



South Shore Charter Public School

100 Longwater Circle

Norwell, MA 02061

Telephone: 781-982-4202

Facsimile: 781-982-4021

Website: www.sscps.org

Executive Director: Alicia Savage

2016-2017 Annual Report

July 31, 2017

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 Charter	3
Academic Program Success	5
Organizational Viability	8
Accountability Plan Evidence	17
Recruitment and Retention Plan	20
School and Student Data	26

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	1,075	Current Enrollment	756
Chartered Grade Span	K-12	Current Grade Span	K-12
# of Instructional Days during the 2016-2017 school year	180	Students on Waitlist	877 as of 6/30/2017
School Hours	8:15am-3:00pm	Age of School	22 years
Mission Statement: Inspiring every student to excel in academics, service, and life			

Letter from the Chairman of the Board of Trustees

July 2017

To the Reader:

On behalf of the Board of Trustees, I am pleased to present the 22nd Annual Report of South Shore Charter Public School. The 2016-2017 Annual Report shows that SSCPS remains committed – and successful – to fulfilling its core educational mission.

SSCPS continues to be a desirable school choice for families in South Shore communities, with 1164 applications received for the enrollment lottery. Because of this high interest, and with the DOE's approval, we opened a beautiful high school building in 2016, near our existing facility, adding over 23 classrooms and allowing us to welcome an additional 154 new students. At this new high school, and at our K-8 building, we increased the number of faculty to maintain small class size and a low student-to-teacher ratio.

Through the devoted work of our faculty and administration, we've worked to be a leader among Massachusetts' charter schools. Among our many forward-thinking initiatives, this year we:


- Completed our fourth year as a Model Demonstration School;
- Implemented Eureka Math, a new K-6 math curriculum, replacing Singapore Math;
- Successfully concluded a Coordinated Program Review for the Learning Services Department, a state-wide evaluation of service for Special Education, English Language Learners, and Civil Rights; and
- Began a collaboration with Chyten to provide additional support for students and their families through the complex college application process.

Our partnership with parents remains strong, with some serving as Board members and others leading a very active Parents Association. During the 2016-2017 school-year, parents donated more than 3,000 hours of volunteer time.

The Executive Director and the Board of Trustees continue to meet regularly, ensuring that SSCPS students are provided with a facility and faculty that offers an excellent learning atmosphere. Strong leadership remains an important aspect of SSCPS's accomplishments. The Executive Director's guidance focuses on the professional development of all faculty, the academic achievement of all students, and on the continued improvement of the school's academic and extracurricular offerings.

Of notable achievement, our 2017 graduation class was the first to arrive as kindergartners at our Norwell location when it opened 13 years ago. This milestone is evidence of, and a testament to, SSCPS's solid footing and continued success. The Board of Trustees, in cooperation with the Executive Director and her administration, are devoted to seeing SSCPS's established model grow and improve, and effectively serve students throughout the South Shore.

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. During this the first year of enrollment expansion, the school community worked hard to adhere to this principle. Through active roles in school governance, goal setting meetings, college counseling sessions, and parent workshops, teachers work to keep parents involved and informed. Parents continue to regularly come in and share their expertise by teaching Focused Instructional Time classes. This year parents continued to be active participants in and out of the classroom donating more than three thousand volunteer hours.

Service is another essential principle of the school's charter and mission. 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, defend their work, collaborate in teams, and serve specific student roles. 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
06/30/2016	Enrollment Policy and Application	Yes

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with dissemination efforts	Criteria	With whom did the school disseminate its best practices?	Result of dissemination
Designing programming and providing service for low incidence students with disabilities	Hosted monthly sessions and met with representatives from the charter school office at SSCPS to build upon the work from the last two years.	(8) 5&6 grade teachers (1) ELL teacher (1) Adjustment counselor (1) Director of Learning Services	Support for diverse learners Building capacity	Model School Demonstration Project (MassCan) from the Massachusetts Charter School Association	Developed a training plan for universal design

Building capacity to support diverse learners	Attended collaborative meetings hosted by the Massachusetts Department of Education	Matthew Tondorf, Director of Learning Services	Support for diverse learners	Massachusetts Charter School Office	Development of professional development and support systems to assist charter school to build capacity to support diverse learners
Supports charter schools in southeast area in building necessary supports for students with low incidence disabilities and ELL needs	Met monthly and was hosted by SSCPS Director of Learning Services	Matthew Tondorf, Director of Learning Services	Dissemination	Southeastern MA Cluster Partnership Group	Building and development of necessary staffing, fund allotment, and programming for students with low incidence disabilities and ELL needs
Best Practices	Attended and participated in Business Manager/CFO/COO & Business Manager COP meetings	Kristine Bingham, Director of Finance/HR	Finance	Massachusetts Charter Public School Association CFO/COO & Business Manager COP	Networking and shared best practices with other charter school peers
Supports charter schools in southeast in building effective guidance programming	Met monthly and was hosted by the SSCPS Director of Guidance	Mary Carter, Director of Guidance	Dissemination	Southeastern MA Charter School Guidance cluster	Development of programming across guidance departments to support effective practices
Identifies activities and supportive practices for educators in grades 1-3 which are aligned with age and grade appropriate indicators for each of the SEL standards and competencies	Attended one panel meeting. Addressed one of the five social emotional competencies; social and self awareness, self management, relationship skills, and responsible decision making	June Fontaine, Teacher, Grades 1 & 2	Curriculum Instruction	Program Quality Workgroup, Social Emotional Learning (SEL) Subcommittee ESE Office of Student and Family Support Center for Educational Options Will attend two in the upcoming year	Collecting and creating activities and supportive practices for educators in grades 1-3 which are aligned with age and grade appropriate indicators for each of the SEL standards and competencies
Play in Healthcare Environments and Issues for Classroom Teachers	Taught a course in childhood development for the Spring 2017 semester	Beverly Bruce, Title I Reading Specialist	Access and Equity Family Engagement	Wheelock College	Facilitated undergraduate learning of essential issues for children in healthcare environments
Hiring Learning Services Personnel	Guest speaker to a class of 35 aspiring special education graduate students at Boston University this past spring.	Matthew Tondorf, Director of Learning Services	School leadership Professional Culture	Boston University	Spoke about how to prepare for interviews and the traits that Special Education Directors are looking for during the hiring process.

