

Marblehead Community Charter Public School

Annual Report

2014-2015

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

Contact:

Nina Cullen-Hamzeh, M.Ed.

Head of School

Phone: (781) 631-0777

Fax: (781) 631-0500

Email: nch@marbleheadcharter.com

Website: <http://marbleheadcharter.org/>

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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, 2015 |
| Maximum Enrollment | 230 | Current Enrollment | 230 |
| Chartered Grade Span | 4-8 | Current Grade Span | 4-8 |
| # of Instructional Days per school year | 180-185 | Students on Waitlist | 211 |
| School Hours | 7:45-3:15 | Age of School | 20 yrs |
| 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. | | | |

Letter from the Chair of the Board of Trustees

This has been an extraordinary year for the Marblehead Community Charter Public School (MCCPS). We began the year shaken by the loss of a beloved student to cancer, but we were strengthened by the support of the community in our time of need. Over the course of the year, we purchased our building, achieved Level 1 status, renewed our Charter, hosted the 2015 Charter Presentation Ceremony, and celebrated our 20th year. And, let us not forget the extreme winter weather we endured along with the rest of the area. It was quite a year indeed. I'm happy to report that MCCPS emerged from it in a position of stability and strength in all key areas.

Our academic program is always our first priority, and consequently we were pleased and proud to regain Level 1 status this year. Student growth and learning was evidenced by strong results on the MCAS and NWEA. In an effort to continue to improve our academic program, this year saw a school-wide focus on developing new ways to measure academic progress and assess results, including a drive to further incorporate the use of data in teachers' planning and assessments.

As mentioned earlier, the school was hard hit by the loss of a vibrant and courageous young lady who lost her battle with osteosarcoma over the summer. In dealing with this loss, the school was touched and inspired by the outpouring of support from the Marblehead schools and community. This is both a testament to the generosity of the people of Marblehead and to the relationships established with the community by the MCCPS Head of School. Her work on collaboration and relationship-building with the community and local school administrators is continuous, and it brings benefits both large and small to all parties.

This fall MCCPS underwent the rigorous Charter Renewal process. The entire school community, led by the Head of School, participated – including teachers, faculty and staff, parents, Board members, and students. While the process is involved and time-consuming, it provides an excellent platform for reflection on how far the school has come, and on how to best make use of the opportunities in the future to fulfill our strategic vision for the school. We were proud to earn Charter Renewal, without conditions, in March. We were also honored with the opportunity to host the presentation ceremony for the Charters awarded by the state this year.

A true highlight of this eventful year was the celebration of MCCPS's 20th year. Among the many ways we marked this milestone was 1920's themed gala, which was attended by current and former faculty and staff, as well as many alumni and founding coalition members.

MCCPS remains a strong organization, with a solid waiting list of applicants, consistent leadership and a stable Board of Trustees. The Head of School, Nina Cullen-Hamzeh, has been with MCCPS since its inception, and has just completed the first year of her current three-year contract. The Board of Trustees is comprised of parents, teachers (in accordance with our Charter), the Head of School and community members. Among the chief accomplishments of the Board this year was the purchase of our building, which brings several important benefits to the school. First and foremost, the building purchase allows MCCPS to control a major budget line item. Instead of a lease rate that increased contractually every year, we have a lower mortgage payment that is fixed for the next ten years. Additionally, we now have a permanent home, and opportunities for future expansion of our programs.

Also this year, the Board implemented the new HOS Evaluation Policy, and created two new committees to spearhead increased focus on measuring the success of our academic program and on ensuring the school has an effective development structure. The establishment of a new Development Director position to report to the Head of School will also help strengthen that effort.

Fundraising continues to be a high priority for the coming year. While we are able to maintain a balanced budget through careful fiscal management, the lack of sufficient funding keeps us from pursuing important strategic priorities, including competitive teacher salaries and expanded technology for teachers and students.

As we begin our new charter period, we are both proud of the validation of our program implicit in our charter renewal and excited about the possibilities to grow and improve in the next five years. I am confident that MCCPS has the tools necessary for even greater success as it moves forward.

Sincerely,
Mary McRae
Chair, MCCPS Board of Trustees

School Performance and Program Implementation

Faithfulness to Charter

Accountability Plan Objectives and Measures

| | Performance | 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. 92% 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." | MET | 95% of the teachers responded and 80% of them 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). | | |
| 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. Each trimester, 80% of students will achieve at or above teacher expected level on their Exhibition project rubrics. | MET | 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 th , March 5 th , and June 17 th . 93% of students achieved at or above teacher expected level on their Exhibition project rubrics. |
| 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. | MET | 76% of MCCPS families responded to the survey, and 83% of the respondents stated that working on Exhibition projects enhances their child's learning most or all of the time. |

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, Marblehead Community Charter Public School
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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, 91% of parents stated that there is a sense of community at MCCPS most or all of the time, and 91% 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.
 - 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. As a result the rate of volunteerism and donations to the school increased.

- *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 92% 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 2014-2015 was to further 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.

