



## 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

## 2015-2016 Annual Report

July 31, 2016

### Table of Contents

School Information/Contact Information	1
Introduction to the School	1
Letter from the chair of the Board of Trustees	2
School Performance and Program Implementation	
Faithfulness to the Charter	3
Success of the Academic Program	3
Organizational Viability	5
Accountability Plan Evidence	15
Recruitment and Retention Plan	18
School and Student Data	24

### 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	605
Chartered Grade Span	K-12	Current Grade Span	K-12
# of Instructional Days during the 2015-2016 school year	182	Students on Waitlist	942 as of 6/30/2016
School Hours	8:15am-3:00pm	Age of School	21 years
Mission Statement:	Inspiring every student to excel in academics, service, and life		

## Letter from the Chairman of the Board of Trustees

July 2016

To the Reader:

On behalf of the Board of Trustees, and with a loud thanks to the school administration and faculty who worked so hard on this, I am very pleased to present the 21th Annual Report of the South Shore Charter Public School. As with years past, this 2015-2016 Annual Report shows that SSCPS is continuing to fulfill its core educational mission.

Through the commitment of SSCPS's administration and staff, nearly all of the objectives in the school's plan for Faithfulness to the Charter, Organizational Viability, and Academic Program Success were met during the 2015-2016 school year. Other notable data showing continued confidence in SSCPS include:

- 33.3% increase in Advanced Placement course enrollments;
- 11% increase in responses to the Annual SSCPS Parent Satisfaction Survey; and
- 95% of parent survey respondents agreeing that the school "offers a rigorous academic program that prepares students well for future schooling."

As one of the oldest charter schools in the Commonwealth, it is both a privilege and a responsibility for us to share our strategies, tools, and successes with others. We are truly proud of the school's dissemination efforts over the past year, including:

- SSCPS worked with the Model Demonstration School Project (MassCan) throughout the year;
- The Executive Director shared SSCPS practices during a MCPSA Education Assembly presentation;
- The Director of Learning Services spoke to graduate students at Boston University; and
- Members of the Learning Services Team have remained active in the field, and through memberships in the South Shore Education Administration Counsel, the South Shore School Psychologists Group, and the South Shore Occupational Therapists Special Interest Group.

Throughout the 2015-2016 school year, the Board of Trustees and the Executive Director maintained open and frequent dialogue via regularly scheduled board meetings and committee meetings, to ensure that students, teaching staff, and administration had a safe facility and a supportive culture. Communication between the Executive Director and the Board remains strong. This past May, at our Annual Meeting, three new Trustees were voted in, providing the Board with additional expertise in graduate and undergraduate college teaching, university research, and Massachusetts' public school administration.

The most exciting change during the 2015-2016 school year – and the most challenging for the upcoming season – is the expansion to the SSCPS program and campus. With approval from the DESE, we have increased the number of students accepted into every grade, most notably, grades 9 through 12; allowing us to expand our services to many more families within our sending districts. This change, plus the continued attention to our accountability plans and academic rigor, will remain the focus of work performed by the Board of Trustees and the Executive Director during the 2016-2017 school year.

Respectfully submitted,



David Whitemyer  
Chair  
Board of Trustees

## Faithfulness to the Charter

### 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.

#### Amendments to Charter

Date	Amendment Requested	Approved
07/31/2015	Significant Expansion	Yes

#### Dissemination Efforts

Refer to Page 6 Organizational Viability

## Academic Program Success

### Student Performance

A. South Shore Charter Public School's School Report Card:  
<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=38&orgcode=04880000&fycode=2015&orgtypecode=12&>

B. Additional Evidence of Academic Progress:

The Advanced Placement program at SSCPS continues to expand. During the 2015-2016 school year SSCPS had a total of 44 Advanced Placement course enrollments. This was a 33.3 percent increase from 33 course enrollments in the 2014-2015 school year. Course offerings in the building included AP Statistics, AP English Language and Composition, AP English Literature and Composition, AP Physics, and AP Biology. In addition, through the Virtual High School Collaborative, students completed courses in AP Chemistry, AP Calculus AB, and AP Computer Science. Score distributions are noted in the following table.

Advanced Placement Course	Number of Exams	Average Score	Range
Biology	13	3	2-5
Calculus, AB	1	4	4
Chemistry	1	3	3
Language and Composition	9	2.778	2-5
Literature and Composition	5	3.5	3-4
Physics 1	4	2.5	1-4
Statistics	9	3.33	2-5
Computer Science A	1	5	5

SSCPS continued fall PSAT administration for all students in grades 9-11 this year. Students in grade 9 participated in the PSAT 8/9, while students in grades 10 and 11 participated in the PSAT/NMSQT. Two students in the class of 2016 were recognized as National Merit Commended Scholars as a result of their performance on this exam. Details about student performance on the PSAT are available in Appendix A. During professional development time and department meetings, faculty at the high school level continued work analyzing PSAT data to make adjustments to the curriculum across subject areas reflecting areas of concern on the test. As a result of these discussions the faculty chose to make changes to PSAT administration for the 2016-2017 school year. We will be expanding PSAT 8/9 administration to include grade 8 and will be moving test administration for grades 8-11 to the spring. Teachers will use this data from later in the school year to determine student progress toward meeting benchmarks during the school year in progress and continue to draw on the data to make curricular adjustments.

With the implementation of a new Accountability Plan for 2015-2020 we discontinued use of the GMADE and GRADE assessments, choosing to invest that testing time in teaching and learning. This year teachers of students in grades 3-10 administered formative assessments twice. The assessments are collaboratively designed to match the School's scope and sequence that align its curriculum to the Massachusetts Frameworks. This year model questions were extracted from both the publically released PARCC and MCAS questions. 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.

### Program Delivery

During the 2015-2016 school year teachers in grades K, 3, and 4 implemented Eureka math, moving away from the Singapore Math curriculum used for the past 11 years. Teachers of students in grades 1 and 2 supplemented the Singapore Math program with elements of the new curriculum. Eureka math is well aligned with the Massachusetts Math Frameworks and scaffolded to support learners at every level of readiness. Teachers have found the curriculum better suited than the previous curriculum to preparing students to achieve at grade level or beyond. During the 2016-2017 school year all math teachers of students in grades K-6 will implement Eureka math.

