



South Shore Charter Public School Annual Report 2009-2010

School Information

South Shore Charter Public School

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**Executive Director: Prior to July 1, 2010 Prudence Goodale
As of July 1, 2010 Alicia Savage**

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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. Originally chartered in 1995, SSCPS completed its 15th year and 3rd five year charter. The towns in the regional 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. As of June 30, 2010 there were 525 students enrolled.

Letter from the Chairman of the Board of Trustees

July 2010

To the Reader:

On behalf of the Board of Trustees, I am pleased to present the 15th Annual Report of South Shore Charter Public School. The 2009-2010 school year was an extraordinary year for SSCPS. Throughout the year, the Board has been dedicated to ensuring that the three overarching goals of the school's strategic plan for 2008 through 2014 are met. These are:

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.

This annual report will detail that the SSCPS community continued to fulfill its core educational mission.

Several major issues faced the board throughout the school year.

- SSCPS was notified that its charter was renewed after extensive site visits from the Department of Elementary and Secondary Education.
- In late fall, we were informed that our 7-12 principal would be leaving his position. Angie Pepin, a teacher already in a leadership position at the school, was interviewed and appointed as interim principal in December. Her appointment was made permanent in the spring.
- Student's performance on MCAS examinations continued to show improvement, while the school simultaneously remains committed to its focus on project-based learning.
- With input from representatives from all of the SSCPS community, the Board successfully conducted a search for a permanent Executive Director that resulted in hiring Ms. Alicia Savage to lead SSCPS. After having served as interim executive director for two years and as part-time executive director for an additional year, Ms. Prudence Goodale retired from her leadership role at SSCPS.

The administrators, teachers, and students at SSCPS continue to welcome educators, policy makers, and other influential education decision-makers to share it practices and successes.

As we enter our 16th year with a renewed charter and a new Executive Director to lead the school, the Board of Trustees remains committed to its focus on academic excellence, the achievement of every student, and becoming a seamless K-12 school.

Respectfully submitted,

Jeffrey L. Seglin
Chair
Board of Trustees

Mission Statement

Inspiring every student to excel in academics, service, and life

Academics

South Shore Charter Public School provides students in kindergarten through grade twelve with a strong academic foundation through innovative teaching, differentiated instruction, and interdisciplinary connections. Teachers create a rigorous learning environment that promotes students' intellectual curiosity and creativity. Students learn to be independent thinkers and problem solvers as well as how to work together in groups through their academic classes, Projects, and Workshops. To meet the diverse needs of the students, teachers use a variety of instructional practices and assessments. The environment, the visual and performing arts, global studies, and student voice are infused into all academic subjects.

Service

Service is a guiding force at SSCPS. It is a way for all members of the school community to be a part of something greater than themselves. There are two aspects of service at SSCPS: service learning and community service. Through service learning, students work together to identify a community need and connect that need to academic studies. Community service outside of regular school hours is required of all students to help them better understand the importance of doing something for the greater good.

Life

At SSCPS we believe that school is a place to guide and inspire students. Beginning in kindergarten, students are empowered to be active participants in their education. Students engage in Exhibitions of Mastery, Projects and Workshops, community service, and Senior Projects. They have a voice in the governance of the school and a high school student is a voting member of the Board of Trustees. Students are elected as officers to run the Level town meetings and they serve as representatives on the School Council and selection committees for teachers and administrators. This gives students the practice they need to become responsible and confident citizens.

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 program, titled Projects and/or Workshops at SSCPS, is balanced with more traditional classes in English, math, science, history, Spanish, physical education, art, and music. Projects, grades K – 8, and Workshops, grades 9 -12, are similar in structure and expectation. The learning structure of this program 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 typically have different learning expectations though the nature of the collaborative work done by students and teachers reinforcing 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. Since FY08 each Project and Workshop leader each year documents the curriculum for each Project and Workshop to incorporate 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 12 of the 12 expectations set in the 2006 – 2010 Accountability Plan. Details of the GRADE and GMADE results are found on Page 27.

Expectations	Strategies for Attainment	2009-2010
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 Spanish was updated K-12. Curriculum maps for math will be completed by December 2010. <u>MET</u>
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. <u>MET</u>
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 rubric	Surveys were tallied and Project/Workshop binders were reviewed by Project/Workshop leaders, the Project/Workshop coordinators and administration. The position of Project/Workshop coordinator was created to collect data, support teachers, disseminate best practices, and facilitate cross-Project/Workshop collaboration. <u>MET</u>
Faculty will be provided opportunities for professional development.	Faculty will engage in professional development that directly enhances student learning or interest.	\$129,499 spent on professional development and \$163,536 for staff salaries for Professional Days for a total of \$293,035. There were 5 full-day and 7 early release days for professional development. <u>MET</u>
SSCPS will provide an educational program that meets all applicable statutory and regulatory requirements.	Continually review for compliance with state law and DESE 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. <u>MET</u>
SSCPS will meet school wide performance goals on MCAS as determined by MA DOE.	SSCPS will respond to weak performance areas as appropriate.	The work that the MCAS Taskforce began in FY09 seems to have had positive effects. The FY09 MCAS showed Above Target improvement gains in both ELA and Math. <u>MET</u>
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.	<u>Discontinued the Terra Nova in 2008 and replaced it with GRADE and</u> Please See Appendix A attachment 1	<u>MET</u>
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. 84% of parents agreed. 2. Ongoing Edline, Grade Quick and Lexia instruction sessions were held. Grades 7-12 developed an Edline policy to increase consistency and to improve both student and parent experiences with the software. <u>MET</u>

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 9/1. <u>MET</u>
SSCPS students will have access to varied modalities of instruction.	Teachers will use various modalities.	SSCPS has adopted a walkthrough observation form that includes feedback around varied modalities of instruction. This is also notated and commented on in teacher evaluations. <u>MET</u>
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.	29 Projects and Workshops were conducted. <u>MET</u>
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.	Students were involved in many dissemination acts through Project/Workshops and community service initiatives. <u>MET</u>

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 theme and how critical the three legged stool is to students’ academic success. Since SSCPS’s founding, parent involvement continues to be essential. 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, 187 parents were recognized for their volunteer activities.

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

Expectations	Strategies for Attainment	2009-2010
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 234 surveys that were submitted, 94% of the community responded that the school has a respectful culture. <u>MET</u>
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. 95% believe the school has regular open communication through meetings, Updates, letters, web postings, telephone broadcasts, open houses, and individual conferences. <u>MET</u>
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. <u>MET</u>

c. SSCPS actively disseminated its model.

