



# South Shore Charter Public School

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## 2012-2013 Annual Report

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### Introduction to the school

<b>Name of School: South Shore Charter Public School</b>			
<b>Type of Charter (Commonwealth or Horace Mann)</b>	<b>Commonwealth</b>	<b>Location</b>	<b>Norwell, MA</b>
<b>Regional or Non-Regional?</b>	<b>Regional</b>	<b>Districts in Region (if applicable)</b>	Abington, Braintree, Brockton, Cohasset, Duxbury, East Bridgewater, Halifax, Hanover, Hanson, Hingham, Holbrook, Hull, Kingston, Marshfield, Norwell, Pembroke, Plymouth, Plympton, Quincy, Randolph, Rockland, Scituate, Weymouth, Whitman
<b>Year Opened</b>	<b>1995</b>	<b>Year(s) Renewed (if applicable)</b>	<b>2000, 2005, 2010</b>
<b>Maximum Enrollment</b>	<b>610</b>	<b>Current Enrollment</b>	<b>540</b>
<b>Number of students enrolled as of 8/1/2013</b>	<b>569</b>	<b>Students on Waitlist</b>	<b>666</b>
<b>Chartered Grade Span</b>	<b>K-12</b>	<b>Current Grade Span</b>	<b>K-12</b>
<b># of Instructional Days during the 2012-2013 school year</b>	<b>180</b>	<b>School Hours</b>	<b>8:15am-3:00pm</b>
<b>Mission Statement</b> Inspiring every student to excel in academics, service, and life			

# Letter from the Chairman of the Board of Trustees

July 2013

To the Reader:

On behalf of the Board of Trustees, I am pleased to present the 18th Annual Report of South Shore Charter Public School. The 2012-2013 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:

- Over 33% of our 2013 graduating class was qualified to receive the John and Abigail Adams Scholarship.
- Over 46% of our 2013 graduating class was inducted into the National Honors Society.
- 97.6% of students, grades K-12, successfully completed and passed all courses.
- SSCPS's Advanced Placement (AP) course offerings increased and enrollment doubled
- SAT data showed that SSCPS students outperformed those in all five of our top sending districts.
- Professional development hours were devoted to aligning SSCPS's curriculum to the new Massachusetts Common Core Standards throughout the school.

In addition, the Board has worked to ensure that SSCPS students are provided with a facility and staff that provides a solid learning environment. Several issues and tasks faced the board throughout the school year, including:

- A request was written to amend our charter, seeking an increase to expand our high school population and programming. The DESE granted SSCPS an amendment, enabling us to increase enrollment from 540 students to 610.
- The entire school community was engaged in discussing the future of SSCPS and in developing a five-year Strategic Plan.
- The Personnel Committee was instrumental in negotiating a two-year agreement with FASA, allowing us to retain our outstanding faculty and to remain competitive with other charter schools and sending districts.
- The school's flooring was replaced with durable, environmentally-friendly materials in 2012, and the Facilities Committee developed plans for the addition of high school classrooms.

SSCPS remains focused in sharing its practices and successes with educators, policy makers, and other education decision-makers.

As we enter our 19th year, we see a consistency of leadership, having renewed our Executive Director's employment contract and having no administrative turnover in the past 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,

David Whitemyer  
Chair  
Board of Trustees

# School Performance and Program Implementation

## Faithfulness to Charter

### Accountability Plan Objectives and Measures

	2012 - 2013 Performance (Met/Not Met)	Evidence
<b>Objective:</b> The school is faithful to the mission, vision, and educational philosophy defined in its charter application and any subsequent approved amendment(s).		
<b>Measure:</b> 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>Met</b>	538 of 540 students, 99.6%, successfully completed Project and Workshop requirements to earn a passing grade. 217 of 220 students, 98%, met Portfolio requirements. 537 of 540 students, 99.4%, successfully completed Exhibitions of Mastery done twice per year.
<b>Measure:</b> 100% of our students will be accepted to attend two or four year post-secondary institutions.	<b>Not Met</b>	32 of 33 students, 97%, graduated in June and are planning to attend college in the fall. 1 of 33 students, 3%, is on target to complete high school coursework in August and enroll in college in the fall.

#### 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 540 students successfully completed their work in Projects and Workshops with 99.6% of the students passing Project or Workshop.

Portfolios are an important component of our exit standards, which are central to SSCPS's mission. The 2012-2013 school year was the first year of a new portfolio process at SSCPS. Students in grades 2, 4, 6, and 8 were required to meet the new portfolio requirements as part of their transition to the next Level. This group included 220 students. Because of this transition, there is no portfolio data for students at the high school level for this school year.

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 2013 was a successful year for Exhibitions of Mastery at SSCPS with a 99.4% completion rate.

#### Objective 1 Measure 2: Not Met

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

There were thirty-two graduates of SSCPS this past June and all were accepted into two or four year colleges. All of these students are planning to attend college in the fall. One student is on target to complete high school coursework in August and enroll in college in the fall.

## Charter School Performance Criteria Relating to Faithfulness to Charter 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 meetings for each student with families. In grades K-8 these are goal setting meetings that take place in the fall. At the high school level these meetings are focused on the college entrance process. 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.

### Dissemination Efforts:

In the SSCPS Accountability Plan, Dissemination is an objective under the Organizational Viability subheading. Please see an explanation of dissemination efforts for the 2012-2013 school year in that section.

