

Marblehead Community Charter Public School

Annual Report

2008-2009

MCCPS
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INTRODUCTORY DESCRIPTION OF THE SCHOOL

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

As an organization, we are committed to continual program improvement through critical self-analysis. After 14 years of hard work and dedicated service by the faculty, staff, students, and parents of the Marblehead Community Charter Public School, we have successfully created an innovative public school that encourages consistently high student achievement, offers parents a viable choice in their children's education, and models effective educational strategies for reproducible public school reform initiatives.

LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

MCCPS began the 2008-2009 school year as a community that had survived and partially recovered from dislocating events of two years prior; we closed the year with strong momentum towards full recovery and a clear strategy for the future.

For the second year in a row, voluntary student turnover was negligible (under 2%). Low faculty, staff, and Board turnover rates affirm the message of community strength, health, and stability. Academic measures, including the top performance statewide in 8th grade science MCAS, reflect the success of our community model in delivering uninterrupted educational excellence to each individual child. We ended the year looking forward to another year of full enrollment, with a substantial waiting list and formal plans for expansion in the coming years, consistent with our newly formed strategic plan.

The lingering financial ramifications of two years past continue to stifle our ability to move forward as quickly as we'd like, necessitating a rebuilding of our "surplus" (technically, working capital required as a result of the timing of state reimbursements) and bolstering our balance sheet to allow us flexibility in how to fund future expansion and facility improvements. Our operational performance has been excellent in that regard, meeting and exceeding prudent budgetary planning goals.

I cannot say enough for the dedication and skill of our entire faculty and staff, whose efforts seem to know no bounds and whose commitment to the tenets of our charter maintain the culture of our school through thick and thin. Their willingness to incorporate as members of a community, necessarily reaching out and including parents and their children in the educational process, is a critical element of the success of our model.

Blending the sometimes-contrasting elements of leadership and community is no easy task, and in that context it can be difficult to evaluate administrative leaders. One of the firmest accomplishments this year was the development of a broadly accepted and useful evaluation process for our Interim Academic Director, Nina Cullen-Hamzeh, whose performance clearly met or exceeded the expectations stipulated by the Board. We offered with confidence a two-year contract to Ms. Cullen-Hamzeh as Academic Director, and are fortunate to have her skills in service of the MCCPS community.

Having specified a bifurcated administrative model with each an Academic and Managing Director, the Board was nonetheless constrained by financial considerations, such that the excellent contributions of our part-time Interim Managing Director, Dr. Al Argenziano, will continue into the coming school year until such time that we can responsibly hire a full-time Managing Director.

The Board functioned in a particularly productive fashion this year, meeting four out of five challenging goals and managing meetings that were substantially harmonious, particularly considering the extent to which divergent opinions are encouraged among capable, independent-minded trustees who really need no such encouragement. It has been and remains a pleasure to be of service as a member of this group, and an absolute privilege to support and further the work of this excellent school.

Sincerely,
Emil Ronchi
Chair, MCCPS Board of Trustees

EXECUTIVE SUMMARY

The 2008-2009 school year was a successful one for our school. Full enrollment, 230 students, and a waiting list of over 200 students, has made our turn around a huge success. This past year, the following highlights are worthy of note.

- A leadership model was adopted and approved by the Board of Trustees. This model will have a full time Academic Director and a full time Managing Director (2010). This organizational structure will define roles, responsibilities and include a line and staff reporting system.
- We have formed a professional development partnership with the Marblehead Public Schools.
- Full enrollment of 230 students.
- A strategic plan was approved and adopted by the Board of Trustees.
- Our newsletter was reinstated and 3 issues were distributed.
- A recruitment program was established to service new Board members and new Finance Committee members.
- Nina Cullen-Hamzeh was hired as the full time Academic Director and was given a two year contract.
- A Blue Ribbon Task Force was established by the Board of Trustees to look into the rental of additional space at our present site. The members provided the Board of Trustees with recommendations that will take effect in 2011.
- Our partnership with Endicott College continued with the offering of a second graduate course for our staff as part of our professional development program.
- The school received an Extended Learning Time grant, which was attended by Newburyport Public Schools and several charter schools.
- The school received a dissemination grant, which includes Marblehead, Salem, and Winthrop Public Schools as partners in our grant.

In conclusion, the Marblehead Community Charter Public School has completed its turn around program. The school, staff, and a strong waiting list provide a promising future. To be a small part of that turn around is quite an experience. The trustees, staff, students, and parents should be thanked for a job well done.

Thank you,
Dr. Albert F. Argenziano

SCHOOL MISSION STATEMENT

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

PERFORMANCE AND PLANS

Faithfulness to Charter

Accountability Plan Objectives & Measures – Faithfulness to Charter

Goal: *MCCPS will prepare students to take personal responsibility for their own learning.*

Measures of Success:

1. Each year, 100% of MCCPS students will collaborate with their teachers and parents to develop, document progress toward, and achieve individual learning goals.
EXCELLENT PROGRESS – 99.13% (all but 2 students) met with their teachers and parents in the fall to establish goals and at the end of the school year to reflect upon their progress. 172 students (61%) accomplished at least one of their goals.
2. By 2010, at least 90% of all 8th grade students will earn a rating of “Demonstrates” or “Demonstrates with Distinction” for being *responsible and reliable* and *persistent and self-directed* as determined by their teachers and recorded on the student’s report card.
MAKING PROGRESS – As shown on their report cards, 65% of 8th grade students earned a rating of “Demonstrates” or “Demonstrates with Distinction” for being *responsible and reliable*, and 43% earned a rating of “Demonstrates” or “Demonstrates with Distinction” for being *persistent and self-directed*. These percentages are not as high as in previous years; the majority of this year’s 8th grade students have been enrolled at MCCPS for no more than 2 years, and so the adoption and demonstration of the habits we value was not as well-developed as we would expect of students who have been at MCCPS since 4th grade.
3. By 2010, at least 75% of all 6th grade students will earn a rating of “Demonstrates” or “Demonstrates with Distinction” for being *responsible and reliable* and *persistent and self-directed* as determined by their teachers and recorded on the student’s report card.
NEARLY MET – As shown on their report cards, 71% of 6th grade students earned a rating of “Demonstrates” or “Demonstrates with Distinction” for being *responsible and reliable*, and 65% earned a rating of “Demonstrates” or “Demonstrates with Distinction” for being *persistent and self-directed*.

Goal: *MCCPS will create and maintain multiple opportunities for community involvement in the educational program.*

Measures of Success:

1. Each year parent satisfaction surveys will indicate at least 80% of respondents rate the community atmosphere of the school as good to excellent.
MET - According to the annual Parental Satisfaction Survey, 93% of respondents stated that there is a sense of community present in the school *most or all of the time*.
2. Each year over 50% of daily enrichment activities will be planned, organized, and supervised by community volunteers.
MET - 50% of all enrichments were effectuated by volunteers - from the community, parents, staff, current and former students. According to the Parent Satisfaction Survey,

83% of respondents state that their children benefit from participation in the Enrichment program.

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

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

Educational Philosophy:

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

Community Meeting: Each school day begins with a community meeting that includes all students, faculty, and staff. Parents, extended family, Board members, and guests are always welcome to attend these meetings. Together we celebrate our successes, face our challenges, and share learning experiences. Examples of Community Meeting activities can be found on our website on the MCCPS Events Calendar.

