

# **Marblehead Community Charter Public School**

## **Annual Report**

**2009-2010**

MCCPS  
17 Lime Street  
Marblehead, Massachusetts 01945

Phone: 781-631-0777

Fax: 781-631-0500

**Website: [MarbleheadCharter.org](http://MarbleheadCharter.org)**

**Contact:**

Nina (Helena) Cullen-Hamzeh, Academic Director

[nch@marbleheadcharter.com](mailto:nch@marbleheadcharter.com)

781-631-0777 ext. 11

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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 15 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**

The recently concluded 2009-2010 academic year was a time to celebrate the accomplishments of the Marblehead Community Charter Public School.

In the school's fifteenth year of operation, we celebrated a Charter renewal which confirms that the school remains dedicated to its Charter and to fulfilling its mission. Emerging better and stronger after undergoing a difficult period of transition, the Department of Elementary and Secondary Education ratified the management of the school, its academic success and financial stability. After three years of rebuilding the school through hard work, commitment and dedication by the Administration, Faculty, Staff, Board of Trustees and members of the Community, it was especially gratifying to receive this year's renewal.

Charter renewal is for five years. As we look toward the future, the school will continue to strive to fulfill the vision set forth in its strategic plan despite a tumultuous economy and possible budget cuts from the Commonwealth that could frustrate the accomplishment of some of our goals.

The school also celebrated Nina Cullen-Hamzeh's successful completion of course work and graduation from a Masters program. She became a licensed Superintendent. She attended classes and completed the one year program while continuing to work full time as the Academic Director. The school benefits from the research Nina did preparing a paper compiling results from data studying the effects remediation has on improving understanding in the classroom and on test scores in English Language Arts and Math. Additionally, the school gains from the recent leadership training she received that she combines with her many years of experience as a teacher and administrator.

The Board of Trustees celebrates increasing diversity in its membership with the addition of two new trustees to the Board, neither of whom had any prior affiliation with the school. Mike Zimman, a successful businessman, and Carmi Paris, who works for a

company developing educational technology, joined the Board recently and bring with them new ideas and areas of expertise as the school looks to the future. The Board, which in the past was comprised almost exclusively of teachers, parents and administrators, looks forward to having perspective from trustees who have different backgrounds and bring their experience to discussions on how the school can best reach its goals. As we move forward, the Board intends to continue as an inclusive group comprised of trustees from the school community as well as individuals from the community at large. The fresh perspectives, valuable skills, and relevant expertise of these committed individuals will serve the school well now and in the future.

Over the past ten months, the Board of Trustees and an Expansion Task Force studied the issues, developed a plan and explored the risks and benefits of leasing additional space in the building and adding a third grade. After an exhaustive study and consideration of matters including enrollment projections, level of community support, financing for the project, maintaining existing educational programs and staffing and the possibility of future cut backs in per pupil expenditures to Charter Schools due to a continued weak economy, it was recently decided that the school would not seek approval from the Department of Elementary and Secondary Education for expansion of the school and addition of a third grade.

Members of the Board of Trustees, including the Treasurer of the Board, are currently engaged in productive discussions with the owner of the building relative to renewal of the school's commercial lease for the space it currently occupies. We anticipate approval and execution of a Lease Agreement on or before August 30, 2010.

The Board remains committed to examining options for the school that will promote continued academic success, additional educational opportunities, improvement and growth. The Development Task Force gave a presentation to the Board in June 2010 recommending that there be renewed discussion on the formation of a Development Committee, tasked with developing fund raising and/or revenue raising plans and the implementation of those plans. The presentation included discussion of the state's funding model for Charter Schools, which demonstrated how the per pupil expenditure received by the school is not sufficient to meet the competing financial needs of the school. The school, which is committed to retaining its current student to teacher/staff ratio and preserving existing programs, must look to additional sources of revenue as it contemplates expansion of programs, improvements to facilities, or the possible purchase, addition or renovation of a building.

The Board is also aware that recent legislative changes and amendments to the Massachusetts General Laws governing Charter Schools will influence how our school proceeds in the future. The changes in the law necessitate evaluation of current practices, understanding of how the new laws impact those practices and planning for adjustments in management of finances, governance and administration to insure continued viability and stability of our school.

Dr. Argenziano, who brings a wealth of experience to our school as a retired educator and superintendent of the Somerville public schools, has agreed to continue providing contractual services to the school as an Interim Managing Director. His expertise will be particularly beneficial in interpreting and understanding the recent changes to the Charter School laws and how they affect our current practices. The school is grateful to have continued access to his knowledge, skills and political expertise as we maneuver through what are very uncertain fiscal times in the Commonwealth of Massachusetts. We are aware there may be unforeseen challenges to Charter School budgets in the future for which we want to prepare as we move forward.

For the upcoming school year, we celebrate full enrollment with a waiting list of students anxious to come to our school because of academics that challenge them to think critically as they study integrated curricula on global themes and prepare for exhibitions of their work. Parents and students are drawn to the school because of its inspirational music and art programs, learning options in foreign languages, and its spirited fitness and team sports programs. The school remains dedicated to its nutritional education with preparation of delicious and healthy meals and use of vegetables grown from its' own gardens. Every afternoon the children have opportunities in enrichment classes to discover new interests outside the traditional classroom. Enrichment classes are as diverse as the students with offerings in music, art, woodworking, sports, theater, dance, games, technology and academics. Additionally, students are encouraged to engage in community service learning.

The school provides an environment that is committed to success and achievement for all types of learners. The opportunities it offers are fostered by a dedicated group of faculty, staff and administrators who support the Charter and the mission of our school, and guide and nurture the children as they learn and grow. The foundation of the Community remains the many volunteers who are committed to supporting the children and the school. Without the enthusiasm, energy, expertise and countless hours the volunteers donate it would not be possible to provide the environment and opportunities that make the Marblehead Community Charter Public School what it is today. Thank you.

