

Marblehead Community Charter Public School

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## 2003-2004 Annual Report

submitted by Thomas Commeret

Head of School  
August 1, 2004



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## **Letter from the Chair of the Board of Trustees**

**Annual Report  
Letter from the Chair of the Board of Trustees  
Marblehead Community Charter Public School  
17 Lime Street, Marblehead, MA 01945  
2003 - 2004**

I am pleased to again report that MCCPS continues to be a strong, viable, public education organization due to the leadership efforts of its faculty, staff, board members, parents, and volunteers.

This past year the Board of Trustees focused on the future with various projects relating to our upcoming charter renewal, our programmatic expansion to welcome a 4<sup>th</sup> grade, and the planning and tasks necessary to budget and expand our facility to accommodate those new students. This expansion, granted in September 2002 by the Commissioner of Education, will allow us to align our program with the local district's planned configuration. Our focus also kept us on track for our tenth year charter renewal.

The Board also continued to operate very well as a cohesive body, even as members broke out to perform in the defined "task groups" which stem from our Strategic Operating Plan. These groups and the underlying Strategic Plan document have served as a tool to help direct committee work and ensure that important tasks are completed as the school moves toward accomplishing its long-range goals.

Central to the facilities expansion effort was, and remains, an ever-growing major fundraising campaign. Though we were one of the very first to apply for the Charter School Loan Guarantee program for facilities administered by MassDevelopment, we were turned down due to our lack of underperforming students AND the fact that we operate in an above average affluent community. The fact that we also serve many surrounding towns did not put us in any more favorable light in the eyes of the policy makers.

This unlevel playing field caused much frustration and should be adjusted as we are still a public school with a defined source of funds.

It is important to recognize the continued effort of the finance committee to provide a fiscally sound budget that ensures the future success of the school.

The Head of School continues to provide leadership that maintains a strong academic program for all students, inspires the faculty to continue to innovate, keeps this school on the cutting edge of educational delivery, records the story of our achievements, and fulfills our mission of dissemination of successful new best practices.

This year the faculty continued to develop our new, custom-built unit/lesson plan database that is directly connected to the Massachusetts Curriculum Frameworks and is linked to measuring and documenting student progress. This innovative program increases communication and assessment around student work and curriculum standards.

Our efforts next year will continue to seek grant funding for operations, innovative programs, and best practices dissemination. The administration, faculty, and staff continue to pursue professional development that focuses on increasing student achievement, guiding assessments, and strengthening teaching and learning opportunities for all. These efforts provide a strong academic community for MCCPS learners and directly support the mission of the school.

In the community, MCCPS continues to offer rich opportunities for collaboration. This year, the town celebrated a significant anniversary for Fort Sewall – the fort that protected “Old Ironsides” from the British Navy in the War of 1812. Our school community was one of the strongest participants in the day’s events by building a float and marching in the parade. Additionally, each public Exhibition of student work was very well attended by parents, community members, and teachers/administrators from other districts.

Looking to the future, we are excited to expand our program, not just to add an additional 44 students, but also because the facilities expansion will allow us to offer significantly improved programs in art, music, drama, and physical education to all of our students.

Finally, and perhaps most importantly, on behalf of the Board of Trustees, I extend our heartfelt thanks and appreciation for the continued efforts of the faculty and staff who have enthusiastically invested their talents in MCCPS this year despite a wage freeze imposed by these tightening economic times. I also extend our gratitude to all parents, volunteers, students, and community members who contributed to the accomplishment of another successful year at MCCPS.

Sincerely,  
Peter Barnet  
Chair MCCPS Board of Trustees

## **Executive Summary**

**Thomas Commeret, Head of School**

### MCCPS Mission

*Recognizing that children learn best in the context of community, our mission is to create partnerships among community members that assist our students in reaching their highest intellectual, social, emotional, and physical potential.*

The Marblehead Community Charter Public School is a 5<sup>th</sup> – 8<sup>th</sup> grade middle school located on Boston's North Shore. The school provides a positive learning environment to motivate learners and welcome their families. After nine 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.

At MCCPS we believe that children learn best in the context of community. That community context ensures an environment where concerned adults are instrumental in motivating students to do their best work, to take responsibility for their own actions, and to critically respond to the world around them. Once again this year we dedicated ourselves to improved student achievement, to accomplishing specific goals for the long-term health of our organization, and to strengthening our partnerships with our parent community.

As professional educators we are committed to continual program improvement through critical self-analysis. To that end we provide this annual report as a description of our activities in the past year, an update of our progress, and a public record of our students' achievements.

## **I. School Performance**

### **A. Summary of performance**

Nine years of collaborative effort have resulted in the creation of a school fully engaged in helping all students learn. This positive learning environment is due to everyone's efforts to ensure that we have:

- motivated learners
- a dedicated faculty and staff
- a vibrant learning community
- satisfied customers

#### Motivated Learners

An academic program can claim success only by its lasting positive effect on its students. In addition to our students' academic achievement, at MCCPS we gauge our success by the active engagement of each student's mind and his or her desire to acquire knowledge and skills. To that end the MCCPS curriculum is experientially based, using projects designed to motivate the adolescent learner. All projects are rigorous, interdisciplinary, and allow sufficient room for individual ability, choice, and autonomy.

Additionally, our experience indicates that the most significant student achievement comes with the development of a strong three-way partnership between the school, the student, and the home. By developing a collaborative relationship with our students and their families, the school can more effectively encourage, monitor, and maximize student achievement. All MCCPS students, under the guidance of their teachers and parents, participate in the development of a written Individual Learning Plan. These plans serve to set and coordinate academic and personal goals, document and monitor progress, and motivate students to do their best work.

#### Dedicated Faculty and Staff

- Professional Respect and Responsibility
- Shared Decisions/Shared Investment

The MCCPS faculty and staff share a pro-active, reform-minded, educational philosophy. We believe that the shared experience of community, academic rigor, critical thinking, and self-discipline creates the most effective learning environment for our students. We are dedicated to creating, maintaining, and improving an educational program that will positively affect students and their learning for the rest of their lives.

Under the leadership of the Head of School, the faculty and staff develop an academic curriculum and assist in creating policies and procedures to ensure the effective day-to-day operation of the school. As professionals and colleagues, we accept these responsibilities and hold ourselves accountable for the results. Our schedule includes ten annual professional in-service days as well as six hours each week dedicated to common planning and program/professional development. Our greatest resource is the coordinated and collegial effort of our professional staff.

#### A Vibrant Learning Community

MCCPS is a dynamic learning community dedicated to the realization of the highest potential achievement of every student. The guided development of this community has been crucial to the success of our school. As an evolving, interactive

community committed to common goals, we work diligently to coordinate group efforts. Active participation by MCCPS stakeholders helps ensure our growth and improvement.

Each school day begins with an assembly of students, faculty, and staff. Parents, extended family, board members, and guests are always welcome and often attend these community meetings where together we celebrate our successes and face our challenges. Each year we add to our list of community partners who contribute to enhancing and enriching our educational program.

We pride ourselves in being open to trying new ideas, to finding new and better ways to help our students achieve, and to learning from our mistakes.

### Satisfied Customers

As a school of choice, one important indicator of our success is the degree to which our students and their parents, our "customers," are satisfied with the educational program at MCCPS. A questionnaire distributed each year provides data that we use to measure customer satisfaction. Once again this year, MCCPS enjoyed high ratings of parent satisfaction with the program. Data collected using responses to a Parental Satisfaction survey indicate that:

88% of respondents rated the **Academic Program** as good or excellent.

89% of respondents rated the **Behavior Program** as good or excellent.

96% of respondents rated the **Level of Student Engagement** as good or excellent.

100% of respondents rated the **Community Atmosphere of the school** as good or excellent.

89% of respondents rated the **Students Mastery of Basic Skills** as good or excellent.

81% of respondents rated the **School/Home Communications** as good or excellent.

91% of respondents rated the **Student's Relationship with Teachers** as good or excellent.

88% of respondents rated the **Student's Academic Progress** as good or excellent.

## ***MCCPS Accountability Plan***

Performance goals identified in our opening year are presented below in the MCCPS Accountability Plan. The MCCPS faculty, administration, and staff are committed to the development, evaluation, and documentation of a high-quality academic program. We work collaboratively to offer a rigorous academic program aligned with the Massachusetts Curriculum Frameworks. This plan has helped focus our energy and document our progress.

### **All students will:**

- Achieve competence in the basic skills: language arts, mathematics, social studies, science, the arts, oral and written communication, and technology.
- Acquire and integrate knowledge, apply concepts to everyday life, and use knowledge meaningfully.
- Gain competence as self-directed learners.
- Develop responsible citizenship.

**The school will:**

- Develop and articulate a coordinated curriculum and assessment procedure for all grade levels.
- Create and maintain a professional environment for MCCPS faculty and staff.
- Integrate media and technology components within the educational program.
- Identify and exploit external resources for program support and enhancement.
- Create and/or acquire sufficient space to meet the educational and enrichment needs of students.
- Involve parents and guardians in the education process.
- Utilize volunteer resources as partners in school operations.
- Develop community service learning activities for all students.
- Develop and publicize a reproducible model of community-based education.
- Develop active linkages with neighboring schools/districts.
- Demonstrate effective participatory leadership as a model for site-based management.

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**Goal #1 All students will achieve competence in the basic skills: language arts, mathematics, social studies, science, the arts, oral and written communication, and technology for all students.**

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The individual achievement of our students' proficiency in a core set of thirteen essential skills and ten essential habits formulate the basis for successful academic performance at MCCPS. These skills and habits are defined and evaluated by the MCCPS faculty. Students demonstrate essential skills and acquire essential habits primarily through the directed study of language, mathematics, social and applied science, and the arts. On a trimester basis, an individual Report of Student Progress records each student's proficiency in the essential skills and habits. Additionally, this report documents graded performance in nine subject areas. Units and lessons are electronically documented and reflect attention to standards included in the Massachusetts Curriculum Frameworks.

#### Scholastic Reading Inventory

For the past two years, MCCPS has tested the reading levels of our students using Scholastic Reading Inventory (SRI) an electronic reading software designed to assess student performance in reading. The data collected will serve as a baseline for future reporting and has been used by faculty to inform classroom evaluations and strategies. As the charts below indicate our students have demonstrated a high level of competence in reading across the grade levels and have demonstrated significant improvement from the first year to the second year of testing. It is significant to note that 84% of our 8th grade students scored in the advanced or proficient range, and again this year, no 8th grade student scored in the "at risk" category. Notably, the percentage of students moving from proficient to advanced from 2003-2004 nearly doubled at every grade level as well and the percentage of students at the basic level was reduced by half at every grade level.

Scholastic Reading Inventory: Data report

Class of 2007 - 77% of 5<sup>th</sup> graders scored advanced or proficient (2004)

	(2004) in 5 <sup>th</sup>
<b>Advanced</b>	52%
<b>Proficient</b>	25%
<b>Basic</b>	18%
<b>At risk</b>	5%

Class of 2006 – 93% of 6<sup>th</sup> graders scored advanced or proficient.

