



ANNUAL REPORT 2015-2016

SALEM ACADEMY CHARTER SCHOOL
45 CONGRESS STREET
SALEM, MASSACHUSETTS 01970

Sean D. O'Neil
Executive Director
978-744-2105 x 101
FAX 978-744-7246
soneil@salemacademycs.org
www.salemacademycs.org
July 27, 2016

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

Dear Commissioner Chester:

Founded in 2004, Salem Academy Charter School has become an established institution with 420 students, 45 teachers and 20 administrative and support staff with a budget of nearly 7 million dollars. We have been a Level One school for the past four years, and 100% of our graduates have been accepted at colleges since our first class in 2009. Again this year, the *Washington Post* and *US News and World Report* ranked Salem Academy among the top 10% of schools in Massachusetts and the top 5% in the nation.

Salem Academy's mission is to serve the diverse population of Salem. With sixth grade as our primary entry point, 51% of the 5th grade students in the City of Salem entered the lottery last March for places in the new year's entering class. As we continue growth toward our new enrollment cap of 480 students, we are pleased to have become a school of choice in the city and to be able to serve this population. While increasing our accessibility for Salem students, we will retain the personalized culture of a small school. We still greet every student with a handshake every morning.

A particular highlight of the year has been the completion of a two year dissemination project with the Salem Public Schools. In July 2014, the Department of Elementary and Secondary Education awarded Salem Academy Charter School a competitive dissemination grant of \$364,400 to share best practices in standards based instruction with the Salem Public Schools. A team of 40 Salem administrators and teacher leaders joined the Salem Academy staff on multiple occasions during the first year for workshops with nationally recognized educational consultants and for collaborative working sessions. In this second year, Salem began implementing selected standards based instructional strategies throughout the district schools. This is an example of the greatest good that charter schools can offer, first to serve as the research and development division of the state's educational system and then to disseminate best practices to the larger community.

As we have increased our enrollment, we have taken steps as well this year to add new facilities in support of increased needs and expanded programming. We have a new fine and performing arts complex nearing completion, and we are about to break ground on a new gymnasium. In addition to the support these facilities will give to our established educational program, we see multiple opportunities for after school and other out of school and summer time programs.

Salem Academy Charter School is an important asset to the City of Salem. On behalf of the Board of Trustees, administration, faculty, parents, and students here, I extend sincere thanks to the Department of Elementary and Secondary Education for your continued support.

Respectfully,

Peter A. Copelas

Peter A. Copelas
Chair, Board of Trustee

Table of Contents	Page
Name, Address, Contact Information	1
Letter from the Chair, Board of Trustees	2
Table of Contents	3
Introduction to the school	4
Mission Statement	4
School Performance and Program Information	4
Faithfulness to Charter	
• Mission and Key Design Elements	4
• Amendments to the Charter	6
• Dissemination Efforts	6
Academic Program Success	
• Student Performance	6
A. School Report Card	6
B. Internal Assessments	7
• Program Delivery	7
• Social, Emotional, Health Needs	7
Organizational Viability	
• Organizational Structure	8
• Teacher Evaluation	9
• Budget and Finance	9
A. Income Statement FY 16 – Unaudited	9
B. Balance Sheet FY16 – Unaudited	11
C. Approved School Budget for FY 17	12
D. Capital Plan for FY 17	15
Appendix A – Accountability Plan Performance for 2015-2016	
• Faithfulness to Charter	15
• Academic Program Success	16
• Organizational Viability	17
Appendix B – Recruitment and Retention Plan	
• Student Recruitment Plan Implementation Summary 2015-2016	18
• General Recruitment Activities 2016-2017	19
• Recruitment Plan Strategies by Sub-Group 2016-2017	19
• Student Retention Plan Implementation Summary 2015-2016	24
• Student Retention Plan Goal and Strategies 2015-2016	24
Appendix C – School and Student Data	
• Student Demographic and Subgroup Information	26
• Administrative Roster for the 2015-2016 School Year	26
• Teachers and Staff Attrition for the 2015-2016 School Year	27
• Board Members for the 2015-2016 School Year	27
Appendix D – Additional Required Information	
• Key Leadership Changes	28
• Facilities	28
• Enrollment	28
Appendix E – Parent Satisfaction Survey	29

School Schedule Template

Separate Document

Introduction to the School

<i>Name of School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Salem, MA
Regional or Non-Regional?	Non-Regional	Districts in Region (if applicable)	One
Year Opened	2004	Year(s) Renewed (if applicable)	2009, 2014
Maximum Enrollment	480	Current Enrollment	420
Chartered Grade Span	6 -12	Current Grade Span	6-12
# of Instructional Days per school year	195	Students on Waitlist	229
School Hours	8:30am – 4:00pm	Age of School	12 years
Mission Statement Salem Academy Charter School is a commonwealth charter school serving the diverse population of Salem and the surrounding communities with a college preparatory program for students in grades six through twelve. Through a unique integration of college preparatory classes with service to the community, the school graduates informed, articulate and proactive individuals of strong character.			

School Performance and Program Implementation

Mission

Salem Academy Charter School's mission is to educate the City of Salem's diverse student population. Through a unique integration of college preparatory classes with service to the community, the school will graduate informed, articulate and proactive individuals of strong character.

