



# South Shore Charter Public School Annual Report 2010-2011

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## Introductory description 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 16<sup>th</sup> year and is now in the 4<sup>th</sup> 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, 2011 there were 532 students enrolled.

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

**July 2011**

To the Reader:

On behalf of the Board of Trustees, I am pleased to present the 16th Annual Report of South Shore Charter Public School. Throughout 2010-2011, 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.

The annual report reflects that SSCPS continued to fulfill its core educational mission.

Several major issues faced the board throughout the school year.

- Alicia Savage served her first full year as our full-time Executive Director. Ms. Savage's leadership and her vision strengthen SSCPS's focus and core mission.
- Because of the strength of level II student environmental projects, SSCPS was recognized as "America's Greenest School," and received a \$200,000 hybrid school bus, the first of its kind in Massachusetts.
- In further recognition of environmental projects, students were featured in a short film, "Kids Green the World," that premiered at the Sundance Film Festival.
- Students from the high school environmental workshop received over \$80,000 in grants and technology for innovation in alternative energy transportation.
- Level II teacher Sarah Roberts was one of four finalists and the only charter school teacher considered for Massachusetts Teacher of the Year recognition by the Massachusetts Department of Education (DOE).
- SSCPS received a commendation from the Massachusetts DESE for reducing the proficiency gap based on MCAS scores.
- The school took significant efforts to improve its facility by, among other efforts, beginning work on installing a new roof so that it will be in place well before students return in the fall.

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

As we enter our 17<sup>th</sup> year, the Board of Trustees remains committed to academic excellence, the achievement of every student, and becoming a seamless K-12 school.

Respectfully submitted,

Jeffrey L. Seglin  
Chair  
Board of Trustees

# School 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. 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

<b>I. THE SCHOOL IS FAITHFUL TO THE TERMS OF ITS CHARTER.</b>		
<b>CRITERIA</b>	<b>OBJECTIVE</b>	<b>MEASURE</b>
Mission, Vision and Educational Philosophy	The school is faithful to the mission, vision and educational philosophy defined in its charter application and any subsequent approved amendment(s).	1. A minimum of 95% of SSCPS students will successfully complete Project and Workshop requirements, Portfolio requirements and the Exhibitions of Mastery that are evaluated based upon the rubrics for their Level. <b><u>MET</u></b>  2. 100% of our students will be accepted to attend two or four year post-secondary institutions. <b><u>MET</u></b>

### Objective 1 Measure 1: Met

A minimum of 95% of SSCPS students will successfully complete Project and Workshop requirements, Portfolio requirements and the Exhibitions of Mastery that are evaluated based upon the rubrics for their Level.

At SSCPS Projects and Workshops are integral to SSCPS faithfulness to its charter. Projects and Workshops are an essential tool in SSCPS's work towards attaining the mission of, "Inspiring every student to excel in academics, service, and life." Almost all of the 532 students successfully completed their work in Projects and Workshops with 99% of the students passing their Project or Workshop.

Portfolios are an important component of our exit standards, which are central to SSCPS's mission, and 97.5% of the students completed Portfolios. Portfolios are completed at the end of every level or for all second, fourth, sixth, eighth and twelfth graders. Exhibitions of Mastery, in addition to being aligned with the Massachusetts Frameworks, are commonly cited by SSCPS students, graduates and parents as an important difference that give SSCPS students greater comfort and poise in public speaking. Two exhibitions are required per year. FY 2011 was a successful year for Exhibitions of Mastery at SSCPS with a 99% completion rate.

### **Objective 1 Measure 2: Met**

100% of our students will be accepted to attend two or four year post-secondary institutions.

There were thirty graduates of SSCPS this past June and all thirty were accepted into two or four year colleges. Twenty-eight of these students are planning to attend colleges in the fall. One is going into the military and another is planning to attend trade school.

### **Common School Performance Criteria**

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

The mission and educational philosophy of SSCPS is to inspire students to achieve. Fundamental to the implementation of the mission is an innovative educational structure that incorporates academic courses with the exploration of applications outside the scope of a typical school. 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 starting in third grade regularly holds "town meetings" led by student-elected leaders and a high school student is a voting member of the Board of Trustees.

For the second consecutive year student work in Project and Workshop received national recognition. In FY 10 the Waste Watchers Project (grades three and four) received recognition for being "America's Greenest School." This team of students started a series of actions that led to a reduction in waste at SSCPS and their work and organization of the whole community was the impetus for a series of awards valued at more than \$200,000 to make SSCPS more environmentally sustainable. This year the students from the Biology Workshop (High School) were among the 1,100 school groups who entered a competition put on by Samsung. SSCPS was one of five Samsung's "Solve for Tomorrow" finalists. A teacher, the 7-12 Principal, and four high school students went to Washington and New York to meet with congressmen and senators and other leaders to discuss their environmental solutions for transportation at SSCPS. This group was awarded \$80,000 in technology and grants; serving as another example of the independent work and accomplishments achieved by SSCPS Projects and Workshops which positively impact school and society.

#### **Implementation of the governance/leadership structure:**

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.

The Board of Trustees works closely with the Finance Committee monitoring the FY11 Operating Budget. The Board of Trustees includes representatives from each constituent group: current parents, a student member, the Chair of the Parents Association as well as two faculty representatives (non-voting members). The Board of Trustees both formally and informally assesses the performance of the Executive Director. All voting Board members 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.

The Facilities Committee of the Board continued to plan and oversaw the construction of a new roof completed in summer of 2011.

### Academic Program Success Accountability Plan

<b>II. THE SCHOOL'S ACADEMIC PROGRAM IS A SUCCESS.</b>		
<b>CRITERIA</b>	<b>OBJECTIVE</b>	<b>MEASURE</b>
MCAS - performance	1. Students at the school demonstrate proficiency, <sup>1</sup> or progress toward meeting proficiency targets on state standards, as measured by the Massachusetts Comprehensive Assessment System (MCAS) exams in all subject areas and at all grade levels tested for accountability purposes. <sup>2</sup>	1. The school shows an annual increase in the CPI in ELA and mathematics in the aggregate and for all statistically significant subgroups with an overall performance rating of <i>high</i> by 2012 and <i>very high</i> for 2013. <b><u>MET</u></b> 2. The school shows an annual decrease in the percentage of students scoring Warning/Failing on standard MCAS tests in ELA and mathematics in the aggregate and for all statistically significant subgroups by at least 10%. <b><u>PARTIALLY MET</u></b>
MCAS - growth	2. The school achieves and maintains a median student growth percentile (SGP) of 40 or higher in the aggregate and for all statistically significant sub-groups in all subject areas tested for accountability purposes.	1. Each year, the median student growth percentile is 50 or higher in the aggregate and in all statistically significant sub-groups in all subject areas tested for accountability purposes. <b><u>MET</u></b>
AYP	3. The school makes Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant sub-groups in English language arts and mathematics. <sup>3</sup> 4. The school does not have a status for accountability purposes of Improvement, Corrective Action, or Restructuring.	1. Each year, the school makes AYP in the aggregate and for all statistically significant sub-groups in English language arts and mathematics. <b><u>DID NOT MEET</u></b> 2. The school either does not have a status for accountability purposes of Improvement, Corrective Action, or Restructuring or has made the possible improvements and has met AYP for the school year. <b><u>NO STATUS FOR ELA</u></b> <b><u>RESTRUCTURING FOR MATHEMATICS</u></b>

<sup>1</sup> "Proficiency" includes attaining either proficient or advanced classification.