	(2003) in 5 <sup>th</sup>	(2004) in 6 <sup>th</sup>
<b>Advanced</b>	33%	53%
<b>Proficient</b>	53%	40 %
<b>Basic</b>	12%	7%
<b>At risk</b>	2%	0%

Class of 2005 – 84% of 7<sup>th</sup> graders scored advanced or proficient.

	in 5 <sup>th</sup>	(2003) in 6 <sup>th</sup>	(2004) in 7 <sup>th</sup>
<b>Advanced</b>	-	32%	61%
<b>Proficient</b>	-	46%	23%
<b>Basic</b>	-	17%	14%
<b>At risk</b>	-	5%	2%

Class of 2004 – 84% of 8<sup>th</sup> graders scored advanced or proficient.

	in 5 <sup>th</sup>	in 6 <sup>th</sup>	(2003) in 7 <sup>th</sup>	(2004) in 8 <sup>th</sup>
<b>Advanced</b>	-	-	37%	60%
<b>Proficient</b>	-	-	28%	24%
<b>Basic</b>	-	-	30%	16%
<b>At risk</b>	-	-	5%	0%

Class of 2003 - 81% of 8<sup>th</sup> graders scored advanced or proficient in 2003.

	(2003) in 8 <sup>th</sup>
<b>Advanced</b>	55%
<b>Proficient</b>	26%
<b>Basic</b>	19%
<b>At risk</b>	0%

This year, MCCPS tested an electronic math tutorial. **ALEKS** (Assessment and LEarning in Knowledge Spaces) is a computerized system for the assessment and learning of mathematical skills, web interfaced. Developed by a team of cognitive scientists and software engineers at the University of California, Irvine, with major funding from the National Science Foundation, ALEKS is founded on ground-breaking research in cognitive psychology and applied mathematics. Using artificial intelligence, ALEKS assesses a student's current knowledge and delivers individualized and highly targeted instruction on the topics a student is ready to learn.

This year's trial experience proved extremely valuable. Our math teachers worked collaboratively to explore the capabilities of this program and its potential for enhancing the teaching and learning of math at the middle school level. Next year we will continue to use ALEKS as a tutorial to supplement classroom instruction, and we will use it to create a whole school cumulative math assessment that will be administered at least once per year. This will provide an objective assessment of student progress relative to the MCCPS Math Standards and Benchmarks.

Some key features of the assessment module are:

- All problems require that the student produce authentic mathematical input (that is, there are no multiple-choice questions).
- Assessment questions are generated from a carefully-designed repertoire of items ensuring comprehensive coverage of the domain.
- The assessment is adaptive: the choice of each new question is based on the aggregate of responses to all previous questions. As a result, the student's knowledge state can be found by asking only a small subset of the possible questions (typically 15-25).
- Assessment results are always framed relative to the California state standards.

**ALEKS: Total hours per grade level**

	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
2003-2004	1069.2	991.5	932	588.8

**ALEKS: Average hours per student**

	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
2003-2004	23.8	23.6	20.3	14

**ALEKS: data report**

\* A small number of students in each grade level did a move advanced program. Their scores are not represented in the following charts.

Class of 2007 - 50% of 5<sup>th</sup> graders have mastered at least 50% of the learning standards.

	in 5 <sup>th</sup>
> or = 50%	50%
< 50%	50%

Class of 2006 – 60% of 6<sup>th</sup> graders have mastered at least 50% of the learning standards.

	in 5 <sup>th</sup>	in 6 <sup>th</sup>
> or = 50%	-	60%
< 50%	-	40%

Class of 2005 – % of 7<sup>th</sup> graders have mastered at least 50% of the learning standards.

	in 5 <sup>th</sup>	in 6 <sup>th</sup>	in 7 <sup>th</sup>
> or = 50%	-	-	53%
< 50%	-	-	47%

Class of 2004 – 60% of 8<sup>th</sup> graders have mastered at least 50% of the learning standards.

	in 5 <sup>th</sup>	in 6 <sup>th</sup>	in 7 <sup>th</sup>	in 8 <sup>th</sup>
> or = 50%	-	-	-	60%
< 50%	-	-	-	40%

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**Goal #2 All students will acquire and integrate knowledge, apply concepts to everyday life, and use knowledge meaningfully.**

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We ensure the integration and application of knowledge to everyday life with thematically planned units and lessons based on essential questions and understanding goals. To date, the MCCPS faculty has developed seven global themes, each with its own set of essential questions and understanding goals. These themes are an effective vehicle to ensure integration of knowledge across disciplines and application of knowledge to everyday life.

By the conclusion of each trimester, all students are required to have completed a variety of interdisciplinary exhibition projects as part of their academic evaluation. These projects are developed by teams of teachers to ensure that acquired knowledge is integrated across disciplines, connected to real-life experience, and reinforces basic skills. All exhibition projects are geared toward enhancing academic success, encouraging productive attitudes, and enhancing performance in personal, social, and potential present and future employment situations.

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**Goal #3 All students will gain competence as self-directed learners.**

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Individual Learning Plans

At the beginning of the year each MCCPS student participates in developing an Individual Learning Plan. Individual Learning Plan conferences with teachers, students, and parents are scheduled every fall and spring to develop individual goals and document progress. Each goal is accompanied by specific objectives identifying tasks assigned to the student, the school, and the parent(s). All parties understand that our expectation is shared responsibility and collaborative effort. Individual Learning Plans are recorded electronically in a database and are updated twice each year throughout the student's tenure at MCCPS.

MCCPS Assignment Book

Every student at MCCPS is required to use a standard assignment notebook that is provided by the school. This notebook is regularly examined by the students' teachers to ensure accuracy and accountability. The assignment notebook is also used as a tool to promote regular communication with parents. Through the use of this tool, students learn to organize and complete their work, to hold themselves accountable for short and long-term assignments, and to seek information and assistance in a timely fashion. Students at MCCPS learn that they are ultimately responsible for their own success and achievement.

### Essential Habits Reporting

Three times a year teachers evaluate student performance of ten essential habits included on our Report of Student Progress. They are:

- o Organized & Attentive to detail
- o Persistent & Self-directed
- o Reflective & Inquisitive
- o Respectful & Honest
- o Responsible & Reliable

#### **Persistent & Self-directed**

74% of students grades 5-8 achieved the assessment of ‘demonstrates’ or “demonstrates with distinction’ in this essential habit.

<b>Persistent &amp; Self-directed</b>	
	2003-2004
Demonstrates with Distinction	34%
Demonstrates	40%
Incomplete or Inconsistent Demonstration	25.5%
Does not Demonstrate	0.5%

Our program encourages the development of these essential habits as crucial elements to the students' present and future academic, social, civic, and employment success. At MCCPS every directed experience both in and out of the classroom reinforces the importance of the values identified in the school's list of essential habits.

#### Public Demonstration and Evaluation of Student Work - Exhibition

An effective motivator to encourage personal effort and ensure accountability is the public demonstration and evaluation of student work. The expectation of a public response and evaluation helps focus energy and ensure effort.

#### Student Best Work Portfolio

In its second year at MCCPS, the Student Best Work Portfolio is an electronic database that includes examples of student work chosen by each student to represent what they believe are representative examples of their best work. Included in the database are digitally recorded examples of student work in the humanities and the sciences. For each piece of work, students write a learning reflection that answers the questions: What did you learn? How did you learn it? And what qualities demonstrated in the work make it an example of your “best” work?

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**Goal #4      All students will develop responsible citizenship.**

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## Code of Conduct

The MCCPS code of conduct is based on the practice of responsible citizenship by all community members. Behaviors that enhance the learning environment are encouraged and behaviors that detract from a positive learning environment are redirected. The MCCPS Commendation and Behavior Referral system ensure that students and parents are informed of the level of responsible citizenship demonstrated by community members.

## Community Chores

All MCCPS students, faculty, staff, and administrators participate in the maintenance and upkeep of our building through the completion of daily chores. Assuming communal responsibility to enjoy communal benefits ensures opportunities for all community members to exercise responsible citizenship.

## Community Service Learning

All MCCPS students participate regularly in community service projects that enhance their learning of subject-related material while providing opportunities for the students to contribute to their community.

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### **Goal #5      The school will develop and articulate coordinated curriculum and assessment across the grade levels.**

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The development and articulation of the MCCPS curriculum and assessment strategy has been and continues to be a primary focus of the MCCPS faculty's professional energy. Following the directive of the 1993 Education Reform Act to "explore new opportunities for innovation and high achievement in environments distinctly different from those currently available," the MCCPS faculty is committed to the long-term task of creating and developing a new approach to teaching and learning. Sustained professional effort has resulted in a steadily evolving, superior academic program.

### Public Demonstration and Evaluation of Student Work – Exhibition

At the conclusion of each trimester, a public exhibition of student work reinforces the importance of the students' academic experience and serves as an assessment tool. These evening events emphasize and reward quality work, effective oral and visual presentation, and an in-depth understanding of subject matter. Because student exhibition projects are long-term, multi-faceted assignments, students learn the importance of dividing large assignments into smaller coordinated components and then completing defined tasks on time and in good order. Exhibition project assignments, rubrics, and time lines are provided to students at the beginning of each trimester.

## MCCPS Diploma Requirements.

A major focus of the 2003-2004 professional development work of the MCCPS faculty has been the continued development of a document that outlines the performance standards for earning an MCCPS diploma. Paying close attention to the Massachusetts Curriculum Frameworks, the MCCPS faculty produced subject-specific benchmarks that identify levels of performance necessary for successful completion of the MCCPS academic program. Future work will include the development of evaluative criteria for each benchmark which will assist us in measuring and recording student progress over time. During the 2004-2005, the MCCPS standards and benchmarks will be added to the MCCPS website: [marbleheadcharter.com](http://marbleheadcharter.com).

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**Goal #6 The school will create and maintain a professional environment for MCCPS faculty and staff.**

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#### Common Professional Development/Planning Time

To maximize the coordination of professional effort, the MCCPS schedule reserves time every day for the faculty to meet together to organize, discuss, and evaluate the educational program. The faculty, in ongoing consultation with the Head of School, is responsible for identifying goals, assigning tasks, and documenting and monitoring progress. In addition to ten regularly scheduled professional development days and five half-day professional development opportunities, six hours each week are reserved for common planning and professional development time. All professional development opportunities are planned and effectuated by the school's professional leadership team that consists of the Head of School, the Student Services Coordinator, the Special Education Coordinator, and a faculty representative. Professional development topics are determined by state/federal requirements and observed/requested faculty/staff needs. All faculty and staff are invited to participate in these weekly meetings. Additionally, new employees receive substantial support via the school's induction program to assist with their transition into the MCCPS learning community.

#### Grade-Level Professional Learning Teams

At each grade level, four professional educators form the primary education team that coordinates the academic program. Each team consists of two full-time advisory teachers, one half-time teaching assistant, and one half or full -time certified special needs inclusion specialist. This four-person team works collaboratively with other grade level teams and our integrated arts personnel to coordinate the school's curriculum, to evaluate student work, to monitor student progress, and to communicate regularly with parents.

#### Daily Schedule

The daily schedule, developed by the faculty and the Head of School, offers an academically challenging, balanced, and flexible approach for an effective middle school program. Notable aspects of the schedule include:

- for students: three 90-minute core academic blocks a day

- for teachers: two 90-minute blocks each day for planning lessons and supervising students while reserving one 90-minute block for consultation, team planning, and other professional obligations.
- a daily 45-minute enrichment period for all students.
- at least 90 minutes of foreign language, music, and art instruction for every student every week.
- two daily half-hour periods of outdoor exercise scheduled for the entire school community.
- Community Service Learning activities for all students integrated into the academic program.
- a weekly special education consultation time for all teaching teams and integrated arts personnel.
- Wellness benchmarks integrated into academic subject areas by an on-staff registered nurse and a nutrition specialist.

### Faculty Handbook

The Faculty Handbook, developed by the Head of School in coordination with a volunteer task force of teachers and board members, outlines the working agreement between the staff and the school organization. The document is updated regularly by the Head of School after consultation with faculty.