Community Service Learning: All grades levels participated in Community Service Learning projects. A complete list of projects and partnerships can be found in the 'Summary of Internal Assessments' section under the heading Community Service Learning.

According to the Parent Satisfaction Survey:

- 91% of respondents stated that the academic program meets the needs of their children most or all of the time.
- 88% state that working on Exhibition projects increases their children's interest in learning.
- 96% state that parental involvement is welcome at the school most or all of the time.

According to the Faculty Satisfaction Survey:

- 100% of respondents agree or strongly agree that a culture of innovation exists at MCCPS.
- 100% agree or strongly agree that the professional development opportunities at MCCPS help them to improve their practice.
- 84% agree or strongly agree that they are encouraged to participate in decision making.

Enrichment

The MCCPS Enrichment Program is a daily 45-minute period in which parents, community volunteers, and staff work with students on a wide variety of projects and activities. The Enrichment program began in the school's first year as a means for parents to take an active role in the learning environment of their children and for students to learn from their extended local community. Since then, it has grown to become an integral component of the school's core commitment to community partnerships. A list of this year's Enrichment offerings is included at the end of this report in the *Attachments & Additional Information* section.

Academic Program

Accountability Plan Objectives & Measures – Academic Program

Goal: *MCCPS will prepare students for future academic success.*

Measures of Success:

1. By 2010, at least 90% of all 8th grade students will pass the MCAS math, science, and ELA tests.
MET - According to the Spring 2008 MCAS data, 8th grade student achievement has surpassed the required 90% pass rate in math, science, and ELA.
 - 91% of 8th graders passed the MCAS math test.
 - 100% of 8th graders passed the MCAS science test.
 - 100% of 8th graders passed the MCAS reading test.
2. By 2010, at least 75 % of all 6th grade students will pass the MCAS math and ELA tests.
MET - According to the Spring 2008 MCAS data, student achievement has surpassed the required 75% pass rate in mathematics and ELA.
 - 85% of 6th graders passed the math MCAS
 - 100% of 6th graders passed the ELA MCAS
3. By 2010, at least 80% of all 8th grade students will earn a proficient score or above on all MCAS tests.
MET 2 OUT OF 3 - According to the Spring 2008 MCAS data, student achievement has surpassed the required 80% proficient or above requirement in ELA and science. Progress is being made toward this goal in math.
 - 73% of 8th graders scored proficient or above on the math MCAS
 - 97% of 8th graders scored proficient or above on the science MCAS
 - 91% of 8th graders scored proficient or above on the ELA MCAS
4. By 2010, at least 70% of all 6th grade students will earn a proficient score or above on all MCAS tests.
PROGRESS IS BEING MADE - According to the Spring 2008 MCAS data, student achievement has surpassed the required 70% proficient or above requirement in reading. Progress is being made toward this goal in math.
 - 46% of 6th graders scored proficient or above on the math MCAS
 - 65% of 6th graders scored proficient or above on the ELA MCAS
5. MCCPS will meet or exceed yearly AYP benchmarks.
NEARLY MET - According to the DESE website, MCCPS continues to meet the Adequate Yearly Progress requirements in the aggregate in both ELA and math. AYP was not met in special education in either subject.
 - ELA – AYP met in the aggregate
 - Math – AYP met in the aggregate
 - AYP for Special Education sub groups was not met this year in either ELA or math
6. By 2010, at least 90% of all 8th grade students will earn a proficient rating on NWEA (Northwest Education Assoc.) math and reading tests.
MET one half of this goal, MAKING PROGRESS in other half – According to the June administration of the NWEA, 8th grade students met this goal in reading but not in math. The majority of students in this group (class of 2009) have been at MCCPS for less than two years, and in that time they have experienced considerable growth.

- 65 % of 8th graders earned a proficient rating on the NWEA math test.
 - 97% of 8th graders earned a proficient rating on the NWEA reading test.
7. By 2010, at least 75% of all 6th grade students will earn a ‘proficient’ rating on NWEA (Northwest Education Assoc.) math and reading tests.
NEARLY MET - According to the June administration of the NWEA, 6th grade students met this goal in reading and almost met it in math.
- 71% of 6th graders earned a proficient rating on the NWEA math test.
 - 92% of 6th graders earned a proficient rating on the NWEA reading test.
8. By 2010 at least 90% of all 8th grade students will earn a ‘proficient’ rating on all internally developed subject area benchmarks (strands).
MAKING PROGRESS – The majority of students in this group (class of 2009) have been at MCCPS for less than two years, and in that time they have experienced considerable growth.
- 75% of 8th grade students earned a ‘proficient’ or above in all subjects
 - 79% of 8th graders earned a ‘proficient’ or above in math
 - 77% of 8th graders earned a ‘proficient’ or above in ELA
9. By 2010 at least 75% of all 6th grade students will earn a ‘proficient’ rating on all internally developed subject area benchmarks (strands).
MET/MAKING PROGRESS – This goal was met in math, but not in ELA or the aggregate.
- 68% of 6th grade students earned a ‘proficient’ or above in all subjects
 - 75% of 6th grade students earned a ‘proficient’ or above in math
 - 61% of 6th grade students earned a ‘proficient’ or above in ELA

Common School Performance Criteria – Academic Program

Curriculum:

The Marblehead Community Charter Public School continues to provide a setting for educators, students, parents, and citizens to explore new opportunities for innovation and high achievement in public education. We are committed to the development, evaluation, documentation, and dissemination of a high-quality academic program that is standards-driven, project-based, and student-centered.

- MCCPS offers a rigorous, challenging, and comprehensive program aligned with the Massachusetts Curriculum Frameworks.
- An individual learning plan is developed for each student. My Achievement Plans (MAPs) are individual learning plans developed collaboratively by the student, teacher(s), and parent/guardian to reflect the learning goal(s) of the student and establish the responsibilities of the student, teacher(s), and parent/guardian in achieving the goals. Students regularly write reflections to indicate and document progress toward achieving their goals. Two formal conferences per year are reserved to develop goals and discuss progress. A list of this year’s individual learning plan goals is included at the end of this report in the *Attachments & Additional Information* section.
- A school-wide global thematic approach connects all learning across curricular areas and grade levels.
- A Public Exhibition of Student Work culminates each trimester. Students demonstrate what they have learned for their families, friends, and the larger community. Exhibitions also provide teachers with the opportunity to assess student academic growth within the context of a public forum. Students receive instruction, develop skills, and are assessed for proficiency at appropriate and increasingly complex levels across the grades. More

information about Exhibition is included at the end of this report in the *Attachments & Additional Information* section.

- An integrated curriculum is presented in ways that allow students to pursue their interests, to draw upon community resources, and to extend their innate and developing abilities to the greatest extent possible.
- A standards-driven, student-centered, project-based curriculum results in highly engaged students and a positive learning environment. All projects are rigorous, interdisciplinary, and allow sufficient room for individual ability and autonomy.
- Our dynamic and reform-minded faculty invest themselves wholeheartedly in creating an experience of community, academic rigor, critical thinking, and self-discipline that creates an effective learning environment for students.
- The Professional Schedule includes at least ten annual professional in-service days and at least 7 hours each week for common planning and professional development.
- A variety of assessment tools and strategies are employed at MCCPS. Students earn a demonstrated level of understanding in content area strands as well ratings for their demonstration of essential habits.
- Technology is highly integrated and greatly valued at MCCPS. The building has wireless access to the Internet. All students and teachers have user accounts. Most documents are organized in grade level folders, and each classroom is equipped with computers. Attendance, grades, and report cards are recorded electronically, and much of this information is available to parents online via the teacher and parent designed *Parents' Corner*.
- The CUE Report (Communicating Understanding through Evidence) has been further refined this year as a response to teacher and parent input. It is web-based, and is available online for parents and students.

