

Marblehead Community Charter Public School

Annual Report

2010-2011

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INTRODUCTORY DESCRIPTION OF THE SCHOOL

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

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

LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

MCCPS closed the 2010-2011 school year as a community looking forward, having successfully completed a formal fund-raising campaign (\$60,000 for technology) and installed a new Head of School leadership model starting July 1. As we look forward to the coming year, the school continues to attract students and teachers to the high quality educational and community experience.

Nina Cullen-Hamzeh was promoted to Head of School (formerly Academic Director), and we look forward to a year of transition. On the one hand, we anticipate changes in the organizational structure of the school, to reflect the new leadership model. On the other hand, as a community we are working to increase voluntary donations, and this hopefully will lead to new opportunities to increase staff levels and specialists in the school. We look forward to continuing excellence and continuous improvement, leveraging Nina's years of experience in the community and education (e.g. earning the Superintendent license last year).

The membership of the Board of Trustees changed significantly over the last year. Several board members had worked long hours and provided strong leadership during dislocations experienced by MCCPS 4 years ago. These members were motivated by the need to take a break from their voluntary responsibilities, but they also felt confident that the school's solid governance and financial situation would continue into the future. With particular gratitude, we acknowledge the contributions of Cynthia Canavan, Cathy Vaucher, John McEnaney (Clerk), and John Sullivan (Treasurer). The Governance committee recruited and vetted a number of new members for the board, allowing the work of the Board to continue without a hitch.

The Board and the Governance committee have also decided to expand the Board Training initiatives, to ease the transition for new members. As a result, the Board has instituted a 20-minute Board Training session at the beginning of every monthly meeting, covering important issues such as the Open Meeting Law, Robert's Rules, review of the Charter documents and any other issue that might arise. The Governance committee also ensures the Board is informed of any changes in regulations that affect how MCCPS and the Board functions.

In 2009-2010, the Board seriously considered expanding the school. The final proposal was voted down, partly because of concerns regarding the school's fund-raising capacity. Since that time, improving the fund-raising strategy and processes has been a Board priority. A small campaign to support technology in the classrooms was launched this past spring. Looking to the future, the Board is considering priorities for an Annual Appeal campaign, and ultimately hopes to add a Capital Campaign to raise funds for a permanent building. The fund-raising efforts are increasingly important as state funding has been affected by the continuing economic climate. The financial stability of the school has been assured,

thanks to the efforts of the Treasurer and the Finance committee, but the Board knows that complacency will lead to budget deficits and declining stability. In addition, more funding will allow the Board to pursue valuable strategic initiatives.

MCCPS has been blessed with teachers, parents and a community that are committed to creating an excellent school experience for the children, and the Board thanks them all. It is a pleasure to serve on the Board that supports such worthwhile endeavors.

Sincerely,
Alice de Koning
Chair, MCCPS Board of Trustees

SCHOOL MISSION STATEMENT

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

PERFORMANCE AND PLANS

Faithfulness to Charter

Accountability Plan Objectives & Measures – Faithfulness to Charter

Mission, Vision And Educational Philosophy

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

Measures:

Individual Learning Plans:

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

MET: 100% of students who were enrolled prior to December 2011 met with their teachers and parents to establish individual learning plan goals. School-wide, 82% of the students achieved their goals. This is a dramatic improvement over last year's rate of achievement; in 2009-2010 only 62% of students achieved their goals. This 20% increase is the result of more focused attention to process checks, regular reflection, and the gathering of evidence over the course of the year.

Teachers as Leaders:

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

Partially Met: On the 2010-2011 Faculty Satisfaction Survey, 88% of respondents indicated that they agree/strongly agree that teacher leadership is valued at MCCPS, however only 83% of teachers responded to the survey. As stated earlier in this report, the survey was administered prior to the inclusion of the participation requirement. In the future, the response rate will meet or exceed 90% of teachers.

Academic Program

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

Measures:

Integration:

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

MET: 100% of teachers (including special educators) collaborated with their colleagues to create integrated units of study that included standards-driven performance assessments. Public Exhibitions of Student Work were presented on November 22, 2010, March 8, 2011, and June 15, 2011. Exhibition programs, project descriptions and rubrics are available on the school’s website.

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

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

Percentage At or Above Teacher Expected Level					
	4th	5th	6th	7th	8th
1st Term	89%	95.5%	95.6%	88%	95%
2nd Term	98%	86.7%	84.4%	87.5%	86.4%
3rd Term	100%	93.6%	85%	81%	95%
Overall	95.6%	91.9%	88.3%	85.5%	92.1%

Exhibition:

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

Partially Met – 88% of respondents indicated that working on Exhibition projects enhances their child’s learning most or all of the time, but only 47% of families participated in the survey. The 2010-2011 Parent Satisfaction Survey was launched prior to the approval of our 2010-2015 Accountability Plan, and the percentage of families required to respond had not yet been included as an element of the measure. So, although participation was encouraged (as is our practice), the required percentage of families responding did not meet the goal. Going forward, the survey will remain anonymous, but steps will be taken in order to achieve at least 60% participation.

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

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

- According to the 2010-2011 Parent Satisfaction Survey, 94% of the respondents indicated overall

satisfaction with the academic program, and 92% stated that the academic program meets the needs of their children most/all of the time.

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

- According to the 2010-2011 Parent Satisfaction Survey, 88% of respondents state that working on Exhibition projects increases their children's interest in learning most/all of the time.
- According to the 2010-2011 Faculty Satisfaction Survey, 92% agree or strongly agree that the professional development opportunities at MCCPS help them to improve their service to students.
- According to the 2010-2011 Faculty Satisfaction Survey, 100% of respondents agree or strongly agree that a culture of innovation exists at MCCPS.

Community Meeting: Each school day begins with a community meeting that includes the 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 a variety of learning experiences.

- According to the 2010-2011 Parent Satisfaction Survey, 97% state that parental involvement is welcome at the school most/all of the time.

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

- 100% of students who were enrolled before the beginning of third term participated in at least one Community Service Learning project.

Enrichment: The MCCPS Enrichment Program is a daily 45-minute period in which parents, community volunteers, and faculty/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 local community. Since 1995, Enrichment has grown to become an integral component of the school's core commitment to parent involvement and community partnerships. A list of this year's Enrichment offerings is included as an appendix.

- According to the 2010-2011 Parent Satisfaction Survey, 86% of respondents stated that their children benefit from participation in the Enrichment program most/all of the time.

Implementation of the Governance/Leadership Structure

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

The leadership structure, as defined in an approved amendment, was implemented in part. The amendment defines a full-time Academic Director and a full-time Managing Director, however due to financial constraints, the Board chose to employ a part-time Managing Director. On December 2, 2010, the Board voted to return to a Head of School leadership model.

Academic Program

Accountability Plan Objectives & Measures – Academic Program

MCAS – Performance

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

Measures:

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

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.

MCAS – Growth

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

Measure:

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

MET – The median SGP is 40 or higher in the aggregate for both ELA & Math. Both have increased since 2009.