Respectfully submitted,  
Cynthia A. Canavan  
Chair, MCCPS Board of Trustees

## **EXECUTIVE SUMMARY**

The 2009-2010 school year was extremely successful. The school celebrated its 15<sup>th</sup> year anniversary and had its charter renewed for an additional five (5) years. Our Academic Director, Nina Cullen-Hamzeh, completed her Master's Degree in Organizational Management from Endicott College and received her license as a Superintendent of Schools in Massachusetts.

Students exhibited their work at three (3) evening events for parents and the community. This is part of our charter as a community based school. Listed below are some aspects of our school that make us special, and we pride ourselves on these daily.

Standard-Based Accountability – without question the dominant state-level strategy is standards – driven accountability. This represents a major paradigm shift in reform thinking because of its emphasis on outcomes rather than inputs. Where as teachers and administrations have traditionally defined their accountability in terms of effort, policy makers are now holding them accountable for results. At our school, we have taken steps to champion standards by being proactive, and we focus time, energy, and resources on meeting these standards. Continuous professional development is essential. We consistently use data to focus reform and seek support of the total staff, our parents, and community.

Shared-Decision Making – Our rationale in empowering our staff is that the people who know students best should have the autonomy to create and implement educational programs. The benefits to this strategy for us are:

- Involving many stakeholders increases the probability of achieving real, lasting reform.
- Decisions are more likely to achieve acceptance and implementation.
- Staff morale improves.
- Increased student achievement.
- Information on the performance of the school, as well as data on our instructional practices, is shared with all stakeholders.

Sustaining Change – Over our fifteen (15) year history, we have learned a great deal. Our research had offered us some tips and recommendations to keep our school on the right track.

- Communicate – Our present administration has created a widely understood strategy for improving our school. We have created a communication networking system of frequent meetings, face-to-face meetings, ongoing oral and written updates, parent and community meetings to communicate our strategy.
- Involve Civic and Business Leaders – These groups provide a welcome political stability. They are also supporters in our community. They champion our beliefs and values.
- Provide Staff Development – All research tends to point to teacher capacity was a crucial factor in our success. Professional development gives our teachers and staff members the tools they need to implement our school wide curriculum.

In closing, the past year has been year three (3) in our turn around. Since 2007, our low point, we have achieved one success after another. It points to a quality staff, a strong parental support base, and a wonderful group of students.

Thank you,  
Dr. Albert F. Argenziano  
Interim Management Director

## 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.  
*MET* – 100% of the 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. 100% of students accomplished or made satisfactory progress toward completing at least one of their goals.
2. By 2010, at least 90% of all 8<sup>th</sup> 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.  
*IN PROGRESS* - On the 3<sup>rd</sup> term report card,
  - 56% of 8<sup>th</sup> graders earned a rating of “Demonstrates” or “Demonstrates with Distinction” for being *persistent and self-directed*
  - 56% of 8<sup>th</sup> graders earned a rating of “Demonstrates” or “Demonstrates with Distinction” for being *responsible and reliable*.
3. By 2010, at least 75% of all 6<sup>th</sup> 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.  
*MET* - On the 3<sup>rd</sup> term report card,
  - 77% of 6<sup>th</sup> grade students earned a rating of “Demonstrates” or “Demonstrates with Distinction” for being *persistent and self-directed*
  - 87% of 6<sup>th</sup> grade students earned a rating of “Demonstrates” or “Demonstrates with Distinction” for being *responsible and reliable*.

**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, 97% 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* – 52% of all enrichments were effectuated by volunteers. There were 246

Enrichment classes offered this year; 127 of them were organized by volunteers. According to the Parent Satisfaction Survey, 83% of respondents state that their children benefit from participation in the Enrichment program most/all of the time.

## **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.

- According to the Parent Satisfaction Survey, 88% of respondents stated that the academic program meets the needs of their children most/all of the time.

#### 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.

- According to the Parent Satisfaction Survey, 84% state that working on Exhibition projects increases their children's interest in learning most/all of the time.
- According to the Faculty Satisfaction Survey, 88% agree or strongly agree that the professional development opportunities at MCCPS help them to improve their practice. According to the Faculty Satisfaction Survey:
- 94% 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 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.

- According to the Parent Satisfaction Survey, 94% 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.

- 100% of students participated in Community Service Learning projects.

#### 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.

- According to the Parent Satisfaction Survey, 83% of respondents stated that their children

benefit from participation in the Enrichment program most/all of the time.

## 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 8<sup>th</sup> grade students will pass the MCAS math, science, and ELA tests.

*MET* - According to the Spring 2009 MCAS data, 8<sup>th</sup> grade student achievement has surpassed the required 90% pass rate in math, science, and ELA.

- 92% of 8<sup>th</sup> graders passed the MCAS math test.
- 94% of 8<sup>th</sup> graders passed the MCAS science test.
- 100% of 8<sup>th</sup> graders passed the MCAS ELA test.

2. By 2010, at least 75 % of all 6<sup>th</sup> grade students will pass the MCAS math and ELA tests.

*MET* - According to the Spring 2009 MCAS data, 6<sup>th</sup> grade student achievement has surpassed the required 75% pass rate in mathematics and ELA.

- 88% of 6<sup>th</sup> graders passed the math MCAS
- 94% of 6<sup>th</sup> graders passed the ELA MCAS

3. By 2010, at least 80% of all 8<sup>th</sup> grade students will earn a proficient score or above on all MCAS tests.

*MET 1 of 3* - According to the Spring 2009 MCAS data, student achievement has surpassed the required 80% proficient or above requirement in ELA, and progress is being made toward this goal in math and science.

