



# South Shore Charter Public School Annual Report 2008-2009

## School Information

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## Introduction to the School

South Shore Charter Public School is a K-12, college preparatory public school located in Norwell, Massachusetts. The towns in the district include Abington, Braintree, Brockton, Cohasset, Duxbury, East Bridgewater, Halifax, Hanover, Hanson, Hingham, Holbrook, Hull, Kingston, Marshfield, Norwell, Pembroke, Plymouth, Plympton, Quincy, Randolph, Rockland, Scituate, Weymouth, and Whitman. At full capacity, SSCPS enrolls 540 students.

# **Letter from the Chairman of the Board of Trustees**

**July 2009**

To the Reader:

On behalf of the Board of Trustees, I am pleased to present the 14th Annual Report of South Shore Charter Public School. The 2008-2009 school year was no ordinary year for SSCPS; a number of planned changes as well as unexpected developments and events at the school required the significant additional attention of the Board and school administrators. As this report will detail, the SSCPS community responded in an exemplary way to these unexpected developments while continuing to fulfill its core educational mission.

In August, the 7-12 principal who had been with the school for five years resigned to accept a position in a large neighboring public school and a search for a permanent replacement began immediately. In addition to the search for a 7-12 principal, the Board also began a search for a permanent Executive Director for the school. The search for the 7-12 principal was successful and Dr. James Connolly officially began on December 1<sup>st</sup>. The search for the Executive Director was suspended in December after the top candidate withdrew to accept another position. After much discussion and meetings with key members of the school community, the Board voted in March to offer the position of Part-Time Executive Director to the Interim Executive Director, Prudence Goodale. Given the downturn in the economy and the weak pool of candidates for the full-time position, the Board determined that the school would be best served by having Mrs. Goodale continue on as Part-Time Executive Director.

In July 2008, the Board of Trustees and school administrators engaged a consultant for a full-day retreat to review and update the school's strategic plan for 2008-2014. The Board reaffirmed the three overarching goals that emerged from the meetings that were held with all stakeholders in the winter and spring of 2007:

1. The School will continue to focus on its mission of being an institution of outstanding academic excellence for all students.
2. The School will become a seamless single K-12 School with one mission.
3. The financial viability of the School will be secured.

The Board met again with the consultant in November as a follow-up to its July work. There were a number of positive outcomes from the two retreats, including a new format for the Board meetings, more focus placed on academics and student achievement, and a greater commitment to ensuring the financial viability of the school. The decisions and the short and long-term goals agreed upon at the retreats laid the groundwork for the charter renewal work that began in the Spring 2009.

In mid-August, incoming 9<sup>th</sup> graders and students new to the high school attended a mandatory five-day First Year Institute. This new program is designed to help students make a successful transition to the upper school as well as to assess their academic skills in English and math. The next week, all staff members returned for meetings and professional development training prior to the official opening of school. Members of the Board of Trustees and the Foundation greeted the staff and the Interim Executive Director introduced the new administrative team and 16 new staff members. In the spring of 2008, the Board approved a reorganization plan, changing from a K-12 principal and assistant principal to a K-6 and 7-12 principal model. In addition, a new common daily schedule for students in grades 7-12 was introduced, which made it possible for grade 7 and 8 students to take high school courses. One indicator of success of the new model is that one of the eighth grade students received the award for best math student in the high school course.

Once again this year, SSCPS welcomed educators visiting from other school districts. Teachers and administrators from the Boston, Fall River, and Holbrook visited classrooms and met with SSCPS staff to learn more about the academic programs and the school's project/workshop model. K-6 Principal Ted Hirsch and Level IV Coordinator Angie Pepin presented at the Charter School Study Group

Conference in the fall and SSCPS teachers and administrators visited other Charter Schools to learn more about their best practices. SSCPS also was awarded a Dissemination grant for an SSCPS teacher, Beverly Bruce, to provide Core Knowledge reading training and coaching to Kindergarten and first grade teachers at the J.F. K. Elementary School in Holbrook. The grant began in November and ends in August. This summer, Holbrook teachers and SSCPS Level I and Level II teachers are receiving additional training in Core Knowledge reading, DIBELS, and best practices in literacy. SSCPS also partnered with local school districts on two Title I grants that focused on elementary math. Six staff members participated in the summer 2009 training with teachers from other districts.

In March, two teams from the Department of Elementary and Secondary Education conducted two day site visits: Federal Program Renewal and Year Fourteen Site Visit. At the end of the March Year Fourteen Report, the team wrote: "Entering its fourteenth year of operation, SSCPS continues to work to address a range of challenges. After several years of administrative turnover and reorganization the school has adopted a new administrative structure and other systems that are intended to better distribute school leadership and improve communication. Stakeholders expressed confidence in school leadership and are hopeful that the individuals, who are relatively new to the school, will provide stable leadership for the foreseeable future. Teachers, students, and parents report that the school community provides a collaborative and supportive environment that allows for authentic learning experiences. Administrators and teachers noted that the school has begun to use data more frequently and have implemented a new system of formative assessment that is designed to improve students' achievement and performance on MCAS."

The Board of Trustees looks forward to its 15th year and the charter renewal site visit in the fall. The Board will continue to focus on academic excellence, the achievement of every student, and becoming a seamless K-12 school.

Respectfully submitted,

Robert L. Gass  
Chair  
Board of Trustees

## **Mission Statement**

South Shore Charter Public School inspires students to achieve their potential in academics, career, and life. This is accomplished with an innovative curriculum that addresses the learning styles of the individual student and is complemented by a real-life experiential learning program within a community that encourages service, leadership, and respect for all.

## **Educational Philosophy**

South Shore Charter Public School unites an imaginative academic curriculum with work on Projects/Workshops to form a comprehensive program. SSCPS prepares students for success and teachers work with students to develop a strong academic foundation, marketable skills, and a life-long appreciation for learning. To support this philosophy, SSCPS strives to:

- promote life skills for individual achievement in education, career, community, and life;
- foster relationships between students, staff and parents that are respectful and caring;
- nurture the development of a civil community and supportive and safe learning environment through small multi-grade classrooms;
- maintain low student/teacher ratios by hiring dedicated, talented teachers who provide opportunities for individualized guidance and instruction;
- cultivate in students the ability to become independent learners, to take risks and to apply academics to their life experiences;
- produce active, engaged thinkers and communicators who value teamwork and leadership through cooperative and collaborative learning and teaching;
- apply academic knowledge to work in Projects/Workshops;
- encourage parents, students and teachers to serve the school community and beyond;
- ask students to explore and develop talents and interests outside the classroom;
- create an environment in which the best education occurs through administrators, parents, staff, teachers and trustees working together to pursue common goals.

## **Performance and plans section**

### **Faithfulness to Charter**

#### **Accountability Plan**

##### **a. SSCPS provided a balanced project and academic schedule.**

Experiential learning is integral to the school's mission. This experiential learning termed Projects and/or Workshops is balanced with more traditional classes in English, math, science, history and Spanish. Projects, grades K – 8, and Workshops, grades 9 -12, are similar in structure and expectation. The structure is flexible in order to accommodate the role of students in planning. Successful Projects and Workshops require educational leaders and students who are passionate about the field in which they work. Projects and Workshops are built around different content focuses. They may have different learning expectations though the nature of the collaborative work done by students and teachers reinforces similar, transferable skills. During the summer of 2007, a committee developed and documented a Life Skills Curriculum that was integrated into each Project and Workshop in FY08. During the FY08 school year, each Project and Workshop leader documented the curriculum for each Project and Workshop to incorporate the three curricula: Mass Curriculum Frameworks, Project and Workshop Specific Knowledge and Skills Curriculum, and the Life Skills Curriculum. Project and Workshop leaders also prepared Project and Workshop portfolios as evidence of what each accomplished during the school year.

The chart below documents that SSCPS met 11 of the 12 expectations set in the 2006 – 2010 Accountability Plan. Explanations of the actions the school took to meet the 12<sup>th</sup> expectation is described in the third column of the chart. Details of the GRADE and GMADE results are found on Page 29.