Median SGP		
	2009	2010
All school		
ELA	42.0	51.5
Math	53.0	59.0

AYP

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

Measure:

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

MET - The school made AYP in the aggregate for all statistically significant subgroups.

AYP		
	2009	2010
Aggregate		
ELA	YES	YES
Math	YES	YES
All Subgroups		
ELA	YES	YES
Math	YES	YES

External Assessments of Student Achievement

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

Measures:

External Assessments:

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

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

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

NOT MET – No grade achieved this measure in either math or reading, however 6th grade math was at 69%, and the 4th grade was at 61% in both subject. This is the first year that the growth index has been tracked as a grade level. The teachers will meet as departments to determine the steps that should be implemented in order to ensure the achievement of this measure in 2011-2012.

Professional climate

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

Measure:

Professional Development:

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

MET – At the beginning of the school year, 100% of teachers (including special educators) collaborated with their colleagues to create professional development goals that included objectives for the teacher, his/her colleagues, and the school administration. 87.5% achieved their goals; 13% made good progress toward achieving their goals. Written reflections and occurred at the end of each trimester.

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

Measure:

Purposeful Learning Environment:

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

- **MET** – 92.8% of teachers responded to the 2010-2011 Faculty Satisfaction Survey, and of those 92% stated that they agree or strongly agree that the professional development opportunities at MCCPS help them to improve their practice.

Common School Performance Criteria – Academic Program

Massachusetts Comprehensive Assessment System (MCAS)

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

- In most instances, the percentage of students passing and achieving a score of advanced/proficient increases over time.
- The rate of students passing the test is high at all grades and in all subjects.

- Over time, the number of students moving into the Advanced and Proficient categories increases in most areas.
- In ELA, for most classes in most years, 0 students score in Warning.

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

- In most cases as students move through the grade levels at MCCPS, the median SGP increases.
- The chart, *MCAS Student Growth Percentiles 2008-2010*, is included as an appendix.

MCCPS continues to make AYP in the aggregate & subgroups (chart on p.8).

Other Achievement, Improvement, or Assessment Measures

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

- In reading, students at all grades demonstrated strong achievement and growth.
 - From 2009-2010, the number of students scoring below grade level decreased and the number of students scoring above grade level increased.
- In math, all grades but one demonstrated strong achievement and growth in math.
 - From 2009-2010 in all grades but one, the number of students scoring below grade level decreased and the number of students scoring above grade level increased.
 - For the Class of 2013 in their 5th grade year, the data shows that achievement was high but growth was not. This decrease correlates with the departure of their teacher midyear.

Curriculum

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

- MCCPS offers a rigorous, challenging, and comprehensive program aligned with the Massachusetts Curriculum Frameworks.
- 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 school-wide global thematic approach connects all learning across curricular areas and grade levels.
- A Public Exhibition of Student Work culminates each trimester. Students demonstrate what they have learned for their families, friends, and the larger community. Exhibitions also provide teachers with the opportunity to assess student academic growth within the context of a public forum. Students receive instruction, develop skills, and are assessed for proficiency at appropriate and increasingly complex levels across the grades. More information about Exhibition is included as an appendix.
- An integrated curriculum is presented in ways that allow students to pursue their interests, to draw upon community resources, and to extend their innate and developing abilities to the greatest extent possible.
- A standards-driven, student-centered, project-based curriculum results in highly engaged students and a positive learning environment. All projects are rigorous, interdisciplinary, and allow sufficient room for individual ability and autonomy.
- Our dynamic and reform-minded faculty invest themselves wholeheartedly in creating an experience of community, academic rigor, critical thinking, and self-discipline that creates an

effective learning environment for students.

- The Professional Schedule includes at least ten annual professional in-service days and at least 7 hours each week for common planning and professional development.
- A variety of assessment tools and strategies are employed at MCCPS. Students earn a demonstrated level of understanding in content area strands as well ratings for their demonstration of essential habits.
- Technology is highly integrated and greatly valued at MCCPS. The building has wireless access to the Internet. All students and teachers have user accounts. Most documents are organized in grade level folders, and each 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 refined yet again this year as a response to teacher and parent concerns/requests. 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: the unit/lesson plan database is used by 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 (parents, teachers and other community members), and the assessments are performance-based.

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

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

Classroom and School Environment

Carefully nurturing our school culture is integral to engaging students, parents, teachers, and community members in the life of the School. A strong sense of community is very important to us, so we spend a great deal of time teaching the students what this means. We begin the day with a whole-school Community Meeting, everyone has recess and lunch together, and we teach the students how to be together, play together, and learn 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 address the students' needs. The inclusion model allows students with special needs to spend more time in the classroom while receiving additional support to succeed academically. The special education department meets once per week for 60 minutes to discuss department/student needs and assess progress. Professional development occurs during this time, during after-school meetings, and at outside trainings/workshops.

Professional Climate

- i. School leadership, department chairs, and colleagues continuously provides teachers/each other with formal and informal feedback and guidance. This feedback inspires reflection, conversations, and ultimately is expected to improve professional practice/service to students.
 - a. Informal Observations: A 10-minute observation checklist is used in a variety of ways by teachers and administrators.
 - b. Formal Observations: A "claims and evidence" protocol is used for formal observations. A discussion with the teacher follows the observation.
 - c. Classroom Visits: It is very common for administrators and teachers to visit classrooms. All members of the faculty/staff welcome these visits.
 - d. Standards for Evaluation/Performance: Rubrics regarding professional practice and collegial relations were developed by the faculty/staff and administration. These are used to clarify expectations, inform practice/behavior, and as part of each employees annual evaluation.
 - e. School Use of Results: Results are used to inspire reflection, improve practice, document concerns/growth, and inform decisions about renewal.
- ii. Professional Development 2010-2011
 - a. Major PD Activities: What does it mean to be proficient?" was the guiding question for the majority of our work in 2010-2011. A list of the professional development topics is included as an appendix.
 - b. Inspiration/Need for Activities: We believe that it is our responsibility to provide training for our faculty/staff in those areas that are integral to who we are as a school and what is expected of us by the state. Every week Tuesdays (2:30-3:10), Wednesdays (2:30-5:00) and Thursdays (2:30-3:10) are reserved for professional development. Humanities, Math/Science, Special Education and Integrated Arts meet each week as a department to address department specific PD needs. Mentors/mentees meet weekly for individualized support.
 - c. Outcomes from the PD: The students benefit, the faculty/staff improve their knowledge, skills, and confidence. The curriculum is aligned, the expectations are uniform, and expectations for all are high.
 - d. Evaluation of Effectiveness of the Activities: At least annually, a survey is conducted specifically about professional development. Additionally, faculty/staff are queried informally about the effectiveness of PD experiences.
- iii. MCCPS intentionally and deliberately nurtures a culture of collaboration.
 - a. Department Lunches: Normally all faculty and staff eat lunch with the children at round banquet-style tables. However, in order to create time for department-specific PD, once a week each department meets as a group from 12:00-1:00. During this time they consider

