



South Shore Charter Public School

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2014-2015 Annual Report

July 31, 2015

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Introduction to the school

Name of School: South Shore Charter Public School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Norwell, MA
Regional or Non-Regional	Regional	Districts in Region (if applicable)	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
Year Opened	1995	Year(s) Renewed (if applicable)	2000, 2005, 2010, 2015
Maximum Enrollment	610	Current Enrollment	585
Chartered Grade Span	K-12	Current Grade Span	K-12
# of Instructional Days during the 2013-2014 school year	180	Students on Waitlist	780
School Hours	8:15am-3:00pm	Age of School	20 years
Mission Statement Inspiring every student to excel in academics, service, and life			

Letter from the Chairman of the Board of Trustees

July 2015

To the Reader:

Founded in 1995, we are extremely proud to be among the oldest charter schools in Massachusetts, and we are so happy to have just celebrated our 20th year – a major milestone! On behalf of the Board of Trustees, I am pleased to present the 20th Annual Report of South Shore Charter Public School. The 2014-2015 Annual Report shows that SSCPS is continuing to fulfill its core educational mission.

Through the dedication of SSCPS's administration and staff, all of the objectives in the school's plan for Organizational Viability and Faithfulness to the Charter were met during the 2014-2015 school year. Other significant endeavors and accomplishments include:

- SSCPS was awarded renewal, without conditions, and has now been granted its fifth charter.
- SSCPS completed its second year as a PARCC (Partnership for Assessment of Readiness for College and Careers) field test site.
- The school launched another year of successful, full-inclusion education with Keynote Speaker, Bill Henderson. Author of *The Blind Advantage*, Henderson spoke to our faculty on the first day of school about equal opportunity education for all learners.

The real measure of SSCPS's continued success is in the students' academic achievement. Through their hard work and the faculty's devotion and guidance, our students have much to be proud of, including:

- 36 percent of our 2015 graduating seniors were eligible to receive the John and Abigail Adams Scholarship.
- Two of our seniors were recognized by the National Merit Scholarship program for their outstanding performance on the PSAT.
- As with recent years, the percentage of our students enrolling in Advanced Placement (AP) courses has increased, and more students have been eligible for rigorous study.

Throughout the school year, the Executive Director and the Board of Trustees met regularly to ensure that both students and faculty were provided with a facility that is safe and has an excellent learning atmosphere, and with the tools necessary to enhance teaching. The Board looks to, and has unanimous confidence in, the Executive Director's leadership and passionate focus towards the continued care of the school's faculty and curriculum. In May of this past year, at our Annual Meeting, two new Trustees were voted in, providing the Board with expertise in higher education development and in early childhood programming.

As noted in this report's FY15 Capital Plan, exciting discussions are underway regarding the possibility and planning of an expansion to the SSCPS program, with the goal of increasing the number of students we educate. These discussions, along with our commitment to the sustained success of SSCPS as a K-12 charter public school, will remain the emphasis of the work performed by the Board of Trustees and the Executive Director during the 2015-2016 school year.

Respectfully submitted,

David Whitemyer
Chair
Board of Trustees

School Performance and Program Implementation

Faithfulness to the Charter

Accountability Plan Objectives and Measures

	2014 - 2015 Performance (Met/Not Met)	Evidence
Objective: The school is faithful to the mission, vision, and educational philosophy defined in its charter application and any subsequent approved amendment(s).		
Measure: 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.	MET	585 of 585 students, 100%, successfully completed Project and Workshop requirements to earn a passing grade. 131 of 134, 97.8%, met Portfolio requirements. 575 of 585 students, 98.2%, completed Exhibitions of Mastery done twice per year.
Measure: 100% of our students will be accepted to attend two or four year post-secondary institutions.	NOT MET¹	98% of our graduating students were accepted to attend two or four year post-secondary 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 an integral component of the school's programs. 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." All 585 students successfully completed their work in Projects and Workshops this school year with 100% of the students earning a passing grade in Project or Workshop.

Portfolios are an important component of the Exit Standards, which are central to SSCPS's mission. The 2014-2015 school year was the third year of a new portfolio process at SSCPS. Students in grades 4, 6, and 8 were required to meet the new portfolio requirements as part of their transition to the next Level. This group included 134 students. The faculty at South Shore Charter Public School is in the process of extending portfolio requirements to grades 2 and 12.

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 2015 was a successful year for Exhibitions of Mastery at SSCPS with a 98.2% 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 forty-three graduates of SSCPS this past June and all but one were accepted into two or four year colleges. One student in our graduating class did not apply to college, as she is planning to attend an Emergency Medical Technician certificate program.

¹ Student Exemption

Charter School Performance Criteria Relating to Faithfulness to Charter

Mission, Vision, and Educational Philosophy:

The mission and educational philosophy of SSCPS support students to excel academically, while serving their communities and preparing for college and career. Fundamental to the mission is an innovative educational structure that 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 interests, 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. Through goal setting meetings, college counseling sessions, and parent workshops, teachers work to keep parents involved and informed. Parents regularly come in and share their expertise by teaching Focused Instructional Time classes. 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 2014-2015 school year in that section.

This school year SSCPS was selected to participate in the Model Demonstration School Project run by the Massachusetts Charter School Association. The purpose of this project was to share best practices with other charter schools as to how to provide service and design programming for low incidence students with disabilities. Four members of the SSCPS faculty attended monthly sessions at the charter school office and members from the project spent two days observing at SSCPS. This project will continue for the 2015-2016 school year.

The Director of Learning Service attended a year-long Special Education Leadership Academy sponsored by WestEd and The Massachusetts Department of Elementary and Secondary Education. This academy was designed for Special Education Directors with more than ten years of experience to share best practices, receive professional development, and discuss key topics and legislature currently facing Special Education.

