



South Shore Charter Public School Annual Report 2011-2012

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Table of Contents and Page Numbers

| | |
|--|----|
| School Information/Contact Information | 1 |
| Introductory Description of School | 1 |
| Letter from the chair of the Board of Trustees | 2 |
| Mission Statement | 3 |
| Performance and Plans Section | |
| Faithfulness to Charter | 3 |
| Academic Program Success | 5 |
| Organizational Viability | 12 |
| Recruitment and Retention Plan | 17 |
| Dissemination | 21 |
| Financial Reports | 22 |
| Data Section | 28 |

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 17th year and is now in the 4th 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, 2012 there were 535 students enrolled.

Letter from the Chairman of the Board of Trustees

July 2012

To the Reader:

On behalf of the Board of Trustees, I am pleased to present the 17th Annual Report of South Shore Charter Public School. The 2011-2012 Annual Report reflects that SSCPS continued to fulfill its core educational mission.

As a result of the tireless work of students, faculty, and staff this past academic year, the school reached many academic milestones, including:

- Receiving a commendation from the Massachusetts Department of Elementary and Secondary Education (DESE) for narrowing the proficiency gap based on Massachusetts Comprehensive Assessment System (MCAS) scores for the second year in a row.
- Achieving all Adequate Yearly Progress (AYP) targets for the aggregate in every statistically significant subgroup in both English Language Arts (ELA) and Mathematics.
- Adding two additional Advanced Placement (AP) courses: biology and calculus. More than twice as many students as last year scored 3 or higher on their AP exams.

In addition, the Board has worked to ensure that SSCPS students are provided with a facility that provides a strong learning environment. This past year:

- Work on replacement of the roof as well as additions of skylights to some classrooms to provide more natural lighting was completed.
- SSCPS has leased gym and classroom space in a building directly abutting the school. The new space continues to provide opportunities for academic, athletic, and extracurricular expansion.

SSCPS continues to share its practices and successes with educators, policy makers, and other education decision-makers.

As we enter our 18th year, the Board of Trustees remains committed to academic excellence, the achievement of every student, and the continued success of SSCPS as a K-12 charter public 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

| I. THE SCHOOL IS FAITHFUL TO THE TERMS OF ITS CHARTER. | | |
|---|---|--|
| CRITERIA | OBJECTIVE | MEASURE |
| 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. <u>MET</u> 2. 100% of our students will be accepted to attend two or four year post-secondary institutions. <u>MET</u> |

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 535 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. During the 2011-2012 school year the portfolio process at SSCPS was in transition. New standards for portfolios were developed at each level for implementation in the following school year. Because of this transition, we have no precise data surrounding portfolios. 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 2012 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 twenty-nine graduates of SSCPS this past June and all twenty-nine were accepted into two or four year colleges. All of these students are planning to attend colleges in the fall.

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 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 faculty 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 third consecutive year student work in Project and Workshop received recognition at both the state and national level. Sophomore Grace Moore earned national recognition in The Scholastic Arts & Writing Awards of 2012, presented by the Alliance for Young Artists & Writers for one of her Art Workshop Exhibition of Mastery pieces. This year, 200,000 works of art and writing were submitted to the competition. Only the top 1,500 were recognized on the national level and of that, Grace was chosen in the top 0.75%. Grace Moore and art teacher Marianne Buckley-Curran attended a recognition ceremony at Carnegie Hall in New York. For the fourth year in a row a student from the Art Workshop was accepted into Art All-State. Ellis Gilbert, an SSCPS junior, was accepted in the program after a rigorous nomination and application process. Students in the Waste Watchers Project and their teachers, Sarah Roberts and Bill Tramontana were awarded the Green Difference Award for their efforts on sustainability and environmental conservation. These SSCPS students and teachers were honored at the Massachusetts State House.

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 FY 12 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 Plan (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 conducted a follow up review of the new roof construction completed in summer of 2011.

Academic Program Success Accountability Plan

| II. THE SCHOOL'S ACADEMIC PROGRAM IS A SUCCESS. | | |
|--|--|--|
| CRITERIA | OBJECTIVE | MEASURE |
| MCAS - performance | 1. Students at the school demonstrate proficiency, ¹ 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. ² | 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. <u>MET</u> 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%. <u>MET</u> |
| 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. <u>MET</u> |
| 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. ³ 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. <u>MET</u> 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. <u>NOT APPLICABLE DUE TO CHANGES IN DESE REGULATIONS</u> |

¹ "Proficiency" includes attaining either proficient or advanced classification.

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

³ 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 th percentile with improved annual performance for each cohort. <u>PARTIALLY MET</u> |
| 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. <u>MET</u> 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. <u>PARTIALLY MET</u> |

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 10 to FY 11. The largest gains were made by SSCPS’s Special Education Students with a 7.9 CPI point increase in ELA and an 11.5 point gain in math. Other strong performances were made by the African American/Black students with a 6.1 CPI point gain in ELA and a 6.4 CPI point gain in Mathematics. These achievements along with a similarly strong improvement scores in FY 09 and FY 10 MCAS were the reason that SSCPS for the second year in a row was “commended for narrowing proficiency gaps.” Please see the chart below for details describing the performance gains of the aggregate and all statistically significant subgroups.

| | ELA | | | Mathematics | | |
|-------------------------|-------|-------|--------|-------------|-------|--------|
| | FY 10 | FY 11 | Change | FY 10 | FY 11 | Change |
| Aggregate | 91.9 | 94.1 | +2.2 | 83.1 | 86.1 | +3.0 |
| Special Education | 78.2 | 86.1 | +7.9 | 58.1 | 69.6 | +11.5 |
| Low Income | 92.1 | 92.5 | +0.4 | 73.6 | 82.0 | +8.4 |
| African American /Black | 84.6 | 90.7 | +6.1 | 73.6 | 80.0 | +6.4 |
| White | 94.1 | 94.9 | +0.8 | 85.4 | 87.2 | +1.8 |