The future of Special Education in Public Education	Sat on a panel of four Special Education directors at Boston University.	Matthew Tondorf, Director of Learning Services	Professional climate	Boston University	Fielded questions about the direction of special education.
Sheltered English Instruction	Taught a course in Sheltered English Instruction for the Fall 2016 semester	Alicia Savage, Executive Director	Access and Equity Instruction	South Shore Educational Collaborative, Fitchburg State University	Facilitated the SEI endorsement for teachers throughout the Southeast

Academic Program Success

Student Performance

A. South Shore Charter Public School's School Report Card:

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04880000&orgtypecode=5>

B. Additional Evidence of Academic Progress:

The Advanced Placement program at SSCPS continues to expand. During the 2016-2017 school year SSCPS had a total of 65 Advanced Placement course enrollments. This was a 47 percent increase from 44 course enrollments in the 2015-2016 school year. Course offerings in the building included AP Statistics, AP Calculus AB, AP English Language and Composition, AP English Literature and Composition, AP Computer Science Principles, and AP Biology. In addition, through the Virtual High School Collaborative, students completed courses in AP Chemistry, AP Spanish Language and Culture, AP United States History, and AP Economics. Score distributions are noted in the following table.

Advanced Placement Course	Number of Exams	Average Score	Range
Biology	12	2.75	2-4
Calculus, AB	7	2.43	1-5
Chemistry	3	2.33	1-4
Computer Science Principles	8	3.38	3-4
Language and Composition	17	2.471	1-4
Literature and Composition	5	2.5	2-3
Macroeconomics	1	4	4
Microeconomics	1	5	5
Spanish Language and Culture	1	4	4
Statistics	9	1.556	1-3
United States History	1	3	3

SSCPS continued fall PSAT/NMSQT administration for students in grade 11 this year. Students in grades 8 and 9 participated in the PSAT 8/9 in the spring while students in grade 10 took the PSAT 10. 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. They will continue to work with the spring data at the start of the 2017-2018 school year to meet the needs of the current high school population.

Now in the second year of implementation of a new Accountability Plan for 2015-2020 the South Shore Charter Public School continues to modify and adapt curricula to the new frameworks. 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 2016-2017 school year implementation of Eureka math expanded to include grades 1, 2, 5, and 6. 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 2017-2018 school year all math teachers of students in grades K-7 will implement Eureka math. South Shore Charter Public School will be sending a team of teachers to extensive summer training to support effective implementation of the new curriculum.

South Shore Charter Public School made a significant change to schedules in grades K-8 during the 2016-2017 school year, to allow for more common planning time. In grades K-4 teachers have the opportunity to work with their grade level colleagues daily. 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.

Teachers have been working to incorporate the new Science and Technology/Engineering Standards at all grade levels. Next year there will be a new position for a K-12 technology support teacher who will help implement these standards across all grade levels. This year ELA teachers from grades K-8 began to revise curricula to increase alignment with the new English Language Arts and Literacy standards. Twelve ELA teachers travelled to Kentucky to begin training for the new *Wit and Wisdom* ELA program.

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 pull-out support. The ELL Learning Services team is continually adjusting its model of delivery to meet the needs of this rapidly growing population at SSCPS.

The Learning Services team worked with the general education teachers over the last two years to restructure the student support teams. The new system currently works to identified more Tier 1 and Tier 2 supports helping reduce the amount of special education referrals. This work helps support SSCPS' dedication to inclusive education. During this past school year, to help increase Tier 1 and Tier 2 supports, special education teachers, general education teachers, and ELL teachers in grades 5 and 6 worked diligently to bring more Universal Design for Learning (UDL) into the classrooms. The teachers, with support from the Model Demonstration School Project, completed 5 days of trainings and observations throughout the school year to work on designing lessons to support students with low incidence disabilities and diverse language needs. SSCPS will continue to build off of this work by bringing this project to other grade levels throughout the next school year.

Social, Emotional, and Health Needs

South Shore Charter Public School welcomed a large number of new students during the 2016-2017 school year. The school created opportunities for team building and student run orientations to help welcome new students. Significant revisions were made to the Advisory curriculum both at the high school and in grades 5-8 to address the social and emotional needs of our growing population. This work is ongoing. Students formed several new extracurricular groups this year including a Black Student Union at the high school and a Gender and Sexuality Alliance at the middle school that quickly became part of the school's culture.

During the 2016-2017 school year the Attorney General's Office awarded SSCPS the Game Change grant. A group of 30 high school students as well as a dozen faculty members were trained in anti-violence strategies using the Mentors in Violence Prevention curriculum through the grant. This group of students disseminated their work to the rest of the high school student body with plans to continue into next school year.

South Shore Charter Public School continues to work to keep the suspension rate low. The disciplinary process provides opportunities for the school to work with families to avoid the use of suspension as a consequence. 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. Together, principals, teachers, and families work to find solutions to student problems. During the 2016-2017 school year, the principals conducted 26 suspension hearings. Only 17 of those hearings resulted in an internal or external suspension. The overall suspension rate at South Shore Charter Public School remains low and is well below the state average.

