



SOUTH SHORE CHARTER SCHOOL

A regional independent public school for students in kindergarten to grade twelve

July 22, 2003

Ms. Rebecca Wolf
Director of Charter School Accountability
Massachusetts Department of Education
350 Main Street
Malden, MA 02148-5023

Dear Ms. Wolf,

Enclosed you will find the 2002-2003 Annual Report for our eighth year of operation. This year the School made tremendous progress in refining organizational structure, enhancing governance, pursuing a permanent, unified facility, and developing a strategic plan to support the future for South Shore Charter School.

South Shore Charter School (SSCS) regards the past year as one in which we further solidified the School's internal operations by filling out our leadership team, fine tuning our financial goals, and beginning the self-study required of an institution looking to further enhance an already successful academic program.

In August, Michael Munhall joined SSCS as Executive Director, bringing strong leadership and increased educational expertise at a time when the School required executive vision as well as refinement and support of the Board of Trustees' goals.

SSCS also hired its first Director of Development in order to widen the School's regional influence and capture new sources of revenue. Another milestone was reached as our Learning Services (Special Education) Coordinator became the School's first full-time certified Administrator in that vital service area.

Our leadership team included our Executive Director; Robin Coyne, Head of Primary School; Kathleen Aicardi, Head of Secondary School; Elaine French, Learning Services Director; Maureen Gaughan, Learning Services Coordinator; Kristine Shipps, Business Manager; Richard Levitt, Director of Development; and Jeff Snyder, Technology Coordinator.

The Board of Trustees, coupled with the Executive Director, has made great strides toward institutional maturity. Board Committees were reduced in number and the Executive Director assumed direct responsibility for the Education, Community Relations and Marketing, and Technology Committees.

The Development, Finance, and Executive Committees were retained as Board Committees while the Facilities Task Force, the Strategic Planning Team, and a newly formed Governance Committee (which included bylaw revision) became significant Board initiatives. A Roles and Responsibilities training session was hosted for the Board and Administration which furthered our team-building and provided important direction in determining the course of these new initiatives.

SSCS continues to actively participate in the Massachusetts Charter School Association as one way of meeting our mission to disseminate our model. At the Association's annual meeting, our Executive Director was elected to join its Board, which already included our Primary Headmaster. SSCS was again selected to share Best Practices at the Convention in March and four teachers and two members of the administration were invited to give presentations.

From a fiscal perspective, SSCS maintained its cash reserve, a key to the School's viability and its goal of securing a permanent facility. With the imminent purchase of a building in Norwell that meets current needs and offers enormous potential for the future, SSCS can look forward to expanding programs and strengthening enrollment at the School. The purchase will end limitations caused by having to house students in three separate, leased locations in Hull. The new centralized location will allow increase accessibility for students from many South Shore communities.

Enrollment remains steady, although tuition payments for Hull students (52 percent of our student population) dropped significantly due to changes in how the district calculated per pupil revenue. This recalculation required the Board and the Administration, in order to balance the FY04 budget, to eliminate French, the School's full-time psychologist, and all of our Level I (K-2) Aides. It is hoped that some programs and personnel will be restored through grants. Working with the Executive Director, the Finance Committee presented a fiscally responsible budget that was approved by the Board at its May meeting.

Programmatically, the School reconfigured its multi-grade Levels for the upcoming school year. The expectation is that this change will allow for better mapping to MCAS requirements and be developmentally appropriate. The School will sustain six Levels - Level I, K-2; II, 3-4; III, 5-6; IV, 7-8; V, 9-10; and VI, 11-12. The High School will now be comprised of Levels V and VI. The Special Education Department was renamed the Learning Services Department in order to emphasize our ability to accommodate the needs of all of our students.

Finally, the state's Site Visit Report resoundingly affirms the School's model and concludes that our academic program is a success, that the School is a viable organization, and that we remain faithful to the terms of our charter. We regard the report as affirmation of SSCS' mission as a school capable of reaching students through a traditionally aligned, but innovative, project-based curriculum.

SSCS stands ready to put the lessons of its early years to work as we embark on this next phase. The Annual Report shows that the South Shore Charter School has made significant progress toward solidifying the school's role as a model for educational excellence and furthering the School's mission of becoming an outstanding regional institution.

Sincerely yours,

Kathy Arthur-Tyler
Chair, SSCS Board of Trustees

33 Grasshopper Lane
Scituate, MA 02066

Table of Contents

Introduction

Executive Summary/School Profile	1
Mission and Model Summary	3

School Performance in Relation to the Accountability Plan 4

Summary of Performance	4
Summary of Accountability Goals	4
2002/2003 Performance in Relation to Accountability Goals.....	5
Student Performance	5
School Performance	9
Dissemination.....	12
Viability.....	16

School Profile..... 17

Summary of Educational Philosophy	17
Projects	18
Special Education	22
Limited English Proficiency.....	22
Summary of External Standardized Test Results	23
Eligibility and Enrollment Process	30
Code of Conduct	31
Summary of Graduation and Promotion Requirements	31
Exit Standards.....	32
Student/Teacher Ratio.....	37
Number of Instructional Days for the 2002/2003 School Year	37

Governance Profile 38

Board of Trustees	38
Councils.....	39
Summary of Major 2002/2003 Policy Decisions	39
Summary of Official Complaints Received by the Board of Trustees.....	41

Staff Profile 42

Organizational Chart	42
Number of Full-Time Equivalent (FTE) Teachers and Aides	42
Staff Turnover	42
Summary of Teacher Qualifications	43

Student Profile 49

Number of Students Enrolled	49
Student Demographics.....	49
Attendance	50
Student Applications	50
Students on Waiting List (by grade Level and residence)	51
Student Turnover Data	52
Summary of 2002/2003 Alumni Placements.....	54
Dual Enrollment and Internships.....	54
In-School Suspension, Out-of-School Suspension, or Expelled.....	55

Financial Profile	56
Statement of Financial Position for Fiscal Year 2002/2003	57
Statement of Activities and Changes in Net Assets	58
for Fiscal Year 2002/2003	
State and Federal Grants for Fiscal Year 2002/2003	60
Private Funds for Fiscal Year 2002/2003	60
Approved School Budget for Fiscal Year 2003/2004.....	61
Accountability Plan	63

Executive Summary

South Shore Charter School

Primary School: K-7
 2 A Street
 Hull, MA 02045
 781/925-1689
 781/925-9830 Fax

Secondary School: 8-12
 120 Nantasket Avenue
 Hull, MA 02045
 781/925-2225
 781/925-9560 Fax

School

Public Charter School
 Enrollment: 339 total, 86 in Secondary School
 Anticipated Graduating Class 2003: 4

CEEB Code Number: 22192
 Length of School Year: 185 days, 2 semesters
 Secondary School Teacher/Student Ratio: 1/10

Community

The South Shore Charter School (SSCS) enrolls approximately 340 students in a comprehensive K-12 college preparatory program of project-based education. The school is divided into two divisions: Primary and Secondary. The Primary School is subdivided into three multi-grade Levels: I (K-2), II (3 & 4), III (5-7) utilizing E.D. Hirsch's Core Knowledge Sequence. The Secondary School consists of two Levels: IV (8-10) and V (11 & 12). SSCS draws students from more than twenty diverse communities, with half coming from Hull and considerable representation from Scituate, Marshfield, and Weymouth.

Staff

Executive Director: Michael T. Munhall, M.A.
Primary Division Head: Robin Coyne, M. Ed.
Secondary Division Head: Kathleen T. Aicardi, M.A.
Learning Service Director: Elaine French, M.Ed.
Learning Services Coordinator: Maureen Gaughan, M.S.
Guidance Counselor: Mary Carter, M.A.

Level Coordinators: Ted Hirsch (I), Emily Hamilton (II), Lisa Berman (III), Mark Veader (IV & V)

Grade Scale and Class Ranking: *Due to the small class size, SSCS does not rank students.*

A + 97 to 100 4.33	B+ 87 to 89 3.33	C+ 77 to 79 2.33	Incomplete or F
A 93 to 96 4.00	B 83 to 86 3.00	C 73 to 76 2.00	0 to 69 0
A- 90 to 92 3.67	B- 80 to 82 2.67	C- 70 to 72 1.67	

Graduation Requirements

In addition to achieving a passing grade of C- or better in our established core curriculum, each SSCS graduate will accomplish the following: meet project goals and present two Exhibitions of Mastery related to his or her project; meet MCAS graduation requirements; present a portfolio; complete 75 hours of community service over two years; achieve a grade of C- or better in at least one pre-approved three-credit course at an accredited college or university for each year at Level V; attain a grade of C- or better in a formal debate; and attain Microsoft User Certification.

College Admission Test Scores: Percent of 2003 Senior Class taking SAT I: 100%

SAT I	Verbal	Math
200-299	-	-
300-399	-	-
400-499	2	3
500-599	1	1
600-699	1	-
700-800	-	-
Mean Score	532	453

College Counseling

Placement	2001 class total: 16	2002 class total: 8	2003 class total: 4
4-year College or University	63% 10 students	62.5% 8 students	75% 3 students
2 year College	31% 5 students	37.5% 3 students	25% 1 student

Recent Acceptances

American University, Bay Path College, Benjamin Franklin Technical College, Bowdoin College, Hofstra University, Lesley University, Marymount College, Manhattan College, Massasoit Community College, Northeastern University, Norwich University, Russell Sage College, Salem State College, Simmons College, SUNY Oswego, SUNY Stonybrook, UMASS Amherst, UMASS Boston, UMASS Dartmouth, Wentworth Institute of Technology, Wheelock College

Special Curriculum Features

Projects: SSCS is committed to yearlong experiential learning projects where students are involved in the life of the larger community and perform meaningful work that has academic and social utility. Project-based learning fosters our mission of promoting initiative, critical thinking, teamwork and leadership. The project themes are related to one or more of the following areas: international relations, the environment, or community development.

Project Sampling:

Level I

The Garden Project: Working with Holly Hill Organic Farm in Cohasset students learn how to design and maintain a garden.

Community Building: Working with Habitat For Humanity students develop an understanding that there are needy people in their community and that they are empowered to meet these needs in a variety of ways.

Level II

Woodworking Project: Students design and build wooden items to help the school, such as benches for the bus stop.

Level III

Environmental Interpretation: Working with New England Wildlife Center, students develop educational materials on local flora and fauna, recycling, and teach students from other schools about their environment.

Soda Pop Records: Students write music and record their work on CDs.

The Wave: Students operate the school store, open daily. They handle all aspects of the operation; learning budgeting, cost production, design, marketing and other business skills.

Levels IV and V

Classical Guitar Project: Working with world-famous guitarist Aldo Minella of Milan, Italy, students learn to play the classical and acoustic guitar, music history, music theory, and Italian. They travel to Italy in the spring.

Ecology Project: Students study the science of ecology and what they can do to positively impact their environment. They take a trip to Belize in the spring to work in the national parks doing trail maintenance.

Journalism Project: Students learn a variety of communication means. They wrote and produced a regular program on Hull Cable Access TV focusing on students of the South Shore.

Several Accomplishments

- Mark Veader, Robin Coyne, Lisa Berman, and Pam Cooney were selected to present at the MCSA Best Practices Showcase.
- Ted Hirsch was selected to present at the Core Knowledge Convention in Phoenix.
- Julia Silzer organized students and raised money for the Walk for AIDS in Boston.
- SSCS joined the Massachusetts Charter School Basketball League.
- State Rep. Garrett Bradley presented a Legislative Citation congratulating SSCS on its community service program.

MISSION AND MODEL SUMMARY

South Shore Charter School Mission

To provide each student with an education which fosters initiative, critical thinking, leadership, teamwork, and communication; to promote life skills for individual achievement in education, career, community, and life; and to disseminate our model of education across Massachusetts.

Five Elements of the SSCS Model

1. Academic courses complemented by project-based learning
2. Multi-grade classes and low student/teacher ratios providing personalized guidance
3. Partnerships of students, parents, and faculty in the school's governance
4. Opportunities for parents, students, and partners to serve the school community and beyond
5. Extensive access to technology for student learning

Goals

- Improved student learning through experiential projects and academic courses
- Student-focused and student-centered governance and learning processes
- Extensive parent and community involvement
- A positive culture of mutual respect and esteem for learning

Project Themes

- International Relations
- Environment
- Community Development

Project Components

- Entrepreneurship
- Communication
- Technology
- Community Service

SCHOOL PERFORMANCE IN RELATION TO THE ACCOUNTABILITY PLAN

Summary of Performance Relative to Student and School Accountability Objectives

South Shore Charter School completed an eighth year site visit inspection in April 2003. The seventh year visiting team reported that “the academic program is a success and that student performance improved or was persistently strong” and the eighth year site visit confirmed that “the curriculum content continues to be rigorous”. Using our mission statement, the five elements of the SSCS model and the previous site visit recommendations, the SSCS accountability plan was developed in 2001 to assess student and school performance while still reflecting the founding goals of the school.

SSCS uses a combination of internal and external assessments to measure accountability goals. The internal measures include school wide satisfaction survey results, student grades, student portfolios, Exhibitions of Mastery, and Exit Standard requirements. The external assessments to measure accountability goals include longitudinal standardized test data and analysis (Terra Nova), Site Visit Reports and MCAS data. The following outlines our Accountability Plan goals and objectives, and a description of our progress on the plan follows.

Summary of Accountability Goals

I. Student Performance:

Is the Academic Program a Success?

- a. Students will demonstrate essential skills in initiative, critical thinking, teamwork, and communication.
- b. Students will demonstrate mastery of essential academic skills.
- c. Students will demonstrate active engagement in their education.

II. School Performance:

Is the School Faithful to the Terms of its Charter?

- a. SSCS provides a balanced project and academic schedule.
- b. SSCS promotes respectful culture and family partnership.
- c. SSCS actively seeks to disseminate its model.

III. Viability:

Is the School a Viable Organization?

SSCS demonstrates itself to be a viable organization.

2002/2003 Performance in Relation to Accountability Goals

I. Student Performance

a. Students will demonstrate essential skills in initiative, critical thinking, teamwork and communication.

SSCS believes project-based learning provides the perfect vehicle for student achievement by teaching important life skills. We have developed clear criteria that all project leaders must follow. Project management forms monitor the quality of each project.

SSCS is able to internally measure a student's achievement by reviewing each Level's Exit Standard checklist and end of the year performance form. Level Coordinators and Project Leaders must submit data that detail student exhibitions as well as leadership opportunities. These also provide data on SSCS student's participation in project learning.

Satisfaction surveys completed by 60% of student population provide additional information.

In Level I and II, 100% of students exiting the Level demonstrated proficiency in communication skills by completing their exhibitions of mastery. In Level III, 90% met this goal. In Level IV, na% and 100% of Level V met the Exhibition of Mastery goal. One hundred percent of Level V students participated in a debate and met the communications proficiency goal through that medium.

In our annual project survey, 77% of the respondents strongly agreed or agreed that the projects develop teamwork and communication skills, and 84% agreed that projects provide opportunities for student leadership and initiative, and 77% agreed their project includes critical thinking.

The SSCS model element, "Academic courses complemented by project-based learning", is the means of meeting this performance goal. Project learning at SSCS is unusually experiential and reflective of life skills and real world principles. Students must complete all project requirements and present exhibitions of mastery related to their project work in order to meet our Exit Standards. There are currently 22 projects offered at SSCS.

b. Students will demonstrate mastery of essential academic skills.

Exit Standards have provided the School with consistent enforcement of promotional standards. 98% of survey respondents agreed that these standards clearly communicate a minimum competency for promotion and graduation. Standards at all Levels now include both course and project completion requirements, external assessment minimum scores, community service, portfolios of exemplary work across the curriculum and technology competencies.

In Level I, 88% met the requirement of making progress toward and meeting minimum benchmarks. Of the three students not meeting the standards, one had an IEP exemption. All three are currently enrolled in our remedial summer program. In Level

II, 100% and in Level III, 90% of students met the Exit Standard of achieving a passing grade in course work. Students not meeting the standard are meeting weekly with the principal over the summer to meet their Standards. If not met, these students will be retained. In Level IV, na% met this Standard. Achievement improved in Level V as 100% of our students met this graduation Standard.

For the portfolio requirement, 96% of Level I, 100% of Level II and 93% of Level III met the Exit Standard. In the Secondary division, na% of Level IV students satisfactorily completed the portfolio and 100% of Level V students did so.

In completion of community service requirements, 100% of Level I students, 86% of Level II students and 83% of Level III students met the requirement. Those students must complete and document these requirements over the summer in order to be officially promoted. At the Secondary division, na% of Level IV students satisfactorily completed the community service standard, and 100% of Level V students did so.

Scoring rubrics and competencies continue to be revised and developed to clarify the exit criteria, and vertical work continues to improve the consistency of internal scoring and benchmarks throughout the Levels. Curriculum Mapping is expected to be completed within 18 months. Faculty Year-End Data reports provide a detailed accounting on student progress in meeting each Exit Standard.

The Core Knowledge Sequence provides a richly detailed curriculum, and its correlation to the MA frameworks provides a developmental framework for Grades K-7. The primary faculty has developed additional benchmarks in literacy. SSCS was again awarded a grant for its full-day kindergarten program. With this allocation, SSCS Level I faculty continues to work towards NAEYC accreditation with a site visit planned for the 2003/04 year.