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 42% in ELA and in mathematics. In ELA three of the four statistically significant subgroups made the needed decrease in failure. In mathematics all four of the statistically significant subgroups made the needed decrease in failure. The exception was the Low Income Subgroup in ELA: all students in that subgroup had gained scores above the Warning Failure category while in FY 11 a single student was in that category. In several of the subgroups the decrease of failure exceeded or approached a fifty percent reduction showing the effectiveness of SSCPS’s program for teaching all parts of the school population and for

the second consecutive year SSCPS was given the a “Commendation for Narrowing Proficiency Gaps” from DESE.

| | ELA | | | Mathematics | | |
|-------------------|-------|--------|---------------|-------------|--------|-------------|
| | FY 10 | FY 11 | Change | FY 10 | FY 11 | Change |
| Aggregate | 1.74% | 1.01% | 42% decline | 9.69% | 5.56% | 42% decline |
| Special Education | 7.69% | 6.66% | 13% decline | 35% | 19.56% | 44% decline |
| Low Income | 0% | 1.75 % | 1.75%increase | 14.54% | 7.02% | 52% decline |
| African American | 2.74% | 1.42% | 48% decline | 13.69% | 8.57% | 37% decline |
| White | 2.13% | 0.96 | 65% decline | 8.99% | 5.85% | 35% decline |

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. This performance on the “Median Student Growth Score” is very strong. There are 205 K – 12 Districts in Massachusetts. For the second time in three years the South Shore Charter Public School’s students showed the highest median Student Growth Percentile scores for ELA students in a K -12 district or school. The Median Student Growth Percentile score depicts a district, school, or subgroup relative performance year to year on the MCAS. The Department of Elementary and Secondary Education (DESE) considers a median SGP of 60 or over to be *High Growth*. Consistent high growth year after year indicates that students in a district, school, grade or subgroup are achieving academically and is more significant than a single year’s growth data. Growth data across a K – 12 school system is an indicator of the value added by the system.

The fact that SSCPS achieved the highest median score in two of the past three years is an indicator of the value of the school’s academic program. This achievement in ELA is paralleled by the median SGP in math where SSCPS tied for the third highest median SGP math score in 2009 and tied for fourth highest in 2011. What makes this performance even more compelling is that when the 2011 data is disaggregated to show how subgroups performed SSCPS had the highest median SGP for the Low Income and Special Education subgroups in both ELA and Math for any K – 12 district or school. The African American subgroup had the highest median SGP in ELA and was tied for seventh in math. Please see the chart below for the median student growth score for all sub groups.

| Group | ELA | Math |
|------------------|------|------|
| Aggregate | 71 | 62 |
| Special Needs | 72 | 74.5 |
| Low Income | 76.5 | 67.5 |
| African American | 77 | 63 |
| White | 69 | 63 |

Objective 3, Measure 1: MET

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 and for all statistically significant subgroups in both ELA and mathematics.

Objective 4, Measure 2: NOT APPLICABLE

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.

Not applicable due to changes in DESE regulations.

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 60th percentile with improved annual performance for each cohort.

Thirteen out of the fourteen grades had median student percentile scores of above the 60th percentile. The median scores on the GRADE test ranged from a low of 71st percentile in the 7th grade to a high of the 85th percentile in the 5th grade. The median scores on the GMADE ranged from a low of 50 in the 8th grade to a high of the 86th percentile in the 5th grade. Please see chart below for details.

| Grade | GRADE | GMADE |
|-------|-------|-------|
| 2 | 81 | 79 |
| 3 | 73 | 76 |
| 4 | 72.5 | 73.5 |
| 5 | 85 | 86 |
| 6 | 72 | 82 |
| 7 | 71 | 68 |
| 8 | 72 | 50 |

In FY 12 there were twelve cohort groups that took the GRADE and the GMADE who also took the assessment in FY 11. These groups are not true cohorts as they include all of the students who took the test in FY 11 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. Five of the twelve groups had higher median scores while seven of the groups had lower scores. Please see the chart below for details.

| Cohort group | GRADE | | | GMADE | | |
|---|-------|-------|--------|-------|-------|--------|
| | FY 11 | FY 12 | Change | FY 11 | FY 12 | Change |
| 2 nd '10-3 rd '11 | 81 | 73 | -8 | 70 | 76 | +6 |
| 3 rd '10-4 th '11 | 81 | 72.5 | -8.5 | 79 | 73.5 | -5.5 |
| 4 th '10-5 th '11 | 83 | 85 | +2 | 90 | 86 | -4 |
| 5 th '10-6 th '11 | 80 | 72 | -8 | 70 | 82 | +12 |
| 6 th '10-7 th '11 | 69 | 71 | +2 | 81.5 | 68 | -13.5 |
| 7 th '10-8 th '11 | 71 | 72 | +1 | 56 | 50 | -6 |

Objective 6, Measure 1: Met

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

SSCPS met this measure as 95.14% or 509 of its 535 students successfully completed all courses. Of the students who did not pass all of their courses 50% did not successfully complete one class; another 19.2% did not pass two of their courses. Most of these students will be attending summer school or taking a college course to remediate coursework.

Objective 6, Measure 2: Partially Met

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 12 80% of the 5th – 12th grade students attained an 80% or above in their English classes, meeting that portion of the measure. For math, 75% of the students attained a marking of 80% or above in their math class which does not meet the 80% goal. SSCPS does not evaluate students K – 4 with a percentage score so this percentage is out of the 319 5th – 12th grade students. The last portion

of this measure was also not met; in the 5th- 12th grade 319 student cohort where percentage grades are provided, 75% earned a minimum grade of 80% in ELA and math as well as a minimum of a 70% in 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 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 third workshop on the Common SSCPS Designed Lesson in August Professional Development. This workshop focused on the sequence of individual lessons with the goal of units also having a beginning, middle, and end. 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. This year all teachers K-12 participated in a course from Lesley University focused on RTI and Universal Design.