### Professional Best Work Portfolios

In its second year at MCCPS, the Best Work Portfolio is an electronic database that includes examples that the faculty, staff, and administration have chosen to represent what they believe are representative examples of their best work. Included in the database are digitally recorded examples of the work. For each piece of work, a written learning reflection answers the questions: What did you learn? How did you learn it? And what qualities demonstrated in the work make it an example of your “best” work? These reflections are shared with the professionals on staff during the end-of –the –year reflection and reviewed by the administration during each employee’s annual evaluation.

### Professional Satisfaction

Professional satisfaction is high at MCCPS, due in large part to the belief and practice that those responsible for implementing a program should agree on the standards that will be used to identify success for all. With this in mind, rubrics for the evaluation of professional practice and collegial relations were developed by the faculty, staff, and administration and are used regularly to reflect upon the professional environment and experience at MCCPS. Additionally, a web-based surveying tool was used again this year to assess the level of professional satisfaction at MCCPS.

- 87% of respondents agree or strongly agree that their work at MCCPS is professionally satisfying.
- 65% of respondents agree or strongly agree that they are encouraged to participate in decision making at MCCPS.

- 87% of respondents agree or strongly agree that MCCPS gives them opportunities to contribute their talents/expertise to the organization.
- 74% of respondents agree or strongly agree that the professional development opportunities at MCCPS help them to improve their practice.
- 96% of respondents agree or strongly agree that collaboratively planned lessons result in deeper student knowledge.
- 79% of respondents agree or strongly agree that their work is recognized and appreciated by their colleagues.

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**Goal #7      The school will integrate media and technology components into the educational program.**

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Integrating media and technology components into our educational program is a high priority at MCCPS. The MCCPS Technology Plan guides us in providing appropriate tools and training for both students and staff in support of the school's mission. The power of technology is realized with multimedia training that enhances classroom instruction, student presentations, and professional development activities.

MCCPS Technology Plan Objectives state that MCCPS will:

- provide the students and faculty with the appropriate technological tools to enhance the learning process
- prioritize the acquisition of technology to include multi-platform accessible hardware and software to ensure that students will have access to a wide range of state-of-the-art technologies
- provide all students with electronic folders on a common server.
- introduce students to keyboarding, word-processing, spreadsheet and database design, power point presentations, drawing programs, architectural design programs, educational games, computerized music composition, Web-page design and Internet search-engines.

MCCPS Technology is on the cutting edge...

- Our five-year technology plan has been approved by the Commonwealth of Massachusetts and is progressing on schedule.
- Every classroom at MCCPS has access to the Internet and to a LAN (local area network).
- Our ratio of total students per computer is 3.5/1
- Our technology tools have enabled us to electronically process and document student health, academic, behavioral, and attendance records.
- We are in full compliance with the electronic student data reporting system of the Massachusetts Department of Education.
- All MCCPS employees and board members have Email accounts.
- All MCCPS employees have off-site access.
- Last year MCCPS launched a new and redesigned Website:  
<http://www.marbleheadcharter.com> that was continually improved upon this year. The site includes a description of our school, our school's charter, annual reports,

Code of Conduct, faculty bios and contact information, examples of student projects, calendar of events, monthly newsletter, and an electronically accessible school application form.

- A full-time technology coordinator position ensures the proper maintenance of hardware and software and immediate assistance to those students or faculty in need of help.

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**Goal #8      The school will identify and exploit external resources for program support and enhancement.**

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In nine years of operation, we have relied on members of our staff to apply for and receive grant funding to help support the cost of educating our students. As the table below indicates, our efforts have contributed to providing resources to support the best possible program for our students.

<b>Total Grant Moneys Received:</b>							
<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>
<b>104,596</b>	<b>73,179</b>	<b>154,335</b>	<b>110,922</b>	<b>92,944</b>	<b>85,297</b>	<b>140,082</b>	<b>71,063</b>
<b>63,781</b>							

Again this year, numerous parents and community members volunteered to present Enrichment programs and assist with classroom activities.

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**Goal #9      The school will create and/or acquire sufficient space to meet the educational and enrichment needs of students.**

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Like many charter schools, the acquisition and renovation of an existing structure was, and continues to be, a challenge for our organization. Last year’s facilities task force was successful in acquiring additional space in the building we occupy. Work will begin over the summer, and the expanded space will be available during the 2004-2005 school year.

The building we currently lease has many positive features, including:

- 15,000 square feet of usable space (25,000 after completion of the expansion)
- a community room large enough to accommodate the entire school population (and a multi-purpose room after completion of the expansion)
- a full-service kitchen
- a medical care room
- full handicapped accessibility
- handicapped accessible lavatory facilities (2 after completion of the expansion)
- central air-conditioning
- state-of-the-art fire alarm and sprinkler system

- access to public recreation field
- nine classrooms (12 after completion of the expansion), 2 student workrooms, a faculty workroom, computer lab, and office space
- completely networked computer system connecting all classrooms and administrative offices
- perennial gardens, a vegetable garden, 2 decks, and a wood shop

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**Goal #10      The school will involve parents/guardians in the educational process and will utilize volunteer resources as collaborators in school operations.**

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MCCPS is a community-based school. We are committed to caring for the health and well being of the whole community while we nurture and educate the students entrusted to our care. Parents/guardians are always welcome at MCCPS – in the classrooms, at morning meeting, recess, and lunch.

#### Individual Learning Plan

A fundamental aspect of our community at work is the parental involvement and participation in the development of each child's Individual Learning Plan (ILP). Members of MCCPS recognize that learning is a lifelong process that is significantly enhanced when combined with personal commitment and communal support. To that end, each year, students, teachers, and parents participate in an ILP process. This process provides an opportunity for students, their parents, and their teachers to discuss and identify individual learning goals and cooperative strategies that are needed to ensure their successful achievement. Goals may address academic concerns, extracurricular performance, social adjustment, or behavioral management. Once a goal is identified, objectives and responsibilities are established for each member of the team (student, parent, and school). The team reconvenes in the spring of each year to formally review progress, revise expectations, and discuss new goals. Teams may also meet at additional times during the school year at the request of the student, parent, or MCCPS staff member. The ILP process continues to effectively serve our students, their parents, and the school community, and it includes the participation of 100% of our students and their families.

#### MCCPS Enrichment Program

A crucial component of maintaining a healthy community is providing our parents with a variety of opportunities to enhance their child(ren)'s educational program. Our enrichment program continues to be an effective means for parents to involve themselves in the learning environment of the children.

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.

The Enrichment program creates opportunities that connect the school with local community members. In addition to the learning gained from working on projects and participating in activities, students learn about themselves, enhance their skills and talents, and meet and work cooperatively with other members of their community. Parents and other community members have an opportunity to enhance the learning of the children. Community partnerships help create and maintain a healthy school community, enhance the engagement of the students, and provide examples of real life applicability for the skills and habits learned throughout the school year.

The following is a list of some of the enrichment programs that have been implemented:

\* = Volunteers

1. Aerobics (YMCA) – *all grades*
2. American Sign Language (I and II) – *all grades*
3. \*Baby Sitter Certification – *all grades*
4. \*Board Games – *all grades*
5. Carnival of Knowledge – *all grades*
6. Chess Club – *all grades*
7. Computer Lab – *all grades*
8. Creative Writing – *8<sup>th</sup> grade only*
9. \*Dance – *5<sup>th</sup> and 6<sup>th</sup>*
10. Dance – *7<sup>th</sup> and 8<sup>th</sup>*
11. \*Dare Program – *5<sup>th</sup> grade only*
12. \*Design & Build – *all grades*
13. \*Drawing – *all grades*
14. \*Educational Bingo – *all grades*
15. Fitness Sports – *all grades*
16. Fly Tying & Fishing – *all grades*
17. French/Drama Club – *all grades*
18. Girls Social – *7<sup>th</sup> and 8<sup>th</sup>*
19. Guitar Instruction – *all grades*
20. \*HCpro - writing instruction – *all grades*
21. Healthy Snacks - *all grades*
22. Hiking and Camping – *5<sup>th</sup> and 6<sup>th</sup>*
23. Homework Guidance – *all grades*
24. Independent Study – *all grades*
25. \*Intense Soccer – *all grades*
26. Jazz Band – *all grades*
27. \*Juggling – *all grades*
28. Kayak Learning Center – *all grades*
29. Lets Talk Books (book club) – *7<sup>th</sup> and 8<sup>th</sup>*
30. Mask Making – *All Grades*
31. Math Help – *8<sup>th</sup> Grade*
32. \*Mosaics – *all grades*
33. Multimedia Creativity – *all grades*
34. Multimedia Project – *8<sup>th</sup> Grade only*
35. Nutrition Explorations (Cooking) – *all grades*

36. Percussion Ensemble – *all grades*
37. \*Photography – *7<sup>th</sup> and 8<sup>th</sup> grade*
38. Poetry – *all grades*
39. Quiz Bowl – *6<sup>th</sup> – 8<sup>th</sup> grade*
40. Safe Boating – *all grades*
41. \*Sax lessons – *all grades*
42. \*Ski Program – *all grades (fee attached)*
43. \*Sewing – *all grades*
44. \*Social Skills – Marblehead Counseling Center – *5<sup>th</sup> grade only*
45. \*Street Hockey – *all grades*
46. Ultimate Frisbee – *all grades*
47. \*Video for Fun – *6<sup>th</sup> – 8<sup>th</sup> grade*
48. \*Weaving – *all grades*
49. Work and Play – *all grades*
50. Yearbook – *6<sup>th</sup> – 8<sup>th</sup>*
51. Yoga – *all grades*

### MCCPS Behavior Management System

The MCCPS community understands that order and discipline are necessary for academic success and that working collaboratively to achieve this goal is everyone's responsibility. A behavioral referral system is used as part of the MCCPS Code of Conduct. Students involved in inappropriate behavior receive a Student Behavior Referral that is delivered via the student to the home. The referral ensures timely communication between the school and home. It includes a section of reflective questions designed to ensure that the student becomes an active participant in the process of making responsible decisions. Parents must sign each Student Behavior Referral and are invited to write comments or request further communication. It demonstrates to students the commitment between home and school regarding academic success. Documentation of all Student Behavior Referrals is maintained by the school's Student Services Coordinator.

### Additional Opportunities

Parents/guardians have been involved in the educational process and/or have collaborated in school operations in the following ways:

- working with students in the classroom to assist with projects (ie. quilting for Project Linus, designing and building French Houses, costumes and set pieced for Shakespearean plays, community garden)
- teaching and assisting with enrichment classes/activities
- members of the Board of Trustees
- members of Board Committees
- publication of the student directory
- publication of the school yearbook
- publication of the school's monthly newsletter

- fundraising
- chaperones on field trips
- guest lecturers
- literacy group leaders
- working in the nutrition department to prepare and serve meals during lunch and breakfast, and cleaning the kitchen and organizing stock/supplies
- organized and prepared food for the graduation reception/dance
- Graduates completed their community service requirement for high school
- helping in the front office
- hosting new parent events

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**Goal #11     The school will develop community service learning activities as an integral component of education program.**

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### Community Service Learning Program

From its inception, MCCPS has been committed to integrating community service learning throughout our academic program. A full-time Community Partnership Coordinator position ensures that all students are involved in community service learning activities every year. Over the years, the school has developed on-going partnerships with nursing homes, schools, government offices, environmental agencies and social service organizations. All of these partnerships provide opportunities for our students to learn in and through service to our extended community. Included below is a report describing the year's community service learning activities.

