

# **Marblehead Community Charter Public School**

## **Annual Report**

**2011-2012**

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## **INTRODUCTORY DESCRIPTION OF THE SCHOOL**

The Marblehead Community Charter Public School is located on Boston's North Shore. At full capacity, we serve 230 children in grades 4 - 8. The school provides a nurturing learning environment that empowers students to expand their confidence, knowledge, and skills. We welcome their families as integral members of the school's community, and we enthusiastically invite members of the wider community to become involved in education. Because we believe that children learn best in the context of community, we have created an environment where concerned and connected adults are instrumental in ensuring that the students are motivated to do their best work, to take responsibility for their own actions, and to critically respond to the world around them.

As an organization, we are committed to continual program improvement through critical self-analysis. Since 1995, the MCCPS faculty/staff, students, parents, and community members have successfully created an innovative public school that encourages consistently high student achievement, offers parents a viable choice in their children's education, and models effective educational strategies for reproducible public school reform initiatives.

## **LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES**

MCCPS closed the 2011-2012 school year as a community celebrating the success of our students and school as reported by the Head of School, Nina Cullen-Hamzeh, at our 53<sup>rd</sup> public Exhibition of Student Work on June 13, 2012.

Ms. Cullen-Hamzeh completed her first year as Head of School at MCCPS, and overall the year of transition has gone well. Changes in the organizational structure of the school were implemented smoothly, to reflect the new leadership model. Partnering with the MCCPS Foundation, Ms. Cullen-Hamzeh has championed a number of initiatives seeking to increase the sense of community, parents' participation and involvement in the financial affairs of the school, and the level of volunteerism and donations.

Nonetheless, fundraising continues to challenge MCCPS. Financial support has been especially tenuous as the recession caused severe cuts in state revenues. In addition, last June we received the shocking news that our revenues had been miscalculated and we would receive nearly \$380,000 less than promised and anticipated. We commend Ms. Cullen-Hamzeh, teachers, staff, volunteers and students for adjusting to this unexpected and dramatic cut in the budget for this year. Despite this near-crisis, we continued to build a community of support for MCCPS encouraging parents and families and friends to support the school as volunteers, advocates and donors.

Looking to the future with the parents and members of the community at large, the Board has begun the process of identifying and assessing goals and objectives to achieve the MCCPS vision in the next 5 or 10 years. Ms. Cullen-Hamzeh will lead us through the drafting of a new MCCPS Strategic Plan and eventually through its approval and adoption. We look forward to continuous improvement by leveraging the expertise and years of experience of our trustees, administrators, teachers and parents.

Additionally, the Board is evaluating the possibility of purchasing the building where we currently lease space for the school. A task force is looking at the issue, and we will keep the community informed about developments. At this time, our goals are to continuously improve the program for the students, manage costs more effectively and to ensure a stable future for the school.

A major challenge for the Board this year has been developing a new evaluation process for the Head of School. This process has been under development by the Personnel Committee for the past year, and it continues to be very challenging. A new evaluation process is mandated by our contract with the Head of School. In addition, the Department of Elementary and Secondary Education has issued new guidelines for evaluating all education professionals, including the school leaders. The new policy is a welcome improvement to the vague guidelines of the past, but understanding the guidelines and finding appropriate

ways to implement them has been a time consuming and challenging process for a committee of volunteers. The work on this issue will continue in the upcoming year, and is a critical priority for the Board.

MCCPS has been blessed with administrators, teachers, parents, and community members who are committed to creating an excellent school experience for the children, and the Board of Trustees thanks them all. We especially thank the following for their service to the Board and its committees: James Barry, Nancy Buczko, Holly Harrington-Stern, Emil Ronchi, and John Sullivan. It has been an extraordinary year, and we look forward to working as a community to continually improve our service to the children and families who chose MCCPS.

Sincerely,  
 Simona Levi-Minzi  
 Chair, MCCPS Board of Trustees

**SCHOOL MISSION STATEMENT**

MCCPS fosters a community that empowers children to become capable, self-determining, fully engaged individuals who are critical and creative thinkers committed to achieving their highest intellectual, artistic, social, emotional, and physical potential. We are dedicated to involving, learning from, participating in, and serving our school community and the community at large.

**PERFORMANCE AND PLANS**

**Faithfulness to Charter**

**Accountability Plan Objectives & Measures – Faithfulness to Charter**

**Mission, Vision And Educational Philosophy**

*Objective:* The school is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendment(s).

*Measures:*

**Individual Learning Plans:**

Each year, 100% of MCCPS students who were enrolled prior to December of each school year will collaborate with their teachers and parents to develop individual learning plan goals. At least 80% of them will achieve their goals each year.

**MET:** 100% of students who were enrolled prior to December 2012 met with their teachers and parents to establish individual learning plan goals (MAPs). School-wide, *95% of the students achieved their goals.* This represents a higher level of achievement than last year, and last year was a dramatic improvement over the previous year’s rate of achievement; in 2010-2011 82% of students achieved their goals. In 2009-2010 only 62% of students achieved their goals. The continued increase in achievement was the result of a restructuring of the process that allowed for smaller groups, advisors who were experts in the area of the topic, and more frequent support that was facilitated and documented by the advisor. The teachers, parents, and students were overwhelmingly pleased with the change in protocol and the resultant increase in achievement.

	% of students who achieved their goals	% increase from the previous year
2011-2012	95%	13%
2010-2011	82%	20%
2009-2010	62%	----

**Teachers as Leaders:**

Each year, at least 90% of teachers will respond to a faculty survey, and of those responding at least 80% will *agree or strongly agree* with the statement: “MCCPS is a school that values teacher leadership.”

**PARTIALLY MET:** 80% of the faculty/staff/administration responded to the 2011-2012 Faculty/Staff Satisfaction Survey, and 71% of the respondents indicated that they agree/strongly agree that teacher leadership is valued at MCCPS. The timing of the survey was not conducive to a high rate of response. It was administered in mid July when nearly all of the faculty/staff was on vacation. Also, the anonymous nature of the survey did not facilitate the disaggregating of teacher responses from those of the staff and administration. In the future, the survey will be administered during the school year in order to meet the expected response rate, and a mechanism for disaggregating the teacher responses will be determined.

**Academic Program**

*Objective:* The school establishes an academic program that includes the pedagogical approach, curriculum, assessment, and other unique elements defined in the charter application and any subsequent approved amendment(s).

*Measures:*

**Integration:**

Each trimester, 100% of teachers will collaborate with their colleagues to develop at least 1 integrated unit of study per grade level that includes at least one standards-driven performance assessment. Each trimester, the students will present their projects at a public Exhibition of Student Work.

**MET:** 100% of teachers (including special educators) collaborated with their colleagues to create integrated units of study that included standards-driven performance assessments. Public Exhibitions of Student Work were presented on November 21, 2011, March 7, 2012, and June 13, 2012. Exhibition programs, project descriptions and rubrics are available on the school’s website.

Each trimester, 80% of students will achieve at or above teacher expected level on their Exhibition project rubrics.

**MET:** Student performance on Exhibition projects (standards-driven performance assessments) demonstrated that 80% or more of the students achieved at or above the teacher expected level on their Exhibition project rubrics.

Percentage at or above Teacher Expected Level	
<b>1<sup>st</sup> Term</b>	80%
<b>2<sup>nd</sup> Term</b>	85%
<b>3<sup>rd</sup> Term</b>	92%
<b>Overall</b>	<b>85%</b>

**Exhibition:**

Each year, at least 60% of families will respond to a parent survey, and at least 80% of those responding will indicate that Exhibition projects enhance their child’s learning *most or all of the time*.

**PARTIALLY MET** – 41% of parents responded to the survey, and 77% of respondents indicated that working on Exhibition projects enhances their child’s learning most or all of the time. As was the case with the Faculty Satisfaction Survey, the timing of the survey was not conducive to a high rate of response. It was administered in mid July

when school was out for vacation. In the future, the survey will be administered during the school year in order to meet the expected response rate.

## **Common School Performance Criteria – Faithfulness to Charter Implementation of Mission, Vision, and Educational Philosophy**

A Vibrant Learning Community: MCCPS has maintained its dynamic learning community and its dedication to empowering the highest achievement of every student. The careful and persistent nurturing of this community has been crucial to the success of our school.

- According to the 2011-2012 Faculty Satisfaction Survey, 100% of respondents agree or strongly agree that a culture of innovation exists at MCCPS.
- According to the 2011-2012 Parent Satisfaction Survey:
  - 82% of respondents state that their child is happy at MCCPS and that he/she like coming to school.
  - 80% of the respondents indicated overall satisfaction with the academic program, and 81% stated that the academic program meets the needs of their children most/all of the time.

Educational Philosophy: MCCPS embraces student-centered methods that include standards-driven, performance assessments. The content and skills described in the Massachusetts Curriculum Frameworks are the focus of each and every lesson, and getting children excited about their learning by using meaningful, real-life experiences is integrally important. It is our goal that students will demonstrate a proficient level of understanding in each strand in each subject by the end of the year. All student work is viewed as evidence toward this goal. At the end of each trimester, each student's work is evaluated by his/her teachers to determine the current demonstrated level of understanding. The student's academic achievement and his/her work habits are reported separately.

- According to the 2011-2012 Parent Satisfaction Survey, 77% of respondents state that working on Exhibition projects increases their children's interest in learning most/all of the time.
- According to the 2011-2012 Faculty Satisfaction Survey, 80% agree or strongly agree that the professional development opportunities at MCCPS help them to improve their service to students.

Community Meeting: Each school day begins with a community meeting that includes the students, faculty, staff, and administration. Parents, extended family, Board members, and guests are always welcome to attend these meetings. Together we celebrate our successes, face our challenges, and share a variety of learning experiences.

- According to the 2011-2012 Parent Satisfaction Survey, 88% feel that there is a sense of community at the school.

Community Service Learning: All students participate in Community Service Learning projects. The students and their teachers determine a community need, create a plan of action, take steps to address the need, and collectively/individually reflect upon the experience and the efficacy of their actions. All projects are connected integrally to the subject matter work that is driven by the Curriculum Frameworks.

- 100% of students who were enrolled before the beginning of third term participated in at least one Community Service Learning project. Projects were integrated into all subject areas. Organizations that benefited from these CSL projects include: HAWC, Make a Wish, My Brother's Table, Hope for Creativity, local municipalities, MCCPS, freerice.com, the Shriners, Amy's Cozy Corner, the Lafayette & Devereux Nursing Homes, and The Dames of Farrell Court.

Enrichment: The MCCPS Enrichment Program is a daily 45-minute period in which parents, community volunteers, and faculty/staff/administration work with students on a wide variety of projects and activities. The Enrichment program began in the school's first year as a means for parents to take an active role in the learning environment of their children and for students to learn from their local

community. Since 1995, Enrichment has grown to become an integral component of the school's core commitment to parent involvement and community partnerships. A list of this year's Enrichment offerings is included as an appendix.