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, FY 12 was the third year the students and teachers from the *Healthy You Project* put on a middle school event focused on physical activity and nutrition. Students were involved in planning every detail of the event from securing space and obtaining supplies to designing and manufacturing awards for the winning teams. It produced great enthusiasm on the part of students and teachers and helped bring the entire community together. 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 third *Day of the Arts* - a concept that was originally developed by students at Town Meeting to address life challenges through artistic expression.

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. Examples of this were the continuation of inclusion classrooms on Level I and 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. At the high school level, we began using different co-teaching models to provide all students with a range supports to assist their learning. This has included two teachers teaching at the same the time, one teacher teaching while one teacher supports students, and breakout sessions with both teachers taking small groups of students to provide more individualized support.

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, 2012, approximately 13.4% of the 536 students required Special Education Services, 72 students in all. An additional 43 students receive accommodations under a 504-accommodation plan.

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 12, the Title I program supported 27 students in ELA or mathematics instruction grades 3 – 6. Twelve students received supplemental math instruction. Three students received both ELA and math instruction and twelve 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 57 students in grades 3 – 8 who participated. Ten teachers taught in groups that varied in size from a single student up to eight students. Collectively these ten teachers provided 510 hours of instruction and collectively the students worked afterschool for 2,140 hours.

Professional Climate

(i) The 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. The walk through procedure continued to provide more frequent and timely feedback to teachers.

Teachers are evaluated 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 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. During FY 12 the administrative team attended workshops and webinars regarding the new evaluation system for teachers and administrators that SSCPS will implement in FY13.

(ii) 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 7 early release days, and 6 full days of professional development opportunities. The August Professional Development days were focused on instruction, giving teachers the opportunity to evaluate, develop and plan for teaching and learning during the upcoming school year including SMART Board, EdLine and GradeQuick training. Three full professional development days and two half days were devoted to the Lesley University coursework. Teachers used time in the afternoons on the remaining half days to analyze student data with a focus on MCAS and formative assessment results. 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 worked with the high school faculty to enrich the Advisory program. In FY 12 the 738 Literacy Grant continued as the professional development focused John Collins Writing and the restructuring of Writing Portfolios K-12. The professional development provided faculty with embedded professional development and direct modeling of best practices of writing across the curriculum.

In FY 12, SSCPS spent \$96,193 for internal and external workshops, dues and subscriptions, and faculty tuition reimbursement. The total amount for staff salaries for 11.5 professional development days added \$200,928 to the professional development costs for a total of \$297,121. 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 \$554.

(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. This includes common planning time for teachers who work within the same discipline and for those who work with the same cohort of students.

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. Results of the interim formative assessments are analyzed horizontally for each student to determine how to effectively support academic achievement. Vertical analysis also occurs to determine effectiveness of curriculum and instruction. The results of the formative assessments are used to determine student groupings and to inform classroom 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. A complete review of the English Language Arts curriculum began during the 2011-2012 school year with a goal of completion by the end of December 2013. Using the Common Core, Humanities teachers in grades 7-12 worked to align the curriculum vertically using the Pre-AP framework as the guide. Two of our high school level English teachers attended Pre-AP training in the summer of 2011. Working closely with the history faculty, the 7-12 English Language Arts teachers made decisions regarding reading selections and course progression to closely align the English curriculum with content in history courses. The 3-12 Spanish faculty began work on aligning the Spanish curriculum vertically across levels and horizontally with other subject matter. This included the selection of new texts for students in grades 3-6.

The Learning Services Department received the six-year Coordinated Program Review for Special Education and Title I that was completed during the 2010-2011 school year. During that review, the Learning Services Department participated 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. The report was very positive, 56 of the 60 areas reviewed were reported as fully implemented, the remaining 4 areas were considered partially implement requiring the Learning Services Department to complete a mid year progress report. The progress reports were completed and approved requiring no further corrective action to be taken.

Organizational Viability

Accountability Plan

| CRITERIA | OBJECTIVE | MEASURE |
|------------------------|--|---|
| Solvency and stability | <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> 1. The school's annual budget is sustained by its enrollment. MET 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. MET 3. There is an absence of material or repeated audit findings in annual audits by qualified independent auditor. MET |

| | | |
|-------------------|--|--|
| 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. <u>MET</u> |
| 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. <u>MET</u> 2. 60% or more of the families will volunteer for a minimum of 5 hours a year. Volunteer hours will be logged and measured. <u>MET</u> |
| 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. <u>MET</u> 2. At least four staff members a year will disseminate SSCPS's model by presenting best practices at educational consortiums and conferences. <u>MET</u> |

Objective 1, Measure 1: Met

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

The school designed the FY 12 Operating Budget based on tuition revenues from 536 students. At the end of the academic year the school's enrollment was 536.

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 FY 11 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 11, 2012, South Shore Charter Public School held its annual enrollment lottery. All policies and procedures as determined by the Commonwealth of Massachusetts were strictly followed. 536 applications were received for thirty-seven openings. Thirty openings were in kindergarten, three openings were in grade nine, and four openings in grade eleven. 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 1st at which time SSCPS will post the new application package on the website. In November and March current seventh and eighth grade families are invited 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 123 families and in January SSCPS had over 114 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 12 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 instructive and fueled discussions at Board, Faculty, and Parents Association meetings. At two different points during the school year the principals and Level Coordinators met with families at informal Coffees to provide parents with an opportunity to receive information and provide feedback. 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 2011-2012, 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? Twenty-six percent of families responded to the 2012 survey. In the 2012 Survey, 99% of the parents reported that the school provides meaningful opportunities for parents in governance and volunteerism; 91% agreed that the school has regular open communication; 85% agreed that the school provides a cohesive K-12 program; 91% agreed that the Board of Trustees is a strong, stable and guiding body, 94% agreed that the school manages its resources effectively; 95% agreed that the school provides opportunities for students to demonstrate leadership in the school; 96% agreed that SSCPS strives to nurture a respectful culture; and 86% 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 2011-2012 school year parents volunteered thousands of hours of their time. The hours of 190 different parents were logged over the course of the year. 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 four faculty members attended and presented at the Green Schools National Conference in Denver, Colorado.

