

Marblehead Community Charter Public School

Annual Report

2013-2014

Marblehead Community Charter Public School
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Date report submitted: August 1, 2014

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Introduction to the School

<i>Marblehead Community Charter Public School</i>			
Type of Charter	Commonwealth	Location	Marblehead, MA
Regional or Non-Regional?	Non-Regional	Districts in Region	NA
Year Opened	1995	Year(s) Renewed	2000, 2005, 2010
Maximum Enrollment	230	Current Enrollment	230
Chartered Grade Span	4-8	Current Grade Span	4-8
# of Instructional Days per school year	180-184	Students on Waitlist	182
School Hours	7:45-3:15	Age of School	19 yrs
<p>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.</p>			

Letter from the Chair of the Board of Trustees

Marblehead Community Charter Public School (MCCPS) just completed its 19th year of continuous operation and our dedication to our mission, core values and the promises of our Charter remains active and strong. The MCCPS mission statement articulates the school's commitment to educating our children to be capable, self-determining, fully engaged individuals who are critical and creative thinkers, and this is the driving force behind everything we do.

The 2013-2014 academic year saw MCCPS further implement its 5-year Strategic Plan, with significant progress on several fronts. The success of the academic program is our most important focus and our academic program has remained strong as measured by internal and external data. The key to a successful academic program is a quality teaching staff, and considerable time was spent this year on professional development with our teachers to implement a new educator evaluation model, based on the DESE model. The school continues to offer remedial math instruction for all grades, which was expanded this year through Enrichment options, as well as accelerated math for grades 7 and 8. Also this year a remedial writing teacher was hired to supplement ELA instruction. Professional development time was devoted to improving teachers' use of data to inform instruction. MCCPS was selected to participate in the pilot of the PARCC test, which was administered successfully in addition to the MCAS.

Our focus as a school on integrating the community into our educational program expanded this year as well. The Board of Trustees reinstated the Community Relations Committee, which developed a comprehensive plan for effectively communicating with all our constituents through a variety of channels. Through the efforts of parent volunteers on the committee, the school's social networking presence has increased dramatically. Our program of hosting interns from local colleges and universities continued this year, to the benefit of all. In addition to teaching interns, MCCPS hosted interns in Nutrition from Simmons College. We also entered into a new partnership with a local YMCA that brought new high-quality programs to our Enrichment offering.

The MCCPS Board of Trustees continued its focus on strategic issues this year. Two important milestones regarding school leadership were achieved. The first was the decision to renew the contract for the Head of School, Ms. Nina Cullen-Hamzeh, for an additional three years (2014-2017). Ms. Cullen-

Hamzeh brings experience, passionate commitment and energy to her role as Head of School and the Board looks forward to continuing our collaboration with her. To assist the Board in effectively supporting and evaluating the Head of School, a new evaluation model was approved this year, which incorporates much of the DESE Administrator and Superintendent evaluation models.

Significant Board time was devoted to furthering our strategic goals, including understanding and overseeing the key areas of retention and academic program success. These efforts will continue into the coming year.

While the finances of the school remain sound through careful fiscal management, our extremely tight operating budget continues to be the greatest drag on our progress. Competitive teacher salaries, necessary technology upgrades, facility improvements and expansion of programs are limited or on hold in order to keep our budget in the black. Both the Board and school are committed to finding ways to address this issue, including expanding our fundraising capabilities and purchasing a building to control the rising costs of a yearly lease.

This coming year will be an exciting one for MCCPS. We are celebrating our 20th anniversary, applying for a renewal of our Charter, and hopefully purchasing a permanent home for the school. I continue to be impressed and inspired by the caliber of people who dedicate their time and effort on behalf of the school – Trustees, school leadership, faculty and staff, parents and community members – and because of that I am confident that MCCPS is up to the challenges and opportunities next year will bring.

Sincerely,
 Mary McRae
 Chair, MCCPS Board of Trustees

School Performance and Program Implementation

Faithfulness to Charter

Accountability Plan Objectives and Measures

	2013-2014 Performance (Met/Partially Met/Not Met)	Evidence
Objective: The school is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendment(s).		
Measure: 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 established individual learning goals with the assistance of their parent and an advisor. 88% of them met or exceeded their goals.
Measure: Teachers as Leaders: 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.”	NEARLY MET	Of the 25 teachers who were surveyed, 84% responded. Although this is slightly under the required 90% participation rate, 86% of the respondents agreed or strongly agreed that “MCCPS is a school that values teacher leadership.”

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).		
<p>Measure: 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.</p> <p>Each trimester, 80% of students will achieve at or above teacher expected level on their Exhibition project rubrics.</p>	MET	<p>Again this year, 100% of the teachers at each grade level collaborated with their colleagues each trimester to create integrated units of study. Exhibitions were presented on November 25, March 11, and June 18.</p> <p>92 % of students achieved at or above teacher expected level on their Exhibition project rubrics.</p>
<p>Measure: 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.</p>	MET	<p>Of the 179 MCCPS families, 64% responded to the survey, and 84% of the respondents stated that working on Exhibition projects enhance their child’s learning most or all of the time.</p>

Charter School Performance Criteria Relating to Faithfulness to the Charter

Mission and Key Design Elements

MCCPS fosters a community that empowers students to reach their highest potential. The faculty, staff, and administration, the parent body, community members, and students are all committed to this ideal, and enormous energy and passion are invested regularly in pursuing our mission. The MCCPS Charter promises that parents will be integrally involved in the education of their children; that the teachers will be respected as professionals and thus authorized to make critical decisions about curriculum, instruction, and assessment; and that the learning will be student-centered, hands-on, and engaging in order to enable all students to growth and learn optimally. MCCPS has met or nearly met most accountability plan goals, and for those few that were not fully met, an action plan is in place to ensure full achievement of all goals.

- *Fostering Community:*
 - Parents, community members, alums, prospective families are ALWAYS welcome.
 - In a year-end Parent Satisfaction Survey, 96% of parents stated that there is a sense of community at MCCPS most or all of the time, and 98% said that parental involvement is welcome at school most or all of the time.
 - Parents identified many ways in which they have been involved in the life of the school.
 - 80% attended Community Meeting.
 - 57% attended lunch.
 - 97% attended Exhibition.
 - 37% helped with PTO, athletics, or a performance.
 - The PTO is vital to building community and fostering parent involvement. In the summer of 2014, parents and the administration collaborated to reorganize volunteer opportunities. The expectation is that the rates of volunteerism and parent satisfaction will further increase.
 - The school’s newsletter, The Magna Charter, is produced by parents, and parents have been instrumental in building the school’s social media presence.

