

SOUTH SHORE CHARTER PUBLIC SCHOOL

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

July 30, 2007

Dear Friends of the South Shore Charter Public School,

As the Chairman of the South Shore Charter Public School's Board of Trustees, I am please to note some of the school's highlights of 2006-2007.

First, I would like to take this opportunity to thank Michael Munhall for his 5 years as Executive Director of SSCPS. Under Michael's excellent leadership, the school grew in enrollment, strengthened its curriculum, and found a permanent home. He helped make our school a much sought after educational destination for South Shore families. Thank you, Michael, and best of luck.

The Board welcomed new members Michael Maniscalco of Quincy, Michael Ryan of Hull, and David Whitemyer of Rockland as well as welcomed back Miriam Brownwall. Reappointed to the Board are Charleen Tyson of Hull, Dominic Slowey of Hanover, Michael Nuesse of Hull, and Bill Smyth of Hull. The Board also welcomed back former member Barbara Fournier for a one year appointment.

We had our largest graduating class to date, twenty-six seniors graduated and all were accepted into colleges. Seniors, Hannah Connolly, Laura Goodale, Kiely Monteiro and Megan Weinstein, were awarded The Adams Scholarship to attend any Massachusetts State College tuition free. Two of our current high school students were awarded scholarships to study abroad in 2007-2008. Kelly Barber was awarded the Congress-Bundestag Scholarship to study in Germany and Ryan Brenner won an AFS Scholarship to study in Australia. The school was selected to pilot a new Core Knowledge Kindergarten reading program that will begin in 2007-2008.

In May the Board approved a summary of the Strategic Plan. During the Strategic Plan process the administration, faculty and community members had input into making revisions of this document. During 2007-2008 the Board will work towards finalizing the plan by establishing goals, timelines and objectives on how each of the strategic goals can be met.

The school continues to annually increase enrollment. The school will grow from 494 students to 529 students in 2007-2008 with a waitlist of over 240 students. The school continues to be chosen by students of all backgrounds and increasingly mirrors the ethnic makeup of our sending communities.

The school is in the process of completing our “Master” facility renovation plan for building out the remaining unoccupied building space into additional classrooms, a multi-purpose space, a library/media center and faculty office space. The administration has begun discussions with our financial institutions regarding existing debt restructuring as well as funding additional debt to complete our renovations. The Board continues to look to enhance fundraising initiatives in the community.

A very heartfelt thank you goes out to our Parents Association for all their hard work and efforts raising money for various school projects and all their time and effort volunteering at the school, being grade representatives and getting the good word out to our communities about our wonderful school.

Finally, a special thanks to the faculty and our school’s leadership team: Kristine Shipps, Tom Gorsuch, Ted Hirsch, Ron Larrivee and Pam Algera for their hard work and commitment to the academic and social achievement of our students.

Sincerely,

Robert L. Gass
Board of Trustees, Chair

1 Glovers Brook Road
Randolph, MA 02368

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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.

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 Norwell, MA 02061
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Executive Director: Michael T. Munhall, M.A.
Principal: Thomas J. Gorsuch, PhD
Assistant Principal: Ted Hirsch, M.A.
Learning Services: Ron Larrivee, EdD
Guidance: Mary Carter, M.A.

Enrollment: 492
Student/Teacher Ratio: 9.1 to 1
Instructional Days: 181
Time-In- Learning
 Grades K-6: 1041 (141 hours more than state minimum)
 Grades 7-8: 1086 (186 hours more that state minimum)
 Grades 9-12: 1086 (96 hours more than state minimum)

Testing
Class of 2007
 MCAS % passing by 12th Grade
 Language Arts: 100%
 Math: 100%
 SAT Mean
 Reading: 473
 Math: 435
 Writing: 457

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), and V (9-12). Core curriculum courses, coupled with yearlong experiential learning “projects or workshops” are the foundation of the SSCPS educational program. All students in grades K-8 participate in projects’ grades 9-12 enroll in workshops. 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 student’s complete two 3-credit college courses, computer proficiency, 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/Workshops: Projects/Workshops often take on a greater scope than can be completed in a school week. Students engage in off-campus activities such as overseas travel, interscholastic athletics, 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 basketball, soccer, cross-country and track. 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, Ana Maria College, Becker, College, Benjamin Franklin Institute of Technology, Bowdoin College, Brandeis University, Bridgewater State College, Curry College, Dickinson College, Drew University, Drexel University, Embry Riddle, Emmanuel College, Fitchburg State College, Fisher College, Fordham University, Framingham State College, Franklin Pierce College, Hampshire College, Hood College, Johnson and Wales University, Lesley University, Marymount Manhattan College, Montserrat College of Art, New College at University of South Florida, New England College, Northeastern University, Norwich University, Providence College, Quincy College, St. John’s College, Skidmore College, SUNY Stonybrook, University of Vermont, UMASS Amherst, UMASS Boston, UMASS Dartmouth, Warren Wilson College, Wentworth Institute, Wheelock College.

SUMMARY OF EDUCATIONAL MODEL & PHILOSOPHY

OUR MISSION

South Shore Charter School inspires students to achieve their potential in academics, career and life. This is accomplished with an innovative curriculum that addresses the learning styles of the individual student, complemented by a real-life experiential learning program, within a community that encourages service, leadership and respect.

OUR PHILOSOPHY

- Promote life skills for individual achievement in education, career, community and life;
- Foster relationships between students, staff, and parents that are respectful and caring;
- Nurture the development of a civil community and supportive and safe learning environment through small multi-grade classrooms;
- Maintain low student/teacher ratios by hiring dedicated, talented teachers who provide opportunities for individualized guidance and instruction;
- Cultivate in students the ability to become independent learners, to take risks, and to apply academics to their life experiences;
- Produce active, engaged thinkers and communicators who value teamwork and leadership through cooperative and collaborative learning and teaching;
- Support multiple-intelligence learning through project-based and performance-based assessment;
- Encourage parents, students and teachers to serve the school community and beyond;
- Ask students to explore and develop talents and interests outside the classroom;
- Create an environment in which the best education occurs through administrators, parents, staff, teachers and trustees working together to pursue common goals.

SCHOOL PERFORMANCE IN RELATION TO THE ACCOUNTABILITY PLAN

SUMMARY OF PERFORMANCE RELATIVE TO STUDENT AND SCHOOL ACCOUNTABILITY OBJECTIVES

For the 2006-2007 school year, SSCPS demonstrated its success at weaving together a rigorous academic curriculum and experiential learning projects and workshops. 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.

During this year, Exit Standards were revised to combine the Level V and Level VI standards into one Level called "High School." This was to more accurately reflect the current culture of the school and to align the level exit standards with the Massachusetts Curriculum Frameworks.

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 and workshops 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/Workshop 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 27 projects and workshops 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. 98% of high school students met the Exhibition of Mastery goal. 100% of high school seniors 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, 89% agreed that projects develop communication skills, 92% agreed that projects provide opportunities for student leadership, and 89% 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. 77% of survey respondents agreed that these standards clearly communicate a minimum competency for promotion and graduation.

CORE CURRICULUM REQUIREMENTS/HIGH SCHOOL – GRADES 9-12

Grade	Math	English/Language Arts	Science & Technology	History
9	Singapore 2/3	Intro to Composition Literature	Biology	World Cultures I
10	Singapore 3/4	World Literature	Chemistry	World Cultures II
11	Singapore 4/ Pre Calculus	American Literature	Physics	US History
12	Pre-Calculus/ Calculus	British Literature	Environmental Science/Human Anatomy	Ethics

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 2006-2007 490.57 FTE students were enrolled with a total of 53.89 full-time and part-time teaching faculty for an overall student/faculty ratio of 9.1:1. SSCPS had 5.63 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, 89% of survey respondents agreed or strongly agreed that our student-teacher ratio supports student learning and 79% 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 leased/purchased 148 new computers in 2005/06 and setup a computer lab with 25 workstations. In our community survey, 85% 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 94.05% 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: 85% 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 2006-2007 school year started on August 30, 2006 and ended June 15, 2007. The year had 181 instructional days. The Time In Learning requirement was exceeded at all Levels:

Levels I to III

Daily Schedule – 8:15-3:00 with 5.75 hours of instructional learning, 1 hour for lunch and recess

2006-2007 SSCPS Structured Learning Time=181 x 5.75 = 1040.75 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, 45 minutes for lunch/recess

2006-2007 SSCPS Structured Learning Time = 181 x 6.0 = 1086 hours

Structured Learning Time required by the Commonwealth= 900 hours

High School

Daily Schedule – 8:15-3:00 with 6.0 hours of instructional learning, 45 minutes for lunch/breaks

2006-2007 SSCPS Structured Learning Time = 181 x 6.0 = 1086 hours

Structured Learning Time required by the Commonwealth = 990 hours

Class of 2007 College/University Acceptances

Student Name	College/University Acceptance
Jonathan Alexandre	Ana Maria College
Hannah Connolly	Drew University
Jonathan Drain	Massasoit Community College
David Fournier	Hood College
Kyle Forrester	Franklin Pierce College
Kate Gill	Framingham State College
Taylor Ginsburg	Quincy College
Laura Goodale	Fitchburg State College
Alexandra Gordon	Becker College
Thamanai Jeremie	Wheelock College
Mary Joyce	Massasoit Community College
Sean Kayiales	Wentworth Institute
Joseph Maskell, Jr.	Massasoit Community College
Zachary Mertz	University of Rhode Island
Kiely Monterio	Franklin Pierce College
Daniel Nardo	Quincy College
Chika Odunukwe	Durham Tech College
Paul Peaslee	Quincy College
Cole Prediger	Massasoit Community College
Justin Selig	Curry College
Jane Sullivan	Providence College
Chelsea Talcott	Montserrat College of Art
Murielle Termitus	Wheelock College
Nicole Theran	Massasoit Community College
Megan Weinstein	Warren Wilson College

College Courses, Dual Enrollment and Internships

As part of the Exit Standards, students in High School are required to take two pre-approved three-credit college courses and receive a C or better. Students typically enroll at Quincy College, although this year we have had students enroll in courses at Bridgewater State College, Curry College, Massasoit Community College, and Brigham Young University On-Line. SSCPS students are reimbursed for the tuition (up to the cost of a course at Quincy College \$297.00).

Dual Enrollment is a program where students take college courses in lieu of high school courses. For the Academic Year 2006-07 we had one student participate in the program by dual enrolling at Quincy College.

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 \$56,006 on fees for internal and external workshops, dues and subscriptions and faculty tuition reimbursement. Throughout the course of the school year, SSCPS held monthly full faculty meetings to discuss educational issues, provided 4 early release days and 5 full days of professional development opportunities. The school has a professional development policy in place that reimburses each full time faculty member \$300 towards professional development opportunities. Also, full time faculty can request additional professional development funds up to a maximum of \$2,000 annually. Our 5 full professional development days were used to work on differentiated instruction in a 3 day workshop series, building a data culture for 1

day, and 1 day of faculty team building. The early release days were used for review of the Science Curriculum. The total amount for staff salaries for these days added \$95,974 to our professional development costs. This averages to approximately \$310 per student for professional development. Faculty participated in the following professional development opportunities:

- Category I and II English Language Learner Training
- Lexia Training
- Singapore Math Training
- Wilson Foundations Workshops
- Open Circle Training
- The ParaEducator Learning Program Membership
- Special Education Seminars on ADHD & Bipolar Disorders
- Using Differentiated Instruction to Strengthen Student Learning
- Reimbursed 7 faculty for graduate courses
- Writing About Mathematics
- Practical Strategies to Help Special Education Teachers Objectively Assess IEP's
- Visualizing and Verbalizing for Language Comprehension and Thinking
- Reading Comprehension Skills for Students
- Using Innovative Technology Projects to Strengthen Content Area Learning
- Wilson Reading Seminar
- Active Strategies for Strengthening and Enhancing Your Foreign Language Program
- Research for Better Teaching
- Membership in MENC/MMEA Music Educators National Association
- Membership in The National Art Education Association
- Education Week Subscription
- Membership in Massachusetts High School Drama Guild
- Council for Exceptional Children
- Attendance at the 7th Annual Massachusetts Charter Public School Convention
- Seminar on 504's
- Personal Presence Workshop – Ariel Group
- Title 1 Conference
- Massachusetts Financial Literacy
- Bio Teach Conference
- K-6 Literacy Conference
- Kindergarten Networking Conference
- MA DOE Tourettes Syndrome & Associated Disorders in the Classroom
- Unwrapping the Standards
- MIAA Bullying Workshop
- Reaching Hearts & Minds
- Observing & Analyzing Teachers (OAT)
- Asperger Syndrome Presentation
- Geological Society of America
- BioTech Workshop

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. The K-8 faculty have developed additional benchmarks in literacy. Once again SSCPS was awarded a grant for its full-day kindergarten program. With this allocation, Level I faculty continue to work towards NAEYC Kindergarten accreditation. The High School has developed a sequence of core courses that are also aligned with the Frameworks. High School 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 181-day school year and 1,086 instructional hours at the High School, exceeding state-mandated hours by 96 hours. Grades K-6 operated for 1040.75 hours, exceeding state-mandated hours by 141 hours. While Grades 7-8 operated for 1086 hours, exceeding state mandated hours by 186 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. 89% of survey respondents feel SSCPS provided a balanced academic and project-learning environment.

Projects/Workshops

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.

At the high school level, the students enroll in “workshops” that while similar to projects, have a more academic element to them. In a “master/apprentice” model, students explore an area of interest in-depth. It is possible for students over the course of their high school career to gain enough skill in a particular area that would enable them to take an AP exam that particular field. During the 2006-2007 school year, four students from the Music Workshop took the AP Music Theory exam. These workshops still maintain many of the features of the projects in earlier grades such as community service and communication. Some of the areas of focus for our high school workshops are: art, music, drama engineering, journalism and Spanish.

2006-2007 Projects/Workshops

Level	Project Name	Theme	Client
I	Garden	Environmental	Holly Hill Farm, SSCPS
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
I	Poetry	Communication	Senior Center
II	Culture & Cooking	Community Development, International	Pine Street Inn, SSCPS
II	Puppet	Community Development	YMCA, SSCPS, Puppet Showplace Theater
II	Art Force	Community Development	SSCPS, Habitat for Humanity, Quincy Animal Shelter
II	South Shore Publications	Communication	SSCPS, Yearbook Advertisers
III	The Wave	Community Development	SSCPS
III	Art Works	Community Development	SSCPS Community Non-Profit
III	Drama	Environmental	SSCPS, Donna Luther Milan
III	Cross Generational Education	Community Development	Cohasset Knoll, Norwell Knoll, Weymouth Health Care, Toys for Tots, Lakota Kidz
IV	Environmental Interpretation	Environmental	New England Wildlife Center
IV	Building a Green Society	Environmental	SSCPS
IV	Geology	Environmental	SSCPS
IV	Theater	Community Development	SSCPS
HS	Community Service Workshop	Community Development	Boston Food Bank, YMCA Mill Pond, SSCPS
HS	Music Workshop	Community Development	Berklee College of Music
HS	Journalism Workshop	Communication	SSCPS
HS	Design Engineering Workshop	Environmental	MIT
HS	Art Workshop	Community Development	Fuller Art Museum
HS	Theatre Workshop	Community Development	Hingham Civic Theater Company, Ariel Group
HS	Spanish Workshop	International	SSCPS
HS	Biology Research Workshop	Environmental	New England Wildlife Center
HS	Early Childhood Development Workshop	Community Development	KinderCare, Bright Horizons Child Center, SSCPS

b. SSCPS promoted a respectful culture and family partnership.

SSCPS has an open door policy and is 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 loaned copies of the Core Knowledge Grader Books to bridge the gap between school and home. 91% of respondents believe the leadership team guides the school with regular open communication.

In Levels I-IV, parents participate in an individual goal-setting meeting each fall with their child's teacher. Competency-based progress reports are completed three times each year and academic warnings are mailed between trimesters. Parents and teachers arrange for conferences as needed during the year. Teachers also have individual voice mail and e-mail through which parents may contact them. Our Learning Services staff meets with all teaching faculty in August, and as needed, to review Individual Education Plans. High School 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-high school 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 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. A resource room was developed this year as well as two tutorial centers. Approximately 18.5% of our 490.57 FTE students required Special Education Services in 2006-2007.

