



# South Shore Charter Public School

100 Longwater Circle

Norwell, MA 02061

Telephone: 781-982-4202

Facsimile: 781-982-4021

Website: [www.sscps.org](http://www.sscps.org)

Executive Director: Alicia Savage

## 2013-2014 Annual Report

August 1, 2014

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### Introduction to the school

|  |                     |  |   |
|--|---------------------|--|---|
| <b>Name of School: South Shore Charter Public School</b>                                     |                     |  |   |
| <b>Type of Charter<br/>(Commonwealth or<br/>Horace Mann)</b>                                 | <b>Commonwealth</b> | <b>Location</b>                                    | <b>Norwell, MA</b>  |
| <b>Regional or Non-<br/>Regional?</b>  | <b>Regional</b>     | <b>Districts in<br/>Region<br/>(if applicable)</b> | Abington, Braintree, Brockton, Cohasset,<br>Duxbury, East Bridgewater, Halifax,<br>Hanover, Hanson, Hingham, Holbrook,<br>Hull, Kingston, Marshfield, Norwell,<br>Pembroke, Plymouth, Plympton, Quincy,<br>Randolph, Rockland, Scituate, Weymouth,<br>Whitman |
| <b>Year Opened</b>   | <b>1995</b>         | <b>Year(s)<br/>Renewed<br/>(if applicable)</b>     | <b>2000, 2005, 2010</b>   |
| <b>Maximum Enrollment</b>  | <b>610</b>          | <b>Current<br/>Enrollment</b>                      | <b>564</b>  |
| <b>Chartered Grade Span</b>  | <b>K-12</b>         | <b>Current<br/>Grade Span</b>                      | <b>K-12</b>   |
| <b># of Instructional Days<br/>during the 2013-2014<br/>school year</b>                      | <b>180</b>          | <b>Students on<br/>Waitlist</b>                    | <b>846</b>  |
| <b>Mission Statement</b><br>Inspiring every student to excel in academics, service, and life |                     |  |   |

## Letter from the Chairman of the Board of Trustees

July 2014

To the Reader:

On behalf of the Board of Trustees, I am pleased to present the 19th Annual Report of South Shore Charter Public School. The 2013-2014 Annual Report shows that SSCPS has continued to fulfill its core educational mission.

Through the devoted work of students, faculty, and staff this past academic year, SSCPS reached a number of academic milestones, including:

- One-third of our 2014 graduating class were awarded the John and Abigail Adams Scholarship
- 11 SSCPS students were inducted into the National Honor Society
- Our 2014 graduating class of 36 were collectively accepted to more than 50 colleges and universities
- The percentage of SSCPS students taking Advanced Placement (AP) coursework continued to increase, as has the number of AP courses offered at SSCPS
- SSCPS was one of six schools showing the highest percentage of gains in the number of Grade 10 students scoring *Proficient* or higher on the ELA and mathematics MCAS exams

The Executive Director and the Board of Trustees have continued to meet regularly and work to ensure that SSCPS students are provided with a facility and faculty that offers an excellent learning atmosphere. A number of positive changes faced the school this past year, including:

- SSCPS was among the first in the Commonwealth to participate in PARCC (Partnership for Assessment of Readiness for College and Careers), having been selected as a pilot school for the 3<sup>rd</sup> grade exam
- Twenty-six members of the SSCPS faculty enrolled in the Massachusetts Sheltered English Instruction Teacher Endorsement Course, and the school has increased ELL instruction in terms of FTE hours
- Revisions and improvements to the SSCPS Student Handbook were approved, including the addition of a new Acceptable Use Policy (AUP) section covering both SSCPS and personal technology

Strong leadership remains an important aspect of SSCPS's success. The Executive Director's forward-thinking guidance focuses on the professional development of all faculty, the academic achievement of all students, and on the continued improvement of the school's academic and extracurricular offerings. In May 2014, at the Annual Meeting, six new Trustees were voted in, providing the Board with additional background and expertise in finance, development, law, engineering, and higher education.

This autumn SSCPS will begin its 20<sup>th</sup> year as a K-12 school, an exciting and noteworthy milestone of which we are quite proud, and a testament to the school's success. The Board of Trustees, in cooperation with the Executive Director and her administration, remain committed to the sustained success of SSCPS as a K-12 charter public school, and of the students it serves.

Respectfully submitted,

David Whitemyer  
Chair  
Board of Trustees

# School Performance and Program Implementation

## Faithfulness to Charter

### Accountability Plan Objectives and Measures

|   | 2013 - 2014 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>                            | 563 of 564 students, 99.8%, successfully completed Project and Workshop requirements to earn a passing grade. 175 of 178 students, 98.3%, met Portfolio requirements. 563 of 564 students, 99.8%, 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>Met</b>                            | All of our graduating students were accepted to attend two or four year post-secondary institutions. Seventy-five percent are going on to four year colleges while the other 25% plan to attend two year institutions.                                  |

#### 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 564 students successfully completed their work in Projects and Workshops with 99.8% of the students passing Project or Workshop.

Portfolios are an important component of our Exit Standards, which are central to SSCPS’s mission. The 2013-2014 school year was the second 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 178 students. Because of the portfolio 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 2014 was a successful year for Exhibitions of Mastery at SSCPS with a 99.8% completion rate.

#### Objective 1 Measure 2: Met

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

There were thirty-six graduates of SSCPS this past June and all were accepted into two or four year colleges. Thirty-five of these students plan to attend college next school year. One student is planning on joining the community service organization City Year.

## 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. At the high school level these meetings include college entrance focused sessions involving guidance. At SSCPS students learn how to integrate their learning into the life of the community. All K-12 students must 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 specific student roles such as leader, graphic artist, or secretary. 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 2013-2014 school year in that section.