Learning Goals

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

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

Vision

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

Integration of Mission Based Goals and Capacity Building

Evidence that Salem Academy Charter School is faithful to its mission, vision, and educational philosophy is manifested in the integration of a rigorous, standards based academic program, meaningful service initiatives that put academic pursuit into practice, and attention to development of strong character based on the school's norms reflected in the acronym REACH – Responsible, Empathetic, Assertive, Cooperative, and Honest.

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

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

Teachers, coaches, the school counselors, the nurse, the Dean of Students, and the Heads of Schools all work together in supporting the REACH norms as the school's benchmarks for character development. Lower School teachers write REACH reviews for students helping them to understand the relationship of their behavior to the REACH standards. REACH awards are given at School Community Meetings in both Upper and Lower Schools, and Upper School teachers counsel students on REACH related issues when they arise. The Dean of Students maintains meticulous records of positive and negative behavior on the school's information management system, and this is shared with students and parents.

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

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

These are capacity building strategies. Capacity building here is the process of developing strengths that will enhance Salem Academy's ability to serve its mission and achieve its goals. High MCAS scores, College Board scores, AP enrollments and AP scores, a 100% college placement rate, especially among traditionally underperforming ethnic and economic groups, all are evidence that these capacity building strategies are working and that Salem Academy is in fact serving its mission well and achieving its goals.

Date	Amendment Requested	Approved?
9/25/2015	Expulsion Policy Revision	Yes
12/17/2016	Approval of New Trustee	Yes

Dissemination Efforts

In July 2014, Salem Academy was awarded a \$364,000 federal dissemination grant to disseminate our standards-driven instructional practice (SDIP) to Salem Public Schools. The purpose of this collaboration is to strengthen the instructional leadership capacity in SPS leaders to guide standards-driven work and raise student achievement. This approach includes planning, instruction, assessment, grading, analysis and adjustment to practice. During the first year of the grant (SY14) leaders from Salem Public Schools engaged in a series of Study Tours and Think Tanks in which they learned about SACS standards-driven instructional practice, received documentation of practices and curriculum, and observed ways in which SACS leaders support targeted practices.

Beginning in July 2015, the grant shifted from disseminating practices to supporting the implementation of standards-based practices. Throughout the year, Salem Academy faculty supported SPS teachers and leaders as they piloted standards-based grading in select grades and subject areas. Our work with SPS extends through July 31, 2016. The result of this grant is that Salem Public Schools will implement standards-based grading in their elementary and middle schools during the 2016-17 school year in the subjects of ELA and math. After two years, Salem Academy has a model for disseminating practices to other schools and a multi-media interactive handbook that can be shared with other schools.

In addition to the dissemination grant, Salem Academy collaborated with a number of other district and charter schools. We hosted teams from Pittsfield High School and North Brookfield Jr. /Sr. High School after providing an open invitation for every district across the state to visit and learn about SDIP. We also hosted a Learning Walk focused on middle school literacy practices in collaboration with the Achievement Network. Guests included representatives from Neighborhood House Charter School and Gardner Pilot Academy in Boston. Finally, we presented our revised approach to discipline at the Massachusetts Public Charter School Association's fall convening of school leaders and in May we shared how we address issues of race and culture with students at the Lynch Leadership Academy's Year 5 Summit.

Academic Program Success

Student Performance

A. Standardized Test Data

Salem Academy Charter School's school report card link:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04850485&fycode=2015&orgtypecode=6>

B. Internal / Other External Assessments

Salem Academy's 6th-8th grade students participate in the Achievement Network's interim assessments. This year, we transitioned from a paper-based assessment and state-wide network to computer-based assessment with a much larger national network of schools. In math our 6th graders scored first in the Network on every assessment, while our 7th and 8th graders scored 2nd and 3rd respectively in aggregate. In aggregate, students scored first in the Network in math across all grade levels. In ELA our students scored better than at least 96 percent of the network. In the Upper School, 48 students in grades 11 and 12 took 122 AP Exams, leading to 68% of graduating seniors earning a 3 or higher on at least one AP exam during the course of high school.

Program Delivery

Salem Academy students have demonstrated strong academic achievement. MCAS, and now PARCC, data show that English language arts and math performance of Salem Academy students has consistently exceeded the state level. Similarly, students steadily show high rates of growth in both English language arts and mathematics. Salem Academy graduates have had much higher participation and achievement rates on Advanced Placement exams than their peers across the nation. Salem Academy has earned the distinction of being ranked a Level 1 school for the past three years.

Salem Academy regularly uses data to inform school-wide and teacher-level planning. MCAS, Advanced Placement and P/SAT data reflect overall achievement and progress, showing where general areas of strength and weakness lay while the school's standards based grading system, internal assessments, and external interim assessments (e.g. ANet) provide more granular data which inform teaching and learning in real time.

During the 2015-16 school year our theme was "Engaging All Students" through 1) Academic Rigor 2) Culturally Relevant Practices and 3) Trauma Sensitive Practices. Our focus on academic rigor continued our work around transitioning to the Common Core and the new online PARCC assessments, as well as the Next Generation Science Standards (NGSS). Our English department continued its focus on vertical alignment, specifically in regards to using evidence in argument writing, while our math department continued to use their Math Learning Community model to enhance their understanding and instruction around performance tasks. The science department continued to deepen their understanding of the NGSS and plan for the transition of subject specific to integrated courses. Our History and Spanish furthered their work around literacy, with history focused on research and writing and Spanish focused on their adoption of new Common Core-based standards and increasing students' verbal proficiency. In addition, the Lower School (grades six to eight) continued to work in grade level teams using Achievement Network data and assessments to align instruction of Common Core Cross-Curricular literacy skills across the curriculum. Throughout the year our Curriculum Team Leaders engaged in process to deepen our understanding of culturally relevant pedagogy, assess our school's strengths and weaknesses as it relates to this work, and develop resources for building our capacity to best meet our diverse student body's needs. This work will continue in the 2016-17 school year. Our work to become a more Safe and Supportive (i.e. Trauma Sensitive) school is documented below.