### Community Service Learning Year in Review

#### *5<sup>th</sup> Grade*

*Shriners Recycling Project* – Over 350,000 aluminum tabs were collected. The money received from the recycling of the tabs will be used to buy medical and non-medical equipment for The Shriners Hospitals for Children. Writing, math, and art are integrated into this project. Through this process, students learned how to create action plans, implement the actions, document, and reflect on their experiences.

*Intergenerational Event* – Members of the Marblehead Senior Center and Grandparents joined the 5<sup>th</sup> grade in March for an Intergenerational Event. The students interviewed the seniors from questions they created related to the term's global theme, Time and Space. Entertainment was provided by the MCCPS Band, and the Music and French teachers. Refreshments and flowers were organized by the parents.

*We Can Make it Beautiful* – A perennial garden action. As part of the environmental awareness program, each student was assigned a planting area in the MCCPS perennial

gardens. They maintained the existing plants, designed new plantings, and cultivated their assigned areas of the garden. Students also created action plans and poetic reflections describing the needs involved with the planned action, and the results of the work as it affected the individual and the community. During the “action period”, students kept a record of their observations and accomplishments in their journals and science logs.

### *6<sup>th</sup> Grade*

*Recycling - Why do we need to recycle?* Students learned why our community needs to recycle, what needs to be recycled and how to teach others in our school and the local community to recycle. Each class created posters for each grade and the entire school describing the *rules* and *reasons* for recycling. Students then shared what they learned and created a recycling program for their home, a neighbor, or a local business. Through this process, students learned how to create action plans, implement the actions, document and reflect on their experiences.

*Letter to the Editor* – In the final phase of the recycling program, each student wrote a letter to the editor. The letter served to enhance recycling in our community, and to reflect on what the student learned about recycling. In this assignment, students learned the process of writing a persuasive letter. After review, representative letters were sent to local newspapers.

*Recycling Booth* – In late spring, for The Great Picnic, the 6<sup>th</sup> grade designed a “recycling booth” to increase public awareness of recycling. Students gathered recyclable and non-recyclable materials, and recycling bins, to explain the method of recycling. Handouts were also available from the Marblehead Recycling Committee, to further educate the public.

*MCCPS Community Vegetable Garden* – The sixth grade also assisted the seventh grade in preparing the vegetable garden for planting.

### *7<sup>th</sup> Grade*

*Community Garden Project* – How do we grow a community garden? In conjunction with our own community garden, students volunteered at the Food Project in Roxbury and Lincoln, MA. The Food Project brings together thousands of youth and adults to grow organic vegetables that are donated to homeless shelters and sold at urban farmer’s markets and to families in suburban Boston. Through volunteering and classroom/onsite instruction, students learned the process of creating their own community garden here at MCCPS. They learned the process of harvesting, seed extraction and germination, to planting in the *spring*. The cycle then continues in the fall when the harvested vegetables are donated to My Brother’s Table, a soup kitchen in Lynn, MA.

*Community Service Project* – Students worked in small groups to identify a community need and volunteered their time to make a difference for nine organizations in the surrounding communities. In addition to volunteering, students held raffles to purchase supplies, created book, can and clothing drives for various organizations. Through this process students learned how to create action plans, implement the actions, document and reflect on their experiences.

*The following is a list of the organizations:*

Lynn Community Health Center/Reach Out and Read Program – book drive/reading to children  
Marblehead Park and Recreation Department – volunteering time  
North Shore ARC/Kids on the Block Program – educating about disabilities  
The Penny Bear Company – held raffle and volunteered time  
The American Red Cross – Youth Leadership Program  
The Salem Mission – Crombie Street Shelter – Food Service  
Local Nursing Homes – Helping the Elderly  
Saltonstall Elementary School – Theater Program Assistance

### *8<sup>th</sup> Grade*

#### *My Brother's Table - Throughout the School Year:*

Once a month 12-15 8th grade students volunteer at My Brother's Table to help serve dinner. My Brother's Table is a soup kitchen located in Lynn, MA. Web site address: [www.mybrotherstable.org](http://www.mybrotherstable.org)

*Fundraisers* – During the 1<sup>st</sup> Term, the 8<sup>th</sup> grade participated in two different fundraisers, My Brother's Table and Habitat for Humanity, both in Lynn, Mass. On October 27, 2002, twenty-eight students participated in the 21<sup>st</sup> Annual Walk for My Brother's Table. The students raised over \$1,200. In December, sixteen students visited the Habitat project located in Lynn, on 11 Cherry Street. The visit included a tour of the site by the project director and opportunities to learn more about the process. The students raised over \$600. As part the term's global theme, Work and Wellness, they learned about the organization, created and implemented their own action plans for collecting sponsors, and wrote a reflective piece on their own experience. Students also created Public Service Announcements to advertise the event and fundraiser to the community.

### Individual Community Service Project

Each student identified a unique community need that he or she wished to address. Students worked individually or in small groups to learn the process of formulating, taking action, and journalizing about the community service project they chose. In 2003, twenty-two projects were implemented by the 8th graders:

*The following is a list of the organizations and projects:*

American Red Cross – Youth Leadership Conference  
Northeast Animal Shelter – Toy and towel drive– MCCPS tutoring for 5<sup>th</sup> grade  
Community Information Pamphlet  
CSL Teacher Assistance  
EMARC – Assisting with elderly retarded citizens  
Fundraiser for Reynolds Playground with Playworld Systems  
Fundraiser for ZOO in Belize, Central America  
Girl Scouts – Leadership Assistance  
Marblehead Animal Shelter  
MCCPS Faculty Assistance  
MCCPS Enrichment Programs:  
    Fashion Design Enrichment

MCCPS Dance Enrichment  
Game Board Enrichment  
Hockey Enrichment  
MCCPS Individual Tutoring Programs:  
Three 8<sup>th</sup> grade students tutored six 5<sup>th</sup> graders  
North Shore ARC – Assistant to Personal Care Attendant  
North Shore ARC Dinner Social  
Pennies for Patients – Leukemia Lymphoma Society  
Salem Commission on Disabilities – Web Site  
The Salem Mission (homeless shelter, food pantry and meal service)

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**Goal #12      The school will develop and publicize a reproducible model of community-based education.**

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Nine years of concentrated effort have resulted in the creation of a highly successful model of community-based education. Efforts to share the principles and structure of our program continued again this year.

*Capital City Charter Public School, Washington, D.C.* – A group of teachers, administrators, and board members visited MCCPS this year to learn about our academic program, governance, and our internally developed electronic data base solutions. Members of our staff spent two days describing our program and procedures, answering questions, and instructing the CCCPS visitors in the use of several MCCPS developed computer databases. Many documents were provided for their study and use. The visit was extremely successful, and we will continue to build on this partnership next year. Email communication has continued between CCCPS and MCCPS.

*Kennedy Middle School, Natick* – A group of teachers and their vice-principal visited MCCPS to learn about our integrated curriculum. A day was spent with members of our staff reviewing MCCPS curriculum documents and exhibition project descriptions and overviews and suggesting ways in which the teachers from Kennedy Middle School could integrate their subjects for the improved engagement and understanding of their students. They also visited classrooms to see the integration of subjects in progress within the classroom. Many documents were provided for their study and use. Email communication has continued between CCCPS and MCCPS.

*Berkshire Arts Academy Charter School* – This new school sought our assistance as they began to create a student handbook. A copy of our handbook (now 9 years old, and improved upon each year) was provided for their study and use.

*Salem Academy Charter School* – This new school sought our assistance as they began to create a document for the evaluation of their head of school. A copy of our head of school evaluation rubric (now several years old, and improved upon each year) was provided for their study and use.

*Salem State College, Endicott, and Harvard Extension Students* – MCCPS has been visited by graduate students who have been anxious to learn about our integrated

curriculum and Exhibition as a form of assessment. Tours have been arranged for these guests and materials have been provided to support their studies.

*Hadley Elementary School, Swampscott* – This successful outreach program paired MCCPS 6<sup>th</sup> graders with the K-2 students at Hadley. The 6<sup>th</sup> graders shared the illustrated children’s stories that they had developed as an integrated project. The teachers, students, and principal of the Hadley School were very pleased with the program and have asked us to return again next year. Discussions have already begun to expand this partnership to include other subjects and projects.

*Welcoming School, Lynn* - Another on-going example of successful dissemination of best practices between schools has been the sharing of ideas between teachers from MCCPS and the Welcoming School in Lynn. These discussions led to hands-on activity-based projects that enabled the students in Lynn to better understand the math concepts that they were studying. This class of behaviorally challenged students also helped our 5<sup>th</sup> graders with the school’s annual tabs collection for the Shriners’ Hospital.

*MCCPS Website* – The site, located at [www.marbleheadcharter.com](http://www.marbleheadcharter.com), has been a useful and efficient means of sharing information about our school, our approach to educating middle school students, and our accountability to the state. The site includes:

- a description of the history of our school
- an overview of the students, teachers, board members, and organizations that make up our school community
- a description of our educational approach including and explanation of how global themes, essential skills and habits, and exhibition projects work in concert to improve student learning
- a description of the methods of assessment used
- our school's charter, annual reports, strategic plan, Code of Conduct, student-parent handbook
- contact information for all teachers, administrators, and board members
- examples of student work/projects
- photos of school events and student work/projects
- a calendar of events
- monthly newsletter
- an electronically accessible school application form
- facts about charter schools and applicable laws
- DOE profile

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**Goal #13      The school will develop active linkages with neighboring schools/districts.**

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From its inception the Marblehead Community Charter Public School has had a controversial relationship with the town of Marblehead. Criticized for draining money from the local coffers, the MCCPS needed to counteract misinformation while proving itself worthy to educate the town's students who chose to attend. Judging from the continually high numbers on our waiting list, it appears that over time our presence has been more and more accepted and respected by those who see the results of our work with children.

We have developed a good relationship with some Marblehead town officials. MCCPS meets each year with the town selectmen to present them with a copy of our annual report and to answer any questions that they might have.

Once again this year, our students visited an elementary school where they read their individually created storybooks. The kindergarten, first, and second graders of the Hadley School in Swampscott welcomed our sixth graders enthusiastically, and the principal invited our students to return to share other projects. The teachers from Hadley were also very enthusiastic about our presence, and plans have already begun for further collaboration next year.

Another on-going example of successful linkage between schools has been the sharing of ideas between teachers from MCCPS and the Welcoming School in Lynn. These discussions led to hands-on activity-based projects that enabled the students to better understand the math concepts that they were studying. This class of behaviorally challenged students also helped our fifth grade with the school's annual tabs collection for the Shriners Hospital.

We have had some success in building collegial relations with the teachers and other school administrators in the town. We have welcomed students from the local middle school to attend events and performances at our school. We continue to participate in coordinated transitional visits to the Marblehead High School. Our special education department has worked very well with the local school's special education department often coordinating efforts to ensure the best program for the students involved.

Unfortunately, with the state's economic woes, MCCPS is still the target of animosity and negative press. The Marblehead School Committee has actively worked to keep MCCPS from expanding to fourth grade. Despite local opposition, we intend to continue to do our best to improve relations and build productive relationships with the local school system.

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**Goal #14      The school will demonstrate effective and efficient participatory leadership as a model for site-based management.**

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The MCCPS charter intends for its teachers to be leaders in their profession. To that end all MCCPS faculty members are encouraged to lead with their talents. We agree to support each other in our common goals as we develop specific task-oriented leadership roles for our faculty to fulfill within the organization. For example, faculty professional development time is planned and executed by the faculty for the faculty. Four members of our faculty have been elected in general elections to serve as members of our Board of Trustees. Stipends are offered to teachers for taking on administrative duties. Questionnaires completed by faculty members have consistently rated their leadership role within the organization in the good-excellent range. Active faculty involvement in organizational management is crucial to our success.