SSCPS identified four students with limited English proficiency. A home language survey of incoming students and faculty referral identifies any student who has limited English proficiency. Training of faculty in Category I and II ELL services was conducted during the 2006-2007 school year. The school has also contracted with a licensed ESL teacher to provide services and screening for these 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, as well as members of the greater South Shore community. 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 participate in our Strategic Planning process. In our year-end satisfaction survey, 91% 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. One successful method of promoting our model through the region and nation has been with our ongoing relationship with former staff members. Emily Hamilton, one of our founding teachers started Seacoast Charter School in Exeter, New Hampshire in 2004. Seacoast Charter is modeled closely on our school having multi-age classes and implementing the Core Knowledge curriculum. Seacoast has continued to use us as a resource sending its teachers to visit as well as modeling their student progress reports after ours. In a similar vein Robin Coyne also a founding teacher at SSCPS is a consultant for SchoolWorks. In that role she has used us as a resource for materials as well as a visitation site for faculty from Houston's KIPP Elementary School. These ongoing connections are helping us disseminate our model.

More directly our teachers and administrators also spread our model through memberships on organization boards and through college teaching. Our Faculty and Administration are on the following boards: The Massachusetts Charter Public School Association, The Core Knowledge Foundation, The Clipper Ship Foundation, and The New England Wildlife Center. Our Principal, Dr. Tom Gorsuch, teaches courses in School Administration at Curry College. Many teachers gave presentations and talks based on their work at SSCPS. Ted Hirsch made a presentation at the National Core Knowledge Conference in Washington on reading instruction. He also co-presented with Education Director at Holly Hill Farm made a workshop through Mass Agriculture in the Classroom. June Fontaine and Karen Yelin disseminated our early childhood program through the Community Partnership for Children. Amy Rudder and Jessica Engebretson presented their work "Building a Green Society/The Geology Projects" to the Geological Society of America. Dorothy Scholz and Mary Carter ran a workshop at the state Charter School conference on our Senior Portfolios. Through these and many other initiatives of our faculty we have spread the work of our school. Please see the list below for further activities.

MEMBERSHIPS

- Executive Director is a member of the Board of the Massachusetts Charter Public School Association
- Member of the Southeastern Massachusetts Charter School Consortium
- South Shore Educational Collaborative
- National Science Teachers Association
- Core Knowledge Foundation
- Massachusetts High School Drama Guild
- Massachusetts Charter Public School Association
- Massachusetts Charter School Athletic Organization
- Massachusetts Secondary School Administration
- National Honor Society
- South Shore Chamber of Commerce
- Association for Supervision and Curriculum Development
- Massachusetts School Counselors Association
- National Association of Student Councils
- Associated Grant Makers
- National Middle School Association
- National Art Education Association
- National Association of Secondary School Principals
- MA Association of Science Teachers
- MA Charter School Athletic League

FACULTY

- Executive Director coordinated the South Shore Multicultural Job Fair at SSCPS
- Principal taught an Education Administration course at Curry College
- Presented at the Derby School Secondary School Fair
- Setting up a program with New England Wildlife Center
- South Shore YMCA
- Collaborate on Data-driven Decision Grant with Ashland, Dover-Sherborn, Hopkinton, Millis, Medfield, and Keefe Tech
- Participated in the Harvard Coop Poetry Contest
- Provided Title I training for Level 1 staff and teachers
- Partnered with Holly Hill Farm
- Partnership with Wellspring
- Level 1 Family Literacy Night

- Early Childhood Education Committee
- Led two trips the Europe with students (Spain and Italy)
- Publication of K-6 Literary Magazine
- Student Teacher from Goddard College
- Summit Educational Group
- MEFA – seminar regarding financial aid
- Presented at MCPCA Best Practices “E Portfolios & Graduation Requirements:
- Visited colleges with potential students
- Mass Association of School Counselors
- Community Partnerships for Children
- Teacher of the Week Patriot Ledger April 2007
- Massachusetts Charter School Basketball Treasurer
- Student Teacher observation from Berklee College
- Massachusetts Charter School Athletic Organization Coach of the Year
- Presented Butterfly exhibit
- Symbolic Monarch Migration
- Supervised Student Teacher
- Organized the Hispanic American Community Festival
- Geological Society of America
- Trip to Costa Rica with Biology Workshop
- SSCPS Talent Show
- Coached Co-ed Soccer (Grades 8-12); Ski/Snowboard Club; Middle School Basketball; Cross Country/Track (Grades 7-12).
- Coordinated Annual Winter Solstice Concert
- Title 1 Parent Workshop and Presentation
- Curry College student observation
- Supervised student teacher
- Curriculum Guide Co-Author *“The School Garden, Classroom and Organic Farm”*
- Consultant to Keys to Reading, Core Knowledge Foundation
- Partnership with Fuller Craft Museum Brockton
- Partnership with South Shore Arts Center.
- South Shore Multicultural Job Fair
- Partnership with Weymouth Health Care, Cohasset Knoll and Norwell Knoll
- Participated in The Massachusetts High School Drama Guild festival.
- Hosted 10th District Congressional Art Show.

BOARD OF TRUSTEES

- DOE Meetings: Hearing at State House
- Massachusetts Charter Public School Association Trustee Workshops
- Massachusetts Charter Public School Association Annual Convention

VISITORS

- Jenn Pina acting workshop
- Greg Mertz New England Wildlife Center
- Maggie Whalen – Puppet Show
- Josh Dormady Theatre Major at University of California Davis
- Rebecca Fontaine – Discussion regarding Nicaragua

- Dr. Alexandre – Haitian Culture
- KT Leary – Lakota Kidz
- Carl Bendott Italian Culture and Cooking
- Kumie Leonard Hawaiian Culture & Cooking
- Kumie Leonard implemented pen pal project with Punahou School in Honolulu Hawaii
- Ken Ketura Chef at Venetian Restaurant
- Jeff Seglin – Spoke about Journalism
- South Shore Art Center
- Book Discussion Group Level 3
- Monte Anderson – Complex Technology
- Officer Bill Meagher Norwell Police Department – Bike Safety
- Ed McCormick – Railroad/Train Safety
- Dina Herrera presented “Culture of Guatemala” during Spanish Day
- Teachers from the National Historic Park, Lowell, MA – 3 classes on how the mills were developed and the effect on the environment.
- Heidi Harting taught PhotoShop to Photography students.
- Dr. Oliveri, Back Pack Safety
- Community Partnership for Children
- James Pepin presented students with connection between computers and math concepts.
- John Belber, Holly Hill Farms – Organic Farming
- Frank White, Holly Hill Farms – Organic Farming
- Jean White, Holly Hill Farms – Organic Farming
- Vicky Haukor – Wellspring Multi Service Center
- Dina Herrera – Exhibition of Mastery judge.
- Summit Educational Group – PSAT Test and Parent Night
- MEFA Financial Aide Representative
- Susan Reed performed music and stories

STUDENTS

- Student awarded Congress Budestag Scholarship to study in Germany during Senior Year.
- Student awarded AFS scholarship
- Wellspring Multi-Service Center – Hull, MA
- Quincy Animal Shelter – organized and collected donations.
- Meals on Wheels – walkathon
- Habitat for Humanity
- Lions Club Recycle for Sight Program
- Annual Winter Solstice Concert
- Level 1 Students held used book sale to benefit sports program
- Cartridges for Kids
- Students grades K, 3, 6 participated in Oral Hygiene Survey
- Student designed and sold t-shirts for scholarship fund
- Participated in the Patriot Ledger’s Regional Spelling Bee
- Students competed in the 2nd Annual Boston Regional Brain Bee at MIT
- Students displayed work at art gallery opening
- 3rd Annual Fall Festival to benefit the sports program.
- Participated in the American Cancer Society’s “Daffodil Days”
- Organized concert to support the Biology Workshop’s trip to Costa Rica
- High School Students volunteered at the Greater Boston Food Bank

- High School Students participated in Project Bread's Walk for Hunger
- Boston Globe Scholastic Art Show
- Annual Second Parish Art Show Hingham
- South Shore Art Center Festival on the Common
- SSCPS Spring Concert
- Students inducted into the National Honor Society
- Theatre Workshop competed in the Massachusetts High School Drama Festival
- Art Workshop displayed work at the Outdoor Sculpture Exhibit at the Art Complex Museum in Duxbury.
- Students competed in *Speaking American* at the Boston Public Library
- Harvard Coop Poetry Contest
- Students participated in "Community Week" a celebration of diversity
- Students chosen to display artwork at the 50th Annual Art Show in Hingham, MA.
- Theatre Workshop presented "Fuddy Meers"
- 5th Annual Big Haircut to benefit Locks of Love. 14 Students, faculty members and parents participated.
- Performed "Pirates of Penzance" at the Hingham Middle School
- Collected donations for Lakota Kidz
- Toys for Tots
- Fathers Bill Shelter
- Home for Little Wanderers
- UNICEF
- Visited Norwell Knoll Nursing Home
- Visited Weymouth Rehabilitation Center
- SSCPS Winter Solstice Concert
- Student art work displayed at The Cloud Foundation
- Student organized 1st Annual Charter Cup soccer championship game

PUBLIC RELATIONS

- "Party of Six: Fetch was a challenge, but the kids are all right" *The Boston Globe*, August 2006
- "Give me a C... charter schools warm up to sports" *The Boston Globe* September 2006
- "Educators see signs of progress in MCAS results" *The Boston Globe* October 2006
- *MIT News Office*: "High School students compete in 'brain bee' at MIT February 10, 2007"
- "The Scholastic Art Awards" *The Boston Globe* February 2007
- The Geological Society of America "Project based learning in the Geologic Sciences at the South Shore Charter Public School" March 2007
- "Cooking Project spotlighted in *Patriot Ledger* article in March 2007 as they visited local restaurant.
- *Patriot Ledger* "Teacher of the Week" April 2007
- "We were free as a bird" *Holbrook Sun* May 2007
- "10th District Art Competition" Bill Delahunt 10th District of Massachusetts US House of Representatives May 2007
- "Lets Dance" *Norwell Mariner* May 2007
- "Charter School Director to step down in June" *Norwell Mariner* May 2007
- "Hopes, dreams and friendships. New challenges ahead for SSCPS largest graduating class" *The Patriot Ledger* June 2007
- "Charting their success" *Norwell Mariner* June 2007

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 30 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.

SSCPS supportive foundation, SSCEF, Inc., sponsored fundraisers in 2006-2007 that raised over \$60,000. Most of these monetary contributions were donations from the SSCPS community.

A crucial element of the viability of SSCPS is our parents. SSCPS was a school founded with community and family support. The school works hard to encourage parent input. We continue to value parent involvement and we are rewarded with an active parent community. During the 2006-2007 school year parents volunteered thousands of hours of their time. This support is organized and channeled through the Parents Association, which for the third year was led by David Whitemyer. Parents are one of the ways the work of our school is spread throughout the larger community. Efforts such as the Knitting Club, which knit blankets for premature babies born at South Shore Hospital, a Parent Association web site, as well as publishing a handbook for Kindergarten parents. Please see a list of other parent activities that make ours a strong and viable school.

PARENTS ASSOCIATION

- Hosted school wide Walk-a-Thon
- Annual Fall Festival
- Annual Auction
- Community Week celebrating diversity
- Organized monthly Community Services opportunities
- Collected and submitted Box Tops for Education
- Provided Eco-tips for the weekly UPDATE from the Green Team
- Library Committee sponsored Fall Book Fair
- Annual Art Auction
- SSCPS Knitting Clinic/Club
- Organized bike safety demonstration for all students
- Organized rail safety seminar for all students
- Participated in the Enrollment Open Houses
- Organized Karaoke Night social
- Set up Parents Association website

Student Demographics

Town	Number of Students 6/30/07
Abington	14
Boston	1
Braintree	11
Bridgewater	2
Brockton	23
Carver	1
Cohasset	7
Duxbury	1
Halifax	10
Hanover	22
Hanson	2
Hingham	15
Holbrook	6
Hull	94
Kingston	5
Marshfield	32
Middleboro	2
Milton	3
Norwell	11
Pembroke	15
Plymouth	17
Plympton	5
Quincy	8
Randolph	42
Raynham	1
Rockland	52
Scituate	20
Stoughton	7
Walpole	3
Weymouth	49
Whitman	6
TOTAL	489

Number of Students by Grade:

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
10/01/06	41	39	41	39	37	39	38	39	35	41	38	37	30	494
6/30/07	43	38	42	37	39	41	37	39	34	37	36	37	29	489

For the 2006-2007 school year, 22.6% of SSCPS total enrollment was racial minorities including five Native Americans, seventy African-Americans, nineteen Asians, and eighteen Hispanics. By gender, 267 students were male and 222 students were female. No students were classified as limited English-proficient students.

During the past school year, a total of 95 students had IEPs. Another 29 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, sixty 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 for grade K-6.

Among our students, 89 (18.2%) 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 2006/2007 school year, no SSCPS student was expelled. There were 45 out-of-school suspensions and 4 in school suspensions.

# of Suspensions	Reasons for Suspensions
3	Assault & Battery on another student
8	Cheating
1	Cutting a class
4	Disrespect of a Staff Member
2	Disrupting a Class
3	Failure to follow reasonable request
1	Fighting
1	Forgery of a Document
12	Inappropriate Behavior
6	Leaving School Grounds
3	Possession of Alcohol in School
2	Possession of Drugs in the School
2	Smoking
1	Theft
49	TOTAL

Total Number of Student Withdrawals by Reason

Number	Reason
4	Academic challenge
3	Dissatisfied
5	Family Move
5	Home School
3	Larger High School/Activities
4	Missed Friends
3	Not right fit
4	Private School
7	Returned to local district
2	Student Choice
8	Transportation
2	Vo Tech
3	Voluntary withdrawal by parent
53	Total

During the 2006-2007 school year, 21 students left the school. Another 32 students notified us that as of June 30, 2007 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 home school.

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 grades 11 and 12 generally are accepted only if there is evidence that they will be able to meet the graduation requirements (Exit Standards) 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.

ENROLLMENT PROCESS

- SSCPS determines the spaces available in each grade based on the school's capacity of 540 and the estimated number of returning students. Currently enrolled students need to notify the school of their intent to return for the succeeding year prior to the lottery.
- 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 the Wednesday prior to the Lottery. 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 second Saturday 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.
- If there are not enough applications for a grade to get to the target enrollment number, students on the Waitlist may be accepted to other grades to keep the overall enrollment at 540 or the pre-enrollment number for that year. 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. Residents are students living in town listed in the school's 2005 charter.*
- 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 the target enrollment, 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.

Amended by the Board of Trustees February 15, 2007

Applications

SSCPS has received a total Of 388 applications for enrollment from 27 communities. Of these, 350 applications were included in the Enrollment Lottery held on February 17, 2007. SSCPS has received an additional 38 applications that are being held in a lottery wait pool.

Town/Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Abington	2		2	2	1	4	1		2					14
Braintree	3	1					1	1		1				7
Brockton	4	2	3	3	1		1	4	2	1				21
Carver			1									1		2
Cohasset	1	1		2										4
Duxbury		1					1	1				2		5
E.Bridgewater								1						1
Halifax	1		1				1	1						4
Hanover	7	1	1			3								12
Hanson	2				1									3
Hingham	1	2		1		1	1							6
Holbrook	2	1	3	1	1	1	1	1	1	1	1			14
Hull	4	2	4		1	1			2	1		1		16
Kingston	3			1	1		1	1		1				8
Marshfield	6	4	2	1			1		2					16
Middleboro					1					1				2
Milton										1				1
Norwell	2	1	1											4
Pembroke	5	2	1	2	1	2	1	2		1				17
Plymouth	7	3	1	1		1	2			4				19
Quincy	2	4	1		1		1					1		10
Randolph	14	9	8	3	7	6	7	6	2	4	1	1	1	69
Rockland	19	5	3	2	3	6	9	1	2	1				51
Scituate	3	1	1		2	2	1			1	1			12
Weymouth	9	2	3		1	5	3	1	3		1			28
Whitman	2	1							1					4
Totals	99	43	36	19	22	32	33	20	17	18	4	6	1	350

Wait List

After the enrollment lottery our wait list contained 271 students.