Instruction:

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

Teachers utilize a number of web-based applications to these ends: the unit and lesson plan database is used for teachers to organize units, co-plan lessons and document what is taught; the grade book, accessible to parents and students, allows teachers to keep records of and effectively communicate to the students and parents the status of the students' work.

In addition, three times per year, students present interdisciplinary, project-based work at Exhibition. The work is meaningful, the audience is real - in the form of parents, teachers and other community members - and the assessments are performance-based.

In order to guide instructional planning and practice, the staff has done a number of things. First, frequently at all-staff meetings, best practices are shared and discussed. Second, a number of staff members have participated in regular *Critical Friends Group* meetings in which student work is analyzed, professional dilemmas are discussed, and their teaching practice is reflected upon and improved. Third, in the fall and spring of each year, the NWEA reading and math tests are administered to students; the results are analyzed in all-staff and other meetings so that areas of strength can be identified and teaching practice can be directed towards identified needs. Fourth, weekly grade-level and special education meetings are driven by analyzing both qualitative and quantitative evidence in order to best meet the needs of the students.

Program Evaluation:

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

- Math/Science/Technology and Humanities department teachers meet weekly (1 hour) to discuss unit and lesson plans, best practices, innovative project ideas, and how best to deliver a standards driven curriculum, as well as develop content curriculum maps and content related individual goals and objectives for the year.
- Grade level teams meet weekly for at least 90 minutes to discuss integration, units and lessons, student issues (academic, emotional/social, and disciplinary), Exhibition planning, class web page content, parent communication, assessment, and how best to deliver a standards-driven, performance-based curriculum. They also work together to develop professional goals and objectives with their team members.
- Special Education consult meetings also support the continual improvement of the program. Teaching teams meet for 90 minutes each week with the Director of Special Education and their grade-level inclusion specialist to discuss curriculum delivery to our students with special needs, student academic progress and behavioral issues, IEP's, child study team/child find needs, parent meetings, as well as how to ensure that students with special needs are receiving a rich curriculum based on the state standards.
- Professional development is integral to the continual improvement of our program. Teachers have at least 45 minutes four days a week and 2.5 hours once a week of professional development time which is often used to meet with colleagues to discuss integration of their content, plan integrated units, participate in cohorts to learn more about rubrics, performance assessments, and backward design, as well as looking at student work and test results, and discussion about student behavior and engagement. All of these meetings involve continuous reflection and suggestions for improvement that ultimately help us to better meet the needs of the students.
- Mentors are assigned to all first and second year teachers. These master teachers meet weekly with their mentees to review impressions, questions, and concerns, as well as examine unit/lesson planning, Exhibition planning, and assessments. Mentors help to establish routines and expectations, suggest strategies for working with diverse and actively involved learners, and offer advice for communicating with parents and colleagues. In addition mentors observe mentees at least once a trimester and give feedback and often co-teach with their mentees.
- The leadership team (a representative group of teachers and administrators) meets once a week for at least 60 minutes with the Academic Director to discuss issues related to the quality and effectiveness of the academic program.
- Surveys are conducted annually to gauge parent and teacher satisfaction with the school program and the leadership of the Academic Director. The results of these two surveys are reviewed by the Academic Director with the faculty and the Personnel Committee of the Board of Trustees. Performance evaluations and future goals are based, in part, upon the results of the surveys.

School Culture:

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

all help to care for the school by doing chores. And, graduates frequently come back to visit.

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

The faculty, staff, and administration at MCCPS are a dynamic and dedicated group who truly love the work they do. Their excitement comes in part because they get to make a lot of decisions. Teacher empowerment is integral to our school, and it fosters a level of personal and professional investment that absolutely fuels our culture.

Diverse Learners:

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

According to the 2008-2009 Special Education Evaluation Survey, 94% of parents who responded stated that "My child is provided with the necessary accommodations," and 94% stated that "Communication between my family and the special education staff is effective."

Organizational Viability

Accountability Plan Objectives & Measures – Organizational Viability

Goal: *MCCPS will hire and maintain a highly qualified, professionally satisfied faculty.*

Measures of Success:

1. By 2010, 100% of teachers will be licensed and highly qualified as determined by Federal and State guidelines.

NEARLY MET: 2008-2009 EPIMS data indicate that MCCPS has a Highly Qualified Teacher (HQT) percentage between 97-99%; 79% of teachers are licensed.

2. In an annual survey given to all teachers, 85% will agree or strongly agree with the statement, "MCCPS is a school that values teacher leadership."

NEARLY MET: According to the Faculty/Staff Satisfaction Survey, 84% of respondents agreed or strongly agreed that they "are encouraged to participate in making decisions that affect them."

3. MCCPS overall faculty attrition will be less than 10% for other than family displacement, geographical reasons.

NEARLY MET: 2008-2009 faculty attrition was 13.8%

- 3 found jobs offering higher salaries

- 2 resigned midyear (and were replaced by others who will be returning)
- 3 were not renewed (not included in the calculation for attrition)
- 1 had been on administrative leave since 6/07
 - contract expired and was not renewed

Goal: MCCPS will maintain parental satisfaction with the school.

Measures of Success:

1. By 2010, MCCPS will achieve 100% student enrollment with a waiting list for every grade.
MET: For 2008-2009, enrollment was at capacity all year; a waiting list of 189 students spanned all grade levels.
2. MCCPS overall student attrition will be less than 10% for other than family displacement, geographical reasons.
MET: Student attrition was 2%.
 - 3 students left during the year for other than family displacement, geographical reasons.
 - 2 students completed the year, but will not be returning next year.
3. Mid-year parent satisfaction surveys will indicate 80% overall satisfaction with the schools academic program.
MET: 89% of respondents indicated that they are "satisfied with the MCCPS academic program" most or all of the time.

Goal: MCCPS will be soundly governed by an active and prudent Board of Trustees.

1. The Board will achieve 85% of its annual goals; members will attend 90% of Board meetings.
NEARLY MET: The Board achieved 80% of its annual goals.
MET: Attendance by Board members at Board meetings was 90.2%.