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 12 five staff members disseminated the SSCPS model at educational consortiums or conferences.

- Jenny Kostka, high school Physics teacher, piloted the Green Building Curriculum from the Green Education Foundation in the Green Building Workshop
- Ellen Dresser presented her work on eighth grade math curriculum at the University of Massachusetts Boston School of Education Symposium on June 1, 2012
- Sarah Roberts and her students made a presentation of her work at the Kids Consortium Student Summit, a regional conference of service learning, on May 23, 2012
- Ted Hirsch presented in a content session at the Core Knowledge National Conference on Core Knowledge Language Arts on November 11, 2011
- Ted Hirsch led a three session webinar for the Lutheran Schools of California, Nevada, and Hawaii on teaching reading
- Alicia Savage mentored a graduate student from the Harvard Graduate School of Education in 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 2011/2012

September 2011

Board Vote: To accept the evaluation of the Executive Director.

October 2011

Board Vote: To accept the changes to the Student Handbook

Board Vote: To accept the FY 11 Audit Report with minor edit.

November 2011

Board Vote: To approve the changes to the Student Handbook in accordance with the CPR guidelines.

December 2011

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

March 2012

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

April 2012

Board Vote: To accept the recommendation of the Ad Hoc Rightsizing Committee and submit the request for an enrollment cap increase to the DESE.

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

May 2012

Board Vote: To approve the recommendation of the Finance Committee and approve the FY13 Budget.

Amendments to charter

There were no amendments to the charter during the 2011-12 school year.

Complaints

There were no official complaints to the Board of Trustees during the 2011-12 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. 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 building upgrades. Throughout the year, the Facilities Committee oversaw the construction completed in the summer of 2012.

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 and bullying. 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 FY 12 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 FY 12 Operating Budget and the possibility of revenue decreases due to the economic conditions at the State and Federal levels. The school's FY 11 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 FY13 Operating Budget that was approved in May 2012. The School continues to participate in sound business practices as evidenced by monthly financial presentations and FY 12 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 2012

| Org Code | Demographics (%) | Limited English Proficient | Special Education | Free Lunch | Reduced Lunch |
|---------------|-----------------------------------|----------------------------|-------------------|------------|---------------|
| | South Shore Charter Public School | 0.4 | 12.2 | 13.9 | 3.5 |
| (147 Schools) | Comparison Minimum | 0.0 | 4.6 | 1.0 | 0.0 |
| | Comparison First Quartile | 0.1 | 11.7 | 9.7 | 1.4 |
| | Comparison Median | 1.1 | 14.6 | 18.3 | 4.5 |
| | Comparison Maximum | 43.0 | 95.3 | 82.4 | 13.3 |
| | Comparison Total | 6.0 | 14.4 | 26.3 | 4.7 |
| State | State | 7.3 | 17.0 | 30.4 | 4.8 |

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

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

| Recruitment Plan – Report on Implementation | | | |
|--|--|--|---|
| A. Special education students | <ol style="list-style-type: none"> 1. Learning Services director will attend South Shore Special Education Administrative Council meetings and promote school as an excellent placement for special education students 2. Meetings of SPED PAC where outreach and recruitment is on agenda 3. Learning Service Director and Special Education teachers attend the two Open House events | <ol style="list-style-type: none"> 1. The Learning Services director attended all South Shore Special Education Administrative Council meetings and promoted school as an excellent placement for special education students. 2. SPED and PAC meetings placed outreach and recruitment of the agenda. 3. The Learning Services director and Special Education teachers attended Open House events and provided information to prospective families. | <ol style="list-style-type: none"> 1. No need to change, this will be repeated. 2. No need to change this week be repeated. 3. No need the change. |
| B. Limited English-proficient students | <ol style="list-style-type: none"> 1. Title I outreach occurs on numerous venues, both formal and informal 2. Public Service announcements of Open Houses on Creole radio | <ol style="list-style-type: none"> 1. The Title I Parent Liaison resigned due to family commitments. 2. Public Service announcements were scheduled on Creole radio. | <ol style="list-style-type: none"> 1. The search for a new Title I Parent Liaison has begun. 2. No need to change. |
| C. Students eligible for free lunch | <ol style="list-style-type: none"> 1. Promotional materials and Open House announcements made at regional Head Start and Bright Horizons sites. 2. Public Service announcements of Open Houses 3. Promotional materials and Open House announcements made at regional homeless shelters | <ol style="list-style-type: none"> 1. Promotional materials have been redeveloped and widely distributed throughout numerous early child education centers with high incidents of this demographic. 2. All Open House events have been widely advertised through newspaper media. 3. Students and teachers from SSCPS extend community outreach to a local homeless shelter and promotional information is distributed in follow up to each visit. | <ol style="list-style-type: none"> 1. No need to change. 2. No need to change. 3. No need to change. |

