

2004-05 School Report Card - South Shore Charter Public School

South Shore Charter Public School (04880550)

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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 lifeskills for individual achievement in education, career, community, and life; and to disseminate our model of education across Massachusetts.

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

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

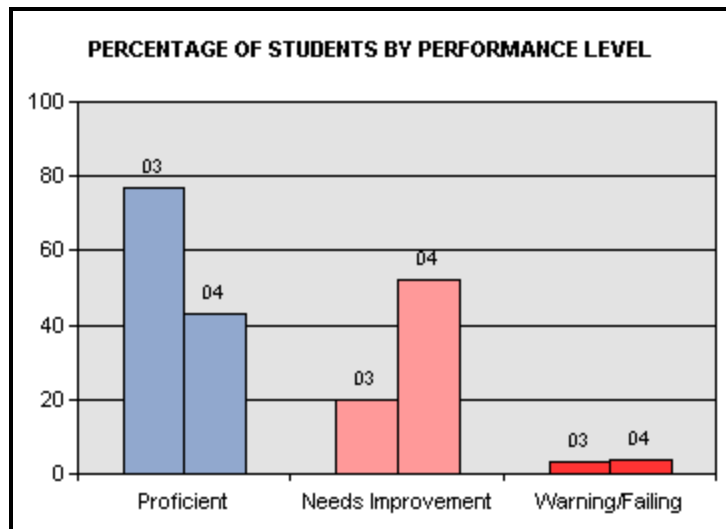
Web Resources
Massachusetts Department of Education: http://www.doe.mass.edu/
School and District Profiles: http://profiles.doe.mass.edu/?orgcode=04880550
Adequate Yearly Progress (AYP) Information: http://www.doe.mass.edu/sda/ayp/cycle11/
Massachusetts No Child Left Behind website: http://www.doe.mass.edu/nclb/

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

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

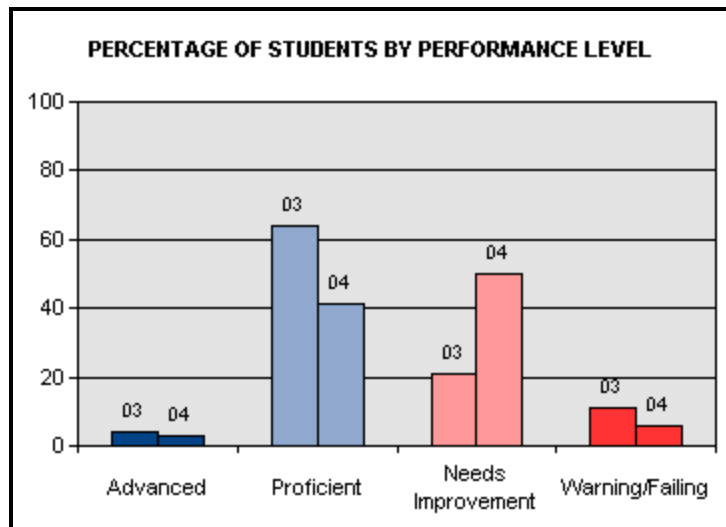
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality



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

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

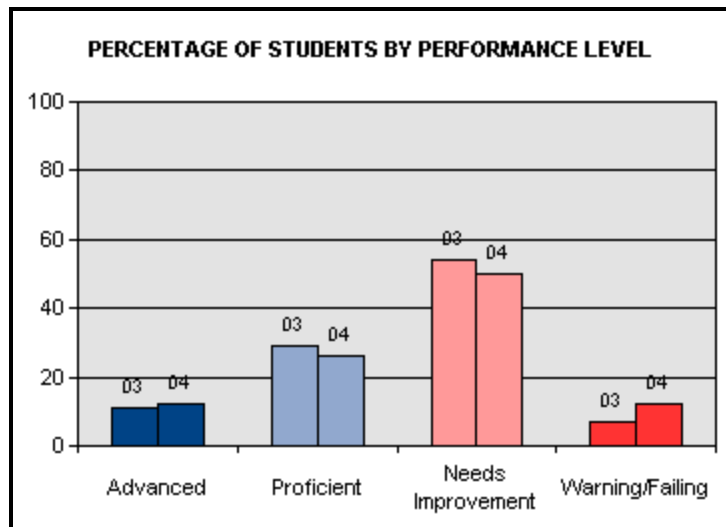
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2004-05 School Report Card - South Shore Charter Public School Grade 04 - Mathematics