The Board established five ambitious goals for the 2008-2009 school year and delivered on four of them, or 80%. The goals and status against them, in brief, were:

 - i. Identify leadership model and hire appropriate leaders
 - a. The Board identified a bifurcated leadership model, with one Academic Director and one Managing Director, and job descriptions for each.
 - b. The Board hired our Interim Academic Director as Academic Director on a two-year contract, and extended the at-will contract of our Interim Managing Director with the intention of recruiting a full-time Managing Director in January, 2010.
 - ii. Create a Strategic Plan
 - a. The Board, led by ex-officio Member and Academic Director Ms. Cullen-Hamzeh and with broad collaboration from the entire community, created a strategic plan and committed to an ongoing strategic planning process.
 - iii. Ensure financial stability and restore the school's surplus

- a. Full enrollment and operational excellence met or exceeded the prudent financial targets set by the Board; the surplus continues to increase but is not yet fully restored per finance policy.
- iv. Increase non-tuition income to 10% of the school's budget
 - a. The "school" successfully engaged on a series of fundraising efforts, but the Board did not seriously entertain this goal beyond recognizing the need for serious development efforts, which was incorporated into the job description for the Managing Director position.
- v. Ensure sound governance and trustee training.
 - a. The Board, primarily through the Governance Committee, recruited an "external" Board Member with substantial credentials and successfully presented for modification the bylaw amendments required to allow a bifurcated management structure. As part and parcel of such, the Board and Administration successfully addressed voting rights and conflict-of-interest issues, ultimately agreeing to make the two Director positions non-voting Members of the Board. Trustee training was addressed at the committee level with limited visibility during this school year.

Common School Performance Criteria – Organizational Viability

Policy Decisions

Open Meeting rules are followed. An invitation to attend each Board meeting is emailed to the parents and faculty/staff, and a summary of decisions and actions is emailed to them after each meeting. Meetings begin with public comment. Meeting minutes are posted on the School's website.

A complete description of policy decisions is available on the School's website: MarbleheadCharter.org. Following is a summary of major decisions.

July 17, 2008

Decisions:

1. waived 30-day wait period in order to approve the proposed charter changes
2. approved proposed changes

August 7, 2008

Decisions:

1. the position of Interim Academic Director be considered the School's Chief Staff Person
2. adjourned to executive session under exception three of the Open Meeting Law, MGL Chapter 30 Section for the express purpose of reviewing, approving, and determining the release status of the Executive Session Minutes for July 23 2007, October 11, 2007, December 6, 2007, January 30, 2008, February 25, 2008, April 3, 2008, and May 1, 2008

September 4, 2008

Decision:

1. Mr. Ira Keller appointed to the Finance Committee, for a period of three years

October 2, 2008

Decision:

1. adopt draft of MCCPS Mission Statement to be used as the School's mission statement beginning immediately, and with the intent to review and submit it to the Department of Elementary and Secondary Education once our Charter renewal is complete.

November 6, 2008

Decisions:

1. Ms Kay O'Dwyer appointed to the Governance Committee, for a period of three years
2. approved the performance indicators, goals and objectives for the Interim Academic Director as recommended by the Personnel Committee
3. adjourned to executive session under exception three of the Open Meeting Law, MGL Chapter 30 Section 11A1/2, *"to discuss strategy with respect to collective bargaining or litigation."*
4. adopted a permanent leadership model of a Managing Director and an Academic Director, both reporting to the Board of Trustees.

December 11, 2008

Decision:

1. accepted the recommendation of the Personnel Committee that Ms Cullen Hamzeh has met or exceeded the requirements as set out in the Goals and Indicators for the Interim Academic Director.

January 8, 2009

Decisions:

1. accepted and approved the Report of the School's Auditors for the fiscal year ending June 30, 2008
2. accepted the position description of the Academic Director
3. accepted the position description of the Managing Director
4. extended an offer to Ms Nina Cullen Hamzeh to serve as Academic Director for the 2009 – 2010, and 2010 – 2011 academic years
5. reappoint Ms. Cathy Vaucher as a Class B trustee, to fill a three year term commencing at the close of the January 2009 Regular Meeting of the Board of Trustees, and expiring at the close of the January 2012 Regular Meeting of the Board of Trustees.
6. appointed Mr. Chris Fauci as a Class A trustee, to complete the unexpired term of former trustee Pamela Shorr, commencing at the close of the January 2009 Regular Meeting of the Board of Trustees, and expiring at the close of the January 2011 Regular Meeting of the Board of Trustees.

February 25, 2009

Decisions:

1. appointed Dr. Alice de Koning as a Class C trustee, to fill a one year term commencing immediately upon approval by the Department of Elementary and Secondary Education, and expiring at the close of the January 2010 Regular Meeting of the Board of Trustees
2. approved and adopted the Vision as reflected in the MCCPS Strategic Plan
3. approved and adopted the current version of the Action Plan as reflected in the MCCPS Strategic Plan; committed to review the Action Plan at least semi annually and reserved for itself the right to modify the Action Plan

4. created Expansion Task Force to consider using the remaining 7,321 square feet at the 17 Lime Street facility
5. adjourned to executive session under exception three of the Open Meeting Law, MGL Chapter 30 Section 11A1/2, “to discuss strategy with respect to collective bargaining or litigation.”

March 12, 2009

Decisions:

1. approved the terms of the contract being offered to Nina Cullen Hamzeh as Academic Director effective July 1, 2009
2. created a full time position for Managing Director, based on the previously approved Managing Director’s Position Description, effective July 1, 2009
3. adjourned to executive session under exception seven of the Open Meeting Law, MGL Chapter 30A Section 11A1/2 for the express purpose of reviewing, approving, and determining the release status of the Executive Session Minutes for February 25, 2009.
4. directed the Personnel Committee to develop Job Description for Part Time Managing Director for the period of July 1, 2009 and continuing through June 30, 2010

April 2, 2009

Decisions:

1. amended MCCPS By-Laws to read: Section 2. The School’s Academic Director and Managing Director shall have exclusive authority to exercise managerial powers over the day to day operations of the school and to select, appoint, evaluate, and/or remove the school faculty and staff as is delineated in each Director’s contract, and in accordance with applicable federal and state laws, general School policies
2. extended the position of part time Interim Managing Director for the 2009 – 2010 School year on an as-needed, contract basis; authorized the Chair or his designate to enter into negotiations with Dr. Al Argenziano for the purpose of negotiating a contract to continue to serve as the Interim Managing Director for the Marblehead Community Charter Public School for the 2009-2010 school year
3. decided to begin the search for a full time, permanent Managing Director no later than September 1, 2009, with the intent of selecting an individual to fill that role beginning on July 1, 2010
4. decided against extending Mr. Tom Commeret’s contract beyond June 30, 2009; will instruct School Consul to notify Mr. Commeret

May 7, 2009

Decisions:

1. authorized the Chair or his designate(s) to enter into discussion with the landlord for 17 Lime Street for the purpose of negotiating a lease for the remaining space in 17 Lime Street, contingent upon approval of necessary changes to Charter by the Department of Elementary and Secondary Education
2. endorsed the recommendation of the Expansion Task Force to enter into a lease for the additional space for 17 Lime St; to add two sections of third grade, and to increase enrollment by 50 students, all with the intent to begin accepting students in the new grade and space for the 2011- 2012 school year
3. amended the MCCPS By Laws as follows: Section 1: The Board of Trustees shall appoint an Academic Director and a Managing Director, who shall be responsible for carrying out the work of the School in accordance with each Director’s contract, the policies