Town/Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Abington			2	2	1	4	1		2					12
Braintree	1		1				1	1						4
Brockton	2	2	3	3	1		1	4	2	1				19
Carver			1									1		2
Cohasset	1	1		1										3
Duxbury		1					1	1				2		5
E. Bridgewater								1						1
Halifax			1				1	1						3
Hanover	3	1				3								7
Hanson	1				1									2
Hingham		2		1		1	1							5
Holbrook	1	1	2	1	1	1	1	1			1			10
Hull	1	2	3		1	1			2					10
Kingston	2			1	1		1	1		1				7
Marshfield	4	4	1	1			1		2					13
Middleboro					1					1				2
Milton										1				1
Norwell	1	1	1											3
Pembroke	2	2	1	2	1	2	1	2		1				14
Plymouth	4	3		1		1	1							10
Quincy	1	3	1		1		1					1		8
Randolph	8	6	5	3	7	6	6	6	2		1	1	1	52
Rockland	12	4	3	2	3	4	9	1	2	1				41
Scituate	1	1	1		2	2	1				1			9
Weymouth	6	2	3		1	5	3	1	3		1			25
Whitman	1	1							1					3
Totals	52	37	29	18	22	30	31	20	16	6	4	5	1	271

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 Assessment (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.

HIGH SCHOOL EXIT STANDARDS

By the completion of high school, each SSCPS graduate must meet these minimum standards. Student must submit evidence that he/she has met all the Exit Standards to the portfolio panel and Principal. For students with an IEP or 504, the IEP or 504 may contain details on any modification of Exit Standards.

Internal and External Performance Evaluations:

1. Receive a passing grade (60 or better) and meet the yearlong workshop goals, including two related exhibitions of mastery per year enrolled in the High School. (Evidence of meeting this standard is documented in Grade reports and Exhibition of Mastery Scoring Rubrics.)
2. Achieve a passing grade (60 or better) in all Core Curriculum courses English/Language Arts, Math, Social Studies, Science and World Language, each year enrolled at SSCPS. (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 two pre-approved three-credit courses at an accredited college or university.
5. Attain a score of 70 or above on a senior project and presentation to a panel of faculty members and students. (Begins with Class of 2008)
6. Attain a score of 70 or above on Senior Debate.
7. One accredited college or university letter of acceptance.
8. Two letters of recommendation from student's advisor, faculty member, guidance counselor or Principal.

Portfolio:

1. Present a portfolio at the end of freshman, sophomore, and junior year (Seniors of Class of 2007 must also complete a portfolio) to a panel that must include student's advisor 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 that 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 student's Workshop or Project work
 - One MLA formatted investigated research paper, not less than 1500 words, earning a grade 80% or better in any subject.
 - 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) (*Only in junior year*)

Technology:

Student must submit a portfolio of work to demonstrate computer competencies as outlined in the Student Handbook. This may be done anytime prior to graduation.

Community Service:

A student must complete 30 documented hours per year for freshman, sophomore and junior year and 45 documented hours for senior year.

Summary of External Standardized Test Results

The South Shore Charter Public School administers two external standardized tests every year: the Terra Nova Achievement Tests which, prior to this year, were administered to grades 2 through grade 12 in the fall every year, and the MCAS state tests are administered in the spring to grades 3 through 10. This year it was decided not to administer the Terra Nova testing to high school students because, between MCAS, PSAT, and SAT exams, high school students were tested sufficiently to indicate student progress.

SSCPS 2006 MCAS RESULTS

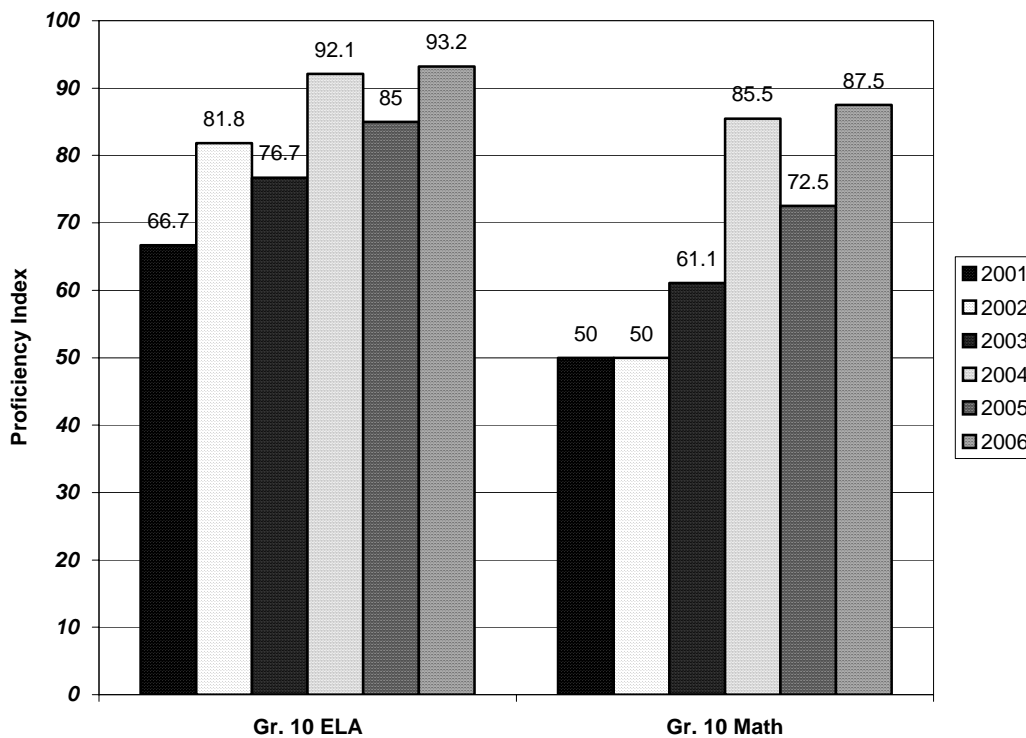
Table 1 shows that the students in grade 3 reading were comparable to the state results and an increase over 2005. Grade 3 Math results lag behind the state and there is no basis for comparison to 2005 as it is the first year of the test. There is still a concern with the Math results. In response to this concern a review of the curriculum was conducted and a decision was made to adopt the Singapore Math curriculum for the 2005-2006 school year. We are expecting to see an improvement of the 2006 MCAS scores.

Table 1- Comparison of SSCPS to State 2006 MCAS Results

	GRADE	SUBJECT	# Included 2006	% A 2006	% P 2006	% NI 2006	% W/F 2006
SSCPS	03	READING	37	11	49	35	5
State				18	41	34	8
SSCPS	03	MATH	37	0	41	38	22
State				4	48	32	16
SSCPS	04	ELA	36	0	32	53	16
State				8	42	39	12
SSCPS	04	MATH	36	0	23	49	28
State				15	25	45	15
SSCPS	05	ELA	32	3	38	38	22
State				15	44	31	9
SSCPS	05	MATH	32	6	16	34	44
State				17	26	34	23
SSCPS	05	SCIENCE	32	9	22	47	22
State				17	33	39	11
SSCPS	06	ELA	40	5	70	23	3
State				10	54	28	8
SSCPS	06	MATH	41	5	39	29	27
State				17	29	29	25
SSCPS	07	ELA	34	0	62	32	6
State				10	55	26	9
SSCPS	07	MATH	34	3	24	47	26
State				12	28	33	28
SSCPS	08	ELA	39	13	67	18	3
State				12	62	19	7
SSCPS	08	MATH	39	10	23	28	38
State				12	28	31	29
SSCPS	08	SCIENCE	39	0	28	54	18
State				4	28	43	25
SSCPS	10	ELA	33	9	73	15	3
State				16	52	24	7
SSCPS	10	MATH	32	34	34	25	6
State				40	27	21	12

The high school scores have continued to climb higher on average. This year's group of 10th graders did better than the 2005 10th grade group. Two of the 10th graders failed on the first attempt, but have since met the competency determination on subsequent tests. The Proficiency Index shown in Figure 1 illustrates a steady increase in MCAS performance during the last six years. A small dip was noted in 2005 due to an increase in students new to the program during the 2004 -2005 school year. We are expecting to see a continued increase as our enrollment stabilizes in the future.

Fig. 1 2002-2005 Grades 10 MCAS Results



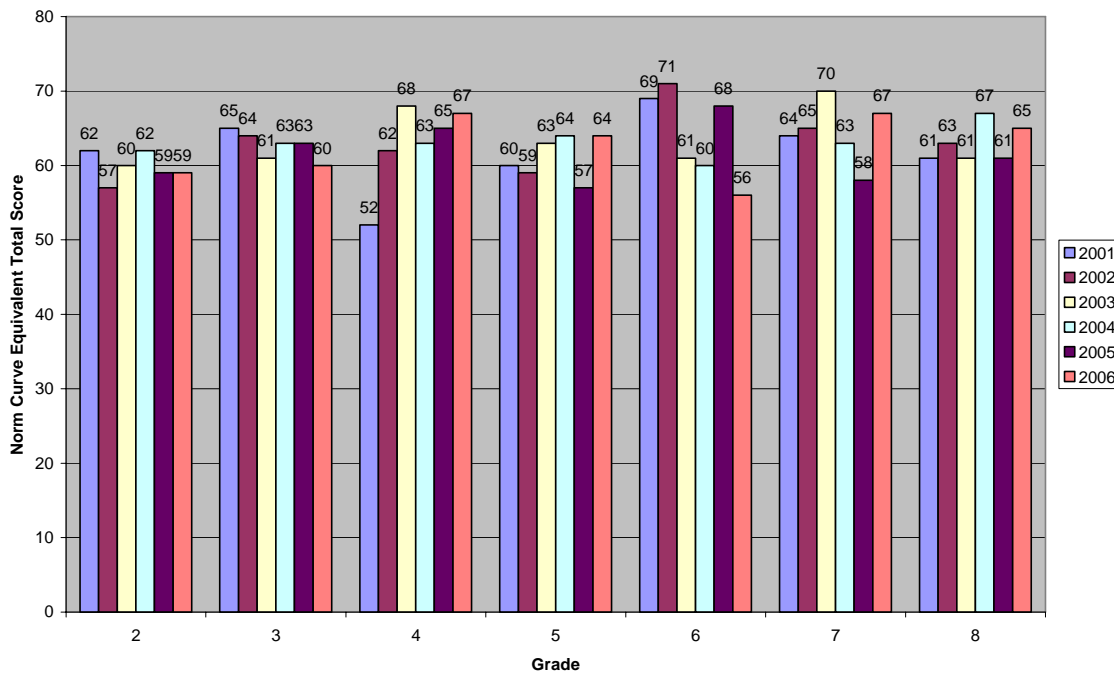
MCAS SUMMARY

The grade 3 and 4 scores this year are lower than the state and continue to be an area for focus to bring those scores to proficient for all students. This year all but two 10th graders passed both parts of the MCAS on the first attempt. Those two have passed on subsequent attempts. 33 of the 35 10th grade students had been with the school prior to their 10th 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 High School 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.

2006 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 six 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. 2 Terra Nova Scores 2001-2006



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 mixed results in total composite score for most groups this year. Only in grades 2,4,5,7, and 8 was there an increase in scores from their groups previous year’s tests. The low sixth grade score versus the previous year is due to a cohort in which 50 % of the students are on IEPs. 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. This is evident over the years where the NCE fluctuate. The general trend towards for students who continue in the SSCPS program is that they continue to make above grade level progress.

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Table 2 - Terra Nova Scores for Cohort of Students Who Took the Tests in the Fall of 2004 - 2006

Mean NCE	(N)	Reading			Language			Math			Total			Science			Social Studies		
		2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006
Grade 2	28	63	56	58	60	55	52	65	65	64	63	59	59	64	60	62	64	71	57
Grade 3	24	60	61	58	57	59	59	68	67	58	63	63	60	64	70	64	65	66	63
Grade 4	36	61	67	70	59	62	65	67	63	63	63	65	67	62	64	64	65	65	64
Grade 5	31	63	58	64	62	54	61	66	57	63	64	57	64	67	58	62	64	54	62
Grade 6	37	59	68	56	59	66	57	60	67	53	60	68	56	64	72	59	61	67	52
Grade 7	30	62	56	66	61	60	65	62	57	67	63	58	67	60	58	63	62	59	66
Grade 8	35	70	63	68	67	57	60	68	61	66	67	61	65	68	64	58	67	58	58

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 occurred this year as the student population continues to stabilize after 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:

Table 3 - Mean Scores of Students New to SSCPS in 2006/2007

Mean NCE	(N)	Reading	Language	Math	Total	Science	Social Studies
Grade 2	5	57	50	56	54	49	54
Grade 3	7	52	51	46	50	45	56
Grade 4	2						
Grade 5	4	65	56	62	62	63	64
Grade 6	7	56	47	45	49	58	60
Grade 7	6	61	65	61	64	61	63
Grade 8	5	68	58	57	62	59	62

The low grade three average was due to students on IEPs. While we appear to be attracting a more academically capable group of students, we continue to be concerned with the number of students on IEPs that come to the school. We will continue to pursue avenues to best serve this growing population to help them achieve academic success.

GOVERNANCE PROFILE

Board of Trustees

The Board of Trustees may be contacted at via e-mail at BOARDOFTRUSTEES@sscps.org.

Name , Office & Term Ends	Credentials	Board Committees
Dan Falkner Faculty, Ex Officio '08 1 st , 2 yr term	SSCPS Faculty Representative, Level 3 Teacher, Project Leader, Civil Rights Officer	Governance, Development
Barbara Fournier '07 1 st 1-yr term 1 st 3-yr term	SSCPS Parent, Professor Curry College	Governance, Personnel
David Fournier '07 Student 1 st , 1year term	SSCPS Student Representative	Development
Elaine French '09 1 st , 3 yr term	Former SSCPS Learning Services Director, M Ed Guidance & Counseling, Former Asst. Superintendent Hull Public	Finance, Personnel
Dorothy Galo, PhD '08 1, 3 yr term 1, 2 year term	Superintendent of Schools, Hingham MA	Personnel, Finance
Robert L. Gass '09 Chair 2 nd , 3 yr term	Executive Director Northshore Education Consortium	Executive (Chair), Ex Officio on Board Committees
Edmund T. Hagerty '08 1 st , 2 yr term	Retired Executive Director The Protestant Guild for Human Services,	Executive, Development, Facilities (Chair)
John Kelly '09 1 st , 3 yr term	Retired from YMCA Volunteer for many youth development organizations.	Development, Facilities
Michael Nuesse '07 Treasurer 3 rd , 3-yr term	Private Practice Attorney, SSCPS parent	Executive. Finance (Chair), Facilities
Angie Pepin '08 Faculty, Ex Officio 1 st , 2-year term	SSCPS Faculty Representative, Level 3 Teacher, Project Leader	Finance, Governance
Jeffrey L. Seglin '09 Vice Chair 1 st , 3 yr term	Associate Professor: Emerson College, Grandparent of current SSCPS students	Executive, Development, Facilities
Dominic Slowey '07 1 st 3 yr term	The Slowey Group, Strategic Public Relations, SSCPS Parent	Executive, Development (Chair), Nominating
Bill Smyth '07 Clerk 2 nd , 3 yr term	Vice President MCS, Inc., Former School Principal	Executive, Governance (Chair), Facilities
Charleen Tyson '07 1 st , 3 yr term	Mass Housing Partnership	Finance, Facilities
Frank White '08 1 st 2yr term 1 st 3-yr term	Owner, Holly Hill Farms	Executive, Personnel (Chair), Governance

Council

The School Council was composed of 6 parents, 3 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 was representing the high school. The students elected one representative from Level IV and two from the High School.

The School Council met on a monthly basis to discuss projects/workshop and school culture. The council sent to the faculty its vision for projects/workshops for their consideration. As a result the faculty developed a new life skills curriculum. School Council also presented a plan to work with the Plymouth Country DA's office to present various health and safety programs during 2007-2008.

Major Board Decisions from Year 2006/2007

September 21, 2006

Board Vote: To accept the resignation of Susan Pratt from the Board of Trustees.