Members of the Learning Services Team attend monthly meetings to discuss key topics and share best practices with other members in their fields. The Director of Learning Services is a member of the South Shore Special Education Administrative Counsel; the School Psychologist is a member of the South Shore School Psychologists Group, and the Occupational Therapist attends the South Shore School Occupational Therapists Special Interest Group.

The executive director was selected to represent charter schools and MCPSA as a member of the PARCC Advisory Committee. The purpose of the committee is to assist the Massachusetts Department of Education with the preliminary administration of the PARCC. The PARCC Advisory Committee will continue until September when the Board will make a decision regarding high stakes assessments.

Success of the Academic Program

Accountability Plan Objectives and Measures

	2014 - 2015 Performance (Met/Not Met)	Evidence
Objective: MCAS Performance 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.		
Measure: The school shows an annual increase in the CPI in ELA and mathematics in the aggregate and for all statistically significant subgroups.	NOT MET	The CPI in ELA decreased 1.2 from 94.0 to 92.8. Mathematics decreased 1.7 percent from 88.4 to 86.7. Third grade students took the PARCC field test for mathematics in FY14. Link to South Shore Charter Public School 2014 Report Card and DESE supporting details. http://profiles.doe.mass.edu/accountability/report/school.aspx?orgcode=04880550&fycode=2014&report_mode=DETAIL
Measure: 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%.	NOT MET	There was an increase in the failure rate for the aggregate and many of the statistically significant sub-groups in ELA and mathematics. See link above
Objective: MCAS Growth 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.		
Measure: 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.	PARTIALLY MET	Met for the aggregate but not for all statistically significant sub-groups See link above
Measure: Each year the school's cumulative PPI will be above 75 and the school will maintain Level 1 status.	NOT MET	SSCPS is a Level 2 school. See link above
Objective: External assessments of student achievement If externally developed assessments other than the MCAS are administered, student performance is strong and demonstrates improvement over time on those assessments.		
Measure: 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.	PARCC FIELD TEST	SSCPS adopted the PARCC in FY15. All students in grades 3-9, and 11 participated in the PARCC field test. This included both the Performance Based assessment and the End of Year assessment. This replaced the GRADE and the GMADE for FY15.
Objective: Internal assessments of student achievement Student performance is strong and demonstrates improvement on internally developed assessments of academic achievement.		
Measure: A minimum of 95% of SSCPS students will successfully complete and pass all courses.	MET	96.2% or 563 of its 585 students successfully completed all courses
Measure: At least 80% of SSCPS students will achieve a final grade of 80% or more in English and math courses.	NOT MET	77.9% of students achieved a final grade of 80% or more in both their 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 60th percentile with improved annual performance for each cohort.

SSCPS adopted PARCC testing and there was an End of Year Test included in the PARCC testing regime. Because of the increase in the number of testing days in the administration of PARCC, SSCPS discontinued administration of the GMADE and GRADE.

Objective 4, Measure 1: Met

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

SSCPS met this measure as 96.2% or 563 of its 585 students successfully completed all courses. Of the 22 students who did not pass all of their courses 14 did not successfully complete one class. These students will be attending summer school, completing summer assignments, or taking a college course to remediate coursework.

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 2014-2015 school year 456 of 585 students, or 77.9% of students, achieved a final grade of 80% or more in both 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 2014-2015 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. Significant work was done on the 7-12 Spanish curriculum with vertical alignment down to grades K-6 scheduled for next year. The history department began to rewrite curriculum maps to prepare students for a capstone Advanced Placement course scheduled to be added to the curriculum.

During the 2014-2015 school year SSCPS had a total of 34 Advanced Placement course enrollments. Course offerings in the building included AP Calculus AB, AP Statistics, AP English Language and Composition, AP English Literature and Composition, and AP Physics. In addition through the Virtual High School Collaborative, students completed courses in AP Chemistry, AP Environmental Science, and AP Human Geography. The faculty at the high school level continued work analyzing PSAT data to make adjustments to the curriculum across subject areas.

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 (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. SSCPS continues to strive to be a fully inclusive program. This past year SSCPS continued to see an increase in its low incidence special needs population. We have supported the needs of these students through

strategic grouping within the classrooms utilizing our various service providers in a push in model. Additionally, we have added the services of a part time physical therapist and behavior specialist. 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 2015, approximately 16% of the 585 students required Special Education Services, 91 students in all. An additional 51 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 continued to see a large increase in identified ELL students this school year. Currently, we have 67 students identified as English Language Learners and receive support services from the ELL teachers. This is an increase of 56% 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

	2014 - 2015 Performance (Met/Not Met)	Evidence
Objective: Solvency and stability 1. The school develops an annual budget that can be sustained by enrollment and is supportive of student academic achievement. 2. The school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget. 3. The school's annual independent audit is free of material or repeated findings.		
Measure: The school's annual budget is sustained by its enrollment.	MET	The school developed the FY15 Operating Budget based on projected tuition revenues and prior year's tuition trend analysis budgeting enrollment of 584 students at an average of \$12,303 per pupil. At the end of the academic year the school's enrollment was 585.8 and the per pupil tuition revenue was \$12,575 per pupil.
Measure: Each year the school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.	MET	The school received more tuition revenues than anticipated due to some of our sending districts spending more per pupil than projected. 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.
Measure: There is an absence of material or repeated audit findings in annual audits by qualified independent auditor.	MET	The FY14 independent financial audit was free of material or repeated audit findings.
Objective: Enrollment 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.		
Measure: 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.	MET	As of June 2015, the total school enrollment was 585 and SSCPS maintained a wait list of 784. The waitlist is 134% of the total school enrollment.
Objective: Family Engagement The school involves parents/guardians as partners in the education of their children. Families and students are satisfied with the school's program.		
Measure: The Annual Parent Survey will have a 25% parent response rate. The satisfaction rate on all surveyed categories will be 85% or higher.	MET	This year one hundred and twenty-six families completed the survey, out of three hundred and forty-eight families, making the number of completed surveys thirty-six percent. Of those that responded the satisfaction rate on 35 out of 36 measures was higher than