- 70% of 8<sup>th</sup> graders scored proficient or above on the math MCAS
- 61% of 8<sup>th</sup> graders scored proficient or above on the science MCAS
- 92% of 8<sup>th</sup> 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.

*MET 1 of 2* - According to the Spring 2009 MCAS data, student achievement has surpassed the required 70% proficient or above requirement in math. Progress is being made toward this goal in ELA.

- 71% of 6<sup>th</sup> graders scored proficient or above on the math MCAS
- 61% of 6<sup>th</sup> graders scored proficient or above on the ELA MCAS

5. MCCPS will meet or exceed yearly AYP benchmarks.

*MET* - According to the DESE website, MCCPS has met the Adequate Yearly Progress requirements in the aggregate in both ELA and 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 1 of 2, MAKING PROGRESS toward 2nd*– According to the June administration of the NWEA, 8<sup>th</sup> grade students met this goal in reading but not in math.

- 69% of 8th graders earned a proficient rating on the NWEA math test.
- 93% 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.

- MET** - According to the June administration of the NWEA, 6<sup>th</sup> grade students met this goal in both reading and math.
- 83% of 6th graders earned a proficient rating on the NWEA math test.
  - 94% 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** - 83% of 8th grade students earned a ‘proficient’ or above in all subjects
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** – 86% of 6th grade students earned a ‘proficient’ or above in all subjects

### **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.

## **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:* 2009-2010 EPIMS data indicate that MCCPS has a Highly Qualified Teacher (HQT) percentage between 97-99%; 83% 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."

*MET:* According to the Faculty/Staff Satisfaction Survey, 90% 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:* 2009-2010 faculty attrition was 15%

*Brief explanation of departures:*

- 2 teachers left for other jobs
  - 1 to teach in another district
  - 1 to teach at the college level
- 1 teacher moved out of state
- 4 teachers were 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 2009-2010, 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 4%.

- 2 students left during the year to return to their district schools
- 8 students completed the year, but will not be returning next year
  - 2 will be attending private schools

- 1 will go to a different charter school (with his brother)
- 5 will be returning to their district schools

3. Mid-year parent satisfaction surveys will indicate 80% overall satisfaction with the school's academic program.

**MET:** 91% 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.

**MET:** The Board achieved 87% of its annual goals.

Board goals and measures were delineated near the beginning of the school year in accordance with underlying Strategic Goals, and appear below together with status of initiatives. A document tracking status against goals was delivered to each Member mid-year and discussion on progress and re-prioritization formed a major part of the Board agenda at the regularly scheduled meeting. Progress is reported to the Board by the Chair or her/his Designee of relevant Task Forces and Committees of the Board on an ongoing basis.

The Board met 87% of goals not otherwise modified or deferred.

- Overall number of goals originally stipulated: 11
- Total number of original goals accomplished: 7
- Total number of goals deferred/modified due to new information: 3

#### **MCCPS BOARD OF TRUSTEES 2009-2010 GOALS AND MEASURES**

- **Secure Charter Renewal**
  - *MCCPS is notified that its charter has been renewed*
  - STATUS: ACCOMPLISHED
- **Govern the School Efficiently and Effectively.**
  - **Trustee Training**
    - *At least two Board meetings will contain at least 20 minutes of meeting time dedicated to improving the effectiveness of the Board*
    - STATUS: ACCOMPLISHED. Over two hours of time were dedicated to Open Meeting Law, Conflict of Interest Law, and other Board-effectiveness training by the Governance Committee and school counsel.
    - *The Governance Committee delivers to the Board a New Trustee Orientation program.(Governance).*
    - STATUS: DEFERRED. The Governance Committee and Board allocated additional time to completion of other goals delegated to the Governance Committee, in particular completion of Charter Amendment Request.
  - **Add two new members to the Board of Trustees**
    - *Two new Members are appointed to the Board (Governance)*
    - STATUS: ACCOMPLISHED. Two new Members were appointed and a third has been recruited.
  - **Succession Planning (Leadership)**

- *A methodology is adopted by the Board to assist in identifying and training potential future Board Officers. (Governance Committee)*
  - STATUS: DEFERRED. . The Governance Committee and Board allocated additional time to completion of other goals delegated to the Governance Committee, in particular completion of Charter Amendment Request.
- **Implement a Strong Financial Plan**
  - **Rebuild working capital**
    - *MCCPS meets or exceeds the operating “surplus” specified in the approved budget for the year.(Finance Committee)*
    - STATUS: ACCOMPLISHED.
  - **NO - Create a detailed plan to increase non-tuition income to 10% of the School’s revenue**
    - *A detailed plan including a timeline for application is adopted by the Board by the April 2010 Regular Meeting of the Board Meeting. (TBD)*
    - STATUS: ACCOMPLISHED. A Development Planning Task Force was formed mid-year and a detailed plan was presented at the June regularly scheduled Board meeting, with a Board Retreat scheduled early in the following school year dedicated to implementing the recommendations of that Task Force.
- **Lead the School in embracing the promises of the School’s Charter and Mission**
  - **Hire a Managing Director**
    - *A Managing Director is recruited and an offer of employment is made by the end of the school year.(Personnel Committee and Board of Trustees)*
    - STATUS: DEFERRED/MODIFIED. Due to several factors including findings and recommendations of the Finance Committee, Personnel Committee, and School Administration, the Board began but did not complete recruitment of a Managing Director. A need to accomplish a strategic review of the goal itself has been one outcome of the recruiting process; candidates meeting the qualifications stipulated appear not to be readily available and the overall strategic merit of the intended administrative structure calls for further review.
  - **Develop plan for community outreach**
    - *The Community Relations Committee delivers to the Board, a plan for community outreach by February 2010 Regular Meeting of the Board of Trustees. (Community Relations)*
    - STATUS: NOT ACCOMPLISHED. The function and nature of the responsibilities of this Committee have made recruiting leaders for this committee especially difficult; as a result of efforts to move this goal forward, the strategic merit of the Committee itself has become open to question and discussions of the Board now center on moving this function to Administrative and PTO responsibilities to avoid duplication and complications with timely communication and outreach due to Open Meeting Law requirements.