## Academic Program Success

### Accountability Plan Objectives and Measures

|   | 2013 - 2014<br>Performance<br>(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.   | <b>PARTIALLY MET</b>                        | Link to South Shore Charter Public School 2013 Report Card<br><a href="http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&amp;orgcode=04880550&amp;fycode=2013&amp;orgtypecode=6&amp;">http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&amp;orgcode=04880550&amp;fycode=2013&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>NOT 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>PARTIALLY MET</b>                        | See link above  |

|   |                      |   |
|---|----------------------|---|
| <b>Measure:</b> Each year the school's cumulative PPI will be above 75 and the school will maintain Level 1 status.   | <b>MET</b>           | See link above  |
| <b>Objective: External assessments of student achievement</b><br>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> | All grades 2 – 8 had median student percentile scores of above the 60th percentile in both subjects except for 2 <sup>nd</sup> grade math. The median scores on the GRADE test ranged from a low of 64 <sup>th</sup> percentile in the third grade to a high of the 81st percentile in the second and seventh grades. The median scores on the GMADE ranged from a low of 58 <sup>th</sup> percentile in the second grade to a high of the 70th percentile in the 4 <sup>th</sup> and 5th grades. |
| <b>Objective: Internal assessments of student achievement</b><br>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>           | 96.5% or 544 of its 564 students successfully completed 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>       | 77.6% of students achieved a final grade of 80% or more in English and Math courses. 82.1% of students achieved a final grade of 78% 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 60th percentile in both subjects except for 2<sup>nd</sup> grade math. The median scores on the GRADE test ranged from a low of 64<sup>th</sup> percentile in the third grade to a high of the 81st percentile in the second and seventh grades. The median scores on the GMADE ranged from a low of 58<sup>th</sup> percentile in the second grade to a high of the 70th percentile in the 4<sup>th</sup> and 5th grades. Please see chart below for details.

| Median Percentile Score FY 14 |       |       |
|-------------------------------|-------|-------|
| Grade                         | GRADE | GMADE |
| 2                             | 81    | 58    |
| 3                             | 64    | 69    |
| 4                             | 79    | 70    |
| 5                             | 79    | 70    |
| 6                             | 77    | *     |
| 7                             | 81    | 69    |
| 8                             | 79    | 68    |

\*Score sheets missing.

In FY 14 there were eleven cohort groups that took the GRADE and the GMADE who also participated in the the FY 13 assessment, scores are available both years. These groups are not true cohorts as they include all of the students who took the test in FY 13 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. Four of the eleven groups had higher median scores while six of the groups had lower scores. Please see the chart below for details.

## Median Percentile Score

| Median Percentile Score | GRADE |       |        | GMADE |       |           |
|-------------------------|-------|-------|--------|-------|-------|-----------|
|                         | FY 13 | FY 14 | Change | FY 13 | FY 14 | Change    |
| 2nd '13-3rd '14         | 81    | 64    | -15    | 73    | 69    | -4        |
| 3rd '13-4th '14         | 76    | 79    | +3     | 78    | 70    | -8        |
| 4th '13-5th '14         | 78    | 79    | +1     | 73    | 70    | -3        |
| 5th '13-6th '14         | 81    | 77    | -4     | 80    | *     | *         |
| 6th '13-7th '14         | 76    | 81    | +5     | 77    | 69    | -8        |
| 7th '13-8th '14         | 77    | 79    | +2     | 68    | 68    | No change |

### Objective 4, Measure 1: Met

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

SSCPS met this measure as 96.5% or 544 of its 564 students successfully completed all courses. Of the 20 students who did not pass all of their courses 9 did not successfully complete one class. These students will be attending summer school, completing summer assignments, or taking a college course to remediate coursework. Four students will be retained in their 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.

During the 2013-2014 school year 438 of 564 students, or 77.6% of students, achieved a final grade of 80% or more in their English and math courses.

### 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 continued throughout the 2013-2014 school year to align the math and English curriculum to the new Massachusetts Curriculum Frameworks. This work is ongoing due to the possible transition from MCAS to PARCC.

During the 2013-2014 school year AP course enrollment increased to a total of 38 course enrollments. SSCPS increased the number of courses offered to include AP Statistics and AP Literature and Composition in addition to AP Calculus AB, AP Biology, and AP Language and Composition. The faculty at the high school level continued work analyzing PSAT data to make adjustments to the curriculum across subject areas. Additionally, teachers in the Spanish department spent a significant amount of time vertically aligning the curriculum.

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. Because of the addition of the Sheltered English Instruction course to the FY14 Professional Development calendar, this time was significantly reduced and delays occurred in creating and implementing groupings and other interventions. 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 (FIT); a time for targeted student support analogous to Tiers 2 and 3 in the Response to Intervention (RTI) model.

### 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 Levels I, II, and III 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, learning service teachers continued to use 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. Students requiring additional support received it during a directed study, in lieu of a foreign language class. This time was used to reteach concepts learned in general classes, help breakdown long-term assignment, receive organization support, and provide any additional supports required based on student Individualized Education Plans (IEP). Additionally, we continued to support all students in high school and middle school during Focused Instructional Time (FIT) where 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. All of the Learning Services staff and ancillary service providers are certified and/or licensed in the State of Massachusetts. As of June 2014, approximately 16% of the 564 students required Special Education Services, 87 students in all. An additional 40 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 the ACCESS testing to identify the amount of support and level of proficiency for each of the identified ELL students. SSCPS saw a large increase in identified ELL students this school year. Currently, we have 50 students identified as English Language Learners and receive support services from the ELL teacher. This is an increase of 48% from FY 2012-2013. Level of support is based on their most recent ACCESS test scores, using the state mandated hours of support.

## Organizational Viability

### Accountability Plan Objectives and Measures

|   | 2013 - 2014<br>Performance<br>(Met/Not Met) | Evidence   |
|---|---|--|
| <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 supportive 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 FY14 Operating Budget based on projected tuition revenues based on a budgeted enrollment of 565 students at \$11,591 per student. At the end of the |