Social, Emotional, and Health Needs

This year, we have continued our work to revise Salem Academy's approach to discipline and ensure that our school is trauma sensitive. Our work has been focused on building teachers' capacity to address student behavior in a holistic and positive way. In August 2015, we began a two year pilot program with The Trauma and Learning Policy Initiative. Consultant, Joe Ristuccia returned to our summer orientation to deepen our staff's understanding of how trauma impacts learning. From there, we engaged in a reflection and action planning process that led to the development of three key initiatives in the Lower and Upper Schools. In the Lower School, one set of teachers focused on building resources to support the 2016-17 professional development of teachers as it relates to positive classroom management. A second set of teachers assessed the current opportunities available to students to engage in extracurricular

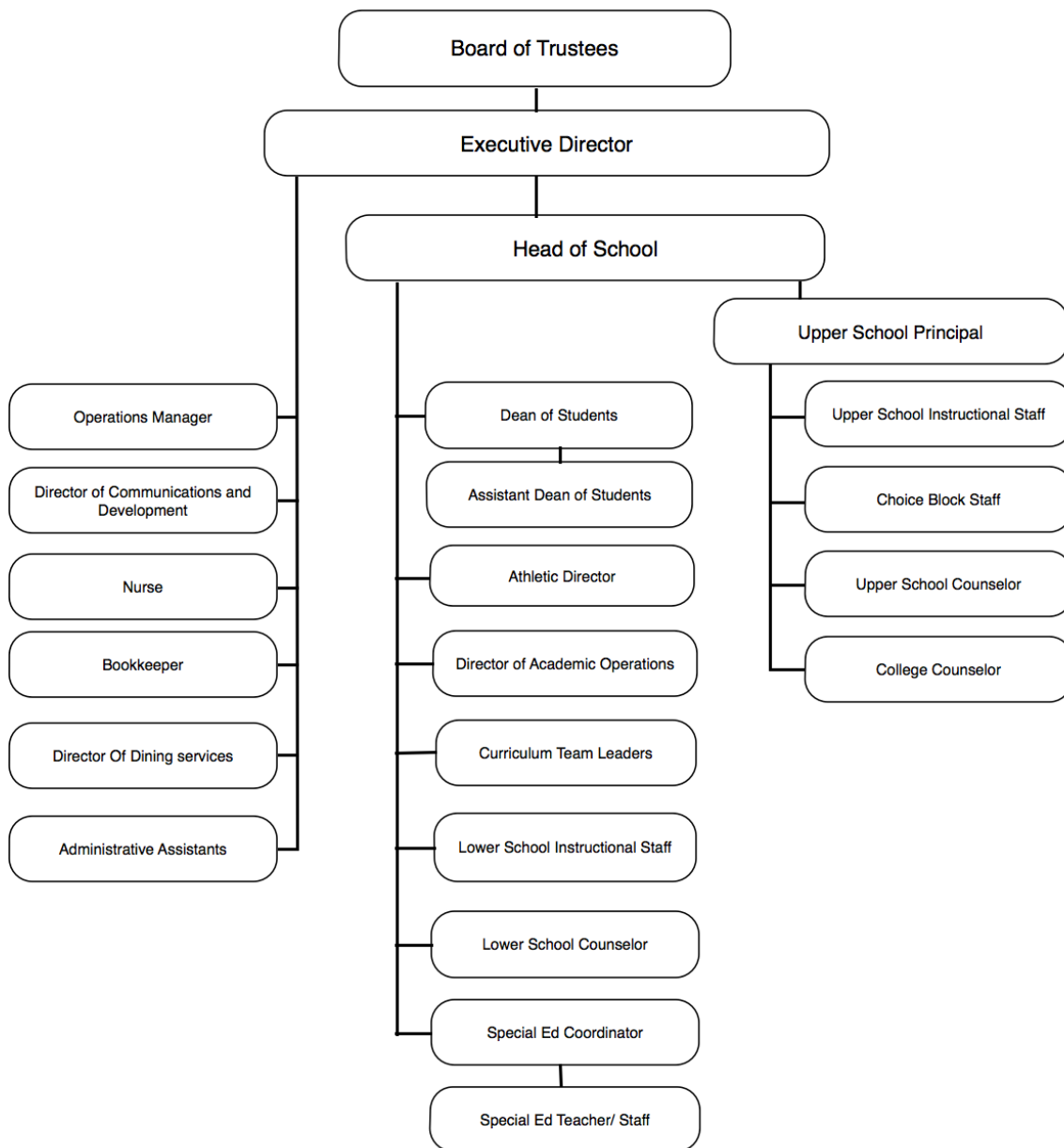
activities, surveying students on what they participated in, why they didn't participate in activities, and what they would most like to see added to our program, leading to the development of new offerings for 2016-17 and a focus on ensuring that every student has something to connect with beyond the classroom. The Upper School action plan was concentrated on enhancing communication with parents and guardians. Learning from the successful implementation of a new two-way communication system in the 9th grade, teachers in 10th-12th grade worked to adapt that model to their own teams.