| | | | |
|--|---|---|---|
| D. Students eligible for reduced price lunch | <ol style="list-style-type: none"> 1. Promotional materials and Open House announcements made at regional Head Start and Bright Horizons sites. 2. Public Service announcements of Open Houses. 3. Promotional materials and Open House announcements made at regional homeless shelters | <ol style="list-style-type: none"> 1. Promotional materials have been redeveloped and widely distributed throughout numerous early child education centers with high incidents of this demographic. 2. All Open House events have been widely advertised through newspaper media. 3. Students and teachers from SSCPS extend community outreach to a local homeless shelter and promotional information is distributed in follow up to each visit. | <ol style="list-style-type: none"> 1. No need to change. 2. No need to change. 3. No need to change. |
| E. Students who are sub-proficient | <ol style="list-style-type: none"> 1. SSCPS commendation for “narrowing proficiency gaps” used in school promotional materials and distributed to area YMCA’s. 2. SSCPS commendation for “narrowing proficiency gaps” used in school promotional materials and distributed to area libraries. | <ol style="list-style-type: none"> 1. Promotional materials have been redeveloped and more widely distributed to extend beyond local libraries and YMCA. 2. Outreach to sending school districts done through a consortium focused on district wide professional development and outreach | <ol style="list-style-type: none"> 1. Combine the outreach and include Boys and Girls Clubs. 2. No need the change. |
| F. Students at risk of dropping out of school | Notification and consultation with Wellspring in Hull to encourage applications | <ol style="list-style-type: none"> 1. There will be notification and consultation with Wellspring in Hull to encourage applications. 2. There will be consultation with at-risk students to determine credit recovery options and on-line coursework. | <ol style="list-style-type: none"> 1. No need the change. 2. No need to change. |
| G. Students who have dropped out of school | Notification and consultation with Wellspring in Hull to encourage applications | <ol style="list-style-type: none"> 1. There will be notification and consultation with Wellspring in Hull to encourage applications. 2. There will be consultation with at-risk students to determine credit recovery options and on-line coursework. | <ol style="list-style-type: none"> 1. No need the change. 2. No need to change. |
| H. Other subgroups of students who should be targeted to eliminate the achievement gap | <ol style="list-style-type: none"> 1. SSCPS commendation for “narrowing proficiency gaps” used in school promotional materials and distributed to area YMCA’s 2. SSCPS commendation for “narrowing proficiency gaps” used in school promotional materials and distributed to area libraries | <ol style="list-style-type: none"> 1. Promotional materials have been redeveloped and more widely distributed to extend beyond local libraries and YMCA. 2. Outreach to sending school districts done through a consortium focused on district wide professional development and outreach. | <ol style="list-style-type: none"> 1. Continue the outreach and include Boys and Girls Clubs. 2. No need to change. |

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.

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

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.

UNAUDITED Statement of FY 12 Activities and Changes in Net Assets DRAFT
For the period ending June 30, 2012

| REVENUES | FY 12 APPROVED BUDGET | FY 12 ACTUALS |
|---|------------------------------|----------------------|
| Per Pupil Tuition & Facilities Aid | \$5,825,507 | \$5983,389 |
| State & Federal Entitlement Grants | 194,307 | 222,561 |
| Program Fees | 113,025 | 107,895 |
| Project Fundraising & Misc. Contributions | 12,000 | 14,990 |
| Medicare Reimbursement | 15,000 | 0 |
| Free & Reduced Lunch Reim | 10,000 | 0 |
| Local Grants | <u>55,000</u> | <u>53,511</u> |
| Total Revenues | \$6,224,839 | \$6,382,346 |
| EXPENSES: | | |
| <i>Personnel Expenses</i> | | |
| District Leadership and Administration Salaries | \$888,636 | \$851,700 |
| Instructional Salaries | 3,361,561 | 3,389,581 |
| Benefits & Insurance & Payroll Taxes | 449,285 | 418,403 |
| Professional Development | <u>47,800</u> | <u>96,193</u> |
| Total Personnel Expenses | \$4,747,282 | \$4,755,877 |
| <i>Direct Student Costs Non-Personnel Expenses</i> | | |
| Student Transportation | \$1,200 | \$8,471 |
| Field Trip Expense | 36,000 | 43,941 |
| Academic Supplies | 102,150 | 98,248 |
| Student Services Contractor and Dual Enrollment | 61,700 | 84,825 |
| Technology | 33,961 | 71,525 |
| Furniture & Equipment | 2,500 | 9,998 |
| Testing/Accreditation | 5,500 | 7,920 |
| Total Direct Student Costs | \$243,011 | \$324,928 |
| <i>Occupancy Expenses</i> | | |
| Lease/Rental | \$532,600 | \$525,848 |
| Utilities | 124,500 | 92,626 |
| Maintenance Contractors | 156,000 | 141,358 |
| Maintenance Supplies | 20,000 | 22,658 |
| Maintenance Vehicles (including gas) | 13,000 | <u>13,137</u> |
| Total Occupancy Expenses | \$846,100 | \$795,627 |

UNAUDITED Statement of FY 12 Activities and Changes in Net Assets DRAFT
For the period ending June 30, 2012

| Expenses (Cont.) | FY 12 APPROVED BUDGET | FY 12 ACTUALS |
|---|------------------------------|-------------------------|
| <i>Office Expenses</i> | | |
| Commercial Insurance | \$47,000 | \$35,875 |
| Supplies | 25,000 | 32,451 |
| Telephone & Communication | 17,446 | 8,176 |
| Advertising | 8,500 | 10,831 |
| Postage & Shipping | 8,500 | 7,245 |
| Printing & Copying | 3,000 | 1,728 |
| Copier (Maintenance/Supplies) | 31,000 | 25,513 |
| Professional Fees (Audit, Legal, & Consultants) | <u>37,000</u> | <u>58,774</u> |
| <i>Total Office Expenses</i> | \$177,446 | \$180,593 |
| <i>Other Expenses</i> | | |
| Interest, Bank Fees, Payroll Fees | \$14,000 | \$12,541 |
| School Apparel | 0 | 509 |
| School Events, Lunch, Misc. | 63,750 | 100,492 |
| Student Scholarships & Awards | 0 | 0 |
| Loss on refinancing | 0 | -416 |
| Depreciation Expenses | 0 | 199,578 |
| Loan Amortization Expenses | 0 | 0 |
| Bad Debt Expense | <u>0</u> | <u>0</u> |
| <i>Total Other Expenses</i> | <u>\$77,750</u> | <u>\$312,704</u> |
| <i>Total Operating Expense</i> | \$6,091,859 | 6,369,729 |
| <i>Operating Net Assets</i> | \$132,980 | \$12,617 |
| <i>Net Other Income</i> | 0 | <u>0</u> |
| <i>Net Income</i> | <u>\$132,980</u> | <u>\$12,617</u> |

