

SOUTH SHORE CHARTER PUBLIC SCHOOL

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

July 30, 2006

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

Dear Ms. Bachofer,

As the school's new Chair of the Board of Trustees, I am pleased to note some of the South Shore Charter Public School's highlights of 2005-2006.

First I need to thank trustees Kathy Arthur-Tyler, Miriam Brownwall, Barbara Fournier and Steve Locke for their years of service as they all rotated off the Board this past May. In particular, Kathy's leadership over the past four years as Chair has been crucial to the stability of the school. Kathy never stopped believing in what the school was and could be and was the guiding hand in the school's move to Norwell and recent charter renewal. Miriam was the historian for the Board, always reminding us of best practices and lessons learned from past missteps.

The Board of Trustees also welcomed new members John Kelly of Hull and Elaine French of Cohasset, Ed Hagerty of Holbrook, Susan Pratt of Scituate and Jeff Seglin of Boston.

This past year saw the adoption of a new school wide math program, Singapore Math that has been well received by both faculty and students. In the high school, the yearly project moved to a workshop approach, which helped refine its academic focus.

The Board continued its commitment to keeping staff salaries competitive by funding the first year of a three-year salary upgrade.

Thanks to a grant from the Boston Foundation the school initiated a process for updating our strategic plan. The goal is to adopt the plan some time this fall so it may be used as a benchmark to measure our work over the next four years, or until we renew our charter in 2010.

As the result of the Board of Education's vote to allow an increased cap, we will be slowly expanding our enrollment from 468 to 540 students over the next three years. As a consequence, we will be working on how to build out and improve our space at Longwater Drive.

A special thanks goes out to our Parents Association for all of their hard work raising money for various school projects and all of the parent volunteers who have contributed to the health of the school this past year.

Finally, a special thanks to the faculty and our school's leadership team: Mike Munhall, Kristine Shipps, Tom Gorsuch, Ted Hirsch and Ron Larrivee for their hard work and commitment to the academic and social achievement of our students. Bravo for a job well done.

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.

Address: **100 Longwater Circle**
Norwell, MA 02061
PH: 781/982-4202
FAX: 781/982-4201

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

Enrollment: 468
Student/Teacher Ratio: 9 to 1
Instructional Days: 183
Time-In- Learning
 Grades K-6: 1035 (135 hours more than state minimum)
 Grades 7-8: 1080 (180 hours more that state minimum)
 Grades 9-12: 1098 (90 hours more than state minimum)

Testing
Class of 2006
 MCAS % passing by 12th Grade
 Language Arts: 100%
 Math: 100%
 SAT Mean
 Reading: 500
 Math: 470
 Writing: 510

Curriculum:

South Shore Charter Public School is established on the premise that learning through experience is a key to providing students with a well-rounded, in-depth education. This begins with the arrangement of multi-age, multi-grade classrooms organized by Levels: Level I (K-2), II (3-4), III (5-6), IV (7-8), V (9-10), and VI (11-12). Core curriculum courses, coupled with yearlong experiential learning “projects 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: Projects often take on a greater scope than can be completed in a school week. Students engage in off-campus activities such as overseas travel, 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, Benjamin Franklin Institute of Technology, Bowdoin College, Brandeis University, Bridgewater State College, Dickinson College, Drew University, Drexel University, Embry Riddle, Emmanuel College, Fisher College, Fordham University, Hampshire College, Johnson and Wales University, Lesley University, Marymount Manhattan College, New College at University of South Florida, New England College, Northeastern University, Norwich University,

Quincy College, St. John's College, Skidmore College, SUNY Stonybrook, University of Vermont, UMASS Amherst, UMASS Boston, and UMASS Dartmouth.

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 2005-2006 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.

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 25 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 Levels V and 97% of Level VI students met the Exhibition of Mastery goal. 100% of Level VI students also met the communications proficiency goal by participating in a debate.

In our annual survey, 85% of the respondents strongly agreed or agreed that projects develop teamwork, 92.5% agreed that projects develop communication skills, 92.5% agreed that projects provide opportunities for student leadership, and 92% agreed that projects spur initiative.

b. Students demonstrated mastery of essential academic skills.

Exit Standards have provided the school with consistent enforcement of promotional standards. Standards at all Levels now include both course and project completion requirements, minimum scores on external assessments, community service, portfolios of exemplary work across the curriculum, and technology competencies. Faculty year-end data reports provide a detailed accounting on student progress in meeting each Exit Standard. 65% of survey respondents agreed that these standards clearly communicate a minimum competency for promotion and graduation.

CORE CURRICULUM REQUIREMENTS/LEVELS V AND VI – 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	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 2005-2006 466.11 FTE students were enrolled with a total of 54.01 full-time and part-time teaching faculty for an overall student/faculty ratio of 8.63:1. SSCPS had 2.89 part-time specialists provide services for all K-12 students.

SSCPS offers a varied and complete approach to student guidance and accountability. SSCPS provides significant individual data to the parent, the teacher, and the student. This provides an objective combination of narrative, internal, and external measures to allow a fuller analysis of an individual's achievement. In our most recent survey of our school community, 92.4% of survey respondents agreed or strongly agreed that our student-teacher ratio supports student learning and 83.7% of the respondents agreed that SSCPS provides a quality curriculum.