The secondary Level has developed a sequence of core courses that are aligned with the Massachusetts curriculum frameworks. The secondary faculty continues to work on documentation of the curriculum with consistent internal assessments and benchmarks.

Core Curriculum Requirements – Levels IV and V

Grade	Math	English Language Arts	Science and Technology	History
8	Math I (IMP I)	Writer’s Workshop*	Earth Science	US History I
9	Math I (IMP I or IMP II)	American Literature	Biology	World Cultures I
10	Math II (IMP II or IMP III)	English Literature	Chemistry	US History II
11	Math III (IMP III or IMP IV)	World Literature	Physics	World Cultures II
12	Math IV (IMP IV)	Ethics	Computer Applications (equiv. 1 semester)	Government & Economics

Starting in first grade, students take the Terra Nova standardized test once a year as well as any state mandated testing. The Level Coordinators and principal analyze and track individual results. Using Test Wiz, areas of strength and weakness are identified and tracked year to year. This data is shared with each student's teacher. Both parents and teachers receive copies of the Individual Student Report provided by the scoring division of Terra Nova.

SSCS's ambitious program of standardized testing enables us to externally monitor the results of our innovative mixture of best instructional practices. As the Commonwealth's MCAS exams in the spring have expanded to include testing in grades 3 through 10, we reduced the CAT5 testing to just once a year beginning in the fall of 2000. In fall of 2001, SSCS adopted the Terra Nova (as the CAT5 norming period had expired).

The second element of the SSCS model, "multi-age classes and low student/teacher ratios providing personalized guidance," contributes significantly to our students' success.

SSCS maintains a classroom student-to-teacher ratio of no more than 18 students to one teacher. By doing so, we are able to provide a varied and complete approach to student guidance and accountability. 96% of survey respondents agreed or strongly agreed that our student/teacher ratio supported student learning.

Because of the low ratios and the long-term relationships developed through multi-age groupings, SSCS is able to provide significant individual data to the parent, the teacher, and the student. This provides an objective combination of narrative, internal, and external measures to allow a fuller analysis of an individual's achievement.

In our most recent survey of the school community, 86% of the respondents agreed that SSCS provides a quality curriculum. In a recent SSCS Student Project Survey, 89% of students agreed or strongly agreed that their project is educational.

Another element from the SSCS model, "Extensive access to technology for student learning", gives our students the tools they need to achieve their best results. SSCS is committed to providing our students excellent access to technology. We believe technology offers extensive support in both our course work and in our project work. In our year-end school community survey, 67% of our respondents said they agreed or strongly agreed that at SSCS technology supports student learning (computers, software, website, phones, etc.) In a recent SSCS Student Project Survey, 58% of students agreed that computers help them learn more about their project.

Level III, IV and V grade reports are computerized, using THINKWAVE, an electronic online grading system. This program allows parents and students secure online access to their grades as student's progress through a marking period. This access provides parents with the ability to support students in making individual improvement, not at the end of a reporting cycle, but throughout the quarter.

c. Students will demonstrate that they are actively engaged in their education.

SSCS is very responsive to the needs of our students. We encourage our faculty to attend workshops and trainings that help them better reach students with a variety of learning styles. Listed is a partial list of the training programs in which our faculty participated over the last school year. In a recent SSCS Student Project Survey, 81% agreed that they

were able to pick a project that interested them, and 52% agreed that projects were one of the key reasons they chose to come to this school. The same survey showed that 77% of students agreed or strongly agreed that projects encourage them to learn more.

Curriculum Instruction: English Language Arts

- Collins Writing Program
- Orton Gillingham Training
- Dr. Jams M. Bell Training Institute
- The Network, Inc. – Writer Marks
- Wilson Reading System
- The Network, Inc. – Developing Writing and Thinking Skills
- The Network, Inc. – High School Writing Projects
- Reading Across the Curriculum
- Shakespeare in our Schools
- Project Read Workshop

Social Skills/Classroom Management

- Open Circle (a social competency program)
- Kindergarten Conference
- Off-Site Classroom Observations
- Curriculum Mapping
- Social Competency

Math

- IMP Math
- Everyday Math

Special Education

- Sensory Integration Workshop
- Autism
- Treating Children and Adolescents with Traumatic Loss
- Awesome Adolescence
- NASW
- Special Ed Law
- MA Title 1 Conference
- Aspergers' Disorder & Autism Symposium
- Language Learning Disabilities

Technology and Science

- Data Driven Decision Making
- Making the Best Use of the Internet to Enhance Science Instruction
- MAST Conference

SSCS believes students remain more engaged in their education if our faculty has the tools to teach better. 86% of our survey respondents felt that our teachers' abilities to

diversify instruction aided in student engagement. Professional development supports student learning and engagement, and SSCS will continue to support teachers in this area. SSCS spent \$23,007 on fees for external workshop salaries. We provide an additional four days for in-house professional development adding approximately \$31,000 to our professional development costs. This averages out to approximately \$159 per student spent on professional development.

Our average daily attendance rates for the school year 2002/2003 were 93% for grades K - 12. This is a strong indicator of student engagement.

SSCS offers students a diverse choice of projects. We find this innovative practice acts as a motivation for many of our less enthusiastic students to improve their attendance. Students often cite projects as the reason they wish to attend SSCS. 88% of survey respondents agreed or strongly agreed that projects motivate students to learn. As we are a school of choice, students usually are involved in the decision process of whether or not to enroll in SSCS. By being involved and vested in this choice, students are often more engaged simply because they have chosen to attend the South Shore Charter School.

II. School Performance

a. SSCS provides a balanced project and academic schedule.

SSCS uses a more traditional course of study, which it complements with projects that bring our mission to life. SSCS offers a 185-day school year and 1,110 instructional hours at our secondary Level, exceeding state-mandated hours by 120 hours. Our primary school operates for 1017.5 hours, exceeding state-mandated hours by 117.5 hours. Additional hours give SSCS the liberty to offer projects without sacrificing traditional course work. Students spend two to five hours a week on projects. Their community service requirement must take place outside of school hours, adding another five to forty hours per year to student learning. SSCS is clearly committed to being a Massachusetts public school and being responsive to the Massachusetts curriculum as outlined in the frameworks. 94% of our survey respondents felt SSCS provided a balanced academic and project learning environment.

SSCS also has developed Exit Standards that define minimum requirements for promotion. These standards clearly articulate a balanced program with accountability.

SSCS provides an educational program that meets all applicable statutory and regulatory requirements of a Massachusetts public school.

b. SSCS promotes respectful culture and family partnership.

SSCS makes every effort to be open and respectful to our community. We communicate school events regularly through a weekly newsletter. 90% of respondents believe the leadership team guides regular open communication. Parents are welcomed into the school and the classroom almost without exception. We view our relationship with our parents as a partnership and believe that each parent is the student's most important teacher. To this end we provide support to all parents, such as a transparent curriculum (Core Knowledge) and homework requirements that are clearly articulated and often posted. Kindergartners through sixth graders are provided copies of the Core Knowledge Sequence to bridge the gap between school and home. Many parents have found this a

valuable self-education tool as well as a means to stay involved in their children's education.

According to our seven-year site visit, "parents feel like they are partners in the education of their children." Parents attending the focus group explained that they "felt welcomed and appreciated the frequent communication with the school." Parents praised the attention teachers provided their children. Parents are actively engaged and involved in numerous aspects of the school. In addition to volunteering in classrooms, parents are involved in search committees and the development of our Strategic Plan.

In Levels I, II and III, parents participate in an individual goal-setting meeting each fall with their child's primary teacher. School and home goals are formally outlined for the year. Exit Standards are reviewed during this meeting. Competency-based progress reports are completed three times per year, and academic warnings are sent out between trimesters. Parents and teachers set up conferences as needed during the year. Teachers also have individual voice mail and e-mail through which parents may contact them during off-hours. Our special education staff meets with all teaching faculty in August, and as needed, to review students on Individual Education Plans (IEPs). Parents may also select a teacher for their child and serve on the search committees for hiring new teachers.

In Levels IV and V, students take on a more significant role in developing their educational plan. Students meet each week with their advisor. These meetings help establish daily schedules, course selection, dual enrollment, the college application process and Exit Standard deadlines. Twice per year (once each semester), students work with their advisors on their own individualized Student Success Plan. During this time students review their scores from standardized testing, review completed coursework, reflect on their accomplishments and set goals for their academic success.

The element from the SSCS model, "Partnerships of students, parents, and faculty in school's governance," further enhances the school mission of promoting a mutually respectful culture and a responsive family partnership. A Board of Trustees governs South Shore Charter School. Its eleven members include six members who are parents of current SSCS students, one who is a parent of an SSCS graduate, one whose child was previously an SSCS student, two ex-officio members who are current faculty, and one elected student member. In addition to the board, parents and faculty have numerous ways in which they can be involved in school governance.

Both the primary and secondary divisions of SSCS have school councils that include both faculty and parent representation in equal numbers. The purpose of the councils is to work through differences between the parents, as a whole, and the administration. For example, if the All Parents Group votes for a particular program or activity and the administration rejects it, this difference would go to the council to discuss the issue and determine a compromise. The secondary council also includes student representation. These councils give direct input to the board during their allotted time at the board's monthly meeting. Parent representatives of the councils are nominated and voted on by the All Parents Group. This organization was established and is run by the parents of the entire school community. The faculty on the councils are nominated and voted on by the faculty. A representative from the Faculty and Staff Association (F.A.S.A.) has an agenda spot at all board meetings. Students also elect representatives to student government and a judicial council.

According to the 8th year site visit report “The school uses a highly democratic governance model, in which all Board members must be elected (from a slate put forth by existing Board members) by the adult constituencies of the school (parents, teachers, administrators and Trustees). The school’s governance model ... give these constituencies the right to formally suggest and oppose school policies, and to override the Executive Director’s decision on school policy matters with a two-thirds majority vote. The school also has defined a formal communication process for parents to provide input on school-wide issues via a body known as the Parents Group.”

SSCS provides many “opportunities for parents, students and partners to serve the school community and beyond.” Every student at SSCS from kindergarten through high school serves the community in some developmentally appropriate way. Most of the projects at SSCS have a community service aspect. Level I students perform service primarily for the school community. As students move up through the Levels, their service commitment takes on a wider scope, serving local and international communities. There is also a community service Exit Standard, which requires a minimum number of community service acts or hours be completed outside of school hours for each Level. Parents and faculty have established a Community Service Committee.

SSCS has also created opportunities for the outside community to serve us. Elders from our local senior center serve our school. After completing literacy training, they tutor once a week in our primary school throughout the year.

In order to reach out to the larger community, SSCS works both formally and informally with the following organizations:

- Capital Paper Recycling Corporation
- AIDS Action Committee
- Core Knowledge Foundation
- Friends of Holly Hill Farm
- Habitat for Humanity
- Heifer International
- Home for Little Wanderers
- Hull Animal Rescue League
- Hull Conservation Commission
- Hull Council on Aging
- Hull Public Schools
- Leukemia/Lymphoma Society
- New England Aquarium
- New England Wildlife Center
- Project Bread
- Showa Institute
- Speaking America
- UNICEF

- WellSpring
- World Computer Exchange

Parents may also serve their school by participating in one of our non-governance committees. These committees have been instrumental in improving the quality of all aspects of the school.

In our year-end satisfaction survey, 98% of the respondents agreed or strongly agreed that SSCS provides families with opportunities for governance and volunteering, and 84% were satisfied with their own Level of involvement with the school. Parents in the primary school put countless hours into direct classroom volunteering, acting as aides and recess volunteers, collating book orders, organizing pod (class) parties, chaperoning field trips, providing reading tutorials, presenting as guest speakers, teaching on craft days, providing staff appreciation lunches, judging Exhibitions of Mastery and much more.

c. SSCS actively seeks to disseminate model

The 2002-03 site visit report states: "SSCS has made significant efforts to disseminate best practices including a variety of faculty, administrator, Trustee and student presentations at other schools, colleges and conventions".

Faculty Presentations and Dissemination Activities

- Core Knowledge National Conference
Ted Hirsch: How, What, and When – Principles to guide effective early reading.
- MA Charter School Association
Robin Coyne, Board member – Chair Technical Assistance & Dissemination
Michael Munhall, Board member
- Mystic Valley River Charter School
Lisa Berman and Ted Hirsch, Consultants:
Improving Instruction Using Core Knowledge
- MA Department of Education
Robin Coyne: Panel Reviewer for new charter applications
Volunteer for Accountability Site Visits
- Lesley College:
Colin Gibney: Practicum Supervisor for student teacher
- MGH Institute of Health Professions:
Courtney Beckerman: Supervisor for graduate teacher
- Bridgewater State College
Robin Coyne: Presentations to Undergraduate and Graduate students.
- State Senator Therese Murray's Office
Robin Coyne met with staff on Charter School Issues
- Exemplary Whole School Model Dissemination Program
Robin Coyne and Pam Cooney
- Massachusetts Charter School Association Grant:
Lisa Berman: Fitness without Facilities

- Massachusetts Charter School Association
Mark Veader: presented the World Build Project
- Washingtonborough Foundation Primary School, Lincoln UK
Shelley Toleno and Emily Hamilton hosted two teachers from the school and established pen pals for the students. Robin Coyne setup partnership with principal Barbara Davies.
- Bridgewater State College
Emily Hamilton supervised undergraduate student.
- MGH Institute of Health Professions
Courtney Beckerman, hosted graduate student, internship
- Cambridge College
Dan Falkner presentation on School Law
- Cambridge College
Maureen Gaughan presented charter schools in MA and SSCS
- Teaching Tolerance Publication
Lisa Berman, article "The Social Competency Museum"

Board of Trustee's Presentations and Dissemination Activities

- DOE Meetings: Two hearings at the State House
- Massachusetts Charter School Association Activities: Meetings to share best practices, share concerns, share needs for further information and help, responding to questionnaires, and recommending staff for Board consideration.
- Massachusetts Charter School Association Convention: Multiple Trustee attendees to participate in key conference.
- Pioneer Institute Training Sessions: Board Training, Long Term Strategy, and Foundations.
- Pioneer Institute Meetings and Sharing of Policies, Practices, Contacts, and brainstorming on issues with other charter schools.
- Southeast Consortium of Charter Schools Meeting and Training Sessions: Multiple Board members participated in all the three joint sessions.
- Cooperative Meetings with other charter schools to share issues and concerns of the Board, Administration and Faculty: Rising Tide, Cape Cod Academy, etc.
- Cooperative Exchange of Practices: Organizations Structures, Compensation Strategies, Executive Director review methodology, etc.
- Cooperative Exchange of Infrastructure: Personnel, Student Information/Demographics, etc.
- Interviews with the press: The Boston Globe, The Patriot Ledger, The Hull Times, New York Times, and the Mariner Newspapers.
- Online exchange of information via web-based organizations and list serves.
- National Association of Retired Executives
- South Shore Chamber of Commerce

Educators or Community Members Who Have Formally Visited or Worked With SSCS

- Blackstone Academy, RI Charter School
- John T. Grady, Jr., Senior Principal Partner, State Street Bank, Violin Project

- Garrett Bradley, State Representative
- Greg Mertz, New England Wildlife Executive Director
- Dr. Joseph Martinez, New England Wildlife Center
- Andy Marhoffer, Capital Paper Recycling Inc.
- Karen Urciuoli, Aids Action Committee
- Frank H. White, Chair Trustees Friends of Holly Hill Farm
- Jean White, Tim Ashmon, Kate Sullivan, Holly Hill Farm
- Roy Goulee, Hull Light Plant, Electrical Safety
- Cindy Conley – Project Linus
- Richard Zaccardi, CPM Printing
- Lily Afshar, classical guitarist
- Representative and recipient of Habitat for Humanity.
- Representative from Wellspring Multi-Service Center.
- Sarah Walker, Educator from England
- Four Japanese students from Showa Institute
- Mike Laselva, Firefighting presentation.
- Susan Taggart – Presentation on healthy eating
- Gabrielle Mike, Presentation on Horseback riding
- Alessandra Folz, Shakespeare Coaching
- Ann Peligrini, Peace Corp experience.
- Senator Robert Hedlund, How the Massachusetts Government works.
- Janet Marshall, Author
- Agnes Densmore, RNM, Discussion on career and women issues
- Larry Tolbridge and Shawn Burke, Captains of fishing boat
- Red Tree Productions, How to write, produce, edit a documentary.
- Red Lion Inn, managing a restaurant.
- Richard Clevery, Hull Town Historian
- Lori Newmeyer, Hull Lifesaving Museum
- Nanci Jaye, Artist, demo of matting equipment
- Anne Marsland and Anne Bradford, Tour & History of Hull Public Library

Student Presentations and Dissemination Activities

- Community Service Night at the MJM Bathhouse
All Levels presented their Community Service efforts
- The Guidebook Publication, distributed throughout the South Shore via local real estate agents including Hunnerman Caldwell, Jack Conway, Coughlin & Company.
- Student Project presentations at public Board of Trustees meetings
- Sevens Program, New England Wildlife curriculum collaboration and pilot on local flora and fauna.
- Participation in AIDS Walk, Coast Sweep, and No Place for Hate

- Web pages on Project Learning linked to SSCS website
- Trick or Treat for Unicef
- Checks presentation to Home for Little Wanderers and Hull Animal Rescue
- Mother's Day Student Art Show held in the Mary Jeannette Murray Bathhouse, Hull
- Nantasket Beach Boardwalk banners, designed by SSCS students and bearing the SSCS name, displayed throughout Hull
- Partnership with Holly Hill Farm in Cohasset
- Classical guitar performances, off-site and open to the public
- Holiday Food Baskets for the needy
- Exhibition of Mastery Nights
- Level II students' pen pal with school in UK.
- AWASH – New England Wildlife Center's Marine Biology curriculum
- Locks for Love

Media Dissemination Activity

- *Hull Times*
"Students enjoy world-class music training at SSCS"
Press Release "Acclaimed guitarist to perform in Hull"
Weekly Teacher features
Regular Board meeting coverage
Monthly Event Calendar
Twice-monthly event and agenda update from the Board
- *The Patriot Ledger*:
Press Release SSCS to host Classical Guitar Concert
Twice-monthly event and agenda update from the Board
- *Gay Rosenthal Productions*
filmed for Realty TV pilot.
- *The Boston Globe* interviews:
"Having a say at school"
- *New York Times*
James Traub, reporter, research on Core Knowledge
- *Kingston Mariner*
South Shore Charter School has non-traditional approach
- *Marshfield Mariner*
Press release and photo of SSCS students participating at Habitat worksite.
- Hull Community TV – local cable access" The Glimpse" The Journalism Project
- SSCS website and posting of weekly updates, Board Meeting agendas, and Board Meeting minutes
- Distribution of two cases of the *Massachusetts DOE Charter School Initiative* book
- Distribution of the 2002 Annual Report
- Participation in External Surveys
- Press releases of events and activities throughout the year
- Participation in National Charter School Week

- A series of Paid Informative Advertisements for the SSCS Lottery in *The Patriot Ledger* and the *Hull Times*
- MEFA-sponsored Public Financial Aid Night, January 2002
- Memberships
 - Core Knowledge Foundation
 - Massachusetts Charter School Association
 - Southeastern Massachusetts Charter School Consortium
 - Middle School Association
 - Friends of Holly Hill Farms

III. Viability

a. SSCS demonstrates itself to be a viable organization.