## **B. Summary of external standardized test results**

A comparison of external assessments indicates that MCCPS students demonstrate solid achievement and measurable improvement on external academic assessments.

Over the years we have administered a variety of external standardized tests in order to provide data on our students' progress. The results of all standardized tests administered by MCCPS are included in our annual reports and are available for review at the Charter School Office.

MCCPS administers the Massachusetts Comprehensive Assessment System (MCAS) tests each year as required by state law. As the following graphs indicate, MCAS results show that MCCPS students have performed at high levels in English Language Arts (ELA), with close to 90% of students scoring Advanced or Proficient on the most recent administrations of the 7<sup>th</sup> grade English Language Arts MCAS exam. Math performance at the 6<sup>th</sup> and 8<sup>th</sup> grades has been generally strong in the past, however scores dropped somewhat in 2003. To address this issue, MCCPS convened a team consisting of all MCCPS personnel who teach math and the Head of School to revise our math curriculum to ensure that it is more closely aligned with the state's testing system. Additional classroom time has been dedicated to math instruction, the ALEKS web-based math tutorial has been adopted school-wide, and extra-help in math has been offered as an Enrichment activity. In the 8<sup>th</sup> grade, 78% of students passed the exam, and 46% scored Advanced or Proficient in 2003. In the 6<sup>th</sup> grade, 82% of students passed the test, and 31% scored Advanced or Proficient. Results of all MCAS tests administered in the past few years are listed in the graph below:

**MCAS Results by Performance Category, 2000-2003**

Subject	Students Tested	Scaled Score	% Advanced	% Proficient	% Needs Improvement	% Warning/Failed
<b>Science - Grade 5</b>						
2003	44	----	27	55	18	0
<b>Math - Grade 6</b>						
2003	44	----	5	26	51	19
2002	44	234	0	41	45	14
2001	44	240	18	27	41	14
<b>English Language Arts - Grade 7</b>						
2003	44	----	0	79	19	2
2002	43	251	28	60	12	0
2001	41	243	5	63	27	5
<b>English Language Arts - Grade 8</b>						
2001	43	247	5	84	12	0
2000	43	248	0	93	7	0
<b>Math- Grade 8</b>						
2003	44	----	14	32	32	23
2002	44	241	18	36	36	9
2001	44	243	25	27	43	5
2000	43	247	33	33	28	7
<b>History - Grade 8</b>						
2003	44	----	0	5	61	34
2000	----	----	0	12	63	26
<b>Science - Grade 8</b>						
2003	44	----	14	41	41	5
2000	----	----	12	60	23	5

**C. Summary of alumni placements**

**2004 MCCPS Alumni Placements**

High School	Students
Marblehead High School	22
Essex Agricultural High School	1
Fryeburg Academy	1
Hamilton/Wenham High School	2
Holderness Academy	1
Lynn Classical High School	1
Pingree	1
Salem High School	5

St. John's Prep High School	2
St. Mary's High School	1
Swampscott High School	5
Total Students	42

**D. Summary of official complaints**

No official complaints were received by the MCCPS Board of Trustees during the 2003-2004 academic year.

**E. Total number of student applications**

MCCPS received 153 applications for the academic year 2003-2004.

**F. Number of students on the waiting list**

91 students remain on the waiting list

**G. Student Turnover data**

- 8 - transfer to district school
- 4- transfer to out of district school

**II. School Program: General Information**

**A. Grades and age levels served**

MCCPS serves grades 5 - 8

**B. Enrollment requirements**

MCCPS admits students on a space available basis in the following order as required by law:

1. Siblings of currently enrolled students residing in Marblehead
2. Siblings of currently enrolled students from surrounding communities
3. Children of Marblehead residents

4. Children from surrounding communities  
If the number of applicants exceeds the number of available slots, a lottery is held at the school to determine a waiting list for each grade.

### **C. Enrollment policy**

The Marblehead Community Charter Public School is committed to creating an alternative public school that actively meets the unique needs of each and every student. MCCPS does not discriminate on any basis. Admission policies adhere to all state and federal regulations including Public School Regulation 603CMR26.00 and MGL c71/89, which states in part:

*Charter Schools shall be open to all students, on a space available basis and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special needs, proficiency in English language or academic achievement.*

### **D. Summary of curriculum design (including special and bilingual education & Section 504)**

The Marblehead Community Charter Public School provides a setting for educators, students, parents, and citizens to explore new opportunities for innovation and high achievement in public education. Recognizing that children learn best in the context of community, the mission of MCCPS is to create a partnership among community members that will provide our early adolescents with the instruction and support necessary to reach their highest individual potential.

- This process begins with an individual learning plan developed for each student and continues through a comprehensive and collaborative education program.
- A global thematic approach combined with an Individual Learning Plan for each student joins the vision of high academic expectation and the student/ parent/ school partnership.
- Building on global themes, essential questions, and understanding goals, the human experience is studied in a context where students grasp the concepts and connections critical to understanding our world.
- Integral to student assessment is an exhibition program, which culminates each thematic unit of study in a community-shared academic event. During these exhibitions, process becomes product, students view and participate in their individual and collective achievement, and the community recognizes the significance of their active participation in the process.
- Basic skills, command of content, and habits essential to productive learning are the indicators that students demonstrate throughout their experience at MCCPS.
- Students receive instruction, develop skills, and are assessed for mastery at appropriate and increasingly complex levels across the grades.
- Content is presented in a way that allows students to pursue their interests, to draw upon community resources, and to extend their innate and developing abilities to the greatest extent possible.

## Special Education & Section 504

Special Education at MCCPS provides a full range of services to special needs students. Inclusion is the basis of those services. With accommodations and modifications in place, students who are either on an Individual Educational Program (IEP) or a 504 Plan are exposed to the same standards and expectations as their peers. At MCCPS, these modifications and accommodations are considered best practice and thus many are available to all students. These accommodations may include long-term assignments broken down into smaller components, instruction based on Multiple Intelligence theory, accommodations for learning styles, and study skills instruction. For special needs students, specialized instruction may occur in 1:1 settings, in speech and language therapy, or in specialized reading instruction as required by the IEP. Technology and data entry tools and books on tape are among the accommodations provided.

At MCCPS the inclusion specialist is an integral member of the grade level team contributing to lesson planning, assessing student progress, and writing curriculum benchmarks. The specialists are responsible for providing services, writing mandated progress reports, attending TEAM meetings, and facilitating inclusion.

MCCPS adheres to the mandates of federal and state laws pertaining to special education. Direct service is provided by specialists in accordance with the IEP. Services may also be provided by a certified speech and language pathologist, an occupational therapist, physical therapist, or a psychologist who administers testing to determine eligibility for special education. The coordinator is responsible for ensuring that all students share access to the general curriculum and that needs are met to the full extent of both federal and state laws concerning special education. The Marblehead Counseling Center has also supported the special education department. The Center provides counselors to teach social skills groups as well as provide ongoing services such as individual counseling.

To facilitate ongoing communication regarding the special education students and students with 504s, each grade level and the Integrated Arts team consult with the special education coordinator on a weekly basis. At these meetings, the teachers, specialists, and coordinator share pertinent information about the students who are on Individual Education Plans and 504s as well as regular education students who are having difficulties. Additional staff members, such as the school nurse, assistant teachers, the Student Service Coordinator, and the Head of School are informed of the meeting times and are invited to join the meetings as appropriate. Parents are encouraged to attend to discuss their child with the grade level team, inclusion specialist, and special education coordinator.

Specialists continue to engage in professional development and to share their expertise with the community. Staff professional development topics provided training in the pre-referral process, federal definitions of disabilities, and classroom strategies.

### **E. Graduation/promotion requirements**

Graduation and promotion requirements include the successful completion of exhibition projects, active participation in class work, completion of homework assignments and earning passing grades in language arts, mathematics, science, global studies, French, music, art, and fitness. If a student earns a failing grade in two or more subjects, the teaching team meets to discuss appropriate remedial action that may include

extra tutoring, academic probation, a summer program, or retention. In the case of retention, a recommendation is made to the Head of School for a final decision.

**F. Student/teacher ratio**

10/1 FTE

**G. School Calendar**

**MCCPS 2003-2004 ACADEMIC/PROFESSIONAL SCHEDULE**

**August 28, 2003 -June 23, 2004 - Academic School Year - 185 Days**

August 25, 2003 - June 25, 2004- Professional School Year- 195 Days

***PARENT/TEACHER NIGHT - Tuesday, Sept. 9th - 7:00pm***  
***Parent Group Meeting – Wednesday, Sept. 24<sup>th</sup> – 7:00pm***

**Individual Learning Plan Conference Weeks - Noon Dismissal for Students**

Monday - Friday, Sept. 22- Sept. 26, 2003 (1- 4:00pm Appointments)

Monday - Friday, May 10 – May 14, 2004 (1- 4:00pm Appointments)

**Transition Week \*8th Grade Only! February 2-6, 2004 - (1/2 day)**

**Professional In-Service Days - Faculty Only - No Students unless noted\***

August 25 - 27, 2003 - Curriculum Development and Planning

Wednesday, September 17, 2003

Wednesday, October 22, 2003

Monday, November 10, 2003

Wednesday, December 17, 2003

\*Wednesday, January 14, 2004 (1/2 day – noon dismissal)

\*Wednesday, February 11, 2004 (1/2 day – noon dismissal)

Monday, March 15, 2004

\*Wednesday, April 14, 2004 (1/2 day - noon dismissal)

\*Wednesday, May 19, 2004 (1/2 day - noon dismissal)

\*Wednesday, June 16, 2004 (1/2 day - noon dismissal)

**Exhibitions - (6:30 - 8:30pm)**

Exhibition #1 - Monday, November 24, 2003

Exhibition #2 - Thursday, March 11, 2004

Exhibition #3 - Monday, June 21, 2004

**Graduation - June 23, 2004 - 7:00 pm (1/2 day for students)**

**Scheduled Holidays**

Monday, September 1, 2003 - Labor Day

Monday, October 13, 2003 - Columbus Day

Tuesday, November 11, 2003 - Veterans' Day

Wednesday, November 26, 2003 – 1/2 Day-noon dismissal

Thursday - Friday, November 27- 28, 2003 - Thanksgiving Break

Thursday, January 1, 2004 - New Year's Day

Monday, January 19, 2004 - Martin Luther King, Jr. Day

Monday, May 31, 2004 - Memorial Day

**School Vacation Days**

Winter Break – Dec. 24 –Jan. 2, 2004      Classes resume Jan. 5, 2004  
February Break- February 16 - 20, 2004      Classes resume Feb. 23, 2004  
April Break - April 19 - 23, 2004      Classes resume April 26, 2004

**MCAS Test Administration Schedule**

March 30, 2004 – English Language Arts Composition Test      (Grade 7)  
May 13, 2004 – English Language Arts Composition Test Make-up Test  
May 17-28, 2004 – (Grades 5,6,7,8)      \*Tests and dates will be announced