Our commitment to providing extensive access to technology for student learning gives our students the tools they need to achieve their best results. We believe technology offers support for both course work and in projects. In that regard the School has leased/purchased 148 new computers and has setup a computer lab with 25 workstations. In our community survey, 83.7% 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 93.88% 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 2005-2006 school year started on August 30, 2005 and ended June 15, 2006. The year had 183 instructional days. The Time In Learning requirement was exceeded at all Levels:

Level I to III

Daily Schedule – 8:15-3:00 with 5.75 hours of instructional learning, 1 hour for lunch and recess
 2005-2006 SSCPS Structured Learning Time=183 x 5.75 = 1025.5 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
 2005-2006 SSCPS Structured Learning Time = 183 x 6.0 = 1071 hours
 Structured Learning Time required by the Commonwealth= 900 hours

Levels V and VI

Daily Schedule – 8:15-3:00 with 6.0 hours of instructional learning, 45 minutes for lunch/breaks
 2005-2006 SSCPS Structured Learning Time = 183 x 6.0 = 1071 hours
 Structured Learning Time required by the Commonwealth = 990 hours

Class of 2005 College/University Acceptances

Student Name	College/University Acceptance
Derek Barton	Lesley University
Sergina Cadet	Simmons College
Nicole Campbell	University of Vermont
Ariana Coveney	UMass Amherst
Brandi Davidson	Massasoit Community College
Joensia Dubuisson	Pine Manor College
Erin Feeney	Massasoit Community College
Timothy Gallant	New England College
Debra Greene	Brandeis University
Gregory Josselyn	Marymount Manhattan College
Amanda Kayiales	Bridgewater State College
Samuel Lunny	Quincy College
Joseph Martin	Mount Ida College
Katherine Martin	Quincy College
Warren Silvia	Massasoit Community College
Zachary Zotos	Eastern Nazarene College

College Courses, Dual Enrollment and Internships

As part of the Exit Standards, students in Level VI (11-12) are required to take two pre-approved three-credit college courses and receive a C or better. Students typically enroll at Quincy College, although this year we have had students enroll in courses at Bridgewater State College and Curry College. 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 2005-06 we did not have anyone participate in the program.

Another graduation requirement for Level VI is an internship. Students participate in a variety of career opportunities including business. This year's internships included a photography studio in Hull, the School Nurse, a dental office in Norwell, assisting the Science teacher on Level I and the Department of Urban Development in Boston.

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 \$36,450 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 9 early release days and 4 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 is able to request additional professional development funds up to a maximum of \$2,000 annually for reimbursement of tuition related to graduate degrees. Our 4 full professional development days were used to work on faculty team building, bullying, restraint training, work on ELA curriculum maps, reviewed accountability plan, strategic planning, reviewed Coordinated Program results, training on Asperger's Syndrome, Nonverbal Learning Disabilities, and cooperative planning work session. The total amount for staff salaries for these days added \$45,106 to our professional development costs. This averages to approximately \$175 per student for professional development. Faculty participated in the following professional development opportunities:

- Singapore Math Training
- Wilson Foundations Workshops
- 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
- Seminar on 504's

II. SCHOOL PERFORMANCE

a. SSCPS provided a balanced project and academic schedule.

The Core Knowledge Sequence provides a richly detailed curriculum and its correlation to the Massachusetts Curriculum Frameworks provides a developmental framework for K-8. Primary faculty has developed additional benchmarks in literacy. SSCPS was again awarded a grant for its full-day kindergarten program. With this allocation, Level I faculty continue to work towards NAEYC Kindergarten accreditation. The 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 183-day school year and 1,071 instructional hours at the High School, exceeding state-mandated hours by 81 hours. Our Primary School operated for 1025 hours, exceeding state-mandated hours by 125 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. 83.08% 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. 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.

2005-2006 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, Eastern Service Workers, Quincy Animal Shelter
II	South Shore Publications	Communication	SSCPS, Yearbook Advertisers
III/IV	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
IV	Environmental Interpretation	Environmental	New England Wildlife Center
IV	Choose Your Own Adventure	Environmental	New England Wildlife, SSCPS
IV	Underwater Robotics	Environmental	MIT
IV	Marketing	Community Development	Food for Free, Children's Hospital, SSCPS
V & VI	Community Service Workshop	Community Development	Boston Food Bank, YMCA Mill Pond, SSCPS
V & VI	Music Workshop	Community Development	Berklee College of Music
V & VI	Journalism Workshop	Communication	SSCPS
V & VI	Engineering the Future Workshop	Environmental	Boston Museum of Science, MIT
V & VI	Art Workshop	Community Development	Fuller Art Museum
V & VI	Theatre Workshop	Community Development	The Company Theatre
V & VI	International Cultural Exchange Workshop	International	South West School, La Esperanza, Honduras

b. SSCPS promoted a respectful culture and family partnership.