Amendments to the Charter

| Date | Amendment Requested | Approved by BESE |
|------|---------------------|------------------|
| | None | |

Access and Equity: Recruitment and Retention Plan

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 2015 – 2016 |
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| Implementation Summary: |
| <p>All 2014-2015 Recruitment Plan strategies were carefully and successfully implemented, and this positively impacted the number of applications 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. The unusual winter resulted in the cancellation of one open house, so the opportunity for parents and families to schedule school visits during the school day was increased.</p> <p>The 2015-2016 Recruitment Plan will continue to implement all current recruitment strategies, and will include further steps designed to interest the parents of low income and ELL students. These additional steps will include an offer to visit church and other community events to advertise the admissions procedures and answer questions about the school.</p> |

| General Recruitment Activities - intended to reach all students |
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| <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 in English, French Spanish, and Russian, and a paper copy will be provided, when requested.</p> <p>The school will host 3 open houses (1 weekday evening, 2 Saturday mornings) 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, the enrollment/application timeline, and other school sponsored events on social media and 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>Information will be distributed and questions will be answered during the weekend of Marblehead's popular Christmas Walk.</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 | |
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| Demographic Group | Strategies |
| 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"> 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 - before, during, or afterschool. 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. e. Opportunities to highlight the successes of students with disabilities will be explored. |
| 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"> 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 all will be supported at MCCPS to reach their highest potential. 2. Applications will be available in English, Spanish, French, and Russian. Translations in other languages will be made available upon request. 3. Translators will be provided to parents as needed. 4. Print ads will include text that welcomes LEP students. 5. Flyers in English, Spanish, French, and Russian advertising the school and the application process will be distributed in the neighboring cities of 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. 7. Extracurricular classes and activities will be offered to students at all grade levels. 8. Events and activities that honor various cultures and cultural identifies will be included in the school’s calendar. |

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| <p>Students eligible for free or reduced lunch</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. 4. The guidance counselor will serve as a liaison for low income families to ensure that they are aware of the resources that are available to them. 5. No child will be excluded from a class trip or field trip due to an inability to pay. |
| <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 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. Schoolwide 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. 6. An Academic Probation Plan will be created to address the needs of individual students who are in danger of not passing. 7. Professional development for teachers will address strategies for optimizing student growth and achievement. 8. Collaboration with successful colleagues at other schools will be pursued in order to share best practices. |

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| <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> <ol style="list-style-type: none"> 1. The Student Support Team will monitor students of concern and will work with parents and grade level teams to address student needs. 2. An engaging and student centered learning environment will emphasize that all students are welcome and valued. 3. Non-academic offerings will foster feelings of success in students' areas of strength/interest. a |
| <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> <ol style="list-style-type: none"> 1. The Student Support Team will meet with the student and his/her parents to develop a plan that will support the child in returning to school. 2. Area health and counseling organizations will be involved when appropriate. |
| <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. 4. A cross-grade mentoring program will be established. 5. Training will be provided for teachers and students regarding transgender, gender identity, and other civil rights topics. |

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| Retention Plan 2015 – 2016 |
| In order to better understand the reasons for attrition, parents, teachers, and students have been surveyed and interviewed. An exit survey is sent to the parents of a child who leaves before graduation. It has been determined that there are some reasons for student departures that MCCPS can do something about and others that are beyond the school’s control. For example, St. John’s Prep is opening a middle school in September. Parents who want a private Catholic education for their sons have jumped at the chance to begin earlier than 9 th grade. Alternately, there are sometimes families who leave because that are dissatisfied with the school for some reason. These parents are encouraged to meet with an administrator to discuss their concerns. Every effort is made to understand the reasons for attrition, so that corrections can be made where appropriate. |

| Overall Student Retention Goal | |
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| 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 | Strategies: <ul style="list-style-type: none"> • The school will employ a Director of Special Education. • There will be a fulltime Inclusion Teacher 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. • The Director of Special Education and the Inclusion Teachers will be available to meet with parents as needed. |
| Limited English-proficient students | Strategies: <ul style="list-style-type: none"> • The school will cultivate an environment that values languages other than English. • Students will be encouraged to converse with their peers and teachers in languages other than English. • 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 |

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| Students eligible for free or reduced lunch | Strategies: <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 | Strategies: <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 | Strategies: <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 | Strategies: <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 | Strategies: <ul style="list-style-type: none"> • A mentoring program will provide support for incoming 4th graders and new students. |

Dissemination Efforts

Partnerships with other schools implementing key successful aspects of MCCPS’s program:

- A cadre of MCCPS math teachers met with Veterans School math teachers both at their school and ours to share best practices.
- A cadre of MCCPS ELA teachers met with Village School ELA teachers to share best practices.
- The MCCPS Jazz Band performed in a joint concert with the other town Jazz Bands at Marblehead High School.