		85%.
Measure: 60% or more of the families will volunteer for a minimum of 5 hours a year. Volunteer hours will be logged and measured.	MET	According to parent logs, 195 family members donated over 4,000 hours of volunteer time. This is in addition to family participation and hours that were not recorded.
Objective: Dissemination The school has collaborated with its sending district(s) on the sharing of innovative practices and has provided models for replication and best practices.		
Measure: 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.	MET	The School sent five faculty members to the <i>National Conference of Teachers of Mathematics</i> . Teachers were able to use information gleaned to develop curriculum maps and vertical alignment.
Measure: At least four staff members per year will disseminate SSCPS's model by presenting best practices at educational consortiums and conferences.	MET	This school year SSCPS was selected to participate in the Model Demonstration School Project run by the Massachusetts Charter School Association. The purpose of this project was to share best practices with other charter schools as to how to provide service and design programming for low incidence students with disabilities. Four members of the SSCPS faculty attended monthly sessions at the charter school office and members from the project spent two days observing at SSCPS. This project will continue for the 2015-2016 school year.

Objective 1, Measure 1: Met

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

The school designed the FY 15 Operating Budget based on projected tuition revenues from 584 students as well as prior year's tuition trend analysis. At the end of the academic year the school's enrollment was 585.8 FTE.

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 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 FY15, the school utilized cash reserves to fund capital investments in technology, a new truck, equipment purchases, and began planning for exterior site improvements.

Objective 1, Measure 3: Met

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

The FY 14 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 14, 2015, South Shore Charter Public School held its annual enrollment lottery. All policies and procedures as determined by the Commonwealth of Massachusetts were strictly followed; 876 applications were received for 66 openings. Forty-five openings were in kindergarten, two openings were in grade five, two openings in grade six, fourteen openings were in grade nine, and three openings in grade eleven. Ads for the Open Houses and Enrollment Lottery were placed in The Patriot Ledger, The Mariners of Hanover, Norwell, Marshfield, The Enterprise of Brockton, The Randolph Herald, and The Hull Times in November and January. Enrollment for the next school year begins November 1st at which time SSCPS will post the new application package on the website. In November 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 re-apply or attend one of the Open House dates. SSCPS had very successful turnouts at this year's Open Houses. In November 2014 SSCPS had 383 visitors representing 140 families and in January 2015 SSCPS had 271 visitors representing 113 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 FY15 parents, members of the Board, faculty, and students were constantly encouraged to provide feedback. Questions based on SSCPS being faithful to its mission, meeting the needs of all students, and offering a challenging academic program were asked via surveys and discussions. The reviews from formal and informal meetings were instructive and fueled discussions at Board, All 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 May, the Executive Director met with parents for an informational coffee regarding mandated state assessments. These opportunities for input and reflection were invaluable.

The school posted its Annual Satisfaction Survey for families in February 2015. The survey was initially posted in the Weekly Update, and was also sent directly to families via email. One hundred and forty families started the survey; one hundred and twenty-six families completed the 2015 survey. In the 2015 Survey, 99% of participating families agreed or strongly agreed with the statement *SSCPS provides a good balance of academic instruction and project/workshop participation*; 90% of the families agreed or strongly agreed with the statement *Technology is used effectively to improve instruction and help students learn*; 94% of the families agreed or strongly agreed with the statement *The faculty's ability to differentiate instruction helps student to engage in their studies*; 96% of the families agreed or strongly agreed with the statement *SSCPS strives to nurture a respectful culture*; 93% of the families agreed or strongly agreed with the statement *SSCPS initiatives on diversity help to make the school a stronger community*; 96% of families agreed or strongly agreed with the statement *The student/staff ratio helps students to master academic skills*; 90% percent of respondents agreed or strongly agreed with the statement *SSCPS' Code of Conduct is enforced in a fair manner*; 98% agreed or strongly agreed with the statement *SSCPS provides a safe environment in which students can learn*; and 94% 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 2014-2015 school year parents volunteered over four thousand hours of their time. The hours of 195 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 five faculty members attended the National Conference of Teachers of Mathematics.

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.

This school year SSCPS was selected to participate in the Model Demonstration School Project run by the Massachusetts Charter School Association. The purpose of this project was to share best practices with other charter schools as to how to provide service and design programming for low incidence students with disabilities. Four members of the SSCPS faculty attended monthly sessions at the charter school office and members from the project spent two days observing at SSCPS. This project will continue for the 2015-2016 school year.

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

There were no amendments to the charter during the 2014-2015 school year.

Complaints

There was one official complaint to the Board of Trustees during the 2014-15 school year. A parent filed the complaint based upon her concerns that actions taken by school personnel were in direct violation of her children's civil rights. Within the complaint the parent contends, "The instruction to students was a form of harassment, intimidation, and coercion, and was threatening to students and their families with Christian beliefs."

The incident cited within the complaint, and alleged incidents leading up to the complaint, were fully investigated with a finding of no civil rights violations. Upon receiving the response, no further actions were taken by the complainant.