SSCPS is open to and respectful of its community. We communicate school events regularly through a weekly newsletter and maintain a web page. Parents are welcomed into the school and the classroom almost without exception. The school provides support to all parents such as a transparent curriculum and homework requirements that are clearly articulated and prominently posted. Kindergartners through third graders are loaned copies of the Core Knowledge Grader Books to bridge the gap between school and home. 88.1% 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. Levels V and VI students take on a more significant role in developing their educational plan, through regular meetings with their advisor and review of their Success Plan. Grade reports for Levels III-VI are computerized, using Grade Quick and EdLine, an electronic online grading system. This program allows parents and students secure online access to their grades as students' progress. This access provides parents with the ability to support students in making individual improvement throughout the quarter.

Many students with IEP's and their families choose SSCPS because of its 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 466.11 FTE students required Special Education Services in 2005-2006.

SSCPS does not have any students with limited English proficiency. An annual parent survey identifies any student who has limited English proficiency. SSCPS is committed to hiring the appropriate faculty as needed to service this population of students.

The school's governance structure also embodies a culture of partnership. A Board of Trustees governs the school whose composition includes parents of current students and graduates, current faculty, and an elected student, 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, 92.8% of the respondents agreed or strongly agreed that SSCPS provides families with opportunities for governance and volunteering and 83.3% were satisfied with their own level of involvement with the school.

c. SSCPS actively disseminated its model.

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

MEMBERSHIPS

- Executive Director 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
- Norwell Chamber of Commerce
- South Shore Chamber of Commerce
- Association for Supervision and Curriculum Development
- Massachusetts School Counselors Association

- National Association of Student Councils
- Associated Grant Makers

FACULTY

- Executive Director consults with South West School, Honduras on its curriculum development
- Executive Director participated in planning process for charter school technical assistance center
- Executive Director coordinated the South Shore Multicultural Job Fair at SSCPS
- Principal taught an Education Administration course at Curry College
- Principal and Executive Director presented to Rising Tide students regarding SSCPS
- Presented at the Derby School Secondary School Fair
- Boston College Educational Seismology Project connection
- Setting up a program with New England Wildlife Center
- YMCA
- Collaborate on Data-driven Decision Grant with Ashland, Dover-Sherborn, Hopkinton, Millis, Medfield, and Keefe Tech
- Cultural Presentation of Mexican holiday “Day of the Death”
- Participated in the Harvard Coop Poetry Contest
- Provided Title I training for Level 1 staff and teachers
- Voted Coach of the Year by the MCSAO Soccer
- Partnered with Holly Hill Farm
- Presentation on Honduras trip to Board of Trustees
- Partnership with Wellspring
- Partnership with Mary Martha Learning Center
- Represented SSCPS at Community Partnerships for Children
- Inaugural seasons in Co-ed Soccer (Grades 8-12); Ski/Snowboard Club; Middle School Basketball; Cross Country/Track (Grades 7-12).
- Organized First Annual Road Race
- Coordinated Annual Winter Solstice Concert
- Presented Pilgrim History to Grade 3 and 4
- Title 1 Parent Workshop and Presentation
- Curry College student observation
- Supervised student teacher
- Presented at Core Knowledge Conference “*How, What and When, Principles to Guide Early Reading and Writing Instruction*”
- 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.
- Level 1 Teacher awarded “Teacher of the Week” by Patriot Ledger November 2005
- Teacher Recognition by Patriot Ledger May 2006
- UC Berkley Alumni Survey
- South Shore Multicultural Job Fair
- Partnership with Weymouth Health Care, Cohasset Knoll and Norwell Knoll
- Enrolled SSCPS in the Boston Globe stock market game.
- Enrolled 8th grade students to compete in Hingham District Court’s Law Day Essay Contest.
- Presented “Choice Your Own Adventure” Project information to Lesley University.
- Participated in The Massachusetts High School Drama Guild festival.

- Coordinated and hosted the South Shore Region V State Middle School Science Fair.

BOARD OF TRUSTEES

- Board of Trustee's Dissemination Activities
- DOE Meetings: One hearing at State House
- Department of Education Board Meetings: Participated in two board meetings involving charter amendments.
- Massachusetts Charter Public School Association Activities: Meetings to discuss concerns, share best practices, plan strategies, request assistance, and obtain information updates.

VISITORS

- Jenn Pina acting workshop.
- Elaine MacDonald workshop on set design and lighting.
- Jake Armerding, songwriter/musician held Master Class on songwriting and creative process. Visiting artist for Level 1 and 2.
- Dina Herrera presented "Culture of Guatemala" during Spanish Day
- Sandra Donnellan, South Shore Arts Center, silk screening workshop
- Paul Vincent Davis, Puppet Showplace Theatre, artist in residence
- 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.
- Myrdell Belizaire, Mass Bay Health presented 9th grade Health/Sex education.
- Brian Gallagher, MADD, presented to High School and 7/8 Grade Students.
- Kathleen Hoffman, SSWC, Teen Violence.
- D.A.'s Office, Date Rape workshop presented to High School Students.
- Dr. Oliveri, Back Pack Safety
- Stephen Fine presented information on Sun Safety and Skin Cancer to staff.
- George Lesley, Butterfly Place
- 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
- Daren Brown – Reptiles
- Kumie Leonard, Growing up in Japan
- Troy Wesson, South West School, Honduras
- Bob Snowber, Habitat for Humanity
- Joseph Condrick, information on Law Day Essay Competition
- Vicky Haukor – Wellspring Multi Service Center
- The Venetian Restaurant, Italian Food presentation
- El Sarape, Spanish Food presentation
- KT Leary – Catering Business
- Gema Gray – Exhibition of Mastery judge
- Dina Herrera – Exhibition of Mastery judge.
- Linda Goggin – Exhibition of Mastery judge
- Jeremy Gobeil – The Home for Little Wanderers Baird Center
- Derek Thompson – The Home for Little Wanderers Baird Center

