



SOUTH SHORE CHARTER SCHOOL

Inspiring students in Kindergarten to grade twelve in academics, career, and life

July 30, 2004

Sally Bachofer
Director of Charter School Accountability
Massachusetts Department of Education
350 Main Street
Malden, MA 02148-5023

Dear Ms. Bachofer,

Enclosed you will find the 2003-2004 Annual Report for our ninth year of operation. Led by the Executive Director and Board of Trustees, the school community, including parents, faculty, the administration, and students, worked successfully to achieve many accomplishments during the year.

SSCS took major steps towards ensuring its future viability with the purchase of a facility in Norwell. This acquisition realized a long-held goal of the school and we are particularly proud of this success. The school will reach its enrollment cap for the first time in its history as we move to our new campus to start our tenth year.

The demands placed on the school during a typical year were compounded the purchase of the new facility and the mid-year loss of one leased facility. In March 2004 the high school relocated from Hull to the partially renovated Norwell facility and the middle school moved into the old high school. As befits SSCS, a great deal of creativity and hard work by many contributed to the success of this initial move.

The same could be said for the two Open Houses hosted in January 2004 that found over 200 new families visiting the Norwell campus. Thanks in part to promotion and reputation, retention of Primary School students, and the promise of the Norwell building, SSCS will open next year at full enrollment for the first time in its history.

In spite of these often exhausting changes, our faculty and students continued to perform admirably and with distinction. The hiring of a new Secondary School Principal quickly brought stability and leadership and the high school is fulfilling its promise of preparing young adults for the demands of the world in a supportive, exciting environment.

The Primary School continued to push the Core Knowledge program to new heights and our reconfiguration of our multi-age, multi-grade Levels was a positive step for the curriculum and student development. The school's experiential learning projects thrived and our Learning Services Department built on its reputation for delivering sensitive and effective special education services.

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www.sscs-ma.org

Our finances were largely preoccupied with the \$5.5 million acquisition and the \$2.2 million renovation. Responsible budget management enabled the school to secure the new facility, and that philosophy will continue to drive the Board as it negotiates the next phases of work. The school launched its first capital campaign in April 2004 that will finance some of the renovation costs.

In addition to activity in fundraising, SSCS made tremendous strides in other areas. A healthy debate resulted in the publication of the first Strategic Plan, which contains recommendations in the areas of education, marketing and public relations, governance and leadership, finance, and development. Board Committees assumed greater policymaking responsibility. Teacher compensation was further improved. SSCS launched an athletic program, beginning with girls and boys basketball. Finally, our dissemination efforts, bolstered by a DOE grant, found the school reflecting on its experiential learning program while meeting our obligation to share best practices.

SSCS stands at the brink of realizing its founding vision of being an outstanding regional school. With an eye towards September, when SSCS will mark its first decade, this year reminded us that the school's unique model promises greatness for the South Shore, our community and families, and every one of our students.

Sincerely,

Kathy Arthur-Tyler
Chair, SSCS Board of Trustees
33 Grasshopper Lane
Scituate, MA 02066

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EXECUTIVE SUMMARY

South Shore Charter School is a tuition-free Massachusetts Commonwealth Public Charter School. An independent Board of Trustees that is accountable to the Department of Education operates the school.

| | | | |
|-----------------|--------------------------------|-----------------------------|-----------------------------|
| Address: | <i>Secondary School (9-12)</i> | <i>Primary School (K-6)</i> | <i>Primary School (7-8)</i> |
| | 100 Longwater Circle | 2 A Street | 120 Nantasket Avenue |
| | Norwell, MA 02061 | Hull, MA 02045 | Hull, MA 02045 |
| | 781/982-4202 | 781/925-1689 | 781/925-2225 |
| | 781/982-4201 fax | 781/925-9830 fax | 781/925-9560 fax |

| | |
|----------------------------|--------------------------|
| Executive Director: | Michael T. Munhall, M.A. |
| Head of Secondary: | Thomas J. Gorsuch, Ph.D. |
| Head of Primary: | Robin Coyne, M.Ed. |
| Learning Services: | Elaine French, M.Ed. |
| Guidance: | Mary Carter, M.A. |

| | |
|--|------|
| TESTING | |
| <i>MCAS % passing by 12th grade</i> | |
| Language Arts: | 100% |
| Math: | 100% |
| <i>SAT I Mean</i> | |
| Verbal: | 532 |
| Math: | 453 |

| | |
|-------------------------------|--|
| Enrollment: | 360.42 (FTE) |
| Student/Teacher Ratio: | 9.24 to 1 |
| Instructional Days: | 183 |
| Time-In- Learning | Primary School: 1006.5 (106.5 hours more than state minimum) |
| | Secondary School: 1052 (62 hours more than state minimum) |

Curriculum:

South Shore Charter School is established on the premise that learning through experience is a key to providing students with a well-rounded, in-depth education. This begins with the arrangement of multi-age, multi-grade classrooms organized by Levels: Level I (K-2), II (3-4), III (5-6), IV (7-8), V (9-10), and VI (11-12). Core curriculum courses, coupled with year-long experiential learning “projects,” are the foundation of the SSCS educational program. All students in grades K-12 participate in projects. The curriculum is aligned to the Massachusetts Curriculum Frameworks and all students take the MCAS in the appropriate grades. All students take Spanish, art, and music.

The SSCS curriculum is age appropriate and supports and challenges students to achieve their fullest potential in academic courses while allowing them to explore real-life applications of knowledge. The K-8 curriculum is designed around the Core Knowledge Sequence, which imparts cultural understanding and citizenship. High school students (9-12) are offered a college preparatory program with English, math, science, history, and Spanish. This curriculum is enhanced with the application of knowledge and skills through projects. All K-12 students complete community service requirements and high school students complete one 3-credit college course, Microsoft User Certification, and two Exhibitions of Mastery.

Student Activities:

Government: Students are actively involved in school governance. A high school student is a voting member of the school’s Board of Trustees. There are governing boards at each Level of the school. Students are encouraged to voice their opinions on school issues and learn to speak in public.

Projects: Projects often take on a greater scope than can be completed in a school week. Students engage in off-campus activities such as overseas travel, coffeehouses, camping trips, community events, and weekend entertainment.

Athletics: SSCS is a member of the Massachusetts Charter School Athletic Organization and competes with other charter high schools in boys and girls basketball. The league intends to expand its program to other sports in the next few years.

College Acceptances: It is a graduation requirement that students be accepted to a college or other post-secondary institution. Recent graduates have been accepted to: American University, Benjamin Franklin Institute of Technology, Bowdoin College, Bridgewater State College, Dickinson College, Emmanuel College, Fisher College, Fordham University, Hampshire College, Johnson and Wales University, New College at University of South Florida, Northeastern University, Norwich University, Quincy College, St. John’s College, Skidmore College, SUNY Stonybrook, UMASS Amherst, UMASS Boston, and UMASS Dartmouth.

SUMMARY OF EDUCATIONAL MODEL & PHILOSOPHY

Our 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.

South Shore Charter School (SSCS) is an innovative, diverse, and challenging regional school. The school is organized around six Levels: Level I (K-2), II (3-4), III (5-6), IV (7-8), V (9-10), and VI (11-12).

The elements of the SSCS model are: (1) Academic courses complemented by experiential learning, (2) Multi-grade classes and low student/teacher ratios that provide 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, and (5) Extensive access to technology for student learning.

To realize the aims of its model, SSCS has set the following goals: (1) Improve student learning through experiential projects and academic courses, (2) Promote student-focused and student-centered governance and learning processes, (3) Allow for extensive parent and community involvement, and (4) Create a positive culture of mutual respect and esteem for learning.

SSCS provides a balanced academic and project-based learning environment. A student may have the same teacher for two or three years and solid communication between student, teacher, and parent is promoted. As a result, SSCS embraces a strong sense of community and mutual respect.

Classroom work in all grades is fast-paced, dynamic, and evocative. Students are active learners and are exposed to the work of the older students in ways that ensure that deeper levels of understanding take place. Learning services are available for all special education students in a way that is sensitive to individual needs.

Experiential learning "projects," built around the themes of environment, international affairs, and community development, empower students to pursue their talents and interests while acquiring life skills. Every project contains components of entrepreneurship, communication, technology, and community service.

The curriculum in Levels I-IV is based on the national Core Knowledge Sequence. Recognized as a Core Knowledge School in 1995, SSCS completed a correlation of Core Knowledge to the Massachusetts Curriculum Frameworks for grades K-8. Other components of the program include direct phonics instruction at Level I and the Collins Writing Program, which is vertically-integrated into all Levels.

The SSCS secondary academic program is college-preparatory. The secondary Level has developed a sequence of core courses that are aligned with the Massachusetts Curriculum Frameworks. Grade 8 and Levels V (grades 9-10) and VI (grades 11-12) use the Interactive Math Program (IMP).

The arts are an integral part of the curriculum and expression through music, painting, and singing is encouraged. The same can be said for Spanish, which is offered K-12. South Shore Charter School remains an innovative school committed to improving the abilities and lives of every one of its students.

SCHOOL PERFORMANCE IN RELATION TO THE ACCOUNTABILITY PLAN

SUMMARY OF PERFORMANCE RELATIVE TO STUDENT AND SCHOOL ACCOUNTABILITY OBJECTIVES

For the 2003-2004 school year, SSCS demonstrated its success at weaving a rigorous academic curriculum and experiential learning projects. Internal measures such as student grades and portfolios, Exhibitions of Mastery, Exit Standard requirements, and the school-wide satisfaction survey were effective in assessing student performance as well as the stability and promise of our educational model. External assessments such as longitudinal standardized test data and analysis of Terra Nova and MCAS data affirm our methodology and show our competitiveness.

ACCOUNTABILITY GOALS

I. Student Performance: Is the Academic Program a Success?

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

II. School Performance: Is the School Faithful to the Terms of its Charter?

- a. SSCS provided a balanced project and academic schedule.
- b. SSCS promoted respectful culture and family partnership.
- c. SSCS actively disseminated its model.

III. Viability: Is the School a Viable Organization?

SSCS demonstrated itself to be a viable organization.

ANALYSIS OF SCHOOL PERFORMANCE RELATIVE TO ACCOUNTABILITY PLAN GOALS

I. STUDENT PERFORMANCE

a. Students demonstrated the essential skills of initiative, critical thinking, teamwork and communication.

SSCS believes experiential learning projects are an ideal 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.

Project learning at SSCS is 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 21 projects offered at SSCS.

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

In Levels I and II, 100% of students exiting the Level demonstrated proficiency in communication skills by completing their Exhibitions of Mastery. In Level III, 97% met this goal. 89% of Level V and 90% of Level VI students met the Exhibition of Mastery goal. 100% of Level VI students also met the communications proficiency goal by participating in a debate.

In our annual survey, 92% of the respondents strongly agreed or agreed that projects develop teamwork, 95% agreed that projects develop communication skills, 93% agreed that projects provide opportunities for student leadership, and 96% agreed that projects spur initiative.

b. Students demonstrated mastery of essential academic skills.

Exit Standards have provided the school with consistent enforcement of promotional standards. Standards at all Levels now include both course and project completion requirements, minimum scores on external assessments, community service, portfolios of exemplary work across the curriculum, and technology competencies. Faculty year-end data reports provide a detailed accounting on student progress in meeting each Exit Standard. 95% of survey respondents agreed that these standards clearly communicate a minimum competency for promotion and graduation.

In Level I, 100% met the requirement of making progress toward meeting these benchmarks. In Level II, 100% and 98% of Level III students met the Exit Standard of achieving a passing grade in coursework. In Level IV, 98% met this standard. 53% of Level V students and 100% of Level VI students met this graduation standard. For the portfolio requirement, 98% of Level I, 98% of Level II, and 100% of Level III met the Exit Standard. In the high school, 75% of Level V students satisfactorily completed the portfolio and 100% of Level VI students did so.

As to community service requirements, 99% of Level I students, 96% of Level II students, 90% of Level III students, and 80% of Level IV students met the requirement. At the Secondary School, 100% of Level VI students met their community service obligations.

CORE CURRICULUM REQUIREMENTS/LEVELS V AND VI

| Grade | Math | English Language Arts | Science and Technology | History |
|-------|------------------------------|-----------------------|---|------------------------|
| 9 | Math I (IMP I or IMP II) | American Literature | Biology | World Cultures I |
| 10 | Math II (IMP II or IMP III) | British Literature | Chemistry | World Cultures II |
| 11 | Math III (IMP III or IMP IV) | World Literature | Physics | US History II |
| 12 | Math IV (IMP IV) or Calculus | Ethics | Computer Applications (equiv. 1 semester) | Government & Economics |

Beginning in first grade, students take the Terra Nova standardized exam once a year as well as all state-mandated exams. Areas of strength and weakness are identified and tracked year to year using Test Wiz. This data is shared with each student’s teacher. Parents and teachers receive copies of the Individual Student Report provided by the scoring division of Terra Nova. This ambitious standardized testing program enables us to externally monitor the results of our mixture of instructional practices.

Multi-age classes and low student-teacher ratios contribute significantly to student success. For 2003-2004, 360.42 FTE students were enrolled with a total of 39 full-time and part-time teaching faculty for an overall student/faculty ratio of 9.24 to 1. The Primary School (K-8) had 286.71 students with 19.5 teachers and 9.25 aides for a student-teacher ratio of 9.8:1. The Secondary School (9-12) had 73.71 students with 9.25 teachers and .5 aides for a student-faculty ratio of 7.56:1.

SSCS offers a varied and complete approach to student guidance and accountability. SSCS provides 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 our school community, 96% of survey respondents agreed or strongly agreed that our student-teacher ratio supports student learning and 86% of the respondents agreed that SSCS provides a quality curriculum.

Our commitment to providing extensive access to technology for student learning gives our students the tools they need to achieve their best results. We believe technology offers support for both course work and in projects. In our community survey, 88% of our respondents agreed or strongly agreed that SSCS technology supports student learning.

c. Students demonstrated that they are actively engaged in their education.

Attendance and Time-In-Learning

The average daily attendance rate, a vital indicator of student engagement, was 93.5% for grades K-12. SSCS offers students a diverse choice of projects. We find this practice motivates many students to improve their attendance. Students cite projects as the reason they attend SSCS: 88% of survey respondents agreed or strongly agreed that projects motivate students to learn. As SSCS is a school of choice, students usually are involved in the decision to attend SSCS and, once enrolled, are empowered to pursue their interests while here.

The 2003-2004 school year started on September 2, 2003 and ended June 23, 2004. The year had 183 instructional days. The Time In Learning requirement was exceeded at all Levels:

Level I

Daily Schedule – 8:45-3:15 with 5.5 hours of instructional learning, 1 hour for lunch and recess
2003-2004 SSCS Structured Learning Time=183 x 5.5 = 1006.5 hours
Structured Learning Time required by the Commonwealth = 900 hours

Level II

Daily Schedule – 8:45-3:15 with 5.5 hours of instructional learning, 1 hour for lunch and recess
2003-2004 SSCS Structured Learning Time = 183 x 5.5 = 1006.5 hours
Structured Learning Time required by the Commonwealth = 900 hours

Level III

Daily Schedule – 8:45-3:15 with 5.5 hours of instructional learning, 1 hour for lunch and recess
2003-2004 SSCS Structured Learning Time = 183 x 5.5 = 1006.5 hours
Structured Learning Time required by the Commonwealth = 900 hours

Level IV

Daily Schedule – 8:45-3:15 with 5.5 hours of instructional learning, 1 hour for lunch and recess
2003-2004 SSCS Structured Learning Time = 183 x 5.5 = 1006.5 hours
Structured Learning Time required by the Commonwealth= 900 hours

Levels V and VI

Daily Schedule – 8:30-2:45 with 5.75 hours of instructional learning, 1/2 hour for lunch/breaks
2003-2004 SSCS Structured Learning Time = 183 x 5.75 = 1052.25 hours
Structured Learning Time required by the Commonwealth = 990 hours

Class of 2004 College/University Acceptances

| Student Name | College/University Acceptance |
|----------------|-------------------------------|
| Kyra Connolly | UMASS-Dartmouth |
| Kelly King | Bridgewater State College |
| Kaitlin Murphy | Quincy College |
| Gina Light | Emmanuel College |
| Adam Roundtree | Johnson & Wales (Miami, FL) |
| Kim Selig | Fisher College |

Dual Enrollment and Internships

Level VI Exit Standards require students to complete at least one pre-approved three-credit course and receive a C or better. Seven students enrolled in courses at Quincy College. SSCS reimburses a student for the tuition of the course as long as the grade requirement is met.

