

# SOUTH SHORE CHARTER PUBLIC SCHOOL

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

July 30, 2005

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

Dear Ms. Bachofer,

It is our pleasure to submit this 2005 Annual Report reviewing the tenth year of South Shore Charter Public School. This was a momentous year for the school with completion of the move to the Norwell facility, enrollment growth to the cap of 468 students, renewal of another five-year charter, an approved Coordinated Program Review, and continued focus on refining the curriculum. Led by the Executive Director and Board of Trustees, the school community, including students, faculty, the administration and parents, worked in a unified manner to achieve these accomplishments throughout the year.

The year began with the school opening its doors in a permanent home for the first time; finally fulfilling a long awaited goal of having one single campus for Kindergarten through grade twelve. After long struggles with leased facilities and challenges with maintaining stable enrollment, the Norwell location has given new strength to the school's future viability. The move, while long awaited and welcomed, created new challenges for the community. From coordinating drop-off and pickup to learning to have all 468 students and staff working in the same space to making friends with our new neighbors, the year was one opportunity after another to test the strength of our school community.

The move to Norwell and the School's increased visibility and improved reputation enhanced our position on the South Shore. A significant result was that applications for enrollment soared 438% over those for 2003-2004. As a result, wait lists were maintained in most grades all year. Demand remains high for the upcoming 2005-2006 school year, with over 303 applications for 29 openings during the February enrollment lottery.

After the school year started, attention was focused on the upcoming visits of the Charter Renewal Site Visit Team and the Coordinated Program Review Team. These visits both occurred within a month of each other and resulted in favorable reports. The items that were noted for improvement have become goals for the immediate future.

The restructuring of the grade Levels that was done two years ago served the school well this year. The Level changes had been implemented in anticipation of being in one building and allowed staff to combine efforts to improve inter-grade cooperation and focus on program development. The new administrative structure of a K-12 Principal and Assistant Principal seemed to work well as the roles were defined and met the leadership needs of the staff and students.

School finances were well managed. The summer of 2004 saw the Phase 2 renovation of the new building demanding \$2.2 million and a cooperative effort to move the school from Hull to Norwell. Maintenance staff and teachers worked in tight harmony to accomplish this transition. All leases in Hull have been completed. Responsible budget management on the part of the administration and Board is supporting the needs of the current program even as we move toward further completion of the school's renovation. Future renovation is important, as about one third of the building remains unoccupied. The school is continuing a capital campaign to raise funds to renovate additional space targeting the chemistry/biology lab and library.

As Massachusetts Lt. Governor Kerry Healey dedicated the new campus in a May 2005 ceremony and helped us to celebrate our tenth anniversary and second re-chartering, we realized that South Shore Charter Public School is now ready to fully assume the founding vision of being an outstanding regional school with an experiential emphasis. We are no longer a school attempting to establish itself but we are growing to maturity as a positive force for improved educational opportunity for the area's children. The dramatic increased interest in our school is solid evidence that we are meeting the needs of many South Shore families and offering hope to others.

Sincerely,

Kathy Arthur-Tyler  
Board of Trustees, Chair

33 Grasshopper Lane  
Scituate, MA 02066

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**EXECUTIVE SUMMARY**

South Shore Charter Public 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:** **100 Longwater Circle**  
**Norwell, MA 02061**  
**PH: 781/982-4202**  
**FAX: 781/982-4201**

**Executive Director:** Michael T. Munhall, M.A.  
**Principal:** Thomas J. Gorsuch, PhD  
**Assistant Principal:** Ted Hirsch, M.A.  
**Learning Services:** Elaine French, M.Ed.  
**Guidance:** Mary Carter, M.A.

**Enrollment:** 468  
**Student/Teacher Ratio:** 8.91 to 1  
**Instructional Days:** 180

**Time-In- Learning**  
 Grades K-6: 1035 (135 hours more than state minimum)  
 Grades 7-8: 1080 (180 hours more that state minimum)  
 Grades 9-12: 1098 (90 hours more than state minimum)

<b>TESTING</b>	
<i>MCAS % passing by 12<sup>th</sup> grade</i>	
Language Arts:	100%
Math:	100%
<i>SAT I Mean (old)</i>	
Verbal:	489
Math:	479
<i>New SAT Mean</i>	
Reading	660
Math	590
Writing	620

**Curriculum:**

South Shore Charter Public 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 yearlong experiential learning “projects,” are the foundation of the SSCPS 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 SSCPS 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 two 3-credit college courses, 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:** SSCPS 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, Drew University, Drexel University, Embry Riddle, 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 Public School (SSCPS) 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 SSCPS 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, SSCPS 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.

SSCPS 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, SSCPS 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, SSCPS 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 SSCPS 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 Public 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 2004-2005 school year, SSCPS demonstrated its success at weaving together 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. SSCPS provided a balanced project and academic schedule.
- b. SSCPS promoted respectful culture and family partnership.
- c. SSCPS actively disseminated its model.

**III. Viability: Is the School a Viable Organization?**

SSCPS 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.**

SSCPS 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 SSCPS 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 25 projects offered at SSCPS.

SSCPS 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 SSCPS 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, 100% met this goal. 93% of Level V and 97% 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, 89% of the respondents strongly agreed or agreed that projects develop teamwork, 90% agreed that projects develop communication skills, 87% agreed that projects provide opportunities for student leadership, and 92% 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. 78% 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 99% of Level III students met the Exit Standard of achieving a passing grade in coursework. In Level IV, 85% met this standard. 38% of Level V students and 79% of Level VI students met this graduation standard. For the portfolio requirement, 100% of Level I, 99% of Level II, and 100% of Level III met the Exit Standard. In the high school, 50% of Level V students satisfactorily completed the portfolio and 70% of Level VI students did so.

As to community service requirements, 98% of Level I students, 100% of Level II students, 100% of Level III students, and 100% 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. 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 2004-2005, 467.11 FTE students were enrolled with a total of 52.45 full-time and part-time teaching faculty for an overall student/faculty ratio of 8.91 to 1. SSCPS had 2.89 part-time specialists provide services for all K-12 students.

SSCPS offers a varied and complete approach to student guidance and accountability. SSCPS 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, 83% of survey respondents agreed or strongly agreed that our student-teacher ratio supports student learning and 85% of the respondents agreed that SSCPS 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 that regard the School has leased/purchased 148 new computers and has setup a computer lab with 25 workstations. In our community survey, 78% of our respondents agreed or strongly agreed that SSCPS 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 91.7% for grades K-12. SSCPS 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 SSCPS: 84% of survey respondents agreed or strongly agreed that projects motivate students to learn. As SSCPS is a school of choice, students usually are involved in the decision to attend SSCPS and, once enrolled, are empowered to pursue their interests while here.

The 2004-2005 school year started on September 13, 2004 and ended June 24, 2005. The year had 180 instructional days. The Time In Learning requirement was exceeded at all Levels:

##### **Level I to III**

Daily Schedule – 8:15-3:00 with 5.75 hours of instructional learning, 1 hour for lunch and recess  
2004-2005 SSCPS Structured Learning Time=180 x 5.75 = 1035 hours  
Structured Learning Time required by the Commonwealth = 900 hours

##### **Level IV**

Daily Schedule – 8:15-3:00 with 6.0 hours of instructional learning, 1 hour for lunch and recess  
2004-2005 SSCPS Structured Learning Time = 180 x 6.0 = 1080 hours  
Structured Learning Time required by the Commonwealth= 900 hours

##### **Levels V and VI**

Daily Schedule – 8:15-3:00 with 6.0 hours of instructional learning, 45 minutes for lunch/breaks  
2004-2005 SSCPS Structured Learning Time = 180 x 6.0 = 1080 hours  
Structured Learning Time required by the Commonwealth = 990 hours



**Class of 2005 College/University Acceptances**

<b>Student Name</b>	<b>College/University Acceptance</b>
Heather Brady	Green Mountain College
Alina Breyneart	U Mass Boston
Jamie Clark	Quincy College
Carolyn Coyne	U Mass Amherst
Matthew Gambardello	U Mass Dartmouth
Adam Gross	Embry Riddle
Roy Harris	Drexel University
Greg Ginsburg	Quincy College
Josh Kohl	Quincy College
Lindsay Mitchell	Suffolk University
Charles Moore	Eastern Nazarene College
Brian Pratt	Daniel Webster
Kenneth Russell	Drew University
Amanda Selig	Curry College

**College Courses, Dual Enrollment and Internships**

As part of the Exit Standards, student in Level VI (11-12) are required to take two pre-approved three-credit college courses and receive a C or better. Students typically enroll at Quincy College. SSCPS students are reimbursed for the tuition (up to the cost of a course at Quincy College \$297.00) as long as the grade requirement is met.

Dual Enrollment is a program where students take college course in lieu of high school courses. For the Academic Year 2004-2005 we had one student participate in Dual Enrollment at U Mass Boston. Students must meet a GPA requirement and receive the permission of the Principal and Guidance to participate in dual enrollment.

Another graduation requirement for Level VI is an internship. Students participate in a variety of career opportunities including: a business, Technical Skate Shop in Norwell; a hospital, Boston Medical Center in Boston; and an animal shelter, Hull Seaside Animal Rescue in Hull. A majority of this years' senior class participated in the Junior Achievement Academy at Boston College where students learned how to develop and implement a business plan over the course of 12 weeks.

**Professional Development**

SSCPS 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 SSCPS spent \$30,016 on fees for external workshops, dues and subscriptions, and salaries. SSCPS held monthly full faculty meetings to discuss educational issues. SSCPS offered to reimburse each full time faculty member \$300 for professional development opportunities. Also, full-time faculty were able to apply for additional professional development funds up to a maximum of \$2,000. Due to the renovation of our new facility, four-in-house professional development days were used to set up new classrooms, have level meetings and organize curriculum adding approximately \$33,148 to our professional development costs. This averages to approximately \$135 per student for professional development. 84% of our survey respondents felt that our teachers' abilities to diversify instruction aided in student engagement. Faculty participated in the following professional development opportunities: aided in student engagement. Faculty participated in the following professional development opportunities:

**Curriculum Instruction:** Orton Gillingham Training; Teaching Vocabulary Across the Content Areas; Early Childhood Coordinator's Conference; Language Arts Standards/Benchmarks for K's; Grant Writing Workshop; Project Read/Reading First Workshop; Quality Full Day Kindergarten Conference; NCLB Workshop – Implementing Year 3; Strengthening Foreign Language Instruction; Fluency Strategies; New England Associations of Teachers of English; Exeter Humanities Institute; METCO Conference.

**Classroom Management:** Stress Management for Staff; Discipline Strategies Seminar; Peer Mediation; Strategies for Working with Difficult Students; Powerful Discipline Strategies that Reduce Behavior Problems K-8; Co-Teaching That Works; Restraint Training.

**Math:** Math for the MCAS, Singapore Math Workshop, Math Facts and Number Sense, Discrete Mathematics, Everyday Math

**Learning Services:** DOE Conferences on new SPED Regulation; Integration in the Classroom with Asperger's Syndrome; Developmental Disabilities in Children and Adolescents; Use of Applied Behavioral Analysis, TEACCH and Other Educational Methodologies in the Classroom and Beyond; Woodcock-Johnson III Introduction Training; Inclusion Strategies; Working with Students with Asperger's, Autism & Non-Verbal Disorders; Adolescent Mental Health and Awareness.

**Science & Technology:** Connecting Science and Literacy; Building a Presence in Science: NST Association; Integrating Technology in the Classroom; Spice up your Teaching with PowerPoint; Technology for Teachers; AMNH: Space Time & Motion; Sea Pearch: Exploring the Oceans in the Classroom; Sea Pearch National Conference.

## II. SCHOOL PERFORMANCE

### a. SSCPS 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. SSCPS 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.

SSCPS 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. SSCPS offered a 180-day school year and 1,098 instructional hours at the High School, exceeding state-mandated hours by 90 hours. Our Primary School operated for 1035 hours, exceeding state-mandated hours by 135 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 SSCPS 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. 93% of survey respondents feel SSCPS 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 SSCPS 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.

SSCPS 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.

2004-2005 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; SSCPS
I	Drama	Community Development	SSCPS
II	International Cooking	Community Development, International	SSCPS
II	Woodworking	Community Development	Habitat for Humanity; Holly Hill Farm, Hull Seaside Animal Rescue
II	Art Force	Community Development	SSCPS, Habitat for Humanity, Eastern Service Workers
II	Newspaper	Community Development	SSCPS
III/IV	The Wave	Community Development	SSCPS
III	Art Works	Community Development	SSCPS Community Non-Profit
III	Drama	Environmental	SSCPS
III	Cross Generational Education	Environmental	Southwood Nursing Home, Norwell, MA
IV	Environmental Interpretation	Environmental	New England Wildlife Center
IV	Quest	Environmental	South Shore Quest Committee
IV	Sewing Success	Community Development	South Shore Art Center
IV	Marketing	Community Development	Food for Free, Children's Hospital, SSCPS
IV	Soda Pop Records	Community Development	SSCPS, String Project, Music Classes, Chorus
V & VI	Rock Monkey	International	Norwell YMCA
V & VI	Robotics	Community Development	Machine Science
V & VI	Journalism	Community Development	SSCPS
V & VI	Environmental	Environmental	Holly Hill Farm
V & VI	Art	Community Development	Hull Chamber of Commerce; Wear & Tear
V & VI	Playwriting & Performance	Community Development	The Company Theatre
V & VI	Cultural Exchange	International	South West School, Intibuca, Honduras

**b. SSCPS promoted a respectful culture and family partnership.**

SSCPS is open to and respectful of its community. We communicate school events regularly through a weekly newsletter and maintain a web page. 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. 82% of respondents believe the leadership team guides regular open communication. On a rotating basis, the administration conducted weekly parent coffees for each grade to open lines of 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 SSCPS because of its full inclusion program. SSCPS 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 16.5% of our 467.11 FTE students required Special Education Services in 2004-2005. SSCPS does not have any students with limited English proficiency. An annual Parent survey identifies any student who has limited English proficiency. SSCPS 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, 90% of the respondents agreed or strongly agreed that SSCPS provides families with opportunities for governance and volunteering and 73% were satisfied with their own level of involvement with the school.