<b>Expectations</b>	<b>Strategies for Attainment</b>	<b>2008-2009</b>
All students will have access to a curriculum aligned with the MA curriculum Frameworks.	K-12 Correlation to Revised MA Curriculum Frameworks.	There is an ongoing process of updating curriculum maps. The curriculum for History/Social Studies and Spanish was reviewed and updated and will be completed by December 2009. In 2009 - 2010 the math curriculum will be reviewed and updated. <b><u>MET</u></b>
Students will have a personal education plan.	Goal Setting Meetings: The teachers and parents on Levels I, II, III, and IV annually create personal education plans. HS students work with their advisor and guidance counselor on academic plans.	100% completed. <b><u>MET</u></b>
All students will have access to quality yearlong Projects and Workshops in which students learn academic and social skills.	Projects and Workshops will meet Project and Workshop checklist.	Surveys tallied. Data is analyzed by project leaders and administration. <b><u>MET</u></b>
Faculty will be provided opportunities for professional development.	Faculty will engage in professional development that directly enhances student learning or interest.	\$74,106 spent on professional development and \$119,811 for staff salaries for Professional Days for a total of \$193,917. There were 5 full-day and 5 early release days for professional development. <b><u>MET</u></b>
SSCPS will provide an educational program that meets all applicable statutory and regulatory requirements.	Continually review for compliance with state law and DOE regulations.	The school's most recent mid-cycle review was completed in 2008 and SSCPS met all off its requirements with regards to MA DESE regulatory requirements. <b><u>MET</u></b>
SSCPS will meet school wide performance goals on MCAS as determined by MA DOE.	SSCPS will respond to weak performance areas as appropriate.	SSCPS did not meet this Performance Standard. As a result, an MCAS Action Team was formed. This team is comprised of administrators and teachers from all Levels of the school. This group has spearheaded an effort to elevate the focus of the school community on the value of MCAS testing. A major goal for the team this year was to implement formative assessment testing through the course of the school year. SSCPS used the results of the formative assessments to identify areas of weakness and to adjust instruction to assure that Massachusetts Frameworks are being learned. <b><u>DID NOT MEET</u></b>
SSCPS will maintain a NCE score of no less than the 50% on Terra Nova scores in reading, language arts and math for a combined group of all students.	<b><u>Discontinued the Terra Nova in 2008 and replaced it with GRADE and</u></b> Please See Appendix A attachment 1	<b><u>MET</u></b>
Student access to technology will support student learning.	1. 75% of parents surveyed agreed that technology supported student achievement. 2. Faculty will be provided with ongoing technology training.	1, 87% of parents agreed. 2. Ongoing Edline, Grade Quick and Lexia instruction sessions were held. Soliloquy training was held for this new reading software. <b><u>MET</u></b>

SSCPS will maintain a low student/teacher ratio.	SSCPS will maintain a student/ teacher ratio of no more than 18:1 (all students/all teaching and academic support staff).	Student/teacher ratio is no more than 18/1 and in many instances it is 11/1. <b><u>MET</u></b>
SSCPS students will have access to varied modalities of instruction.	Teachers will use various modalities.	SSCPS's evaluations focus on teachers' use of varied instructional methods. Over the course of the last few years teachers have been provided with professional development in RBT, Writing Across the Curriculum, Differentiated Instruction, and Core Knowledge reading. <b><u>MET</u></b>
SSCPS students on Levels II through high school will have access to a diverse choice of Projects and Workshops.	SSCPS will provide a variety of Project and Workshop choices from which students may choose.	30 Projects and Workshops were conducted. <b><u>MET</u></b>
SSCPS will promote students to participate in external and/or community events.	SSCPS will publish community events in the SSCPS Update both on paper and on the SSCPS website, as well as on school bulletin boards.	School personnel made regular announcements in the school Update. <b><u>MET</u></b>

**b. SSCPS promoted a respectful culture and family partnership.**

School personnel use the term “three legged stool” when referring to the important relationships among students, teachers and their parents/guardians. In written communication and in meetings, administrators and teachers continue to stress this term and how critical the three legged stool is to students’ academic success. From the beginning, parent involvement in the school has been critical and parents enrolling their children in the school understand that they are making a commitment to volunteer and that their children are making a commitment to perform community service each year. One of the goals of the school administration and the Parent Association this past year was to increase the number of parents who volunteered and participated in the Annual Fund. This year, over 200 parents were recognized for their volunteer activities and the percentage of parents contributing to the Annual Fund continued to increase. Two years ago, the participation rate was 14.5%, last year, it was 42%, and this year it rose to 51%.

The chart below documents that SSCPS met 3 of the 3 expectations set in the 2006 – 2010 Accountability Plan.

<b>Expectations</b>	<b>Strategies for Attainment</b>	<b>2008-2009</b>
SSCPS will promote a respectful culture within all facets of the school community.	A Social Competency Curriculum, the school’s Code of Conduct, and Student/Parent Expectation forms were used to convey guidelines for respectful behavior. All K-6 teachers trained in Open Circle.	Out of the 354 surveys that were submitted, 89% of the community responded that the school has a respectful culture. <b><u>MET</u></b>
SSCPS will promote a partnership in which the school and the families each have responsibilities for the growth and progress of the students.	Goal Setting Meetings, Parent-Teacher Conferences, the School Council, narrative Progress Reports, the Weekly Update, Parent Association meetings, and the ongoing encouragement of Volunteerism were used to promote partnerships.	97% of parents surveyed feel the school provides meaningful opportunities for parents in governance and volunteerism. 97% believe the school has regular open communication through meetings, Updates, letters, web postings, telephone broadcasts, open houses, and individual conferences. <b><u>MET</u></b>

All students and parents will understand the standards expected for promotion.	100% of students and parents will be provided with detailed Exit Standards that set clear rigorous and minimum academic requirements.	The standards for promotion are listed in the Student Handbook. All parents are required to read the Handbook and sign the Student Handbook Agreement. The standards expected for promotion are shared at goal setting conferences in the fall. <b><u>MET</u></b>
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**c. SSCPS actively disseminated its model.**

Dissemination of its best practices is a priority for South Shore Charter Public School. One year ago, SSCPS hosted a meeting with area curriculum leaders to consider ways in which the schools might collaborate. As a result of these meetings, Holbrook administrators expressed an interest in working with SSCPS and collaborating on a dissemination grant. SSCPS received a \$72,500 Dissemination Grant. It supported an SSCPS Early Childhood Literacy teacher to work full-time with kindergarten, first grade, and special education teachers at the J. F. Kennedy Elementary School. The grant also paid for consultants to conduct Core Knowledge reading and DIBELS training; stipends for the Holbrook teachers to attend three days of training in the summer; and the purchase of reading materials and DIBELS tests. One of the grant's goals was to develop a common approach to reading instruction that would include ongoing assessment, observation, and teaching strategies to meet the individual needs of students. The collaboration was extremely successful and Holbrook and SSCPS teachers will continue to work together as part of a Teacher Reading Academy that Holbrook is spearheading for 2009-2010. In July and August, elementary teachers from Holbrook, St. Joseph's Catholic School in Holbrook, and SSCPS will spend five days together being trained in best practices in literacy.

In addition to the dissemination grant with Holbrook, SSCPS administrators and teachers participated in the Charter School Study Group visits last year and again this year. The teams shared what they learned from the visits with staff and two of them presented at the Holy Cross Conference in the fall. SSCPS also hosted a team of eight educators from the Fall River Public Schools and educators from parochial and private schools in the Boston area who were investigating project-based learning.

The chart below documents that SSCPS met 2 of the 2 expectations set in the 2006 – 2010 Accountability Plan.

<b>Expectations</b>	<b>Strategies for Attainment</b>	<b>2008-2009</b>
SSCPS will disseminate its model.	SSCPS will provide information about the program to the community through: presentations/publications, TV/Radio, visitors, and the school's Web Site	SSCPS is involved in numerous activities to disseminate its model. Faculty and staff are involved as members in numerous professional organizations, make presentations, and are otherwise involved in various community activities. Students have contributed to the dissemination process through their involvement in college courses, community service activities, community organizations, and inter scholastic and community based athletics. Numerous newspaper articles have highlighted the many achievements of the faculty and students. The new website also provides extensive information about the school and its innovative programs. <b><u>MET</u></b>
SSCPS will work with district schools to improve education for all students.	SSCPS will contact and meet with local districts to cooperate on grants and joint programs.	SSCPS partnered with Holbrook on a Dissemination Grant to share the Core Knowledge K through First grade reading program. SSCPS successfully applied for two Title I competitive grants with several local districts. Both

		<p>of these grants supported math training for upper elementary teachers in the summer of 2009. One of the grants also provided summer math instruction for at-risk students. In addition, the Executive Director and Learning Services Director attend meetings with area administrators at the South Shore Educational Collaborative in Hingham.</p> <p><b><u>MET</u></b></p>
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**Common School Performance Criteria**

**Implementation of Mission, Vision and Educational Philosophy:**

The SSCPS’s mission and educational philosophy to inspire students to achieve their potential are fundamental in the implementation of the innovative curriculum that incorporates academic courses with the exploration of real-life applications. The program of studies augments a traditional curriculum aligned with the Massachusetts Frameworks with learning through experience in Projects and Workshops. Projects and Workshops, predominantly within the fields of environmental science, performing arts, visual arts, communication, and technology, are an essential part of the school’s mission. Projects and Workshops enable students and adult leaders to work together, follow their passions, and establish and accomplish goals that serve community needs. One of the founding principles of the school is to foster a close working relationships among parents, students and teachers. As part of that partnership, teachers schedule annual Goal Setting Meetings for each student with families in the fall. One of the school’s expectations of parents is that they volunteer in some capacity during the school year. At SSCPS students also learn how to integrate their learning into the life of the community. All K-12 students are required to complete community service requirements. Students at all grade levels are provided with opportunities to create, produce, and defend their work, collaborate in teams, and serve as student leaders. Students become involved in the community beyond the school walls and learn about the importance of teamwork, communication, service, and organization. In addition, each Level regularly holds “town meetings” led by student-elected leaders and a high school student is a voting member of the Board of Trustees.

**Academic Program Success**

**Accountability Plan**

**a. Students demonstrated the essential skills of initiative, critical thinking, teamwork and communication.**

SSCPS believes that experiential learning in Projects and Workshops is an ideal means for students to learn and experience important life skills. SSCPS has developed clear criteria that all Project and Workshop Leaders must follow. Students must complete all Project and Workshop requirements and present Exhibitions of Mastery related to their Project and Workshop work in order to meet the Exit Standards. There are currently 30 Projects and Workshops offered at SSCPS.

SSCPS measures a student's achievement by reviewing each Level's Exit Standard checklist and end of the year performance form. Level Coordinators and Project and Workshop leaders submit data about student Exhibitions as well as leadership opportunities. Projects and Workshops are required to have two culminating events or demonstrations that mark goal completion annually.