- issues that are particular to their disciplines, including looking at student work, the calibration of grading practices, the alignment of curricular expectations, etc.
- b. **Team Planning:** At least one 90-minute common planning period is embedded in each teacher's schedule. During this time the members of each grade level team (including the teaching assistant and the inclusion specialist) work together to address student needs, develop performance assessments, refine grading rubrics, etc.
 - c. **Special Education Consult:** A 90-minute period is reserved each week for the members of each teaching team to meet with the Director of Special Education. IEP meetings are conducted during this period when possible, strategies for addressing particular student needs are discussed, and other learning/collaborative experiences are incorporated when deemed necessary by the Director of Special Ed.
 - d. **Regular PD:** Mondays, Tuesdays, Thursdays, and Fridays from 2:30-3:30 and Wednesdays from 2:30-5:00 are reserved for PD experiences that are planned by the Academic Director and the Professional Development Coordinator. These learning experiences are most frequently presented by MCCPS faculty/staff.
 - e. **Leadership Team:** Once a week a group of administrators and teachers meet to identify/discuss/address school needs.
 - f. **Center for Collaborative Education:** As a participating school in the Building a Quality Performance Assessment Initiative (BQPAI) funded by Nellie Mae, MCCPS is able to collaborate regularly with educators from around the state. Our work is focused on the development of a standards-driven performance assessment to be used as a complement to the current MCAS tests.
 - g. **Forming Units to Elevate Learning (FUEL) -** Two years ago, MCCPS was awarded a federal dissemination grant. Educators at MCCPS developed FUEL to disseminate our practice of teaching via integrated, standards-driven, performance assessments. This project has grown to include our regular support of innovative practices in Beverly and Saugus Public Schools.
- iv. The establishment and maintenance of a professional climate is integrally important at MCCPS.
- a. Our Charter mandates teacher empowerment and we embrace this practice passionately. We believe that respect and authority that our teachers enjoy absolutely contributes to a purposeful learning environment and high rates of retention for school administrators, teachers, and staff. The educators at MCCPS feel intellectually stimulated and professionally gratified by their work.
 - b. All members of the faculty/staff are held to high levels of performance and professionalism.
 - c. PD is driven by student/school needs, and everyone is committed to continual improvement. Although successes are continually celebrated, there is not 'resting on your laurels' at MCCPS. When a project, activity, term is completed, inevitably the professional discussions are focused on the question: How can we do that even better?"
 - d. The frequent opportunities for collaboration that exist at MCCPS foster a professional climate. Colleagues frequently engage in challenging work, including difficult conversations, but because our culture is energized by healthy debate and cognitive dissonance, the commitment to doing what is in the best interest of the children is genuine and powerful.

Assessment and Instructional Decision-making

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

Program Evaluation

MCCPS faculty and staff meet regularly in a variety of groups to assess 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 surveys are reviewed by the Academic Director, the Leadership Team, faculty, and the Personnel Committee of the Board of Trustees. Performance evaluations and future goals are based, in part, upon the results of the surveys.

Organizational Viability

Accountability Plan Objectives & Measures – Organizational Viability

Solvency and Stability

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

Measure:

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

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.

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

Measure:

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

Family engagement

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

Measure:

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

Partially Met – On the 2010-2011 Parent Satisfaction Survey, 97% of respondents indicated that parental involvement is welcome at the school most or all of the time, however only 47% of families participated in the survey. As explained earlier in this report, the participation requirement was added late in the process (after this survey had been conducted). In the future, steps will be taken to improve the rate of participation.

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

Measure:

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

Partially Met – On the 2010-2011 Parent Satisfaction Survey, 94% of respondents described their overall level of satisfaction with the academic program as satisfied, very satisfied, or couldn’t be happier, and 92% of respondents indicated that the MCCPS academic program meets the needs of their child most/all of the time. However, as explained earlier in this report, the participation requirement was added late in the process (after this survey had been conducted), and only 47% of families responded to the survey. In the future, steps will be taken to improve the rate of participation.

Dissemination

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

Measure:

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

Common School Performance Criteria – Organizational Viability

Policy Decisions

Open Meeting rules are followed. An invitation to attend each Board meeting is emailed to the parents and faculty/staff, and a summary of decisions and actions is emailed to them after each meeting. Meetings begin with public comment. Meeting minutes are posted on the School’s website. A complete description of policy decisions is available on the School’s website: <http://marbleheadcharter.org/meetingminutes10-11>. Following is a summary of major decisions.

August 5th, 2010

- Approved contract for Dr. Albert Argenziano for the interim Managing Director position
- Amended bylaws to reflect management structure

September 2nd, 2010

- Accepted the Personnel Committee report indicating Ms. Cullen-Hamzeh meeting or exceeding her goals for the 2009-10 school year

November 4th, 2010

- Approved the refinancing of school's long term debt through Mass Development
- Approved the hiring of a teaching assistants
- Approved the funding to continue the interim managing director position

December 2nd, 2010

- Approved the draft of the audit
- Approved Holly Harrington-Stern to the Board of Trustees
- Adopted a Head of School management structure

January 13th, 2011

- Accepted the recommendation of the Personnel Committee that based on her mid year performance review, Ms. Cullen Hamzeh is making adequate progress at meeting or exceeding the requirements
- Authorized a sum of \$500.00 to provide Trustee Training on the new Open Meeting Law and on state ethics law regarding conflicts of interest
- Approved Mr. Michael Cothorn and Mr. James Barry to the Board of Trustees
- Accepted the lease for the school building
- Approved the Head of School job description

February 2nd, 2011

- Appointed Ms. Harrington-Stern as Vice-Chair of the Board of Trustees
- The Board authorized the Chair to enter into negotiations with Ms. Cullen-Hamzeh for the position of Head of School

March 3rd, 2011

- Approved Ms. Carolyn Cinotti to the Board of Trustees

April 7th, 2011

- Accepted the school budget for FY 2012

June 1st, 2011

- Approved Mr. Malcolm Hersey to the Board of Trustees

Amendments to the Charter

There were no amendments to the Charter this year.

Official Complaints

During the 2010-2011 school year, the MCCPS Board of Trustees received 0 official complaints pursuant the state's charter school regulations 603 CMR 1.10.

Oversight

Representing the Board of Trustees, the Personnel Committee (PC) worked with the Academic Director (AD) to develop goals and objectives for the academic year based on the MCCPS Accountability Plan and the MCCPS Strategic Plan. The PC conducts an initial performance and expectation review at 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 a 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 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

The Board initiated a planning effort in 2009-2010 to create a strategy and organizational process for fundraising. The topic was the focus of the Board's annual retreat (August 2010), and the final details were delegated to a community-based task force. The process was completed in December 2010, and the new initiative was implemented. The Board is not taking the lead role in conducting the fundraising efforts, but is pleased to see new initiatives have resulted in increased funding for classroom technology. The Board is continuing to identify priorities for fundraising for 2011/2012.

