

# **Marblehead Community Charter Public School**

## **Annual Report**

### **2012 - 2013**

**Marblehead Community Charter Public School**  
17 Lime Street  
Marblehead, MA 01945

Contact: Nina Cullen-Hamzeh, Head of School  
Phone: (781) 631-0777  
Fax: (781) 631-0500  
Email: [nch@marbleheadcharter.com](mailto:nch@marbleheadcharter.com)  
Website: <http://marbleheadcharter.org/>

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## Introduction to the School

<b>Name of School: Marblehead Community Charter Public School</b>			
<b>Type of Charter</b> (Commonwealth or Horace Mann)	Commonwealth	<b>Location</b>	Marblehead, MA
<b>Regional or Non-Regional?</b>	Non-Regional	<b>Districts in Region</b> (if applicable)	NA
<b>Year Opened</b>	1995	<b>Year(s) Renewed</b> (if applicable)	2000, 2005, 2010
<b>Maximum Enrollment</b>	230	<b>Current Enrollment</b>	230
<b>Number of students enrolled as of 8/1/2013</b>	230	<b>Students on Waitlist</b>	219
<b>Chartered Grade Span</b>	4-8	<b>Current Grade Span</b>	4-8
<b># of Instructional Days during the 2012-2013 school year</b>	180	<b>School Hours</b>	7:45-3:15
<b>MISSION STATEMENT:</b> 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.			

### Letter from the Chair of the Board of Trustees

MCCPS ended this school year with pride in its continued student success and with a healthy outlook aimed at optimizing its educational programming and infrastructure thus poising the school for continued growth and innovation.

The Board of Trustees has focused this year's efforts on renewing a short and long-term strategy that ensures the school leverages and grows those aspects of the program that are keys to its student success with a heightened focus to remain faithful to its mission to the degree originally intended by our Founders. High on this year's list of 'proud moments' was attaining a Level One designation from the DESE thus validating the school's reputation for high achievement. In keeping with the school's quest for continuous improvement, we recognize that during lean or challenging times, the school has had to make sacrifices that have impacted its ability to confidently meet its broader mission to the standards that we expect and this past year has been very positive and exciting as we regained that which was temporarily impaired and have begun to lay plans that will rally the community around a tangible vision.

Ms. Cullen-Hamzeh, as Head of School, continues to successfully lead the school in attaining its goals and beyond. Key to those successes has been her unwavering and enthusiastic commitment to the students, teachers, and community notably through consistent and relevant communications, relationship building with key stakeholders, and a palpable quest for continuous improvement. The Head of School, faculty, and staff prominently dedicate their efforts towards investing in the longevity of the school by consistently participating in regular meetings of the Board of Trustee, Governance, Personnel, Finance, and PTO Committees. The school leadership, faculty and staff involvement in activities such as overnight off-campus fieldtrips, extracurricular academic events,

and fundraising/charitable events inspires a healthy and exciting environment for the students and families.

I continue to be amazed by the innovative and inspiring ideas that originate from the school's mission despite the continued challenge of funding. Through the school's leadership and the drive to meet or exceed the expectations of the school's mission as a Community Service Learning (CSL) environment, the CSL program has been augmented and students have been actively engaged in opportunities that not only assist local communities that are in need but also afford students more leadership opportunities in that quest. The creative minds of the diverse school and community population foster the students' participation in ways that strengthen their individual talents thus leading towards increased self-confidence, self-empowerment, and tangible positive impacts in their community further solidifying each students' understanding of their ability to promote change. Athletic, musical, communication, artistic, marketing, and collaboration skills are leveraged in addition to academic skills in so much of the school's learning model.

Equally exciting has been the innovative partnership with local colleges which has brought student teachers/teaching interns to augment the school's fluctuating volunteer base for our Enrichment program. Infusing the talents of the community while providing the student teachers/interns with practical experience has ensured a predictable and reliable, yet affordable, model for resourcing these efforts. It has been a very successful initiative and was bred from the need to remain true to our mission despite limited resources. Vibrant and enthusiastic student teachers coupled with a solid teaching leadership has created an exciting and diverse teaching staff for the students.

The Board continues to remain focused on the possibility of buying their leased building. There is a lot of enthusiasm from the community and faculty evidenced by their countless hours of research, negotiations and innovative alternatives. It is a process that requires perseverance, and I am humbled by the efforts put forth to date and I truly hope that the school finds a way to realize this goal.

The Board continues to partner with the Head of School in the development and adoption of a more formalized and well-instrumented performance evaluation tool. We are excited to be able to continue to find ways in which to provide tangible data and results to vested parties demonstrating the successes of our school leadership and normalizing expectations in a way that facilitates future success. Our Personnel Committee is well attended and focused on this effort.

The school's Finance Committee has been comprised of diverse and dedicated volunteers who have not only partnered with the Head of School to ensure a healthy budget but also has augmented the financial controls and procedures in a manner that positions the school for enhanced fiscal awareness and accountability.

MCCPS's culture and mission continues to attract a talented faculty, staff, and parent community that provides for a unique and rewarding educational experience. The waiting list continues to demonstrate this fact and affirms that our collective efforts are well targeted. It has been an extraordinary year, and we look forward to continuing to serve those who choose MCCPS.

Sincerely,  
Laura Jalbert  
Chair, MCCPS Board of Trustees

## School Performance and Program Implementation

### Faithfulness to Charter

#### Accountability Plan Evidence

	2012 - 2013 Performance (Met/Not Met)	Evidence
<b>Objective:</b> The school is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendment(s).		
<b>Measure: Individual Learning Plans:</b> 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	All students who were enrolled prior to December 2012 met with their parent and a member of the faculty/staff to establish an individual goal. 89% of the students achieved their goals.
<b>Measure: Teachers as Leaders:</b> Each year, at least 90% of teachers will respond to a faculty survey, and of those responding at least 80% will <i>agree or strongly agree</i> with the statement: "MCCPS is a school that values teacher leadership."	MET	Of the 31 teachers who were surveyed 90% responded. Of those, 85% agreed or strongly agreed that "MCCPS is a school that values teacher leadership."
<b>Objective:</b> 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).		
<b>Measure: Integration:</b> 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 the teachers at each grade level collaborated with their colleagues each trimester to create integrated units of study. At least one integrated unit per grade level was created each trimester. Each unit included at least four performance assessments. Public Exhibitions of Student Work were celebrated on November 19, 2012, March 13, 2013, and June 19, 2013.  91% achieved at or above the teacher expected level on their Exhibition Rubrics.
<b>Exhibition:</b> 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.	MET	Of the 182 MCCPS families, 123 (68%) responded to the survey, and 98% of the respondents stated that Exhibition projects enhance their child's learning most or all of the time.

## **Charter School Performance Criteria Relating to Faithfulness to the Charter**

### **Mission, Vision, and Educational Philosophy**

MCCPS successfully implemented its mission, vision, and educational philosophy during the 2012-2013 school year.

Community Building. The deliberate and continual nurturing of community has been crucial to the success of our school.

- According to this year's Parent Satisfaction Survey, 95% of respondents feel that there is a sense of community at the school most/all of the time, and 99% feel welcome most/all of the time.
- According to the Student Satisfaction Survey, 89% of respondents feel that MCCPS is a community, and 93% of them feel welcome at school.
- A number of 'getting to know you' events enabled the children and adults to become better acquainted.
  - The 4<sup>th</sup> graders and their families were welcomed into the community at a cookout hosted by the 5<sup>th</sup> graders and their families.
  - House parties were hosted at each grade level in the fall. A PTO Winter Social was hosted in January, and it included parents from all grade levels.
  - A community service day brought parents and children from various grades together.
- The monthly visits to My Brother's Table were open to all grade levels and their parents.
- Most Enrichment activities were mixed-grade learning experiences/activities.
- All students are invited to all dances, and all are welcome to participate in the theatrical productions, bands, and the chorus. Most sports are 6<sup>th</sup> -8<sup>th</sup>.
- A directory is provided to all families free-of-charge in order to facilitate communication and community building.
- Community Meeting, both recesses, lunch, and Enrichment are whole school events. The children eat together, play together, and learn together.
- Each school day begins with a whole school Community Meeting that includes the students, faculty, staff, and administration. Parents, extended family, Board members, prospective students and their families, alums, 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 this year's Parent Satisfaction Survey, 71% of respondents attended Community Meeting and/or lunch.