SSCS has demonstrated fiscal viability as evidenced by our annual independent audit. We have a Business Office with a Business Manager and Staff Accountant. Our Business Manager has completed mandatory training, provided by the office of Inspector General, in Massachusetts's public procurement law.

Enrollment at SSCS remains stable with approximately 335 to 355 students over the last three years. Our current wait list contains 35 students as of June 30, 2003.

Teacher retention is strong. In the primary school, all the teachers hired in year one remain at SSCS. At the end of FY 2003, 13 of the 15 full-time primary school teachers are planning to return. Our specialists in art, music, Spanish and health will remain with us, as will our full-time and many of our part-time aides. Our primary Head of School has been with SSCS since its opening. At the secondary Level, six full time teachers or returning. The art teacher is also returning. Our guidance counselor will also be teaching health. A full-time teacher will replace our two part-time Spanish teachers. In addition, a new science teacher has been hired. Our Secondary Head of School resigned at the close of the year.

In May of 2002, a new Executive Director was hired with a start date of August 1, 2002 and is returning for the 2003/04 year. In addition, 85% of our survey respondents from our school community feel that SSCS provides stable leadership.

Facilities continue to be a challenge as well. We remain in three different buildings, each with leases with different terms. The search for an adequate school building and site has been a priority. Our Facilities Taskforce has actively explored sites in some of the towns within our region and SSCS has signed a Purchase and Sale Agreement for a 53,000 sq. ft. building. A consultant firm, NewSchools (www.newschools.com), has been hired for help with our facilities and financing. Additionally, SSCS has hired a part-time Project Manager and a full-time Director of Development. Of all survey respondents, 38% felt our facilities were adequate.

SSCS has stabilized its governance significantly. The 8-year site visit team reported, "The Executive Director has taken a leading role in redefining and clarifying the appropriate roles and responsibilities of the Board and the Administration, and he has worked closely with the Board Chair to establish a more effective governance process for the school. ... The site team found the Board meeting well organized and run by the Board Chair with approval of the minutes of the last meeting, time allowed for input

from the audience and the stakeholder groups (the Faculty/Staff Association, the All Parents Group, and School Councils), a report from the Business Office on current and projected finances, and a lengthy State of the School Report from the Executive Director. The Board uses a template for the agenda, which lists not only items for discussions or vote at the current meeting, but also lists items to be addressed over the course of the year. In effect, this template serves as an agenda for the entire year's Board meetings, with specific adjustments made for each meeting."

SCHOOL PROFILE

Summary of Educational Philosophy

Mission: To provide each student with an education that fosters initiative, critical thinking, leadership, teamwork, and communication; to promote life skills for individual achievement in education, career, community, and life; and to disseminate our model of education across Massachusetts.

The School is organized around five multi-age Levels. Level I includes grades K-2, Level II serves grades 3-4; Level III, grades 5, 6 and 7; Level IV, grades 8-10; and Level V, grades 11-12. Each Level has established a set of standards that must be met by students in order to proceed to the next Level. The faculty finds the Exit Standards to be an extremely useful tool in defining, for students and parents, the type and quality of work required to progress through the school. The school's classrooms are inclusionary and student-centered. Project periods often take on the atmosphere of a busy office with students working on single tasks as well as in small groups. The activity Level fluctuates throughout the day.

SSCS uses a course of study designed to develop competence in basic skills and complements these skills with projects that help students bring their content learning to life. Through the structure of the academic day and the organization of the curriculum, SSCS provides a balanced academic and project-based learning environment. Multi-aged classes and low student/teacher ratios allow personalized guidance.

Multi-age education within Levels promotes individually paced instruction. It has allowed each student to progress at his/her own pace without stigmatizing him/her for working above or below a grade Level. A student may have the same teacher for two or three years, promoting good communication between student and teacher and parent and teacher. The small high school classes allow all the teachers to know all the students. This promotes a wonderful sense of community and mutual respect.

Classroom work is fast-paced, often more evocative of an office than a schoolroom. Teachers make frequent use of cooperative groups, expecting students to be active learners by participating in discussions and brainstorming sessions. By the time the kindergartner has reached second grade, he/she has been exposed to the work of the older students, allowing a deeper Level of understanding to take place. The second grader, on the other hand, has the opportunity to relearn previous concepts as he/she helps younger students. This pattern continues throughout the school.

The curriculum in Levels I, II, and III is based on the national Core Knowledge Sequence (CKS). CKS was selected by our parents and has been used by the school since its inception. The primary grades were recognized by the Core Knowledge foundation as

a Core Knowledge School in 1995. SSCS completed a correlation of the CKS to the MA Curriculum Frameworks from grades K–8 using an outside educational service. This work has enabled the Level I, II and III faculty to address framework content that is not covered in the CKS, and support improved student performance on the MCAS. SSCS has adopted the revised *Chicago Everyday Math* for grades K-6. The publisher has supplied us with a current correlation of this curriculum in relation to the Massachusetts frameworks. The Impact Math Series (newly developed by Everyday Math for grades 6, 7 and 8) was implemented this fall in grades 6 and 7. Level I also supplements the CKS with direct phonics instruction based on the program outlined in *Recipe for Reading*. The Collins Writing Program is now vertically integrated into all our Levels through our mandatory writing portfolios.

The SSCS secondary academic program is based on traditional subject-based classes in the morning, projects three afternoons per week with electives balancing out the other two days. The secondary Level has developed a sequence of core courses that are aligned with the Massachusetts curriculum frameworks. Levels IV (grades 8-10) and V (grades 11-12) use the Interactive Math Program (IMP). This ten-year-old program, which is funded by the National Science Foundation, is one of only five mathematics programs in the country to be given the highest rating of “Exemplary” by the U.S. Department of Education. Much of the material in IMP is based on open-response questions similar to those found in the MCAS math sections. The secondary Levels also use the Collins Writing Program to supplement their language arts curriculum.

The arts are also an integral part of SSCS’s curriculum. A public art show is held annually. For a fee, the South Shore Conservatory offers musical instruction to the primary grades on-site after school. Levels I and II participate in group singing weekly and in a public Winter Solstice Concert. Level III has an after-school chorus group. Level III also offers a yearlong Stringed Instrument Music Project. Fitness classes are offered once a week. World language instruction in either French or Spanish begins in the kindergarten year. The secondary Levels offer musical instruction and a music appreciation course. Secondary students perform at school events and also off-site. The high school also has an arts project and a music project: Classical Guitar Project.

Projects

Project-based learning is integral to the school’s mission. Projects are arranged around three themes – environmental, international, and community development – and each strives to incorporate the components of technology, communication, community service, and entrepreneurship. The School utilizes an incremental approach to projects in which the demands and complexity of projects increase with each Level.

Projects not only provide opportunities to apply academic lessons, but also introduce students to the concepts of governance and leadership by encouraging communication skills and teamwork. Importantly, projects require long-range planning and organizational skills. Students learn to take risks, make mistakes, and learn from their mistakes even as they develop greater thoughtfulness and patience. Students also learn about conflict resolution and ethical behavior.

The teaching of specific academic skills is not the aim of a project. A newspaper certainly develops excellent writing and editing skills. However, we design a newspaper

because there is a need in our community for a student-run newspaper that fosters communication within the school community and empowers students. SSCS believes that even the youngest child can do real work that has a positive effect on the world around them. Projects are embedded with a community service ethic, which may be why our students are unusually compassionate and concerned. The work our students perform is important for the here and now, and not just a preparatory step toward becoming adults.

The results of a recent SSCS Student Project Survey show that 90% of students agree or strongly agree that their project provides a service to a person or group outside of their project; 88% agree or strongly agree that their project will last a whole year; 85% percent see their project as entrepreneurial and experiential; 84% agree or strongly agree that their project includes community service work.

Projects are intended to meet the following criteria:

- Provide service to an individual, group, or community external to the project;
- Integrate required competencies from the Commonwealth's curriculum frameworks;
- Be designed, or at least selected and driven, by SSCS students;
- Provide leadership and supporting roles for the students;
- Be an ongoing, multi-year endeavor;
- Be entrepreneurial and experiential;
- Provide opportunities for the Project Leader to encourage students to reflect upon the project's value in order to build students' skills initiative, teamwork, and critical thinking;
- Be a rich intellectual endeavor in which the Project Leader connects the student's coursework to concrete, real world situations.

Level I (K-2) students are introduced to the project concept and learn that projects are realized through teamwork as well as individual responsibility. At this Level, the most successful projects are those in which the School itself is the client (the service recipient). Level I students plant and maintain gardens on and around the school's grounds; partner with an organic farm, Holly Hill Farm of Cohasset, and assist in setting up the Farm's educational outreach program.

Level II students are given a greater voice in developing project goals. All Level II projects practice the skills of writing business letters, creating budgets, completing job applications, designing graphs, and producing time lines. Students master technology skills that are linked to their Exit Standards and must complete at least one Exhibition of Mastery that is directly related to their project. One exemplary project, the South Shore Guidebook Project completed and updated guidebooks for Hull, Hingham, and Marshfield and arranged for a local real estate firm to distribute copies to families moving into the area.

Level III projects are student-driven. Students set goals and deadlines that meet the needs of external clients. Clients include the Town of Hull, Wompatuck State Park, the

New England Wildlife Center, and other South Shore organizations and communities, as well as SSCS.

Levels IV and V bring students to the point where project participation is defined by active communication, individually and in teams, with clients of the local and world community. Level IV and V students demonstrate a high Level of commitment to the goals of their project, and it is this personal investment that promotes academic growth and project teamwork. For example, the goal of traveling to Italy to study with a world-renowned maestro motivates students learning classical guitar. Designing web pages or producing a local cable access television show for teen's fuels the passions of individual students. By traveling to Belize to work on rain forest trail maintenance, students are able to learn and apply important lessons about ecosystems and biodiversity. Projects offer a Level of expertise, experience, and social consciousness that is unusually high for secondary school students.

2002/2003 Projects

Level	Project Name	Theme	Client
I	Garden	Environmental	Local Community, Hull Garden Club, Holly Hill Farm
I	Milkweed	Community Development	Monarch Water Adopt-A-Class
I	Community Building	Community Development	Easter Seals, Wellspring, Habitat for Humanity, Leukemia/Lymphoma Society
I	Food	Community Development	Wellspring, Local Community, SSCS
I	The Sports Project	Community Development	Friend Incorporated, Police Association, SSCS
I	Rainforest	Community Development	Rainforest Alliance
II	South Shore Guidebook	Community Development	Chamber of Commerce, Local Businesses, Real Estate Companies, SSCS
II	Project Linus	Community Development	Local Area Hospitals, Wellspring
II	The Cyclone School Store	Community Development	SSCS, Heifer International, Hull Animal Rescue, Father Bill's Place, Wellspring, Home for Little Wanderers
II	Woodworking	Community Development	SSCS
III	The Wave School Store and Waveworks (Production Company)	Community Development	Level I and III School Community, Red Tree Productions, Youth Venture
III	Environmental Interpretation	Environmental	New England Wildlife Center, Capital Paper Recycling Inc., SSCS
III	Marine Biology	Environmental	US Coast Guard, Weir River Watershed Association
III	The Strings Project	Community Development	Food for Free, Children's Hospital, SSCS
III	SodaPop Records	Community Development	SSCS, String Project, Music Classes, Chorus
IV & V	World Build	International	Habitat for Humanity Citizens Housing and Planning Assoc.
IV & V	Ecology Project	International Environmental	Belize Botanical Garden
IV & V	Art Project	Community Development	Cultural Community, Hull Chamber of Commerce
IV & V	Computer Technology	Community Development	School Community, South Shore Community
IV & V	Journalism Project	Community Development	Hull Community Television, School Community South Shore
IV & V	Playwriting & Performance	Community Development	SSCS
IV & V	Classical Guitar	Community Development	Cultural Community, SSCS

Special Education

Many students with IEP's and their families choose SSCS because of its full inclusion program. SSCS is in compliance with the Massachusetts Department of Education Special Education Requirements. All of the Special Education staff and related service providers are certified and/or licensed in the State of Massachusetts. Approximately 14% of our 339.4 FTE students required Special Education Services in 2002/2003.

Limited English Proficiency

At present the school does not have any students with limited English proficiency. Faculty within the school annually identifies any student who has limited English proficiency. SSCS is committed to hiring the appropriate faculty as needed to service this population of students.

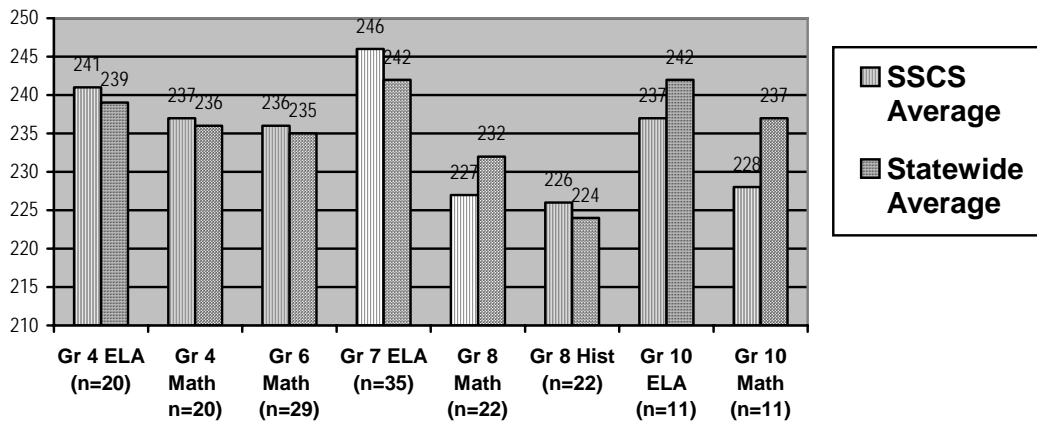
Summary of External Standardized Test Results

The South Shore Charter School administers two external standardized tests every year: the Terra Nova Achievement Tests are administered to grades 1 through grade 12 in the fall every year, and the MCAS state tests are administered in the spring to grades 3 through 10.