Organizational Viability

Organizational Structure of the School

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

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



Teacher Evaluation

Salem Academy uses the Massachusetts Model System of Educator Evaluation.

Budget and Finance

Salem Academy Charter School completed the 2015-2016 fiscal year with a balanced budget and significantly improved cash position. The school had no need to access its credit line to meet current obligations. The school is in stable financial condition.

Salem Academy Charter School

Statement of Revenue, Expense and Change in Net Position

For the Year Ended June 30, 2016

Operating revenue:

Tuition	5,760,646
Federal grants	179,983
School lunch program	77,539
Program revenue	9,354
Contributions	
Total operating revenue	<u>6,027,522</u>
Operating expenses:	
Salaries	3,727,516
Payroll taxes	134,995
Fringe benefits	423,041
Occupancy	612,491
Maintenance and supplies	107,865
Telephone and utilities	89,909
Professional services	275,097
Insurance	29,551
Student supplies and materials	100,716
Office supplies and materials	18,932
Computer	166,171
Food service program	102,389
Dues and fees	20,309
Student activities	96,947
Printing and postage	9,747
Advertising	84,507
Development	5,749
Vehicle expense	15,047
Miscellaneous	5,903
Total operating expenses	<u>6,026,882</u>
Operating (loss) revenue	<u>640</u>
Non-operating Revenue	
(expenses)	
Private grants and contributions	379,656
Interest income	3,434
Depreciation	(109,781)
Interest expense	<u>(12,984)</u>
Net nonoperating revenue	<u>260,325</u>
Change in net position	260,965
Net position beginning of the year	<u>(75,859)</u>
Net position end of the year	<u><u>185,106</u></u>

Salem Academy Charter School		
Statement of Net Position		
June 30, 2016		
ASSETS		
Current Assets:		
Cash	\$ 978,159	
Grants and accounts receivable	45,262	
Other receivables	232	
Due from related party	3,493	
Inventory	3,865	
Funds held in trust	0	
Prepaid expenses	995	
Total current assets	1,032,006	
Noncurrent Assets:		
Deposit	4,405	
Capital Assets, net	317,430	
Total noncurrent assets	321,835	
Total assets	\$ 1,353,841	
LIABILITIES AND NET POSITION		
Current Liabilities:		
Accounts payable	\$80,292	
Accrued expenses	353,418	
Funds held in trust	21,749	
Due to related party	405	
Note payable - current	38,066	
Capital lease obligation - current	3,666	
Total current liabilities	497,596	
Noncurrent Liabilities		
Deferred rent	139,646	
Note payable	227,135	
Capital lease obligation	1,016	
Total noncurrent liabilities	367,797	
Total liabilities	865,393	
Net Position:		
Net investment in capital assets	25,530	
Temporarily restricted	277,812	
Unrestricted	185,106	
Total net position	488,448	
Total liabilities and net position	\$ 1,353,841	

Salem Academy Charter School
2016-2017 Budget

	FY17 with 446 enrollment
Income	446
4000 · State Funds	
4001 · Tuition	6,413,480
Total 4000 · State Funds	6,413,480
4100 · Federal Grants	
4110 · Entitlement	200,000
Total 4100 · Federal Grants	200,000
4310 · Foundation - restricted	393,000
4700 · Interest Income	3,000
4900 · Other Revenue	
4930 · Reimb. from Students	500
4940 · School lunch revenue	
4941 · Monthly reimbursement	63,600
4942 · Student payments	12,700
Total 4940 · School lunch revenue	76,300
4980 · Misc income	1,600
4990 · Summer School Program	8,000
Total 4900 · Other Revenue	86,400
Total Income	7,095,880
Expense	
5000 · Salaries and wages	
5005 · Administrative	422,585
5010 · Admin Support	312,338
5015 · Teachers	2,032,616
5020 · Substitutes	35,000
5021 · Long-term subs	28,000
5030 · SPED Teachers	668,990
5040 · Student Services	298,804
5045 · Choice Block	239,655
5046 · School maintenance	14,000
5047 · Summer school	10,000
5048 · Athletics	35,910
5049 · Activities	30,000
Total 5000 · Salaries and wages	4,127,898
5050 · Payroll Taxes	
5051 · Medicare	59,855
5052 · Soc. Security	26,365
5053 · Workers compensation	31,400
5055 · MA Unemp/MA Health	24,767
Total 5050 · Payroll Taxes	142,387
5100 · Fringe benefits	
5101 · Health insurance	370,400
5102 · Dental insurance	37,600
5104 · Life & Disability Insurance	24,100
Total 5100 · Fringe benefits	432,100
5150 · Facilities	