The chart below documents that SSCPS met 6 of the 6 expectations set in the 2006 – 2010 Accountability plan.

<b>Performance Standard</b>	<b>2008-2009</b>
100% of students will participate in project/workshops.	100% of students enrolled in Projects and Workshops. <b><u>MET</u></b>
1. 90% of Level IV and high school SSCPS students will successfully complete Project and Workshop requirements. 2. 90% of all Level I, II, and III students will meet Project requirements.	1. 98% of students completed Project and Workshop requirements. 2. 100% of Level I, II, and III students met Project requirements. <b><u>MET</u></b>



90% of students will reflect on Project or Workshop work on a weekly basis.	99% of students completed journals in their Projects or Workshops. <b><u>MET</u></b>
<ol style="list-style-type: none"> <li>90% of SSCPS students will successfully complete Exhibitions of Mastery.</li> <li>100% of Grade 12 students will successfully participate in a formal debate.</li> <li>Students will demonstrate writing ability in a variety of genres in short and long writing assignments.</li> <li>90% of students in Levels I-IV will successfully complete a Science Fair Exhibition.</li> <li>Students will successfully communicate in an artistic mode.</li> </ol>	<ol style="list-style-type: none"> <li>99% of students completed Exhibitions of Mastery.</li> <li>100% of Grade 12 students successfully participated in a formal debate.</li> <li>100% of students did various writing styles.</li> <li>100% of students in Levels I – IV successfully completed a Science Fair Exhibition.</li> <li>100% of students successfully communicated in an artistic mode.</li> </ol> <b><u>MET</u></b>
100% of students will successfully complete internships.	Internships have been replaced with Senior Projects. 100% of seniors successfully participated in Senior Project. Please read the description of Senior Projects in the “College Courses, Dual Enrollment and Internships” section of this document. <b><u>MET</u></b>
75% of the students will agree that SSCPS provides opportunities for students in initiative and leadership.	80% of students report there are meaningful opportunities for students in initiative and leadership as shown by student responses to survey questions. <b><u>MET</u></b>

**b. Students demonstrated mastery of essential academic skills.**

SSCPS offers a multifaceted approach to student assessment and evaluation. School personnel provide individual feedback on student learning to the parent and the student. The use of narrative reports, combined with internal and external assessment measures, provide a thorough explanation of individual student achievement. The Exit Standards for each Level serve as benchmarks and clearly delineate the promotion standards to students and their parents. This year, staff reviewed and updated the Exit Standards and they were approved by the Board of Trustees at their July 2009 meeting. Standards at all Levels now include both course and Project and Workshop completion requirements. Common Exit Standards at all levels include the following: community service, portfolios of exemplary work across the curriculum, and, exclusive of Level I, technology competencies. Faculty year-end data reports provide an accounting on student progress in meeting each Exit Standard.

One of SSCPS’s on-going goals is to provide students with extensive access to technology and a wide variety of educational software programs. This year, the school upgraded the computers in all classrooms and labs and two new SmartBoards were purchased. The Parents Association provided the funds for one of the SmartBoards.

The chart below documents that SSCPS met 5 of the 7 expectations set in the 2006 – 2010 Accountability Plan.

<b>Performance Standard</b>	<b>2008-2009</b>
90% of students will pass each course or subject.	91% of students passed each course or subject. <b><u>MET</u></b>
100% of Level III and Level IV students will complete required portfolio work with a minimum score of 80%.	SSCPS did not meet this performance standard. 94% of students completed portfolios. <b><u>DID NOT MEET</u></b>
100% of high school students will meet the state MCAS requirements for graduation.	100% of seniors met the state MCAS requirements for graduation. <b><u>MET</u></b>
100% of high school students will receive a passing grade (C or better) in two college courses at an accredited college	100% of students taking college courses met the C level requirement.

or university.	<b><u>MET</u></b>
100% of high school students must attain proficiency in Microsoft Word, Excel, PowerPoint, and internet use.	To measure this standard, students were required to submit evidence of their proficiency using Microsoft Office software in their portfolios. <b><u>MET</u></b>
90% of SSCPS students (in grades 3- 10) will meet or exceed the Needs Improvement score on MCAS exams.	This Performance Standard was not met, as only 88% of students met or exceeded the "Needs Improvement" level. When this data became available last summer SSCPS instituted an MCAS Action Team. The first goal of this team was to raise the profile of MCAS and to demonstrate the usefulness of these tests in measuring the learning outcomes for all students, namely to be proficient readers, writers, and mathematicians. Specific goals were set for each student in grades 4 – 8 based on last year's MCAS scores. These goals were calibrated to assure that the 2009 CPI targets to achieve AYP would be met. Preliminary data from the ELA and Math assessment indicate that these targets were met. The MCAS Action Team also worked with the faculty to create Formative Assessments in grades 3 – 10 in ELA and mathematics. Professional Work time was set aside so that the assessments were collectively evaluated and promptly scored on a vertical and horizontal axis to visually show not only which students need additional support but which strands of the Massachusetts Frameworks needed to be re-taught. <b><u>DID NOT MEET</u></b>
All graduating seniors will be accepted into college.	All 2009 graduates were accepted to college. <b><u>MET</u></b>

**c. Students demonstrated that they are actively engaged in their education.**

As part of the Exit Standards, students in the high school (grades 9 –12) are required to take two pre-approved three-credit college courses and receive a C or better, (75 on a numerical scale). Students typically enroll at Quincy College, although this year students also enrolled in courses at Massasoit Community College, Harvard Extension, Eastern Washington University, Curry College, and the University of Massachusetts/Boston. SSCPS students are reimbursed for the tuition (up to the cost of a course at Quincy College, \$330). Dual Enrollment is a program in which students take college courses in lieu of high school courses. One student participated in the program in 2008-2009. The student was dual enrolled at South Shore Charter Public School and the University of Massachusetts at Boston. Beginning with the Class of 2008, each senior is required to participate in Senior Project. The Senior Project was created as an opportunity for seniors to design and take charge of their own educational experience by pursuing a particular interest in-depth before moving on to college. The project became a graduation requirement because it is a challenging and meaningful transition between high school and college.

The Class of 2009 had a very successful year with Senior Projects. All twenty-three seniors found their own projects and 50% of the seniors were offered jobs after their internships ended. A sample of the 2009 Senior Projects include:

- Blackstone Community Center: assisted in planning and registration for community summer youth programs;
- VCA Animal Hospital: assisted a Vet Tech at a local animal hospital;
- South Shore Hospital: 3 students interned at SSH and were exposed to various parts of the hospital including: maternity, cardiac rehabilitation, phlebotomy lab, and the emergency room;
- Boston Symphony Orchestra: assisted the office and organized a database of BSO volunteers as well as assisted in planning events; and,
- Art Workshop: designed a wrap for the Veggie Van and a website for the Art Workshop.

The chart below documents that SSCPS met 3 of the 4 expectations set in the 2006 – 2010 Accountability Plan. The explanation and action taken by the school to correct the 4<sup>th</sup> outcome is described in the second column.

<b>Performance standard</b>	<b>2008 – 2009</b>
95% of students will meet an average daily attendance rate of no less than 90%.	SSCPS did not meet this performance standard. 93.9% of students met the average daily attendance rate of 90% or more. Due to current attendance rates at SSCPS, changes were made to the Attendance Policy in the next year's Student Handbook. The average daily attendance rate was 95.1% for grades K-12. <b><u>DID NOT MEET</u></b>
90% of SSCPS students will meet Community Service requirement.	98% of the students completed their Community Service requirement. <b><u>MET</u></b>
Students will participate in weekly Level Town and Pod meetings.	Weekly mandatory scheduled town /pod meetings were held throughout the school year. <b><u>MET</u></b>
All students with advisors will create a yearly educational plan.	100% of students had an educational plan. <b><u>MET</u></b>

### **Common School Performance Criteria Curriculum**

The founders of South Shore Charter Public School established an instructional model based upon the premise that learning through experience is the key to providing students with a well-rounded, in-depth education. With some modifications and a sharpened focus, this model continues as the foundation of each student's education. Through core courses, students are given the skills and knowledge outlined in the Massachusetts Curriculum Frameworks. Through Projects and Workshops, students develop the skills and attributes needed to take responsibility to work individually and collaboratively for a common goal. In addition to the core subjects (English, math, history, and science), Spanish is taught beginning in Kindergarten. The school is organized into learning communities or Levels: Level I (Kindergarten and 1-2), Level II (3-4), Level III (5-6), Level IV (7-8), and High School (9-12). In these multiage learning communities, students support and nurture one another.

Major changes in curriculum in 2008-2009 included the expansion of the Core Knowledge reading program to the first grade and the kindergarten program was separated from the multi-age Level 1 classrooms to better meet the academic and social needs of the students. Details of the DIEBELS results are found on Page 30. At the secondary level, the new Spanish teachers worked on the K-10 curriculum and the implementation of a new textbook series (November 2008 adoption) in grades 7-10. The secondary math teachers worked with a math consultant to analyze the MCAS results and evaluate the appropriateness of the Singapore Math program for grades 7-11. By December, the group reached consensus that the Singapore program was not a match for SSCPS students. A Textbook Adoption Committee was formed, comprised of the 7-12 principal, secondary math teachers, parents, students, and the outside math consultant. In March, Dr. Connolly presented the Committee's recommendation of the McDougal Littell Math program to the Executive Director. At their May meeting, the Finance Subcommittee and the Board of Trustees approved the purchase of the math program. On-going training is planned for the secondary math teachers, beginning in August 2009.