SSCS 2002 MCAS RESULTS

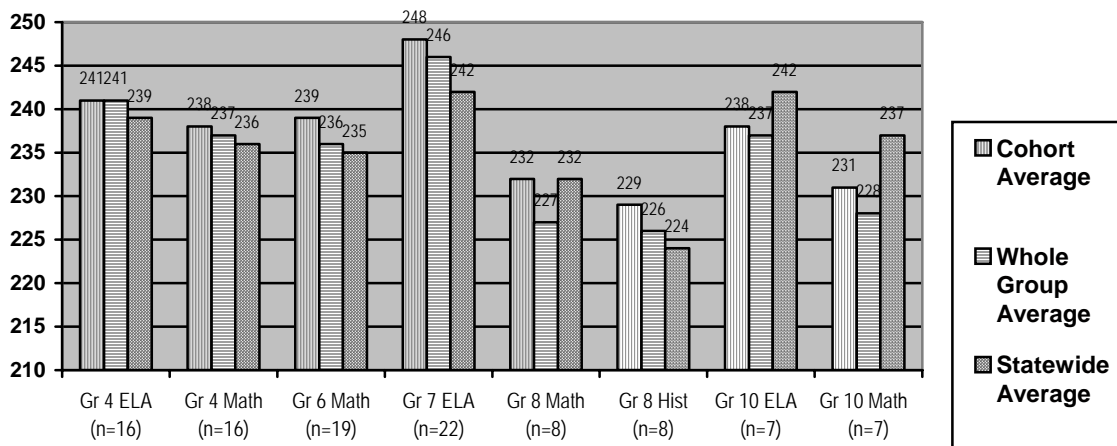
As in past years, the students in the lower grades scored slightly better than the statewide average on the MCAS exams, while the students in the high school grades score lower than the statewide average, particularly on the Math exam, as illustrated below:

Figure 1: 2002 MCAS - SSCS and State



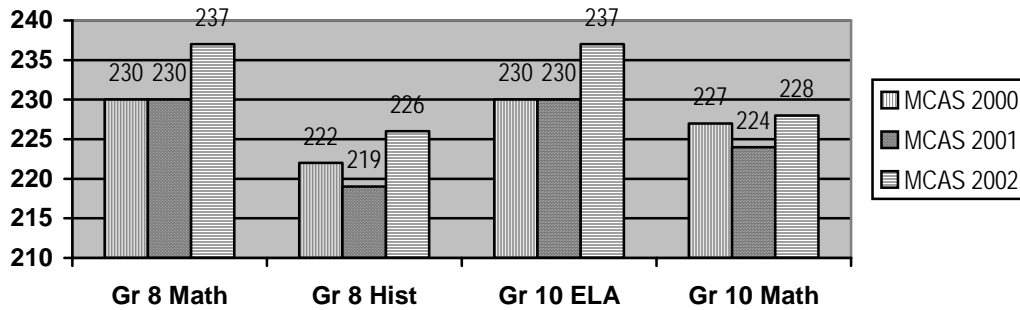
The cohorts of students who had been with SSCS for three years or more did somewhat better than the average of the whole group including new students. The “n” is the number of students in each cohort of students who have been with SSCS for three years.

Figure 2: MCAS Comparison with SSCS Cohorts



The good news for the high school is that the scores have continued to climb higher every year. This year's groups of 8th graders and 10th graders did significantly better than previous groups at SSCS.

Figure 3: High School MCAS Scores Over 3 Years



The following is a more detailed analysis of how each grade did on the MCAS, including an examination of the progress that students had made who had taken the same MCAS subject exam in an earlier grade at SSCS.

GRADE 3 – MCAS READING

The Grade 3 group this year performed well on the MCAS Reading test. Eighty-six percent, or 24 students, scored in the “Proficient” interval, 14%, or 4 students, scored in the “Needs Improvement” category, and no students scored in the “Warning” range. This compared favorably to the statewide average of 67% scoring in the “Proficient” category, and to last year’s Grade 3 group, which scored below the statewide average with 48% scoring in the proficient range, compared with the statewide average in 2001 of 62%. Of this group of 28 students, 21 students had been with SSCS for three years (since the first grade), and 5 students had been with us for 2 years. The average raw score for the cohort of students who had been with SSCS for three years was the same as the average for the whole group, i.e. 32.

GRADE 4 - MCAS ENGLISH/LANGUAGE ARTS

This group of 20 students performed slightly better than the statewide average on the English/Language Arts MCAS test. This class had performed poorly on the third grade Reading test last year, however only 16 of the group of 23 from last year remained with us, and four students were new to SSCS this year. Therefore the best measure of their progress is to look at how the scores of the students who were with us for both years compared. Of these 16 students, five moved into a higher scoring interval and two moved into a lower category. Both students who had scored in the “Warning” interval last year moved up into the “Needs Improvement” interval, and 3 students moved from the NI interval to “Proficient”. Two students moved from the P to the NI interval. The average scaled score for this cohort of 16 students was 242, which was one point higher than the average for the whole group and 3 points higher than the statewide average. Fourteen of these students had been with SSCS since first grade.

GRADE 4 - MCAS MATHEMATICS

This group took the Mathematics MCAS for the first time this year and the group as a whole scored one point better than the statewide average. Three students scored in the "Warning" interval; two of the three were new students this year. Another 7 students scored in the "Needs Improvement" area.

GRADE 6 – MCAS MATHEMATICS

This group of 29 students scored one point better than the statewide average on the Grade 6 MCAS Mathematics exam. Nineteen students of the 29 have been with us for at least three years. Another 4 have been with SSCS for two years, and 6 were new this year. The average score for the nineteen students who have been at SSCS for at least 3 years was 239, which is 3 points higher than the total group average and 4 points higher than the statewide average of 235. This same group of 19 students also improved on their score as a group on the 2000 Grade 4 Mathematics Exam by 5 points. Two moved up from the Proficient interval to Advanced, two moved up from Failing to Needs Improvement, and one moved up from Needs Improvement to Proficient. One student moved down an interval from Proficient to Needs Improvement.

GRADE 7 – MCAS ENGLISH/LANGUAGE ARTS

This group of 35 students, the class of 2007, scored an average of 246, which was 4 points higher than the statewide average. No students scored in the Warning interval and only two students scored in the Needs Improvement interval.

Twenty-two of these students were with SSCS in the fourth grade when they took the English/Language Arts test three years ago. With the fourth grade test, this same group of students had an average score of 233, which was in the Needs Improvement range and was lower than the statewide average then of 239. This year, the average for this group increased to 248, in the middle of the Proficient interval and a significant gain of 15 points. Seventeen out of 22 students moved up into at least the next interval. Two students moved up two intervals, one from NI to Advanced, and the other from F to P.

GRADE 8 – MCAS MATHEMATICS

This group of 22 students scored an average of 227 points on the MCAS Math test, compared to the statewide average of 232. Five of these students scored in the Warning interval, two scored in the Proficient interval, and twelve were in the Needs Improvement range.

Eight of these students had been at SSCS since they took the fourth grade MCAS Mathematics test in 1998. The average for this group in the fourth grade was 230, and their average in the eighth grade was 232, a slight improvement, and an average equal to the statewide average.

GRADE 8 - MCAS HISTORY AND SOCIAL SCIENCE

The average score in History and Social Science for this group was 226, which was two points higher than the statewide average. Six of these students scored in the Warning range, three scored in the Proficient range, and twelve scored in the Needs

Improvement interval. The cohort of 8 students who had been with SSCS for over 3 years scored an average of 229 on this test, which was 5 points higher than the statewide average.

GRADE 10 – MCAS ENGLISH/LANGUAGE ARTS

This was a group of 11 students who scored an average of 237, which is 5 points below the statewide average of 242. One of these students failed the ELA test, while four scored in the Needs Improvement range and six scored in the Proficient interval. The one student who failed the ELA test was repeating the 10th grade and had failed both of the MCAS tests last year.

Seven of these students were at SSCS when they took the 8th grade MCAS two years ago. Their average score as a group of 8th graders was 236, and their average score on the 10th Grade ELA MCAS was 238, which is a slight improvement. Two of these students moved up a scoring interval and two students moved down an interval.

GRADE 10 – MCAS MATHEMATICS

The average score in Mathematics for this group was 228, which was considerably below the statewide average of 237. Four of these students failed the math test, five scored in the Needs Improvement range, and two received Proficient scores.

The seven students who had taken the 8th Grade MCAS at SSCS showed significant improvement in their math scores on the 10th Grade MCAS. Their average score in the 8th grade was 211 and in the 10th grade it was 231, an improvement of 20 points. Five of the seven students also moved up one scoring interval.

MCAS SUMMARY

At the elementary Level, most grades scored slightly better than the statewide average on their respective MCAS tests. When the averages of the cohorts of students who have been with SSCS for at least 3 years is calculated, these scores tend to be slightly better than the whole grade average and the statewide average. This difference was particularly dramatic with the Grade 6 and Grade 7 cohort groups, with gains of 5 and 15 points respectively when compared to their scores when they took the Grade 4 MCAS tests.

At the high school Level, which at SSCS includes Grade 8, both the Grade 8 and Grade 10 groups scored considerably lower than the statewide average in Mathematics. The Grade 10 group also scored 5 points lower than the statewide average on the English/Language Arts test. Grade 8 scored 2 points higher as a group than the statewide average.

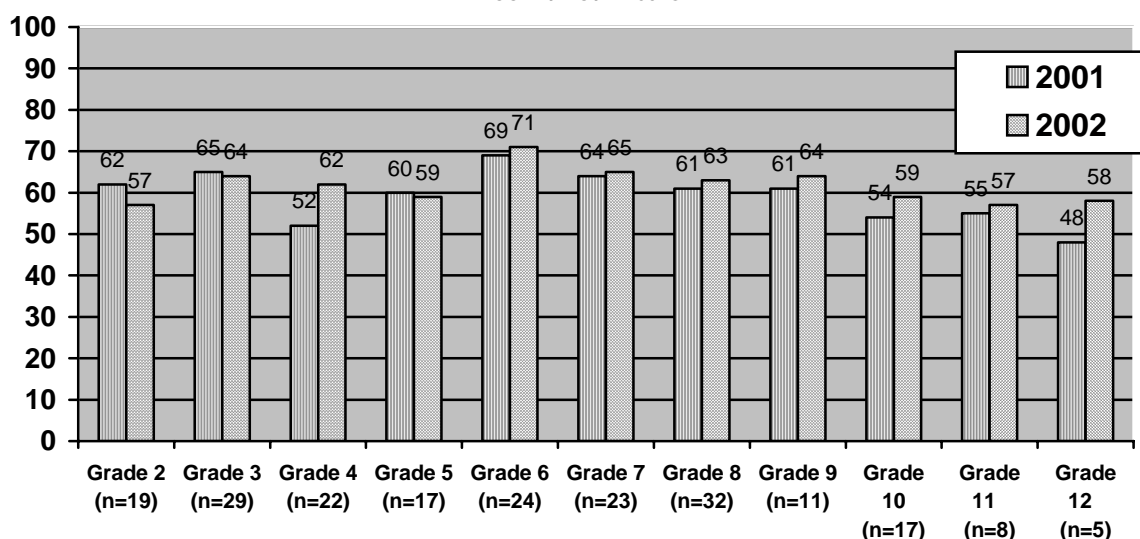
When the cohorts of Grade 8 and Grade 10 students who had been with SSCS since they had taken the MCAS exams in Grade 4 in 1998 and Grade 8 in 2000 were studied, their average scores were better than their whole Grade groups. They also showed slight gains on their previous scores.

This indicates that the success of the Secondary Level continues to hinge on its ability to retain more of the SSCS elementary students when they reach high school age, and on its ability to attract more successful students from other schools.

2002 TERRA NOVA RESULTS

In general, SSCS students rank above the national average on the Terra Nova. The best quantitative measure that the Terra Nova provides of the program’s effectiveness is the comparison of the same student groups’ results from year to year in a longitudinal study. In 2001, the school switched from the outdated CAT5 to the CAT6, also known as the Terra Nova. This year, the results from two years of the Terra Nova can be seen below. The “Total” score is a composite score, which combines the results from the Reading, Language, and Math tests. Only those students who took the Terra Nova both years are included in these results.

Figure 4: "Total" Terra Nova Scores For Cohort of Students Who Took It Both Years



The Mean Normal Curve Equivalent is used in longitudinal studies and is similar to the Mean National Percentile, which cannot be used for year-to-year comparisons. This graph indicates that most groups improved their composite scores, particularly in the upper grades. Only in grades 2, 3, and 5 was there a decline in scores. The Grade 4 group showed a substantial increase of 10 points, as did the Grade 12 group (which only included 5 students), and this may be explained in part to the preparation efforts for graduating to Level III or from High School, and taking the 4th grade MCAS (for the 4th graders). The general trend towards improvement for students who continue in the SSCS program is encouraging, and echoes the findings of previous longitudinal studies of the results of the CAT5 over the earlier 4 years.

The following chart provides the subtest results for the same groups of students, including results for the Science and Social Studies subtests that aren’t figured into the Total scores. The results in these subtest areas show a trend similar to that found in the composite test results, with gains in the groups in the upper grade Levels. Note the substantial changes in the subtest areas of the Grade 2 group; with losses of 9 points in Reading and 11 points in Language, but a gain of 11 points in Math.

Terra Nova Scores for the Cohorts of Students Who Took the Tests in the Fall of 2001 and 2002

Mean NCE	(N)	Reading		Language		Math		Total		Science		Social Studies	
		2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002
Grade 2	19	62	53	70	49	56	67	62	57	NA	60	NA	60
Grade 3	29	64	61	58	59	70	68	65	64	63	63	65	64
Grade 4	22	51	61	50	58	55	64	52	62	58	57	56	61
Grade 5	17	59	58	58	56	62	58	60	59	59	58	59	59
Grade 6	24	68	72	69	69	66	69	69	71	69	74	67	70
Grade 7	23	65	65	61	65	61	62	64	65	61	61	61	65
Grade 8	32	65	66	63	60	56	60	61	63	63	65	68	67
Grade 9	11	65	66	63	65	55	59	61	64	58	62	60	64
Grade 10	17	55	57	54	64	53	56	54	59	55	61	59	61
Grade 11	8	58	56	55	63	52	51	55	57	50	58	53	59
Grade 12	5	56	62	46	60	51	51	48	58	65	62	65	66

Not included in any of the previous figures are the scores of students who were new to SSCS this past year (or students who did not take the Terra Nova test in the fall of 2001). They appear below:

Mean Scores of Students New to SSCS in 2002/2003

Mean NCE	(N)	Reading	Language	Math	Total	Science	Social Studies
Grade 2	3	69	71	73	71	64	65
Grade 3	4	77	66	71	72	77	77
Grade 4	3	80	88	72	81	74	75
Grade 5	4	61	62	57	60	59	57
Grade 6	5	68	63	67	68	76	65
Grade 7	5	49	47	46	48	43	45
Grade 8	4	41	41	53	45	53	44
Grade 9	3	48	47	40	46	37	40
Grade 10	5	57	59	52	57	52	52

The average scores of the new students in the upper grades tended to be lower than the averages of the groups of continuing students in the upper grades and higher than the averages of the continuing students in the lower grades. This indicates that it continues to be a challenge at the upper Level to attract students who have had success academically at their former schools and come to SSCS for some of its unique features like its service learning projects, its internships, and the opportunities to earn college credits simultaneously with high school credit.

Eligibility and Enrollment Process

South Shore Charter School serves grades K-12. Kindergarteners may enter in the fall at the age of 4 years and 11 months, provided that they reach age 5 not later than October 31.

Interested parents of students entering grades K-7 submit a letter explaining their reason for applying and what they will do to help in the education of their child (there is no correct answer – this is used only for background and not as a basis for admission) along with a completed one-page enrollment form. For grades 8-12, the parents complete the same material and the student submits a resume and a letter saying why he or she is interested and what he or she has done to help others (there is again no correct answer – this is only used for background and not as a basis for admission). There are no eligibility requirements.

Our public enrollment lottery is held in February of each year. Starting six weeks prior to the lottery, we include a weekly reminder of the lottery in the K-12 UPDATE. Four weeks prior to the lottery, paid advertisements are placed in area newspapers and press releases are sent to newspapers and radio stations serving the South Shore. Interested students and their parents are given tours of the building for the Level in which they are interested.

At the lottery, index cards containing pertinent information for prospective students are publicly drawn out of a container by grade starting with Kindergarten and then working upward to 12th grade. Siblings of SSCS students are given first preference.

Students applying from our region of service are then given preference. The communities given preference are Abington, Boston, Braintree, Brockton, Cohasset, Duxbury, Hanover, Hanson, Hingham, Kingston, Marshfield, Norwell, Pembroke, Plymouth, Plympton, Quincy, Randolph, Rockland, Scituate, Weymouth and Whitman. Students who are not siblings and are not part of our region of service are drawn last. Parents of all students accepted in the lottery are sent Intent to Attend forms, which are to be returned to SSCS prior to the DOE April pre-enrollment reporting deadline. Failure to do so results in the removal of the child's name from the enrollment roster, and notification of the removal by formal letter to the applicant.

New applications are added to the enrollment list in the order in which their completed applications arrived after those drawn in the lottery unless they were siblings of those attending or those already sent an acceptance letter. These siblings are placed in order of the date of arrival of their completed enrollment package at the top of the waiting list but after any siblings drawn in the lottery.

The parents of current SSCS students are asked to respond in writing regarding to their intentions for remaining with SSCS for the following year. This is done on an Intent to Continue form. Failure to return this form by the stated due date may result in the removal of the student from the enrollment roster. SSCS will formally notify each student by mail if they are to be removed from the enrollment roster.

Students who are sent an acceptance letter are not considered enrolled in SSCS until the Intent to Attend form is returned and all of their disciplinary, academic, special education, and medical records have been received by SSCS. If the records are not

received by August 15th, SSCS reserves the right to give the spot to the next person on the waiting list.

After the DOE pre-enrollment reporting deadline, additional students are added to the waiting list, with siblings always taking priority as called for in the charter school law. As students decide not to attend and inform us in writing of this intent, new students are accepted to fill vacancies from the waiting list in the order of the date of receipt of their completed application.

Code of Conduct

The complete approved document is on file with the MA Department of Education and on the SSCS website. It is distributed every September to all SSCS students.

Summary of Graduation and Promotion Requirements

SSCS uses a set of competency based Exit Standards at the end of each Level to determine the promotion and graduation of its students.