South Shore Charter Public School made a significant change to the meeting schedule during the 2015-2016 school year, representing an important shift away from using meeting time to discuss logistics and toward using that time to improve teaching and learning. The change provided teachers with more opportunities to meet at the department level and to collectively make improvements to the curriculum. Teachers in grades K-4 meet by strand regularly. At the secondary level, departments now include teachers from grades 5-12, bringing in all teachers at the middle school level. This year 5-12 teachers worked to write, document, and implement a vertically aligned curriculum that builds to a culminating college level course. Up to date curriculum maps are stored in a central location accessible to all teachers. This work is ongoing.

## Diverse Learners

SSCPS believes that students learn in a variety of modalities. SSCPS faculty and 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. 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 remains committed to maintaining fully inclusive programming.

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, licensed, and/or highly qualified in the State of Massachusetts.

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. ELL teachers provide service to students through a combination of in class and small group pullout support.

The Learning Services team, working with general education teachers, worked to restructure the student support teams this school year. The team identified more Tier 1 and Tier 2 supports to help reduce the amount of special education referrals and support the inclusive education model. There are now three Student Support Teams (SST); one for Levels I, II, one for Levels III and IV and one for the High School. The groups meet regularly to discuss students who are struggling academically. These teams work collaboratively with teachers and families to establish strategies to assist students in the classroom.

## Social, Emotional, and Health Needs

Over the past two years South Shore Charter Public School has made significant changes to the suspension process in line with the change in the law. Students subject to suspension participate in a hearing with the principal prior to the imposition of disciplinary consequences. Parents/guardians participate in these hearings, which provide all parties with an opportunity to explain their concerns and present their side. These meetings have proven to be highly effective. During these hearings principals are able to discuss not only the incident in question, but a variety of topics impacting the academic performance and social experience of the student. Often the result is not a suspension. During the 2015-2016 school year, the principals conducted 18 suspension hearings. Only 11 of those hearings resulted in an internal or external suspension. The overall suspension rate at South Shore Charter Public School has decreased over the past two years.

School Year	External Suspension Rate	Internal Suspension Rate
2013-2014	2.6	0.2
2014-2015	2.0	0.8
2015-2016	1.8	0.2

## Organizational Viability

### Financial Viability

The Operating Budget for FY16 was initially developed using tuition revenues from a trend analysis of prior years as well as ESE tuition projections. At the end of the academic school year, the School's enrollment was 605. Tuition revenue came in less than projected. To cover the tuition shortfall, the school used budgeted contingency funds and revisited programming to achieve a savings across all line items. In FY16, the Board of Trustees voted to use cash reserves to fund employee early retirement incentives. Additional cash reserves were used for HVAC repairs.

## **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 2015-2016 school year in that section.

SSCPS continued its work with the Model Demonstration School Project (MassCan) developed 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. This year the SSCPS team was expanded to 6 members, adding a pupil adjustment counselor and ELL teacher. These team members attended monthly sessions at the charter school office and met with representatives from the charter school office at SSCPS to build upon the work from last year. The Director of Learning Services presented to several charter school leaders at the June Community of Practice meeting to disseminate the work the SSCPS team completed during the 2015-2016 school year. SSCPS proposed a training plan to include more members of the SSCPS faculty and representatives from other charter school in universal design. This will be piloted at SSCPS in the fall of 2016.

The Director of Learning Service was a guest speaker to a class of 35 aspiring special education graduate students at Boston University this past spring. He spoke about how to prepare for interviews and the traits that Special Education Directors are looking for during the hiring process. He also sat on a panel of four special education directors at Boston University to field questions about the direction of 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, our school Guidance Counselor attend the South Shore Guidance Counselors Association, and the Occupational Therapist attends the South Shore School Occupational Therapists Special Interest Group.

The Executive Director was a panelist and presenter during the MCPSA Education Assembly to share school wide best practices around alternative assessments. The Executive Director also taught a course in Sheltered English Instruction through the South Shore Educational Collaborative to teachers throughout the south shore seeking their SEI endorsement.