School Year	External Suspension Rate	Internal Suspension Rate	Total Rate
2013-2014	2.6	0.2	2.8
2014-2015	2.0	0.8	2.8
2015-2016	1.8	0.2	2.0
2016-2017	1.9	0.4	2.2

Organizational Viability

Financial Viability

The Operating Budget for FY17 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 756. Tuition revenue came in higher than projected due in part to higher than DESE district per pupil tuition rates than budgeted and receiving additional grant funding due to our continued expansion. In FY17, the Board of Trustees voted to earmark \$500,000 cash reserves for building improvements.

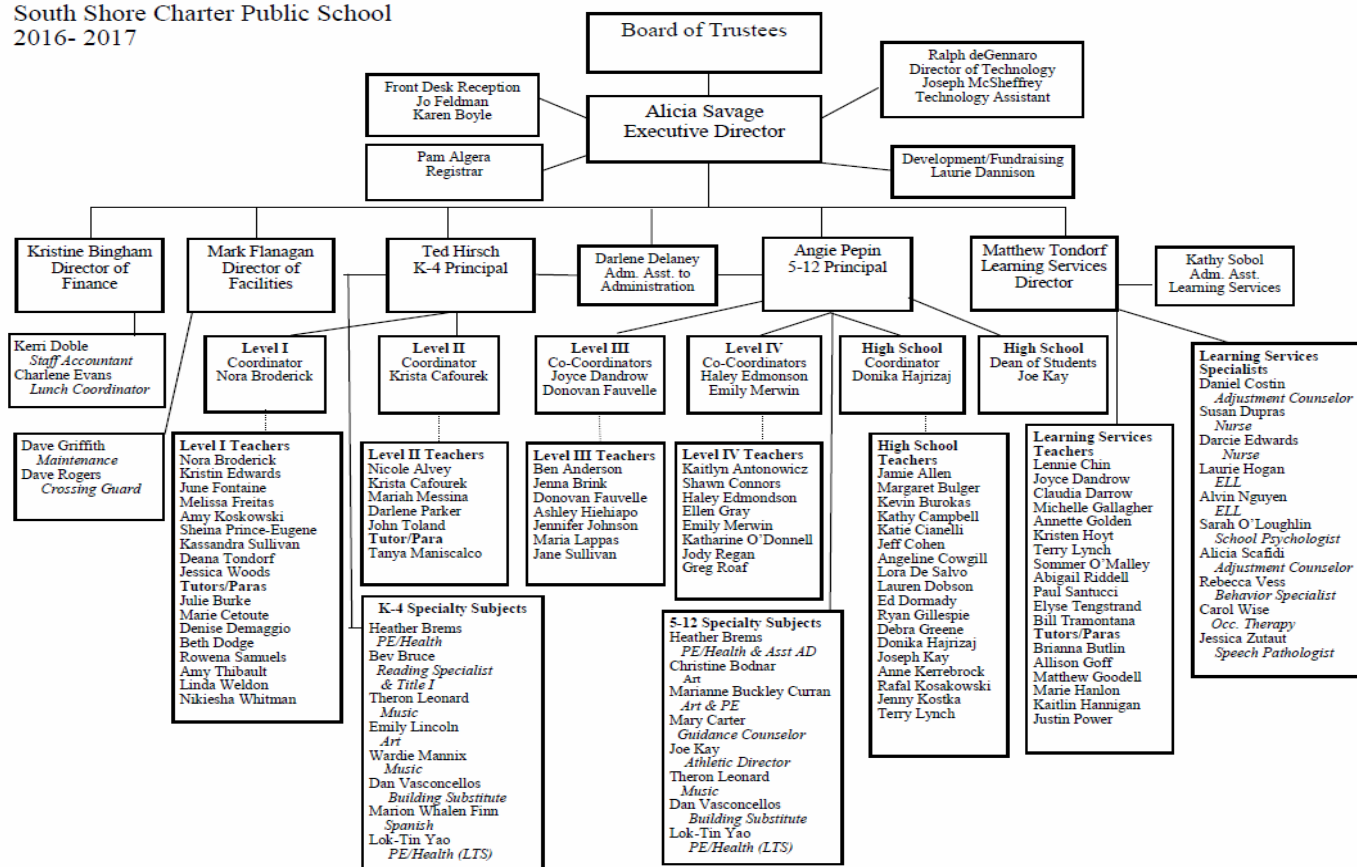
Parent Survey

The results for the Annual SSCPS Parent Satisfaction Survey were based upon 114 received responses out of 493 families. This is a response rate of twenty-three percent. This is a drop from last year's 166 responses out of 372 families, which recorded forty more responses than the survey from 2015. Last year's increase in responses may be a direct result of the proposed school expansion. All data gleaned from last year's report has determined the direction of our programming, school culture, and expansion priorities. This year, feedback has provided another data point as the school maps out growth over the next two years. Data gleaned from the parent survey is used to assist with determining the direction of educational programming, school culture, and expansion priorities. The School used the feedback as another data point to plan for enrollment growth over the next two years. Families provided very constructive feedback on preservation of the School's identity and culture as well as some areas for improvement. Quantitative data from this survey showed support for continued improvement in technology and facilities. Parents also expressed support for a larger gym, athletic fields, and increased outdoor space.

Survey results indicate the degree to which families approved of the academic programming offered by the South Shore Charter Public Schools. 90.65 percent *Agreed* or *Strongly Agreed* that "SSCPS offers a rigorous academic program that prepares students well for future schooling" in English Language Arts. 88.79 percent *Agreed* or *Strongly Agreed* the same for Mathematics. 83.18 percent *Agreed* or *Strongly Agreed* the same for Science. 90.56 percent *Agreed* or *Strongly Agreed* the same for Social Studies. 92.45 percent *Agreed* or *Strongly Agreed* the same for Spanish. And 94.29 percent *Agreed* or *Strongly Agreed* for the Arts.