**Report Cards**

(#1) 12/11/03      (#2) 3/25/2004      (#3) Mailed by 7/2/2004

### III. Finance

#### Finance

##### A. Financial Statements FY04

<i>Revenue</i>	<u>General</u>	<u>Special</u>	Combined <u>Total</u>
Intergovernmental			
State allocation	\$1,457,445		\$1,457,445
Federal & State grants		\$63,781	\$63,781
Contributions	\$87,160		\$87,160
School lunch program		\$68,320	\$68,230
Student activities		\$54,525	\$54,525
Other revenue	\$41,680		\$41,680
	\$1,586,285	\$186,626	\$1,772,911
<i>Expenses</i>	<u>General</u>	<u>Special</u>	Combined <u>Total</u>
Personnel	\$1,227,205		\$1,227,205
Student expenditures	\$58,087		\$58,087
Occupancy	\$203,387		\$203,387
Office & administration	\$52,227		\$52,227
School lunch program		\$61,245	\$61,245
Student activities		\$54,525	\$54,525
Grant expenditures		\$63,871	\$63,871
	\$1,540,906	\$179,641	\$1,720,547
Excess of revenues over expenditures			\$52,364
Fund balance at beginning of the year			<u>\$311,326</u>
Fund balance at end of year			\$363,690

##### B. Balance sheet 6/30/04

MCCPS Combined Balance Sheet

All fund types

<i>Assets and other debits</i>	<u>General</u>	<u>Special</u>	<u>Total</u>
Cash and short-term investments	\$285,461	\$23,766	\$309,227
Receivables: intergovernmental		\$24,993	\$24,993
Receivables: other	\$2,822		\$2,822
Prepaid expenses (FY05)	\$19,660		\$19,660
Other assets: security deposit	\$10,000		\$10,000
	\$317,943	\$48,759	\$366,702
Total assets and other debits			
<i>Liabilities</i>			
Accounts payable	\$3,012		<u>\$3,012</u>

Total liabilities	\$3,012
Fund Equity	\$363,690

**C. State and federal grants**

<u>Fund Code</u>	<u>Grant name</u>	<u>Amount</u>
#240	SPED 94-142	\$33,172
#274	SPED Program Imp.	\$6,000
#533	Charter School Facilities	<u>\$24,609</u>
TOTAL		\$63,178

**D. Approved school budget FY05  
MCCPS FY05 Operating Budget**

**ITEM DESCRIPTION**

CASH SOURCES:

1	STATE REIMBURSEMENT	\$1,853,720
2	FED & STATE GRANTS	\$87,500
3	PRIVATE GRANTS	\$0
4	FUNDRAISING - SCHOOL	\$37,500
5	FUNDRAISING - FOUNDATION	\$7,500
6	OTHER	\$3,500
7	SPENDING FROM CASH RESERVE	<u>\$0</u>
	<b>TOTAL CASH SOURCES</b>	<b>\$1,989,720</b>

PERSONNEL:

8	SALARIES	\$1,325,098
9	ENRICHMENT	\$20,000
10	SUBSTITUTE TEACHERS	\$2,500
11	BENEFITS	\$159,012
12	STAFF DEVELOPMENT	\$6,500
13	SEARCH COSTS	\$1,000
14	GRANT EXPENSES	<u>\$55,000</u>
	<b>Sub-Total</b>	<b>\$1,569,110</b>

DIRECT STUDENT SUPPORT:

15	TEACHER'S SUPPLIES	\$6,250
16	CURRICULUM SUPPLIES	\$18,750
17	STUDENT SUPPLIES	\$6,250
18	SPED SUPPLIES	\$1,250
19	COMPUTER SUPPORT	\$12,500
20	COMPUTERS	\$16,250
21	FURNISHINGS	\$6,250
22	NURSING SUPPLIES	\$1,875
23	GRANT EXPENSES	<u>\$0</u>
	<b>Sub-Total</b>	<b>\$69,375</b>

OCCUPANCY:

24	RENT	\$214,610
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25	MAINTENANCE	\$25,000
26	CUSTODIAL SERVICES	\$15,000
27	CUSTODIAL SUPPLIES	\$3,750
28	UTILITIES	\$35,000
29	GRANT EXPENSES	\$0
	<b>Sub-Total</b>	<b>\$293,360</b>

OFFICE & ADMINISTRATION:

30	SUPPLIES	\$3,750
31	EQUIP & COMM	\$9,375
32	LEGAL & ACCOUNTING	\$8,000
33	PAYROLL SERVICE	\$4,000
34	PRINTING & COPYING	\$1,250
35	POSTAGE & SHIPPING	\$2,500
36	INSURANCE	\$13,000
37	ANNUAL REPORT	\$500
38	BOARD EXPENSES	\$500
39	FINANCE CHARGES	\$2,000
40	FUNDRAISING	\$8,500
41	ADMISSIONS	\$2,000
42	OTHER	\$2,500
43	GRANT EXPENSES	\$0
	<b>Sub-Total</b>	<b>\$57,875</b>

TOTAL CASH DISBURSED	\$1,989,720
EXCESS (DEFICIT)	\$0

## **IV. Governance**

### **A. Board of Trustees**

#### Board of Trustees Directory

Peter Barnet  
11 Hibbard Road  
Marblehead, MA 01945  
(781)639-2136 (H)  
(781-639-1937 (W)  
(781) 799-9188 (cell)  
[Peter@promosis.com](mailto:Peter@promosis.com)

Tom Commeret  
2 Bartlett Street  
Marblehead, MA 01945  
(781)639-1422  
[tcommeret@marbleheadcharter.com](mailto:tcommeret@marbleheadcharter.com)

Bob Erbetta  
P.O. Box 44  
Marblehead, MA 01945  
(781)631-9536  
Mobile (617)293-8512  
[Raerbetta@attbi.com](mailto:Raerbetta@attbi.com)

Bruce Guzowski  
4 Doaks Lane  
Marblehead, MA 01945  
(781)631-9392 (H)  
(781)639-1872 (W)  
[bguzowski@hcpro.com](mailto:bguzowski@hcpro.com)

Deborah Melnick  
8 Angenica Terrace  
Marblehead, MA 01945  
781-639-0280  
[marblemel@attbi.com](mailto:marblemel@attbi.com)

Pam Miller  
7 Nicholson Street  
Marblehead, MA 01945  
(781)639-3249  
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Nanny Noyes  
421 Ocean Ave.  
Marblehead, MA 01945  
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Kay O'Dwyer  
4 Greg Road  
Stoneham, MA 02180  
(781)279-7789  
[kodmccps@hotmail.com](mailto:kodmccps@hotmail.com)

Eileen Perry  
17 Central Street  
Marblehead, MA 01945  
(781)631-8605  
[floater@attbi.com](mailto:floater@attbi.com)

Bernie Rotundo  
184 Upham Street  
Melrose, MA 02176  
781-665-2854  
[brotundo@hcpro.com](mailto:brotundo@hcpro.com)

Katie Sullivan  
113B Green Street  
Marblehead, MA 01945  
781-639-1872  
[ksmccps@hotmail.com](mailto:ksmccps@hotmail.com)

Board of Trustees Affiliations

Peter Barnet	President, Promosis Inc. Member, Boston Yacht Club Race Committee Member, Promotion Marketing Association Chair of MCCPS Finance Committee (2 years)
Tom Commeret	Head of School, MCCPS Member, Board of Trustees, MA Charter School Association Member, Marblehead Rotary Club
Bob Erbetta	Former member St. John's Prep Board of Trustees Glover's Marblehead Regiment Rotary Club of Marblehead Naugus Head Association, Board of Trustees Captain, USNR-Ret. President, Management Design Associates, Inc.
Pam Miller	Member, National Council for Teachers of Mathematics Member, Association for the Supervision of Curriculum Development
Nanny Noyes	Girls Coordinator - Black and Blue Youth Lacrosse ` Association President: Winter Garden Club President: Club of Small Gardens of Marblehead Neck Member: Eastern Yacht Club, Driftwood Garden Club, Bell School PTO Owner and President: The Rockmore Company, Inc.
Eileen Perry	Marblehead High School Site Based Management Team Gut and Feathers National Junior Badminton Association
Katie Sullivan Palms	Teacher-Leader Specialist P.S.I.A. Certified Ski Instructor

**B. Standing Committees:**

Finance Committee

**C. Advisory Committees**

Facilities/Lease Committee

## **D. Board of Trustees – Meeting Schedule**

\*August 21, 2003

September 4, 2003

October 2, 2003

November 6, 2003

December 4, 2003

\*January 8, 2004

February 5, 2004

March 4, 2004

April 1, 2004

May 6, 2004

June 3, 2004

All meetings begin promptly at 7:00 P.M. at the school.

\* Not the first Thursday of the month

## E. Summary of policy decisions

*August 21, 2003*

Tom Commeret moved and Bernie Rotundo seconded the motion to re-appoint Bruce Guzowski as chair of the Finance Committee and the treasurer of the Board of Trustees. Katie Sullivan moved and Eileen seconded a motion to nominate the slate of Peter Barnet, chair, Katie Sullivan, vice chair, and Pam Miller, secretary for the Board of Trustees for 2003-2004. The motion passed unanimously.

*January 8, 2004*

- **Decision: The board voted unanimously to nominate Tom Commeret to run for reelection to the Board of Directors of MCSA** *Action Item: Pam will e-mail Mark Kenen, Director of MCSA that the board has voted to nominate him.*

*February 5, 2004*

*Report of HOS Contract Committee: (See attached.)* The committee met (Peter Barnet, Bernie Rotundo, John McIver and Katie Sullivan) on January 22<sup>nd</sup>. The Board approved their proposed procedures and time line.

*March 4, 2004*

**Decision: Deb Melnick moved to authorize the treasurer to sign the necessary papers for Citizen's Bank line of credit. John McIver seconded the motion. The motion was approved unanimously.**

*April 1, 2004*

**Decision: Bruce proposed a motion, John McIver seconded that additional monies for expansion must come from the following sources: Landlord contributions, food service, and foundation contributions +a not to exceed amount of \$175,000 from the (credit facility). The motion passed. To increase the amount used from the credit facility, requires review of the finance committee and Board approval.**

**May 13, 2004**

Decision: Eileen Perry moved and Deb Melnick seconded the motion to review previous meeting's minutes to confirm that \$13,636 pre-debt service cash flow amount was presented and approved by the Board, if not, this vote confirms acceptance. The vote to accept was unanimous.

Decision: Eileen moved and John McIver seconded the motion to approve the FY '05 Budget as proposed. The vote to accept the budget was passed. Tom Commeret recommended its approval but recused himself.

*Decision: Eileen Perry moved and Kay O'Dwyer seconded a motion to offer the Head of School a one-year contract with the proposed salary. The motion was passed. Tom Commeret recused himself from the vote.*

**V. Staff**  
**A. Staff biographies**

<b>ADMINISTRATIVE TEAM</b>
----------------------------

**Thomas L. Commeret - Head of School**

Certificate of Advanced Graduate Studies (C.A.G.S.), Northeast Consortium, Salem State College, Educational Leadership 1996. Master's Degree, Middlebury College, Middlebury, VT, French, 1987. Alliance Française, Paris, France, 1980, Certificate du Français Parlé BA Calvin College, Grand Rapids, MI, 1976, English/French/Education Teacher Certification - English/ French grades 7-12, MI, Massachusetts Administrative Principal Certification - classroom teacher K-12, Dean of Students, Activities Director, Assistant Headmaster, Head of School.

**Jeffrey Barry - Business Manager/Program Coordinator**

BA Communications/Film, Emerson College, Boston, MA, 1986 18 years of experience - Business/Finance/Accounting manager, Advertising Coordinator, Television Production Assistant, Bookkeeper.