Board Vote: -To accept the recommendation of the Governance Committee and fill the Board vacancy with former Board member Barbara Fournier.

Board Vote: To accept the recommendation of the Executive Director and approve the 8th grade year end trip.

Board Vote: To accept the recommendation of the Executive Director and approve the Biology Workshop trip to Costa Rica.

Board Vote: To approve the Attendance and Tardiness policy.

Board Vote: To approve the Repeating the Year Policy..

Board Vote: To approve the Document Destruction Policy.

Board Vote: To approve the Age of Majority –Rights of Students policy.

Board Vote: To approve the Automobile and Parking Policy.

October 19, 2006

Board Vote: To accept the Board of Trustees statement prepared by the Ad Hoc Committee.

November 16, 2006

Board Vote: To approve the FY06 Audit as presented.

Board Vote: To accept the clarification of the By Laws.

Board Vote: To accept the Guidelines for the Student Trustee of the Board.

Board Vote: To accept the Guidelines for the Faculty Representative of the Board.

Board Vote: To accept the Credit Card Policy.

January 18, 2007

Board Vote: To approve the recommendation of the Finance Committee and approve the expenditure of \$200,000 for the Science Lab and additional Level 1 classroom.

February 15, 2007

Board Vote: To approve to revised Enrollment Policy as presented.

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Board Vote: To accept the draft of the Strategic Plan for community feedback..

March 22, 2007

Board Vote: The Board provides a waiver for the 2006-07 school year to allow the School Calendar to reflect as few as 180 student days and as few as 191 teacher days.

Board Vote: To approve the slate of candidates as recommended and presented by the Governance Committee.

Board Vote: To approve the By Law amendment adding a Parent Association Representative to the Board.

May 8, 2007

Board Vote: To approve the slate of members on the ballot for the Board of Trustees.

May 25, 2006 - 12th Annual Meeting and Regular Meeting

Board Vote: To approve the results of the ballots and elect the new members of the Board of Trustees and approve the amendment to the By Laws.

Board Vote: To approve the rewrite of the introduction of the Strategic Plan with the noted changes.

Board Vote: To approve the FY08 Budget as presented by the Finance Committee.

Board Vote: To approve the slate of officers.

Board Vote: To accept the recommendation of the Personnel Committee and the Executive Committee and appoint Kristine Shipps Acting Executive Director upon the departure of Michael Munhall.

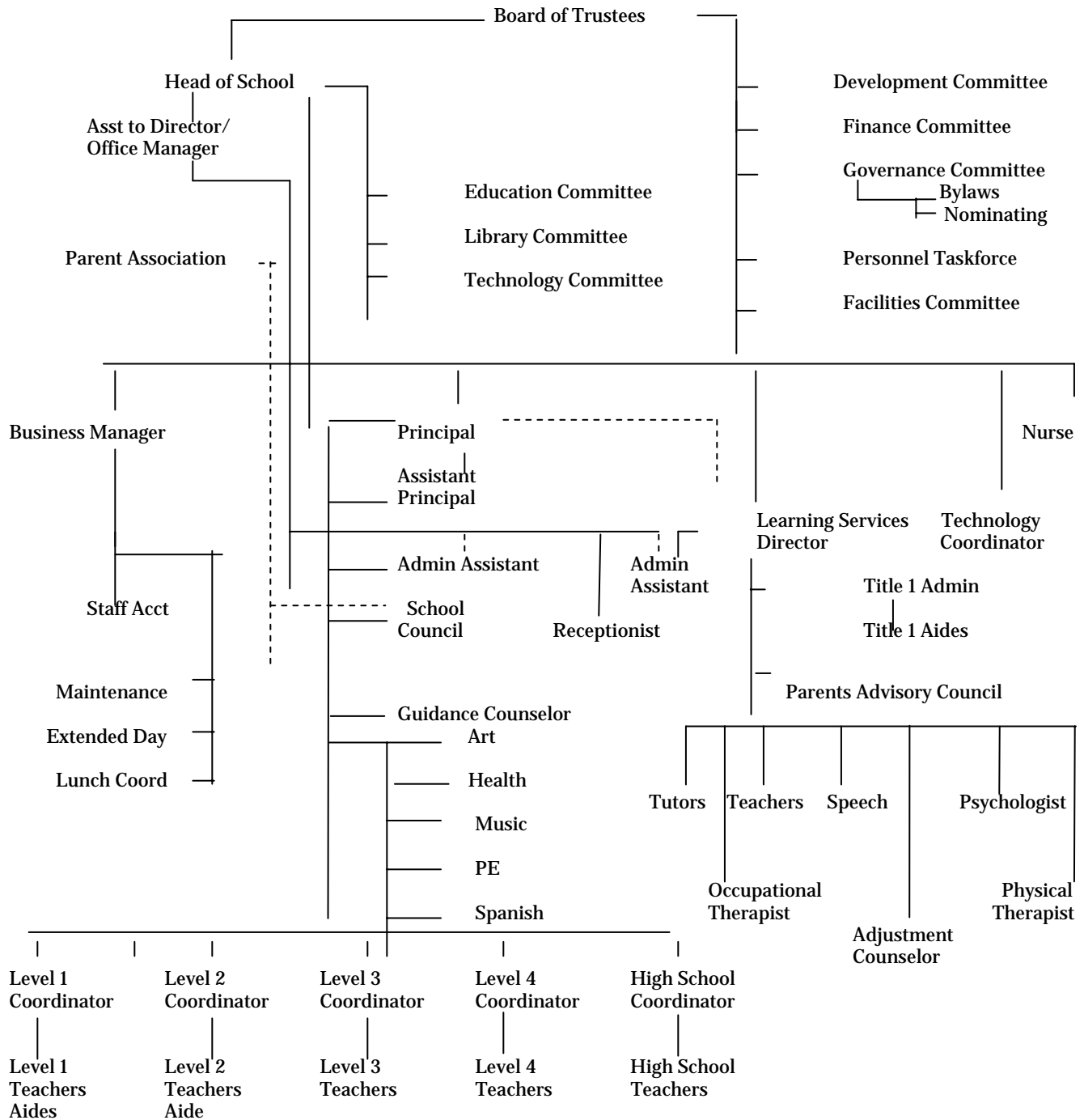
Summary of Official Complaints

There were a few official parent complaints regarding an employee's photographic website. The Board investigated the complaint and on 10/19/06 issued a statement of their findings.

Official Amendments to Charter

There were no amendments to the charter during the 2006-07 school year.

ORGANIZATIONAL CHART 2006-2007



Number of Full-Time Equivalent (FTE) Faculty

The FTE for 2006-2007 was 53.89. This figure includes all full-time and part-time teachers, specialists, and classroom aides. The FTE for administration was 12.00.

Staff Turnover

Level I – One full-time Teacher Assistant was hired. One part time teacher aide was hired. One part time teacher aide left at the end of year to take a better paying position with more hours.

Level II – Only one part time aide was hired for this level.

Level III – Only one part time aide was hired for this level.

Level IV – Two teachers left at the end of the year: one employee contract was not reissued and one accepted another position closer to their home. One part time aide position was not in the FY07 operating budget.

Levels V/VI – The biology/chemistry teacher resigned and a new full time teacher was hired in January 2007 and a new full time science teacher was hired. Two full time Spanish Teachers were hired. The Level Coordinator position was filled by a senior teacher.

Others – Two elementary Spanish teachers were hired one full time and one part time Spanish.

Learning Services – A new full-time Level III Special Education teacher was hired. A part time Behavioral Therapeutic Assistant was hired. Three Learning Service Teaching aides/paraprofessionals were hired. The Level III Learning Services teacher left her position end of the year to take another position in her home town.

Summary of Teacher Qualifications

Assignment	Non-SSCPS Years Teaching	Years at SSCPS	Degree and Certification(s)
Munhall, Michael Executive Director	10 Teach 21 Admin	5	MA Education Administration, Michigan State University; BA Government, Monmouth College
Gorsuch, PhD, Thomas Principal	6 Admin 10 Teach	4	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 Teacher, Project Leader	3	12	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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Level I				
Begley, Velma	Level I Coordinator, Level I Teacher Project Leader	14	12	M.Ed. Eastern Nazarene; BA UMass-Amherst, Certified K-8, Certified Reading K-12 Specialist, Elementary K-8
Broderick, Hanora	Level I Teacher, Project Leader	5	3	MA Education University College, Dublin BA University College Dublin, MA Certification
Fontaine, June	Level I Teacher Project Leader, Early Childhood Co- Coordinator	6	9	M.Ed Early Childhood; BS Early Childhood Education, Mass Professional Licensure Certified in Early Childhood Education K-3
LaSelva, Shelley	Level I Teacher, Project Leader	3	5	M.Ed Education Fitchburg State; BA in Psychology & Education/Child Study from Smith College, Mass Provisional Certification, Mass Preschool Certification; Enrolled CAGS program Fitchburg State
Lovejoy, Elise	Level I Teacher, Project Leader	7	1	BA Elementary Education Boston College, Enrolled Master's Program Fitchburg State; MA Initial License
Yelin, Karen	Level I Teacher, Project Leader, Early Childhood Co- Coordinator	8	9	M.Ed. from Antioch, BS in Education from NY University, Long Island University Education Counseling 36 Post Graduate Credits, NJ Cert. Elementary, Mass Cert. Elementary 1-6, NH Certification
Level II				
Keiley, Nicole	Level II Teacher, Project Leader	3	4	M.Ed Elementary Education (1-6) Lesley University, BS University of Hartford, MA Initial Licensure Grades 1-6
Leung Singh, Alice	Level II Teacher, Project Leader	2	2	M.Ed Developmental Teacher Education UC Berkley; BA Comparative Literature Stanford University, MA Initial License Elementary; CA Professional Teaching Credentials
Cafourek, Krista	Level II Teacher, Project Leader	2	3	BA Elementary Education and Spanish St. Michael's College, VT, MA Initial Licensure (1-6), enrolled in UMass Boston Masters program
Whiting, Kendra	Level II Coordinator, Level II Teacher, Project Leader	2	7	M.Ed Education; BA in English and Elementary Education from Assumption College, Worcester; MA License Elementary Ed 1-6
Level III				
Costanzo, John	Level III Teacher, Project Leader	3	3	M. Ed Curry College, BS University Massachusetts Dartmouth
Falkner, Daniel	Level III Teacher, Project Leader, Civil Rights Officer	1 Substitute	8	M.Ed. in Elementary Education from UMass-Boston; JD from Suffolk Law; MA in Philosophy from UMass-Boston; Mass Certified Elementary; CAGS School Admin Cambridge College
Overlee, Claire	Level III Coordinator, Teacher,	16	11	M.Ed. Guidance & Counseling from Rider College; BA in Elementary Education from University of Colorado; OFC Early

	Project Leader			Childhood MA Certified; Mass Certified 1-6, Guidance Counselor 5-12, Guidance Counselor N-9, Orton-Gillingham Certified Reading, Kuman Math & Reading Instructor
Pepin, Angie	Level III Teacher, Project Leader	2	3	MS Childhood Education Pace University, BA Psychology, History Columbia University, Certified NY State PK-6, NYC Common Branches, Mass Certified Elementary K-6
Level IV				
Engebretson, Jessica	Level IV Teacher, Project Leader	2	4	M.Ed Ecological Teacher & Learning Lesley University, BS Elementary Education from University of Wisconsin, Minor in Math, IMP Training
Landauer-Ruder, Amy	Level IV Teacher, Project Leader	2	1	MAT Education Manhattanville College, BA Geology Hamilton College, NY State Elementary 1-6; MA Middle School Math/Science Pending
Saposnik, Scott	Level IV Teacher, Project Leader	5	1	BA History Emory University; MA License History (8-12)
Silzer, Julia	Level Coordinator, Level IV Teacher, Project Leader	3	9	M.Ed. in Educational Technology from Lesley University; BS in Education from Boston University; MA Certified Elementary 1-6
High School				
Carter, Mary	Guidance Counselor High School	0	6	M.Ed. Counselor Training from UMass-Boston; BA Political Science from Stonehill College; MA State Cert. Guidance Counselor 5-12, Professional License
Dormady, Edward	Math – High School	2	2	M.A.T. Simmons College, BA Math Boston College, Massachusetts Professional License High School Math Certification
Haberkorn, Catherine	Science – High School Design Engineering Workshop	0	1	BS Physics McGill University Montreal
Rose, Jared	English – High School Writing & Publication Workshop	5	2	M. Ed Cambridge College, BA English Cal State Fullerton; Mass Certified 1-6
Seavey, Katherine	English – High School Theatre Workshop	21	6	MA in English Literature from UMass-Boston; BS in English Education from Southern Illinois; Mass Cert. Secondary; Illinois Cert. Secondary
Small, Richard	High School Coordinator; Social Studies; Theatre Workshop	7	12	MA in Philosophy from University of Minnesota; BA in Philosophy with minor in History from Drew University; ABD Drew University (63 grad credits).
Stoehr, Megan	Social Studies – High School Project X	0	3	M. Ed Secondary Education Salem State College, BA International Studies; Minor Spanish - Middlebury College, Mass Initial

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	Workshop National Honor Society Advisor			License History Grades 5-8 and 812.
Stone, Kate	Math – High School, Child Development Workshop	0	2	BA Providence College, enrolled MA program Florida State University; MA License Mathematics (8-12)
Turner, Tara	Science – High School, Biology Workshop	2	1	MS Animals & Public Policy Tufts University School of Veterinary Medicine, BS Physiology Boston University, Florida Professional Certification, MA Certification pending.
Support Faculty				
Bruce, Bev	Title I Literacy Teacher	18	5	MS Child Development Studies enrolled at Wheelock College; BS Child Development/Early Childhood Education from University of Delaware
Chapman, Cynthia	Kindergarten Aide	0	2	BS Marketing Providence College
Chicarelli, Jill	Kindergarten Aide	0	2	BS Health Care Administration Concordia College, BS Business Administration Moorhead State University
Connolly, Cyndie	Level I Specialist	0	10	Orton Gillingham Certified, enrolled Quincy College
Darrow, Claudia	Learning Services Teacher Specialist	0	12	BA from Umass; Orton Gillingham Certified, Sinott School Software Specialist Training Program Certification, enrolled in Masters program Fitchburg State
Gladstone, Barbara	Aide – Title I	0	6	BS in Education Lesley University, Certified K-6
Maniscalco, Tania	Level II Aide	1	2	BA Sociology UMass Boston
Pritchard, Judy	Kindergarten Aide	0	6	
Regan, Jody	Title I Math Aide	0	3	BA Mathematics Boston College
Woodard, Rose	Kindergarten Aide	0	2	M Ed Elementary Education, BA History Simmons
Foreign Language				
Goggin, Linda	Spanish Teacher – Middle	1	2	BA Spanish, BA Political Science UMass Boston, MA License Spanish 5-12
Hartwig, Juvelyn	Spanish Teacher – Elementary	1	1	MS Integrating Technology Walden University; BA Education Stonehill College; MA Licensed Elementary 1-6
Legra Alonso, Pedro	Spanish Teacher – High School Advanced, Workshop Leader	8	1	MA Critical Social Thought & Romance Languages University of Havana Cuba; MA License Spanish K-12
Meisels, Rachel	Spanish Teacher High School, Project Leader	0	1	MA Emerson College, BA Stanford