Teacher Evaluation

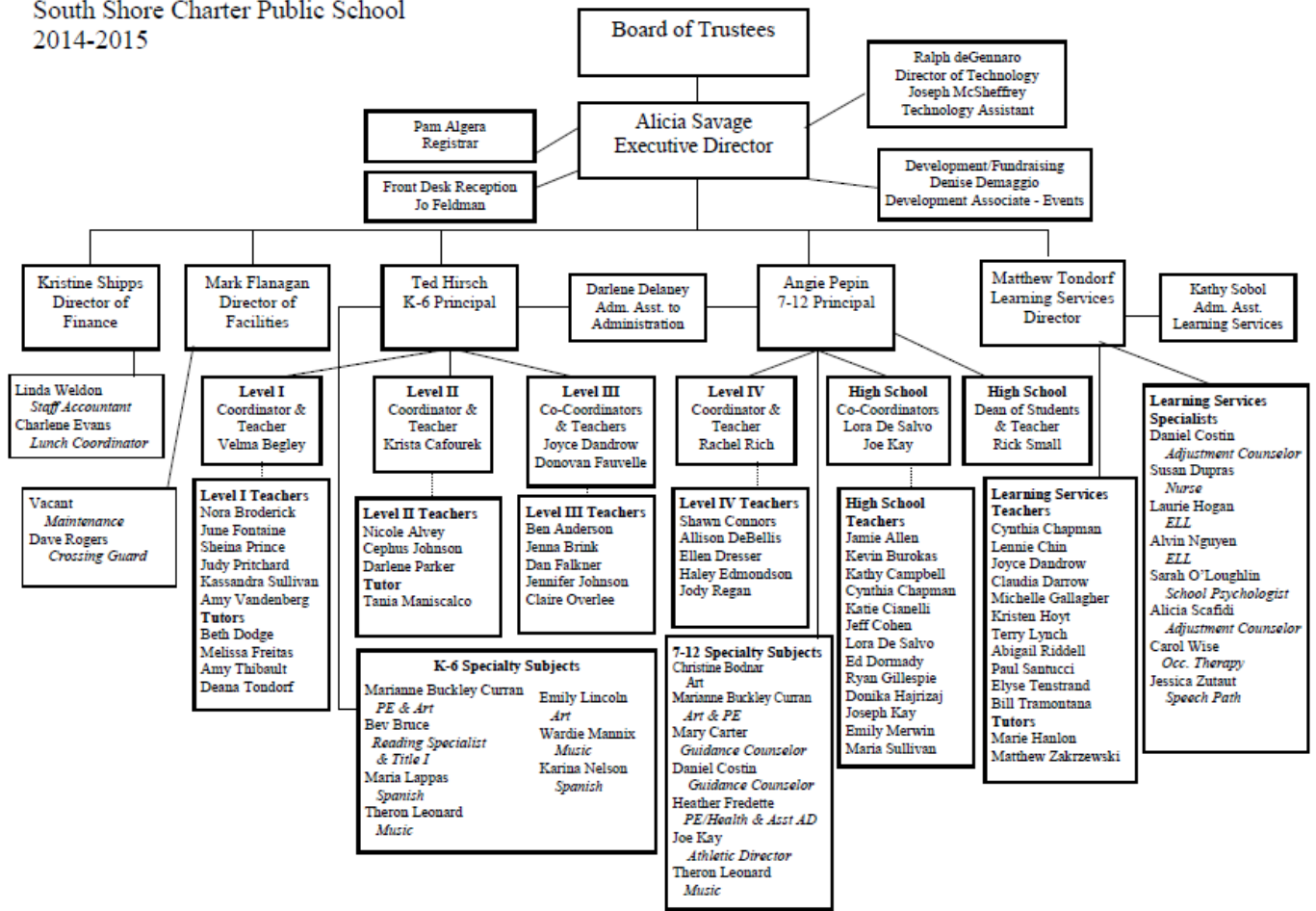
The South Shore Charter Public School remains compliant with all regulations as outlined within 603.CMR 35.00. As a *Race to the Top* school and district, the South Shore Charter Public School was an early adopter of the Educator Evaluation regulations and full implementation of the evaluation cycle and tool began in August 2012.

Each year prior to the School's opening in August, the School hosts two days of intensive professional development. At the beginning of each school year the administrative team meets with faculty members and assists in outlining the major goals of teaching and learning for the upcoming school year. Individual teachers as well as faculty teams measure all goal setting during this time. Inherent to the goal setting process is the identification of areas of gains and improvement as well as areas in need of support and development.

Although the Massachusetts Department of Elementary and Secondary Education deemed participation in the Educator Evaluation system voluntary in FY2014, the faculty and administration opted to use this tool to inform teaching and learning, as well as provide a map for designing and implementing professional development. One modification was made to the DESE plan; the administration and faculty opted to not adopt the District Determined Measures (DDM) recommendation scheduled for implementation that year. The South Shore Charter Public School will continue to employ the Educator Evaluation System for future academic years.

Organization Chart

South Shore Charter Public School
2014-2015



Budget and Financial Reports

Financial Profile

The following five pages show the unaudited draft financial statements for the fiscal year ending June 30, 2015 including depreciation expenses. These include the FY 15 Statement of Financial Position, FY 15 Statement of Activities and Changes in Net Assets, and the FY15 Approved Operating Budget. The school's independent audit will be completed by October 31, 2015. 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.

<i>UNAUDITED</i>	<i>Statement of Financial Position For the period ending June 30, 2015</i>	<i>DRAFT</i>
CURRENT ASSETS		
	Cash	\$3,634,203
	Restricted Cash	0
	Deposits & Prepaid Expenses	35,196
	Accounts Receivable	37,943
	Grants/Tuition Receivable	0
	Pledge Receivable	0
	Due From SSCEF, Inc.	314
	<i>Total Current Assets</i>	<i>\$3,707,656</i>
Property & Equipment		
	Furniture & Equipment	\$174,141
	Technology	548,115
	Vehicles	278,822
	Building & Improvements	3,801,772
	Loan Fees-Old	17,100
	Accumulated Depreciation	(1,696,196)
Net Property & Equipment		\$3,123,754
Other Assets	Allowance for Doubtful Accts	0
	<i>TOTAL ASSETS</i>	<i><u>\$6,831,410</u></i>
CURRENT LIABILITIES		
	Accounts Payable & Accrued Expenses	\$550,280
	Due to Others	52,618
	Operating Leases	0
	Auto Loan	28,177
	<i>Total Current Liabilities</i>	<i>\$631,075</i>
Net Assets		
	Retained Earnings	\$5,749,017
	Opening Balance Equity	143,062
	Temporarily Designated	14,416
Net Income		<u>293,840</u>
	<i>Total Equity</i>	<i><u>\$6,200,335</u></i>
	<i>TOTAL LIABILITIES & EQUITY</i>	<i><u>\$6,831,410</u></i>