- established from time to time by the Board of Trustees and pursuant to applicable federal and state laws. The School's Academic Director and Managing Director will be Ex officio members of the Board of Trustees, with all rights and responsibilities as other Trustees, except that the Academic Director and Managing Director may not vote on any matter, may not serve as an officer of the Board, and will not be counted when determining a quorum. As Ex officio members, the Academic Director and the Managing Director have exactly the same rights and privileges as do all other Trustees except as otherwise stated in these By-Laws.
4. amended the MCCPS By Laws as follows: Article II, Section 1: The Board of Trustees (hereinafter the Board) shall consist of at least nine (9) Trustees and not more than fifteen (15) Trustees. In alignment with the School's Charter, "MCCPS is to be a teacher-led, student-focused school, staff members will be an integral part of every aspect of school operations." Marblehead Community Charter Public School Teachers and staff members are encouraged to serve on the Board. The Board of Trustees shall include at least one current Teacher, and one parent of a current Charter School student as members.
 5. amended the MCCPS By Laws regarding the roles of the Academic and Managing Directors, including the Board's responsibility to select, appoint, evaluate and/or remove the School's Academic Director and Managing Director; with the School's Academic Director and Managing Director
 6. amended the MCCPS By Laws regarding the Personnel Committee – It will be created by and responsible to the Board. The Chair of the committee shall be a member of the Board, and shall be chosen from among the current Trustees. This committee assumes the responsibility for advising the Board on matters pertaining to the School's Academic Director and Managing Director, including the evaluation of the School's Academic Director and Managing Director. This responsibility shall, in no way, interfere with the authority of the School's Academic Director and Managing Director to hire, supervise and terminate the remaining staff of the charter school, in accordance with federal and state laws, School personnel policies and each Director's contract
 7. approved the terms of the contract being offered to Dr. Albert Argenziano as Interim Managing Director effective July 1, 2009
 8. approved the final version of the MCCPS Strategic Plan: 2009 – 2013

June 4, 2009

Decisions:

1. appointed Mr. Francesco Rietti to the Finance Committee, for a period of three years, effective immediately and through June 30, 2012
2. appointed Mr. John 'Matt' Cronin to the Finance Committee, for a period of three years, effective immediately and through June 30, 2012
3. appointed Mr. Peter Jalbert to the Finance Committee, for a period of three years, effective immediately and through June 30, 2012
4. approved the FY 2010 MCCPS Budget
5. approved the recommendation of the Governance Committee to postpone action on the proposed Amendment Change for adding a Third Grade and additional students for submission in August 2010; approved the recommendation of the Governance Committee to begin work on a charter amendment in September of 2009
6. accepted the recommendation of the Personnel Committee that Ms Cullen Hamzeh has met or exceeded the requirements as set out in the Goals and Indicators for the Interim Academic Director for the 2008 – 2009 School Year
7. appointed Mr. Emil Ronchi as Chair of the Board of Trustees effective July 1, 2009 and serving until Jun 30, 2010, or until his successor is named, whichever is later.

8. appointed Ms Cathy Vaucher as Vice Chair of the Board of Trustees effective July 1, 2009 and serving until Jun 30, 2010, or until her successor is named, whichever is later
9. appointed Dr. John Sullivan as Treasurer of the Board of Trustees effective July 1, 2009 and serving until Jun 30, 2010, or until his successor is named, whichever is later
10. appointed Mr. John McEnaney as Clerk of the Board of Trustees effective July 1, 2009 and serving until Jun 30, 2010, or until his successor is named, whichever is later.

Amendments to the Charter

It has been thirteen years since the original Charter Application was filed. While we have remained true to the intent of the original Charter Application, there have been many process and legal changes that make it necessary for us to refresh our original application. The changes documented here are designed to accomplish two main objectives:

- To ALIGN the MCCPS Charter and governance structure with changes to state laws and regulations that govern Charter Schools; and
- To CLARIFY how our organizational, management, and accountability approaches have evolved in line with legal and regulatory changes.

We have completed this clarification of the Charter under the guidance of the Department of Elementary and Secondary Education, Charter School Office (CSO), and knowing that we are among the first participants in a new process that the CSO is piloting in clarifying and updating some of the longest standing Charter School charter applications.

Official Complaints

The MCCPS Board of Trustees received 0 official complaint this year. Official complaints are those received by the Board of Trustees in writing pursuant to the state's charter school regulations, 603 CMR 1.10. Complaints received by telephone or in person are not considered official complaints.

Oversight

Representing the Board of Trustees, the Personnel Committee (PC) and the Academic Director (AD) develop goals and objectives for the academic year based on the MCCPS accountability plan and conduct an initial performance and expectation review prior to the beginning of the academic year. These goals and objectives, including goal indicators, are submitted to the Board of Trustees for approval. After approval, the Academic Director maintains an interim performance report, based on measurable goal indicators, with which to periodically brief the Board of Trustees. After the first trimester, the PC conducts an initial performance review based on identified goals, objectives, and indicators. In preparation for the initial evaluation, the Academic Director provides PC members with a timely written report based on the identified goals, objectives and indicators for the academic year. The evaluation is conducted at a scheduled open meeting and includes information from faculty, staff and parent surveys deployed prior to the meeting. The results of the initial evaluation are then presented to the Board of Trustees for discussion and approval. The final evaluation with recommendations is conducted after the last trimester in the same manner as the initial evaluation after the first trimester.

Board Planning

Strategic Plan: Over the course of this school year, the entire community was involved in the creation of a new Strategic Plan. Parents, students, teachers, and Board members participated in a series of activities and workshops that resulted in a revised Mission, a clarified Vision, and a Strategic Plan to which all members of the school community enthusiastically committed. The document is available on the MCCPS website: MarbleheadCharter.org.

Family & Faculty/Staff Satisfaction:

MCCPS demonstrates that families are satisfied with its program via two surveys: the *Parent Interim Academic Director Evaluation Survey* and the *Parent Satisfaction Survey*. Volunteerism, parental presence in the school, and donations are also indicators of parent satisfaction.

Of 33 faculty/staff members:

- 30 faculty/staff (91%) responded to the *Faculty/Staff Interim Academic Director Evaluation Survey*
- 25 faculty/staff (78%) responded to the *Faculty/Staff Satisfaction Survey*

Of 181 families:

- 84 families (46%) responded to the *Parent Interim Academic Director Evaluation Survey*
- 95 families (53%) responded to the *Parent Satisfaction Survey*

Parents at all grade levels participated in some activity/event throughout the year:

- 75% of 4th grade parents
- 60% of 5th grade parents
- 95% of 6th grade parents
- 55% of 7th grade parents
- 30% of 8th grade parents

According to the Faculty Satisfaction Survey:

- 100% of respondents agree or strongly agree that a culture of innovation exists at MCCPS.
- 100% agree or strongly agree that the professional development opportunities at MCCPS help them to improve their practice.
- 84% agree or strongly agree that they are encouraged to participate in decision making.

Financial Oversight

The Board of Trustees has designated a subcommittee entitled Finance Committee, which is chaired by Dr. John Sullivan, a Trustee and presently has eight (8) members. The Interim Managing Director, the Academic Director, and the Business Manager attend all meetings. Anyone with a financial tie to the school is prohibited from voting on any fiscal decision that may pose a conflict of interest. Three of the parents that serve on the Finance Committee have extensive backgrounds in finance with the Treasurer also teaching graduate level finance at Boston University.

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

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

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

and the planning of long-term goals.