- According to the 2011-2012 Parent Satisfaction Survey, 57% of respondents stated that their children benefit from participation in the Enrichment program most/all of the time. Satisfaction is lower than in past years. This is the result of some changes and some challenges. The primary change that was instituted required students at various grade levels to participate in prescribed Enrichment activities. Public speaking, remedial math and writing, DARE, and typing are examples of courses that were required. The challenge was a reduced volunteer force. Fewer of our parents were available to offer Enrichment classes because more of them were working. So, their schedules did not allow for them to participate in the school as they had in previous years.
- According to the 2011-2012 Parent Satisfaction Survey, 91% state that parental involvement is welcome at the school most/all of the time.

### **Implementation of the Governance/Leadership Structure**

The Board of Trustees implemented the governance structure as defined in the MCCPS Charter and approved amendments. The required membership of the Board was maintained, both in number and composition. Per our Charter, the Board includes parents, teachers, and community members.

## **Academic Program**

### **Accountability Plan Objectives & Measures – Academic Program**

#### **MCAS – Performance**

*Objective:* Students at the school demonstrate proficiency, or progress toward meeting proficiency targets on state standards, as measured by the Massachusetts Comprehensive Assessment System (MCAS) exams in all subject areas and at all grade levels tested for accountability purposes.

*Measures:*

The school will show an annual decrease in the percentage of students scoring *Warning* on standard MCAS tests in ELA and mathematics in the aggregate and for all statistically significant subgroups.

**MET** - In ELA, MCCPS reduced the percentage of students scoring warning for the Class of 2012. Three grade levels maintained 0% scoring warning, and one grade level remained unchanged at 4%. In math, MCCPS reduced the percentage of students earning a score of warning for the Class of 2011 and 2013.

For students who have attended MCCPS for at least two years, an increase in the percentage of those scoring *Advanced* on standard MCAS tests in ELA and mathematics will be achieved annually.

**MET** - In both ELA and math, MCCPS increased the percentage of students scoring advanced for the Class of 2011, 2013, & 2014.

#### **MCAS – Growth**

*Objective:* The school achieves and maintains a median student growth percentile (SGP) of 40 or higher in the aggregate and for all statistically significant sub-groups in all subject areas tested for accountability purposes.

*Measure:*

Each year, the median student growth percentile will be 40 or higher in the aggregate and in all statistically significant sub-groups in all subject areas tested for accountability purposes.

**MET** – The median SGP is 40 or higher in the aggregate for both ELA & Math.

<b>Median SGP</b>			
	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>All school</b>			
<b>ELA</b>	42.0	51.5	43.5
<b>Math</b>	53.0	59.0	60.0

**AYP**

*Objective:* The school makes Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant sub-groups in English language arts and mathematics.

*Measure:*

Each year, the school will make AYP in the aggregate and for all statistically significant sub-groups in English language arts and mathematics.

**PARTIALLY MET** - The school made AYP in the aggregate and in most subgroups, but it missed making AYP for white students in ELA by just one-tenth (0.1) of a percent. Of potential interest is that one white student’s ELA test was rescored (from NI to P), but the info on the DESE’s website was not updated to reflect this change. Since 1 child represents about 2%, it is possible that MCCPS did make AYP in ELA.

<b>AYP</b>			
	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Aggregate</b>			
<b>ELA</b>	YES	YES	YES
<b>Math</b>	YES	YES	YES
<b>All Subgroups</b>			
<b>ELA</b>	YES	YES	NO (but by only 0.1% in 1 subgroup)
<b>Math</b>	YES	YES	YES

**External Assessments of Student Achievement**

*Objective:* Student performance on NWEA is strong and demonstrates improvement over time.

*Measures:*

**External Assessments:**

Each Spring, at least 70% of students who have attended MCCPS for at least one year will score at or above the national average on the NWEA math and reading tests.

**MET** – All grade levels exceeded this measure in both reading and math. Grade level achievement is demonstrated in the *NWEA National Average Comparison* that is included as an appendix.

Each Spring, at least 70% of students who have attended MCCPS for at least 1 year will meet or exceed their targeted growth index as measured on the NWEA math and reading tests.

**NOT MET** – Only in 7<sup>th</sup> grade math was this measure achieved. However, 7th grade reading was 60.5% and both reading and math in 6th grade were at 60%. The teachers will meet as departments to determine the steps that should be implemented in order to ensure the achievement of this measure in 2012-2013.

**Professional climate**

*Objective:* Teachers are provided with feedback and guidance that leads to improved instructional practice and student achievement. The school implements a professional development plan that effectively addresses the needs of teachers. Teachers are provided with structures for collaboration.



*Measure:*

**Professional Development:**

Each year, 100% of teachers will collaborate with their colleagues to develop professional development goals. At least 85% of them will achieve their goals.

**MET** – At the beginning of the school year, 100% of teachers (including special educators) collaborated with their colleagues to create professional development goals that included objectives for the teacher, his/her colleagues, and the school administration. 88% achieved their goals; 12% made good progress toward achieving their goals.

*Objective:* The school establishes a professional climate resulting in a purposeful learning environment and reasonable rates of retention for school administrators, teachers and staff.

*Measure:*

**Purposeful Learning Environment:**

Each year, at least 90% of teachers will respond to a survey, and of those responding, at least 80% will indicate that they *agree or strongly agree* with the statement, “The professional development opportunities at MCCPS help me to improve my practice.”

**PARTIALLY MET** – 80% of teachers responded to the 2011-2012 Faculty Satisfaction Survey, and of those 80% stated that they agree or strongly agree that the professional development opportunities at MCCPS help them to improve their practice.

## **Common School Performance Criteria – Academic Program**

### **Massachusetts Comprehensive Assessment System (MCAS)**

Students have demonstrated proficiency and/or demonstrated progress towards meeting proficiency in all grades & subjects. The charts, *MCAS Results* and *MCAS Performance Comparison* that are included as appendixes demonstrate achievement and growth.

- In most instances, the percentage of students passing and achieving a score of advanced/proficient increases over time.
- The rate of students passing the test is high at all grades and in all subjects.
- Over time, the number of students moving into the Advanced and Proficient categories increases in most areas.
- In ELA, for most classes in most years, 0 students score in Warning.

The Median SGP has increased over time in most subjects /grades.

- In most cases as students move through the grade levels at MCCPS, the median SGP increases.
- The chart, *MCAS Student Growth Percentiles 2008-2011*, is included as an appendix.

MCCPS continues to make AYP in the aggregate and in all but one subgroup. AYP for white students in ELA was missed by 0.1%, however 1 student’s ELA test was rescored, but the change was not reflected in the data on the DESE website. It is possible that AYP was also met in this subgroup.

### **Other Achievement, Improvement, or Assessment Measures**

**NWEA** - Median RIT scores for all grades for both math and reading in 2009, 2010, and 2011 have exceeded national norms. Data is included in the NWEA chart as an appendix.

### **Curriculum**

The Marblehead Community Charter Public School continues to provide a setting for educators, students, parents, and community members to explore new opportunities for innovation and high achievement in public education. We are committed to the development, implementation, evaluation, documentation, and dissemination of a high-quality academic program that is standards-driven, authentically integrated, student-centered, and assessed in a variety of ways, including performance assessments.

- MCCPS offers a rigorous, challenging, and comprehensive program aligned with the Massachusetts Curriculum Frameworks/Common Core.
- An individual learning plan is developed for each student. My Achievement Plans (MAPs) are individual learning plans developed collaboratively by the student, teacher(s), and parent/guardian to reflect the learning goal(s) of the student and establish the responsibilities of the student, teacher(s), and parent/guardian in achieving the goals. Students meet regularly with their advisors to check progress, reflect, and support their efforts. Two formal conferences and multiple informal conferences have been instrumental in helping the children to achieve their goals. to develop goals.
- A school-wide global thematic approach connects all learning across curricular areas and grade levels.
- A Public Exhibition of Student Work culminates each trimester. Students demonstrate what they have learned for their families, friends, and the larger community. Exhibitions also provide teachers with the opportunity to assess student academic growth within the context of a public forum. Students receive instruction, develop skills, and are assessed for proficiency at appropriate and increasingly complex levels across the grades. More information about Exhibition is included as an appendix.
- An integrated curriculum is presented in ways that allow students to pursue their interests, to draw upon community resources, and to extend their innate and developing abilities to the greatest extent possible.
- A standards-driven, student-centered, project-based curriculum results in highly engaged students and a positive learning environment. All projects are rigorous, interdisciplinary, and allow sufficient room for individual ability and autonomy.
- Our dynamic and reform-minded faculty invest themselves wholeheartedly in creating an experience of community, academic rigor, critical thinking, and self-discipline that creates an effective learning environment for students.
- The Professional Schedule includes at least ten annual professional in-service days and at least 7 hours each week for common planning and professional development.
- A variety of assessment tools and strategies are employed at MCCPS. Students earn a demonstrated level of understanding in content area strands as well ratings for their demonstration of essential habits.
- Technology is highly integrated and greatly valued at MCCPS. The building has wireless access to the Internet. All students and teachers have user accounts. Most documents are organized in grade level folders, and each classes have access to computers. Attendance, grades, and report cards are recorded electronically, and are available to parents online via PowerSchool.
- The CUE Report (Communicating Understanding through Evidence) has been further refined via the adoption of PowerSchool. This online update has enabled us to respond to the needs of teachers and parents regarding home/school communication.

### **Instruction**

Through all-staff professional development, department meetings, grade-level team meetings, and special education consult meetings, teachers design the best methods by which to provide a standards-driven, project-based, student-centered learning experience for all students. Every effort is made to ensure that students master the appropriate skills and develop an enduring understanding of the subjects that they study.

Teachers utilize a number of web-based applications: the unit/lesson plans are constructed, shared, and archived via googlesites; teachers' grade books, via the online tool PowerSchool, is accessible to parents and students, allows teachers to maintain timely and detailed records and effectively communicate to the students and parents regarding the status of student work.

In addition, three times per year, students present interdisciplinary projects at Exhibition. The work is meaningful, the audience is real (parents and family members, teachers, prospective students and their families, and other community members), and the assessments are performance-based. The students

value Exhibition. When new material is presented or tasks are assigned, they don't ask: "Is this going to be on a test?" Instead they ask: "Is this for Exhibition?"