|   |            |   |
|---|------------|---|
|   |            | academic year the school's enrollment was 564.40 and the per pupil tuition revenue was \$11,914 per student.  |
| <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 additional tuition revenues than anticipated due to some of our sending districts spending more per pupil than originally projected.  |
| <b>Measure:</b> There is an absence of material or repeated audit findings in annual audits by qualified independent auditor.   | <b>MET</b> | The FY13 independent financial audit was free of material or repeated audit findings.   |
| <b>Objective: Enrollment</b><br>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.                          |            |   |
| <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.   | <b>MET</b> | Total school enrollment has been increased to 586 for FY15. There are 846 students on the waitlist. The waitlist is 143% of the total school enrollment.  |
| <b>Objective: Family Engagement</b><br>The school involves parents/guardians as partners in the education of their children. Families and students are satisfied with the school's program.   |            |   |
| <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.  | <b>MET</b> | This year one hundred and seventeen completed the survey, out of three hundred and forty-two families, making the number of completed surveys thirty-four percent. Of those that responded the satisfaction rate on 35 out of 36 measures was higher than 85%.  |
| <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.  | <b>MET</b> | According to parent logs, 185 families donated over 3,500 hours of volunteer time. This is in addition to family participation and hours that were not recorded.  |
| <b>Objective: Dissemination</b><br>The school has collaborated with its sending district(s) on the sharing of innovative practices and has provided models for replication and best practices.  |            |   |
| <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. | <b>MET</b> | The School sent four faculty members to the National Green School's Conference. After submitting a proposal, two faculty members presented in a workshop and panel discussion, <i>Weaving Ecological Systems into School Design and Use</i> , on the new outdoor classroom, its school wide implications, and community outreach. |
| <b>Measure:</b> At least four staff members per year will disseminate SSCPS's model by presenting best practices at educational consortiums and conferences.  | <b>MET</b> | A Title I faculty member was a guest lecturer at Wheelock College and gave the lecture, <i>Play in Health Care Environments and Issues for Classroom Teachers</i> , to undergraduate students in the fall and spring. The Director of Curriculum at P.S. 291, Bronx, NY, visited the Level I faculty                              |



|  |   |
|--|---|
|  | <p>and elementary principal to observe teachers using the Core Knowledge Language Arts program. A Level I faculty member served as a co-author and assisted in the development and design of the model curriculum units in science as part of the Race to the Top initiative. The Executive Director was a panelist for a discussion, <i>Discipline Practices: Alternatives to Suspension</i> at the DESE Access, Equity, and Excellence: Charter School Leaders Fall Meeting conference.</p> |
|--|---|

**Objective 1, Measure 1: Met**

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

The school designed the FY 14 Operating Budget based on projected tuition revenues from 565 students. At the end of the academic year the school’s enrollment was 564.40.

**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 more tuition revenues than anticipated due to some of our sending districts spending more per pupil than projected. The state increased our enrollment cap and enrolled 564.40 students in FY14. The school also budgeted for depreciation and a contingency fund. The school did not need to access contingency funds and was able to stay within budget for all operations. In FY14, the school utilized cash reserves to fund building renovations and capital technology and equipment purchases.

**Objective 1, Measure 3: Met**

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

The FY 13 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 8, 2014, South Shore Charter Public School held its annual enrollment lottery. All policies and procedures as determined by the Commonwealth of Massachusetts were strictly followed; 928 applications were received for 62 openings. Thirty-eight openings were in kindergarten, four openings were in grade one, one opening in grade six, fifteen openings were in grade nine, one opening in grade ten 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. An online campaign was launched this year and internet advertisements ran in zones of sending districts. Flyers were distributed within these districts. 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 2013 SSCPS had 353 visitors representing 127 families and in January 2014 SSCPS had 296 visitors representing 128 families.

**Objective 3, 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 14 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 February, the school posted its Annual Satisfaction Survey for families. At the close of the academic year the school posted an optional satisfaction survey for faculty and staff.

One hundred and forty families started the survey; one hundred and seventeen families completed the 2014 survey. In the 2014 Survey, 99% of participating families agreed or strongly agreed with the statement *SSCPS provides a good balance of academic instruction and project/workshop participation*; 92% of the families agreed or strongly agreed with the statement *Technology is used effectively to improve instruction and help students learn*; 95% of the families agreed or strongly agreed with the statement *The faculty's ability to differentiate instruction helps student to engage in their studies*; 98% of the families agreed or strongly agreed with the statement *SSCPS strives to nurture a respectful culture*; 98% of the families agreed or strongly agreed with the statement *SSCPS initiatives on diversity help to make the school a stronger community*; 97% of families agreed or strongly agreed with the statement *The student/staff ratio helps students to master academic skills*; 88% percent of respondents agreed or strongly agreed with the statement *SSCPS' Code of Conduct is enforced in a fair manner*; 100% agreed or strongly agreed with the statement *SSCPS provides a safe environment in which students can learn*; and 95% of families reported that they were satisfied with the educational experience and program at SSCPS overall.

**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 2013-2014 school year parents volunteered over thirty-five hundred hours of their time. The hours of 185 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 Sacramento.

**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 14 six staff members disseminated the SSCPS model at educational consortiums or conferences.

- William Tramontana and Donovan Fauvelle submitting a proposal to, and participated in the National Green School's Conference. Both were part of a panel discussion *Weaving Ecological Systems into School Design and Use*, where they discussed the new outdoor classroom, and its school wide implications and community outreach
- Ted Hirsch and the Level I Faculty hosted the Director of Curriculum from P.S. 291, Bronx, NY, to observe the Core Knowledge Language Arts curriculum
- Level I faculty member Amy Vandenberg Koskowski co-authored and assisted in the development and design of new model units for the science curriculum

- Title I faculty member Beverly Bruce was a guest lecturer at Wheelock College and gave the lecture, *Play in Health Care Environments and Issues for Classroom Teachers*, to undergraduate students in the fall and spring
- Alicia Savage was a panelist for a discussion, *Discipline Practices: Alternatives to Suspension* at the DESE Access, Equity, and Excellence: Charter School Leaders Fall Meeting conference