**FY13 Approved Operating Budget
For the period ending June 30, 2013**

| | FY13 Budget |
|---|--------------------|
| OPERATING REVENUES | |
| Tuition | 6,121,364 |
| Grants - State | 28,000 |
| Grants - Federal | 188,688 |
| Grants - Private | 67,000 |
| Nutrition Funding - State & Federal | 50,000 |
| Program Fees | 117,925 |
| Investment Income | 10,000 |
| Other: Medicaid Reim | 15,000 |
| TOTAL OPERATING REVENUES | 6,597,977 |
| OPERATING EXPENDITURES | |
| Administration | |
| Salaries - Administrative (Professional) | 157,434 |
| Salaries - Administrative (Support/Clerical) | 91,833 |
| Salaries-Business Office | 121,244 |
| Salaries-Technology | 66,625 |
| Salaries-Development | 84,625 |
| Accounting-Audit | 20,000 |
| Legal | 10,000 |
| HR/Payroll | 12,000 |
| Other Professional Services | 5,000 |
| Information Management and Technology | 68,582 |
| Office Supplies and Materials | 42,000 |
| Professional Development, Administrative/Board | 5,000 |
| Dues, Licenses, and Subscriptions | 15,000 |
| Recruitment/Advertising | 8,500 |
| Travel expenses for staff/Board | 2,500 |
| Bank Charges - Current (Short Term) | 2,000 |
| Other: School Wide Events | 12,750 |
| Subtotal: | 725,092 |
| Instructional Services | |
| Salaries - Teachers | 2,742,361 |
| Salaries - Other (Professional) | 578,968 |
| Salaries - Paraprofessionals | 194,250 |
| Salaries - Support/Clerical | 76,859 |
| Contracted Services, Instructional | 72,300 |

| | |
|--|-----------|
| Instructional Technology in Classrooms | 34,631 |
| Instructional Supplies & Materials | 74,550 |
| Testing & Assessment | 950 |
| Professional Development, Instructional | 46,500 |
| Dues, Licenses, and Subscriptions | 3,000 |
| Staff Stipends in addition to base salary | 36,850 |
| Other: Classroom Furniture | 2,500 |
| Other: Athletic Equipment | 5,500 |
| Subtotal: | 3,869,219 |
| Other Student Services | |
| Salaries - Other Student Services | 33,825 |
| Health Services | 50,468 |
| Food Services | 100,000 |
| Athletic Services | 29,950 |
| Other: Field Trips | 30,000 |
| Other: Substitutes | 60,000 |
| Subtotal: | 304,243 |
| Operation and Maintenance of Plant | |
| Salaries - Operation and Maintenance of Plant | 83,035 |
| Utilities | 123,500 |
| Maintenance of Buildings & Grounds | 166,000 |
| Maintenance of Equipment | 25,000 |
| Rental/Lease of Buildings & Grounds | 539,450 |
| Rental/Lease of Equipment | 20,000 |
| Other: Lesley Univ Site Coord. | 4,800 |
| Subtotal: | 961,785 |
| Fixed Charges | |
| Payroll taxes | 150,000 |
| Fringe Benefits | 320,000 |
| Insurance (non-employee) | 35,000 |
| Other: Depreciation | 221,000 |
| Other: Longevity | 10,300 |
| Subtotal: | 736,300 |
| Total Operating Expenses | 6,596,639 |
| Total Operating Net Income | \$ 1,338 |

FY13 Capital Plan

The South Shore Charter Public School has approximately 5,000 sq. ft. of unoccupied space that needs to be renovated into usable classroom and/or student spaces. The main facility was built in the early 1980's and most of the operating systems are working beyond their scheduled life and are in need of replacement or energy efficient upgrades. In the summer of 2011, the school replaced the aging roof and leased a second facility, a former warehouse approximately 3,200 square feet, to use as a site for the school's physical education program. The following is a list of major renovations or replacements that will need to be addressed and planned for starting in 2012:

- Flooring for the main building will be replaced in the summer of 2012. New carpet, and linoleum tiles will be replaced throughout the building. The cost estimate is \$125,000.
- Renovate existing High School student bathrooms with new energy efficient bathroom fixtures and new partitions in the summer of 2012. The cost estimate is \$20,000.
- Convert existing unoccupied storage space and/or existing office spaces into classroom/student spaces. The cost estimate is \$200,000. A portion of this will be completed in the summer of 2012.
- The current boiler system is only working at 60% efficiency. The cost estimate for a replacement is \$120,000.
- A generator energy efficient upgrade is needed. The cost estimate is \$90,000.
- Upgrade and replace existing HVAC system to a new energy efficient system. The cost estimate is \$2,700.00 and the research phase will begin in FY13.
- New playground equipment is needed for our elementary and middle students. The existing two play structures were transported from the old facilities in Hull, Massachusetts and need to be replaced. The cost estimate is \$60,000. Funding for this project will begin with our parent community and development office playground capital campaign initiatives starting in FY13.
- New storage shed with utilities for our "Veggie" van supplies and materials as well as a space where students can work with the vegetable oil is to be built. The cost estimate is \$20,000 and will be completed the fall of 2012.
- Install new gym flooring in new physical education leased space. The cost estimate is \$30,000. Funding for this project will result from a capital campaign initiative our development office began in FY 12.
- Upgrade and install a new building security system to allow for more cameras to monitor the interior and exterior of both buildings. The cost estimate is \$30,000 and the research phase will begin in FY13.
- Install a new public announcement system that allows for seamless communication between both facilities. The cost estimate is \$20,000 and the research phase will begin in FY13.
- Purchase and renovate land for athletic fields and some additional parking. This is ongoing and SSCPS will continue to research opportunities to purchase land for fields and additional parking that are in close proximity to our school buildings. The estimate cost of this project is \$1,000,000-\$5,000,000.
- Upgrade the technology and communications infrastructure as outlined in the CELT technology analysis conducted in the spring of 2011. The research phase will begin in FY13. The cost estimate of this project is \$250,000.