- Ron Marcella, Vietnam War Information – 1st hand experiences
- Summit Educational Group – PSAT Test and Parent Night
- MEFA Financial Aide Representative
- Representative from Alfred University presented information to students.
- Maria Trozzi from “Good Grief” of Boston Medical Center held workshop.
- Counselors from Norwell Public Schools, Pembroke Public School, and private practice assisted SSCPS community.

STUDENTS

- Four students commuted to MIT several nights a week for a First Robotics Competition with MIT students and students from Cambridge Rindge and Latin High School and Chelsea HS
- Museum of Science – Engineering the Future
- International Cultural Exchange Workshop presented slide show on Honduras trip.
- Wellspring Multi Service Center – Hull, MA
- Quincy Animal Shelter – organized and collected donations.
- Meals on Wheels – walkathon
- Habitat for Humanity
- Hop-A-Thon for Easter Seals
- Lions Club Recycle for Sight Program
- Hurricane Katrina Disaster Relief – Senior Class
- Walk for Hunger – Hurricane Katrina Relief Effort
- Community Service Workshops sponsored “Support Our Troops” collection
- Annual Winter Solstice Concert
- Tree House Display at the Our World Children’s Global Discovery Museum
- Theatre Workshop presented “Thursday Night Live” improvisational event.
- Level 1 Students held used book sale to benefit sports program
- Food Drive to benefit the Brockton Food Pantry
- “Pennies for Patients” coin collection campaign for the Leukemia & Lymphoma Society.
- “Paws for a Cause” donations for Tufts NE Medical Center
- Cartridges for Kids
- 2nd Annual Fall Festival to benefit the sports program.
- 5th and 6th graders collected “Coins for Katrina”
- Food and Clothing Drive for Eastern Service Workers in Roxbury
- Level 3 participated in the American Cancer Society’s “Daffodil Days”
- High School Students volunteered at the Greater Boston Food Bank
- Middle School Theatre Project Performances
- 8th Grade Student placed third in the Hingham District Court’s essay contest.
- High School Students participated in Project Bread’s Walk for Hunger
- Boston Globe Scholastic Art Show
- 6th Grade student selected to be a member of PSB new series “Fetch”
- Annual Second Parish Art Show Hingham
- South Shore Art Center Festival on the Common
- SSCPS Spring Concert
- Playwriting and Performance Project completed in the Massachusetts High School Drama Festival
- Art Project displayed work at the Outdoor Sculpture Exhibit at the Art Complex Museum in Duxbury.
- Students competed in *Speaking American* at the Boston Public Library
- Harvard Coop Poetry Contest

- Students participated in “Community Week” a celebration of diversity
- SSCPS students participated in Community Service Week
- Students participated in the Massachusetts Regional and State Middle School Science Fair.
- Students chosen to display artwork at the 50th Annual Art Show in Hingham, MA.
- Playwriting and Performance Project presented a spring production of “*Wonder of the World*”.
- High School students competed in the TechBoston Robotics Olympics at Northeastern University.
- 4th Annual Big Haircut to benefit Locks of Love. 13 Students, faculty members and parents participated.
- SSCPS students organize benefit concert for Darfur
- Level 2 students organized donations of books for school in Zambia

PUBLIC RELATIONS

- “Some Charter Teachers Join Union,” *The Boston Globe*, August 10, 2005
- “Another Chapter Begins: Back-to-School Information,” *The Patriot Ledger* September 3-4, 2005
- “Who am I? Bill would let adopted children see original birth certificates,” *The Patriot Ledger*, October 25, 2004
- “Adequate charter school funding urged”, *The Patriot Ledger*, November 9, 2005
- “Charter school drama fest entry shines, Hingham student writes, directs play”, *Hingham Journal*, March 16, 2006
- “Charter school aid formula called unfair; Lawmaker’s proposal would change how funding is determined”, *The Patriot Ledger*, April 24, 2006
- “Aerosmith Manager’s Daughter Killed,” *The Patriot Ledger*, May 17, 2006
- “I Just Want to Hold Her,” *Boston Herald*, May 18, 2006
- “Police probe fatal crash One teen is killed, three others injured,” *The Kingston Mariner*, May 19, 2006
- “Celebration of diversity, South Shore Charter Public School graduates proud to be different”, *The Patriot Ledger*, June 5, 2006
- “A sweet 16; Charter school bids farewell to the Class of 2006”, *Norwell Mariner*, June 8, 2006
- “Made from scratch”, *Boston Globe*, June 8, 2006
- “A sweet time”, *Norwell Mariner*, June 8, 2006
- “Remembering Torri, Charter school fair goes on but student is not forgotten”, *Norwell Mariner*, June 8, 2006

III. VIABILITY

a. SSCPS is a viable organization.