Internships are a requirement for graduation. These opportunities provide valuable career experience and foster autonomy, responsibility, and promote a strong work ethic. Level VI students completed internships at the following businesses: Our World Children's Global Discovery Museum, Cohasset; Wear & Tear, Hull; Hull Times, Hull; Beedazzeled, Hull; On the Table, Hingham; Loring Photo Studio, Hingham; Insurer's World, Canton; Lasting Impressions Daycare Center, Abington; and Joan's Olympic Gym, Braintree.

Professional Development

SSCS is 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. Professional development supports student learning and engagement and SSCS spent \$22,470 on fees for external workshop salaries. We provided an additional four days for in-house professional development adding approximately \$35,631 to our professional development costs. This averages to approximately \$161 per student for professional development. 95% of our survey respondents felt that our teachers' abilities to diversify instruction aided in student engagement. Faculty participated in the following professional development opportunities:

Curriculum Instruction: Collins Writing Program; Orton Gillingham Training; Dr. James M. Bell Training Institute; Assessment for Teaching and Learning; *Brown v. Board of Education* Conference; Enhancing Instruction in Your Foreign Language Classroom; Implementing Mosaic of Thought; Carepoints Conference; DOE Kindergarten Frameworks Workshop; Association of Fundraising Professionals Course; Leading With Presence Workshop

Classroom Management: Adaptive and Differentiated Instruction; Co-Teaching That Works; ODD and Bullying; Adaptive and Differentiated Instruction

Math: IMP I and II

Learning Services: Challenging Behaviors in Nonverbal AAC Users; Reading Fluency; Double Deficit Hypothesis; Assessment Prevention & Early Intervention of Reading Problems; Movement Therapy; Visual Assessment Therapy; CPR/First Aid Certification

Science & Technology: Intel Teach to the Future; Building a Presence in Science; Boston Harbor

II. SCHOOL PERFORMANCE

a. SSCS provided a balanced project and academic schedule.

The Core Knowledge Sequence provides a richly detailed curriculum and its correlation to the Massachusetts Curriculum Frameworks provides a developmental framework for K-8. Primary faculty has developed additional benchmarks in literacy. SSCS was again awarded a grant for its full-day kindergarten program. With this allocation, Level I faculty continue to work towards NAEYC Kindergarten accreditation. The Secondary School has developed a sequence of core courses that are also aligned with the Frameworks. Secondary faculty continues to work on documentation of the curriculum with consistent internal assessments and benchmarks.

SSCS provides an educational program that meets all applicable statutory and regulatory requirements of a Massachusetts public school. Exit Standards define minimum requirements for promotion. These standards articulate a balanced program with accountability. SSCS offered a 183-day school year and 1,052 instructional hours at the Secondary School, exceeding state-mandated hours by 62 hours. Our Primary School operated for 1007 hours, exceeding state-mandated hours by 107 hours.

Scoring rubrics and competencies continue to be revised and developed to clarify the Exit Standard criteria, and vertical work continues to improve the consistency of internal scoring and benchmarks throughout the Levels. The process of curriculum mapping is ongoing and continues to help us align and improve our program. Additional hours give SSCS the liberty to offer projects without sacrificing traditional course work. The community service requirement must take place outside of school hours, adding another five to forty hours per year to student learning. 94% of survey respondents feel SSCS provided a balanced academic and project learning environment.

Projects

Experiential learning is integral to the school's mission. Projects are arranged around three themes – environmental, international, and community development – and each incorporates the components of technology, communication, community service, and entrepreneurship. The demands and complexity of projects increase with each Level. Projects are designed 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.

Projects provide opportunities to apply academic lessons and introduce students to the concepts of governance and leadership. Importantly, projects require long-range planning and organizational skills. Students learn to take risks, make mistakes, and learn from those mistakes. Students also learn about conflict resolution and ethical behavior.

SSCS believes that even the youngest child can do real work that has a positive effect on the world around them. A community service ethic is embedded into every project, 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. Overall, projects offer a

level of expertise, responsibility, and social consciousness started at the youngest grades and maturing as students move up to the high school.

2003-2004 Projects

| Level | Project Name | Theme | Client |
|-------------------|------------------------------|--------------------------------------|--|
| I | Garden | Environmental | Local Community, Hull Garden Club, Holly Hill Farm |
| I | Milkweed | International, Environmental | Monarch Water Adopt-A-Class International Butterfly Breeders Association |
| I | Community Build | Community Development | Habitat for Humanity, Wellspring, Food Pantry, Seniors |
| I | Sports | Community Development | Friend Incorporated; SSCS |
| I | Drama | Community Development | SSCS |
| II | Guidebook | Community Development | Chambers of Commerce, Real Estate Companies, SSCS |
| II | International Cooking | Community Development, International | SSCS |
| II | Woodworking | Community Development | Habitat for Humanity; Hull Seaside Animal Rescue |
| III/IV | The Wave | Community Development | SSCS |
| III | Marine Biology | Environmental | US Coast Guard, Weir River Watershed Association |
| IV | Environmental Interpretation | Environmental | New England Wildlife Center |
| IV | Quest | Environmental | South Shore Quest Committee |
| IV | Art & Digital Photography | Community Development | South Shore Art Center |
| IV | Strings | Community Development | Food for Free, Children's Hospital, SSCS |
| IV | Soda Pop Records | Community Development | SSCS, String Project, Music Classes, Chorus |
| V & VI | World Build | International | Habitat for Humanity |
| V & VI | Robotics | Community Development | Machine Science |
| V & VI | Wildlife | Environmental | New England Wildlife Center |
| V & VI | Art | Community Development | Hull Chamber of Commerce; Wear & Tear |
| V & VI | Playwriting & Performance | Community Development | The Company Theatre |
| V & VI | Classical Guitar | International | SSCS |

b. SSCS promoted a respectful culture and family partnership.

SSCS is open to and respectful of its community. We communicate school events regularly through a weekly newsletter and maintain a webpage. Parents are welcomed into the school and the classroom almost without exception. The school provides support to all parents such as a transparent curriculum and homework requirements that are clearly articulated and prominently posted. Kindergartners through third graders are provided copies of the Core Knowledge Grader Books to bridge the gap between school and home. 90% of respondents believe the leadership team guides regular open communication.

In Levels I-IV, parents participate in an individual goal-setting meeting each Fall with their child's teacher. Competency-based progress reports are completed three times each year and academic

warnings are mailed between trimesters. Parents and teachers arrange for conferences as needed during the year. Teachers also have individual voice mail and e-mail through which parents may contact them. Our Learning Services staff meets with all teaching faculty in August, and as needed, to review Individual Education Plans. Levels V and VI students take on a more significant role in developing their educational plan, through regular meetings with their advisor and review of their Success Plan. Grade reports for Levels III-VI are computerized, using Grade Quick and EdLine, an electronic online grading system. This program allows parents and students secure online access to their grades as students progress. This access provides parents with the ability to support students in making individual improvement throughout the quarter.

Many students with IEP's and their families choose SSCS because of its full inclusion program. SSCS is in compliance with 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 2003-2004. SSCS does not have any students with limited English proficiency. Faculty 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.

The school's governance structure also embodies a culture of partnership. A Board of Trustees governs the school whose composition includes parents of current students and graduates, current faculty, and an elected student. Parents also serve the 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. Parents are involved in search committees and participated in our Strategic Planning process. In our year-end satisfaction survey, 95% of the respondents agreed or strongly agreed that SSCS provides families with opportunities for governance and volunteering and 94% were satisfied with their own level of involvement with the school.

c. SSCS actively disseminated its model.

SSCS takes seriously its obligation to disseminate its practices within the field and across its service region.

MEMBERSHIPS

- Executive Director and Head of Primary School, members of the Board of the Massachusetts Charter School Association
- South Shore Educational Collaborative
- National Science Teachers Association
- Core Knowledge Foundation
- Title I Dissemination Project
- Massachusetts Charter School Association

FACULTY

- Faculty presentation on Reading and Home-School Connection
- World Language Coordinator, "Spanish for K-8: Designing an Integrated, Multi-Age Curriculum" at Massachusetts Charter School Association Annual Convention
- Guidance Councilor and Learning Services, "Life After High School: Preparing Students With Learning Disabilities" at Massachusetts Charter School Association Annual Convention
- Three faculty members and Head of Primary School, Core Knowledge Annual Conference
- Executive Director, National Charter School Conference
- Presentation to Brockton Haitian community
- *A Project Toolkit: How to Create, Manage and Sustain Experiential Learning Projects* through DOE Dissemination Grant
- Hosted student teacher from Bridgewater State College
- Faculty internship at Lesley College

- Supervised graduate student in speech language pathology

BOARD OF TRUSTEES

- Two State House hearings opposing charter school moratorium
- Board Chair, Massachusetts Charter School Association Leadership seminars on education issues, best practices, questionnaires, and staff issues
- Two press conferences supporting education initiatives
- Cooperative meetings with other charter schools to share issues and concerns of Board, administration, and staff
- Cooperative exchange of practices on compensation policies, roles and responsibilities documents, organizational structure, and strategic planning

VISITORS

- Cynthia Lariviere, Fleet Bank, spoke to Wave students about finance
- Pierre Duchmam, Haitian Dance and Cooking
- Nick Genes, Geology
- Karen Ginsburg, IMP2
- Ellen Roy Hershfelder, Executive Office of Environmental Affairs
- Jenn Pina, Drama Coach
- WB Weather Reporter
- Linda Edelkind, Digital Photography
- Tim Ashton, Johnny Belber, and Jean White, Holly Hill Farm
- Roger Keller, Mental Illness
- Varnel Antoine, Life in Haiti
- Karen Jones, Fleet Bank, spoke to Wave students about investing

STUDENTS

- Six students, Hull's No Place for Hate MLK Day
- Our World Children's Global Discovery Museum
- Hull Lifesaving Museum
- Fenway High School

MEDIA

Academic Program & Projects

- Massachusetts Department of Education Charter School Dissemination Grant awarded to author A Project Toolkit: How to Create, Manage, and Sustain Experiential Learning Projects.
- Attended DOE Community Service Learning Conference, May 6, 2004
- "4-bird release celebrates wild turkey's comeback," *Patriot Ledger*, November 19, 2003
- "Wild turkeys gobble spotlight at event marking their return," *Boston Globe*, November 23, 2003
- "Talking Turkey," (Photo of state official with wild turkey and caption describing SSCS class), *The Hull Times*, November 20, 2003
- Guitar virtuoso to visit charter school, perform in Cohasset," *The Hull Times*, December 4, 2003
- *Grab a Bottle and Hope for Daylight*, Massachusetts High School Drama Festival, February 28, 2004
- "High drama: Hanover student wins praise for play," *Hanover Mariner*, March 3, 2004
- Photo of Art Project students in London, *The Hull Times*, April 15, 2004
- "Students make a world of difference," *Hingham Journal*, May 13, 2004

Facilities

- "South Shore Charter School moving to Norwell," *Patriot Ledger*, August 27, 2003
- "South Shore Charter School moving from Hull to Norwell," *Cohasset Mariner*, August 28, 2003
- "South Shore Charter School move temporarily on hold," *Patriot Ledger*, October 15, 2003

- “Charter school’s dream comes true,” *Patriot Ledger*, December 16, 2003
- “Charter school completes purchase of Norwell facility,” *The Hull Times*, December 18, 2003
- “Moving day for charter school getting close,” *Patriot Ledger*, February 10, 2004
- “Charter school begins big move,” *Patriot Ledger*, February 26, 2004
- “Charter school makes the big move,” *Patriot Ledger*, February 28-29, 2004

Public Relations

- “Charter schools change the traditional learning model,” *Kidding Around the South Shore*, October 2003
- “Advocates tout MCAS scores in defense of charter schools,” *Boston Globe*, October 16, 2003
- “Solving problems together in Open Circle,” *Open Circle Newslines*, Fall 2003
- “Tour de Force,” (Student photo with Senator Bob Hedlund and Representative Garrett Bradley at State House), *The Hull Times*, November 13, 2003
- “Districts decry loss of aid to charter,” *Boston Globe*, February 12, 2004
- “Going beyond the core curriculum,” *Open Circle Newslines*, Spring 2004
- “2 Schools of Thought,” *Patriot Ledger*, March 8, 2004

Community Service

- “SSCS kids work holiday magic this Thanksgiving,” (Letter from Hull Community Outreach Coordinator), *The Hull Times*, November 27, 2003
- “Dr. King would have enjoyed himself,” (Letter from Hull No Place for Hate Co-chairs), *The Hull Times*, January 22, 2004

III. VIABILITY

a. SSCS is a viable organization.

SSCS has fostered a school culture and regional presence that demonstrates long-term sustainability. SSCS is a diverse community representing 21 South Shore communities and nurtures a tolerant and respectful learning environment. Our program has proven that flexibility and innovation are the elements of a successful charter school.

SSCS will begin its tenth year in a new facility in Norwell, leaving behind nine years of rented and geographically dispersed buildings. This 53,000 square foot building sits on six landscaped acres and will unite the school, centralize it within the region, improve technological capability, and allow for greater project collaboration.

Under the direction of the school's first Director of Development, SSCS entered new arenas of fundraising. The Annual Fund demonstrated balanced contributions from 25% of the community and raised \$30,780. The acquisition of the school's new facility spurred the launch of the Build the Future capital campaign, a two-year effort to raise \$1 million. SSCS made progress in the area of grantwriting and secured funding for projects, dissemination, and marketing.

Student Demographics (As of June 30, 2004)

| TOWN | Number of Students |
|--------------|---------------------------|
| Boston | 6 |
| Braintree | 10 |
| Bridgewater | 3 |
| Brockton | 5 |
| Cohasset | 9 |
| Hanover | 4 |
| Hingham | 11 |
| Holbrook | 5 |
| Hull | 170 |
| Marshfield | 27 |
| Milton | 2 |
| Norwell | 8 |
| Pembroke | 6 |
| Plymouth | 4 |
| Plympton | 4 |
| Quincy | 5 |
| Randolph | 16 |
| Rockland | 6 |
| Scituate | 19 |
| Westwood | 1 |
| Weymouth | 30 |
| Whitman | 4 |
| TOTAL | 355 |

For the 2003-2004 school year, 13.9% of SSCS's total enrollment was racial minorities including three Native Americans, thirty-four African-Americans, seven Asians, and six Hispanics. By gender, 192 students were male and 164 students were female. No students were classified as limited English-proficient students.

During the past school year, a total of 50 students had IEPs. Another 12 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, forty-eight student received Title I services in small group tutoring or extra support in the classroom during the course of the year. Tutoring in reading, language arts and math was offered at all Levels.

Of our students, 80 (22.5%) 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.

Suspensions/Expulsions

For the 2003/2004 school year, no SSCS student was expelled and there were no in-school suspensions. There were 37 out-of-school suspensions.

| # of Suspensions | Reasons for suspensions |
|------------------|---|
| 1 | Academic cheating |
| 1 | Destruction of school property |
| 1 | Destructive behavior |
| 2 | Disrespecting a faculty member |
| 6 | Disrupting the learning environment |
| 1 | Drug use |
| 4 | Endangering others |
| 4 | Failure to follow reasonable request |
| 1 | Fighting |
| 4 | Hitting another student |
| 2 | Left school property without permission |
| 1 | Sexual harassment |
| 3 | Stealing from student or school |
| 1 | Threatening others |
| 4 | Truancy |
| 1 | Unauthorized area of campus |
| 37 | TOTAL |

Total Number of Student Withdrawals by Reason

| Number | Reason |
|--------|---------------------------|
| 4 | Difficult commute |
| 2 | Dissatisfied |
| 14 | Family move |
| 6 | GED |
| 2 | Grades |
| 5 | Not right fit |
| 1 | Parental disagreement |
| 1 | Prefer larger high school |
| 1 | Prefer single grade |
| 7 | Private school |
| 12 | Return to local district |
| 15 | School's move to Norwell |
| 3 | Sports |
| 6 | Transportation |
| 1 | VoTech |
| 80 | TOTAL |

During the 2003-2004 school year, 30 students left the school. Another 50 students notified us that as of June 30, 2003 they would not return for the next school year. The reasons that they provided for leaving included SSCS not being a good match for the student, transportation, moving, wanting a sports program, wanting to be with friends, dissatisfaction, and obtaining a GED.