- **The School's Facilities will enable the accomplishment of the School's Mission.**
  - **Prepare and Submit Charter Amendment Application**
    - *The Charter Amendment Application is submitted, to the extent required by plans for expansion. (Governance and Board of Trustees)*
    - STATUS: ACCOMPLISHED. A draft amendment was completed and submitted, although the Board eventually decided not to proceed with plans for expansion.
  - **Create detailed project plan regarding the expansion**
    - *A detailed project plan regarding expansion is adopted by the Board by the March 2010 Regular Meeting of the Board of Trustees prior to the end of the School year. (TBD)*
    - STATUS: ACCOMPLISHED. A detailed project plan was completed by the Expansion Task Force previously formed by the Board; the Board reviewed and implied adoption of the Plan to the extent expansion was intended; ultimately, near the end of the year the Board decided to terminate all plans for expansion due to a multitude of factors.

## **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](http://MarbleheadCharter.org). Following is a summary of major decisions.

### **July 20, 2009:**

- Approved application for Charter Renewal

### **September 3, 2009**

- Adopted the following goals for Board of Trustees:
  - Secure charter renewal
  - Implement financial plan
  - Lead school in embracing the Charter and our Mission,
  - Maintain facilities to enable accomplishment of school's Mission
- Authorized the School to renew its revolving line of credit with Boston Private Bank and Trust
- Retained the services of the law firm of Hollander and Carey LLP for legal services as necessary to represent the School in legal matters

### **October 1, 2009**

- Created a Task Force of the Board called the Expansion Task Force to investigate and develop a plan to expand the school

### **December 3, 2009**

- Reappointed Emil Ronchi, John McEnaney, John Sullivan, and Alice DeKoning to the Board of Trustees
- Appointed Bill Sullivan to the Board of Trustees
- Authorized the Personnel Committee to begin the formal search process for a Managing Director and that the Board authorize up to \$5,000 to support that search
- Created Development Planning Task Force to assist the Board with development planning

**January 7, 2009**

- Accepted and approved the report of the school's auditors for FY 2009
- Increased the Personnel: Salaries line item on the FY 2010 budget by \$5,500.00

**February 4, 2009**

- Directed the School Administration to present two proposed FY 11 budgets to the Board

**March 11, 2010**

- 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

**April 1, 2010**

- Appointed Ms. Carmi Paris a to the Board of Trustees

**May 6, 2010**

- Approved the Finance Committee Recommended FY 11 Budget, representing a level service budget

**June 3, 2010**

- Discontinued all efforts to plan, prepare, and deliver a charter amendment to include expansion to third grade, and cease all other preparations for the expansion
- Appointed Cythina Canavan to Chair of the Board, Cathy Vaucher to Vice-Chair of the Board, John Sullivan to Treasurer of the Board, Matt Cronin as Clerk of the Board

**Amendments to the Charter**

There were no amendments to the Charter this year.

**Official Complaints**

The MCCPS Board of Trustees received 0 official complaints this year.

**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 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.

### **Family & Faculty/Staff Satisfaction:**

**MCCPS demonstrates that families and the faculty/staff are satisfied with its program via two surveys: the *Faculty Satisfaction Survey* and the *Parent Satisfaction Survey*.**

According to the Faculty Satisfaction Survey:

- 94% of respondents agree or strongly agree that a culture of innovation exists at MCCPS.
- 88% agree or strongly agree that the professional development opportunities at MCCPS help them to improve their practice.
- 90% agree or strongly agree that faculty/staff leadership is valued at MCCPS.

According to the Parent Satisfaction Survey:

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

### **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.

## **DISSEMINATION**

### **July 29, 2009**

- Project Based Learning Presentation (Matt, Nina & Pam)  
Westminster Elementary, Westminster, MA.

### **August**

- Nina assisted the Harvard School of Public Health regarding wellness policy

### **September**

- Matt Cronin answers questions for Foxboro Regional Charter School, Mark Logan  
Re: Online application to MCCPS, exporting data from Zoho, lottery etc.
- Nina Cullen-Hamzeh, Molly Wright, Ryan Redmond, & Pam Miller participate in  
Center for Collaborative Education's Performance Assessment Institute Launch  
(Sept. 29 & 30)

### **October**

- Nina with North Shore Heads of Independent Schools Cohort
- Nina at SNIP (Support Network for Innovative Principals) hosted by the Project for  
School Innovation; school leadership challenges
- Representative from the Center for Collaborative Education visits MCCPS regarding  
standards-driven performance assessments and inter-rater reliability
- Contact Counselors (Mike Houlihan) Annual Breakfast Meeting,  
North Shore Technical High School
- Nina at Salem State College with the Associate Dean of the School of Education  
regarding best practices at MCCPS
- Nina speaks with Robert Guinto, Road to Success Charter High School  
regarding MCCPS guidelines could for possible service in their start up phase.