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

SSCPS began its tenth year in a new facility in Norwell, leaving behind nine years of rented and geographically dispersed buildings. This 53,000 square foot building sits on six landscaped acres and unites the school, centralizes it within the region, improves technological capability, and allows for greater collaboration.

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

Student Demographics

Town	Number of Students 6/30/06
Abington	13
Braintree	14
Bridgewater	4
Brockton	17
Cohasset	7
Duxbury	5
Halifax	7
Hanover	24
Hanson	2
Hingham	13
Holbrook	9
Hull	110
Kingston	3
Marshfield	38
Middleboro	3
Milton	1
Norwell	6
Pembroke	10
Plymouth	18
Plympton	6
Quincy	3
Randolph	32
Raynham	1
Rockland	37
Scituate	16
Stoughton	4
Walpole	3
Weymouth	57
Whitman	3
TOTAL	466

Number of Students by Grade:

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
10/01/05	41	39	39	37	39	34	41	36	40	38	34	33	16	467
6/30/06	41	40	39	37	39	32	41	34	39	40	35	33	16	466

For the 2005-2006 school year, 20.8% of SSCPS total enrollment was racial minorities including five Native Americans, fifty-six African-Americans, twelve Asians, and eighteen Hispanics. By gender, 241 students were male and 225 students were female. No students were classified as limited English-proficient students.

During the past school year, a total of 86 students had IEPs. Another 33 students were on 504 plans. Students without IEPs may receive special services because the SSCPS model provides full-inclusion classrooms where teachers diversify their instruction to accommodate students with different learning styles.

In addition to their regular education programs, fifty-nine students received Title I services in small group tutoring or extra support in the classroom during the course of the year. Tutoring in reading, language arts and math was offered at all Levels.

Among our students, 84 (18%) 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 2005/2006 school year, no SSCPS student was expelled and there were no in-school suspensions. There were 49 out-of-school suspensions.

# of Suspensions	Reasons for Suspensions
1	Assault & Battery on another student
7	Disrespect of a Staff Member
3	Disrupting a Class
8	Fighting
1	Forgery of a Document
15	Inappropriate Behavior
7	Leaving School Grounds
1	Possession of Drugs in the School
2	Smoking
4	Theft
49	TOTAL

Total Number of Student Withdrawals by Reason

Number	Reason
2	Academic challenge
1	Collaborative
1	Deceased
2	Dissatisfied
9	Family Move
2	Home School
1	Larger High School/Activities
3	Missed Friends
5	Not right fit
14	Private School
9	Returned to local district
4	Transportation
2	Vo Tech
2	Voluntary withdrawal by parent
57	Total

During the 2005-2006 school year, 20 students left the school. Another 37 students notified us that as of June 30, 2006 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 Level 6 (grades 11 and 12) generally are accepted only if there is evidence that they will be able to meet the graduation requirements (Exit Standards) for that level prior to graduation. The school accepts applications at anytime, however the formal enrollment process begins in the late fall and continues until the school is fully enrolled (a minimum of 30 days). An Enrollment Lottery is held in February each year if necessary.

ENROLLMENT PROCESS

- SSCPS determines the spaces available in each grade based on the school's capacity of 468 (SSCPS's enrollment cap is 540 based on Department of Education approval in December 2005) and the estimated number of returning students. Currently enrolled students need to notify the school of their intent to return for the succeeding year by the second Wednesday in February.
- All new applicants to the school must be Massachusetts's residents at the time of application. Proof of residency is required.
- All applicants or parents should attend a scheduled informational meeting with the school or have an individual interview at the school. The school staff will explain the mission and focus of the school so the family may decide if the school is an appropriate option for their student.
- Completed hard copy applications for the Enrollment Lottery are due by the second Wednesday of February at 3 PM. No faxed copies will be accepted. It is the responsibility of the applying family to be sure the application has been received by the school's office.
- The Lottery will be held the first Saturday after the second Wednesday in February.
- The Lottery deadline will be advertised in *The Patriot Ledger* and other local papers one month prior to the deadline for applications.
- Students will be notified in writing of their acceptance in the Lottery.
- Students accepted in the Lottery must indicate their intent to attend the school in the fall by March 5. Offers of enrollment not accepted by March 5 will be offered to students on the Waitlists. Students accepted off the Waitlist must give the school their letter of intent to attend by March 15.
- The *Intent to Attend* form that the parents and students sign demonstrates their agreement with the school's mission and program.
- Pre-enrollment numbers are communicated to the Department of Education no later than March 19.
- All accepted students must document (transcript, grade card, or letter from a school official) their successful completion of the previous grade to the one in which they will enroll at SSCPS.
- The School will not enroll more students from any town exceeding 9% on net school spending in each town. If however, a sibling of a student attending the school would put the enrollment for a town over 9%; the State may pay the additional tuition subject to appropriation of the legislature.
- Students are accepted to each grade to make that grade's enrollment number as close to 36 as possible. If there are not enough applications for a grade to get to 36, students on the Waitlist may be accepted to other grades to keep the overall enrollment at 468. The overall goal is to not exceed 36 students in any grade long term. Decisions on where to accept additional students when one grade is under enrolled will be made by the Administrative Team.