Eligibility and Enrollment Process

South Shore Charter School serves grades K-12. Kindergarteners may enter in the Fall provided that they reach age 5 not later than October 31.

Interested parents of students entering grades K-8 submit a letter explaining their reason for applying and what they will do to help in the education of their child (this information is used only for background and not as a basis for admission) along with a completed one-page enrollment form. For grades 9-12, parents complete the same material and the student submits a resume and a letter stating why he or she is interested in SSCS and what he or she has done to help others (this information is also used for background only). There are no eligibility requirements.

Our public enrollment lottery is held in February of each year. Beginning six weeks prior to the lottery, we include a weekly reminder of the lottery in the *Update*. Four weeks prior to the lottery, paid advertisements are placed in area newspapers and press releases are sent to regional newspapers and radio stations. 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 enrolled 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 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 already enrolled. These siblings are placed at the top of the waiting list in the order by date that their completed enrollment package arrived but after any siblings drawn in the lottery or other previously accepted students.

Parents of current SSCS students are asked to respond in writing as to their intentions for remaining with SSCS for the following year. This is done with 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 formally notifies each student by mail if they may 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. 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 of enrolled students always taking priority as called for in the charter school legislation. As students decide not to attend and inform us 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 Department of Education and on the SSCS website. The Code of Conduct is distributed to all SSCS students every September.

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.

Applications

As of June 30, 2004 SSCS received 452 applications from 33 communities.

| Town \ Grade | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---------------------|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--------------|
| Abington | 2 | 3 | 1 | 2 | 2 | | 2 | 4 | | | 1 | 1 | | 18 |
| Boston | 2 | 1 | 1 | | | | 1 | 1 | 1 | | | | | 7 |
| Braintree | 6 | 1 | | 2 | 1 | | 1 | 1 | 2 | 2 | | | | 16 |
| Bridgewater | 1 | | 1 | | | 1 | 1 | | | 1 | | | | 5 |
| Brockton | 1 | 1 | 2 | 1 | | | 1 | 1 | 1 | 6 | | 2 | | 16 |
| Canton | | | | | | | | | 1 | | | | | 1 |
| Carver | | | | | | | | 1 | 1 | | | | | 2 |
| Cohasset | 3 | | 1 | 2 | | 1 | | | 1 | | | | | 8 |
| Dedham | | | | | | | | | | 1 | | | | 1 |
| Duxbury | | | | 1 | | | 1 | 1 | | | | | | 3 |
| Halifax | 1 | 1 | 1 | | 3 | 3 | | 2 | | 1 | 1 | | | 13 |
| Hanover | 4 | | 3 | 2 | 1 | 7 | 5 | 3 | 2 | | 1 | | | 28 |
| Hanson | 3 | | 1 | 2 | | | 2 | | | | | | | 8 |
| Hingham | 5 | 1 | 2 | 2 | 1 | 2 | 4 | 1 | 3 | 2 | 1 | 1 | 1 | 26 |
| Holbrook | 2 | 3 | 2 | | | 1 | | 5 | | | | | | 13 |
| Hull | 9 | 2 | 1 | | 1 | | 1 | 2 | 2 | | 1 | | 1 | 20 |
| Hyde Park | 2 | | 1 | 1 | | 1 | | 1 | | 1 | | | | 7 |
| Kingston | 1 | 1 | 1 | 1 | | | | | 2 | 1 | | 1 | | 8 |
| Marshfield | 9 | 4 | 2 | 6 | 3 | 2 | 2 | 1 | 1 | 4 | 2 | 1 | | 37 |
| Melrose | | | | | | | | | | 1 | | | | 1 |
| Middleboro | | | | | 1 | | | | | 3 | | | | 4 |
| Milton | | 1 | 1 | | 1 | 1 | | 2 | | | | | | 6 |
| Norwell | | 1 | | 3 | | | | | 2 | | | | | 6 |
| Pembroke | 6 | 2 | | 1 | 2 | 2 | | 1 | 1 | 1 | 1 | 1 | | 18 |
| Plymouth | 3 | 6 | 3 | 2 | 2 | | | | 1 | 3 | | 2 | 1 | 23 |
| Plympton | | | | | | | | 1 | | 2 | | 1 | | 4 |
| Quincy | 6 | 1 | | 2 | | | 1 | 1 | | 2 | | 2 | | 15 |
| Randolph | | 2 | 1 | | 1 | 5 | 3 | 4 | 1 | 1 | 1 | | | 19 |
| Rockland | 12 | 4 | 3 | 1 | 5 | 3 | 1 | 2 | 2 | 1 | | 2 | | 36 |
| Scituate | 7 | 1 | 2 | | 1 | | | 3 | 1 | 2 | | 1 | | 18 |
| Westwood | | | | | | | 1 | | | | | | | 1 |
| Weymouth | 21 | 7 | 6 | 2 | 6 | 5 | 3 | 4 | 4 | 4 | | | | 62 |
| Whitman | | 1 | | | | | | | | | | 1 | | 2 |
| Totals | 106 | 44 | 36 | 33 | 31 | 34 | 30 | 42 | 29 | 39 | 9 | 16 | 3 | 452 |

Wait List

Our current wait list contains 227 students.

| Town \ Grade | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---------------------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|--------------|
| Abington | 2 | 2 | 1 | 1 | | | 1 | | | | | | | 7 |
| Boston | 2 | 1 | 1 | | | | | | 1 | | | | | 5 |
| Braintree | 4 | 1 | | 1 | | | | 1 | 2 | | | | | 9 |
| Bridgewater | | | 1 | | | 1 | 1 | | | 1 | | | | 4 |
| Brockton | 1 | 1 | 1 | 1 | | | 1 | | | | | | | 5 |
| Canton | | | | | | | | | 1 | | | | | 1 |
| Carver | | | | | | | | 1 | 1 | | | | | 2 |
| Cohasset | 2 | | | 3 | | 1 | | | 1 | | | | | 7 |
| Duxbury | | | | 1 | | | 1 | 1 | | | | | | 3 |
| Halifax | 1 | 1 | 1 | | 1 | 3 | | 2 | | 1 | | | | 10 |
| Hanover | 2 | | 2 | 2 | | 2 | 2 | 1 | 1 | | | | | 12 |
| Hanson | 2 | | | 2 | | | 1 | | | | | | | 5 |
| Hingham | 3 | | | 1 | | 1 | | | 3 | 1 | | | | 9 |
| Holbrook | 2 | 3 | 2 | | | 1 | | 5 | | | | | | 13 |
| Hull | | 1 | | | | | 1 | 1 | | | | | | 3 |
| Hyde Park | 2 | | 1 | 1 | | 1 | | 1 | | 1 | | | | 7 |
| Kingston | 1 | 1 | 1 | 1 | | | | | 2 | | | | | 6 |
| Marshfield | 5 | 2 | 2 | 2 | 1 | 3 | 1 | 1 | 1 | | | | | 18 |
| Middleboro | | | | | | | | | | 1 | | | | 1 |
| Milton | | 1 | 1 | | | 1 | | 2 | | | | | | 5 |
| Norwell | | 1 | | 2 | | | | | 2 | | | | | 5 |
| Pembroke | 4 | 1 | | 1 | | 2 | | | 1 | | | | | 9 |
| Plymouth | 1 | 3 | 2 | | 2 | | | | 1 | | | | | 9 |
| Quincy | 4 | | | 1 | | | | | | | | | | 5 |
| Randolph | | | 1 | | | 4 | 3 | 1 | | | | | | 9 |
| Rockland | 8 | 2 | 2 | | | 2 | | | 2 | | | | | 16 |
| Scituate | 4 | 1 | 1 | | | | | 1 | 1 | 1 | | | | 9 |
| Weymouth | 11 | 2 | 4 | 2 | 2 | 4 | | 3 | 4 | | | | | 32 |
| Whitman | | 1 | | | | | | | | | | | | 1 |
| Totals | 61 | 25 | 24 | 22 | 6 | 26 | 12 | 21 | 24 | 6 | | | | 227 |

EXIT STANDARDS

LEVEL I EXIT STANDARDS – GRADES K, 1 AND 2

By the completion of Level I, each student must meet all but one of the following standards to be promoted to Level II. For students with an IEP or 504, the IEP or 504 may contain details of any modification of Exit Standards. A student's teacher may request a waiver if a student fails to meet more than one exit standard by written explanation to the Level Coordinator and Principal. Level I teachers will document each second grade student's fulfillment of Exit Standards.

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:
 - Read with fluency and comprehension material at 2.5 or better grade level with 95% accuracy as measured by the Developmental Reading Access (DRA).
 - Score 75% on a math computation and concepts test of material covered in the Second Grade Core Knowledge Book.
 - Addition and subtraction problems to add from 18 at a rate of 15 per minute for addition and 10 per minute for subtraction with 100% accuracy.
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 level appropriate standardized exam.
5. In second grade demonstrate passing or improving scores on our internal Core Knowledge Curriculum Social Studies tests.

Writing 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)
- Poem (optional)

A Letter of Recommendation written by the student's pod teacher

Arts:

Perform in at least two school 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 – GRADES 3 AND 4

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 or 504, the IEP or 504 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 appeal to the Level Coordinator and Principal. Level II teachers will document each fourth grade student's fulfillment of Exit Standards.

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 Terra Nova testing in Total Math and Total Reading.

Portfolio:

Complete six required written pieces meeting Collins Type 4 or Type 5 standards (with a minimum of two Type 5 pieces). Standardized scoring rubrics must be attached to all student portfolio pieces. A minimum score of 3.5 on a 5 point scale must be obtained.

- Friendly Letter
- Persuasive Narrative (Non-fiction)
- Investigative Research (5 paragraph minimum)
- Persuasive Essay (5 paragraph minimum)
- Poem
- Short Story (Fiction)

Submit a sample (or evidence) of best artistic work from a course or project to the portfolio; this may include literary work, dance, music, drama/theater or visual arts.

Present one written portfolio piece, twice a year, to a panel of judges that includes pod teacher and peers.

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 – GRADES 5 AND 6

By the completion of Level III, each student must meet these minimum standards to be promoted to Level IV. For students with an IEP or 504, the IEP Or 504 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 Level Coordinator and Principal. The student must submit evidence that he/she has met all the Exit Standards to the Level Coordinator and Principal.

Internal and External Performance Evaluations:

1. Receive a passing grade (D- or better) each trimester and meet the yearlong project goals, including one project-related Exhibition of Mastery with an average score of 70% per year enrolled in Level III. (*Evidence of meeting this standard is documented in Progress Reports and Exhibition of Mastery Scoring Rubrics.*)
2. Achieve an annual average passing grade (D- or better) each trimester in all Core Curriculum courses: Literature, Composition, Math, Social Studies, Science and World Language. (*Evidence of meeting this standard is documented in Progress Reports.*)
3. Achieve a grade equivalent of 5.5 on Terra Nova in Total Score for Language, Reading and 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 Sixth Grade Portfolio must include these Collins Type 4 pieces:

- Autobiography
- Cause and Effect Essay
- Multi-scene Play
- Essay on a Biography
- Poem
- Creative Writing (Historical Fiction)
- Investigative Research Paper to accompany an Exhibition of Mastery.

It must also include:

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

Science and Technology:

1. Complete a Science Fair Project and Paper with a grade of 70% or higher for each year in Level III. (*Evidence of meeting this standard is documented in Progress Reports and on Scoring Rubrics.*)
2. Present the Science Fair Project as an Exhibition of Mastery receiving an average score of 70%. (*Evidence of meeting this standard is documented on the Exhibition of Mastery Scoring Rubrics.*)
3. 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. Documentation includes standard reflective paragraphs.

LEVEL IV EXIT STANDARDS – GRADES 7 AND 8

By the completion of Level IV, each student must meet these minimum standards to be promoted to Level V. For students with an IEP or 504, the IEP Or 504 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 Level Coordinator and Principal. Student must submit evidence that he/she has met all the Exit Standards to the Level Coordinator and Principal.

Internal and External Performance Evaluations:

1. Receive an average passing grade (D- or better) and meet the yearlong project goals, including one project-related Exhibition of Mastery with an average score of 70% per year enrolled in the Level. (*Evidence of meeting this standard is documented in Progress Reports and Exhibition of Mastery Scoring Rubrics.*)
2. Achieve an annual average passing grade (D- or better) in all Core Curriculum courses: Language Arts, Math, Social Studies, Science and World Language. (*Evidence of meeting this standard is documented in Progress Reports.*)
3. Achieve a grade equivalent of 7.5 on Terra Nova 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 Eighth Grade Portfolio must include these Collins Type 4 or 5 MLA formatted pieces in each of the following areas:

- Language Arts
- Mathematics
- Science
- Social Studies
- Essay related to Project Work
- Investigative research paper of no less than 1000 words earning a grade of B or better.

It must also include:

- Resume
- A reflective essay on community service work.
- Sample of best artistic work from a course or project (which may include literary work, dance, music, theatre or visual arts)

A Letter of Recommendation written by the student's pod teacher.

Science and Technology:

1. Complete a Science Fair Project and Paper with a grade of 70% or higher for each year in Level III. (*Evidence of meeting this standard is documented in Progress Reports and on Scoring Rubrics.*)
2. Present the Science Fair Project as an Exhibition of Mastery receiving an average score of 70%. (*Evidence of meeting this standard is documented on the Exhibition of Mastery Scoring Rubrics.*)
3. Acquire Level IV Technology Competencies (*Evidence of meeting this requirement is documented in the technology competency checklist.*)

Community Service:

A student must complete and document 20 hours of community service for grade 7 and 25 hours of community service for grade 8. Documentation includes standard reflective paragraphs.

LEVEL V EXIT STANDARDS – GRADES 9 AND 10

By the completion of Level V, each student must meet these minimum standards to be promoted to Level VI. For students with an IEP or 504, the IEP or 504 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 Level Coordinator and Principal. Student must submit evidence that they have met all the Exit Standards to the Level Coordinator and Principal.

Internal and External Performance Evaluations:

1. Receive a passing grade (D- 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 (D- 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. Must achieve a grade equivalent of 9.5 on Terra Nova test in Total Math, Total Language and Total Reading.

Portfolio:

Present a portfolio to a panel of judges, which must include a faculty member, the Guidance Counselor, and Level Coordinator. (Scoring rubrics must be attached to all student portfolio pieces.)

1. Five writing pieces meeting Collins Type 5 standards, which have both the originally submitted and revised versions.
 - Language Arts
 - Mathematics
 - Science
 - Social Studies
 - Essay related to student's Project work
2. One MLA formatted investigative paper, not less than 1500 words earning a grade of B or better.
3. One reflective essay on community service work.
4. One resume.
5. A sample of best artistic work from a course or project (which may include literary work, dance music, theater, or visual arts).
6. One letter of recommendation from the student's advisor or a faculty member.

Community Service:

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

LEVEL VI EXIT/GRADUATION STANDARDS – GRADES 11 AND 12

By the completion of Level VI, each SSCS graduate must meet these minimum standards. For students with an IEP or 504, the IEP or 504 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 Level Coordinator and Principal. Student must submit evidence that he/she has met all the Exit Standards to the portfolio panel and Principal.