### **November**

- Nina at the MA Charter Public Schools Association Delegate Assembly
- Representative from the Gelfand Foundation visits MCCPS regarding STEM  
(science, technology, engineering, and mathematics) programming
- Nina at Support Network for Innovative Principals hosted by the Project for  
School Innovation
- Kimberly Kamborian, Project Director for the Gelfand Family Charitable Trust  
visits to observe 4<sup>th</sup> and 5<sup>th</sup> grade science classes. We asked the organization to  
fund the start up of Know Atom for our 4th & 5th graders (they don't have upper  
grades yet). This initiative was subsequently funded
- Magna Charter mailed to local superintendents and schools; best practices  
described

### **December**

- "Know Atom" science curriculum refinement
- FUEL for Learning brochure mailing
- Nina with North Shore Heads of Independent Schools Cohort
- Representative from Marblehead Peace Committee visits MCCPS to discuss  
collaborating with the district middle school

### **January**

- Matt Cronin-MCCPSE-Technology Director's Meeting

- Matt Cronin, Pam Miller, Molly Wright, Nina Cullen-Hamzeh & Ryan Redmond with the Center for Collaborative Education and the Building a Quality Performance Assessment Initiative Cohort
- Nina with local district administrator regarding collaboration that resulted in the execution of a shared district, charter, town sponsored program
- Local literacy specialist visited MCCPS to learn about programs offered and reform efforts; follow-up visits and communication resulted in sharing of best practices and professional development for humanities department

### **February**

- Nina with North Shore Heads of Independent Schools Cohort
- Cindy Boccia and Meghan Pelletier shared with SPED TEAM what they learned at the teleconference, “The Answer to Reactive Attachment Disorder (2-3-10)
- Pam Miller, Matt Cronin, Ryan Redmond, Ivy Connelly, and Nina Cullen-Hamzeh attended MCCPSE’s Instructional Forum (2-5-10).
- Bi-monthly collaboration via district, charter, and town sponsored program

### **March**

- Nina with district administrator to share MCCPS best practices, provided documents and templates for district use
- BQPAI-Pam Miller, Molly Wright, Ryan Redmond, & Matt Cronin (March 16)
- FUEL for Students Conference; teachers and administrators from MA district and charter schools learned about MCCPS best practices
- Laura Partridge (friend to Laura DeSantis and working towards graduate degree in school counseling at Salem State) observes Mike Houlihan (March 15.)
- Nina at the MA Charter Public Schools Association Delegate Assembly
- Bi-monthly collaboration via district, charter, and town sponsored program
- Know Atom Program Review- Pam Miller and Bill Sullivan met with Nicole Lanoue, our Know Atom representative, to review the program and offer possible changes or improvements.
- Collaborated with district administrator, district and MCCPS teachers and parents, and community members to effectuate bi-monthly book club
- Nina with SNIP cohort
- Administrator from Lexington visited MCCPS; discussed best practices, school leadership model
- Bi-monthly collaboration via district, charter, and town sponsored program

### **April**

- Nina with administrators from Marblehead Public Schools to discuss best practices and future plans, opportunities for collaboration
- FUEL for Learning consulting
- Nina with North Shore Heads of Independent Schools Cohort
- Training on Initial Referrals for Core Evaluations. Mr. O'Connor distributed handouts and led discussion of protocol and procedures for testing of students requested by parents.
- School visit to MCCPS by Medfield teacher regarding teacher leadership and standards-driven performance assessments
- Magna Charter mailed to local superintendents and schools; best practices described

- Nina with representative from district high school; planned collaborative effort that provided leadership opportunities for the high school students and learning experience for MCCPS 8<sup>th</sup> graders
- Nina with SNIP cohort
- Bi-monthly collaboration via district, charter, and town sponsored program

**May**

- FUEL for Learning consulting
- Alison Fong/Food Service Director @ Brimmer & May (Brookline) visited Chef Laura on May 20, 2010 to discuss best practice
- Example of best practice shared with the district middle school by humanities department chair; materials donated to the district to support the practice
- Bi-monthly collaboration via district, charter, and town sponsored program
- Author event at MCCPS to culminate the district, charter, and town sponsored program

**June**

- FUEL for Learning consulting
- Mike Hanna (Principal, Marblehead Public Schools) at 3<sup>rd</sup> Exhibition of Student Work
- Nina with administrators from Pioneer Charter Academy to discuss best practices, school leadership

**FINANCIAL REPORTS**

**Statement of Revenues, Expenses, & Changes in Net Assets**

**FY10 Results (unaudited)**

**Income**

<b>STATE ALLOCATION</b>	\$2,436,021
<b>FEDERAL &amp; STATE GRANTS</b>	\$95,153
<b>FUNDRAISING INCOME</b>	\$61,068
<b>INVESTMENT INCOME</b>	\$581
<b>OTHER INCOME</b>	\$44,084
<b>PRIVATE GRANTS</b>	\$10,200
<b>REIMBURSEMENTS</b>	\$7,157
<b>SCHOOL LUNCH</b>	\$99,602
<b>STUDENT ACTIVITIES</b>	\$43,196
<b>Total Income</b>	<b>\$2,797,063</b>

**Expense**

<b>DIRECT STUDENT SUPPORT</b>	\$70,257
<b>OCCUPANCY</b>	\$331,438
<b>OFFICE &amp; ADMIN</b>	\$130,777
<b>PERSONNEL</b>	\$1,859,047
<b>SCHOOL LUNCH EXP</b>	\$90,388
<b>STUDENT ACTIVITY</b>	\$48,578

<b>Total Expense</b>	<b>\$2,530,486</b>
<b>Net cash FY010</b>	<b>\$266,576</b>

**FY10 Balance Sheet**

**ASSETS**

**Current Assets**

**Checking/Savings** \$681,010

**Other current asset** \$24,018

**Fixed Assets - Leasehold Improvements** \$407,395

**TOTAL ASSETS** \$1,112,423

**LIABILITIES & EQUITY**

**Short Term Liabilites**

**Notes payable** \$424,074

**Long Term Liabilities**

**Notes payable** \$18,990

**Total liabilities** \$443,064

**Equity**

**Retained earnings** \$403,435

**Net Income** \$265,923

**Total Equity** \$669,359

**TOTAL LIABILITIES & EQUITY** \$1,112,423

**FY11 Approved Operating Budget**

**CASH SOURCES:**

STATE REIMBURSEMENT \$2,323,005

FUNDRAISING - SCHOOL \$30,000

OTHER \$3,500

STUDENT ACTIVITY FUND \$15,000

MCCPS EDUCATION

FOUNDATION \$0

INTEREST INCOME \$1,000

**TOTAL CASH SOURCES** \$2,372,505

**PERSONNEL:**

SALARIES \$1,520,106

ENRICHMENT	\$15,000
BENEFITS	\$267,800
STAFF DEVELOPMENT	\$2,000
SEARCH COSTS	\$1,000
<b>Sub-Total</b>	<b>\$1,805,906</b>