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

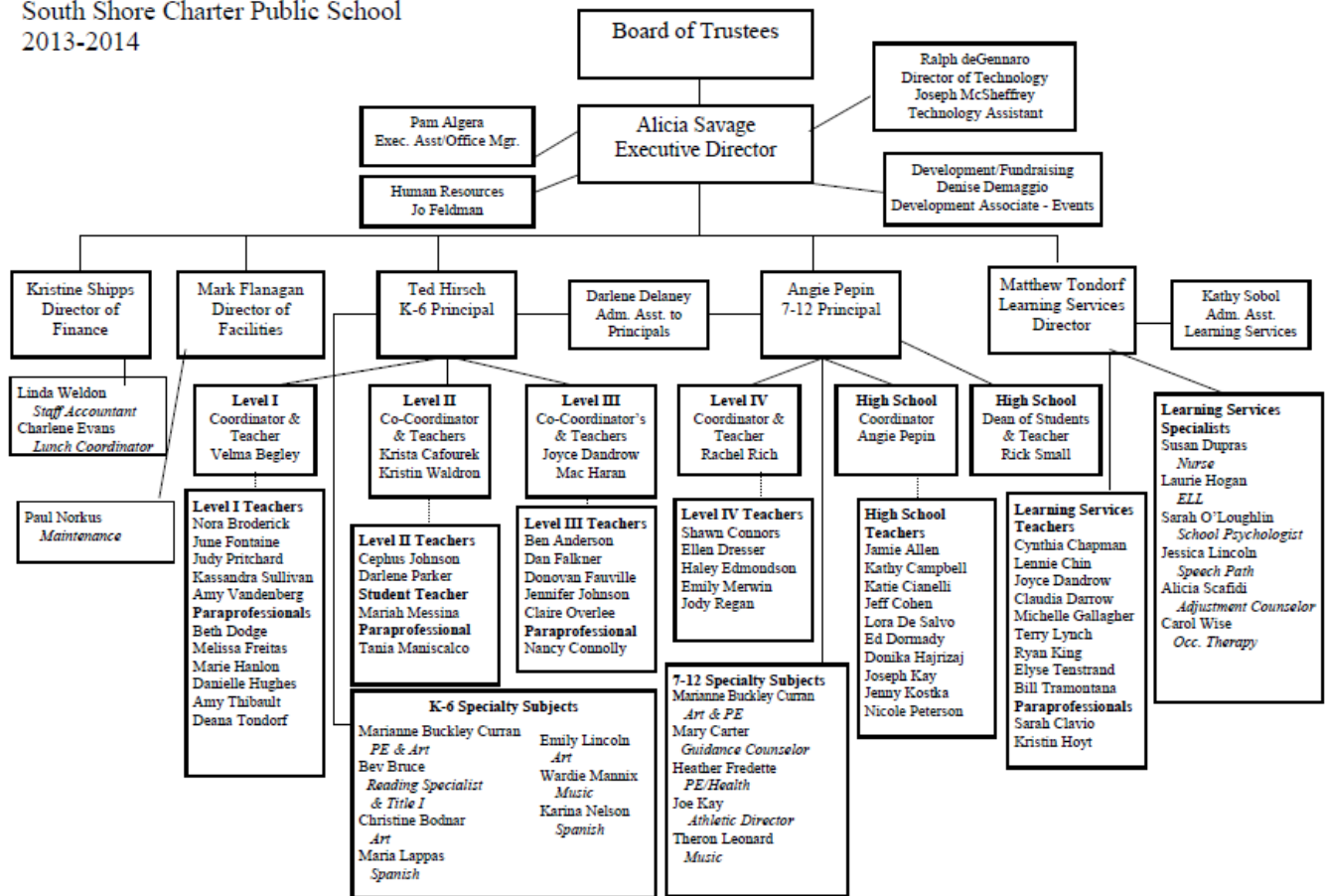
There were no amendments to the charter during the 2013-2014 school year.

## Complaints

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

## Organization Chart

South Shore Charter Public School  
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, 2014 including depreciation expenses. These include the FY 14 Statement of Financial Position, FY 14 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, 2014. 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, 2014

### DRAFT

#### CURRENT ASSETS

|                             |             |
|-----------------------------|-------------|
| Cash                        | \$1,537,540 |
| Restricted Cash             | 0           |
| Deposits & Prepaid Expenses | 117,930     |
| Accounts Receivable         | 1,677,519   |
| Grants/Tuition Receivable   | 0           |
| Pledge Receivable           | 0           |
| Due From SSCEF, Inc.        | 0           |

#### Total Current Assets

**\$3,332,989**

#### Property & Equipment

|                          |             |
|--------------------------|-------------|
| Furniture & Equipment    | \$189,391   |
| Technology               | 417,739     |
| Vehicles                 | 255,890     |
| Building & Improvements  | 3,789,060   |
| Loan Fees-Old            | 17,100      |
| Debt Refinancing Costs   | 28,620      |
| Accumulated Depreciation | (1,471,655) |

#### Net Property & Equipment

\$3,226,145

#### Other Assets

|                              |   |
|------------------------------|---|
| Allowance for Doubtful Accts | 0 |
|------------------------------|---|

#### TOTAL ASSETS

**\$6,559,134**

#### CURRENT LIABILITIES

|                                     |           |
|-------------------------------------|-----------|
| Accounts Payable & Accrued Expenses | \$583,636 |
| Due to Others                       | 38,267    |
| Operating Leases                    | 0         |
| Auto Loan                           | 0         |

#### Total Current Liabilities

**\$621,903**

#### Net Assets

|                        |             |
|------------------------|-------------|
| Retained Earnings      | \$5,635,711 |
| Opening Balance Equity | 133,807     |
| Temporarily Designated | 23,671      |