Sharing resources or programs developed at MCCPS:

- Teachers worked with the young adult librarian at the Swampscott Public Library sharing and developing STEM programming.
- School Chef provided support and technical assistance to Conservatory Lab Charter School with their National School Lunch Program application.
- School Chef attended monthly “Metro North Collaborative” meetings in Middleton, MA and networked with other food service directors regarding her innovative “Farm to Table” food service at MCCPS
- Fourth Grade teacher regularly shared curriculum, projects, and assessments with 4th grade colleagues in the Danvers Public School system, and many of the MCCPS projects have been replicated in Danvers
- Music Teacher wrote 2 books that employ her method of teaching jazz piano to students. These books are being used by a professor at UMASS Lowell as an exemplar for her students.
- Several teachers shared lesson plans and videos of their lessons on their blogs, Twitter, and Google +.

- Teacher shared ideas, projects, etc. regularly with a colleague in the Lynnfield Public Schools
- Teacher Bill Sullivan presented to teachers at Swampscott Middle School about the 3-D printer that he acquired via a grant. He spoke about how it has been used as part of our STEM initiative. This work also garnered local and national media coverage. One of his students was featured on the cover of Scholastic News and was flown to New York to be interviewed for TV.
- The MCCPS Jazz Band performed in a joint concert with the other town Jazz Bands at Marblehead High School.

Academic Program Success

Accountability Plan Objectives and Measures

| | Performance | Evidence |
|---|---------------------------------------|--|
| 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. | | |
| 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. | MET | In ELA, the % of students scoring W decreased to 0 at all grade levels. In Math, the % of students scoring W decreased in 4 of 5 grade levels. |
| 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. | ELA/Met Math/Not Met | ELA - Schoolwide the percentage of students scoring Advanced has increased from 18.6% in 2013 to 19% in 2014. Math - Schoolwide the percentage of students scoring Advanced decreased from 29% in 2013 to 23% 2014. |
| Objective: The school achieves and maintains a median student growth percentile (SGP) of 40 or higher in the aggregate and for all statistically significant sub-groups in all subject areas tested for accountability purposes. | | |
| Measure: Each year, the median student growth percentile will be 40 or higher in the aggregate and in all statistically significant sub-groups in all subject areas tested for accountability purposes. | MET | Schoolwide, the median SGP for ELA was 61 , and for Math 54.4. <i>(A chart of SGPs is included as an appendix.)</i> |
| Objective: The school makes Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant sub-groups in English language arts and mathematics. | | |
| Measure: Each year, the school will make | | |

| | | |
|--|----------------|---|
| AYP in the aggregate and for all statistically significant sub-groups in English language arts and mathematics. | MET | MCCPS is ranked as a Level 1 school. |
| 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. | MET | On the Spring administration of the NWEA reading test, 81% of the students scored at or above the national average. On the math test, 89% 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> |
| 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 only the 7 th graders in math achieved the growth target goal. The school-wide average of students meeting their growth target in reading was 62% (up from last year's 59%), and in math it was 64.4% (up from last year's 61%). |
| 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. 90% 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." | Not MET | 95% of teachers responded, and 62% 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=2014&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: 11/25, 3/5, & 6/17 | |
| Description of Achievement Trends: 1 st Term: 92.8% met or exceeded teacher expectations on grade level performance assessments 2 nd Term: 92.48% met or exceeded teacher expectations on grade level performance assessments 3 rd Term: 92.12% met or exceeded teacher expectations on grade level performance assessments | |

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 (including NWEA for reading and math and MCAS) ensures that the content and skill objectives are achieved, that they are aligned across the grade 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 effectively 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 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 student learning.</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, the Director of Special Education, department chairs, and colleagues.</p> <p>Innovative approaches to enhancing content and skill acquisition include the use of project based learning, flipped classrooms, 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 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 and improve achievement.</p> |
| <p>Assessment & Program Evaluation</p> | <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> |
| <p>Supports for Diverse Learners</p> | <p>Whether creating units and planning lessons or assigning groups for project work, the needs of diverse learners are continually considered. There are 40+ 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</p> |

| | |
|--|---|
| | <p>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> |
|--|---|

Organizational Viability

Accountability Plan Objectives and Measures

| | Performance | 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> . | MET | 78% of parents responded; 91% 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 | MET | 78% of parents responded; 84% of the respondents indicated that they are satisfied with the MCCPS |

| | | |
|---|------------|--|
| responding at least 80% will indicate that they “are satisfied with the MCCPS academic program” <i>most or all of the time.</i> | | 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. MCCPS presented to educators from Lawrence about the MCCPS approach to Educator Evaluation and inspiring continual professional growth. MCCPS also presented to educators from Marblehead about the MCCPS approach to ELA and writing. |

Charter School Performance Criteria Relating to Organizational Viability

Complaints

The Board of Trustees received one complaint this year from a parent who accused a teacher of bullying her child. An investigation was conducted, and it was determined that bullying had not occurred. A report was sent to the parent, and no further follow-up was requested.