The Board also finalized a planning process to change the leadership structure of MCCPS. The final decisions were taken by January 2011, and the current Academic Director was promoted to the position. The Board is currently conducting a planning process to clarify expectations and performance standards for Head of School. This task will be completed by September 2011.

Due to transitions in the Board's leadership and membership, it did not establish new goals outside of the school's accountability plan. Rather, the Board focused on completing 2009-2010 goals for changing the leadership model and for decreasing MCCPS reliance on state funding. Progress is reviewed at the annual Board Retreat, and will be measured by the completeness of the implementation process.

Family Engagement

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

According to the 2010-2011 Parent Satisfaction Survey:

- 99% of respondents believe that there is a sense of community at the school
- 97% feel that parental involvement is welcome
- 94% feel that the administration and teachers make themselves available to meet
- 95% say that the academic program is good to excellent

Safety

MCCPS established and maintained a physically safe environment and one free of harassment and discrimination for students and staff during the 10-11 school year by means of:

- Providing student and staff with workshops/lessons
- Keeping up on student health/behavioral records
- Providing a visible presence at all times
- Positive role modeling
- Added the position of 'School Safety & Discipline Coordinator'

MCCPS addressed the social, emotional, and health needs of students during 10-11 by means of:

- Providing informative lessons on each of the topics
- Maintaining an open door policy
- Providing short and/or long term counseling as needed
- Providing the students with a full-time RN and Guidance Counselor

Employee Qualifications

In order to ensure that all employees met all applicable state and federal standards during 10-11, the school did the following:

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

- goal, and support provided as needed
- tutors/study support for MTEL when necessary
- early release to attend licensure program
- contractual mandates to earn licensure for some; renewal dependent upon achieving required licensure

Financial Oversight

The Board of Trustees has designated a subcommittee entitled Finance Committee, which is chaired by Dr. John Sullivan, a Trustee. 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 provide the proper use of internal controls. These are all public documents, and they are included with the Clerk’s report and posted on the School’s website.

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

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

RECRUITMENT & RETENTION PLAN

I. RECRUITMENT PLAN

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

Recruitment Plan – Goals and Strategies - goals and strategies specific to each demographic group.	
<p>Demographic Group: A. Special education students</p>	<p>Goal: demonstrate a good faith effort to attract and retain a percentage of students with disabilities comparable to the percentage enrolled in the Marblehead Public Schools.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. A special educator or the Director of Special Education will be present at each open house to answer questions. 2. The Director of Special Education will be available to meet with parents when requested. 3. All enrollment/recruitment information that is sent to parents/posted on the school’s website will be non-discriminatory/will communicate that children with disabilities are welcome/supported at MCCPS.
<p>Demographic Group: B. Limited English-proficient students</p>	<p>Goal: demonstrate a good faith effort to attract and retain a percentage of English Language Learners comparable to the percentage enrolled in the Marblehead Public Schools.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. All enrollment/recruitment information that is sent to parents/posted on the school’s website will be non-discriminatory/will communicate that ELL students are welcome/supported at MCCPS. 2. Applications will be available in English, Spanish, and French.
<p>Demographic Group: C. Students eligible for free lunch</p>	<p>Goal: demonstrate a good faith effort to attract and retain a percentage of students who are eligible for free lunch that is comparable to the percentage of eligible students who are enrolled in the Marblehead Public Schools.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 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. 2. Application for free/reduced lunch will be posted on the school’s website.
<p>Demographic Group: D. Students eligible for reduced price lunch</p>	<p>Goal: demonstrate a good faith effort to attract and retain a percentage of students who are eligible for reduced lunch that is comparable to the percentage of eligible students who are enrolled in the Marblehead Public Schools.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. All enrollment/recruitment information that is sent to parents/posted on the school’s website will be non-discriminatory/will communicate that children with disabilities are welcome/supported at MCCPS. 2. Application for free/reduced lunch will be posted on the school’s website.
<p>Demographic Group: E. Students who are sub-proficient</p>	<p>Goal: demonstrate a good faith effort to attract and retain a percentage of students who are struggling academically that is comparable to the percentage of struggling students who are enrolled in the Marblehead Public Schools.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. All enrollment/recruitment information that is sent to parents/posted on the school’s website will be non-discriminatory/will communicate that ALL children are welcome/supported at MCCPS. 2. Enrollment info will include descriptions of staffing (including inclusion specialists and teaching assistants at each grade level),

	<p>class size, student to teacher ratio, availability of additional instruction, homework club, and summer school.</p> <p>3. Student growth as demonstrated by the MCAS tests will be communicated via school website</p> <p>4. Efforts to support all learners will be communicated to parents and the community and posted on the school’s website.</p>
<p>Per <u>M.G.L. c. 71 § 89 (1)</u>, the Marblehead Community Charter Public School 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>	

II. RETENTION PLAN

Overall Student Retention Goal	
Annual goal for student retention	<p>Goal: Student attrition will be less than 10% for other than family displacement, geographical reasons.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Administrators, teachers, and counselor will make themselves available to students and parents to answer questions, address concerns, etc. • Concerns will be addressed in a timely manner • Student Study Team will address needs and will communicate concerns to the appropriate adults (including personnel and parents) • Students WILL NOT be counseled out of MCCPS; every effort will be made to appropriately address student/family needs
Retention Plan Goals and Strategies -- List goals and strategies for retention activities	
Orientation & Assessment	<p>Goal: Systems of orientation, assessment, advising, registration will be kept simple/accessible to parents</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Orientation events will be posted on the school’s website and invitations will be sent to parents • Translators will be made available when needed • Materials will be provided in the home language when requested via the <i>Home Language Survey</i> • Additional meetings will be arranged when needed • Administrators, teachers, and the counselor will meet with parents as needed
Advising	<p>Goal: Faculty will implement an early alert system to identify at risk students who may need extra attention/help; interventions will be instituted as needed.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Student Study Team will alert the Director of Special Education and/or the school counselor or needs as soon as a concern arises • Teaching teams will meet with the Director of Special Education weekly to discuss student needs, areas of concern, support strategies
Community Building & Self-Esteem	<p>Goal: School will build a support for extracurricular activities designed to build sense of community, common ties, self-esteem (well-rounded).</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Each day begins with a Community Meeting (7:45-8:00) • The students and faculty/staff all eat lunch together. • All students go to recess at the same times (10:00-10:30 & 12:30-1:00) and multiple opportunities exist for them to play together. • Enrichment activities are offered daily from 2:30-3:15. A list of the 2010-2011 offerings is included at the end of this report. Choices include academics, sports, art, music, etc.