## **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.

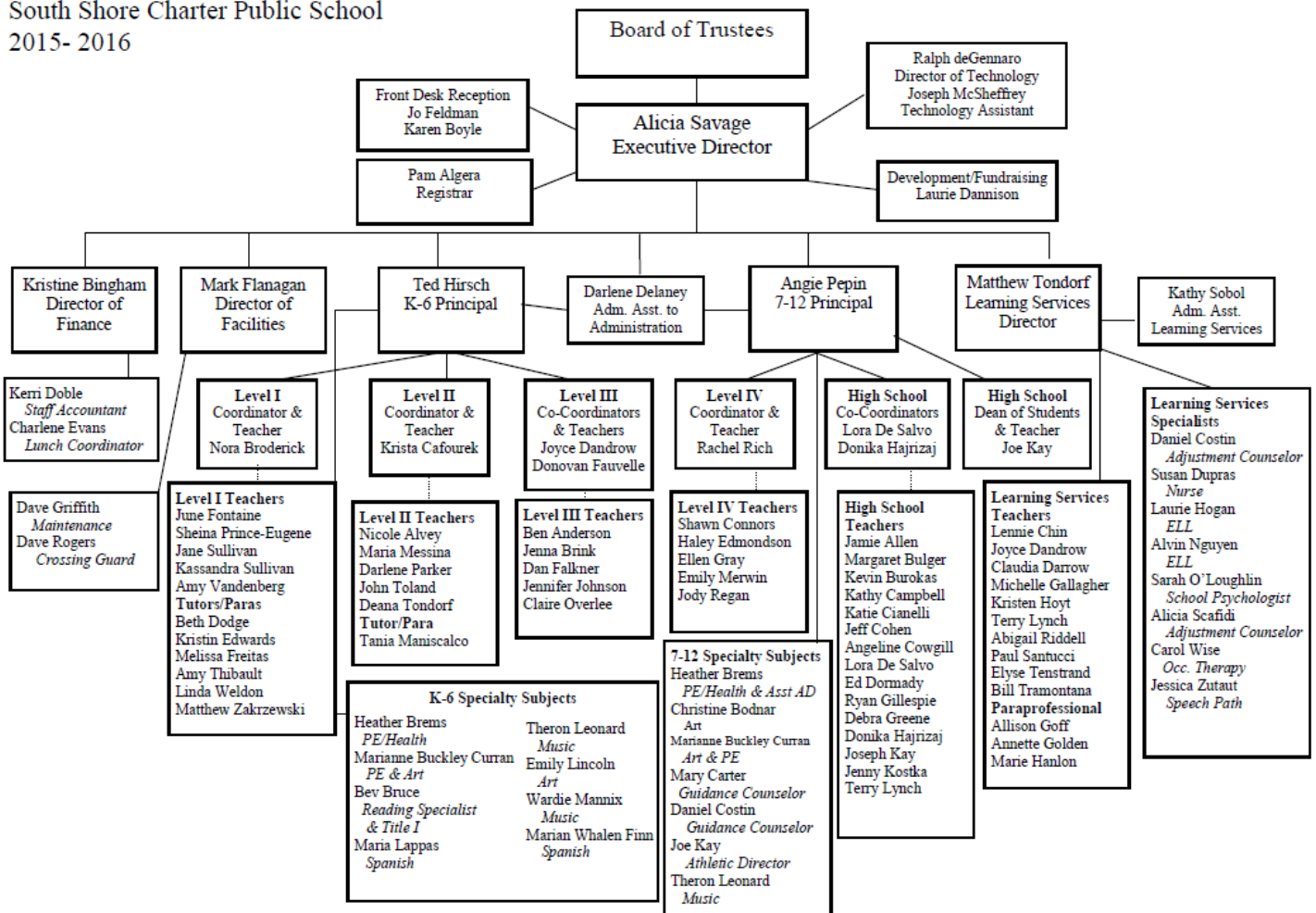
## Parent Survey

The results for the Annual SSCPS Parent Satisfaction Survey were based upon 166 received responses out of 372 families. This is a response rate of forty-five percent; forty more responses than last year. Data gleaned from the parent survey is used to assist with determining the direction of educational programming, school culture, and expansion priorities. This year, the School used the feedback as another data point to plan for enrollment growth over the next three years. With the upcoming expansion, families provided very constructive feedback on preservation of the School's identity and culture.

Survey results indicate the degree to which families approved of the academic programming offered by the South Shore Charter Public Schools. Ninety-five percent *Agreed* or *Strongly Agreed* that "SSCPS offers a rigorous academic program that prepares students well for future schooling" in English Language Arts. Ninety-three percent *Agreed* or *Strongly Agreed* the same for Mathematics. Ninety-two percent *Agreed* or *Strongly Agreed* the same for Science. Ninety-seven percent *Agreed* or *Strongly Agreed* the same for Social Studies. Ninety-one percent *Agreed* or *Strongly Agreed* the same for Spanish. And ninety-one percent *Agreed* or *Strongly Agreed* for the Arts.

## Organization Chart

South Shore Charter Public School  
2015- 2016



# Budget and Financial Reports

## Financial Profile

The following five pages show the unaudited draft financial statements for the fiscal year ending June 30, 2016 including depreciation expenses. These include the FY 16 Statement of Financial Position, FY 16 Statement of Activities and Changes in Net Assets, and the FY17 Approved Operating Budget. The school's independent audit will be completed by October 31, 2016. 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, 2016

### DRAFT

#### CURRENT ASSETS

Cash	\$3,270,482
Restricted Cash	0
Deposits & Prepaid Expenses	217,498
Accounts Receivable	34,866
Grants/Tuition Receivable	0
Pledge Receivable	0
Due From SSCEF, Inc.	<u>0</u>

#### Total Current Assets

**\$3,522,846**

#### Property & Equipment

Furniture & Equipment	\$179,473
Technology	628,525
Vehicles	314,680
Building & Improvements	4,140,889
Loan Fees-Old	17,100
Accumulated Depreciation	(1,976,719)

#### Net Property & Equipment

\$3,303,948

#### Other Assets

Allowance for Doubtful Accts	<u>0</u>
------------------------------	----------

#### TOTAL ASSETS

**\$6,826,794**

#### CURRENT LIABILITIES

Accounts Payable & Accrued Expenses	\$659,532
Due to Others	48,502
Operating Leases	0
Auto Loan	<u>18,569</u>

#### Total Current Liabilities

**\$726,603**

#### Net Assets

Retained Earnings	\$6,016,936
Opening Balance Equity	142,390
Temporarily Designated	15,088

#### Net Income/Loss

-74,223

#### Total Equity

**\$6,101,190**

#### TOTAL LIABILITIES & EQUITY

**\$6,826,794**



**UNAUDITED Statement of FY16 Activities and Changes in Net Assets DRAFT**

**For the period ending June 30, 2016**

	<i>FY16 APPROVED BUDGET</i>	<i>FY16 ACTUAL EXPENDITURES</i>
<b>OPERATING REVENUES:</b>		
Tuition	\$7,715,220	\$ 7,610,381
Grants-State	1,500	19,160
Grants-Federal	189,500	179,671
Grants-Private	74,750	108,437
Nutrition Funding-State & Federal	57,500	67,943
Program Fees	126,100	124,483
Investment Income	4,000	6,397
Other-Medicaid Reimbursement	<u>15,000</u>	<u>29,971</u>
<b>TOTAL OPERATING REVENUES</b>	<b>\$8,183,570</b>	<b>\$8,146,443</b>
<b>OPERATING EXPENDITURES:</b>		
<b>Administration</b>		
Salaries-Administrative Professional	\$131,577	\$131,577
Salaries-Administrative Support/Clerical	117,184	121,331
Salaries-Business Office	130,869	126,830
Salaries-Technology	110,031	115,031
Salaries-Development	39,780	39,780
Accounting-Audit	25,000	37,269
Legal	6,000	16,394
HR/Payroll	14,000	13,132
Other Professional Consulting Services	5,000	661
Information Mgmt & Technology	30,468	32,626
Office Supplies & Materials	65,000	53,806
Professional Development (Admin & Board)	8,000	6,246
Dues, Licenses, & Subscriptions	20,000	19,777
Recruitment & Advertising	8,500	8,389
Travel Expenses (Staff & Board)	5,000	1,740
Bank Charges-Current (Short Term)	2,000	2,635
Other: School Wide Events	<u>20,000</u>	<u>28,079</u>
<b>Total Administrative Expenses</b>	<b>\$738,409</b>	<b>\$755,303</b>
<b>Instructional Services</b>		
Salaries-Teachers	\$3,434,784	\$3,501,779
Salaries-Other (Professional)	861,107	808,832
Salaries-Paraprofessionals	272,952	305,940
Salaries-Support/Clerical	101,139	101,139
Contracted Services-Instructional	91,405	73,827
Instructional Tech in Classroom	34,170	32,627
Instructional Supplies & Materials	92,745	115,552
Testing & Assessment	9,400	7,259
Professional Development	56,000	56,361
Dues, Licenses & Subscriptions	6,655	2,426
Staff Stipends in addition to Base Salary	21,608	36,108
Other- Furniture	11,500	11,856
Other-Athletic Equipment	<u>3,500</u>	<u>2,926</u>
<b>Total Instructional Services</b>	<b>\$4,996,964</b>	<b>\$5,056,632</b>
<b>Other Student Services</b>		
Salaries-Other Student Services	\$45,977	\$45,977
Salaries-Health Services	57,087	57,087
Food Services	85,000	89,707
Athletic Services	36,940	33,685
Other-Student Award	2,500	2,000
Other-Field Trips	40,000	53,532
Other-Student Transportation	21,800	20,650
Other-Tutoring	13,000	31,260
Other-Substitutes	<u>18,000</u>	<u>22,575</u>
<b>Total Other Student Services</b>	<b>\$320,304</b>	<b>\$356,483</b>