Internal and External Performance Evaluations:

1. Receive a passing grade (D- or better) and meet the yearlong project goals, including two project related exhibitions of mastery per year enrolled in Level VI. (*Evidence of meeting this standard is documented in Grade reports and Exhibition of Mastery Scoring Rubrics.*)
2. Achieve a passing grade (D- 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.
4. Complete, with a grade of C or better, at least one pre-approved three-credit course at an accredited college or university for each year enrolled in Level VI.
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:

1. Present a portfolio to a panel of judges, which must include a faculty member, the Guidance Counselor, and Level Coordinator. (*Scoring rubrics must be attached to all student portfolio pieces. A minimum score of 70% must be obtained.*)
2. Eight required written works which have both the originally submitted and revised version. (*Writing pieces must meet Collins Type 5 Standards*)
 - Language Arts
 - Mathematics
 - Science
 - Social Studies
 - Essay related to students Project work
 - One MLA formatted investigated research paper, not less than 2500 words, earning a grade B or better.
 - One resume
 - One reflective essay on community service work
3. A sample of best artistic work from a course or project (which may include literary work, dance, music, theater or visual arts)
4. One accredited college or university letter of acceptance
5. Two letters of recommendation from student's advisor, faculty member, guidance counselor or Principal

Technology:

Attain Microsoft Office User Certification

Community Service:

A student must complete and document 75 cumulative hours or a highly significant Community Service activity, which was approved in advance by the school.

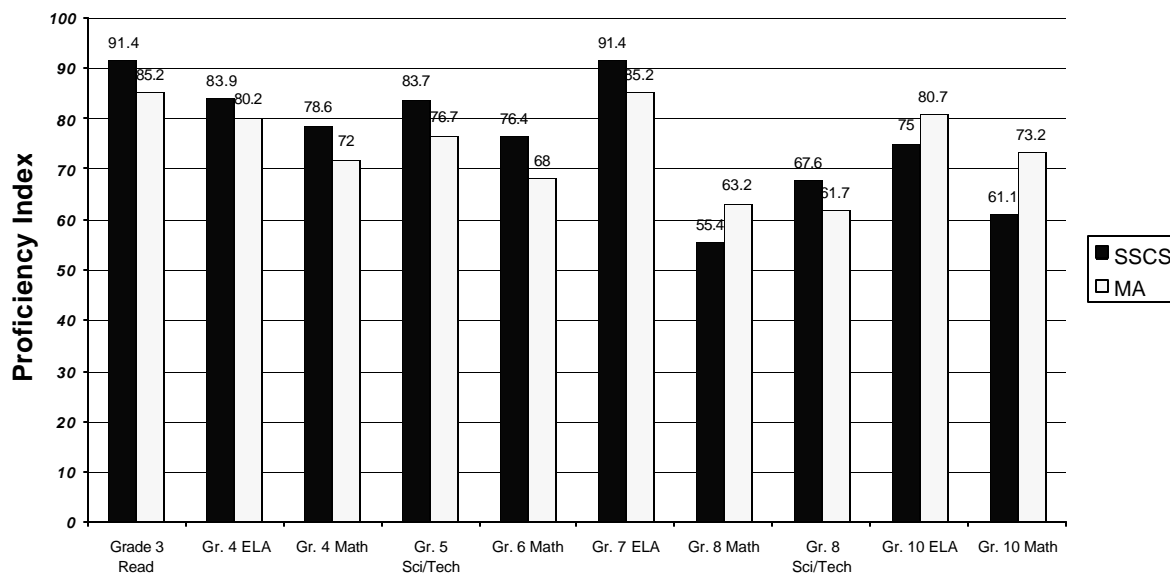
SUMMARY OF EXTERNAL STANDARDIZED TEST RESULTS

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 2003 MCAS RESULTS

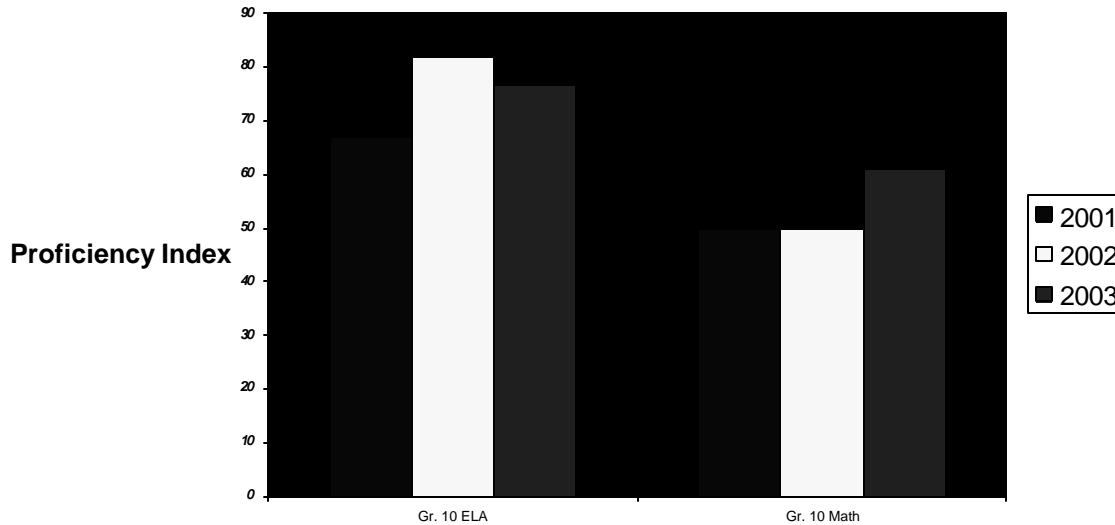
For the 2003 MCAS exams the state has reported a Proficiency Index (PI) for each school by test. This index is more readily applicable to comparisons between schools. This score is computed according to a method outlined in the MCAS Score Reports. Using this value makes direct comparison with previous years difficult, as this index is not available for previous years. Figure 1 shows that the students in the lower grades scored better than the statewide PI on the MCAS exams, while the students in the high school grades score lower than the statewide PI, particularly on the Math exam. This is similar to the trend seen in previous years when average scores were used as the basis for comparison.

Figure 1: 2003 MCAS - SSCS and State



High school scores continued to climb. This year's group of 10th graders did better than previous groups at SSCS, although the English for 2003 showed a slight drop versus 2002. The PI used for the years 2001 and 2002 was computed from state reported data according to the PI scoring guidelines and may be slightly different than a state computed PI. It is offered here as an approximate comparison with previous years data. Data is offered this year only for the 10th grade as the 8th grade is no longer considered part of the high school.

Figure 2: Grade 10 MCAS 2001-2003



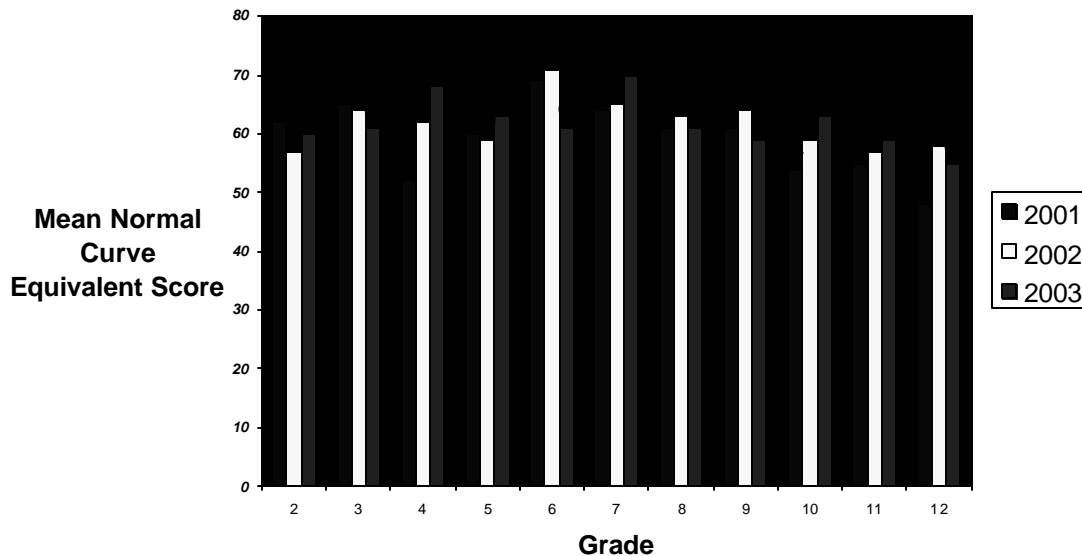
MCAS SUMMARY

The use of a PI makes cohort comparisons more difficult until this index has been in place for a few years. What is encouraging to see is that at the Elementary Level, students performed better than the statewide PI on their respective MCAS tests. At the high school Level, Grade 10 groups scored lower than the statewide PI in ELA and Mathematics. This is mostly due to the type of student SSCS has attracted to the high school in the past three years. Typically, these students have been ones who have experienced academic/emotional difficulty at other schools. When this current MCAS data is taken together with the Terra Nova scores reported below and previous MCAS data based on average scores, it 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.

2003 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 groups of students who have taken the Terra Nova tests each year. The results from three 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 in the previous year are included in these results.

Fig. 4 Terra Nova Testing 2001-2003



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 from one year to the next. Only in grades 7,8, and 10 was there a decline in scores from their groups previous year's tests. For example, the Grade 7 group scored a composite score of 70 versus a score of 71 when the group was in Grade 6. When comparing this year's grade to last year of the same grade, results are mixed. This is due to the changing population entering the school from year to year and the fact that with a small population the addition of 1 or 2 students during a year can make a difference in the mean composite scores. 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.

Terra Nova Scores for Cohort of Students Who Took the Tests in the Fall of 2001-2003

| Mean NCE | (N) | Reading | | | Language | | | Math | | | Total <small>(Reading + Language + Math)</small> | | | Science | | | Social Studies | | |
|----------|-----|---------|------|------|----------|------|------|------|------|------|---|------|------|---------|------|------|----------------|------|------|
| | | 2001 | 2002 | 2003 | 2001 | 2002 | 2003 | 2001 | 2002 | 2003 | 2001 | 2002 | 2003 | 2001 | 2002 | 2003 | 2001 | 2002 | 2003 |
| Grade 2 | 28 | 62 | 53 | 58 | 70 | 49 | 53 | 56 | 67 | 66 | 62 | 57 | 60 | NA | 60 | 65 | NA | 60 | 63 |
| Grade 3 | 23 | 64 | 61 | 58 | 58 | 59 | 58 | 70 | 68 | 64 | 65 | 64 | 61 | 63 | 63 | 64 | 65 | 64 | 67 |
| Grade 4 | 30 | 51 | 61 | 66 | 50 | 58 | 66 | 55 | 64 | 70 | 52 | 62 | 68 | 58 | 57 | 70 | 56 | 61 | 69 |
| Grade 5 | 29 | 59 | 58 | 62 | 58 | 56 | 60 | 62 | 58 | 63 | 60 | 59 | 63 | 59 | 58 | 61 | 59 | 59 | 62 |
| Grade 6 | 22 | 68 | 72 | 62 | 69 | 69 | 58 | 66 | 69 | 58 | 69 | 71 | 61 | 69 | 74 | 62 | 67 | 70 | 59 |
| Grade 7 | 37 | 65 | 65 | 72 | 61 | 65 | 72 | 61 | 62 | 63 | 64 | 65 | 70 | 61 | 61 | 66 | 61 | 65 | 72 |
| Grade 8 | 32 | 65 | 66 | 65 | 63 | 60 | 59 | 56 | 60 | 60 | 61 | 63 | 61 | 63 | 65 | 62 | 68 | 67 | 62 |
| Grade 9 | 25 | 65 | 66 | 59 | 63 | 65 | 58 | 55 | 59 | 57 | 61 | 64 | 59 | 58 | 62 | 60 | 60 | 64 | 63 |
| Grade 10 | 15 | 55 | 57 | 62 | 54 | 64 | 68 | 53 | 56 | 56 | 54 | 59 | 63 | 55 | 61 | 51 | 59 | 61 | 56 |
| Grade 11 | 9 | 58 | 56 | 57 | 55 | 63 | 58 | 52 | 51 | 59 | 55 | 57 | 59 | 50 | 58 | 62 | 53 | 59 | 58 |
| Grade 12 | 6 | 56 | 62 | 55 | 46 | 60 | 59 | 51 | 51 | 49 | 48 | 58 | 55 | 65 | 62 | 59 | 65 | 66 | 51 |

The previous 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 in that scores continue to improve for those who remain in the program.

Not included in any of the previous figures are the scores of students who were new to SSCS this past year. These scores are provided below.

Mean Scores of Students New to SSCS in 2003/2004

| Mean NCE | (N) | Reading | Language | Math | Total | Science | Social Studies |
|----------|-----|---------|----------|------|--------------|---------|----------------|
| Grade 2 | 4 | 65 | 64 | 74 | 72 | 65 | 68 |
| Grade 3 | 1 | 27 | 33 | 20 | 26 | 39 | 30 |
| Grade 4 | 2 | 59 | 47 | 49 | 52 | 58 | 65 |
| Grade 5 | 1 | 36 | 35 | 47 | 40 | 65 | 41 |
| Grade 6 | 4 | 53 | 57 | 51 | 55 | 53 | 45 |
| Grade 7 | 4 | 53 | 48 | 35 | 45 | 51 | 56 |
| Grade 8 | 0 | | | | | | |
| Grade 9 | 10 | 45 | 48 | 46 | 46 | 41 | 43 |
| Grade 10 | 1 | 61 | 75 | 76 | 72 | 60 | 63 |

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 with the exception of the one new tenth grade student. 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.

GOVERNANCE PROFILE

Board of Trustees

The Board of Trustees may be contacted at via e-mail at TRUSTEES@SSCS-MA.org.

| Name, Office and Term | Credentials | Board Committees |
|---|---|--|
| Kathy Arthur-Tyler '06 Board Chair 2 nd , 3-yr term | SSCS Parent, Former Chemical Engineer | Executive (Chair), Ex Officio on Board Committees |
| Miriam Brownwall '05 Board Vice Chair 2 nd 3-yr term 1 st , 2-yr term | Dental Office Manager, Wall Dentistry; Marketing Tufts Alumni Development | Executive, Development (Chair), Facilities, Finance, Personnel |
| Lucas Dunn '04 1 st 1-yr term | SSCS Student | Governance |
| Barbara Fournier '05 1 st 3-yr term | SSCS Parent, Professor Curry College | Governance, Facilities Taskforce. |
| Dorothy Galo, PhD '05 1 st , 3 yr term | Superintendent of Schools, Hingham MA | Development, Finance |
| Robert L. Gass '06 1 st , 3 yr term | Executive Director Northshore Education Consortium | Development, Personnel |
| Stephen Locke, DMD '06 1 st , 3 yr term | Private Dentistry practice, Hull MA | Governance (Chair of Nominating Sub Committee), Development |
| Daniel Matthews '05 1 st 3-yr term | SSCS Parent, Branch Manager Direct Finance Corporation | Development, Facilities Taskforce |
| Michael Nuesse '04 Treasurer 1 st 3-yr term | SSCS Parent, Attorney | Finance (Chair), Facilities |
| John Pollets, Esq. '04 2 nd 3-yr term | SSCS Parent, Attorney at Stanton & Davis | Facilities Taskforce (Chair), Nominating |
| Bill Smyth '05 Clerk 1 st 2-yr term | Vice President MCS, Inc., Former School Principal | Governance (Chair), Finance |
| Jeff Snyder '04 Faculty, Ex Officio 1 st 2-yr term | SSCS Technology Coordinator | Facilities Taskforce, Finance |
| Charleen Tyson '05 1 st , 3 yr term | Mass Housing Partnership | Finance |
| Frank White '05 1 st 3-yr term | Owner, Holly Hill Farms | Personnel (Chair), Development |
| Bill Wilmot '05 Faculty, Ex Officio 1 st 3-yr term | SSCS Level III Teacher | Governance, Finance |

Councils

The Primary and Secondary divisions support School Councils that maintain equal representation of faculty and parents. The purpose of the Councils is to work through differences between parents, students, and the administration. The All Parents Group, together with the Education Committee, assumed much of the feedback role of the Councils for the year. The Councils will be reconstituted for the start of the school year in September.

Major Board Decisions from Year 2003/2004

June 12, 2003

Board Vote in Executive Session: To purchase 100 Longwater Circle, Norwell, MA.