Dissemination of best practice is a priority for South Shore Charter Public School. Two years 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 and Randolph public school administrators expressed an interest in working together. In FY 09 SSCPS and Holbrook collaborated on a dissemination grant. The collaboration was extremely successful and Holbrook and SSCPS teachers continued to work together in FY 10 as part of a Teacher Reading Academy with Holbrook in July and August of 2009. At the Teacher Reading Academy, elementary teachers from Holbrook, St. Joseph's Catholic School in Holbrook, and SSCPS spent five days together being trained in best practices in literacy. In FY 10 that collaboration has continued to create opportunities as Holbrook and SSCPS collaborated on a 738 Literacy Grant. In FY 09 SSCPS joined in with seven other schools, most significantly Holbrook and Randolph, in a Title I School Improvement Regional Grant of \$ 76,715 to improve mathematics instruction. Teachers from Holbrook, Randolph, and SSCPS worked with Randolph's Director of Mathematics. The three schools held Professional Development and then had a lab school where teachers training could be immediately implemented. The student feedback as well as anecdotal student improvement was tremendous and the students were asking for math camp again this year but unfortunately this grant was discontinued in FY 10.

For the past three years SSCPS administrators and teachers have participated in the Charter School Study Tours. This year SSCPS educators visited Codman Academy and Boston Preparatory Charter Public School. While the primary purpose of study tours is to learn from other schools, the collaborative nature of these tours is a form of dissemination for all parties involved. Administrators from SSCPS were members of site visit teams at Foxborough Regional Charter Public School and Rising Tide Charter Public School. The school's business manager was actively recruited by the Mass Charter School Association to develop and design a business and finance plan for a new charter school applicant.

SSCPS hosted Governor Patrick and his entire Cabinet in December. During the Governor's visit the Executive Director was invited to address the Cabinet on the needs of schools and the need for innovation in education. During his visit Governor Patrick expressed his desire that all students have quality options like SSCPS. SSCPS also hosted a team from the Bay State Reading Institute composed of the co-founder, board members who are leaders of MGH Institute's Speech, Language and Literacy Center, and lead literacy coach to observe the Core Knowledge Language Arts Pilot Program in grades K – 2. Teachers from SSCPS presented at the Full Day Kindergarten Conference in Sturbridge on the Core Knowledge Language Arts Program. In addition, a member of the State Board of Education came to observe our Singapore Math classes K – 6. Jeanne Simons, of Class Measures, brought international educator Jonathan Crossley-Holland, Director of Children Services for The Tribal Group, United Kingdom, to view our structure of traditional curricula interwoven with Projects and Workshops. We had visits from teachers and students from pre-school through high school, including a group from Quincy Head Start and Mother Caroline Academy in Dorchester. Members of the administrative team have also been helping groups that are looking to start Core Knowledge based charter schools in New York and California. Literacy planning was also done with the James K. Poke Elementary School in Alexandria, VA. One of the principals gave a talk at the Eastern Educational Research Association in Savannah, Georgia on "Teacher Evaluation of Responsive Teaching Practices."

The most significant outreach and dissemination of our model in FY 10 was Project and Workshop work with and about Community Service Learning (CSL). Projects and Workshop presentations were made at the following: Norwell Food Pantry, Wellspring, St Paul's Boston, South Shore Science Center, Briarwood Marine Science Center, Serono, Green Business Summit at the World Trade Center, poetry slams/recitals at the Hanover Diversity Breakfast, the Norwell Knoll, a benefit to support the Hope for Haiti Orphanage, and visits by students explaining the "Veggie Van" at Marblehead Community Charter Public School, South Middle School in Holbrook. One of the highlights of SSCPS dissemination of its model was the student presentations on the CSL model at the MA Service Learning Conference at Holly Cross and the Kids Consortium Students' Summit at the University of

New Hampshire. A by-product of the outreach of the CSL groups was our recognition as America's Greenest School in the spring.

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

Expectations	Strategies for Attainment	2009-2010
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, Projects and Workshops, 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. <u>MET</u>
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 Literacy Grant 738 to improve reading in the content areas. In addition, the Executive Director and Learning Services Director attend meetings with area administrators at the South Shore Educational Collaborative in Hingham. <u>MET</u>

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 relationship among parents, students and teachers. As part of that partnership, teachers schedule annual Goal Setting Meetings for each student with families in the fall. At SSCPS students 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 29 Projects and Workshops offered at SSCPS.

SSCPS measures a student's achievement by reviewing each Level's Exit Standard and end of the year performance form. Level Coordinators and Project and Workshop leaders submit data about student Exhibition of Mastery 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 five of the six expectations set in the 2006 – 2010 Accountability plan.

Performance Standard	2009-2010
100% of students will participate in Project/Workshops.	100% of students enrolled in Projects and Workshops. <u>MET</u>
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 Level IV and High School students completed Project and Workshop requirements. 2. 100% of Level I, II, and III students met Project requirements. <u>MET</u>
90% of students will reflect on Project or Workshop work on a weekly basis.	99% of students completed journals entries in their Projects or Workshops. <u>MET</u>
1. 90% of SSCPS students will successfully complete Exhibitions of Mastery. 2. 100% of Grade 12 students will successfully participate in a formal debate. 3. Students will demonstrate writing ability in a variety of genres in short and long writing assignments. 4. 90% of students in Levels I-IV will successfully complete a Science Fair Exhibition. 5. Students will successfully communicate in an artistic mode.	1. 99% of students completed Exhibitions of Mastery. 2. 100% of Grade 12 students successfully participated in a formal debate. 3. 100% of students demonstrated writing ability in a variety of genres in short and long writing assignments. 4. 98% of students in Levels I – IV successfully completed a Science Fair Exhibition. 5. 96% of students successfully communicated in an artistic mode. <u>MET</u>
100% of students will successfully complete internships.	Internships have been replaced with Senior Projects. 88% 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. <u>DID NOT MEET</u>
75% of the students will agree that SSCPS provides opportunities for students in initiative and leadership.	83% of students report there are meaningful opportunities for students in initiative and leadership as shown by student responses to survey questions. <u>MET</u>

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. An Accountability Taskforce comprised of staff, students, parents, administration, members of the Board of Trustees and members of the Foundation was formed to write the new Accountability Plan in anticipation of charter renewal. This group and faculty reviewed and updated the Exit Standards and the Board of Trustees at their

July 2009 meeting approved them. 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 mobile computer labs and three new SMARTBoards were purchased. The Parents Association provided the funds for one of the SMARTBoards.