<b><i>Operation &amp; Maintenance of Plant</i></b>		
Salaries-Operation & Maint of Plant	\$128,478	133,900
Utilities	153,713	126,869
Maintenance of Building & Grounds	199,400	206,084
Maintenance of Equipment	8,000	3,306
Rent/Lease of Buildings & Grounds	543,000	538,133
Rent/Lease of Equipment	<u>22,000</u>	<u>22,409</u>
<b><i>Total Operation &amp; Maintenance of Plant</i></b>	<b><u>\$1,054,591</u></b>	<b><u>\$1,030,701</u></b>
<b><i>Fixed Charges</i></b>		
Payroll Taxes	\$130,000	93,454
Fringe Benefits	450,000	514,497
Salary Gross Up	0	7,621
Insurance (Non-Employee)	45,000	46,343
Other: Depreciation Expenses	275,000	290,496
Other: Contingency	100,000	0
Other: Longevity	19,000	17,000
Other: Early Retirement Incentive	0	51,755
Other: Bad Debt Expense	<u>0</u>	<u>381</u>
<b><i>Total Fixed Charges</i></b>	<b><u>\$1,019,000</u></b>	<b><u>\$1,021,547</u></b>
<b><i>Total Operating Expense</i></b>	<b><u>\$8,129,268</u></b>	<b><u>\$8,220,666</u></b>
<b><i>Net Operating Net Income/Loss</i></b>	<b><u>\$54,302</u></b>	<b><u>(\$74,223)</u></b>
<b><i>QUASI CASH PROFIT/LOSS</i></b>		
<b><i>CALCULATION:</i></b>		
Add back Depreciation	\$275,000	\$290,496
Less: Capital Technology Additions	(85,740)	(80,409)
Less: Capital Bldg Improvements	(17,500)	(5,500)
Less: Capital Equipment	(22,500)	(5,332)
Less: Vehicle debt payments	(21,000)	(9,608)
Less: Capital Site Work	(150,000)	(327,300)
Less: Vehicle New Van	<u>0</u>	<u>(35,858)</u>
<b><i>Subtotal</i></b>	<b><u>(296,740)</u></b>	<b><u>(173,511)</u></b>
<b><i>TOTAL QUASI CASH PROFIT/ LOSS</i></b>	<b><u>\$32,562</u></b>	<b><u>(\$247,734)</u></b>

**FY17 Approved Operating Budget  
For the period ending June 30, 2017**

***OPERATING REVENUES:***

Tuition	\$9,353,695
Grants - State	17,590
Grants - Federal	176,687
Grants - Private	100,000
Nutrition Funding - State & Federal	71,500
Program Fees	123,200
Investment Income	4,000
Other: Medicaid Reimbursement	<u>17,000</u>
<b><i>TOTAL OPERATING REVENUES</i></b>	<b><u>\$9,863,672</u></b>

***OPERATING EXPENDITURES:***

***Administration***

Salaries - Administrative Professional	\$135,524
Salaries - Administrative Support/Clerical	143,779
Salaries-Business Office	135,104
Salaries-Technology	127,749
Salaries-Development	51,489
Accounting-Audit	28,000
Legal	8,000
HR/Payroll	14,000
Other Professional Consulting Services	5,000
Information Management and Technology	80,487
Office Supplies and Materials	68,362
Professional Development (Admin & Board)	6,000
Dues, Licenses, and Subscriptions	20,000
Recruitment & Advertising	8,500
Travel expenses for staff/Board	3,000
Bank Charges - Current (Short Term)	2,000
Other: School Wide Events	<u>28,000</u>
<b><i>Total Administrative Expenses</i></b>	<b><u>\$864,994</u></b>

***Instructional Services***

Salaries - Teachers	\$3,689,758
Salaries - Specials	319,388
Salaries - Other (Professional)	979,043
Salaries - Paraprofessionals	134,171
Salaries - Tutors	208,081
Salaries - Support/Clerical	116,112
Contracted Services- Instructional	79,600
Instructional Technology in Classrooms	30,550
Instructional Supplies & Materials	171,225
Testing & Assessment	4,550
Professional Development	53,555
Dues, Licenses, and Subscriptions	1,955
Staff Stipends in addition to base salary	43,400
Other: Classroom Furniture	2,000
Other: Athletic Equipment	<u>3,500</u>
<b><i>Total Instructional Services</i></b>	<b><u>\$5,836,887</u></b>

<b><i>Other Student Services</i></b>	
Salaries - Other Student Services	\$47,897
Salaries-Health Services	61,829
Food Services	115,000
Athletic Services	54,554
Other: Student Award	2,500
Other: Transportation (Athletics/Events)	15,000
Other: Field Trips	47,500
Other: Tutoring	20,700
Other: Substitutes (not on payroll)	<u>20,000</u>

***Total Other Student Services*** **\$384,980**

***Operation and Maintenance of Plant***

Salaries - Operation and Maintenance of Plant	\$145,089
Utilities	172,000
Maintenance of Buildings & Grounds	231,600
Maintenance of Equipment	10,000
Rental/Lease of Buildings & Grounds	816,428
Rental/Lease of Equipment	37,749

***Total Operation & Maintenance of Plant*** **\$1,412,865**

***Fixed Charges***

Payroll taxes	160,672
Fringe Benefits	701,249
Insurance (non-employee)	50,000
Other: Depreciation	340,000
Other: Contingency	100,000
Other: Short Term Interest	12,026