Organization Chart

South Shore Charter Public School
2016- 2017



Budget and Financial Reports

Financial Profile

The following five pages show the unaudited draft financial statements for the fiscal year ending June 30, 2017 including depreciation expenses. These include the FY17 Statement of Financial Position, FY17 Statement of Activities and Changes in Net Assets, and the FY18 Approved Operating Budget. The school's independent audit will be completed by October 31, 2017. 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, 2017

DRAFT

CURRENT ASSETS

Cash	\$4,015,655
Deposits & Prepaid Expenses	235,318
Accounts Receivable	11,168
Grants/Tuition Receivable	<u>126,554</u>
Total Current Assets	<u>\$4,388,695</u>

Property & Equipment

Furniture & Equipment	\$295,577
Technology	976,837
Vehicles	314,680
Building & Improvements	4,187,122
Loan Fees-Old	17,100
Accumulated Depreciation	<u>(2,331,131)</u>

Net Property & Equipment

\$3,460,185

Other Assets

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

TOTAL ASSETS

\$7,848,881

CURRENT LIABILITIES

Accounts Payable & Accrued Expenses	\$761,201
Due to Others	54,473
Deferred Remt	248,735
Auto Loan	<u>0</u>

Total Current Liabilities

\$1,064,409

Net Assets (Equity)

Retained Earnings	\$5,939,987
Opening Balance Equity	142,458
Temporarily Designated	15,021

Net Income/Loss

\$687,006

Total Equity

\$6,784,471

TOTAL LIABILITIES & EQUITY

\$7,848,881

UNAUDITED Statement of FY17 Activities and Changes in Net Assets DRAFT

For the period ending June 30, 2017

	<i>FY17 APPROVED BUDGET</i>	<i>FY17 ACTUAL EXPENDITURES</i>
<i>OPERATING REVENUES:</i>		
Tuition	\$9,353,695	\$ 9,914,095
Grants-State		17,590
Grants-Federal		176,687
Grants-Private		225,795
Nutrition Funding-State & Federal		100,000
Program Fees		144,360
Investment Income		71,500
Other-Medicaid Reimbursement		123,200
		4,000
		5,640
		<u>17,000</u>
<i>TOTAL OPERATING REVENUES</i>	<i>\$9,863,672</i>	<i>\$10,553,032</i>
<i>OPERATING EXPENDITURES:</i>		
<i>Administration</i>		
Salaries-Administrative Professional	\$135,524	\$135,525
Salaries-Administrative Support/Clerical	143,779	142,089
Salaries-Business Office	135,104	141,595
Salaries-Technology	127,749	125,357
Salaries-Development	51,489	51,996
Accounting-Audit	28,000	24,391
Legal	8,000	20,431
HR/Payroll	14,000	15,896
Other Professional Consulting Services	5,000	4,494
Information Mgmt & Technology	80,487	77,773
Office Supplies & Materials	68,362	60,321
Professional Development (Admin & Board)	6,000	5,022
Dues, Licenses, & Subscriptions	20,000	22,820
Recruitment & Advertising	8,500	3,588
Travel Expenses (Staff & Board)	3,000	1,769
Bank Charges-Current (Short Term)	2,000	1,060
Other: School Wide Events	<u>28,000</u>	<u>28,113</u>
<i>Total Administrative Expenses</i>	<i>\$864,994</i>	<i>\$862,240</i>
<i>Instructional Services</i>		
Salaries-Teachers	\$3,689,758	\$3,703,460
Salaries-Specials	319,388	262,374
Salaries-Other (Professional)	979,043	1,006,289
Salaries-Paraprofessionals	134,171	266,752
Salaries-Teaching Tutors	208,081	89,515
Salaries-Support/Clerical	116,112	112,984
Contracted Services-Instructional	79,600	42,347
Instructional Tech in Classroom	30,550	28,726
Instructional Supplies & Materials	171,225	164,967
Testing & Assessment	4,550	15,989
Professional Development	53,555	63,142
Dues, Licenses & Subscriptions	1,955	1,580
Staff Stipends in addition to Base Salary	43,400	37,670
Other- Furniture	2,000	6,642
Other-Athletic Equipment	<u>3,500</u>	<u>6,757</u>
<i>Total Instructional Services</i>	<i>\$5,836,887</i>	<i>\$5,809,194</i>
<i>Other Student Services</i>		
Salaries-Other Student Services	\$47,897	\$48,983
Salaries-Health Services	61,829	91,167
Food Services	115,000	101,187
Athletic Services	54,554	51,935

Other-Student Award	2,500	3,000
Other-Field Trips	47,500	50,958
Other-Student Transportation	15,000	12,608
Other-Tutoring	20,700	18,560
Other-Substitutes	<u>20,000</u>	<u>23,598</u>
Total Other Student Services	\$384,980	\$401,996

Operation & Maintenance of Plant

Salaries-Operation & Maint of Plant	\$145,089	153,646
Utilities	172,000	158,201
Maintenance of Building & Grounds	231,600	192,590
Maintenance of Equipment	10,000	8,126
Rent/Lease of Buildings & Grounds	816,428	1,041,104
Rent/Lease of Equipment	<u>37,749</u>	<u>20,741</u>
Total Operation & Maintenance of Plant	\$1,412,865	\$1,574,408

Fixed Charges

Payroll Taxes	\$160,672	\$116,412
Fringe Benefits	701,249	702,295
Insurance (Non-Employee)	50,000	43,764
Other: Depreciation Expenses	340,000	355,233
Other: Contingency	100,000	0
Other: Short Term Interest	<u>12,026</u>	<u>484</u>
Total Fixed Charges	\$1,363,947	\$1,218,188
Total Operating Expense	\$9,863,672	\$9,866,026
Net Operating Net Income/Loss	\$0	\$687,006