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

Performance Standard	2009-2010
90% of students will pass each course or subject.	93% of all students passed every course or subject. <u>MET</u>
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 all required portfolio work. <u>DID NOT MEET</u>
100% of high school students will meet the state MCAS requirements for graduation.	100% of seniors met the state MCAS requirements for graduation. <u>MET</u>
100% of high school students will receive a passing grade (C or better) in two college courses at an accredited college or university.	100% of students taking college courses met the C level requirement. <u>MET</u>
100% of high school students must attain proficiency in Microsoft Word, Excel, PowerPoint, and internet use.	Due to changes in 9-12 Exit Standards, High School students are no longer required to submit evidence of this standard. <u>DID NOT MEET</u>
90% of SSCPS students (in grades 3- 10) will meet or exceed the Needs Improvement score on MCAS exams.	92% of the MCAS tests taken in 2009 were in the Needs Improvement category or above. <u>MET</u>
All graduating seniors will be accepted into college.	All 2010 graduates were accepted to college. <u>MET</u>

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, Roxbury Community College, 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 2009-2010. The student was dual enrolled at South Shore Charter Public School and Massasoit Community College. 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 2010 had a successful year with Senior Projects. A sample of the 2010 Senior Projects include:

- Interned at Robert Hedlund's office at the Massachusetts State Senate;
- Interned at the New England Wildlife Center;

- Six students interned at The South Shore Hospital and were exposed to various parts of the hospital including: maternity, cardiac rehabilitation, phlebotomy lab, and the emergency room;
- Interned at the inclusion daycare at the Rockland Early Childhood Center;
- Interned at Vita Shoes International assisting in the fashion and trade shows;
- Interned as an Art Teacher Assistant and assisted with the art department.

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

Performance standard	2009 – 2010
95% of students will meet an average daily attendance rate of no less than 90%.	97% of students had an average daily attendance rate of no less than 90%. <u>MET</u>
90% of SSCPS students will meet Community Service requirement.	92% of the students completed their Community Service requirement. <u>MET</u>
Students will participate in weekly Level Town and Pod meetings.	Weekly mandatory scheduled town /pod meetings were held throughout the school year. <u>MET</u>
All students with advisors will create a yearly educational plan.	100% of students had an educational plan. <u>MET</u>

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 a 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 multi-age learning communities, students support and nurture one another.

Major changes in curriculum in 2009-2010 included the expansion of the Core Knowledge reading program to the second grade and its continuation in kindergarten and first grade. The Spanish teachers finished curriculum mapping the K-10 curriculum. Math teachers on Level IV and in the High School implemented the McDougal Littel math program and established a new sequence of math courses. Students take Pre-Algebra in seventh grade, Algebra I in eighth grade, Algebra II in ninth grade, Geometry in tenth grade, Pre-Calculus in 11th grade, and Calculus in 12th grade.

Instruction

Teachers at SSCPS use data gleaned from student assessments to develop objective driven instruction and focus lessons on clear learning goals for each class. This is accomplished through methodologies targeted to promote ongoing learning. Teachers post objectives for each lesson, referencing past lessons or making cross-curricular connections within the launch. Students are frequently engaged by leading the instruction using higher levels of questioning, critical analysis, synthesis, evaluation and direct application of concepts thus demonstrating knowledge and comprehension. Teachers consistently monitor student learning with clear and specific feedback. The summation of learning occurs at the closing of each lesson to determine the extent to which the learning objectives have been met.

Teachers and administrators recognize the importance of providing our students with consistent patterns of instruction. With that as an aim, all teachers took a workshop on the Common SSCPS Designed Lesson in August Professional Development. Whereas previous Site Visit Reports had noted some inconsistency in instruction the Renewal Inspection Report of October 2009 (p. 26) noted that 31 out of the 33 classes they observed met most of the internal objectives for instruction. Over the past several years, SSCPS faculty has taken courses and workshops in RTI and differentiated instruction. Teachers use multiple assessments to identify learning strengths and weaknesses, then make accommodations such as flexible grouping, cooperative learning, and independent study to improve student learning. Teachers use a variety of instructional strategies and technology to challenge their students and promote critical and creative thinking.

A significant part of the instruction that goes on at SSCPS is the Project and Workshop model which is described elsewhere in this report. The following excerpt (p.12) from the Renewal Inspection Report of October 2009, address this part of the instructional systems here at SSCPS.

“SSCPS has an academic and service focus that is unique. The school’s project/workshop program engages each student in two to four hours of this program twice per week. Younger children have more guidance in this program, while older students pursue work that is more self-directed. Programs for younger students include such programs as a student store, the redesign of Hingham harbor, which is being dredged and redeveloped, and knitting projects. Older students may participate in activities such as a performing band or a fine arts program where students have art shows and market their work. These projects frequently have real world application with members of the outside community coming in to bring knowledge and expertise to the students.”

Program Evaluation

The process of curriculum review and documentation are tied to program evaluation. As noted 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 process ensures consistent improvement in teaching and learning. An example of this process has been the improvement of the open response questions on MCAS. The MCAS data was analyzed and it was determined that there was a weakness in writing. SSCPS sought assistance from consultants through the Collin’s Writing program and scheduled professional development that systematically address this weakness.

The Learning Services Department also participate in a self-evaluation process of its Special Education program to determine the effectiveness of both the services provided to students as well as Special Education procedural compliance with State and Federal laws regulations

School Culture

The school culture of SSCPS is collaborative. Many visitors express that they can feel the warmth of the school as they walk down the central sky-lit hallway. There are often students in the front hall on their break from classes playing the piano. There is student artwork displayed throughout the building. SSCPS’s mission statement is, “Inspiring every student to excel in academics, service, and life.” It is the word “life” that epitomizes SSCPS’s culture where students are encouraged not just to study the culture of others but to create and make their own culture.

In the school’s founding there was a determination to hear student voice. There are two features of the school structure that encourage this voice, Project and Workshop, and Town Meeting. The significant role of student planning in Project and Workshop is described elsewhere in this document and is an essential part of SSCPS school culture. An example of the influence of student initiative in Project and Workshop was SSCPS’s Heritage Day this spring. The students and teachers from the Caribbean Diversity Workshop put on a whole school event celebrating the heritage of staff and students. It produced an outpouring of over twenty family volunteers, food and cultural traditions from all over the globe and it ended with the singing of traditional American songs. This kind of event is common at SSCPS as all Projects and Workshops are required to have at least two celebrations of their work per year. Starting in Kindergarten there are weekly Level wide meetings to celebrate community and starting in third grade Town Meetings are self-governing/self regulating forums. The

high school held its first “Day of the Arts” - a concept that was originally developed by students at Town Meeting to address challenges and loss through artistic expression.

In response to the new anti-bullying legislation, a taskforce was formed consisting of students, parents, and faculty. This taskforce wrote the procedures and forms that are needed for the new law. The taskforce agreed to continue to work on the curricula and professional development components of the policy. Two models new to the school were researched and put into the School Improvement plan for FY 11, Collaborative Problem Solving and Restorative Justice. A decision was made to continue the school’s commitment to Open Circle K -6, and revamp the advisory system 9 – 12 to meet the social and emotional needs of our student population.

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. As in previous years SSCPS continues to provide a continuum of services through the Learning Services Department and, continually assesses and fine-tunes its programs to best meet the needs of the current population. This past year the Learning Services Department made some adjustments relative to the model of service delivery provided to students. Most significantly was the formation of an inclusion classroom on Level I where the classroom teacher was provided support in her room for approximately three hours per day by staff from the Learning Services Department ranging from a Special Education teacher to support services from Speech/Language and/or Occupational therapy. This allowed for flexible groupings in ELA and math as well as support to those students who may struggle with a particular content area or concept, as they could receive more individualized instruction from the range of service providers in the classroom. This represents a successful inclusion model and as a result will be replicated on Level II in the coming year.