Parents as Partners. Parents are invited to be as involved in the life of the school as they are able. Participation is not required, but it is encouraged and valued. Parents are welcome to attend breakfast, Community Meeting, and lunch, and many do each week. They serve on the Board of Trustees and all of its committees. They are involved in the PTO, athletics, and the theater program. They teach Enrichments, and they assist with classroom instruction, facilities repairs, fundraising, and community building events. Their ideas and expertise are appreciated, and every effort is made to foster their participation in, and their presence at, school. We know that school is a better place for children when they witness their parents' active involvement.

- According to the 2012-2013 Parent Survey, 99% of respondents report that they feel welcome at MCCPS most/all of the time, and 99% percent report that parent involvement is welcome at the school most/all of the time.
  - 36% of respondents helped with PTO, athletics, or a performance.
  - 28% volunteered in a classroom, the kitchen, or the front office.
  - 26% assisted with a fieldtrip, an overnight, or a community service event.
  - 18% served on the Board of Trustees, a committee of the Board, or a task force.
- The recently resurrected PTO is an example of effective partnership with parents. A teacher and a parent have joined forces to lead the charge in establishing needs and building participation. As a result, the whole school community has benefitted.
- A new mentor program for incoming 4<sup>th</sup> graders and their parents was initiated by a parent and an alum, and it has been very well-received by all.
- The MCCPS Foundation is a fundraising group run by parents. Each year the Foundation contributes generously to the school's operating budget.

Teachers as Leaders. Teachers are empowered to lead at all levels of the organization. They serve on the Board of Trustees and all of its committees. With parents, they support fundraising and community building efforts. They present at conferences, serve as mentors to new employees and student teachers, and welcome educators from other schools to observe their work. In grade level teams, they create integrated units of study that engage the students and inspire high levels of academic achievement. At the department level, the group's professional development is driven by the goals that they identify for themselves.

- Guided by the Curriculum Frameworks/Common Core, the teachers determine what they will teach, when they will teach it, and how they will teach it. Planning occurs at the department level to ensure alignment across the grade levels, however the teachers enjoy great autonomy regarding the delivery of instruction, the materials used, learning experiences pursued, and methods of assessment.
- Teachers serve on the Instructional Leadership Team (60% of the team is teachers), and they have been instrumental in facilitating the adoption of the new Educator Evaluation Protocol.
- Teachers recommend and lead professional development experiences, including department level PD, EdCamp, book clubs, and task groups.
- Teachers serve as department chairs for the math/science/technology department, the humanities department, and the integrated arts department.
- Two teachers are voting members of the Board of Trustees, two serve on the Personnel Committee, one serves on the Finance Committee, two serve on Governance, and three serve on the Development Task Force.

### High Expectations for All

- Integration of the content and skills described in the Massachusetts Curriculum Frameworks/Common Core is at the foundation of MCCPS's pedagogical approach. Considerable time, energy, and expertise are invested each term in the creation of student-centered, hands-on learning experiences that integrate the key learning objectives from each subject. Performance assessments are essential to this practice, and they bring meaning and real-life application to the learning.
  - All teachers at each grade level participate in the creation of integrated units of study that incorporate the core subjects and the arts in authentic learning

- experiences that increase engagement and deepen understanding.
  - Each student produces at least one integrated, performance assessment per trimester that is presented to the public at an Exhibition.
- Public Exhibitions of Student Work in November, March, and June included integrated performance assessments at each grade level. Knowing that there would be an audience at each Exhibition absolutely inspired the students to produce their best work. They never asked if a lesson or task for ‘for the test’. Instead they asked: “Is this for Exhibition?” For each event, students were prepared to defend their accomplishments by explaining what they had learned, how they had learned it, and why it was important to know/do. Several hundred parents and community members attended each evening event.
  - According to this year’s Parent Satisfaction Survey, 99% of respondents have attended an Exhibition, and 91% feel that working on Exhibition projects enhances their child’s learning.
  - According to this year’s Student Satisfaction Survey, 78% of respondents feel that working on Exhibition projects helps them to learn.
- For students who struggle with math, 2 additional 45-minute periods of instruction were provided each week.
  - Nine 4<sup>th</sup> & 5<sup>th</sup> graders received additional instruction in math, and 100% of them demonstrated improved performance by the end of the year. The average growth was 30% (16%-67%) as measured by performance on pre and post tests.
  - Eighteen 6<sup>th</sup> – 8<sup>th</sup> graders received additional instruction in math (2 x 45minutes each week). Of those, 89% improved their performance as measured by the NWEA (Spring of 2012 – Spring of 2013), and 69% achieved not at, but above, their growth target.
- For those who are gifted in math, accelerated instruction was provided at the 7<sup>th</sup> & 8<sup>th</sup> grades.
  - Five 7<sup>th</sup> graders successfully completed Algebra I, so they will study Geometry as 8<sup>th</sup> graders.
  - Five 8<sup>th</sup> graders successfully completed Geometry, and they will be enrolled in Algebra II as freshmen.
- Advanced French and beginning Spanish were offered as Enrichment options.
- French and Spanish lunch groups were offered weekly to support the use of conversational language skills.

Community Service Learning: All students participated in Community Service Learning projects that were integrated with the core content at their grade level. A community need was determined, a plan to address the need was created, the children and their teachers took steps to address the need, and they reflected upon the efficacy of the experience in remediating the need and learning the value of service to others.

- 100% of students participated in at least one Community Service Learning project.
- Some examples of CSL projects include: Shriners’ Tabs Collection, Lettuce/Garden Project, Salem Sound Beach Clean-up, Juvenile Diabetes Research Fund Dance Off, ScooperBowl/Dana Farber Fundraiser, Project Bread/Walk for Hunger, My Brother’s Table, MA Coalition for the Homeless BedRock Concert (including BedRock Trivia and Draw for Change), Wear Red for a Bed Fundraiser, a whole school CSL Day, and the Handicapped Ramp/Slope Project.

Enrichment: The MCCPS Enrichment Program is a daily 45-minute electives period in which parents, community volunteers, faculty/staff/administration, and 8<sup>th</sup> graders 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, community partnerships, and student leadership development.

- According to this year's Parent Satisfaction Survey, 31% of respondents taught or assisted with an Enrichment.
- A list of Enrichment offerings is included at the end of this report as an appendix.

### **Dissemination Efforts**

Again this year, efforts were made to collaborate with the district.

- The teachers and administrators from MCCPS and the Marblehead Veterans Middle School worked with the Marblehead Peace Coalition. A *Peace Poetry Presentation* was jointly celebrated at the Marblehead Performing Arts Center in June 2013. It included all of the 8<sup>th</sup> graders and 8<sup>th</sup> grade teachers from Vets and MCCPS. This collaboration will be continued in 2013-2014.
- The new Village Principal visited MCCPS and the MCCPS Head of School visited Village. The two met to share ideas, commit to assisting each other, etc.
- Our music teacher, Adria Smith, worked with Amanda Roeder to coordinate student auditions as 8<sup>th</sup> graders moved on to Marblehead High.
- Special Educators from MCCPS met with teaching teams from Marblehead to facilitate student transitions.

The MCCPS Internship program was an effective vehicle for the dissemination of best practices.

- Twenty aspiring educators, guidance counselors, special educators, nurses, and administrators from area colleges benefitted from this program.
- The interns were provided with instruction in backwards design, lesson planning, assessment strategies, classroom management, and effective discipline techniques. They worked directly with students and teachers, were observed frequently, and received continual feedback and support.

The responsibility to disseminate continues to be embraced by teachers and administrators. All of these following encouraged collaboration and enabled the sharing of best practices.

- Nina Cullen-Hamzeh, Head of School, serves on Salem State University's Professional Communities Advisory Board. She is a long-time member of a Critical Friends Group that includes administrators from surrounding districts including Salem, Reading, Beverly, and Danvers. Also, she served as a Leader-in-Residence for the Principals' Community of Practice for the MA Charter School Association.
- Jed O'Connor, Director of Special Education, continued his long-time support of the special education department at the Pioneer Charter School.
- Pam Miller and Molly Wright, Humanities Teachers, continued their long-time commitment to the Center for Collaborative Education. In April 2013, they presented with CCE at the *Student Engagement and Project Based Learning Conference* sponsored by National Institute for Student Centered Education. In July, they were teacher leaders and trainers at CCE's "Building Quality Performance Assessment Summer Institute".