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

DISSEMINATION

Date	Collaborator(s)	Dissemination Practices
September 7, 2010 (3:30-5:00)	Phoenix Charter Academy, Chelsea	“Rethinking Rubrics” – MCCPS presented a workshop for teachers regarding the use of standards-driven performance assessments
September 2010 – June 2011 (monthly meetings)	Marblehead	Administrators from the district, town, and charter met to discuss issues of common concern/interest
September 15, 2010 & October 6, 2010	Metro North Collaborative	Sharing of innovative food service practices
October 23, 2010	Project for School Innovation (annual best practices conference)	Forming Units to Elevate Learning (FUEL) – MCCPS presented a workshop for teachers regarding integrated, standards-driven performance assessments
October 27, 2010	Center for Collaborative Education	Building a Quality Performance Assessment Initiative (BQPAI) – collaborated with district and charter school teachers to refine their/our standards-driven performance assessments
November 2, 2010	Belmonte Middle School, Saugus and Briscoe Middle School, Beverly	Forming Units to Elevate Learning (FUEL) – MCCPS presented 2 workshops for teachers regarding integration, standards-driven performance assessments
November 2010 – June 2011 (monthly meetings)	Marblehead	Marblehead Cares Coalition – district, charter, and town services collaborative; common goal setting, unified effort to reduce teen drug/alcohol use
November 2010 – June 2011 (monthly meetings)	Project for School Innovation – Support	District and charter school leaders share best practices, discuss successes/challenges,

	Network for Innovative Principals, Boston	offer support, hone critical leadership skills
January 20, 2011	Village School, Marblehead	MCCPS shared our practice/methods of development of students' individual learning plans, goals, and objectives
January, 24, 2011	Veterans Middle School, Marblehead	Peace Poetry Project – district and charter administrators and 8 th grade teachers collaborated with the Marblehead Peace Coalition
February 11, 2011	Village School, Marblehead	Administrators from district and charter schools met to discussed community building, and play ground/cooperative group practices
March 10, 2011	Marblehead High School	Charter faculty/staff invited to participate in Marblehead's district-wide professional development day
January, 24, 2011, May 9, 2011	Veterans Middle School, Marblehead	Peace Poetry Project – district and charter administrators and 8 th grade teachers collaborated with the Marblehead Peace Coalition to create a shared learning experience for charter and district students
May 13, 2011	Marblehead	Collaboration with founder of Pax Populi to create a partnership between the Marblehead organization and Charter
May 20, 2011, May 24, 2011, & May 26, 2011	Briscoe Middle School, Beverly	FUEL follow-up trainings to provide grade level/team specific support
June 6, 2011	Veterans Middle School, Marblehead	District, charter, and Marblehead Peace Coalition collaboration resulted in 2 nd annual Peace Poetry Presentation at the Marblehead Performing Arts Center
June 24, 2011	Village School, Marblehead	MCCPS invited to view the 6 th graders' capstone project presentations

FINANCIAL REPORTS

FY11 Results (unaudited)

Income

STATE ALLOCATION	\$2,428,571
FEDERAL & STATE GRANTS	\$105,707
FUNDRAISING INCOME	\$69,796
INVESTMENT INCOME	\$481
OTHER INCOME	\$24,228
SCHOOL LUNCH	\$94,151
STUDENT ACTIVITIES	\$61,752
Total Income	\$2,784,686

Expense

DIRECT STUDENT SUPPORT	\$107,106
OCCUPANCY	\$355,495
OFFICE & ADMIN	\$108,512
PERSONNEL	\$2,006,470
SCHOOL LUNCH EXP	\$56,419
STUDENT ACTIVITY	\$52,744
DEPRECIATION	\$69,546
Total Expense	\$2,756,293

Net cash FY011 **\$28,393**

FY11 Balance Sheet

ASSETS

Current Assets

Checking/Savings	\$586,797
Other current asset	\$10,000
Net of Fixed Assets	\$263,942
TOTAL ASSETS	\$860,739

LIABILITIES & EQUITY

Current Liabilities

Accounts Payable	\$46,943
Accrued Payroll	\$90,000
MTRS Liability	\$14,366
Accrued Expenses	\$9,662
Notes Payable - Short Term	\$80,000
TOTAL Current Liabilities	\$240,971

Long Term Liabilities	
Notes payable	\$170,867
Total liabilities	<u>\$411,837</u>
Equity	
Retained earnings	\$420,509
Net Income	<u>\$28,393</u>
Total Equity	\$448,901
TOTAL LIABILITIES & EQUITY	\$860,739

FY12 APPROVED BUDGET

Since approving the following budget, the School was notified that an error by the primary sending district's business manager would result in a decrease of revenue for MCCPS. The situation was investigated by MCCPS and DESE personnel, and after a series of conversations, promises, disappointments, and apologies, it became apparent that although MCCPS had operated in good faith using the data that was posted on the DESE website as late as July 13, 2011, the school's revenue for FY12 would in fact be negatively impacted. The school administration and the FinCom Chair have been working to identify the necessary adjustments, and the Board will meet on August 10, 2011 to approve an amended budget that addresses the reductions in revenue.

ITEM	DESCRIPTION	
	<i>Assumed average PPE</i>	\$11,000
	<i># of Feb. 15th enrollees</i>	230
CASH SOURCES:		
1	STATE REIMBURSEMENT	\$2,530,000
2	FUNDRAISING - SCHOOL	\$30,000
3	OTHER	\$3,500
4	STUDENT ACTIVITY FUND	\$15,000
5	MCCPS EDUCATION FOUNDATION	\$0
6	INTEREST INCOME	\$1,000
	TOTAL CASH SOURCES	<u>\$2,579,500</u>
PERSONNEL:		
7	SALARIES	\$1,698,180
8	ENRICHMENT	\$15,000
9	SUBSTITUTE TEACHERS	\$1,500
10	BENEFITS	\$284,412
11	STAFF DEVELOPMENT	\$2,000
12	SEARCH COSTS	\$1,500
	Sub-Total	<u>\$2,002,592</u>
DIRECT STUDENT SUPPORT:		
13	TEACHER'S SUPPLIES	\$5,000
14	CURRICULUM SUPPLIES	\$18,500
15	STUDENT SUPPLIES	\$5,000
16	SPED SUPPLIES	\$1,000

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17	COMPUTER SUPPORT	\$18,500
18	COMPUTERS	\$10,000
19	FURNISHINGS	\$500
20	STUDENT ACTIVITY FUND EXPENSES	\$15,000
21	NURSING SUPPLIES	\$700
Sub-Total		\$74,200
OCCUPANCY:		
22	RENT	\$245,700
23	MAINTENANCE	\$33,500
24	CUSTODIAL SERVICES	\$23,400
25	CUSTODIAL SUPPLIES	\$7,000
26	UTILITIES	\$55,105
Sub-Total		\$364,705
OFFICE & ADMINISTRATION:		
27	SUPPLIES	\$3,000
28	EQUIP & COMM	\$12,500
29	LEGAL & ACCOUNTING	\$15,000
30	PAYROLL SERVICE	\$4,000
31	PRINTING & COPYING	\$500
32	POSTAGE & SHIPPING	\$4,000
33	INSURANCE	\$24,295
34	ANNUAL REPORT	\$0
35	BOARD EXPENSES	\$7,500
36	FINANCE CHARGES	\$8,500
37	FUNDRAISING	\$10,000
38	ADMISSIONS	\$1,000
39	AD DISCRETIONARY	\$1,000
Sub-Total		\$91,295
Sub-Total, Cash Disbursed		\$2,532,791
40	DEBT SERVICE	\$45,227
TOTAL CASH DISBURSED		\$2,578,018
42	Excess/(Deficit)	\$1,482