Exit Standards

Level I Exit Standards

By the completion of Level I, each student must meet these minimum standards before progressing to Level II.

For students with an IEP, the IEP may contain details on any modification of Exit Standards.

A student's teacher may request a waiver of no more than one exit requirement by written explanation to the Level Coordinator.

Student must submit evidence that she/he has met all the Exit Standards to the Head of the Primary School.

Internal and External Performance Evaluations:

1. Participate and meet the yearlong project goals, including one project related Exhibition of Mastery.
2. Be making progress towards meeting all Core Curriculum expectations (Math, Language Arts, Social Studies, and Science) as specified on the progress reports and in the supporting Curriculum Project rubrics. Also the student must meet the following explicit performance criteria:
 - Score 75% on a dictation test where the sentences are taken from *Recipe for Reading*.
 - Complete fifteen sums to eighteen in one minute with 100% accuracy.
 - Complete ten subtraction problems from eighteen in one minute with 100% accuracy.
 - Score 75% on a math computation and concepts test of material covered in the Second Grade Core Knowledge Book.
3. Complete a Science Fair Project for both first and second grade if the student attended SSCS for both of those years.
4. Take the CAT5 or CAT6, Level 12 (or a similar grade equivalent on another nationally normed test.)

Portfolio:

Complete the following writing portfolio using the Collins writing guidelines.

- Friendly Letter (Type 4)
- Paragraph (Type 5)
- Book Report (Type 5)
- Scientific Writing (Type 3)
- Collins (Type 2) writing pieces on four of the following six subject areas: The Cycle of Life and Seasons, The Water Cycle, Insects, The Human Body, Magnetism, and Simple Machines
- Collins (Type 2) writing pieces on Asia, Ancient Greece, American History, and the Geography of North America, South America, or Massachusetts
- Poem (optional)
- A Letter of Recommendation written by the student's pod teacher

Arts:

Perform in at least two public performances per year, such as the Winter Solstice Concert or History Play in the second grade year.

Community Service:

A student must complete and document five acts of community service in the second grade year.

Level II Exit Standards

By the completion of Level II, each fourth grader must meet these minimum standards to be promoted to Level III.

For students with an IEP, the IEP may contain details on any modification of Exit Standards.

Any student may request a waiver of no more than one exit requirement by written appeal to the Head of School and the Education Committee of the Board of Trustees.

Student must submit evidence that he/she has met all the Exit Standards to the Head of the Primary School.

Internal and External Performance Evaluations:

1. Complete yearlong project competencies including two Exhibitions of Mastery (one is project-related, the other is the Science Fair project) per year enrolled in Level II. (Evidence of meeting this standard is documented in Progress Reports and Exhibition of Mastery Scoring Rubrics.)
2. Receive a passing grade (progressing or better on final progress report) in all Core Curriculum Courses: Language Arts, Math, Social Studies, and Science. (Evidence of meeting this standard is documented in Progress Report.)
3. Achieve a grade equivalent score of at least 3.5 on CAT5 or CAT6 (or a similar grade equivalent on a similar test as is required school wide) in Total Math and Total Reading.

Portfolio:

Present a portfolio to a panel of judges that includes pod teacher and peers. (Standardized scoring rubrics must be attached to all student portfolio pieces. A minimum score of 70% must be obtained.)

- Seven required written pieces meeting Collins Type 5 standards:
- Friendly Letter
- Persuasive Essay (related to community service or project work)
- Research Paper
- Compare and Contrast Essay
- Fictional Writing
- Descriptive
- Poem

The Portfolio must also include;

- a sample of best artistic work from a course or project (including literary work, dance, music, theater or visual arts)
- One letter of recommendation from student's teacher

Technology:

Meet Level II Technology requirements. (Evidence of meeting this requirement is documented on Technology rubric included in Progress Reports.)

Community Service:

A student must complete and document 10 acts of community service for each year enrolled in Level II.

Level III Exit Standards

By the completion of Level III, each student must meet these minimum standards in order to progress to Level IV.

For students with an IEP, the IEP may contain details on any modification of Exit Standards.

Any student may request a waiver of no more than one exit requirement by written appeal to the Head of School and the Education Committee of the Board of Trustees.

Student must submit evidence that he/she has met all the Exit Standards to the Head of the Primary School.

Internal and External Performance Evaluations:

Receive a passing grade (C- or better) each trimester and meet the yearlong project goals, including one project-related Exhibition of Mastery with an average score of 4 per year enrolled in Level III. (Evidence of meeting this standard is documented in Progress Reports and Exhibition of Mastery Scoring Rubrics.)

1. Achieve a passing grade (C- or better) each trimester in all Core Curriculum courses: Language Arts, Math, Social Studies, Science and World Language. (Evidence of meeting this standard is documented in Progress Reports.)
2. Achieve a grade equivalent of 6.5 on CAT5 or CAT6, Level 17 (or a similar grade equivalent on a similar test as is required school wide) in Total Language, Total Reading and Total Math.

Portfolio:

Present a portfolio to a panel of judges, which must include at least one faculty member and the Level Coordinator. (Scoring rubrics must be attached to all student portfolio pieces. A minimum score of 80% must be attained for each piece and for the final presentation.)

The Seventh Grade Portfolio must include these Collins Type 5 pieces:

- Letter of Reflection on Community Service, accompanied by evidence of completion of 15 hours of community service per year in Level III
- Persuasive Essay
- Poem
- Multi-scene Play
- Essay on a Work of Literature
- Creative Writing (Science Fiction)
- Research Paper to accompany an Exhibition of Mastery

It must also include:

- Resume
- Sample of best artistic work from a course or project (including literary work, dance, music, theatre or visual arts)
- A Letter of Recommendation written by the student's pod teacher.

Arts:

Perform in at least one public performance per year, such as Winter Solstice Concert or Shakespearean Play.

Science and Technology:

- Complete a Science Fair Project and Paper with a passing grade of 75% or higher for each year in Level III. (Evidence of meeting this standard is documented in Progress Reports and on Scoring Rubrics.)
- Present the Science Fair Project as an Exhibition of Mastery receiving an average score of 4. (Evidence of meeting this standard is documented on the Exhibition of Mastery Scoring Rubrics.)
- Acquire Level III Technology Competencies (Evidence of meeting this requirement is documented in the technology competency checklist)

Community Service:

A student must complete and document 15 hours of community service for each year enrolled in Level III.

Level IV Exit Standards

By the completion of Level III, each student must meet these minimum standards in order to progress to Level IV.

For students with an IEP, the IEP may contain details on any modification of Exit Standards.

Any student may request a waiver of no more than one exit requirement by written appeal to the Head of School and the Education Committee of the Board of Trustees.

Student must submit evidence that he/she has met all the Exit Standards to the portfolio panel.

Internal and External Performance Evaluations:

1. Receive a passing grade (C- or better) and meet the yearlong project goals, including two project-related Exhibitions of Mastery per year enrolled in Level IV. (*Evidence of meeting this standard is documented in Grade reports and Exhibition of Mastery Scoring Rubrics.*)
2. Achieve a passing grade (C- or better) in Core Curriculum courses for each year: English/Language Arts, Math, Social Studies & Science. (*Evidence of meeting this standard is documented in Grade Report.*)
3. Meet the Massachusetts MCAS requirements for eighth grade or must achieve a grade equivalent of 9.5 on CAT test (or a similar grade equivalent on a similar test as is required school wide), in Total Math, Total Language and Total Reading.
4. Complete, with a grade C or better, at least one pre-approved three-credit course at an accredited college or university.
5. Attain an averaged score of 70% in a formal debate on a significant historical or contemporary moral or legal issue evaluated by a panel of no less than three judges. Judges are defined as faculty members and qualified adult members of the community.
6. Complete an approved internship with a minimum of 40 hours on site.

Portfolio:

The portfolio is presented to a panel of judges, which must include a faculty member and the Guidance Counselor, Assistant Head of School, or Head of School. (Scoring rubrics must be attached to all student portfolio pieces.)

1. Five writing pieces meeting Collins Type 5 standards.
2. Language Arts
3. Mathematics
4. Science
5. Social Studies
6. Essay related to student's Project work
7. One MLA formatted research paper, not less than 1500 words earning a grade of B or better. (*Evidence of meeting this standard is documented in an attached rubric.*)
8. One reflective essay on community service work.
9. One resume.
10. A sample of best artistic work from a course or project (including literary work, dance, music, theater, or visual arts).
11. One letter of recommendation from the student's advisor or a faculty member.

Technology:

Criteria still need to be determined.

Community Service:

A student must complete and document no less than 30 hours of community service for each year enrolled in Level IV.

Level V Exit/Graduation Standards

By the completion of Level V, each SSCS graduate must meet these minimum standards.

For students with an IEP, the IEP may contain details on any modification of Exit Standards.

Any student may request a waiver of no more than one exit requirement by written appeal to the Head of School and the Education Committee of the Board of Trustees.

Student must submit evidence that he/she has met all the Exit Standards to the portfolio panel.

Internal and External Performance Evaluations:

1. Receive a passing grade (C- or better) and meet the yearlong project goals, including two project related exhibitions of mastery per year enrolled in Level V. (*Evidence of meeting this standard is documented in Grade reports and Exhibition of Mastery Scoring Rubrics.*)
2. Achieve a passing grade (C or better) in all Core Curriculum courses: English/ Language Arts, Math, Social Studies, Science and World Language (*evidence of meeting this standard is documented in Grade Report.*)
3. Meet the Massachusetts MCAS graduation requirements (class of 2003). Students graduating before 2003 must achieve a Grade Equivalent of 11.0 on CAT5 or CAT6 Level 20, testing in Total Math and Total Reading.
4. Complete, with a grade of C or better, at least one pre-approved three-credit course at an accredited college or university.
5. Attain an averaged score of 70% in a formal debate on a significant historical or contemporary moral or legal issue evaluated by a panel of no less than three judges. Judges are defined as faculty members and qualified adult members of the community.

Portfolio:

1. Present a portfolio to a panel of judges, which must include a faculty member, and the Guidance Counselor, Assistant Head of school or Head of School. (*Scoring rubrics must be attached to all student portfolio pieces. A minimum score of 70% must be obtained.*)

Eight required written works (*Writing pieces must meet Collins Type 5 Standards*)

- Language Arts
 - Mathematics
 - Science
 - Social Studies
 - Essay related to students Project work
 - One MLA formatted research paper, not less than 2500 words, utilizing technological and literary sources
 - One resume
 - One reflective essay on community service work
2. A sample of best artistic work from a course or project (including literary, dance, music, theater or visual arts)
 3. One accredited college or university letter of acceptance
 4. Two letters of recommendation from student's advisor, faculty member, guidance counselor or Head of School

Technology:

Attain Microsoft User Certification

Community Service:

A student must complete and document 75 cumulative hours or a highly significant project(s) which was (were) approved by the school.

Student/Teacher Ratio

For 2002/2003, 339.41 FTE students were enrolled with a total of 36 full-time and part-time teaching faculty for an overall student/faculty ratio of 9.4 to 1.

- The primary school (grades K-7) had 250.21 students with 17.34 teachers and 5.75 aides, giving a student/teacher ratio of 10.8 to 1.
- The secondary school (grades 8-12) had 89.2 students with 11.45 teachers and 1.3 aides for a student/faculty ratio of 8 to 1.

Instructional Days for the 2002/2003 School Year

The 2002/2003 school year started on August 28, 2002 and ended June 19, 2003. The 2002/2003 school year had 185 instructional days.

Level I

Daily Schedule – 8:45-3:15 with 5.5 hours of instructional learning, 1 hour for lunch and recess.
2002/2003 SSCS Structured Learning Time = $185 \times 5.5 = 1017.5$ hours.
Structured Learning Time required by the Commonwealth = 900 hours

Level II

Daily Schedule – 8:30-3:00 with 5.5 hours of instructional learning, 1 hour for lunch and recess
2002/2003 SSCS Structured Learning Time = $185 \times 5.5 = 1017.5$ hours
Structured Learning Time required by the Commonwealth = 900 hours.

Level III

Daily Schedule – 8:00-2:30 with 5.5 hours of instructional learning, 1 hour for lunch and recess
2002/2003 SSCS Structured Learning Time = $185 \times 5.5 = 1017.5$ hours
Structured Learning Time required by the Commonwealth = 900 hours

Level IV and Level V

Daily Schedule – 7:45-2:45 with 6 hours of instructional learning, 1 hour for lunch and breaks.
2002/2003 SSCS Structured Learning Time = $185 \times 6 = 1110$ hours
Structured Learning Time required by the Commonwealth = 990 hours

School will start September 2, 2003 and end on June 23, 2004. The School will be closed for the holidays according to the Massachusetts holiday schedule and also for four breaks: Thanksgiving, December (winter break), February, and April. In addition, on Professional Development Days, the school will be closed to students on the four Professional Development Days scheduled during the 2003/2004 school year.

GOVERNANCE PROFILE

Board of Trustees

The Board of Trustees may be contacted at the following e-mail address:

TRUSTEES@SSCS-MA.org

Board of Trustees

Name, Office and Term	Credentials	Board Committees
Kathy Arthur-Tyler '03 Chair 1 st 3-yr term	SSCS Parent	Executive (Chair), Ex Officio on Board Committees
Miriam Brownwall '03 Assistant Treasurer 2 nd 3-yr term	Dental Office Manager, Wall Dentistry; Marketing at Tufts Alumni Development	Executive, Development, Facilities, Finance (Vice-Chair), and Personnel
Barbara Fournier '05 1 st 3-yr term	SSCS Parent, Professor Curry College	Governance, Facilities Taskforce.
Joe Kelly '03 1 st 1-yr term	SSCS Student	Governance, Facilities Taskforce
Daniel Matthews '05 1 st 3-yr term	SSCS Parent, Branch Manager Direct Finance Corporation	Development (Chair), Governance, Facilities Taskforce
Greg Mertz, D.V.M. '02 1 st interim term	SSCS Parent, Executive Director of New England Wildlife	Development and Facilities
Michael Nuesse '04 1 st 3-yr term	SSCS Parent, Attorney	Facilities
Sarah O'Loughlin '03 1 st 2-yr term	SSCS Parent	Development, Education
John Pollets, Esq. '04 2 nd 3-yr term	SSCS Parent, Attorney at Stanton & Davis	Development, Facilities (Chair) and Nominating
Bill Smyth '04 1 st 2-yr term	Vice President MCS, Inc., Former School Principal	Governance, Finance
Jeff Snyder '03 Faculty, Ex Officio 1 st 2-yr term	SSCS Technology Coordinator	Facilities Taskforce, Finance
Gregory Thornton '03 3 rd 3-yr term	Senior Vice President, The Boston Globe	Executive, Development, Facilities, and Personnel
Frank White '05 1 st 3-yr term	Owner, Holly Hill Farms	Development
Bill Wilmot '04 Faculty, Ex Officio 1 st 3-yr term	SSCS Level III Teacher	Governance, Finance

Councils

The primary and secondary divisions of SSCS have school councils that include both faculty and parent representation in equal numbers. The secondary council also includes student representation. These councils give direct input to the Board during their allotted time at the Board's monthly meeting. Parent representatives of the councils are nominated and voted on by the All Parents Group. The All Parents Group is an additional organization that was established and is run by the parents of the entire school community. The faculty on the councils are nominated and voted on by the faculty. A representative from the Faculty and Staff Association (F.A.S.A.) has an agenda spot at all Board meetings. Students also elect representatives to student government and a judicial council.

Major Board Decisions from Year 2002/2003

September 18, 2002

Board Vote: to amend the By Laws to authorize the Nominating Committee to add three representatives to the committee, one elected from each of the following bodies – the All Parents Group, the employees of the school, and the student governing body of the secondary school.

Board Vote: accept the slate of nominees as recommended by the Nominating Committee.

October 16, 2003

Board Vote: to authorize the Executive Director to amend the current enrollment policy consistent with state law and regulations regarding the taking of students from towns at which the school is at the spending cap.

November 20, 2002

Board Vote: to accept the Executive Directors recommendation to reorganize the Board committee structure. The new Board Committees are Development, Finance, and Governance. The following committees are under the direction of the Executive Director: Community Relations, Admissions and Marketing (CRAM), Education and Technology.

Board Vote: to authorize the school to send out RFP's to hire a consultant to handle the acquisition and financing of a future site.

Board Vote: to allow the Facilities Task Force to enter into negotiations for a facility.

Board Vote: to request the Facilities Task Force review and possibly revise the parameters set for a new school location.

Board Vote: to amend the Level V Exit Standards to include the requirement of an approved internship.

Board Vote: to include non-Trustee members to Board Committees as non-voting members.

December 18, 2002

Board Vote: accepted the 2002 outside auditor's report from Alexander, Aronson, Finning. The report commented and recommended that the school create a capital account for facilities and the Board start a designated endowment fund.

Board Vote: non-Board members of the Development and Governance committees and all Board constituted Taskforces shall be voting members.

Board Vote: to issue an RFP for the need of the 4,000 sq.ft. to replace the Samoset Avenue facility.

Board Vote: commitment to the Strategic Plan effort as a top priority and to be completed in six months.

Board Vote: to issue an RFP for consultant services to assist with the completion of the Strategic Plan effort.