- *Empowering Students to Reach Their Highest Potential:*
 - The faculty, staff, and administration are a highly qualified, vastly experienced, and immensely talented group who enjoy significant autonomy regarding curriculum, instruction, and assessment.
 - MCCPS provides a rich learning environment for all students that is grounded in the state’s curriculum framework/Common Core. Common planning time and regular professional development for grade level teams and departments facilitates integration, alignment, inter-rater reliability, and rigorous performance assessments. Grade-level global themes anchor the curriculum and connect the learning over the course of the year.
 - The inclusion model allows students with special needs to spend the maximum amount of time in the classroom while receiving additional support beyond the classroom instruction. Each grade level team includes a full-time inclusion teacher who is an integral member of the team. With the content teachers, he/she ensures that children with identified special needs receive the support and services to which they are entitled.
 - 100% of the teachers participate in the creation, implementation, and assessment of integrated thematic units of study, and they are committed to ensuring that the learning will be student-centered, hands-on, rigorous, and engaging. The meaningful application of learning is facilitated through Exhibition projects. Integration is utilized to both engage the learner and deepen the learning. Integration is nurtured at all grade levels and all subjects, but only authentic integration is incorporated. Considerable time and professional expertise are invested in developing integrated units of study. For example, in the 5th grade study of the Renaissance, the children research a Renaissance person, and they write a first person narrative using their research. In art they employ the techniques of Renaissance portraiture. In music, they sing Renaissance songs. In PE, they learn a Renaissance dance. At Exhibition, they presented what they had learned in Renaissance garb. Feedback from alumni shows that even long after graduating from MCCPS, students remember what they have learned when the content and skills are authentically integrated within a performance assessment.
 - 100% of the faculty, staff, and administration participate in regular professional development.
 - Project-based performance assessments frequently include opportunities for student choice in order to ensure that the learning is meaningful and relevant. To demonstrate understanding, one child may write an essay, another may compose a song, and someone else may create a sculpture. Student choice is incorporated in assessments as frequently as possible. Students are also required to stretch their abilities by growing their capacity in areas that are less familiar or where they feel less confident. Performance assessments, whether individual or group projects, are guided and assessed using well-defined rubrics that include opportunities for students to exceed expectations. Traditional means of assessment such as tests and quizzes are used also.
 - Public speaking, collaboration with peers, and self-assessment are valuable elements of the students’ experience.
 - Students are encouraged to go “above and beyond” and are challenged constantly to strive to accomplish their personal best
 - Each trimester culminates in a Public Exhibition of Student Work. This evening event is a celebration of the students’ collective and individual learning. For their families, alums, prospective students, and the larger community, the students demonstrate what they learned, they make connections across subjects, and they explain why what they learned is important. Exhibition also serves as a means by which the teachers can assess student growth within the context of a

- public forum.
 - The impact of the school’s rigorous academic program is demonstrated by internal and external test data (MCAS & NWEA).
- Each student at MCCPS learns about goal setting via an individual learning plan. Nicknamed MAP (*My Achievement Plan*), this is all about empowering students to identify their strengths and areas of need, establish a goal that is important to them, and work toward achieving it. Parents, advisory teachers, and students meet at the beginning of each school year to develop MAP goals. At this meeting a goal or goals are generated and objectives are determined for each member of the team, the student, his/her parent(s), and the advisor. Weekly meeting involving the student and the advisor support the achievement of goals. Follow-up meetings may be scheduled throughout the year, and a final meeting with the parent, advisor, and student is held in the spring where students provide evidence that their goal has been achieved.
 - 100% of students established individual learning goals with the assistance of their parent and an advisor, and 88% of them met or exceeded their goal. Students and parents have ongoing access to performance data.
- The MCCPS report card is known as the CUE Report (Communicating Understanding through Evidence.) This combines the teachers’ grade books and the report card. It is available to parents electronically, and is password protected.
- Given the passion and inspiration of the teachers, the programming available to students continues to expand.
 - Beyond classroom instruction, many faculty, staff, and administrators share their other talents via the Enrichment program and afterschool athletics.
 - The athletics program was expanded to provide JV opportunities, and a Summer Sports Camp was created.
 - Students compete in Quiz Bowl, Science Olympiad, Spelling Bee, and writing and poetry competitions.
 - The STARS program enables students to fine-tune their talents while assisting other students to master skills in the arts.
 - Student Government was initiated by a student and is supported by a teacher and a parent. The first elections were held this spring.
- Student recommendations are sought in regard to program, facility, and behavioral improvements, and their requests are supported/honored whenever possible.
- Leadership opportunities for students are deliberately constructed to increase personal growth, interpersonal relationships, and build community among the children.
 - They lead daily Community Meetings during which they practice their public speaking in front of 270+ students and adults.
 - 8th graders lead mixed grade groups in learning experiences and weekly chores. They provide instruction, redirection, positive reinforcement, and friendship to younger students.
 - 7th & 8th grade students teach Enrichment classes to younger students, serve as mentors to incoming 4th graders, and provide tutoring to struggling students.
 - Students at all grade levels can support the learning of their peers as part of the STARS Program – *Students Teaching Arts Related Subjects*.
- *Service to the Community:*
 - Community Service Learning is an integral element of the students’ school experience.
 - 100% of students participated in at least 1 service project that was intimately connected to the content and skills that they were learning at the grade levels.
 - Monthly visits were made to My Brother’s Table, a soup kitchen in Lynn.
 - Collaboration with local organizations has expanded opportunities for service to the community, including the MCCPS Coalition on Aging, Marblehead Peace Coalition, Angels Above, the Shriners, and Rotary.
 - Opportunities exist for teachers to lead by investing their skills to support their

colleagues.

- The Humanities, Math/Science/Technology, and Integrated Arts Departments are all led by teachers, and this role has grown considerably since it was instituted in 2009.
- The Instructional Leadership Team is composed of the Head of School, the department chairs, the Director of Special Education, and the Assistant Head of School. The group meets weekly to address needs that directly impact the classroom. The focus in 2013-2014 was to support the teachers in the implementation of the new educator evaluation system.
 - Teachers, parents, and community members serve on the Board of Trustees, Board committees, Foundation, and the PTO.
 - Parents, teachers, community members contribute their professional expertise, content knowledge, and love of hobbies during Enrichment.
 - 65% helped with or contributed to fundraising efforts.
 - 20% served on the Board of Trustees, a committee, or a task force.
 - 30% assisted with a community service event.

Amendments to the Charter

Date	Amendment Requested	Approved by BESE
8/7/12	One amendment was made to comply with the "Recruiting and Marketing Plan" section in the amended Charter School Statute M.G.L. C.71-89 and the Charter School regulations 603 CMR 1.00, which set forth new requirements for charter school enrollment policies. Our request for this amendment was approved and the most current version of the MCCPS charter has been updated to include the amended language.	9/7/12

MCCPS Recruitment & Retention Plan

Access and Equity: Recruitment and Retention

MCCPS ensures program access and equity for all students. Information in multiple languages is available, open houses include faculty, parents, and students, and tours and/or meeting with the Head of School, Director of Special Education, or others are arranged when requested. All children and families are welcome at MCCPS.

Recruitment Plan 2014 – 2015

Implementation Summary:

All 2013-2014 Recruitment Plan strategies were carefully and successfully implemented, and a higher than usual number of applications were received. All strategies were implemented in a time sensitive manner with specific regard to lottery application deadline, open house dates, and the general enrollment period. According to CHART, MCCPS enrolls fewer limited English speakers than Marblehead Public Schools, but the percentage of low-income students and students with disabilities is higher at MCCPS.

The 2014-2015 Recruitment Plan will continue to implement all current recruitment strategies, and will include further steps designed to interest the parents of LEPs. These additional steps will include advertising the enrollment process and admissions procedures (in English, Russian, Spanish and French) to an even broader audience via newspapers in Peabody/Danvers and Gloucester.

General Recruitment Activities - intended to reach all students
<p>Information regarding the school, the application period, and open houses will be mailed to the parents of all Marblehead 3rd graders.</p> <p>The MCCPS Enrollment Policy and Procedures will be available on the school's website, and a paper copy will be provided, when requested.</p> <p>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.</p> <p>The school will advertise the open houses and the enrollment/application timeline in local newspapers (Marblehead, Swampscott, Salem, Lynn, Nahant, Peabody/Danvers and Gloucester).</p> <p>The enrollment period and open houses will be advertised on MHTV.</p> <p>Tours for parents/families (in addition to the open houses) will be provided when requested.</p> <p>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.</p> <p>All meetings, documents, and advertisements will communicate a sense of welcome for ALL students.</p> <p>Per <u>M.G.L. c. 71 § 89 (1)</u>, MCCPS will not 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>

Recruitment Plan –Strategies	
Demographic Group	Strategies
<p>Special education students</p> <p>MCCPS enrolls a higher percentage of special education students than Marblehead Public Schools.</p> <p>MCCPS = 16.1% District = 11.3%</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"> a. A special educator or the Director of Special Education will be present at each open house to answer questions. b. The Director of Special Education will be available to meet with parents when requested. c. 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. d. Members of the Special Education Parent Advisory Council will be encouraged to attend the open houses in order to answer questions.