QUASI CASH PROFIT/LOSS CALCULATION:

Add back Depreciation	\$340,000	\$355,233
Add back Deferred Rent	0	248,735
Less: Capital Technology Additions	(15,750)	(47,567)
Less: Capital Bldg Improvements	(33,000)	(36,438)
Less: Capital Equipment	(10,000)	(5,887)
Less: Capital Expansion Technology	(359,410)	(304,251)
Less: Capital Expansion FF&E	(117,504)	(120,012)
Less: Debt payments	<u>(54,336)</u>	<u>(18,569)</u>
SubTotal Quasi Cash Loss	(\$250,000)	\$71,244
Plus Mass Dev Tech \$ Loan Proceeds	<u>\$250,000</u>	<u>0</u>
Total Quasi Cash Profit/Loss	\$0	\$758,250

**FY18 Approved Operating Budget
For the period ending June 30, 2018**

OPERATING REVENUES:

Tuition	\$12,146,592
Grants - State	0
Grants - Federal	262,604
Grants - Private	88,500
Nutrition Funding - State & Federal	86,800
Program Fees	140,200
Contributions/Fundraising	15,000
Investment Income	5,000
Other: Medicaid Reimbursement	<u>15,000</u>
<i>TOTAL OPERATING REVENUES</i>	<u>\$12,759,696</u>

OPERATING EXPENDITURES:

Administration

Salaries - Administrative Professional	\$139,590
Salaries - Administrative Support/Clerical	154,878
Salaries-Business Office	171,193
Salaries-Technology	130,343
Salaries-Development	54,570
Accounting-Audit	28,000
Legal	25,000
HR/Payroll	30,000
Other Professional Consulting Services	5,000
Information Management and Technology	107,857
Office Supplies and Materials	75,650
Professional Development (Admin & Board)	16,000
Dues, Licenses, and Subscriptions	25,000
Recruitment & Advertising	6,500
Travel expenses for staff/Board	3,000
Bank Charges - Current (Short Term)	2,000
Other: School Wide Events	<u>28,000</u>
<i>Subtotal Administrative Expenses</i>	<u>\$1,002,580</u>

Instructional Services

Salaries - Teachers	\$4,393,934
Salaries - Specials	468,596
Salaries - Other (Professional)	1,170,532
Salaries - Paraprofessionals	454,199
Salaries - Tutors	114,611
Salaries - Support/Clerical	113,188
Contracted Services- Instructional	146,800
Instructional Technology in Classrooms	27,409
Instructional Supplies & Materials	218,700
Testing & Assessment	8,800
Professional Development	63,200
Dues, Licenses, and Subscriptions	1,350
Staff Stipends in addition to base salary	101,950
Other: Classroom Furniture	<u>6,000</u>
<i>Subtotal Instructional Services</i>	<u>\$7,289,270</u>

Other Student Services

Salaries-Food Services	\$48,426
Salaries-Coaching/Athletics	33,500
Salaries-Health Services	111,658
School Meals	130,000
Athletic Services	20,570
Other: Student Award	3,000
Other: Transportation (Athletics/Events)	25,000
Other: Field Trips	<u>57,500</u>

Total Other Student Services **\$429,654**

Operation and Maintenance of Plant

Salaries - Operation and Maintenance of Plant	\$156,376
Utilities	194,000
Maintenance of Buildings & Grounds	260,700
Maintenance of Equipment	21,600
Rental/Lease of Buildings & Grounds	1,169,356
Rental/Lease of Equipment	38,300
Furniture Replacement	<u>4,400</u>

Subtotal Operation & Maintenance of Plant **\$1,844,733**

Fixed Charges

Payroll taxes	\$194,700
Fringe Benefits	851,437
Insurance (non-employee)	50,000
Other: Depreciation	425,000
Other: Contingency	200,000
Other: Short Term Interest	<u>2,000</u>

Total Fixed Charges **\$1,723,137**

TOTAL OPERATING EXPENSES **\$12,289,374**

TOTAL NET INCOME **\$470,322**

QUASI CASH PROFIT/LOSS CALCULATION:

Add back Depreciation	\$425,000
Add back Deferred Rent	56,503
Less: Capital Technology Additions	(88,280)
Less: Capital Building Improvements	(84,000)
Less: Capital Equipment	(91,000)
Less: Capital Expansion Building Improvements	(70,500)
Less: Capital Expansion FF&E	<u>(10,000)</u>

Subtotal Quasi Cash Profit **\$137,723**

Subtotal Quasi Cash Available **\$608,045**

TOTAL QUASI CASH AVAILABLE FOR UNRESTRICTED RESERVES **\$108,045**

CAPITAL PLAN FOR FY18

The South Shore Charter Public School will continue to operating in 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. Some of building's operating systems are working beyond their useful life and are in need of replacement or energy efficient upgrades. Students in grades 9-12 moved into a leased 22,000 sq.ft building in the same office park as the K-8 building. The school also leases a 3,200 sq.ft. building for our K-12 physical education program. During FY17, the school invested significant cash reserves to add additional classrooms in the K-8 building and to outfit our newly leased high school building, with new technology, furniture and equipment. Over the next two years, the school will continue our K-12 expansion and invest additional capital resources as needed. As of June 30, 2017, the Board of Trustee's designated additional \$500,000 of cash reserves to increase the capital building reserve account to approximately \$811,632. These reserves will be used for capital emergencies, improvements or to support the purchase or lease of new fields or building space. The following is a list of capital expenditure or projects the school will use capital reserves on:

Description Status Schedule	Est. Cost	Financed	Reserve \$
In FY18, the school will invest in new capital equipment, technology, and furniture and fixtures.	\$98,280	Annual Capital Budget	\$343,780
In FY18, the school will renovate existing office spaces into classrooms due to our expansion.	\$70,500	Annual Capital Budget	\$343,780
In FY18, the school will continue to make needed building and system upgrades. This includes bathroom renovations, alarm upgrades, ADA access, and exterior parking lot repairs.	\$84,000	Annual Capital Budget	\$343,780
The School needs to lease additional space in our new high school building when space becomes available. This will allow for our high school programs and will require new capital equipment, technology and furniture and fixtures.	\$500,000	Cash Reserves	\$811,632
The School would like to purchase the high school building if it ever goes on the market.	\$12,000,000	Bank Financing	N/A
Purchase land for athletic fields and build an athletic complex.	\$5,000,000	Bank Financing	N/A
New Generator upgrade is needed to expand its capacity and ensure backup power safety.	\$90,000	Cash Reserves	\$811,632
Cooling Tower will be replaced in FY18	\$75,000	Annual Capital Budget	\$343,780

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 6,800 sq.ft. need abatement and this will be accomplished during our next major renovation.	\$90,000	Cash Reserves	\$811,632
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 \$10,000. Ongoing.	\$130,000	Annual Capital Budget	\$343,780
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 FY18.	\$450,000	Cash Reserves	\$811,632
Move the irrigation system from town water to a new well. The school will investigate options and costs during FY18.	\$20,000	Cash Reserves	\$811,632

Appendix A

Accountability Plan Evidence 2016-2017

Faithfulness to Charter

	2016-2017 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: SSCPS will provide students with rigorous academics across a broad curriculum combined with project-based learning.		
Measure: Each year a minimum of 95% of SSCPS students will successfully complete Project and Workshop requirements, Portfolio requirements, and the Exhibitions of Mastery.	MET	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.
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.	MET	Honors and AP courses are available at every grade level. Forty-two out of 130, or 32 percent, of the High Needs high school students at SSCPS were enrolled in Advanced Placement and/or Honors level coursework for the 2016-2017 school year.
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.	MET	The school met this measure for participation. This year the school added the eighth grade. In the aggregate students in grades 8-11 performed above their national peers. In grade 9, 40 out of 76 students tested performed above the 50th percentile. In grade 10, 28 out of 54 students performed above the 50th percentile. In grade 11, 33 out of 53 students performed above the 50th percentile.
Objective: SSCPS will continue support the social emotional needs of all students.		
Measure: Annually, 90% of students report feeling physically and emotionally safe at school.	INCOMPLETE DATA	In a climate and culture survey administered to high school students in June, 86% of respondents (n=133) responded with frequently or always to the statement, "Felt safe at school." The remaining respondents chose never or rarely.
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.	MET	Twenty-eight, or 76% of the new high school students (n=37) that responded to the climate and culture survey reported that SSCPS feels safer and more welcoming than their previous school.

Objective: Annually, SSCPS students will all participate in age-appropriate levels of community service as set in the Exit Standards of the Student Handbook.		
Measure: Annually, 90% of all students will meet the community service requirement for each grade level (K-12) as outlined within the student handbook.	MET	95% 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.

Academic Program Success *(if applicable)*

	2016-2017 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: SSCPS will support college and career readiness through an internship program and community college dual enrollment opportunities.		
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.	MET	All 48 graduating Seniors completed a Senior Project and presented their work to an audience of their peers and teachers.
Measure: 100% of students will complete and achieve a grade of C or better in at least one college level course prior to graduation.	MET	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, and the Massachusetts Maritime Academy. This year marked our first year of offering Massasoit Community College courses on our campus.
Objective: SSCPS will have an integrated K-12 academic program.		
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.	MET	During the department meetings that were held twice a month teachers did extensive work to ensure that the curriculum is aligned to standards and that it builds to a culminating college level course. As a result of this work the school will adopt a new curriculum for K-4 English Language Arts, 5th and 6th grade History, K-7 Spanish, and Chemistry in the 2017-2018 school year. Eureka math will be extended to 7th grade and a capstone history course, AP Politics and Government will be added at the high school level.
Measure: 25% of Projects and Workshops will engage in cross-grade level activities over the course of the school year.	MET	43% 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.

Organizational Viability (*if applicable*)

	2016-2017 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: SSCPS collaborates with districts and other charter schools to share innovative practices and provide models for best practices.		
Measure: At least five staff members per year will disseminate SSCPS's model by presenting best practices at educational consortiums and conferences.	MET	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 10 members, including a pupil adjustment counselor and ELL teacher. Team members hosted monthly sessions at SSCPS and met with representatives from the charter school office at SSCPS to build upon the work from last year.
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.	MET	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 2016-2017 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 began at SSCPS in the fall of 2016.

Recruitment Plan

2017-2018

School Name: South Shore Charter Public School

2016-2017 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 in Weymouth, Randolph, and Brockton. 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 and 27.0 in FY17. Comparatively, statewide this specific student population has shown a smaller increase from 16.7 in FY12 to 19.0 in FY16 and 20.1 in FY17. The Comparison Index is 9.4 in FY12 to 11.3 in FY16 and 12.9 in FY17. 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 and 9.8 in FY17. 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 FY16 and 15.8 in FY17. Comparatively, statewide this student population has had a smaller increase from 7.3 in FY12 to 9.0 in FY16 and 9.5 in FY17. The Comparison Index is 3.8 in FY12 to 8.6 in FY16 and dropped to 5.0 in FY17. Weymouth has experienced a much smaller growth in the *English Language Learner* population, 2.1 in FY12 to 3.1 in FY16 and 3.4 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, 14.7 in FY16 and 15.7 in FY17. This number is greater than the Comparison Index of 10.8 in FY12 to 11.3 in FY16 and 12.0 in FY17. Applications resting on the waitlist indicate this percentage would be higher for the South Shore Charter Public School if there were more enrollment openings.