August 21, 2003

Board Vote: To approve the move of the School to a site or sites in one of the towns in its region.

Board Vote: To increase the size of the Board by one member

Board Vote: The Executive Director or any Officer is authorized to enter into contracts and obligations under \$5,000 without a second signature.

September 11, 2003

Board Vote: To allow the Executive Director to draft and submit a letter as required that requests a specific waiver to extend our debt beyond the term of the charter as needed to implement a \$7.5 million financing program for a permanent 53,000 square foot school facility.

Board Vote: The SSCS Board of Trustees requests permission from the MA DOE to enter into loan agreements that extend beyond the School's charter in order to facilitate implementation of an affordable financing program and participation in the USDA Rural Development loan guarantee program.

September 17, 2003

Board Vote: To schedule Board of Trustee meetings on a bimonthly basis after the October 15, 2003 and the November 19, 2003 meetings beginning in January 2004 and every other month thereafter with a review in one year.

November 19, 2003

Board Vote: To accept the preliminary financial audit report as presented and to give the Finance Committee authorization to pass on the final audit when it holds its' meeting in December 2003.

Board Vote: To adopt the plan and timetable for reviewing and approving the draft SSCS Strategic Plan 2003 as prepared by the SSCS Strategic Planning Committee.

Board Vote in Executive Session: Nine motions were passed to facilitate the acceptance of loan agreements for the purchase of 100 Longwater Circle, Norwell, MA.

January 7, 2004

Board Vote: To accept the recommendation of the Facilities and Finance Committees to award A.W. Paine Construction the contract for the Phase I build-out of 100 Longwater Circle, Norwell.

Board Vote: To proceed with Phase I build-out of 100 Longwater Circle, Norwell as recommended by the Facilities and Finance Committees in an amount not to exceed \$200,000.

January 21, 2004

Board Vote: That the school reasonably expects to incur debt to reimburse expenditures (including expenditures made within the last sixty days) temporarily advanced from internal funds for the following

project: the acquisition of land and existing improvements at 100 Longwater Circle, Norwell, MA and the renovation, repair and improvement of such existing improvements, equipment acquisition, including without limitation, the provision of furniture, fixtures, and technology and computer equipment, the setting up of appropriate reserves, including, without imitation, a debt service reserve fund, asset renewal reserve fund and capitalized interest funds, and the payment of legal fees, consultant fees, bank fees and ancillary transactions cost; the maximum principal amount of debt expected to be issued for such Project, including for reimbursement purposes, \$8,150,000.00.

Board Vote: To accept the recommendation of the Executive Director and approve revising the current grading scale to include the D range.

Board Vote: That the Board move ahead and conduct a development feasibility study not to exceed \$25,000.

Board Vote: The minutes of all committees shall be forwarded after the approval of the committee chair to the office of the Executive Director. The minutes will be included in the pre-meeting Board packet.

Board Vote: The Facilities Taskforce will be given the status of a standing committee and become the Facilities Committee

Board Vote: To accept the Strategic Plan as presented with minor non-content and grammar edits.

March 10, 2004

Board Vote: To sell 4 A Street, Hull, MA to be managed by the Executive Director and the Business Manager.

April 26, 2003

Board Vote: Five motions were passed pertaining to the acquisition of loan and bond agreements for the financing of 100 Longwater Circle, Norwell.

Board Vote: Accepted the nomination of Charleen Tyson to become a member of the Board.

Board Vote: That the Board endorse the lowest bid and award A.W. Paine the contract for the Phase II construction of 100 Longwater Circle, Norwell.

Board Vote: Teachers expecting an increase in their salary due to completion of an educational degree shall notify the Executive Director by March 1st of the preceding year.

May 19, 2004

Board Vote: To accept the Roles and Responsibilities of the Executive Committee as published.

Board Vote: To accept the Trip Policy as circulated.

Board Vote: Effective immediately the Board abandons the practice of making the current annual cash "Trustee Award." This vote does not affect the previously awarded recipients.

June 2, 2004

Board Vote in Executive Session: The Board passed three motions to facilitate the sale of 4 A Street and the termination of the 2 A Street lease.

June 15, 2004

Board Vote: To approve the FY05 Budget as presented.

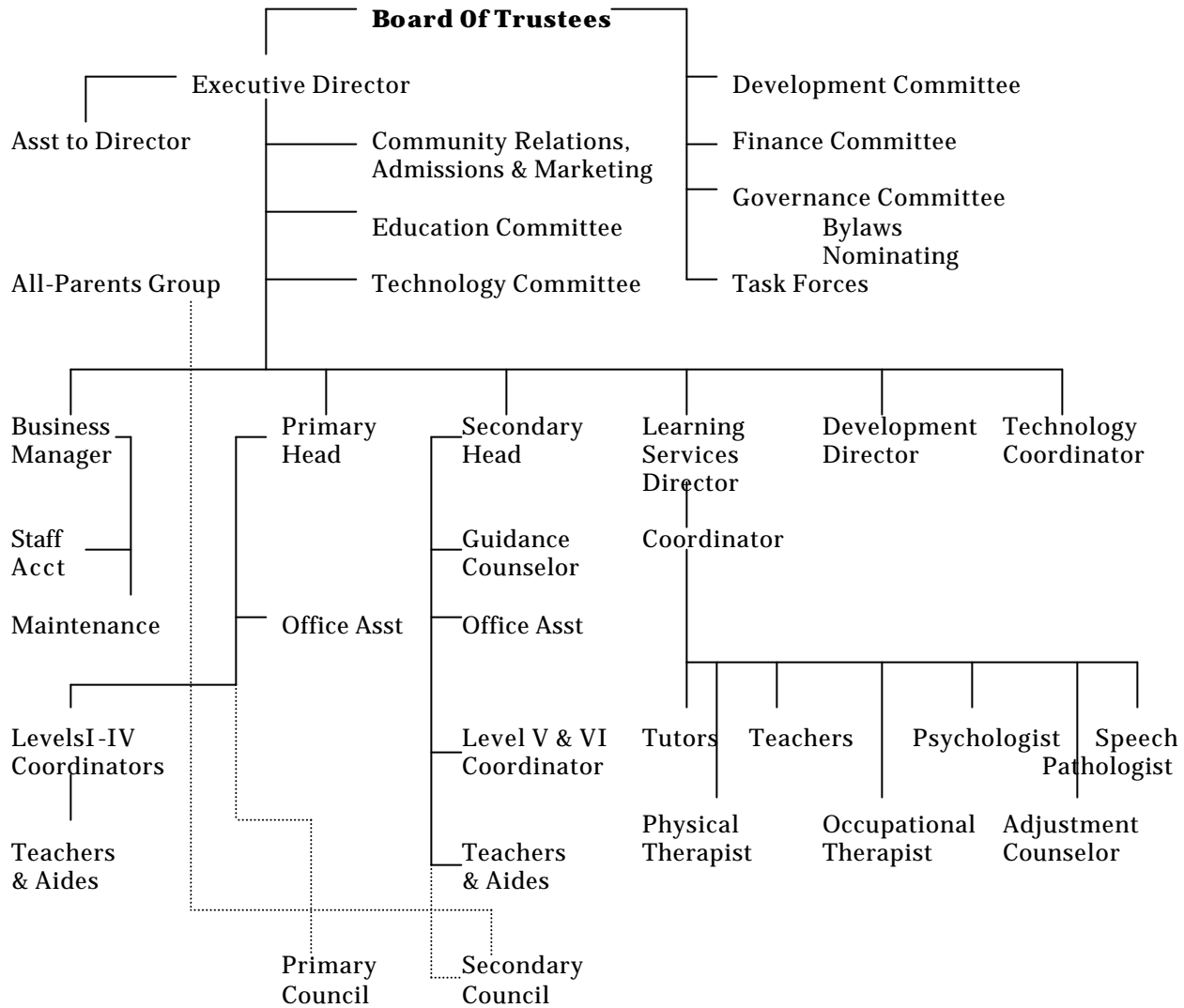
Board Vote: To add "Public" to the name of the school and become South Shore Charter Public School.

Summary of Official Complaints

There were no official complaints in 2003-2004.

STAFF PROFILE

Organizational Chart



Number of Full-Time Equivalent (FTE) Faculty

The FTE for 2003-2004 was 39. This figure includes all full-time and part-time teachers, specialists, and classroom aides.

Staff Turnover

Administration – Our Primary School Principal and Learning Services Manager accepted new positions. Elevation from within and administration restructuring gives the school a K-12 Principal, Assistant Principal, and a Learning Services Director.

Level I – One full-time teacher, for whom a replacement has been found, departed as a result of her relocation out of the state.

Level II – One full-time teacher, for whom a replacement has been found, will move into the Learning Services Department; a new full-time teacher will be hired as a result of our adding a new Level II classroom.

Level III – A new Level Coordinator has been elevated from within; new hires will replace one teacher’s departure to another state and the other will fill our new Level III classroom.

Level IV – A new Level Coordinator has been elevated from within; new hires will replace the departure of two teachers.

Levels V/VI – One high school teacher departed; new hires will be made in Physics and English.

Learning Services – A new full-time hire will be added to the Department; a part-time speech therapist will replace the departure of that former staff member.

SSCS has demonstrated fiscal viability as evidenced by an independent audit which is an attachment to this report. Our financial situation enabled the school to purchase a new campus that will, for the first time in school history, unite K-12 under one roof. This centrally located facility will allow SSCS to better serve its students with modern amenities while also reaching more of the South Shore. A permanent campus will add to the school’s reputation for a strong, service-oriented academic and experiential program.

Summary of Teacher Qualifications

| | Assignment | Non-SSCS Years Teaching | Years at SSCS | Degree and Certification(s) |
|---------------------------------|--|-------------------------------|---------------|--|
| Munhall, Michael | Executive Director | 10 Teach 21 Admin | 2 | MA Education Administration, Michigan State University; BA Government, Monmouth College |
| Primary | | | | |
| Coyne, Robin (resigned 6/04) | Head of Primary School | 17 | 9 | 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, Teacher, Project Leader | 3 | 9 | MFA in Studio Art from University of CA at Davis; A.B. Visual & Environmental Studies from Harvard |
| Begley, Velma | Level I Teacher Project Leader | 11 | 9 | M.Ed. in Reading; BA UMass-Amherst, Certified K-8, Certified Reading K-12 Specialist |
| Fontaine, June | Level I Teacher Project Leader | 6 | 7 | M.Ed Early Childhood; BS Early Childhood Education, Mass Certified in Early Childhood Education K-3 |
| Rosen, Julie (resigned 6/03) | Level I Teacher, Project Leader | 0 | 2 | M.Ed. from Lesley University Teacher Cert. Program; Masters of Fine Arts, Univ. of CA; BA in Chemistry, Univ. of CA, |

| | | | | |
|------------------------------------|---|-----------------|---|---|
| Toleno, Shelley | Level I Teacher, Project Leader | 3 | 3 | M.Ed School Psychology; BA in Psychology & Education/Child Study from Smith College, Mass Elementary Certification, Mass Preschool Certification |
| Yelin, Karen | Level I Teacher, Project Leader | 8 | 7 | 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 | | | | |
| Gibney, Colin | Level II Coordinator, 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 | 2 | M. Ed, Certified Teach of Students with Special Needs |
| Whiting, Kendra | Level II Teacher, Project Leader | 2 | 6 | M.Ed Education; BA in English and Elementary Education from Assumption College, Worcester; Mass Certified Elementary Ed 1-6 |
| Level III | | | | |
| Hamilton, Emily (resigned 6/03) | Level III Coordinator, Teacher, | 3 | 9 | M.Ed. from Harvard, BA University of Michigan in Russian Culture & Literature |
| Falkner, Daniel | Level III Teacher, Project Leader, Civil Rights Coordinator | 1 Substitute | 5 | M.Ed. in Elementary Education from UMass-Boston; JD from Suffolk Law; BA in Philosophy from UMass-Boston; Mass Certified Elementary; CAGS School Admin Cambridge College |
| Overlee, Claire | Level III Teacher, Counselor K-7, Title I Coordinator, Project Leader | 16 | 8 | M.Ed. Guidance & Counseling from Rider College; BA in Elementary Education from University of Colorado; OFC Early Childhood MA Certified; Mass Certified 1-6, Guidance Counselor 5-12, Guidance Counselor N-9, Orton-Gillham Certified Reading, Kuman Math & Reading Instructor |
| Level IV | | | | |
| Wilmot, William (resigned 6/04) | Level IV Coordinator, Teacher, Project Leader, Ex officio member Board of Trustees | 0 | 4 | BM in Music Composition from Boston University; BA in Liberal Arts from St. John's College |
| Borden, Will (resigned 6/04) | Level IV Teacher Project Leader | 1 | 1 | MA from Tufts University; BA from Princeton University |
| Engebretson, Jessica | Level IV Teacher, Project Leader | 2 | 1 | BS in Education from University of Wisconsin, Minor in Math, IMP Training |
| Silzer, Julia | Level IV Teacher, Technology Building Coordinator, Project Leader | 3 | 7 | M.Ed. in Educational Technology from Lesley University; BS in Education from Boston University; Mass Certification |

| | | | | |
|-------------------------------|---|---------------------|---|---|
| Secondary | | | | |
| Gorsuch, PhD, Thomas | Principal Secondary 9-12 | 6 Admin 10 Teach | 1 | Ph.D. in Curriculum, Instruction, Administration from Boston College; MA in Counseling from Boston College; BS in Chemistry from Northeastern; Certification 9-12 Principal/Assistant Principal, 9-12 Chemistry, Physics, General Science, Math |
| Carter, Mary | Guidance Counselor Primary Health Teacher | 0 | 3 | M.Ed. Counselor Training from UMass-Boston; BA Political Science from Stonehill College; Cert. Guidance Counselor 5-12 |
| Isleman, Kelly | Science-Secondary, Wildlife Project | 0 | 1 | M.Ed Science & Environmental Education; BS Biological Sciences, Minor English Literature |
| Rathbun, Christopher | Music & Computer Applications | 5 | 2 | MS in Education, Simmons College; MS in Library & Information Science, Simmons, BM from New England Conservatory; Mass Cert. in Library Media Specialist Certified |
| Seavey, Katherine | English – Secondary Playwriting & Performing Project | 25 | 2 | MA in English Literature from UMass-Boston; BS in English Education from Southern Illinois; Mass Cert. Secondary; Illinois Cert. Secondary |
| Slesinsky, Kevin | Math – Secondary, Robotics Project | 2 | 1 | BS from Cornell University; Provisional Certificate Mathematics |
| Small, Richard | Social Studies Secondary, Coaches Poetry Slam Team | 7 | 8 | MA in Philosophy from University of Minnesota; BA in Philosophy with minor in History from Drew University; ABD Drew University. |
| Snyder, Jeffrey | Technology Coordinator, Technology Project Ex Officio member Board of Trustees | 6 | 6 | MA in Education from Tufts University; BS in Business Administration from University of Colorado, Certificate of Graduate Studies in Computer Science (80%) from Harvard University, Mass Cert. Middle & High |
| Stein, Eugene (resigned 6/04) | Social Studies, Spanish, Music – Secondary Classical Guitar Project | 1 | 4 | MS in Secondary Education from University of Pennsylvania; MM in Classical Guitar Performance from University of Wisconsin-Madison; Certified in Pennsylvania and Massachusetts |
| Veader, Mark | Math and Physics – Secondary Level Coordinator | 0 | 8 | M.Ed. in Teaching & Curriculum from Harvard; BS in Mechanical Engineering/Materials Science from Duke University; Mass Cert. Secondary Physics |
| Support Faculty | | | | |
| Bruce, Bev | Title I Literacy Teacher P/T | 18 | 1 | MS Child Development Studies enrolled at Wheelock College; BS Child Development/Early Childhood Education from University of Delaware |
| Connolly, Cyndie | Aide Kindergarten, Primary Science | 0 | 8 | Orton Gillingham Certified, enrolled Quincy College |
| Darrow, Claudia | Aide, Title I Primary | 0 | 9 | BA from Umass; Orton Gillingham Certified, Sinott School Software Specialist Training Program Certification |
| Flaherty, Judi | Title I Aide Level IV | 1 | 1 | Degree Candidate Harvard University Extension School |