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Art				
Buckley Curran, Marianne	Art Teacher Art Workshop	3	7	MA in Business from Framingham State; MA PE from Plymouth State NH; MA License Visual Art K-8 & 5-12
Lincoln, Emily	Art Teacher	3	2	BS Art Education S.U.N.Y New Paltz Mass Certified Initial K-12 Art
Music				
Butler, Lucille	Music Paraprofessional		2	BA Newton College
Kim, Andre	Music Teacher Music Workshop	3	7	B.Mus. from Berklee College; MA License Music K-12
Mannix, Helen Ward	Music Teacher Level I and Level II	11	10	BM and MM in Organ Performance from New England Conservatory of Music; BA Mount Holyoke
Physical Education				
Glennon, William	Physical Education Teacher, Athletic Director, Heath Teacher; Workshop Leader	3	2	BS Sports Management UMass Amherst, MA Teacher Certification PE/Heath K-8 & 5-12
Learning Services				
Larrivee, Ron	Director of Learning Services	36	2	Doctor of Education, M Ed UMass Amherst; BA Westfield Secondary Ed & History/Social Studies; Mass Certified Elementary Principal (N-6); Principal (7-12); Director of Pupil Services; Administration SPED, Adjustment Counselor, Guidance, Licensed Social Worker.
Bonin, Mona	Learning Support Services Teacher Level III	12	1	BA Johnson State College; Licensed SPED Teacher K-12 Vermont; MA Licensed Elementary 1-6
Chin, Leonard	Learning Support Services Teacher – Level IV	12	4	M.Ed from Simmons College; M. Ed Boston College; BS Fitchburg State College, MA Educator's License SPED K-12
Cooper, Lisa	Behavior Specialist	5	1	MA Behavioral Education Simmons College; BA Psychology concentration in Adolescent Development
Cruikshank, Christine	Learning Services Aide	2	1	MA Learning Disabilities Curry College; BA from Curry College Psychology
Dupras, Susan	School Nurse	8	2	A.D.N Cape Cod Community College, enrolled B.S. N program UMass Boston; CPR Certified
Grimm, Elizabeth	Learning Services Assistant	14	2	BA Elementary Education & Moderate Special Needs, Mass Teacher Certified
Hanlon, Marie	Learning Services Assistant	5	1	Associates in Science from Mass Bay Community College
Kelly, Virginia	Learning Services Long Term Sub High School		1	MA Columbia University, BA UMass

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Leonard, Kumie	Learning Services Aide		1	BA English Syracuse University, Enrolled in Master in Education Fitchburg State University
Manchester, Joan	Learning Support Services Teacher	5	3	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	4	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 Services Teacher, Title 1 Director	6	5	M. Ed, Special Education Moderate Special Needs, BA Women's Studies, Certified Elementary Montessori, Certified Moderate Special Needs PK-9, Orton-Gillingham, enrolled in MGH Reading Specialist Certificate Program
Rahl, Alicia	Adjustment Counselor	7	3	MSW Boston University, BA Spanish & Humanities Providence College, LCSW License, Initial License MA DOE School Adjustment Counselor
Scholz, Dorothy	SPED Teacher – High School	3	7	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	3	Masters of Science Communication Sciences & Disorders MGH Institute of Health Professions, BA Communications Disorders Bridgewater State College
Administration				
Algera, Pamela	Assistant to Executive Director	10	6	Department of Education training for Information Services.
Cheney, Mariclare	Admin Assist	8	2	BS Management Sciences Bridgewater, Associate Liberal Arts Quincy
Evans, Charlene	Lunch Coordinator	N/A	1	
Jesus, Robert	Technology Coordinator	10	2	BS Computer Technology Northeastern University
Lothrop, Ellen	Admin Assist	N/A	10	
Shipp, Kristine	Business Manger	N/A	7	Nine years corporate accounting experience; attended Bentley College and Bridgewater State; MA certified Public Purchasing Officer Sept. 2006.
Weldon, Linda	Staff Accountant	N/A	3	Completed MA Public Contracting Overview seminar
Facilities				
Connick, Paul	Manager Facilities	19	3	Licensed Electrician, Building Design & Maintenance Certificate, Facilities Manager
Tuffo, Gabe	Building Maintenance	32	3	Mechanics, Customer Service

FINANCIAL PROFILE

The following five pages show the ***unaudited draft*** financial statements for the fiscal year ending June 30, 2007 including depreciation expenses. These include: FY07 Statement of Financial Position, FY07 Statement of Activities and Changes in Net Assets, FY07 State and Federal Grants, FY07 Private Fundraising and Grants, and FY08 Approved Operating Budget. The school's independent audit will be completed by September 30, 2007 and will be available by December 31, 2007. 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, 2007	DRAFT
ASSETS		
CURRENT ASSETS		
	Cash	2,352,088
	Restricted Cash	0
	Deposits & Prepaid Expenses	19,944
	Accounts Receivable	34,214
	Grants/Tuition Receivable	29,268
	Pledge Receivable	12,500
	Due From SSCEF, Inc.	514,992
Total Current Assets		<u>\$2,963,006</u>
Property & Equipment		
	Furniture & Equipment	74,505
	Technology	107,442
	Vehicles	19,772
	Building & Improvements	2,381,514
	Leasehold Improvements	0
	Accumulated Depreciation	(336,665)
Net Property & Equipment		\$2,246,568
Other Assets	Allowance for Doubtful Accts	<u>(-36,608)</u>
TOTAL ASSETS		<u>\$5,172,966</u>
LIABILITIES & NET ASSETS		
CURRENT LIABILITIES		
	Accounts Payable & Accrued Expenses	281,982
	Due to Others	5,756
	Operating Leases	35,666
	Line of Credit	0
Total Current Liabilities		\$323,404
Notes Payable, net of current portion	BPBTC Bond Loan	1,956,682
Total Liabilities		\$2,280,086
Net Assets		
	Operating	2,386,494
	Temporarily Designated	176,122
Net Income		<u>330,264</u>
Total Equity		\$2,892,880
TOTAL LIABILITIES & NET ASSETS		<u>\$5,172,966</u>

Statement of FY07 Activities and Changes in Net Assets

UNAUDITED	For the period ending June 30, 2007	DRAFT
REVENUES	FY07 APPROVED BUDGET	FY07 ACTUALS
Per Pupil Tuition & Facilities Aide	\$4,739,479	\$4,829,944
State & Federal Entitlement Grants	203,730	195,293
Program Fees	94,500	139,194
Project Fundraising & Misc. Contributions	12,000	34,507
Medicare Reimbursement	6,000	4,285
Local Grants	0	7,500
TOTAL REVENUES	\$5,055,709	\$5,210,723
 EXPENSES:		
PERSONNEL		
Administration	\$628,149	\$613,739
Instructional Salaries	2,365,066	2,392,543
Benefits & Insurance	309,077	243,507
Professional Development	65,564	50,884
TOTAL PERSONNEL	\$3,367,856	\$3,300,673
 DIRECT STUDENT COSTS		
Student Transportation	\$35,000	\$24,641
Field Trip Expense	36,000	48,548
Academic Supplies	123,323	122,810
Student Services Contractor	50,000	90,166
Computer Support (incls parts & tech consult)	84,188	57,233
Furniture & Equipment	24,065	23,497
Testing/Accreditation	4,000	6,545
Library Materials	0	115
TOTAL DIRECT STUDENT COSTS	\$356,576	\$373,555
 OCCUPANCY		
Lease/Rental	\$450,000	\$421,930
Taxes	0	0
Utilities	150,000	121,415
Maintenance Contractors	129,000	114,550
Maintenance Supplies	22,000	25,876
Maintenance Vehicles (incl gas)	5,000	4,933
TOTAL OCCUPANCY	\$756,000	\$688,704

OFFICE

Insurance	\$57,367	\$65,872
Supplies	20,000	19,568
Telephone/Communication	14,800	7,194
Advertising	6,000	21,905
Postage & Shipping	9,000	9,351
Printing & Copying	4,000	8,632
Copier (Leases/Maintenance/Supplies)	11,000	12,081
Professional Fees (Audit, Legal, & Consultants)	44,000	47,865

TOTAL OFFICE **\$166,167** **\$192,468**

OTHER

Interest, Bank Fees, Payroll Fees, & Loan interest	\$55,878	\$33,778
Events/BOT	53,800	47,207
Retreats/Graduation/Lunch/Misc.		
Student Scholarships/Awards	2,500	10,592
Loss on Disposal	0	0
Depreciation Expenses	0	129,559
Bad Debt Expense	0	0

TOTAL OTHER **\$112,178** **\$221,136**

TOTAL NON-PERSONNEL EXPENSES **\$1,390,921** **\$1,475,863**

TOTAL OPERATING EXPENSES **\$4,758,777** **\$4,776,536**

OPERATING NET ASSETS **\$296,932** **\$434,187**

CAPITAL EXPENDITURES:

Leasehold Improvements	\$20,000	\$57,144
Vehicles	0	0
Technology Software	0	12,500
Equipment		10,013

TOTAL CAPITAL **\$20,000** **\$79,657**

TOTAL ANNUAL EXPENSES **\$4,778,777** **\$4,856,193**

Principal Payments Operating Leases	\$43,715	\$31,775
BPBTC Loan	\$106,000	\$102,924

TOTAL EXPENDITURES & REPAYMENTS **\$4,928,492** **\$4,990,892**

Cash Reserves & Contingency **\$127,217** **\$127,217**

NET ASSETS AFTER CAPITAL **0** **\$92,614**

State & Federal Grant Awards

UNAUDITED For the period ending June 30, 2007 DRAFT

State Grants

Kindergarten Enhancement Program 30,843

Total State Grants \$30,843

Federal Grants

Special Education Allocation 94-142 \$ 92,119

Title I Program and School Achievement 56,262

Title II Part A Improving Educator Quality 13,285

Title II Part D Educator Technology 740

Title V Innovative Programs 700

Sped Program Improvement 6,200

Early Childhood-Sped Allocation 1,638

Total Federal Grants \$ 170,944

Total State & Federal Grants **\$201,787**

Private Fundraising & Grants

Private Grants

SSCEF, Inc. Torri Wightman Scholarship for Advanced In Control Student Driver Training \$5,000

Ariel Group Award to pay for consultant to work with High School Theatre Project \$2,500

Total Private Grants **\$7,500**

Fundraising

Project Fundraising Project supplies/travel \$26,153

Parent Fundraising Misc. Academic Supplies 1,000

School Fundraising Misc. school wide fundraising event proceeds 7,353

Total Fundraising **\$34,506**

TOTAL PRIVATE FUNDRAISING & GRANTS **\$42,007**

**FY08 Approved Operating Budget
For the period ending June 30, 2008**

REVENUES

Per-Pupil Tuition	\$4,917,183
Facilities Aide (Part of Tuition Funding Formula)	441,480
Entitlement Grants	203,184
Program Fees	113,000
Medicaid Reim	6,000
Free & Reduce Lunch Reim	5,000
Project Fundraising	12,000
Grant from SSCEF	50,000
TOTAL REVENUES	\$5,747,847

EXPENSES

Personnel	
District Leadership & Administration	\$779,195
Instructional Salaries	2,787,205
Benefits & Insurance	354,888
Professional Development-External	68,234
TOTAL PERSONNEL	\$3,989,522

Non-Personnel Expenses

Student Transportation	\$24,800
Field Trip Expense	36,000
Academic Supplies	119,340
Direct Student Services Contractors	94,320
Computer Support	89,410
Furniture & Equipment	23,775
Testing/Accreditation	5,000
TOTAL DIRECT STUDENT COSTS	\$392,645

Occupancy

Lease/Rental	
Mortgage	\$459,025
Utilities	161,000
Maintenance Contractors	126,900
Maintenance Supplies	24,000
Maintenance Vehicles (including gas)	7,000
TOTAL OCCUPANCY	\$777,925

Office

Insurance	68,000
Supplies	20,000
Telephone/Communication	16,240
Advertising	10,000
Postage & Shipping	10,000
Printing & Copying	1,000
Copier Leases/Maintenance	12,000
Audit, Legal & Consulting	54,000
TOTAL OFFICE	191,240

Other

Interest, Bank Fees & Payroll Processing	
Miscellaneous	75,500
Awards, Fellowships & College Savings	2,500
TOTAL OTHER	78,000
Total Non-Personnel Expense	1,449,810

TOTAL OPERATING EXPENSE 5,429,332

OPERATING NET ASSETS 318,515

Additional Expenditures & Repayments

Capital Expenditures	25,000
Bond Loan	148,200
Operating Leases	27,518
Cash Reserves & Contingency	117,797
TOTAL	0

Net Assets After Capital

2006-2007 School Report Card - South Shore Charter Public School

South Shore Charter Public School (04880550)

Thomas J Gorsuch, Principal
 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 - 2006-07				Educator Data - 2006-07			
	School	District	State		School	District	State
Total Count	494	494	968,661	Total Number of Teachers	39	39	73,176
Race/Ethnicity (%)				Percentage of Teachers Licensed in Teaching Assignment	64.8	64.8	95.4
African American or Black	11.5	11.5	8.2	Total Number of Teachers in Core Academic Areas	38	38	60,604
Asian	2.4	2.4	4.8	Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	92.1	92.1	95.1
Hispanic or Latino	3.6	3.6	13.3	Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	7.9	7.9	4.9
Multi-race, Non-Hispanic	3.8	3.8	1.7	Student/Teacher Ratio	12.7 to 1	12.7 to 1	13.2 to 1
Native American	0.0	0.0	0.3				
Native Hawaiian or Pacific Islander	0.0	0.0	0.2				
White	78.5	78.5	71.5				
Gender (%)							
Male	46.0	46.0	48.6		All Schools	High Poverty Schools	Low Poverty Schools
Female	54.0	54.0	51.4	Percentage of Teachers Licensed in Area in Which Teaching	64.8	-	-
Selected Populations (%)				Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	92.1	-	-
Limited English Proficiency	0.0	0.0	5.6	Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	7.9	-	-
Low-Income	18.2	18.2	28.9				
Special Education	17.6	17.6	16.9				
First Language Not English	0.0	0.0	14.9				
Grades Offered: K, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12							

**South Shore Charter Public School:
2006 AYP Data**

ENGLISH LANGUAGE ARTS												
Student Group	2006				Cycle IV (2005 & 2006) Data					2006		AYP 2006
	Participation				Performance			Improvement		CD Attainment		
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target	
Aggregate	257	253	98	Yes	283	80.8	Yes	-5.7	No	100	Yes	Yes
Lim. English Prof.	2	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	44	44	-	-	48	62.5	-	-	-	100	-	-
Low Income	51	49	-	-	52	79.8	-	-	-	100	-	-
Afr. Amer./Black	27	27	-	-	27	72.2	-	-	-	100	-	-
Asian or Pacif. Isl.	5	-	-	-	-	-	-	-	-	-	-	-
Hispanic	4	-	-	-	-	-	-	-	-	-	-	-
Native American	1	-	-	-	-	-	-	-	-	-	-	-
White	218	214	98	Yes	244	82.1	Yes	-4.8	No	100	Yes	Yes
MATHEMATICS												
Student Group	2006				Cycle IV (2005 & 2006) Data					2006		AYP 2006
	Participation				Performance			Improvement		CD Attainment		
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target	
Aggregate	255	254	100	Yes	290	66.0	No	-4.0	Yes/SH	100	Yes	Yes
Lim. English Prof.	2	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	45	45	-	-	54	41.2	-	-	-	100	-	-
Low Income	50	50	-	-	56	66.5	-	-	-	100	-	-
Afr. Amer./Black	27	27	-	-	31	49.2	-	-	-	100	-	-
Asian or Pacif. Isl.	5	-	-	-	-	-	-	-	-	-	-	-
Hispanic	4	-	-	-	-	-	-	-	-	-	-	-
Native American	1	-	-	-	-	-	-	-	-	-	-	-
White	218	217	100	Yes	246	67.7	No	-3.0	No	100	Yes	No

Adequate Yearly Progress History										Accountability Status
		1999	2000	2001	2002	2003	2004	2005	2006	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No Status
	All Subgroups	-	-	-	-	Yes	Yes	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Identified for Improvement - Subgroups
	All Subgroups	-	-	-	-	No	Yes	No	No	