#### Net Income

144,042

#### Total Equity

**\$5,937,231**

#### TOTAL LIABILITIES & EQUITY

**\$6,559,134**

**UNAUDITED Statement of FY 14 Activities and Changes in Net Assets DRAFT**

**For the period ending June 30, 2014**

|   | <i>FY14 APPROVED BUDGET</i> | <i>FY14 ACTUAL EXPENDITURES</i> |
|---|-----------------------------|---------------------------------|
| <b><i>OPERATING REVENUES:</i></b>           |                             |                                 |
| Tuition                                     | \$6,548,915                 | \$6,724,000                     |
| Grants-State                                | 26,200                      | 23,200                          |
| Grants-Federal                              | 172,774                     | 173,825                         |
| Grants-Private                              | 72,250                      | 85,251                          |
| Nutrition Funding-State & Federal           | 48,000                      | 51,660                          |
| Program Fees                                | 115,225                     | 112,599                         |
| Investment Income                           | 8,000                       | 4,196                           |
| Other-Medicaid Reimbursement                | 15,000                      | 16,008                          |
| <b><i>TOTAL OPERATING REVENUES</i></b>      | <b><u>\$7,006,364</u></b>   | <b><u>\$7,190,740</u></b>       |
| <b><i>OPERATING EXPENDITURES:</i></b>       |                             |                                 |
| <b><i>Administration</i></b>                |                             |                                 |
| Salaries-Administrative Professional        | \$160,825                   | \$124,025                       |
| Salaries-Administrative Support/Clerical    | 98,655                      | 98,655                          |
| Salaries-Business Office                    | 129,908                     | 125,275                         |
| Salaries-Technology                         | 103,291                     | 100,098                         |
| Salaries-Development                        | 87,125                      | 30,966                          |
| Accounting-Audit                            | 23,000                      | 29,704                          |
| Legal                                       | 5,000                       | 5,139                           |
| HR/Payroll                                  | 12,000                      | 13,004                          |
| Other Professional Consulting Services      | 5,000                       | 11,631                          |
| Information Mgmt & Technology               | 30,917                      | 35,095                          |
| Office Supplies & Materials                 | 50,000                      | 49,380                          |
| Professional Development (Admin & Board)    | 5,000                       | 16,795                          |
| Dues, Licenses, & Subscriptions             | 15,000                      | 18,011                          |
| Recruitment & Advertising                   | 8,500                       | 12,506                          |
| Travel Expenses (Staff & Board)             | 7,000                       | 5,913                           |
| Bank Charges-Current (Short Term)           | 2,000                       | 1,308                           |
| Other: School Wide Events                   | 13,000                      | 30,916                          |
| <b><i>Total Administrative Expenses</i></b> | <b><u>\$756,221</u></b>     | <b><u>\$708,421</u></b>         |
| <b><i>Instructional Services</i></b>        |                             |                                 |
| Salaries-Teachers                           | \$2,896,447                 | \$2,799,815                     |
| Salaries-Other (Professional)               | 647,116                     | 784,699                         |
| Salaries-Paraprofessionals                  | 223,265                     | 214,772                         |
| Salaries-Support/Clerical                   | 86,000                      | 86,000                          |
| Contracted Services-Instructional           | 64,500                      | 42,778                          |
| Instructional Tech in Classroom             | 14,311                      | 30,379                          |
| Instructional Supplies & Materials          | 93,460                      | 105,228                         |
| Testing & Assessment                        | 1,300                       | 7,576                           |
| Professional Development                    | 39,000                      | 54,433                          |
| Dues, Licenses & Subscriptions              | 5,100                       | 3,027                           |
| Staff Stipends in addition to Base Salary   | 16,150                      | 38,566                          |
| Other- Furniture                            | 6,900                       | 18,549                          |
| Other-Athletic Equipment                    | 5,250                       | 3,181                           |
| <b><i>Total Instructional Services</i></b>  | <b><u>\$4,098,799</u></b>   | <b><u>\$4,188,953</u></b>       |
| <b><i>Other Student Services</i></b>        |                             |                                 |
| Salaries-Other Student Services             | \$34,671                    | \$38,490                        |
| Salaries-Health Services                    | 53,795                      | 53,484                          |
| Food Services                               | 75,000                      | 75,170                          |
| Athletic Services                           | 32,150                      | 30,701                          |
| Other-Field Trips                           | 35,000                      | 58,891                          |
| Other-Tutoring                              | 17,000                      | 20,143                          |
| Other-Substitutes                           | 45,000                      | 17,760                          |
| <b><i>Total Other Student Services</i></b>  | <b><u>\$292,616</u></b>     | <b><u>\$294,639</u></b>         |

|  |                           |                           |
|--|---------------------------|---------------------------|
| <b><i>Operation &amp; Maintenance of Plant</i></b>       |                           |                           |
| Salaries-Operation & Maint.of Plant                      | \$99,753                  | 101,586                   |
| Utilities  | 120,000                   | 122,323                   |
| Maintenance of Building & Grounds                        | 165,000                   | 171,232                   |
| Maintenance of Equipment                                 | 25,000                    | 26,587                    |
| Rent/Lease of Buildings & Grounds                        | 542,000                   | 539,768                   |
| Rent/Lease of Equipment                                  | <u>20,000</u>             | <u>20,202</u>             |
| <b><i>Total Operation &amp; Maintenance of Plant</i></b> | <b>\$971,753</b>          | <b>\$981,698</b>          |
| <b><i>Fixed Charges</i></b>                              |                           |                           |
| Payroll Taxes  | \$160,000                 | 103,343                   |
| Fringe Benefits  | 320,000                   | 357,086                   |
| Bonus  |                           | 101,883                   |
| Insurance (Non-Employee)                                 | 40,000                    | 40,991                    |
| Other: Depreciation Expenses                             | 245,000                   | 252,683                   |
| Other: Contingency                                       | 100,000                   | 0                         |
| Other: Longevity   | <u>12,300</u>             | <u>17,000</u>             |
| <b><i>Total Fixed Charges</i></b>                        | <b>\$877,300</b>          | <b>\$872,986</b>          |
| <b><i>Total Operating Expense</i></b>                    | <b>\$6,996,689</b>        | <b>\$7,046,697</b>        |
| <b><i>Net Operating Net Income</i></b>                   | <b><u>\$9,675</u></b>     | <b><u>\$144,043</u></b>   |
| <b><i>QUASI CASH PROFIT/LOSS</i></b>                     |                           |                           |
| <b><i>CALCULATION:</i></b>                               |                           |                           |
| Add back Depreciation                                    | \$245,000                 | \$252,683                 |
| Less: Capital Technology Additions                       | (69,820)                  | (86,017)                  |
| Less: Capital Bldg. System Board Designated              | (60,000)                  | (32,280)                  |
| Less: Capital Summer Capital Projects                    | (76,000)                  | (37,877)                  |
| Less: Capital Additional HS Expansion                    | <u>(234,375)</u>          | <u>(278,511)</u>          |
| <b><i>TOTAL QUASI CASH LOSS</i></b>                      | <b><u>(\$185,520)</u></b> | <b><u>(\$ 37,959)</u></b> |

**FY15 Approved Operating Budget  
For the period ending June 30, 2015**

***OPERATING REVENUES:***

|  |                           |
|--|---------------------------|
| Tuition                                | \$7,185,203               |
| Grants - State                         | 24,775                    |
| Grants - Federal                       | 170,300                   |
| Grants - Private                       | 75,250                    |
| Nutrition Funding - State & Federal    | 57,200                    |
| Program Fees                           | 108,700                   |
| Investment Income                      | 4,000                     |
| Other: Medicaid Reimbursement          | <u>15,000</u>             |
| <b><i>TOTAL OPERATING REVENUES</i></b> | <b><u>\$7,640,428</u></b> |