The Learning Services Department continues to comply with all Federal and State Special Education Laws and Regulations and remains committed to meeting the individual needs of all students in the least restrictive setting possible. All of the Learning Services staff and ancillary service providers are certified and/or licensed in the State of Massachusetts. As of June 30, 2010, approximately 12.2% of the 523.57 FTE students required Special Education Services, 64 students in all. Level I had 10 students; Level II - 8 students; Level III - 15 students; Level IV - 15 students; High School - 16 students. There were also a total of 38 students on 504 Accommodation Plans.

There continues to be two Student Support Teams (SST); one for Levels I, II and III and the other for Level IV and the High School. Both groups meet regularly to discuss students who are struggling academically. The Teams worked collaboratively with teachers and families to put in place strategies to assist students in the classroom.

The Massachusetts Department of Elementary and Secondary Education will be coming to SSCPS during the 2010-2011 school year to conduct our scheduled six-year Coordinated Program Review. Preparations are being made for that site visit at this time.

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 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.

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

In FY 10, the Title I program supported 25 students in ELA instruction grades 3 - 6 and 29 students in math instruction grades 3 – 6 for a total of 54 supplemental educational interventions. Nine of these students received support in both ELA and math. The majority of the students received 45 minutes of support per day for two to four days a week. SSCPS also has free after-school academic support for eligible students. This program works with students in small group tutoring sessions focused on MA state standards for three hours per week. There were 33 students in grades 3 – 8 who participated.

Supervision and Evaluation

Administrative team provides feedback to teachers through both formal and informal means. For the first time SSCPS adopted a walk through checklist to give teachers more frequent, less weighty and more immediate feedback. In FY 09 members of the school's administrative team visited Boston Colligate with a special interest in their walk through observation methods. The school tailored that model to the instructional methodology of SSCPS. During the course of the year a separate form was developed for Projects and Workshops. The new walk through procedure provided more frequent and timely feedback to teachers.

Teachers are evaluated regularly at SSCPS, with new teachers having formal evaluations/observations twice per year and more senior teachers being evaluated once a year. These performance reviews include pre- and post-conferences and formal written feedback as well as goal setting which is facilitated by the instructional leader, frequently the principal for the teachers' grade. This formal observation was a written narrative of single teaching session from start to finish. SSCPS uses the Research for Better Teaching CEIJ model (claim, evidence, interpretation and judgment) of classroom observation. Included in the formal evaluation for the first time was specific feedback on the teacher's work as a Project or Workshop Leader. It is through the evaluation process that decisions are made not only about continuation of service, but about specific strengths and weakness. The school showcases teacher's strengths and teachers are encouraged to share best practices through professional development. One practice that was used in FY 10 was to have those teachers conduct staff training.

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 students and 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 collaboratively to plan the professional development activities based upon analysis of data. SSCPS evaluates its professional development programs through teacher surveys, classroom observations, and student performance.

SSCPS encourages staff members to attend workshops and trainings that will improve their instructional repertoire with a focus on improving student learning. Throughout the course of the school year, SSCPS scheduled monthly all faculty meetings to discuss educational issues, provided seven early release days, and five full days of professional development opportunities. The August Professional Development days were focused on instruction, thereby giving teachers the opportunity to evaluate, develop and plan for teaching and learning during the upcoming school year. The full professional development days were devoted to cross-curricular Level meetings; Core Knowledge reading development; implementation of McDougal Littell Math; development of curriculum and Formative Assessments; and charter renewal initiatives based upon Faithfulness to the Charter. In addition to Common SSCPS Lesson Planning and Design, Singapore Math and executive function were offered to and attended by faculty during the school year on an ongoing basis. Another ongoing initiative was the John Collins Writing Program, which provided faculty with embedded professional development and direct modeling of best practices of writing across the curriculum. In FY 10 the 738 Literacy Grant allowed SSCPS and Holbrook Public Schools to work with the H.I.L.L. on a comprehensive Literacy Plan. In addition teachers in grades 3-8 worked with Keys to Literacy trainers to improve literacy instruction in the content areas.

In 2009-2010, SSCPS spent \$129,499 for internal and external workshops, dues and subscriptions, and faculty tuition reimbursement. The total amount for staff salaries for these days added \$163,536

to the professional development costs for a total of \$293,035. 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. The average per pupil expenditure for professional development was approximately \$559.

Organizational Viability

Accountability Plan

a. SSCPS will maintain financial solvency and stability.

The Board of Trustees worked closely with the Finance Committee monitoring the FY10 Operating Budget and the possibility of revenue decreases due to the economic conditions at the State and Federal levels. The school's FY09 annual financial audit produced no significant negative findings. The School continues to participate in sound business practices as evidenced by monthly financial presentations and FY10 financials.

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

Performance Standard	
SSCPS will maintain financial stability and solvency.	MET
FY 10 Please see FY10 Draft Annual Report Financials and Common School Performance Criteria Relating to Organizational Viability	

b. SSCPS is a viable organization.

A crucial element of the viability of SSCPS is the parents. SSCPS was a school founded with community and family support. The school works extensively to encourage parent input. SSCPS continues to value parent involvement and is rewarded with an active parent community. During the 2009-2010 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 FY 10, parents, Board members, faculty, and students were constantly encouraged and asked to provide feedback: was SSCPS faithful to its mission, meeting the needs of all students, and offering a challenging academic program? The feedback from formal and informal meetings was mostly 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 parent, faculty, student and Board member feedback. When the survey was posted, the administration continually reminded all stakeholders to complete the survey through the Weekly Update, the SSCPS website, and ALERT Now.

In preparing the FY11 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 reimbursement funding formula could potentially change at any point in time. Based on this information, the administration prepared a conservative budget based on current tuition funding trends and worked closely together with all parties to propose the Final FY11 Operating Budget that was approved in May 2010.