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

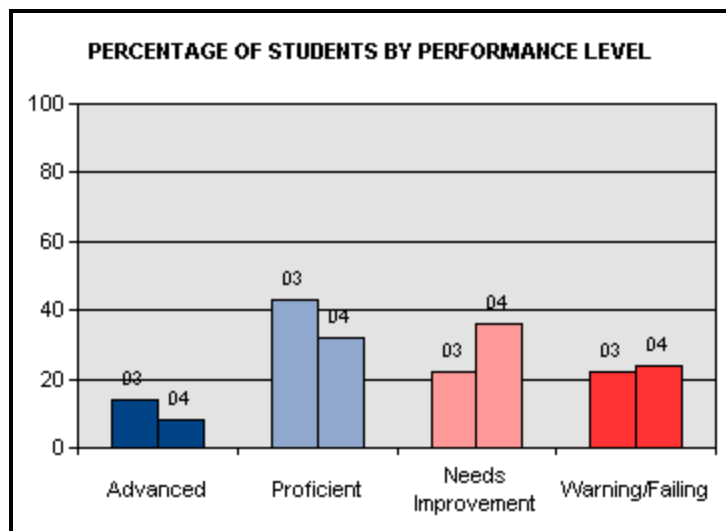
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2004-05 School Report Card - South Shore Charter Public School Grade 06 - Mathematics

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

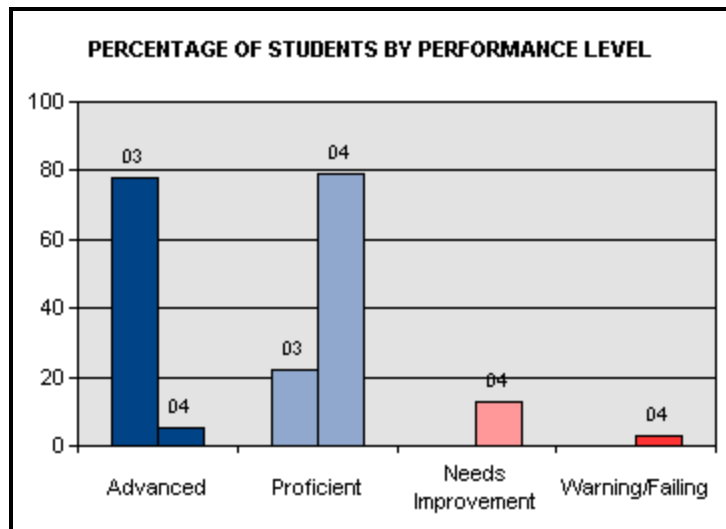
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2004-05 School Report Card - South Shore Charter Public School Grade 07 - English Language Arts

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

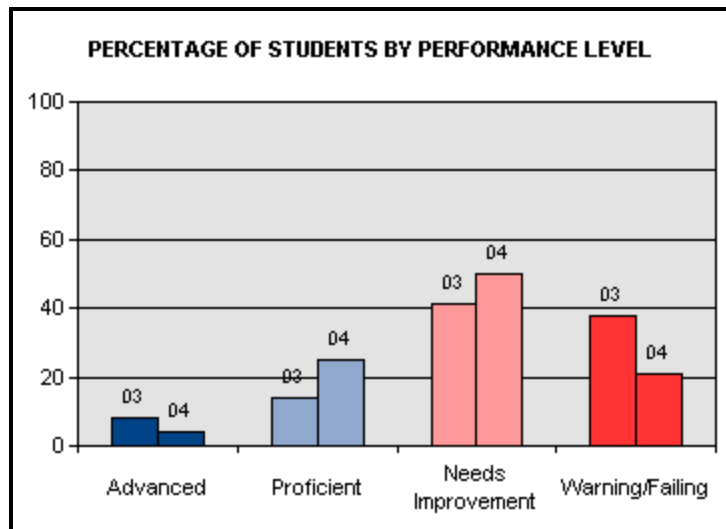
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2004-05 School Report Card - South Shore Charter Public School Grade 08 - Mathematics