Budget and Finance

Unaudited FY15 statement of revenues, expenses, and changes in net assets

FY15 Income Statement (unaudited)

| | |
|------------------------|--------------|
| Income | |
| STATE ALLOCATION | 2,707,145.00 |
| FEDERAL & STATE GRANTS | 56,627.00 |
| SCHOOL LUNCH | 116,310.34 |
| STUDENT ACTIVITIES | 81,772.63 |
| INVESTMENT INCOME | 250 |
| OTHER INCOME | 63,663.43 |
| CONTRIBUTIONS | 30,000.00 |
| PRIVATE GRANTS | 9,387.98 |
| MEDICARE REIMB. | 4,125.82 |
| FUNDRAISING | 40,110.28 |
| Total Income | 3,109,392.48 |
| Expense | |
| PERSONNEL | 1,907,022.93 |
| BENEFITS | 368,455.67 |

| | |
|------------------------|--------------|
| STAFF DEVELOPMENT | 9,565.24 |
| SEARCH COSTS | 75 |
| SUBSTITUTE | 831.5 |
| DIRECT STUDENT SUPPORT | 129,568.33 |
| STUDENT ACTIVITY | 69,304.55 |
| SCHOOL LUNCH EXP | 108,041.70 |
| OCCUPANCY | 208,329.76 |
| OFFICE & ADMIN | 314,077.95 |
| Total Expense | 3,115,272.63 |
| Net Income | -5,880.15 |

Statement of net assets for FY 15

FY15 Balance Sheet

ASSETS

Current Assets

Checking/Savings

Total Checking/Savings \$437,650

Total Current Assets \$437,650

Fixed Assets

17 Lime Street \$4,250,000

Leasehold improvements \$684,400

Fixed Assets \$95,548

Accumulated Depreciation ~~-\$643,820~~

Total Fixed Assets \$4,386,128

TOTAL ASSETS \$4,823,778

LIABILITIES & EQUITY

Liabilities

Current Liabilities

Accounts Payable \$4,421

Total Accounts Payable \$4,421

Other Current Liabilities

Due to PTO \$2,030

East Boston LOC \$76,569

Accrued Payroll \$126,008

MTRB Liability \$12,999

Accrued Expenses \$41,769

Total Other Current Liabilities \$259,375

Total Current Liabilities \$263,797

| | |
|-----------------------------|-----------------|
| Long Term Liabilities | |
| East Boston Savings Bank | \$4,179,417 |
| Total Long Term Liabilities | \$4,179,417 |
| | |
| Total Liabilities | \$4,443,214 |
| | |
| Equity | |
| Retained Earnings | \$386,445 |
| Net Income | -\$5,880 |
| Total Equity | \$380,565 |
| TOTAL LIABILITIES & EQUITY | \$4,823,778 |

Approved School Budget for FY16

The FY16 budget was approved by the Board of Trustees on April 1, 2015.

CASH SOURCES:

| | |
|------------------------------|--------------------|
| 1 STATE REIMBURSEMENT | \$2,802,735 |
| 2 INVESTMENT FROM RESERVES | \$50,000 |
| 3 OTHER | \$3,500 |
| 4 NAVIGATOR COMMUNITY ASSOC. | \$21,300 |
| 5 MCCPS EDUCATION FOUNDATION | \$0 |
| 6 FUNDRAISING | \$22,500 |
| 7 17 LIME ST RENT | \$3,800 |
| 8 INTEREST INCOME | \$250 |
| TOTAL CASH SOURCES | \$2,904,085 |

PERSONNEL:

| | |
|--|--------------------|
| 9 SALARIES | \$1,909,559 |
| 10 PAYROLL TAXES | \$93,000 |
| 11 ENRICHMENT | \$10,000 |
| 12 SUBSTITUTE TEACHERS | \$1,000 |
| 13 BENEFITS | \$370,757 |
| 14 PROFESSIONAL DEVELOPMENT | \$8,500 |
| 15 PROF ASSOCIATIONS, DUES & MEMBERSHIPS | \$500 |
| 16 SEARCH COSTS | \$1,250 |
| Sub-Total | \$2,394,566 |

DIRECT STUDENT SUPPORT:

| | |
|----------------------------|----------|
| 17 TEACHER'S SUPPLIES | \$3,500 |
| 18 CURRICULUM SUPPLIES | \$15,000 |
| 19 STUDENT SUPPLIES | \$3,500 |
| 20 INSTRUCTIONAL EQUIPMENT | \$7,400 |
| 21 SPED SUPPLIES | \$1,000 |
| 22 COMPUTER SUPPORT | \$10,000 |

| | | |
|----|--------------------------------|-----------------|
| 23 | TECH - HARDWARE | \$5,000 |
| 24 | TECH - SOFTWARE | \$5,000 |
| 25 | FURNISHINGS | \$3,000 |
| 26 | STUDENT ACTIVITY FUND EXPENSES | \$11,300 |
| 27 | NURSING SUPPLIES | \$1,000 |
| | Sub-Total | \$65,700 |

OCCUPANCY:

| | | |
|----|--------------------------|------------------|
| 28 | MORTGAGE (Inc. interest) | \$224,430 |
| 29 | MAINTENANCE | \$44,000 |
| 30 | CUSTODIAL SERVICES | \$25,000 |
| 31 | CUSTODIAL SUPPLIES | \$15,000 |
| 32 | UTILITIES | \$43,000 |
| | Sub-Total | \$351,430 |