UNAUDITED Statement of FY 15 Activities and Changes in Net Assets DRAFT

For the period ending June 30, 2015

	<i>FY15 APPROVED BUDGET</i>	<i>FY15 ACTUAL EXPENDITURES</i>
OPERATING REVENUES:		
Tuition	\$7,185,203	\$7,366,930
Grants-State	24,775	19,164
Grants-Federal	170,300	186,192
Grants-Private	75,250	83,405
Nutrition Funding-State & Federal	57,200	62,220
Program Fees	108,700	106,476
Investment Income	4,000	6,273
Other-Medicaid Reimbursement	<u>15,000</u>	<u>16,813</u>
TOTAL OPERATING REVENUES	\$7,640,428	\$7,847,473
OPERATING EXPENDITURES:		
<i>Administration</i>		
Salaries-Administrative Professional	\$170,741	\$127,746
Salaries-Administrative Support/Clerical	116,121	101,122
Salaries-Business Office	129,382	125,418
Salaries-Technology	105,873	105,873
Salaries-Development	86,013	22,937
Accounting-Audit	25,000	13,102
Legal	6,000	3,244
HR/Payroll	14,000	24,512
Other Professional Consulting Services	5,000	4,374
Information Mgmt & Technology	25,917	34,503
Office Supplies & Materials	50,000	54,876
Professional Development (Admin & Board)	8,000	12,710
Dues, Licenses, & Subscriptions	15,500	19,488
Recruitment & Advertising	8,500	7,733
Travel Expenses (Staff & Board)	7,000	4,398
Bank Charges-Current (Short Term)	2,000	1,871
Other: School Wide Events	<u>18,000</u>	<u>21,213</u>
Total Administrative Expenses	\$792,350	\$685,120
<i>Instructional Services</i>		
Salaries-Teachers	\$3,183,281	\$3,245,201
Salaries-Other (Professional)	746,422	796,511
Salaries-Paraprofessionals	270,608	205,936
Salaries-Support/Clerical	92,155	93,615
Contracted Services-Instructional	75,420	59,295
Instructional Tech in Classroom	20,983	25,643
Instructional Supplies & Materials	106,720	105,077
Testing & Assessment	8,400	5,223
Professional Development	61,900	51,022
Dues, Licenses & Subscriptions	5,950	3,890
Staff Stipends in addition to Base Salary	24,550	40,588
Other- Furniture	6,300	7,345
Other-Athletic Equipment	<u>7,000</u>	<u>9,640</u>
Total Instructional Services	\$4,609,689	\$4,648,986
<i>Other Student Services</i>		
Salaries-Other Student Services	\$39,106	\$40,760
Salaries-Health Services	55,968	56,279
Food Services	80,000	84,516
Athletic Services	32,750	38,052
Other-Student Award	2,500	2,250
Other-Field Trips	36,000	54,542
Other-Student Transportation	0	6,146

Other-Tutoring	20,500	20,965
Other-Substitutes	<u>12,000</u>	<u>17,381</u>
Total Other Student Services	\$278,821	\$320,891
Operation & Maintenance of Plant		
Salaries-Operation & Maint of Plant	\$113,351	120,048
Utilities	135,140	123,299
Maintenance of Building & Grounds	193,000	201,086
Maintenance of Equipment	30,000	33,481
Rent/Lease of Buildings & Grounds	543,000	539,212
Rent/Lease of Equipment	<u>22,000</u>	<u>20,723</u>
Total Operation & Maintenance of Plant	\$1,036,491	\$1,037,849
Fixed Charges		
Payroll Taxes	\$130,000	107,993
Fringe Benefits	375,000	401,765
Salary Gross Up	0	8,775
Insurance (Non-Employee)	44,000	41,933
Other: Depreciation Expenses	255,000	270,676
Other: Contingency	100,000	0
Other: Longevity	17,000	20,000
Other: Bad Debt Expense	<u>0</u>	<u>9,639</u>
Total Fixed Charges	\$921,000	\$860,781
Total Operating Expense	\$7,638,351	\$7,553,627
Net Operating Net Income	<u>\$2,077</u>	<u>\$293,840</u>
QUASI CASH PROFIT/LOSS		
CALCULATION:		
Add back Depreciation	\$255,000	\$270,676
Less: Capital Technology Additions	(59,150)	(82,370)
Less: Capital New Communication Sys	(79,250)	(54,756)
Less: Capital Equipment & Veh	(15,000)	(15,244)
Less: Capital Site Work	(164,500)	(12,712)
TOTAL QUASI CASH PROFIT/ LOSS	<u>(\$60,823)</u>	<u>\$399,434</u>

FY16 Approved Operating Budget
For the period ending June 30, 2016

OPERATING REVENUES:

Tuition	\$7,715,220
Grants - State	1,500
Grants - Federal	189,500
Grants - Private	74,750
Nutrition Funding - State & Federal	57,500
Program Fees	126,100
Investment Income	4,000
Other: Medicaid Reimbursement	<u>15,000</u>
TOTAL OPERATING REVENUES	<u>\$8,183,570</u>

OPERATING EXPENDITURES:

Administration

Salaries - Administrative Professional	\$131,577
Salaries - Administrative Support/Clerical	117,184
Salaries-Business Office	130,869
Salaries-Technology	110,031
Salaries-Development	39,780
Accounting-Audit	25,000
Legal	6,000
HR/Payroll	14,000
Other Professional Consulting Services	5,000
Information Management and Technology	30,468
Office Supplies and Materials	65,000
Professional Development (Admin & Board)	8,000
Dues, Licenses, and Subscriptions	20,000
Recruitment & Advertising	8,500
Travel expenses for staff/Board	5,000
Bank Charges - Current (Short Term)	2,000
Other: School Wide Events	<u>20,000</u>
Total Administrative Expenses	<u>\$738,409</u>