5151 · Rent/lease	892,214
5152 · Maintenance & supplies	160,531
5156 · Real estate tax	5,800
5157 · Security	3,000
Total 5150 · Facilities	1,061,545
5200 · Professional Fees	
5201 · Accounting	72,700
5202 · Auditing	22,800
5203 · Legal	5,100
5204 · Contract labor-non instructnl	6,200
5205 · Contract labor-instructional	6,200
5206 · Payroll service	3,200
5207 · SPED Consultant	94,300
5208 · Professional development	19,800
5209 · TFA Training & Development	7,000
5210 · Other consultants	6,100
5211 · Evaluation/Accountability	20,000
5213 · Admin Database	8,000
Total 5200 · Professional Fees	271,400
5250 · Utilities	
5251 · Electric	89,800
5252 · Gas	47,100
5253 · Water	10,300
Total 5250 · Utilities	147,200
5255 · Telephone	
5256 · Telephone - Voice & Fax	11,800
5257 · Cell phones	6,100
Total 5255 · Telephone	17,900
5300 · Office expenses	
5301 · Office Supplies	16,500
5302 · Postage and shipping	6,700
5303 · Printing	5,200
Total 5300 · Office expenses	28,400
5325 · Domestic Supplies	8,100
5350 · Computer Expense	
5351 · Computer Supplies	1,300
5354 · Software	9,300
5355 · Hardware	1,900
5356 · Support	86,600
Total 5350 · Computer Expense	99,100
5400 · Equipment & Furniture	
5401 · Equip Maintenance	17,100
5402 · Purchases	25,000
5403 · Equip Lease	3,500
Total 5400 · Equipment & Furniture	45,600
5500 · Insurance - Gen Liab/Umbrella	36,000
5525 · Travel	
5526 · Transportation - local	3,300
5527 · Lodging	100
5528 · Meals	300
5530 · Vehicle expense	12,300
Total 5525 · Travel	16,000

5550 · Student expenses	
5551 · Food	99,600
5552 · Instructional materials	40,000
5554 · Recreation	4,500
5555 · General student testing	11,900
5556 · College Counseling	4,800
5557 · Service Learning	6,000
5560 · Field trips - local	37,500
5562 · Textbooks	28,000
5563 · Physical Education	400
5564 · Athletics expenses	61,900
5565 · Music	3,100
5566 · Drama	2,500
5567 · Health	2,400
5568 · Virtual Education	5,400
5570 · Other Student Exps	33,700
Total 5550 · Student expenses	<u>341,700</u>
5575 · Dues and subscriptions	16,200
5600 · Advertising and Recruitment	
5601 · Hospitality/Public relations	4,000
5602 · Staff Appreciation	10,100
5603 · Student recruitment	8,800
5605 · Teacher Recruitment	2,100
Total 5600 · Advertising and Recruitment	<u>25,000</u>
5625 · Governance	
5626 · Food	1,500
5627 · Meetings, Consultants	2,500
Total 5625 · Governance	<u>4,000</u>
SFC Parent Association	2,000
5628 · Development	7,600
5725 · Bank charges	100
5750 · Fees and licensing	1,800
6100 · Interest expense	2,000
6200 · Capital debt interest	11,100
6300 · Miscellaneous expense	900
8001 · Credit cards to be identified	-
Total Expense	<u>6,846,030</u>
Net Ordinary Income	249,850
Other Income/Expense	
Other Income	-
Other Expense	
8050 · Contingency Fund	128,300
8060 · Rental Allowance Reserve	-
9100 · Capital Purchases/Investments	-
Total Other Expense	<u>128,300</u>
Net Other Income	<u>-128,300</u>
Net Income	<u><u>121,550</u></u>

D. Capital Plan for FY 17

Salem Academy leases its facilities from Shetland Properties, Inc. in Shetland Park, a waterfront commercial and industrial complex in Salem. The facilities currently include a 35,000 square foot building, use of sufficient parking spaces, and the use of a small, paved playground area. With no gymnasium, and no assembly or performing arts space, and with enrollment increasing from 372 to 480 students, the Salem Academy Board's Facilities Committee reached agreement a year ago with our landlord, Shetland Properties on two projects. One is to create a new fine and performing arts space and the other is to build a new gymnasium, both for lease to the school.

The new arts complex is currently under construction. It is located in formerly vacant space in Shetland Park's Building Two, directly opposite the main entrance to the current school, connected by a raised and painted crosswalk with signs and flashing lights. With approximately 10,800 square feet, the new facility will include a reception gallery, two art classrooms, a general classroom, two music classrooms, a music practice room, a dance studio, and a 180 seat theater. This facility is scheduled for completion by October first of the 2016 – 2017 school year.

The new gymnasium will be built on the other side of the school building replacing a parking lot that currently occupies that space. With approximately 12,000 square feet, the gym will offer a full size basketball and volleyball court, two offices, two locker rooms, and support spaces. A contractor has been selected, site work has begun; construction documents are in process, and completion of the building is expected in early 2017. In both cases, Shetland Properties, Inc. is building these facilities for lease to Salem Academy Charter School. Funds for lease payments, maintenance, and related annual operating expenses are included in the school's budget projections.

Salem Academy Charter School, however, is responsible for the furnishings and fixtures that are not normally included in the structures of these new facilities. The school therefore is paying for voice and data connections, security systems, school bells and paging systems, classroom furnishings, audio-visual equipment, basketball hoops, a scoreboard, bleachers, lockers, etc. We have been fortunate to receive gifts totaling \$350,000 to cover these expenses, and we are looking forward to the opportunities these new facilities will offer as we develop programming in support of our mission.

Appendix A

Accountability Plan Evidence 2015-16

Faithfulness to Charter

	2015-2016 Performance (Met/Partially Met/Not Met)	Evidence
Objective: Objective I: Salem Academy students will demonstrate that they are prepared to succeed in college.		
Measure: 90% of seniors will be accepted to at least one college or university.	Met	98% of seniors will be 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	94% of students graduating in 2015 matriculated to a college or university within a year of graduation.