<sup>2</sup> "Accountability purposes" is any test at any grade level that "counts" toward AYP determination.

<sup>3</sup> Making AYP requires meeting state determined targets in participation, absolute performance or improvement gains, and attendance or graduation.

External assessments of student achievement	5. If externally developed assessments other than the MCAS are administered, student performance is strong and demonstrates improvement over time on those assessments.	1. The median score on the GRADE (Group Reading Assessment Diagnostic Evaluation) GMADE (Group Mathematics Assessment Diagnostic Evaluation) for tested students in grades 2-8, who have been at SSCPS for a year or more, will meet or exceed the 60 <sup>th</sup> percentile with improved annual performance for each cohort. <b><u>PARTIALLY MET</u></b>
Internal assessments of student achievement	6. Student performance is strong and demonstrates improvement on internally developed assessments of academic achievement.	1. A minimum of 95% of SSCPS students will successfully complete and pass all courses. <b><u>DID NOT MEET</u></b> 2. At least 80% of SSCPS students will achieve a final grade of 80% or more in English and math courses. 95% of students will pass all courses with a minimum grade of 80% in ELA and math and a 70% in other courses. <b><u>DID NOT MEET</u></b>

**Objective 1, Measure 1: Met**

The school shows an annual increase in the CPI in ELA and mathematics in the aggregate and for all statistically significant subgroups with an overall performance rating of *high* by 2012 and *very high* for 2013

SSCPS made CPI gains in the aggregate and for all statistically significant subgroups in ELA and Mathematics from FY 09 to FY 10. The largest gains were made by SSCPS's Low Income students with a 4.4 CPI point increase in ELA and a 9.4 point gain in math. Other strong performances were made by the African American/Black students in Math with a 7.2 CPI point gain in Math and by the 4.2 CPI point gain of the aggregate in math. These achievements along with a similarly strong improvement scores in FY 09 MCAS were the reason that SSCPS was one of 86 schools in the Commonwealth that were "commended for narrowing proficiency gaps." SSCPS received a Performance Rating of "Very High" in ELA and "High" in mathematics. Please see the chart below for details.

	ELA			Mathematics		
	FY 09	FY 10	Change	FY 09	FY 10	Change
Aggregate	90.5	91.9	1.4	78.9	83.1	4.2
Special Education	78.9	*	*	57.4	58.1	0.7
Low Income	87.7	92.1	4.4	64.2	73.6	9.4
African American /Black	84.0	84.6	0.6	66.4	73.6	7.2
White	92.2	94.1	1.9	81.9	85.4	3.5

\*The Special Education Subgroup in FY 10 was less than 40 and not a reportable subgroup.

**Objective 1, Measure 2: Partially Met**

The school shows an annual decrease in the percentage of students scoring Warning/Failing on standard MCAS tests in ELA and mathematics in the aggregate and for all statistically significant subgroups by at least 10%.

SSCPS made the measure of a 10% decline in the rate of failure between FY 09 and FY 10 in the aggregate in ELA and Mathematics with a decline in the rate of failure by 31% in ELA and 26% in mathematics. In ELA all three statistically significant subgroups made the needed decrease in failure. In mathematics three of the four statistically significant subgroups made the needed decrease in failure. The exception was the Special Education subgroup in mathematics where there was a 5% increase in the percentage of students in the warning or failure category. In August of 2010, SSCPS

received these scores and began a student performance analysis. This analysis showed a weakness in student math performance in the 5<sup>th</sup> – 8<sup>th</sup> grades. An additional math teacher was retained to identify ability gaps, target methodology, and improve student achievement. The math teacher formerly assigned to the fifth through eighth grades was reassigned to work exclusively with the seventh and eighth graders and the additional teacher worked exclusively with fifth and sixth graders.

	ELA			Math		
	'09	'10	Change	'09	'10	Change
Aggregate	2.51%	1.74%	31% decline	13.09%	9.69%	26% decline
Special Education	5.88%	*	*	33.33%	35%	5% increase
Low income	5.66%	0%	100% decline	24.52%	14.54%	41 % decline
African American	3.13%	2.74%	12% decline	21.88%	13.69%	37 % decline
White	2.08%	1.60%	23% decline	10.88%	8.99%	17% decline

\*The Special Education Subgroup in FY 10 was less than 40 and a non reportable subgroup.

### Objective 2, Measure 1: Met

Each year, the median student growth percentile is 50 or higher in the aggregate and in all statistically significant sub-groups in all subject areas tested for accountability purposes.

For both the aggregate and for all reportable subgroups SSCPS made the growth targets, see the chart below for the median student growth score for all sub groups.

Group	ELA	Math
Aggregate	60.0	59.0
Special Needs	non reportable subgroup	54.5
Low Income	56	60
African American	53	54.5
White	60	58

### Objective 3, Measure 1: Did not Meet

Each year, the school makes AYP in the aggregate and for all statistically significant sub-groups in English language arts and mathematics.

SSCPS made AYP in the aggregate for both ELA and mathematics. In ELA all reportable subgroups also made AYP and SSCPS moved from “Improvement Year 1” to “no status.” In mathematics the special education subgroup, despite an improved CPI score, did not meet its target gain and SSCPS entered “Restructuring Year 1” for mathematics.

### Objective 4, Measure 2: Did not Meet

The school either does not have a status for accountability purposes of Improvement, Corrective Action, or Restructuring or has made the possible improvements and has met AYP for the school year.

SSCPS made the necessary AYP improvements for “no status” in ELA. In mathematics SSCPS did not meet the gains for the special education subgroup and entered into “Restructuring Year 1.” SSCPS did receive an “Improvement Rating” of “On Target” for both ELA and mathematics and received from the state a commendation for “narrowing proficiency gaps.”

### Objective 5, Measure 1: Partially Met

The median score on the GRADE (Group Reading Assessment Diagnostic Evaluation) GMADE (Group Mathematics Assessment Diagnostic Evaluation) for tested students in grades 2-8, who have been at SSCPS for a year or more, will meet or exceed the 60<sup>th</sup> percentile with improved annual performance for each cohort.

Thirteen out of the fourteen grades had median student percentile scores of about the 60<sup>th</sup> percentile. The median scores on the GRADE test ranged from a low of 68<sup>th</sup> percentile in the 8<sup>th</sup> grade to the 83<sup>rd</sup> percentile in the 4<sup>th</sup> grade. The low median score on the GMADE ranged from a low of 56 in the 7<sup>th</sup> grade to a high of the 90<sup>th</sup> percentile in the 4<sup>th</sup> grade. Please see chart below for details.

Grade	GRADE	GMADE
2	81	70
3	81	79
4	83	90
5	80	70
6	69	81.5
7	71	56
8	68	73

In FY 11 there were six cohort groups that took the GRADE and the GMADE who also took the assessment in FY 10. These groups are not true cohorts as they include all of the students who took the test in '10 and compared them to all of the students who took the test a year later. These results have not been filtered to winnow out the students who did not take the test both years. However the groups are largely stable in population. Seven of the twelve groups had higher or stable median scores while five of the groups had lower scores.