In meetings with representatives of the Faculty and Staff Association (FASA) in the spring of 2008, it was agreed that the emphasis of the school's professional development program for 2008-2009 would be professional work rather than bringing in outside consultants to teach courses as had been the practice in previous years. A number of in-service and professional development days were used to develop, grade, and interpret formative assessments in English and mathematics in grades 3-10. Also in the Spring, teachers reviewed and revised the existing Exit Standards to ensure consistency and a seamless transition from Level to Level.

**Instruction:**

Teachers at SSCPS use objective driven instruction in their classes to focus lessons so there are clear learning goal(s) for each class. This is accomplished through a variety of classroom management practices, including, but not limited to: the posting of objective(s) for each lesson; a clear statement on the objective(s); referencing connections to previous lessons; a combination of teacher and student led instruction; a level of questioning, with wait time, that requires knowledge, comprehension, application, analysis, synthesis, and evaluation skills; consistent monitoring of student learning with clear and specific feedback; and, a summation at the end of the lesson to determine if the objective(s) have been met. All of this is done within a culture of respect where the teacher communicates to all students that they can and that they will meet class objectives with effective effort and teacher support.

Teachers and administrators recognize the importance of using a variety of instructional strategies and materials to meet the needs of all learners. Over the past several years, SSCPS has offered a number of workshops and courses on differentiated instruction. Teachers use a variety of instructional materials and software programs to challenge their students and promote critical and creative thinking. Teachers identify students' learning strengths, make accommodations including flexible grouping, cooperative learning, and independent study, and use multiple assessments to measure student progress.

Over the past several years, the performance of many SSCPS students on the MCAS open response and short answer questions were disappointing. Although teachers devoted more class time in 2007-2008 to writing, there was not significant improvement in students' performance. In analyzing the 2008 MCAS results, teachers and administrators identified a need for the school to reintroduce the Collins Writing Program in a systematic way to all teachers. While the school provided Collins training for teachers a number of years ago, it had not trained the new teachers and, by the fall of 2008, only 32% of the teachers had been at the school for five or more years. To address this need, the school hired a Collins Consultant to provide 10 hours of training for all teachers. As a result of this training, all classroom teachers focused more on writing and students had more consistent targeted practice in writing. In grades K-6, teachers agreed upon a common language to use in their writing instruction.

**Program Evaluation**

The process of curriculum review and documentation are tied to program evaluation. One example of this process is the review of the math program discussed in the narrative above in the Curriculum section. As noted frequently in this report, programs are reviewed by looking at data from various sources and changing and altering programs to more effectively help students to learn. This cyclical process ensures consistent improvement in teaching and learning.

Another example of this process was the hiring of a consultant two years ago to evaluate the school's Learning Services program and to provide staff with feedback relative to strengths and weaknesses of the programs. This past year, the new Director of Learning Services chose multiple standards identified by the DESE through Program Quality Assurance, and, for the first time, completed a Learning Services Program Self-Evaluation.

**School Culture**

In addition to the administrative reorganization and new administrators at the helm, there were a number of additional personnel changes for 2008-2009. Sixteen new staff members were hired and two returning staff members had new assignments. In all, twenty staff members were either new to the school or new to their assignments. As in previous years, the administration scheduled orientation days in the summer for the new staff members and provided them with mentors. As a small school, SSCPS has found that there is not always expertise in every subject area to support first year teachers. Consequently, the administration hired outside mentors (retired educators) for the secondary math, science, and Spanish teachers.

Despite all of the support that was offered and provided to the new staff members, the administration received feedback that first and second year teachers needed more guidance and support for the

Project and Workshop component of their teaching assignment. Staff members also indicated that there was a need for the school to address climate, culture, and communication issues. Some reported that there was a “divide” between the new and more experienced staff while others reported communication issues between administrators, Level Coordinators, and teachers.

As a result of the formal and informal feedback, two task forces were created: Climate & Culture and Projects & Workshops. The two groups reported back to the faculty in March and the administration was able to take action on a number of their recommendations and allocate funds in the FY10 budget to address them. The changes included creating stipend positions for the following: a Dean of Discipline for grades 9-12; a Level Coordinator for Curriculum, 9-12; two Project & Workshop Directors (one K-6 and one 7-12); a 7-12 Math/Science/Technology Lead Teacher, and a 7-12 Humanities Lead Teacher. The Climate & Culture Committee will become a standing committee at the school with the goal of encouraging open communication and providing feedback on the effectiveness of the school’s organizational structure. The Project & Workshop Task Force clarified the steps and procedures that were necessary for all Projects and Workshops to be successful and still be student planned and directed. Timetables and accountability measures were developed by the Task Force.

### **Diverse Learners**

SSCPS believes that students learn in a variety of modalities. SSCPS staff members are expected to deliver instructional and support services that will be the most effective in helping students achieve their maximum level of success in school. This year some significant changes in the model of service delivery were made and the Learning Services Department was reorganized. The school hired a full time School Psychologist and a full time Occupational Therapist. These positions had previously been part-time positions. The Learning Services Department continues to comply with all Federal and State Special Education Laws and Regulations and is committed to meeting the individual needs of all students in the least restrictive setting possible. All of the Special Education staff and related service providers are certified and/or licensed in the State of Massachusetts. Approximately 14.5% of the 517.74 FTE students required Special Education Services in 2008-2009. As of June 30, 2009, SSCPS had 70 students receiving Special Education services: Level I - 11 students; Level II - 11 students; Level III - 15 Students; Level IV - 18 students; High School - 15 students and 32 students on 504 Plans. The school’s most recent mid-cycle review was completed in 2008. In a letter dated May 19, 2009 from Vani Rastogi-Kelly of Program Quality Assurance, it was indicated that “SSCPS has met all of its requirements with regards to the Massachusetts Department of Elementary and Secondary Education” and the next Coordinated Program Review will be scheduled during the 2010-2011 school year.

SSCPS provides a continuum of services through the Learning Services Department and, as a result, the program is continually being assessed and fine-tuned to best meet the needs of the current population. This was the first year that the school provided a Language-based learning classroom for a small number of students in 8<sup>th</sup> grade who were identified as requiring a more substantially separate educational setting. The Learning Services teacher will follow these students as they enter High School next year and continue to provide them with the reading and language instruction they needed in order for them to be successful in school. To identify English language learners (ELL), SSCPS assesses language proficiency for all new students whose families are identified as speaking a language other than English on the Home Language Survey. SSCPS uses assessments that are age-appropriate and measure English skills in the four required areas: reading, writing, listening and speaking. When the assessment results indicate that a student has limited English proficiency, the student is identified as an English language learner (ELL) and is eligible to receive support services from the ELL teacher. Due to the changing demographics of the population over the past several years, SSCPS has increased the ELL position to a .5 FTE in order to meet the high numbers of referrals to this program.

The Title I program at SSCPS provides children additional instruction in math and language arts through small group classes, typically three to five students in a group. These groups focus on foundational skills to support the students with their studies. In the year end survey (59% response rate) 88% of the Title I parents responded to “mostly” or “very much” when asked whether their child/ren showed an increased interest in reading and/or math as a result of Title I instruction.”

SSCPS uses DIBELS, MCAS results, Formative Assessments, and teacher recommendations to determine who is eligible for the Title I program. The same criterion is used to determine when a student is no longer in need of Title I services.

This year, the Title I program focused on servicing fewer students and narrowing the range of grades with the goal of supporting students with the greatest needs. In 2007-2008, SSCPS provided Title I support to 87 students in math and ELA in Grades 1-6. In 2008-2009, the Title I program supported 31 students in ELA instruction grades 2 - 5 and 25 students in math instruction grades 3 - 6 for a total of 46 students served. Ten of those students received support in both subject areas. The majority of the students received 45 minutes of support per day for four days a week compared to 25 to 30 minutes per day in the previous year. SSCPS has compensated for this narrowing and intensifying of support by providing other forms of assistance to students who are no longer in the Title I program. This year after-school programs were developed allowing for three hours per week of support to an additional 17 students in grades 3 - 6 and 15 students in grade 7.

Currently, there are two Student Support Teams (SST), one for Levels I, II and III and the other for Level IV and the High School. Both groups met regularly to discuss students who are struggling academically. The Teams worked collaboratively with teachers and families to put plans in place in order to assist students to succeed in school. In February 2009, as a result of a SST recommendation, the High School established a new program called The Learning Center (TLC) which was designed to provide intensive tutorial support from content area teachers in order to shore-up gaps or deficits in student learning. In addition to the core subject areas, one class offered in TLC was an Organizational Skills class to help a group of students whose poor academic performance was attributed to poor executive function skills. This class taught students skills and strategies on how to initiate and stop actions, monitor and anticipate outcomes, and adapt to changing situations.

Next year, Directed Study classes will replace The Learning Center at the high school. Students will be placed in Directed Studies so that they can receive additional academic support from their classroom teachers. These classes will be available to all students regardless of whether they receive Special Education services and/or accommodations through a 504 plan.