DIRECT STUDENT SUPPORT:

TEACHER'S SUPPLIES	\$3,000
CURRICULUM SUPPLIES	\$16,000
STUDENT SUPPLIES	\$3,000
SPED SUPPLIES	\$1,000
COMPUTER SUPPORT	\$18,500
COMPUTERS	\$10,000
FURNISHINGS	\$500
ALEKS	\$8,050
NURSING SUPPLIES	\$700
<b>Sub-Total</b>	<b>\$60,750</b>

OCCUPANCY:

RENT	\$254,101
MAINTENANCE	\$33,500
CUSTODIAL SERVICES	\$22,000
CUSTODIAL SUPPLIES	\$7,000
UTILITIES	\$55,105
<b>Sub-Total</b>	<b>\$371,706</b>

OFFICE & ADMINISTRATION:

SUPPLIES	\$3,000
EQUIP & COMM	\$12,500
LEGAL & ACCOUNTING	\$10,000
PAYROLL SERVICE	\$4,000
PRINTING & COPYING	\$500
POSTAGE & SHIPPING	\$4,000
INSURANCE	\$24,295
BOARD EXPENSES	\$500
FINANCE CHARGES	\$8,500
FUNDRAISING	\$10,000
ADMISSIONS	\$1,000
AD DISCRETIONARY	\$1,000
<b>Sub-Total</b>	<b>\$79,295</b>
<b>Sub-Total, Cash Disbursed</b>	<b>\$2,317,657</b>

DEBT SERVICE	\$44,332
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<b>TOTAL CASH DISBURSED</b>	<b>\$2,361,989</b>
Excess/(Deficit)	\$10,516

**FY11 Capital Plan (2010-2020)**

The school currently leases its facility. At press time MCCPS was negotiating a 5-year extension of the lease that will run concurrent with the recent renewal of its charter. Following is a detail of the options being discussed by the Board of Trustees, Administration, Foundation, Staff and Parents for the future of the school facility. DESE approval as required.

**2010-2015**

- Option #1 - Rent available remaining 7,300 square feet from owner to expand by adding a 3<sup>rd</sup> grade. Estimated cost: \$850,000 over 5 years. Funding available from MassDevelopment and local banks. After careful consideration this option was voted down by the Board of Trustees in June 2010.
- Option #2 - Purchase building from owner in 2 to 3 years. A subcommittee of the Board of Trustees has met with the owner to begin discussing this possibility. Estimated cost: \$3.2 million. Funding available from MassDevelopment and local banks. The MCCPS Educational Foundation, a separate 501c3 associated with the school, is discussing the establishment of 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.
- 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.

**Summer 2010**

Replace flooring in school's Community Room. Rip up existing carpet and vinyl cove base (VCB) and replace with new vinyl composite tile (VCT). The school is currently soliciting bids from qualified contractors. Estimated cost: \$13,000. Planned completion prior to fall 2010 opening. The school will finance this work from operating capital.

Replace flooring in school's rear hallways. Rip up existing carpet and VCB and replace with new VCT. The school is currently soliciting bids from qualified contractors. Estimated cost: \$6,000. Planned completion prior to fall 2010 opening. The school will finance this work from operating capital.

Install exterior window in front office. Cut masonry, prepare opening, install window & seal. The school is currently soliciting bids from qualified contractors. Estimated cost: \$7,500. Planned completion prior to fall 2010 opening. The school will finance this work from operating capital.

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

Science Laboratories	\$150,000
Technology Laboratory	\$237,500
Reading/Writing Laboratory	\$115,000
Music/Orchestra upgrade	\$55,000
School-wide technology upgrade	\$30,000
New furnishings for Community Room	\$40,000
Kiln in Art Room	\$10,000
Intercom System	\$22,000
New phone system	\$20,000
Centralized clock system	\$20,000
Kitchen equipment/floor upgrade	\$27,000
Electronic air cleaning system	\$6,000
Cafeteria swipe card system	\$8,000
School van	\$40,000
Front parking area improvements	\$8,000

## DATA SECTION

<b>INSTRUCTIONAL TIME:</b>	
Total number of instructional days for the 2009-10 school year:	184 days
First and last day of the 2008-09 school year:	August 27, 2008 June 23, 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)

<b>STUDENT ENROLLMENT INFORMATION:</b>	
Number of students who completed the 2009-10 school year but did not reenroll for the 2010-11 school year (excluding graduates):	7
Total number of students enrolled as of October 1, 2009:	230
Total number of students who enrolled during the 2009-10 school year, after October 1, 2009:	3
Total number of students who left during the 2009-10 school year, after October 1, 2009: <ul style="list-style-type: none"> <li>• Both returned to their out of district sending schools</li> </ul>	2
Total number of students enrolled as of the June 2010 SIMS submission:	229
Number of students who graduated at the end of the 2008-09 school year:	45

<b>Reasons for Departure</b>	<b>Number of Students</b>
- 2 within the year & 8 at the end of the year	
to attend private school	2
to attend a different charter school (with his brother)	1
to return to district schools	7