***Total Fixed Charges*** **\$1,363,947**

***TOTAL OPERATING EXPENSES*** **\$9,863,672**

***TOTAL NET INCOME*** **\$0**

***QUASI CASH PROFIT/LOSS CALCULATION:***

Add back Depreciation	\$340,000
Less: Capital Technology Additions	(15,750)
Less: Capital Building Improvements	(33,000)
Less: Capital Equipment	(10,000)
Less: Capital Expansion Technology	(359,410)
Less: Capital Expansion FF&E	(117,504)
Less: Debt Service Payments	<u>(54,336)</u>

***SUBTOTAL QUASI CASH LOSS*** **(250,000)**

MassDev Tech\$ Loan proceeds **250,000**

***Quasi Cash Available*** **0**

## CAPITAL PLAN FOR FY17

The South Shore Charter Public School will be operating three locations. The main building was built in the early 1980's, is a 53,000 sq.ft. former commercial office building which will serve students in grades K-8 starting in August 2016. Some of this building's operating systems are working beyond their useful life and are in need of replacement or energy efficient upgrades. In August 2016, students in grades 9-12 will move into a newly leased 22,000 sq.ft building in the same office park as the K-8 building. The school leases a 3,200 sq.ft. building for our K-12 physical education program. During FY16, the school invested cash reserves to replace the K-8 school's playgrounds, installed a new handicapped walkway between the buildings, and improved the existing play areas. Over the next two years, the school will continue the K-12 expansion and invest additional capital financial resources. In 2009-2010 the Board of Trustees approved the designation of \$1,500,000 for capital renovations and upgrades to the main facility. As of June 30, 2016, the school spent approximately \$1,158,274. The balance in the capital building reserve account as of June 30, 2016 is \$341,726.

Description Status Schedule	Est. Cost	Financed	Reserve \$
In FY17, the school is investing in new capital equipment, technology, and furniture and fixtures for the new high school building, this is scheduled to be completed Summer 2016	\$467,000	Annual Capital Budget plus Tech \$ Loan from MassDev	N/A
The School would like to lease or purchase additional space in the new high school building to accommodate additional students and faculty if additional space becomes available. This is ongoing.	TBD	Annual Operating Budget for a lease and Bank Financing for purchase	N/A
Purchase and/or lease land for athletic fields. This is ongoing and is based on land availability and affordability.	TBD	Annual Operating Budget for lease and Bank Financing for purchase	N/A
Generator upgrade is needed to expand its capacity and ensure backup power safety. The school will investigate replacement options and costs during FY17.	\$90,000	Cash Reserves	\$341,726
Cooling Tower replacement is needed due to age and energy improvement. The school will investigate replacement options and costs during FY17.	\$100,000	Cash Reserves	\$341,726
Mechanical rooms and warehouse/loading dock area met the standard of maintenance for asbestos in the flooring tile mastic for a safe environment. To be 100% asbestos free those areas need abatement and this can be accomplished during our next major renovation.	TBD	Cash Reserves	\$341,726

HVAC pumps need to be replaced annually as the HVAC system operates through heat pumps, there are 43 in total, and half have been replaced over the years. We estimate that annually the school will replace two heat pumps at an annual cost of approximately \$13,000. Ongoing.	\$136,000	Annual Capital Budget	N/A
Exterior site work is needed to repave & reline parking lots, driveways and replace curbing. Outdoor lighting needs upgrading. The school will also conduct a parking and traffic slow study. The school will investigate replacement options and costs during FY17.	TBD	TBD	N/A
Move the irrigation system from town water to a new well. The school will investigate options and costs during FY17.	TBD	Cash Reserves	\$341,726
Annual technology equipment upgrade. The school annually replaces 25% of the technology for both students and staff. This is ongoing.	Determined Annually	Annual Capital Budget	N/A

# Appendix A

## Accountability Plan Evidence 2015-2016

### Faithfulness to Charter

	2015-2016 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective: SSCPS will provide students with rigorous academics across a broad curriculum combined with project-based learning.</b>		
<b>Measure: Each year a minimum of 95% of SSCPS students will successfully complete Project and Workshop requirements, Portfolio requirements, and the Exhibitions of Mastery.</b>	<b>MET</b>	As evidenced by rubrics for Exhibitions of Mastery, indicators of competency for student Portfolios, and Project/Workshop grades, 99% of students met Project/Workshop requirements, 98% met Portfolio requirements, and 99% successfully completed Exhibitions of Mastery.
<b>Measure: Annually, all high school students, including High Needs students, will have access to Honors and Advanced Placement coursework. One quarter of the DESE classified High Needs students will be in Honors and/or AP courses.</b>	<b>MET</b>	Honors and AP courses are available at every grade level. 79 students at the high school level are classified as High Needs according to the DESE definition. 20, or 25.3%, of those students are enrolled in Honors or AP courses.
<b>Measure: SSCPS will administer PSATs in grades 9-11 and 90 % of ninth grade students will take the PSAT. SSCPS students will score higher in the aggregate than their grade level peers at the state and national levels as indicated by The College Board data and comparative analysis.</b>	<b>PARTIALLY MET</b>	The School met this measure for participation and with the 9 <sup>th</sup> grade group and partially met this measure with 10 <sup>th</sup> graders. 46 out of 50 (at time of administration), or 92%, ninth grade students took the PSAT 8/9. In the aggregate, 9 <sup>th</sup> grade students outperformed their peers at both the state and national level. 10 <sup>th</sup> grade students outperformed their peers at the national level. In the aggregate 11 <sup>th</sup> grade students performed below their state and national peers.
<b>Objective: SSCPS will continue support the social emotional needs of all students.</b>		
<b>Measure: Annually, 90% of students report feeling physically and emotionally safe at school.</b>	<b>MET</b>	In a climate and culture survey administered to high school students in March, 92% of respondents (n=156) agreed, strongly agreed, or felt neutral about the statement, "I feel safe at my school." The School's student representatives from grades 7-12 attended an Anti-Defamation League workshop and were able to report a safe and inclusive school environment to facilitators and had difficulty providing examples of bullying.
<b>Measure: Annually, 75% of new students, with particular focus on incoming students at the upper levels, report that SSCPS feels safer and more welcoming than their previous school.</b>	<b>INCOMPETE DATA</b>	The climate and culture survey did not disaggregate data for students new to the school. School administration modified the survey to allow for this next year. This data is especially important in 2016-2017 with expanded student enrollment.