**South Shore Charter Public School:
2006 MCAS Data - By Grade, Subject and Subgroup**

GRADE LEVEL 3 - READING			
Student Group	School	District	State

	Stud Incl		AYP Part**					% of Stud at Each Perf Lvl					CPI	Stud Incl		AYP Part**					% of Stud at Each Perf Lvl					CPI
	#	%	P+	P	NI	W	CPI	#	%	P+	P	NI		W	CPI	#	%	P+	P	NI	W	CPI				
AYP Subgroups																										
Stud. w/ Disab	5	-	-	-	-	-	-	5	-	-	-	-	-	-	11819	100	5	24	47	25	69.4					
LEP/FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	6371	100	5	22	49	24	64.5					
Low Income	4	-	-	-	-	-	-	4	-	-	-	-	-	-	21670	100	7	28	48	17	71.3					
African American/Black	4	-	-	-	-	-	-	4	-	-	-	-	-	-	5921	100	7	29	49	15	72.0					
Asian or Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	3611	100	22	40	32	7	84.8					
Hispanic	1	-	-	-	-	-	-	1	-	-	-	-	-	-	8689	100	5	24	50	22	66.6					
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	283	100	11	38	38	13	79.5					
White	32	100	9	53	31	6	82.8	32	100	9	53	31	6	82.8	52023	100	21	45	29	5	87.5					
Other Subgroups																										
Male	17	100	12	41	35	12	79.4	17	100	12	41	35	12	79.4	36301	100	16	40	35	9	82.1					
Female	20	100	10	55	35	-	86.3	20	100	10	55	35	-	86.3	34278	100	21	41	32	7	84.8					
Title I	7	-	-	-	-	-	-	7	-	-	-	-	-	-	23562	100	8	30	48	15	72.6					
Non-Title I	30	100	13	50	30	7	83.3	30	100	13	50	30	7	83.3	47017	100	23	46	27	5	88.9					
Non-Low Income	33	100	12	52	33	3	85.6	33	100	12	52	33	3	85.6	48909	100	23	46	27	4	88.8					
LEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	4627	100	3	17	51	29	59.4					
FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1745	100	12	34	43	10	78.0					
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	517	100	-	-	-	-	-					
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	62	100	5	23	47	26	61.3					
All Students																										
2006	37	100	11	49	35	5	83.1	37	100	11	49	35	5	83.1	70751	100	18	40	34	8	83.4					
2005	40	-	N/A	60	33	8	83.1	40	-	N/A	60	33	8	83.1	71445	-	N/A	62	31	7	85.2					

GRADE LEVEL 3 - MATHEMATICS																					
Student Group	School							District							State						
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI
	#	%	P+	P	NI	W		#	%	P+	P	NI	W		#	%	P+	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	5	-	-	-	-	-	-	5	-	-	-	-	-	-	11827	100	1	22	36	41	61.5
LEP/FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	6372	100	2	28	34	36	61.6
Low Income	4	-	-	-	-	-	-	4	-	-	-	-	-	-	21666	100	1	30	38	31	64.4
African American/Black	4	-	-	-	-	-	-	4	-	-	-	-	-	-	5921	100	1	28	39	32	63.0
Asian or Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	3618	100	8	55	26	11	83.7
Hispanic	1	-	-	-	-	-	-	1	-	-	-	-	-	-	8693	100	1	25	37	37	60.1
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	282	100	2	43	38	18	75.8
White	32	100	-	41	41	19	74.2	32	100	-	41	41	19	74.2	52037	100	5	53	31	11	82.3
Other Subgroups																					
Male	17	100	-	29	35	35	63.2	17	100	-	29	35	35	63.2	36317	100	4	48	31	16	78.5
Female	20	100	-	50	40	10	80.0	20	100	-	50	40	10	80.0	34290	100	4	47	33	16	77.5
Title I	7	-	-	-	-	-	-	7	-	-	-	-	-	-	23563	100	2	32	38	28	66.2
Non-Title I	30	100	-	50	33	17	77.5	30	100	-	50	33	17	77.5	47044	100	5	56	29	10	84.0
Non-Low Income	33	100	-	45	36	18	75.0	33	100	-	45	36	18	75.0	48941	100	5	56	29	9	84.0
LEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	4635	100	1	23	35	42	57.4
FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1738	100	4	42	32	22	72.7
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	539	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	62	100	-	24	34	42	57.3
All Students																					

2006	37	100	0	41	38	22	72.3	37	100	0	41	38	22	72.3	70741	100	4	48	32	16	78.0
2005	0	-	-	-	-	-	-	0	-	-	-	-	-	-	0	-	-	-	-	-	-

GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS																					
Student Group	School							District							State						
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	3	-	-	-	-	-	3	-	-	-	-	-	-	12698	100	1	15	48	36	59.8	
LEP/FLEP	0	-	-	-	-	-	0	-	-	-	-	-	-	6182	100	2	20	46	31	60.1	
Low Income	6	-	-	-	-	-	6	-	-	-	-	-	-	21707	100	2	25	49	24	65.5	
African American/Black	4	-	-	-	-	-	4	-	-	-	-	-	-	6115	100	2	25	49	24	65.1	
Asian or Pacific Islander	1	-	-	-	-	-	1	-	-	-	-	-	-	3675	100	14	43	33	9	82.2	
Hispanic	1	-	-	-	-	-	1	-	-	-	-	-	-	8608	100	2	22	48	29	62.2	
Native American	0	-	-	-	-	-	0	-	-	-	-	-	-	225	100	4	33	47	16	73.4	
White	32	97	-	31	56	13	70.3	32	97	-	31	56	13	70.3	52519	100	9	47	37	7	82.9
Other Subgroups																					
Male	21	100	-	33	52	14	71.4	21	100	-	33	52	14	71.4	36664	100	5	38	43	14	75.7
Female	17	94	-	29	53	18	64.7	17	94	-	29	53	18	64.7	34518	100	11	46	35	9	82.2
Title I	12	100	-	25	50	25	58.3	12	100	-	25	50	25	58.3	23263	100	3	26	50	21	66.9
Non-Title I	26	96	-	35	54	12	73.1	26	96	-	35	54	12	73.1	47919	100	10	49	34	7	84.6
Non-Low Income	32	97	-	31	50	19	67.2	32	97	-	31	50	19	67.2	49475	100	10	49	34	6	84.7
LEP	0	-	-	-	-	-	0	-	-	-	-	-	-	4051	100	1	13	46	40	53.1	
FLEP	0	-	-	-	-	-	0	-	-	-	-	-	-	2131	100	5	34	46	15	73.3	
1st Yr LEP*	0	-	-	-	-	-	0	-	-	-	-	-	-	507	100	-	-	-	-	-	
Migrant	0	-	-	-	-	-	0	-	-	-	-	-	-	83	99	1	24	49	25	62.3	
All Students																					
2006	38	97	0	32	53	16	68.4	38	97	0	32	53	16	68.4	71277	100	8	42	39	12	78.8
2005	35	-	3	23	49	26	62.9	35	-	3	23	49	26	62.9	72618	-	10	40	40	10	78.5

GRADE LEVEL 4 - MATHEMATICS																					
Student Group	School							District							State						
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	3	-	-	-	-	-	3	-	-	-	-	-	-	12729	100	3	12	46	39	57.1	
LEP/FLEP	0	-	-	-	-	-	0	-	-	-	-	-	-	6200	100	7	15	46	32	58.2	
Low Income	6	-	-	-	-	-	6	-	-	-	-	-	-	21764	100	6	15	51	28	60.3	
African American/Black	4	-	-	-	-	-	4	-	-	-	-	-	-	6127	100	4	14	52	30	57.9	
Asian or Pacific Islander	1	-	-	-	-	-	1	-	-	-	-	-	-	3682	100	28	29	34	9	81.8	
Hispanic	1	-	-	-	-	-	1	-	-	-	-	-	-	8644	100	5	13	49	33	57.0	
Native American	0	-	-	-	-	-	0	-	-	-	-	-	-	226	100	9	22	50	18	69.9	
White	33	100	-	21	45	33	57.6	33	100	-	21	45	33	57.6	52633	100	17	28	44	10	77.2

Other Subgroups																					
Male	21	100	-	33	52	14	69.0	21	100	-	33	52	14	69.0	36766	100	15	25	45	15	73.8
Female	18	100	-	11	44	44	47.2	18	100	-	11	44	44	47.2	34586	100	15	25	45	15	72.8
Title I	12	100	-	-	50	50	37.5	12	100	-	-	50	50	37.5	23325	100	7	17	51	26	61.7
Non-Title I	27	100	-	33	48	19	68.5	27	100	-	33	48	19	68.5	48027	100	19	29	42	10	79.0
Non-Low Income	33	100	-	24	45	30	58.3	33	100	-	24	45	30	58.3	49588	100	19	30	42	9	79.1
LEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	4069	100	4	11	45	39	52.6
FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	2131	100	13	22	47	19	69.0
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	522	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	83	100	4	14	52	30	57.8
All Students																					
2006	39	100	0	23	49	28	59.0	39	100	0	23	49	28	59.0	71417	100	15	25	45	15	73.3
2005	34	-	6	9	53	32	55.1	34	-	6	9	53	32	55.1	72668	-	14	27	45	15	73.7

GRADE LEVEL 5 - ENGLISH LANGUAGE ARTS																					
Student Group	School							District							State						
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl			CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl			CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl			CPI			
	#	%	A	P	NI	W	#	%	A	P	NI	W	#	%	A	P	NI	W			
AYP Subgroups																					
Stud. w/ Disab	7	-	-	-	-	-	7	-	-	-	-	-	-	13499	100	2	22	47	28	65.6	
LEP/FLEP	0	-	-	-	-	-	0	-	-	-	-	-	-	5666	100	3	22	46	29	62.0	
Low Income	12	100	-	42	33	25	70.8	12	100	-	42	33	25	70.8	22215	100	4	30	47	18	70.4
African American/Black	4	-	-	-	-	-	4	-	-	-	-	-	-	6595	100	5	30	47	18	71.0	
Asian or Pacific Islander	2	-	-	-	-	-	2	-	-	-	-	-	-	3605	100	22	43	27	8	85.6	
Hispanic	1	-	-	-	-	-	1	-	-	-	-	-	-	8659	100	3	25	48	24	65.6	
Native American	0	-	-	-	-	-	0	-	-	-	-	-	-	248	99	10	42	40	9	80.5	
White	25	100	4	40	40	16	76.0	25	100	4	40	40	16	76.0	53473	100	18	50	27	5	88.1
Other Subgroups																					
Male	20	100	5	40	35	20	72.5	20	100	5	40	35	20	72.5	37428	100	11	44	34	10	81.8
Female	12	100	-	33	42	25	70.8	12	100	-	33	42	25	70.8	35195	100	20	45	28	7	85.8
Title I	6	-	-	-	-	-	6	-	-	-	-	-	-	22319	100	5	32	46	17	71.6	
Non-Title I	26	100	4	42	35	19	75.0	26	100	4	42	35	19	75.0	50304	100	20	50	25	5	89.1
Non-Low Income	20	100	5	35	40	20	72.5	20	100	5	35	40	20	72.5	50408	100	20	51	24	4	89.6
LEP	0	-	-	-	-	-	0	-	-	-	-	-	-	2966	100	1	12	44	43	51.3	
FLEP	0	-	-	-	-	-	0	-	-	-	-	-	-	2700	100	6	33	47	14	73.8	
1st Yr LEP*	0	-	-	-	-	-	0	-	-	-	-	-	-	569	100	-	-	-	-	-	
Migrant	0	-	-	-	-	-	0	-	-	-	-	-	-	77	100	4	29	45	22	67.5	
All Students																					
2006	32	100	3	38	38	22	71.9	32	100	3	38	38	22	71.9	72714	100	15	44	31	9	83.7
2005	0	-	-	-	-	-	0	-	-	-	-	-	-	0	-	-	-	-	-	-	-

GRADE LEVEL 5 - MATHEMATICS																			
Student Group	School							District							State				

	Stud Incl		AYP Part**		% of Stud at Each Perf Lvl				CPI	Stud Incl		AYP Part**		% of Stud at Each Perf Lvl				CPI	Stud Incl		AYP Part**		% of Stud at Each Perf Lvl				CPI
	#	%	A	P	NI	W	#	%		A	P	NI	W	#	%	A	P		NI	W	#	%	A	P	NI	W	
AYP Subgroups																											
Stud. w/ Disab	7	-	-	-	-	-	-	7	-	-	-	-	-	-	13530	100	3	11	31	55	49.5						
LEP/FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	5669	100	7	15	32	46	52.4							
Low Income	12	100	8	17	17	58	47.9	12	100	8	17	17	58	47.9	22245	100	6	16	37	42	54.3						
African American/Black	4	-	-	-	-	-	-	4	-	-	-	-	-	6617	100	4	14	37	44	52.4							
Asian or Pacific Islander	2	-	-	-	-	-	-	2	-	-	-	-	-	3608	100	32	28	27	13	80.8							
Hispanic	1	-	-	-	-	-	-	1	-	-	-	-	-	8672	100	4	14	34	48	50.4							
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	247	99	9	28	37	27	66.0							
White	25	100	8	16	36	40	57.0	25	100	8	16	36	40	57.0	53548	100	19	29	34	17	75.0						
Other Subgroups																											
Male	20	100	10	10	35	45	53.8	20	100	10	10	35	45	53.8	37473	100	17	26	34	23	70.7						
Female	12	100	-	25	33	42	54.2	12	100	-	25	33	42	54.2	35265	100	16	26	35	23	69.7						
Title I	6	-	-	-	-	-	-	6	-	-	-	-	-	22358	100	7	18	37	39	56.3							
Non-Title I	26	100	8	19	42	31	60.6	26	100	8	19	42	31	60.6	50380	100	21	30	33	16	76.4						
Non-Low Income	20	100	5	15	45	35	57.5	20	100	5	15	45	35	57.5	50493	100	22	31	33	15	77.2						
LEP	0	-	-	-	-	-	-	0	-	-	-	-	-	2969	100	3	10	28	59	43.5							
FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	2700	100	10	21	36	32	62.2							
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	593	100	-	-	-	-	-							
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	74	100	3	19	30	49	51.7							
All Students																											
2006	32	100	6	16	34	44	53.9	32	100	6	16	34	44	53.9	72798	100	17	26	34	23	70.2						
2005	0	-	-	-	-	-	-	0	-	-	-	-	-	0	-	-	-	-	-	-							
GRADE LEVEL 5 - SCIENCE AND TECHNOLOGY																											
Student Group	School							District							State												
	Stud Incl		AYP Part**		% of Stud at Each Perf Lvl			CPI	Stud Incl		AYP Part**		% of Stud at Each Perf Lvl			CPI	Stud Incl		AYP Part**		% of Stud at Each Perf Lvl			CPI			
	#	%	A	P	NI	W	#		%	A	P	NI	W	#	%		A	P	NI	W							
AYP Subgroups																											
Stud. w/ Disab	7	-	-	-	-	-	-	7	-	-	-	-	-	-	13526	100	5	18	48	30	63.6						
LEP/FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	5669	100	3	15	46	36	55.3							
Low Income	12	100	8	25	42	25	62.5	12	100	8	25	42	25	62.5	22236	100	5	20	51	24	62.9						
African American/Black	4	-	-	-	-	-	-	4	-	-	-	-	-	6615	100	4	18	52	27	60.2							
Asian or Pacific Islander	2	-	-	-	-	-	-	2	-	-	-	-	-	3607	100	23	33	36	9	80.5							
Hispanic	1	-	-	-	-	-	-	1	-	-	-	-	-	8668	100	3	16	50	31	57.8							
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	247	99	9	33	47	11	74.8							
White	25	100	12	24	48	16	69.0	25	100	12	24	48	16	69.0	53526	100	20	38	36	6	83.3						
Other Subgroups																											
Male	20	100	15	30	35	20	71.3	20	100	15	30	35	20	71.3	37459	100	17	33	38	11	78.7						
Female	12	100	-	8	67	25	56.3	12	100	-	8	67	25	56.3	35250	100	16	32	41	11	77.2						
Title I	6	-	-	-	-	-	-	6	-	-	-	-	-	22347	100	5	21	51	23	64.0							
Non-Title I	26	100	12	27	46	15	72.1	26	100	12	27	46	15	72.1	50362	100	22	38	34	6	84.2						
Non-Low Income	20	100	10	20	50	20	67.5	20	100	10	20	50	20	67.5	50473	100	22	39	34	5	84.7						
LEP	0	-	-	-	-	-	-	0	-	-	-	-	-	2969	100	1	9	43	47	47.9							
FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	2700	100	5	21	51	23	63.5							
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	591	100	-	-	-	-	-							
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	74	100	4	26	43	27	62.8							
All Students																											
2006	32	100	9	22	47	22	65.6	32	100	9	22	47	22	65.6	72769	100	17	33	39	11	78.0						
2005	42	-	10	45	43	2	81.0	42	-	10	45	43	2	81.0	73206	-	16	35	38	12	78.1						