**Judith Burke - Admissions Coordinator/Assistant to Head of School**

Salem State College, Salem, MA/ Certified Novell Network Administrator. Ten years of experience with computer network systems development. Administrative and technical sales development and support. Served as associate director of student financial aid in the State College system and member of the Higher Education Management Institute Team. Past director of the Public Affairs Division for the Cambridge Chamber of Commerce. Member of the Marblehead Community Charter Public School Education Foundation.

**William Idell - Nutrition Services Coordinator**

AA, Culinary Arts, Johnson & Wales University, Providence, RI, 1989. BS, Nutrition Science, Oregon State University, 1996. MS, Nutrition Communications, Friedman School of Nutrition Science and Policy at Tufts University.

18 years of professional cooking experience in a diverse array of foodservice operations. Member: Research Chefs Association, Institute of Food Technologists, Society For Nutrition Education, Massachusetts School Food Service Association.

**Nina Cullen-Hamzeh – Student Services Coordinator**

B. A. Theater Arts with an emphasis in Literature & History, California State University, Los Angeles, CA, 1987; Multiple Subject Credential Program, National University, Los Angeles, CA, 1993; University of Massachusetts, Theater Arts, 1984. Teacher Certification, K-12, 1993; Founding Faculty Award, June 2001; 17 years of experience as an elementary and middle school classroom teacher in rural, suburban, and urban settings; Assistant Principal of 1-8 school in Hollywood, CA; Science Coordinator, Bilingual and gifted instructor; Project-Astro teacher with the Museum of Science and the Harvard-Smithsonian Center for Astro- physics; Astronomy club mentor; Assistant Head of Theater; Co-founder of The Open Fist Theatre, a professional repertory theatre in Los Angeles; Member of the Board of Directors of Hamzeh Mystique Films; writer: stage & film (documentary & narrative)

**Eric Helgesen – Technology Coordinator**

B.S. in Mathematics Education: Secondary Education from the University of New Hampshire, College of Engineering and Physical Science. High School math teacher for the Manchester/Essex Regional High School. Experienced Sailing Teacher and Coach. Past experience as a MAC and PC consultant with a focus on technical and network support. Experienced programmer and database developer.

**Francine B. Rinfret-Cronin - Health Services Coordinator**

BSN Program Salem State College, RN Program, Katherine Laboure, Commonwealth of Massachusetts Nursing License #137248, 25+ years of experience - Marblehead Public Schools, Marblehead Visiting Nurse Assoc., Brigham and Women's Hospital, Lynn Hospital, Massachusetts General Hospital, Boston, MA, Youville Hospital, Massachusetts Department of Education Chapter 766 Training Course, CPR/First Aid/AED certified instructor, BSA Merit Badge Conselor, grant writer.

<b>5Th GRADE TEAM</b>
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**Felice Koslen - 5th Grade Teacher**

Education: M.A. University of West Virginia, Special Education - Education of the Gifted.

B.A. Boston University, Philosophy and Religion. Diploma Girls' Latin School.

Teacher Certifications: Massachusetts, New Hampshire, West Virginia --Elementary 1-6, Middle School 5-9, Gifted 1-12, Special Needs K-12. Experience: 19 years experience in classroom -all grades with focus on elementary, grades 3-5; middle grade 5-6; Special needs grades, 3-6; Gifted, grades 3-5.

Other related experience: California--founder and teacher of Albion Community School, West Virginia--Lead Teacher and Planning Board member for Gifted Education Department in Jackson County; academic coach for math competition at Ravenswood Grade School; founder and director of Children's Activity Center at the Mountain State Art and Craft Fair; program developer and instructor of multi-cultural and multi-media children's recreational art programs for Jackson County Recreation Department, Charleston Art Museum, and Parkersburg Community College; Massachusetts--instructor of art classes for Cohen-Hillel Academy; social studies curriculum writing for Hillel Academy; tutor students privately in math; Extra-curricular instruction at MCCPS includes Live Poets' Society, embroidery workshop, batik workshop; founding teacher at MCCPS. Personal/Professional accomplishments: MCCPS Founding Faculty Award, 2001; Published poet and writer. Co-owner and hostess of White Rainbow Restaurant, a gourmet restaurant in Gloucester. Mother of 3.

**Jeff Baker - 5th Grade Teacher**

B.S. in Education from Johnson College in TN. MA candidate in Elementary Education from Salem State College. He has 13 years of experience in working as a Production Artist and Art Director for various publishing companies in Indianapolis, Indiana and New York City, as well as starting his own freelance print design and production company, Book Mechanics. Mr. Baker completed all of the requirements for educator licensure in Massachusetts in 2003, and expects to receive a Masters Degree of Elementary Education from Salem State College in the spring of 2004. His interests include playing bluegrass music, backpacking, and basketball.

**Noelle Palmer - 5th Grade Inclusion Specialist**

Certifications: Massachusetts - Behavioral Sciences (5-12), Middle School (5-9), Elementary (1-6), Art (Pre K-12)

Education: Salem State College, 12 Graduate Credits; Massachusetts College of Art, 34 Graduate Credits; Federation for Children with Special Needs, Parent Consultant Training Program 1996; Massachusetts General Hospital; Language Disorders/Reading Disabilities Unit, Training Program 1992; Brandeis University, Teacher Training Program 1982

Work Experience: Twelve years public school experience in art and special needs  
Five years part-time private school experience in special needs

**Sandy Marcus - 5th Grade Teaching Assistant**

B.A. Psychology from the University of Delaware and advanced courses within MSW program from SUNY Albany. Experienced Adolescent Counselor in a residential program in NY. Worked as a substitute teacher for the Saratoga Springs, NY school system. Past experience as a case worker for the Philadelphia Children's Aid Society. Currently enrolled in Salem State. Anticipate teacher certification by 9/04. Spent 20 years in the thoroughbred horse industry. Also licensed Massage Therapist.

<b>6TH GRADE TEAM</b>
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**Pamela Miller - 6th Grade Teacher**

M.A. Teaching Middle School Mathematics, Webster University, St. Louis, MO. Certification in Massachusetts, California and Missouri, Mathematics, Social Science, Language Arts. Teacher training, Dominican College of San Rafael. B.A. Social Science, California State University, Chico, CA. 20 years experience, middle school teacher, mathematics department chair, curriculum writer - Gold Star Award for Excellence in Education, mentor teacher for Harvard University, school improvement team representative, grant writer, and MCCPS Board member. Recipient of the Council for Basic Education Charter School Teacher Fellowship- MCCPS Founding Faculty-1998 Award and Teacher Fellowship, Mass. Dept. of Education Charter School Dissemination Grant Program -2001.

**Molly Wolverton - 6th Grade Teacher**

B.S. in Education from the University of Vermont 1996, Massachusetts Teacher Certification with Advance Standing; and Vermont State Teacher Certification. Candidate for MA in Liberal Arts from Harvard Extension School. Summer Teen Challenge Director, Marblehead Park & Recreation Department 99-00. Teen Director, Assistant Camp Director Marblehead/Swampscott YMCA 00-03. CPR/FIRST AID/AED Instructor for the American Red Cross.

**Tracy St. Hilaire - 6th Grade Inclusion Specialist**

B.A. in Early Childhood Education with a History minor from Salem State College-2001. Candidate for M.Ed in Special Education at Salem State College (Expected date of graduation 2006).

**Carol McEnaney – 6th Grade Teaching Assistant**

B.S. in Education, Bridgewater State College, Bridgewater, MA, 1987, Graduate work, Reading Specialist Certification Program, Hood College, Frederick, MD, Certification, Massachusetts Early Childhood, K-3, Moderate Special Needs, N-9, Seven years experience as Special Education Teacher K-5 in Frederick County Schools, Frederick, MD, and Northside Independent School District, San Antonio, Texas. Seven years experience as Inclusion Specialist and Teaching Assistant at MCCPS.

<b>7TH GRADE TEAM</b>
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**Janet Barnet - 7th Grade Teacher**

BA Carelton College, M.Ed Special Education from Boston College. Certified Orton-Gillingham teacher, Wilson and Project Read training. 16 years experience working with special education students. MA certification K-8 Special Education.

**John "Matt" Cronin - 7th Grade Teacher**

BS. History and Secondary Social Studies Education, Boston University, Boston, MA. 4 years teaching experience  
Five (5) years experience Outdoor Education Instructor.  
Five (5) years experience Teen Leadership Programs.

**Ida Bazarova - 7th Grade Inclusion Specialist**

MA in Special Education, Salem State College. Professional certification in Special education (preK-9), 12/18/03 MA Certification, English as a Second Language (5-12). Salem State College, the Graduate School (Special Education). Khar'kov State University, Khar'kov, Ukraine, English Language and Literature, 1969. 8 years' experience in a classroom; elementary, middle, high school. 5th & 8th Grade Teaching Assistant, MCCPS, Marblehead, MA. (1996-2000). Math Help Enrichment Program supervisor 1998-2000. ASP Teaching assistant, Marblehead Children's Center, Marblehead, MA. (1997-2000) Other related experience: Translator of Technical Literature, 1962-1992. Extra-curricular experience: gardening.

**Michael Ruth - 7th Grade Teaching Assistant**

Camp Counselor and Lifeguard at Children's Island; Site Coordinator at Marblehead Middle School after school program; Teacher's Aid working with behaviorally challenged students;  
Substitute Teacher for three years; Group Leader -Campfire After School Camp Counselor & Discovery Specialist - Campfire Summer Camp; Directed and produced live broadcasts for Lynn Educational Television Channel TV15.

<b>8TH GRADE TEAM</b>
-----------------------

**Michaela Gile - 8th Grade Teacher**

Five years of university education in German Literature, British Literature, and Education in Hamburg, Germany. Relocated to the United States one year prior to completion of degree.  
BA in Liberal Arts, 1997. The Evergreen State College, Olympia, WA. Recipient of Cultural Diversity Scholarship 1997.

Master's in Teaching, 1999. The Evergreen State College, Olympia, WA. Writing tutor to the program.

MA Teacher Certification 9-12 English.

One year of experience teaching inner city youth in Somerville. Four years experience as a middle school teacher at MCCPS.

Teaches Humanities and Drama.

Extracurricular classes: Creative writing, Co-Ed Social.

Participates at Harvard University's Project Zero in a study on interdisciplinary teaching.

**Randy Sigler - 8th Grade Teacher**

B.S. -Natural Resource Studies, University of Massachusetts, Amherst. MA Certified 5-12 Science. 15 years small business experience, 11 years running fishing guide and marine education programs, 6 years teaching 8th grade science.

**Rebecca Perry - 8th Grade Teacher**

M.Ed., Lesley College Graduate School, Concentration Curriculum and Instruction, focus; Interdisciplinary, Technology and Literacy, B.S. Lesley College, Double Major in Natural Science and Middle School Education, MA Certifications; Grades 5-9 Middle School Teacher & Grades 5-9 Middle School Teacher of Mathematics and Science, 9 years experience middle school classroom teacher & inclusion team specialist, Carnegie City Youth Grant recipient, Technology Advisor / Mentor and Resource Network Manager. Conference Coordinator for the National Educational Computing Conference. Recipient of the Council for Basic Education Charter School Teacher Fellowship-1998. Presenter at the 1999 National Council of Teachers of Mathematics (NCTM). Who's Who American Teachers Award.2001.