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

Expectation	Strategies for Attainment	2009-2010
SSCPS will include students, faculty and parents in its democratic	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	Throughout the school year school personnel sent an opening of school mailing, the School Council met 8 times and addressed school policies, particularly in regards to the school

governance model.	student boards and Town/Pod Meetings input is solicited from student, parent, and faculty audiences.	culture and the social and emotional health of the students. Parents, students, teachers and Trustees work on various issues collectively and in committees, the Education Committee met 9 times to discuss academic program issues, Parent Association meetings consistently represented 15% of families. Student membership on the Board of Trustees, School Council, and at regular town meetings K-12. <u>MET</u>
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 3 year salary and benefit package for the FY11-FY13 academic years. That significantly raised salaries for all faculty. The school continued funding \$300 professional dev stipend. Major changes in policy were taken to teachers for input. Teacher retention rate is 90%. <u>MET</u>
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.	The Executive Director completed her third year and a successful search was concluded for a new Executive Director. The K – 6 Principal (has been with the school for 15 years) completed his second year in that position. The 7 – 12 Principal resigned in December 2009. On an interim basis, the Level IV Coordinator & Teacher .with six years of experience at SSCPS, became the interim 7 – 12 Principal. She was appointed as 7 – 12 Principal in April of 2010. <u>MET</u>
SSCPS will strive for student retention.	SSCPS provides teacher advisors for all students and develops plans to meet their individual needs.	There was a 91% retention rate for 2009-10. All students had an advisor or pod teacher. Strong Student Support Team services and other general education interventions were put in place to assist struggling students in achieving academic success. Goal setting meeting were scheduled for all students. Exit interviews are conducted with families giving prior notice of their departure.
SSCPS will maintain adequate facilities to meet the needs of students.	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.	Fundraising remains a challenge for the school. In 2009-10, the development committee began discussions around beginning a Capital Campaign to fund the remaining build out of the school. The school was also given the honor of being named America's Greenest School and during 2010-11 the school will work toward initiating more green building initiatives as well as apply for grants to help us upgrade our facility. In 2010-11 the school will finalize plans on replacing our outdated roof and upgrading our HVAC systems. The building continues to be renovated each year to add new educational space. <u>MAKING PROGRESS</u>

Common School Performance Criteria

Policy decisions

Major policy decisions such as changes to the Student Handbook, the policies for the new Prevention of Bullying law, 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.

Major Board Decisions from Year 2009/2010

July 2009

Board Vote: To approve the revision of the Mission Statement and the draft Accountability Plan as presented for inclusion in the Charter Renewal document.

September 2009

Board Vote: To approve the recommendation of the Finance Committee and reserve \$750,000 for capital improvements.

October 2009

Board Vote: To approve the Personnel Policy as amended.

November 2009

Board Vote: To form a Roof Task Force with members of the Finance Committee and Facilities Committee with authorization to move forward with the process in between Board meetings.

January 2010

Board Vote: To approve the changes to the "Good Standing Status" in the Student Handbook.

March 2010

Board Vote: To approve the salary range for the Executive Director as recommended by the Personnel Committee.

April 2010 (Regular Meeting)

Board Vote: To accept the nomination of two new Board members and accept the ballot as presented.

Board Vote: To interview the four finalists for the position of Executive Director.

April 2010 (Special Meeting)

Board Vote: To appoint Alicia Savage to the position of Executive Director and to give the Personnel Committee Chair the authority to negotiate the contract and benefit package.

May 2010

Board Vote: To approve the recommendation of the Finance and Personnel Committee and approve the FY11 Budget.

Board Vote: To ratify the contract for the new Executive Director.

June 2010

Board Vote: To approve the Bullying Policy as presented.

Board Vote: To approve the changes to the School Improvement Plan and the Student Handbook with a directive to the School Council to revisit the Grading Policy.

Amendments to charter

There were no amendments to the charter during the 2009-10 school year.

Complaints

There were no official complaints to the Board of Trustees during the 2009-10 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 2009-2010 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 of 2008 the Board redesigned its meeting to assure that a significant portion of every Board Meeting was spent on the educational program of the school. This was carried out as at every Board of Trustees Meeting a presentation was made by teachers or academic leaders. The four other issues of board planning that are not specifically mentioned in the 2006 – 2010 Accountability plan were the

hiring of a full time Executive Director, The Renewal of the Charter, replacement of the roof, and more competitive salaries. The Board of Trustees was successful in all four goals. The Board formed a group comprised of three board members, three members of the administrative team, three faculty members, two parents and one student to lead the Executive Director search. The chair of the personal committee led the search. The Board was presented with four finalists and the Board chose a candidate who accepted the position and started as the new Executive Director on July 1, 2010. The Board prepared and planned for the Charter Renewal Visit in October of 2009. In December the Executive Director was sent the Renewal Inspection Report and in February the State Board of Education granted a new five year renewal. The Facilities Committee of the Board planned a roof replacement and through appropriate regulatory processes, an architect was selected. In June the Facilities Committee recommended to the Board that the construction be done in the summer of 2011. For the past decade it has been the priority of the Board to retain the best quality faculty possible and to further that goal the Finance Committee, working with the Personnel Committee, Executive Director, Business Manager and FASA, was able to work out with the faculty a three year salary.

Family satisfaction

In 2009-2010, 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 the 2010 Survey, 97% of the parents reported that the school provides meaningful opportunities for parents in governance and volunteerism; 95% agreed that the school has regular open communication; 83% agreed that the school provides a cohesive K-12 program; 78% agreed that the Board of Trustees is a strong, stable and guiding body, 90% agreed that the school manages its resources effectively; 94% agreed that the school provides opportunities for students to demonstrate leadership in the school; 82% 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 93% 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 estimated 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. During the FY10 academic year, it was noted that the tuition revenue decrease was not as anticipated and thus we were able to set aside additional cash reserves for capital expenditures as well as fund a new 3-year salary agreement.

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, 2010 including depreciation expenses. These include the FY10 Statement of Financial Position, FY10 Statement of Activities and Changes in Net Assets, and the FY11 Approved Operating Budget. The school's independent audit will be completed by September 30, 2010 and will be available by October 30, 2010. 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, 2010		
CURRENT ASSETS		
	Cash	\$3,588,832
	Restricted Cash	0
	Deposits & Prepaid Expenses	14,139
	Accounts Receivable	70,135
	Grants/Tuition Receivable	2,000
	Pledge Receivable	0
	Due From SSCEF, Inc.	0
Total Current Assets		<u>\$3,675,106</u>
Property & Equipment		
	Furniture & Equipment	109,080
	Technology	225,782
	Vehicles	37,823
	Building & Improvements	2,524,605
	Leasehold Improvements	0
	Debt Refinancing Costs	2,596
	Accumulated Depreciation	(648,488)
Net Property & Equipment		<u>\$2,251,398</u>
Other Assets	Allowance for Doubtful Accts	<u>0</u>
Total Assets		<u>\$5,926,503</u>
LIABILITIES & NET ASSETS		
CURRENT LIABILITIES		
	Accounts Payable & Accrued Expenses	464,382
	Due to Others	8,800
	Operating Leases	35,150
	Auto Loan	<u>0</u>
Total Current Liabilities		\$508,331
Net Assets		
	Operating	4,843,999
	Temporarily Designated	37,851
Net Income		<u>536,322</u>
Total Equity		\$5,418,172
TOTAL LIABILITIES & NET ASSETS		<u>\$5,926,503</u>