January 15, 2003

Board Vote: to authorize the Executive Director to engage a project coordinator and other professionals as necessary to assist the Facilities Task Force and Administration in the replacement of the Samoset Avenue facility.

March 12, 2003

Board Vote: to accept the calendar as presented by the Executive Director for the 2003-2004 school year.

Board Vote: to authorize the Finance Committee to pay off the mortgage on the shed property at 4 A Street.

Board Vote: the Executive Director is the official spokesperson for the South Shore Charter School.

Board Vote: to re-affirm the Boards commitment to the SSCS as a K-12 institution.

March 19, 2003

Board Vote: to enter into a contract to purchase a five classroom modular building to be installed at the 4 A Street site.

Board Vote: to accept one of the modular companies proposals and begin negotiating the final contract and building design options subject to obtaining the necessary town permits.

Board Vote: to accept the proposal for the demolition of the existing shed.

Board Vote: the Finance Committee to begin negotiations for a mortgage to finance the 4 A Street construction project.

Board Vote: on a recommendation from the Governance Committee, there shall be no deliberations toward a decision among Board members via electronic communications (e-mail, telephone, facsimile [fax], etc.) regarding matters within the jurisdiction of the Board of Trustees. This is true even where individual electronic communications occur in serial fashion to constitute a quorum. In addition, all e-mail that is sent to a quorum

of the Board will be posted on the SSCS website within two (2) business days under "BOT Business" and a printed copy of such e-mail will be made available on the school premises.

Board Vote: to establish a short term Secondary Task Force to assess the current grade 9-12 program and facility.

April 9, 2003

Board Vote: to accept the proposal of "New Schools".

May 21, 2003

Board Vote: to accept the FY04 Budget as presented.

Board Vote: to join the Massachusetts Interscholastic Athletic Association (MIAA).

Board Vote: to join the newly established Massachusetts Charter School Basketball League (MCSB).

Board Vote: to approve the recommended By-Laws as prepared by the By Law Subcommittee of the Governance Committee.

June 18, 2003

Board Vote: to authorize the Executive Director to seek an amendment to the charter to increase enrollment to between 550 and 600 students.

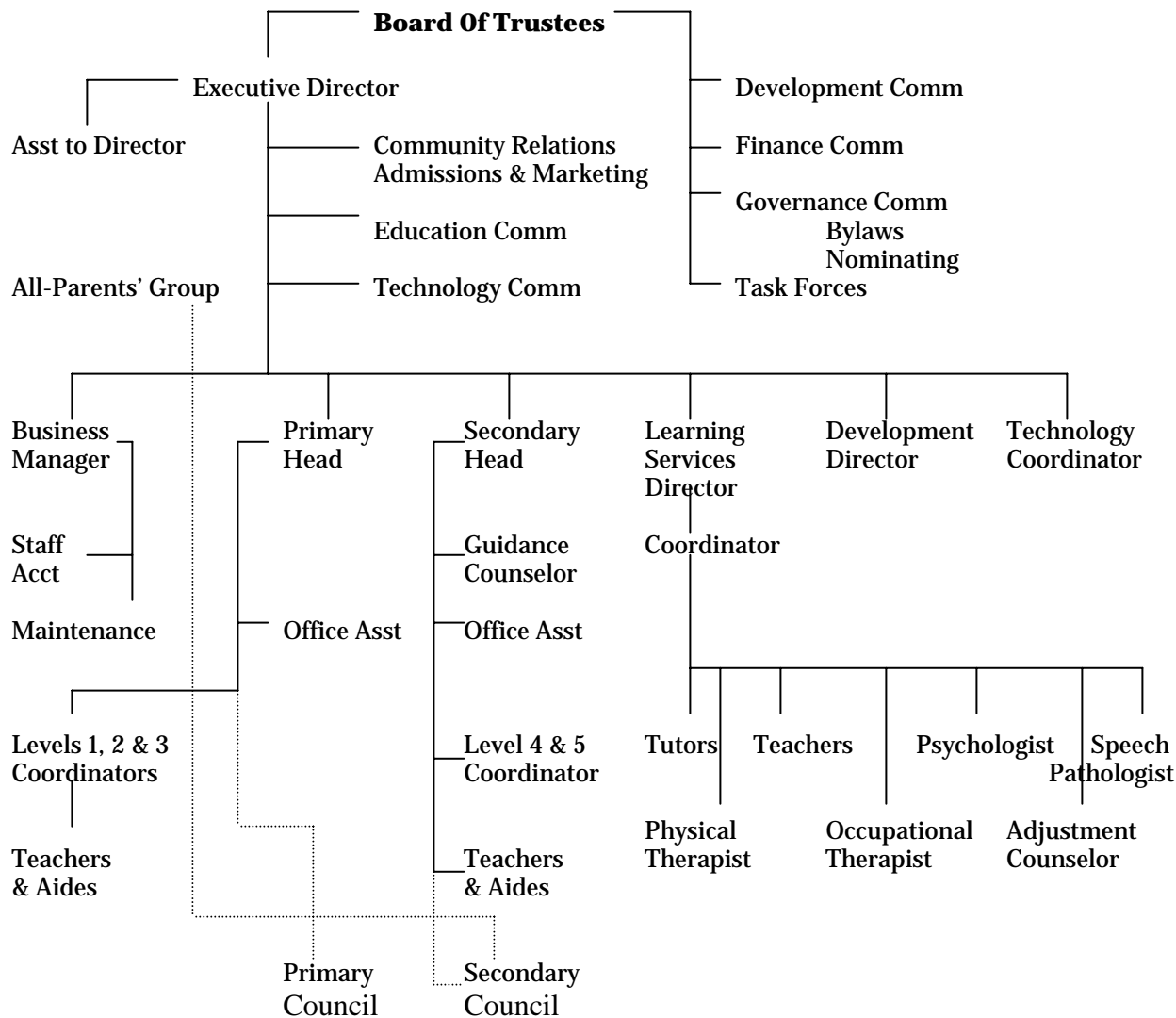
Summary of Official Complaints

A complaint was received from a parent concerning SSCS employees having derogatory conversations about that parent within hearing distance of their children. The parent accepted reassurances that this behavior would not be tolerated and/or repeated.

A parent from the community requested copies of all quorum Board e-mails from mid-January 2003 to the time of their letter in mid-March 2003. Furthermore, that parent formally requested that the Board immediately implement a posting of all Board e-mails, which had been planned for months. This complaint resulted in the finalizing of a policy and the posting of all future quorum e-mails, which satisfied the parent request. It essentially sped up the implementation of procedures that were in the final stages of implementation.

STAFF PROFILE

Organizational Chart



Number of Full-Time Equivalent (FTE) Faculty

For 2002/2003, there was a total of 36 full-time and part-time teaching faculty.

Staff Turnover

Level I – retained 5 of its’ 6 teachers (one resigned mid-year due to an inability to pass the MA certification test), its full-time aide, art, music and special education specialist as well as four of the six part-time aides. One aide left to return to school and the other moved out of the area. The remaining four aides will return based on the funding of the Kindergarten grant. Our French teacher left as SSCS

made a budgetary curriculum decision to eliminate French and only offer one world language K-12.

Level II – of the 4 full time teachers, 3 will remain as Level II teachers and one will take over as Level Coordinator for our new Level III configuration. The Spanish teacher resigned and the part-time aide for that Level was cut due to budgetary restraints. The shared Level II, III & IV full time aide will remain, as will the art, music and special ed specialists.

Level III – of the 5 teachers, one resigned because of a move out of state. The other 4 are remaining. The rest of the Level III staff, music art, special education and aide will remain and teach within our new Level III (grades 5 & 6) and Level IV (grades 7 & 8) configuration.

All full-time Level I and II school faculty from the 1995/1996 inaugural school year continue to teach at the school. The Primary Head has been with SSCS since its opening. For the 2002/2003 school year, nine of the fifteen full-time primary classroom faculty had a Masters degree, an additional five are enrolled in Masters programs and ten are Massachusetts elementary certified. Several of the part-time project leaders have significant professional experience in their field of expertise.

At Levels IV and V, the science teacher resigned her position in April. She was replaced by a long-term substitute. A permanent science teacher has been hired for 2003-2004. Our two part-time Spanish teachers left at the end of the year (one due to only temporary ability to teach due to not holding a college degree). A full-time certified Spanish teacher replaced them. In addition, one aide and one part-time music/computer instructor were not rehired due to budgetary cutbacks.

Summary of Teacher Qualifications:

	Assignment	Non-SSCS Years Teaching	Years at SSCS	Degree and Certification(s)
Munhall, Michael	Executive Director	10 Teaching 21 Admin	1	BA Government, Monmouth College, MA Education Administration, Michigan State University
Primary				
Coyne, Robin	Head of Primary School	17	8	M.Ed. in Elementary Education from Bridgewater State, BA in English University of New Hampshire, Mass Cert. Elementary, Montessori Cert. Elementary 6-9.
Level I				
Hirsch, Frederick	Level I Coordinator, Level I Teacher, Project Leader	3	8	A.B. Visual & Environmental Studies from Harvard, MFA in Studio Art from University of CA at Davis
Begley, Velma	Level I Teacher Project Leader	11	8	BA UMass-Amherst, med. in Ready, Certified K-8, Certified Reading K-12

				Specialist, M.Ed in Reading
Fontaine, June	Level I Teacher Project Leader	6	6	BS Early Childhood Education, Mass Certified in Early Childhood Education K-3, enrolled in Early Childhood M.Ed program.
Rosen, Julie	Level I Teacher, Project Leader	0	1	BA in Chemistry, Univ. of CA, Masters of Fine Arts, Univ. of CA, currently enrolled at Lesley University Teacher Cert. Program, M.Ed.
Toleno, Shelley	Level I Teacher, Project Leader	3	2	BA in Psychology & Education/Child Study from Smith College, Mass Elementary Certification, Mass Preschool Cert., enrolled in graduate School Psychology Masters program.
Yelin, Karen	Level I Teacher, Project Leader	8	6	M.Ed. from Antioch, BS in Education from NY University, Long Island University Education Counseling 36 Post Graduate Credits, NJ Cert. Elementary, Mass Cert. Elementary 1-6, NH Certification
Level II				
Hamilton, Emily	Level II Coordinator, Level II Teacher, Project Leader	3	8	M.Ed. from Harvard, BA University of Michigan in Russian Culture & Literature
Gilbney, Colin	Level II Teacher, Project Leader	6	3	M.Ed. in Human Development & Psychology, Technology in Education from Harvard University, BS from Cornell University, Mass Cert. In Social Studies 5-9 & 9-12, Mass. Cert. Middle School General 5-9, Mass. Cert. Elem. General 1-6.
Phillips, Tania	Level II Teacher, Project Leader	7	1	M. Ed, Certified Teach of Students with Special Needs
Whiting, Kendra	Level II Teacher, Project Leader	2	5	BA in English and Elementary Education from Assumption College, Worcester, Mass Certified Elementary Ed 1-6, enrolled in M.Ed program.
Level III				
Berman, Lisa (resigned 6/03)	Level III Coordinator, Level III Teacher	1	6	M. Ed. Boston University in Literacy, Language & Cultural Studies, BA in Psychology Brandeis University.
Falkner, Daniel	Level III Teacher, Project Leader, Civil Rights Coordinator	1 Substit ute	4	BA in Philosophy from UMass-Boston, JD from Suffolk Law, M.Ed. in Elementary Education from UMass-Boston, Mass Certified Elementary.
Overlee, Claire	Level III Teacher, Counselor K-7, Title I Coordinator, Project Leader	16	7	BA in Elementary Education from University of Colorado. M.Ed. Guidance & Counseling from Rider College, OFC Early Childhood MA Certified, Mass Certified 1-6, Guidance Counselor 5-12, Guidance Counselor N-9, Orton-Gilliham Certified Reading, Kuman Math & Reading Instructor.
Silzer, Julia	Level III Teacher, Technology Building	3	6	BS in Education from Boston University, M.Ed. in Educational Technology from Lesley University, Mass Cert.

	Coordinator, Project Leader			
Wilmot, William	Level III Teacher, Project Leader, Ex officio member Board of Trustees	0	3	BM in Music Composition from Boston University, BA in Liberal Arts from St. John's College.
Secondary				
Aicardi, Kathleen (resigned 6/03)	Head of Secondary	6	4	M. Ed. Eastern Nazarene, BS Nutritional Science San Jose University, AA DE Anza College
Carter, Mary	Guidance Counselor Primary Health Teacher	0	2	M.Ed. Counselor Training UMass-Boston, BA Political Science Stonehill College, Cert. Guidance Counselor 5-12
Qamoos, Jeffrey	Math – Secondary World Hunger Project	2	2	BS in Computer Science, minor Math & Chemistry from University of Minnesota, MA in Divinity & MA in Theology from Princeton, Mass. Enrolled Umass Dartmouth.
Rathbun, Christopher	Music & Computer Applications	5	1	MS in Education from Simmons, MS in Library & Information Science Simmons, BM from New England Conservatory, Mass Cert. in Library Media Specialist Certified
Scott, David	English Teacher Project Leader – Journalism	0	1	BA Journalism University of MA
Seavey, Katherine	English – Secondary Playwriting & Performing Project	25	1	MA in English Literature from UMass-Boston, BS in English Education from Southern Illinois, Mass Cert. Secondary, Illinois Cert. Secondary
Small, Richard	Social Studies Secondary Coaches Poetry Slam Team	7	7	BA in Philosophy – minor in History from Drew University, MA in Philosophy University of Minnesota, ABD Drew University.
Stein, Eugene	Social Studies, Spanish, Music – Secondary Classical Guitar Project	1	3	MS in Secondary Education from University of PA, MM in Classical Guitar Performance from University of Wisconsin-Madison, Certified in Pennsylvania & Mass.
Snyder, Jeffrey	Technology Coordinator, Technology Project Ex Officio member Board of Trustees	6	5	BS in Business Administration University of Colorado, MA in Education at Tufts University, Certificate of Graduate Studies in Computer Science (80%) from Harvard University, Mass Cert. Middle & High
Vallant, Darcie (resigned 5/03)	Science – Secondary Ecology Project	3	2	BS in Wildlife Conservation from UMass-Amherst, MS Biodiversity and Conservation Biology from University of Leeds, Project Wild Teacher Certification
Veader, Mark	Math and Physics – Secondary Level Coordinator	0	7	BS in Mechanical Engineering/Materials Science from Duke University, M.Ed. in Teaching & Curriculum from Harvard, Mass Cert. Secondary Physics
Support Faculty				
Azer, Hinda	Aide, Title Primary	N/A	4	

Connolly, Cyndie	Aide Kindergarten and Primary Science	0	7	Orton Gillingham Certified, enrolled Quincy College
Darrow, Claudia	Aide, Title I Primary	0	8	Orton Gillingham Certified, Sinott School Software Specialist Training Program Certification
Gladstone, Barbara	Aide – Title I	0	2	
Hilliard, Linda	Aide – Secondary	0	3	
Kiely, Nicole	Aide – Level II	2	1	BS Human Service and Psychology University of Hartford, Elementary Education (Grades 1-6)/Creative Arts in Learning Lesley University (M.Ed May 2003), Initial Licensure in Elementary Education (1-6)
Jarvis, Amy	Library Aide	0	1	
Marshall, Jennifer	Aide – Level I	0	1	
Mulligan, Vivian	Aide – Secondary	0	1	
Pritchard, Judy	Aide – Level I	0	4	
Putnam, Mary	Aide – Level I	0	1	
Ruscansky, Cheryl	Aide – Level I	0	4	
Shaughnessy, Stephanie	Aide – Level I	0	3	
Strom, Greg	Aide – Level III, Substitute	0	1	
Yannizzi, Sharon	Aide – Level I	5	3	BS Criminal Justice, AS Law enforcement.
Foreign Language				
Goodyear, Stephen	Spanish Teacher - Secondary	33	2	BA from Boston University in Italian, French & Spanish, Mass. certified in Romance Language and Secondary Education from Suffolk University
Guerin, Agnes	French Teacher	0	8	Universite de Poitiers German, Universite Catholique de Paris, Music Theory, Piano & Voice
Roman, Mary	Spanish Teacher – Level I & III and Secondary	35	1	Associate Early Childhood Education Garland Jr. College, B.A. of Arts UMass
Trogole, Rosario	Spanish Teacher – Level II	0	4	BS in Laboratory Science from Hunter College
Viscomi, Deborah	Spanish Teacher – Secondary	6	1	
Art				
Buckley Curran, Marianne	Art Teacher Levels I and II, Project Leader Secondary	6	3	Masters in Business Framingham State, Plymouth State NH, K-12 Phys Ed.
Rossmann-Mee, Judy	Art Teacher Level III and Secondary	22	3	BFA from Syracuse University, BA and Teaching Cert. from Michigan State University, MA Wayne State