**STUDENT DEMOGRAPHIC & SUBGROUP INFORMATION:**

**Residence**

	Number	Percentage
Beverly	2	0.9%
Lynn	15	6.7%
Marblehead	118	51.5%
Nahant	13	5.6%
Peabody	4	1.8%
Salem	26	11.3%
Saugus	1	0.4%
Swampscott	48	20.9%
Winthrop	2	0.9%

**Race**

	Number	Percentage
African American	1	0.4%
Asian	1	0.4%
White	212	92.8%
White/African American	0	0%
White/Asian	2	0.8%
White (Hispanic/Latino)	11	4.8%
Native American/Pacific Islander	2	0.8%

**Other**

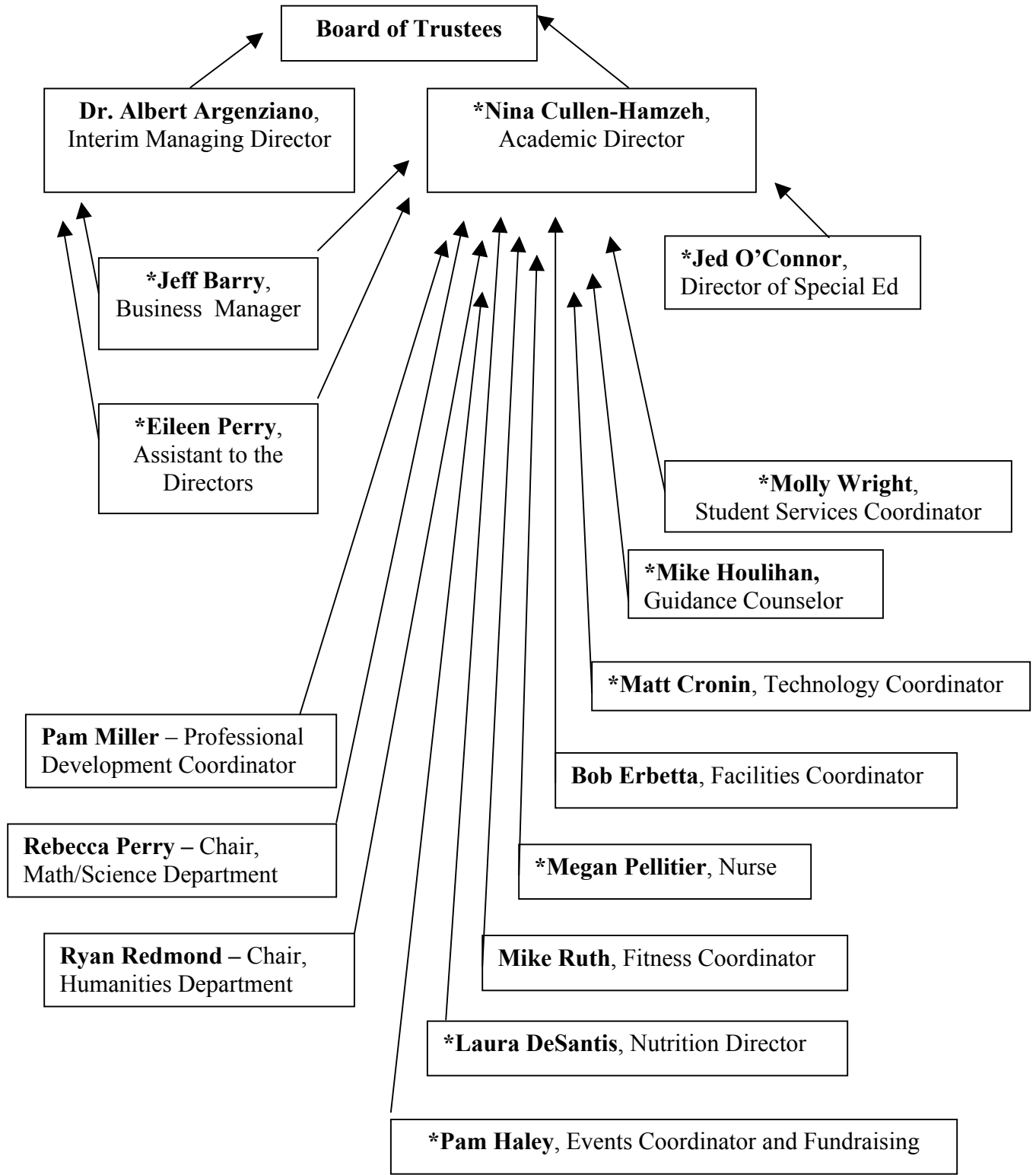
	Number	Percentage
Special Education (as of 10/08)	42/230	18.3%

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Limited English Proficient		0	0
Low Income		11/230	4.8%

<b>ADMINISTRATIVE ROSTER FOR THE 2008-09 SCHOOL YEAR</b>			<i>* Founding Faculty/Staff</i>	
<b>Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date</b>	
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		
Jeff Barry	Business Manager	8/1995*		
Matt Cronin	Technology Coordinator	8/2000		
Eileen Perry	Assistant to the Directors	7/2007		
Mike Houlihan	Guidance Counselor	8/2009		
Bob Erbetta	Facilities Coordinator	10/2007		
Megan Pellitier	Nurse	8/2009		
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	7/2010	

### ORGANIZATIONAL CHART



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

<b>TEACHERS AND STAFF ATTRITION FOR THE 2009-10 SCHOOL YEAR</b>			
	Number as of the last day of the 2009-10 school year	Departures during the 2009-10 school year	Departures at the end of the school year
Teachers	29	0	7
Other Staff	12	0	0

*Brief explanation of departures:*

- 2 teachers left for other jobs
  - 1 to teach in another district
  - 1 to teach at the college level
- 1 teacher moved out of state
- 4 teachers were not renewed