In order to improve instructional planning and practice, the faculty and staff do the following:

- regularly share and discuss best practices
- comprehensively analyze student and teacher work
- consult each other regarding professional dilemmas
- reflect upon teaching practice, student learning, and professional growth
- use qualitative and quantitative data to inform decisions/identify needs

### **Classroom and School Environment**

Carefully nurturing our school culture is integral to engaging students, parents, teachers, and community members in the life of the School. A strong sense of community is very important to us, so we spend a great deal of time teaching the students what this means. We begin the day with a whole-school Community Meeting, everyone has recess and lunch together, and we teach the students how to be together, play together, and learn together/from each other. Leadership opportunities are provided for the older students, and they receive training and encouragement that support their efforts. All students participate in Community Service Learning projects. They all help to care for the school by doing chores. And, graduates frequently come back to visit.

All members of our community are treated with dignity and respect. Students are happy at MCCPS, because they know that they are valued, the learning is engaging, help is available when they need it, and everyone is held to high, but achievable, standards in all areas. We have promised to empower parents to be contributors in their children's education, and so we provide many opportunities through which they can accomplish this. Parents are welcome at all times throughout the day. They appreciate the level of involvement that they enjoy (on committees, the Board, advisory groups, task forces, in the kitchen, in classrooms, and on school trips), and they commit whole-heartedly to the school because of it.

The faculty, staff, and administration at MCCPS are a dynamic and dedicated group of professionals who truly love their work and are passionately committed to doing everything within their power to enable their students to succeed. Their excitement comes in part because they get to make a lot of decisions. Teacher empowerment is integral to our school, and it fosters a level of personal and professional investment that absolutely fuels our culture.

### **Diverse Learners**

A full time inclusion specialist is assigned to each grade level (4-8). The inclusion specialists collaborate with grade-level teachers (at least 2x90 minutes per week) in order that everyone on the teaching team will understand and be equipped to address the students' needs. The inclusion model allows students with special needs to spend more time in the classroom while receiving additional support to succeed academically. The special education department meets once per week for 60 minutes to discuss department/student needs and assess progress. Professional development occurs during this time, during after-school meetings, and at outside trainings/workshops.

### **Professional Climate**

- i. School leadership, department chairs, and colleagues continuously provide teachers/each other with formal and informal feedback and guidance. This feedback inspires reflection, conversations, and ultimately is expected to improve professional practice/service to students.
  - a. Informal Observations: A 10-minute observation checklist is used in a variety of ways by teachers and administrators.
  - b. Formal Observations: A "claims and evidence" protocol is used for formal observations. A discussion with the teacher follows the observation.
  - c. Classroom Visits: It is very common for administrators and teachers to visit classrooms. All members of the faculty/staff welcome these visits.

- d. Standards for Evaluation/Performance: Rubrics regarding professional practice and collegial relations were developed by the faculty/staff and administration. These are used to clarify expectations, inform practice/behavior, and as part of each employees annual evaluation.
  - e. School Use of Results: Results are used to inspire reflection, improve practice, document concerns/growth, and inform decisions about renewal.
- ii. Professional Development 2011-2012
- a. Major PD Activities: “Aligning our practices across grade levels to better serve the students” was the primary focus of the majority of our work this year. A list of the professional development topics is included as an appendix.
  - b. Inspiration/Need for Activities: We believe that it is our responsibility to provide training for our faculty/staff in those areas that are integral to who we are as a school and what is expected of us by the state. Every week Tuesdays (2:30-3:10), Wednesdays (2:30-5:00) and Thursdays (2:30-3:10) are reserved for professional development. Humanities, Math/Science, Special Education and Integrated Arts meet each week as a department to address department specific PD needs. Mentors/mentees meet weekly for individualized support.
  - c. Outcomes from the PD: The students benefit, the faculty/staff improve their knowledge, skills, and confidence. The curriculum is aligned, the expectations are uniform, and expectations for all are high.
  - d. Evaluation of Effectiveness of the Activities: At least annually, a survey is conducted specifically about professional development. Additionally, faculty/staff are queried informally about the effectiveness of PD experiences.
- iii. MCCPS intentionally and deliberately nurtures a culture of collaboration.
- a. Department Lunches: Historically, all faculty and staff have eaten lunch with the children at round banquet-style tables. However, in order to create time for department-specific PD, once a week each department meets as a group from 12:00-1:00. During this time they consider issues that are particular to their disciplines, including looking at student work, the calibration of grading practices, the alignment of curricular expectations, etc.
  - b. Team Planning: At least one 90-minute common planning period is embedded in each teacher’s schedule. During this time the members of each grade level team (including the teaching assistant and the inclusion specialist) work together to address student needs, develop performance assessments, refine grading rubrics, etc.
  - c. Special Education Consult: A 90-minute period is reserved each week for the members of each teaching team to meet with the Director of Special Education. IEP meetings are conducted during this period when possible, strategies for addressing particular student needs are discussed, and other learning/collaborative experiences are incorporated when deemed necessary by the Director of Special Ed.
  - d. Regular PD: Mondays, Tuesdays, Thursdays, and Fridays from 2:30-3:30 and Wednesdays from 2:30-5:00 are reserved for PD experiences that are planned by the Head of School and the Professional Development Coordinator. These learning experiences are most frequently presented by MCCPS faculty/staff.
  - e. Leadership Team: Once a week a group of administrators and teachers meets to identify/discuss/address school needs.
  - f. Center for Collaborative Education: As a participating school in the Building a Quality Performance Assessment Initiative (BQPAI) funded by Nellie Mae, MCCPS is able to collaborate regularly with educators from around the state. Our work is focused on the development of a standards-driven performance assessment to be used as a complement to MCAS.
- iv. The establishment and maintenance of a professional climate is integrally important at MCCPS.
- a. Our Charter mandates teacher empowerment and we embrace this practice passionately. We believe that the respect and authority that our teachers enjoy absolutely contributes to

- a purposeful learning environment and high rates of retention for school administrators, teachers, and staff. The educators at MCCPS feel intellectually stimulated and professionally gratified by their work.
- b. All members of the faculty/staff are held to high levels of performance and professionalism.
  - c. PD is driven by student/teacher/school needs, and everyone is committed to continual improvement. Although successes are continually celebrated, there is no 'resting on your laurels' at MCCPS. When a project, activity, term is completed, inevitably the professional discussions/reflection is driven by a desire to understand: "How can we do that even better?"
  - d. The frequent opportunities for collaboration that exist at MCCPS foster a professional climate. Colleagues frequently engage in challenging work, including difficult conversations, but because our culture is energized by healthy debate and cognitive dissonance, the commitment to doing what is in the best interest of the children is genuine and powerful.

### **Assessment and Instructional Decision-making**

The school uses formative and summative assessments routinely to inform instructional practice, determine professional development needs, and assign students to accelerated/remedial learning experiences. The review of data occurs at the classroom, department, and administrative levels.

### **Program Evaluation**

MCCPS faculty and staff meet regularly in a variety of groups to assess, reflect, and continually improve upon the quality and effectiveness of the academic program.

- The Math/Science/Technology, Humanities, and Integrated Arts departments meet at least weekly (1 hour) to discuss alignment of the curriculum, unit and lesson plans, best practices, innovative project ideas, and how best to deliver a standards driven curriculum, as well as develop content curriculum maps and content related individual goals and objectives for the year.
- Grade level teams meet at least weekly (90 minutes) to discuss integration, units and lessons, student issues (academic, emotional/social, and disciplinary), Exhibition planning, class web page content, parent communication, assessment, and how best to deliver a standards-driven, performance-based curriculum. They also work together to develop professional goals and objectives with their team members.
- Special Education consult meetings also support the continual improvement of the program. Teaching teams meet at least weekly (90 minutes) with the Director of Special Education and their grade-level inclusion specialist to discuss curriculum delivery to our students with special needs, student academic progress and behavioral issues, IEP's, child study team/child find needs, parent meetings, as well as how to ensure that students with special needs are receiving a rich curriculum based on the state standards.
- Professional development is integral to the continual improvement of our program. Teachers have at least 45 minutes four days a week and 2.5 hours once a week of professional development time which is often used to meet with colleagues to discuss integration of their content, plan integrated units, participate in cohorts to learn more about rubrics, performance assessments, and backward design, as well as looking at student work and test results, and discussion about student behavior and engagement. All of these meetings involve continuous reflection and suggestions for improvement that ultimately help us to better meet the needs of the students.
- Mentors are assigned to all first and second year teachers. These master teachers meet weekly with their mentees to review impressions, questions, and concerns, as well as examine unit/lesson planning, Exhibition planning, and assessments. Mentors help to establish routines and expectations, suggest strategies for working with diverse and actively involved learners, and offer advice for communicating with parents and colleagues. In addition mentors observe mentees at least once a trimester and give feedback and often co-teach with their mentees.
- The Leadership Team (a representative group of teachers and administrators) meets once a week

for at least 60 minutes with the Head of School to discuss issues related to the quality and effectiveness of the academic program, organizational needs, etc.

- Surveys are conducted annually to gauge parent and teacher satisfaction with the school program and the leadership of the Head of School. The results of these surveys are reviewed by the Head of School, the Leadership Team, faculty, and the Personnel Committee of the Board of Trustees. Performance evaluations and future goals are based, in part, upon the results of the surveys.

## Organizational Viability

### Accountability Plan Objectives & Measures – Organizational Viability

#### Solvency and Stability

*Objective:* The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievement.

*Measure:*

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

**MET** – The school's annual budget was sustained by its enrollment. The FY12 Budget can be found in the *Financial Records* section of this report.

*Objective:* The school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.

*Measure:*

Each year, the school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.

**MET** – The school demonstrated a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operated within budget. Details can be found in the *Financial Records* section of this report.

*Objective:* The school's annual independent audit is free of material or repeated findings.

*Measure:*

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

**MET** – There was an absence of material or repeated audit findings in the audit by Ziner & Murphy, a qualified independent auditor.

#### Family engagement

*Objective:* The school involves parents/guardians as partners in the education of their children.

*Measure:*

**Parents as Partners:** Each year, at least 70% of families will respond to a parent survey, and of those responding at least 80% will state that "parental involvement is welcome at the school" *most or all of the time*.

**PARTIALLY MET** – On the 2011-2012 Parent Satisfaction Survey, 91% of respondents indicated that parental involvement is welcome at the school most or all of the time, however only 41% of families participated in the survey.

*Objective:* Families and students are satisfied with the school's program.

*Measure:*

**Satisfaction with the Program:** Each year, at least 70% of families will respond to a parent survey, and of those responding at least 80% will indicate that they "are satisfied with the MCCPS academic program" *most or all of the time*.

**PARTIALLY MET** – On the 2011-2012 Parent Satisfaction Survey, 80% of respondents described their overall level of satisfaction with the academic program as satisfied, very satisfied, or couldn't be happier, and 81% of respondents indicated that the MCCPS academic program meets the needs of their child most/all of the time. Only 41% of families responded to the survey.

### **Dissemination**

*Objective:* The school has collaborated with its sending district(s) on the sharing of innovative practices and has provided models for replication and best practices.