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*. In FY17 that indicator is now 14.5 percent. Although this is an increase, 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.

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 was the first year of the South Shore Charter Public School's moderate expansion. This allowed the school to enroll 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 past year the South Shore Charter Public School participated in aggressive recruitment at the two enrollment open houses. Information was orally presented to families in English and Haitian Creole. The local media was used which included advertisements, calendar postings, and news articles. The school's website was revamped to facilitate the application process and means of translation. There was an additional increase in community outreach during the school events including community service, the road race, and evening celebrations.

Following this series of intensive recruitment efforts, the total number of applications received was 1166, for the second year it has been the greatest number of applications in the School's history. Two applications were removed prior to the lottery due to the applicants being accepted to Rising Tide Charter School, reducing the number of applications to 1164 at the time of the enrollment lottery. 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.

General Recruitment Activities for 2017-2018

The South Shore Charter Public School continued and enhanced recruitment strategies that have proven effective in attracting a diverse student population. During the 2016-2017 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, the school musical, the road race, and community service.. Both Open Houses were well attended.

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 events including community service, the road race, and evening celebration events

Recruitment Plan –Strategies

Special education students/students with disabilities

(a) CHART data	(b) 2016-2017 Strategies
<p>School percentage: 15.7%</p> <p>GNT percentage: 0</p> <p>CI percentage: 12.0%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p>Met GNT/CI: no enhanced/additional strategies needed</p> <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 • IMPACT parent meetings will be held where outreach and recruitment efforts are spread • 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 • Continue informational posts on School's social media pages and website • Reinforce positive relationships with sending districts seeking to reduce the financial impact of special education students within traditional school districts • Utilize resources within MCPSA Model School initiative to improve outreach to prospective families

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 15.8%</p> <p>GNT percentage: 2.5%</p> <p>CI percentage: 5.0%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p>(b) 2016-2017 Strategies</p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Increase the venues for formal and informal Title I outreach • Enhance International Food Night and Literacy Night to accommodate a greater number of families and increase cross-cultural interaction • Increase dissemination of enrollment information in communities and sending districts where ELL populations are most evident • Maintain website to include translation abilities
--	---

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 14.5%</p> <p>GNT percentage: 0</p> <p>CI percentage: 23.1%</p> <p>The school is above GNT percentages and below CI percentages</p>	<p>(b) 2016-2017 Strategies</p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Increase website accessibility and electronic application process at school and during open house event • Increase transportation options and provide more detailed carpooling information on website • Target enrollment outreach to sending districts with the highest number of families whose children are eligible for free or reduced lunch
	<p>(c) 2017-2018 Additional Strategy(ies), if needed</p> <p>Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> • Request additional information on how this figure has been calculated due to the significant discrepancy from FY14 to FY17. (1 year)
<p>Students who are sub-proficient</p>	<p>(d) 2016-2017 Strategies</p> <ul style="list-style-type: none"> • Continue to work with sending districts to identify students who are struggling within traditional district schools • Provide school tours and transcript reviews prior to admission acceptance • Deploy IMPACT to reach out to families of struggling students in district schools
<p>Students who have dropped out of school</p>	<p>(f) 2016-2017 Strategies</p> <ul style="list-style-type: none"> • Solicit applications for grades 10, 11, and 12 from local agencies and sending districts • Articulate possible tracks to graduation using dual enrollment, online coursework, and credit recovery

Retention Plan

2016-2017

2016-2017 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, 7.8 percent in 2016 to 3.6 percent in 2017. This is a drop from last year's attrition rate. The current retention rate is 96.4 percent. As CHART data indicates, the retention rate for student subgroups is slightly higher. The retention rate for *English Language Learners* is 100 percent. The retention rate for students in the *High Needs* category is 99.4 percent. The retention rate for students in the *Low Income* subgroup is 98.5 percent. The retention rate for *Students with Disabilities* is 100 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 and art programs have experienced significant growth this year, with more growth planned for 2017-2018. 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 curriculum planning and development and learning services. 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. Again for 2017-2018 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 will maintain the website to facilitate communication. The number of outreach events has remained high and the School's calendar is comprehensive.

Overall Student Retention Goal

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

Retention Plan –Strategies

Special education students/students with disabilities

(a) CHART data	(b) 2016-2017 Strategies
<p>School percentage: 0%</p> <p>Third Quartile: 12.7%</p> <p>The school is below third quartile percentages.</p>	<p>Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Increased participation in the MCPSA Model School initiative, including school wide professional development to include: <ol style="list-style-type: none"> 1. Increased differentiation within the classroom 2. Developing the inclusive classroom with individual student needs 3. The role of assistive technology to improve student development • Increase RTI on lower levels • Small class size (6 – 9) for academically at risk students, 18 for all kindergarten students • Three 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 tutors

Limited English-proficient students/English learners

(a) CHART data	
<p>School percentage: 0%</p> <p>Third Quartile: 12.5%</p> <p>The school is below third quartile percentages.</p>	<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 increased use of Language Objectives in classrooms throughout the School, include these in goal setting meetings • Direct implementation of SEI strategies introduced in SEI Endorsement course: <ol style="list-style-type: none"> 1. Three tiered vocabulary 2. Sentence frames 3. Identifying and analyzing text features 4. Think aloud strategies 5. Reciprocal teaching 6. Partner reading 7. Modeling text analysis 8. Text structure 9. Double journal entries 10. Cognate study • Support the School's two full time ESL teachers to meet the needs of the growing ELL population