Instructional Services

Salaries - Teachers	\$3,434,783
Salaries - Other (Professional)	861,107
Salaries - Paraprofessionals	272,952
Salaries - Support/Clerical	101,139
Contracted Services- Instructional	91,405
Instructional Technology in Classrooms	34,170
Instructional Supplies & Materials	92,745
Testing & Assessment	9,400
Professional Development	56,000
Dues, Licenses, and Subscriptions	6,655
Staff Stipends in addition to base salary	21,608
Other: Classroom Furniture	11,500
Other: Athletic Equipment	<u>3,500</u>
Total Instructional Services	<u>\$4,996,964</u>

Other Student Services

Salaries - Other Student Services	\$45,977
Salaries-Health Services	57,087
Food Services	85,000
Athletic Services	36,940
Other: Student Award	2,500
Other: Transportation (Athletics/Events)	21,800
Other: Field Trips	40,000

Other: Tutoring	13,000
Other: Substitutes (not on payroll)	<u>18,000</u>
<i>Total Other Student Services</i>	\$320,304
<i>Operation and Maintenance of Plant</i>	
Salaries - Operation and Maintenance of Plant	\$128,478
Utilities	153,712
Maintenance of Buildings & Grounds	199,400
Maintenance of Equipment	8,000
Rental/Lease of Buildings & Grounds	543,000
Rental/Lease of Equipment	22,000
Capital Debt Service-Vehicles	<u>21,000</u>
<i>Total Operation & Maintenance of Plant</i>	\$1,075,590
<i>Fixed Charges</i>	
Payroll taxes	130,000
Fringe Benefits	450,000
Insurance (non-employee)	45,000
Other: Depreciation	275,000
Other: Contingency	100,000
Other: Longevity	<u>19,000</u>
<i>Total Fixed Charges</i>	\$1,019,000
<i>TOTAL OPERATING EXPENSES</i>	\$8,150,267
<i>TOTAL NET INCOME</i>	<u>\$33,303</u>
<i>QUASI CASH PROFIT/LOSS CALCULATION:</i>	
Add back Depreciation	\$275,000
Less: Capital Technology Additions	(85,740)
Less: Capital Building Improvements	(17,500)
Less: Capital Equipment	(22,500)
Less: Capital Exterior Site Work	<u>(150,000)</u>
<i>TOTAL QUASI CASH LOSS</i>	<u>\$32,563</u>

Capital Plan for FY16

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. In FY15, the school replaced the aging telephone and public announcement systems. The following is a list of major renovations or replacements that will need to be addressed and planned for starting in 2016:

- A generator upgrade is needed to improve energy efficiency. The cost estimate is \$90,000 and the research phase and action plan continues
- Exterior Site renovation is needed to install a new handicapped walkway between the main campus and the physical education space and to repair drainage issues in the back of the building. This will be completed in FY16
- Exterior site work is needed to improve the play areas, replace the play structures, repave the parking lots, repair curbing, traffic flow patterns, driveway repaving, and install a wall surrounding the play hill, and landscaping to improve the play surface of the hill. SSCPS began the research phase in FY15 and the cost to improve the exterior areas of the building is estimated to cost between \$100,000-\$800,000. Renovation is scheduled to happen in phases as funding is available and will begin in FY16
- 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 work will be completed in FY16
- 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
- Purchase new facility to expand the SSCPS program. The Exploration and Expansion Committee was formed to research new sites for SSCPS. The purchase of a new facility with fields will allow SSCPS to expand our existing programs as well as increase the number of students we educate. This is an ongoing study. The estimate to purchase a facility that meets the needs of SSCPS is \$5,000,000-\$20,000,000
- 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, 2015, the school spent approximately \$1,008,274. The balance in the capital building reserve account as of June 30, 2015 is \$491,726.

Appendix B Recruitment Plan 2015 – 2016

School Name: South Shore Charter Public School

Date: July 31, 2015

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 overwhelmingly successful during the FY15 school year. From August to February the School actively solicited prospective students from twenty-six sending districts, bringing our current wait list number to 780 despite unprecedented challenging weather conditions. 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 continue to show 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 ESE data indicates, the *English Language Learner* population has increased from 0.0 in FY10 to 8.5 in FY15. Students categorized as *First Language Not English* has increased from 0.0 in FY10 to 21.0 in FY2015. The *Low Income* student population has increased from 14.9 in FY10 to 28.9 in FY14. In FY15, the data point was reconfigured by ESE; from *Low Income* to *Economically Disadvantaged*. The School's percentage rate is now 9.1%. The *High Needs* student category has maintained from 39.4 in FY13, to 44.0 in FY14, to 31.9 in FY15. By analyzing this data, the School has been able to determine which recruitment strategies have proven successful, and which strategies have not. The School has increased the use of social media and online strategies to reach out to communities and all learners. The School has increased enrollment season by three weeks, applications will be due at the end of February, and the enrollment lottery will be in March.

The South Shore Charter Public School did continue and enhance recruitment strategies that have been working to attract a diverse student population. During the 2014-2015 academic year the School held two open houses, increased advertising in the local media, began a social media enrollment campaign, posted informational films from the School, and expanded community outreach. Both Open Houses were well attended. The first, on a Saturday afternoon in November, the School received 383 visitors representing 140 families. At the second Open House, the School welcomed 271 visitors representing 113 families.