<p>Limited English-proficient students</p> <p>MCCPS enrolls a lower percentage of LEP students than Marblehead Public Schools.</p> <p>MCCPS = 0% District = 0.7%</p>	<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"> 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. 2. Applications will be available in several languages, including English, Spanish, French, and Russian. 3. Translators will be provided to parents as needed. 4. Print ads will include text that welcomes LEP students. 5. Flyers in English and Spanish advertising the school and the application process will be distributed in Salem & Lynn. 6. Information about MCCPS and the admissions process will be placed in local newspapers in English, French, Spanish, and Russian, including Marblehead, Swampscott, Salem, Lynn, Peabody/Danvers, and Gloucester.
<p>Students eligible for free or reduced lunch</p> <p>MCCPS enrolls a higher percentage of low income students than Marblehead Public Schools.</p> <p>MCCPS = 8.7% District = 6.1%</p>	<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"> 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. 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 http://marbleheadcharter.org/files/free_reduced.pdf 3. The availability of scholarships for fieldtrips and other school activities will be included in promotional information about the school.

<p>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"> 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. 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. 3. Student growth as demonstrated by the MCAS tests will be communicated via the school's website. 4. Efforts to support all learners will be communicated to parents and the community and posted on the school's website. 5. Parents will be notified as soon as possible when concern arises about academic performance.
<p>Students at risk of dropping out of school</p>	<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>
<p>Students who have dropped out of school</p>	<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>
<p>Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<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"> 1. Additional instruction in math and writing will be provide to identified students. 2. Retired teachers and high-achieving students will tutor identified students. 3. Homework help will be available when requested or when required by a teacher.

Retention Plan 2014 – 2015

Every effort is made to make MCCPS welcoming and engaging for all students. A wide variety of activities include athletics, theater, and music programs. Foreign language begins in the 4th grade, and all students are able to exercise some decision-making power via their individual learning plan. The needs of all students are supported by a low student to adult ratio, and leadership opportunities are available for all students.

Despite a robust and integrated program of learning that includes public Exhibitions of student work, some children leave MCCPS each year. In order to better understand the reasons for student attrition, the Board of Trustees established the Retention Task Force in the fall of ‘13. The group was charged with collecting data about students who left over the past few years. The Task Force learned that there are some reasons for student departures that MCCPS can do something about and some that are beyond the school’s control. For example, Marblehead Public Schools separates their middle schools into upper (7/8) and lower (4-6) schools. Each year a number of MCCPS 6th graders leave MCCPS attend the larger 7/8 school. The school has a larger population of students, and they are all older (only 7th & 8th graders). This structure is attractive to a group of students each year, and although MCCPS would prefer that the students stay with us, we cannot alter our building or our population in order to emulate the attraction of the larger 7/8 school. Of additional concern for our upper grades is the expected expansion of St John’s Prep in the fall of 2015. This high school for boys will add grades 6-8, and we expect that some of our boys will leave MCCPS to attend SJP.

Other lessons were learned by the Task Force, and the HOS was charged with determining what actions to take as a result of the information. One recommendation identified the need for parents and students to know more about the curriculum and learning activities in grades 7 and 8, so an Upper School Information Night was presented in May 2014. Another will be presented in January 2015.

Overall Student Retention Goal	
Annual goal for student retention: 90%	Goal: Student attrition will be no more than 10% for reasons other than family displacement or geographical concerns.

Retention Plan –Strategies	
Demographic Group	Strategies
Special education students	<p>Strategies:</p> <ul style="list-style-type: none"> • The school will employ a Director of Special Education. • There will be a fulltime Inclusion Specialist at each grade level, • 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. • Teaching teams will meet with the Director of Special Education weekly.

Limited English-proficient students	<p>Strategies:</p> <ul style="list-style-type: none"> • The school will employ a bi-lingual ELL Coordinator. • Teachers will be trained in SEI methods. • Materials will be provided in the home language as communicated via the <i>Home Language Survey</i>. • Systems of orientation, assessment, advising, registration, etc. will be kept simple/accessible to parents. • Translators will be made available when needed. • Student Study Team will address needs and will communicate concerns to the appropriate adults. • Additional instruction in ELA will be provided. • Student mentors will provide social and academic support. • Language differences will be celebrated during whole school Community Meetings. • Presentations during Exhibitions will include the use of French and Spanish. • The use of languages other than English by faculty and students will be encouraged throughout the school day for informal conversations.
Students eligible for free or reduced lunch	<p>Strategies:</p> <ul style="list-style-type: none"> • Student privacy will be protected. • Food choices will be monitored to ensure a healthy diet that supports learning.
Students who are sub-proficient	<p>Strategies:</p> <ul style="list-style-type: none"> • 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. • Additional instruction will be provided as needed.
Students at risk of dropping out of school	<p>Strategies:</p> <ul style="list-style-type: none"> • The counselor will meet with students and parents as needed. • An Academic Probation Plans will be created when needed.
Students who have dropped out of school	<p>Strategies:</p> <ul style="list-style-type: none"> • The counselor will meet with students and parents as needed. • Outside services will be activated as needed.
Other subgroups of students who should be targeted to eliminate the achievement gap	<p>Strategies:</p> <ul style="list-style-type: none"> • A mentoring program will provide support for incoming 4th graders and new students.

Dissemination Efforts

- The Head of School enjoys collegial relations with the Marblehead superintendent. She has collaborated with the principals at the Village School and Veterans Middle School, the Executive Director of the Devereux School, and the Head of School at Cohen-Hillel. She also has a good relationship with the superintendents of Salem Public Schools and Swampscott Public Schools, and has worked with the superintendent and other administrators on search committees for Swampscott elementary principals.
- The Head of School is the teacher liaison for the Massachusetts DARE Officers' Association.
- MCCPS teachers shared their expertise regarding standards-driven performance assessments at the Inspire 2013 Conference.

- *The Big Picture, Rethinking Dyslexia* was presented by MCCPS teachers. Members of the invited audience included administrators and teachers from Marblehead and Salem Public Schools. A follow-up event is planned for October 2014.
- Public Exhibitions of Student Work in November, March, and June of each year are free and open to the public, and invitations were mailed to local school and town leaders. Best practices and innovations are demonstrated, and many questions are answered about educational practice and pedagogy. Educators interested in performance assessment are frequent attendees.
- Collaboration continues with teachers at district and private schools, including Swampscott, Beverly, Lynn, Danvers, Boxford, and Lynnfield. Many have implemented units inspired by MCCPS.
- The MCCPS Director of Special Ed has provided bi-weekly support for Pioneer Charter School of Science since 2011.
- Participation in the MCPSA Communities of Practice - Special Educators, Business Manager, CEO, Principal, and ELL COPs.
- A MCCPS teacher presented to teachers at Swampscott Middle School about the 3-D printer that he acquired via a grant. During his presentation, he explained how it has been used as part of the MCCPS STEM initiative. His work, in partnership with other teachers, parents, and students, has garnered local and national media coverage.
- The school's website includes exemplars of teacher and student work, project descriptions, explanations of purpose, etc.
- In the spring of 2014, the MCCPS Jazz Band performed in a joint concert with the other town jazz bands at Marblehead High School. This event was the first of its kind, and it is expected to be repeated in 2015.
- The Peace Poetry Presentation created the opportunity for partnership with the Marblehead Veterans Middle School and the Marblehead Peace Coalition. This collaboration has involved all 8th graders from MCCPS and MVMS in a poetry writing project and a formal presentation in June of each year. Administrators and teachers from both schools and leadership from the Marblehead Peace Coalition collaborate to plan the objectives of the event, the timeline, and the program. A book of student poems and a recording of the event are created each year.
- The Community Collaborative Initiative, hosted by the Essex County District Attorney's Office has created a venue for school and town officials to collaborate regularly since 2011. The Assistant Head of School has participate in these monthly meetings. The continuous opportunity to disseminate to, and learn from the district, has fostered respect and collegiality.
- MCCPS Nutrition Director assisted Codman Academy in Dorchester in an evaluation of their nutrition program, and she provided recommendations to the school leadership regarding the desire to convert their current food service program to replicate MCCPS. She also provided support and technical assistance to Conservatory Lab Charter School.
- Social media has provided a platform for discussions of pedagogy and lesson content (blogs, facebook, Twitter, and Google +), as have class discussions at the graduate level.
- The MCCPS music teacher co-taught at Salem State University, and she wrote 2 books that describe her method of teaching jazz piano to students. These are being used by a professor at UMASS Lowell as an exemplar of student work.
- Teachers collaborate with local librarians, and this practice provides ample opportunity to describe MCCPS's educational approach and best practices regarding curriculum, instruction, and assessment.
- Interns from area colleges, including but not limited to Salem State, Endicott, Lesley, Worcester State, and Bates have benefitted from exposure to MCCPS practice and educational pedagogy.
- Teachers routinely make their classes available for observation by aspiring educators and career changers, and visiting teachers from other schools.