- Matt Cronin, Technology Coordinator, presented at EdCamp Boston in May 2013 on "Social Networks for Professional Development."
- Glen Blakney, Math & Science Teacher, uses Twitter to disseminate his work to other educators (@gblakney). His tweets are labeled with "#MCCPS".
- Adria Smith, Music Teacher, worked with a music teacher from Lynn to improve his teaching practice, especially regarding jazz band. She worked with teachers at UMass Lowell to make an educational video. She assisted the Swampscott High School music teacher to recruit band members from among those graduates who would be attending Swampscott High.
- Dominique Dart, Art Teacher, hosted a student teacher from Salem State University during the Spring 2013 semester. While completing her practicum, the student teacher participated in all elements of the MCCPS instructional model.
- Laura Wood, Director of Nutrition Services, is a member of the School Nutrition Association and the Metro North Collaborative. She has shared extensively with both groups regarding what is done at MCCPS to provide healthy, delicious meals that children will actually eat and enjoy. She has also acted as a consultant to Codman Academy Charter in the redesign of their food service program.

## Academic Program Success

### Accountability Plan Objectives and Measures

	2012 - 2013 Performance (Met/Not Met)	Evidence
<b>Objective:</b> 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.		
<b>Measure:</b> 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.	<b>MET for ELA</b>  <b>NOT MET for Math</b>	For all grade levels in ELA, the percentage of students scoring Warning either remained at 0% or decreased. Overall, 1% of students scored Warning in ELA. In math, the percentage of students scoring Warning was reduced in 1 of 4 grades. Overall, 6% of students scored Warning.
<b>Measure:</b> 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.	<b>MET for ELA</b>  <b>Nearly MET for Math</b>	For all grade levels in ELA, the percentage of students scoring Advanced increased. Overall, 85% of students scored Advanced or Proficient. In math, the percentage of students scoring Advanced increased in 3 of 4 grades. Overall, 70% of students scored Advanced or Proficient in math.

<b>Objective:</b> The school achieves and maintains a median student growth percentile (SGP) of 40 or higher in the aggregate and for all statistically significant sub-groups in all subject areas tested for accountability purposes.		
<b>Measure:</b> Each year, the median student growth percentile will be 40 or higher in the aggregate and in all statistically significant sub-groups in all subject areas tested for accountability purposes.	<b>MET</b>	The SGP for ELA was 57.5, and the SGP for math was 51.5.
<b>Objective:</b> The school makes Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant sub-groups in English language arts and mathematics.		
<b>Measure:</b> Each year, the school will make AYP in the aggregate and for all statistically significant sub-groups in English language arts and mathematics.	<b>MET</b>	MCCPS is a Level 1 school. The CPI for ELA is 94.8, for math 87.9, and for science is 87.4. Learning targets were met for all students, high needs, students with disabilities, and white students.
<b>Objective:</b> Student performance on NWEA is strong and demonstrates improvement over time.		
<b>Measure:</b> 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.	<b>MET</b>	On the Spring administration of the NWEA reading test, 88% of the students score at or above the national average. On the math test, 86% of the students score at or above the national average. <i>(The NWEA National Average Comparison Chart of grade level scores is included as an appendix.)</i>
<b>Measure:</b> 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.	<b>NOT MET</b>	Math: This goal was met in the 6 <sup>th</sup> grade, and the 7 <sup>th</sup> & 8 <sup>th</sup> grades were close, but school-wide only 59% of students met or exceeded their targeted growth index. Reading: This goal was nearly met by the 6 <sup>th</sup> & 8 <sup>th</sup> grades, but school-wide only 57% of students met or exceeded their targeted growth index. <i>(A chart of grade level scores is included as an appendix.)</i>
<b>Objective:</b> 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. The school establishes a professional climate resulting in a purposeful learning environment and reasonable rates of retention for school administrators, teachers and staff.		
<b>Professional Development:</b> Each year, 100% of teachers will collaborate with their colleagues to develop professional development goals. At least 85% of them will achieve their goals.	<b>MET</b>	100% of teachers collaborated with their colleagues to develop professional development goals. 94% of them achieved their goals.

<p><b>Purposeful Learning Environment:</b> 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.”</p>	<p><b>MET</b></p>	<p>90% of teachers responded to the survey, and of those responding, 82% indicated that they agree or strongly agree that the professional development opportunities at MCCPS help them to improve their practice.</p>
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**Charter School Performance Criteria Relating to Academic Program Success**

**Student Performance**

School Report Card for MCCPS:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04640305&fycode=2012&orgtypecode=6&>

Student achievement is improving steadily. In a district/MCCPS comparison of the 2012 MCAS scores (for Achievement & Growth), MCCPS ranked higher than the district in 19 out of 26 elements. *(A chart comparing grade level achievement and growth on the MCAS as it compares to the district is included as an appendix.)*

Faculty and administrators use data to inform instruction, determine placement in remedial and accelerated courses and/or special education or academic probation, and to guide professional development activities and professional development goals. Given the data and the expectations of the Common Core, writing across the curriculum has been defined as an academic priority. The work of the Humanities Department in 2012-2013 to develop common assessments and to calibrate grading practices will be shared with other departments so that the students will benefit from this work at all grade levels and across all subjects.

**Diverse learners**

MCCPS is committed to enabling all students to reach their highest potential. Each grade level is comprised of a math/science teacher, a humanities teacher, an inclusion specialist, and a teaching assistant. Common planning time is built into their weekly schedules, so that they can work collaboratively to identify and address the needs of the students in their care. The inclusion specialist is a full and valued member of each grade level team, and he/she participates in all planning meetings, assists with project/rubric development, and meet with parents regularly to support student achievement, social/emotional needs, etc. A weekly consult with the Director of Special Education enables all educators to receive the professional development and the support that they need to confidently instruct, support, and challenge their students. There are currently no ELLs enrolled at MCCPS. The 504 Coordinator meets with the parents of students on 504s at least annually to review the plan and ensure that the no discrimination is occurring and the student’s needs, given the disability, are being met appropriately. The Director of Special Education ensures adherence with all special ed regulations. He meets with teachers weekly and with parents as required by law and when requested by the parent.

## Organizational Viability

### Accountability Plan Objectives and Measures

	2012 - 2013 Performance (Met/Not Met)	Evidence
<b>Objective:</b> The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievement.		
<b>Measure:</b> The school's annual budget is sustained by its enrollment.	<b>MET</b>	The school's budget has been sustained by its enrollment. Full enrollment (230) has been maintained throughout the year. A long waiting list exists.
<b>Objective:</b> The school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.		
<b>Measure:</b> Each year, the school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.	<b>MET</b>	The P& L and balance sheet demonstrate positive net assets. The MCCPS Foundation contributes to the operating budget each year. The school has a revolving line of credit that is available, if needed.
<b>Objective:</b> The school's annual independent audit is free of material or repeated findings.		
<b>Measure:</b> There is an absence of material or repeated findings in annual audits by qualified independent auditor.	<b>MET</b>	Ziner and Murphy, PC has been the school's auditor for the past 3 years. Last year, there were no material findings, and the school continues to work with the auditor to improve internal controls and practices.
<b>Objective:</b> The school involves parents/guardians as partners in the education of their children. Families and students are satisfied with the school's program.		
<b>Measure: Parents as Partners:</b> 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" <i>most or all of the time.</i>	<b>MET</b>	78% of parents responded; 98% of the respondents indicated that parental involvement is welcome at the school most or all of the time.
<b>Measure: Satisfaction with the Program:</b> Each year, at least 70% of families will respond to a	<b>MET</b>	78% of parents responded; 88% of the respondents indicated

parent survey, and of those responding at least 80% will indicate that they “are satisfied with the MCCPS academic program” <i>most or all of the time.</i>		that are satisfied with the MCCPS academic program” most or all of the time.
<b>Objective:</b> The school has collaborated with its sending district(s) on the sharing of innovative practices and has provided models for replication and best practices.		
<b>Measure: Collaboration:</b> 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 they had learned something that could be replicated in their classroom/school.	<b>MET</b>	Four professional learning experiences were presented: 1 teacher presented during MicroSoft’s EdCamp Boston on <i>Social Networks for Professional Development</i> ; 1 administrator presented at the Charter School Association’s <i>Principals’ Community of Practice</i> ; 2 teachers presented with the Center for Collaborative Education during the NISCE’s <i>Inspire 2013 Conference</i> and during the <i>Building a Quality Performance Assessment Summer Institute</i> . For the CCE event, 84% of evaluations stated that the respondents had learned something that could be replicated in their classrooms or school. For the CoP, 79% of respondents had learned something worthwhile. <i>(A chart of all dissemination efforts is included as an appendix.)</i>

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

**Amendments to the Charter**

No major or minor amendments to the charter were sought by the board of trustees during the 2012-2013 school year.