### **Supervision and Evaluation**

With a change in the Leadership Team resulting in a period of three months when the school was short one principal, not every teacher was evaluated during the 2008 - 2009 school year. All first year teachers were evaluated. During the 2008 - 2009 school year, two administrators and a teacher visited a charter school in Boston to study their practice of "ten-minute classroom visits." The team came back to share this practice with administration and faculty. For the 2009 - 2010 school year, the Leadership Team will evaluate every teacher. The evaluators will use a combination of ten-minute observations and formal evaluations with a pre-observation conference, an observation, a post-observation conference, and a write-up to assess the performance of all teachers.

### **Professional Development**

Over the past two years, SSCPS has become a data-driven school with professional development offerings and programs that are responsive to the needs of the students and the teachers. Decisions about professional work and professional development are based upon staff members' analysis of student performance on assessments, the current curriculum and its effectiveness, and instructional practice. Teachers and administrators work together collaboratively to plan the professional development activities based upon their analysis of data. SSCPS evaluates its professional development programs by teacher surveys, classroom observations, and student performance.

SSCPS encourages staff members to attend workshops and trainings that will help them improve their instructional repertoire with a focus on improving their students' learning. In 2008-2009, SSCPS spent \$74,106 for internal and external workshops, dues and subscriptions, and faculty tuition reimbursement. Throughout the course of the school year, SSCPS scheduled monthly full faculty meetings to discuss educational issues, provided 5 early release days and 5 full days of professional development opportunities. The full professional development days were devoted to opening and closing activities and Level meetings; curriculum development and Core Knowledge reading training;

work on Formative Assessments and curriculum development; and charter renewal work on Faithfulness to the Charter. There were five early release days and three of them were used for Writing Across the Curriculum training and two were used to review, revise and update the Exit Standards.

The total amount for staff salaries for these days added \$119,811 to the professional development costs for a total of \$193,917. This averages approximately \$374 spent per student for professional development. The school has a professional development policy in place that reimburses each full time faculty member \$300 towards professional development trainings. Also, full-time faculty can request additional professional development funds up to a maximum of \$2,000 annually.

## Organizational Viability

### Accountability Plan

#### a. SSCPS will maintain financial solvency and stability.

In FY09, the Board of Trustees worked closely with the Finance Committee monitoring the FY09 Operating Budget and the possibility of revenue decreases due to the economic conditions at the State and Federal levels. The school's FY08 annual financial audit produced no significant negative findings. The School continues to participate in sound business practices as evidenced by monthly financial presentations and FY09 financials.

The chart below documents that SSCPS met expectation set in the 2006 – 2010 Accountability Plan.

Performance Standard	
SSCPS will maintain financial stability and solvency.	<b>MET</b>
FY 09 Please see FY09 Draft Annual Report Financials and Common School Performance Criteria Relating to Organizational Viability	

#### b. SSCPS is a viable organization.

In the *Year 14 Site Visit* report for South Shore Charter Public School, the Team wrote the following finding for the question “*Is the school becoming the school it promised to be in its charter?*” “Entering its fourteenth year of operation, SSCPS continues to work to address a range of challenges. After several years of administrative turnover and reorganization the school has adopted a new administrative structure and other systems that are intended to better distribute school leadership and improve communication. Stakeholders expressed confidence in school leadership and are hopeful that the individuals, who are relatively new to the school, will provide stable leadership for the foreseeable future. Teachers, students, and parents report that the school community provides a collaborative and supportive environment that allows for authentic learning experiences. Administrators and teachers noted that the school has begun to use data more frequently and have implemented a new system of formative assessment that is designed to improve students’ achievement and performance on MCAS”.

A crucial element of the viability of SSCPS is the parents. SSCPS was a school founded with community and family support. The school works hard to encourage parent input. SSCPS continues to value parent involvement and is rewarded with an active parent community. During the 2008-2009 school year parents volunteered thousands of hours of their time. This support is organized and channeled through the Parents Association. Parents are one of the ways the work of SSCPS is spread throughout the larger community.

Throughout the 2008-2009 school year, parents, Board members, faculty, and students were constantly encouraged and asked to provide feedback on how the school was doing: was it faithful to its mission, meeting the needs of all students, and offering a challenging academic program? The feedback from all of the formal and informal meetings and the Annual Satisfaction Survey was most positive and there were always lively discussions at Board, Faculty, and Parents Association meetings. In the late spring, the school posted its Annual Satisfaction Survey for parents, faculty, students and Board members. The survey was posted for four weeks and the administration continually reminded all stakeholders to complete the survey through the Weekly Update, the website, and ALERT Now. In

comparison to previous years, there was considerable improvement in the response rate: 100% Board of Trustees, 60% parents, 80% staff, and 38% students.

In preparing the FY10 Operating Budget, the administration worked closely with faculty, the Finance Committee, Board of Trustees, Level Coordinators, and the SSCPS community with the objective of developing a balanced budget. During this process, the administration acknowledged that the tuition revenue in FY10 would take a dramatic cut due to the fiscal crisis in the economy and the fact that many of the surrounding districts were cutting school budgets. Based on this information, the administration prepared six potential budget scenarios and worked together with all parties to propose the Final FY10 Operating Budget that was approved in June 2009.

The chart below documents that SSCPS met 4 of the 5 expectations set in the 2006 – 2010 Accountability Plan. On the 5<sup>th</sup> expectation SSCPS is making progress towards meeting this goal.

<b>Expectation</b>	<b>Strategies for Attainment</b>	<b>2008-2009</b>
SSCPS will include students, faculty and parents in its democratic governance model.	Through written communication, an active School Council, committee work in which students, faculty, and parents work together, on-line surveys, a reorganized Parent Association, and student boards and Town/Pod Meetings input is solicited from student, parent, and faculty audiences.	Throughout the school year school personnel sent an opening of school mailing, the School Council met 8 times and addressed school policies, parents, students, teachers and Trustees work on various issues collectively and discretely, the Education Committee met 8 times to discuss academic program issues, an online survey was administered with a much improved response rate compared to previous years, Parent Association meetings consistently represented 15% of families, and new policies were brought before town meetings. <b>MET</b>
SSCPS will strive to retain teachers.	By providing mentoring for new teachers, competitive salaries and benefits, a strong commitment to Professional Development, and Soliciting teachers' opinions on major initiatives, teacher leaders are supported.	New teachers were assigned mentors. SSCPS Successfully worked with faculty to reach a salary and benefit agreements in FY10 that included a 3% raise. The school continued funding \$300 professional dev stipend. Major changes in policy were taken to teachers for input. Teacher retention rate is 87.5%. <b>MET</b>
SSCPS will provide clear and stable leadership.	Members of the Board of Trustees are involved in annual training, there is ongoing professional development for administrators, and SSCPS offers good salaries to attract and keep school leaders. The Board will plan ahead for leadership changes.	A consultant facilitated the Annual BOT retreat in July 2008 and returned to do a follow-up meeting in November 2009. New BOT members attended training conducted by the Charter School Center and the DESE. In September, the Board voted to change the format for meetings to focus more on academic programs and student achievement. The Interim Executive Director completed a second year and has been reappointed as part-time Executive Director for FY10. The K-12 Assistant Principal was reassigned and is now the K-6 Principal. The K-12 principal resigned in August 2008 and a new 7-12 Principal was hired in December. The K-12 Assistant Principal/K-6 principal has been with the school for 14 years. <b>MET</b>
SSCPS will strive for student retention.	SSCPS provides peer mentoring and teacher advisors for students. The school also provides Student Learning Support Services.	There was an 89% retention rate for 2008-09. All students had an advisor or pod teacher. Strong Student Support Team services and other general education interventions have been put in place to assist students in achieving academic success. Exit interviews are conducted with families giving prior notice of their departure. <b>MAKING PROGRESS TOWARDS</b>



<p>SSCPS will maintain adequate facilities to meet the needs of students.</p>	<p>School personnel will coordinate fundraising activities with a focus on fewer fundraisers while increasing parent and faculty participation rate in the Annual Fund. The long-term goal is to triple the amount raised and complete the third phase of the build-out of the school.</p>	<p><b><u>MEETING</u></b></p> <p>Fundraising remains a challenge for the school. A new Development Associate was hired for 2008-2009 but the position was not funded for 2009-2010 due to budget constraints. The school has a partnership with the South Shore YMCA, and the towns of Hingham and Hanover for use of their athletic facilities and auditoriums for a nominal fee. The building continues to be renovated each year to add new educational space. In FY09, space was renovated for a Language-Based classroom, a faculty work room, and a library. New computers for all classrooms were leased and 15 i-mac computers were purchased for the Art and Music programs.</p> <p><b><u>MET</u></b></p>
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## **Common School Performance Criteria**

### **Policy decisions:**

Major policy decisions such as changes to the Exit Standards, Board policies, and by-law changes were reviewed by the appropriate groups and committees prior to their presentation to the Board of Trustees for a vote. These groups/bodies include faculty, staff, students (in some cases), and administrators; the school council; the Education Committee, the Parents Association, and Board of Trustees subcommittees. For example, the changes to the Exit Standards were reviewed by the staff at each Level, the Level Coordinators, the School Council, Education Committee, and the Renewal Accountability Committee prior to being submitted to the Board of Trustees for their approval in July, 2009.

### **Major Board Decisions from Year 2008/2009**

#### **July 2008**

**Board Vote:** To approve changes to the Exit Standards to reflect a passing grade of 70 from Levels III (Grades 5 & 6), Levels IV (Grades 7 & 8), and High School (Grades 9-12).