| | | | | |
|----------------------------------|--|-------------------------------|------|--|
| Gladstone, Barbara | Aide – Title I | 0 | 3 | BS in Education Lesley University, Certified K-6 |
| Pritchard, Judy | Aide – Level I | 0 | 4 | |
| Reed, Christina | Aide – Level I | 0 | 1 | Working towards Bachelor degree from Northeastern University |
| Shaughnessy, Stephanie | Aide – Level I | 0 | 3 | MA Teachers Licensure Home Economics (K-12), enrolled Graduate Certificate Framingham State; BS Home Economics UMASS |
| Walsh, Heather | Aide – Level I | 0 | 1 | BS in Ecology from Unity College |
| Yannizzi, Sharon | Aide – Level I | 5 | 3 | BS Criminal Justice; AS Law Enforcement |
| Foreign Language | | | | |
| Roman, Mary | World Language Coordinator K-12 Spanish Teacher K-8 | 35 | 1 | Associate Early Childhood Education Garland Jr. College; BA from UMASS |
| Abielle, Martha | Part Time Spanish | 14 | 1 | BS Applied Linguistics Universidad Autonoma de Nuevo Leon, Mexico, |
| Bean, Howard | Spanish Teacher 9-12 | 3 | 1 | BA Political Science, credit towards graduate certificate Spanish |
| Art | | | | |
| Buckley Curran, Marianne | Art Teacher Levels I and II, Project Leader Secondary | 6 | 3 | Masters in Business from Framingham State; MA Certificate K-12 Art from Plymouth State NH; K-12 Phys Education |
| Rossmann-Mee, Judy | Art Teacher Level III and IV | 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 IV, Project Leader | 2 | 3 | B.Mus. from Berklee College |
| Learning Services | | | | |
| French, Elaine | Learning Support Services Director | 30 | 7 | M.Ed. in Guidance & Counseling from Bridgewater State; BS in Special Education from Bridgewater State; CAGS programming Educational Leadership & Administration; Mass Cert. Guidance K-12; Mass Cert. Admin; SPED Mass Cert. Superint/Admin. Superintendent. |
| Gaughan, Maureen (resigned 6/04) | Learning Support Services Manager | 17 in SPED. Field before SSCS | 8 FT | 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 | 4 | MS MGH Institute of Health Professionals; BS Marywood University |

| | | | | |
|-----------------------|--|------------------|---|--|
| Chin, Leonard | Learning Support Services Teacher – Level IV | 3 | 1 | M.Ed from Simmons College; M. Ed from Boston College; BS Fitchburg State College |
| Hess, Kristine | Learning Support Services Teacher – Primary | 1 FTE substitute | 3 | BS in History from Mount Saint Mary College; New York Certificate in Elementary/Special Education. |
| Hetue, Linda | Occupational Therapy | 4 | 2 | MS Occupational Therapy from Boston University; MPH Master in Health Admin from Suffolk University; BS Business Admin; Certified Nationally; Licensed in MA |
| Nicolai, Paula | School Psychologist | 30 | 1 | MS in Counseling/Psychology from UMASS; BS Education from Bridgewater State; Cert. Elementary Ed, Special Needs, Guidance, School Psychologist, Licensed Certified Social Worker, Education Psychologist |
| Scholtz, Dorothy | SPED Teacher – Secondary | 3 | 4 | MS in Special Education from Simmons College; BA in English Literature; Mass Cert. in Spec. Needs K-12; Reg. Ed K-5 & 5-9, |
| Yeager, Vicki | Nurse/Crisis Manager | 30 | 8 | RN Nursing, AS Southwestern Michigan College |
| Extended Day | | | | |
| Ballou, Maura | Extended Day Manager | N/A | 9 | Assoc. Degree in Arts & Science, Fort Steilacoom College; Cert. First Aid CPR |
| Tierney, Theresa | Extended Day Assistant | N/A | 4 | |
| Administration | | | | |
| Algera, Pamela | Executive Assistant | N/A | 4 | Department of Education training for Information Services and TestWiz software |
| Levitt, Richard | Director of Development | | 2 | JD and Masters in Study of Environmental Law Vermont Law School; BS in Environmental Science & Management from Indiana University |
| Lothrop, Ellen | Admin Assist K-8 | N/A | 8 | |
| Paquin, Jeanne | Staff Accountant | N/A | 4 | |
| Shipp, Kristine | Business Manger | N/A | 5 | Nine years corporate accounting experience; attended Bentley College and Bridgewater State; attending UMASS-Amherst to earn Bachelors in Business Administration. |
| Sullivan, Maria | Admin Assist 9-12 | N/A | 1 | |
| Facilities | | | | |
| May, Stephen | Project Manager Facilities | 30 | 2 | Penn State, ECNE Meter School, South Easton Regional Tech |
| Zappi, Vincent | Building Maintenance | N/A | 4 | |

FINANCIAL PROFILE

The following five pages show the ***unaudited draft*** financial statements for the fiscal year ending June 30, 2004 exclusive of depreciation. These include: FY04 Statement of Financial Position, FY04 Statement of Activities and Changes in Net Assets, FY04 State and Federal Grants, FY04 Private Fundraising and Grants, and FY05 Approved Operating Budget. The independent audit will be completed in August/September 2004 and will be available by December 31, 2004. This audit will be provided to the Department of Education, the Legislature's Joint Committee on Education, Arts and Humanities, 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 781/982-4202.

Statement of Financial Position

UNAUDITED **For the period ending June 30, 2004** **DRAFT**

ASSETS

CURRENT ASSETS

| | |
|-----------------------------|---------|
| Cash | 477,912 |
| Restricted Cash | 7,903 |
| Restoration Fund | 0 |
| Deposits & Prepaid Expenses | 32,884 |
| Accounts Receivable | 25,197 |
| Grants/Tuition Receivable | 129,958 |
| Pledge Receivable | 12,500 |
| Due From SSCES, Inc. | 865,622 |

Total Current Assets \$1,551,976

Property & Equipment

| | |
|--------------------------|-----------|
| Furniture & Equipment | 56,593 |
| Technology | 70,478 |
| Building & Improvements | 1,140,893 |
| Leasehold Improvements | 313,186 |
| Accumulated Depreciation | (317,926) |

Net Property & Equipment \$1,263,224

Total Assets \$2,815,200

LIABILITIES & NET ASSETS

CURRENT LIABILITIES

| | |
|-------------------------------------|---------|
| Accounts Payable & Accrued Expenses | 474,334 |
| Pension Obligation | 421 |
| Due to Others | 5,817 |
| Operating Leases | 6,696 |
| Line of Credit | 0 |
| Restricted Foundation & Fundraising | 0 |

Total Current Liabilities \$487,268

Notes Payable, net of current portion

| | |
|---------------------|---------|
| BPBTC Bond Loan | 716,686 |
| Mortgage 4 A Street | - |

Total Liabilities \$1,203,953

Net Assets

| | |
|------------------------|-----------|
| Operating | 1,336,477 |
| Temporarily Designated | 82,242 |

Net Income 192,527

Total Equity \$1,611,246

TOTAL LIABILITIES & NET ASSETS

\$2,815,200

Statement of Activities and Changes in Net Assets

UNAUDITED

For the period ending June 30, 2004

DRAFT

| | Approved Budget | Actuals |
|---|--------------------|--------------------|
| REVENUES | | |
| Per Pupil Tuition | \$2,590,000 | \$2,973,666 |
| State & Federal Entitlement Grants | 124,737 | 198,198 |
| State Transportation Reim. | - | 50,112 |
| State & Fed Charter Start-up Grant | 45,000 | 55,790 |
| Program Fees | 85,000 | 115,161 |
| Project Fundraising & Misc. Contributions | 30,000 | 29,371 |
| Competitive Grant | 10,500 | 10,500 |
| Transfer from Development (SSCEF) | 50,000 | 50,000 |
| TOTAL REVENUES | \$2,935,237 | \$3,482,798 |
| EXPENSES | | |
| Personnel | | |
| Administration | \$325,976 | \$317,705 |
| Instructional Salaries | 1,576,56 | 1,665,776 |
| Benefits & Insurance | 197,44 | 129,426 |
| Professional Development | 18,100 | 17,836 |
| Total Personnel | \$2,118,087 | \$2,130,743 |
| Direct Student Costs | | |
| Student Transportation | \$59,000 | \$109,014 |
| Field Trip Expense | 36,000 | 51,792 |
| Academic Supplies | 61,650 | 69,279 |
| Student Services Contractor | 62,800 | 59,720 |
| Computer Support (incls parts & tech consult) | 45,000 | 57,553 |
| Furniture & Equipment | 15,000 | 9,215 |
| Testing/Accreditation | 7,500 | 3,793 |
| Total Direct Student Costs | \$286,950 | \$360,366 |
| Occupancy | | |
| Lease/Rental | \$167,400 | \$228,384 |
| Taxes | 12,500 | 49,892 |
| Utilities | 59,800 | 91,030 |
| Maintenance Contractors | 65,000 | 88,169 |
| Maintenance Supplies | 15,000 | 12,410 |
| Total Occupancy | \$319,700 | \$469,885 |
| Office | | |
| Insurance | \$42,000 | \$54,344 |
| Supplies | 20,000 | 21,464 |
| Telephone/Communication | 21,000 | 27,797 |
| Advertising | 13,000 | 15,321 |
| Postage & Shipping | 6,000 | 5,880 |
| Printing & Copying | 6,500 | 6,369 |
| Copier Leases/Maintenance Supplies | 15,000 | 10,731 |
| Professional Fees | 30,000 | 52,020 |
| Total Office | \$153,500 | \$193,926 |
| Other | | |
| Interest, Bank Fees, Payroll Processing | \$7,000 | \$21,663 |
| Events/Board Retreats/Graduation/Misc | 12,500 | 20,660 |

South Shore Charter School 2003/2004 Annual Report July 2004

| | | |
|--|--------------------|--------------------|
| Awards | 5,000 | 5,500 |
| Lease Termination | - | 87,529 |
| Total Other | \$24,500 | \$135,352 |
| Total Non-Personnel Expenses | 784,650 | 1,159,529 |
| TOTAL OPERATING EXPENSES | 2,902,737 | 3,290,272 |
| Operating Net Assets | 32,500 | 192,526 |
| | | |
| CAPITAL EXPENDITURES | | |
| Leasehold Improvements | \$30,000 | - |
| TOTAL CAPITAL EXPENDITURES | \$30,000 | - |
| | | |
| TOTAL ANNUAL EXPENSES | | |
| Principal Loan Payments | 2,500 | 6,086 |
| TOTAL EXPENDITURES & REPAYMENTS | \$2,935,237 | \$3,296,358 |
| | | |
| NET ASSETS AFTER CAPITAL | - | \$ 186,440 |

State & Federal Grant Awards

UNAUDITED **For the period ending June 30, 2004** **DRAFT**

State Grants

| | | |
|--|---------------|--|
| Charter School Start-Up Facilities Grant | \$55,790 | |
| Kindergarten Enhancement Program | <u>32,060</u> | |
| Total State Grants | 87,850 | |

Federal Grants

| | | |
|--|---------------|--|
| Special Education Allocation 94-142 | \$62,136 | |
| Title I Program and School Achievement | 67,933 | |
| Title II Improving Educator Quality | 12,856 | |
| Title II Technology | 1,766 | |
| Title V Innovative Programs | 3,597 | |
| SPED Professional Development | 6,000 | |
| Dissemination Grant | <u>11,850</u> | |
| Total Federal Grants | \$166,138 | |

Total State & Federal Grants **\$253,988**

Private Fundraising & Grants

Grants

| | | |
|------------------------------|---------------------------------------|----------|
| SSCEF, Inc. | Offset operating and capital expenses | \$50,000 |
| Hull Redevelopment Authority | Reimbursement for rental space | 10,500 |
| Youth Venture | Classical Guitar Project | 1,000 |
| D'Addario Foundation | Classical Guitar Project | 500 |

Fundraising & Donations

| | | |
|---------------------|------------------------------|---------|
| Project Fundraising | Project supplies/travel | \$9,525 |
| Parent Fundraising | Teacher appreciation | 15,457 |
| School Fundraising | Miscellaneous event proceeds | 2,247 |
| Trustee Fundraising | Annual Trustee contributions | 642 |

Total Private Funds **\$89,871**

FY05 Approved Operating Budget

UNAUDITED **For the period ending June 30, 2004** **DRAFT**

| | |
|---|------------------|
| REVENUES | 3,902,652 |
| Per-Pupil Tuition | 240,662 |
| Program Fees | 94,000 |
| Project Fundraising & Misc. Contributions | 10,000 |
| Capital Campaign Fundraising | 127,001 |
| Competitive Grants | 68,000 |
| Transfer From Development | 25,000 |
| TOTAL REVENUES | 4,467,315 |

| | |
|--------------------------------------|-----------|
| EXPENSES | |
| Personnel | 402,235 |
| District Leadership & Administration | 2,118,509 |
| Instructional Salaries | 261,933 |
| Benefits & Insurance | 39,600 |
| Professional Development-External | 2,822,277 |
| Total Personnel | |

Non-Personnel Expenses

| | |
|-------------------------------------|----------------|
| Student Transportation | 5,000 |
| Field Trip Expense | 36,000 |
| Academic Supplies | 104,650 |
| Direct Student Services Contractors | 19,000 |
| Computer Support | 47,000 |
| Furniture & Equipment | 30,000 |
| Testing/Accreditation | 10,000 |
| Total Direct Student Costs | 251,650 |

Occupancy

| | |
|-------------------------|----------------|
| Lease/Rental | 73,000 |
| Mortgage | 296,911 |
| Taxes | 9,550 |
| Utilities | 125,000 |
| Maintenance Contractors | 83,100 |
| Maintenance Supplies | 20,000 |
| Maintenance Vehicles | 5,000 |
| Total Occupancy | 612,561 |

Office

| | |
|---------------------------|---------|
| Insurance | 50,000 |
| Supplies | 25,000 |
| Telephone/Communication | 22,000 |
| Advertising | 10,000 |
| Postage & Shipping | 8,000 |
| Printing & Copying | 8,000 |
| Copier Leases/Maintenance | 13,500 |
| Audit, Legal & Consulting | 45,000 |
| Total Office | 181,500 |

Other

| | |
|--|--------|
| Interest, Bank Fees & Payroll Processing | 18,141 |
| Miscellaneous | 8,800 |
| Awards, Fellowships & College Savings | 3,000 |
| Total Other | 29,941 |

| | |
|-----------------------------|-----------|
| Total Non-Personnel Expense | 1,075,652 |
| TOTAL OPERATING EXPENSE | 3,897,929 |

| | |
|----------------------|---------|
| Operating New Assets | 569,386 |
|----------------------|---------|

Capital Expenditures

| | |
|----------------------------|--------|
| | 37,000 |
| TOTAL CAPITAL EXPENDITURES | 37,000 |

| | |
|---------------------------|---------|
| Bond Loan | 141,434 |
| Operating Leases | 10,000 |
| Reserves Required by Bank | 380,952 |

| | |
|--------------------------|---|
| Net Assets After Capital | - |
|--------------------------|---|

District Report Card - South Shore Charter School

South Shore Charter School (04880000)
Michael T. Munhall, District Superintendent

Mailing Address: 2 A Street

Hull, MA 02045

Phone: (781) 925-2225

Fax: (781) 925-9560

Website: <http://www.sscs-ma.org/>

This report includes information on the school's performance on the Massachusetts Comprehensive Assessment System (MCAS) by content area, grade level, and for particular student populations. Comparison data from the district, the state, and from 2003 are also provided. In addition, this report includes other information as required by the federal *No Child Left Behind* act.