***OPERATING EXPENDITURES:***

***Administration***

|   |                         |
|---|-------------------------|
| Salaries - Administrative Professional      | \$170,741               |
| Salaries - Administrative Support/Clerical  | 116,121                 |
| Salaries-Business Office                    | 129,382                 |
| Salaries-Technology                         | 105,873                 |
| Salaries-Development                        | 86,013                  |
| Accounting-Audit                            | 25,000                  |
| Legal                                       | 6,000                   |
| HR/Payroll                                  | 14,000                  |
| Other Professional Consulting Services      | 5,000                   |
| Information Management and Technology       | 25,719                  |
| Office Supplies and Materials               | 50,000                  |
| Professional Development (Admin & Board)    | 8,000                   |
| 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>18,000</u>           |
| <b><i>Total Administrative Expenses</i></b> | <b><u>\$792,350</u></b> |

***Instructional Services***

|  |                           |
|--|---------------------------|
| Salaries - Teachers                        | \$3,183,281               |
| Salaries - Other (Professional)            | 746,422                   |
| Salaries - Paraprofessionals               | 270,608                   |
| Salaries - Support/Clerical                | 92,155                    |
| Contracted Services- Instructional         | 75,420                    |
| Instructional Technology in Classrooms     | 20,983                    |
| Instructional Supplies & Materials         | 106,720                   |
| Testing & Assessment                       | 8,400                     |
| Professional Development                   | 61,900                    |
| Dues, Licenses, and Subscriptions          | 5,950                     |
| Staff Stipends in addition to base salary  | 24,550                    |
| Other: Classroom Furniture                 | 6,300                     |
| Other: Athletic Equipment                  | <u>7,000</u>              |
| <b><i>Total Instructional Services</i></b> | <b><u>\$4,609,689</u></b> |

***Other Student Services***

|                                     |               |
|-------------------------------------|---------------|
| Salaries - Other Student Services   | \$39,106      |
| Salaries-Health Services            | 55,968        |
| Food Services                       | 80,000        |
| Athletic Services                   | 32,750        |
| Other: Student Award                | 2,500         |
| Other: Field Trips                  | 36,000        |
| Other: Tutoring                     | 20,500        |
| Other: Substitutes (not on payroll) | <u>12,000</u> |

|  |                           |
|--|---------------------------|
| <b><i>Total Other Student Services</i></b>               | <b>\$278,821</b>          |
| <b><i>Operation and Maintenance of Plant</i></b>         |                           |
| Salaries - Operation and Maintenance of Plant            | \$113,351                 |
| Utilities  | 135,140                   |
| Maintenance of Buildings & Grounds                       | 193,000                   |
| Maintenance of Equipment                                 | 30,000                    |
| Rental/Lease of Buildings & Grounds                      | 543,000                   |
| Rental/Lease of Equipment                                | <u>22,000</u>             |
| <b><i>Total Operation &amp; Maintenance of Plant</i></b> | <b>\$1,036,491</b>        |
| <b><i>Fixed Charges</i></b>                              |                           |
| Payroll taxes  | 130,000                   |
| Fringe Benefits  | 375,000                   |
| Insurance (non-employee)                                 | 42,000                    |
| Other: Depreciation                                      | 260,000                   |
| Other: Contingency                                       | 100,000                   |
| Other: Longevity   | <u>15,000</u>             |
| <b><i>Total Fixed Charges</i></b>                        | <b>\$921,000</b>          |
| <b><i>TOTAL OPERATING EXPENSES</i></b>                   | <b><u>\$7,638,351</u></b> |
| <b><i>TOTAL NET INCOME</i></b>                           | <b><u>\$2,077</u></b>     |
| <b><i>QUASI CASH PROFIT/LOSS CALCULATION:</i></b>        |                           |
| Add back Depreciation                                    | \$255,000                 |
| Less: Capital Technology Additions                       | (59,150)                  |
| Less: Capital New Communication Sys                      | (79,250)                  |
| Less: Capital Equipment                                  | (15,000)                  |
| Less: Capital Site Work                                  | <u>(164,500)</u>          |
| <b><i>TOTAL QUASI CASH LOSS</i></b>                      | <b><u>(\$60,823)</u></b>  |



## 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. Over the years, the school replaced the aging roof, added additional classroom and office spaces and replaced the flooring in the main facility. This past fall, the school invested \$86,017 in capital technology & equipment, \$32,877 in exterior site work, and \$283,511 to renovate our high school space. Also, in FY14, the school received a grant to build an outdoor classroom. The outdoor classroom space was built with the assistance of students from the Harvard Kennedy School. The following is a list of major renovations or replacements that will need to be addressed and planned for starting in 2014:

- A generator upgrade is needed to improve energy efficiency. The cost estimate is \$90,000 and the research phase and action plan continues
- Upgrade and replace existing HVAC system to a new energy efficient system. The research phase began in FY14 and the cost is being evaluated
- Two new playground structures are needed for our elementary and middle students. The existing two playgrounds 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 the High School Engineering Workshop and an outdoor spaces research team. Funding for this project will begin with our parent community and development office playground capital campaign initiatives starting in FY15
- 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 FY15
- Install a new public announcement and telephone communication systems that allows for seamless communication between both facilities. The cost estimate is \$79,250. This will be completed in FY15
- Purchase and/or lease 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. The school addressed some curbing areas in FY14 and installed a new walkway between the back parking lot and the front of the main facility. The school hired an engineer in the spring of FY14 to review our site and present options for improved traffic flow, parking, play areas, etc. The cost estimate of this project is \$800,000
- Upgrade technology and communications infrastructures as outlined in the CELT technology analysis conducted in the spring of 2011 and is an ongoing task. The school developed a Technology Plan that outlines out future technology goals. The CELT technology analysis estimated a \$250,000 cost for ongoing technology upgrade

In 2009-2010 the Board of Trustees approved the designation of \$1,500,000 for capital renovations and upgrades. As of June 30, 2014, the school spent approximately \$1,008,274. The balance in the capital building reserve account as of June 30, 2014 is \$491,726. In FY15, the Board of Trustees will release an additional \$179,500 in capital reserve funds for building renovations and system upgrades and \$138,400 in new technology.