Academic Program Success

Accountability Plan Objectives and Measures

	2013 - 2014 Performance (Met/Partially Met/Not Met)	Evidence
<p>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.</p>		
<p>Measure: 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.</p>	<p>MET in ELA in the aggregate & for most subgroups</p> <p>Nearly MET for Math</p>	<p>School-wide the percentage of students scoring Warning in ELA decreased, and the percentage in math increased by 1%. Only 2% of students scored Warning in ELA, and 29% scored Warning in math.</p>
<p>Measure: 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.</p>	<p>ELA - Not Met</p> <p>Math - Met</p>	<p>Although achievement in ELA is high school-wide, the percentage of students scoring Advanced dropped from 21% to 19%. In math, the percentage increased from 28.6% to 29.4%.</p>
<p>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.</p>		
<p>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.</p>	<p>MET</p>	<p>The median SGP for ELA is 59, and for Math it is 44. Of the 50 data points relative to the subgroups 48 were above 40. <i>(A chart of subgroup SGPs is included as an appendix.)</i></p>
<p>Objective: The school makes Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant sub-groups in English language arts and mathematics.</p>		
<p>Measure: Each year, the school will make AYP in the aggregate and for all statistically significant sub-groups in English language arts and mathematics.</p>	<p>ELA - Met</p> <p>Math - Not Met</p>	<p>MCCPS is a Level 2 school. The CPI for ELA is 95.8 and for math it is 85.6, and for science it is 86.3. Learning targets were met in ELA in the aggregate and for students with disabilities, with high needs, and white students. They were not met in math for all subgroups.</p>
<p>Objective: Student performance on NWEA is strong and demonstrates improvement over time.</p>		
<p>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.</p>	<p>MET</p>	<p>On the Spring administration of the NWEA reading test, 91% of the students scored at or above the national average. On the math test, 88% of the students score at or above the national average. <i>(The NWEA National Average</i></p>

		<i>Comparison Chart of grade level scores is included as an appendix.)</i>
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.	NOT MET	Achievement was high in all grades, however no grade level accomplished this growth target goal. Grades 4-6 came very close in reading, and grades 6-8 came very close in math. The school-wide average of students meeting their growth target in reading was 59%, and in math it was 61%. <i>(A chart of grade level growth scores is included as an appendix.)</i>
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. The school establishes a professional climate resulting in a purposeful learning environment and reasonable rates of retention for school administrators, teachers and staff.		
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	100% of teachers collaborated with their colleagues to develop professional development goals. 94% of them achieved their goals.
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."	MET	90% of teachers responded, 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.

Charter School Performance Criteria Relating to Academic Program Success

The school meets or nearly meets the state's student performance for academic growth and proficiency. In 2012-2013, MCCPS was classified as a Level 1 school, but for 2013-2014, the rating dropped to Level 2. Attention was invested in understanding the reasons for the level change, and considerable energy was dedicated to working toward acceptable rates of both achievement and growth.

Student Performance

School Report Card for MCCPS:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04640305&fycode=2013&orgtypecode=6&>

MCCPS is convinced that by teaching what we're supposed to teach (the state's curriculum frameworks/Common Core) in a student-centered and engaging manner that the children will in fact learn what they're supposed to learn (AND do well on the MCAS). Following is data that demonstrates high levels of achievement on the standards-driven and integrated performance assessments.

Additional Assessment Data	
Assessment Name: Exhibition Projects	Grades Assessed: 4-8
Dates Implemented: 11/13, 3/14, & 6/14	

Description of Achievement Trends:
 1st Term: **91% met or exceeded** teacher expectations on grade level performance assessments
 2nd Term: **91% met or exceeded** teacher expectations on grade level performance assessments
 3rd Term: **93% met or exceeded** teacher expectations on grade level performance assessments

MCCPS has determined that additional time on learning and targeted instruction in math are needed for identified students.

Additional Assessment Data	
Assessment Name: Evaluation of Progress for Students Receiving Additional Instruction in Math	Grades Assessed: 6-8
Dates Implemented: Fall & Spring	
Description of Achievement Trends: The majority of identified students benefited from additional time on learning in math and writing.	
Math	
6	83% demonstrated growth
7	88% demonstrated growth
8	50% demonstrated growth
Writing	
	Average Score
Fall Assessment	60.8
Spring Assessment	76.6

Program Delivery

MCCPS provides a rigorous and engaging academic program that results in improved academic outcomes and educational success for all students.

Curriculum	<p>The HOS demonstrates trust in the teachers' expertise, and is supportive of the their efforts. She hires highly qualified individuals, provides ongoing professional development, holds all accountable for student achievement and growth.</p> <p>All units and lessons are grounded in the state's curriculum frameworks/Common Core. As expectations have changed (ie. revised frameworks, adoption of the Common Core, Next Generation Science Standards, etc.), the professionals in each academic department have collaborated to effectuate a successful transition. Within this context, the teachers enjoy extensive autonomy regarding the organization of the skills and content, delivery of instruction, pacing of learning experiences/activities, and assessment techniques. Given the students' needs, the teaching teams (with guidance and oversight from the department chairs) make determinations about how best to support each child.</p> <p>Ongoing evaluation and review of progress in all subjects via common assessments (and NWEA, and MCAS for reading and math) ensures that the content and skill objectives are achieved, that they are aligned across the grade</p>
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	<p>levels, and that they are amended when necessary. Selected spiraling, additional instruction for identified students, and regular communication between parents, teachers, and special educators provide additional assurance that the curriculum is appropriately challenging, the support is scaffolded for all, and that each child is pursuing the achievement of his/her highest potential.</p>
Instruction	<p>Backwards-design is employed by all educators to ensure that the instruction is standards-driven, student-centered, integrated, and engaging. It is challenging, hands-on, and multi-sensory.</p> <p>All 44 faculty and staff are responsible for supporting the learning of the 230 students in grades 4-8. From the Head of School to the Kitchen Staff, from the Teachers to the Business Manager – everyone invests him/herself in supporting instruction.</p> <p>The quality of instruction and assessment is ensured via regular department meetings and ongoing professional development, including protocols intended to validate tasks/assessments and improve inter-rater reliability. Classroom observations are frequently conducted by the HOS, the Assistant HOS, department chairs, subject peers, and others.</p> <p>Innovative approaches to enhancing content and skill acquisition include the use of Khan Academy and Discovery Ed. These enable the teachers to provide content and assessments that are unique to each student and assigned in such a way as to make assignment completion time-flexible.</p> <p>Parents and Regular members of the Marblehead community are welcome and frequent participants in classroom instruction.</p> <p>Integration, Community Service Learning, student choice, and 3 Exhibitions per year serve to enhance student engagement (which often improves student achievement).</p>
Assessment & Program Evaluation	<p>Informal and formal data is collected and studied at the team, department, and school levels. Weekly common planning and special education consult time at each grade level ensure that all forms of assessment are shared and analyzed by every teacher involved in each student's learning. The amount of planning and consult time that is provided to teachers is valuable and exceeds what is provided in most public schools.</p> <p>Weekly department meeting and grade-level meetings ensure that the teacher designed curriculums are challenging and align to standards/Common Core.</p> <p>Classroom observations are expected and welcomed by all. Feedback is delivered in a manner that is intended to acknowledge proficiency and support the continual growth of all educators.</p> <p>There is deliberate attention invested in reflection at all levels of the organization. When a need becomes apparent, teachers, administrators, and parents frequently work together to address it.</p>
Supports for Diverse	<p>Whether creating units and planning lessons or assigning groups for project work, the needs of diverse learners are continually considered. There are 44</p>