**Complaints**

One official complaint was received by the board of trustees pursuant to the state’s charter school regulations, 603 CMR 1.10. The complaint alleged employee misconduct against their child. An independent, third party investigator conducted an extensive investigation that included multiple interviews and the review of many documents (The parent declined to be interviewed). Although some recommendations were made for better record keeping and communication, the investigator determined that the evidence did not substantiate the parents’ accusations. His report was presented to the Board, and a copy was mailed to the parents.

**Conditions** (If applicable)

No conditions have been placed on MCCPS.

**Organizational Structure of the School** (if applicable)

The organizational structure for 2012-2013 was the same as for the previous year, however in an effort to find monies to provide salary increases, the administration has been restructured. In planning for 2013-2014, the positions of Managing Director and Fundraising/Events Coordinator have been eliminated, and the position of Director of Special Education was reduced from 5 days to 4. Where necessary, the functions have been absorbed by other administrators. *(Two organigrams are provided as appendices: 2012-2013 Organigram and 2013-2014 Organigram.)*

**Network Structure** (If applicable)

MCCPS is not a member of a network of schools.

**Additional Information**

**Recruitment and Retention Plan**

Implementation of the 2012-2013 (current) recruitment plan was successful. The demographics of the school are similar to those of the district. The faculty/staff will continue to implement the strategies and practices described within the recruitment plan.

Implementation of the 2012-2013 (current) retention plan was mostly successful. The vast majority of students will continue at MCCPS for the 2013-2014 school year. It is hoped though, and encouraged, that all students will remain at MCCPS through to graduation from 8<sup>th</sup> grade. There has been some attrition, however, especially at the 6<sup>th</sup> to 7<sup>th</sup> juncture. Parents report that this move is primarily social; their children want to attend the larger town middle school to be with their friends. To assist in the examination of the attrition, an exit survey will be sent to all families who have removed their children. It is expected that the data from the survey will help to explain the attrition. The option of an interview with the Head of School or a Board Member will be extended to all departing families. Lastly, a task group will study the situation and will report its findings to the Head of School.

**Recruitment Plan  
2013 – 2014**

<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 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.
All meetings, documents, and advertisements will communicate a sense of welcome for ALL students.
Per M.G.L. c. 71 § 89 (1), MCCPS <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.

<b>Recruitment Plan – Goals and Strategies</b> <i>- goals and strategies specific to each demographic group</i>	
<b>Demographic Group</b>	<b>Goals and Strategies</b>
Special education students	<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, and that will be supported at MCCPS.</li> <li>4. Members of the Special Education Parent Advisory Council will be encouraged to attend the open houses in order to answer questions.</li> </ol>
Limited English-proficient students	<p>Goal: demonstrate a good faith effort to attract and retain a percentage of LEP students 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 LEP students are welcome, and that will be supported at MCCPS.</li> <li>2. Applications will be available in several languages, including English, Spanish, French, and Russian.</li> <li>3. Translators will be provided to parents as needed.</li> <li>4. Print ads will include text that welcomes LEP students.</li> <li>5. Flyers in English and Spanish advertising the school and the application process will be distributed in Salem &amp; Lynn.</li> </ol>
Students eligible for free or reduced lunch	<p>Goal: demonstrate a good faith effort to attract and retain a percentage of students who are eligible for free or 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 MCCPS does not discriminate for any reason, and will encourage students who are eligible for free or reduced lunch to apply.</li> <li>2. The application for free/reduced lunch will mailed to all families as part of the summer mailing, and it 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> <li>3. The availability of scholarships for fieldtrips and other school activities will be included in promotional information about the school.</li> </ol>
Students who are sub-proficient	<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</p>

	<p>who are enrolled in the Marblehead Public Schools.</p> <p>Strategies:</p> <ol style="list-style-type: none"> <li>1. All enrollment/recruitment information will be non-discriminatory, will communicate that sub-proficient students are encouraged to apply, and that programs are in place to support them.</li> <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, and the availability of additional instruction in math and writing, Homework Club, and summer school.</li> <li>3. Student growth as demonstrated by the MCAS tests will be communicated via the school's 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> <li>5. Parents will be notified as soon as possible when concern arises about academic performance.</li> <li>6. An Academic Probation Plan will be created to address the needs of individual students who are in danger of not passing.</li> </ol>
Students at risk of dropping out of school	<p>Goal: demonstrate a good faith effort to attract and retain students who are at risk of dropping out of school.</p> <p>Strategies: Faculty, staff, and/or administrators will be available to meet with parents and students as needed to identify and implement appropriate supports, including academic, social/emotional, and/or health.</p>
Students who have dropped out of school	<p>Goal: demonstrate a good faith effort to attract and retain students who have dropped out of school.</p> <p>Strategies: Faculty, staff, and/or administrators will be available to meet with parents and students as needed to identify and implement appropriate supports, including academic, social/emotional, and/or health.</p>
Other subgroups of students who should be targeted to eliminate the achievement gap	<p>Goal: demonstrate a good faith effort to attract and retain subgroups of students who should be targeted to eliminate the achievement gap.</p> <p>Strategies: Faculty, staff, and/or administrators will work together continually, using data, observations, anecdotal reports, and other relevant information to identify and support students who need additional assistance, instruction, or other supports in order to eliminate the achievement gap.</p> <ol style="list-style-type: none"> <li>1. Additional instruction in math and writing will be provide to identified students.</li> <li>2. Retired teachers and high-achieving students will tutor identified students.</li> <li>3. Homework help will be available when requested or when required by a teacher.</li> </ol>

**Retention Plan  
2013 – 2014**

<b>Overall Student Retention Goal</b>	
<b>Annual goal for student retention (percentage): 90%</b>	Goal: Student attrition will be no more than 10% for reasons other than family displacement or geographical concerns.

## Retention Plan – Goals and Strategies

Strategies for all groups:

- Administrators, teachers, and counselor will make themselves available as needed to students and parents to answer questions, address concerns, etc. Concerns will be addressed in a timely manner.
- Students WILL NOT be counseled out of MCCPS; every effort will be made to appropriately address student/family needs, including academic, social/emotional, and/or health needs.
- Community events will be posted on the school’s website and invitations will be sent to parents.
- Parents will ALWAYS be welcome – at Community Meeting, during lunch, recess, Enrichment.
- The students and faculty/staff will eat lunch together daily.
- All students will go to recess, lunch, and Enrichment at the same time; multiple opportunities will exist for them to play and learn together.
- Faculty/staff will interact with students, walking, talking, playing, etc.
- Parents will be encouraged to be as involved in the school as they are able.