Following this series of intensive recruitment efforts, the total number of applications received was 877. This year's applicant pool has continued to grow in diversity and the School looks forward to welcoming an increased number of special education students in all 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 to every student. The educational program continues to attract students from all districts, of all educational special needs, with great socio-economic, and linguistic variety. This approach continues to attract a significant number of families from districts where specific subgroups do not meet target toward narrowing proficiency gaps. General recruitment activities for the 2015-2016 academic school year include:

1. Two Enrollment Open Houses (January and November)
2. Media advertisements providing information about the School, educational programming, and Open Houses
3. Promotions on social media and school website
4. Twentieth anniversary events including community service, the road race, and celebrations

Recruitment Plan –Strategies	
List strategies for recruitment activities for each demographic group.	
Demographic Group	Strategies
Special education students	<ul style="list-style-type: none"> • 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 • Meetings of SPED PAC where outreach and recruitment is on the agenda • 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 • Learning Services Director and Special Education staff will provide three trainings to the SPED PAC and Parent Association
Limited English-proficient students	<ul style="list-style-type: none"> • Title I outreach occurs on numerous venues, both formal and informal • Public Service announcements of Open Houses on the internet targeted to districts and zones with significant ELL populations • Continue to host an International Food Night • Increase application outreach by supplying enrollment brochures to organizations within ELL communities
Students eligible for free or reduced lunch	<ul style="list-style-type: none"> • Promotional materials and Open House announcements made at regional Head Start and Bright Horizons sites • Promotional materials and Open House announcements made at regional homeless shelters • Establish partnership with local non-profit organizations servicing the needs of the homeless and low income
Students who are sub-proficient	<ul style="list-style-type: none"> • 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 • Meetings with families of prospective students to provide information on the School, its programming and academics, and admissions processes
Students at risk of dropping out of school	<ul style="list-style-type: none"> • Continual communication with local school districts • Notification and consultation with Wellspring in Hull to encourage applicants • Continue to accept students from grades 10, 11, and 12
Students who have dropped out of school	<ul style="list-style-type: none"> • Consultation with Wellspring in Hull to solicit applicants when a seat becomes available • Continue to accept student from grades 10, 11, and 12 and establish a track to graduation
Other subgroups of students who should be targeted to eliminate the achievement gap	<ul style="list-style-type: none"> • SSCPS commendation for “narrowing proficiency gaps” used in school promotional materials and distributed to area YMCA’s, area libraries and community events • Continue efforts to recruit a diverse faculty representing all student populations

Retention Plan

2015-2016

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 high, the School's calendar is comprehensive, and parents continue to be recognized 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 will focus on targeted instruction, writing across the curriculum, course development for Projects and Workshops, data analysis, and individual, as well as group student goal setting. The Learning Services team will expand and share effective methods both through the Model School initiative, as well as with mainstream faculty. The student to teacher ratio and class size remain small; and class sizes of six to nine students for at-risk populations. Our unique model of experiential education, Projects and Workshops, being inquiry-based and student driven, 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%
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Retention Plan Goals and Strategies -- List goals and strategies for retention activities

Strong family and school communication	<ul style="list-style-type: none"> • Weekly Update • All Call telephone messages • Parents Association • Welcoming Picnic • Welcoming Information Meetings • Kindergarten Playground Group • Annual Goal Setting Meetings with Parents • Outreach Events: International Food Night, Literacy Night, and Harvest Run Road Race • Parent volunteer opportunities • Open visitation policy • After school programs targeted to student achievement Monday - Thursday
Supplemental Education	<ul style="list-style-type: none"> • Title I instruction • Title I sponsored academic family outreach, Literacy, Math nights • Free afterschool tutoring for all academically at-risk students 3rd - 10th • Free afterschool homework help for income eligible students • Saturday School for middle and high school students with missing assignments • Extended day available for students in grades K - 6
Targeted Instruction	<ul style="list-style-type: none"> • Professional development targeted toward increased differentiation within classroom • Increased use of assistive technology within the classrooms to improve student performance • Increased implementation of RTI at all levels • Small class size (6 – 9) for academically at risk students • Advisory program • Two Student Support Teams that identify and support at-risk students • Data teams and support meetings that identify at risk students and devise interventions • Summer support services available for students
Project and Workshop	<ul style="list-style-type: none"> • The School uses a complimentary inquiry-based learning structure where students work in teams to plan and develop initiatives with significant community impact. Students have cited this type of academic and active learning as a reason for remaining in school. The SSCPS mission, <i>Inspiring every student to excel in academics, service, and life</i> places an emphasis on the student purpose. This focus on student purpose adds value to teaching and learning and increases academic achievement. • Field or community based education, field trips, educational partners, and service learning

Retention Plan – Goals and Strategies

List goals and strategies for retention activities for each demographic group.

Demographic Group	Goals and Strategies
Special education students	<ul style="list-style-type: none"> • Participation in the Model School initiative • Professional development targeted toward increased differentiation within classroom • Professional development focus on the inclusive classroom and individual student needs • Increased use of assistive technology within the classrooms to improve student performance • Increased implementation of RTI at all levels • Small class size (6 – 9) for academically at risk students • Advisory program • Two Student Support Teams that identify and support at-risk students • Data teams and a system of data meetings that identify at risk students and devise interventions • Summer support services available for students • Student to student mentoring program across grade levels • Increase in Learning Services faculty, including faculty ABA certified
Limited English-proficient students	<ul style="list-style-type: none"> • Support professional development for all faculty members who have completed the DESE Massachusetts Sheltered English Instruction Teacher Endorsement Course since FY14 • Continue increase use of Language Objectives in classrooms throughout the School • Direct implementation of SEI strategies introduced in SEI Endorsement course: <ul style="list-style-type: none"> • Three tiered vocabulary • Sentence frames • Identifying and analyzing text features • Think aloud strategies • Reciprocal teaching • Partner reading • Modeling text analysis • Text structure • Double journal entries • Cornell Notes • Support both full time ESL teachers to support the growing ELL population
Students eligible for free or reduced lunch	<ul style="list-style-type: none"> • Increase opportunities for Title I instruction • Enhanced sponsorship of academic family outreach, including Literacy and Singapore math nights • Free afterschool tutoring for all academically at-risk students in grades three through ten • Free afterschool homework help for income eligible students • Saturday School for middle and high school students with missing assignments • Extended day available for students grades K – 6 • Computer lab and extra help for all high school students through five o'clock • Request calculation formula from ESE regarding new Title I eligibility
Students who are sub-proficient	<ul style="list-style-type: none"> • Professional development targeted toward increased differentiation within classroom • Continued use of additive technology within the classroom and after school to improve academic achievement