**MCCPS Board of Trustees as of June 30, 2010**

Trustee	Position on the Board	Committees	Employer or Professional Expertise	Most Recent Appointment Date	Term Expires	Number of Terms Served
Emil Ronchi	Chair	Finance (ex officio) Personnel	Parent, Point Capital Advisors	Jan 2010	Jan 2013	1
John Sullivan	Treasurer	Finance (chair, ex officio)	Parent, Boston University	Jan 2010	Jan 2013	1
John McEnaney	Clerk	Finance Governance	Parent, Self Employed Technology Consultant	Jan 2010	Jan 2013	1
Alice de Koning	Member	Community Relations	Professor, Salem State College	Jan 2010	Jan 2013	1
Carmi Paris	Member		Corporate Development Executive, Spectrum K12	Jan 2010	Jan 2013	1
Cynthia Canavan	Member	Governance	Parent, Lawyer	Jan 2008	Jan 2011	2
Matt Cronin	Member	Finance	Staff Member, MCCPS	Jun 2008	Jan 2011	1
Cathy Vaucher	Vice Chair	Governance (chair)	Parent, First Church Congregational, Temple Sinai	Jan 2009	Jan 2012	2
Michael Zimman	Member		Business Owner, Zimmans	May 2010	Jan 2012	1
William Sullivan	Member		Staff Member, MCCPS	Jan 2010	Jan 2012	1

Nina Cullen-Hamzeh	Member	Finance (ex officio, non voting)	Staff Member, MCCPS	per Article V Section 1 of the MCCPS By Laws.
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**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.

**2009 MCAS - English Language Arts (ELA)**

	Passed	Advanced/Proficient
Class of 2009 (in 8 <sup>th</sup> )	100%	92%
Class of 2010 (in 7 <sup>th</sup> )	98%	73%
Class of 2011 (in 6 <sup>th</sup> )	94%	61%
Class of 2012 (in 5 <sup>th</sup> )	99%	71%
Class of 2013 (in 4 <sup>th</sup> )	99%	69%

**2009 MCAS - Mathematics**

	Passed	Advanced/Proficient
Class of 2009 (in 8 <sup>th</sup> )	92%	70%
Class of 2010 (in 7 <sup>th</sup> )	82%	42%
Class of 2011 (in 6 <sup>th</sup> )	88%	71%
Class of 2012 (in 5 <sup>th</sup> )	96%	52%
Class of 2013 (in 4 <sup>th</sup> )	98%	65%

**2009 MCAS - Science**

	Passed	Advanced/Proficient
Class of 2008 (in 8 <sup>th</sup> )	94%	61%
Class of 2011 (in 5 <sup>th</sup> )	94%	54%

**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 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.

**Individual Learning Plans aka *My Achievement Plan* (MAPs)**

MAP Meetings & Progress

- All 230 students participated in at least 1 MAP meeting with a teacher and parent
- 143 students (62%) accomplished at least one of their goals

<b>Subject/Area of Goal</b>	<b># of Goals Established</b>
Art	13
Community Service Learning	9
Class Participation	14
Computers	8
Fitness	17
French	20
Global Studies	5
Handwriting	13
Homework Completion	22
Math	130
Music	28
Organization	67
Reading Comprehension	81
Researching Skills	9
Science	7
Social Skills	20
Speaking	3
Spelling	21
Typing	23
Writing	69
TOTAL	579 (average of 2-3 goals/student)

**Enrichment activities implemented this year**

<b>Enrichment</b>
ALEKS (Assessment & LEarning in Knowledge Spaces), web-based math tutorial
Alice – computer programming
Alice in Wonderland, musical production
Badminton

Baking
Bananagrams, Scrabble and Quiddler – word games
Basketball with Ms. D
B-Ball Hoops
Be A Performer
Beading
Board Games
Book Club
Canada! Here We Come!
Cartooning
Cheerleading
Chess Club- Advanced
Cooking
Cooking from the Garden
Cooking w/ Chef Redmond
Cooking with Chef Laura
Craft Funky Accessories
Creative Expressions
Cross Country Team
DARE
DDR – Dance Dance Revolution
Destination Imagination
Drawing and Painting
Drumming – Rock n’ Roll
Dungeons and Dragons
Eco-Art
Fantasy Design Crafts
Fife & Drum Corp
Figurative Art
Founding a Nation
French Cooking
French Culture
Gardening in Outdoor Classroom
Girl Power
Golf
Government By the People
GreenTeam: Composting & Recycling
Guitar for Beginners
Handwriting
Happy Ducky Store – school store
Healthy Friendships – social skills
Independent Study
Indoor Sports
Jazz Band
JV Basketball
JV Soccer Team
Kickball
Knitting
Magic the Gathering

Man Town
Marlinspike Seamanship
Math Buddies
Math Mania
MCCPS Idol
MCCPS TV
Modern Dance
Mr. Barry's Bingo
Music Club
Nursing Home Visit
Ocean Designs
Outdoor Sports
Outdoor Sports II
Philosophy Club
Photography
Printmaking
Printmaking
Rock and Roll Music
Rosetta Stone
Saving the World
Sculpture
Sensational Sectionals
Set design for the MCCPS Musical
Soccer Team Practice
Spanish Culture
Speaking of the Red Sox
Street Latin Dance- Advanced
Street Latin Dance- Beginners
Strings Ensemble
Student Council
Student Newspaper
Sudoku
Sustained Silent Reading
Swiss Cooking & Baking
Teacher's Pet
Volley Ball
War Hammer
Wicked Cool Hover Craft
Wicked Cool Manga: Magical Beasts
Wicked Cool Manga: Magical Creatures
Wicked Cool Solar Cars
Winter Sports
Wood Shop I
Wood Shop w/7 <sup>th</sup> Grade
Woodshop III
Yearbook
Yoga
Zumba Conditioning for Kids