Demographic Group	Strategies
Special education students	<p>Strategies:</p> <ul style="list-style-type: none"> <li>• The school will employ a Director of Special Education.</li> <li>• There will be a fulltime Inclusion Specialist at each grade level,</li> <li>• The Student Study Team and/or teachers will alert the Director of Special Education and/or the school counselor as soon as a need/concern arises</li> <li>• Teaching teams will meet with the Director of Special Education weekly</li> </ul>
Limited English-proficient students	<p>Strategies:</p> <ul style="list-style-type: none"> <li>• The school will employ an ELL Coordinator.</li> <li>• Teachers will be trained in SEI methods.</li> <li>• Materials will be provided to in the home language as communicated via the <i>Home Language Survey</i>.</li> <li>• Systems of orientation, assessment, advising, registration, etc. will be kept simple/accessible to parents</li> <li>• Translators will be made available when needed</li> </ul>
Students eligible for free or reduced lunch	<p>Strategies:</p> <ul style="list-style-type: none"> <li>• Student privacy will be protected.</li> <li>• Food choices will be monitored to ensure a healthy diet that supports learning.</li> </ul>
Students who are sub-proficient	<p>Strategies:</p> <ul style="list-style-type: none"> <li>• Administration, faculty/staff are expected to know all children and are responsible for all of the children. The students will be encouraged to go to any adult in the building for help.</li> <li>• Additional instruction will be provided as needed.</li> </ul>
Students at risk of dropping out of school	<p>Strategies:</p> <ul style="list-style-type: none"> <li>• The counselor will meet with students and parents as needed.</li> <li>• An Academic Probation Plans will be created when needed.</li> </ul>
Students who have dropped out of school	<p>Strategies:</p> <ul style="list-style-type: none"> <li>• The counselor will meet with students and parents as needed.</li> <li>• Outside services will be activated as needed.</li> </ul>

Other subgroups of students who should be targeted to eliminate the achievement gap	Strategies: <ul style="list-style-type: none"> <li>A mentoring program will provide support for incoming 4<sup>th</sup> graders and new students.</li> </ul>
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### School and Student Data

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	10	4.3
Asian	5	2.2
Hispanic	11	4.8
Native American	1	0.4
White	201	87.4
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	2	0.9
Special education	40	17
Limited English proficient	0	0
Low income	18	7

ADMINISTRATIVE ROSTER FOR THE 2010-11 SCHOOL YEAR			
<i>All but 2 of those listed below work directly with children daily. °</i>			
<i>* Founding Faculty/Staff</i>			
Title	Brief Job Description	Start date	End date
Helena (Nina) Cullen-Hamzeh*	Head of School	8/1995	
Mike Ruth	Assistant Head of School (& Athletics Director, & PE teacher)	9/2004	
Dr. Albert Argenziano °	Managing Director	8/2007	6/2013
Rebecca Perry	Student Services Coordinator, Math/Science/Tech Department Chair (& 8 <sup>th</sup> Grade Math Teacher)	8/1996	6/2013
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	6/2013
Bob Erbetta*	Facilities Coordinator	8/1995	
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 (& 5 <sup>th</sup> Grade Global Studies Teacher)	8/1997	
Adria Smith	Chair, Integrated Arts Department (& Music Teacher, Chorus & Band Director)	3/2002	

<b>TEACHERS AND STAFF ATTRITION FOR THE 2012-2013 SCHOOL YEAR</b>			
	<b>Number as of the last day of the 2012-2013 school year</b>	<b>Departures during the 2012-2013 school year</b>	<b>Departures at the end of the school year</b>
Teachers	26	0	3
Other Staff	17	0	3

**Brief explanation of departures:**

- 1 teacher was not renewed.
- 1 teacher left in order to seek work as an administrator.
- 1 teacher left for a higher paying position at a district school.
- 1 staff member left for a higher paying position at a district school.
- 2 staff members were not renewed (in order to reduce administrative costs)

**Budget and Finance Reports**

*Unaudited FY13 statement of revenues, expenses, and changes in net assets (income statement)*

**FY13 Income Statement**

Ordinary Income/Expense	
Income	
4005 — STATE ALLOCATION	2,649,863.00
4010 — FEDERAL & STATE GRANTS	56,783.00
4020 — SCHOOL LUNCH	94,560.06
4030 — STUDENT ACTIVITIES	70,238.60
4040 — INVESTMENT INCOME	236.15
4050 — OTHER INCOME	45,264.28
4060 — CONTRIBUTIONS	117,875.00
4070 — PRIVATE GRANTS	11,709.95
4090 — FUNDRAISING	27,211.97
Total Income	<u>3,073,742.01</u>
Gross Profit	
3,073,742.01	
Expense	
5000 — PERSONNEL	1,782,293.53
5140 — Benefits	333,414.41
5150 — StaffDev	7,010.14
5160 — Search Costs	1,800.00
5170 — Substitute	6,643.75
5200 — DIRECT STUDENT SUPPORT	145,703.23
5204 — Private Grant Expense	9,150.00
5261 — STUDENT ACTIVITY	70,331.01
5270 — SCHOOL LUNCH EXP	58,528.19
5300 — OCCUPANCY	368,135.65
5400 — OFFICE & ADMIN	140,850.51
6100 — Depreciation	100,696.30
Total Expense	<u>3,024,556.72</u>

Net Ordinary Income	49,185.29
Net Income	<u>49,185.29</u>

*Statement of net assets for FY 13(balance sheet)*

The balance sheet sets forth the charter school's assets, liabilities, and fund balances or equities.

**MCCPS Balance Sheet Standard**  
**As of June 30, 2013**

ASSETS		
	Current Assets	
	Checking/Savings	
	Total Checking/Savings	638,674.43
	Other Current Assets	
	1215 — Receivables - Y/E	2,507.14
	1210 — State Allocation Receivable	<u>60,245.00</u>
	Total Other Current Assets	<u>62,752.14</u>
	Total Current Assets	701,426.57
	Fixed Assets	
	1530 — Leasehold improvements	684,400.20
	1531 — Fixed Assets	147,377.00
	1599 — Accumulated Depreciation	<u>(613,464.30)</u>
	Total Fixed Assets	218,312.90
	Other Assets	
	1700 — Security Deposit	<u>10,000.00</u>
	Total Other Assets	<u>10,000.00</u>
	TOTAL ASSETS	<u>929,739.47</u>
	LIABILITIES & EQUITY	
	Liabilities	
	Current Liabilities	
	Accounts Payable	
	2000 — Accounts Payable	1,464.87
	Total Accounts Payable	1,464.87
	Other Current Liabilities	
	2110 — Accrued Payroll	103,462.23
	2230 — Accrued Expenses	41,215.43
	2410 — Notes payable - short term	
	2411 — Boston Private Bank Credit Line	175,000.00
	Total 2410 — Notes payable - short term	<u>175,000.00</u>
	Total Other Current Liabilities	<u>319,677.66</u>
	Total Current Liabilities	321,142.53
	Long Term Liabilities	
	2610 — Notes payable - long term	
	2611 — MassDevelopment	84,569.66
	Total 2610 — Notes payable - long term	<u>84,569.66</u>
	Total Long Term Liabilities	<u>84,569.66</u>
	Total Liabilities	405,712.19
Equity		
	3900 — Retained Earnings	474,841.99

Net Income	49,185.29
Total Equity	524,027.28
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>929,739.47</b>

***Approved School Budget for FY14***

At a regular meeting of the Board on May 8<sup>th</sup> 2013, Mr. Hersey made a motion to approve the proposed FY14 Operating Budget with a total budget revenue projection of \$2,704,652, total expense project of \$2,701,152 and the net surplus of \$3,500. Ms. Jalbert seconded the motion. The board **VOTED** to approve the motion. Mr. Cronin and Mr. Sullivan abstained. Minutes from the meeting can be found on the school's website at [http://marbleheadcharter.org/files/boardfiles/Minutes\\_MCCPS\\_BoT\\_05-08-13.pdf](http://marbleheadcharter.org/files/boardfiles/Minutes_MCCPS_BoT_05-08-13.pdf).