| Enrollment - 2004 | | |
|---------------------------------------|-----------------|----------------|
| | District | State |
| Race/Ethnicity | | |
| African American | 9.3 % | 8.8 % |
| Asian | 1.9 % | 4.7 % |
| Hispanic | 1.6 % | 11.5 % |
| Native American | 0.8 % | 0.3 % |
| White | 86.3 % | 74.6 % |
| Gender | | |
| Male | 54.4 % | 51.5 % |
| Female | 45.6 % | 48.5 % |
| Selected Population Enrollment | | |
| Limited English Proficiency | 0.0 % | 5.0 % |
| Low-income | 23.0 % | 27.2 % |
| Special Education | 13.4 % | 15.6 % |
| Migrant | 0.0 % | 0.2 % |
| TOTAL COUNT | 366 | 980,818 |

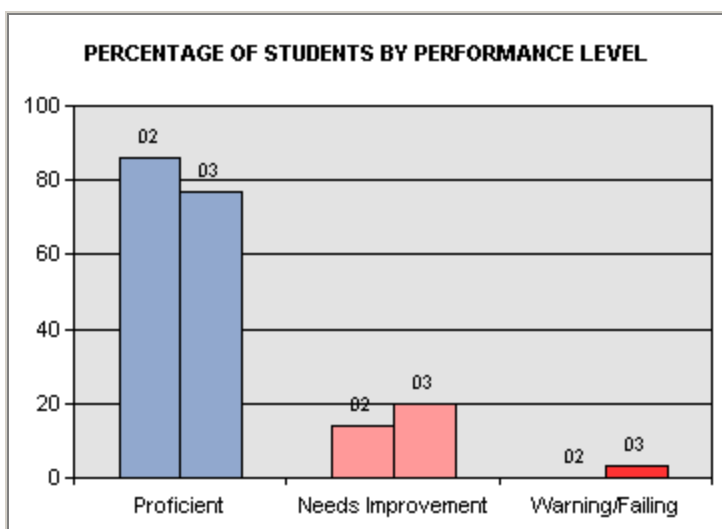
Grades Offered: K, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

Percent of teachers licensed: 65.72%

Percent of teachers in core academic subject areas who are Highly Qualified: 97.98%

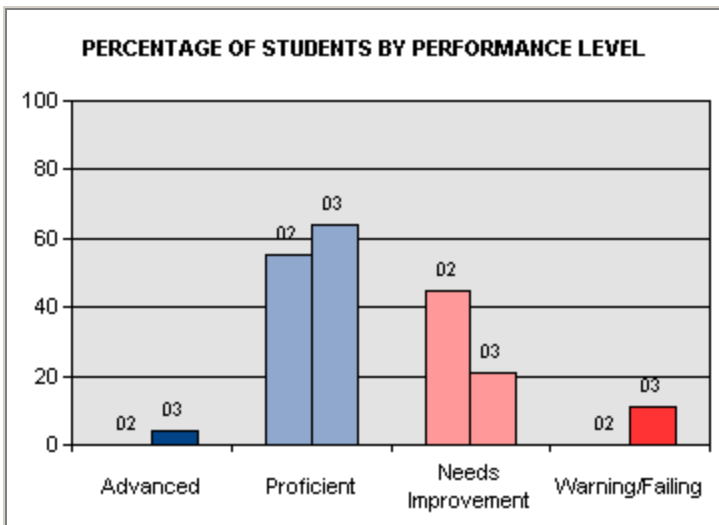
**District Report Card - South Shore Charter School
Grade 03 – Reading**

| | Included in Results | | % Students at Each Performance Level | | | |
|--|---------------------|-----|--------------------------------------|----|----|-----|
| | # | % | A | P | NI | W/F |
| STUDENT STATUS | | | | | | |
| Disabled | 5 | 100 | NA | | | |
| GENDER | | | | | | |
| Female | 15 | 100 | NA | 67 | 27 | 7 |
| Male | 20 | 100 | NA | 85 | 15 | |
| RACE/ETHNICITY | | | | | | |
| African American/Black | 4 | 100 | NA | | | |
| Asian or Pacific Islander | 1 | 100 | NA | | | |
| White | 30 | 100 | NA | 80 | 17 | 3 |
| LOW INCOME | 12 | 100 | NA | 75 | 17 | 8 |
| ALL STUDENTS | | | | | | |
| 2003 | 35 | 100 | NA | 77 | 20 | 3 |
| 2002 | 28 | 100 | NA | 86 | 14 | 0 |
| STATE | | | | | | |
| 2003 | 74114 | 100 | NA | 62 | 30 | 7 |
| 2002 | 74143 | 98 | NA | 67 | 27 | 6 |
| NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality | | | | | | |



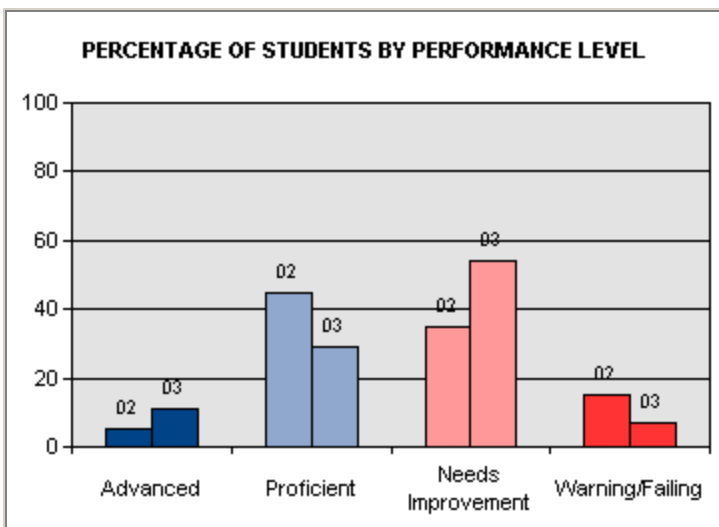
**District Report Card - South Shore Charter School
Grade 04 - English Language Arts**

| | Included in Results | | % Students at Each Performance Level | | | |
|--|---------------------|-----|--------------------------------------|----|----|-----|
| | # | % | A | P | NI | W/F |
| STUDENT STATUS | | | | | | |
| Disabled | 3 | 100 | | | | |
| GENDER | | | | | | |
| Female | 12 | 100 | | 75 | | 25 |
| Male | 16 | 100 | 6 | 56 | 38 | |
| RACE/ETHNICITY | | | | | | |
| African American/Black | 1 | 100 | | | | |
| Asian or Pacific Islander | 2 | 100 | | | | |
| Hispanic | 1 | 100 | | | | |
| White | 24 | 100 | 4 | 63 | 21 | 13 |
| LOW INCOME | 6 | 100 | | | | |
| ALL STUDENTS | | | | | | |
| 2003 | 28 | 100 | 4 | 64 | 21 | 11 |
| 2002 | 20 | 100 | 0 | 55 | 45 | 0 |
| STATE | | | | | | |
| 2003 | 75024 | 99 | 10 | 45 | 34 | 10 |
| 2002 | 75008 | 97 | 8 | 46 | 37 | 10 |
| NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality | | | | | | |



**District Report Card - South Shore Charter School
Grade 04 – Mathematics**

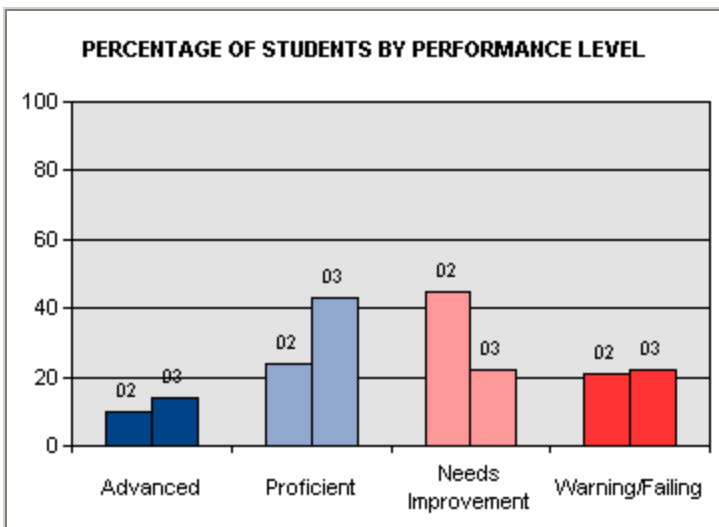
| | Included in Results | | % Students at Each Performance Level | | | |
|--|---------------------|-----|--------------------------------------|----|----|-----|
| | # | % | A | P | NI | W/F |
| STUDENT STATUS | | | | | | |
| Disabled | 3 | 100 | | | | |
| GENDER | | | | | | |
| Female | 12 | 100 | 8 | 17 | 58 | 17 |
| Male | 16 | 100 | 13 | 38 | 50 | |
| RACE/ETHNICITY | | | | | | |
| African American/Black | 1 | 100 | | | | |
| Asian or Pacific Islander | 2 | 100 | | | | |
| Hispanic | 1 | 100 | | | | |
| White | 24 | 100 | 13 | 33 | 46 | 8 |
| LOW INCOME | 6 | 100 | | | | |
| ALL STUDENTS | | | | | | |
| 2003 | 28 | 100 | 11 | 29 | 54 | 7 |
| 2002 | 20 | 100 | 5 | 45 | 35 | 15 |
| STATE | | | | | | |
| 2003 | 75339 | 100 | 12 | 28 | 43 | 16 |
| 2002 | 75682 | 98 | 12 | 27 | 42 | 19 |
| NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality | | | | | | |



**District Report Card - South Shore Charter School
Grade 06 – Mathematics**

| | Included in Results | | % Students at Each Performance Level | | | |
|------------------------|---------------------|-----|--------------------------------------|----|----|-----|
| | # | % | A | P | NI | W/F |
| STUDENT STATUS | | | | | | |
| Disabled | 3 | 100 | | | | |
| GENDER | | | | | | |
| Female | 18 | 100 | 11 | 56 | 17 | 17 |
| Male | 19 | 100 | 16 | 32 | 26 | 26 |
| RACE/ETHNICITY | | | | | | |
| African American/Black | 1 | 100 | | | | |
| Native American | 1 | 100 | | | | |
| White | 35 | 100 | 14 | 43 | 23 | 20 |
| LOW INCOME | 4 | 100 | | | | |
| ALL STUDENTS | | | | | | |
| 2003 | 37 | 100 | 14 | 43 | 22 | 22 |
| 2002 | 29 | 100 | 10 | 24 | 45 | 21 |
| STATE | | | | | | |
| 2003 | 78040 | 100 | 16 | 26 | 32 | 26 |
| 2002 | 78561 | 99 | 13 | 28 | 29 | 29 |

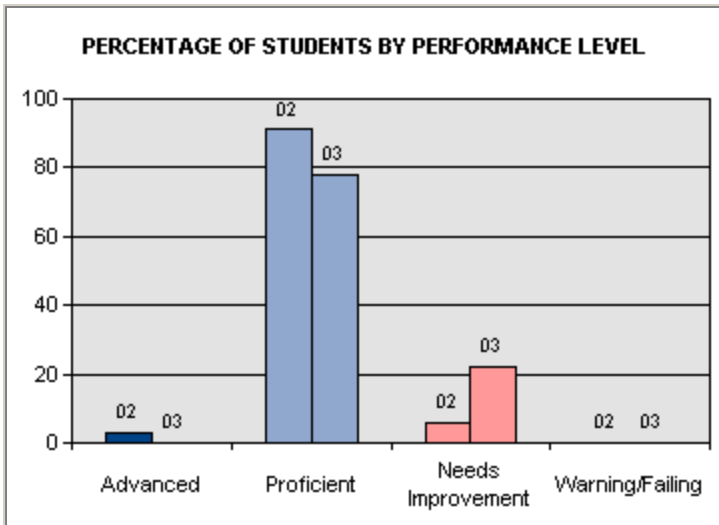
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality



**District Report Card - South Shore Charter School
Grade 07 - English Language Arts**

| | Included in Results | | % Students at Each Performance Level | | | |
|------------------------|---------------------|-----|--------------------------------------|----|----|-----|
| | # | % | A | P | NI | W/F |
| STUDENT STATUS | | | | | | |
| Disabled | 6 | 100 | | | | |
| GENDER | | | | | | |
| Female | 14 | 100 | | 79 | 21 | |
| Male | 18 | 100 | | 78 | 22 | |
| RACE/ETHNICITY | | | | | | |
| African American/Black | 4 | 100 | | | | |
| White | 28 | 100 | | 79 | 21 | |
| LOW INCOME | 6 | 100 | | | | |
| ALL STUDENTS | | | | | | |
| 2003 | 32 | 100 | | 78 | 22 | |
| 2002 | 35 | 100 | 3 | 91 | 6 | 0 |
| STATE | | | | | | |
| 2003 | 79345 | 99 | 8 | 57 | 28 | 7 |
| 2002 | 76710 | 97 | 9 | 55 | 28 | 8 |

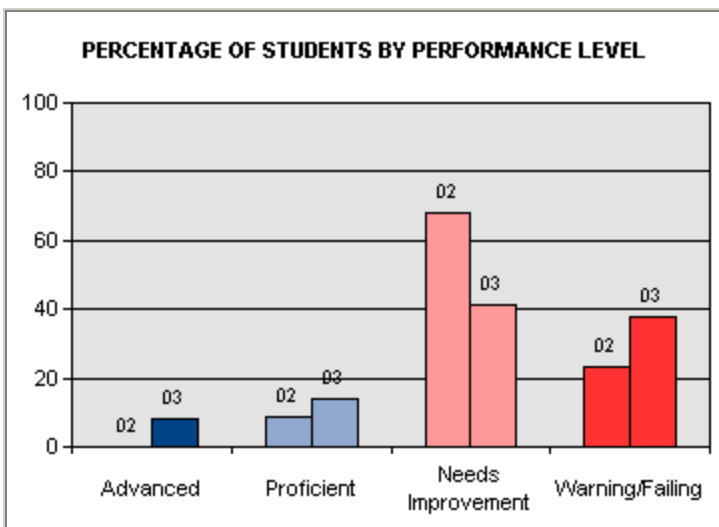
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality



**District Report Card - South Shore Charter School
Grade 08 – Mathematics**

| | Included in Results | | % Students at Each Performance Level | | | |
|---------------------------|---------------------|-----|--------------------------------------|----|----|-----|
| | # | % | A | P | NI | W/F |
| STUDENT STATUS | | | | | | |
| Disabled | 7 | 100 | | | | |
| GENDER | | | | | | |
| Female | 10 | 100 | | 20 | 50 | 30 |
| Male | 27 | 100 | 11 | 11 | 37 | 41 |
| RACE/ETHNICITY | | | | | | |
| African American/Black | 1 | 100 | | | | |
| Asian or Pacific Islander | 1 | 100 | | | | |
| Hispanic | 1 | 100 | | | | |
| White | 34 | 100 | 9 | 12 | 41 | 38 |
| LOW INCOME | 5 | 100 | | | | |
| ALL STUDENTS | | | | | | |
| 2003 | 37 | 100 | 8 | 14 | 41 | 38 |
| 2002 | 22 | 100 | 0 | 9 | 68 | 23 |
| STATE | | | | | | |
| 2003 | 78589 | 99 | 12 | 25 | 30 | 33 |
| 2002 | 74890 | 98 | 11 | 23 | 33 | 33 |

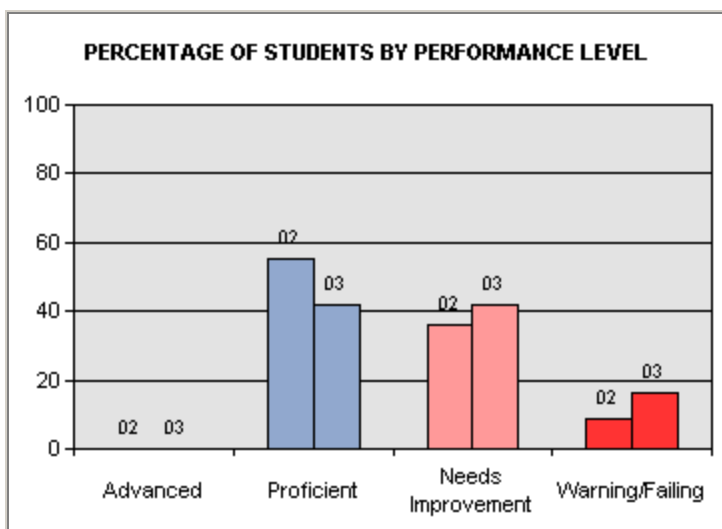
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality



**District Report Card - South Shore Charter School
Grade 10 - English Language Arts**

| | Included in Results | | % Students at Each Performance Level | | | |
|-----------------------|---------------------|-----|--------------------------------------|----|----|-----|
| | # | % | A | P | NI | W/F |
| STUDENT STATUS | | | | | | |
| Disabled | 8 | 100 | | | | |
| GENDER | | | | | | |
| Female | 8 | 100 | | | | |
| Male | 10 | 100 | | 40 | 50 | 10 |
| RACE/ETHNICITY | | | | | | |
| White | 19 | 100 | | 42 | 42 | 16 |
| LOW INCOME | 2 | 100 | | | | |
| ALL STUDENTS | | | | | | |
| 2003 | 19 | 100 | | 42 | 42 | 16 |
| 2002 | 11 | 100 | 0 | 55 | 36 | 9 |
| STATE | | | | | | |
| 2003 | 69607 | 99 | 20 | 40 | 28 | 12 |
| 2002 | 65669 | 96 | 20 | 40 | 27 | 13 |

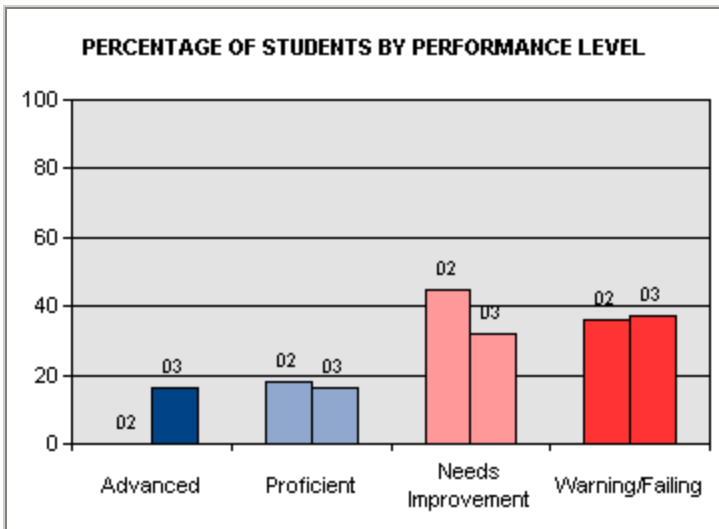
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality



**District Report Card - South Shore Charter School
Grade 10 – Mathematics**

| | Included in Results | | % Students at Each Performance Level | | | |
|-----------------------|---------------------|-----|--------------------------------------|----|----|-----|
| | # | % | A | P | NI | W/F |
| STUDENT STATUS | | | | | | |
| Disabled | 8 | 100 | | | | |
| GENDER | | | | | | |
| Female | 8 | 100 | | | | |
| Male | 10 | 100 | 30 | 20 | 30 | 20 |
| RACE/ETHNICITY | | | | | | |
| White | 19 | 100 | 16 | 16 | 32 | 37 |
| LOW INCOME | 2 | 100 | | | | |
| ALL STUDENTS | | | | | | |
| 2003 | 19 | 100 | 16 | 16 | 32 | 37 |
| 2002 | 11 | 100 | 0 | 18 | 45 | 36 |
| STATE | | | | | | |
| 2003 | 70263 | 100 | 24 | 27 | 28 | 21 |
| 2002 | 66674 | 97 | 20 | 24 | 31 | 25 |

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality



**District Report Card - South Shore Charter School
Mid-Cycle AYP Report**

| ENGLISH LANGUAGE ARTS | | | | | | | | | | | | |
|-----------------------|---------------|----------|-----|------------|-------------|------|------------|-------------|------------|---------------|------------|----------|
| Student Group | Participation | | | | Performance | | | Improvement | | CD Attainment | | AYP 2003 |
| | Enrolled | Assessed | % | Met Target | N | CPI | Met Target | CPI Change | Met Target | % | Met Target | |
| Aggregate | 114 | 114 | 100 | Yes | 114 | 87.1 | Yes | 2.7 | Yes | 100 | N<6 | Yes |
| Lim. English Prof. | 0 | 0 | - | - | 0 | - | - | - | - | - | - | - |
| Spec. Ed. | 22 | 22 | 100 | Yes | 22 | 69.3 | No | 36.9 | Yes | 100 | N<6 | Yes |
| Free Lunch | 26 | 26 | 100 | Yes | 26 | 86.5 | Yes | 12.4 | Yes | - | N<6 | Yes |
| Afr. Amer./Black | 9 | 9 | - | - | 9 | - | - | - | - | - | - | - |
| Asian or Pacif. Isl. | 3 | 3 | - | - | 3 | - | - | - | - | - | - | - |
| Hispanic | 1 | 1 | - | - | 1 | - | - | - | - | - | - | - |
| Native American | 0 | 0 | - | - | 0 | - | - | - | - | - | - | - |
| White | 101 | 101 | 100 | Yes | 101 | 86.9 | Yes | 0.8 | Yes | 100 | N<6 | Yes |

| MATHEMATICS | | | | | | | | | | | | |
|----------------------|---------------|----------|-----|------------|-------------|------|------------|-------------|------------|---------------|------------|----------|
| Student Group | Participation | | | | Performance | | | Improvement | | CD Attainment | | AYP 2003 |
| | Enrolled | Assessed | % | Met Target | N | CPI | Met Target | CPI Change | Met Target | % | Met Target | |
| Aggregate | 121 | 121 | 100 | Yes | 121 | 67.8 | Yes | 2.2 | Yes | 100 | N<6 | Yes |
| Lim. English Prof. | 0 | 0 | - | - | 0 | - | - | - | - | - | - | - |
| Spec. Ed. | 21 | 21 | 100 | Yes | 21 | 40.5 | No | -3.3 | No | 100 | N<6 | No |
| Free Lunch | 17 | 17 | - | - | 17 | - | - | - | - | - | - | - |
| Afr. Amer./Black | 3 | 3 | - | - | 3 | - | - | - | - | - | - | - |
| Asian or Pacif. Isl. | 3 | 3 | - | - | 3 | - | - | - | - | - | - | - |
| Hispanic | 2 | 2 | - | - | 2 | - | - | - | - | - | - | - |
| Native American | 1 | 1 | - | - | 1 | - | - | - | - | - | - | - |
| White | 112 | 112 | 100 | Yes | 112 | 67.6 | Yes | 0.4 | Yes/SH | 100 | N<6 | Yes |

NOTE: An asterisk (*) appears if the AYP determination changed on appeal.

| Adequate Yearly Progress History | | | | | | | | | | |
|----------------------------------|-----------------------|------|------|------|------|-------------|------|------|------|------|
| | English Language Arts | | | | | Mathematics | | | | |
| | 1999 | 2000 | 2001 | 2002 | 2003 | 1999 | 2000 | 2001 | 2002 | 2003 |
| Students | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Aggregate | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| All subgroups | N/A | N/A | N/A | N/A | Yes | N/A | N/A | N/A | N/A | No |

Data Definitions

Race/Ethnicity:

African-American - A person having origins in any of the black racial groups in Africa.

Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands and Samoa.

Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

Native American - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community attachment.

White - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Limited English Proficient - Defined as "a student whose first language is a language other than English who is unable to perform ordinary classroom work in English."

Low Income - An indication of whether the student meets ANY ONE of the following definitions of low income: (1) The student is eligible for free or reduced price lunch; or (2) The student receives Transitional Aid to Families benefits; or (3) The student is eligible for food stamps.

Migrant - An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

Percent of teachers licensed - The percentage of teachers with Provisional, Initial, or Professional licensure (all teaching staff, including long-term substitutes). This information is not required from charter schools.

Percent of core academic classes taught by highly-qualified teachers - The percentage of staff, measured in "full-time equivalency", teaching in core academic areas, that meet the NCLB definition of highly-qualified. To meet the definition, teachers must hold a valid Massachusetts license AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

Performance Level Definitions (MCAS):

(A) Advanced - Students demonstrate a superior understanding of challenging subject matter, and solve a wide variety of problems.

(P) Proficient - Students demonstrate a solid understanding of challenging subject matter, and solve a wide variety of problems.

(NI) Needs Improvement - Students demonstrate partial understanding of subject matter, and solve some simple problems.

(W/F) Warning/Failing - Students demonstrate minimal understanding of subject matter, and do not solve simple problems.

Special Education: Students who have an individualized Education Plan (IEP).

Adequate Yearly Progress Performance: A determination of whether a school/district has made "adequate yearly progress". Detailed information on the AYP determinations can be found on the MA Department of Education website at <http://www.doe.mass.edu/sda/sprp/cycleIII/>.

Accountability Plan 2001/2004

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 | 2003 | Current 2004 |
|--|--|---|---|---|--|---|---|
| All Level III, IV, V, and VI SSCS students will participate in experiential projects and meet project requirements | 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 | Data Tracking form under development 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% | Level III – 100% Level IV –100% Level V – 87% Level VI – 90% |
| 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 | 1. 100% Met Goal 2. Level I 100% Level II 95% Level III 98% 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 students must attain a score of | 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% | 1. 95% of Level V and 100% of Level VI met Exit Standard 2. 100% passed debate with 70% 3. 100% did internships |

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| | 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 | 92% 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% | Level I - 100% Level II – 100% Level III- 97% |
| 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% | Level I – 99% Level II – 96% Level III – 90% Level IV - 80% Level V - na Level VI –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. | 302 of 360 of k-12 students responded to survey . |

Student Performance Goals

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

| Student Objective | Performance standard | Assessment Method | Assessment Schedule | 2001 | 2002 | 2003 | Current 2004 |
|--|--|--------------------------------|---|---|---|--|--|
| 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 | 95% 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% | Level I – 100% Level II – 100% Level III – 98% Level IV – 98% Level V – 53% Level VI – 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% | Level I – 98% Level II – 98% Level III – 100% Level IV - 100% Level V – 75% Level VI 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% | 100 % |
| Students in Level V will be able to meet the college course requirement in the SSCS Exit Standards to graduate | 80% of Level V students will receive a passing grade (C or better) at an accredited college or university | External: College Grade report | End of Level V | 94% | 100% | 100% | 100 % |
| Students in Level V will be able to meet the technology Exit Standard in order to be | 100% of Level V students must attain Microsoft User Certification | External: User Test | End of Level V | 94% | 100% | 100% | 100% |

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| promoted to graduate | | | | | | | |
| 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% | Grade 3 Reading: 96% Grade 4 ELA: 89% Grade 4 Math: 93% Grade 5: Sci : 96% Grade 6 Math: 78 % Grade 7 ELA: 100% Grade 8 Sci: 84% Grade 8 Math: 62%* Grade 10: ELA 89% Grade 10 Math: 67%* |
| 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 | 100% graduates accepted to college SAT mean ____ |
| 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 | 88% agreed or strongly agree |
| 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 | Full School 91% of survey responses that low ratios supported student learning Awarded K grant that placed aides in all K classrooms |

Student Performance Goals

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

| Student Objective | Performance standard | Assessment Method | Assessment Schedule | 2001 | 2002 | 2003 | Current 2004 |
|---|--|--------------------------|----------------------------|--|--|--|--|
| 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 | SSCS spent \$155 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 | 21 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. | Update published weekly (40 issues) Website provides extensive information. Survey: 93% 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% | 93.5% |

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 | 2003 | 2004 |
|---|---|---------------------------------------|--|--|--|--|
| 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 | K-8 Completed 9-12 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 | 100% of projects met approved criteria |

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|--|---|--|---|---|--|---|
| 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 \$167 per student on Professional Development | SSCS spent \$160 per student on Professional Development | SSCS spent \$159 per student on Professional Development | SSCS spent \$155 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. | Annual report for 2003 completed August 2003 – all 4 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 | 2003 | Current 2004 |
|---|--------------------------------------|---------------------------------------|-------------------------------|-------------------------------|------------------------------|------------------------------|
| 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 | 93% agree or strongly agreed |

| | | | | | | |
|---|--------------------------------------|----------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| SSCS will provide a responsive family partnership | 80% of survey respondents will agree | Annual satisfaction Survey | 80% agreed or strongly agreed | 69% agreed or strongly agreed | 90% agreed or strongly agreed | 93% agreed or strongly agreed |
|---|--------------------------------------|----------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|

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 | 2003 | 2004 |
|--|---|--|---|--|---|--------------------------------------|
| 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. | Site visit report stated "SSCS made significant efforts". | Refer to Dissemination Section |
| 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 2004 and available by December 31, 2004.

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 | 360.42 |
| Wait List | 0 | 35 | 2 | 35 | 227 |
| Number of applications | 110 | 134 | 90 | 103 | 452 |
| Withdrawals | 54 | 51 | 91 | 51 | 80 |

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

| Expectation | Strategies for attainment | 2001 | 2002 | 2003 | Current 2004 |
|--|--|---|--|---|--|
| 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. | <ol style="list-style-type: none"> 1. Published annually 2. Met once 3. SSCS offers committees in which students, faculty and parents work together 4. 91% 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 \$167 per student on | Primary: 17 out of 18 FTE returning Secondary: 11 FTE returning Instituted compensation grid for teaching staff, along with a supplement agreement to increase compensation based on per pupil revenue and FTE increases | 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. Implemented compensation for teaching faculty. | Primary: 16 out of 20 FTE returning Secondary 10 out of 11 FTE returning Able to fully fund the 100% salary grid for next year's teachers. \$155 per student on Professional |

| | | Professional Development | beyond base. \$160 per student on Professional Development | \$159 per student on Professional Development. | Development |
|---|---|--|--|---|--|
| SSCS will provide clear and stable leadership | <p>Board of Trustees Training Ongoing Administration professional development</p> <p>Search committee in process of hiring new executive director</p> | <p>Interim Executive Director announced departure effective June 30· 2001</p> <p>Primary Head of School at SSCS 6 years</p> <p>Secondary Head of School, in this SSCS position, 1.5 years.</p> <p>81% surveyed felt that SSCS's leadership was stable</p> <p>63% surveyed felt Board is strong and stable.</p> | <p>New Executive Director starts August 1· 2002, after one-year vacant position.</p> <p>Primary Head of School at SSCS 7 years</p> <p>Secondary Head of School at SSCS 2.5 years but resigned before year-end.</p> <p>49% survey ed felt that SSCS's leadership was stable</p> <p>35% surveyed felt Board is strong and stable</p> | <p>Board training on Strategic Plan process with Case & Mann consultants.</p> <p>Executive Director in place for full year, returning for 03/04</p> <p>Primary Head of School at SSCS 8 years.</p> <p>New Secondary Head of School resigned end of 03. Search is on going.</p> <p>86% surveyed felt that SSCS's leadership was stable</p> <p>85% surveyed felt the Board is strong & stable</p> | <p>Board training on fundraising</p> <p>Executive Director in place for second year, returning for 04/05</p> <p>Primary Principal at SSCS for 9 years leaving to head another school. Replaced by an Asst. Principal.</p> <p>New Secondary Principal in place and returning for 04/05 as K-12 Principal</p> <p>92% surveyed felt that SSCS's leadership was stable</p> <p>82% surveyed felt the Board is strong & stable</p> |

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|--|--|---|--|--|--|
| <p>SSCS will secure adequate facilities to meet our students needs</p> | <ol style="list-style-type: none"> 1. Maintain an active facilities committee 2. Engage a commercial real estate firm 3. Seek funding to achieve goal | <ol style="list-style-type: none"> 1. Facilities committee meets regularly 2. Real estate firm retained March 2001 3. Development committee formed 4. 63% surveyed felt facilities adequate | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 1. Purchase and Sale signed on July 3rd, 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. | <ol style="list-style-type: none"> 1. Completed purchase of a permanent campus. (\$5,500,000) * Renovated Phase 1 for Secondary School to move in March 1. * Renovation begun on Phase 2 for completion by Aug. 27, 2004 (\$2,200,000) * 85% survey felt facilities adequate – many not liking current facilities commented on improvements of next years building. |
|--|--|---|--|--|--|