Measure: The average score of Salem Academy Charter School students in grade 11 on the PSAT and in grade 12 on the SAT will be above the 50 th percentile nationally on the both the Critical Reading sections and the mathematics sections.	Partially Met	The PSAT has changed and the data being reported is different. Instead of critical reading, there is a reading section that is further broken down. In "reading" on PSAT, 11th students averaged 47th percentile. In "math," students averaged 40th percentile. On the SAT, 12 th grade students averaged in the 54 th percentile in critical reading and the 53 rd percentile in math.
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.	Met	87.28% of Salem Academy students will agree in an annual survey 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	98% of students earned recognitions for exemplifying our REACH norms.

Academic Program Success

	2015-2016 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	92% 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 implemented a new 1-4 course grading scale this year. Our old system measured the percentages of benchmark met, while the new system averages students' level of proficiency across all standards in the course. This new system is a more accurate, though more rigorous, way of describing student proficiency. According to our GPA conversion scale, an average grade of 3.2 is the most equivalent to 80% on our old scale. This year Salem Academy students averaged 3.48 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.	Partially Met	Salem Academy implemented a new 1-4 course grading scale this year. Our old system measured the percentages of benchmark met, while the new system averages students' level of proficiency across all standards in the course. This new system is a more accurate, though more rigorous, way of describing student proficiency. It is much more difficult for students to attain the GPA equivalent of "90% proficiency" on our new scale, which would be a 3.67. This year our students averaged a 3.32 on Service-Learning benchmarks, which is closer to an 85% in the old system.
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	87.6% 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.

Organizational Viability

	2015-2016 Performance (Met/Partially Met/Not Met)	Evidence
Objective: Objective V: Salem Academy Charter School will share its practices using standards based curriculum and assessment with the Salem Public Schools and other Massachusetts school districts over the course of the charter term.		
Measure: By the end of this charter term, Salem Academy will have shared its standards based instructional practices with the Salem public Schools in a structured program funded by a dissemination grant.	Met	Salem Academy concludes its two year dissemination project with SPS this month.
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.	Met	Salem Academy hosted two public school visits this year, one with North Brookfield Jr. /Sr. High School and one with Pittsfield High School to share practices in standards based curriculum and assessment.
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.	Partially Met	Semester I all staff participated in professional development devoted to culturally relevant pedagogy. Semester II a sub-set of staff participated in an ongoing study and reflection of culturally relevant pedagogy in order to assess our school's needs and plan future professional development for the whole staff.
Measure: Subject centered curriculum teams will focus at least once each year on review of curricular materials to ensure culturally inclusivity and respect.	Partially Met	Curriculum teams did this to varying degrees this year. Some did this thoroughly at all grade levels, while other teams were able to do this with some courses but not all. Team will need additional support and guidance to meet this goal in 2016-17.

Appendix B

Charter School Recruitment and Retention Plan Template

Recruitment Plan 2016-2017

School Name: Salem Academy Charter School

Date: July 27, 2016

2015-2016 Implementation Summary:

Salem Academy Charter School had 350 new candidates for the 2016-2017 school year and accepted 107 students at the March 2016 lottery; 51% of all 5th graders in the City of Salem entered the lottery for our new 6th grade. Since we are still in the process of registering these students for the new school year, we do not yet have demographic data.

This is a larger entering group than in past years since we are instituting the increase in our enrollment approved by the Board of Education in January 2015. Salem Academy's sending district is the City of Salem, and so all recruitment activities targeted Salem residents, and since Salem has a population of 34% Hispanic families, our recruitment efforts were duplicated in English and Spanish.

Recruitment efforts included extensive advertising in the two printed and one on-line newspaper that serve the City; a first class mailing to the families of all 5th and 8th grade students in the Salem District Schools; three evening information sessions open to the public at the school; and extensive outreach efforts on our website, Facebook page, and in our parent newsletters. We upgraded the school's web site early in the fall of 2015, abbreviated the Lottery Enrollment Form, and programmed the web site to enable on-line lottery enrollments. Specific efforts targeting defined sub-groups included presentations

by our Special Director, SE-PAC moderator, and Special Education students at our admissions information sessions. We expanded our published descriptions of our Special Education and English Language Development programs. Our SE-PAC sponsored a guest speaker presentation for parents interested in special education. Our ELL staff hosted a family night for interested non-English speaking families. We purchased translation broadcast equipment and had an interpreter at Admissions Info Sessions. Our Sixth Grade hosted an ethnic foods event, and we advertised heavily that we offer free after school tutoring program as well as free “vacation schools” for students who need extra work or “credit recovery”. Finally, we contracted with a new food vendor in an effort to offer more appealing meals to our students, and we offered free breakfast to every student every day. In addition, we collaborated with the House of Seven Gables Settlement, the Salem Latino Coalition, and the North Shore CDC to host evening programs in our classrooms in English Language Development, Citizenship Training, and First Time home buying.