DISSEMINATION

- In 2008-2009 the MCCPS faculty and staff acted as consultants for the Pioneer Charter School of Science in Everett, Seven Hills Charter School in Worcester, and the Salem Academy Charter School in Salem.
- Several teachers participated in study tours sponsored by the Massachusetts Center for Charter School Excellence at Boston Collegiate Charter School and Boston Preparatory Charter School.
- Our partnership with Endicott College continued, as 2 of our teachers taught a graduate level course entitled, Measurements and Evaluations at the school. Plans are already in the works for a course on Professional Development in the fall of 2009.
- Our school counselor was instrumental in organizing a cohort of counselors from schools on the North Shore who met monthly to discuss issues and concerns related to their schools.
- At the beginning of May, MCCPS was one of five charter schools chosen to present as part of the study tour "Expanded Learning Time, Making Every Minute Matter" sponsored by the Massachusetts Center for Charter School Excellence. The workshop was well received by attendees and the Superintendent of the local school district also visited.
- We are currently working with the Center for Collaborative Education as part of a cohort to create an "across school performance assessment system" that is both valid and reliable with the potential for influencing state education policy.
- We were recently awarded a grant from the Massachusetts Charter School dissemination Program for our program entitled, *Fuel for Students-Performance-Driven Standards-Based Curriculum Project Development*. As part of that grant we will be conducting a conference where attendees will learn how to construct an innovative unit including lesson plans and assessments based on the Massachusetts Standards. In addition there will be follow-up support for participants. Superintendents from Marblehead, Salem and Winchester school districts have agreed to have their teachers participate.

FINANCIAL REPORTS

FY09 results

Income

State Reimbursement	\$2,388,241
Federal & State Grants	\$74,044
Fundraising Income	\$50,154
Private Grants	\$29,890
Investment Income	\$228
Other Income	\$28,786
School Lunch	\$113,799
Student Activities	<u>\$56,178</u>
Total	\$2,741,320

Expense

Direct Student Support	\$67,309
Student Activities	\$54,704
Occupancy	\$331,182
Office & Administration	\$118,634
Personnel	\$1,977,676
School Lunch	<u>\$99,295</u>
Total	\$2,648,800
Net cash FY07	\$95,520

FY09 Balance Sheet

ASSETS

Current Assets – Checking & Savings	\$269,453
Fixed Assets – Leasehold Improvements	<u>\$407,395</u>
TOTAL ASSETS	\$676,848

LIABILITIES & EQUITY

Long Term Liabilities	
Notes Payable – Long Term	<u>\$219,771</u>
Total Liabilities	<u>\$219,771</u>
Equity	
Opening Balance Equity	\$1,007
Retained Earnings	\$363,550
Net Income	<u>\$92,520</u>
Total Equity	\$457,077
TOTAL LIABILITIES & EQUITY	\$676,848

Fiscal Year 2010 Approved School Budget

ITEM	DESCRIPTION	Proposed
	<i>Assumed average PPE # of Feb. 15th enrollees</i>	\$9,826 230
CASH SOURCES:		
1	STATE REIMBURSEMENT	\$2,259,894
2	FUNDRAISING - SCHOOL	\$30,000

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3	OTHER	\$3,500
	STUDENT ACTIVITY	
4	FUND	\$17,250
	MCCPS EDUCATION	
5	FOUNDATION	\$0
6	INTEREST INCOME	\$1,000
<hr/>		
	TOTAL CASH SOURCES	\$2,311,644

PERSONNEL:

7	SALARIES	\$1,459,942
8	ENRICHMENT	\$10,000
9	SUBSTITUTE TEACHERS	\$0
10	BENEFITS	\$240,604
11	STAFF DEVELOPMENT	\$2,000
12	SEARCH COSTS	\$690
<hr/>		
	Sub-Total	\$1,713,236

DIRECT STUDENT SUPPORT:

13	TEACHER'S SUPPLIES	\$3,000
14	CURRICULUM SUPPLIES	\$16,000
15	STUDENT SUPPLIES	\$3,000
16	SPED SUPPLIES	\$1,000
17	COMPUTER SUPPORT	\$18,500
18	COMPUTERS	\$10,000
19	FURNISHINGS	\$500
20	ALEKS	\$8,050
21	NURSING SUPPLIES	\$700
<hr/>		
	Sub-Total	\$60,750

OCCUPANCY:

22	RENT	\$246,700
23	MAINTENANCE	\$20,000
24	CUSTODIAL SERVICES	\$22,000
25	CUSTODIAL SUPPLIES	\$7,000
26	UTILITIES	\$53,500
<hr/>		
	Sub-Total	\$349,200

OFFICE & ADMINISTRATION:

27	SUPPLIES	\$3,000
28	EQUIP & COMM	\$12,500
29	LEGAL & ACCOUNTING	\$10,000
30	PAYROLL SERVICE	\$4,000

31	PRINTING & COPYING	\$500
32	POSTAGE & SHIPPING	\$4,000
33	INSURANCE	\$23,587
34	ANNUAL REPORT	\$0
35	BOARD EXPENSES	\$500
36	FINANCE CHARGES	\$8,500
37	FUNDRAISING	\$10,000
38	ADMISSIONS	\$1,000
39	AD DISCRETIONARY	\$1,000
<hr/>		
	Sub-Total	\$78,587
	Sub-Total, Cash Disbursed	\$2,201,774
40	DEBT SERVICE	\$44,332
	CAPITAL	
41	EXPENDITURES	\$13,500
	TOTAL CASH DISBURSED	\$2,259,606
42		\$52,038

DATA SECTION

INSTRUCTIONAL TIME:	
Total number of instructional days for the 2008-09 school year:	184 days scheduled - 2 snow days = 182 days
First and last day of the 2008-09 school year:	August 28, 2008 June 19, 2009
Length of school day (please note if schedule varies throughout the week or the year):	7:45-3:15 (3:30-4:30 optional)

STUDENT ENROLLMENT INFORMATION:	
Number of students who completed the 2007-08 school year but did not reenroll for the 2008-09 school year (excluding graduates):	9
Total number of students enrolled as of October 1, 2008:	230
Total number of students who enrolled during the 2008-09 school year, after October 1, 2008:	2
Total number of students who left during the 2008-09 school year, after October 1, 2008: <ul style="list-style-type: none"> • all 3 returned to their out of district sending schools 	3
Total number of students enrolled as of the June 2009 SIMS submission:	229
Number of students who graduated at the end of the 2008-09 school year:	39

STUDENT DEMOGRAPHIC & SUBGROUP INFORMATION:

Residence

	Number	Percentage
Beverly	4	2%
Lynn	31	13.2%
Marblehead	97	41%
Nahant	14	6%
Peabody	5	2%
Salem	30	13%
Saugus	1	0.4%
Swampscott	50	22%
Winthrop	1	0.4%