UNAUDITED Statement of FY10 Activities and Changes in Net Assets DRAFT

For the period ending June 30, 2010

REVENUES	FY10 APPROVED BUDGET	FY10 ACTUALS
Per Pupil Tuition & Facilities Aid	\$5,165,320	\$5,729,282
State & Federal Entitlement Grants	293,344	342,144
Program Fees	125,000	112,316
Project Fundraising & Misc. Contributions	12,000	15,935
Medicare Reimbursement	6,000	13,331
Free & Reduced Lunch Reim	5,000	0
Local Grants	50,000	55,000
Total Revenues	\$5,656,810	\$6,268,009
EXPENSES:		
<i>Personnel Expenses</i>		
District Leadership and Administration Salaries	\$722,994	\$672,794
Instructional Salaries	2,820,104	2,992,496
Benefits & Insurance & Payroll Taxes	387,304	322,600
Professional Development	91,186	130,229
Total Personnel Expenses	\$4,021,588	\$4,118,119
<i>Direct Student Costs</i>		
<i>Non-Personnel Expenses</i>		
Student Transportation	\$9,500	\$8,396
Field Trip Expense	36,000	41,794
Academic Supplies	73,560	132,613
Student Services Contractor	81,644	53,164
Computer Support	87,075	54,283
Furniture & Equipment	10,600	17,413
Testing/Accreditation	7,200	4,022
Library Materials	0	6,242
Total Direct Student Costs	\$305,579	\$317,927
<i>Occupancy Expenses</i>		
Lease/Rental	\$500,850	\$499,335
Utilities	134,300	110,485
Maintenance Contractors	172,000	182,465
Maintenance Supplies	25,000	24,427
Maintenance Vehicles (incl gas)	7,000	17,775
Total Occupancy Expenses	\$839,150	\$834,487

UNAUDITED Statement of FY10 Activities and Changes in Net Assets DRAFT
For the period ending June 30, 2010

Expenses (Cont.)	FY10 APPROVED BUDGET	FY10 ACTUALS
<i>Office Expenses</i>		
Commercial Insurance	\$68,500	\$54,390
Supplies	25,000	24,297
Telephone & Communication	17,685	8,449
Advertising	15,000	19,940
Postage & Shipping	13,000	7,366
Printing & Copying	1,000	2,670
Copier (Maintenance/Supplies)	15,000	13,815
Professional Fees (Audit, Legal, & Consultants)	42,000	78,781
<i>Total Office Expenses</i>	\$197,685	\$209,708
<i>Other Expenses</i>		
Interest, Bank Fees, Payroll Fees	\$13,900	\$15,887
School Events, Lunch, Misc.	64,500	74,102
Student Scholarships & Awards	0	2,750
Loss on Disposal	0	0
Depreciation Expenses	0	158,729
Loan Amortization Expenses	0	0
Bad Debt Expense	0	-22
<i>Total Other Expenses</i>	\$78,400	\$251,446
<i>Total Operating Expense</i>	\$5,442,402	5,731,687
<i>Operating Net Assets</i>	\$214,408	\$536,322
<i>Less:</i>		
<i>Capital Expenditures</i>	\$15,000	47,354
<i>Operating Leases</i>	\$51,900	107,799
<i>Contingency</i>	\$75,000	0
<i>Bank Mandated Income Restriction</i>	\$72,508	82,335
Net Assets After Capital	0	\$298,834

**FY11 Approved Operating Budget
For the period ending June 30, 2011**

REVENUES

Per-Pupil Tuition	\$5,235,368
Facilities Aide (Part of Tuition Funding Formula)	459,198
Entitlement Grants	278,363
Program Fees	120,200
Medicaid Reim	9,000
Free & Reduce Lunch Reim	10,000
Project Fundraising	12,000
Grant from SSCEF	50,000
TOTAL REVENUES	\$6,174,129

EXPENSES

Personnel Expenses

District Leadership & Administration Salaries	\$779,245
Instructional Salaries	3,179,263
Benefits & Insurance & Payroll Taxes	420,260
Professional Development-External	99,132
Total Personnel	\$4,477,900

Non-Personnel Expenses

Student Transportation	\$10,000
Field Trip Expense	36,000
Academic Supplies	88,579
Direct Student Services Contractors	68,794
Computer Support	74,515
Furniture & Equipment	3,000
Testing/Accreditation	5,000
Total Direct Student Costs	\$285,888

Occupancy

Lease/Rental	\$500,850
Utilities	129,300
Maintenance Contractors	180,700
Maintenance Supplies	25,000
Maintenance Vehicles (including gas)	9,000
Total Occupancy	\$844,850

**FY11 Approved Operating Budget (Cont.)
For the period ending June 30, 2011**

Office

Insurance	\$54,030
Supplies	25,000
Telephone/Communication	19,145
Advertising	10,000
Postage & Shipping	13,000
Printing & Copying	3,500
Copier Leases/Maintenance	15,000
Audit, Legal & Consulting	<u>47,000</u>

Total Office \$186,675

Other

Interest, Bank Fees & Payroll Processing	\$14,959
Miscellaneous	<u>64,750</u>

Total Other \$79,709

TOTAL OPERATING EXPENSE \$5,875,022

Operating Net Assets \$299,107

Plus:

Capital Expenditures	\$16,000
Operating Leases	47,032
Bank Mandated Restriction	81,605
Contingency	125,000
Reserved for Bank Covenant and Reserve Shortfall/or Excess	29,470

Net Assets After Capital

Total 0

FY11 Capital Plan:

South Shore Public Charter School has approximately 13,000 sq. ft. of unoccupied space in our school that needs to be renovated into usable student spaces. The facility was built in the 1980's and most of the systems (HVAC, roof, boiler, generator) are working beyond their scheduled life. SSCPS recently won the award as America's Greenest School and secured a \$20,000 prize for a Green School audit and Green School recommendation plan. In 2007, the school worked with Tappe Associates to develop a master plan for future building renovations and upgrades. The estimated cost of these renovations and upgrades is over \$3,000,000. These renovations included replacing the current roof, adding a science lab, adding additional classrooms on each level and building a multi-purpose space that would be used for physical education classes and school performances. The school completed the science lab renovation and some small classrooms spaces. In 2010, SSCPS hired CGKV Architects to work on plans to replace our existing roof and update our Master Renovation Plan. The estimated cost to replace the roof is \$800,000. In 2009-2010 the Board of Trustees approved designating \$1,500,000 for building renovations and upgrades. In 2009-2010 the school's Development Committee began discussion on creating a Capital Fundraising Initiative to fund the remaining build out of our building and to secure additional playground/athletic space. Because the school won the award as America's Greenest School, the Board of Trustees opted to hold off on completing the roof during the summer of 2010 and work with our Green School consultants on trying to secure grants to help fund the roof replacement and additional energy efficient upgrades. However, the roof replacement and system upgrade is on schedule to be completed by the end of summer of 2011. It is the hope that the school's Development Committee will create a capital fundraising plan to offset the balance of the renovation expenses of approximately \$1.5M.