<b>Objective: Annually, SSCPS students will all participate in age-appropriate levels of community service as set in the Exit Standards of the Student Handbook.</b>		
<b>Measure: Annually, 90% of all students will meet the community service requirement for each grade level (K-12) as outlined within the student handbook.</b>	<b>MET</b>	<b>94% of students completed their community service requirement. While this measure was met, some of the data is self-reported. The School is putting structures in place for next year to provide better data tracking.</b>

\*Add rows as necessary

**Academic Program Success (if applicable)**

	<b>2015-2016 Performance (Met/Partially Met/Not Met)</b>	<b>Evidence (include detailed evidence with supporting data or examples)</b>
<b>Objective: SSCPS will support college and career readiness through an internship program and community college dual enrollment opportunities.</b>		
<b>Measure: 100% of SSCPS seniors will participate in an off campus Senior Internship Project or Independent Study and present their experience and research to peers and faculty as a requirement for graduation.</b>	<b>PARTIALLY MET</b>	<b>Only 1 of 45 Seniors did not complete a Senior Project. The student that did not complete the requirement did not graduate and will have the opportunity to participate in the program during the 2016-2017 school year.</b>
<b>Measure: 100% of students will complete and achieve a grade of C or better in at least one college level course prior to graduation.</b>	<b>MET</b>	<b>All of this year's graduating Seniors completed a college course with a C or better. Students met this requirement through work at a number of area schools including Quincy College, Massasoit Community College, Bunker Hill Community College, and the Massachusetts Maritime Academy.</b>
<b>Objective: SSCPS will have an integrated K-12 academic program.</b>		
<b>Measure: The faculty will annually revisit and revise the curriculum both horizontally and vertically to ensure that students meet or exceed the goals set in the Massachusetts Curriculum Frameworks during year long, departmental professional development. The faculty and administration will verify this alignment.</b>	<b>MET</b>	<b>The faculty met by department every other week to work on curriculum revision and alignment. Evidence of this work is in the curricular documents that are locally shared to allow all staff members access. Teachers did extensive work to ensure that the curriculum is aligned to standards and that it builds to a culminating college level course.</b>
<b>Measure: 25% of Projects and Workshops will engage in cross-grade level activities over the course of the school year.</b>	<b>MET</b>	<b>51% of Projects and Workshops engaged in cross level activities over the course of the year. This activity was recorded on the school calendar and in the end of year reflections completed by Project and Workshop leaders.</b>



**Organizational Viability (if applicable)**

	2015-2016 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p><b>Objective: SSCPS collaborates with districts and other charter schools to share innovative practices and provide models for best practices.</b></p>		
<p><b>Measure: At least five staff members per year will disseminate SSCPS’s model by presenting best practices at educational consortiums and conferences.</b></p>	<p><b>MET</b></p>	<p>SSCPS continued work with the Model Demonstration School Project (MassCan) developed by the Massachusetts Charter School Association. This allows for sharing of best practices with other charter schools to provide service and design programming for low incidence students with disabilities. This year the SSCPS team was expanded to 6 members, adding a pupil adjustment counselor and ELL teacher. Team members attended monthly sessions at MCPSA and met with representatives from the charter school office at SSCPS to build upon the work from last year.</p>
<p><b>Measure: SSCPS staff members will collaborate with others in the charter school network and with sending districts on at least four separate occasions to promote best practices for High Needs students throughout the school year.</b></p>	<p><b>MET</b></p>	<p>The Director of Learning Services presented to several charter school leaders at the June Community of Practice meeting to disseminate the work the SSCPS team complete during the 2015-2016 school year. SSCPS proposed a training plan to include the more members of the SSCPS faculty and representatives from other charter school in universal design. This will be piloted at SSCPS in the fall of 2016.</p>

# Recruitment Plan 2016-2017

School Name: South Shore Charter Public School

Date: August 1, 2016

## 2015-2016 Implementation Summary

The South Shore Charter Public School continues to recruit and enroll students from a wide range of socio-economic, linguistic, and cultural backgrounds. The School actively solicits prospective students from twenty-six sending districts, and has seen increasing interest and applications from students attending charter schools in Boston. Enrollment demographics illuminate that the *First Language Not English* and *English Language Learner* 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 CHART data indicates, the *First Language Not English* student population has increased from 0.4 in FY12 to 22.1 in FY16. Comparatively, statewide this specific student population has shown a smaller increase from 16.7 in FY12 to 19.0 in FY16. The Comparison Index is 9.4 in FY12 to 11.3 in FY16. Weymouth, currently our largest sending district, has a *First Language Not English* student population growth of 5.5 in FY12 to 8.6 in FY16. All significantly less than the South Shore Charter Public School. Similarly, students categorized as *English Language Learners* has increased from 0.4 in FY12 to 10.1 in FY2016. Comparatively, statewide this student population has had a smaller increase from 7.3 in FY12 to 9.0 in FY16. The Comparison Index is 3.8 in FY12 to 8.6 in FY16. Weymouth has experienced a much smaller growth in the *English Language Learner* population, 2.1 in FY12 to 3.1 in FY16.

The South Shore Charter Public School has experienced significant growth in the *Students with Disabilities* subgroup. This subgroup was 12.2 in FY12 and has grown significantly each year reaching 16.2 in FY15 and 14.7 in FY16. This number is greater than the Comparison Index of 10.8 in FY12 to 11.3 in FY16. Applications resting on the wait list indicate this percentage would be higher for the South Shore Charter Public School if there were more enrollment openings. Analyzing CHART data has enabled the School to determine which recruitment strategies have proven successful and how best to enhance what has worked. This year the South Shore Charter Public School was granted an amendment to the charter to allow moderate expansion. This allowed the school to take more students at all grade levels, particularly in Kindergarten as well as grades seven, eight, and nine. The School has increased the use of social media and online strategies to reach out to communities and all learners. This was the first year that the School increased the enrollment season by three weeks, applications were due at the end of February, and the enrollment lottery was held in March.

The South Shore Charter Public School continues to be challenged by the new formula used to determine household income eligibility for services. In FY15 ESE reformulated the data point resulting in *Low Income* becoming reclassified to *Economically Disadvantaged*. According to CHART data, the School went from a 19.7 percent eligibility for *Free Lunch* and a 9.2 eligibility for *Reduced Lunch* to a 9.5 student classification in 2015 and a 10.6 percent student classification in 2016 called *Economically Disadvantaged*. Although this is an increase of one percentage point in one year, the figure is significantly smaller than the *Low Income* student classification in 2014. The School continues to ask the question of why so many families living below the poverty line are doing so without recognition within the formula.