FY12 Capital Plan (2010-2020)

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

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

2010-2015

- Option #1 - Rent available remaining 7,300 square feet from owner to expand by adding a 3rd grade. Estimated cost: \$850,000 over 5 years. Funding available from MassDevelopment and local banks.
- June 2010 - After careful consideration this option was voted down by the Board of Trustees.
 - June 2011 - The space remains available, and there continues to be interest in negotiating use of the space.
- Option #2 - Purchase a building.
- June 2010 - A subcommittee of the Board of Trustees met with the owner to begin discussing this possibility. Estimated cost: \$3.2 million. Funding available from MassDevelopment and local banks.
 - June 2011 - The MCCPS Foundation, a separate 501c3 whose mission is to support the school, is making plans to establishment a capital campaign for this purpose.

2015-2020

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

Capital Work Completed FY11

- Replaced carpeting in school’s Community Room with vinyl composite tile.
- Replaced carpeting in rear hallway with vinyl composite tile.
- Replaced rooftop HVAC unit (expense split with landlord).
- Abandoned project - Install exterior window in front office.

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

School-wide technology upgrade	Goal: \$30,000 Net fundraising efforts: \$62,500, June 2011
Science Laboratories	\$150,000
Technology Laboratory	\$237,500
Reading/Writing Laboratory	\$115,000
Music/Orchestra upgrade	\$55,000
New furnishings for Community Room	\$40,000
Kiln in Art Room	\$10,000
Intercom System	\$12,000 – currently soliciting bids
New phone system	\$12,000 – currently soliciting bids
Centralized clock system	\$20,000

Kitchen equipment/floor upgrade	\$27,000 – in process
Electronic air cleaning system	\$6,000
Cafeteria swipe card system	\$8,000
School van	\$40,000
Front parking area improvements	\$8,000

DATA SECTION

INSTRUCTIONAL TIME:	
Total number of instructional days for the 2010-11 school year:	183 days
First and last day of the 2010-11 school year:	August 30, 2010 June 17, 2011
Length of school day:	7:45-3:15 (3:30-4:30 optional)

STUDENT ENROLLMENT INFORMATION:	
Number of students who completed the 2010-11 school year but did not reenroll for the 2011-12 school year (excluding graduates):	6
Total number of students enrolled as of October 1, 2010:	230
Total number of students who enrolled during the 2010-11 school year, after October 1, 2010:	10
Total number of students who left during the 2010-11 school year, after October 1, 2010:	10
Total number of students enrolled as of the June 2011 SIMS submission:	230
Number of students who graduated at the end of the 2010-11 school year:	44

Reasons for Departure at End of Year	Number of Students
Will be home schooled	1
Moved out of state	1
Returned to district schools	4

STUDENT DEMOGRAPHIC & SUBGROUP INFORMATION

Race

	Number	Percentage
African American	1	0.4%
Asian	1	0.4%
White	218	94.8%
White/African American	0	0%
White/Asian	1	0.8%
White (Hispanic/Latino)	7	3.0%
Native American/Pacific Islander	2	0.6%

Other

	Number	Percentage
Special Education	38/230	16.52%
Low Income	11/230	4.8%

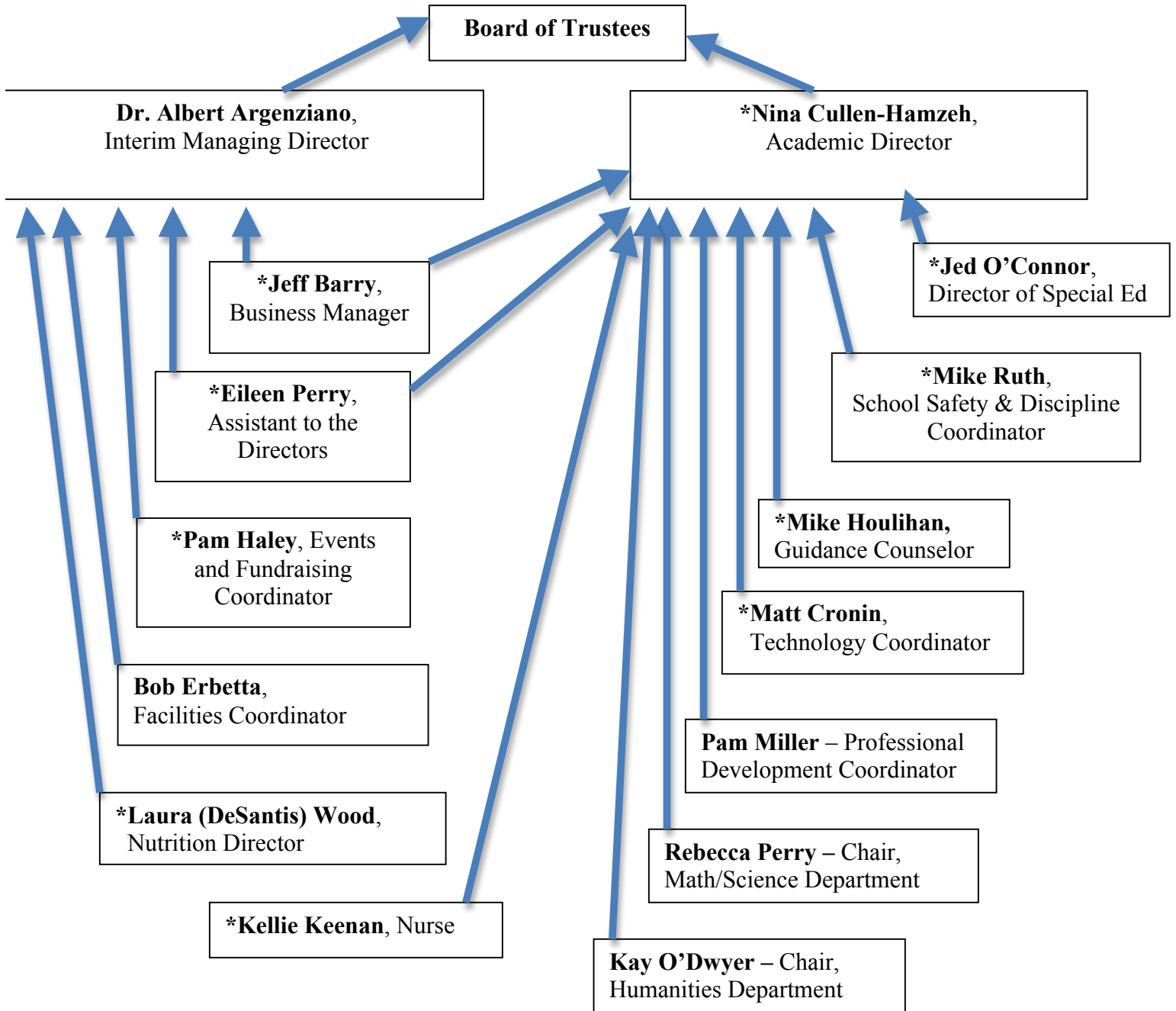
ADMINISTRATIVE ROSTER FOR THE 2010-11 SCHOOL YEAR