*Measure:*

**Collaboration:** MCCPS will present at least two professional learning experiences each year for educators from Marblehead and/or other schools. Evaluations completed by participants will indicate that at least 70% of respondents felt that they had learned something that could be replicated in their classroom/school.

**MET** – MCCPS presented to a teachers and administrators from charter schools and district schools from NH, CT, RI, MA, and NY. 80% of participants felt that they had learned something that could be replicated in their classroom/school.

## **Common School Performance Criteria – Organizational Viability**

### **Policy Decisions**

Open Meeting rules are followed. An invitation to attend each Board meeting is emailed to the parents and faculty/staff, and a summary of decisions and actions is emailed to them after each meeting. Meetings begin with public comment. Meeting minutes are posted on the School's website. A complete description of policy decisions is available on the School's website: <http://marbleheadcharter.org/meetingminutes11-12>. Following is a summary of major decisions.

#### **July 6<sup>th</sup>, 2011**

- Approved motion to use existing cash reserves to cover the anticipated reduction in the final FY11 reimbursement check.

#### **August 10<sup>th</sup>, 2011**

- Approved Ms. Simona Levi-Minzi to the Board of Trustees

#### **September 2<sup>nd</sup>, 2011**

- Accepted the Personnel Committee report indicating Ms. Cullen-Hamzeh meeting or exceeding her goals for the 2010-11 school year

#### **October 12<sup>th</sup>, 2011**

- Approved the annual audit

#### **November 2<sup>nd</sup>, 2011**

- Presented information to community during yearly Community Member Meeting

#### **December 12<sup>th</sup>, 2011**

- Adopted the Trustees Terms and Term Limits Policy
- Approved the Board-on-Track management software
- Approved standards and indicators as part of the administrator evaluation framework

#### **January 4<sup>h</sup>, 2012**

- Reappointed Mr. Michael Cothorn, Mr. Bill Sullivan, and Ms. Carolyn Cinotti as Trustee Members

**February 1<sup>st</sup>, 2012**

**March 1<sup>st</sup>, 2012**

- Approved the reorganization of the Board Goal for 2012

**April 5<sup>th</sup>, 2012**

- Approved Mr. Bill Gillis to the Board of Trustees

**May 3<sup>rd</sup>, 2012**

- Accepted the Personnel Committee's realignment of Head of School evaluation to incorporate new state administrator evaluation guidelines

**May 24<sup>th</sup>, 2012**

- Approved the FY 2013 Budget

**June 1<sup>st</sup>, 2012**

- Approved Ms. Laura Jalbert to the Board of Trustees
- Approved new Enrollment Policy to align with new Department of Elementary and Secondary Education regulations.

**Amendments to the Charter**

There were no amendments to the Charter this year.

**Official Complaints**

During the 2011-2012 school year, the MCCPS Board of Trustees received 1 complaint that was addressed appropriately by the school, although this complaint was not deemed an 'official' complaint pursuant the state's charter school regulations 603 CMR 1.10.

**Oversight**

The Personnel Committee (PC) of the MCCPS Board of Trustees focused its work on understanding and implementing "new" Massachusetts Department of Elementary and Secondary Education regulations under 603 CMR 35.00 "Evaluation of Educators", in conjunction with meeting the MCCPS Head of School (HOS) contract requirements under Article 7, "Evaluation of Head of School and Extension of Term". The PC set in process the development of a framework for both meeting the requirements of 603 CMR 35.00 for the 2012-2103 school year and performing ongoing evaluations consistent with both that process and the terms of the existing contract with the HOS, as stipulated by Article 7 of said contract.

The terms of 603 CMR 35.00 and associated regulations are extensive and herein incorporated by reference. Generally, the PC produced measurement criteria and methodologies for demonstrating the levels of achievement of various elements of performance. Surveys and qualitative assessments were included as well as quantitative measures such as test scores and other statistics. Due to the make-up of the committee (parents and teachers), the PC did not opt to act as an investigative body nor to conduct interviews or focus group activities, perceiving actual or potential conflicts of interest and an untenable time commitment. A working document was developed setting forth the elements to be evaluated and the methods for evaluating them over the course of the remaining evaluation period (three years total). Significant challenges remain in fully understanding, adopting, and effectively applying the requirements of 603 CMR 35.00.

In conjunction with the efforts to implement the new regulations, the PC worked with the Head of School to meet the terms of the HOS contract under Article 7, the main components of which were:

7.1 Base Line Evaluation. A written evaluation instrument was adopted, primarily the outline of the new regulations.



7.2 Establishment of Goals. Two sets of goals, selected from the assessment rubric and consistent with school goals set forth by the Accountability plan, were selected by mutual agreement, reported on over the course of the year and evaluated on an ongoing basis. The PC recommended to the Board, and the Board accepted, that the first set of goals was satisfactorily met. The second set of goals has not yet been evaluated as of this writing, but all indications are similar.

7.3 Annual Evaluation. The HOS contract calls for an annual evaluation; currently the baseline evaluation of the HOS is as an "experienced educator" and "proficient", calling for a two-year evaluation cycle under 603 CMR 35.00 that is largely driven by the HOS. The next evaluation is called for by December 15th, 2012, but this may be modified according to adoption of new regulations.

7.4 Evaluation Documents. This section specifies which documents are public and which are not.

7.5 Performance Improvement. This section specifies actions the Board must take in the event of perceived performance deficiencies on the part of the HOS.

Overall, the PC performed its intended oversight function judiciously, but within the limits of capacity of a volunteer part-time organization. Recognition is given to the need for substantial state guidance and independent outside resources for the purpose of assisting with time-intensive, knowledge-specific, and inherently conflicted activities such as interviewing focus groups, designing and administering valid surveys, and interpreting data consistently. Despite such limitations, the intent and interest of the MCCPS Board of Trustees is to consistently improve and develop the evaluation methodologies we apply in gauging the performance of our administrators.

### **Board Planning**

The Board established 3 goals for itself, and progress toward achieving these goals was very good.

#### **MET - GOAL 1: ORGANIZATIONALLY VIABLE/FINANCIAL**

*To contribute to the financial stability of the school, the Board will define its role regarding fundraising, and improve communications regarding the funding model of Charter schools.*

##### Actions:

\*The Board will define the relationship between the Board and the Foundation.

\*The Board will subsequently delineate the Board's role and responsibilities toward fundraising.

\*To enable grants, 100% of the Board will contribute to the school's annual campaign.

#### **PARTIALLY MET (80%) - GOAL 2: ORGANIZATIONALLY VIABLE/BOARD CONTINUITY**

*To ensure that the school is prepared to meet the Board membership by-law requirements in the future, the Board will establish initiatives for succession.*

##### Actions:

\*Each Board member will bring at least one colleague or friend to a regular meeting of the Board at or before the June 2012 meeting.

#### **MET - GOAL 3: BOARD EFFICIENCY**

*The Board will improve its efficiency and archiving.*

Actions:

\*The Board and its committees will implement The High Bar by creating agendas and meeting minutes within THB.

\*All Board members will complete all of the assessments in The High Bar

### **Family Engagement**

MCCPS measures family satisfaction with its program via an annual *Parent Satisfaction Survey*.

According to the 2010-2011 Parent Satisfaction Survey:

- 88% of respondents believe that there is a sense of community at the school
- 91% feel that parental involvement is welcome
- 94% feel that the administration and teachers make themselves available to meet
- 89% feel that the Head of School and other administrators are willing to assist them when needed.
- 84% say that the academic program is good to excellent

### **Safety**

MCCPS maintains a physically safe environment and one free of harassment and discrimination for students and staff during the 11-12 school year by means of:

- visible adult presence at all times in classroom, hallways, recess, and lunch
- positive role modeling
- providing students and faculty/staff with lessons/workshops related to the new bullying law
- knowledge of student health/behavioral needs
- tracking of student behaviors, meetings with parents and/or student as needed
- counseling as prescribed by IEP, 504, and as needed
- fulltime 'School Safety & Discipline Coordinator'
- regular meetings of the Crisis Management Team; membership includes the Head of School, School Safety & Discipline Coordinator, Nurse, Counselor, and Student Services Coordinator

MCCPS addressed the social, emotional, and health needs of students during 11-12 by means of:

- providing informative and interactive lessons on topics such as communication, bullying, relationships, emotional health, organizing, planning, study habits
- maintaining an open door policy as well as highly visible adult presence
- providing short and/or long term counseling as required by IEP or 504 plans or when requested or suggested by faculty, parents, or students
- providing students with a full-time RN and School Counselor
- student and faculty surveys on school climate; results used by administration to target ways to improve the student experience with regard to student and teacher behavior and attitude

### **Employee Qualifications**

In order to ensure that all employees met all applicable state and federal standards during 11-12, the school did the following:

- when possible, hired highly qualified, licensed individuals
- reviewed all employees credentials at the beginning of the year; scheduled individual meetings with administration to address licensure concerns as needed
- established professional development plans for all; objectives defined for the employee, his/her colleagues, and his/her supervisor/administrator; regular reflection regarding progress toward goal, and support provided as needed

- study support for MTEL when necessary
- early release to attend licensure program
- contractual mandates to earn licensure for some; renewal dependent upon achieving required licensure
- ongoing, targeted mentoring and professional development

**Financial Oversight**

The Board of Trustees has designated a subcommittee entitled Finance Committee, which is chaired by Malcolm Hersey, a Trustee. The Head of School and the Business Manager attend all meetings. Anyone with a financial tie to the school is prohibited from voting on any fiscal decision that may pose a conflict of interest. Three of the parents that serve on the Finance Committee have extensive backgrounds in finance.

Every Finance Committee meeting is open to the public and the Board of Trustees is encouraged to attend. One goal for the committee set forth by the Treasurer was to have full transparency in the financial performance of the school. The Board of Trustees is given a written review of each month, a financial analysis of how the financials compare to the budget, and current income statements and balance sheets. The checks and balances, along with an annual audit provide the proper use of internal controls. These are all public documents, and they are included with the Clerk’s report and posted on the School’s website.

In addition to the approval of the budget by the Board of Trustees, the school is audited by an independent outside accounting firm. The findings are presented to the Board of Trustees and after a review, are voted on for approval. Procedural recommendations are implemented and followed by the Finance Committee.

Long-term planning is set forth by the Board of Trustees and goals are set as part of the school’s mission. Large financial decisions include the community and adequate time is taken to ensure proper steps are being taken. The Finance Committee is involved in the decision making process and the planning of long-term goals.