#### **September 2008**

**Board Vote:** To amend the SSCPS By Laws to clarify the ballot process and process to fill a Board vacancy.

#### **November 2008 Special Meeting**

**Board Vote:** A Special Meeting was held to count the ballots and approve the By Law amendments.

#### **December 2008**

**Board Vote:** To suspend search for full time Executive Director.

#### **February 2009**

**Board Vote:** To approve the recommendation of the Personnel Committee and adopt the job description for Part Time Executive Director.

**Board Vote:** To encourage the Executive Director to adopt the long term enrollment plan as presented.

**Board Vote:** Approved Solicitation Policy.

#### **April 2009**

**Board Vote:** To approve the contract for the Part Time Executive Director.

#### **June 2009**

**Board Vote:** To approve the FY10 Budget.

### **Amendments to charter:**

There were no amendments to the charter during the 2008-09 school year.

### **Complaints:**

There were no official complaints to the Board of Trustees during the 2008-09 school year.

### **Oversight:**

The Board of Trustees both formally and informally assesses the performance of the Executive Director. The Board of Trustees includes representatives from each constituent group: current parents, a student member, the President of the Parents Association as well as two faculty representatives (non-voting members). All Board members and the two faculty representatives were

asked to respond to the formal evaluation of the Executive Director and the head of the Personnel Committee compiled the results. The Executive Director attends all Board, Executive Committee, and Subcommittee meetings and a member of the Board serves on the school's Education Committee. Beginning in the 2008-2009 school year, at least one third of every Board meeting was devoted to presentations on the school's academic programs, student performance, and school initiatives to improve student performance. Each spring and again in the fall, the school leaders present the School Improvement Plans (SIP) to the Board of Trustees. At the beginning of each school year, the Executive Director and the school leaders present the most recent MCAS results, its data analysis of those results, and any proposed changes to improve student performance.

### **Board planning:**

In May 2008 the Board retained the services of an outside consultant to design and facilitate a one-day workshop in July 2008 with a follow-up half-day session in November 2008. At these two retreats, the Board identified SMART goals and articulated broad strategies for board development and recruitment. Two major changes were the redesign of the Board meetings to focus more on academics and student achievement and the scheduling of joint meetings with the Development Committee, PA, Fundraising Chairs, and the SSCEF to better coordinate all fundraising activities for the school. The tools for measuring these SMART goals include MCAS results, student achievement (promotion, graduation, grades), retention rate of faculty and students, monthly academic presentations to the Board from all grade levels, monthly reporting of Development activities and funds raised from all sources, and the Annual Satisfaction Survey.

### **Family satisfaction:**

In 2008-2009, school leaders made a conscious effort to improve communication with families, increase the turnout at school sponsored events, and increase the participation rate for all groups in the Annual Fund. Stakeholders were constantly asked to provide feedback on how the school was doing: was it faithful to its mission; did it meet the needs of all students; and, did it offer a challenging academic program? As it had done in previous years, the school posted its Annual Satisfaction Survey for parents, faculty, students, and Board members in the late spring. The administration continually reminded all stakeholders to complete the survey through the Weekly Update, the website, and ALERT Now. In comparison to previous years, there was considerable improvement in the response rates for all groups: 100% Board of Trustees (15), 60% parents (208), 80% staff (69) and 38% students (102). In the 2009 Survey, 97% of the parents reported that the school provides meaningful opportunities for parents in governance and volunteerism; 97% agreed that the school has regular open communication; 81% agreed that the school provides a cohesive K-12 program; 76% agreed that the Board of Trustees is a strong, stable and guiding body, 87% agreed that the school manages its resources effectively; 95% agreed that the school provides opportunities for students to demonstrate leadership in the school; 85% agreed that the combination of progress reports, standardized test results and MCAS results provide an objective analysis of a student's ability to master skills; and 86% responded that they were satisfied with the educational experience and program at SSCPS.

### **Financial oversight:**

In preparing the FY10 Operating Budget, the administration worked closely with faculty, the Finance Committee, the Board of Trustees, Level Coordinators, and the SSCPS community with the objective of developing a balanced budget. During this process, the administration acknowledged that the tuition revenue in FY10 would take a dramatic cut due to the fiscal crisis in the economy and the fact that many of the districts were cutting school budgets. Based on this information, the administration prepared six potential budget scenarios and worked together with all parties to propose the Final FY10 Operating Budget that was approved in June 2009.

### **Dissemination**

Dissemination is one of our three goals in our Accountability Plan. For details on dissemination please see the Faithfulness to the Charter section of this document.

# Financial reports

## Financial Profile

The following five pages show the unaudited draft financial statements for the fiscal year ending June 30, 2009 including depreciation expenses. These include the FY09 Statement of Financial Position, FY09 Statement of Activities and Changes in Net Assets, and the FY09 Approved Operating Budget. The school's independent audit will be completed by September 30, 2009 and will be available by December 31, 2009. This audit will be provided to the Department of Education, the Legislature's Joint Committee on Education, Arts and Humanities, members of the SSCPS Board of Trustees, the Office of the State Auditor, and the State Inspector General's office. If you wish a copy, please call the Business Office at 781/982-4202 x106.

**UNAUDITED**

### **Statement of Financial Position**

**DRAFT**

**For the period ending June 30, 2009**

#### **ASSETS**

##### CURRENT ASSETS

Cash	\$2,936,693
Restricted Cash	0
Deposits & Prepaid Expenses	15,705
Accounts Receivable	1,042
Grants/Tuition Receivable	61,780
Pledge Receivable	0
Due From SSCEF, Inc.	0

Total Current Assets

\$3,015,220

##### Property & Equipment

Furniture & Equipment	102,492
Technology	261,497
Vehicles	35,061
Building & Improvements	2,524,603
Leasehold Improvements	0
Debt Refinancing Costs	2,596
Accumulated Depreciation	(627,529)

Net Property & Equipment

\$2,298,720

Other Assets

Allowance for Doubtful Accts

0

Total Assets

\$5,313,940

#### **LIABILITIES & NET ASSETS**

##### CURRENT LIABILITIES

Accounts Payable & Accrued Expenses	369,319
Due to Others	6,306
Operating Leases	(2,725)
Auto Loan	<u>14,130</u>

Total Current Liabilities

\$387,030

Notes Payable, net of current portion

BPBTC Bond Loan	\$0
SSCEF Tech loan	<u>55,668</u>

Total Liabilities

\$442,698

Net Assets

Operating	4,415,696
Temporarily Designated	45,264

Net Income

410,282

Total Equity

\$4,871,242

**TOTAL LIABILITIES &  
NET ASSETS**

\$5,313,940

**UNAUDITED Statement of FY09 Activities and Changes in Net Assets DRAFT**

**For the period ending June 30, 2009**

<b>REVENUES</b>	<b>FY09 APPROVED BUDGET</b>	<b>FY09 ACTUALS</b>
Per Pupil Tuition & Facilities Aid	\$5,596,978	\$5,623,746
State & Federal Entitlement Grants	203,241	243,809
Program Fees	113,000	103,182
Project Fundraising & Misc. Contributions	12,000	17,209
Medicare Reimbursement	0	5,341
Free & Reduced Lunch Reim	5,000	0
Local Grants	50,000	58,200
<b>Total Revenues</b>	<b>\$5,980,219</b>	<b>\$6,051,487</b>
<b>EXPENSES:</b>		
<b><i>Personnel Expenses</i></b>		
District Leadership and Administration Salaries	\$821,072	\$749,857
Instructional Salaries	2,921,636	2,950,468
Benefits & Insurance & Payroll Taxes	357,212	283,853
Professional Development	64,330	69,856
<b>Total Personnel Expenses</b>	<b>\$4,164,250</b>	<b>\$4,054,034</b>
<b><i>Direct Student Costs</i></b>		
<b><i>Non-Personnel Expenses</i></b>		
Student Transportation	\$26,200	\$9,688
Field Trip Expense	36,000	27,697
Academic Supplies	127,561	152,421
Student Services Contractor	99,500	64,525
Computer Support	82,200	81,644
Furniture & Equipment	13,610	15,924
Testing/Accreditation	5,000	5,331
Library Materials	0	506
<b>Total Direct Student Costs</b>	<b>\$390,071</b>	<b>\$357,736</b>
<b><i>Occupancy Expenses</i></b>		
Lease/Rental	\$509,950	\$498,827
Utilities	162,000	130,165
Maintenance Contractors	129,500	132,869
Maintenance Supplies	25,000	26,849
Maintenance Vehicles (incl gas)	7,000	13,284
<b>Total Occupancy Expenses</b>	<b>\$833,450</b>	<b>\$801,994</b>

**UNAUDITED Statement of FY09 Activities and Changes in Net Assets DRAFT**  
**For the period ending June 30, 2009**

<b>Expenses (Cont.)</b>	<b>FY09 APPROVED BUDGET</b>	<b>FY09 ACTUALS</b>
<b><i>Office Expenses</i></b>		
Commercial Insurance	\$68,000	\$69,574
Supplies	25,000	22,560
Telephone & Communication	24,320	8,200
Advertising	15,000	14,190
Postage & Shipping	13,000	9,489
Printing & Copying	1,000	1,302
Copier (Maintenance/Supplies)	15,000	13,085
Professional Fees (Audit, Legal, & Consultants)	54,000	58,209
<b><i>Total Office Expenses</i></b>	<b>\$215,320</b>	<b>\$196,609</b>
<b><i>Other Expenses</i></b>		
Interest, Bank Fees, Payroll Fees	\$16,600	\$22,377
School Events, Lunch, Misc.	58,800	61,207
Student Scholarships & Awards	0	256
Loss on Disposal	0	2,894
Depreciation Expenses	0	141,785
Loan Amortization Expenses	0	0
Bad Debt Expense	0	2,568
<b><i>Total Other Expenses</i></b>	<b>\$75,400</b>	<b>\$231,087</b>
<b><i>Total Operating Expense</i></b>	<b>\$5,678,491</b>	<b>5,641,460</b>
<b><i>Operating Net Assets</i></b>	<b>\$301,728</b>	<b>\$410,287</b>
<b><i>Less:</i></b>		
<i>Capital Expenditures</i>	\$44,000	44,334
<i>Operating Leases</i>	\$57,800	41,259
<i>Contingency</i>	\$100,000	0
<i>Bank Mandated Income Restriction</i>	\$99,928	99,928
<b>Net Assets After Capital</b>	<b>0</b>	<b>224,506</b>