Learners	<p>employees for 230 children, including a full-time special educator at each grade level. Parent and community members routinely share their expertise and volunteer regularly to support classroom instruction and lead Enrichment classes.</p> <p>All students at all levels of growth and achievement have needs, and ongoing attention is dedicated to ensuring that the needs of all students are identified and addressed. In addition to weekly Special Education Consult meetings at each grade level, the Incident Management Team and Student Support Team meeting weekly to anticipate and respond to student needs.</p> <p>Additional instruction in math and writing are provided to students whose performance has demonstrated a need for targeted instruction and additional time on learning.</p> <p>Communication between the home and school is frequent and ongoing. Teachers and administrators meet with parents as needed, they respond to phone and email messages promptly, and student grades are available to parents via a password-protected portal.</p>
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Organizational Viability

Accountability Plan Objectives and Measures

	2013 - 2014 Performance (Met/Partially Met/Not Met)	Evidence
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 budget has been sustained by its enrollment. Full enrollment has been maintained.
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 has demonstrated a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operated within budget.
Objective: The school’s annual independent audit is free of material or repeated findings.		
Measure: There is an absence of material or repeated findings in annual audits by qualified independent auditor.	Met	Ziner and Murphy, PC has been the school’s auditor for the past 3 years. There have been no material findings, and the school continues to work with the auditor to improve internal controls and practices. Each year, there was an absence of material or repeated audit findings.
Objective: The school involves parents/guardians as partners in the education of their children. Families and students are satisfied with the school’s program.		

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” <i>most or all of the time.</i>	Nearly Met	64% of parents responded; 98% of the respondents indicated that parental involvement is welcome at the school most or all of the time.
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” <i>most or all of the time.</i>	Nearly Met	64% of parents responded; 89% of the respondents indicated that they are satisfied with the MCCPS academic program” most or all of the time.
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 they had learned something that could be replicated in their classroom/school.	Met	Two professional learning experiences were presented. A dyslexia event was led by 2 teachers and 1 parent, and it was attended by educators and parents from Marblehead and area communities. Integrated performance assessments were presented by 2 teachers and were attended by teachers from all over the state.

Charter School Performance Criteria Relating to Organizational Viability

Complaints

One official complaint was received by the Board of Trustees. It claimed that a teacher was treating students unfairly/unkindly and that an administrator refused to meet with them about the situation. Two administrators were tasked with investigating the complaint. They interviewed teachers, administrators, and students, and they determined that the complaint was without merit. A report detailing the investigation and findings was sent to the parents.

Budget and Finance

*Unaudited FY14 statement of revenues, expenses, and changes in net assets
(income statement)*

OPERATING REVENUE	
STATE ALLOCATION	\$2,670,717
FEDERAL & STATE GRANTS	\$67,572
SCHOOL LUNCH	\$104,215
STUDENT ACTIVITIES	\$71,970
OTHER REVENUE	\$17,036
STUDENT ACTIVITY FUND	\$13,644
CONTRIBUTIONS	\$84,092
TOTAL OPERATING REVENUES	\$3,029,246
OPERATING EXPENSES	
PERSONNEL	\$1,865,648
BENEFITS	\$408,184

STAFF DEVELOPMENT	\$8,844
SEARCH COSTS	\$1,289
DIRECT STUDENT SUPPORT	\$134,864
STUDENT ACTIVITY	\$65,127
SCHOOL LUNCH	\$65,958
OCCUPANCY	\$383,655
OFFICE & ADMIN	\$130,935
TOTAL OPERATING EXPENSES	\$3,064,504
NET INCOME (LOSS)	(\$35,258)

Statement of net assets for FY 14(balance sheet)

ASSETS

Current Assets

Checking/Savings	\$610,828
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TOTAL CURRENT ASSETS	\$610,828
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Fixed Assets

Leasehold improvements	\$686,465
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Fixed Assets	\$86,648
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Accumulated Depreciation	(\$546,583)
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TOTAL FIXED ASSETS	\$226,530
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Other Assets

Security Deposit	\$10,000
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TOTAL OTHER ASSETS	\$10,000
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TOTAL ASSETS	\$847,358
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LIABILITIES & EQUITY

Liabilities

Current Liabilities

Accounts Payable

Accounts Payable	\$2,260
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Accounts Payable School Lunch	\$3,425
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TOTAL A/P	\$5,686
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Other Current Liabilities

Accrued Payroll	\$112,460
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MTRB Liability	\$12,304
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Accrued Expenses	\$41,215
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Notes payable - short term	\$150,000
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Total Other Current Liabilities	\$315,980
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TOTAL CURRENT LIABILITIES	\$321,665
Long Term Liabilities	
Notes payable - long term	\$43,458
TOTAL LIABILITIES	\$365,124
EQUITY	
Retained Earnings	\$517,493
Net Income	(\$35,258)
Total Equity	\$482,235
TOTAL LIABILITIES & EQUITY	\$847,359

Approved School Budget for FY15

The FY15 budget was approved by the Board of Trustees on May 7, 2014.

ITEM DESCRIPTION

	<i>Assumed average PPE</i>	\$11,644
	<i># of Feb. 15th enrollees</i>	230
CASH SOURCES:		
1	STATE REIMBURSEMENT	\$2,678,120
3	OTHER	\$3,500
4	STUDENT ACTIVITY FUND	\$15,000
5	MCCPS EDUCATION FOUNDATION	\$20,000
6	FUNDRAISING	\$7,500
7	INTEREST INCOME	\$1,000
	TOTAL CASH SOURCES	\$2,725,120
PERSONNEL:		
8	SALARIES	\$1,791,233
9	ENRICHMENT	\$5,000
10	SUBSTITUTE TEACHERS	\$1,500
11	BENEFITS	\$388,563
12	PROFESSIONAL DEVELOPMENT	\$2,500
13	PROF ASSOCIATIONS, DUES & MEMBERSHIPS	\$0
14	SEARCH COSTS	\$1,250
	Sub-Total	\$2,190,046
DIRECT STUDENT SUPPORT:		
15	TEACHER'S SUPPLIES	\$3,000
16	CURRICULUM SUPPLIES	\$18,000
17	STUDENT SUPPLIES	\$3,000
18	INSTRUCTIONAL EQUIPMENT	\$7,400
19	SPED SUPPLIES	\$1,000
20	COMPUTER SUPPORT	\$10,000
21	TECH - HARDWARE	\$5,000

22	TECH - SOFTWARE	\$5,000
23	FURNISHINGS	\$3,000
24	STUDENT ACTIVITY FUND EXPENSES	\$3,500
25	NURSING SUPPLIES	\$1,000
Sub-Total		\$59,900

OCCUPANCY:

26	RENT	\$271,311
27	MAINTENANCE	\$34,000
28	CUSTODIAL SERVICES	\$25,000
29	CUSTODIAL SUPPLIES	\$15,000
30	UTILITIES	\$41,000
Sub-Total		\$386,311

OFFICE & ADMINISTRATION:

31	SUPPLIES	\$1,500
32	LEGAL	\$10,000
33	ACCOUNTING	\$15,000
34	PAYROLL SERVICE	\$4,000
35	PRINTING & COPYING	\$1,500
36	POSTAGE & SHIPPING	\$3,500
37	GL INSURANCE	\$18,000
38	BOARD EXPENSES	\$12,750
39	PUBLIC REALTIONS & MARKETING	\$0
40	FINANCE CHARGES	\$1,000
41	ADMISSIONS	\$500
42	HoS DISCRETIONARY	\$2,000
43	FUNDRAISING EXPENSES	\$6,000
Sub-Total		\$75,750