**RECRUITMENT & RETENTION PLAN**

**I. RECRUITMENT PLAN**

<b>General Recruitment Activities</b> <i>- activities undertaken each year which apply to all students</i>
Information regarding the school, the application period, and open houses will be mailed to the parents of all Marblehead 3 <sup>rd</sup> graders.
The MCCPS Enrollment Policy and Procedures will be available on the school’s website, and a paper copy will be provided, when requested.
The school will host 3 open houses (1 weekday evening, 2 Saturdays) designed to provide information about the school and its programs, the faculty/staff, students, and parents, and the extracurricular/enrichment opportunities that are available.
The school will advertise the open houses in all of the local newspapers (Marblehead, Swampscott, Salem, Lynn, Nahant).
The enrollment period and open houses will be advertised on MHTV.
Tours for parents/families (in addition to the open houses) will be provided when requested.
The enrollment period and open houses will be advertised in the school’s weekly newsletter, <i>MCCPS Highlights</i> , which will also be emailed to currently enrolled families and posted on the school’s website.
All meetings, documents, and advertisements will communicate a sense of welcome for ALL

students.

<b>Recruitment Plan – Goals and Strategies</b> <i>- goals and strategies specific to each demographic group</i>	
<p>Demographic Group: A. Special education students</p>	<p>Goal: demonstrate a good faith effort to attract and retain a percentage of students with disabilities comparable to the percentage enrolled in the Marblehead Public Schools.</p> <p>Strategies:</p> <ol style="list-style-type: none"> <li>1. A special educator or the Director of Special Education will be present at each open house to answer questions.</li> <li>2. The Director of Special Education will be available to meet with parents when requested.</li> <li>3. All enrollment/recruitment information that is sent to parents/posted on the school’s website will be non-discriminatory/will communicate that children with disabilities are welcome/supported at MCCPS.</li> </ol>
<p>Demographic Group: B. Limited English-proficient students</p>	<p>Goal: demonstrate a good faith effort to attract and retain a percentage of English Language Learners comparable to the percentage enrolled in the Marblehead Public Schools.</p> <p>Strategies:</p> <ol style="list-style-type: none"> <li>1. All enrollment/recruitment information that is sent to parents/posted on the school’s website will be non-discriminatory/will communicate that ELL students are welcome/supported at MCCPS.</li> <li>2. Applications will be available in English, Spanish, and French.</li> </ol>
<p>Demographic Group: C. Students eligible for free lunch</p>	<p>Goal: demonstrate a good faith effort to attract and retain a percentage of students who are eligible for free lunch that is comparable to the percentage of eligible students who are enrolled in the Marblehead Public Schools.</p> <p>Strategies:</p> <ol style="list-style-type: none"> <li>1. All enrollment/recruitment information that is sent to parents/posted on the school’s website will be non-discriminatory/will communicate that MCCPS does not discriminate for any reason.</li> <li>2. Application for free/reduced lunch will be posted on the school’s website at <a href="http://marbleheadcharter.org/files/free_reduced.pdf">http://marbleheadcharter.org/files/free_reduced.pdf</a></li> </ol>
<p>Demographic Group: D. Students eligible for reduced price lunch</p>	<p>Goal: demonstrate a good faith effort to attract and retain a percentage of students who are eligible for reduced lunch that is comparable to the percentage of eligible students who are enrolled in the Marblehead Public Schools.</p> <p>Strategies:</p> <ol style="list-style-type: none"> <li>1. All enrollment/recruitment information that is sent to parents/posted on the school’s website will be non-discriminatory/will communicate that children with disabilities are welcome/supported at MCCPS.</li> <li>2. Application for free/reduced lunch will be posted on the school’s website at <a href="http://marbleheadcharter.org/files/free_reduced.pdf">http://marbleheadcharter.org/files/free_reduced.pdf</a></li> </ol>
<p>Demographic Group: E. Students who are sub-proficient</p>	<p>Goal: demonstrate a good faith effort to attract and retain a percentage of students who are struggling academically that is comparable to the percentage of struggling students who are enrolled in the Marblehead Public Schools.</p> <p>Strategies:</p> <ol style="list-style-type: none"> <li>1. All enrollment/recruitment information that is sent to parents/posted on the school’s website will be non-discriminatory/will</li> </ol>

	<p>communicate that ALL children are welcome/supported at MCCPS.</p> <ol style="list-style-type: none"> <li>2. Enrollment info will include descriptions of staffing (including inclusion specialists and teaching assistants at each grade level), class size, student to teacher ratio, availability of additional instruction, homework club, and summer school.</li> <li>3. Student growth as demonstrated by the MCAS tests will be communicated via school website</li> <li>4. Efforts to support all learners will be communicated to parents and the community and posted on the school's website.</li> </ol>
<p>Per M.G.L. c. 71 § 89 (1), the Marblehead Community Charter Public School <b>WILL NOT</b> make statements in writing, in meetings, on tours, or during open houses that are intended to discourage, or that have the effect of discouraging, students with disabilities, students with limited English proficiency, or any other protected group of students from submitting an application to the School.</p>	

**II. RETENTION PLAN**

<b>Overall Student Retention Goal</b>	
<b>Annual goal for student retention</b>	<p>Goal: Student attrition will be less than 10% for other than family displacement, geographical reasons.</p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Administrators, teachers, and counselor will make themselves available to students and parents to answer questions, address concerns, etc.</li> <li>• Concerns will be addressed in a timely manner</li> <li>• Student Study Team will address needs and will communicate concerns to the appropriate adults (including personnel and parents)</li> <li>• Students WILL NOT be counseled out of MCCPS; every effort will be made to appropriately address student/family needs</li> </ul>
<b>Retention Plan Goals and Strategies</b> <i>- goals and strategies for retention activities</i>	
<b>Orientation &amp; Assessment</b>	<p>Goal: Systems of orientation, assessment, advising, registration will be kept simple/accessible to parents</p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Orientation events will be posted on the school's website and invitations will be sent to parents</li> <li>• Translators will be made available when needed</li> <li>• Materials will be provided in the home language when requested via the <i>Home Language Survey</i></li> <li>• Additional meetings will be arranged when needed</li> <li>• Administrators, teachers, and the counselor will meet with parents as needed</li> </ul>
<b>Advising</b>	<p>Goal: Faculty will implement an early alert system to identify at risk students who may need extra attention/help; interventions will be instituted as needed.</p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Student Study Team will alert the Director of Special Education and/or the school counselor or needs as soon as a concern arises</li> <li>• Teaching teams will meet with the Director of Special Education weekly to discuss student needs, areas of concern, support strategies</li> </ul>
<b>Community Building &amp; Self-Esteem</b>	<p>Goal: School will build a support for extracurricular activities designed to build sense of community, common ties, self-esteem (well-rounded).</p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Each day begins with a Community Meeting (7:45-8:00)</li> <li>• The students and faculty/staff all eat lunch together.</li> <li>• All students go to recess at the same times (10:00-10:30 &amp; 12:30-1:00) and multiple opportunities exist for them to play together.</li> </ul>

	<ul style="list-style-type: none"> <li>Enrichment activities are offered daily from 2:30-3:15. A list of the 2010-2011 offerings is included at the end of this report. Choices include academics, sports, art, music, etc.</li> </ul>
<b>Customer Service Priority</b>	<p>Goal: School will encourage frequent contact between students and faculty, school and home, establish opportunities to achieve collaborative learning.</p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>Teachers are expected to return phone/email messages asap (or within 48 hrs whenever possible)</li> <li>Teachers are available before/after school to meet with parents</li> <li>Teachers sit/eat with students at lunch.</li> <li>Parents are ALWAYS welcome – at Community Meeting, during lunch, recess, Enrichment</li> <li>Parents are encouraged to help in the classroom, kitchen, at Enrichment, and/or to serve on the Board or a committee.</li> </ul>
<b>Committed Adults</b>	<p>Goal: Faculty/staff and administrators will be involved in retention related initiatives.</p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>Faculty/staff empower the children via the establishment of individual learning plans</li> <li>Administration, faculty/staff all know all children and are responsible for all of the children; student know that they can go to any adult in the building for help</li> <li>At recess, faculty/staff will interact with students, walking, talking, playing, etc.</li> </ul>

**DISSEMINATION**

<b>Date</b>	<b>Collaborator(s)</b>	<b>Dissemination Practices</b>
August 1, 2011	School Nutrition Conference, Framingham State	Sharing of nutrition information for schools
September – February, 2011-2012 (monthly meetings)	Metro North Collaborative, Boston	Sharing of best practices: discussions regarding buying power for food, milk, paper etc. and school lunch/nutrition/wellness guidelines
September 2011 – May 2012	Salem, Beverly, Danvers, and Reading Public Schools, Gloucester Community Arts Charter School	Critical Friends Group facilitated by Salem State University to share administrative best practices
September 27, 2011	Hudson High School, Hudson, MA	Building a Quality Performance Assessment Initiative (BQPAI) cohort – collaborated with district and charter school teachers to refine their/our standards-driven performance assessments
November 2011 – June 2012 (monthly meetings)	Marblehead	Marblehead Cares Coalition – district, charter, and town services collaborative; common goal setting, unified effort to reduce teen drug/alcohol use
March, 2012	Sturbridge, MA	Mass. Farm to School Convention, Sturbridge, MA, Sponsored by the Mass Farm to School

		Project and the Mass. Teachers Association.
March, 2012	Johnson & Wales University, RI	Alumni Leadership Conference
April 10, 2012	Center for Collaborative Education	MCCPS hosted the Building a Quality Performance Assessment Initiative (BQPAI) cohort – collaborated with district and charter school teachers to refine their/our standards-driven performance assessments
May 10, 2012	Charter Schools from across MA	CEO Community of Practice – facilitated by the MA Charter Public School Association to share best practices among CEOs.
May 23, 2012	Charter Schools from across MA	Principals’ Community of Practice – facilitated by the MA Charter Public School Association to share best practices among principals/heads of school
June, 2012	Veterans Middle School, Marblehead	District, charter, and Marblehead Peace Coalition collaboration resulted in 3rd annual Peace Poetry Presentation at the Marblehead Performing Arts Center
July 16-19, 2012	charter and district schools from NH, CT, RI, MA, and NY	Performance assessments; Curriculum-embedded writing and presentation tasks & rubrics; Calibration & inter-rater reliability; Data-driven instructional decisions with performance assessments; Implementation of curriculum-embedded Common Core aligned performance assessment

## FINANCIAL REPORTS

### FY12 results (unaudited)

#### Income

STATE ALLOCATION	\$2,562,681
FEDERAL & STATE GRANTS	\$59,301
FUNDRAISING INCOME	\$99,737
INVESTMENT INCOME	\$193
OTHER INCOME	\$34,533
SCHOOL LUNCH STUDENT ACTIVITIES	\$90,014
	\$50,330
<b>Total Income</b>	<b>\$2,896,789</b>