## Academic Program Success

### Accountability Plan Objectives and Measures

	2012 - 2013 Performance (Met/Not Met)	Evidence
<b>Objective: MCAS Performance</b> Students demonstrate proficiency, or progress toward meeting proficiency targets on state standards, as measured by the Massachusetts Comprehensive Assessment System (MCAS) in all subject areas and at all grade levels tested for accountability purposes.		
<b>Measure:</b> 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>very high</i> for 2012.	<b>MET</b>	Link to South Shore Charter Public School 2012 Report Card <a href="http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&amp;orgcode=04880550&amp;fycode=2012&amp;orgtypecode=6&amp;">http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&amp;orgcode=04880550&amp;fycode=2012&amp;orgtypecode=6&amp;</a>
<b>Measure:</b> The school shows an annual decrease in the percentage of students scoring Warning/Failing on standard MCAS in ELA and mathematics in the aggregate and for all statistically significant subgroups by at least 10%.	<b>MET</b>	See link above
<b>Objective: MCAS Growth</b> 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.		
<b>Measure:</b> 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>MET</b>	See link above
<b>Measure:</b> Each year the school's cumulative PPI	<b>MET</b>	See link above

will be above 75 and the school will maintain Level 1 status.		
<b>Objective: External assessments of student achievement</b>		
If externally developed assessments other than the MCAS are administered, student performance is strong and demonstrates improvement over time on those assessments.		
<b>Measure:</b> 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.	<b>PARTIALLY MET</b>	Every group was above the 60 <sup>th</sup> percentile and 50% of the cohort groups improved performance.
<b>Objective: Internal assessments of student achievement</b>		
Student performance is strong and demonstrates improvement on internally developed assessments of academic achievement.		
<b>Measure:</b> A minimum of 95% of SSCPS students will successfully complete and pass all courses.	<b>MET</b>	527 students out of 540, or 97.6%, successfully completed and passed all courses.
<b>Measure:</b> At least 80% of SSCPS students will achieve a final grade of 80% or more in English and math courses.	<b>NOT MET</b>	77% of students achieved a final grade of 80% or more in English and Math courses.

**Objective 3, 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.

All grades 2 – 8 had median student percentile scores of above the 60<sup>th</sup> percentile. The median scores on the GRADE test ranged from a low of 76<sup>st</sup> percentile in the third and seventh grades to a high of the 81<sup>st</sup> percentile in the sixth grade. The median scores on the GMADE ranged from a low of 66 in the eighth grade to a high of the 80<sup>th</sup> percentile in the 5<sup>th</sup> grade.

Please see chart below for details.

Median Percentile Score

Grade	GRADE	GMADE
2	81	73
3	76	78
4	79	73
5	78	80
6	81	77
7	76	68
8	77	66

In FY 13 there were twelve cohort groups that took the GRADE and the GMADE who also took the assessment in FY 12. These groups are not true cohorts as they include all of the students who took the test in FY 12 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. Six of the twelve groups had higher median scores while six of the groups had lower scores. Please see the chart below for details.

Cohort group	GRADE			GMADE		
	FY 12	FY 13	Change	FY 12	FY 13	Change
2 <sup>nd</sup> '12-3 <sup>rd</sup> '13	81	76	-5	79	78	-1
3 <sup>rd</sup> '12-4 <sup>th</sup> '13	73	79	6	76	73	3
4 <sup>th</sup> '12-5 <sup>th</sup> '13	72.5	78	5.5	73.5	80	16.5
5 <sup>th</sup> '12-6 <sup>th</sup> '13	85	81	-4	86	77	-9
6 <sup>th</sup> '12-7 <sup>th</sup> '13	72	76	4	82	68	-14
7 <sup>th</sup> '12-8 <sup>th</sup> '13	71	77	6	68	66	-2

**Objective 4, Measure 1: Met**

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

SSCPS met this measure as 97.6% or 527 of its 540 students successfully completed all courses. Of the 13 students who did not pass all of their courses 8 did not successfully complete one class. These students will be attending summer school or taking a college course to remediate coursework. One student will be retained in her current grade.

**Objective 4, Measure 1: Not Met**

At least 80% of SSCPS students will achieve a final grade of 80% or more in English and math courses.

For FY 13 SSCPS made an adjustment to the passing grade by adding D range grades to the grading system. During the 2012-2013 school year 415 of 540 students, or 77% of students, achieved a final grade of 80% or more in their English and math courses. Four hundred ninety-one students out of 540 achieved a final grade of 80% or more in English or math.

**Student Performance**

Student academic trends at SSCPS reflect increasing achievement. Student performance in English Language Arts has been consistently strong and stable. Performance in math and science show strong improvement. School-wide efforts took place throughout the 2012-2013 school year to align the math and English curriculum to the Common Core standards. In FY13 course schedules and teaching assignments were altered to provide specialized science instruction beginning in the fifth grade. Alignment and planning of the science curriculum will continue to develop the knowledge and skills of our students at an earlier age.

During the 2012-2013 school year AP course enrollment doubled to a total of 32 course enrollments. SSCPS offered AP Physics and AP Language and Composition in addition to AP Calculus AB and AP Biology. SAT data released during FY13 shows that SSCPS students outperformed students in all five of our top sending districts. The faculty at the high school level analyzed the PSAT and SAT data to make adjustments to the curriculum for the upcoming school year. This work will continue moving forward.

SSCPS administers 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 planning and development 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. One important way data from these assessments is used is in the formation of groupings for Focused Instructional Time; a time for targeted student support analogous to Tiers 2 and 3 in the RTI model. Due to the success of this form of instructional delivery, Focused Instructional Time will be added to the first and second grade schedules for 90 minutes a week beginning in FY14.