### **c. SSCPS actively disseminated its model.**

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

#### **MEMBERSHIPS**

- Executive Director member of the Board of the Massachusetts Charter School Association
- Member of the Southeastern Massachusetts Charter School Consortium
- South Shore Educational Collaborative
- National Science Teachers Association
- Charter School Development Directors Network
- Core Knowledge Foundation
- Massachusetts High School Drama Guild
- Massachusetts Charter School Association
- Massachusetts Charter School Basketball League
- Massachusetts Secondary School Administration
- National Honor Society
- Norwell Chamber of Commerce

- South Shore Chamber of Commerce
- Association for Supervision and Curriculum Development
- Massachusetts School Counselors Association
- National Association of Student Councils

### **FACULTY**

- Cultural Presentation of Mexican holiday “Day of the Death”
- Created website – [www.jaguarstyle.com](http://www.jaguarstyle.com)
- Workshop on Elementary teaching and child development
- Partnered with Holly Hill Farm
- Presentation on Honduras trip to School Community
- DOE Service Learning Conference – Shared SSCPS service learning goals
- Represented SSCPS at Community Partnerships for Children
- Represented SSCPS at the MSCA 10 year Anniversary Gala
- Coordinated Annual Winter Solstice Concert
- Presented Pilgrim History to Grade 3 and 4
- Title I Parent Workshop and Presentation
- Supervised student teacher
- Presented at Core Knowledge Conference “*How, What and When, Principles to Guide Early Reading and Writing Instruction*”; *the Home-School Connection*
- Consultant to Benjamin Franklin Classical Public School – Using the Core Knowledge Grade Books

### **BOARD OF TRUSTEES**

- Board of Trustee's Dissemination Activities
- DOE Meetings: Three hearings at State House
- Department of Education Board Meetings: Participated in three board meetings involving charter school approvals and amendments.
- Massachusetts Charter Public School Association Activities: Meetings to discuss concerns, share best practices, plan strategies, request assistance, and obtain information updates.
- Cooperative meetings with other charter schools to share issues and concerns of the Board, Administration and Faculty: Rising Tide, Cape Cod Academy, etc.
- Cooperative exchange of practices: Organizational structures, compensation strategies, board priorities, strategic planning methodologies.
- Board member attended annual CASE conference.
- Cooperative exchange of infrastructure information: Personnel, school statistics, et al.

### **VISITORS**

- Lieutenant Governor Kerry Healy keynoted a speaking program that included Senator Bob Hedlund, Representative Bob Nyman, Mary Street from the Mass DOE, Michael Sentence Regional Representative for US Secretary of Education at the Dedication of our new campus.
- Representative Bob Nyman visited the High School Government class.
- George Fournier, Psychologist – High School course on Drugs, Smoking, Drinking
- Justin LaBarge, Web Designer – Demonstration for project.
- Mr. Magnet, demonstration to Level III and IV
- Debbie Bonarigo, Norwell Knoll Nursing Home – Elderly issues.

- John Belber, Holly Hill Farms – Organic Farming
- Troy Wesson, South West School, Honduras
- Bob Snowber, Habitat for Humanity
- Representative from CapeWind – Wind farm project.
- Vicky Haukor – Wellspring Multi Service Center
- Nancy Connolly – Prop workshop for Level 1 Drama Project.
- Jen Pina – Confidence Building for Giving – Presentation and acting.
- Varnel Antoine – Haitian culture
- KT Leary – Catering Business
- Chef Kenny – The Venetian Restaurant – Tour of kitchen.
- Linda Goggin – Exhibition of Mastery judge
- Bob Parkis – WATD – story reader
- Bruce Howard – Spoke on volcanoes and botany on Mont Serrat
- Karen Koprianski – Vocal training workshop
- Summit Educational Group – PSAT Test and Parent Night
- MEFA Financial Aide Representative

### **STUDENTS**

- Children’s Cultural Book Exchange presented slide show on Honduras trip.
- Wellspring Multi Service Center – Hull, MA
- Quincy Animal Shelter – organized and collected donations.
- Meals on Wheels – walkathon
- Habitat for Humanity
- Hop-A-Thon for Easter Seals
- The Milkweed Project Butterfly Release
- Soda Pop Records sponsored Talent Show
- SSCPS Spring Concert
- Playwriting and Performance Project completed in the Massachusetts High School Drama Festival
- Art Project displayed work at the Outdoor Sculpture Exhibit at the Art Complex Museum in Duxbury.
- Playwriting and Performance Project Presented “*That Summer*” - a play written, directed and performed by students.
- Students competed in *Speaking American* at the Boston Public Library
- SSCPS students participated in Community Service Week
- Students participated in the Massachusetts Regional and State Middle School Science Fair.
- Students chosen to display artwork at the 49<sup>th</sup> Annual Art Show in Hingham, MA.
- Playwriting and Performance Project presented a spring production of “*All in the Timing*”.
- High School students competed in the TechBoston Robotics Olympics at Northeastern University.
- Eight High School students attend South Shore Chamber of Commerce breakfast and meet Governor Romney.

### **MEDIA**

#### **Academic Program & Projects**

- MCAS Results Statewide Scores; Improving Districts, *The Boston Globe*, September 24, 2004
- “How your town fared on MCAS” *The Patriot Ledger*, September 25-26, 2004

- “Students headed to Honduras”, *The Patriot Ledger*, February 15, 2005
- “Curtain rises on ‘That Summer’”, *Hingham Journal*, February 24, 2005
- “A stage for learning, Students Show Flair for Dramatic”, *The Patriot Ledger*, March 1, 2005
- Charter School Students display artwork at regional show, May 13, 2005
- “Making The Right School Choice” *The Mariner*, May 20, 2005
- “Seize chance, grads urged”, *The Patriot Ledger*, June 6, 2005

### **Facilities**

- “An Educated Move for Charter School” *Marshfield Mariner*, September 29, 2004
- Progress Continues on South Shore Charter Public School, Welcome Sign Adds Feel of Home to New Campus, January 20, 2005
- “Charter school dedicates its new building”, *The Patriot Ledger*, May 7-8, 2005
- “South Shore Charter Public School dedicates new campus”, *Norwell Mariner*, May 12, 2005
- “Charting a New Course” *The Mariner*, May 20, 2005

### **Public Relations**

- “Hanover teen turns to legislature for help”, *The Patriot Ledger*, August 26, 2004
- “Hull’s John Earle is having his cupcake and eating it too”, *The Patriot Ledger*, October 18, 2004
- Special Holiday Auction to Benefit South Shore Charter Public School, November 4, 2004
- South Shore Charter Public School Students get picture taken with Governor, April 5, 2005
- South Shore Charter Public School receives approval for 5-year Charter Renewal Application, March 29, 2005
- “Slam dunk for charter school”, *Norwell Mariner*, May 12, 2005

### **Community Service**

- “South Shore Charter Public School walks for meals on wheels” November 4, 2004
- “Putting hearts to work”, *Marshfield Reporter*, February 24, 2005
- “Fund-raiser goes swimmingly”, *The Patriot Ledger*, March 1, 2005

## **III. VIABILITY**

### **a. SSCPS is a viable organization.**

SSCPS has fostered a school culture and regional presence that demonstrates long-term sustainability. SSCPS 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.

SSCPS began 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 unites the school, centralizes it within the region, improves technological capability, and allows for greater collaboration.

The Annual Fund demonstrated balanced contributions from 25% of the community and raised \$30,780. The Build the Future capital campaign, a two-year effort to raise \$1 million continued with modest gains primarily from parent fundraisers.



**Student Demographics (As of June 30, 2005)**

TOWN	Number of Students
Abington	10
Boston	6
Braintree	14
Bridgewater	4
Brockton	11
Cohasset	9
Duxbury	3
Halifax	7
Hanover	18
Hingham	18
Holbrook	8
Hull	131
Kingston	3
Marshfield	40
Middleboro	4
Milton	2
Norwell	12
Pembroke	9
Plymouth	13
Plympton	6
Quincy	2
Randolph	22
Rockland	26
Scituate	22
Stoughton	3
Weymouth	55
Whitman	3
<b>TOTAL</b>	<b>461</b>

For the 2004-2005 school year, 14.8% of SSCPS total enrollment was racial minorities including four Native Americans, forty-seven African-Americans, ten Asians, and seven Hispanics. By gender, 255 students were male and 206 students were female. No students were classified as limited English-proficient students.

During the past school year, a total of 73 students had IEPs. Another 30 students were on 504 plans. Students without IEPs may receive special services because the SSCPS model provides full-inclusion classrooms where teachers diversify their instruction to accommodate students with different learning styles.

In addition to their regular education programs, fifty-nine students 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.

Among our students, 76 (16.5%) 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 2004/2005 school year, no SSCPS student was expelled and there were no in-school suspensions. There were 52 out-of-school suspensions.

# of Suspensions	Reasons for suspensions
2	Academic cheating
4	Disrespecting another student
6	Disrespecting a faculty member
8	Disrupting the learning environment
2	Drug use
3	Failure to follow reasonable request
3	Fighting
9	Hitting another student
3	Left school property without permission
2	Sexual activity
3	Smoking
7	Truancy
52	TOTAL

**Total Number of Student Withdrawals by Reason**

Number	Reason
3	Academic challenge
1	Dissatisfied
2	Dropped out
10	Family move
3	Home school
8	Larger High School/Activities
1	More structure
11	Not right fit
4	Private School
2	Religious/Smaller class
11	Return to local district
5	Single Sex High School
9	Transportation
1	Voluntary withdrawal by parent
2	VoTech
73	TOTAL

During the 2004-2005 school year, 22 students left the school. Another 51 students notified us that as of June 30, 2005 they would not return for the next school year. The reasons that they provided for leaving included SSCPS not being a good match for the student, transportation, family moving out of state, wanting a sports program or other activities, wanting to be with friends, dissatisfaction, and obtaining a GED.

## **Eligibility and Enrollment Process**

*South Shore Charter Public School does not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, or academic achievement in admitting students, nor does it set admission criteria that are intended to discriminate on any of these bases.*

### **SCHOOL PROFILE**

South Shore Charter Public School (SSCPS) is a free tuition, public charter school enrolling students in grades Kindergarten to twelve. Applications are accepted from any school-aged student who is a resident of Massachusetts. Applicants for Level 6 (grades 11 and 12) generally are accepted only if there is evidence that they will be able to meet the graduation requirements (Exit Standards) for that level prior to graduation. The school accepts applications at anytime, however the formal enrollment process begins in the late fall and continues until the school is fully enrolled (a minimum of 30 days). An Enrollment Lottery is held in February each year if necessary. Over the next few years, the school is looking to expand the numbers of students in Levels 5 and 6. Choice for accepting applicants will be focused on accomplishing this goal. In the lower levels the goal is to have a maximum of 36 students in each grade.

### **ENROLLMENT PROCESS**

- SSCPS determines the spaces available in each grade based on the school's capacity of 468 and the estimated number of returning students. Currently enrolled students need to notify the school of their intent to return for the succeeding year by the second Wednesday in February.
- All new applicants to the school must be Massachusetts's residents at the time of application. Proof of residency is required.
- All applicants or parents should attend a scheduled informational meeting with the school or have an individual interview at the school. The school staff will explain the mission and focus of the school so the family may decide if the school is an appropriate option for their student.
- Completed hard copy applications for the Enrollment Lottery are due by the second Wednesday of February at 3 PM. No faxed copies will be accepted. It is the responsibility of the applying family to be sure the application has been received by the school's office.
- The Lottery will be held the first Saturday after the second Wednesday in February.
- The Lottery deadline will be advertised in *The Patriot Ledger* and other local papers one month prior to the deadline for applications.
- Students will be notified in writing of their acceptance in the Lottery.
- Students accepted in the Lottery must indicate their intent to attend the school in the fall by March 5. Offers of enrollment not accepted by March 5 will be offered to students on the Waitlists. Students accepted off the Waitlist must give the school their letter of intent to attend by March 15.
- The *Intent to Attend* form that the parents and students sign demonstrates their agreement with the school's mission and program.
- Pre-enrollment numbers are communicated to the Department of Education no later than March 19.
- All accepted students must document (transcript, grade card, or letter from a school official) their successful completion of the previous grade to the one in which they will enroll at SSCPS.
- The School will not enroll more students from any town exceeding 9% on net school spending in each town. If however, a sibling of a student attending the school would put the enrollment for a town over 9%, the State may pay the additional tuition subject to appropriation of the legislature.
- Students are accepted to each grade to make that grade's enrollment number as close to 36 as possible. If there are not enough applications for a grade to get to 36, students on the Waitlist may be accepted to other grades to keep the overall enrollment at 468. The overall goal is to not exceed 36 students in any grade long term. Decisions on where to accept additional students when one grade is under enrolled will be made by the Administrative Team.

**LOTTERY PROCESS**

- When there are more applicants for a grade than there are available spaces, an Enrollment Lottery is held for that grade.
- Individual cards with the name of each applicant will be ready for the day of the Lottery.
- Applicant cards are organized by Resident, Sibling and Non-resident. *Siblings are students who have the same biological or legal parent as a currently enrolled student.*
- A person, having no relationship with the school personally, academically, in business or financially will be asked to draw the names. The name of each applicant drawn is read aloud and given a numerical placement on the Acceptance/Waitlist
- As names are drawn, numbers in order are assigned to each name. In the order the names are drawn a list for each grade will be made for immediate acceptance and a Waitlist.
- Sibling applicants are drawn first. Resident non-siblings are drawn second. Non-resident, non-siblings are drawn last.