Sub-Total, Cash Disbursed \$2,712,007

44 DEBT SERVICE \$0

TOTAL CASH DISBURSED \$2,712,007

42 Excess/(Deficit) \$13,113

Capital Plan for FY15

Description	Status	Est. Cost	Financing
Purchase of current school facility	Closing scheduled for Aug. 2015	\$4.25 million	East Boston Savings Bank, Mass Development
Soft costs related to facility purchase		\$75,000 (max)	Operating capital
Retirement of existing construction loan	Prior to	\$46,000	Operating capital

	closing		
Space needs analysis of newly acquired space w/architect incl. plans, schematics, conceptual drawings and estimates	FY16	\$10,000	Operating capital
Final prints of above; architectural, structural, mechanical & tech.	FY16	\$10,000	Operating capital
Completion of build-out (7,321 sf)	FY18	\$732,100	Capital campaign
Replacement of existing fire alarm panel	FY16	\$20,000	Capital campaign
Replacement of existing burglar alarm incl. addition of exterior surveillance	FY16	\$25,000	Capital campaign
Two new roof top HVAC units	FY16	\$15,000	Capital campaign
New telephone/intercom/PA system	FY17	\$22,500	Capital campaign
Replacement of kitchen floor	FY17	\$25,000	Capital campaign
Upgrade of exhaust system in kitchen	FY17	\$5,000	Food Service Dept.
Removal of obsolete rooftop equipment	FY17	\$2,500	Operating capital
<p><i>At the end of FY14 the school and its 501(c)3 Foundation began discussions to refocus the Foundation's efforts towards a structured and scheduled Capital Campaign starting during FY15. We anticipate results that will allow us to execute the plan as described. As of 6/30/14 the school did not have a separate Capital Campaign account.</i></p>			

Organizational Structure of the School

No changes to the organizational structure were made during the 2013-2014. An organizational chart is included as an Appendix.

Additional Information

School and Student Data

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	8	3.5
Asian	3	1
Hispanic	11	5
Native American	0	0
White	207	90
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	1	0.5
Special education	40	17
Limited English proficient	0	0
Low income	18	8

ADMINISTRATIVE ROSTER FOR THE 2013-14 SCHOOL YEAR			
<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	9/2004	
Jeff Barry*	Business Manager	8/1995	
Jed O'Connor	Director of Special Education	8/2005	7/25/14 – but will be a consultant to new Dir of Spec Ed
Pam Miller*	Curriculum and Professional Development Coordinator (& 5 th Grade ELA Teacher)	8/1995	
Matt Cronin	Technology Coordinator; Math, Science, Technology Department Chair, (& Technology Teacher)	8/2000	
Kay O'Dwyer	Humanities Department Chair (& 5 th Grade Global Studies Teacher)	8/1997	
Adria Smith	Integrated Arts Department Chair (& Music Teacher, Chorus & Band Director)	3/2002	
Pam Haley	Assistant to the Head of School; Enrichment Coordinator	7/2007	
Matt Young	Athletics Director (& PE Teacher)	2/2012	
Laura Wood	Nutrition Director	5/2008	
Bob Erbetta*	Facilities Coordinator	8/1995	

TEACHERS AND STAFF ATTRITION FOR THE 2013-2014 SCHOOL YEAR				
	Number as of the last day of the 2013-2014 school year	Departures during the 2013-2014 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	25	1	4	Retirement; Resignation; Non-renewal
Other Staff	21	0	4	To work at other public school; Resignation for personal reasons; Moving out of state; To travel

Eight employees will not be returning. Of the teachers, 2 were not renewed, 1 resigned, and 1 retired. Of the staff, 1 is moving out-of-state, 1 plans to travel, 1 will be working at another charter school, and 1 resigned for personal reasons.

BOARD MEMBERS FOR THE 2013-14 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term
Mary McRae	Chair	Finance, Personnel	1	Elected: 8/1/12 Term expires: 2015
Laura Jalbert	Vice-Chair		1	Elected: 6/12 Term expires: 2015
Dr. John Sullivan	Treasurer	Finance, Chair	1	Elected: 8/7/13 Term expires: 2016
Lori Sherf	Clerk	Governance	1	Elected: 12/5/12 Term expires: 2015
Patricia Hazelton	Member	Personnel Chair	1	Elected: 10/17/13 Term expires: 2016
Jessica Merriam	Member	Retention Task Force	1	Elected: 11/7/2013 Term expires: 2016
William Sullivan	Member	Resource Alignment, Chair	2	Elected: 1/12 Term expires: 2015
Ken Schulman	Member		1	Elected: 11/7/12 Term expires: 2015
Katie Hope	Member	Resource Alignment	1	Elected: 1/9/13 Term expires: 2016
Lena Robinson	Member	Academic Excellence, Chair	1	Elected: 6/5/13 Term expires: 2016
Paul McCarthy	Member	Community Relations	1	Elected: 4/10/14 Term expires: 2017
Bill Gillis	Member	Personnel	1	Elected: 4/5/12 Resigned: 12/2013
Matt Cronin	Member	Finance	1	Elected: 1/11 Term expired: 1/2014
Malcolm Hersey	Treasurer	Finance, Chair	1	Elected: 6/1/11 Term expired: 1/2014
Nina Cullen-Hamzeh, Head of School	Member	Finance, Resource Alignment, Academic Excellence		Ex- officio - since 6/07

Key Leadership Changes

Position	Name	
	2013-2014	2014-2015
Board of Trustees Chairperson	Mary McRae	Mary McRae
Charter School Leader	Nina (Helena) Cullen-Hamzeh	Nina (Helena) Cullen-Hamzeh
Assistant Charter School Leader	Michael Ruth	Michael Ruth
Special Education Director	Jed O'Connor	Dr. Arlene Hijara
MCAS Test Coordinator	Molly Wright & Michael Ruth	Molly Wright & Michael Ruth
SIMS Coordinator	Matt Cronin	Matt Cronin
English Language Learner Director	Kristin Percy	Dr. Arlene Hijara

Facilities

Location	Dates of Occupancy
17 Lime St. Marblehead, MA	since opening in 1995

Enrollment

Action	Date(s)
Student Application Deadline	February 15, 2015
Lottery	February 26, 2015

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

2013 MCAS - English Language Arts (ELA)

	Passed	Advanced/Proficient
Class of 2013 (in 8 th)	100%	98%
Class of 2014 (in 7 th)	100%	82%
Class of 2015 (in 6 th)	100%	94%
Class of 2016 (in 5 th)	98%	85%
Class of 2017 (in 4 th)	100%	74%

2013 MCAS - Mathematics

	Passed	Advanced/Proficient
Class of 2013 (in 8 th)	96%	72%
Class of 2014 (in 7 th)	92%	69%
Class of 2015 (in 6 th)	94%	78%
Class of 2016 (in 5 th)	91%	57%
Class of 2017 (in 4 th)	98%	53%

2013 MCAS - Science

	Passed	Advanced/Proficient
Class of 2013 (in 8 th)	98%	61%
Class of 2016 (in 5 th)	96%	68%

MCAS Student Growth Percentiles 2008-2013

In ELA, all grades demonstrated growth above 40, and in 6th & 7th grades the SGP exceeded 60. The average SGP for ELA was 55, and the median SGP was 59.