**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. Added in High School and Middle School in SY2013 was a Focus Instructional Time (FIT) where all students received forty-five minutes a day of focused support in an area of need. Examples of types support were; Math support, writing support, organizational support, MCAS support, SAT prep, reading comprehension support, and social skills groups.

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 2013, approximately 15% of the 540 students required Special Education Services, 80 students in all. An additional 47 students receive accommodations under a 504-accommodation plan. 43 special education students participated in the 2013 ELA MCAS.

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 transitioned to the new state mandated ACCESS testing this February, replacing the MELA-O and MEPA tests. SSCPS currently has 26 students identified as English Language Learners and receive support services from the ELL teacher. Level of support is based on their most recent ACCESS test scores, using the state mandated hours of support. 19 ELL students participated in the 2013 ELA MCAS.

**Organizational Viability  
Accountability Plan Objectives and Measures**

	<b>2012 - 2013 Performance (Met/Not Met)</b>	<b>Evidence</b>
<b>Objective: Solvency and stability</b>		
<ol style="list-style-type: none"> <li>1. The school develops an annual budget that can be sustained by enrollment and is support of student academic achievement.</li> <li>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.</li> <li>3. The school’s annual independent audit is free of material or repeated findings.</li> </ol>		
<b>Measure:</b> The school’s annual budget is sustained by its enrollment.	<b>MET</b>	The school developed the FY13 Operating Budget based on projected tuition revenues from 538 students. At the end of the academic year the school’s enrollment was 540.
<b>Measure:</b> 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>MET</b>	The school received less tuition revenues than anticipated due to some sending districts spending less per pupil than projected during DESE pre-enrollment projections. However, the school was able to enroll 540 students, the current student cap. In 2012-2013 the



		<p>DESE approved an increase in the student cap from 540 to 610 beginning in 2013-2014. During the 2012-2013 academic year, the school needed to fund additional long term substitutes based on FMLA needs, additional supplies and materials, technology and equipment. At this time, these draft financials reports a net loss for the 2012-2013 academic year. Administration is waiting on information regarding additional Medicaid reimbursement revenues that are anticipated for 2012-2013 and it is believed that the school will break even for the academic year.</p> <p>The 2012-2013 financials include depreciation expenses. The school also needs to invest cash reserves to fund building renovations and technology and equipment.</p>
<p><b>Measure:</b> There is an absence of material or repeated audit findings in annual audits by qualified independent auditor.</p>	<b>MET</b>	The FY12 independent financial audit was free of material or repeated audit findings
<p><b>Objective: Enrollment</b> The school implements the student recruitment, retention, and enrollment process intended in the charter, in the schools recruitment and retention plans, and as defined by statute and regulations.</p>		
<p><b>Measure:</b> 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.</p>	<b>MET</b>	Total school enrollment has been increased to 569 for FY14. There are 666 students on the waitlist. The waitlist is 117% of the total school enrollment.
<p><b>Objective: Family Engagement</b> The school involves parents/guardians as partners in the education of their children. Families and students are satisfied with the school's program.</p>		
<p><b>Measure:</b> The Annual Parent Survey will have a 25% parent response rate. The satisfaction rate on all surveyed categories will be 85% or higher.</p>	<b>NOT MET</b>	57 of our 326 families responded to the Annual Parent Survey. Of those that responded the satisfaction rate on 35 out of 36 measures was higher than 85%.
<p><b>Measure:</b> 60% or more of the families will volunteer for a minimum of 5 hours a year. Volunteer hours will be logged and measured.</p>	<b>MET</b>	According to parent logs, 161 families donated over 4,000 hours of volunteer time.
<p><b>Objective: Dissemination</b> The school has collaborated with its sending district(s) on the sharing of innovative practices and has provided models for replication and best practices.</p>		
<p><b>Measure:</b> 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.</p>	<b>MET</b>	The administration has participated in the SSEC Model System Educator Evaluation Professional Development Workshop in July of 2012. Throughout FY13, we have shared best practices regarding Educator



		Evaluation as a Race to the Top District with our sending districts. The school sent four faculty members to the National Green School's Conference in Florida for professional development in areas of sustainability.
<p><b>Measure:</b> At least four staff members per year will disseminate SSCPS's model by presenting best practices at educational consortiums and conferences.</p>	<b>MET</b>	Members of the Bay State Reading Institute brought in two visiting groups. The purpose of the visit was to observe the integration of teaching history and science content within the ELA curriculum. The first group was from Revere Public Schools, the Assistant Superintendent of Revere, the Title I Director and the Curriculum directors of STEM and Humanities. The second group was the Superintendent and Assistant Superintendent from Taunton.

**Objective 1, Measure 1: Met**

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

The school designed the FY 13 Operating Budget based on projected tuition revenues from 538 students. At the end of the academic year the school's enrollment was 540.

**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 school received less tuition revenues than anticipated due to some of our sending districts spending less per pupil than projected during the DESE pre-enrollment projections. However, the school was able to enroll 540 students which is the current student cap. In 2012-2013 the DESE approved an increase in our student cap from 540 to 610 beginning in 2013-2014. During the 2012-2013 academic year, the school needed to fund additional long term substitutes based on FMLA needs, additional supplies and materials, technology and equipment. At this time, these draft financials report a net loss for the 2012-2013 academic year. Administration is waiting on information regarding additional Medicaid reimbursement revenues that are anticipated for 2012-2013 and it is believed that the school will break even for the academic year. The 2012-2013 financials include depreciation expenses. The school also need to invest cash reserves to fund building renovations and technology and equipment.