**FY10 Approved Operating Budget  
For the period ending June 30, 2010**

**REVENUES**

Per-Pupil Tuition	\$4,695,602
Facilities Aide (Part of Tuition Funding Formula)	469,718
Entitlement Grants	293,3441
Program Fees	125,000
Medicaid Reim	6000
Free & Reduce Lunch Reim	5,000
Project Fundraising	12,000
Grant from SSCEF	50,000

TOTAL REVENUES	\$5,656,810
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**EXPENSES**

***Personnel Expenses***

District Leadership & Administration Salaries	\$722,994
Instructional Salaries	2,820,104
Benefits & Insurance & Payroll Taxes	387,304
Professional Development-External	91,186

Total Personnel	\$4,021,588
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***Non-Personnel Expenses***

Student Transportation	\$9,500
Field Trip Expense	36,000
Academic Supplies	73,560
Direct Student Services Contractors	81,644
Computer Support	87,075
Furniture & Equipment	10,600
Testing/Accreditation	7,200

Total Direct Student Costs	\$305,579
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***Occupancy***

Lease/Rental	\$500,850
Utilities	134,300
Maintenance Contractors	172,000
Maintenance Supplies	25,000
Maintenance Vehicles (including gas)	7,000

Total Occupancy	\$839,150
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**FY10 Approved Operating Budget (Cont.)  
For the period ending June 30, 2010**

***Office***

Insurance		\$68,500
Supplies		25,000
Telephone/Communication		17,685
Advertising		15,000
Postage & Shipping		13,000
Printing & Copying		1,000
Copier Leases/Maintenance		15,000
Audit, Legal & Consulting		42,000

		\$197,685
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***Other***

Interest, Bank Fees & Payroll Processing		13,900
Miscellaneous		64,500
Awards, Fellowships & College Savings		0

		\$78,400
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Total Non-Personnel Expense		\$1,420,814
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TOTAL OPERATING EXPENSE		\$5,442,402
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Operating Net Assets		\$214,408
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**Plus:**

Capital Expenditures		\$15,000
Operating Leases		\$51,900
Contingency		\$75,000
Bank Mandated Income Restriction		\$72,508

**Net Assets After Capital**

<b>Total</b>		<b>0</b>
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## Data Section

<b>Instructional Time</b>	
Total number of instructional days for the 2008-09 school year:	182
First and last day of the 2008-09 school year:	08/27/08 – 06/18/09
Length of school day (please note if schedule varies throughout the week or the year):	8:15 – 3:00

<b>Student Enrollment Information</b>	
Number of students who completed the 2007-08 school year but did not reenroll for the 2008-09 school year (excluding graduates):	57
Total number of students enrolled as of October 1, 2008:	519
Total number of students who enrolled during the 2008-09 school year, after October 1, 2008:	7
Total number of students who left during the 2008-09 school year, after October 1, 2008:	12
Total number of students enrolled as of the June 2009 SIMS submission:	514
Number of students who graduated at the end of the 2008-09 school year:	23

During the course of the 2008-2009 school year, 12 students left the school. SSCPS was notified by 57 students that they were not returning for the 2008-09 school year. 30 students informed the school before the end of 2007-08 and SSCPS was notified during the summer that 27 had decided not to return. The following table indicates the reasons for student withdrawals:

<b>Number</b>	<b>Reason</b>
2	Academic challenge
3	Adult Diploma/GED
2	Discipline
10	Family move
1	Home school
12	Larger school/activities
3	Not right fit
7	Private school
11	Returned to local district
8	Sports program
7	Transportation
3	Voc Tech
69	Total



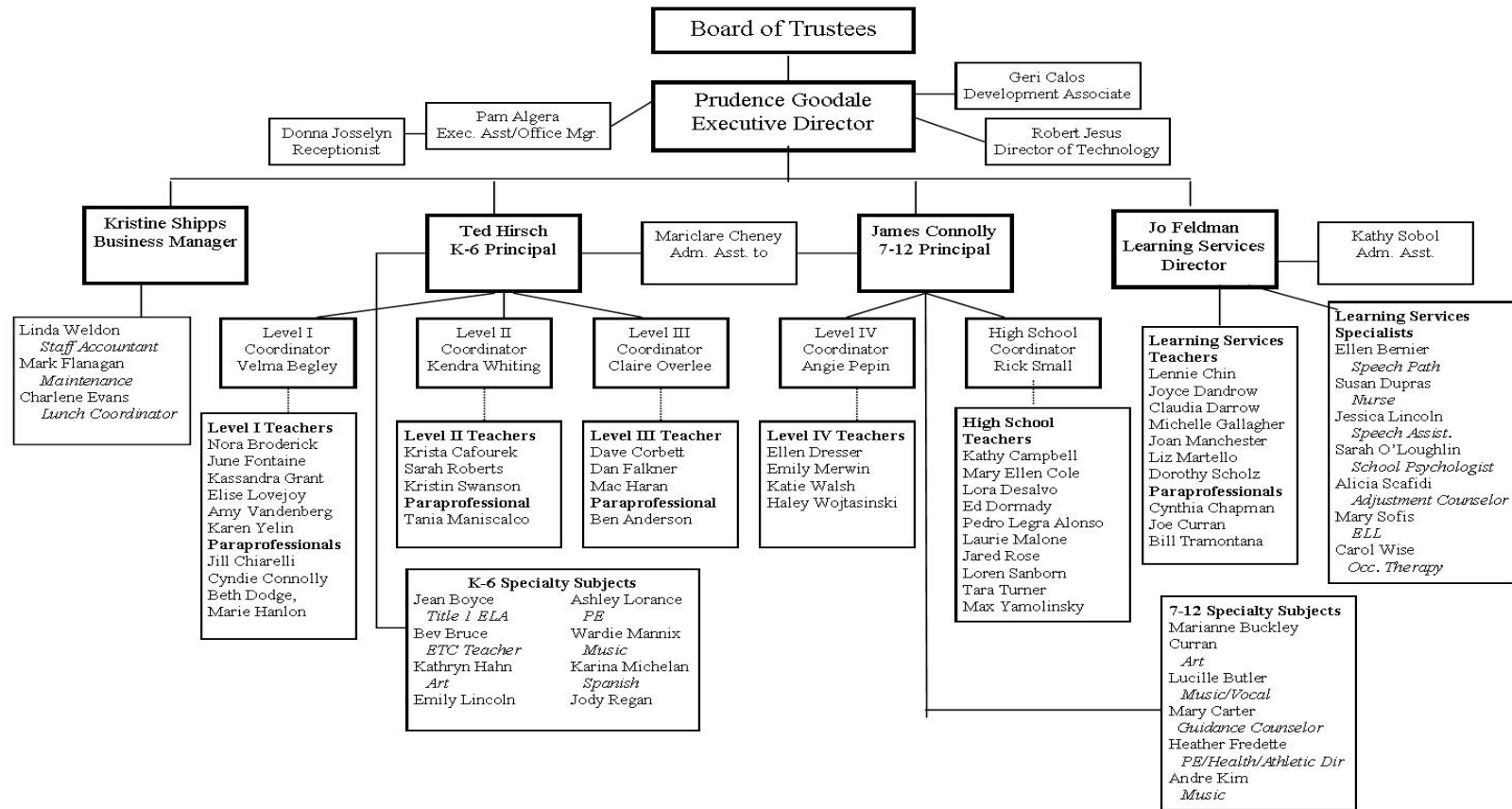
**STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION  
(for students enrolled as of the June 2009 SIMS submission)**

Race/Ethnicity	# of students	% of entire student body
African-American	119	23
Asian	16	3
Hispanic	9	2
Native American	3	<1
White	351	68.25
Native Hawaiian, Pacific Islander	0	0
Multi-Race, Non-Hispanic	19	3.75
Special Education	73	14.5
Limited English Proficient	0	0
Low Income	95	18.5

**ADMINISTRATIVE ROSTER FOR THE 2008-09 SCHOOL YEAR**

Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Executive Director	Responsibility for the day-to-day operation and oversight of SSCPS	8/13/07	Current
K-6 Principal	Educational leader and has the final responsibility for decisions for grades K-6	7/1/08	Current
7-12 Principal	Educational leader and has the final responsibility for decisions for grades 7-12	8/1/03	8/30/08
7-12 Principal	Educational leader and has the final responsibility for decisions for grades 7-12	12/1/08	Current
Dir. of Learning Services	Provides oversight to the Sped Dept., 504 Services, student assessment and ESL/EL Services	1/1/08	Current
Business Manager and Facilities Manager	Responsible for all financial, H/R, payroll, procurement, facilities and business aspects of SSCPS	4/17/00	Current

# Organizational Chart



<b>TEACHERS AND STAFF ATTRITION FOR THE 2008-09 SCHOOL YEAR</b>			
	Number as of the last day of the 2008-09 school year	Departures during the 2008-09 school year	Departures at the end of the school year
Teachers	53.69	0	6.73
Other Staff	19.80	2	1.5

Administration: During the summer of 2008, Dr. Gorsuch resigned his position at SSCPS and a new Principal was hired in December 2008. Also in December, the Facilities Manager resigned. The position remained open for the rest of the school year and the position was eliminated in FY10.

