6	4.5	4.4	4.5	4.4	4.4
8. The organizational structure, school day, school year, and support services are appropriate and serve students' needs effectively.	4.5	4.7	4.4	4.5	4.4	4.4	4.3
9. The school communicates effectively with families and welcomes parent involvement	4.5	4.6	4.5	4.4	4.3	4.3	4.4
10. Our family is happy with Salem Academy Charter School.	4.6	4.7	4.6	4.6	4.6	4.6	4.5
Average	4.4	4.6	4.5	4.4	4.4	4.4	4.4