Data Section

Instructional Time	
Total number of instructional days for the 2009-10 school year:	184
First and last day of the 2009-10 school year:	08/31/09 – 06/18/10
Length of school day (please note if schedule varies throughout the week or the year):	8:15 – 3:00

Student Enrollment Information	
Number of students who completed the 2008-09 school year but did not reenroll for the 2009-10 school year (excluding graduates):	49
Total number of students enrolled as of October 1, 2009:	524
Total number of students who enrolled during the 2009-10 school year, after October 1, 2009:	9
Total number of students who left during the 2009-10 school year, after October 1, 2009:	8
Total number of students enrolled as of the June 2010 SIMS submission:	525
Number of students who graduated at the end of the 2009-10 school year:	24

During the course of the 2009-2010 school year, 8 students left the school. SSCPS was notified by 47 students that they were not returning for the 2009-10 school year. 28 students informed the school before the end of 2008-09 and SSCPS was notified during the summer that 21 had decided not to return. The following table indicates the reasons for student withdrawals:

Number	Reason
3	Academic challenge
3	Adult Diploma/GED
1	Deceased
7	Family move
10	Larger school/activities
7	Not right fit
3	Private school
5	Returned to local district
4	Specialized program
5	Sports program
7	Transportation
2	Vocational/ Technical
57	Total

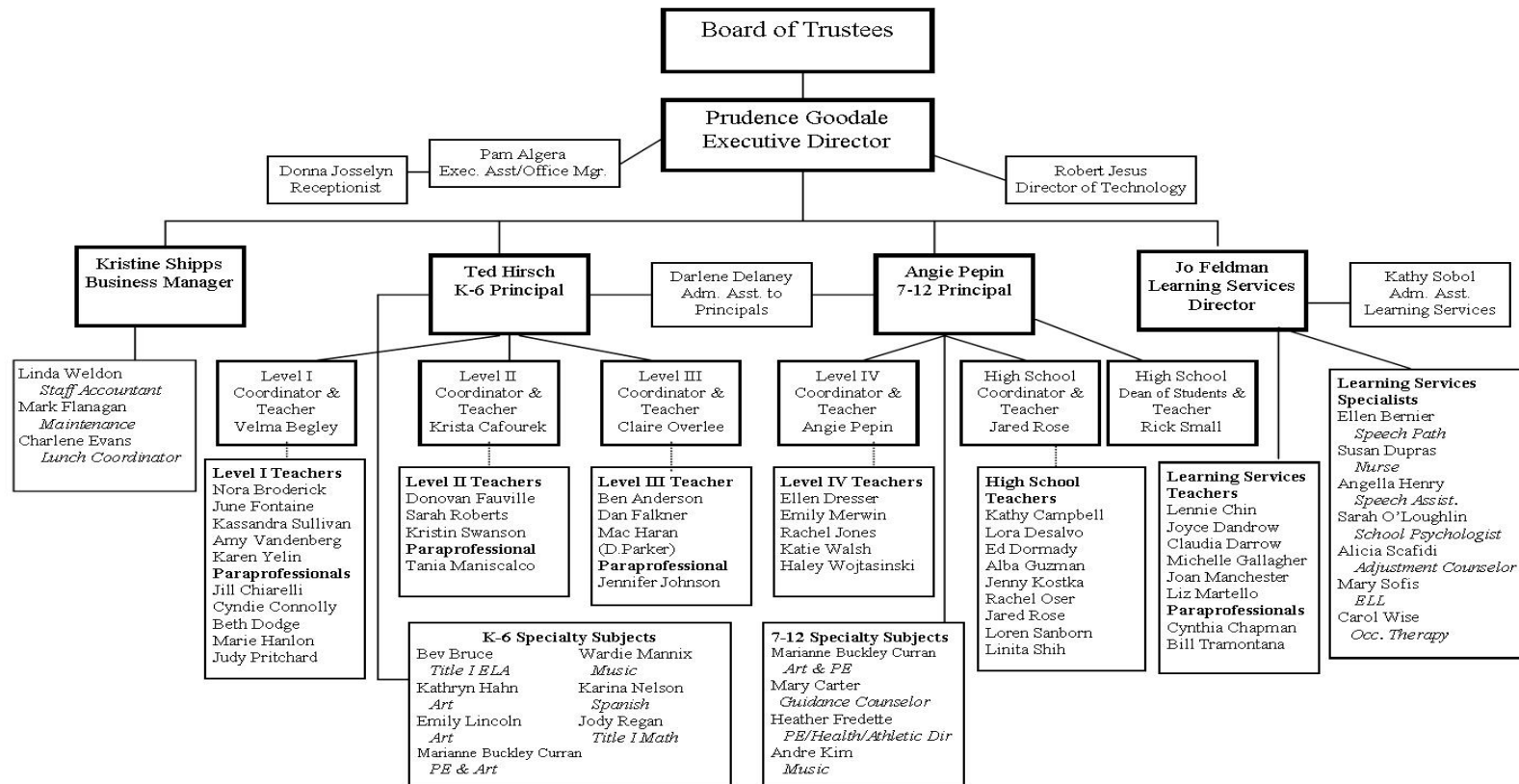
**STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION
(for students enrolled as of the June 2010 SIMS submission)**

Race/Ethnicity	# of students	% of entire student body
African-American	119	23
Asian	15	3
Hispanic	8	2
Native American	3	<1
White	364	69
Native Hawaiian, Pacific Islander	0	0
Multi-Race, Non-Hispanic	16	3
Special Education	64	12
Limited English Proficient	0	0
Low Income	96	18.5

ADMINISTRATIVE ROSTER FOR THE 2009-2010 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	6/30/10
Executive Director	Responsibility for the day-to-day operation and oversight of SSCPS	7/1/10	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	12/1/08	11/30/09
7-12 Principal	Educational leader and has the final responsibility for decisions for grades 7-12	12/1/09	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



TEACHERS AND STAFF ATTRITION FOR THE 2009-10 SCHOOL YEAR			
	Number as of the last day of the 2009-10 school year	Departures during the 2009-10 school year	Departures at the end
Teachers	44.34	1	4.45
Other Staff	28.45	1	3.7

Administration: During the fall of 2009, Dr. James Connolly resigned as 7-12 Principal. In December 2009, Angie Pepin the Level IV Coordinator and Teacher became the Interim 7-12 Principal. On July 1, 2010, Angie Pepin was appointed by the Executive Director as the 7-12 Principal. During 2009-10, Prudence Goodale worked as a 50% FTE part time Executive Director for SSCPS. In the Spring of 2010, Alicia Savage was appointed as a 100% FTE Executive Director. She began on July 1, 2010 and her contract extends through FY13.