<b>MCCPS FY14 Approved Operating Budget</b>		
ITEM	DESCRIPTION	Approved FY14
	<i>Assumed average PPE</i>	\$11,558
	<i># of enrollees as of Feb. 1st</i>	\$230
<b>CASH SOURCES:</b>		
1	STATE REIMBURSEMENT *	\$2,658,452
2	OTHER	\$3,500
3	STUDENT ACTIVITY FUND	\$15,000
4	MCCPS FOUNDATION, INC.	\$20,000
5	FUNDRAISING	\$7,500
6	INTEREST INCOME	\$200
	<b>TOTAL CASH SOURCES</b>	<b>\$2,704,652</b>
<b>PERSONNEL:</b>		
7	SALARIES	\$1,777,023
8	ENRICHMENT	\$5,000
9	SUBSTITUTE TEACHERS	\$1,500
10	BENEFITS	\$359,781
11	STAFF DEVELOPMENT	\$2,500
12	SEARCH COSTS	\$1,250
	<b>Sub-Total</b>	<b>\$2,147,054</b>
<b>DIRECT STUDENT SUPPORT:</b>		
13	TEACHER'S SUPPLIES	\$3,000
14	CURRICULUM SUPPLIES	\$18,000
15	STUDENT SUPPLIES	\$3,000
16	INSTRUCTIONAL EQUIPMENT	\$7,400
17	SPEL SUPPLIES	\$1,000
18	COMPUTER SUPPORT	\$10,000
19	TECHNOLOGY - HARDWARE	\$5,000
20	TECHNOLOGY - SOFTWARE	\$5,000
21	FURNISHINGS	\$3,000
22	STUDENT ACTIVITY FUND EXPENSES	\$3,500

	23	NURSING SUPPLIES	\$1,000
		<b>Sub-Total</b>	<b>\$59,900</b>
OCCUPANCY:			
	24	RENT	\$264,669
	25	MAINTENANCE	\$30,000
	26	CUSTODIAL SERVICES	\$22,000
	27	CUSTODIAL SUPPLIES	\$12,000
	28	UTILITIES	\$35,000
		<b>Sub-Total</b>	<b>\$363,669</b>
OFFICE & ADMINISTRATION:			
	29	SUPPLIES	\$1,500
	30	LEGAL	\$5,000
	31	ACCOUNTING	\$20,000
	32	PAYROLL SERVICE	\$4,000
	33	PRINTING & COPYING	\$1,500
	34	POSTAGE & SHIPPING	\$3,500
	35	GL INSURANCE	\$20,000
	36	BOARD EXPENSES	\$12,750
	37	FINANCE CHARGES	\$10,000
	38	ADMISSIONS	\$500
	39	HoS DISCRETIONARY	\$1,000
	39	FUNDRAISING EXPENSE	\$6,000
		<b>Sub-Total</b>	<b>\$85,750</b>
		<b>Sub-Total, Cash Disbursed</b>	<b>\$2,656,373</b>
	40	DEBT SERVICE (Mass Development)	\$44,779
		<b>TOTAL CASH DISBURSED</b>	<b>\$2,701,152</b>
	41	Excess/(Deficit)	\$3,500
4k* Figures posted to MA DESE site on April 11, 2013 is \$2,719,900			

### ***Capital Plan for FY14***

The Board of Trustees is in the process of creating a new Strategic Plan, and a capital plan will be included within the Strategic Plan. MCCPS has been investigating either the purchase of the currently leased building or the construction of a new building on a different site. As of August 1, 2013, the Board has not yet voted to move forward with either possibility.

### **ATTACHMENTS**

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

**2012 MCAS - English Language Arts (ELA)**

	Passed	Advanced/Proficient
Class of 2012 (in 8 <sup>th</sup> )	100%	90%
Class of 2013 (in 7 <sup>th</sup> )	100%	89%
Class of 2014 (in 6 <sup>th</sup> )	100%	89%
Class of 2015 (in 5 <sup>th</sup> )	100%	85%
Class of 2016 (in 4 <sup>th</sup> )	96%	74%

**2012 MCAS - Mathematics**

	Passed	Advanced/Proficient
Class of 2012 (in 8 <sup>th</sup> )	86%	68%
Class of 2013 (in 7 <sup>th</sup> )	96%	81%
Class of 2014 (in 6 <sup>th</sup> )	96%	76%
Class of 2015 (in 5 <sup>th</sup> )	98%	71%
Class of 2016 (in 4 <sup>th</sup> )	96%	57%

**2012 MCAS - Science**

	Passed	Advanced/Proficient
Class of 2012 (in 8 <sup>th</sup> )	88%	56%
Class of 2015 (in 5 <sup>th</sup> )	98%	84%

**MCAS - Reduction in Warning & Increase in Advanced**

The school will show an annual reduction in the percentage of students scoring Warning. For students who have been attended MCCPS for at least 2 years, an increase in the percentage of students scoring Advanced will be achieved annually.

For all grade levels in ELA, the percentage of students scoring Warning either remained at 0% or decreased, and the percentage of students scoring Advanced increased. Overall, 85% of students scored Advanced or Proficient, and 1% scored Warning.

ELA MCAS	% Advanced	% Proficient	% Needs Improvement	% Warning	Increased % of Advanced	Decreased % of Warning
<b>Class of 2012</b> - Graduates						
- in 8 <sup>th</sup>	<b>29%</b>	62%	9%	<b>0%</b>	<b>MET</b>	<b>MET</b>
- in 7 <sup>th</sup>	21%	72%	7%	0%		
- in 6 <sup>th</sup>	26%	68%	4%	2%		
- in 5 <sup>th</sup>	6%	65%	27%	2%		
- in 4 <sup>th</sup>	10%	38%	46%	6%		
<b>Class of 2013</b> - Current 8 <sup>th</sup> Graders						
- in 7 <sup>th</sup>	<b>15%</b>	76%	9%	<b>0%</b>	<b>MET</b>	<b>MET</b>
- in 6 <sup>th</sup>	13%	74%	13%	0%		
- in 5 <sup>th</sup>	2%	76%	22%	0%		
- in 4 <sup>th</sup>	2%	67%	30%	0%		
<b>Class of 2014</b>						

- Current 7 <sup>th</sup> Graders						
- in 6 <sup>th</sup>	19%	71%	10%	0%	MET	MET
- in 5 <sup>th</sup>	13%	55%	28%	4%		
- in 4 <sup>th</sup>	11%	48%	37%	4%		
<b>Class of 2015</b> - Current 6 <sup>th</sup> Graders						
- in 5 <sup>th</sup>	26%	60%	15%	0%	MET	MET
- in 4 <sup>th</sup>	14%	55%*	31%*	0%		
<b>Class of 2016</b> - Current 5 <sup>th</sup>						
- in 4 <sup>th</sup>	19%	55%	19%	6%	NA – students in attendance < 2 yrs	

In math, the percentage of students scoring Warning was reduced in 1 of 4 grades, and the percentage of students scoring Advanced increased in 3 of 4 grades. Overall, 70% of students scored Advanced or Proficient, and 6% scored Warning.

MATH MCAS	% Advanced	% Proficient	% Needs Improvement	% Warning	Increased % of Advanced	Decreased % of Warning
<b>Class of 2012</b> - Graduates						
- in 8 <sup>th</sup>	41%	26%	19%	14%	MET	NOT MET
- in 7 <sup>th</sup>	33%	42%	21%	5%		
- in 6 <sup>th</sup>	38%	36%	21%	4%		
- in 5 <sup>th</sup>	25%	27%	44%	4%		
- in 4 <sup>th</sup>	24%	30%	34%	12%		
<b>Class of 2013</b> - Current 8 <sup>th</sup> Graders						
- in 7 <sup>th</sup>	32%	48%	15%	5%	NOT MET	NOT MET
- in 6 <sup>th</sup>	47%	30%	23%	0%		
- in 5 <sup>th</sup>	28%	41%	22%	9%		
- in 4 <sup>th</sup>	17%	48%	33%	2%		
<b>Class of 2014</b> - Current 7 <sup>th</sup> Graders						
- in 6 <sup>th</sup>	36%	45%	14%	5%	MET	MET
- in 5 <sup>th</sup>	30%	45%	15%	11%		
- in 4 <sup>th</sup>	20%	39%	35%	7%		
<b>Class of 2015</b> - Current 6 <sup>th</sup> Graders						

- in 5 <sup>th</sup>	<b>32%</b>	40%	26%	<b>2%</b>	<b>MET</b>	<b>NOT MET</b>
- in 4 <sup>th</sup>	27%	39%	35%	0		
<b>Class of 2016</b> - Current 5 <sup>th</sup> Graders						
- in 4 <sup>th</sup>	4%	53%	38%	4%	NA – students in attendance < 2 yrs	