LOTTERY PROCESS

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

WAITLIST

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

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

CONTINUING ENROLLMENT

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

SSCPS does not:

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

Applications

SSCPS has received a total Of 328 applications for enrollment from 29 communities. Of these, 284 applications were included in the Enrollment Lottery held on February 11, 2006. SSCPS has received an additional 44 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	4		1			1								6
Braintree					2	1	2					1		6
Brockton	2	3	1	2	1	1	3	4						17
Carver	1	1												2
Cohasset	1					1								2
Duxbury	1	1		2	1					1				6
Halifax	2	1		1	2	1	1							8
Hanover	4	1			1	1		1		3		1		12
Hanson	1		1	1										3
Hingham	3	2		1	1	2				1				10
Holbrook						1								1
Hull	9	1		1						1				12
Kingston	3	1	1	1		1			1	1	2			11
Marshfield	4	3	2	2	2	2	2	3		1				21
Milton	1													1
Norwell	3		1	1										5
Pembroke	3	2	2	2	2	2	1	1	2	1				18
Plymouth	4	1	2	2	1	2	2	1	2	5				22
Plympton	1									1				2
Quincy	5	2	1		1	2				1				12
Randolph	5	1	1	1	2	3	1	3		2	2	2		23
Rockland	16	1		3	3	3	2	1	1	3	1			34
Scituate	3	3			2	1	3	2		2				16
Stoughton		1		1										2
Weymouth	13	1	3	1	2	1	2	3	2					28
Whitman	3			1										4
Totals	92	26	16	23	23	26	19	19	8	23	5	4		284

Wait List

After the enrollment lottery our wait list contained 227 students.

Town/Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Abington	1		1			1								3
Braintree					2	1	2					1		6
Brockton	1	3	1	2	1	1	3	4						16
Carver	1	1												2
Cohasset						1								1
Duxbury		1		2	1					1				5
Halifax	2	1		1	2	1	1							8
Hanover	2	1			1	1		1		3		1		10
Hanson	1		1	1										3
Hingham	3	2	1	1	2									9
Holbrook						1								1
Hull	3	1		1						1				6
Kingston	3	1	1	1		1				1	2			10
Marshfield	3	3	2	2	2	2	2	3						19
Milton														1
Norwell	2		1	1										4
Pembroke	2	2	2	2	2	2	1	1	1					15
Plymouth	3	1	2	2	1	2	2	1	1					15
Plympton										1				1
Quincy	4	2	1		1	2				1				11
Randolph	2	1	1	1	2	3	1	3		1	2	2		19
Rockland	8	1		3	2	3	2	1	1	2	1			24
Scituate	1	3			2	1	3	2						12
Stoughton		1		1										2
Weymouth	5	1	3	1	2	1	2	3	2					20
Whitman	3			1										4
Totals	51	26	16	23	22	26	19	19	5	11	5	4		227

EXIT STANDARDS

LEVEL I EXIT STANDARDS – GRADES K, 1 AND 2

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

Internal and External Performance Evaluations:

1. Participate and meet the yearlong project goals, including one project related Exhibition of Mastery.
2. Be making progress towards meeting all Core Curriculum expectations (Math, Language Arts, Social Studies, and Science) as specified on the progress reports and in the supporting Curriculum Project rubrics. Also the student must meet the following explicit performance criteria:
 - Read with fluency and comprehension material at 2.5 or better grade level with 95% accuracy as measured by the Developmental Reading 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.

LEVEL V EXIT STANDARDS – GRADES 9 AND 10

By the completion of Level V, each student must meet these minimum standards to be promoted to Level VI. For students with an IEP or 504, the IEP or 504 may contain details on any modification of Exit Standards. Any student may request a waiver of no more than one exit requirement by written appeal to the Level Coordinator and Principal. Student must submit evidence that they have met all the Exit Standards to the Level Coordinator and Principal.

Internal and External Performance Evaluations:

1. Receive a passing grade (D- or better) and meet the yearlong project goals, including two project-related Exhibitions of Mastery per year enrolled in Level V. (*Evidence of meeting this standard is documented in Grade reports and Exhibition of Mastery Scoring Rubrics.*)
2. Achieve a passing grade (D- or better) in Core Curriculum courses for each year: English/Language Arts, Math, Social Studies & Science. (*Evidence of meeting this standard is documented in Grade Report.*)
3. Must achieve a grade equivalent of 9.5 on Terra Nova test in Total Math, Total Language and Total Reading.

Portfolio:

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

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

Community Service:

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

LEVEL VI EXIT/GRADUATION STANDARDS – GRADES 11 AND 12

By the completion of Level VI, each SSCPS graduate must meet these minimum standards. For students with an IEP or 504, the IEP or 504 may contain details on any modification of Exit Standards. Any student may request a waiver of no more than one exit requirement by written appeal to the Level Coordinator and Principal. Student must submit evidence that he/she has met all the Exit Standards to the portfolio panel and Principal.