Cohort group	GRADE			GMADE		
	FY 10	FY 11	Change	FY 10	FY 11	Change
2 <sup>nd</sup> '10-3 <sup>rd</sup> '11	76	81	+5	73	79	+6
3 <sup>rd</sup> '10-4 <sup>th</sup> '11	88	83	-5	84	90	+6
4 <sup>th</sup> '10-5 <sup>th</sup> '11	79	80	+1	73	70	-3
5 <sup>th</sup> '10-6 <sup>th</sup> '11	72	69	-3	69	81.5	+12.5
6 <sup>th</sup> '10-7 <sup>th</sup> '11	77	71	-6	69	56	-13
7 <sup>th</sup> '10-8 <sup>th</sup> '11	68	68	even	52.5	73	+21.5

**Objective 6, Measure 1: Did not meet**

A minimum of 95% of SSCPS students will successfully complete and pass all courses.

SSCPS did not meet this measure as only 91.4% or 488 of its 534 students successfully completed all courses. Of the 46% students who did not pass all of their courses 41% did not successfully complete one class; another 17% did not pass two of their courses. Many of these students will be attending summer school to successfully complete these courses.

**Objective 6, Measure 2: Did not meet**

At least 80% of SSCPS students will achieve a final grade of 80% or more in English and math courses. 95% of students will pass all courses with a minimum grade of 80% in ELA and math and a 70% in other courses.

In FY 11 78% of the 5<sup>th</sup> – 12<sup>th</sup> grade students attained an 80% or above in their English classes and 74% of the students attained a marking of 80% or above in their math classes. SSCPS does not evaluate students K – 4 with a percentage score so this percentage is out of the 307 5<sup>th</sup> – 12<sup>th</sup> grade students. The second portion of this measure was also not met as 77.5% or 120 out of the 534 K – 12 students did not attain an 80% or above in both English and math courses and receive a 70% or above in all of their other courses.

**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.

### **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 opening phase of the class. 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 at SSCPS recognize the importance of providing students with consistent patterns of instruction. This work, which began in FY 10 with the goal that all teachers deliver lessons with a consistent format, continued with a second workshop on the Common SSCPS Designed Lesson in August Professional Development. This Professional Development was supported by an observational checklist that the principals used to give teachers feedback on an ongoing basis to assist the teachers in achieving both high quality and consistently structured lessons. 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.

### **Classroom and school environment**

The school culture of SSCPS is collaborative. In the school's founding there was a determination to hear student voice. This is true of the school's disciplinary practices where the belief is that the adults and the students work together to make the school a safe and well regulated place of learning. The significant role of student planning in Project and Workshop and Town Meeting is an essential part of SSCPS school culture. For example, FY11 was the second year the students and teacher from the World Heritage 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 second "Day of the Arts" - a concept that was originally developed by students at Town Meeting to address life challenges through artistic expression.

In response to the new anti-bullying legislation, new procedures were put in place and the general consensus was that the new procedures made the process of reporting and responding to bullying more transparent and effective. The Open Circle Curriculum and the 7 – 12 advisory system delivered an anti-bullying curriculum as required by the new law. SSCPS sent the two principals and the school psychologist to a four day advanced training in Collaborative Problem Solving taught by Dr. Ross Greene. A core group of staff members led by the school psychologist held weekly meetings to help bring Collaborative Problem Solving to SSCPS. This summer two additional staff members will attend and the core group will be expanded so that Collaborative Problem solving is more widely used K – 8.

## **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. Over the past few years the Learning Services Department made some adjustments relative to the model of service delivery provided to students. Examples of this were the continuation of an inclusion classroom on Level I and the formation of an inclusion classroom on Level II where the classroom teachers were provided support in the 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.

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, 2011, approximately 12.5% of the 534 students required Special Education Services, 67 students in all.

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. These teams work collaboratively with teachers and families to put in place strategies to assist students in the classroom.

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 11, the Title I program supported 37 students in ELA or mathematics instruction grades 3 – 6. Twenty-six students received supplemental math instruction. Seven students received both ELA and math instruction and four students received supplemental instruction in ELA. 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 77 students in grades 3 – 10 who participated.

## **Professional Climate**

(i) Administrative team provides feedback to teachers through both formal and informal means. SSCPS continued to use 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. As part of the year end work of the FY 10 school year the principals modified the checklist to put a great weight to teacher response to students and the closure

or summation of lessons. The walk through procedure continued to provide 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 every two years with a self evaluation form and conference with a principal on the off 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, most frequently the principal. The 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 is 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 used in FY 11 was to have those teachers conduct staff training.

(ii) Over the past three 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 member 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 6 early release days, and 5 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; development of curriculum and Formative Assessments; In addition to Common SSCPS Lesson Planning and Design, SMART Board, EdLine and GradeQuick training also occurred. There was continued work on collaborative Problem Solving with the two principals and the school psychologist attending an advance training workshop. Sarah O'Loughlin the school psychologist conducted a workshop in August and held weekly sessions of support and training as well as supported the ongoing professional development in Open Circle. Mary Carter the school's guidance counselor and Jared Rose the High School coordinator trained the faculty in an advisory program. This professional development was even more significant this year as SSCPS implemented the state's new anti-bullying law. In FY 11 the 738 Literacy Grant continued as the professional development focused on vocabulary instruction. 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 11, SSCPS spent \$93,787 for internal and external workshops, dues and subscriptions, and faculty tuition reimbursement. The total amount for staff salaries for these days added \$139,950 to the professional development costs for a total of \$233,737. 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 \$439.

(iii) Opportunities for collaboration among teachers, among Level Coordinators, among administrators and among levels of the teaching staff occur on a daily basis. There are regularly scheduled meetings for teachers on Tuesday afternoon. Twice a month these meeting are designed for grade level collaboration. The K-6 faculty meets jointly once a month while the 7 – 12 faculty meets by discipline. The Faculty and Staff Association (FASA) meet once a month to collaborate on the working conditions of the school. There is also a full faculty meeting after that assembly once a month. There

is a Monday meeting with the Level Coordinators and the administrators to discuss and plan the events of every week. There is time set aside during full and half day Professional Development for collaborative development and analysis of formative assessments, both the production of the assessments and the grading. Each Level sets up structures that promote collaboration.

(iv) Two years ago the Climate and Culture Committee was formed to address staff morale and retention. SSCPS believes that communication and clarity as well as excellent professional development, respect and a well defined educational mission are the keys to staff professional growth. For Teacher and Staff Attrition, refer to the Data Section of this report, page 28.

**Assessment and instructional decision-making**

SSCPS gives formative assessments three times a year. The assessments are collaboratively designed to match the school’s scope and sequence that align its curriculum to the Massachusetts Frameworks. Professional time is in the school’s calendar to grade and analyze the results. The results of the interim formative assessments are analyzed horizontally, by student, to determine how to effectively support student achievement. Vertical analysis also occurs to determine effectiveness of curriculum and instruction.

**Program Evaluation**

The process of curriculum review and documentation are tied to program evaluation. Programs are reviewed by looking at data from various sources and changing and altering programs to more effectively help students 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 addressed this weakness.