**WAITLIST**

When there are more students than there are spaces, those students not being accepted at the time of the Lottery will be placed on the Waitlist. Each grade will have its own Waitlist. When enrollment in any grade goes below 36 or when it is deemed necessary to enroll a particular grade over 36, students will be offered admission based solely on their numeric order on the Waitlist. Siblings are given preference to other Waitlist students.

- Students accepted off the Waitlist will be notified by telephone and this will be followed up with a letter stating the offer and deadline for responding.
- If a student declines an offer of admission, the student will be moved off the acceptance list. If at a later date that student wishes to enroll, the student will have to go through the stated enrollment process again.
- Students applying after the Lottery application deadline for a grade where there is full enrollment are placed in a wait pool for the next Lottery. An additional Lottery may be held within an enrollment cycle if the school needs additional students. The School will announce the new Lottery in its weekly newsletter and at the Norwell Town Offices at least one week prior to the Lottery being conducted. It will also notify all students with an application on the Waitlist.
- The school does not rollover its Waitlist. Each applicant on the Waitlist prior to the Annual Lottery must reapply for the succeeding year.

**CONTINUING ENROLLMENT**

Once a student has enrolled in South Shore Charter Public School, that student may continue to attend the school in consecutive years. If the student moves to any other town the student may continue attending the school. If a student leaves the school then wishes to return, the student must go through the application process of any new applicant.

SSCPS does not:

- Give preference to children of staff or Board members;
- Give preference based on auditions or tests;
- Give preference to siblings of students accepted to the school but not yet attending the school; or
- Consciously make statements intended to discourage, or that have the effect of discouraging, parents/guardians or students with disabilities, students with limited English proficiency, or any other protected group of students from submitting an application to the school.

**Applications**

SSCPS has received a total Of 346 applications for enrollment from 29 communities. Of these, 303 applications were included in the Enrollment Lottery held on February 12, 2005. SSCPS has received an additional 43 applications that are being held in a lottery wait pool.

<b>Town \ Grade</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
Abington	1		1	1		2		2						7
Boston	1							2	1	1				4
Braintree	1	1					1		1		1			5
Bridgewater	1													1
Brockton	2	1		2	1	1	3	2	2	2	1			17
Cohasset		1						1			2			4
Duxbury			1					1	1	2	1			6
Easton		1												1
Halifax		1		1		1	2	1			2		1	9
Hanover	5	1		2					2	2				12
Hanson	2										1	1		4
Hingham	4				1	1	4			1	2	1		14
Holbrook		1		1	1						2			5
Hull	5													5
Kingston						1	1	1	1	2				6
Marshfield	4		2	1	2		6	1			2			18
Middleboro										1				1
Milton								1				1		2
Norwell	2	2					1		2	1				8
Pembroke	6	3	1	1			2					1		14
Plymouth	6	3			1	2	1	1	2	8				24
Plympton									1	1				2
Quincy	3	1	2			2	2	1						11
Randolph	7	3	2	3	1	4	3	4	2	4				33
Rockland	14	4	2	8	2	5			1		1	2		39
Scituate		1	1		1	1	1	1				2		8
Sharon				1										1
Weymouth	13	4	4	1	1	2	2	2	2	4	2			37
Whitman	1		1	1						1				4
<b>Totals</b>	<b>78</b>	<b>28</b>	<b>17</b>	<b>23</b>	<b>11</b>	<b>22</b>	<b>29</b>	<b>21</b>	<b>18</b>	<b>30</b>	<b>17</b>	<b>8</b>	<b>1</b>	<b>303</b>

**Wait List**

Our current wait list contains 237 students.

<b>Town \ Grade</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
Abington	1		1	1		2		2						7
Boston	1							2						3
Braintree		1									1			2
Bridgewater	1													1
Brockton	2	1		2	1	1	3	2	2	2	1			17
Cohasset		1							1		2			4
Duxbury				1					1	1	1			4
Easton		1												1
Halifax		1		1		1	1	1			2		1	8
Hanover	1	1		2					2	2				8
Hanson											1	1		2
Hingham	3				1	1	4			1	2	1		13
Holbrook		1		1	1						2			5
Hull	2													2
Kingston						1	1	1	1	2				6
Marshfield	2		2	1	2		6	1			2			16
Milton								1				1		2
Norwell	1	2					1		2					6
Pembroke	4	3	1				2					1		11
Plymouth	3	2			1	1	1	1	2	5				16
Plympton									1	1				2
Quincy	2	1	2			2	2	1						10
Randolph	2	3	2	2	1	4	2	2	1	2				21
Rockland	6	4	2	8	2	5			1		1	2		31
Scituate		1	1		1	1	1	1				2		8
Sharon				1										1
Weymouth	5	4	4	1	1	2	2	2	2	2	2			27
Whitman	1		1	1										3
<b>Totals</b>	<b>38</b>	<b>27</b>	<b>17</b>	<b>22</b>	<b>11</b>	<b>19</b>	<b>26</b>	<b>19</b>	<b>14</b>	<b>18</b>	<b>17</b>	<b>8</b>	<b>1</b>	<b>237</b>

**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 SSCPS 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 Master 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 SSCPS 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.

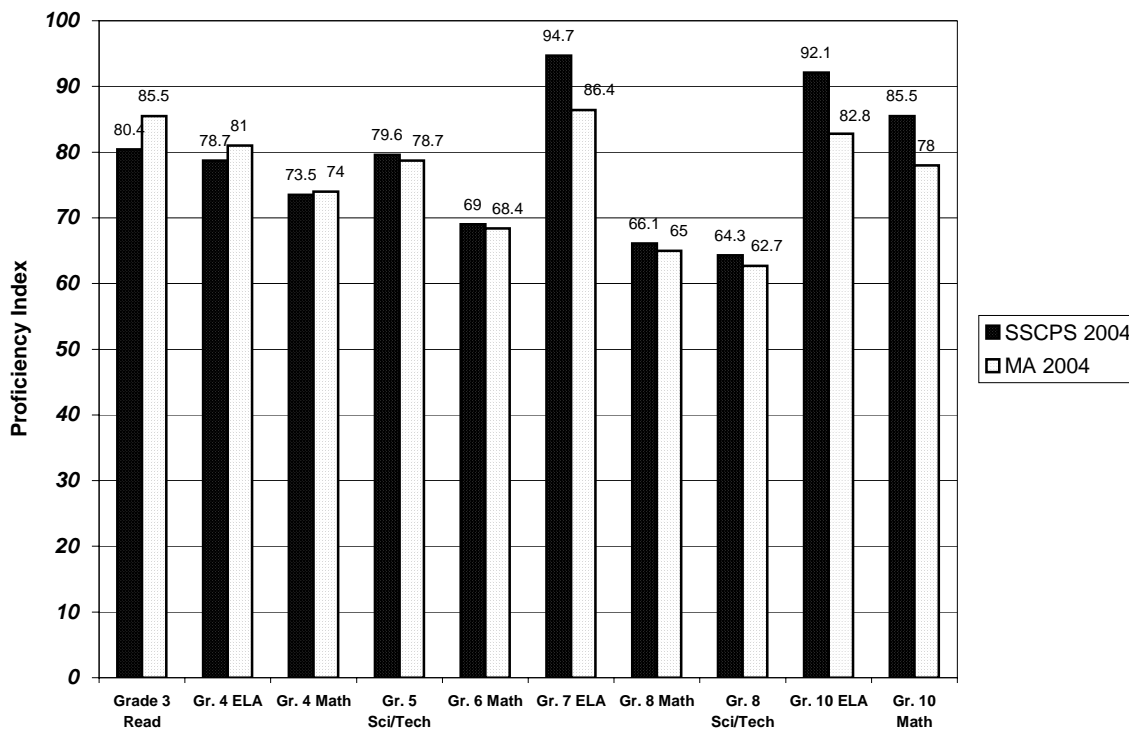
## Summary of External Standardized Test Results

The South Shore Charter Public 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.

### SSCPS 2004 MCAS RESULTS

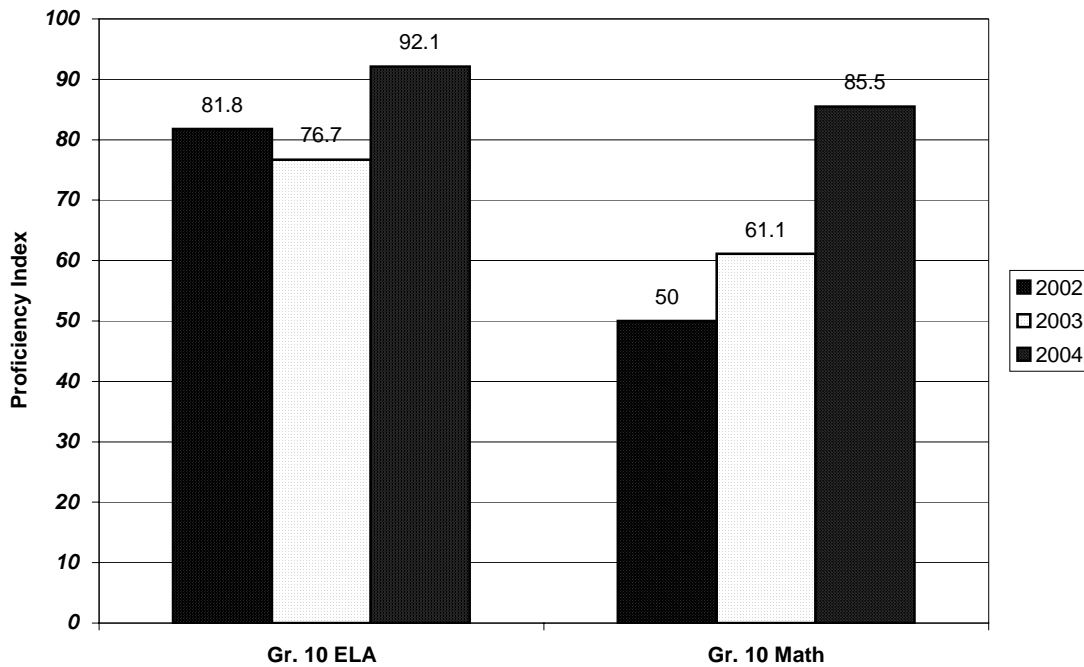
For the MCAS exams the state has reported a Proficiency Index (PI) for each school by test. This index is more readily applicable to comparisons between schools. This score is computed according to a method outlined in the MCAS Score Reports. Using this value makes direct comparison with the other years for which the index was calculated. Figure 1 shows that the students in grades 3 and 4 scored lower than the statewide index in Reading, ELA, and Math, while the students in grades 5 through 10 scored high than the statewide index, especially in ELA. This is an improvement over the 2003 results.

Fig. 1 2004 State - SSCPS MCAS Results



The high school scores have continued to climb higher. This year's group of 10<sup>th</sup> graders did better than previous groups at SSCPS. In fact, all 10<sup>th</sup> grades passed the MCAS on the first attempt. The PI used for the year 2002 was computed from state reported data according to the PI scoring guidelines and may be slightly different from a state computed PI. It is offered here as an approximate comparison with previous years data.

Fig. 2 2002-2004 Grades 10 MCAS Results



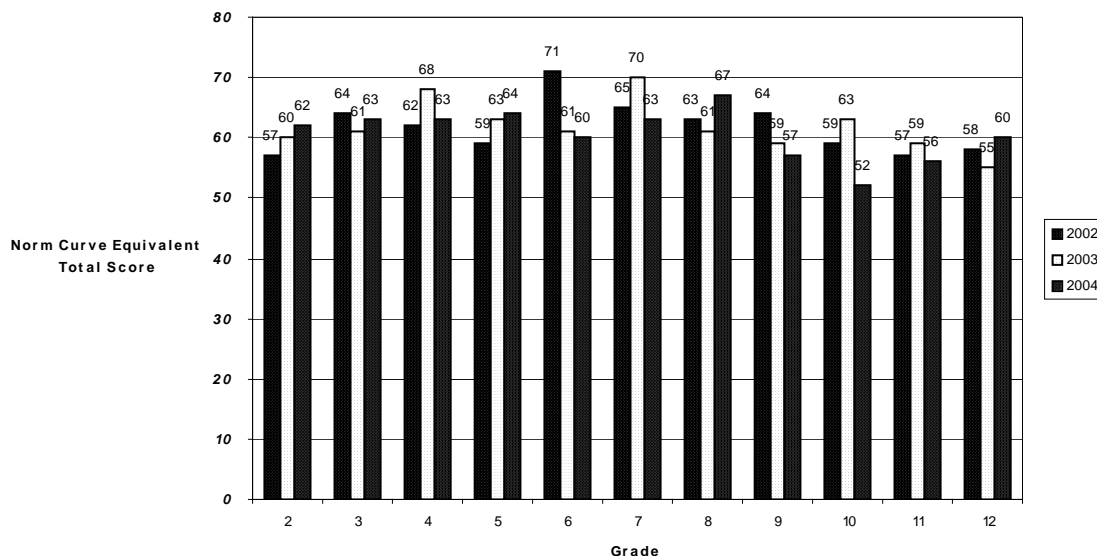
**MCAS SUMMARY**

The use of a PI makes cohort comparisons more difficult until this index has been in place for a few years. The grade 3 and 4 scores this year are lower than the state index and are an area for focus to bring those scores above the state index. This year all 10<sup>th</sup> graders passed both parts of the MCAS on the first attempt. 17 of the 19 10<sup>th</sup> grade students had been with the school prior to their 10<sup>th</sup> grade year. When this current MCAS data is taken together with the Terra Nova scores reported below and previous MCAS data based on average scores and the current enrollment data, it indicates that the success of the Secondary Level continues to hinge on its ability to retain more of the SSCPS elementary students when they reach high school age, and on its ability to attract more successful students from other schools.