Following this series of intensive recruitment efforts, the total number of applications received was 1166, the greatest number of applications in the School's history. This year's applicant pool has continued to grow in diversity and the School looks forward to welcoming an increased number of students who require targeted learning services in all classrooms. Within the Significantly Expanding Charter School Pre-Enrollment Supplement for FY17 the School's ELL total is 109 students, 14.34% and the School's SPED total is 133 students which is 17.5 percent. These preliminary numbers, which are most likely to increase as student records continue to be submitted by sending districts, are higher than the State, Comparison Index, and Weymouth percentages of FY16. Most significantly is the *Student with Disabilities* percentage of 17.5 percent is higher than the percentage FY16 Statewide of 14.7 percent, the Comparison Index of 17.2 percent, and of Weymouth at 16.8 percent.

### General Recruitment Activities for 2016-2017

The South Shore Charter Public School continued and enhanced recruitment strategies that have proven effective in attracting a diverse student population. During the 2015-2016 academic year the School held two open houses, increased advertising in the local media, increased an aggressive a social media enrollment campaign, posted informational films from the School, and expanded community outreach through numerous events celebrating the School's twentieth anniversary and press coverage. Both Open Houses were well attended, however, it was unknown at that time whether or not the ESE would grant the expansion request.

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 educational program continues to attract students from all districts, of all educational special needs, with great socio-economic, and linguistic variety. Families throughout the south shore understand that the South Shore Charter Public School is a full inclusion school. 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 2016-2017 academic school year include:

1. Two enrollment open houses (a Saturday in November and an evening in January)
2. Full use of local media including advertisements, calendar postings, and news articles
3. Promotions on social media and the school website
4. Community outreach during the School's twentieth anniversary events including community service, the road race, and evening celebration events

### Recruitment Plan –Strategies

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

Demographic Group	Strategies
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>• IMPACT parent meetings will be held where outreach and recruitment efforts are spread</li> <li>• Learning Services Director and Special Education faculty members will attend all recruitment events including Open Houses with a designated room and informational presentation from the Learning Services Department</li> <li>• Continue informational posts on School's social media pages and website</li> <li>• Reinforce positive relationships with sending districts seeking to reduce the financial impact of special education students within traditional school districts</li> <li>• Utilize resources within MCPSA Model School initiative to improve outreach to prospective families</li> </ul>

Limited English-proficient students	<ul style="list-style-type: none"> <li>• Increase the venues for formal and informal Title I outreach</li> <li>• Enhance International Food Night and Literacy Night to accommodate a greater number of families and increase cross-cultural interaction</li> <li>• Increase dissemination of enrollment information in communities and sending districts where ELL populations are most evident</li> <li>• Overhaul website to include more proficient translation abilities</li> </ul>
Students eligible for free or reduced lunch <sup>1</sup>	<ul style="list-style-type: none"> <li>• Increase website accessibility and electronic application process at school and during open house events</li> <li>• Increase transportation options and provide more detailed carpooling information on website</li> <li>• Target enrollment outreach to sending districts with the highest number of families whose children are eligible for free or reduced lunch</li> </ul>
Students who are sub-proficient	<ul style="list-style-type: none"> <li>• Continue to work with sending districts to identify students who are struggling within traditional district schools</li> <li>• Provide school tours and transcript reviews prior to admission acceptance</li> <li>• Deploy IMPACT to reach out to families of struggling students in district schools</li> </ul>
Students at risk of dropping out of school	<ul style="list-style-type: none"> <li>• Highlight application materials to clearly outline opportunities for credit recovery and dual enrollment</li> </ul>
Students who have dropped out of school	<ul style="list-style-type: none"> <li>• Solicit applications for grades 10, 11, and 12 from local agencies and sending districts</li> <li>• Articulate possible tracks to graduation using dual enrollment, online coursework, and credit recovery</li> </ul>

# Retention Plan 2016-2017

## 2015-2016 Implementation Summary

The South Shore Charter Public School has decreased the rate of attrition from 9.7 percent in 2010, 8.2 percent in 2012 to 7.8 percent in 2016. This is slightly higher than last year's attrition rate of 5.5 percent. The current retention rate is 92.2 percent. As CHART data indicates, the retention rate for student subgroups is slightly higher. The retention rate for *English Language Learners* is 93.2 percent. The retention rate for students in the *High Needs* category is 93.3 percent. The retention rate for students in the *Low Income* subgroup is 96 percent. The retention rate for *Students with Disabilities* is 95 percent.

The South Shore Charter Public School will continue to offer students a wide variety of programming and extra curricular opportunities to engage all learners. Supplemental education services include before and after school tutorials, summer support services, free tutoring for students academically at-risk, and extended day opportunities. Students are also able to participate in after school athletics and before school music programs. The music program has experienced significant growth this year. The School continues to enhance its unique model of experiential education which is inquiry-based and often student driven. Projects and Workshops remain a means for high student engagement and deep exploration of areas of academic, artistic, or musical interest.

Faculty professional development this year was focused on the Project and Workshop learning model, which is a hallmark of South Shore Charter Public School. The School has been a leader and participant in the MCPSA Model School Initiative, which will continue to focus on targeted instruction for all students through the inclusion model. Yearly professional development includes writing across the curriculum, course development for Projects and Workshops, looking at student work and data analysis, and individual, as well as group student goal setting.

The Learning Services team will continue to expand and share effective instructional methods through the Model School initiative. This will include ongoing work 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. And there will be four kindergarten classrooms with an enrollment of no more than eighteen students.

Parents continue to be recognized as partners in their child's education. This year there was an increased emphasis on family and school communication, led by the Parents Association. In addition to the Weekly Update, the School is currently overhauling the website to facilitate communication. The number of outreach events has remained high and the School's calendar is comprehensive.