The Learning Services Department also participates 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. This year the six year Coordinated Program Review for Special Education and Title I was completed with generally positive initial outcomes. The Special Education CPR has not yet been received by the school.

**Organizational Viability  
Accountability Plan**

III. THE SCHOOL IS A VIABLE ORGANIZATION.		
CRITERIA	OBJECTIVE	MEASURE
Solvency and stability	1. The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievement. 2. The school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget. 3. The school’s annual independent audit is free of material or repeated findings.	1. The school’s annual budget is sustained by its enrollment. <b><u>MET</u></b> 2. Each year, the school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget. <b><u>MET</u></b> 3. There is an absence of material or repeated audit findings in annual audits by qualified independent auditor. <b><u>MET</u></b>
Enrollment	4. The school implements the student recruitment, retention, and enrollment process intended in the charter, in the school’s recruitment and retention plans, and as defined by statute and regulations.	1. SSCPS will maintain a waiting list of at least 30% of the total school enrollment after the annual lottery for one year until the next enrollment lottery when a new waiting list is generated. <b><u>MET</u></b>

Family engagement	5. The school involves parents/guardians as partners in the education of their children. Families and students are satisfied with the school's program.	1. The Annual Parent Survey will have a 25% parent response rate. The satisfaction rate on all surveyed categories will be 85% or higher. <b><u>MET</u></b>  2. 60% or more of the families will volunteer for a minimum of 5 hours a year. Volunteer hours will be logged and measured. <b><u>MET</u></b>
Dissemination	6. The school has collaborated with its sending district(s) on the sharing of innovative practices and has provided models for replication and best practices.	1. Annually SSCPS will send a team either to the state, regional or the National Charter School Conference and other educational conferences. The school will submit proposals to present workshops on its best practices at these conferences. <b><u>MET</u></b>  2. At least four staff members a year will disseminate SSCPS's model by presenting best practices at educational consortiums and conferences. <b><u>MET</u></b>

**Objective 1, Measure 1: Met**

The school's annual budget is sustained by its enrollment.

The school designed the FY11 Operating Budget based on tuition revenues from 526 students. At the end of the academic year the school's enrollment was 532.

**Objective 1, Measure 2: Met**

Each year, the school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.

The attached financials indicate positive net assets, adequate cash flow to sustain operations and academic programming, and that the Administration consistently operated within budget.

**Objective 1, Measure 3: Met**

There is an absence of material or repeated audit findings in annual audits by qualified independent auditor.

The FY10 Financial Audit did not report any repeated or material audit findings.

**Objective 4, Measure 1: Met**

SSCPS will maintain a waiting list of at least 30% of the total school enrollment after the annual lottery for one year until the next enrollment lottery when a new waiting list is generated.

On Saturday, February 12, 2011, South Shore Charter Public School held its annual enrollment lottery. All policies and procedures as determined by the Commonwealth of Massachusetts were strictly followed. 513 applications were received for 38 openings. 35 openings were in kindergarten, three openings were in grade ten. Ads for the Open Houses and Enrollment Lottery were placed in The Patriot Ledger, The Mariners of Hanover, Norwell, Marshfield, The Enterprise of Brockton, The Randolph Herald, and The Hull Times in November and January. Enrollment for the next school year begins November 1<sup>st</sup> at which time we post the new application package on the website. In November we invite our current 8<sup>th</sup> grade families to attend a High School Information night. SSCPS sends invitations to all families that have students on the waitlist or in the wait pool reminding them to reapply or attend one of the Open House dates. SSCPS had very successful turnouts at this year's Open Houses. In November SSCPS had over 166 families and in January SSCPS had over 101 families.

### **Objective 5, Measure 1: Met**

The Annual Parent Survey will have a 25% parent response rate. The satisfaction rate on all surveyed categories will be 85% or higher.

Throughout FY 11, 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 and the SSCPS website.

In 2010-2011, school leaders continued all efforts 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 and the website. In the 2011 Survey, 97.5% of the parents reported that the school provides meaningful opportunities for parents in governance and volunteerism; 93% agreed that the school has regular open communication; 82% agreed that the school provides a cohesive K-12 program; 73% agreed that the Board of Trustees is a strong, stable and guiding body, 85% agreed that the school manages its resources effectively; 95% agreed that the school provides opportunities for students to demonstrate leadership in the school; 86% 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 90% responded that they were satisfied with the educational experience and program at SSCPS.

### **Objective 5, Measure 2: Met**

60% or more of the families will volunteer for a minimum of 5 hours a year. Volunteer hours will be logged and measured.

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 2010-2011 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.

### **Objective 6, Measure 1: Met**

Annually SSCPS will send a team either to the state, regional or the National Charter School Conference and other educational conferences. The school will submit proposals to present workshops on its best practices at these conferences.

A team of five faculty members attended the MCCPSE (Massachusetts Center for Charter School Excellence) Instructional Forum at Holy Cross.

### **Objective 6, Measure 2: Met**

At least four staff members a year will disseminate SSCPS's model by presenting best practices at educational consortiums and conferences.

In FY 11 five staff members disseminated the SSCPS model at educational consortiums or conferences.

- Tara Turner and her students led a workshop at the 2011 Massachusetts Statewide Service-Learning Conference on May 3, 2011 Conference of Service Learning

- Ted Hirsch delivered the Keynote address, “Why Schools, Why Public Schools, Why Public Charter Schools” at the New Hampshire Charter Public School Associations Statewide Professional Development Day on March 18, 2011
- Ted Hirsch led a workshop on “Traditions in Schools” at the NHCPSA March 18, 2011
- Angie Pepin led a workshop on Massachusetts new bullying law at the Principal Excellence Group at MCCPSE (Massachusetts Center for Charter School Excellence) in Boston on December 15, 2010
- Sarah Roberts and her students made a presentation to all of the attendees of the 2011 Massachusetts Statewide Service-Learning Conference on May 3, 2011 Conference of Service Learning
- Sarah Roberts and her students made a presentation at Bowdoin College of her work at Kids Consortium Student Summit a regional conference of service learning on May 24, 2011
- Sarah Roberts was a finalist for Massachusetts Teacher of the Year, and had presentation Boston June 17, 2011
- Alicia Savage mentored a graduate student from the Harvard Graduate School of Education and SSCPS became the location of a site visit for students studying the charter school model

## **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 2010/2011**

#### **July 2010**

**Board Vote:** To approve changes to the Attendance and Tardy policy.

#### **October 2010**

**Board Vote:** To approve the application to participate in the Massachusetts Race to the Top Initiative.

#### **December 2010**

**Board Vote:** To accept the Fiscal Year End DESE report as presented.

**Board Vote:** To accept the recommendation of the Facilities Committee and accept the lowest bid for the Roof Replacement Project.

#### **January 2011**

**Board Vote:** To approve the two Title I policies as presented.

#### **March 2011**

**Board Vote:** To approve the amendment of the 2010-11 School Calendar.

#### **April 2011**

**Board Vote:** To accept changes to the Grading Policy.

#### **May 2010**

**Board Vote:** To approve the 2011-2012 school calendar.

**Board Vote:** To approve the revised Bullying Policy.

#### **June 2010**

**Board Vote:** To approve the changes to the School Improvement Plan and the Student Handbook.

**Board Vote:** To approve the recommendation of the Finance Committee and approve the FY12 Budget.

### **Amendments to charter**

There were no amendments to the charter during the 2010-11 school year.