### 2004 TERRA NOVA RESULTS

In general, SSCPS 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. 3 Terra Nova Scores 2002-2004



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 a decrease in total composite score for most groups this year. Only in grades 2,5,8, and 12 was there an increase in scores from their groups previous year’s tests. This decline in results this year is attributed to the loss of students who had been with the school in Hull for a number of years. These students left the school when the school moved to Norwell for the start of the 2004-2005 school year. With the small population at this school in any one grade, small fluctuations in enrollment can have the effect of a several point swing in the NCE score. The general trend towards improvement for students who continue in the SSCPS program is encouraging, and echoes the findings of previous longitudinal studies of the results of the CAT5 over the earlier 4 years.

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**Terra Nova Scores for Cohort of Students Who Took the Tests in the fall of 2002 - 2004**

Mean NCE	(N)	Reading			Language			Math			Total			Science			Social Studies		
		2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
Grade 2	27	53	58	63	49	53	60	67	66	65	57	60	63	60	65	64	60	63	64
Grade 3	19	61	58	60	59	58	57	68	64	68	64	61	63	63	64	64	64	67	65
Grade 4	15	61	66	61	58	66	59	64	70	67	62	68	63	57	70	62	61	69	65
Grade 5	32	58	62	63	56	60	62	58	63	66	59	63	64	58	61	67	59	62	64
Grade 6	20	72	62	59	69	58	59	69	58	60	71	61	60	74	62	64	70	59	61
Grade 7	23	65	72	62	65	72	61	62	63	62	65	70	63	61	66	60	65	72	62
Grade 8	36	66	65	70	60	59	67	60	60	68	63	61	67	65	62	68	67	62	67
Grade 9	16	66	59	56	65	58	57	59	57	56	64	59	57	62	60	60	64	63	56
Grade 10	18	57	62	49	64	68	51	56	56	56	59	63	52	61	51	55	61	56	54
Grade 11	14	56	57	57	63	58	60	51	59	49	57	59	56	58	62	57	59	58	57
Grade 12	8	62	55	58	60	59	61	51	49	58	58	55	60	62	59	70	66	51	62



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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. However, some minor variations (declines) occurred this year as students who had been with the school in Hull left when the school moved to its new building in Norwell.

Not included in any of the previous figures are the scores of students who were new to SSCPS this past year. They appear below:

### **Mean Scores of Students New to SSCPS in 2004/2005**

Mean NCE	(N)	Reading	Language	Math	<b>Total</b>	Science	Social Studies
Grade 2	11	58	56	62	<b>59</b>	58	66
Grade 3	18	63	57	62	<b>62</b>	55	65
Grade 4	22	57	51	55	<b>55</b>	63	60
Grade 5	10	64	58	63	<b>62</b>	68	66
Grade 6	16	52	58	57	<b>57</b>	56	57
Grade 7	15	58	59	59	<b>58</b>	57	61
Grade 8	4	49	51	57	<b>52</b>	52	47
Grade 9	25	50	43	53	<b>49</b>	54	47
Grade 10	11	39	43	40	<b>40</b>	50	44
Grade 11	7	59	59	51	<b>58</b>	54	63
Grade 12	5	49	47	53	<b>49</b>	54	48

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. 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 SSCPS 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. However, as enrollment continues to stabilize over the next few years, we are expecting to see a reversal in this trend.

**GOVERNANCE PROFILE**

**Board of Trustees**

The Board of Trustees may be contacted at via e-mail at [TRUSTEES@SSCPS.org](mailto:TRUSTEES@SSCPS.org)

Name, Office and Term	Credentials	Board Committees
Kathy Arthur-Tyler '06 Board Chair 2 <sup>nd</sup> , 3-yr term	SSPS Parent, Former Chemical Engineer	Executive (Chair), Ex Officio on Board Committees
Miriam Brownwall '05 Board Vice Chair 2 <sup>nd</sup> 3-yr term 1 <sup>st</sup> , 2-yr term	Tufts Alumni Development	Executive, Development, Facilities, Finance, Governance
Hannah Connolly Student	SSCPS Student Representative	Governance
Jessica Engebretson Faculty, Ex Officio	SSCPS Faculty Representative, Level 4 Teacher, Project Leader	Finance
Barbara Fournier '05 1 <sup>st</sup> 3-yr term	SSCPS Parent, Professor Curry College	Governance, Facilities Taskforce.
Dorothy Galo, PhD '05 1 <sup>st</sup> , 3 yr term	Superintendent of Schools, Hingham MA	Development, Finance
Robert L. Gass '06 1 <sup>st</sup> , 3 yr term	Executive Director Northshore Education Consortium	Development, Personnel
Matthew Lind	Senior Partner, Stratmor Group	Development, Facilities (Chair), Executive
Stephen Locke, DMD '06 1 <sup>st</sup> , 3 yr term	Private Dentistry practice, Hull MA	Governance
Michael Nuesse '04 Treasurer 1 <sup>st</sup> 3-yr term	SSCPS Parent, Attorney	Executive. Finance (Chair), Facilities
Dominic Slowey '05 1 <sup>st</sup> 3 yr term	The Slowey Group, Strategic Public Relations	Executive, Development (Chair), Nominating
Bill Smyth '05 Clerk 1 <sup>st</sup> 2-yr term	Vice President MCS, Inc., Former School Principal	Governance (Chair), Finance
Shelley Toleno Faculty, Ex Officio	SSCPS Faculty Representative, Level 1 Teacher, Project Leader	Governance
Charleen Tyson '05 1 <sup>st</sup> , 3 yr term	Mass Housing Partnership	Finance
Frank White '05 1 <sup>st</sup> 3-yr term	Owner, Holly Hill Farms	Executive, Personnel (Chair), Development

## **Council**

The School Council was composed of 6 parents, three faculty and 3 students. The Parent Association elected the parent representatives, with one parent representing each level. The faculty elected the three faculty members, with one faculty member representing K –grade 4, grades 5 –8, and one representing the high school. The students elected one representative from Level 4, 5, and 6.

The School Council met on a monthly basis to discuss school policies. The council presented to the Board of Trustees for approval revisions to the attendance policy, school dress code, “Good Standing” policy, and a policy regarding the use of electronic devices and cell phones, as well as a revision to the high school student handbook.

## **Major Board Decisions from Year 2004/2005**

### **July 21, 2004**

**Board Vote:** To accept the revised Level Exit Standards.

**Board Vote:** To approved the revised Accountability Plan to reflect increased assessments and accountability.

**Board Vote:** To accept the Roles & Responsibilities of the Executive Committee.

### **September 22, 2004**

**Board Vote:** To petition a request to the DOE to raise the enrollment cap to 550.

**Board Vote:** To accept the Enrollment Policy as presented.

**Board Vote:** To accept the nomination of Dominic Slowey as a member of the Board of Trustees.

### **October 20, 2004 Annual Meeting**

**Board Vote:** To accept the recommendation of the Student Board and appoint Hannah Connolly as the Student Representative to the Board of Trustees.

### **November 18, 2004**

**Board Vote:** To approve the revised Enrollment Policy as presented by the Executive Director.

**Board Vote:** To approve the student trip to Honduras on February 20, 2005 returning March 1, 2005.

**Board Vote:** To accept the first read of the amended By Laws with the additions as presented.

**Board Vote:** To authorize the Clerk of the Board to represent the Board to the DOE.

**Board Vote:** Any policy proposals from standing committees shall be submitted to the Executive Committee for review prior to its submission to the full Board.

### **December 16, 2004**

**Board Vote:** To accept the Budget Guidelines for FY06 as presented by the Finance Committee.

**Board Vote:** To accept the Preliminary Audit Report as the Final FY04 Audit Report.

**Board Vote:** To accept the preliminary Evaluation of the Executive Director.

### **February 2, 2005**

**Board Vote:** To accept the Code of Conduct as presented.

**Board Vote:** To accept the final report of the Evaluation of the Executive Director.

**March 24, 2005**

**Board Vote:** To approve the nomination and vote Matthew Lind as a member of Board of Trustees.

**Board Vote:** To accept the Policy on Educating Pregnant Students as presented.

**Board Vote:** To formally approve the Executive Director contract that was discussed in Executive Session.

**April 28, 2005**

**Board Vote:** To approve the FY06 Budget as presented.

**June 16, 2005**

**Board Vote:** To allocate and restrict \$100,000 for capital improvements from the year-end cash reserve as allowed by Boston Private and NCBDC.

**Board Vote:** To release the restriction of the Development Consultant fund and use these funds for architectural needs.

**Board Vote:** To approve the recommendation of the Executive Director and approve the FY06 School Calendar.

**Board Vote:** To approve the Dress Code Policy as presented.

**Board Vote:** To approve the Good Standing Policy as presented.

**Board Vote:** To approve the Attendance, Tardiness and Early Dismissal Policy as amended.

**Board Vote:** To approve the High School program with the new workshops as presented.

**Board Vote:** To accept the Singapore Math Program and direct the Executive Director to advise the Board at a future meeting of its role in acceptance of changes in curriculum/textbooks.

**Board Vote:** To approve a plan to recognize annually Faculty and Staff who have served SSCPS five, ten, fifteen years.

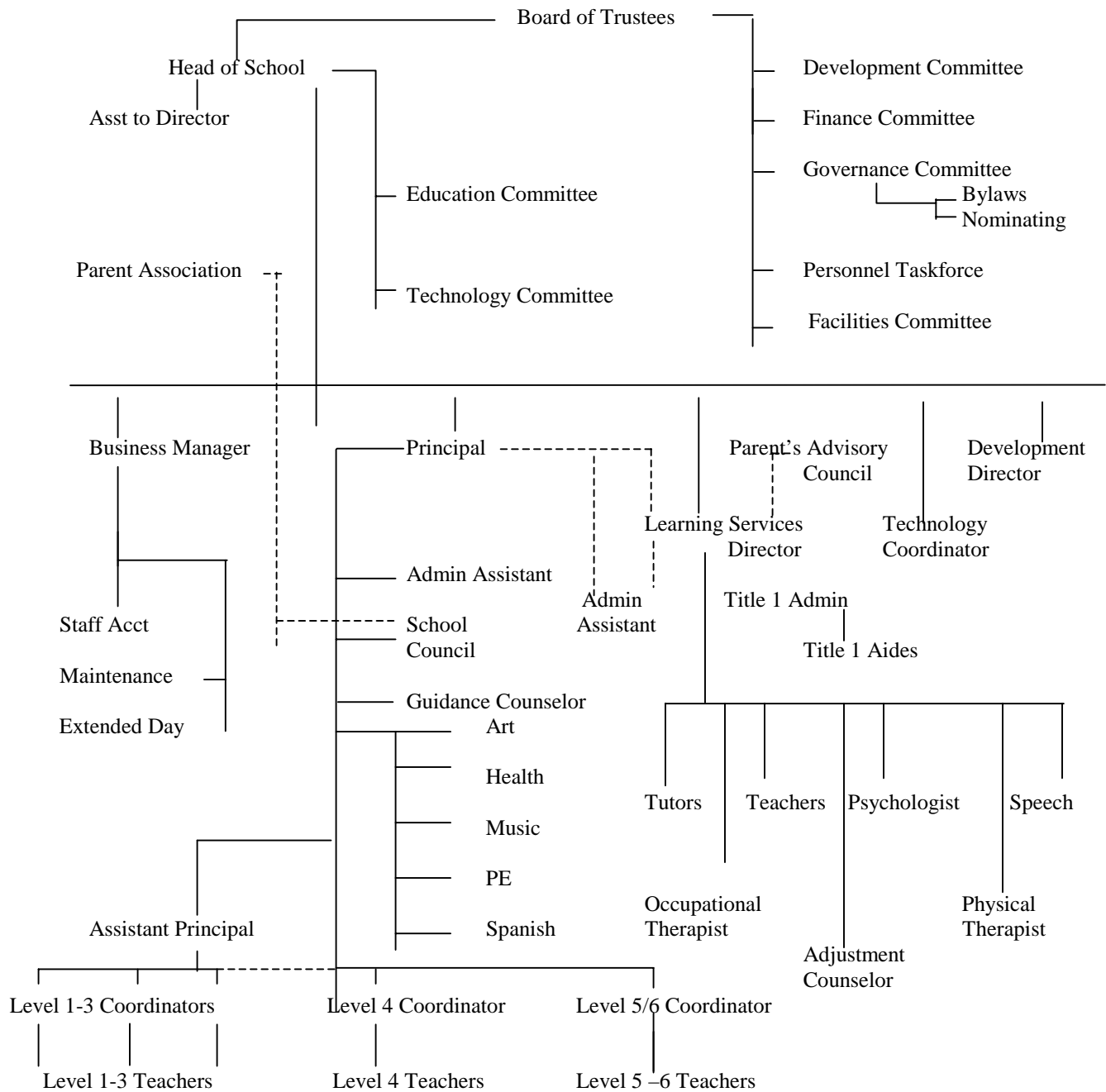
**Board Vote:** To authorize the Executive Director to nominate individual Faculty and Staff members to receive a special purpose, one-time monetary award for exemplary and outstanding service to the School.

**Summary of Official Complaints**

There were no official complaints in 2004-2005.

**STAFF PROFILE**

**Organizational Chart 2004-2005**



**Number of Full-Time Equivalent (FTE) Faculty**

The FTE for 2004-2005 was 52.45. This figure includes all full-time and part-time teachers, specialists, and classroom aides.

**Staff Turnover**

**Administration** – Our Learning Services Director retired. A new director has been hired. The position of Development Director has been temporarily eliminated.