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

General Recruitment Activities for 2016-2017

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

Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

Demographic Group	Strategies
-------------------	------------

Special education students	Salem Academy’s special education population grew from 16.4% in 2014-2015 to 17.9% in 2015-2016. This is in line with the state average of 17.2% and the comparison index of 17.3%. As we have expanded our high school population, we are experiencing an increase in the percentage of Special Education students at each grade. We now employ a full time special education teacher in each of the seven grades, 6 – 12 as well as five paraprofessionals, a reading teacher, a speech and language therapist, and two school counselors. Psychologists with various specialties are also available to us as needed. To ensure a comparative representation of students with special needs, Salem Academy will carry out recruitment activities in the following ways: 1. Salem Academy Charter School hosts three public information sessions each winter. The Special Education Coordinator will attend these sessions and describe the Special Education program at each. In addition, a representative from the school’s SEPAC (Special Education Parent Advisory Council) will be available to prospective families to discuss Special Education resources at the school. At least student with special needs will be included among the “Ambassador” students who help host these gatherings. 2. The Special Education Coordinator will contact local organizations (including the Northshore Arc.; Children’s, Friends and Families; the YMCA; the Boys and Girls Club; and local pediatric associations) serving students with special needs and seek permission to post informational flyers presenting Salem Academy Charter School as an option for children with special needs. 3. All recruitment materials will be provided in all languages represented at the school and will assure parents that “students with special needs are welcome at Salem Academy.” 4. Salem Academy Charter School publishes a weekly newsletter on line distributed to parents by email and includes the newsletter on the school’s web site. The school will publish profiles of individual special education teachers in the newsletter and will feature success stories about students with disabilities in the newsletter. Presence on the web site will make these outreach efforts accessible to inquiring families. 5. Salem Academy Charter School sends a first class mail package of material describing the school to all 5th and 8th grade students in the City of Salem each year with a mailing list provided by the district superintendent’s office. The school will include a pamphlet in that mailing describing the Special Education program available at the school and encouraging prospective parents and students to visit the school. 6. In an effort to gain exposure for Salem Academy Charter School’s Special Education program and bring public attention to its availability, 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.
-----------------------------------	--

Limited English-proficient students	In 2015-2016, Salem Academy's population of students whose first language is not English was 17.1%, down two points from the year before and from the state average. The comparison index is 21.4. Salem Academy's CHART identifies Limited English Proficient students at 3.8%. Again, Salem Academy's small size impacts percentages. With a more sophisticated ELL program in place this year and further testing, there were 17 students at one point or another this past year in the ELL program, and over the past three years 24 students have transitioned from LEP to FLEP status. Still below the comparison index of 7.2, Salem Academy will sponsor two admissions recruitment events featuring ethnic foods and cultural celebration targeted at non-English speaking families in the community. In addition, we have added a second full time ELL teacher to the staff and we have added a half time ELL paraprofessional. Our Latino administrator 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. The arrival of non-English speaking students in the city and the timing of the lottery continue to complicate the ability of a new LEP student to enroll.
---	--

Students eligible for free or reduced lunch	Salem Academy's CHART places the low income population for 2015-2016 at 31.4 up 4.6 points from the previous year and within 3 points of the comparison index of 34.4 using the new "economically disadvantaged" criteria. Using the former formula for determining free and reduced lunch, our percentage was 45% for the 2015-2016 year, the highest ever. We are aware that Salem has a high population of needy families, and we believe the number of families who qualify is greater than these percentages; however many of our families choose not to apply for free or reduced lunch. 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, Revolution Foods 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.
Students who are sub-proficient	Salem Academy's attrition rates for all students are at 10.1% versus the state average of 8.7% and at 10.5% vs the state average 10.1% for high needs students, well below the area median of 16.3%. Attrition from 8th grade to 9th grade in particular has been as high as 30% as students have chosen other high schools after graduating from Salem Academy's middle school. This year, however, only 13 % of our 8th graders will leave the school for 9th grade. New recruitment efforts for struggling students include advertising that welcomes students regardless of academic proficiency, special needs, English language development, or any other factors that may put students at risk. Additionally, Salem Academy has invited sub-proficient students who have become successful to speak at the school's admission open house info sessions and at Community Luncheons, and we have featured their stories on our web site and Facebook pages. We have completed the second year of a new intervention and tutorial program, and we have expanded our vacation school program for at risk students.

Students at risk of dropping out of school	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.
Students who have dropped out of school	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.
Other subgroups of students who should be targeted to eliminate the achievement gap	Salem Academy Charter School' mission is to serve the diverse population of Salem. By definition, this includes students who may be victims of the achievement gap. All of our admissions activities are intended to welcome students from all walks of life, promising strategies and support programs that will eliminate the achievement gap. Fortunately the school has been successful in this effort, and so new recruitment activities will capitalize on that success citing Salem Academy as a Level One school, and citing kudos by <i>the Washington Post</i> and <i>U.S. News and World Report</i> .

Retention Plan 2015-2016

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

While some families are still making decisions about next year, it appears that the school's retention rate will meet or exceed the goal of 90%. Traditionally, attrition is the highest in the transition from 8th grade to 9th grade. Students in this area have many attractive options including the district high school, school choice options at other district schools, a new vocational technical school, several parochial schools, and several independent schools. Our goal for this group has been 80% retention, but last year we lost 30% of our 8th grade students to other school for 9th grade. At this point, only 10 of 72 students, 13%, have indicated that they will not return next year. We expect 100% of our 6th graders to return, and all but two of our 7th grade students will return. At this point, it appears that only three or four students will not return to the high school. We expect total attrition of 4%.