### **Complaints**

There were no official complaints to the Board of Trustees during the 2010-11 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 Chair of the Parents Association as well as two faculty representatives (non-voting members). All voting Board members 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. Teachers and/or academic leaders carried this out by presenting at every Board of Trustees Meeting. The Facilities Committee of the Board continued progress achieving a roof replacement. Throughout the year, the Facilities Committee oversaw the construction completed in the summer of 2011.

## **Family Engagement**

Family Engagement is one the goals in the Accountability Plan. For details on Family Engagement see the Objective 5, Measure 1, Page 14.

## **Safety**

SSCPS has established and published procedures for maintaining a physically safe environment free of harassment. There is a school wide Civil Rights Officer who investigates on a case by case basis any complaints as well as addresses faculty during All Faculty meetings.

## **Employee qualifications**

The teaching faculty at SSCPS must have a Bachelor's degree in the related field they are teaching, possess a license to teach in MA, and/or have taken and passed the appropriate MTEL exams within one year of date of hire in order to remain employed by SSCPS.

## **Financial oversight**

In preparing the FY11 Operating Budget, the administration collaborated with faculty, the Finance Committee, Board of Trustees, Level Coordinators, and the SSCPS community with the objective of developing a balanced budget. The Board of Trustees worked closely with the Finance Committee monitoring the FY11 Operating Budget and the possibility of revenue decreases due to the economic conditions at the State and Federal levels. The school's FY10 annual financial audit produced no significant negative findings. 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 and Finance Committee prepared a conservative budget based on current tuition funding trends and worked with all parties to propose the Final FY11 Operating Budget that was approved in May 2010. The School continues to participate in sound business practices as evidenced by monthly financial presentations and FY11 financials.

## **Recruitment, enrollment, and retention strategies for prior school year**

Enrollment is one the goals in our Accountability Plan. For details on Recruitment, enrollment, and retention please see the Organizational Viability section, Objective 4, Page 13 of this document.



## Charter School Recruitment and Retention Plan

### Demographic Language

The following table compares demographic data of the charter school to the state and to public school districts from which SSCPS draws most of its students. The comparison includes \*\* schools in the sending districts with grade levels that overlap with the charter school.

- Comparison Minimum refers to the school(s) among the \*\* comparison schools with the lowest percentage of students in a given category.
- Comparison First Quartile: of the \*\*\*comparison schools, 75% have a greater percentage and 25% have a smaller percentage of students than the provided percentage in the given category.
- Comparison Median refers to the school(s) among the \*\* comparison schools with the middle percentage of students in a given category.
- Comparison Maximum refers to the school(s) among the \*\* comparison schools with the highest percentage of students in a given category.
- The Percentage of Total represents the percentage of the total number of students in a given category in all \*\* comparison schools combined.

### South Shore Charter Public School 2011

	Demographics (%)	Limited English Proficient	Special Education	Free Lunch	Reduced Lunch
	South Shore Charter Public School	0.0%	12.5%	16.3%	2.6%
(139 Schools)	Comparison Minimum	0.0%	6.3%	0.7%	0.0%
	Comparison First Quartile	0.1%	11.9%	8.2%	1.6%
	Comparison Median	1.0%	15.0%	17.7%	4.5%
	Comparison Maximum	52.1%	93.3%	84.4%	17.3%
	Comparison Total	5.8%	14.5%	25.8%	5.4%
	State	7.2%	17.0%	29.1%	5.1%

### I. Recruitment Plan

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

#### General Recruitment Activities

List recruitment activities undertaken each year which apply to all students.

Open House two times a year

Advertisement in local media promoting Open House

Secondary Fair

Community Outreach

B. List the goals and strategies the school will implement during the upcoming school year to attract and enroll specific groups of students in order to promote a student population that reflects the demographics of the school's sending district(s). Create goals and strategies for each of the following categories:

- Special education students
- Limited English-proficient students
- Students eligible for free lunch
- Students eligible for reduced price lunch
- Students who are sub-proficient (as determined by a previous score of "Needs Improvement" or "Warning/Failing" on the mathematics or English language arts examinations of the MCAS for the previous two years)
- Students at risk of dropping out of school
- Students who have dropped out of school
- Other subgroups of students who should be targeted to eliminate the achievement gap

<b>Recruitment Plan – Goals and Strategies</b>	
<b>List goals and strategies for recruitment activities for <u>each</u> demographic group.</b>	
A. Special education students	<ul style="list-style-type: none"> <li>• Learning Services director will attend South Shore Special Education Administrative Council meetings and promote school as an excellent placement for special education students</li> <li>• Meetings of SPED PAC where outreach and recruitment is on agenda</li> <li>• Learning Service Director and Special Education teachers attend the two Open House events</li> </ul>
B. Limited English-proficient students	<ul style="list-style-type: none"> <li>• Title I Parent Liaison is a native Creole and French speaker</li> <li>• Off site Title I event organized by Parent Liaison where larger community is invited and applications to the school are encouraged</li> <li>• Public Service announcements of Open Houses on Creole radio</li> </ul>
C. Students eligible for free lunch	<ul style="list-style-type: none"> <li>• Promotional materials and Open House announcements made at regional Head Start sites</li> <li>• Off site Title I event organized by Parent Liaison where larger community is invited and admission to the school is encouraged</li> <li>• Public Service announcements of Open Houses</li> <li>• Promotional materials and Open House announcements made at regional homeless shelters</li> </ul>
D. Students eligible for reduced price lunch	<ul style="list-style-type: none"> <li>• Promotional materials and Open House announcements made at regional Head Start sites</li> <li>• Off site Title I event organized by Parent Liaison where larger community is invited and admission to the school is encouraged</li> <li>• Public Service announcements of Open Houses</li> </ul>
E. Students who are sub-proficient	<ul style="list-style-type: none"> <li>• SSCPS commendation for “narrowing proficiency gaps” used in school promotional materials and distributed to area YMCA’s</li> <li>• SSCPS commendation for “narrowing proficiency gaps” used in school promotional materials and distributed to area libraries</li> </ul>
F. Students at risk of dropping out of school	<ul style="list-style-type: none"> <li>• Notification and consultation with Wellspring in Hull to encourage applications</li> </ul>
G. Students who have dropped out of school	<ul style="list-style-type: none"> <li>• Notification and consultation with Wellspring in Hull to encourage applications</li> </ul>
H. Other subgroups of students who should be targeted to eliminate the achievement gap	<ul style="list-style-type: none"> <li>• SSCPS commendation for “narrowing proficiency gaps” used in school promotional materials and distributed to area YMCA’s</li> <li>• SSCPS commendation for “narrowing proficiency gaps” used in school promotional materials and distributed to area libraries</li> </ul>

## II. Retention Plan

Identify the retention goals and strategies the school will implement during the upcoming school year to maximize the number of students who successfully complete all school requirements and to prevent students from dropping out. The retention plan *may* include activities that address the needs of all students in the school, but *must* be designed to impact the target groups identified above.