OFFICE & ADMINISTRATION:

| | | |
|----|------------------------------|-----------------|
| 33 | SUPPLIES | \$1,500 |
| 34 | LEGAL | \$10,000 |
| 35 | ACCOUNTING | \$15,000 |
| 36 | PAYROLL SERVICE | \$4,000 |
| 37 | PRINTING & COPYING | \$1,500 |
| 38 | POSTAGE & SHIPPING | \$3,500 |
| 39 | GL INSURANCE | \$22,000 |
| 40 | BOARD EXPENSES | \$3,000 |
| 41 | PUBLIC REALTIONS & MARKETING | \$0 |
| 42 | FINANCE CHARGES | \$3,000 |
| 43 | ADMISSIONS | \$500 |
| 44 | HoS DISCRETIONARY | \$2,000 |
| 45 | FUNDRAISING EXPENSES | \$11,000 |
| | Sub-Total | \$77,000 |

Sub-Total, Cash Disbursed **\$2,888,696**

46 DEBT SERVICE \$0

TOTAL CASH DISBURSED **\$2,888,696**

Excess/(Deficit) **\$15,389**

Capital Plan for FY16

| Description | Status | Est. Cost | Financing |
|---|--------------------|----------------|--|
| Completed purchase of current school facility | Closed in Aug 2015 | \$4.25 million | East Boston Savings Bank, Mass Development |

| | | | |
|---|----------|-------------------|--------------------|
| Soft costs related to facility purchase | | \$75,000 (max) | Operating capital |
| Retired existing construction loan | Aug 2015 | \$46,000 | Operating capital |
| 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 & technical | FY17 | \$10,000 | Operating capital |
| Completion of build-out (7,321 sf) | FY19 | \$732,100 | Capital campaign |
| Replacement of existing fire alarm panel | FY17 | \$20,000 | Capital campaign |
| Replacement of existing burglar alarm incl. addition of exterior surveillance | FY18 | \$25,000 | Capital campaign |
| Replaced 1 rooftop HVAC unit | FY15 | \$10,000 | Operating Capital |
| Replace 1 rooftop HVAC unit | FY17 | \$10,000 | Capital campaign |
| New intercom/PA system installed | FY16 | \$22,000 | PTO |
| New telephone system | FY17 | \$25,000 | PTO |
| Replacement of kitchen floor | FY18 | \$25,000 | Capital campaign |
| Completed upgrade of exhaust system in kitchen | FY16 | \$5,000 | Food Service Dept. |
| Completed removal of obsolete rooftop equipment | FY15 | \$2,000 | Operating capital |
| <p><i>At the beginning of FY16, the school hired a fulltime Development Director whose efforts will include the establishment of a capital campaign to begin in FY17. We anticipate results that will allow us to execute the plan as described. As of 6/30/15 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 2014-2015. 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 | 7 | 3 |
| Asian | 3 | 1.3 |
| Hispanic | 7 | 3.5 |
| Native American | 1 | 0.4 |
| White | 212 | 91.7 |
| Native Hawaiian, Pacific Islander | 0 | 0 |
| Multi-race, non-Hispanic | 1 | 0 |
| Special education | 39 | 17.4 |
| Limited English proficient | 0 | 0 |
| Low income | 13 | 7.8 |

| ADMINISTRATIVE ROSTER FOR THE 2014-15 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 | 3/24/15 |
| Bill Sullivan | Assistant Head of School (interim) | 4/2015 | |
| Jeff Barry* | Business Manager | 8/1995 | |
| Dr. Arlene Hijara | Director of Special Education | 8/2014 | 7/31/15 |
| Pam Miller* | Curriculum and Professional Development Coordinator (& 5 th Grade ELA Teacher) | 8/1995 | |
| Matt Cronin | Technology Coordinator; Math, Science, Technology Department Chair | 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 2014-2015 SCHOOL YEAR

| | Number as of the last day of the school year | Departures during the school year | Departures at the end of the school year | Reason(s) for Departure |
|-------------|--|-----------------------------------|--|---|
| Teachers | 25 | 0 | 3 full time 2 part time | Retirement Moved to other school Wanted more time with family |
| Other Staff | 21 | 0 | 1 | Work outside education |

Three full time teachers, 2 part time teachers, and 1 staff member will not be returning. Of the teachers, 1 retired, 3 moved to other schools, and 1 wanted more time with family. The staff member who is not returned will be working outside of education.

| BOARD MEMBERS FOR THE 2014-15 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 | Member | | 1 | Elected: 6/12 Term expires: 2015 |
| Dr. John Sullivan | Treasurer | Finance, Chair | 1 | Elected: 8/7/13 Term expires: 2016 Resigned: 12/15/14 |
| David Haulser | Treasurer | Finance, Chair | 1 | Elected 1/2015 Term expires: 2018 |
| Lori Sherf | Member | Governance | 1 | Elected: 12/5/12 Term expires: 2015 |
| Patricia Hazelton | Clerk | Personnel Chair | 1 | Elected: 10/17/13 Term expires: 2016 |
| Jessica Merriam | Vice-Chair | | 1 | Elected: 11/7/2013 Term expires: 2016 |
| William Sullivan | Member | Development Committee, Chair | 2 | Elected: 1/12 Term expires: 2015 |
| Ken Schulman | Member | | 1 | Elected: 11/7/12 Term expires: 2015 |
| Katie Hope | Member | Development | 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 |
| Ellen Lodgen | Member | | 1 | Elected: 10/14 Term expires: 1/2017 |
| Nina Cullen-Hamzeh, Head of School | Member | Finance, Development, Academic Excellence | | Ex- officio - since 6/07 |