<b>SCIENCE MCAS - 5<sup>th</sup> &amp; 8<sup>th</sup> only</b>	<b>% Advanced</b>	<b>% Proficient</b>	<b>% Needs Improvement</b>	<b>% Warning</b>	<i>Science is not included in the goal to reduce the percentage of students scoring Warning and increase the percentage of students scoring Advanced because the test is administered in the 5<sup>th</sup> &amp; 8<sup>th</sup> grades only.</i>
<b>Class of 2012</b> - Graduates					
- in 5 <sup>th</sup>	19%	35%	40%	6%	
- in 8 <sup>th</sup>	0%	56%	33%	12%	

### MCAS Student Growth Percentiles 2008-2012

*In ELA on the 2012 MCAS, the average SGP was 57.5. All grades demonstrated growth above 40 SGP.*

<b>ELA MCAS</b>	<b>2008 SGPs</b>	<b>2009 SGPs</b>	<b>2010 SGPs</b>	<b>2011 SGPs</b>	<b>2012 SGPs</b>
<b>Class of 2010</b>	34 (in 6 <sup>th</sup> )	50 (in 7 <sup>th</sup> )	53 (in 8 <sup>th</sup> )		
<b>Class of 2011</b>	40 (in 5 <sup>th</sup> )	32.0 (in 6 <sup>th</sup> )	67 (in 7 <sup>th</sup> )	45 (in 8 <sup>th</sup> )	
<b>Class of 2012</b>	33.5 (in 4 <sup>th</sup> )	35.0 (in 5 <sup>th</sup> )	71 (in 6 <sup>th</sup> )	56.5 (in 7 <sup>th</sup> )	58 (in 8 <sup>th</sup> )
<b>Class of 2013</b>		34.0 (in 4 <sup>th</sup> )	30 (in 5 <sup>th</sup> )	45 (in 6 <sup>th</sup> )	62 (in 7 <sup>th</sup> )
<b>Class of 2014</b>			46 (in 4 <sup>th</sup> )	23 (in 5 <sup>th</sup> )	71 (in 6 <sup>th</sup> )
<b>Class of 2015</b>				35.5 (in 4 <sup>th</sup> )	52 (in 5 <sup>th</sup> )
<b>Class of 2016</b>					47 (in 4 <sup>th</sup> )

*In Math on the 2012 MCAS, the average SGP was 51.5. Four out of five grades demonstrated growth above 40 SGP.*

<b>Math MCAS</b>	<b>2008 SGPs</b>	<b>2009 SGPs</b>	<b>2010 SGPs</b>	<b>2011 SGPs</b>	<b>2012 SGPs</b>
<b>Class of 2010</b>	36.0 (in 6 <sup>th</sup> )	47.0 (in 7 <sup>th</sup> )	74.0 (in 8 <sup>th</sup> )		
<b>Class of 2011</b>	63.0 (in 5 <sup>th</sup> )	55.5 (in 6 <sup>th</sup> )	69.0 (in 7 <sup>th</sup> )	68 (in 8 <sup>th</sup> )	

<b>Class of 2012</b>	43.5 (in 4 <sup>th</sup> )	44.5 (in 5 <sup>th</sup> )	65.5 (in 6 <sup>th</sup> )	72.5 (in 7 <sup>th</sup> )	52 (in 8 <sup>th</sup> )
<b>Class of 2013</b>		33.5 (in 4 <sup>th</sup> )	48 (in 5 <sup>th</sup> )	63 (in 6 <sup>th</sup> )	63.5 (in 7 <sup>th</sup> )
<b>Class of 2014</b>			47 (in 4 <sup>th</sup> )	48 (in 5 <sup>th</sup> )	48 (in 6 <sup>th</sup> )
<b>Class of 2015</b>				50 (in 4 <sup>th</sup> )	46 (in 5 <sup>th</sup> )
<b>Class of 2016</b>					34 (in 4 <sup>th</sup> )

### MCCPS/District Comparison of 2012 MCAS - Achievement & Growth

Grade	ELA		Math		Science	
	Growth	Achievement	Growth	Achievement	Growth	Achievement
4	+2.4	<b>+10</b>	-9.5	<b>+4</b>	no data	not tested
5	-3.3	<b>+14</b>	-13.6	<b>+7</b>	no data	<b>+19</b>
6	+24.9	<b>+11</b>	-14.6	<b>+2</b>	no data	not tested
7	+6.4	<b>+5</b>	+11.3	<b>+12</b>	no data	not tested
8	+7.4	=	-11.3	<b>+1</b>	no data	-5
<b>All</b>	+6.2	<b>+6</b>	-4.0	=		

**KEY**

+ indicates that MCCPS students performed above the district.  
 - indicates that district students performed above MCCPS.  
 No Data – Growth is not determined for this subject, so comparisons cannot be calculated.

### MCCPS scored above the district in 19 out of 26 elements.

Achievement is at or above the district:

- in ELA & Math at all grade levels
- in 5th grade Science
- in all grades and all subjects except 8<sup>th</sup> grade Science

Growth is above the district:

- in ELA in 4 out of 5 grades (all but 5<sup>th</sup>)
- in Math in 7<sup>th</sup> grade

Growth is below the district:

- in Math in 4 out of 5 grades (not 7<sup>th</sup>)
- in ELA in 5<sup>th</sup>

*(No growth data is available for Science.)*

### NWEA National Average Comparison

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

		4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Average
<b>Reading</b> At or Above National Average	<b>2012</b>	94%	85%	90%	79%	93%	<b>88%</b>
	<b>2011</b>	87%	94%	89%	98%	83%	<b>90%</b>
<b>Math</b> At or Above National Average	<b>2012</b>	91%	79%	90%	84%	88%	<b>86%</b>
	<b>2011</b>	81%	88%	87%	89%	88%	<b>87%</b>

### NWEA Targeted Growth

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

**Measure:** 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.

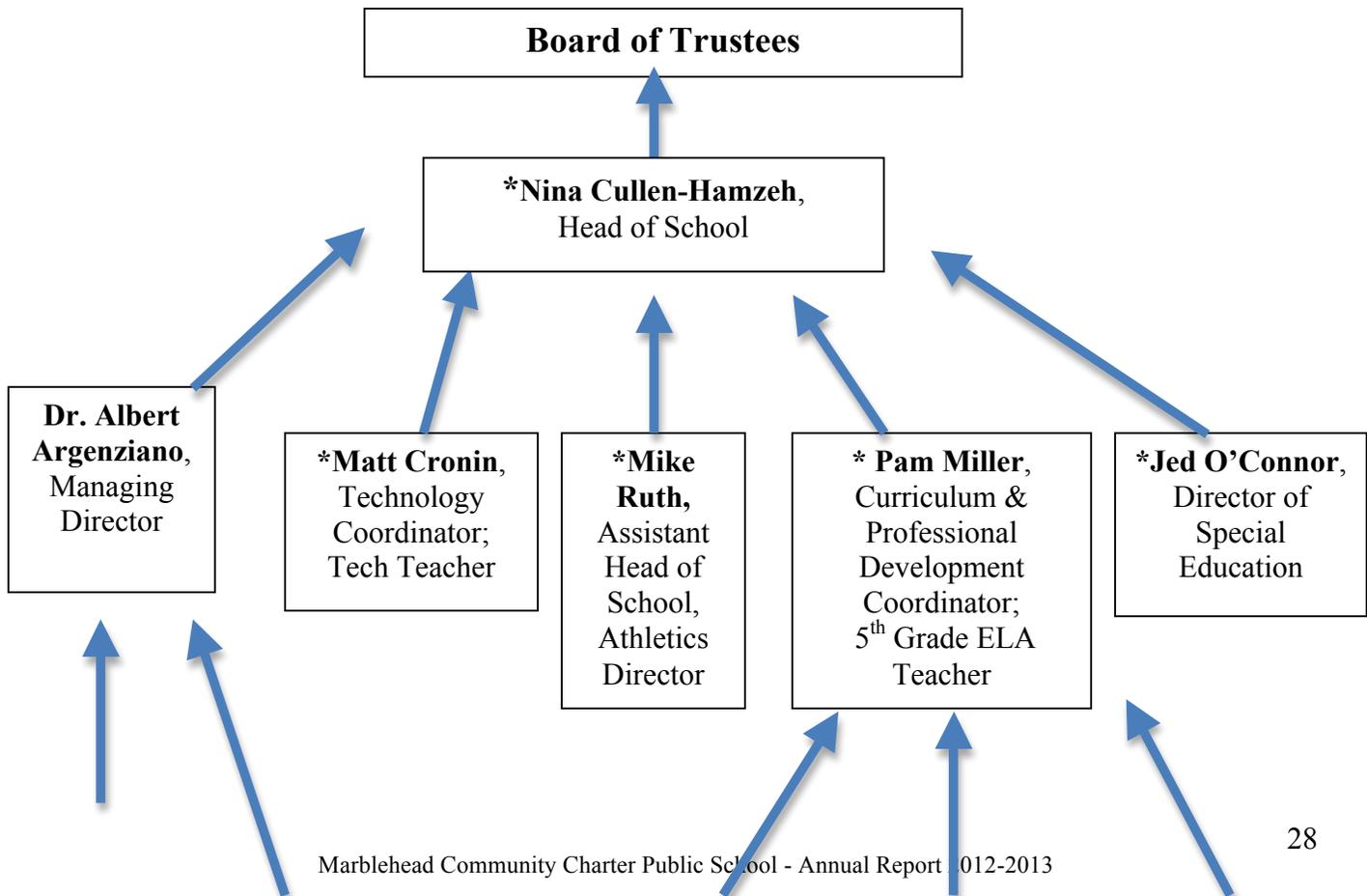
% of Students Who Met/Exceeded their Targeted Growth Index		
School-wide, 59% met/exceeded the targeted growth index in math.		
School-wide, 57% met/exceeded the targeted growth index in reading.		
	2012-2013	2011-2012
<b>4<sup>th</sup> Grade</b>		
Math	42%	43%
Reading	44%	55%
<b>5<sup>th</sup> Grade</b>		
Math	51%	36%
Reading	66% - nearly met	55%
<b>6<sup>th</sup> Grade</b>		
Math	<b>72% - met</b>	60% - nearly met
Reading	57%	60% - nearly met
<b>7<sup>th</sup> Grade</b>		
Math	68% - nearly met	71% - met
Reading	56%	61% - nearly met
<b>8<sup>th</sup> Grade</b>		
Math	63%- nearly met	52%
Reading	61%- nearly met	54%