Race

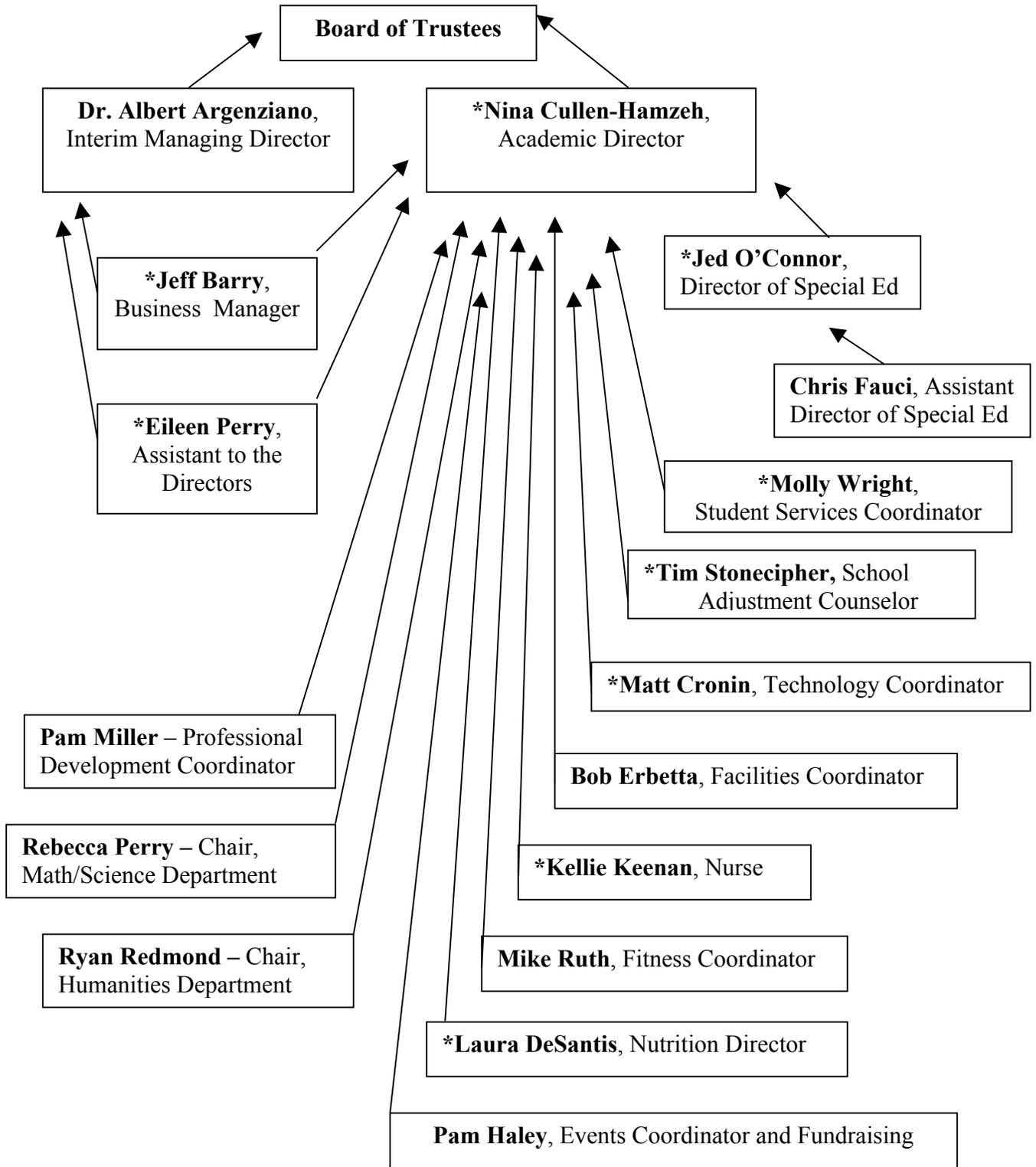
	Number	Percentage
African American	3	1%
Asian	4	2%
White	203	88%
White/African American	3	1%
White/Asian	2	1%
White (Hispanic/Latino)	15	6%
Native American/Pacific Islander	2	1%

	Number	Percentage
Special Education (as of 10/08)	36/230	15.6%
Limited English Proficient	0	0
Low Income	22/230	10%

ADMINISTRATIVE ROSTER FOR THE 2008-09 SCHOOL YEAR			
Title	Brief Job Description	Start date	End date
Helena (Nina) Cullen-Hamzeh	Academic Director	8/1995*	
Dr. Albert Argenziano	Interim Managing Director	8/2007	
Molly Wright	Student Services Coordinator	9/1997	
Jed O'Connor	Director of Special Education	8/2005	
Chris Fauci	Assistant Director of Special Ed	8/2006	7/2009
Jeff Barry	Business Manager	8/1995*	
Matt Cronin	Technology Coordinator	8/2000	
Eileen Perry	Assistant to the Directors	7/2007	
Tim Stonecipher	School Adjustment Counselor	8/2007	7/2009
Bob Erbetta	Facilities Coordinator	10/2007	
Kellie Keenan	Nurse	8/2008	7/2009
Mike Ruth	Fitness Coordinator	9/2004	
Laura DeSantis	Nutrition Director	5/2008	
Pam Haley	Events Coordinator & Fundraising	8/2006	
Pam Miller	Professional Development Coordinator	8/1995*	
Rebecca Perry	Math/Science/Tech Department Chair	8/1996	
Ryan Redmond	Humanities Department Chair	8/2007	

* **Founding Faculty/Staff**

ORGANIZATIONAL CHART



Full/Part Time - Only the individuals with an asterisk are full-time in the identified role.

TEACHERS AND STAFF ATTRITION FOR THE 2008-09 SCHOOL YEAR			
	Number as of the last day of the 2008-09 school year	Departures during the 2008-09 school year	Departures at the end of the school year
Teachers	21	2	3
Other Staff	2.5	0	1.5

Brief explanation of departures:

- 1 administrator was on administrative leave; contract expired 6/30/09
- 2 teachers resigned during the school year
- 3 teachers left at the end of the year (2 were not renewed, 1 found a higher paying job)

MCCPS Board of Trustees as of June 30, 2009

Trustee	Employer or Professional Expertise	Most Recent Appointment Date	Term Expires	Eligible For Reappointment	Committees
Class C Trustees (limit 5 Trustees)					
Emil Ronchi <i>Chair</i>	Point Capital Advisors	Jun 2007	Jan 2010	Yes	Finance (ex officio) Personnel
John Sullivan <i>Treasurer</i>	Boston University	Aug 2007	Jan 2010	Yes	Finance (chair, ex officio)
John McEnaney <i>Clerk</i>	Self Employed Technology Consultant	Jul 2007	Jan 2010	Yes	Finance Governance
Alice de Koning	Salem State College	Feb 2009	Jan 2010	Yes	Community Relations
<i>Vacant</i>					
Class A Trustees (limit 4 Trustees)					
Bob Sousa	US Air Force Reserves	Jan 2008	Jan 2011	Yes	Personnel (chair)
Chris Fauci*	MCCPS <i>*Appointed to fill the unexpired term of Pam Shorr</i>	Jan 2009	Jan 2011	Yes	Personnel
Cynthia Canavan	Lawyer	Jan 2008	Jan 2011	No	Governance
Matt Cronin	MCCPS	June 2008	Jan 2011	Yes	Finance
Class B Trustees (limit 5 Trustees)					
Cathy Vaucher <i>Vice Chair</i>	First Church Congregational, Temple Sinai	Jan 2009	Jan 2012	Yes	Governance (chair)
<i>Vacant</i>					
Ex Officio Trustee					
Nina Cullen-Hamzeh	MCCPS	per Article V Section 1 of the MCCPS By Laws.			Finance (ex officio, non voting)

MCAS Results

MCCPS administers the Massachusetts Comprehensive Assessment System (MCAS) each year as required by state law. As the following charts indicate, MCAS results show that MCCPS students continue to perform well.