<b>Overall Student Retention Goal</b>	
Annual goal for student retention (percentage):	97%
<b>Retention Plan Goals and Strategies -- List goals and strategies for retention activities</b>	
Strong family and school communication	<ul style="list-style-type: none"> <li>• Weekly Update</li> <li>• All Call telephone messages</li> <li>• Parent Association</li> <li>• Welcoming Picnic</li> <li>• Welcoming Information Meetings</li> <li>• Kindergarten Playground Group</li> <li>• Annual Goal Setting Meetings</li> <li>• Events such as Heritage Day</li> <li>• Parent volunteers</li> <li>• Open visitation policy</li> <li>• After school programs targeted to student achievement Monday - Thursday</li> </ul>
Supplemental Education	<ul style="list-style-type: none"> <li>• Title I instruction</li> <li>• Title I sponsored academic family outreach, Literacy, Math nights</li> <li>• Free afterschool tutoring for all academically at-risk students 3<sup>rd</sup> - 10<sup>th</sup></li> <li>• Free afterschool homework help for all income eligible students</li> <li>• Saturday School for 7<sup>th</sup> and 8<sup>th</sup> graders with missing assignments</li> <li>• Extended day available for students</li> </ul>
Targeted Instruction	<ul style="list-style-type: none"> <li>• Professional development targeted toward increased differentiation within classroom</li> <li>• Increased use of assistive technology within the classrooms to improve student performance</li> <li>• Increased implementation of RTI at all levels</li> <li>• Small class size (6 – 9) for academically at risk students</li> <li>• Advisory program</li> <li>• Two Student Support Teams that identify and support at-risk students</li> <li>• Data teams and a system of data meetings that identify at risk students and devise interventions</li> <li>• Summer support services available for students</li> </ul>
Project and Workshop	<ul style="list-style-type: none"> <li>• SSCPS uses a complimentary experientially based learning structure where students work in teams to plan and develop projects that have social usefulness. This type of academic and active learning plan has been cited by SSCPS students as a reason that they stay in school. At SSCPS the mission is to “Inspire every student to excel in academics service and life.” SSCPS’s focus on “life” means that the school puts an emphasis on the student’s existence and purpose. This focus on the student as an individual helps students feel valued and useful. When students feel valued and useful they achieve.</li> <li>• Field or community based education, field trips, educational partners, and service learning.</li> </ul>
Commitment to Growth	<ul style="list-style-type: none"> <li>• From SSCPS’s inception there has been a commitment to individualized instruction.</li> <li>• SSCPS’s Data Team presents graphs and charts promoting growth as equally important as absolute academic achievement.</li> </ul>

### Dissemination and sharing of innovative practices

Dissemination is one the goals in our Accountability Plan. For details on dissemination please see the Organizational Viability section, Objective 6, Page15 of this document.

# Financial reports

## Financial Profile

The following five pages show the unaudited draft financial statements for the fiscal year ending June 30, 2011 including depreciation expenses. These include the FY11 Statement of Financial Position, FY11 Statement of Activities and Changes in Net Assets, and the FY12 Approved Operating Budget. The school's independent audit will be completed by September 30, 2011 and will be available by October 30, 2011. This audit will be provided to the Department of Elementary and Secondary 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.

<b>UNAUDITED</b>	<b>Statement of Financial Position</b>	<b>DRAFT</b>
<b>For the period ending June 30, 2011</b>		
CURRENT ASSETS		
	Cash	\$3,276,867
	Restricted Cash	0
	Deposits & Prepaid Expenses	13,314
	Accounts Receivable	103,255
	Grants/Tuition Receivable	0
	Pledge Receivable	0
	Due From SSCEF, Inc.	0
<b>Total Current Assets</b>		<b><u>\$3,393,436</u></b>
Property & Equipment		
	Furniture & Equipment	83,863
	Technology	373,063
	Vehicles	255,890
	Building & Improvements	3,058,144
	Leasehold Improvements	0
	Debt Refinancing Costs	0
	Accumulated Depreciation	(889,963)
Net Property & Equipment		<u>\$2,880,997</u>
Other Assets	Allowance for Doubtful Accts	0
<b>TOTAL ASSETS</b>		<b><u>\$6,274,433</u></b>
	<b>LIABILITIES &amp; NET ASSETS</b>	
CURRENT LIABILITIES		
	Accounts Payable & Accrued Expenses	474,164
	Due to Others	9,433
	Operating Leases	0
	Auto Loan	0
<b>Total Current Liabilities</b>		<b><u>\$483,597</u></b>
Net Assets		
	Operating	5,372,446
	Temporarily Designated	27,760
Net Income		390,630
<b>Total Equity</b>		<b><u>\$5,790,836</u></b>
<b>TOTAL LIABILITIES &amp; EQUITY</b>		<b><u>\$6,274,433</u></b>

**UNAUDITED Statement of FY11 Activities and Changes in Net Assets DRAFT**  
**For the period ending June 30, 2011**

<b>REVENUES</b>	<b>FY11 APPROVED BUDGET</b>	<b>FY11 ACTUALS</b>
Per Pupil Tuition & Facilities Aid	\$5,694,566	\$5,829,860
State & Federal Entitlement Grants	278,363	281,201
Program Fees	120,200	99,677
Project Fundraising & Misc. Contributions	12,000	20,198
Medicare Reimbursement	9,000	9,486
Free & Reduced Lunch Reim	10,000	0
Local Grants	<u>50,000</u>	<u>93,134</u>
<b>Total Revenues</b>	<b>\$6,174,129</b>	<b>\$6,333,556</b>
 <b>EXPENSES:</b>		
<i><b>Personnel Expenses</b></i>		
District Leadership and Administration Salaries	\$779,245	\$695,001
Instructional Salaries	3,176,263	3,300,779
Benefits & Insurance & Payroll Taxes	420,260	405,491
Professional Development	<u>99,132</u>	<u>93,487</u>
<b>Total Personnel Expenses</b>	<b>\$4,474,900</b>	<b>\$4,494,758</b>
<i><b>Direct Student Costs</b></i>		
<i><b>Non-Personnel Expenses</b></i>		
Student Transportation	\$10,000	\$5,013
Field Trip Expense	36,000	42,697
Academic Supplies	88,579	114,316
Student Services Contractor	68,794	82,929
Technology	99,015	83,498
Furniture & Equipment	3,000	14,230
Testing/Accreditation	5,000	8,350
Library Materials	<u>0</u>	<u>2,508</u>
<b>Total Direct Student Costs</b>	<b>\$310,388</b>	<b>\$353,541</b>
<i><b>Occupancy Expenses</b></i>		
Lease/Rental	\$500,850	\$504,836
Utilities	129,300	117,880
Maintenance Contractors	180,700	203,175
Maintenance Supplies	25,000	25,581
Maintenance Vehicles (incl gas)	13,532	<u>8,535</u>
<b>Total Occupancy Expenses</b>	<b>\$849,382</b>	<b>\$860,007</b>