**Objective 1, Measure 3: Met**

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

The FY 12 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 16, 2013, South Shore Charter Public School held its annual enrollment lottery. All policies and procedures as determined by the Commonwealth of Massachusetts were strictly followed. 733 applications were received for 61 openings. Thirty-six openings were in kindergarten, four openings were in grade one, one opening in grade two, one opening in grade four, one opening in

grade six, sixteen openings were in grade nine, and two 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. Flyers were distributed within these districts. SSCPS participates in the Secondary School Fair held at Derby Academy in Hingham. Enrollment for the next school year begins November 1<sup>st</sup> 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 127 families and in January SSCPS had over 116 families.

### **Objective 3, Measure 1: Not 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 13 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. At the close of the academic year, the school posted its Annual Satisfaction Survey for parent, faculty, student and Board member feedback.

Fifty-seven of 326 families responded to the 2013 survey. In the 2013 Survey, 100% of the parents reported that the Project and Workshop model gives students opportunities for initiative and leadership; 98% agreed that there is a good balance of academic instruction and Project/Workshop participation; 98% agreed that the student staff ratio helps students to master academic skills; 94% agreed that SSCPS strives to nurture a respectful culture; and 94% responded that they were satisfied with the educational experience and program at SSCPS. 78% percent of respondents agreed that the Code of Conduct is enforced consistently.

### **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 2012-2013 school year parents volunteered over four thousand hours of their time. The hours of 161 different parents were logged over the course of the year. This is in addition to hours and participation that is not recorded. 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 Florida

### **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 13 five staff members disseminated the SSCPS model at educational consortiums or conferences.

- Angie Pepin presented “An Examination of Teacher Perceptions of Culturally Responsive Teaching” at the Bridgewater State University Graduate Research Symposium
- Mary Carter hosted visitors from Rising Tide Charter School in Plymouth, Massachusetts to disseminate best practices for high school advisory and college readiness programs
- Ted Hirsch hosted a group from the Bay State Reading Institute and Taunton Public Schools, to observe the integration of teaching history and science content within the ELA curriculum
- Level I faculty, led by Velma Begley, hosted Bay State Reading Institute visitors from Revere Public Schools to observe the integration of content knowledge from history and science into English language skills
- Alicia Savage was part of the team of superintendents and assistant superintendents who designed the SSEC Model System Educator Evaluation Professional Development Workshop in July of 2012
- Alicia Savage has shared best practices regarding Educator Evaluation as a Race to the Top District with sending districts through the South Shore Educational Collaborative

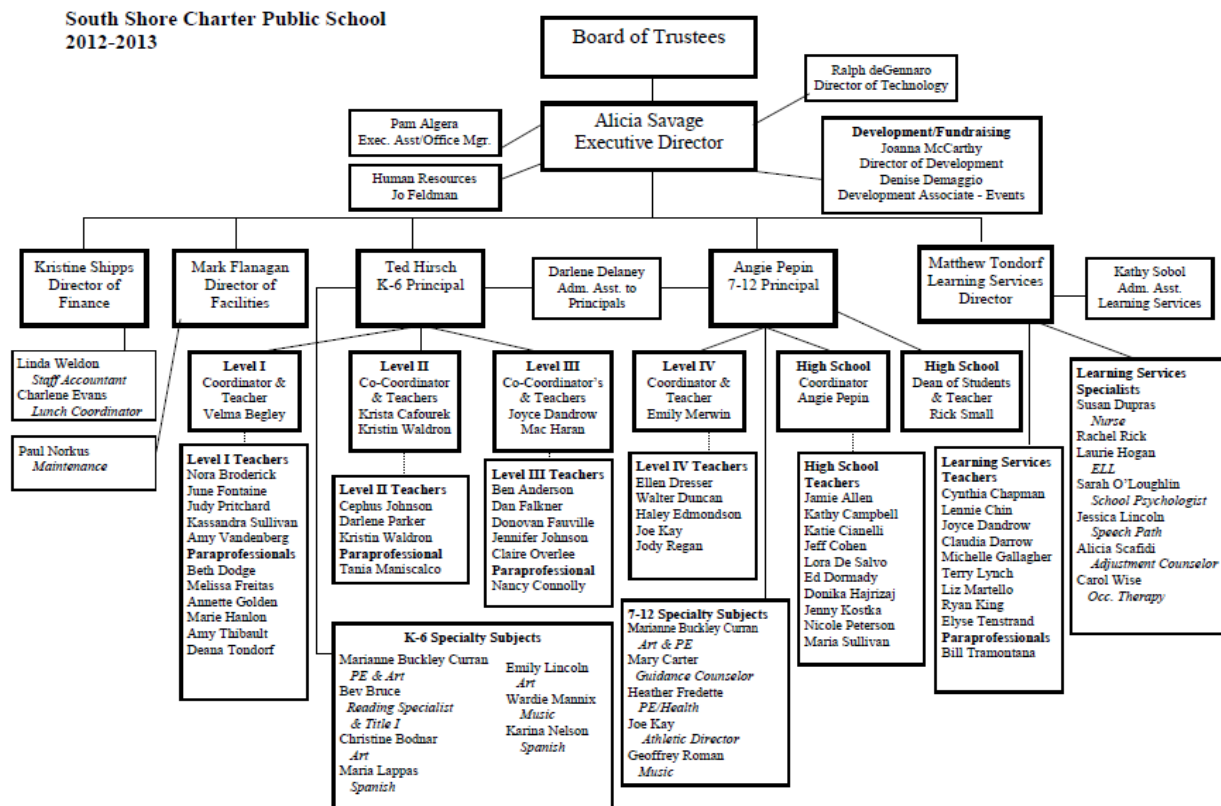
### Charter School Performance Criteria Relating to Organizational Viability Amendments to the Charter

The DESE granted SSCPS an amendment to our original charter enabling us to increase enrollment from 540 students to 610 students in FY 13. This enrollment increase is to expand the high school population and increase opportunities for coursework and programs.