2008 MCAS - English Language Arts (ELA)

	Passed	Advanced/Proficient
Class of 2008 (in 8 th)	100%	91%
Class of 2009 (in 7 th)	95%	64%
Class of 2010 (in 6 th)	100%	65%
Class of 2011 (in 5 th)	98%	61%
Class of 2012 (in 4 th)	94%	48%

2008 MCAS - Mathematics

	Passed	Advanced/Proficient
Class of 2008 (in 8 th)	91%	73%
Class of 2009 (in 7 th)	70%	29%
Class of 2010 (in 6 th)	85%	45%
Class of 2011 (in 5 th)	98%	61%
Class of 2012 (in 4 th)	88%	54%

2008 MCAS - Science

	Passed	Advanced/Proficient
Class of 2008 (in 8 th)	100%	97%
Class of 2011 (in 5 th)	96%	80%

ATTACHMENTS & ADDITIONAL INFORMATION

Public Exhibitions of Student Work

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

Individual Learning Plans aka My Achievement Plan (MAPs)

MAP Meetings & Progress

- 228 students participated in at least 1 MAP meeting with a teacher and parent

-172 students accomplished at least one of their goals

	# of goals established	#Accomplished or Satisfactory Progress	% Accomplished or Satisfactory Progress
Art	11	4	36%
Community Service	3	3	100%

Learning			
Class Participation	7	4	57%
Computers	4	4	100%
Fitness	14	11	78%
French	17	13	76%
Global Studies	1	1	100%
Handwriting	7	5	71%
Homework Completion	15	5	33%
Math	98	61	62%
Music	16	11	69%
Organization	49	26	53%
Reading Comprehension	50	36	72%
Researching Skills	3	3	100%
Science	7	2	29%
Social Skills	21	10	48%
Speaking	5	4	80%
Spelling	11	7	64%
Typing	12	7	58%
Writing	52	29	56%
TOTAL	403	246	61% of all

Enrichment activities implemented this year

Enrichment	Grade Level	Instructor
A CAPPELLA	7/8	Parent Volunteer
ALICE	ALL	Student Volunteer
Art in Bloom	ALL	Parent Volunteer
Authentic Spanish Cooking	ALL	Parent Volunteer
Babysitting 101	6/7/8	MCCPS Staff
Bananagrams and Scrabble	ALL	MCCPS Staff
Barry's Bingo	4/5/6	MCCPS Staff
Basketball Team	6/7/8	MCCPS Staff
Beading Accents	ALL	Community Member (paid)
Beading Crafts	ALL	Parent Volunteer
Bill Nye Science Experiments	ALL	MCCPS Staff
Board Games	4/5/6	MCCPS Staff
Care of Small Animals	ALL	MCCPS Staff
Chess Club- Beg & Advanced	ALL	Community Volunteer
Cloning Houseplants and Hydroponic Veggies	ALL	MCCPS Staff
Cooking Cookies	ALL	MCCPS Staff
Cooking for Cafe	ALL	MCCPS Staff
Cooking with Chef Laura	ALL	MCCPS Staff
Cooking with Mr. Redmond	ALL	MCCPS Staff
Creative Composing	ALL	MCCPS Intern (volunteer)
Creative Writing Workshop	6/7/8	Parent Volunteer
Cribbage	ALL	Student Volunteer (8 th grade)
Crochet	ALL	MCCPS Staff

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DARE	5	Community Member (paid)
Design & Build	7/8	Community Volunteer
Destination Imagination	6/7/8	MCCPS Staff
Draw and Collage	ALL	Parent Volunteer
Drumming	4/5	Student Volunteer (8 th grade)
Dungeons and Dragons	4/5	Student Volunteer (8 th grade)
Exploration in Self-Portrait	ALL	Parent Volunteer
Fall Festival Feast	ALL	MCCPS Staff
Fantasy Crafts Design	6/7/8	Parent Volunteer
Fitness Boot Camp	ALL	Community Member (paid)
Fitness Sports	4/5/6	MCCPS Staff
Free Drawing	ALL	MCCPS Staff
French Cooking	ALL	MCCPS Staff
Fun Games	4/5	Student Volunteer (8 th grade)
G2 Now	ALL	Parent Volunteer
Girl Power	7/8	MCCPS Staff
Government by the People	6/7/8	Community Volunteer
Guitar	ALL	Student Volunteer (8 th grade)
Gym Games	4/5	Student Volunteer (8 th grade)
Happy Ducky Store	ALL	Parent Volunteer
Healthy Friends	4	Community Volunteer
Hip-Hop Dance	ALL	Community Member (paid)
Histories Mysteries	ALL	Community Member (paid)
Independent Study	ALL	MCCPS Staff
Intro to Fiber Arts	ALL	MCCPS Intern (volunteer)
Knitting	ALL	MCCPS Staff
Korean Culture	ALL	MCCPS Intern (volunteer)
Landscape and Still Life Drawing	ALL	MCCPS Staff
Man Town	7/8	MCCPS Staff
Manga I, II, III	ALL	Community Member (paid)
Math Mania I & II	5/6 & 6/7/8	MCCPS Staff
MCCPS IDOL	ALL	MCCPS Staff
MCCPS Musical	ALL	MCCPS Staff
MCCPS Musical- Set Design	ALL	MCCPS Staff
Model Building	6/7/8	MCCPS Staff
Moonbase Mission	ALL	Community Member (paid)
Music Lessons	ALL	Community Member (paid)
Outdoor Gardening	4/5/6	Parent Volunteer
Outdoor Sports	4/5/6	Parent Volunteer
Painting and Collage	ALL	MCCPS Staff
Pies, Tarts and Bars	ALL	Parent Volunteer
Quiz Bowl	5/6/7/8	Parent Volunteer
Rock Ensemble	4/5	Student Volunteer (8 th grade)
Saving the World	ALL	Parent Volunteer
Scrapbooking	ALL	Parent Volunteer
Soccer Clinic	ALL	Parent Volunteer
Soccer Team Practice	6/7/8	MCCPS Staff
Spanish	6/7/8	Parent Volunteer

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Spelling Bee	5/6/7/8	MCCPS Staff
Starter Band	ALL	MCCPS Staff
Street Latin Dance	ALL	Community Member (paid)
Student Council	ALL	MCCPS Staff
Student Newspaper	4/5/6	Community Volunteer
Student Newspaper	7/8	Community Volunteer
Student Wellness Committee	ALL	MCCPS Staff
Sudoku	ALL	Parent Volunteer
Suzuki Violin	ALL	Parent Volunteer
Swimming	ALL	Community Member (paid)
Synchronized Swimming	ALL	Community Member (paid)
Taekowndo	ALL	MCCPS Staff
Tech Troop	ALL	MCCPS Staff
Tickle Your Brain	ALL	MCCPS Staff
Time Travelers	4/5/6	Parent Volunteer
Trivia Triumph	ALL	MCCPS Intern (volunteer)
Ultimate Frisbee	ALL	MCCPS Intern (volunteer)
Way Back Machine	ALL	MCCPS Staff
Wicked Gross Anatomy	ALL	Community Member (paid)
Woodshop I, II, III	ALL	Community Volunteer
Yearbook	6/7/8	Parent Volunteer
Yoga	ALL	Community Member (paid)
Zumba	ALL	Parent Volunteer