<b>Overall Student Retention Goal</b>	
<b>Annual goal for student retention (percentage):</b>	90 %

## Retention Plan –Strategies

Demographic Group	Strategies
Special education students	<ul style="list-style-type: none"> <li>• Increased participation in the MCPSA Model School initiative, including school wide professional development to include:               <ol style="list-style-type: none"> <li>1. Increased differentiation within the classroom</li> <li>2. Developing the inclusive classroom with individual student needs</li> <li>3. The role of assistive technology to improve student development</li> </ol> </li> <li>• Increase RTI on lower levels</li> <li>• Small class size (6 – 9) for academically at risk students, 18 for all kindergarten students</li> <li>• Three 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 across grade levels</li> <li>• Increase in Learning Services faculty, including faculty ABA certified tutors</li> </ul>
Limited English-proficient students	<ul style="list-style-type: none"> <li>• Support professional development for all faculty members who have completed the DESE Massachusetts Sheltered English Instruction Teacher Endorsement Course since FY14</li> <li>• Continue increased use of Language Objectives in classrooms throughout the School, include these in goal setting meetings</li> <li>• Direct implementation of SEI strategies introduced in SEI Endorsement course:               <ol style="list-style-type: none"> <li>1. Three tiered vocabulary</li> <li>2. Sentence frames</li> <li>3. Identifying and analyzing text features</li> <li>4. Think aloud strategies</li> <li>5. Reciprocal teaching</li> <li>6. Partner reading</li> <li>7. Modeling text analysis</li> <li>8. Text structure</li> <li>9. Double journal entries</li> <li>10. Cognate study</li> </ol> </li> <li>• Support the Schools two full time ESL teachers to meet the needs of the growing ELL population</li> </ul>
Students eligible for free or reduced lunch <sup>2</sup>	<ul style="list-style-type: none"> <li>• Increase opportunities for Title I instruction</li> <li>• Enhanced sponsorship of academic family outreach, including Literacy and International 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 middle and high school students with missing assignments</li> <li>• Extended day scholarships available for students grades K – 6</li> <li>• Computer lab and extra help for all high school students afterschool</li> </ul>

<sup>2</sup> Please note: The Department has a new metric, called Economically Disadvantaged. Please see here for information: <http://www.doe.mass.edu/infoservices/data/ed.html>

<p>Students who are sub-proficient</p>	<ul style="list-style-type: none"> <li>• Professional development targeted toward increased differentiation within classrooms</li> <li>• Continued use of additive technology within the classrooms and after school to improve academic achievement</li> <li>• Continued use of data to establish and analyze student performance in Focused Instructional Time for Response to Intervention all school programming</li> <li>• Small class size of 6 – 9 students for academically at risk students</li> <li>• Teacher mentors through a school wide advisory program</li> <li>• Three 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>• Student support programs offered during the summer to prevent a drop in reading development and math skills</li> </ul>
<p>Students at risk of dropping out of school</p>	<ul style="list-style-type: none"> <li>• Outreach to families through home visits and extra-curricular activities</li> <li>• Three Student Support Teams that identify and support at-risk students</li> <li>• Increase in guidance positions to broaden the scope of student support</li> <li>• Professional development targeted toward building resiliency in students</li> <li>• Summer support and 360 services available for students</li> <li>• Graduation plans and timelines to include credit recovery, summer college coursework, and on-line coursework</li> </ul>
<p>Students who have dropped out of school</p>	<ul style="list-style-type: none"> <li>• Extensive home visits and ongoing consultation with student and parents</li> <li>• Frequent goal-setting meetings with student and parents or guardians to establish a graduation time line</li> <li>• Develop a student schedule based upon traditional coursework, on line learning, and credit recovery</li> <li>• Increase individual student mentoring through student support services and an advisory program</li> </ul>

## Appendix C School and Student Data Tables

South Shore Charter Public School's report card link:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=38&orgcode=04880000&fycode=2015&orgtypecode=12&>

<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2016 SIMS submission)</b>		
Race/Ethnicity	# of students	% of entire student body
African-American	150	24.79
Asian	26	4.30
Hispanic	15	2.47
Native American	1	.17
White	389	64.30
Native Hawaiian, Pacific Islander	1	.17
Multi-Race, Non-Hispanic	23	3.80
Special Education	90	14.88
Limited English Proficient	60	9.92
Economically Disadvantaged	142	23.47

<b>ADMINISTRATIVE ROSTER FOR THE 2015-2016 SCHOOL YEAR</b>			
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



<b>TEACHERS AND STAFF ATTRITION FOR THE 2015-2016 SCHOOL YEAR</b>				
	Number as of the last day of the 2015-2016 school year	Departures during the 2015-2016 school year	Departures at the end of the school year	Reason(s) for departure
Teachers	59	2	2	3 retirements, 1 moved to other district
Other Staff	21	0	1	Moving out of state
Administration	16	0	0	

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

**Faculty/Staff:** The school hired a part time librarian, part time school bus driver, and part time receptionist. The school hired a part time learning Services one to one aide. During January of 2016 the school hired two full time Level II teachers due to the increase in students and programmatic needs on the level. Also in January, the school hired a full time high school history teacher to co-teach with a teacher that retired in the Spring of 2016. In FY16 four employees notified the administration of their intention to retire at the end of the academic year, one to remain on staff part time. Three employees were eligible for early retirement incentive benefits. Five full-time faculty members took approved FMLA leave and temporary staff members were hired to cover in their absence.

<b>BOARD MEMBERS FOR THE 2015-16 SCHOOL YEAR</b>				
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	Chair Ad Hoc Expansion Finance	1 three-year	07/2013-06/2016
Peter Farrell	Parent Rep	Parent Association	1 one-year	03/2016-06/2016
Bethanie Glass	Trustee	Personnel	1 three-year	07/2015-06/2018
Gregory Hanley	Trustee	Ad Hoc Facilities	1 three-year	07/2014-06/2017 (resigned 10/2015)
Van Harting	Student Rep	Ad Hoc Field Trip	2 one-year	07/2014-06/2015 07/2015-06/2016
Steven Hillson	Parent Rep	Personnel Chair	2 one-year	07/2014-06/2015 07/2014-06/2016 (resigned 2/2016)
Joseph Kay	Faculty Rep	Development	1 three-year	07/2013-06/2016
Richard Levitt	Trustee	Development	1 three-year	07/2015-06/2018
Michael O'Malley	Trustee	Finance	1 two-year	07/2014-06/2016 (resigned 10/2015)
Edwin Rivera	Treasurer	Executive Finance Chair	1 three-year	07/2014-06/2017
Nancy Seglin	Clerk	Executive Personnel Chair	1 three-year	07/2013-06/2016
Jonathan Slater	Trustee	Personnel	1 three-year	07/2014-06/2017 (resigned 11/2015)
William Smyth	Vice Chair	Executive Governance Chair	1 three-year	10/2002-06/2004 07/2004-06/2007 07/2007-06/2010 07/2014-06/2017
Maria Sullivan	Trustee	Ad Hoc Expansion	1 two-year	12/2015-06/2017
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

### Enrollment

#### 2017-2016 Enrollment Lottery

Action	Date(s)
Student Application Deadline	February 16, 2017
Lottery	March 4, 2017