Faculty/Staff: A High School Spanish Teacher moved out of state and a Speech Therapy Assistant moved out of state to attend graduate school. A High School science teacher's contract was not renewed in FY10. Due to the economic forecast and projected FY10 tuition revenue decreases, SSCPS eliminated three full time faculty positions, one and a half full time administrative positions, and four part time positions.

**BOARD MEMBERS FOR THE 2008-09 SCHOOL YEAR**

Name	Position on the Board	Committee affiliation(s)	Area of expertise, and/or additional role at school (parent, staff member etc.)	- # of terms served; - Length of each term, date of election and expiration
Alyse Algera	Student Voting Member	Facilities Student Board	SSCPS Student Representative	1 <sup>st</sup> , 1 year 7/08-6/09
Miriam Brownwall	Voting Member	Development (Chair); Governance	Development Associate Notre Dame Academy; Former SSCPS Parent	4 <sup>th</sup> , 3 year 6/07-6/10 10/03-10/06; 10/00-10/03; 10/97-10/00
Kasundra Brown-Corbin	Voting Member	Development	Independent Insurance Contractor; SSCPS Parent	1 <sup>st</sup> , 3 year 07/08-06/11
Dan Falkner	Faculty Ex-officio	Governance, Development	SSCPS Faculty Rep, Level 3 Teacher, Project Leader, Civil Rights Officer	1 <sup>st</sup> , 3 year 02/07-06/09
Robert L. Gass	Chair Voting Member	Executive (Chair), Ex Officio on all Board Committees	Executive Director Northshore Education Consortium	3rd 3year 07/0906/12; 05/06-06/09; 10/03-05/06
Deidre Lamoureux	Parent Rep Voting Member	Finance, Governance	President of the SSCPS Parent Association; Human Resources Mgr	1 <sup>st</sup> , 1 year 07/08-06/09
Jo Loughnane	Voting Member	Personnel (Chair), Development	Former Executive Director Wellspring; Former SPED Teacher	1 <sup>st</sup> , 3year 07/08-06/11
Michael Maniscalco	Voting Member	Development, Facilities	Attorney; Partner Maniscalco & DiOrio; SSCPS Parent	1 <sup>st</sup> , 3year 06/07-06/10
Michael Nuesse	Voting Member	Finance, Facilities	Private Practice Attorney, SSCPS parent	4 <sup>th</sup> , 3year 6/07-6/10; 10/04-05/07; 10/01-10/04; 10/98-10/01
Angie Pepin	Faculty Ex Officio	Finance, Governance	SSCPS Faculty Rep, Level 3 Teacher, Project Leader	1 <sup>st</sup> , 3 year 01/07-06/09
Cheryl Peterson	Voting Member	Finance, Governance	Former CFO of MA Historical Society; SSCPS Grandparent	1 <sup>st</sup> , 3 year 07/08-06/11
Michael Ryan	Voting Member	Facilities (Chair)	Architect Schematic Design & Construction; SSCPS Parent	1 <sup>st</sup> , 3 year 06/07-06/10
Jeffrey L. Seglin	Vice Chair Voting Member	Executive, Development, Governance	Associate Professor: Emerson College, SSCPS Grandparent	1 <sup>st</sup> , 3 year 05/06-06/09
Rena Shea	Voting Member	Personnel	Retired Superintendent of Schools W. Bridgewater	1 <sup>st</sup> , 1 year 07/08-06/09
Bill Smyth	Clerk Voting Member	Executive, Governance (Chair), Facilities	Vice President MCS, Inc., Former School Principal	2 <sup>nd</sup> , 3year; 1, 2year 07/07-06/10; 10/05-06/07; 10/02-10/05
Brian Tyler	Treasurer Voting Member	Executive Finance (Chair); Personnel	CFO and Partner Rudder Capital; SSCPS Parent	1 <sup>st</sup> , 3 year 07/08-06/11
David Whitemyer	Voting Member	Development, Facilities	Architect Christopher Chadbourne & Assoc. Boston; SSCPS Parent	1 <sup>st</sup> , 3 year 07/08-06/11 1yr as PA 05/07-06/08

## Attachments

### ***GRADE and GMADE***

In January 2008, the school decided to discontinue the use of the Terra Nova and to replace it with other assessments that would more effectively drive instruction and measure student learning of the Massachusetts Curriculum Frameworks. The school piloted the GRADE (Group Reading Assessment and Diagnostic Evaluation) and GMADE (Group Mathematics Assessment and Diagnostic Evaluation) in the spring of 2009 to aid in the placement of new students. These tests proved effective as a diagnostic tools and a decision was made to use them as the replacement for Terra Nova. In the spring 2009, students in grades 2 -8 were tested and the data from these tests will be used in three ways. First, the test will be used as longitudinal data to measure student growth over time. (NCE of cohort groups will be the tool used to measure this growth.) Second, information from individual student reports will be used to more effectively instruct each student and particular focus will be placed on students who score below average on national norms. These tests will be used as measures in the criterion for selection of students for Title I and after-school tutoring. Third, the school will use item analysis to highlight weaknesses in the curriculum or the instruction that may not be captured through MCAS item analysis. As the Terra Nova and GRADE are not comparable, the spring of 2009 results will become the new baseline for non-MCAS longitudinal data. The chart below displays both median national percentile scores for students in each grade as an effective measure to demonstrating mastery of essential academic skills in the current students and NCE which will be used to track growth of student learning over time.

<b>Chart of the Spring 2009 and GRADE</b>				
Results of Median National Percentile and Normal Curve Equivalence by grade				
	Math		ELA	
	Median National Percentile score	Mean Score NCE (Normal Curve Equivalent)	Median National Percentile score	Mean Score NCE (Normal Curve Equivalent)
Second	69	61	85	72
Third	82	69	88	70
Fourth	79	67	79	68
Fifth	66	55	77	64
Sixth	75	65	79	68
Seventh	73	60	71	64
Eighth	34	44	56	57
Total NCE Mean		60		66

***DIBELS (Dynamic Indicators of Basic Early Literacy Skills)***

In 2007 the school began the use of DIBELS three times a year to assess students’ basic early literacy skills. At SSCPS, DIBELS is used as a screening tool to better target instruction and to give added support to students in the At-Risk and Some-Risk categories. In 2008, testing was expanded to include the 5<sup>th</sup> and 6<sup>th</sup> grades. The results show very high performance for all three years in Kindergarten and First Grade in NWF, (Nonsense Word Fluency) and PSF (Phoneme Segmentation Fluency). For First, Second, Third and Fourth Grade students, there is a marked increase in the number of student performing in the Low Risk or highest category on the ORF (Oral Reading Fluency). These four grades, in the aggregate, improved from 60% Low Risk in 2007, to 68% in Low Risk in 2008, to 76% Low Risk in 2009 for a 16% improvement over two years. The Fifth and Sixth Graders’ performance has been flat or negative. With this evidence in place, a decision was made to give all Third and Fourth Grade teachers’ extensive training in reading instruction and to add staffing to improve reading outcomes for the Fifth and Sixth Grade students in the 2009 – 2010 school year.

The charts below show the results of the year end assessment in 2007, 2008 and 2009. The data in both charts is the same but in the top chart it is expressed in numbers of students and the lower chart in percentages to more clearly display growth or lack of growth.

# of Students		2007	2007	2007	2008	2008	2008	2009	2009	2009
Grade	Test	At Risk	Some Risk	Low Risk	At Risk	Some Risk	Low Risk	At Risk	Some Risk	Low Risk
K	NWF	0	3	38	1	4	42	0	2	42
	PSF	0	0	41	0	4	42	0	3	41
1	NWF	0	3	36	2	3	47	1	7	43
	PSF	0	2	37	1	2	49	0	10	41
	ORF	3	6	29	2	9	41	0	8	43
2	ORF	11	4	27	7	5	29	3	7	42
3	ORF	7	5	17	8	8	23	8	5	28
4	ORF	4	11	20	10	6	24	7	7	29
5	ORF				4	6	28	8	5	26
6	ORF				7	10	25	6	10	24

% of Students		2007	2007	2007	2008	2008	2008	2009	2009	2009
Grade	Test	At Risk	Some Risk	Low Risk	At Risk	Some Risk	Low Risk	At Risk	Some Risk	Low Risk
K	NWF	0	7	93	2	9	89	0	5	95
	PSF	0	0	100	0	8	92	0	7	93
1	NWF	0	8	92	4	6	90	2	14	86
	PSF	0	5	95	2	4	94	0	20	80
	ORF	8	16	76	4	17	79	0	15	85
2	ORF	26	10	64	17	12	71	6	13	81
3	ORF	24	17	59	21	21	59	20	12	68
4	ORF	11	31	57	25	15	60	16	16	67
5	ORF				11	16	74	21	13	66
6	ORF				17	24	60	15	25	60