Key Leadership Changes

| Position | Name | | |
|--------------------------------------|--------------------------------|--------------------------------|---------------------------------|
| | 2013-2014 | 2014-2015 | 2015-2016 |
| Board of Trustees Chairperson | Mary McRae | Mary McRae | Katie Hope |
| Charter School Leader | Nina (Helena) Cullen-Hamzeh | Nina (Helena) Cullen-Hamzeh | Nina (Helena) Cullen-Hamzeh |
| Assistant Charter School Leader | Michael Ruth | Michael Ruth | Bill Sullivan |
| Special Education Director | Jed O'Connor | Dr. Arlene Hijara | Alanna Shone |
| MCAS Test Coordinator | Molly Wright & Michael Ruth | Molly Wright & Michael Ruth | Molly Wright & Bill Sullivan |
| SIMS Coordinator | Matt Cronin | Matt Cronin | Matt Cronin |
| English Language Learner Director | Kristin Percy | Dr. Arlene Hijara | Bill Sullivan |
| | | | |

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 |

Attachments

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

2014 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% |

2014 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% |

2014 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 2008-2014

In ELA, all grades demonstrated growth above 51SGP. The average SGP for ELA was 61.

| <u>ELA MCAS</u> | 2010 SGPs | 2011 SGPs | 2012 SGPs | 2013 SGPs | 2014 SGPs |
|----------------------|--------------------------|----------------------------|--------------------------|--------------------------|----------------------------|
| Class of 2010 | 53 (in 8 th) | | | | |
| Class of 2011 | 67 (in 7 th) | 45 (in 8 th) | | | |
| Class of 2012 | 71 (in 6 th) | 56.5 (in 7 th) | 58 (in 8 th) | | |
| Class of 2013 | 30 (in 5 th) | 45 (in 6 th) | 62 (in 7 th) | 48 (in 8 th) | |
| Class of 2014 | 46 (in 4 th) | 23 (in 5 th) | 71 (in 6 th) | 65 (in 7 th) | 59 (in 8 th) |
| Class of 2015 | | 35.5 (in 4 th) | 52 (in 5 th) | 68 (in 6 th) | 53 (in 7 th) |
| Class of 2016 | | | 47 (in 4 th) | 50 (in 5 th) | 79 (in 6 th) |
| Class of 2017 | | | | 44 (in 4 th) | 60.5 (in 5 th) |
| Class of 2018 | | | | | 51.5 (in 4 th) |

In Math, student growth increased. The average SGP for Math was 54.4.

| Math MCAS | 2010 SGPs | 2011 SGPs | 2012 SGPs | 2013 SGPs | 2014 SGPs |
|----------------------|----------------------------|----------------------------|----------------------------|--------------------------|--------------------------|
| Class of 2010 | 74.0 (in 8 th) | | | | |
| Class of 2011 | 69.0 (in 7 th) | 68 (in 8 th) | | | |
| Class of 2012 | 65.5 (in 6 th) | 72.5 (in 7 th) | 52 (in 8 th) | | |
| Class of 2013 | 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) | 48 (in 8 th) |
| Class of 2015 | | 50 (in 4 th) | 46 (in 5 th) | 37 (in 6 th) | 60 (in 7 th) |
| Class of 2016 | | | 34 (in 4 th) | 36 (in 5 th) | 63 (in 6 th) |
| Class of 2017 | | | | 32 (in 4 th) | 50 (in 5 th) |
| Class of 2018 | | | | | 51 (in 4 th) |

Percentage of Students Scoring Warning on MCAS

| % of Students Scoring Warning by Grade Level | | | | | | |
|---|---|------------|------------|---|------------|------------|
| The percentage of students scoring Warning was decreased from 2013 to 2014. | | | | | | |
| | ELA | | | Math | | |
| | '12 | '13 | '14 | '12 | '13 | '14 |
| 4th | 6 | 0 | 0 | 4 | 2 | 0 |
| 5th | 0 | 2 | 0 | 2 | 9 | 6 |
| 6th | 0 | 0 | 0 | 4 | 6 | 4 |
| 7th | 0 | 0 | 0 | 4 | 8 | 6 |
| 8th | 0 | 0 | 0 | 14 | 4 | 6 |
| totals | 6 | 2 | 0 | 28 | 29 | 22 |
| | The percentage of students scoring WARNING was decreased to 0% in 2014. | | | The percentage of students scoring WARNING was decreased from 28% in 2012 to 22% in 2014. | | |