All but 2 of those listed below work directly with children daily. °

*** Founding Faculty/Staff**

Title	Brief Job Description	Start date	End date
Helena (Nina) Cullen-Hamzeh*	Academic Director	8/1995	
Dr. Albert Argenziano °	Interim Managing Director	8/2007	
Mike Ruth	School Safety & Discipline Coordinator (& PE teacher)	9/2004	
Jed O'Connor	Director of Special Education	8/2005	
Jeff Barry*	Business Manager	8/1995	
Matt Cronin	Technology Coordinator (& Technology Teacher)	8/2000	
Eileen Perry °	Assistant to the Directors	7/2007	
Mike Houlihan	Guidance Counselor (& Wellness Teacher)	8/2009	
Bob Erbeta	Facilities Coordinator	10/2007	
Kellie Keenan	Nurse (& Health Teacher)	8/2008 & 8/2010	7/31/11
Laura (DeSantis) Wood	Nutrition Director	5/2008	
Pam Haley	Events Coordinator & Fundraising	8/2006	
Pam Miller*	Professional Development Coordinator (& 4 th Grade Teacher)	8/1995	
Rebecca Perry	Math/Science/Tech Department Chair (& 8 th Grade Math Teacher)	8/1996	
Kay O'Dwyer	Humanities Department Chair (& Writing Specialist)	8/1997	

ORGANIZATIONAL CHART



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

TEACHERS AND STAFF ATTRITION FOR THE 2010-11 SCHOOL YEAR			
	Number as of the last day of the 2010-11 school year	Departures during the 2010-11 school year	Departures at the end of the school year
Teachers	29	0	5
Other Staff	12	0	2

Brief explanation of departures:

- 3 teachers and 1 teaching assistant were not renewed
- 2 teachers moved out of the area
- 1 staff member left for a higher paying job at a district school

MCCPS Board of Trustees as of June 30, 2011

Trustee	Position on the Board	Committees	Employer or Professional Expertise	Most Recent Appointment Date	Term Expires	Number of Terms Served
Alice de Koning	Chair	-	Professor, Salem State College	Jan 2010	Jan 2013	1
Holly Harrington-Stern	Vice-Chair	Foundation Liason	Harrington Events	Dec 2010	Jan 2012	1
Malcolm Hersey	Treasurer	Finance (chair, ex officio)	Parent, State Street Bank	Jan 2010	Jan 2013	1
Matt Cronin	Clerk	Finance	Staff Member, MCCPS	Jan 2011	Jan 2014	2
Emil Ronchi	Member	Personnel	Parent, Point Capital Advisors	Jan 2010	Jan 2013	2
Carmi Paris	Member	-	Corporate Development Executive, Spectrum K12	Jan 2010	Jan 2013	1
William Sullivan	Member	-	Staff Member, MCCPS	Jan 2010	Jan 2012	1
James Barry	Member	-	Parent, Lowell Cooperative	Jan 2011	Jan 2014	1
Carolyn Cinotti	Member		Bose Corporation	Mar 2011	Jan 2012	1
Michael Cothorn	Member	Foundation Liason	Parent, Partners Health Care	Jan 2011	Jan 2012	1
John Sullivan	Member	Finance	Parent, Boston University	Jan 2010	Jan 2013	2
Nina Cullen-Hamzeh	Member	Finance (ex-officio, non voting)	Staff Member, MCCPS	per Article V Section 1 of the MCCPS By Laws	-	-

ATTACHMENTS & ADDITIONAL INFORMATION

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

2010 MCAS - English Language Arts (ELA)

	Passed	Advanced/Proficient
Class of 2010 (in 8 th)	100%	91%
Class of 2011 (in 7 th)	100%	85%
Class of 2012 (in 6 th)	98%	94%
Class of 2013 (in 5 th)	100%	78%
Class of 2014 (in 4 th)	96%	59%

2010 MCAS - Mathematics

	Passed	Advanced/Proficient
Class of 2010 (in 8 th)	85%	58%
Class of 2011 (in 7 th)	93%	73%
Class of 2012 (in 6 th)	95%	74%
Class of 2013 (in 5 th)	91%	69%
Class of 2014 (in 4 th)	94%	59%

2010 MCAS - Science

	Passed	Advanced/Proficient
Class of 2010 (in 8 th)	95%	44%
Class of 2013 (in 5 th)	99%	69%

MCAS Performance Comparison – by subject & year

SCIENCE - 5th & 8th only	Passed	Advanced/P roficient	% Advanced	% Proficient	% Needs Improvement	% Warning
Class of 2010						
- in 8th	95%	44%	2	42	51	4
- in 5th	98%	76%	27	49	22	2
Class of 2011 - Current 8th Graders						
- in 5th	96%	80%	35	45	16	4
Class of 2012 - Current 7th Graders						
- in 5th	94%	54%	19	35	40	6
Class of 2013 - Current 6th Graders						
- in 5th	99%	69%	26	43	30	0

ELA MCAS	Passed	Advanced/P roficient	% Advanced	% Proficient	% Needs Improvement	% Warning
Class of 2010						

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- in 8th	100%	91%	11	80	9	0
- in 7th	97%	72%	13	60	25	2
-in 6th	100%	65%	17	28	39	15
- in 5th	96%	67%	20	58	22	0
Class of 2011 - Current 8th Graders						
- in 7th	100%	85%	9	76	16	0
- in 6th	94%	61%	10	51	33	6
- in 5 th	98%	58%	14	47	37	2
- in 4 th	98%	63%	13	50	35	2
Class of 2012 - Current 7th Graders						
- in 6 th	98%	94%	26	68	4	2
- in 5 th	98%	71%	6	65	27	2
- in 4 th	94%	48%	10	38	46	6
Class of 2013 - Current 6th Graders						
- in 5th	100%	78%	2	76	22	0
- in 4th	99%	69%	2	67	30	0
Class of 2014 - Current 5th Graders						
- in 4th	96%	59%	11	48	37	4

MATH MCAS	Passed	Advanced/Proficient	% Advanced	% Proficient	% Needs Improvement	% Warning
Class of 2010						
- in 8th	85%	58%	27	31	27	16
- in 7th	82%	42%	15	27	40	19
- in 6th	85%	45%	17	28	39	15
- in 5th	96%	67%	27	40	29	4
Class of 2011 - Current 8th Graders						
- in 7th	93%	73%	20	53	20	7
- in 6th	88%	71%	29	42	17	13

- in 5th	98%	61%	24	37	31	8
- in 4th	96%	56%	18	38	40	4
Class of 2012 - Current 7th Graders						
- in 6th	95%	74%	38	36	21	4
- in 5th	96%	52%	25	27	44	4
- in 4th	88%	54%	24	30	34	12
Class of 2013 - Current 6th Graders						
- in 5th	91%	69%	28	41	22	9
- in 4th	98%	65%	17	48	33	2
Class of 2014 - Current 5th Graders						
- in 4th	94%	59%	20	39	35	7

MCAS Student Growth Percentiles 2008-2010

In most cases as students move through the grade levels at MCCPS, the median SGP increases.