**UNAUDITED Statement of FY11 Activities and Changes in Net Assets DRAFT**  
**For the period ending June 30, 2011**

<b>Expenses (Cont.)</b>	<b>FY11 APPROVED BUDGET</b>	<b>FY11 ACTUALS</b>
<b><i>Office Expenses</i></b>		
Commercial Insurance	\$54,030	\$40,836
Supplies	25,000	28,350
Telephone & Communication	19,145	9,742
Advertising	10,000	18,108
Postage & Shipping	13,000	8,069
Printing & Copying	3,500	476
Copier (Maintenance/Supplies)	33,000	34,835
Professional Fees (Audit, Legal, & Consultants)	<u>47,000</u>	<u>61,177</u>
<b><i>Total Office Expenses</i></b>	<b>\$204,675</b>	<b>\$201,593</b>
<b><i>Other Expenses</i></b>		
Interest, Bank Fees, Payroll Fees	\$14,959	\$12,904
School Apparel	0	2,574
School Events, Lunch, Misc.	64,750	95,889
Student Scholarships & Awards	0	3,750
Loss on Disposal	0	0
Depreciation Expenses	155,000	203,140
Loan Amortization Expenses	0	0
Bad Debt Expense	<u>0</u>	<u>0</u>
<b><i>Total Other Expenses</i></b>	<b><u>\$234,709</u></b>	<b><u>\$318,256</u></b>
<b><i>Total Operating Expense</i></b>	<b>\$6,074,054</b>	<b>6,228,155</b>
<b><i>Operating Net Assets</i></b>	<b>\$255,075</b>	<b>\$105,401</b>
Awarded Hybrid School Bus	0	\$200,000
Awarded Technology & Equipment		<u>85,229</u>
<b><i>Net Other Income</i></b>	<b>0</b>	<b><u>\$285,229</u></b>
<b><i>Net Income</i></b>	<b><u>\$100,075</u></b>	<b><u>\$390,630</u></b>

**FY12 Approved Operating Budget  
For the period ending June 30, 2012**

**REVENUES**

Per-Pupil Tuition	\$5,347,752
Facilities Aide (Part of Tuition Funding Formula)	477,755
Entitlement Grants	194,307
Program Fees	113,025
Medicaid Reimbursement	15,000
Free & Reduce Lunch Reim	10,000
Project Fundraising	12,000
Grant from SSCEF	55,000

TOTAL REVENUES	\$6,224,839
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**EXPENSES**

***Personnel Expenses***

District Leadership & Administration Salaries	\$888,636
Instructional Salaries	3,361,561
Benefits & Insurance & Payroll Taxes	449,285
Professional Development-External	47,800

Total Personnel	\$4,747,282
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***Non-Personnel Expenses***

Student Transportation	\$1,200
Field Trip Expense	36,000
Academic Supplies	102,150
Direct Student Services Contractors	39,400
Technology	33,961
Furniture & Equipment	2,500
Testing/Accreditation	5,500

Total Direct Student Costs	\$243,011
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***Occupancy***

Lease/Rental	\$532,600
Utilities	124,500
Maintenance Contractors	156,000
Maintenance Supplies	20,000
Maintenance Vehicles (including gas)	13,000

Total Occupancy	\$846,100
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**FY12 Approved Operating Budget (Cont.)  
For the period ending June 30, 2012**

**Office**

Insurance	\$47,000
Supplies	25,000
Telephone/Communication	17,446
Advertising	8,500
Postage & Shipping	8,500
Printing & Copying	3,000
Copier Leases/Maintenance	31,000
Audit, Legal & Consulting	<u>37,000</u>
Total Office	\$177,446

**Other**

Depreciation	\$190,000
Interest, Bank Fees & Payroll Processing	\$14,000
Miscellaneous	<u>63,750</u>
Total Other	<u>\$267,750</u>

TOTAL OPERATING EXPENSE \$6,281,859

Operating Net Income (not incl depreciation) (\$57,020)

**FY12 Capital Plan**

South Shore Charter Public School has approximately 10,000 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, and 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 FY11, the school received the first hybrid school bus in the State of Massachusetts. The school spent over \$13,000 in "green school" energy upgrades. In 2007, the school worked with Tappe Associates to develop a master plan for future building renovations and upgrades and began working in FY11 with Habeeb & Associates to revise and update this plan based on current needs. The estimated cost of these renovations and upgrades is over \$2,000,000. In June and July 2011, the school roof was replaced. The remaining renovations needed are; adding additional classrooms on each level, renovate great rooms, replace flooring, additional physical education and performance space, and upgrading our HVAC and building systems. In 2009-2010 the Board of Trustees approved designating \$1,500,000 for building renovations and upgrades. In FY11 the school spent approximately \$500,000 on capital improvements. 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. It is the hope that the school's Development Committee will create a capital fundraising plan to offset the balance of the renovation expenses in FY12.



## Data Section

<b>Instructional Time</b>	
Total number of instructional days for the 2010-11 school year:	180
First and last day of the 2009-10 school year:	08/31/10 – 06/17/11
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 2009-10 school year but did not reenroll for the 2010-11 school year (excluding graduates):	54
Total number of students enrolled as of October 1, 2010:	534
Total number of students who enrolled during the 2010-11 school year, after October 1, 2010:	1
Total number of students who left during the 2010-11 school year, after October 1, 2010:	3
Total number of students enrolled as of the June 2011 SIMS submission:	532
Number of students who graduated at the end of the 2010-11 school year:	30

During the course of the 2010-2011 school year, 4 students left the school. SSCPS was notified by 54 students that they were not returning for the 2010-11 school year. 32 students informed the school before the end of 2009-10 and SSCPS was notified during the summer that 22 had decided not to return. The following table indicates the reasons for student withdrawals:

<b>Number</b>	<b>Reason</b>
6	Academic choices
9	Family move
10	Larger school/activities
1	Not right fit
10	Private school
4	Returned to local district
1	Specialized program
5	Sports program
10	Transportation
1	Vocational/ Technical
57	Total