| % of Students Scoring Advanced by Grade Level | | | | | | |
|--|------------|------------|------------|-------------|------------|------------|
| In ELA, the % of students scoring Advanced increased in all grade levels except 8 th . In Math, the % of students scoring Advanced increased in 2 out of 5 grade levels. | | | | | | |
| | ELA | | | Math | | |
| | '12 | '13 | '14 | '12 | '13 | '14 |
| 4th | 19 | 2 | 33 | 4 | 15 | 26 |
| 5th | 25 | 26 | 34 | 31 | 28 | 28 |

| | | | | | | |
|---|-----|-------|-----|---|-------|-----|
| 6th | 17 | 35 | 40 | 33 | 28 | 36 |
| 7th | 15 | 13 | 15 | 33 | 26 | 23 |
| 8th | 30 | 17 | 10 | 42 | 50 | 23 |
| | | | | | | |
| totals | 21% | 18.6% | 19% | 28.6% | 29.4% | 23% |
| The percentage of students scoring Advanced increased schoolwide from 18.6% in 2013 to 19% in 2014. | | | | From 2013 to 2014, the percentage of students scoring Advanced increased in 2 grades, stayed the same in 1, and went down in 2. | | |

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 | 2014-15 | 77% | 96% | 96% | 89% | 81% | 88% | Met |
| | 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 | 2014-15 | 77% | 94% | 87% | 89% | 89% | 89% | Met |
| | 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 |

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 a vehicle by which parents and community members can become robust partners in the school's learning environment.

Term 1 Enrichments:

APRENDIENDO CON DIVERSION (LEARNING WITH FUN- SPANISH), CRAZY FOR CRAFTS, CARD SHARKS, FIT GIRLS, FOR ERBETTA OR WORSE, JEWELRY MAKING BASICS, MRS. WRIGHT'S COMMON SENSE CLASS, PURPOSE DRIVEN ENGINEERING, QUIZ BOWL, YOGA, BADMINTON, CHESS CLUB, FARM TO TABLE, IMPROVISATIONAL COMEDY, KHAN ACADEMY, MATH SLEUTHS, STREET HOCKEY, WRITE ON!, INDEPENDENT STUDY, MAGIC THE GATHERING, THE MONEY GAME, MARBLEHEAD HISTORY SCAVENGER HUNT, MATH MAGICIANS, SKILLFUL CHEF, DUNGEONS & DRAGONS-INTERMEDIATE LEVEL, HAVING FUN WITH THE GUITAR, KHAN ACADEMY, THE ACABELLAS, THE PENNY BEAR WORKSHOP, THE WORLD'S A STAGE, YOUNG AT ART, ADVANCED JAZZ BAND, CHEMISTRY ONE-O-WONDER, FISH FRENZY, KNIT WITS, LEGO MY ROBOT, MCCPS OFF BROADWAY, SCIENCE OLYMPIAD, STUDY SKILLS, TALKING WITH OUR HANDS

Term I Enrichments were taught by: Parents – 12, Faculty/Staff - 25 ,
Community Members – 11, and Students - 5

Term 2 Enrichments:

APRENDIENDO CON DIVERSION (Learning with Fun- Spanish), BASIC CURSIVE, CARD SHARKS, CHALLENGE ME!, CRAZY FOR CRAFTS, 3 MB FENCING CLUB, FOR ERBETTA OR WORSE, KHANATION!, PLAY (CAST ONLY), PUBLIC SPEAKING, SCRATCH, QUIZ BOWL, CROSS STITCHING, GOVERNMENT RULES, IMPROVISATIONAL COMEDY, LIVE POETS' SOCIETY, SHUTTERBUGS!, STREET HOCKEY, STAGECRAFT, CLAP, SNAP, STOMP, COMPUTER LEARNING ONE, INDEPENDENT STUDY, KHAN ACADEMY, MAGIC THE GATHERING, TERRI'S BAKING, THE MONEY GAME- KEEPING FINANCIALLY FIT, WOOD WORKING, BARRY'S BINGO, CARD SHARKS, CRAFTS, DIRECTING, HAVING FUN WITH THE GUITAR, TYPING, UKE CAN DO IT!, YOUNG AT ART, ADVANCED JAZZ BAND, BRAIN BUSTERS, BRITISH ROCK FEST, CHEMISTRY ONE ONE-OH-WONDER, CREATIVE SEWING, KHAN, MCCPS MAKER SPACE, NUTS ABOUT NEEDLEPOINT, TALKING WITH OUR HANDS, ZENTANGLES