**Ida Bazarova - 8th Grade Inclusion Specialist**

MA in Special Education, Salem State College. Advanced standing certification in Special education (preK-9). MA Certification, English as a Second Language (5-12). Salem State College, the Graduate School (Special Education). Khar'kov State University, Khar'kov, Ukraine, English Language and Literature, 1969. 8 years' experience in a classroom; elementary, middle, high school. 5th & 8th Grade Teaching Assistant, MCCPS, Marblehead, MA. (1996-2000). Math Help Enrichment Program supervisor 1998-2000. ASP Teaching assistant, Marblehead Children's Center, Marblehead, MA. (1997-2000) Other related experience: Translator of Technical Literature, 1962-1992. Extra-curricular experience: gardening.

**Brianna Cronin - 8th Grade Teaching Assistant**

BFA in Illustration, University of Hartford, West Hartford, CT.

Freelance Illustration Work (in multitude of media)

<b>INTEGRATED ARTS TEAM</b>
-----------------------------

**Deborah Galiel – Community Partnership and Enrichment Coordinator**

Award winning administrator and teacher of the MCCPS Community Service Learning curriculum, and coordinator of the MCCPS Enrichment programs, since 2001. Former coordinator of the Marblehead Great Picnic. Fifth grade teaching assistant at MCCPS, 1998-2001. Volunteer at MCCPS, 1998-1999.

Business manager for dance studio, graphic design firm, financial services agency. Internal auditor and assistant accounting manager for retail chain. Social work with underprivileged youth in Israel during military service, 1977-1980. Experienced professional visual and fiber artist. Marblehead resident with two children in the public school system, both of whom have attended MCCPS.

**Alicia Churchill- Art Teacher**

Master's in Education in Arts and Learning from Endicott College 2000. Adjunct Faculty at Endicott College- Teaching Research Methods and Arts and Learning Differences since 2001.

Bachelor's Degree in Social Science from Harvard Extension School 1991.

Parent of two MCCPS graduates (2001,2002)

Previous professional experience includes teaching 7th and 8th Grade Math, Social Studies, and Art at the Children's Montessori School in Beverly, Research Assistant in Human Development at Harvard Graduate School of Education, Ethnographic Field Work Assistant in Art History at Yale University Department of African American Studies and Mental Health Counselor at Salem Hospital.

**Marina Bronfin - French**

MA and BA in Foreign Language Education and Language Interpretation and Translation (French, English as a Foreign Language) Moscow University, Moscow, Russia.

Associates in Early Childhood Education, Pedagogical College, Omsk, Russia.

Certificate in Music Teaching, Pedagogical College, Omsk, Russia.

10 years of experience teaching French.

4 years of teaching French (5-8) at MCCPS, Marblehead, MA.

7 years French language private instructor at all levels.

1 year French Teacher (k-6) at International Educational Systems Language Foundation, Belmont, MA.

2 years teaching high school level French, Russia.

Mentor of French Club Enrichment, MCCPS, Marblehead, MA.

**Adria Smith - Music Teacher**

BA from Berklee College of Music in music composition

Attended, now teach, at the University of Wisconsin: history of music, music theory, keyboard, and jazz improvisation

Plays jazz piano at local gourmet restaurants

Private piano and clarinet teacher.

Recorded original compositions with Cyld Stubblefield, (James Brown's drummer)

Wrote for the Peabody Trio and the Wisconsin Chamber Orchestra

Published and recorded original compositions used for TV and musical theater

<b>SPECIAL EDUCATION TEAM</b>
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**Deborah Orr - Special Education Coordinator**

Certificate of Advanced Graduate Studies (C.A.G.S.) in Educational Leadership, Salem State College. MA Special Education, Assumption College. BS English, Secondary Education and minor in Special Education. Thirty-one years experience in education, high school, middle school and private residential school for special needs students. Four years experience Head Teacher of Special Education, Salem High School.

**Ann Chandler - Special Education Tutor**

BS in Education, Salem State College, Salem, MA, 1964, Certification, Massachusetts K-8; Certification, Wilson Reading Program, 1994; WJIII, 2002; 39 years experience, elementary classroom teacher, 11 years as K-12 classroom teacher, tutor in learning disabilities, ESL, and Wilson Reading Program.

**B. Staff turnover**

5/30

**VI. Student Characteristics**

**A. Number of students enrolled**

MCCPS had on average 176 students enrolled

**B. Student demographics**

2003-04 Student Demographics					
	Siblings From Marblehead	Siblings From Out of Town	Marblehead Town Residents	Out of Town Residents	Total
Gr 5	14	5	26	0	45
Gr 6	5	2	37	1	45
Gr 7	7	4	26	8.	45
Gr 8	9	3	15	15	42

**C. Limited English proficient**

MCCPS had one student with limited English proficiency

**D. Number and percentage of linguistic minorities**

MCCPS had zero linguistic minorities.

**E. Number and percentage of special needs students by prototype**

As of June 2004, the following number of students received services:

	502.1	502.2
Grade 5	8	2
Grade 6	7	7
Grade 7	7	2
Grade 8	5	4
Totals	27	15
Total # Special Education = 42 (out of 176) =		23.8%

**F. Number and percentage of students who receive special services, but are not on formal IEP's**

As of June 2004, the following number of students received services:

	Section 504	
Grade 5	1	
Grade 6	1	
Grade 7	5	
Grade 8	3	
Totals	10	
Total # Section 504 = 10 (out of 176) = 5.7%		

**G. Number and percentage qualifying for the free and reduced price meals**

3 students (2%) get free meals and 4 students (2%) get reduced price.

**H. Average daily attendance rate**

2002-03 average daily attendance is 165.7  
2002-03 average attendance rate is 95.4%

**I. Average membership rate**

2002-03 average membership is 175.0

**J. Number of students placed on in-school suspension, out of school suspension, or expelled**

The Marblehead Community Charter Public School uses a Student Behavior Referral system to document and help redirect inappropriate student behaviors. The system is managed electronically, allowing for accurate reporting and identifying trends in student behavior.

The Student Services Coordinator is charged with the supervision, data collection, and formal dissemination of the Student Behavior Referral system.

The result is effective communication between home and school concerning student behavior issues.

2003-2004 academic year:

- total Student Behavior Referrals issued	186
- student suspensions (out of school)	14
- student suspensions (in school)	3
- student expulsions	0

**Appendix A –  
ALEKS math  
tutorial – total  
hours**

**5<sup>th</sup> Grade**

Progress in learning mode		
Login	Alt Id	Total hours
B., Ben		30.8 Enough
C., Alex		12 Enough
C., Dan		38.9 Enough
C., Leah		30.6 Enough
C., Matt		19.8 Enough
C., Niki		26.5 Enough
D., Connor		20 Enough
D., Gloria		34.9 Enough
D., Hannah		17.4 Enough
D., Philip		43.4 Enough
F., Kirk		15.5 Enough
G., Alex		25.8 Enough
H., Katie		27 Enough
H., Pete		10.3 Enough
I., Alix		57.6 Enough
J., Karli		10.5 Enough
K., Julia		50.5 Enough
K., Pete		17.2 Enough
L., Alden		12.9 Enough
M., Carly		30.7

		Enough
M., Christian		11.3 Enough
M., Max		11.8 Enough
M., Missy		16.8 Enough
M., Pj		17.1 Enough
N., Charlotte		15.4 Enough
P., Benjamin		10.3 Enough
P., Bronte		14.2 Enough
P., Cam		17.7 Enough
P., Kimberly		29.2 Enough
P., Lorenzo		13.8 Enough
P., Melissa		11.1 Enough
P., Olivia		48.1 Enough
R., Bryce		29.5 Enough
R., Luc		12.8 Enough
S., Amber		17.1 Enough
S., Craig		21.6 Enough
S., Peter		13.9 Enough
S., Robbie		14.7 Enough
S., Tyler		32.4 Enough
T., Evan		26.3 Enough
T., Livie		11.6 Enough
T., Maria		24.6 Enough

T., Wesley		17.9 Enough
Login	Alt Id	Total hours
Progress in learning mode		
Login	Alt Id	Total hours
G., Billy		39.1
P., Katharine		58.6
Login	Alt Id	Total hours

Progress in learning mode – 6 <sup>th</sup> Grade		
Login	Alt Id	Total hours
O., Ben		14.1
D., Ian		14.1
H., John		15.6
M., Ryan		16.4
W., Nick		16.5
B., Ben		16.7
S., Drew		17.1
V., Jared		17.3
D., Ben		18
K., Claire		19.3
J., Kevin		19.3
B., Ben		19.6
C., Kyle		19.9
J., Hannah		20.2
M., Sean		20.4
W., Sarah		20.7
W., Graham		21
C., Matthew		21.2
R., Tucker		21.8
U., Marcus		22.5
D., Hannah		22.8
S., Hannah		23
B., Jack		23.2
R., Rachel		23.3
T., Ethan		23.5
M., Matt		23.9
S., Kelly		24
C., Alex		24.4
L., Kirstin		24.4
G., Alexandra		25.3
B., Mitchell		26.1
L., Stephanie		26.2
P., Blake		26.5
S., Shane		26.6
M., Alex		26.8
W., Jake		29.4
I., Spencer		29.9
L., Shane		31.4
K., Caroline		35
C., Nathan		38.2
O., Sacha		42.5

M., Tyler		43.4
Progress in learning mode – 7 <sup>th</sup> Grade		
Login	Alt Id	Total hours
B., Kate		16.3
B., Mike		12.3
B., Sara		13.4
C., Amy		22
C., Jack		14.8
C., Mia		21.6
D., Margaret		16.3
G., Cal		8.2
G., Lauren		23.6
H., Chris		7.7
H., Katie		22.6
J., Christopher		14
K., Andy		9.2
L., John		8.9
L., Shannon		13
M., Johnny		8.8
M., Jordan		5.9
M., Kea		18.4
N., Holly		22.2
P., Ema		24.8
P., Evan		41.2
P., Jenn		19.4
R., John		12.4
R., Nashua		39.3
S., Chris		2.2
S., Courtnee		23.9
S., Mike		28.4
S., Sam		15.2
S., Scott		31.7
T., Timothy		17.4
W., Thomas		12.5
Z., Ivana		39.3
B., Greg		16.6
B., Kaitlyn		0.4
D., Aaron		9.9
D., Hope		12.2
F., Aisling		39.4
F., Morgan		58.8
G., Monique		11.5
H., Tory		34
K., Ian		12.2
K., Nathan		13.2

M., Jen		19.9
M., Robby		41
N., Jessica		23.6
P., Megan		32.9
S., Joseph		19.5
Login	Alt Id	Total hours

**Progress in learning mode – 8<sup>th</sup> Grade**

Login	Alt Id	Total hours
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Login	Alt Id	Total hours
I., Test		0
B., Alike		14.8
B., Emily		18.7
C., Laura		12.8
C., Rachael		10.3
C., Simon		10.2
C., Vincenzo		29.7
D., Cory		10.5
D., Matthew		14.6
D., Rachel		9.7
D., Samuel		18.8
F., Dustin		21.8
F., Philip		12.5
G., Drew		17.1
G., Erik		13.1
G., Jackson		13.9
G., Steven		9
G., Tori		12.9
H., Brendon		9.1
J., Zoe		11.3
K., Matthew		10.6
L., Calvin		46.5
L., Jennifer		8.8
M., Joseph		7.5
M., Katie		11.2
M., Rebecca		13.4
M., Ryan		8.7
N., Beckett		12.2
Q., Chris		16.9
R., Angelica		13.4
R., Brandon		11.7
R., Briana		17.2
R., Eddie		12.6
R., Lisette		10.1
S., Andrew		27.7
S., Henry		14.4
S., Nicholas		7.3
S., Ryan		11.6
T., Alexander		6.7
T., Larissa		14.3
T., Timur		10.8
W., Katherine		7.8
W., Michael		16.6