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

**Level II** – The Level Coordinator is relocating. His replacement for the leadership position came from the current level staff and a new teacher is being hired to take over his classroom.

**Level III** – There are no changes at this level.

**Level IV** – There are no changes at this level.

**Levels V/VI** – Two math teachers, our biology/chemistry, and an English teacher have been replaced. The Level Coordinator position will be assumed by the K-12 Principal.

**Learning Services** –There are no changes to the Learning Services staff.

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

**Summary of Teacher Qualifications**

	Assignment	Non-SSCPS Years Teaching	Years at SSCPS	Degree and Certification(s)
Munhall, Michael	Executive Director	10 Teach 21 Admin	3	MA Education Administration, Michigan State University; BA Government, Monmouth College
Gorsuch, PhD, Thomas	Principal	6 Admin 10 Teach	2	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
Hirsch, Frederick	Assistant Principal, Level I Coordinator, Teacher, Project Leader	3	10	MFA in Studio Art from University of CA at Davis; A.B. Visual & Environmental Studies from Harvard, Board Member Core Knowledge Foundation

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<b>Level I</b>				
Begley, Velma	Level I Teacher Project Leader	11	10	M.Ed. in Reading; BA UMass-Amherst, Certified K-8, Certified Reading K-12 Specialist
Fontaine, June	Level I Teacher Project Leader	6	8	M.Ed Early Childhood; BS Early Childhood Education, Mass Certified in Early Childhood Education K-3
Klein, Ashirah	Level I Teacher, Project Leader	3	1	M. Ed Elementary Education Antioch NE Graduate School, BA Environmental Science Boston University, Mass Certified Elementary 1-6,
Toleno, Shelley	Level I Teacher, Project Leader	3	4	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	8	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
<b>Level II</b>				
Gibney, Colin	Level II Coordinator, Teacher, Project Leader	6	5	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.
Keiley, Nicole	Level II Teacher, Project Leader	1	2	M.Ed Elementary Education (1-6) Lesley University, BS University of Hartford, Mass Certified Elementary Education (1-6)
Maleri, Krista	Level II Teacher, Project Leader	1	1	BA Elementary Education and Spanish St. Michael's College, VT, Mass Certified Elementary Education (1-6)
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
<b>Level III</b>				
Buttigieg, Angie	Level III Teacher, Project Leader	2	1	MS Childhood Education Pace University, BA Psychology, History Columbia University, Certified NY State PK-6, NYC Common Branches, Mass Certified Elementary K-6
Costanzo, John	Level III Teacher, Project Leader	3	1	M. Ed Curry College, BS University Massachusetts Dartmouth
Falkner, Daniel	Level III Teacher, Project Leader, Civil Rights Coordinator	1 Substitut e	6	M.Ed. in Elementary Education from UMass-Boston; JD from Suffolk Law; A in Philosophy from UMass-Boston; Mass Certified Elementary; CAGS School Admin Cambridge College

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Overlee, Claire	Level III Coordinator, Teacher, Title I Coordinator, Project Leader	16	9	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-Gillingham Certified Reading, Kuman Math & Reading Instructor
<b>Level IV</b>				
DuLong, Jennifer	Level IV Teacher, Project Leader	0	1	M. Ed Education & Child Study Smith College, BA Psychology & Early Childhood UMass Amherst. Certified Mass Early Childhood & Elementary
Engebretson, Jessica	Level IV Teacher, Project Leader	2	2	BS in Education from University of Wisconsin, Minor in Math, IMP Training, Enrolled in Master Program at Lesley University
Hilson, Katharine	Level IV Teacher, Project Leader, SSCPS Project Director	3	1	M. Ed Lesley University, BA English Pine Manor College, Mass Certified Elementary (1-6)
Silzer, Julia	Level Coordinator, Level IV Teacher, Project Leader	3	8	M.Ed. in Educational Technology from Lesley University; BS in Education from Boston University; Mass Certification
<b>High School</b>				
Carter, Mary	Guidance Counselor Primary Health Teacher	0	4	M.Ed. Counselor Training from UMass-Boston; BA Political Science from Stonehill College; Cert. Guidance Counselor 5-12
Compagnone, Pasquale	Physics – High School	13	1	PhD Curriculum & Instruction; Science Education Boston College, M.A.T. Science Education Harvard University, BS Engineering Sciences University of Florida, Certified Massachusetts Secondary Physics, Secondary Chemistry, Secondary Mathematics, Secondary General Science
Jacobson, Seth	English – High School, Journalism Project	0	1	BA English University Massachusetts, Dartmouth
Joyce, Shelia	Biology and Chemistry – High School Environmental Project	11	1	M. Ed Science Education East Carolina University, BS Pre-Med, Major Zoology, East Carolina University, Massachusetts Certified Biology 9-12, General Science 9-12
Seavey, Katherine	English – High School Playwriting & Performance Project	25	4	MA in English Literature from UMass-Boston; BS in English Education from Southern Illinois; Mass Cert. Secondary; Illinois Cert. Secondary
Slesinsky, Kevin	Math – High School, Digital Media Services	2	2	BS from Cornell University; Provisional Certificate Mathematics Secondary



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Small, Richard	Social Studies - High School, Playwriting & Performance Project	7	9	MA in Philosophy from University of Minnesota; BA in Philosophy with minor in History from Drew University; ABD Drew University.
Stoehr, Megan	Social Studies – High School Rock Monkey Climbing Project	0	1	M. Ed Secondary Education Salem State College, BA International Studies Middlebury College, Mass Certified Secondary History
Veader, Mark	Level Coordinator, Math and Physics – Secondary	0	9	M.Ed. in Teaching & Curriculum from Harvard; BS in Mechanical Engineering/Materials Science from Duke University; Mass Cert. Secondary Physics
<b>Support Faculty</b>				
Brenner, Terri	Kindergarten Aide	0	1	MBA Northeastern University, BS Finance Simmons College
Broderick, Hanora	Kindergarten Aide			
Bruce, Bev	Title I Literacy Teacher P/T	18	2	MS Child Development Studies enrolled at Wheelock College; BS Child Development/Early Childhood Education from University of Delaware
Chicarelli, Jill	Kindergarten Aide	0	1	BS Health Care Administration Concordia College, BS Business Administration Moorhead State University
Connolly, Krista	Level 2 Aide	1	2	M. Ed Lesley University, BA Wheaton College
Connolly, Cyndie	Aide Kindergarten, Primary Science	0	9	Orton Gillingham Certified, enrolled Quincy College
Darrow, Claudia	Aide, Title I Primary	0	10	BA from Umass; Orton Gillingham Certified, Sinott School Software Specialist Training Program Certification
Gladstone, Barbara	Aide – Title I	0	5	BS in Education Lesley University, Certified K-6
Hill, Pamela	Level 3 Aide	0	1	
Kennon, Michael	Kindergarten Aide	0	1	BA English UMass Boston, enrolled in Masters Program UMass Boston
Pritchard, Judy	Kindergarten Aide	0	5	
Regan, Jody	Title I Math Aide	0	1	BA Mathematics Boston College
Shaughnessy, Stephanie	Health Teacher	0	4	MA Teachers Licensure Home Economics (K-12), enrolled Graduate Certificate Framingham State; BS Home Economics UMASS
Walsh, Heather	Title 1 Aide	0	2	BS in Ecology from Unity College
Yannizzi, Sharon	Kindergarten Aide	5	4	BS Criminal Justice; AS Law Enforcement
<b>Foreign Language</b>				
Roman, Mary	World Language Coordinator K-12	35	3	Associate Early Childhood Education Garland Jr. College; BA from UMASS

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	Spanish Teacher K-8			
Abielle, Martha	Spanish Teacher High School	14	2	BS Applied Linguistics Universidad Autonoma de Nuevo Leon, Mexico,
Bean, Howard	Spanish Teacher High School, Project Leader	3	2	BA Political Science, credit towards graduate certificate Spanish, enrolled in Master Program Spanish UMass Boston
<b>Art</b>				
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
<b>Music</b>				
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	3	5	B.Mus. from Berklee College
<b>Learning Services</b>				
French, Elaine	Learning Support Services Director	30	8	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. Superintendent /Admin. Superintendent.
Bond, Theresa	Learning Support Services Aide (PT)		1	
Chin, Leonard	Learning Support Services Teacher – Level IV	3	2	M.Ed from Simmons College; M. Ed from Boston College; BS Fitchburg State College
Harris, Gillian	Learning Support Services Teacher	1	1	M. Ed Special Education Bridgewater State College, BSMT University of RI, Certified Massachusetts Moderate Special Needs (5-12)
Hetue, Linda	Occupational Therapy	4	3	MS Occupational Therapy from Boston University; MPH Master in Health Admin from Suffolk University; BS Business Admin; Certified Nationally; Licensed in MA
Manchester, Joan	Learning Support Services Teacher	5	1	M. Ed Concentration in Assistive Technology & Learning Disabilities Curry College, BS Economics Suffolk University, Certificate in Adaptive Technology, Enrolled in CAGS Educational Therapy Curry College
Nicolai, Paula	School Psychologist	30	2	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
Phillips, Tania	Learning Support	6	3	M. Ed, Special Education Moderate Special

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	Services Teacher			Needs, BA Women's Studies, Certified Elementary Montessori, Certified Moderate Special Needs PK-9, Orton-Gillingham
Rahl, Alicia	Adjustment Counselor	7	1	Master of Social Work Boston University, BA Spanish & Humanities Providence College, LCSW License
Scholz, Dorothy	SPED Teacher – High School	3	5	MS in Special Education from Simmons College; BA in English Literature; Mass Cert. in Spec. Needs K-12; Reg. Ed K-5 & 5-9,
Wheeler, Christiane	Speech & Language Pathologist	5	1	Masters of Science Communication Sciences & Disorders MGH Institute of Health Professions, BA Communications Disorders Bridgewater State College
Yeager, Vicki	Nurse/Crisis Manager	30	9	RN Nursing, AS Southwestern Michigan College
<b>Extended Day</b>				
Ballou, Maura	Extended Day Manager	N/A	10	Assoc. Degree in Arts & Science, Fort Steilacoom College; Cert. First Aid CPR
Tierney, Theresa	Extended Day Assistant	N/A	5	
<b>Administration</b>				
Algera, Pamela	Executive Assistant	N/A	5	Department of Education training for Information Services.
Callahan, JoAnn	Lunch Coordinator	N/A	1	Central new England College, Business Management
Deyesso, Steve		1	1	BS Gordon College, Wenham
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	N/A	9	
Shipp, Kristine	Business Manger	N/A	6	Nine years corporate accounting experience; attended Bentley College and Bridgewater State; attending UMASS-Amherst to earn Bachelors in Business Administration.
Sullivan, Maria	Admin Assist	N/A	2	
Zakrzewski, Linda	Staff Accountant	N/A	1	
<b>Facilities</b>				
May, Stephen	Project Manager Facilities	30	2	Penn State, ECNE Meter School, South Easton Regional Tech
Zappi, Vincent	Building Maintenance	N/A	5	

## **FINANCIAL PROFILE**

The following five pages show the ***unaudited draft*** financial statements for the fiscal year ending June 30, 2005 including depreciation expenses. These include: FY05 Statement of Financial Position, FY05 Statement of Activities and Changes in Net Assets, FY05 State and Federal Grants, FY05 Private Fundraising and Grants, and FY06 Approved Operating Budget. The independent audit will be completed by October 30, 2005 and will be available by December 31, 2005. This audit will be provided to the Department of Education, the Legislature's Joint Committee on Education, Arts and Humanities, members of the SSCPS 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 x106.

**Statement of Financial Position**

**UNAUDITED**

**For the period ending June 30, 2005**

**DRAFT**

**ASSETS**

CURRENT ASSETS

Cash	1,610,176
Restricted Cash	7,976
Restoration Fund	0
Deposits & Prepaid Expenses	35,909
Accounts Receivable	35,293
Grants/Tuition Receivable	70,592
Pledge Receivable	12,500
Due From SSCEF, Inc.	514,955
Total Current Assets	<u>\$2,287,401</u>

Property & Equipment

Furniture & Equipment	74,505
Technology	85,737
Building & Improvements	2,311,141
Leasehold Improvements	0
Accumulated Depreciation	(124,738)

Other Assets

Net Property & Equipment	\$2,346,645
Allowance for Doubtful Accts	<u>(18,506)</u>
Total Assets	<u>\$4,615,540</u>

**LIABILITIES & NET ASSETS**

CURRENT LIABILITIES

Accounts Payable & Accrued Expenses	267,809
Pension Obligation	421
Due to Others	7,460
Operating Leases	55,002
Line of Credit	0
Restricted Foundation & Fundraising	0
Total Current Liabilities	\$330,692

Notes Payable, net of current portion

BPBTC Bond Loan	2,000,000
Mortgage 4 A Street	-
Total Liabilities	\$2,330,692

Net Assets

Operating	1,479,383
Temporarily Designated	94,741
Net Income	<u>710,724</u>
Total Equity	\$2,286,136