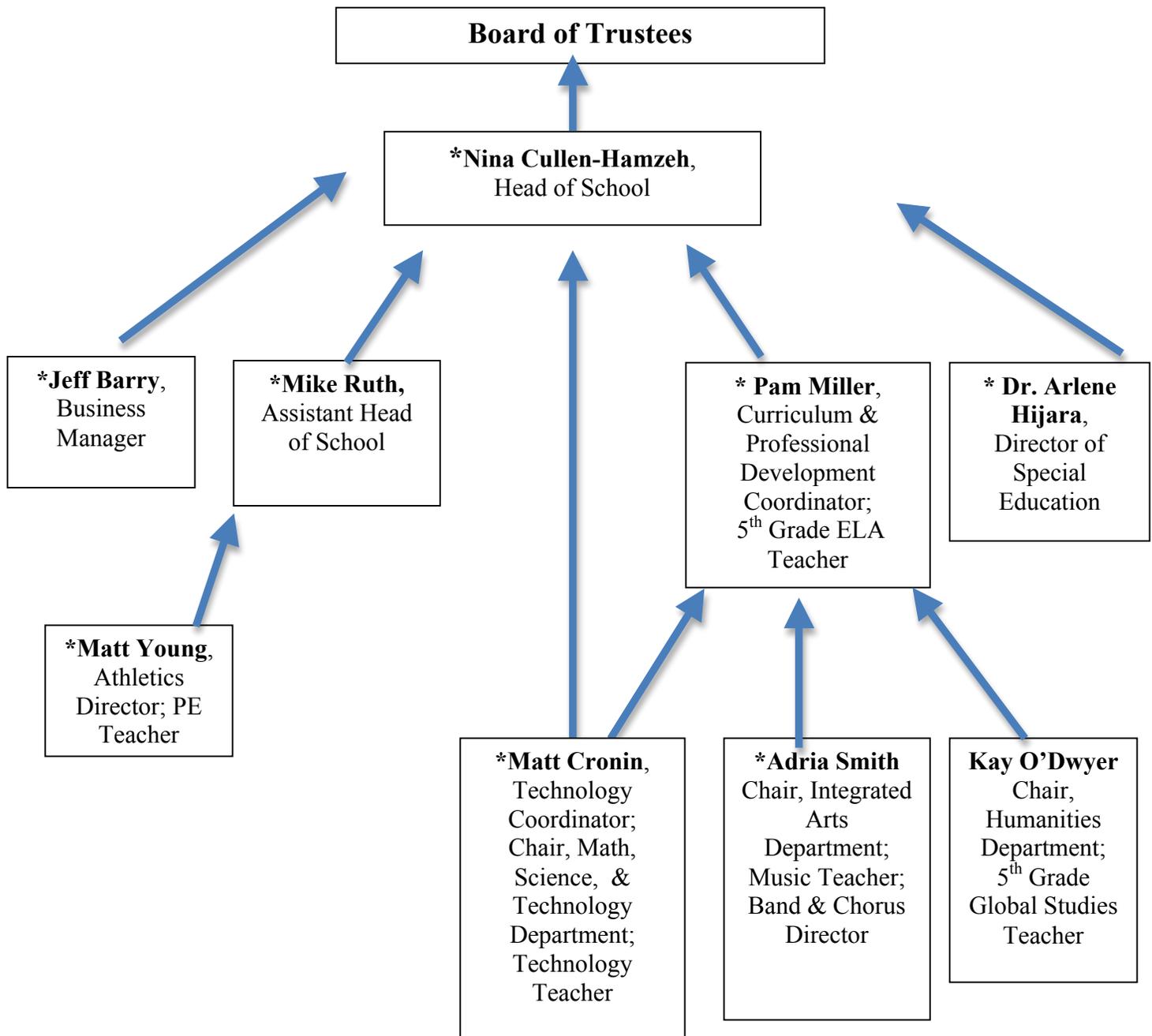
Term 2 Enrichments were taught by: Parents – 10, Faculty/Staff – 32,
Community Members – 6, and Students - 3

Term 3 Enrichments:

APRENDIENDO CON DIVERSION (Learning with Fun- Spanish), CARD SHARKS, CHALLENGE ME!, CRAZY FOR CRAFTS, 3 MB FENCING CLUB, FOR ERBETTA OR WORSE, KHANATION!, MARTIAL ARTS FUSION & FUNCTIONAL STRENGTH TRAINING, SCRATCH, ZENTANGLES, ACT NOW, CLAP, SNAP, STOMP, CROSS STITCHING, DUCT, DUCT, TAPE!, GOVERNMENT RULES!, IMPROVISATIONAL COMEDY, INDEPENDENT STUDY, LIVE POETS' SOCIETY, LOVESTROG VOLLEYBALL, TEKKIT WITH NICK, THE PLAY'S THE THING, COMPUTER LEARNING ONE, KHAN ACADEMY, MAGIC THE GATHERING, MARTIAL ARTS FUSION & FUNCTIONAL STRENGTH TRAINING, SMASH IT WITH MATH, TERRI'S BAKING, THE STOCK MARKET INVESTING GAME, WOOD WORKING, ACT OUT, BARRY'S BINGO, CARD SHARKS, CRAFTS, HAVING FUN WITH THE GUITAR, INTRO TO LEGO ROBOTICS, KHAN MATH, LEGO ROBOTICS, LOVESTROG VOLLEYBALL, UKE CAN DO IT!, WRITERS WORKSHOP, YOUNG AT ART, ADVANCED JAZZ BAND, BRAIN BUSTERS, IT'S ONLY ROCK & ROLL, KHAN, MCCPS MAKER SPACE, NUTS ABOUT NEEDLEPOINT, RISING STARS BASKETBALL TALKING WITH OUR HANDS

Term 2 Enrichments were taught by: Parents – 9, Faculty/Staff – 36,
Community Members – 6, and Students - 5

2014-2015 Organigram



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