**Appendix B**  
**Recruitment Plan**  
2014 – 2015

School Name: South Shore Charter Public School

Date: July 11, 2014

**Please provide a brief narrative report on implementation of recruitment strategies from last year’s plan.**

**Implementation Summary:**

Recruitment initiatives at the South Shore Charter Public School have been exceedingly successful during the FY14 school year. From August to February the School actively solicited prospective students from twenty-six sending districts. The School’s student body remains diverse and continues to represent students from numerous socio-economic, linguistic and racial backgrounds. Upon review of enrollment demographics, the English Language Learner and the Low Income student populations have shown the most significant increases over a five-year trajectory. This increase is due to more accurate identification methods as well as increases in these populations. As CHART data indicates, the *English Language Learner* population has increased from 0.0 in FY10 to 8.7 in FY14. Students categorized as *First Language Not English* has increased from 0.0 in FY10 to 19.1 in FY2014. The *Low Income* student population has increased from 14.9 in FY10 to 28.9 in FY14. The High Needs student category has increased from 39.4 in FY13 to 44.0 in FY14. By analyzing this data, the School has been able to determine which recruitment strategies have proven successful, and which strategies have not. This year the School did not attend the Derby Academy Secondary School Fair as in year’s past, as student populations that the School specifically targets are not well represented at this event.

The South Shore Charter Public School did continue and enhance recruitment strategies that have been working to attract a diverse student population. During the 2013-2014 academic year the School held two open houses, increased advertising in the local media, began an on-line enrollment campaign, created an informational film about the School, and increased community outreach. The School enhanced outreach to targeted populations by running informational advertising about the programs through internet marketing in zones with significant populations targeted for recruitment. Both Open Houses were well attended. The first, on a Saturday afternoon in November, the School received 353 visitors representing 127 families. At the second Open House, the School welcomed 296 visitors representing 128 families.

Following this series of intensive recruitment efforts, the total number of applications received was 928 for 62 openings. This year’s applicant pool has grown in diversity and the School looks forward to welcoming an increased number of special education students in its kindergarten classrooms.

**General Recruitment Activities:**

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. The strongest element of recruitment ever conducted by the South Shore Charter Public School has been to offer every student a strong academic, college preparatory curriculum no matter what school district a student comes from, or what their educational special need, or socio-economic or linguistic background may be. This approach continues to attract families from districts where specific subgroups do not meet target toward narrowing proficiency gaps.

General recruitment activities for the 2014-2015 academic school year include:

Open House two times per year

Advertisements in media promoting Open House

Promotions on Social Media and Website Information

Community Outreach including the road race, beach cleanups and community service

**Recruitment Plan –Strategies**

**List strategies for recruitment activities for each demographic group.**

| <b>Demographic Group</b>  | <b>Strategies</b>   |
|---|---|
| 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 a placement opportunity for special education students</li> <li>• Meetings of SPED PAC where outreach and recruitment is on the agenda</li> <li>• Learning Services Director and Special Education faculty members will continue to attend two Open House events and there will be a room designated for the Learning Services Department.</li> <li>• Learning Services Director and Special Education staff will provide three trainings to the SPED PAC and Parent Association</li> </ul> |
| 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 populations</li> <li>• Continue to host an International Food Night</li> </ul>  |
| Students eligible for free or reduced 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>  |
| Students who are sub-proficient   | <ul style="list-style-type: none"> <li>• Families of students struggling in district schools are encouraged to visit the website, attend one of the two Open Houses, and apply to the school through community outreach, social media, and an internet advertising campaign</li> </ul>  |
| Students at risk of dropping out of school  | <ul style="list-style-type: none"> <li>• Continual communication with local school districts</li> <li>• Notification and consultation with Wellspring in Hull to encourage applicants</li> </ul>  |
| Students who have dropped out of school   | <ul style="list-style-type: none"> <li>• Consultation with Wellspring in Hull to solicit applicants when a seat becomes available</li> </ul>  |
| 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, area libraries and community events</li> </ul>  |

# Retention Plan

2014-2015

**Please provide a brief narrative report on implementation of retention strategies from last year's plan.**

### Implementation Summary

The South Shore Charter Public School has decreased the rate of attrition from 9.7 in 2010 to 5.7 in 2014. The current retention rate is 94.3 percent. 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.

### Overall Student Retention Goal

|   |     |
|---|-----|
| Annual goal for student retention (percentage): | 90% |
|---|-----|

### Retention Plan Goals and Strategies -- List goals and strategies for retention activities

|  |  |
|--|--|
| 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 International Food Night and Literacy Night</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 in grades K - 6</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.”</li> </ul>   |

|                      |   |
|----------------------|---|
|                      | <p>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.</p> <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 each 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>• Professional development focus on the inclusive 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> <li>• Student to student mentoring program</li> <li>• Hire two additional Learning Services Teachers (Level I &amp; Level III) to help support instruction</li> <li>• Hire an additional half time Pupil Adjustment Counselor</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>• Host an International Food Night</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> <li>• Hire an additional full time ELL teacher to support the growing ELL population</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 in grades 3-10</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 grades K – 6</li> <li>• Computer access for all high school students through five o'clock</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 of 6 – 9 students 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>• Increased staffing for Student Support</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 of 6 – 9 students 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> |

## Appendix C School and Student Data Tables

South Shore Charter Public School's report card link would be as follows:

<http://profiles.doe.mass.edu/reportcard/ReportCard2013.aspx?linkid=37&orgcode=04880550&fycode=2013&orgtypecode=6&>

| <b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION<br/>(for students enrolled as of the June 2014 SIMS submission)</b> |               |                          |
|---|---------------|--------------------------|
| Race/Ethnicity  | # of students | % of entire student body |
| African-American  | 162           | 28.7                     |
| Asian   | 17            | 3.0                      |
| Hispanic  | 15            | 2.7                      |
| Native American   | 0             | 0                        |
| White   | 348           | 61.5                     |
| Native Hawaiian, Pacific Islander   | 0             | 0                        |
| Multi-Race, Non-Hispanic  | 24            | 4.1                      |
| Special Education   | 80            | 14.2                     |
| Limited English Proficient  | 50            | 8.8                      |
| Low Income  | 164           | 29                       |

| <b>ADMINISTRATIVE ROSTER FOR THE 2013-2014 SCHOOL YEAR</b>                                 |   |            |  |
|--|---|------------|--|
| Title  | Brief Job Description   | Start date | End date (if no longer employed at the school) |
| Alicia Savage,<br>Executive Director   | Responsibility for the day-to-day operation and oversight of SSCPS  | 7/1/10     | Current  |
| Ted Hirsch,<br>K-6 Principal   | Educational leader and has the final responsibility for decisions for grades K-6  | 7/1/08     | Current  |
| Angie Pepin,<br>7-12 Principal   | Educational leader and has the final responsibility for decisions for grades 7-12   | 12/1/09    | Current  |
| Matthew Tondorf,<br>Dir. of Learning Services  | Provides oversight to the Sped Dept., 504 Services, student assessment and ESL/ELL Services   | 9/1/11     | Current  |
| Kristine Shipps,<br>Director of Finance  | Responsible for financial, payroll, public procurement, and business aspects of SSCPS   | 4/17/00    | Current  |
| Ralph deGennaro,<br>Director of Research,<br>Information, Technology,<br>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  |
| Mark Flanagan,<br>Director of Facilities   | Responsible for building safety and facilities operations and maintenance.  | 4/28/08    | Current  |

| <b>TEACHERS AND STAFF ATTRITION FOR THE 2013-2014 SCHOOL YEAR</b> |  |   |   |
|---|--|---|---|
|   | Number as of the last day of the 2013-2014 school year | Departures during the 2013-2014 school year | Departures at the end 2013-2014 school year |
| Administration  | 15.22  | 1.0   | 0   |
| Teachers  | 50.42  | 0   | 1.0   |
| Other Staff   | 20.27  | 0   | 2.06  |

**Administration:** Alicia Savage completed her fourth year as Executive Director serving the second year of her renewed employment contract through June 30, 2016. During the summer of 2013, the Director of Development resigned to accept another position at another school. This position was not filled during FY14. The school hired a full time Technology Assistant and a part time School Safety Guard.

**Faculty/Staff:** During FY 14 five full time faculty members took FMLA leave and administration hired long term substitutes to cover in their absences. A full time one-to-one paraprofessional was hired to support a student with diverse needs on Level I. Additional paraprofessional support was needed in the elementary grades so additional hours were added in this area. The school hired a full time building wide substitute teacher to assist in faculty coverage. In the high school a new full time history teacher and a part time guidance intern was hired. These positions were added due to our increased enrollment at the high school. A new full time music teacher was hired to work with students in grades 7-12. A full time Learning Services teacher resigned during the summer of 2013 because of a new full time job opportunity. This position was filled internally.

| <b>BOARD MEMBERS FOR THE 2013-14 SCHOOL YEAR</b> |                              |   |                               |  |
|--|------------------------------|---|-------------------------------|--|
| <b>Name</b>                                      | <b>Position on the Board</b> | <b>Committee affiliation(s)</b>                         | <b>Number of terms served</b> | <b>Length of each term (including date of election and expiration)</b> |
| Chad Bruce                                       | Student Rep                  | Governance  | 2 one year                    | 7/12-6/13<br>7/13-6/14   |
| Deborah Callahan                                 | Trustee                      | Personnel   | 1 three year                  | 7/2013-6/2016<br>Resigned 2/28/14                                      |
| Daniel Falkner                                   | Faculty Rep                  | Finance   | 1 three year                  | 07/2013-6/2016   |
| Lisa Harvey-Mone                                 | Parent Association           | Co-Chair<br>Development<br>Finance<br>Ad Hoc Field Trip | 3 one year                    | 07/2013-06/2014<br>07/2012-06/2013<br>07/2011-06/2012                  |
| Maureen Hebert                                   | Clerk                        | Executive<br>Chair Governance<br>Ad Hoc Field Trip      | 1 three year                  | 07/2012-06/2015  |
| Joseph Kay                                       | Faculty Rep                  | Development   | 1 three year                  | 07/2013-06/2016  |
| Jacqueline Liebergott                            | Trustee                      | Co-Chair<br>Development                                 | 1 three year                  | 07/2012-07/2015  |
| Chery Peterson                                   | Trustee                      | Finance<br>Governance                                   | 2 three year                  | 07/2011-06/2014<br>07/2008-06/2011                                     |
| Nancy Seglin                                     | Trustee                      | Personnel   | 1 three year                  | 07/2013-06/2016  |
| Christophe Teulet-Cote                           | Vice Chair                   | Executive<br>Facilities<br>Finance                      | 1 three year<br>1 two year    | 07/2013-06/2016<br>Resigned 11/12/13<br>07/2011-06/2013                |
| Brian Tyler                                      | Treasurer                    | Executive<br>Chair Finance                              | 2 three year                  | 07/2011-06/2014<br>07/2008-06/2011                                     |
| Michael Weigensberg                              | Trustee                      | Development<br>Facilities                               | 1 three year                  | 07/2013-06/2016<br>Resigned 6/9/14                                     |



|                 |         |  |                            |   |
|-----------------|---------|--|----------------------------|---|
| Richard White   | Trustee | Chair Personnel  | 1 one year<br>1 two year   | 07/2013-06/2014<br>07/2011-06/2013                    |
| David Whitemyer | Chair   | Executive<br>Chair Facilities<br>Ad Hoc Field Trip<br>Ex Officio | 2 three year<br>1 one year | 07/2011-06/2014<br>07/2008-06/2011<br>07/2007-06/2008 |

## Appendix D Additional Required Information

### Key Leadership

| Position                          | Name            |
|-----------------------------------|-----------------|
| Board of Trustees Chairperson     | David Whitemyer |
| Charter School Leader             | Alicia Savage   |
| Special Education Director        | Matthew Tondorf |
| MCAS Test Coordinator             | Angie Pepin     |
| SIMS Coordinator                  | Pam Algera      |
| English Language Learner Director | Matthew Tondorf |

### Facilities

The South Shore Charter Public School has not relocated or acquired a new facility within the charter school's current municipality.

### Enrollment

| Action                       | Date(s)           |
|------------------------------|-------------------|
| Student Application Deadline | February 11, 2015 |
| Lottery                      | February 14, 2015 |