Music				
Mannix, Helen Ward	Music Teacher Level I and Level II	11	8	BM and MM in Organ Performance from New England Conservatory of Music, BA Mount Holyoke
Kim, Andre	Music Teacher Level III, Project Leader	2	2	B.Mus. from Berklee College
Learning Services				
French, Elaine	Learning Support Services Administrator	30	6	BS in Special Education from Bridgewater, M.Ed. in Guidance & Counseling from Bridgewater, CAGS programming Educational Leadership & Administration, Mass Cert. Guidance K-12, Mass Cert. Admin. SPED Mass Cert. Superint/Admin. Superintendent.
Gaughan, Maureen	Learning Support Services Manager	17 in SPED. Field before SSCS	7 FT 4 PT	MS in Speech & Language Pathology from University of Michigan, BS in Speech Pathology from Northeastern University, ASHA certificate of Clinical Competence, Mass Cert. Speech/Language/Hearing Disorder (All), Mass. Licensure
Beckerman, Courtney	Speech/Language Pathologist	8	3	MS MGH Institute of Health Professionals, BS Marywood University
Hess, Kristine	Learning Support Services Teacher – Primary	1 FTE substitute	2	BS in History from Mount Saint Mary College, New York Certificate in Elementary/Special Education.
Hetue, Linda	Occupational Therapy	4	1	BS Business Admin, MS Occupational Therapy Boston Univ., MPH Master in Health Admin, Suffolk University, Certified Nationally, Licensed in MA.
Scholtz, Dorothy	SPED Teacher – Secondary	3	3	BA in English Literature & MS in Special Education from Simmons College, Mass Cert. in Spec. Needs K-12, Reg. Ed K-5 & 5-9,
Tomkiewicz, Eileen	School Psychologist	7	1	M.Ed, School Psychology, BA Elementary Education, C.A.G.S., Umass – Boston; Elem. Education 1-6, School Psychologist K-12
Yeager, Vicki	Nurse/Crisis Manager	30	7	RN Nursing, AS Southwestern Michigan College
Extended Day				
Ballou, Maura	Extended Day Manager	N/A	8	Assoc. Degree in Arts & Science, Fort Stielacoom College, Cert. First Aid CPR
Tierney, Theresa	Extended Day Assistant	N/A	3	
Administration				
Algera, Pamela	Executive Assistant	N/A	3	Department of Education training for Information Services and TestWiz software
Frost, Jennifer (resigned 5/03)	Secondary Secretary	N/A	3	Certification in Business and Accounting Sinnott Office Specialist Program
Levitt, Richard	Director of Development		1	BS Environmental Science & Management Indiana University, JD Vermont Law School, Masters in Study of Environmental Law

				Vermont Law School.
Lothrop, Ellen	Primary Secretary	N/A	7	
Paquin, Jeanne	Staff Accountant	N/A	3	
Shipp, Kristine	Business Manger	N/A	4	Attended Bentley College Jr/Sr Level standing. Will transfer to UMASS Boston this summer to continue Education. Working towards BS finance/management
Facilities				
DuCott, Kari	Assistant Maintenance	N/A	1	
May, Stephen	Project Manager Facilities	30	1	Penn State, Ecne Metering School, South Easton Regional Tech
Zappi, Vincent	Building Maintenance	N/A	3	

STUDENT PROFILE

Number of Students Enrolled

As of June 30, 2003, the total SSCS enrollment was 335 students from 21 towns in southeast Massachusetts. The final FTE (full-time equivalency) was 339.4 students.

Student Demographics, as of June 30, 2003

TOWN	Number of Students
Abington	1
Boston	2
Braintree	7
Bridgewater	2
Cohasset	12
Hanover	2
Hingham	6
Holbrook	5
Hull	176
Marshfield	30
Milton	1
Norwell	7
Pembroke	1
Plympton	2
Quincy	6
Randolph	13
Rockland	3
Scituate	22
Westwood	1
Weymouth	35
Whitman	1
TOTAL	335

For the 2002/2003 school year, 11.5% of SSCS's total enrollment were racial minorities including three Native Americans, twenty-six African-Americans, six Asians, and three Hispanics. By gender, 196 students were male and 139 students were female. No students were classified as limited English-proficient students.

During the past school year, a total of 46 students had IEPs. Another 5 students were on 504 plans. Students without IEPs may receive special services because the SSCS model provides full-inclusion classrooms where teachers diversify their instruction to accommodate students with different learning styles.

In addition to their regular education programs, Title I students received small group tutoring or extra support in the classroom during the course of the year. Tutoring in reading and language arts was offered at all Levels. Students received after-school tutoring as part of an Academic Support Services grant to help prepare students who are at risk of failing the MCAS.

Of our students, 72 (21.5%) are eligible for free or reduced price lunches. Since we do not offer a federally subsidized lunch program, we must rely on families choosing to report this to us.

Attendance

Our average daily attendance rate for Kindergarten through Grade 12 was 93.3%.

Student Applications for the 2002/2003 School Year

As of June 30, 2003 SSCS has received 103 applications from 19 communities.

Town \ Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Boston										1				1
Braintree	2								1					3
Bridgewater	1	2		1	1									5
Cohasset	3							1						4
Dorchester			1		1	1		2		1				6
Halifax		1			1									2
Hanover	1													1
Hingham	2				1					1				4
Hull	20	1		1			1	4	1	2			1	31
Marshfield	1						2			1				4
Milton										1	1			2
Norwell	1		1			1								3
Pembroke										1				1
Plymouth	1	1												2
Randolph	1	2		1	1		2	2	1	1				11
Rockland		2					1	3						6
Scituate	3													3
Weymouth	5		1			1	1	2		1	1			12
Whitman		1	1											2
Totals	41	10	4	3	5	3	7	14	3	10	2	0	1	103

Students on Waiting List

As of June 30, 2003, the South Shore Charter School had thirty-five students on the waiting list for the 2003/2004 school year.

Town \ Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Braintree									1					1
Bridgewater	1	2		1	1									5
Dorchester			1					1						2
Halifax		1		1										2
Hingham	1													1
Hull	2	1					1	4	1					9
Marshfield							1							1
Norwell	1		1			1								3
Randolph				1	1		1	2						5
Rockland		1												1
Scituate	1													1
Weymouth	2		1				1							4
Totals	8	5	3	2	3	1	4	7	2					35

Student Turnover Data

Total Number of Student Withdrawals by Reason

Number	Reason
6	Commute
7	Dissatisfied
1	Dissatisfied with Multi-grade program
1	Extra Curricular Activities
2	Full Day Kindergarten not available; return to District
2	GED
1	Missed friends
9	Moved
1	Not a match; behavior issues
2	Prefer District SPED Services
10	Private School
2	Return to District; Community Connection
1	Sports
4	Transportation
49	TOTAL

During the course of our 2003 school year, 26 students left the school. Another 23 students notified us that as of June 30, 2003, they would not return for the next school year. The reasons that they gave for leaving included SSCS not being a good match for the student, transportation, moving, wanting a sports program, wanting to be with old friends, seeking more structure, entering a special program, dissatisfaction, and getting a GED.

Student Withdrawals Based on Exit Interviews, in date order

	Date	Reason	Grade
1	9/4/02	Dissatisfied	11
2	9/5/02	Commute	2
3	9/13/02	Commute	2
4	9/20/02	Transportation	10
5	9/30/02	Moved	2
6	11/22/02	Transportation	7
7	12/6/02	Dissatisfied	12
8	12/11/02	Sports	10
9	1/6/03	Dissatisfied	10
10	1/29/03	Dissatisfied	9
11	1/30/03	GED	10
12	1/10/03	Missed Friends	2
13	1/24/03	Commute	K
14	1/28/03	Commute	5
15	2/6/03	Extra Curricular Activities	9
16	2/4/03	Moved	K
17	2/24/03	Prefer District SPED Services	1
18	3/13/03	Dissatisfied with Multi-grade program	2
19	3/17/03	Not a match; behavior issues	K
20	4/17/03	Dissatisfied	10
21	4/17/03	Dissatisfied	8
22	4/30/03	Transportation	11
23	4/30/03	Transportation	10
24	5/02/03	Moved	3
25	5/02/03	Moved	9
26	5/20/03	GED	11
27	6/30/03	Parents prefer non-inclusion model	K
28	6/30/03	Commute	1
29	6/30/03	Full day Kindergarten not available; return to district.	1
30	6/30/03	Full day Kindergarten not available, return to district.	1
31	6/30/03	Moving	1
32	6/30/03	Moving	2
33	6/30/03	Dissatisfied with Program	2
34	6/30/03	Return to District – Community connection.	2
35	6/30/03	Moving	2
36	6/30/03	Moving	3
37	6/30/03	Private School	6
38	6/30/03	Private School	8
39	6/30/03	Private	8
40	6/30/03	Private	8
41	6/30/03	Private Notre Dame	8
42	6/30/03	Private	8
43	6/30/03	Private BC High	8
44	6/30/03	Private Notre Dame	8
45	6/30/03	Moving	8
46	6/30/03	Commute	8
47	6/30/03	Return to District	8
48	6/30/03	Private School	8
49	6/30/03	Private School	11

Summary of Class of 2002 Alumni Placements

College or University Acceptances

Student Name	College or University Acceptances
Joseph Kelley	University of Massachusetts Amherst
Michael Long	Benjamin Franklin Institute of Technology
Joseph Morrell	Norwich University, Massasoit Community College
Tiffany Phillips	Bay Path College

Dual Enrollment and Internships

Two students enrolled in a course at Massasoit Community College and another ten students enrolled in a course at Quincy College. Level V Exit Standards require students to complete at least one pre-approved three-credit course and receive a passing grade (C or better). South Shore Charter School will reimburse the student for the tuition of the course as long as the grade requirement is met.

Internships are a requirement for graduation from our school. These internships provide valuable career experience and foster autonomy, responsibility and promote a solid work ethic.

Two Level V students have either completed or are currently participating in an internship for the 2001/2002 academic year at the following businesses:

- DM Technologies, Rockland, MA
- Morrell's Country Kitchen, Abington, MA
- Mass Bay Respiratory, Hull, MA
- Literacy Program, Hull, MA
- Wear and Tear, Hull, MA
- Beedazzled, Hull, MA
- Quincy Athletic Club, Quincy, MA

Students Suspended or Expelled

Number of students expelled: 0

Number of in-school suspensions: 1 (sixth grade male)

Number of student suspensions: 33 (includes in school suspension)

Student Suspensions

Number of Suspensions	Reasons for suspensions
1	Academic cheating
5	Disrupting the learning environment
2	Endangering others
1	Inappropriate use of the Internet
3	Pushing/ punching a student
1	Leaving school without permission
1	Sexual harassment
2	Stealing from a student or school.
8	Violation of absence/tardiness policy
4	Refusing to follow a reasonable request
2	Vulgar language toward staff member
3	Usage of unauthorized over the counter drug.
33	TOTAL

FINANCIAL PROFILE

The following six pages show the ***unaudited draft*** financial statements for the fiscal year ending June 30, 2003. These include: The FY03 Statement of Financial Position, FY03 Statement of Activities and Changes in Net Assets, FY03 State and Federal grants, and FY03 Private Fundraising and Grants. The independent audit for the fiscal year ending June 30, 2003 will be prepared by the auditing firm Alexander, Aronson, and Finning & Co., P.C. The audit will be completed sometime late October 2003 and will be available by December 31, 2003. This audit will be provided to the Department of Education, the Legislature's Joint Committee on Education, Arts and Humanities, the members of the SSCS Board of Trustees, the office of the State Auditor, and the State Inspector General's office. If you wish a copy, please call the Business Office at (781) 925-1689x213.

Following the fiscal year 2003 financial statements is the FY04 projected operating budget approved by the SSCS Board of Trustees for the fiscal year ending June 30, 2004.

South Shore Charter School

Statement of Financial Position

UNAUDITED

For the period ending June 30, 2003

DRAFT

ASSETS

Current Assets:

Cash	\$1,152,465
Restricted Cash	7,896
Restoration Fund	40,000
Deposits & Prepaid Expenses	71,231
Accounts Receivable	28,724
Grants/Tuition Receivable	84,206

Total Current Assets	<u>\$1,384,522</u>
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Property & Equipment

Furniture & Equipment	\$42,915
Technology	171,670
Building & Improvements	141,544
Leasehold Improvements	530,497
Accumulated Depreciation	(557,907)

Net Property & Equipment	<u>\$328,719</u>
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Total Assets:	<u><u>\$1,713,241</u></u>
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LIABILITIES AND NET ASSETS**Current Liabilities**

Accounts Payable & Accrued Expenses	\$123,526
Pension Obligation	421
Due to Others	2,700
Operating Leases	5,380
Line of Credit	0
Restricted Foundation & Fundraising	12,000

Total Current Liabilities	<u>\$144,027</u>
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Notes Payable, net of current portion

Mortgage 4 A Street	\$ 94,818
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Total Liabilities:	<u>\$238,845</u>
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Net Assets

Operating	\$1,323,608
Temporarily Designated	78,582
	<u>1,402,190</u>

Total Liabilities and Net Assets	<u>\$1,641,035</u>
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South Shore Charter School

Statement of Activities and Changes in Net Assets

UNAUDITED

For the period ending June 30, 2003

DRAFT

	Approved Budget	Approved Actuals
REVENUES		
Per Pupil Tuition	2,522,123	2,569,850
State & Federal Entitlement Grants	143,617	152,757
State Transportation Reim.		52,941
State & Fed. Charter Start-Up/Facility	74,200	47,273
Program Fees	65,000	124,537
Project Fundraising & Misc Contributions	32,500	21,521
Competitive Grants	0	4,500
Transfer from Development	50,000	50,000
TOTAL REVENUES	\$ 2,887,440	\$ 3,023,379
EXPENSES		
<i>Personnel</i>		
Administration	265,060	228,385
Salaries	1,636,850	1,694,921
Benefits & Insurance	177,280	170,198
Professional Development	23,100	23,007
<i>Total Personnel</i>	\$ 2,102,290	\$ 2,116,511
<i>Direct Student Costs:</i>		
Student Transportation	59,000	56,781
Field Trip Expense	36,000	69,990
Academic Supplies	66,650	66,650
Student Service Contractors	52,300	31,115
Computer Support (incl. Parts & tech consult)	30,000	32,510
Furniture & Equipment	15,000	19,374
Library	5,000	1,398
Testing/Accreditation	7,500	5,794
<i>Total Direct Student Costs</i>	\$ 271,450	\$ 283,612
<i>Occupancy</i>		
Lease/Rental	131,400	131,400
Taxes	12,500	11,801
Utilities	59,800	53,667

Mainten. Contractors	60,000	90,894
Maintenance Supplies	15,000	12,484
Total Occupancy	\$ 278,700	\$ 300,246
Office:		
Insurance	30,000	39,490
Supplies	15,000	20,640
Telephone/Communication	21,000	18,676
Advertising	13,000	12,079
Postage & Shipping	6,000	5,413
Printing & Copying	6,500	6,920
Copier Leases/Maintenance & Supplies	15,000	13,070
Professional Fees	63,500	38,000
Total Office	\$ 170,000	\$ 154,288
Other		
Interest, Bank Fees, Payroll Processing	15,000	16,650
Events/Board Retreats/Graduation/Misc.	12,500	15,303
Awards, Fellowships & College Savings	5,000	3,980
Total Other	\$ 2,500	\$ 35,933
Total Non-Personnel Expenses	\$ 752,650	\$ 774,079
TOTAL OPERATING EXPENSE	\$2,854,940	\$2,890,590
Operating Net Assets	\$ 32,500	\$ 132,789
CAPITAL EXPENDITURES		
Leasehold Improvements	30,000	30,000
TOTAL CAPITAL EXPENDITURES	\$ 30,000	\$ 30,000
TOTAL ANNUAL EXPENSES	\$ 2,884,940	\$2,920,590
Principal Loan Repayments	2,500	1,956
TOTAL EXPENDITURES & REPAYMENTS	<u>\$2,887,440</u>	<u>\$2,922,546</u>
Net Assets after Capital	\$ -	<u>\$ 100,833</u>

FY04 Approved Operating Budget

For the period ending June 30, 2003

REVENUES	Total
Per Pupil Tuition	\$ 2,590,000
DOE Administered Grants	169,737
Program Fees	85,000
Project Fundraising & Misc Contributions	30,000
Competitive Grants	10,500
Transfer from Development	50,000
TOTAL REVENUES \$	2,935,237
EXPENSES	
Personnel	
District Leadership & Administration	\$ 325,976
Instructional Salaries	1,576,566
Benefits & Insurance	197,445
Professional Development-External	18,100
Total Personnel \$	2,118,087
Non-Personnel Expenses	
Student Transportation	\$ 59,000
Field Trip Expense	36,000
Academic Supplies	61,650
Direct Student Services Contractors	62,800
Computer Support	45,000
Furniture & Equipment	15,000
Testing/Accreditation	7,500
Total Direct Student Costs \$	286,950
Occupancy	
Lease/Rental	\$ 167,400
Taxes	12,500
Utilities	59,800
Maintain. Contractors	65,000
Maintenance Supplies	15,000
Total Occupancy \$	319,700
Office:	
Insurance	\$ 42,000
Supplies	20,000
Telephone/Communication	21,000
Advertising	13,000
Postage & Shipping	6,000
Printing & Copying	6,500
Copier Leases/Maintenance	15,000
Audit & Legal & Consulting	30,000
Total Office \$	153,500

Other			
Interest, Bank Fees, Payroll Processing		\$	7,000
Miscellaneous			12,500
Awards, Fellowships & College Savings			5,000
Total Other	\$	24,500	
Total Non-Personnel Expense	\$	784,650	
TOTAL OPERATING EXPENSE	\$	2,902,737	
Operating Net Assets	\$	32,500	
Capital Expenditures			
Capital Improvements (Summer Projects)		\$	30,000
TOTAL CAPITAL EXPENDITURES	\$	30,000	
Total Principal Payments	\$	2,500	
Net Assets after Capital	\$	0	

Accountability Plan 2002/2003

Student Performance Goals

Statement # 1: All students will work towards developing essential skills in initiative, critical thinking, teamwork, and communication.