<u>ELA MCAS</u>	2008 MCAS	2009 MCAS median	2010 MCAS median	+ or – growth
Class of 2009	32 (as 7th graders)	61.5 (as 8th graders)		+ growth
Class of 2010	34 (as 6th graders)	50 (as 7th graders)	53 (as 8th graders)	+ growth
Class of 2011	40 (as 5th graders)	32.0 (as 6th graders)	67 (as 7th graders)	- then + growth
Class of 2012	33.5 (as 4th graders)	35.0 (as 5th graders)	71 (as 6th graders)	+ growth
Class of 2013		34.0 (as 4th graders)	30 (as 5th graders)	- growth
Class of 2014			46 (as 4th graders)	

<u>Math MCAS</u>	2008 MCAS	2009 MCAS median	2010 MCAS median	+ or – growth
Class of 2009	38.0 (as 7th graders)	79.0 (as 8th graders)		+ growth
Class of 2010	36.0 (as 6th graders)	47.0 (as 7th graders)	74.0 (as 8th graders)	+ growth
Class of 2011	63.0 (as 5th graders)	55.5 (as 6th graders)	69.0 (as 7th graders)	- then + growth
Class of 2012	43.5 (as 4th graders)	44.5 (as 5th graders)	65.5 (as 6th graders)	+ growth
Class of 2013		33.5 (as 4th graders)	48 (as 5th graders)	

Class of 2014			47 (as 4th graders)	
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NWEA National Average Comparison

2010 NWEA - fall		4 th	5 th	6 th	7 th	8 th
Reading	At or Above National Average	90%	83%	95%	92%	91%
	- above national average	73%	74%	84%	82%	89%
	- at national average	17%	9%	11%	10%	2%
	- below national average	10%	17%	5%	8%	9%
Math	At or Above National Average	87%	83%	73%	85%	92%
	- above national average	65%	70%	52%	80%	87%
	- at national average	22%	13%	21%	5%	5%
	- below national average	13%	17%	2%	15%	8%

NWEA Targeted Growth

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

	# of Students Included	# of Students Met/Exceeded Targeted Growth Index	% of Students Met/Exceeded Targeted Growth Index
4th Grade			
Math	47	29	61%
Reading	47	29	61%
5th Grade			
Math	43	20	46%
Reading	43	25	58%
6th Grade			
Math	42	29	69%
Reading	44	24	54%
7th Grade			
Math	41	26	63%
Reading	41	20	48%
8th Grade			
Math	42	26	61%
Reading	44	16	36%

PROFESSIONAL DEVELOPMENT

Following are the major professional development topics that were addressed during 2010-2011.

- Scoring Student Work: Moving Towards Common Expectations for Proficiency
- Bullying :Understanding and Implementing Legal Requirements
- New Faculty/Staff Orientation: Mission, Essential Habits, Global Themes, Backward Design
- Physical Restraint Training
- Legal Training: Civil Rights, 51A, Student Records and Confidentiality, Special Ed, 504s
- Internet Safety

1st Aide Training
 Sheltered English Instruction (SEI) Category 1 Training
 Sex Ed Training using the Our Whole Lives (OWL) program
 Curricular Integration
 Reflection on Calibration/How does this impact “What is Proficient?”
 Individual Learning Plans
 School Bullying, Cyber bullying and Violence Prevention
 ENPC certification course (Emergency Nursing Pediatric Course)
 Anti-drug, Anti violence Grant Writing Workshop
 Food Allergen Regulations Training
 Building a Quality Performance Assessment Initiative
 Grant Writing Workshop with Friends of the Marblehead Public Schools
 Development of Local Performance Assessment Portfolio
 Data Driven Instruction
 Discovery Education Webinar
 Assessments and rubrics-"Looking at Teacher Work" Protocol
 Classroom Management/Student Discipline
 Core Values
 Policy Review (homework, dress code, academic probation, promotion, constructive communication, behavioral)
 Professional Development Plans - Reflection
 MyOn Reader – Online Training
 Common Core Standards
 Curriculum Mapping Protocol

Enrichment Activities 2010-2011

Happy Ducky Store	Pilates	ALEKS
Magic the Gathering	Teen Fitness Boot Camp	Fantasy Design
Editing Skills	American History through Film	Designing the Runway
Marblehead Scavenger Hunt	Writer’s Workshop	Create-A-Gift
Cooking Italian	Intro To Fishing	Connecting with the Artist
Student Magazine	Scrapbooking	Dodge Ball and Games
Babysitting Basics	Paper Arts	Alice
Google Earth	Sensational Science	Tai Kwon Do
Chorus	Rock Climbing	Community Service
Saving the World	Landscaping	Intro to Drawing
MCCPS TV	Friendship Bracelets	Playwriting
Excel	Chess Club	Musical: Once Upon a Mattress
Woodshop	Math and Economics	Musical: Jungle Book
Passion for Fashion Drawing	Intro to Cooking	Craft Funky Accessories
Canada Here We Come	Our Whole Lives Sex Ed	Nursing Home Visits
Rosetta Stone	Jr. Adventures	Teachers’ Pet
Intro to Poetry	Street Latin Dance	Wicked Cool Blue Planet
Soccer	Word Nerd	Wicked Cool Crime Scene Investigator
Government by the People	Advanced Drawing	Creative Cooking
Art of a Book	SAFE	Baking
Brainteasers	Sewing	Dental Arts
MCCPS Film Fundraiser Card	Student Council	Paint like the Fauves
Games	Green Team	Bingo
Intro to Saxophone	Iditarod	Bill Nye
Beginner Acoustic Guitar	Italian	MCCPS Baseball Team
Board Games	Jazz Band	
Asian Art		

Book Review Blog Strings Orchestra Girl Power Man Town Girl's Basketball Women in Science Graphic Design	Picture Writing Printmaking Beading Contemporary Dance Knitting Keyboard Connection Money for Kids	Pilates Math League Intro to Painting Garage Band DARE Street Latin Dance Frisbee Golf
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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 performance assessment and an alternative to a traditional final exam. Exhibitions provide a means for 'real world' applications of learning that direct the students towards more sophisticated use of the skills and knowledge. Exhibitions require students to develop and use a wide range of analytical, communication, and critical thinking skills. The programs from each of this year's Exhibitions are available on the School's website: MarbleheadCharter.org.