ELA MCAS	2009 SGPs	2010 SGPs	2011 SGPs	2012 SGPs	2013 SGPs
Class of 2010	50 (in 7 th)	53 (in 8 th)			
Class of 2011	32.0 (in 6 th)	67 (in 7 th)	45 (in 8 th)		
Class of 2012	35.0 (in 5 th)	71 (in 6 th)	56.5 (in 7 th)	58 (in 8 th)	
Class of 2013	34.0 (in 4 th)	30 (in 5 th)	45 (in 6 th)	62 (in 7 th)	48 (in 8th)
Class of 2014		46 (in 4 th)	23 (in 5 th)	71 (in 6 th)	65 (in 7th)
Class of 2015			35.5 (in 4 th)	52 (in 5 th)	68 (in 6th)
Class of 2016				47 (in 4 th)	50 (in 5th)
Class of 2017					44 (in 4th)

In Math, student growth increased from 4th – 8th. Grades 7 & 8 exceeded growth expectations by demonstrating growth above 60. The average SGP for Math was 45.8, and the median SGP was 44.

<u>Math MCAS</u>	2009 SGP s	2010 SGP s	2011 SGP s	2012 SGP s	2013 SGP s
Class of 2010	47.0 (in 7 th)	74.0 (in 8 th)			
Class of 2011	55.5 (in 6 th)	69.0 (in 7 th)	68 (in 8 th)		
Class of 2012	44.5 (in 5 th)	65.5 (in 6 th)	72.5 (in 7 th)	52 (in 8 th)	
Class of 2013	33.5 (in 4 th)	48 (in 5 th)	63 (in 6 th)	63.5 (in 7 th)	63 (in 8 th)
Class of 2014		47 (in 4 th)	48 (in 5 th)	48 (in 6 th)	61 (in 7 th)
Class of 2015			50 (in 4 th)	46 (in 5 th)	37 (in 6 th)
Class of 2016				34 (in 4 th)	36 (in 5 th)
Class of 2017					32 (in 4 th)

Percentage of Students Scoring Warning on MCAS

% of Students Scoring Warning by Grade Level						
In ELA, the % of students scoring Warning either decreased or remained at 0. In Math, the % in Warning decreased in only 2 of the 5 grade levels.						
	ELA			Math		
	'12	'13		'12	'13	
4th	6	0	decr	4	2	decr
5th	0	2	inc	2	9	incr
6th	0	0	-	4	6	incr
7th	0	0	-	4	8	incr
8th	0	0	-	14	4	decr
totals	6	2		28	29	
	% W decreased			% W increased		

% of Students Scoring Warning by Class						
In ELA, the % of students in W either decreased or remained at 0 in all grades. In Math, the % of students in W decreased in 1 class, remained the same in another, and increased in 2.						
	ELA			Math		
	'12	'13		'12	'13	
2013	0	0	-	4	4	-
2014	0	0	-	8	4	decr
2015	0	0	-	2	6	incr
2016	6	2	decr	4	9	incr
total	6	2		20	23	
	% W decreased			% W increased		

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Percentage of Students in Each Grade Level Scoring Warning by Subgroup						
In ELA, the % of students scoring Warning decreased in the following 5 subgroups. In Math, the % scoring Warning decreased in only 2 of the 5 subgroups.						
	ELA			Math		
	'12	'13		'12	'13	
Disabilities						
4 th	27	-	decr	18	-	decr
5 th	-	10	incr	-	20	incr
6 th	0	-	-	20	-	decr
7 th	-	-	-	-	-	
8 th	-	-	-	-	-	
totals	27	10	decr	38	20	decr
	% W decreased			% W decreased		
High Needs						
4 th	21	0	decr	14	10	decr
5 th	0	8	Incr	8	23	incr
6 th	0	0	-	18	17	decr
7 th	0	0	-	20	30	incr
8 th	-	-	-	-	-	-
totals	21	8	decr	60	80	
	% W decreased			% W increased		
White						
4 th	7	0	decr	2	2	-
5 th	0	2	incr	2	7	decr
6 th	0	0	-	2	7	incr
7 th	0	0	-	5	0	decr
8 th	0	0	-	6	5	decr
totals	7	2	decr	17	21	
	% W decreased			% W increased		
Male						
4 th	11	0	decr	0	0	-
5 th	0	0	-	0	0	-
6 th	0	0	-	4	7	incr
7 th	0	0	-	4	7	incr
8 th	0	0	-	13	0	decr
totals	11	0	decr	21	14	decr
	% W decreased			% W decreased		
Female						
4 th	4	0	decr	7	4	decr
5 th	0	4	incr	5	15	incr
6 th	0	0	-	5	5	-
7 th	0	0	-	5	8	incr
8 th	0	0	-	15	11	decr
totals	4	4		37	43	
	no change			% W increased		

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 th	5 th	6 th	7 th	8 th	Average	Goal
Reading At or Above National Average	2013-14	88%	92%	90%	96%	89%	91%	Met
	2012-13	94%	85%	90%	79%	93%	88%	Met
	2011-12	87%	94%	89%	98%	83%	90%	Met
Math At or Above National Average	2013-14	92%	84%	82%	89%	93%	88%	Met
	2012-13	91%	79%	90%	84%	88%	86%	Met
	2011-12	81%	88%	87%	89%	88%	87%	Met

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, 61% met/exceeded the targeted growth index in math. - Goal Nearly Met <i>- including those who missed the target by one pt = 69%</i>
School-wide, 58% met/exceeded the targeted growth index in reading. - Goal Not Met <i>- including those who missed the target by one pt = 64%</i>

	2013-2014	2012-2013	2011-2012
4th Grade			
Math	59% met or exceeded growth target - Goal Not Met <i>- including those who missed the target by one pt = 74%</i>	42% Not Met	43% Not Met
	14% missed target by 1pt		
	23% exceeded target by 4 or more pts		
	6% exceeded target by 8 or more pts		
Reading	65% met or exceeded growth target - Goal Nearly Met <i>- including those who missed the target by one pt = 67%</i>	44% Not Met	55% Not Met
	2% missed target by 1pt		
	31% exceeded target by 4 or more pts		
	6% exceeded target by 8 or more pts		
5th Grade			
Math	44% met or exceeded growth target - Goal Not Met <i>- including those who missed the target by one pt = 48%</i>	51% Not Met	36% Not Met
	4% missed target by 1pt		
	24% exceeded target by 4 or more pts		
	6% exceeded target by 8 or more pts		
Reading	63% met or exceeded growth target	66%	55%

	- Goal Nearly Met <i>- including those who missed the target by one pt =74%</i>	Nearly Met	Not Met
	4% missed target by 1pt		
	35% exceeded target by 4 or more pts		
	19% exceeded target by 8 or more pts		
6th Grade			
Math	65% met or exceeded growth target - Goal Nearly Met <i>- including those who missed the target by one pt =71%</i>	72% Met	60% Nearly Met
	6% missed target by 1pt		
	41% exceeded target by 4 or more pts		
	14% exceeded target by 8 or more pts		
Reading	69% met or exceeded growth target - Goal Nearly Met <i>- including those who missed the target by one pt =75%</i>	57% Not Met	60% Nearly Met
	6% missed target by 1pt		
	46% exceeded target by 4 or more pts		
	23% exceeded target by 8 or more pts		
7th Grade			
Math	66% met or exceeded growth target - Goal Nearly Met <i>- including those who missed the target by one pt =73%</i>	68% Nearly Met	71% Met
	7% missed target by 1pt		
	41% exceeded target by 4 or more pts		
	11% exceeded target by 8 or more pts		
Reading	42% met or exceeded growth target - Goal Not Met <i>- including those who missed the target by one pt =46%</i>	56% Not Met	61% Nearly Met
	4% missed target by 1pt		
	11% exceeded target by 4 or more pts		
	7% exceeded target by 8 or more pts		
8th Grade			
Math	69% met or exceeded growth target - Goal Nearly Met <i>- including those who missed the target by one pt =79%</i>	63% Nearly Met	52% Not Met
	10% missed target by 1pt		
	62% exceeded target by 4 or more pts		
	31% exceeded target by 8 or more pts		
Reading	50% met or exceeded growth target - Goal Not Met <i>- including those who missed the target by one pt =64%</i>	61% Nearly Met	54% Not Met
	14% missed target by 1pt		
	11% exceeded target by 4 or more pts		
	4% exceeded target by 8 or more pts		

Enrichment Program Summary

The MCCPS Enrichment program continues to be an opportunity for the children to participate in learning experiences that extend beyond the regular curriculum AND an vehicle by which parents and community members can become robust partners in the school's learning environment.