Student Objective	Performance standard	Assessment Method	Assessment Schedule	2001	2002	Current Status 2003
All Level III, IV and V SSCS students will participate in experiential projects and meet project requirements	1. 80% of Level III (7 th), IV (10 th) and V (12 th) SSCS students will successfully (passing grade of C- or better) complete project requirements	Student Grades Exit Standards	Semester (Level IV and V) Trimester (Level III) 7 th , 10 th , and 12 th grade	1. Data Tracking form under development 2. Level III - 100% Level IV-100% Level V-100%	Level III 100% Level IV 85% Level V 85%	Level III 97% Level IV na% Level V 100%
All Level I and II SSCS students will participate in experiential projects	100% of all Level I and II students will meet project goals	Student Progress reports Exit Standard	Trimester 2 nd and 4 th Grade	100%Met Goal 100% Met Exit Standard	1.100%Met Goal 2.100% Met Exit Standard	1. 100% Met Goal 2. 100% Met Exit Standard
SSCS Secondary Students will demonstrate proficiency in communication skills	1. 80% of SSCS Level IV and V students will have 2 project related exhibitions judged externally. 20% will complete 2 exhibitions with internal scoring. Scores must average 4.0 or higher 2. Level V	Student Exhibition of Mastery Scoring Rubrics 2. Scoring rubric by three judges 3. Employer exit evaluation	1 per Semester Annually, at end of Level V Annually, at end of Level V	40% external 52% internal 100% 3. 100%	1. 85% Level IV and V met standard100% 3. 77%	IV – na V – 100%

	students must attain a score of 70% in a formal debate 3. Student must complete school to work internship					
SSCS students will be provided with opportunities to take initiative and assume leadership within their projects	75% of respondents to our annual survey will agree SSCS provides opportunities for students in initiative and leadership	Satisfaction Survey	Annually	89% surveyed agree or strongly agree	77% surveyed agree or strongly agree	94% surveyed agree or strongly agree
SSCS Primary Students will demonstrate proficiency in communication skills	100% of Level I, II and III students will complete project related Exhibitions of Mastery	Student Exhibition of Mastery Scoring Rubrics	Annually	Level I - 100% Level II - 97% Level III - 96%	Level I - 100% Level II - 100% Level III - 100%	Level I - 100% Level II - 100% Level III - 93%
SSCS students will meet required Community Service Hours	90% will meet Community Service hours	Exit Standard requirement Portfolio presentations	2 nd , 4 th , 7 th , 10 th , and 12 th Grade	New position of Community Service Manager budgeted for 2001 Level I - 100% Level II - 90% Level III - 85% Level IV - 85% Level V - 100%	60% FTE Position was filled Level I - 100% Level II - 100% Level III - 91% Level IV - 56% Level V - 69%	Position eliminated. Level I - 100% Level II - 86% Level III - 83% Level IV - na Level V - 100%
SSCS students will reflect on initiative, critical thinking, leadership, teamwork and communication skills	1. Students will complete reflective surveys on project work	1. Survey	Annually	Student Project Survey under development for 2001 school wide use	Survey developed and 142 out of 334 or 43% of K-12 students in projects responded	201 out of 334 responded to the survey or 60% of K-12 students.

Student Performance Goals

Statement # 2: All students will master essential academic skills.

Student Objective	Performance standard	Assessment Method	Assessment Schedule	2001	2002	Current Status 2003
Students will be provided with detailed Exit Standards that set clear rigorous and minimum academic requirements	All students will understand the standards expected for promotion	Survey results	Annually	86% of respondents felt Exit Standards are clearly articulated	72% of respondents felt Exit Standards are clearly articulated	98% of respondents felt Exit Standards are clearly articulated
Students in all Levels will be able to meet the passing grade requirements in the SSCS Exit Standards in order to be promoted to the next Level or to graduate	All Students will pass each course or subject (with a passing grade of C- or better in Levels III, IV and V)	Internal: Grade Report	Semester and trimester schedules	Level I - 94% Level II - 100% Level III- 90% Level IV- 65% Level V- 94%	Level I - 84% Level II - 90% Level III- 97% Level IV- 67 % Level V- 100 %	Level I – 88% Level II – 100% Level III – 90% Level IV – na Level V – 100%
Students in Levels I - V will be able to meet the portfolio requirements in the SSCS Exit Standards in order to be promoted	All Students will complete required portfolio work (Levels III - V with a minimum score of 70%) *Standard raised to 80% in revised Exit Standards	Internal: Scoring Rubrics	2 nd , 4 th , 7 th , 10 th , and 12 th Grade	Level I- 94% Level II - 100% Level III-96% Level IV- 64% Level V- 94%	Level I- 100% Level II - 100% Level III- 80% Level IV-80% Level V- 100%	Level I – 96% Level II – 100% Level III – 93% Level IV – na Level V – 100%
Students in Level V will be able to meet the passing requirements of the MCAS as required in the SSCS Exit Standards in order to graduate	100% Level V students must meet state requirements for graduation on MCAS	External: MCAS	Annually	Reporting will begin with the class of 2003	Reporting will begin with the class of 2003	100%
Students in Level V will be able to meet the college course requirement in the	80% of Level V students will receive a passing grade (C or better) at an accredited	External: College Grade report	End of Level V	94%	100%	100%

SSCS Exit Standards to graduate	college or university					
Students in Level V will be able to meet the technology Exit Standard in order to be promoted to graduate	100% of Level V students must attain Microsoft User Certification	External: User Test	End of Level V	94%	100%	100%
Students will be prepared to take the MCAS	75% of SSCS students (in grades 3- 10) will meet or exceed the Needs Improvement Score	External: MCAS	Annually for grades designated by the MA DOE	Scores not available until Fall 2002	Grade 3 Reading: 100% Grade 4 ELA: 97% Grade 4 Math: 96% Grade 5: NA Grade 6 Math: 78% Grade 7 ELA: 92% Grade 8 ELA: 82% Grade 8 Math: 68% Grade 10 ELA: 87% Grade 10 Math: 60%	Grade 3 Reading: 100% Grade 4 ELA: 100% Grade 4 Math: 85% Grade 5: NA Grade 6 Math: 79% Grade 7 ELA: 100% Grade 8 ELA: NA Grade 8 Math: 77% Grade 10: 91% Grade 10 Math: 64%
Students will be prepared to take the SATs	Student scores will be acceptable for college entry	External: College Acceptances Actual Scores	End of Level V	All graduates accepted to college: 94% SAT Average: 1060	All Graduates accepted to college, 100% SAT Average 1186	100% accepted SAT average
Student access to technology will support student learning	75% of parents surveyed felt technology supported student achievement State Recommendations	Internal: Survey	Annually	56% agreed or strongly agreed	75% agreed or strongly agreed	67% agreed or strongly agreed

Students will learn in small classes with a student/ teacher ratio of no more than 18 to 1	SSCS will maintain a student/ teacher ratio of no more than 18: 1	Internal: Class size Satisfaction Survey Full Day K Grant	Annually	Primary 11:1 Secondary 7:1 93% of survey responses agreed that low ratios supported student learning Awarded K grant that placed aides in all K classrooms	Primary 10.3:1 Secondary 7:1 85%of survey responses agreed that low ratios supported student learning Awarded K grant that placed aides in all K classrooms	Primary 10.8 : 1 Secondary 8:1 95% of survey responses that low ratios supported student learning. Awarded K grant that placed aides in all K classrooms
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Student Performance Goals

Statement #3: All students will demonstrate active engagement in their education.

Student Objective	Performance standard	Assessment Method	Assessment Schedule	2001	2002	Current Status 2003
Students will have access to varied modalities of Instruction	SSCS will meet the goal of \$150 per student on Professional Development	Budget	Annually	SSCS spent \$167 per student on Professional Development	SSCS spent \$160 per student on Professional Development	SSCS spent \$159 per student on Professional Development
Students will have access to a diverse choice of projects	Project leaders will provide a variety of project choices from which students may choose.	Project listing	Annually	20 Projects offered	22 Projects offered	22 Projects offered

Students will have opportunities to participate in external and/or community events	SSCS will publish community events weekly in the SSCS Update both on paper and on the SSCS website	Update Survey results	Weekly Annually	Update published weekly (40 issues) Website provides extensive information Survey: 78% of respondents feel student participation is strong	Update published weekly (40 issues) Website provides extensive information Survey: 78% of respondents feel student participation is strong	Update published weekly (40 issues) Website provides extensive information. Survey: 88% of respondents feel student participation is strong.
Students will meet attendance requirements	SSCS will maintain an average daily attendance rate of no less than 90%	Attendance records	Annually	K: 95% Grades 1-12: 94%	K: 95% Grades 1-12: 91%	93.3%

School Performance Goals

Is South Shore Charter School faithful to the terms of its Charter?

Statement #1: SSCS will remain faithful to our charter in providing a balanced academic and project-based learning environment.

Expectations	Expected Outcomes	Assessment or Measurement tool	2001	2002	Current Status 2003
All students will have access to a curriculum aligned with the MA curriculum Frameworks	K-12 Correlation to Revised MA Frameworks	Correlation	K- 8 contracted, will be completed August 2002 8-12 ongoing	K – 8 CKS Completed 8-12 Ongoing	K-8 Completed 8-12 Ongoing
All students will have access to quality yearlong projects	Projects will meet SSCS definition for Projects	Project Proposal Forms	100% of projects met approved criteria	100% of projects met approved criteria	100% of projects met approved criteria
Faculty will be provided opportunities for Professional Development	Faculty will engage in Professional Development that directly enhances student learning or interest	Annual Surveys Professional Development Spending Comparison to Recommendations	SSCS spent \$167per student on Professional Development	SSCS spent \$160per student on Professional Development	SSCS spent \$159 per student on Professional Development

SSCS will provide an educational program that meets all applicable statutory and regulatory requirements	Special Education Limited English proficiency Student learning time State Testing Requirements Student Discipline Health and Safety	See Annual report Data Annual Facility Inspections Coordinated review results	Annual report for 2001 completed August 2001: all 3 buildings met local inspections	Annual report for 2002 completed August 2002: all 3 buildings met local inspections	Annual report for 2003 completed August 2003 – all 3 buildings met local inspections.
SSCS will meet school wide performance goals on MCAS as determined by MA DOE	SSCS will respond to weak performance areas as appropriate	DOE Report	4 th Grade Failed to meet (no increase or decrease) 10 th grade Exceeded (+9.5)	No Information Available from DOE	Met AYP at 4 th , 7 th and 8 th . 10 th Grade – no rating due to too small a sampling.
SSCS will maintain a NCE score of no less than the 50% on CAT5 /CAT6 scores in reading, language arts and math for a combined group of non-SPED, SPED, and Title 1 students (Group includes Grades 2 - 12)	SSCS will annually analyze all CAT 5 or 6 scores and complete longitudinal analysis. Programs will be adjusted if needed	CAT 5 ((2000) Terra Nova (2001) (2002)	Met Goal See Testing Analysis in Annual Report	Met Goal See Testing Analysis in Annual Report	Grade 1-12 ELA and Reading met goal. Grade 1-11 Math met goal. Grade 12 –Math (49.5) did not met goal.

School Performance Goals

Statement #2: SSCS will be faithful to its charter by promoting a mutually respectful culture and a responsive family partnership.

Expectations	Expected Outcomes	Assessment or Measurement tool	2001	2002	Current Status 2003
SSCS will promote a mutually respectful culture	80% of survey respondents will agree	Annual Satisfaction Survey	51% agreed or strongly agreed	72% agreed or strongly agreed	92% agree or strongly agreed
SSCS will provide a	80% of survey	Annual satisfaction	80% agreed or strongly	69% agreed or	90% agreed or strongly

responsive family partnership	respondents will agree	Survey	agreed	strongly agreed	agreed
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Statement #3: SSCS will be faithful to its charter and share the strengths of our model with schools and educators throughout the Commonwealth.

Expectations	Expected Outcomes	Assessment or Measurement tool	2001	2002	Current Status 2003
SSCS will disseminate its model	SSCS will provide regular information about our program to the community at large	Presentations/ Publications TV/Radio Visitors	Refer to Dissemination Attachment	Refer to Dissemination Section.	Sit visit report stated "SSCS made significant efforts".
SSCS will work with district schools to improve education for all students	SSCS will contact and meet with local districts to cooperate on grants and joint programs	Listing of contacts Kathleen Reynolds, Superintendent of Hull Bruce Berman, Hull Middle School Principal Hingham High School Community Montessori School	Offered IMP program to non -SSCS students Collaborated on Biodiversity Day Investigated joint lunch program Share SPED staff Discussed impact on district if SSCS moves Peer educators from Hingham High School introduced Anti-Defamation's League's World of Difference Training Collaborated on Community Art Show Shared Speech/Language staff Joint Career Development Center now under development	1. Cooperative meetings with other Charter Schools; Rising Tide, Match, BFCCS, etc. 2. Public Financial Aid Night Seven's Program, New England Wildlife Biodiversity Days	Cooperative meetings with other charter schools; Rising Tide, Match, BFCCS, etc. Public Financial Aid Night. Seven's Program, New England Wildlife AWASH Program Board outreach for new membership. Cooperative placement meetings with area principals on transfer students both regular & special education. Named as participant in MCSA Grant on dissemination of best practices with district schools.

Is SSCS a Viable Organization?

Statement #1: SSCS will maintain financial solvency and stability. Please refer to end of year fiscal audit. Report to be completed in October 2003 and available by December 31, 2003.

Statement #2: SSCS will maintain an enrollment that is stable and near capacity.

SSCS's charter caps our enrollment at 468. We continue to search for new space within our region to reach that goal.

As of June 30	2000	2001	2002	2003	2004
Student Enrollment	352.75	355	334.05	335	
Wait List	0	35	2	35	
Number of applications	110	134	90	103	
Withdrawals	54	51	91	51	

Statement #3: SSCS will demonstrate itself to be a viable organization.

Expectation	Strategies for attainment	2001	2002	Current Status 2003
SSCS will include students, faculty and parents in its democratic governance model	<ol style="list-style-type: none"> 1. Written Communication process 2. Active School Council 3. Focused Working Committees 4. Survey 	Published annually Meets monthly SSCS offers non government committees in which students, faculty and parents work together 93% surveyed agreed that SSCS offers a strong Democratic model	Published annually Meets monthly SSCS offers committees in which students, faculty and parents work together 70% surveyed agreed that SSCS offers a strong Democratic model	Published annually. Meets monthly SSCS offers committees in which students, faculty and parents work together. 92% surveyed agreed that SSCS offers a strong Democratic model.
SSCS will strive for strong teacher retention	Provide mentoring for new teachers Provide competitive salaries and benefits Provide a strong commitment to Professional Development	Primary: 15 out of 17 FTE returning Secondary: 8-11 FTE returning Increased benefits for P/T employees	Primary: 17 out of 18 FTE returning Secondary: 11 FTE returning Instituted compensation grid for teaching staff, along with a supplement agreement to increase	Primary: 14 out of 17 FTE returning Secondary 8 out of 11 FTE returning Reorganized our part-time staff to provide full-time job opportunities.

		\$167 per student on Professional Development	compensation based on per pupil revenue and FTE increases beyond base. \$160 per student on Professional Development	Implemented compensation for teaching faculty. \$159 per student on Professional Development.
SSCS will provide clear and stable leadership	Board of Trustees Training Ongoing Administration professional development Search committee in process of hiring new executive director	Interim Executive Director announced departure effective June 30, 2001 Primary Head of School at SSCS 6 years Secondary Head of School, in this SSCS position, 1.5 years. 81% surveyed felt that SSCS's leadership was stable 63% surveyed felt Board is strong and stable.	New Executive Director starts August 1, 2002, after one-year vacant position. Primary Head of School at SSCS 7 years Secondary Head of School at SSCS 2.5 years but resigned before year-end. 49% surveyed felt that SSCS's leadership was stable 35% surveyed felt Board is strong and stable	Board training on Strategic Plan process with Case & Mann consultants. Executive Director in place for full year, returning for 03/04 Primary Head of School at SSCS 8 years. New Secondary Head of School resigned end of 03. Search is on going. 86% surveyed felt that SSCS's leadership was stable 85% surveyed felt the Board is strong & stable
SSCS will secure adequate facilities to meet our students needs	1. Maintain an active facilities committee 2. Engage a commercial real estate firm 3. Seek funding to achieve goal	1. Facilities committee meets regularly 2. Real estate firm retained March 2001 3. Development committee formed 4. 63% surveyed felt facilities adequate	1. Facilities committee meets regularly and the Board Chair attended training for charter school facility and finance training. Engaged facilities/financing advisor. 2. Real estate firm retained 3. Development committee more active and organized. 4. 43% surveyed felt facilities adequate	1. Purchase and Sale signed on July 3 rd , 2003 for 53,000 sq. ft. facility Project Manager hired. 2. New Schools, a consultant in facilities, hired. 3. Development Director hired. 4. 39% surveyed felt facilities adequate.