TOTAL LIABILITIES & NET ASSETS	<u>\$4,615,540</u>
--------------------------------	--------------------

**Statement of Activities and Changes in Net Assets**

**UNAUDITED**

**For the period ending June 30, 2005**

**DRAFT**

	<b>Approved Budget</b>	<b>Actuals</b>
<b>REVENUES</b>		
Per Pupil Tuition	\$3,902,652	\$4,285,065
State & Federal Entitlement Grants	175,143	214,534
State Transportation Reim.	-	-
State & Fed Charter Start-up Grant	65,520	53,038
Program Fees	94,000	148,087
Project Fundraising & Misc. Contributions	10,000	47,334
Competitive Grant	195,000	15,092
Medicaid Reimbursement	0	20,945
Transfer from Development (SSCEF)	25,000	25,000
<b>TOTAL REVENUES</b>	<b>\$4,467,315</b>	<b>\$4,809,095</b>
<b>EXPENSES</b>		
<b>Personnel</b>		
Administration	\$402,235	\$349,682
Instructional Salaries	2,118,509	2,059,129
Benefits & Insurance	261,933	227,797
Professional Development	39,600	27,516
<b>Total Personnel</b>	<b>\$2,822,277</b>	<b>\$2,664,124</b>
<b>Direct Student Costs</b>		
Student Transportation	\$ 10,000	\$ 5,889
Field Trip Expense	36,000	43,177
Academic Supplies	104,650	103,454
Student Services Contractor	19,000	128,802
Computer Support (incls parts & tech consult)	47,000	27,686
Furniture & Equipment	30,000	18,293
Testing/Accreditation	10,000	6,528
<b>Total Direct Student Costs</b>	<b>\$ 256,650</b>	<b>\$333,829</b>
<b>Occupancy</b>		
Lease/Rental	\$ 369,911	\$ 328,094
Taxes	9,550	12,787
Utilities	125,000	110,213
Maintenance Contractors	83,100	135,274
Maintenance Supplies	20,000	23,651
<b>Total Occupancy</b>	<b>\$607,561</b>	<b>\$610,019</b>
<b>Office</b>		
Insurance	\$ 50,000	\$ 68,238
Supplies	25,000	22,124
Telephone/Communication	22,000	24,096
Advertising	10,000	7,087
Postage & Shipping	8,000	9,880
Printing & Copying	8,000	10,219
Copier Leases/Maintenance Supplies	13,500	13,936
Professional Fees	45,000	29,631
<b>Total Office</b>	<b>\$181,500</b>	<b>\$185,211</b>

**Other**

Interest, Bank Fees, Payroll Processing, Loan Interest	\$18,141	\$ 9,523
Events/Board Retreats/Graduation/Misc/Lunch	8,800	67,448
Awards	3,000	4,000
Lease Termination	25,000	25,000
Loss on Disposal	-	12,060
Depreciation Exp	-	129,908
Bad Debt Expense	-	75
<b>Total Other</b>	<b>\$54,941</b>	<b>\$247,939</b>
<b>Total Non-Personnel Expenses</b>	<b>1,100,652</b>	<b>1,376,998</b>
<b>TOTAL OPERATING EXPENSES</b>	<b>3,922,929</b>	<b>4,041,122</b>
<b>Operating Net Assets</b>	<b>544,386</b>	<b>767,973</b>

**CAPITAL EXPENDITURES**

Leasehold Improvements	\$12,000	-
<b>TOTAL CAPITAL EXPENDITURES</b>	<b>\$ 12,000</b>	<b>-</b>
<b>TOTAL ANNUAL EXPENSES</b>	<b>\$3,934,929</b>	<b>\$4,041,122</b>
Principal Operating Leases	10,000	18,354
Boston Private Bank and Trust Loan	141,434	101,437
<b>TOTAL EXPENDITURES &amp; REPAYMENTS</b>	<b>\$4,086,363</b>	<b>\$4,160,913</b>

<b>Cash Reserves</b>	<b>\$380,952</b>	<b>380,952</b>
<b>NET ASSETS AFTER CAPITAL</b>	<b>-</b>	<b>\$ 267,230</b>

**State & Federal Grant Awards**

UNAUDITED

For the period ending June 30, 2005

DRAFT

**State Grants**

Charter School Start-Up Facilities Grant	\$53,038
Kindergarten Enhancement Program	<u>30,968</u>
Total State Grants	\$84,006

**Federal Grants**

Special Education Allocation 94-142	\$74,736
Title I Program and School Achievement	74,903
Title II Improving Educator Quality	14,299
Title II Technology	2,438
Title V Innovative Programs	2,193
SPED Professional Development	5,000
Community Service Learning	12,000
SPED Early Childhood	<u>1,629</u>
Total Federal Grants	187,198
<b>Total State &amp; Federal Grants</b>	<b>\$271,204</b>

**Private Fundraising & Grants**

**Grants**

SSCEF, Inc.	Offset operating and capital expenses	\$25,000
Mifflin Foundation	Grant for name change	10,000
Bill and Kathy Nigreen	Grant for Student awards	3,993

**Fundraising & Donations**

Project Fundraising	Project supplies/travel	\$34,921
Parent Fundraising	Teacher appreciation	2,050
School Fundraising	Miscellaneous event proceeds	9,612
Trustee Fundraising	Annual Trustee contributions	750

**Total Private Funds** **\$85,775**

**FY06 Approved Operating Budget**

**For the period ending June 30, 2006**

**REVENUES**

Per-Pupil Tuition	3,981,867
Facilities Aide (Part of Tuition Funding Formula)	348,660
State Entitlement Grants	206,725
Program Fees	138,000
Project Fundraising & Misc. Contributions	12,000
Grant From SSCEF, Inc.	50,000
<b>TOTAL REVENUES</b>	<b>4,737,252</b>

**EXPENSES**

Personnel	
District Leadership & Administration	411,139
Instructional Salaries	2,483,166
Benefits & Insurance	309,726
Professional Development-External	56,411
<b>Total Personnel</b>	<b>3,260,442</b>

***Non-Personnel Expenses***

Student Transportation	10,000
Field Trip Expense	36,000
Academic Supplies	121,290
Direct Student Services Contractors	56,073
Computer Support	48,831
Furniture & Equipment	18,359
Testing/Accreditation	4,500
<b>Total Direct Student Costs</b>	<b>295,053</b>



***Occupancy***

Lease/Rental	
Mortgage	325,000
Taxes	0
Utilities	126,500
Maintenance Contractors	155,850
Maintenance Supplies	22,000
Maintenance Vehicles	5,000
Total Occupancy	634,350

***Office***

Insurance	71,200
Supplies	20,000
Telephone/Communication	26,450
Advertising	6,000
Postage & Shipping	9,000
Printing & Copying	6,000
Copier Leases/Maintenance	10,700
Audit, Legal & Consulting	68,501
Total Office	217,851

***Other***

Interest, Bank Fees & Payroll Processing	12,500
Miscellaneous	53,800
Awards, Fellowships & College Savings	2,500
Total Other	68,800

Total Non-Personnel Expense	1,216,0545
TOTAL OPERATING EXPENSE	4,476,496

Operating New Assets	260,756
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***Capital Expenditures***

	85,000
TOTAL CAPITAL EXPENDITURES	85,000

Bond Loan	109,220
Operating Leases	41,536
Reserves	25,000

Net Assets After Capital	-
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**2004-05 School Report Card - South Shore Charter Public School**

**South Shore Charter Public School (04880550)**

**Michael T. Munhall, Executive Director**

Mailing Address: 100 Longwater Circle

Norwell, MA 02061

Phone: (781) 982-4202

FAX: (781) 982-4201

Website: <http://www.sscps.org/>

**Overview:**

This report card contains information required by the federal No Child Left Behind act for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

**Mission Statement:**

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

Enrollment - 2004-05			
	School	District	State
<b>Total Count</b>	468	468	975,911
<b>Race/Ethnicity (%)</b>			
African American	9.8	9.8	8.9
Asian	1.9	1.9	4.8
Hispanic	1.7	1.7	11.8
Native American	0.9	0.9	0.3
White	85.7	85.7	74.2
<b>Gender (%)</b>			
Male	55.1	55.1	51.4
Female	44.9	44.9	48.6
<b>Selected Populations (%)</b>			
Limited English Proficiency	0.0	0.0	5.1
Low-income	15.0	15.0	27.7
Special Education	15.6	15.6	16.1
First Language Not English	0.0	0.0	14.0
Migrant	0.0	0.0	0.1

Teacher Data (2004-05)			
	School	District	State
Total # of Teachers	35	35	73,577
% of Teachers Licensed in Teaching Assignment	63.5	63.5	93.5
Total # of Teachers in Core Academic Areas	31	31	57,420
% of Core Academic Teachers Identified as Highly Qualified	93.6	93.6	92.1
Student/Teacher Ratio	13.2 to 1	13.2 to 1	13.3 to 1

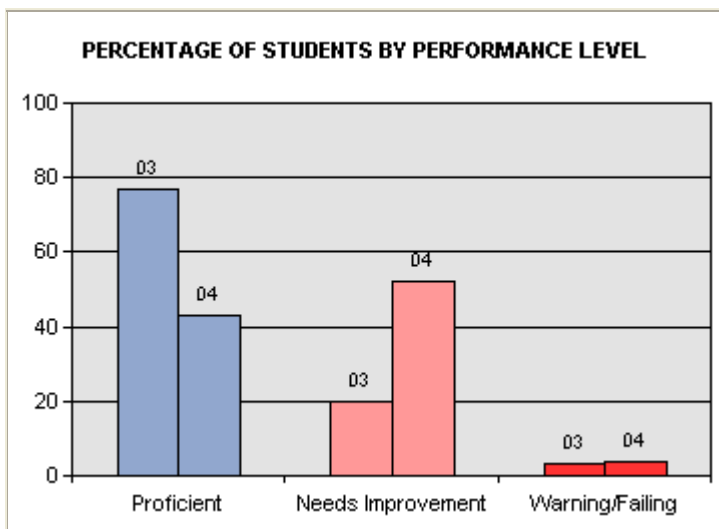
Web Resources
Massachusetts Department of Education: <a href="http://www.doe.mass.edu/">http://www.doe.mass.edu/</a>
School and District Profiles: <a href="http://profiles.doe.mass.edu/?orgcode=04880550">http://profiles.doe.mass.edu/?orgcode=04880550</a>
Adequate Yearly Progress (AYP) Information: <a href="http://www.doe.mass.edu/sda/ayp/cycle11/">http://www.doe.mass.edu/sda/ayp/cycle11/</a>
Massachusetts No Child Left Behind website: <a href="http://www.doe.mass.edu/nclb/">http://www.doe.mass.edu/nclb/</a>

<b>Grades Offered:</b>	K, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12
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**2004-05 School Report Card - South Shore Charter Public School  
Grade 03 - Reading**

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
Regular	21	100	NA	43	52	5
Disabled	2	100	NA	0	0	0
<b>GENDER</b>						
Female	9	100	NA	0	0	0
Male	14	100	NA	50	43	7
<b>RACE/ETHNICITY</b>						
African American/Black	2	100	NA	0	0	0
Native American	1	100	NA	0	0	0
White	20	100	NA	50	45	5
<b>LOW INCOME</b>	10	100	NA	40	60	0
<b>ALL STUDENTS</b>						
2004	23	100	NA	43	52	4
2003	35	100	NA	77	20	3
<b>DISTRICT</b>						
2004	23	100	NA	43	52	4
2003	35	100	NA	77	20	3
<b>STATE</b>						
2004	73332	99	NA	63	30	7
2003	74114	100	NA	62	30	7

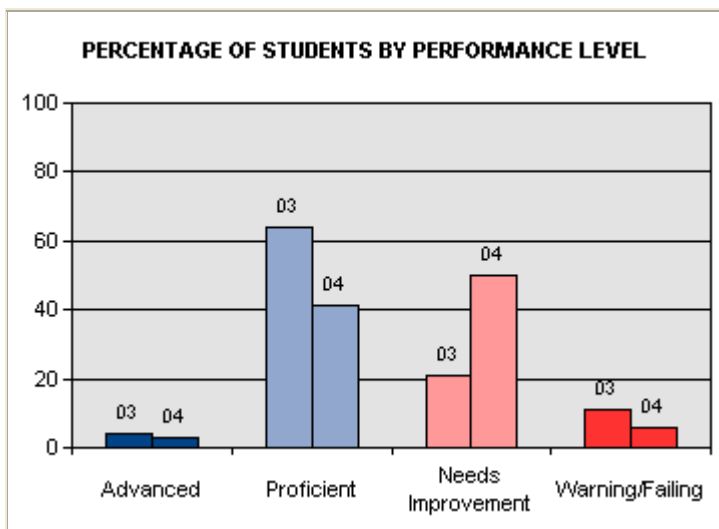
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality



**2004-05 School Report Card - South Shore Charter Public School  
Grade 04 - English Language Arts**

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
Regular	27	100	0	48	48	4
Disabled	7	100				
<b>GENDER</b>						
Female	15	100	0	47	40	13
Male	19	100	5	37	58	0
<b>RACE/ETHNICITY</b>						
African American/Black	6	100				
Asian or Pacific Islander	1	100				
White	27	100	4	44	44	7
<b>LOW INCOME</b>	10	100	10	10	70	10
<b>ALL STUDENTS</b>						
2004	34	100	3	41	50	6
2003	28	100	4	64	21	11
<b>DISTRICT</b>						
2004	34	100	3	41	50	6
2003	28	100	4	64	21	11
<b>STATE</b>						
2004	73111	98	11	45	35	9
2003	75024	99	10	45	34	10

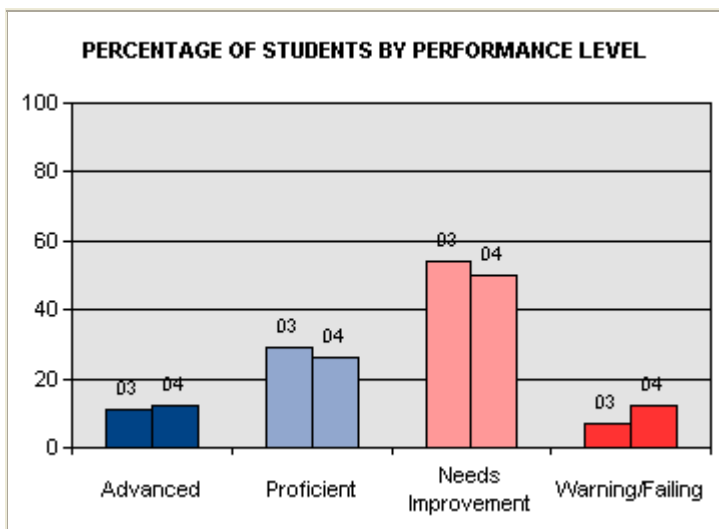
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality



**2004-05 School Report Card - South Shore Charter Public School  
Grade 04 - Mathematics**

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
Regular	27	100	11	30	56	4
Disabled	7	100				
<b>GENDER</b>						
Female	15	100	7	20	47	27
Male	19	100	16	32	53	0
<b>RACE/ETHNICITY</b>						
African American/Black	6	100				
Asian or Pacific Islander	1	100				
White	27	100	11	26	48	15
<b>LOW INCOME</b>	10	100	10	0	70	20
<b>ALL STUDENTS</b>						
2004	34	100	12	26	50	12
2003	28	100	11	29	54	7
<b>DISTRICT</b>						
2004	34	100	12	26	50	12
2003	28	100	11	29	54	7
<b>STATE</b>						
2004	73323	99	14	28	44	14
2003	75339	100	12	28	43	16

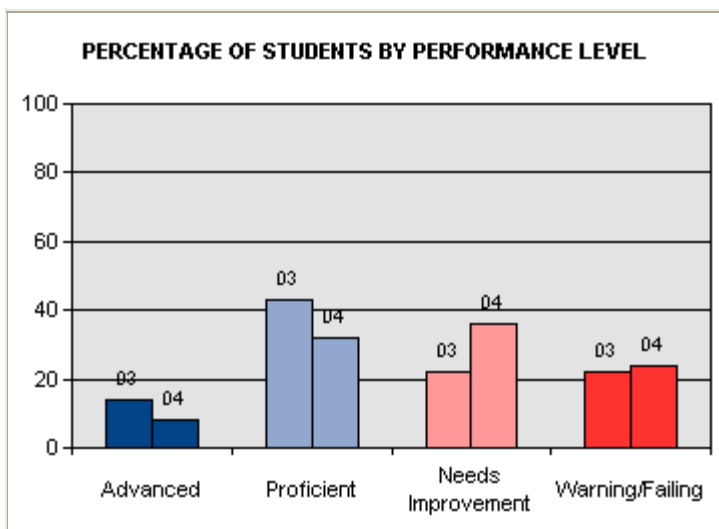
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality



**2004-05 School Report Card - South Shore Charter Public School  
Grade 06 - Mathematics**

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
Regular	18	100	11	39	39	11
Disabled	7	100				
<b>GENDER</b>						
Female	14	100	14	29	43	14
Male	10	100	0	30	30	40
<b>RACE/ETHNICITY</b>						
African American/Black	3	100				
White	21	100	10	29	43	19
<b>LOW INCOME</b>	10	100	0	40	20	40
<b>ALL STUDENTS</b>						
2004	25	100	8	32	36	24
2003	37	100	14	43	22	22
<b>DISTRICT</b>						
2004	25	100	8	32	36	24
2003	37	100	14	43	22	22
<b>STATE</b>						
2004	76661	99	17	25	32	25
2003	78040	100	16	26	32	26

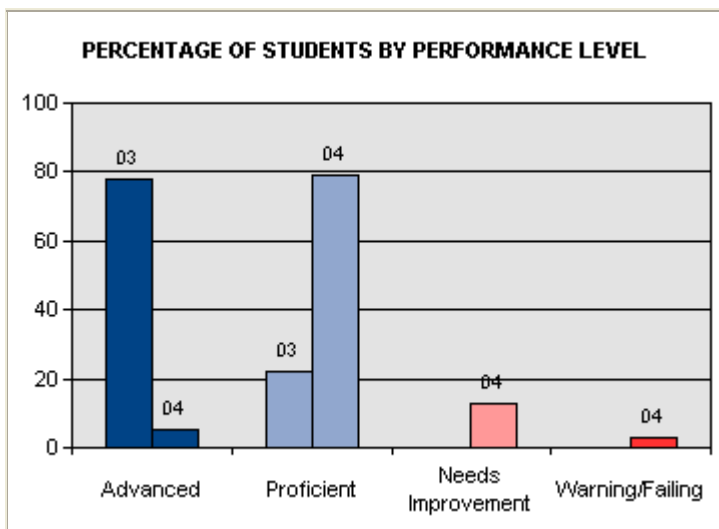
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality



**2004-05 School Report Card - South Shore Charter Public School  
Grade 07 - English Language Arts**

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
Regular	33	100	6	82	12	0
Disabled	5	100				
<b>GENDER</b>						
Female	21	100	10	90	0	0
Male	17	100	0	65	29	6
<b>RACE/ETHNICITY</b>						
African American/Black	4	100				
Native American	1	100				
White	32	100	6	78	16	0
<b>LOW INCOME</b>	8	100				
<b>ALL STUDENTS</b>						
2004	38	100	5	79	13	3
2003	32	100		78	22	
<b>DISTRICT</b>						
2004	38	100	5	79	13	3
2003	32	100		78	22	
<b>STATE</b>						
2004	77386	98	9	59	25	7
2003	79345	99	8	57	28	7

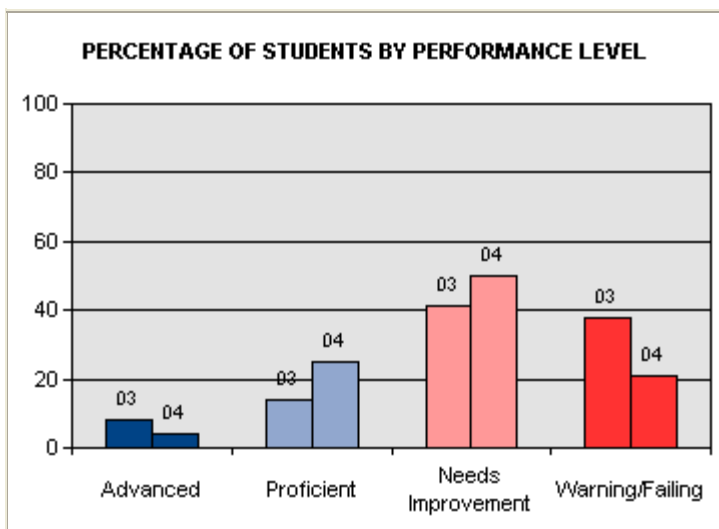
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality



**2004-05 School Report Card - South Shore Charter Public School  
Grade 08 - Mathematics**

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
Regular	24	100	4	25	58	13
Disabled	4	100				
<b>GENDER</b>						
Female	12	100	0	33	58	8
Male	16	100	6	19	44	31
<b>RACE/ETHNICITY</b>						
African American/Black	3	100				
White	25	100	4	28	52	16
<b>LOW INCOME</b>						
	4	100				
<b>ALL STUDENTS</b>						
2004	28	100	4	25	50	21
2003	37	100	8	14	41	38
<b>DISTRICT</b>						
2004	28	100	4	25	50	21
2003	37	100	8	14	41	38
<b>STATE</b>						
2004	78893	99	13	26	32	29
2003	78589	99	12	25	30	33

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

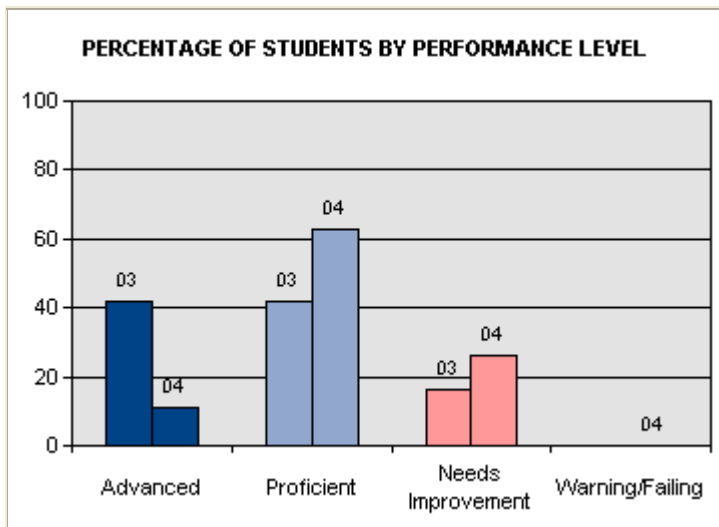




**2004-05 School Report Card - South Shore Charter Public School  
Grade 10 - English Language Arts**

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
Regular	17	100	12	59	29	0
Disabled	2	100				
<b>GENDER</b>						
Female	8	100				
Male	11	100	0	82	18	0
<b>RACE/ETHNICITY</b>						
African American/Black	2	100				
Asian or Pacific Islander	1	100				
Hispanic	1	100				
Native American	1	100				
White	14	100	14	64	21	0
<b>LOW INCOME</b>	3	100				
<b>ALL STUDENTS</b>						
2004	19	100	11	63	26	0
2003	19	100		42	42	16
<b>DISTRICT</b>						
2004	19	100	11	63	26	0
2003	19	100		42	42	16
<b>STATE</b>						
2004	69808	96	19	43	27	11
2003	69607	99	20	40	28	12

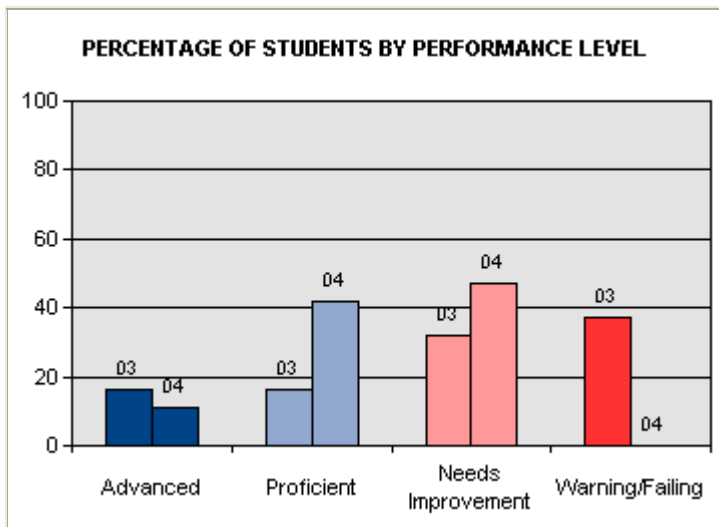
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality



**2004-05 School Report Card - South Shore Charter Public School  
Grade 10 - Mathematics**

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
Regular	17	100	12	41	47	0
Disabled	2	100				
<b>GENDER</b>						
Female	8	100				
Male	11	100	9	55	36	0
<b>RACE/ETHNICITY</b>						
African American/Black	2	100				
Asian or Pacific Islander	1	100				
Hispanic	1	100				
Native American	1	100				
White	14	100	14	57	29	0
<b>LOW INCOME</b>	3	100				
<b>ALL STUDENTS</b>						
2004	19	100	11	42	47	0
2003	19	100	16	16	32	37
<b>DISTRICT</b>						
2004	19	100	11	42	47	0
2003	19	100	16	16	32	37
<b>STATE</b>						
2004	70293	97	29	28	28	15
2003	70263	100	24	27	28	21

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



**2004-05 School Report Card - South Shore Charter Public School  
2004 Adequate Yearly Progress (AYP) Report**

ENGLISH LANGUAGE ARTS												
Student Group	2004				Cycle III combined data for 2003 and 2004					2004		AYP 2004
	Participation				Performance			Improvement		CD Attainment		
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target	
Aggregate	114	114	100	Yes	228	86.5	Yes	2.1	Yes	86	Yes	Yes
Lim. English Prof.	0	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	12	12	-	-	34	71.3	-	38.9	-	50	-	-
Low Income	31	31	-	-	57	82.5	-	8.4	-	100	-	-
Afr. Amer./Black	14	14	-	-	23	83.7	-	-	-	100	-	-
Asian or Pacif. Isl.	2	-	-	-	-	-	-	-	-	-	-	-
Hispanic	1	-	-	-	-	-	-	-	-	-	-	-
Native American	3	-	-	-	-	-	-	-	-	-	-	-
White	93	93	100	Yes	194	86.9	Yes	0.8	Yes	83	Yes	Yes

MATHEMATICS												
Student Group	2004				Cycle III combined data for 2003 and 2004					2004		AYP 2004
	Participation				Performance			Improvement		CD Attainment		
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target	
Aggregate	106	106	100	Yes	227	70.0	Yes	4.4	Yes	86	Yes	Yes
Lim. English Prof.	1	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	17	17	-	-	38	46.1	-	2.3	-	50	-	-
Low Income	27	27	-	-	44	64.2	-	4.7	-	100	-	-
Afr. Amer./Black	14	14	-	-	17	-	-	-	-	-	-	-
Asian or Pacif. Isl.	2	-	-	-	-	-	-	-	-	-	-	-
Hispanic	1	-	-	-	-	-	-	-	-	-	-	-
Native American	1	-	-	-	-	-	-	-	-	-	-	-
White	87	87	100	Yes	199	70.7	Yes	3.5	Yes	83	Yes	Yes

Adequate Yearly Progress History							2004 Accountability Status	Cycle III Performance Rating	Cycle III Improvement Rating	
	1999	2000	2001	2002	2003	2004				
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No Status	High	On Target
	All subgroups	N/A	N/A	N/A	N/A	Yes	Yes			
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No Status	Moderate	On Target
	All subgroups	N/A	N/A	N/A	N/A	No	Yes			

## Data Definitions

**Enrollment** - This information reflects the public school enrollment on October 1, 2004.

### 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.

### Selected Populations:

**Limited English Proficient:** A student whose first language is a language other than English who is unable to perform ordinary classroom work in English is identified as limited English proficient.