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<b>Expense</b>		
	DIRECT STUDENT SUPPORT	\$196,600
	OCCUPANCY	\$330,388
	OFFICE & ADMIN	\$83,907
	PERSONNEL	\$1,977,427
	SCHOOL LUNCH	\$56,523
	STUDENT ACTIVITY	\$56,521
	DEPRECIATION	\$67,151
<b>Total Expense</b>		<b>\$2,768,517</b>
<b>Net Cash FY12</b>		<b>\$128,272</b>

**FY12 Balance Sheet**

**ASSETS**

Current Assets

Checking/Savings	\$746,356
Other current asset	\$12,300
Net of Fixed Assets	\$197,339

**TOTAL ASSETS**

**\$955,995**

**LIABILITIES &  
EQUITY**

Current Liabilities

Accounts Payable	\$549
Accrued Payroll	\$100,983
MTRS Liability	\$33,802
Accrued Expenses	\$41,215
Notes Payable - Short Term	\$156,000

**TOTAL CURRENT LIABILITIES**

**\$332,549**

Long Term  
Liabilities

Notes payable	\$123,982
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**TOTAL  
LIABILITIES**

**\$456,531**

**EQUITY**

Retained Earnings	\$370,628
Net Income	\$128,272

**TOATL EQUITY**

**\$498,900**

**TOTAL LIABILITIES & EQUITY**

**\$955,431**



**FY13 APPROVED BUDGET**

ITEM	DESCRIPTION		
		<i>Assumed average PPE</i>	\$11,023
		<i># of Feb. 15th enrollees</i>	230
<b>CASH SOURCES:</b>			
1	STATE REIMBURSEMENT		\$2,535,304
2	FUNDRAISING - SCHOOL		\$30,000
3	OTHER		\$3,500
4	STUDENT ACTIVITY FUND		\$15,000
5	MCCPS EDUCATION FOUNDATION		\$0
6	INTEREST INCOME		\$1,000
<b>TOTAL CASH SOURCES</b>			<b>\$2,584,804</b>
<b>PERSONNEL:</b>			
7	SALARIES		\$1,668,952
8	ENRICHMENT		\$15,000
9	SUBSTITUTE TEACHERS		\$1,500
10	BENEFITS		\$312,853
11	STAFF DEVELOPMENT		\$4,000
12	SEARCH COSTS		\$1,500
<b>Sub-Total</b>			<b>\$2,003,806</b>
<b>DIRECT STUDENT SUPPORT:</b>			
13	TEACHER'S SUPPLIES		\$5,000
14	CURRICULUM SUPPLIES		\$18,500
15	STUDENT SUPPLIES		\$5,000
16	SPED SUPPLIES		\$1,000
17	COMPUTER SUPPORT		\$15,000
18	COMPUTERS		\$5,000
19	FURNISHINGS		\$3,000
20	STUDENT ACTIVITY FUND EXPENSES		\$10,000
21	NURSING SUPPLIES		\$1,000
<b>Sub-Total</b>			<b>\$63,500</b>
<b>OCCUPANCY:</b>			
22	RENT		\$257,136
23	MAINTENANCE		\$28,500
24	CUSTODIAL SERVICES		\$25,000
25	CUSTODIAL SUPPLIES		\$8,500
26	UTILITIES		\$45,000
<b>Sub-Total</b>			<b>\$364,136</b>

OFFICE & ADMINISTRATION:

27	SUPPLIES	\$3,000
28	EQUIP & COMM	\$10,500
29	LEGAL & ACCOUNTING	\$20,000
30	PAYROLL SERVICE	\$4,000
31	PRINTING & COPYING	\$1,500
32	POSTAGE & SHIPPING	\$4,000
33	INSURANCE	\$26,000
34	ANNUAL REPORT	\$0
35	BOARD EXPENSES	\$12,750
36	FINANCE CHARGES	\$10,000
37	FUNDRAISING	\$10,000
38	ADMISSIONS	\$1,000
39	AD DISCRETIONARY	\$2,000
<b>Sub-Total</b>		\$104,750
<b>Sub-Total, Cash Disbursed</b>		\$2,536,191
40	DEBT SERVICE	\$46,867
<b>TOTAL CASH DISBURSED</b>		\$2,583,058
41	Excess/(Deficit)	\$1,746

**FY13 Capital Plan (2010-2020)**

The school currently leases its facility. MCCPS negotiated a 5-year extension of the lease that will run concurrent with the recent renewal of the Charter.

Following is a detail of the options being considered by the Board of Trustees, the administration, the Foundation, faculty/staff, and parents for the future of the school facility.

**2010-2015**

- Option #1 Purchase a building.
- June 2010 - A subcommittee of the Board of Trustees met with the owner to begin discussing this possibility. Estimated cost: \$3.2 million. Funding available from MassDevelopment and local banks.
  - June 2011 - The MCCPS Foundation, a separate 501c3 whose mission is to support the school, is making plans to establishment a capital campaign for this purpose.
  - May 2012 – The MCCPS Board of Trustees established a task force to assess the feasibility of purchasing the school’s present site at 17 Lime Street, Marblehead. This would make available an additional 7,300 square feet for improved and/or expanded programming. The task force includes board members, school administration, Finance Committee members, parents, and teachers. The expertise of the group includes banking, finance, real estate, and construction. The task force has met 3 times through July 15, 2012, and

they will meet with the owners of the building and their representative before August 15, 2012.

**2015-2020**

- Option #2 - Regionalize and seek additional site to expand school to another location, doubling enrollment. Estimated cost: \$1 million. Funding from MassDevelopment and local banks.
  - June 2011 – Available sites have been identified. Progress toward this goal is just beginning.
- Option #3 - Expand local facility to K-8, separated by a Lower School K-3 of 200 students and an Upper School 4-8 of 230 students. Estimated cost: \$1.8 million. Funding from MassDevelopment and local banks.
  - June 2011 – The conversations regarding this goal continue, but no site or timeline have been determined.

**Capital Work Completed FY12**

- Replaced carpeting in school’s Music Room with vinyl composite tile.
- Replaced carpeting in both 6<sup>th</sup> grade classrooms with vinyl composite tile.
- Installed soundproofing between the gym and a 6<sup>th</sup> grade classroom.
- Installed soundproofing between the Art Room and the Music Room.
- Landlord installed new drainage system outside of school’s rear entrance
- Abandoned project - Install exterior window in front office.

Following are items listed in the MCCPS Strategic Plan published in 2009. Specific funding and schedules to be determined.

School-wide technology upgrade	Goal: \$30,000 Net fundraising efforts: \$62,500, June 2011
Science Laboratories	\$150,000
Technology Laboratory	\$237,500
Reading/Writing Laboratory	\$115,000
Music/Orchestra upgrade	\$55,000
New furnishings for Community Room	\$40,000
Kiln in Art Room	\$10,000
Intercom System	\$12,000 – currently soliciting bids
New phone system	\$12,000 – currently soliciting bids
Centralized clock system	\$20,000
Kitchen equipment/floor upgrade	\$27,000 – in process
Electronic air cleaning system	\$6,000
Cafeteria swipe card system	\$8,000
School van	\$40,000
Front parking area improvements	\$8,000
Renovate six restrooms	\$50,000

## DATA SECTION

<b>INSTRUCTIONAL TIME:</b>	
Total number of instructional days for the 2010-11 school year:	185 days
First and last day of the 2011-12 school year:	August 29, 2011 June 15, 2012
Length of school day:	7:45-3:15 (3:30-4:30 optional)

<b>STUDENT ENROLLMENT INFORMATION:</b>	
Number of students who completed the 2011-12 school year but did not reenroll for the 2011-12 school year (excluding graduates):	13
Total number of students enrolled as of October 1, 2011:	230
Total number of students who enrolled during the 2011-12 school year, after October 1, 2011:	7
Total number of students who left during the 2011-12 school year, after October 1, 2011:	7
Total number of students enrolled as of the June 2012 SIMS submission:	230
Number of students who graduated at the end of the 2011-12 school year:	43

<b>Reasons for Departure at End of Year</b>	<b>Number of Students</b>
Decided to do virtual schooling	3
Returned to district schools	4

## STUDENT DEMOGRAPHIC & SUBGROUP INFORMATION

### Race

	Number	Percentage
African American	8	3.5%
Asian	6	2.6%
White	204	89.2%
White/African American	1	.4%
White/Asian	1	.4%
White (Hispanic/Latino)	8	3.5%
Native American/Pacific Islander	1	.4%