Internal and External Performance Evaluations:

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

Portfolio:

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

Technology:

Attain Microsoft Office User Certification

Community Service:

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

Summary of External Standardized Test Results

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

SSCPS 2005 MCAS RESULTS

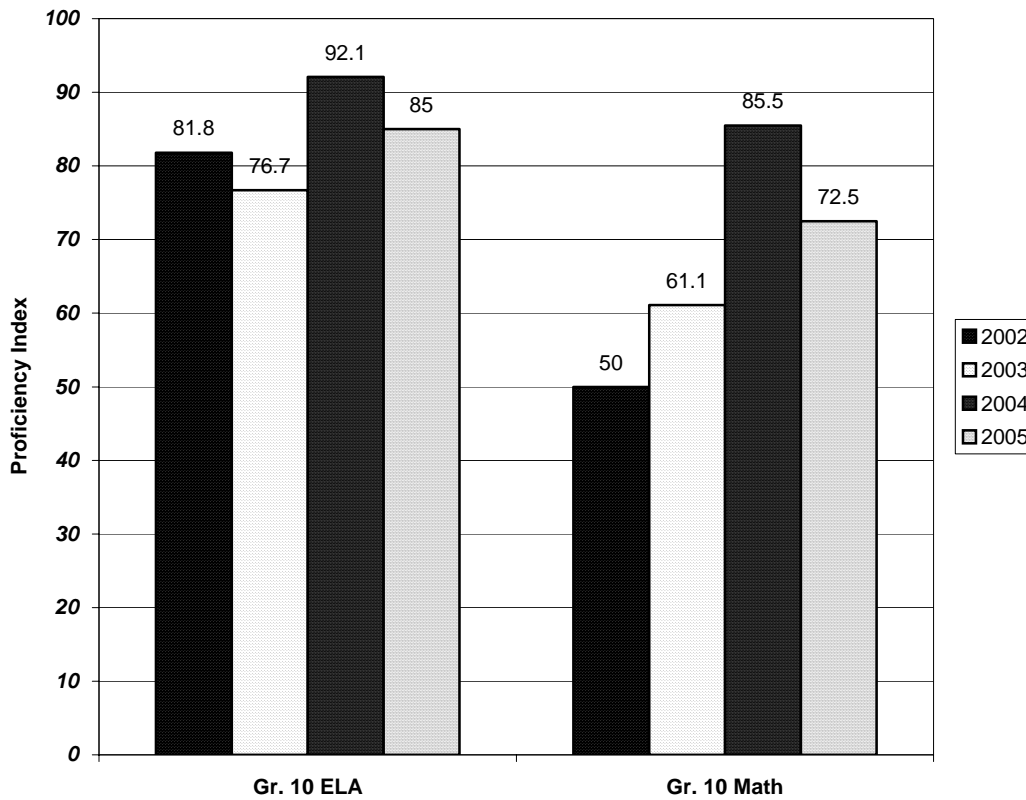
Table 1 shows that the students in grades 3 and 4 scored lower than the statewide percentages in Reading, ELA, and Math, while the students in grades 5 through 10 scored about the same as the statewide percentages, except in the advanced category, especially in ELA. This is similar to the 2004 results. 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 in the 2006 MCAS scores.

Table 1- Comparison of SSCPS to State 2005 MCAS Results

	GRADE	SUBJECT	# Included 2005	% A 2005	% P 2005	% NI 2005	% W/F 2005
SSCPS	03	READING	40	N/A	60	33	8
State				N/A	62	31	7
SSCPS	04	ELA	36	3	22	47	28
State				10	40	40	10
SSCPS	04	MATH	36	6	8	50	36
State				14	26	44	15
SSCPS	05	SCIENCE	42	10	45	43	2
State				16	35	38	12
SSCPS	06	MATH	36	6	22	39	33
State				17	29	30	23
SSCPS	07	ELA	38	3	61	29	8
State				10	56	27	8
SSCPS	08	MATH	40	5	35	33	28
State				13	26	30	31
SSCPS	08	SCIENCE	39	0	41	38	21
State				4	29	41	26
SSCPS	10	ELA	31	10	52	32	6
State				22	42	25	11
SSCPS	10	MATH	31	16	26	45	13
State				34	27	24	15

The high school scores have on average continued to climb higher. However, this year’s group of 10th graders did somewhat poorer than the 2004 10th grade group. Three of the 10th graders failed on the first attempt, but all three have met the competency determination on subsequent tests. The Proficiency Index shown in Figure 1 illustrates a steady increase in MCAS performance during the last four years. A small dip was noted this year 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