### Complaints

There were no official complaints to the Board of Trustees during the 2012-13 school year.

### Organization Chart



## 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 2013

Org Code	Demographics (%)	Limited English Proficient	Special Education	Free Lunch	Reduced Lunch
	South Shore Charter Public School	5.2	13.3	19.8	6.7
(147 Schools)	Comparison Minimum	0.0	8.2	2.1	1.1
	Comparison First Quartile	1.2	12.8	19.2	3.6
	Comparison Median	23.1	16.0	44.3	5.3
	Comparison Maximum	76.3	35.9	95.8	12.4
	Comparison Total	21.6	17.6	46.9	5.7
State	State	7.7	17.0	32.1	4.9

### I. Recruitment Plan

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

The South Shore Charter Public School actively solicits prospective students from the sending districts of 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. Our student body remains exceedingly diverse and represents students from numerous socio-economic, linguistic, and racial backgrounds. The ELL student population has shown significant increases from FY12 as has the Free and Reduced Lunch population. This increase is due to more accurate identification methods as well as increases in these populations. SSCPS remains committed to sustaining the recruitment efforts targeted to these populations and will enhance outreach through increased media marketing and outreach. For the upcoming year, SSCPS will run informational advertising about the school through Internet marketing in zones with significant populations targeted for recruitment.

#### 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:

A. Special education students

B. Limited English-proficient students

- C. Students eligible for free lunch
- D. Students eligible for reduced price lunch
- E. 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)
- F. Students at risk of dropping out of school
- G. Students who have dropped out of school
- H. 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 each demographic group.</b>	
A. Special education students	<ul style="list-style-type: none"> <li>• Learning Services Director will continue to 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 will continue to attend the two Open House events</li> <li>• Learning Services Director &amp; Special Education staff will provide three trainings to the SPED PAC and Parent Association.</li> </ul>
B. Limited English-proficient students	<ul style="list-style-type: none"> <li>• Title I outreach occurs on numerous venues, both formal and informal</li> <li>• Public Service announcements of Open Houses on the Internet targeted to districts and zones with significant ELL student populations</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 and Bright Horizons sites</li> <li>• Public Service announcements of Open Houses on the Internet targeted to districts and zones with significant Free and Reduced Price Lunch student populations</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 and Bright Horizons sites</li> <li>• Public Service announcements of Open Houses on the Internet targeted to districts and zones with significant Free and Reduced Price Lunch student populations</li> <li>• Promotional materials and Open House announcements made at regional homeless shelters</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>

<b>Recruitment Plan – Report on Implementation</b>			
A. Special education students	<ol style="list-style-type: none"> <li>1. 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>2. Meetings of SPED PAC where outreach and recruitment is on agenda.</li> <li>3. Learning Service Director and Special Education teachers attend the two Open House events.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>2. SPED and PAC meetings placed outreach and recruitment of the agenda.</li> <li>3. The Learning Services director and Special Education teachers attended Open House events and provided information to prospective families.</li> </ol>	<ol style="list-style-type: none"> <li>1. No need to change, this will be repeated.</li> <li>2. No need to change this well be repeated.</li> <li>3. No need to change.</li> </ol>
B. Limited English-proficient students	<ol style="list-style-type: none"> <li>1. Title I outreach occurs on numerous venues, both formal and informal.</li> <li>2. Public Service announcements of Open Houses on Creole radio.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Title I Parent Liaison resigned due to family commitments.</li> <li>2. Public Service announcements were scheduled on Creole radio.</li> </ol>	<ol style="list-style-type: none"> <li>1. The search for a new Title I Parent Liaison has begun.</li> <li>2. No need to change.</li> </ol>
C. Students eligible for free lunch	<ol style="list-style-type: none"> <li>1. Promotional materials and Open House announcements made at regional Head Start and Bright Horizons sites.</li> <li>2. Public Service announcements of Open Houses</li> <li>3. Promotional materials and Open House announcements made at regional homeless shelters</li> </ol>	<ol style="list-style-type: none"> <li>1. Promotional materials have been redeveloped and widely distributed throughout numerous early child education centers with high incidents of this demographic.</li> <li>2. All Open House events have been widely advertised through newspaper media.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>1. No need to change.</li> <li>2. We will increase advertising by using Internet resources in addition to traditional media.</li> <li>3. No need to change.</li> </ol>

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



## 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.

The South Shore Charter Public School offers students a variety of avenues to remain engaged with learning and academic achievement. In retaining a strong emphasis on family and school communication, SSCPS continues to enhance its web-based communication and Weekly Updates. The number of outreach events has remained strong and parents are seen as partners in their child's education. Supplemental education services include before and after school tutorials, summer support services, free tutoring for students academically at-risk, and extended day opportunities. Faculty professional development continues to focus on targeted instruction, data analysis, and individual, as well as group student goal setting. The student to teacher ratio and class size remain small; and class sizes of six to nine students for at-risk populations. Finally, our unique model of experiential education, Projects and Workshops, remains as a means for high student engagement and deep exploration of areas of academic, artistic, or musical interest.