Term 1 Enrichments:

Card Sharks, Chess Club, Chorus, Creative Writing, Fall Landscaping, Mining By Design, Pencil Heads Writing Workshop, Craft Craze, CSI: Geometry, Greg Coles Dance & Drum Latin Dance, Khan Academy, Mandarin Chinese: Language, Art & Cuisine, Math Sleuths, Media Club, Terri's Cookies, Challenge Me, Cross Country, Dungeons & Dragons, Having Fun With The Guitar, Soccer, Street Hockey Skills & Drills, Write Away With Me, Advanced Jazz Band, Barry's Bingo, Caterpillars Book Club, Chop Chop, Décor Galore, Lacrosse Skills, Lego My Robot, Public Speaking, Science Olympiad

Term 1 Enrichments were taught by: 12 Parents, 32 Faculty/Staff, 8 Community Members, 12 YMCA , and 2 Interns

Term 2 Enrichments:

Aprendiendo Con Diversion (Learning With Fun- Spanish), Calligraphy & Illumination, Card Sharks, Chop Chop, Earth 911, For Erbetta Or Worse, Khan Academy, Kids Are Cooking, Earth 911, Yoga, Young At Art, Fun With French, Independent Study, Babysitting & Child Safety, Chess Club, Street Hockey, Improvisational Comedy, Craft Craze, Homework Buddies, Fish Frenzy, Barry's Bingo, Warren Miller Young Entrepreneurs Program, Skillful Chef, Stock Market Investing Game, Rainbow Looms, Study Skills, Sports Mania, Canada, Here We Come!, Chemistry One-O-Wonder, Girls Wonder Book Club, Write Away With Me, Advanced Jazz Band, Media Club, Typing, Dungeons & Dragons, Having Fun With The Guitar, Mccps Off Broadway, Chemistry One-O-Wonder, Science Olympiad, Lego My Robot, Talking With Our Hands, Study Skills, Mighty Uke!, Magic The Gathering

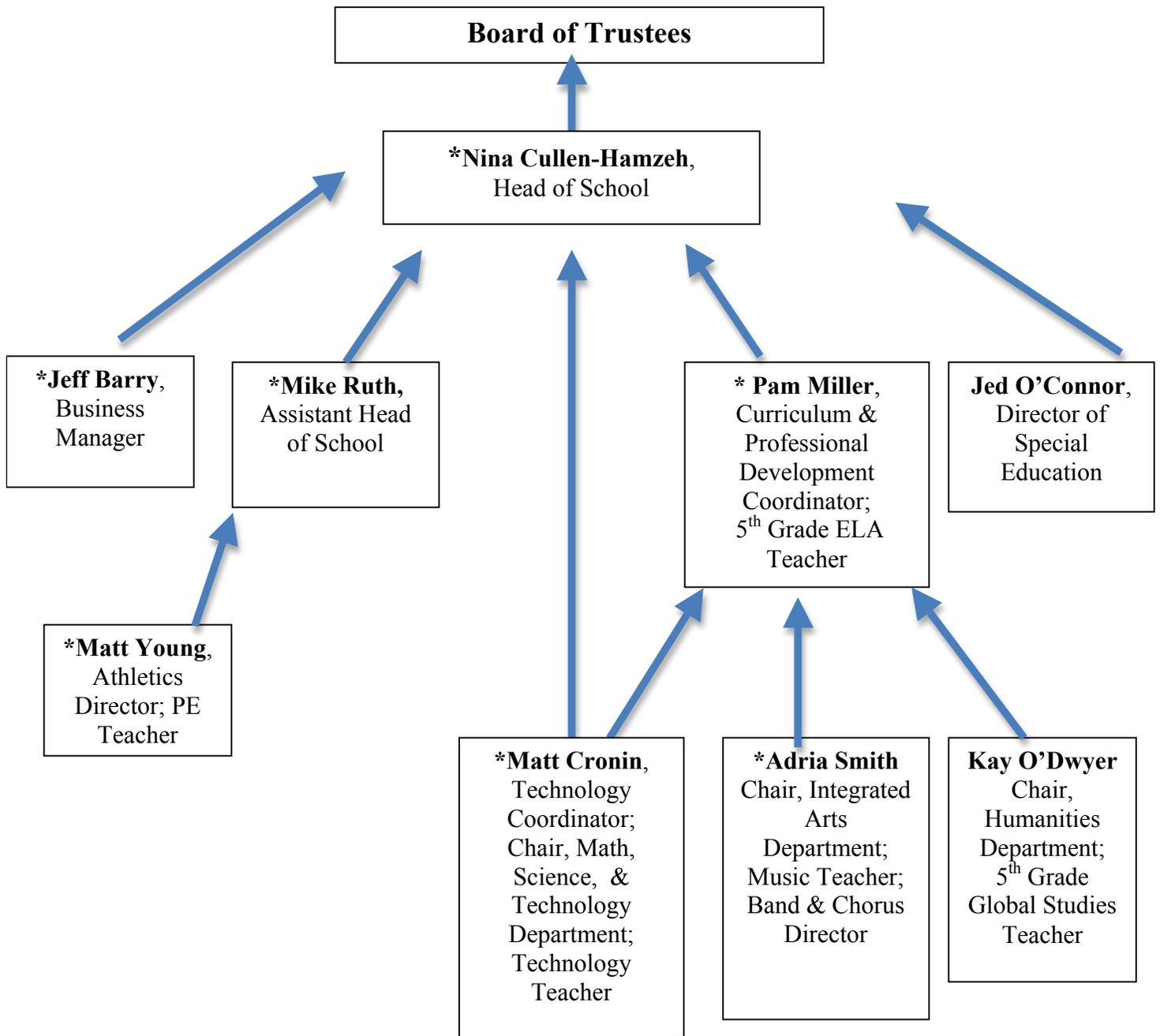
Term 2 Enrichments were taught by: 15 Parents, 19 Faculty/Staff, 2 Community Members, 12 YMCA, 1 Intern, 3 Students

Term 3 Enrichments:

Aprendiendo Con Diversion (Learning With Fun- Spanish), Calligraphy & Illumination, Card Sharks, Chop Chop, Earth 911, For Erbetta Or Worse, Khan Academy, Mrs. Wright's Common Sense Class, Purpose Driven Engineering, Rainbow Looms, Study Skills, Writers Workshop, Yoga, Act Now, Babysitting & Child Safety, Chess Club, Badminton, Craft Craze, Greg Coles Dance & Drum Latin Dance, Homework Buddies, Improvisational Comedy, Khan Academy, Lacrosse, Math Sleuths, Sports Mania, Spring Street Hockey, Track & Field, Write On!, Writing Workshop, Adventure, Fish Frenzy, Fit Girls, Fun With French, Independent Study, Khan Academy, Magic The Gathering, Marblehead History Scavenger Hunt, Math Magicians, Media Club, Our Friends Next Door, Skillful Chef, Stock Market Investing Game, Young At Art, Warren Miller Young Entrepreneurs Program, Arabic Basics, Arduino Robotics, Barry's Bingo, Caterpillars Book Club, Dungeons & Dragons-Intermediate Level, Earth Science Rules & Geology "Rocks", Having Fun With The Guitar, Reading, Soccer, The Acabellas, The World's A Stage, Where Are The Wild Ones?, Arduino Robotics, Chemistry One-O-Wonder, Fun Fitness For Girls, Gentle Judo, Knit Wits, Lego My Robot, Mccps Off Broadway, Media Club, Rising Stars Basketball, Study Skills, Talking With Our Hands, The Mighty Uke!

Term 3 Enrichments were taught by: 21Parents, 38 Faculty/Staff , 27 Community Members, 5 Interns, 9 YMCA, 4 Students

2013-2014 Organigram



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