In 2012 the school began working with CGKV Architects, the school's architect and engineering house doctor and began the work to create a final master building capital plan that addresses the needs outlined above of our K-12 program and building system upgrades. In 2009-2010 the Board of Trustees approved the designation of \$1,500,000 for capital renovations and upgrades. As of June 30, 2012, the school spent approximately \$684,000 on capital improvements and \$50,000 on technology capital equipment. The balance in the reserve account as of June 30, 2012 is \$766,000. It is projected that during FY2013 the Board of Trustees will release an additional \$300,000 in capital reserve funds.

Data Section

| Instructional Time | |
|--|------------------------|
| Total number of instructional days for the 2011-12 school year: | 182 |
| First and last day of the 2011-12 school year: | 08/30/11 – 06/15/12 |
| 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 2010-11 school year but did not reenroll for the 2011-12 school year (excluding graduates): | 42 |
| Total number of students enrolled as of October 1, 2011: | 539 |
| Total number of students who enrolled during the 2011-12 school year, after October 1, 2011: | 7 |
| Total number of students who left during the 2011-12 school year, after October 1, 2011: | 11 |
| Total number of students enrolled as of the June 2012 SIMS submission: | 535 |
| Number of students who graduated at the end of the 2011-12 school year: | 29 |

During the course of the 2011-2012 school year, 11 students left the school. SSCPS was notified by 42 students that they were not returning for the 2011-12 school year. Of those 42 students, 30 students informed the school before the end of 2010-11 and SSCPS was notified during the summer of 2011 that 12 had decided not to return. The following table indicates the reasons for student withdrawals:

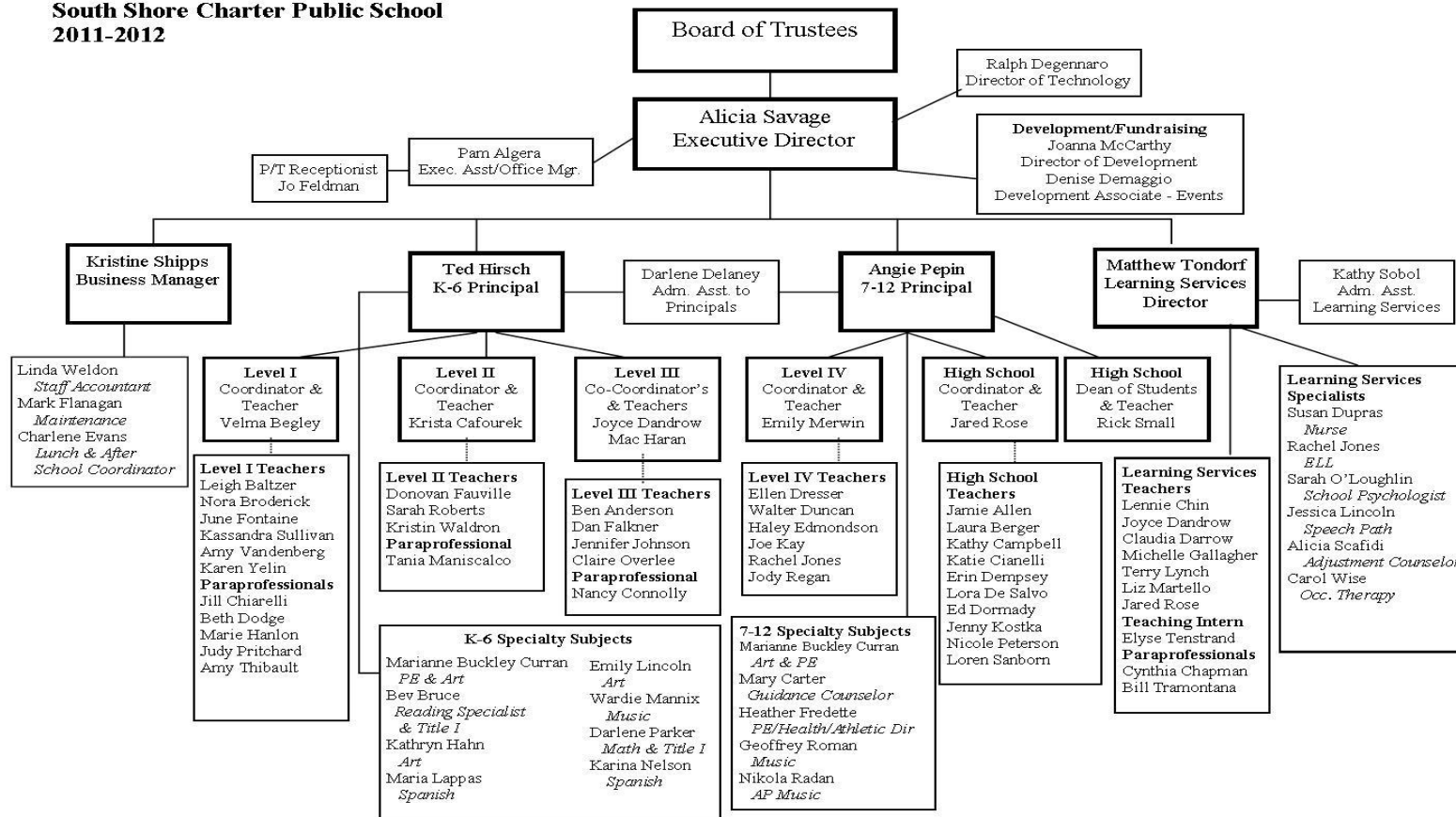
| Number | Reason |
|---------------|----------------------------|
| 3 | Academic choices |
| 2 | Adult Diploma/GED |
| 8 | Family move |
| 2 | Home School |
| 6 | Larger school/activities |
| 2 | Not right fit |
| 9 | Private school |
| 9 | Returned to local district |
| 2 | Specialized program |
| 3 | Sports program |
| 4 | Transportation |
| 3 | Vocational/ Technical |
| 53 | Total |

| STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2012 SIMS submission) | | |
|---|---------------|--------------------------|
| Race/Ethnicity | # of students | % of entire student body |
| African-American | 133 | 25 |
| Asian | 16 | 3 |
| Hispanic | 8 | 1.5 |
| Native American | 3 | .6 |
| White | 360 | 67 |
| Native Hawaiian, Pacific Islander | 1 | .2 |
| Multi-Race, Non-Hispanic | 14 | 2.6 |
| Special Education | 72 | 13.5 |
| Limited English Proficient | 25 | 4.7 |
| Low Income | 101 | 18.9 |

| ADMINISTRATIVE ROSTER FOR THE 2011-2012 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 | 9/1/11 | Current |
| Business Manager and Facilities Manager | Responsible for all financial, H/R, payroll, procurement, facilities and business aspects of SSCPS | 4/17/00 | Current |
| Director of Research, Information, Technology, and Communication | Responsible for executing a technology program vision, establish policies, facilitate planning and oversee technology at the school wide level. | 8/15/11 | Current |
| Director of Development | Responsible for redesigning and executing a phased development program for a high performing educational institution and will be charged with incrementally implementing a fundraising program to meet revenue goals from a variety of sources. | 12/15/11 | Current |

Organizational Chart

South Shore Charter Public School 2011-2012



| TEACHERS AND STAFF ATTRITION FOR THE 2011-2012 SCHOOL YEAR | | | |
|---|--|---|-----------------------|
| | Number as of the last day of the 2011-2012 school year | Departures during the 2011-2012 school year | Departures at the end |
| Teachers | 53 | 0 | 9 |
| Other Staff | 35 | 1 | 0 |

Administration: Alicia Savage completed her second year as Executive Director. Ted Hirsch completed his fourth year as K-6 Principal and Angie Pepin completed her second year as 7-12 Principal. Matthew Tondorf was hired as the new Director of Learning Services effective September 2011. Joanna McCarthy was hired as the new Director of Development effective December 2011. Ralph DeGennaro was hired as the new Director of Research, Information, Technology & Communications in August 2011.

Faculty/Staff: During FY 12 SSCPS was able to promote an elementary teaching intern to a full time elementary teacher. Additional paraprofessional support was needed throughout Level I to support our faculty. Additional elementary math support was needed due to faculty FMLA leaves and due to student needs. Additional art and music services were needed for an AP Music Theory Class and student Yearbook. A former Speech and Language Therapy Assistant was rehired as the school's full time Speech and Language Pathologist. A new full time high school special education math teacher and a new full time high school special education ELA teacher were hired. A full time high school special education paraprofessional was promoted to a special education teaching intern in the fall 2012. Three high school teachers resigned at the end of year; all moved out of state. Two first year teachers, a high school science teacher and a level I elementary teacher, completed a successful first year and sought other employment opportunities in June. A level I teacher retired, a level II teacher resigned for family reasons, a part time art teacher resigned to take a full time position in another district, and a long term elementary substitute teacher temporary position ended.

BOARD MEMBERS FOR THE 2011-12 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 st , 3 year 07/09-06/12 |
| Debbie Cerilli | Voting Member | Personnel | Real Estate Appraiser; SSCPS Parent | 1 st , 3 year 07/09-06/12 |
| Lisa Harvey-Mone | Parent Rep Voting Member | Development (Chair) Finance | President of the SSCPS PA; SSCPS Parent; Program Director Boston Public Schools | 1 st , 1 year 07/11-06/12 |
| Robert L. Gass | Voting Member | Finance Personnel (Co-Chair) Ad Hoc Field Trip | Former Executive Director Northshore Education Consortium | 3 rd 3year 7/09-6/12; 5/06-6/09; 10/03-5/06 |
| Mac Haran | Faculty Ex Officio | Facilities | SSCPS Faculty Rep, Level III Teacher | 1 st , 3year 7/09-6/12 |
| Michael Maniscalco | Voting Member | Facilities Governance | Attorney; Partner Maniscalco & DiOrio; SSCPS Parent | 2 nd , 3year 7/10-6/13; 6/07-6/10 |
| Emily Merwin | Faculty Ex-officio | Governance | SSCPS Faculty Rep, Level IV Teacher, Project Leader | 1 st , 3 year 7/09-6/12 |
| Tessa Misiaszek | Voting Member | Development | SSCPS Parent; Former COO in health care industry | Resigned 9/11 1 st 3 year 07/10-6/13 |
| Kolin Perry | Student Voting Member | Governance Student Board | SSCPS Student Representative | 2 nd ; 1year 7/11-6/12; 7/10-6/11 |
| Cheryl Peterson | Voting Member | Finance Governance Ad Hoc Rightsizing | Former CFO of MA Historical Society; SSCPS Grandparent | 2 nd , 3 year 7/11-6/14; 7/08-6/11 |
| Jean Philogene | Voting Member | Personnel Ad Hoc Field Trip | Former Administrator, Boston Public Schools | 1 st 3 year 07/10-06/13 |
| Michael Ryan | Voting Member | Facilities | Architect Schematic Design & Construction; SSCPS Parent | Resigned 4/12 2 nd , 3 year 7/10-6/13; 6/07-6/10 |
| 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 nd , 3 year 7/09-6/12 5/06-6/09 |
| Christophe Teulet-Cote | Voting Member | Finance Facilities | Asst. Headmaster The English High School Boston Public Schools | 1 st 2year 7/11-6/13 |
| Brian Tyler | Treasurer Voting Member | Executive Finance (Chair) Personnel | President/CFO Superior Media Solutions SSCPS Alumni Parent | 2 nd , 3 year 7/11-6/14; 7/08-6/11 |
| Richard White | Voting Member | Personnel (Co-Chair) Finance | Former Assoc Superintendent Pembroke; Lawyer | 1 st 2 year 7/11-6/13 |
| David Whitemyer | Vice Chair Voting Member | Executive Facilities (Chair) Ad Hoc Field Trip Ad Hoc Rightsizing | Architect; SSCPS Parent | 2 nd , 3 year 7/11-6/14; 7/08-6/11 1yr as PA 5/07-6/08 |