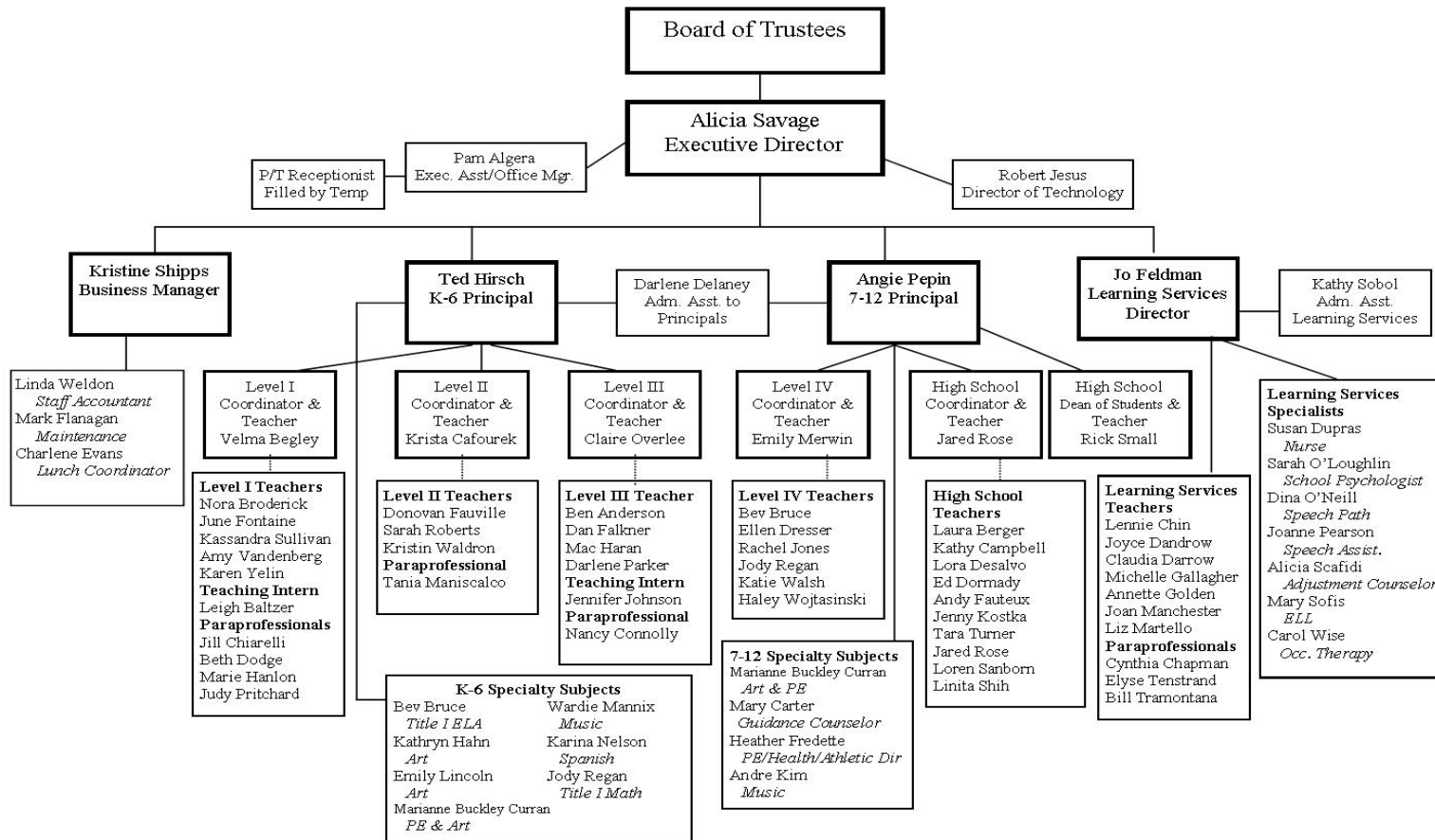
**STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION  
(for students enrolled as of the June 2011 SIMS submission)**

Race/Ethnicity	# of students	% of entire student body
African-American	130	25
Asian	13	2.5
Hispanic	10	2
Native American	3	<1
White	370	70
Native Hawaiian, Pacific Islander	1	0
Multi-Race, Non-Hispanic	15	3
Special Education	65	12.5
Limited English Proficient	0	0
Low Income	105	20

**ADMINISTRATIVE ROSTER FOR THE 2010-2011 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	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	12/1/09	Current
Dir. of Learning Services	Provides oversight to the Sped Dept., 504 Services, student assessment and ESL/ELL Services	1/1/08	Retired from Sped 6/30/11
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 2010-2011 SCHOOL YEAR</b>			
	Number as of the last day of the 2010-2011 school year	Departures during the 2010-2011 school year	Departures at the end
Teachers	52	1	5
Other Staff	33	3	2

Administration: On July 1, 2010 Alicia Savage was appointed as a 100% FTE Executive Director. Ted Hirsch completed his third year as K-6 Principal and Angie Pepin completed her first year as 7-12 Principal. Jo Feldman, the Director of Learning Services retired at the end of June 2011. Matthew Tondorf was hired as the new Director of Learning Services effective September 2011.

Faculty/Staff: During FY11 SSCPS was able to hire an additional a full time Level II teacher, a full time Level III Math Teacher, two full time Elementary Teaching Interns, and three additional part time paraprofessionals on Levels I, III, and IV. The Speech Pathologist and Speech Therapy Assistant resigned during the year for family reasons. Following an analysis of curriculum and programming two learning services teaching positions were converted from general to content specific. These changes will go into effect September 2011. Two High School teachers resigned at the end of year; one to attend medical school and the other moved out of state.

### BOARD MEMBERS FOR THE 2010-11 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
Paul Carberry	Clerk Voting Member	Executive Development Governance (Chair)	Director of Foundation Relations, Bentley University; SSCPS Parent	1 <sup>st</sup> , 3 year 07/09-06/12
Debbie Cerilli	Voting Member	Development (Chair) Personnel	Real Estate Appraiser; SSCPS Parent	1 <sup>st</sup> , 3 year 07/09-06/12
Heather Dans	Parent Rep Voting Member	Development, Finance	President of the SSCPS PA; Sales Consultant	1 <sup>st</sup> , 1 year 07/10-06/11
Robert L. Gass	Voting Member	Finance Personnel (Chair)	Former Executive Director Northshore Education Consortium	3 <sup>rd</sup> 3year 07/09-6/12; 05/06-06/09; 10/03-05/06
Mac Haran	Faculty Ex Officio	Facilities	SSCPS Faculty Rep, Level III Teacher	1 <sup>st</sup> , 3year 7/09-06/12
Jo Loughnane	Voting Member	Development	Former Executive Director Wellspring; Former SPED Teacher	1 <sup>st</sup> , 3year 07/08-06/11
Michael Maniscalco	Voting Member	Facilities, Governance	Attorney; Partner Maniscalco & DiOrio; SSCPS Parent	2 <sup>nd</sup> , 3year 7/10-06/13; 06/07-06/10
Emily Merwin	Faculty Ex-officio	Governance	SSCPS Faculty Rep, Level IV Teacher, Project Leader	1 <sup>st</sup> , 3 year 07/09-06/12
Tessa Misiaszek	Voting Member	Development	SSCPS Parent; Former COO in health care industry	1 <sup>st</sup> 3 year 07/10-06/13
Kolin Perry	Student Voting Member	Development Student Board	SSCPS Student Representative	1 <sup>st</sup> 1year 7/10-6/11
Cheryl Peterson	Vice Chair Voting Member	Executive Finance, Governance	Former CFO of MA Historical Society; SSCPS Grandparent	1 <sup>st</sup> , 3 year 07/08-06/11
Jean Philogene	Voting Member	Personnel, Education Committee	Former Administrator, Boston Public Schools	1 <sup>st</sup> 3 year 07/10-06/13
Michael Ryan	Voting Member	Facilities	Architect Schematic Design & Construction; SSCPS Parent	2 <sup>nd</sup> , 3 year 7/10-6/13 06/07-06/10;
Jeffrey L. Seglin	Chair Voting Member	Executive (Chair), Ex Officio on all Board Committees	Lecturer in Public Policy Director, Communications Program Harvard Kennedy School, SSCPS Grandparent	2 <sup>nd</sup> , 3 year 07/09-06/12 05/06-06/09
Brian Tyler	Treasurer Voting Member	Executive Finance (Chair) Personnel	President/CFO Superior Media Solutions SSCPS Alumni Parent	1 <sup>st</sup> , 3 year 07/08-06/11
David Whitemyer	Voting Member	Development Facilities (Chair)	Architect Christopher Chadbourne & Assoc. Boston; SSCPS Parent	1 <sup>st</sup> , 3 year 07/08-06/11 1yr as PA 05/07-06/08