### 2013-2014 Enrichment Courses/Activities

Advanced Jazz Band	Just Breathe/Yoga
Around The World With Arts & Crafts	Karate
Babysitting 101	Khan Academy
Barry's Bingo	Kids Are Cooking
Board Games	Kitchen Capers
Canada, Here We Come	Knit Wits
Card Sharks	Let's Chill
Caterpillar Club	Magic The Gathering
Chess Club	Mandarin Chinese Language
Chorus	Man Town
Craft Craze	Marlinspike & Nautical Knowhow

Creative Writing Current Events Circle D.A.R.E. Digital Photography In The Modern World Drawing Dungeons & Dragons Eighth Grade Memories/Film Exploring French With Les Miserables Fascinating Fascinators Friendship Bracelets Geology Girl Power Girl's World Global Art G.O.A.L.s For Girls Grandslam! Bridge For Kids Greg Coles Latin Dance & Drum Guitar Gymnastics Hand Drumming Hand Writing Happy Ducky Store Independent Study	Math Matters Math Sleuths MCCPS Social Club MCCPS TV Mining By Design Movies & Morals Myths, Folktales & Fables Perfectly Pitched Plays Rocket Club Science Olympiad Spanish Language-Beginner Spanish Language-Advanced Sports House Sports In & Out Terri's Healthy Cookies Weaving The Imagination Project The Skillful Chef The Stock Market Investing Game Truth or Myth Typing Volleyball For Girls Wood Shop
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### 2012-2013 Organigram



**\*Jeff  
Barry,**  
Business  
Manager

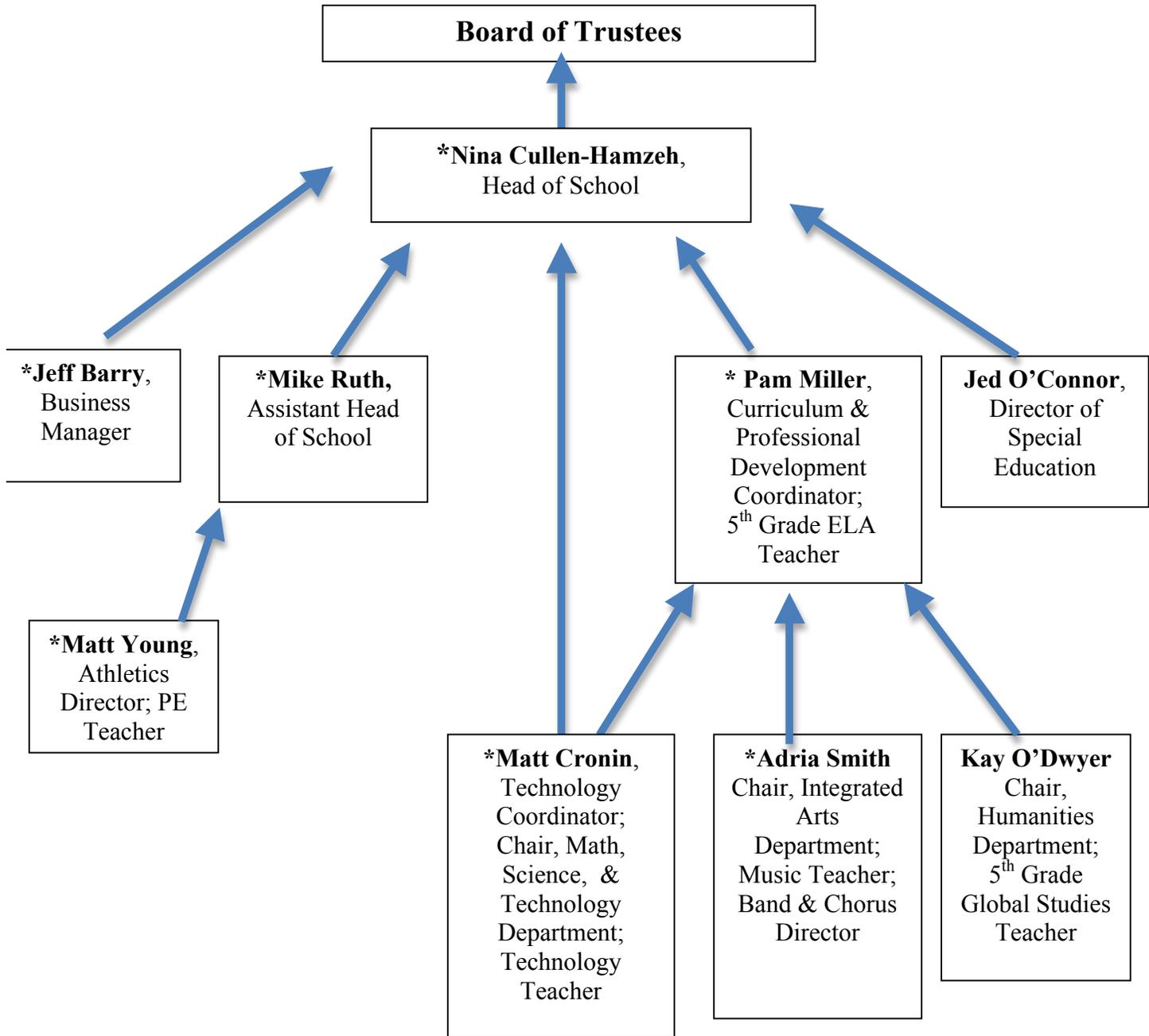
**\*Pam Haley,**  
Events &  
Fundraising  
Coordinator,

**\*Adria Smith,**  
Chair,  
Integrated Arts  
Department;  
Music  
Teacher; Band  
& Chorus  
Director

**Rebecca Perry,**  
Student Services  
Coordinator;  
Chair, Math,  
Science, & Tech  
Department; 8<sup>th</sup>  
Grade Math &  
Science Teacher

**Kay O'Dwyer,**  
Chair,  
Humanities  
Department; 5<sup>th</sup>  
Grade Global  
Studies Teacher

## 2013-2014 Organigram



**Full/Part Time -**  
The individuals with an asterisk are full-time.