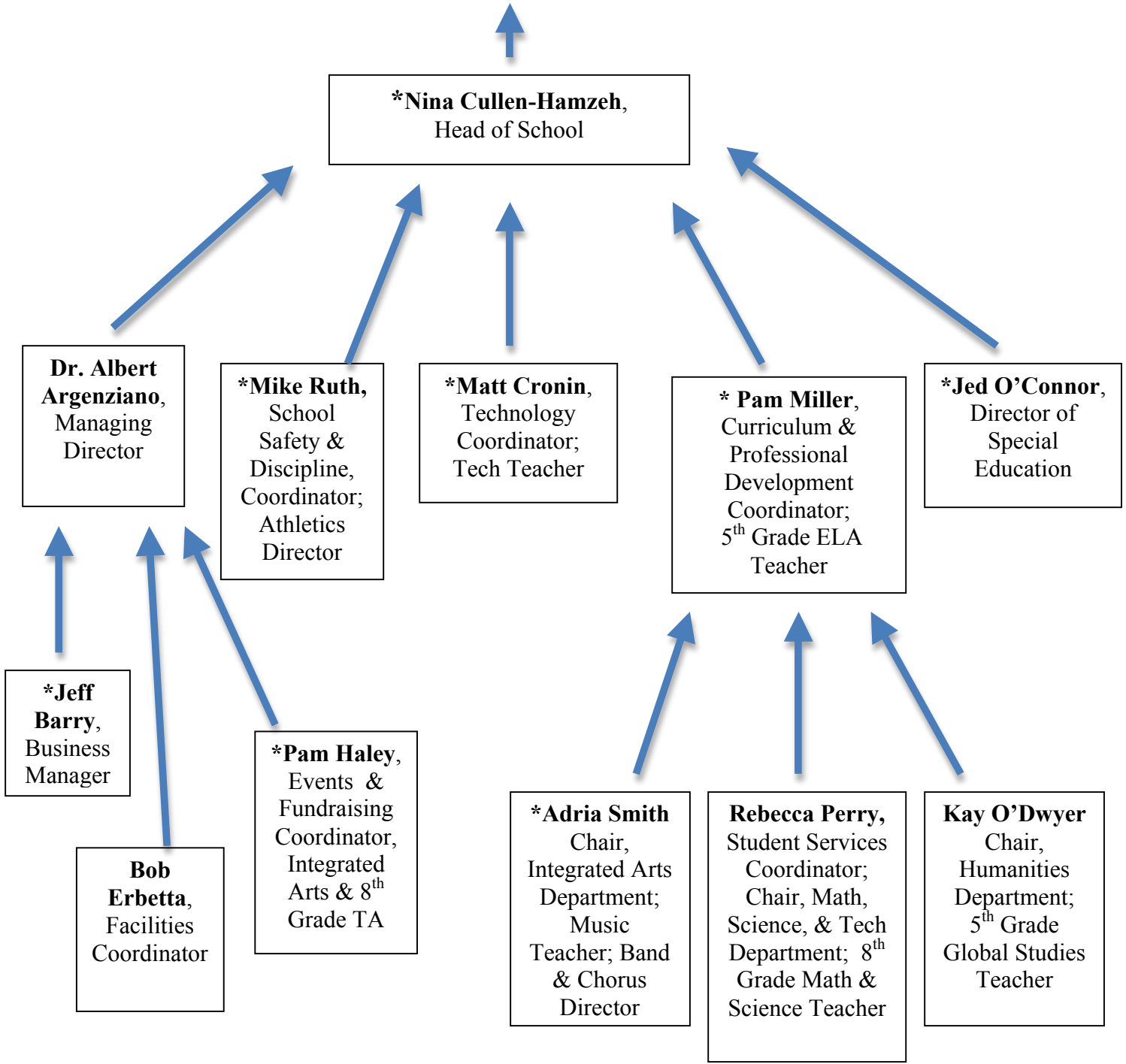
### Other

	Number	Percentage
Special Education	47/230	20.4%

Low Income		12/230	5.2%
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<b>ADMINISTRATIVE ROSTER FOR THE 2010-11 SCHOOL YEAR</b>			
<i>All but 2 of those listed below work directly with children daily.°</i>			
<b>* Founding Faculty/Staff</b>			
<b>Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date</b>
Helena (Nina) Cullen-Hamzeh*	Head of School	8/1995	
Dr. Albert Argenziano °	Managing Director	8/2007	
Mike Ruth	School Safety & Discipline Coordinator (& Athletics Director, & PE teacher)	9/2004	
Rebecca Perry	Student Services Coordinator, Math/Science/Tech Department Chair (& 8 <sup>th</sup> Grade Math Teacher)	8/1996	
Jed O'Connor	Director of Special Education	8/2005	
Jeff Barry*	Business Manager	8/1995	
Matt Cronin	Technology Coordinator (& Technology Teacher)	8/2000	
Eileen Perry °	Assistant to the Directors	7/2007	
Mike Houlihan	Guidance Counselor (& Wellness Teacher)	8/2009	
Bob Erbetta*	Facilities Coordinator	10/2007	
Linda Smith	Nurse (& Health Teacher)	8/2011	6/2012
Laura Wood	Nutrition Director	5/2008	
Pam Haley	Events Coordinator & Fundraising	8/2006	
Pam Miller*	Curriculum and Professional Development Coordinator (& 5 <sup>th</sup> Grade ELA Teacher)	8/1995	
Kay O'Dwyer	Humanities Department Chair (& Writing Specialist)	8/1997	
Adria Smith	Chair, Integrated Arts Department; Music Teacher (4-8), Chorus & Band Director	3/2002	

<b>Board of Trustees</b>
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**Full/Part Time -**  
The individuals with an asterisk are full-time.

**TEACHERS AND STAFF ATTRITION FOR THE 2011-12 SCHOOL YEAR**

	Number as of the last day of the 2011-12 school year	Departures during the 2011-12 school year	Departures at the end of the school year
Teachers	27	0	6
Other Staff	16	1	1

Brief explanation of departures:

- 3 teachers were not renewed
- 1 teacher left in order to attend graduate school full time
- 2 teachers left for higher paying jobs at district schools
- 1 staff member left for higher paying job at a district school
- 1 staff member left during the school year to pursue work outside education

**MCCPS Board of Trustees as of June 30, 2012**

Trustee	Position on the Board	Committees	Employer or Professional Expertise	Most Recent Appointment Date	Term Expires	Number of Terms Served
Simona Levi-Minzi	Chair		General Counsel at Cell Signaling Technology	Aug 2011	Jan 2014	1
Michael Cothorn	Vice-Chair	Foundation Liaison	Parent, Partners Health Care	Jan 2012	Jan 2013	2
Malcolm Hersey	Treasurer	Finance (chair, ex officio)	Parent, State Street Bank	Jan 2010	Jan 2013	1
Matt Cronin	Clerk	Finance	Staff Member, MCCPS	Jan 2011	Jan 2014	2
Emil Ronchi	Member	Personnel	Parent, Point Capital Advisors	Jan 2010	Jan 2013	2
Carmi Paris	Member	-	Senior VP of Policy and Gov't Affairs at GlobalScholar	Jan 2010	Jan 2013	1
William Sullivan	Member	-	Staff Member, MCCPS	Jan 2012	Jan 2015	1
Carolyn Cinotti	Member		Bose Corporation	Jan 2012	Jan 2015	1
Laura Jalbert	Member		Risk Management, Parent	Jun 2012	Jan 2015	1
Bill Gillis	Member		Publishing Executive, Houghton Mifflin, Parent	Apr 2012	Apr 2012	1
Alice de Koning	Member	-	Professor, Salem State University	Jan 2010	Jan 2013	1
Nina Cullen-Hamzeh	Member	Finance (ex-officio, non voting)	Staff Member, MCCPS	per Article V Section 1 of the MCCPS By Laws	-	-

**ATTACHMENTS & ADDITIONAL INFORMATION**

**\* Regarding the Parent & Faculty Satisfaction Surveys**

The timing of the surveys was not conducive to high rates of response. Both surveys were administered in mid July when nearly all of the faculty/staff was on vacation and all of the students were out of school for the summer. Also, the anonymous nature of the Faculty Satisfaction Survey did not facilitate the disaggregation of teacher responses from those of the staff and administration. In the future, the surveys will be administered during the school year in order to meet the expected response rate, and a mechanism for disaggregating teacher responses will be determined.

**MCAS Results - MCCPS students continue to perform well on the MCAS.**

**2011 MCAS - English Language Arts (ELA)**

	Passed	Advanced/Proficient
Class of 2011 (in 8 <sup>th</sup> )	100%	96%
Class of 2012 (in 7 <sup>th</sup> )	100%	93%
Class of 2013 (in 6 <sup>th</sup> )	100%	87%
Class of 2014 (in 5 <sup>th</sup> )	96%	68%
Class of 2015 (in 4 <sup>th</sup> )	100%	67%

**2011 MCAS - Mathematics**

	Passed	Advanced/Proficient
Class of 2011 (in 8 <sup>th</sup> )	98%	75%
Class of 2012 (in 7 <sup>th</sup> )	95%	75%
Class of 2013 (in 6 <sup>th</sup> )	100%	77%
Class of 2014 (in 5 <sup>th</sup> )	89%	75%
Class of 2015 (in 4 <sup>th</sup> )	100%	66%

**2011 MCAS - Science**

	Passed	Advanced/Proficient
Class of 2011 (in 8 <sup>th</sup> )	94%	55%
Class of 2014 (in 5 <sup>th</sup> )	92%	62%

**MCAS Class Performance Comparison – by subject & year**

*- viewed from the 'class of' perspective in the aggregate; data for students enrolled for less than a year was not disaggregated*

*Increase in Advance & reduction in Warning:* For the class of 2012 in science, 94% passed the test, and 55% scored proficient or above. For this class in Science, MCCPS did not increase the percentage of students scoring advanced from 5<sup>th</sup> grade to 8<sup>th</sup> grade, nor did we reduce the percentage of students in this class who earned a score of warning.

SCIENCE MCAS - 5 <sup>th</sup> & 8 <sup>th</sup> only	Passed	Advanced/Proficient	% Advanced	% Proficient	% Needs Improvement	% Warning
<b>Class of 2011</b> - Graduated						
- in 8 <sup>th</sup>	94%	55%	7%	48%	39%	7%
- in 5 <sup>th</sup>	96%	80%	35%	45%	16%	4%
<b>Class of 2012</b>						



MCCPS Annual Report 2011-2012

- Current 8th Graders						
- in 5 <sup>th</sup>	94%	54%	19%	35%	40%	6%
<b>Class of 2013</b> - Current 7th Graders						
- in 5 <sup>th</sup>	99%	69%	26%	43%	30%	0%
<b>Class of 2014</b> - Current 6 <sup>th</sup> Graders						
- in 5 <sup>th</sup>	92%	62%	19%	43%	30%	9%

*Increase in Advance & reduction in Warning:* In ELA, MCCPS increased the percentage of students scoring advanced for the Class of 2011, 2013, & 2014, and MCCPS reduced the percentage of students scoring warning for the Class of 2012. Three grade levels maintained 0% scoring warning, and one grade level remained unchanged at 4%.

ELA MCAS	Passed	Advanced/ Proficient	% Advanced	% Proficient	% Needs Improvemt	% Warning
<b>Class of 2011</b> - Graduated						
- in 8th	100%	96%	14%	82%	5%	0%
- in 7th	100%	85%	9%	76%	16%	0%
- in 6th	94%	61%	10%	51%	33%	6%
- in 5 <sup>th</sup>	98%	58%	14%	47%	37%	2%
- in 4 <sup>th</sup>	98%	63%	13%	50%	35%	2%
<b>Class of 2012</b> - Current 8 <sup>th</sup> Graders						
- in 7 <sup>th</sup>	100%	93%	21%	72%	7%	0%
- in 6 <sup>th</sup>	98%	94%	26%	68%	4%	2%
- in 5 <sup>th</sup>	98%	71%	6%	65%	27%	2%
- in 4 <sup>th</sup>	94%	48%	10%	38%	46%	6%
<b>Class of 2013</b> - Current 7 <sup>th</sup> Graders						
- in 6 <sup>th</sup>	100%	87%	13%	74%	13%	0%
- in 5th	100%	78%	2%	76%	22%	0%
- in 4th	99%	69%	2%	67%	30%	0%
<b>Class of 2014</b> - Current 6 <sup>th</sup> Graders						
- in 5 <sup>th</sup>	96%	68%	13%	55%	28%	4%
- in 4 <sup>th</sup>	96%	59%	11%	48%	37%	4%
<b>Class of 2015</b>						

MCCPS Annual Report 2011-2012

- Current 5 <sup>th</sup> Graders						
- in 4 <sup>th</sup>	100%	67%	14%	55%*	31%*	0%

\* These percentages do not match the percentages on the DESE website, because 1 child's ELA long composition was rescored, and his final ranking was moved from NI to Proficient.

*Increase in Advance & reduction in Warning:* In math, MCCPS did increase the percentage of students scoring advanced for the Class of 2011, 2013, & 2014. MCCPS reduced the percentage of students earning a score of warning for the Class of 2011 and 2013.