<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>• Cultural 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 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. 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.</li> </ul>

	<ul style="list-style-type: none"> <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>

<b>Retention Plan – Goals and Strategies</b>	
<b>List goals and strategies for retention activities for <u>each</u> demographic group.</b>	
<b>Demographic Group</b>	<b>Goals and Strategies</b>
Special education students	<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>
Limited English-proficient students	<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>
Students eligible for free or reduced lunch	<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 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>
Students who are sub-proficient	<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>

Students at risk of dropping out of school	<ul style="list-style-type: none"> <li>• Advisory program</li> <li>• Two Student Support Teams that identify and support at-risk students</li> <li>• Professional development targeted toward increased differentiation within classroom</li> <li>• Summer support services available for students</li> <li>• Increased use of assistive technology within the classrooms to improve student performance</li> </ul>
Students who have dropped out of school	<ul style="list-style-type: none"> <li>• Advisory program</li> <li>• Two Student Support Teams that identify and support at-risk students</li> <li>• Professional development targeted toward increased differentiation within classroom</li> <li>• Summer support services available for students</li> <li>• Increased use of assistive technology within the classrooms to improve student performance</li> </ul>
Other subgroups of students who should be targeted to eliminate the achievement gap	<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>

## School and Student Data

<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2013 SIMS submission)</b>		
Race/Ethnicity	# of students	% of entire student body
African-American	136	25.2
Asian	15	2.8
Hispanic	13	2.4
Native American	5	.9
White	356	65.9
Native Hawaiian, Pacific Islander	-	-
Multi-Race, Non-Hispanic	15	2.8
Special Education	76	14.1
Limited English Proficient	28	5.2
Low Income	143	26.5

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04880550&orgtypecode=6&>

<b>ADMINISTRATIVE ROSTER FOR THE 2012-2013 SCHOOL YEAR</b>			
<b>Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date</b> (if no longer employed at the school)
Alicia Savage, Executive Director	Responsibility for the day-to-day operation and oversight of SSCPS	7/1/10	Current
Ted Hirsch, K-6 Principal	Educational leader and has the final responsibility for decisions for grades K-6	7/1/08	Current
Angie Pepin, 7-12 Principal	Educational leader and has the final responsibility for decisions for grades 7-12	12/1/09	Current
Matthew Tondorf, Dir. of Learning Services	Provides oversight to the Sped Dept., 504 Services, student assessment and ESL/ELL Services	9/1/11	Current
Kristine Shipp, Director of Finance	Responsible for financial, payroll, public procurement, and business aspects of SSCPS	4/17/00	Current
Ralph deGennaro, 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
Joanna McCarthy, 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

<b>TEACHERS AND STAFF ATTRITION FOR THE 2011-2012 SCHOOL YEAR</b>			
	Number as of the last day of the 2012-2013 school year	Departures during the 2012-2013 school year	Departures at the end 2012-2013 school year
Teachers	50	0	2
Other Staff	36	1	1

**Administration:** Alicia Savage completed her third year as Executive Director and the Board of Trustees renewed her employment contract through June 30, 2016. There was no administrative turn over in 2012-2013.

**Faculty/Staff:** During FY 13 four full time faculty members took FMLA leave and administration hired long term substitutes to cover in their absences. Additional paraprofessional support was needed in the elementary grades so additional hours were added in this area. SSCPS hired two full time learning services teachers that were full time teaching interns in 2011-2013 to assist the increasing program needs of our special education students in grades 7-12. A full time Level I Paraprofessional was hired as a Full Time Kindergarten Teacher to fill a position vacated at the end of 2011-2013. A level IV ELA teacher resigned to focus on a business venture and a Level I Paraprofessional resigned at the end of the year to look for a full time teaching position. A full time Level I Paraprofessional resigned during the summer of 2012 because of a new full time job opportunity. A part time music teacher was not rehired in 2013-2014.

# Budget and Financial Reports

## Financial Profile

The following five pages show the unaudited draft financial statements for the fiscal year ending June 30, 2013 including depreciation expenses. These include the FY 13 Statement of Financial Position, FY 13 Statement of Activities and Changes in Net Assets, and the FY14 Approved Operating Budget. The school's independent audit will be completed by October 31, 2013. 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.

### UNAUDITED

### Statement of Financial Position For the period ending June 30, 2013

### DRAFT

#### CURRENT ASSETS

Cash	\$3,253,415
Restricted Cash	0
Deposits & Prepaid Expenses	51,895
Accounts Receivable	28,054
Grants/Tuition Receivable	0
Pledge Receivable	0
Due From SSCEF, Inc.	298

#### Total Current Assets

**\$3,333,662**

#### Property & Equipment

Furniture & Equipment	\$146,266
Technology	289,033
Vehicles	255,890
Building & Improvements	3,470,057
Loan Fees-Old	17,100
Debt Refinancing Costs	24,857
Accumulated Depreciation	(1,176,053)

#### Net Property & Equipment

\$3,027,150

#### Other Assets

Allowance for Doubtful Accts	0
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#### TOTAL ASSETS

**\$6,360,812**

#### CURRENT LIABILITIES

Accounts Payable & Accrued Expenses	\$545,777
Due to Others	17,402
Operating Leases	0
Auto Loan	0