**Low Income:** An indication of whether a 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

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

**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.

**Educator Quality** - Educator information is as of October 1, 2004.

**Percent of teachers licensed in the area in which teaching:** The percentage of teachers with Preliminary, Initial, or Professional licensure (all teaching staff, including long-term substitutes) in the area in which they are teaching. Charter schools are not required to hire licensed teachers.

**Percentage 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 possess a valid Massachusetts teaching license at the Preliminary, Initial, or Professional level 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. NCLB subject matter competence requirements are applied differently to those who teach at different levels. For more information on the definition and requirements of highly-qualified, please see [http://www.doe.mass.edu/nclb/hq/hq\\_memo.html](http://www.doe.mass.edu/nclb/hq/hq_memo.html).

**High-Poverty Schools:** Schools in the bottom quartile statewide by low-income percentage.

**Low-Poverty Schools:** Schools in the top quartile statewide by low-income percentage.

## MCAS Results

### Performance Level Definitions

**(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.

### Student Subgroup Definitions

**Regular** - Students who do not meet the definition for Students with Disabilities or for Limited English Proficient.

**Students with Disabilities** - Students who have an Individualized Education Plan (IEP) or a plan of instructional accommodations provided under Section 504 of the Rehabilitation Act of 1973.

**Limited English Proficient, Race/Ethnicity, Low-income, Migrant** - See definitions under Enrollment.

\*2003 MCAS results may differ slightly from earlier published figures because Alternately Assessed students whose portfolios were incomplete have now been included.

**Adequate Yearly Progress** - According to federal law, a measure of the extent to which students in a school, taken as a whole and certain groups within the school, demonstrate proficiency in English language arts and mathematics. All schools are rated, and AYP determinations are made, based on an analysis of the performance and improvement schools and districts demonstrate toward achieving this goal. Detailed information on AYP determinations can be found on the MA Department of Education website [www.doe.mass.edu/sda/ayp/sycle111/](http://www.doe.mass.edu/sda/ayp/sycle111/).

### Accountability Status Labels:

**II-S** Identified for Improvement - Subgroups only

**II-A** Identified for Improvement

**CA-A** Identified for Corrective Action

**Accountability Plan 2001/2005**

**Student Performance Goals**

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

<b>Student Objective</b>	<b>Performance standard</b>	<b>Assessment Method</b>	<b>Assessment Schedule</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>Current 2005</b>
All Level III, IV, V, and VI SSCPS students will participate in experiential projects and meet project requirements	80% of Level III (7 <sup>th</sup> ), IV (10 <sup>th</sup> ) and V (12 <sup>th</sup> ) SSCPS 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 <sup>th</sup> , 10 <sup>th</sup> , and 12 <sup>th</sup> 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%	Level III 100% Level IV 100% Level V 93% Level VI 94%
All Level I and II SSCPS 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 <sup>nd</sup> and 4 <sup>th</sup> 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	Level I 100% Level II 100%
SSCPS Secondary Students will demonstrate proficiency in communication skills	1. 80% of SSCPS 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	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	Level V 93% Level VI 97% 100% passed 100%

	attain a score of 70% in a formal debate 3. Student must complete school to work internship							
SSCPS students will be provided with opportunities to take initiative and assume leadership within their projects	75% of respondents to our annual survey will agree SSCPS 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	94% surveyed agreed or strongly agreed.
SSCPS 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%	Level 1 - 100% Level 2 - 100% Level 3 - 100%
SSCPS students will meet required Community Service Hours	90% will meet Community Service hours	Exit Standard requirement Portfolio presentations	2 <sup>nd</sup> , 4 <sup>th</sup> , 7 <sup>th</sup> , 10 <sup>th</sup> , and 12 <sup>th</sup> 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%	Level 1 – 98% Level 2 – 100% Level 3 – 100% Level 4 – 100% Level 5 – na Level 6 – 100%
SSCPS 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.	195 of 468 of k-12 students responded to the survey.

**Student Performance Goals**

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

<b>Student Objective</b>	<b>Performance standard</b>	<b>Assessment Method</b>	<b>Assessment Schedule</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>Current 2005</b>
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	82% of respondents felt Exit Standards are clearly articulated
Students in all Levels will be able to meet the passing grade requirements in the SSCPS 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%	Level 1 – 100% Level 2 – 100% Level 3 – 99% Level 4 – 83% Level 5 – 38% Level 6 – 79%
Students in Levels I - V will be able to meet the portfolio requirements in the SSCPS 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 <sup>nd</sup> , 4 <sup>th</sup> , 7 <sup>th</sup> , 10 <sup>th</sup> , and 12 <sup>th</sup> 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%	Level 1 – 100% Level 2 – 99% Level 3 – 100% Level 4 – 70% Level 5 – 50% Level 6 – 100%
Students in Level V will be able to meet the passing requirements of the MCAS as required in the SSCPS 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 %	100%
Students in Level V will be able to meet the college course requirement in the SSCPS Exit Standards to	80% of Level V students will receive a passing grade (C or better) at an accredited college or	External: College Grade report	End of Level V	94%	100%	100%	100 %	100%

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graduate	university							
Students in Level V will be able to meet the technology Exit Standard in order to be promoted to graduate	100% of Level V students must attain Microsoft User Certification	External: User Test	End of Level V	94%	100%	100%	100%	100%
Students will be prepared to take the MCAS	75% of SSCPS 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 Rdnng 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%*	Grade 3 Reading -97% Grade 4 ELA-96% Grade 4 Math-86% Grade 5 Sci-100% Grade 6 Math -89% Grade 7 ELA-100% Grade 8 Sci-79% Grade 8 Math-87% Grade 10 ELA-100% Grade 10 Math-100%
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 ____	100% graduates accepted to college New SAT mean 1870
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	78% surveyed agreed or strongly agreed



Students will learn in small classes with a student/ teacher ratio of no more than 18 to 1	SSCPS 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	Full enrollment 83% of survey responses support current configuration of classes.
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**Student Performance Goals**

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

Student Objective	Performance standard	Assessment Method	Assessment Schedule	2001	2002	2003	2004	Current 2005
Students will have access to varied modalities of Instruction	SSCPS will meet the goal of \$150 per student on Professional Development	Budget	Annually	SSCPS spent \$167 per student on Professional Development	SSCPS spent \$160 per student on Professional Development	SSCPS spent \$159 per student on Professional Development	SSCPS spent \$155 per student on Professional Development	SSCPS spent \$135 per student.  84% surveyed felt teachers differentiate their instruction well.
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	25 projects offered

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Students will have opportunities to participate in external and/or community events	SSCPS will publish community events weekly in the SSCPS Update both on paper and on the SSCPS 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.	Update was published weekly (40 issues) listing school and community events. 84% surveyed feel student community participation is strong.
Students will meet attendance requirements	SSCPS 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%	Grades K-12: 91.7%

**School Performance Goals**

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

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

<b>Expectations</b>	<b>Expected Outcomes</b>	<b>Assessment or Measurement tool</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>Current 2005</b>
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	K-8 completed 9-12 ongoing
All students will have access to quality yearlong projects	Projects will meet SSCPS 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	100% of projects met approved criteria
Faculty will be provided opportunities for Professional Development	Faculty will engage in Professional Development that directly enhances student learning or interest	Annual Surveys Professional Development Spending Comparison to Recommendations	SSCPS spent \$167per student on Professional Development	SSCPS spent \$160per student on Professional Development	SSCPS spent \$159 per student on Professional Development	SSCPS spent \$155 per student on Professional Development	Professional development days were used to allow teachers to set up their new rooms at the beginning of the year after the move from Hull and renovations.

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							Full faculty meetings were held monthly. F/T teachers were given \$300 to use for professional development, they could apply for up to \$2000.
SSCPS 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.	Annual Report completed July 2005. August 2004 building met all local inspections. Time in Learning requirements met. School received its 2005-2010 charter renewal. School was approved in the CPR.
SSCPS will meet school wide performance goals on MCAS as determined by MA DOE	SSCPS will respond to weak performance areas as appropriate	DOE Report	4 <sup>th</sup> Grade Failed to meet (no increase or decrease) 10 <sup>th</sup> grade Exceeded (+9.5)	No Information Available from DOE	Met AYP at 4 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> . 10 <sup>th</sup> Grade – no rating due to too small a sampling.		Met AYP at 4 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> and 10 <sup>th</sup> grades. Yes
SSCPS 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)	SSCPS 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.		All met the goal except: Grade 10 – Rdg 49% Grade 11 – Math 49%

**School Performance Goals**

**Statement #2: SSCPS 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	2004	Current 2005
SSCPS 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	83% surveyed agreed or strongly agreed
SSCPS 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	82% surveyed agreed or strongly agreed

**Statement #3: SSCPS 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	Current 2005
SSCPS will disseminate its model	SSCPS 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 "SSCPS made significant efforts".	Refer to Dissemination Section	Refer to Dissemination Section of the Annual Report
SSCPS will work with district schools to improve education for all students	SSCPS 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 - SSCPS students Collaborated on Biodiversity Day Investigated joint lunch program Share SPED staff Discussed impact on district if SSCPS moves Peer educators from Hingham High School introduced Anti-Defamation's	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		Met with area superintendents to discuss ways to cooperate. Met regularly with Southeastern charter school leaders to discuss cooperative initiatives. Worked with Norwell schools on SpEd grant. Board outreach for new members. Worked with XXXX

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			League's World of Difference Training Collaborated on Community Art Show Shared Speech/Language staff Joint Career Development Center now under development		on transfer students both regular & special education. Named as participant in MCSA Grant on dissemination of best practices with district schools.		on grant for area districts and SSCPS.
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**Is SSCPS a Viable Organization?**

**Statement #1: SSCPS will maintain financial solvency and stability. Please refer to end of year fiscal audit. Report to be completed in October 2005 and available by December 31, 2005.**

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

SSCPS charter caps our enrollment at 468.

As of June 30	2000	2001	2002	2003	2004	2005
<b>Student Enrollment</b>	352.75	355	334.05	335	360.42	467.11
<b>Wait List</b>	0	35	2	35	227	237
<b>Number of applications</b>	110	134	90	103	452	343
<b>Withdrawals</b>	54	51	91	51	80	76

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

Expectation	Strategies for attainment	2001	2002	2003	2004	Current 2005
SSCPS will include students, faculty and parents in its democratic governance model	1. Written Communication process 2. Active School Council 3. Focused Working Committees 4. Survey	Published annually Meets monthly SSCPS offers non government committees in which students, faculty and parents work together 93% surveyed agreed that SSCPS	Published annually Meets monthly SSCPS offers committees in which students, faculty and parents work together 70% surveyed agreed that SSCPS offers a strong Democratic model	Published annually. Meets monthly SSCPS offers committees in which students, faculty and parents work together. 92% surveyed agreed that SSCPS offers a strong	1. Published annually 2. Met once 3. SSCPS offers committees in which students, faculty and parents work together 4. 91% surveyed agreed that SSCPS	1. Published annually 2. Council met monthly to work on attendance policy, discipline policy and student handbooks 3. Board, school and parent association

		agreed that SSCPS offers a strong Democratic model	model	offers a strong Democratic model.	agreed that SSCPS offers a strong Democratic model.	committees all worked on a regular basis to advance the mission and program of the school. 4. 74% surveyed agreed that SSCPS offers a strong democratic model.
SSCPS 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 Professional Development	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 beyond base. \$160 per student on Professional Development	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.  \$159 per student on Professional Development.	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 Development	Grades K-8: 19 of 20 full time teachers are returning. Grades 9-12: 7 of 11 full time teachers are returning.  School created a plan to increase salaries 23% over the next three years.  Each teacher receives a \$300 stipend for professional development. Teachers may apply for additional money up to \$2000 annually.

<p>SSCPS will provide clear and stable leadership</p>	<p>Board of Trustees Training Ongoing Administration professional development</p> <p>Search committee in process of hiring new executive director (FY2000)</p>	<p>Interim Executive Director announced departure effective June 30- 2001</p> <p>Primary Head of School at SSCPS 6 years</p> <p>Secondary Head of School, in this SSCPS position, 1.5 years.</p> <p>81% surveyed felt that SSCPS 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 SSCPS 7 years</p> <p>Secondary Head of School at SSCPS 2.5 years but resigned before year-end.</p> <p>49% surveyed felt that SSCPS leadership was stable</p> <p>35% surveyed felt Board is strong and stable</p>	<p>Board training on Strategic Plan process with Case &amp; Mann consultants.</p> <p>Executive Director in place for full year, returning for 03/04</p> <p>Primary Head of School at SSCPS 8 years.</p> <p>New Secondary Head of School resigned end of 03. Search is on going.</p> <p>86% surveyed felt that SSCPS leadership was stable</p> <p>85% surveyed felt the Board is strong &amp; 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 SSCPS 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 SSCPS leadership was stable</p> <p>82% surveyed felt the Board is strong &amp; stable</p>	<p>Board training on sustained leadership</p> <p>Executive Director signed a new three-year contract</p> <p>Academic leadership was restructured: K-12 Principal and Asst Principal</p> <p>Secondary Principal became K-12 Principal</p> <p>88% surveyed felt that SSCPS leadership was stable</p> <p>89% surveyed felt the Board is strong and stable</p>
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<p>SSCPS will secure adequate facilities to meet our students needs</p>	<p>1. Maintain an active facilities committee                  2. Engage a commercial real estate firm                  3. Seek funding to achieve goal</p>	<p>1. Facilities committee meets regularly                  2. Real estate firm retained March 2001                  3. Development committee formed                  4. 63% surveyed felt facilities adequate</p>	<p>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</p>	<p>1. Purchase and Sale signed on July 3<sup>rd</sup>, 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.</p>	<p>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.</p>	<p>1. Renovation of Phase 2 completed on time for opening of school, inspections delayed opening by two days.                  2. 74% surveyed felt facilities are adequate. Comments of missing elements are all on the plans for future development as funds are available.</p>
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