Faculty/Staff: During FY10 SSCPS was able to hire part time paraprofessionals that worked 50% FTE in our Level I and II classrooms, high school workshop teachers that worked 15% FTE, and a full time building wide substitute teacher, and Level III & IV math tutor. During the FY11 budget process, these positions were not funded. A High School Spanish teacher's contract was not renewed in FY11. A High School Science Teacher decided to move out of state. 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 2009-10 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
Miriam Brownwall	Voting Member	Development (Chair) Finance Governance	Development Associate Notre Dame Academy; Former SSCPS Parent	4 th , 3 year 6/07-6/10 10/03-10/06; 10/00-10/03;10/97-10/00
Kasundra Brown-Corbin	Voting Member	Development Finance	Independent Insurance Contractor; SSCPS Parent	1 st , 3 year 07/08-06/11 Resigned 3/25/10
Paul Carberry	Voting Member	Development Governance	Director of Foundation Relations, Bentley University; SSCPS Parent	1 st , 3 year 07/09-06/12
Debbie Cerilli	Voting Member	Personnel Education Committee	Real Estate Appraiser; SSCPS Parent	1 st , 3 year 07/09-06/12
Robert L. Gass	Voting Member	Facilities Personnel (Chair)	Executive Director Northshore Education Consortium	3rd 3year 07/0906/12;05/06-06/09;10/03-05/06
Deidre Lamoureux	Parent Rep Voting Member	Facilities Finance	President of the SSCPS Parent Association; Human Resources Mgr	2 nd , 1 year 07/09-06/10
Jo Loughnane	Voting Member	Development Personnel	Former Executive Director Wellspring; Former SPED Teacher	1 st , 3year 07/08-06/11
Michael Maniscalco	Voting Member	Development, Facilities	Attorney; Partner Maniscalco & DiOrio; SSCPS Parent	1 st , 3year 06/07-06/10
Emily Merwin	Faculty Ex-officio	Governance	SSCPS Faculty Rep, Level IV Teacher, Project Leader	1 st , 2 year 07/09-06/11
Cheryl Peterson	Vice Chair Voting Member	Finance, Governance	Former CFO of MA Historical Society; SSCPS Grandparent	1 st , 3 year 07/08-06/11
Maggie Reardon	Student Voting Member	Development Student Board	SSCPS Student Representative	1 st 1year 7/08-6/09
Loran Sanborn	Faculty Ex Officio	Facilities	SSCPS Faculty Rep, High School Teacher, Project Leader	1 st , 2 year 12/09-06/11
Michael Ryan	Voting Member	Facilities	Architect Schematic Design & Construction; SSCPS Parent	1 st , 3 year 06/07-06/10
Jeffrey L. Seglin	Chair Voting Member	Executive (Chair), Ex Officio on all Board Committees	Associate Professor: Emerson College, SSCPS Grandparent	1 st , 3 year 05/06-06/09
Bill Smyth	Clerk Voting Member	Executive Governance (Chair) Personnel	Vice President MCS, Inc., Former School Principal	2 nd , 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; Former SSCPS Parent	1 st , 3 year 07/08-06/11
David Whitemyer	Voting Member	Development Facilities (Chair)	Architect Christopher Chadbourne & Assoc. Boston; SSCPS Parent	1 st , 3 year 07/08-06/11 1yr as PA 05/07-06/08

Attachments

Group Reading Assessment and Diagnostic Evaluation (GRADE) Group Mathematics Assessment and Diagnostic Evaluation (GMADE)

In the spring 2009 SSCPS began the use of GRADE and GMADE, for students in grades 2 -9. These tests are used as longitudinal data to measure student growth over time using the normal curve equivalent scores (NCE). Second, information from individual student reports is used to improve instruction for each student with particular focus on students who score below average on national norms. The tests are used as measures in the criteria for selection of students for Title I and after-school tutoring. The school uses item analysis to highlight weaknesses in the curriculum or the instruction that may not be captured through MCAS item analysis. The charts below display 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.

FY 10 is the first year that we have comparative data. The aggregate NCE figures are stable for ELA and show a slight improvement for math. The groups are compared over time, for example the second grade students who took the test in 2009 are compared to the same group of students who took the third grade test in 2010. These are total groups as all students who took the test in 2009 are compared to all students who took the test in 2010 and no filtering has been done for student mobility. In ELA two of the groups show improvement and four show declines in performance. In math two groups show improvement, three show declines and one is in stasis.

Chart of the Spring 2009 2010 and GRADE (Group Reading Assessment and Diagnostic Evaluation)				
Cohort Groups*	Median National Percentile Score		Mean Score NCE (Normal Curve Equivalent)	
	2009	2010	2009	2010
2 nd '10		76		65
2 nd '09 - 3 rd '10	85	88	72	76
3 rd '09 - 4 th '10	88	79	70	68
4 th '09 - 5 th '10	79	72	68	62
5 th '09 - 6 th '10	77	77	64	63
6 th '09 - 7 th '10	79	68	68	61
7 th '09 - 8 th '10	71	70	64	65
8 th '09	56		57	
			66	66

Chart of the Spring 2009 2010 and GMADE (Group Mathematics Assessment and Diagnostic Evaluation)				
Cohort Groups*	Median National Percentile Score		Mean Score NCE (Normal Curve Equivalent)	
	2009	2010	2009	2010
2 nd '10		73		64
2 nd '09 - 3 rd '10	69	84	61	70
3 rd '09 - 4 th '10	82	73	69	64
4 th '09 - 5 th '10	79	69	67	59
5 th '09 - 6 th '10	66	69	55	60
6 th '09 - 7 th '10	75	52.5	65	55
7 th '09 - 8 th '10	73	63	60	59
8 th '09	34		44	
Mean NCE for all students			60	62

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

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 5th and 6th grades. In kindergarten and first grade there are multiple tests of reading sub-skills and over the four year span SSCPS students have performed well. In 2010 the performance on these four measures ranged from 95 to 100% in the highest "Low Risk" category. Starting at the end of first grade DIBELS also measures reading fluency and for the SSCPS first, second, third and fourth grades the percentage of students scoring in the highest category has increased over this four year span. Currently 21% more first graders have met this benchmark, 15% more second graders, 15% more third graders, and 13% more fourth graders than were at those levels in 2007. Over nearly the same time period there has been a decline in the percentage of fifth and sixth graders meeting the benchmark. In FY 10 a new reading system was introduced for the fifth and sixth graders to encourage reading. This will continue in FY 11 with modifications to assure that all students are given the support to improve their reading.

The chart below show the results of the year end assessment in 2007, 2008, 2009 and 2010 as expressed as percentages.

% of Students		2007			2008			2009			2010		
Grade	Test	At Risk	Some Risk	Low Risk	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	2	7	91
	PSF	0	0	100	0	8	92	0	7	93	0	2	98
1	NWF	0	8	92	4	6	90	2	14	86	0	2	98
	PSF	0	5	95	2	4	94	0	20	80	0	0	100
	ORF	8	16	76	4	17	79	0	15	85	5	0	95
2	ORF	26	10	64	17	12	71	6	13	81	6	14	79
3	ORF	24	17	59	21	21	59	20	12	68	4	22	74
4	ORF	11	31	57	25	15	60	16	16	67	15	15	70
5	ORF				11	16	74	21	13	66	20	17	63
6	ORF				17	24	60	15	25	60	27	16	57