#### Total Current Liabilities

**\$563,179**

#### Net Assets

Retained Earnings	\$5,646,680
Opening Balance Equity	131,079
Temporarily Designated	26,399

#### Net Income

(6,525)

#### Total Equity

**\$5,797,633**

#### TOTAL LIABILITIES & EQUITY

**\$6,360,812**

**UNAUDITED Statement of FY 13 Activities and Changes in Net Assets DRAFT**  
**For the period ending June 30, 2013**

<i><b>EXENDITURES</b></i>	<i><b>FY13 APPROVED BUDGET</b></i>	<i><b>FY13 ACTUAL</b></i>
<i><b>OPERATING REVENUES:</b></i>		
Tuition	\$6,121,364	\$6,087,847
Grants-State	28,000	25,300
Grants-Federal	188,688	164,174
Grants-Private	67,000	95,702
Nutrition Funding-State & Federal	50,000	42,879
Program Fees	117,925	114,903
Investment Income	10,000	6,481
Other-Medicaid Reimbursement	<u>15,000</u>	<u>9,278</u>
<b>TOTAL OPERATING REVENUES</b>	<b>\$6,597,977</b>	<b>\$6,546,564</b>
 <i><b>OPERATING EXPENDITURES:</b></i>		
<i><b>Administration</b></i>		
Salaries-Administrative Professional	\$157,434	\$120,412
Salaries-Administrative Support/Clerical	91,833	102,083
Salaries-Business Office	121,244	125,011
Salaries-Technology	66,625	66,625
Salaries-Development	84,625	81,625
Accounting-Audit	20,000	22,295
Legal	10,000	4,768
HR/Payroll	12,000	11,632
Other Professional Consulting Services	5,000	12,912
Information Mgmt & Technology	68,582	45,308
Office Supplies & Materials	42,000	47,734
Professional Development (Admin & Board)	5,000	6,390
Dues, Licenses, & Subscriptions	15,000	14,768
Recruitment & Advertising	8,500	7,546
Travel Expenses (Staff & Board)	2,500	4,574
Bank Charges-Current (Short Term)	2,000	1,459
Other: School Wide Events	<u>12,750</u>	<u>7,934</u>
<b>Total Administrative Expenses</b>	<b>\$725,092</b>	<b>\$683,076</b>
 <i><b>Instructional Services</b></i>		
Salaries-Teachers	\$2,742,361	\$2,734,373
Salaries-Other (Professional)	578,968	572,063
Salaries-Paraprofessionals	194,250	184,273
Salaries-Support/Clerical	76,859	76,860
Contracted Services-Instructional	72,300	87,253
Instructional Tech in Classroom	34,631	43,943
Instructional Supplies & Materials	74,550	80,559
Testing & Assessment	950	5,120
Professional Development	46,500	44,079
Dues, Licenses & Subscriptions	3,000	6,231
Staff Stipends in addition to Base Salary	36,850	32,467
Other-Classroom Furniture	2,500	10,958
Other-Athletic Equipment	<u>5,500</u>	<u>2,591</u>
<b>Total Instructional Services</b>	<b>\$3,869,219</b>	<b>\$3,882,570</b>
 <i><b>Other Student Services</b></i>		
Salaries-Other Student Services	\$33,825	\$32,575
Salaries-Health Services	50,468	50,468
Food Services	100,000	68,180
Athletic Services	29,950	32,804
Other-Field Trips	30,000	69,359
Other-Substitutes	<u>60,000</u>	<u>91,731</u>
<b>Total Other Student Services</b>	<b>\$304,243</b>	<b>\$345,117</b>
 <i><b>Operation &amp; Maintenance of Plant</b></i>		
Salaries-Operation & Maint.of Plant	\$83,035	87,521
Utilities	123,500	104,376

Maintenance of Building & Grounds	166,000	168,524
Maintenance of Equipment	25,000	17,842
Rent/Lease of Buildings & Grounds	539,450	540,159
Rent/Lease of Equipment	20,000	21,961
Other: Lesley Univ. Site Coord.	<u>4,800</u>	<u>4,800</u>
<b>Total Operation &amp; Maintenance of Plant</b>	<b>\$961,785</b>	<b>\$936,108</b>
<b>Fixed Charges</b>		
Payroll Taxes	\$150,000	157,654
Fringe Benefits	320,000	265,713
Insurance (Non-Employee)	35,000	38,682
Other: Depreciation Expenses	221,000	234,386
Other: Longevity	<u>10,300</u>	<u>11,300</u>
<b>Total Fixed Charges</b>	<b>\$736,300</b>	<b>\$707,735</b>
<b>Total Operating Expense</b>	<b>\$6,596,639</b>	<b>\$6,554,606</b>
<b>Net Operating Net Income</b>	<b><u>\$1,338</u></b>	<b><u>(\$8,042)</u></b>

**FY14 Approved Operating Budget  
For the period ending June 30, 2014**

**OPERATING REVENUES:**

Tuition	\$6,548,915
Grants - State	26,200
Grants - Federal	172,774
Grants - Private	72,250
Nutrition Funding - State & Federal	48,000
Program Fees	115,225
Investment Income	8,000
Other: Medicaid Reimbursement	<u>15,000</u>
<b>TOTAL OPERATING REVENUES</b>	<b><u>\$7,006,364</u></b>