Students eligible for free or reduced lunch (low income/economically disadvantaged)

<p><u>(a) CHART data</u></p> <p>School percentage: 1.5%</p> <p>Third Quartile: 13.6%</p> <p>The school is below third quartile percentages.</p>	<p>(b) 2016-2017 Strategies</p> <p>Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Increase opportunities for Title I instruction • Enhanced sponsorship of academic family outreach, including Literacy and International Nights • Free afterschool tutoring for all academically at-risk students in grades 3-10 • Free afterschool homework help for income eligible students • Saturday School for middle and high school students with missing assignments • Extended day scholarships available for students grades K – 6 • Computer lab and extra help for all high school students after school
<p>Students who are sub-proficient</p>	<p>(d) 2016-2017 Strategies</p> <ul style="list-style-type: none"> • Professional development targeted toward increased differentiation within classrooms • Continued use of additive technology within the classrooms and after school to improve academic achievement • Continued use of data to establish and analyze student performance in Focused Instructional Time for Response to Intervention all school programming • Small class size of 6 – 9 students for academically at risk students • Teacher mentors through a school wide advisory program • Three 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 a drop in reading development and math skills
<p>Students at risk of dropping out of school</p>	<p>(e) 2016-2017 Strategies</p> <ul style="list-style-type: none"> • Three 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 online coursework • Outreach to families through home visits and extra-curricular activities
<p>Students who have dropped out of school</p>	<p>(f) 2016-2017 Strategies</p> <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 timeline • 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

Appendix C

School and Student Data Tables

South Shore Charter Public School's report card link:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04880000&orgtypecode=5&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2017 SIMS submission)		
Race/Ethnicity	# of students	% of entire student body
African-American	191	25.26
Asian	35	4.63
Hispanic	22	2.91
Native American	2	.26
White	470	62.17
Native Hawaiian, Pacific Islander	1	.13
Multi-Race, Non-Hispanic	35	4.63
Special Education	117	15.48
Limited English Proficient	116	15.34
Economically Disadvantaged	201	26.59

ADMINISTRATIVE ROSTER FOR THE 2016-2017 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-4 Principal	Educational leader and has responsibility for decisions for grades K-4	7/1/08	Current
Angie Pepin 5-12 Principal	Educational leader and has responsibility for decisions for grades 5-12	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

TEACHERS AND STAFF ATTRITION FOR THE 2016-2017 SCHOOL YEAR				
	Number as of the last day of the 2016-2017 school year	Departures during the 2016-2017 school year	Departures at the end of the school year	Reason(s) for departure
Teachers	68	2	6	1 retirement, 1 took position in other district, 2 FMLA temp positions ended, and 2 moved out of area
Other Staff	26	0	2	2 attending grad school full time
Administration	18	0	0	

Administration: Alicia Savage completed her seventh year as Executive Director serving the third year of her renewed employment contract through June 30, 2019.

Faculty/Staff: The school continued with expansion and due to the increase of students as well as the addition of a new high school building, needed to hire a part time 88% FTE school nurse. Two new Kindergarten classes were added and two teachers were hired. The Learning Services department hired a 88% FTE Behavioral Therapist and 88% FTE Inclusion Specialist as well as additional One to One Aides to work with students needing additional supports. The school needed to increase the FTE status of one administrative assistant/receptionist so the high school building had full time coverage. During January of 2017 the school hired two .5 FTE Level I Paraprofessionals as additional funding became available and two classroom teachers needed additional assistance. The School had five faculty members take FMLA during the year that required long term substitutes. In January, a part time High School Math teacher retired and a Long Term Substitute was hired to complete the academic year.

BOARD MEMBERS FOR THE 2016-17 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	Executive Development Chair	1 three-year	07/2014-06/2017
Kaitlyn Cianelli	Faculty Rep	Governance	1 three-year	07/2016-06/2019
Peter Farrell	Parent Rep	Executive Parent Association	2 one-year	07/2016-06/2017 03/2016-06/2016
Bethanie Glass	Trustee	Personnel	1 three-year	07/2015-06/2018
Prudence Goodale	Trustee	Development	1 three-year	07/2016-06/2019
Joseph Kay	Faculty Rep	Development Ad Hoc Facilities	1 two-year 1 three-year	07/2016-07/2018 07/2013-06/2016
Richard Levitt	Trustee	Development	1 three-year	07/2015-06/2018 Resigned 07/2016
Edwin Rivera	Treasurer	Executive Finance Chair	1 three-year	07/2014-06/2017
Jeffrey Seglin	Trustee	Finance	3 three-year	07/2016-06/2019 07/2009-06/2013 05/2006-06/2009
Nancy Seglin	Clerk	Executive Personnel Chair	2 three-year	07/2016-06/2019 07/2013-06/2016

William Smyth	Vice Chair	Executive Governance Chair	3 three-year 1 two-year	07/2014-06/2017 07/2007-06/2010 07/2004-06/2007 10/2002-06/2004
Charles Storey	Trustee	Development	1 three-year	07/2016-06/2019
Desmond Sullivan	Student Rep	Ad Hoc Field Trip	1 one-year	07/2016-06/2017
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	No Change
Charter School Leader	Alicia Savage	No Change
Special Education Director	Matthew Tondorf	No Change
MCAS Test Coordinator	Angie Pepin	No Change
SIMS Coordinator	Pam Algera	No Change
English Language Learner Director	Matthew Tondorf	No Change
School Business Official	Kristine Bingham	No Change
SIMS Contact	Pam Algera	No Change

Enrollment

2018-2019 Enrollment Lottery

Action	Date(s)
Student Application Deadline	February 26, 2018
Lottery	March 7, 2018