	<ul style="list-style-type: none"> • Continued use of data to establish and analyze student performance in Focused Instructional Time for Response to Intervention all school program • Small class size of 6 – 9 students for academically at risk students • Teacher mentors through a school wide advisory program • Two Student Support Teams that identify and support at-risk students • Data teams and a system of data meetings that identify at risk students and devise interventions • Student support programs offered during the summer to prevent drop
Students at risk of dropping out of school	<ul style="list-style-type: none"> • Outreach to families through home visits and extra-curricular activities • Two Student Support Teams that identify and support at-risk students • Increase in guidance positions to broaden the scope of student support • Professional development targeted toward building resiliency in students • Summer support and 360 services available for students • Graduation plans and timelines to include credit recovery, summer college coursework, and on-line coursework
Students who have dropped out of school	<ul style="list-style-type: none"> • Extensive home visits and ongoing consultation with student and parents • Frequent goal-setting meetings with student and parents or guardians to establish a graduation time line • Develop a student schedule based upon traditional coursework, on line learning, and credit recovery • Increase individual student mentoring through student support services and an advisory program
Other subgroups of students who should be targeted to eliminate the achievement gap	<ul style="list-style-type: none"> • Broaden the focus of professional development to include meeting the needs of all learners in the classroom • Increase use of strategies of inclusion for all faculty members • Increased implementation of Response to Intervention school wide • Restructure resources to increase group tutorials for younger students • Extend use of both Student Support teams to identify and support students with indicators of academic disadvantage • Decrease the classroom time spent on assessment to increase instructional time • Increase opportunities for learning over the summer to reduce or eliminate achievement drops in reading and computation

Appendix C

School and Student Data Tables

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2015 SIMS submission)

Race/Ethnicity	# of students	% of entire student body
African-American	157	26.8
Asian	23	3.9
Hispanic	13	2.2
Native American	0	
White	369	63.1
Native Hawaiian, Pacific Islander	0	
Multi-Race, Non-Hispanic	23	3.9
Special Education	85	14.5
Limited English Proficient	47	8.0
Low Income	159	27.2

ADMINISTRATIVE ROSTER FOR THE 2014-2015 SCHOOL YEAR

Title	Brief Job Description	Start date	End date (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 Bingham, Director of Finance	Responsible for financial, payroll, HR, 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
Mark Flanagan, Director of Facilities	Responsible for building safety and facilities operations and maintenance.	4/28/08	Current

South Shore Charter Public School's report card link:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04880550&fycode=2014&orgtypecode=6>

TEACHERS AND STAFF ATTRITION FOR THE 2014-2015 SCHOOL YEAR			
	Number as of the last day of the 2014-2015 school year	Departures during the 2014-2015 school year	Departures at the end 2014-2015 school year
Administration	13.77	0	1.0
Teachers	50.12	0	5.55
Other Staff	15.16	.88	.88

Administration: Alicia Savage completed her fifth year as Executive Director serving the third year of her renewed employment contract through June 30, 2016.

Faculty/Staff: During FY 15 five full-time faculty members and two part-time staff members took FMLA or disability leave and administration hired temporary staff coverage. A full-time high school Science teacher took a sabbatical leave to finish her graduate degree. A full-time high school Spanish teacher was hired due to the increase in the number of students in the high school. A full-time Guidance/Adjustment Counselor, four Learning Service Teachers and three part-time Learning Service Tutors were hired to support our Learning Service program. A full-time Co-Teacher was hired to support Level I students and in order to fund this, a Level II Tutor position was eliminated. Additional Spanish and Health were added in Level IV and Level III. At the end of FY15 school year, one teacher retired, two teachers and one staff member resigned for personal reasons, a high school Learning Services ELA position was eliminated, a temporary teaching position ended and a teaching contract was not renewed.

BOARD MEMBERS FOR THE 2014-15 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Leslie Alden	Trustee	Development Chair	1 three-year	07/2014-06/2017
Daniel Falkner	Faculty Rep	Finance	1 three-year	07/2013-06/2016
Gregory Hanley	Trustee	Ad Hoc Facilities	1 three-year	07/2014-06/2017
Van Harting	Student Rep	Ad Hoc Field Trip	1 one-year	07/2014-06/2015
Maureen Hebert	Clerk	Executive Governance Chair Ad Hoc Field Trip	1 three-year	07/2012-06/2015
Steven Hillson	Parent Rep	Personnel Chair	1 one-year	07/2014-06/2015
Joseph Kay	Faculty Rep	Development Ad Hoc Facilities	1 three-year	07/2013-06/2016
Jacqueline Liebergott	Trustee	Development Ad Hoc Facilities	1 three-year	07/2012-06/2015
Michael O'Malley	Trustee	Finance	1 two-year	07/2014-06/2016
Edwin Rivera	Treasurer	Executive Finance Chair	1 three-year	07/2014-06/2017
Nancy Seglin	Trustee	Personnel	1 three-year	07/2013-06/2016
Jonathan Slater	Trustee	Personnel	1 three-year	07/2014-06/2017
William Smyth	Vice Chair	Executive Governance	1 three-year	10/2002-06/2004 07/2004-06/2007 07/2007-06/2010 07/2014-06/2017
Brian Tyler	Trustee	Finance	2 three-year	07/2011-12/2014 07/2008-06/2011
David Whitemyer	Chair	Executive Chair Facilities Ad Hoc Field Trip Ex Officio	3 three-year 1 one-year	07/2014-06/2017 07/2011-06/2014 07/2008-06/2011 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

2016-2017 Enrollment Lottery

Action	Date(s)
Student Application Deadline	February 26, 2016
Lottery	March 5, 2016