**OPERATING EXPENDITURES:**

**Administration**

Salaries - Administrative Professional	\$160,825
Salaries - Administrative Support/Clerical	98,655
Salaries-Business Office	129,908
Salaries-Technology	103,291
Salaries-Development	87,125
Accounting-Audit	23,000
Legal	5,000
HR/Payroll	12,000
Other Professional Consulting Services	5,000
Information Management and Technology	30,917
Office Supplies and Materials	50,000
Professional Development (Admin & Board)	5,000
Dues, Licenses, and Subscriptions	15,000
Recruitment & Advertising	8,500
Travel expenses for staff/Board	7,000
Bank Charges - Current (Short Term)	2,000
Other: School Wide Events	<u>13,000</u>
<b>Total Administrative Expenses</b>	<b><u>\$756,221</u></b>

**Instructional Services**

Salaries - Teachers	\$2,896,447
Salaries - Other (Professional)	647,116
Salaries - Paraprofessionals	223,265
Salaries - Support/Clerical	86,000



Contracted Services- Instructional	64,500
Instructional Technology in Classrooms	14,311
Instructional Supplies & Materials	93,460
Testing & Assessment	1,300
Professional Development	39,000
Dues, Licenses, and Subscriptions	5,100
Staff Stipends in addition to base salary	16,150
Other: Classroom Furniture	6,900
Other: Athletic Equipment	<u>5,250</u>
<b>Total Instructional Services</b>	<b>\$4,098,799</b>

**Other Student Services**

Salaries - Other Student Services	\$34,671
Salaries-Health Services	53,795
Food Services	75,000
Athletic Services	32,150
Other: Field Trips	35,000
Other: Tutoring	17,000
Other: Substitutes	<u>45,000</u>

**Total Other Student Services** **\$292,616**

**Operation and Maintenance of Plant**

Salaries - Operation and Maintenance of Plant	\$99,753
Utilities	120,000
Maintenance of Buildings & Grounds	165,000
Maintenance of Equipment	25,000
Rental/Lease of Buildings & Grounds	542,000
Rental/Lease of Equipment	<u>20,000</u>

**Total Operation & Maintenance of Plant** **\$971,753**

**Fixed Charges**

Payroll taxes	160,000
Fringe Benefits	320,000
Insurance (non-employee)	40,000
Other: Depreciation	245,000
Other: Contingency	100,000
Other: Longevity	<u>12,300</u>

**Total Fixed Charges** **\$736,300**

**TOTAL OPERATING EXPENSES** **\$6,996,689**

**TOTAL NET INCOME** **\$9,675**

**QUASI CASH PROFIT/LOSS**

**CALCULATION:**

Add back Depreciation	\$245,000
Less: Capital Technology Additions	(69,820)
Less: Capital Bldg. System Board Designated	(60,000)
Less: Capital Summer Capital Projects	(76,000)
Less: Capital Additional HS Expansion	<u>(234,375)</u>

**TOTAL QUASI CASH LOSS** **(\$185,520)**

## Capital Plan for FY14

The South Shore Charter Public School's main facility was built in the early 1980's and houses students in grades K-12. This facility's operating systems are currently working beyond their scheduled life and are in need of replacement or energy efficient upgrades. The school also leases an additional 3,200 square foot former warehouse space for our K-12 physical education program. In the summers of 2011 and 2012, the school replaced the aging roof, added additional classroom spaces and replaced the flooring in the main facility. This past fall, the school installed new gymnasium flooring in the leased physical education space. The following is a list of major renovations or replacements that will need to be addressed and planned for starting in 2013:

- The current boiler system is only working at 60% efficiency. The cost estimate for a replacement is \$40,000. This project is planned to be completed during the summer of 2013.
- A generator energy efficient upgrade is needed. The cost estimate is \$90,000 and the research phase will begin in FY14.
- Upgrade and replace existing HVAC system to a new energy efficient system. The research phase will continue in FY14 and the cost will be evaluated.
- In the summer of 2013, three new high school classrooms, a great room, and additional faculty office spaces will be built to allow for the increase in high school students and expanding high school academic programs. The cost estimate is \$300,000 which includes new classroom technology for these spaces.
- Two new playground structures are needed for our elementary and middle students. The existing two play grounds were transported from the old facilities in Hull, Massachusetts and need to be replaced. The cost estimate is \$100,000. Planning for this project began in FY13 by our students in our High School Engineering Workshop. Funding for this project will begin with our parent community and development office playground capital campaign initiatives starting in FY14.
- An outdoor classroom is desired for our students, faculty and community use. In FY13, the Facilities and Development Committees reviewed plans for the creation of an outdoor classroom space. In the summer of FY14, the school and our supporting foundation received a \$5,000 grant for supplies and materials to build this space. Forty students from The Harvard Kennedy School will provide service hours to help build our new space in the summer of 2013.
- Upgrade and install new building security systems 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 continue in FY14.
- Install a new public announcement and telephone communication systems that allows for seamless communication between both facilities. The cost estimate is \$60,000 and the research phase will continue in FY14.
- 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.
- Repair property's curbing, repave and reline parking areas. SSCPS will hire a civil engineer in FY14 to review site plan and present options. The cost estimate of this project is \$45,000.
- Upgrade the technology and communications infrastructure as outlined in the CELT technology analysis conducted in the spring of 2011. The research phase will continue in FY14. The cost estimate of this project is \$250,000.

In 2009-2010 the Board of Trustees approved the designation of \$1,500,000 for capital renovations and upgrades. As of June 30, 2013, the school spent approximately \$978,643. The balance in the capital building reserve account as of June 30, 2013 is \$521,357. In FY14, the Board of Trustees will release an additional \$370,375 in capital reserve funds for building renovations and system upgrades and \$69,280 in new technology.