We did implement many of the retention strategies planned last year. We added new members to our PAC, and the PAC offered an evening program featuring a guest speaker, Joe Ristuccia, on the subject of the impact of trauma on learning. We invited parents and staff from all Salem Schools and we advertised the program in the local newspapers. We believe it gave some exposure and credibility to our special education program. We involved the House of Seven gables Settlement Program, the Salem Latino Coalition, and the North Shore CDC in programs that brought Latino families to the school. We expanded our tutorial intervention program to reach more students with more tutors recruited from Salem State students and paid for their tutorial services. Our food service director made major improvements in the presentation of our breakfast and lunch, and introduced a new food service vendor with more appealing meals. Our Student Services Team met weekly to plan interventions for at risk students, and we expanded our new "Academic Prep Learning Center classes in the high school program.

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

Retention Plan –Strategies List strategies for retention activities for <u>each</u> demographic group.	
Demographic Group	Strategies
Special education students	We plan to create opportunities for special education students to gain public recognition for their talents or achievements, and we plan to make the PAC a more active organization.

Limited English-proficient students	We have hired a new administrator who will work with our ELL staff to engage parents and the Salem Latino community more in the life of the school.
Students eligible for free or reduced lunch ³	We have made breakfast free to everyone and have contracted with a new food service vendor in an effort to provide more appealing meals. We have become more aggressive in our efforts to encourage parents to apply for free and reduced meals.
Students who are sub-proficient	We found the new individualized tutorial program very successful this past year and will expand that program with increased efforts to identify and enroll students and to match them appropriately with qualified tutors. The major change is that we are recruiting tutors from two local colleges and will pay them an hourly rate. In addition, we are expanding 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.
Students at risk of dropping out of school	Our full time intervention specialist will administer the above tutorial program and will work closely with teachers and the school counselors to identify students at risk and to develop strategies to help those students become successful in school. In addition, we have hired a full time Assistant Dean of Students to work with at risk students. A measure of success here that our suspension rates have dropped dramatically.
Students who have dropped out of school	We have two students repeating the 12 th Grade this year, one rather than dropping out of school, and one to pursue a special educational transition program. We will continue to respond to individual students needs in an effort to keep students in school.
Other subgroups of students who should be targeted to eliminate the achievement gap	Salem Academy Charter School's mission is to attract and retain the diverse population of Salem. This includes students who are naturally high achievers, and it includes students who are typically victims of the achievement gap. Salem Academy has set a priority on creating a school culture that celebrates diversity, that supports learning, and that celebrates success. We set high expectations for all of our students, and we provide whatever level of personalized support is necessary for each student find success.

Appendix C

School and Student Data Tables

Student demographic information can be found on the Department's website using your school's profile. Please provide the link to your school's profile on the Department's website.

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04850485&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	43	10.2
Asian	23	5.5
Hispanic	150	35.7
Native American	0	0.0
White	204	48.6
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	0	0.0
Special education	75	17.9
Limited English proficient	16	3.8
Economically Disadvantaged	132	31.4

ADMINISTRATIVE ROSTER FOR THE 2015-2016 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Sean O'Neil Executive Director	Chief Administrative Officer	July 2006	
Stephanie Callahan Head of School	Principal	July 2007	
Sean Gass Upper School Principal	High school Principal	July 2014	
Linda St. Pierre Special Ed Coordinator	Special Education Administrator	July 2004	
Chyna Onembo Dean of Students	School Culture/ Discipline	March 2010	
Kristine Sgambellone Director of Operations	Business Management	April 2014	
Sarah Sawyer ELL Director	ELL Teacher / Administrator	August 2012	

*Add additional rows as necessary

TEACHERS AND STAFF ATTRITION FOR THE 2014-2015 SCHOOL YEAR				
	Number as of the last day of the 2014-2015 school year	Departures during the 2014-2015 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	45	3	8	5 Better Job 4 Leaving Teaching 1 New beginning 1 Family Issues
Other Staff	21	1	1	1 Better Job 1 Family Issues

BOARD MEMBERS FOR THE 2015-2016 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Peter Copelas	Chair	Finance, Facilities	2	1/1/11-12/31/16
Leslie Tuttle	Vice Chair	Facilities Chair	2	1/1/11-12/31/16
Paige Nalipinski	Secretary	Trusteeship Chair	4	1/1/11-12/31/16 1/1/04-12/31/09
Constance Burke	Treasurer	Finance Chair	2	1/1/10-12/31/15
Joshua Biber	Member	Development	2	1/1/13-12/31/18
Karen Cady	Member	Development	1	1/1/15-12/31/17
Nina Cohen	Member	Development	1	1/1/14-12/31/16
Thomas Monroe	Member	Finance	1	1/1/15-12/31/17
Ana Nuncio	Member	Education	1	1/1/14-12/31/16
Steve Palmer	Member	Facilities / Development	3	1/1/14-12/31/16 1/1/05-12/31/10
Amy Slate	Member	Education Chair	1	1/1/14- 6/15/16
Richard Jones	Member	Facilities	1	1/1/16-12/31/18
David Pabich	Member	Facilities	1	1/1/16-12/31/18

Appendix D

Additional Required Information

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

Key Leadership (No Changes)

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

*Add additional rows as necessary

Facilities

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

Location	Dates of Occupancy
N/A	

Enrollment

When is your estimated student application deadline and lottery date for students who are interested in enrolling for the 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, 2017
Lottery	March 8, 2017

APPENDIX E
Family Satisfaction Survey

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