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

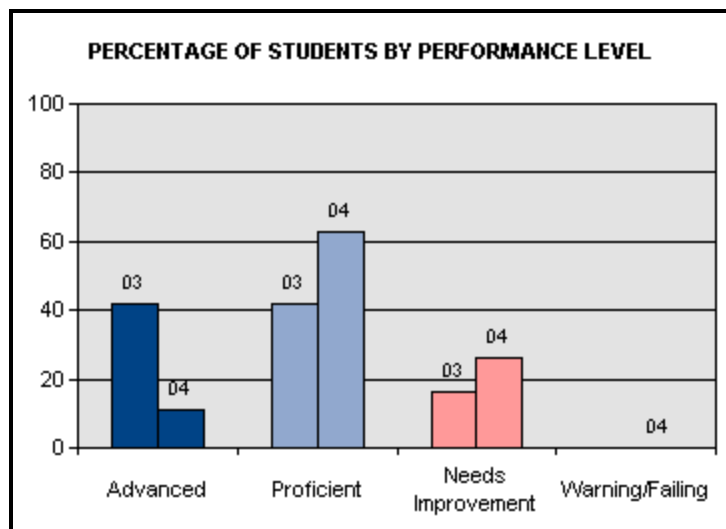
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2004-05 School Report Card - South Shore Charter Public School Grade 10 - English Language Arts

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

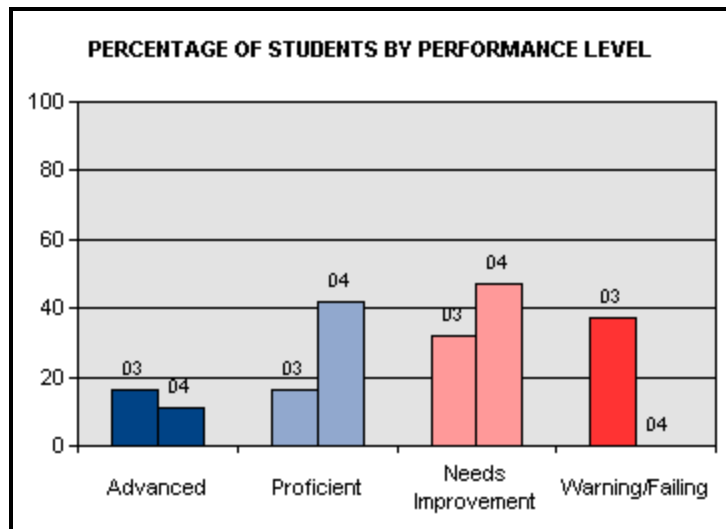
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2004-05 School Report Card - South Shore Charter Public School Grade 10 - Mathematics

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

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



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

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

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

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

Data Definitions

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

Race/Ethnicity:

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

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

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

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

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

Selected Populations:

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

Low Income: An indication of whether a student meets ANY ONE of the following definitions of low income:

1. The student is eligible for free or reduced price lunch; or
2. The student receives Transitional Aid to Families benefits; or
3. The student is eligible for food stamps

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

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

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

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

Percentage of core academic classes taught by highly-qualified teachers: The percentage of staff, measured in "full-time equivalency", teaching in core academic areas, that meet the NCLB definition of highly-qualified. To meet the definition, teachers must possess a valid Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. NCLB subject matter competence requirements are applied differently to those who teach at different levels. For more information on the definition and requirements of highly-qualified, please see http://www.doe.mass.edu/nclb/hq/hq_memo.html.

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 at <http://www.doe.mass.edu/sda/ayp/cycle11/>.

Accountability Status Labels:

II-S Identified for Improvement - Subgroups only

II-A Identified for Improvement

CA-A Identified for Corrective Action

RST Identified for Restructuring

UR Status Under Review