<b>MATH MCAS</b>	<b>Passed</b>	<b>Advanced/ Proficient</b>	<b>% Advanced</b>	<b>% Proficient</b>	<b>% Needs Improvment</b>	<b>% Warning</b>
<b>Class of 2011</b> - Graduated						
- in 8 <sup>th</sup>	98%	75%	39%	36%	23%	2%
- in 7 <sup>th</sup>	93%	73%	20%	53%	20%	7%
- in 6 <sup>th</sup>	88%	71%	29%	42%	17%	13%
- in 5 <sup>th</sup>	98%	61%	24%	37%	31%	8%
- in 4 <sup>th</sup>	96%	56%	18%	38%	40%	4%
<b>Class of 2012</b> - Current 8 <sup>th</sup> Graders						
- in 7 <sup>th</sup>	95%	75%	33%	42%	21%	5%
- in 6 <sup>th</sup>	95%	74%	38%	36%	21%	4%
- in 5 <sup>th</sup>	96%	52%	25%	27%	44%	4%
- in 4 <sup>th</sup>	88%	54%	24%	30%	34%	12%
<b>Class of 2013</b> - Current 7 <sup>th</sup> Graders						
- in 6 <sup>th</sup>	100%	77%	47%	30%	23%	0%
- in 5 <sup>th</sup>	91%	69%	28%	41%	22%	9%
- in 4 <sup>th</sup>	98%	65%	17%	48%	33%	2%
<b>Class of 2014</b> - Current 6th Graders						
- in 5 <sup>th</sup>	89%	75%	30%	45%	15%	11%
- in 4 <sup>th</sup>	94%	59%	20%	39%	35%	7%
<b>Class of 2015</b> - Current 5th Graders						
- in 4 <sup>th</sup>	100%	66%	27%	39%	35%	0

**MCAS Student Growth Percentiles 2008-2011**

*In ELA on the 2011 MCAS, grades 6-8 demonstrated growth within the expected 40-60 percentile range, grades 4 and 5 did not.*

<b>ELA MCAS</b>	<b>2008 SGPs</b>	<b>2009 SGPs</b>	<b>2010 SGPs</b>	<b>2011 SGPs</b>
<b>Class of 2010</b>	34 (6th grade)	50 (7th grade)	53 (8th grade)	
<b>Class of 2011</b>	40 (5th grade)	32.0 (6th grade)	67 (7th grade)	45 (8th grade)
<b>Class of 2012</b>	33.5 (4th grade)	35.0 (5th grade)	71 (6th grade)	56.5 (7th grade)
<b>Class of 2013</b>		34.0 (4th grade)	30 (5th grade)	45 (6th grade)
<b>Class of 2014</b>			46 (4th grade)	23 (5th grade)
<b>Class of 2015</b>				35.5 (4th grade)

*In Math on the 2011 MCAS, all grades demonstrated growth. Grades 4-6 demonstrated growth within the expected 40-60 percentile range, and grades 6-8 demonstrated even greater growth.*

<b>Math MCAS</b>	<b>2008 SGPs</b>	<b>2009 SGPs</b>	<b>2010 SGPs</b>	<b>2011 SGPs</b>
<b>Class of 2010</b>	36.0 (6th grade)	47.0 (7th grade)	74.0 (8th grade)	<i>graduated</i>
<b>Class of 2011</b>	63.0 (5th grade)	55.5 (6th grade)	69.0 (7th grade)	68 (8th grade)
<b>Class of 2012</b>	43.5 (4th grade)	44.5 (5th grade)	65.5 (6th grade)	72.5 (7th grade)
<b>Class of 2013</b>		33.5 (4th grade)	48 (5th grade)	63 (6th grade)
<b>Class of 2014</b>			47 (4th grade)	48 (5th grade)
<b>Class of 2015</b>				50 (4th grade)

**NWEA National Average Comparison**

<b>2011 NWEA</b>		4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<b>Reading</b>	<b>At or Above National Average</b>	<b>87.2%</b>	<b>93.8%</b>	<b>89.1%</b>	<b>97.8%</b>	<b>82.9%</b>
<b>Math</b>	<b>At or Above National Average</b>	<b>80.9%</b>	<b>87.5%</b>	<b>87%</b>	<b>89.1%</b>	<b>88.1%</b>

**NWEA Targeted Growth Fall 2011- Spring 2012**

Students who were enrolled at MCCPS for the fall (late September) and spring (late May) testing sessions are included.

	# of Students Included	% of Students Met/Exceeded Targeted Growth Index
<b>4<sup>th</sup> Grade</b>		
Math	44	43.2%
Reading	44	54.5%
<b>5<sup>th</sup> Grade</b>		
Math	47	36.2%
Reading	47	55.3%
<b>6<sup>th</sup> Grade</b>		
Math	45	60%
Reading	45	60%
<b>7<sup>th</sup> Grade</b>		
Math	44	70.5%
Reading	43	60.5%
<b>8<sup>th</sup> Grade</b>		
Math	42	52.4%
Reading	41	53.7%

MCCPS 2012 Spring median RIT score by grade level compared to national norms (2011 norms)

	MCCPS RIT	National Average
<b>4<sup>th</sup> Grade</b>		
Math	221.7	212.5
Reading	216	206.7
<b>5<sup>th</sup> Grade</b>		
Math	231.6	221
Reading	223.8	212.3
<b>6<sup>th</sup> Grade</b>		
Math	237.8	225.6
Reading	225	216.4
<b>7<sup>th</sup> Grade</b>		
Math	245.3	230.5
Reading	232.6	219.7
<b>8<sup>th</sup> Grade</b>		
Math	250.7	234.5
Reading	231.8	224.4

NWEA – Students have shown high levels of growth.  
*Students below typical growth and below projected proficiency*  
*All grades reading: only 5.9 %*  
*All grades mathematics: only 19.4 %*

	% at typical growth and/or at projected proficiency	% below typical growth and below projected proficiency
<b>4<sup>th</sup> Grade</b>		
Math	70.5%	29.5%
Reading	81.8%	18.2%
<b>5<sup>th</sup> Grade</b>		
Math	74.5%	25.5%
Reading	93.6%	6.4%
<b>6<sup>th</sup> Grade</b>		
Math	84.4%	15.6%
Reading	100%	0%
<b>7<sup>th</sup> Grade</b>		
Math	93.2%	6.8%
Reading	97.7%	2.3%
<b>8<sup>th</sup> Grade</b>		
Math	81%	19%
Reading	97.6%	2.4%

## PROFESSIONAL DEVELOPMENT

Following are the major professional development topics that were addressed during 2011-2012.

- New Faculty/Staff Orientation: Mission, Essential Habits, Global Themes, Backward Design, standards-driven, student-centered, performance-based instruction and assessment
- Scoring Student Work: Moving Towards Common Expectations for Proficiency
- Looking at Assessment Work Protocol using common core standards
- Calibration Protocol (scoring student work)
- Assessment Validation Protocol activities using student work to ensure technical quality
- Bullying :Understanding and Implementing Legal Requirements
- Physical Restraint Training
- Review of Civil Rights, 51A, Student Records and Confidentiality, Special Ed, 504s
- Internet Safety
- Curricular Integration
- Development of Calibration Practices & Inter-rater Reliability
- Reflection: How calibration impact “What is Proficient?”
- School Bullying, Cyber bullying and Violence Prevention
- Food Allergen Regulations Training
- Building a Quality Performance Assessment Initiative
- Grant Writing Workshop with Friends of the Marblehead Public Schools
- Development of Local Performance Assessment Portfolio
- Data Driven Instruction and development of action plans based on MCAS/NWEA data
- Discovery Education Webinar
- Assessments and rubrics-"Looking at Teacher Work" Protocol
- Classroom Management/Student Discipline
- Core Values

Policy Review (homework, dress code, academic probation, promotion, constructive communication, behavioral)  
 Professional Development Plans - Reflection  
 Common Core Standards  
 Curriculum Mapping Protocol  
 Power School Training  
 Integrated Arts + grade level teams unit planning  
 “My Achievement Plan” protocol and goal writing  
 Development of Google Sites for Unit/Lesson plans  
 Integrated Arts + grade level teams to determine essential habit progress for students  
 Technology Study Group  
 Mind, Brain, and Education: Using Neuroscience in the Classroom Study Group

**Enrichment** – Some of the Activities that were offered 2011-2012

Happy Ducky Store	Pilates	Khan
Editing Skills	Teen Fitness Boot Camp	Fantasy Design
Marblehead Scavenger Hunt	American History through	Designing the Runway
Cooking Italian	Film	Create-A-Gift
Spelling Bee	Writer’s Workshop	Connecting with the Artist
Babysitting Basics	Intro To Fishing	Dodge Ball and Games
Chorus	Scrapbooking	Alice
MCCPS TV	Paper Arts	Tai Kwon Do
Excel	Sensational Science	Community Service
Woodshop	Rock Climbing	Intro to Drawing
Passion for Fashion Drawing	Landscaping	Playwriting
Canada Here We Come	Friendship Bracelets	Musical: Once Upon a
Rosetta Stone	Chess Club	Mattress
Intro to Poetry	Math and Economics	Musical: Jungle Book
Soccer	Intro to Cooking	Craft Funky Accessories
Government by the People	Our Whole Lives Sex Ed	Nursing Home Visits
Art of a Book	Jr. Adventures	Teachers’ Pet
Brainteasers	Street Latin Dance	Creative Cooking
Science Olympiad	Word Nerd	Baking
Public Speaking	Advanced Drawing	Dental Arts
Board Games	SAFE	Paint like the Fauves
Intro to Saxophone	Sewing	Bingo
Beginner Acoustic Guitar	Iditarod	Bill Nye
Board Games	Italian	MCCPS Baseball Team
Asian Art	Jazz Band	Pilates
Book Review Blog	Picture Writing	Math League
Strings	Printmaking	Intro to Painting
Orchestra	Beading	Garage Band
Girl Power	Contemporary Dance	DARE
Man Town	Knitting	Street Latin Dance
Girl’s Basketball	Keyboard Connection	Frisbee Golf
Women in Science	Money for Kids	Dame of Farrell Court
Graphic Design		

### **Public Exhibitions of Student Work**

Exhibition is the culminating event of each trimester (November, March, & June). During these evening events, students are given the opportunity to publicly demonstrate, explain, and defend what they know and are able to do. It is an authentic performance assessment and an alternative to a traditional final exam. Exhibitions provide a means for ‘real world’ applications of learning that direct the students towards more sophisticated use of the skills and knowledge. Exhibitions require students to develop and use a wide range of analytical, communication, and critical thinking skills. The programs from each of this year’s Exhibitions are available on the School’s website: [MarbleheadCharter.org](http://MarbleheadCharter.org).