GRADE LEVEL 6 - ENGLISH LANGUAGE ARTS																					
Student Group	School							District							State						
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	5	-	-	-	-	-	-	5	-	-	-	-	-	-	13122	99	1	25	46	28	65.7
LEP/FLEP	1	-	-	-	-	-	-	1	-	-	-	-	-	-	4626	100	1	23	44	31	59.7
Low Income	9	-	-	-	-	-	-	9	-	-	-	-	-	-	22442	100	2	36	45	17	71.5
African American/Black	7	-	-	-	-	-	-	7	-	-	-	-	-	-	6582	100	3	37	44	16	72.3
Asian or Pacific Islander	1	-	-	-	-	-	-	1	-	-	-	-	-	-	3468	100	18	52	24	6	87.3
Hispanic	0	-	-	-	-	-	-	0	-	-	-	-	-	-	8789	100	2	31	45	22	67.0
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	227	100	5	45	40	9	79.8
White	31	97	3	74	19	3	91.1	31	97	3	74	19	3	91.1	54159	100	12	60	23	5	89.2
Other Subgroups																					
Male	22	96	5	68	23	5	88.6	22	96	5	68	23	5	88.6	37910	100	7	53	30	10	82.8
Female	17	100	6	71	24	-	92.6	17	100	6	71	24	-	92.6	35359	100	13	55	25	6	87.2
Title I	9	-	-	-	-	-	-	9	-	-	-	-	-	-	20486	100	3	37	44	16	72.4
Non-Title I	30	97	7	73	17	3	92.5	30	97	7	73	17	3	92.5	52783	100	13	60	22	5	89.8
Non-Low Income	30	100	3	70	23	3	89.2	30	100	3	70	23	3	89.2	50827	100	14	62	21	4	90.9
LEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	2800	100	1	13	44	43	50.7
FLEP	1	-	-	-	-	-	-	1	-	-	-	-	-	-	1826	100	3	38	45	14	73.5
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	519	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	85	100	4	16	51	29	61.2
All Students																					
2006	40	98	5	70	23	3	90.6	40	98	5	70	23	3	90.6	73382	100	10	54	28	8	84.9
2005	0	-	-	-	-	-	-	0	-	-	-	-	-	-	0	-	-	-	-	-	-

GRADE LEVEL 6 - MATHEMATICS																					
Student Group	School							District							State						
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	5	-	-	-	-	-	-	5	-	-	-	-	-	-	13176	100	2	11	27	60	47.0
LEP/FLEP	1	-	-	-	-	-	-	1	-	-	-	-	-	-	4655	100	5	13	27	56	47.0
Low Income	10	100	10	40	30	20	72.5	10	100	10	40	30	20	72.5	22481	100	5	17	32	46	53.0
African American/Black	7	-	-	-	-	-	-	7	-	-	-	-	-	-	6604	100	5	16	32	48	51.3
Asian or Pacific Islander	1	-	-	-	-	-	-	1	-	-	-	-	-	-	3469	100	32	30	22	15	80.7
Hispanic	0	-	-	-	-	-	-	0	-	-	-	-	-	-	8811	100	4	14	30	53	48.7
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	232	100	9	21	31	38	59.3
White	33	100	3	42	27	27	69.7	33	100	3	42	27	27	69.7	54254	100	19	33	30	18	75.8
Other Subgroups																					
Male	23	100	4	35	39	22	68.5	23	100	4	35	39	22	68.5	38001	100	17	29	29	25	71.0
Female	18	100	6	44	17	33	69.4	18	100	6	44	17	33	69.4	35413	100	16	29	30	25	70.1

Title I	9	-	-	-	-	-	-	9	-	-	-	-	-	-	20516	100	6	18	32	44	54.2
Non-Title I	32	100	6	44	28	22	73.4	32	100	6	44	28	22	73.4	52898	100	21	33	28	18	76.9
Non-Low Income	31	100	3	39	29	29	67.7	31	100	3	39	29	29	67.7	50933	100	22	34	28	16	78.3
LEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	2829	100	3	8	23	66	39.7
FLEP	1	-	-	-	-	-	-	1	-	-	-	-	-	-	1826	100	9	20	32	39	58.2
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	530	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	87	100	3	15	29	53	47.7
All Students																					
2006	41	100	5	39	29	27	68.9	41	100	5	39	29	27	68.9	73470	100	17	29	29	25	70.5
2005	36	-	6	22	39	33	60.4	36	-	6	22	39	33	60.4	74721	-	17	29	30	23	71.1

GRADE LEVEL 7 - ENGLISH LANGUAGE ARTS																					
Student Group	School							District							State						
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	10	100	-	20	60	20	65.0	10	100	-	20	60	20	65.0	13161	99	1	24	43	32	63.8
LEP/FLEP	1	-	-	-	-	-	-	1	-	-	-	-	-	-	4353	99	2	24	39	36	58.3
Low Income	6	-	-	-	-	-	-	6	-	-	-	-	-	-	22434	99	2	39	39	20	71.8
African American/Black	4	-	-	-	-	-	-	4	-	-	-	-	-	-	6857	100	3	40	39	18	72.4
Asian or Pacific Islander	1	-	-	-	-	-	-	1	-	-	-	-	-	-	3364	100	17	53	22	8	86.6
Hispanic	1	-	-	-	-	-	-	1	-	-	-	-	-	-	9066	99	2	33	40	25	67.2
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	243	99	5	53	30	11	82.9
White	28	93	-	61	36	4	85.7	28	93	-	61	36	4	85.7	54838	100	12	60	22	6	88.9
Other Subgroups																					
Male	18	94	-	61	28	11	83.3	18	95	-	61	28	11	83.3	38526	100	7	53	29	12	81.9
Female	16	94	-	63	38	-	85.9	16	94	-	63	38	-	85.9	35874	100	14	57	23	7	87.5
Title I	0	-	-	-	-	-	-	0	-	-	-	-	-	-	16903	100	3	39	39	19	72.3
Non-Title I	34	94	-	62	32	6	84.6	34	94	-	62	32	6	84.6	57497	100	12	59	22	6	88.3
Non-Low Income	28	96	-	57	36	7	82.1	28	97	-	57	36	7	82.1	51966	100	14	62	20	5	90.2
LEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	2655	100	0	15	36	49	49.4
FLEP	1	-	-	-	-	-	-	1	-	-	-	-	-	-	1698	99	3	38	42	17	72.3
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	505	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	81	99	2	20	48	30	59.9
All Students																					
2006	34	94	0	62	32	6	84.6	34	94	0	62	32	6	84.6	74509	100	10	55	26	9	84.6
2005	36	-	3	64	31	3	87.5	36	-	3	64	31	3	87.5	76402	-	10	57	27	7	86.3

GRADE LEVEL 7 - MATHEMATICS																					
Student Group	School							District							State						
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups																					

Stud. w/ Disab	10	100	10	-	30	60	40.0	10	100	10	-	30	60	40.0	13227	99	1	8	26	65	42.5
LEP/FLEP	1	-	-	-	-	-	-	1	-	-	-	-	-	-	4373	99	4	10	26	60	43.1
Low Income	6	-	-	-	-	-	-	6	-	-	-	-	-	-	22486	100	3	14	33	49	48.8
African American/Black	4	-	-	-	-	-	-	4	-	-	-	-	-	-	6877	100	2	12	35	51	46.8
Asian or Pacific Islander	1	-	-	-	-	-	-	1	-	-	-	-	-	-	3387	100	28	30	26	16	78.3
Hispanic	1	-	-	-	-	-	-	1	-	-	-	-	-	-	9101	100	2	11	30	57	44.5
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	240	100	5	23	37	35	59.3
White	28	96	4	25	39	32	61.6	28	97	4	25	39	32	61.6	54943	100	14	32	33	20	72.1
Other Subgroups																					
Male	18	94	6	33	33	28	65.3	18	95	6	33	33	28	65.3	38644	100	13	27	32	28	66.8
Female	16	100	-	13	63	25	60.9	16	100	-	13	63	25	60.9	35938	100	12	28	34	27	66.6
Title I	0	-	-	-	-	-	-	0	-	-	-	-	-	-	16947	100	3	14	34	49	48.8
Non-Title I	34	97	3	24	47	26	63.2	34	97	3	24	47	26	63.2	57635	100	15	32	32	21	71.9
Non-Low Income	28	96	4	18	50	29	59.8	28	97	4	18	50	29	59.8	52096	100	16	33	32	18	74.4
LEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	2676	100	2	7	22	69	37.7
FLEP	1	-	-	-	-	-	-	1	-	-	-	-	-	-	1697	99	6	15	32	46	51.7
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	532	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	82	100	2	5	32	61	40.5
All Students																					
2006	34	97	3	24	47	26	63.2	34	97	3	24	47	26	63.2	74647	100	12	28	33	28	66.6
2005	0	-	-	-	-	-	-	0	-	-	-	-	-	-	0	-	-	-	-	-	-

GRADE LEVEL 8 - ENGLISH LANGUAGE ARTS																					
Student Group	School							District							State						
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	10	100	-	40	50	10	75.0	10	100	-	40	50	10	75.0	13092	99	1	34	39	27	69.1
LEP/FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	3968	99	1	28	37	35	59.8
Low Income	5	-	-	-	-	-	-	5	-	-	-	-	-	-	22681	99	3	48	33	16	76.7
African American/Black	2	-	-	-	-	-	-	2	-	-	-	-	-	-	6935	99	3	50	33	14	78.2
Asian or Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	3423	99	20	56	18	6	89.2
Hispanic	0	-	-	-	-	-	-	0	-	-	-	-	-	-	9294	99	2	42	35	21	72.1
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	245	99	7	60	25	9	84.3
White	36	100	14	67	19	-	93.8	36	100	14	67	19	-	93.8	56141	100	14	67	14	4	92.3
Other Subgroups																					
Male	21	100	14	62	24	-	92.9	21	100	14	62	24	-	92.9	39207	100	8	62	21	9	86.0
Female	17	100	12	71	12	6	91.2	17	100	12	71	12	6	91.2	36866	100	17	62	16	5	91.0
Title I	0	-	-	-	-	-	-	0	-	-	-	-	-	-	16931	99	3	49	33	15	77.4
Non-Title I	38	100	13	66	18	3	92.1	38	100	13	66	18	3	92.1	59142	100	14	66	15	5	91.6
Non-Low Income	33	100	15	64	21	-	93.2	33	100	15	64	21	-	93.2	53392	100	16	68	13	4	93.4
LEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	2578	99	0	17	37	45	51.1
FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1390	100	2	47	36	15	76.0
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	432	100	-	-	-	-	-

Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	89	100	7	38	30	25	70.2
All Students																					
2006	39	100	13	67	18	3	92.3	39	100	13	67	18	3	92.3	76243	100	12	62	19	7	88.3
2005	0	-	-	-	-	-	-	0	-	-	-	-	-	-	0	-	-	-	-	-	-

GRADE LEVEL 8 - MATHEMATICS																							
Student Group	School							District							State								
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI		
	#	%	A	P	NI	W	#	%	A	P	NI	W	#	%	A	P	NI	W	#	%	A	P	NI
AYP Subgroups																							
Stud. w/ Disab	11	100	-	-	18	82	31.8	11	100	-	-	18	82	31.8	13141	99	1	7	24	68	41.6		
LEP/FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	3982	99	3	10	23	65	40.7		
Low Income	5	-	-	-	-	-	-	5	-	-	-	-	-	-	22748	99	3	14	31	52	48.4		
African American/Black	2	-	-	-	-	-	-	2	-	-	-	-	-	-	6947	99	3	14	30	54	47.0		
Asian or Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	3432	100	27	32	24	18	77.7		
Hispanic	0	-	-	-	-	-	-	0	-	-	-	-	-	-	9317	99	3	12	29	57	45.0		
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	247	99	6	23	34	37	59.9		
White	37	100	11	24	27	38	60.8	37	100	11	24	27	38	60.8	56213	100	14	32	32	22	71.6		
Other Subgroups																							
Male	21	100	10	19	33	38	59.5	21	100	10	19	33	38	59.5	39283	100	12	27	30	30	65.5		
Female	18	100	11	28	22	39	61.1	18	100	11	28	22	39	61.1	36912	100	13	28	32	27	67.2		
Title I	0	-	-	-	-	-	-	0	-	-	-	-	-	-	16987	99	3	15	31	51	48.5		
Non-Title I	39	100	10	23	28	38	60.3	39	100	10	23	28	38	60.3	59208	100	15	32	31	22	71.4		
Non-Low Income	34	100	12	24	26	38	61.0	34	100	12	24	26	38	61.0	53447	100	16	34	31	19	73.9		
LEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	2602	99	1	8	18	73	35.5		
FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1380	99	5	15	30	50	50.6		
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	449	100	-	-	-	-	-		
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	90	99	7	19	20	54	50.3		
All Students																							
2006	39	100	10	23	28	38	60.3	39	100	10	23	28	38	60.3	76276	100	12	28	31	29	66.3		
2005	39	-	5	36	33	26	67.3	39	-	5	36	33	26	67.3	76857	-	13	26	30	30	64.7		

GRADE LEVEL 8 - SCIENCE AND TECHNOLOGY																							
Student Group	School							District							State								
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI		
	#	%	A	P	NI	W	#	%	A	P	NI	W	#	%	A	P	NI	W	#	%	A	P	NI
AYP Subgroups																							
Stud. w/ Disab	11	100	-	-	45	55	34.1	11	100	-	-	45	55	34.1	13127	99	0	7	33	59	45.4		
LEP/FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	3967	99	0	4	26	70	36.8		
Low Income	5	-	-	-	-	-	-	5	-	-	-	-	-	-	22724	99	0	9	40	50	46.6		
African American/Black	2	-	-	-	-	-	-	2	-	-	-	-	-	-	6938	99	0	8	37	55	44.2		
Asian or Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	3431	100	8	31	39	23	69.3		

Hispanic	0	-	-	-	-	-	-	0	-	-	-	-	-	-	9304	99	0	7	35	57	42.5
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	246	99	2	22	45	32	58.9
White	37	100	-	30	54	16	66.2	37	100	-	30	54	16	66.2	56195	100	5	34	45	17	71.9
Other Subgroups																					
Male	21	100	-	33	52	14	67.9	21	100	-	33	52	14	67.9	39264	100	4	29	42	26	66.0
Female	18	100	-	22	56	22	61.1	18	100	-	22	56	22	61.1	36888	100	4	27	44	25	65.2
Title I	0	-	-	-	-	-	-	0	-	-	-	-	-	-	16963	99	1	10	39	50	46.3
Non-Title I	39	100	-	28	54	18	64.7	39	100	-	28	54	18	64.7	59189	100	5	33	44	18	71.1
Non-Low Income	34	100	-	32	50	18	66.2	34	100	-	32	50	18	66.2	53428	100	5	36	44	15	73.7
LEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	2593	99	0	3	20	78	32.6
FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1374	99	0	8	37	54	44.6
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	448	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	90	99	1	9	32	58	44.7
All Students																					
2006	39	100	0	28	54	18	64.7	39	100	0	28	54	18	64.7	76234	100	4	28	43	25	65.6
2005	38	-	N/A	42	39	18	69.7	38	-	N/A	42	39	18	69.7	76686	-	4	29	41	26	64.9

GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS																					
Student Group	School							District							State						
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI
	#	%	A	P	NI	F		#	%	A	P	NI	F		#	%	A	P	NI	F	
AYP Subgroups																					
Stud. w/ Disab	4	-	-	-	-	-	-	4	-	-	-	-	-	-	11632	99	1	28	46	25	66.7
LEP/FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	3427	99	2	23	42	33	58.4
Low Income	7	-	-	-	-	-	-	7	-	-	-	-	-	-	17421	99	5	41	40	15	74.6
African American/Black	2	-	-	-	-	-	-	2	-	-	-	-	-	-	6408	99	5	42	40	13	75.7
Asian or Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	3338	100	24	49	21	6	88.2
Hispanic	0	-	-	-	-	-	-	0	-	-	-	-	-	-	7563	99	3	36	41	20	70.2
Native American	1	-	-	-	-	-	-	1	-	-	-	-	-	-	213	99	8	56	29	7	84.9
White	30	100	10	70	17	3	92.5	30	100	10	70	17	3	92.5	55630	99	18	57	20	4	90.3
Other Subgroups																					
Male	19	100	5	79	16	-	94.7	19	100	5	79	16	-	94.7	37042	99	11	53	28	8	84.4
Female	14	100	14	64	14	7	91.1	14	100	14	64	14	7	91.1	36141	99	20	54	20	5	89.3
Title I	0	-	-	-	-	-	-	0	-	-	-	-	-	-	9502	99	3	40	42	15	73.3
Non-Title I	33	100	9	73	15	3	93.2	33	100	9	73	15	3	93.2	63681	99	17	56	22	5	88.9
Non-Low Income	26	100	8	73	15	4	92.3	26	100	8	73	15	4	92.3	55762	99	19	58	20	4	90.7
LEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	2108	99	1	13	42	45	49.1
FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1319	99	4	38	42	16	73.2
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	416	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	42	95	10	21	48	21	66.7
All Students																					
2006	33	100	9	73	15	3	93.2	33	100	9	73	15	3	93.2	73351	99	16	53	24	7	86.8

2005	30	-	10	53	33	3	85.8	30	-	10	53	33	3	85.8	70950	-	23	43	26	9	84.8
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GRADE LEVEL 10 - MATHEMATICS																					
Student Group	School							District							State						
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI
	#	%	A	P	NI	F		#	%	A	P	NI	F		#	%	A	P	NI	F	
AYP Subgroups																					
Stud. w/ Disab	4	-	-	-	-	-	-	4	-	-	-	-	-	-	11517	98	9	21	32	38	61.8
LEP/FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	3379	98	17	18	28	37	60.6
Low Income	7	-	-	-	-	-	-	7	-	-	-	-	-	-	17106	98	19	25	31	26	69.2
African American/Black	2	-	-	-	-	-	-	2	-	-	-	-	-	-	6329	98	16	24	34	26	68.0
Asian or Pacific Islander	0	-	-	-	-	-	-	0	-	-	-	-	-	-	3325	99	63	17	14	7	90.1
Hispanic	0	-	-	-	-	-	-	0	-	-	-	-	-	-	7410	98	14	22	32	32	63.5
Native American	1	-	-	-	-	-	-	1	-	-	-	-	-	-	210	98	29	30	30	11	81.0
White	29	100	34	31	28	7	86.2	29	100	34	31	28	7	86.2	55338	99	45	28	19	8	87.3
Other Subgroups																					
Male	19	100	58	16	26	-	90.8	19	100	58	16	26	-	90.8	36787	99	40	26	20	13	82.9
Female	13	100	-	62	23	15	82.7	13	100	-	62	23	15	82.7	35855	99	39	27	22	11	83.6
Title I	0	-	-	-	-	-	-	0	-	-	-	-	-	-	9375	98	19	23	31	27	68.1
Non-Title I	32	100	34	34	25	6	87.5	32	100	34	34	25	6	87.5	63267	99	43	27	20	10	85.5
Non-Low Income	25	100	36	36	20	8	88.0	25	100	36	36	20	8	88.0	55536	99	46	27	18	8	87.6
LEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	2078	98	12	14	27	46	53.9
FLEP	0	-	-	-	-	-	-	0	-	-	-	-	-	-	1301	99	24	23	30	24	71.3
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	425	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	42	95	17	26	31	26	67.9
All Students																					
2006	32	100	34	34	25	6	87.5	32	100	34	34	25	6	87.5	72738	99	40	27	21	12	83.2
2005	30	-	17	27	47	10	73.3	30	-	17	27	47	10	73.3	71044	-	35	27	24	13	80.6

Data Definitions

Enrollment - This information reflects the public school enrollment on October 1, 2006.

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, 2005.

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.

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/ayp2006.asp

Accountability Status Labels:

II-S Identified for Improvement - Subgroups only

II-A Identified for Improvement

CA-A Identified for Corrective Action

Accountability Plan 2005/2010 as approved by the Board of Trustees 7/21/04

Student Performance Goals

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

Student Experience/practice	Performance Standard	Assessment Method	Assessment Schedule	2006-2007
All SSCPS students will participate in experiential projects/workshops	100% of students will participate	Enrollment	Annually	100% enrolled
SSCPS students will meet project /workshop requirements	1. 90% of Level IV, V, and VI SSCPS students will successfully complete project requirements. 2. 90% of all Level I, II, and III students will meet project requirements.	Teacher evaluations/Grading Student progress reports Exhibition of Mastery Rubric	1. Quarterly (Level V and VI) Trimester (Level IV) 2. Trimester (Level I, II, III)	1. 100% success rate 2. 100% success rate
SSCPS students will reflect on project/workshop work.	90% of students will reflect on project work on a weekly basis.	Student journals	Annually	95% of students completed journals
SSCPS Students will demonstrate proficiency in communication skills	1. 90% of SSCPS students will successfully complete exhibitions of mastery 2. 100% of Grade 12 students will successfully participate in a formal debate 3. Students will demonstrate writing ability in a variety of genres of in short and long writing assignments 4. 90% of students in Levels I-IV will successfully complete Science Fair Exhibition. 5. Students will successfully communicate in an artistic mode.	1. Student Exhibition of Mastery Scoring Rubrics 2. Debate Scoring Rubric by three judges 3. Teacher and student evaluation/grading 4. Science Fair Scoring Rubric 5. Art evaluations	1. Annually 2. By the end of Level VI 3. Ongoing as dictated by class schedule 4. Annually 5. Annually	1. 98% completed 2. 100% success rate 3. 100% did various writing styles 4. 100% completed 5. 100% achieved
Level VI students will complete an internship with an organization/business	100% of students will successfully complete internship	Employer and school exit evaluation	Evaluation at the end of the internship	No longer a part of Exit Standards

All SSCPS students will be provided with opportunities to take initiative and assume leadership within their projects and other school activities	75% of the students will agree SSCPS provides opportunities for students in initiative and leadership	Student Evaluation	Annually	81% feel there are meaningful opportunities provided.
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Objective # 2: All students will master essential academic skills.

Student Experience/practice	Performance standard	Assessment Method	Assessment Schedule	2006-2007
Students in all Levels will be able to meet passing requirements for the Core Curriculum Courses in the SSCPS Exit Standards in order to be promoted to the next Level or to graduate	90% of students will pass each course or subject	Internal: Teacher evaluation/grading	Annually	90.1% passing rate
Students in Levels I – VI will be able to meet the portfolio requirements in the SSCPS Exit Standards in order to be promoted	100% of students will complete required portfolio work (Levels III – VI with a minimum score of 80%)	Internal: Scoring Rubrics	At the end of every level.	95% completed portfolios
Students in High School will be able to meet the passing requirements of the MCAS as required in the SSCPS Exit Standards in order to graduate	100% of high school students must meet state requirements for graduation on MCAS	External: MCAS	At the end of high school	100% of juniors and seniors passed the MCAS
Students in high school will be able to meet the college course requirement in the SSCPS Exit Standards in order to graduate	100% of high school students will receive a passing grade (C or better) at an accredited college or university	External: College Grade report	End of high school	100% of students taking dual enrollment course successfully met the C level.
Students in high school will be able to meet the technology Exit Standard in order to graduate	100% of high school students must attain proficiency in Microsoft Word, Excel, PowerPoint, and internet use.	Portfolio demonstration	End of high school	100% showed proficiency in computer applications.
Students will be prepared to take the MCAS	90% 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	82% of students are at the “Needs Improvement” level or better.
Students will be prepared to take the SATs	Student scores will be acceptable for college entry	External: College Acceptances Actual Scores	End of high school	All Juniors. Offered SAT prep course. All Juniors/Seniors take SAT and achieve scores suitable for college acceptance

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

Student Experience/practice	Performance standard	Assessment Method	Assessment Schedule	2006-2007
Students will meet attendance requirements	95% of students will meet an average daily attendance rate of no less than 90%	Attendance record in keeping with Commonwealth standards	Daily	The FTE attendance rate for 2006-2007 is 94.03%%.
SSCPS students will participate in Community Service	90% will meet Community Service hour requirement	Exit Standard requirements Student Reflection	At the end of each level.	99% completed required community service hours
Students will participate in Governance activities	Students will participate in weekly Level Town and Pod meetings	Level Schedule	Annually	Weekly scheduled town /pod meetings were held
High school students will participate in annual educational goal setting	All students with advisors will create a yearly educational plan	Educational Plan	Annually	100%

School Performance Goals

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

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

Expectations	Strategies for Attainment	Assessment or Measurement Tool	Assessment Schedule	2006-2007
All students will have access to a curriculum aligned with the MA curriculum Frameworks	K-12 Correlation to Revised MA Curriculum Frameworks	Faculty and Administration will review curriculum	Annually	Ongoing process of updating curriculum maps
Students will have a personal education plan.	Goal Setting Meetings: The teachers and parents on Levels I, II, III, and IV annually create personal education plans. Students and their advisors create the plans on Levels V and VI with input from parents.	Personal Educational Plan	Completed within the first eight weeks of school each year	100% completed
All students will have access to quality yearlong projects and workshops in which students learn academic and social skills	Projects will meet criterion supplied in Project Toolkit.	Projects will be evaluated by student surveys and students will be evaluated on their participation through project rubrics. Administration will evaluate each project to its meeting the criteria in the Project	Annually	Surveys tallied. Data is analyzed by project leaders and administration.

		Tool Kit.		
Faculty will be provided opportunities for Professional Development	Faculty will engage in Professional Development that directly enhances student learning or interest	Professional development spending Recommendations by Commonwealth. Each faculty member will have an annual professional development plan Days will annually be set aside for professional development	Annually as part of each teacher's evaluation	\$151,980 spent on professional development this year. 100% teachers have an IPDP on file 5 full & 4 early release professional days were held.
SSCPS will provide an educational program that meets all applicable statutory and regulatory requirements	Continually review for compliance with state law and DOE regulations	Internal/external audits	Annually	Addressed changes required by the 2005-2006 Corrective Action Plan
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 on MCAS scores	Continuously	Faculty reviewed MCAS results in the fall.
SSCPS will maintain a NCE score of no less than the 50% on Terra Nova scores in reading, language arts and math for a combined group of all students (Group includes Grades 1 - 8)	Administer annual Terra Nova tests	The Education Committee will analyze all Terra Nova scores and complete longitudinal analysis. Programs will be adjusted if needed	Annually	NCE of 50% or greater in all grades.
Student access to technology will support student learning	1. 75% of parents surveyed feel technology supported student achievement (State Recommendation) 2. Faculty will be provided with ongoing technology training	Internal: Survey	Annually	1. 80% of parents agree 2. Edline, Grade Quick , and Lexia instruction sessions held
SSCPS will maintain a low student/teacher ratio	SSCPS will maintain a student/teacher ratio of no more than 18: 1 (all students/all teaching and academic support staff)	Enrollment/FTE Faculty Receipt of Full Day K Grant	Annually	9/1 ratio Received Kindergarten Grant
SSCPS students will have access to varied modalities of instruction	Teachers will use various modalities	Administrative teacher evaluation Student Survey	Annually	Annual evaluations conducted
SSCPS students on Levels II through high school will have access to a diverse choice of projects	SSCPS will provide a variety of project choices from which students may choose.	Project listing	Annually	21 projects and workshops conducted

SSCPS will promote students to participate in external and/or community events	SSCPS will publish community events in the SSCPS Update both on paper and on the SSCPS website, as well as on school bulletin boards	Update	Weekly	Regular announcements in the school Update
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Objective #2: SSCPS will be faithful to its charter by promoting a mutually respectful culture and a responsive family/school partnership.

Expectations	Strategies for Attainment	Assessment or Measurement Tool	Assessment Schedule	2006-2007
SSCPS will promote a mutually respectful culture within all facets of the school community	Social Competency Curriculum Code of Conduct Student/Parent Expectation Form	Annual Satisfaction Survey Signed Forms	Annually and ongoing	94% feel the school has a respectful culture
SSCPS will promote a partnership in which the school and the families each have responsibilities for the growth and progress of the students	Goal Setting Meetings Parent-Teacher Conferences School Council Narrative Progress Reports Weekly Update Encouragement of Volunteerism Parent Association meetings	Annual Satisfaction Survey	Annually and ongoing	92% feel the school provides meaningful opportunities for parents. 93% feel the school has open communication
All students/parents will understand the standards expected for promotion	100% of students/parents will be provided with detailed Exit Standards that set clear rigorous and minimum academic requirements	Goal Setting Form Signed Exit Standard Form	Annually	Forms signed by all students/parents

Objective #3: SSCPS will be faithful to its charter and share the strengths of our model with schools and educators throughout the Commonwealth

Expectations	Strategies for Attainment	Assessment or Measurement Tool	Assessment Schedule	2006-2007
SSCPS will disseminate its model	SSCPS will provide information about our program to the community Presentations/Publications TV/Radio Visitors Web Site	Web Site Traffic Annual Report	Tallied annually in the Annual Report	See pages 13-17 for a listing of the dissemination.
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	Contacts and cooperative work	Tallied annually in the Annual Report	Partnered with several districts on a technology grant.

Is SSCPS a Viable Organization?

Objective #1: SSCPS will maintain financial solvency and stability.

Board of Trustees will continue to oversee a balanced budget and school annual audit will reflect good business practice.

Objective #2: SSCPS will demonstrate itself to be a viable organization.

Expectation	Strategies for attainment	Assessment	Assessment Schedule	2006-2007
SSCPS will include students, faculty and parents in its democratic governance model	1. Written communication process 2. Active School Council - meets monthly, provides opportunities for communication 3. Focused committees in which students, faculty and parents work together 4. Newly designed Survey 5. Reorganized Parent Association	1. Published annually 2. Accomplishes its goals 3. Productive committee work 4. Increased response rate 5. Increased participation by parents Parents' opinions are solicited on major initiatives 6. Students' opinions are solicited on major initiatives	All organized annually	1.Sent in opening of school mailing. 2. School Council met 10 times and addressed school policies. 3. Parents, students, teachers and Trustees work on various issues collectively and discretely. 4. Increased response rate to 22% of parent community. 5. Attendance at PA meetings consistently represents 15% of

	6. Student Boards and Town/Pod Meetings			families 6. New policies brought before town meetings.
SSCPS will strive for teacher retention	Provide mentoring for new teachers Provide competitive salaries and benefits Provide a strong commitment to Professional Development Teachers' opinions are solicited on major initiatives	The administration will monitor teacher retention Conduct exit interviews to ascertain the reasons a staff member leaves.	Annually	New teachers were assigned mentors. This was the second yr of a 3 yr agreement to increase salaries significantly. School continued funding \$300 professional dev stipend. Major changes in policy were taken to teachers for comment.
SSCPS will strive for student retention	Provide peer mentoring Provide advisors Provide Student Learning Support Services	School will monitor student retention Conduct Exit interviews	Annually	91.4% retention rate for 2006-2007 All students have an advisor or pod teacher. Exit interviews done when families give prior notice of their departure.
SSCPS will provide clear and stable leadership	Board of Trustees Annual Training Ongoing administration professional development Offer salaries to attract and keep school leaders Board will plan ahead for leadership changes	Board of Trustees and Standing Committees meet on a consistent basis. Executive Director/Head of School beginning his third year. Principal is beginning his second year. New assistant principal has been a teacher at the school for nine years.	Annually	All committees had monthly meetings. Head of School completed five years and resigned at the end of the school year. Search for a replacement has begun. Principal completed his fourth year and beginning fifth year in 2007-2008. Assistant Principal has been with the school for 12 yrs as a teacher and 3 yrs asst principal.
SSCPS will maintain adequate facilities to meet our students needs	Ongoing capital campaign begun to provide sufficient funding to complete renovations. Development committee formed. As needed, additional space will be located, i.e.: athletic and recreational facilities. Facilities Task Force changed to Building and Grounds Committee.	Sufficient money will be raised for renovation We will have expanded athletic/recreational facilities.	Annually	Fundraising remains a challenge for the school. A new Development Director was not hired in 2006-2007. This position is on hold pending hiring of new Executive Director. The school built a partnership with the So. Shore YMCA for use of its athletic facilities for a nominal fee.