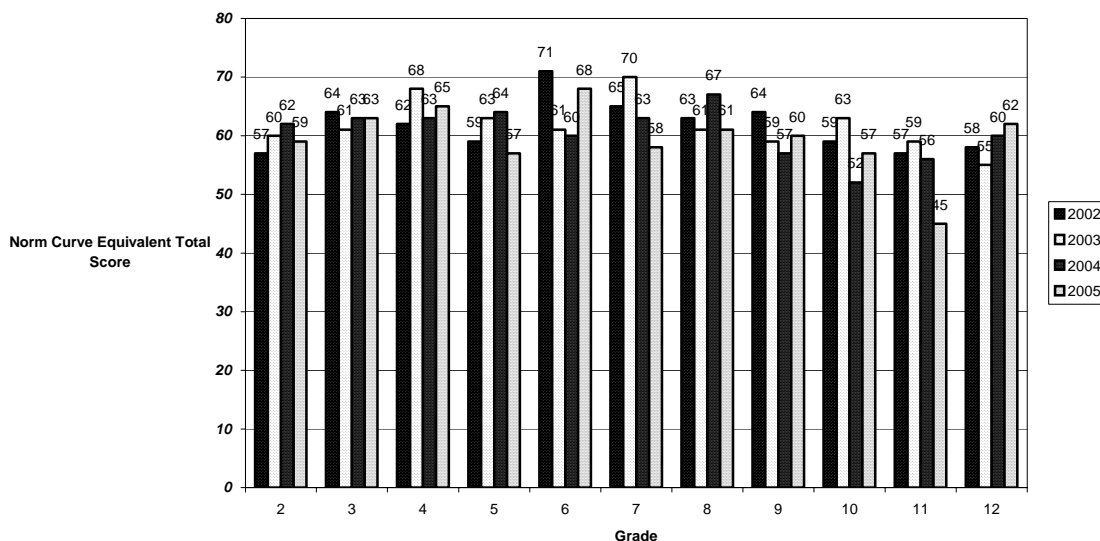
MCAS SUMMARY

The grade 3 and 4 scores this year are lower than the state and are an area for focus to bring those scores above the state index. This year all but three 10th graders passed both parts of the MCAS on the first attempt. Those three students passed on subsequent attempts. 15 of the 30 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.

2005 TERRA NOVA RESULTS

In general, SSCPS students rank above the national average on the Terra Nova. The best quantitative measure that the Terra Nova provides of the program’s effectiveness is the comparison of groups of students who have taken the Terra Nova tests each year. The results from three years of the Terra Nova can be seen below. The “Total” score is a composite score, which combines the results from the Reading, Language, and Math tests. Only those students who took the Terra Nova in the previous year are included in these results.

Fig. 2 Terra Nova Scores 2002-2005



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 4, 6, 9, 10, and 12 was there an increase in scores from their groups previous year’s tests. This decline in results this year is attributed to the increase of students who are new to the school since the move to the new Norwell campus. The steep decline in the grade 11 score was due to three students who chose not to answer many questions on the test. This was not ability related. With the small population at this school in any one grade, small fluctuations in enrollment can have the effect of a several point swing in the NCE score. The general trend towards improvement for students who continue in the SSCPS program is evident.

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Terra Nova Scores for Cohort of Students Who Took the Tests in the fall of 2003 - 2005

Mean NCE	(N)	Reading			Language			Math			Total			Science			Social Studies		
		2003	2004	2005	2003	2004	2005	2003	2004	2005	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 2	28	58	63	56	53	60	55	66	65	65	60	63	59	65	64	60	63	64	71
Grade 3	24	58	60	61	58	57	59	64	68	67	61	63	63	64	64	70	67	65	66
Grade 4	36	66	61	67	66	59	62	70	67	63	68	63	65	70	62	64	69	65	65
Grade 5	31	62	63	58	60	62	54	63	66	57	63	64	57	61	67	58	62	64	54
Grade 6	37	62	59	68	58	59	66	58	60	67	61	60	68	62	64	72	59	61	67
Grade 7	30	72	62	56	72	61	60	63	62	57	70	63	58	66	60	58	72	62	59
Grade 8	35	65	70	63	59	67	57	60	68	61	61	67	61	62	68	64	62	67	58
Grade 9	17	59	56	62	58	57	62	57	56	53	59	57	60	60	60	60	63	56	54
Grade 10	26	62	49	56	68	51	61	56	56	54	63	52	57	51	55	61	56	54	54
Grade 11	28	57	57	50	58	60	46	59	49	40	59	56	45	62	57	55	58	57	52
Grade 12	16	55	58	66	59	61	66	49	58	51	55	60	62	59	70	60	51	62	57

The previous chart provides the subtest results for the same groups of students, including results for the Science and Social Studies subtests that aren't figured into the Total scores. The results in these subtest areas show a trend similar to that found in the composite test results in that scores continue to improve for those who remain in the program. However, some minor variations (declines) occurred this year as 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 2005/2006

Mean NCE	(N)	Reading	Language	Math	Total	Science	Social Studies
Grade 2	5	76	69	69	72	55	71
Grade 3	8	52	54	56	54	58	67
Grade 4	0						
Grade 5	2						
Grade 6	6	54	46	49	50	58	56
Grade 7	4						
Grade 8	4						
Grade 9	16	52	48	49	50	50	48
Grade 10	4						
Grade 11	1						
Grade 12	0						

Where there are 4 or fewer students' scores in a grade, the percentages were not determined.

The average scores of the new students in the upper grades tended to be about the same as the averages of the groups of continuing students in the upper grades. The low-grade five average was due to one student who failed to answer a substantial number of questions on the test. This indicates that we appear to be attracting a more academically capable group of students and as enrollment continues to stabilize over the next few years, we are expecting to see this trend continue.

GOVERNANCE PROFILE

Board of Trustees

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

Name , Office & Term Ends	Credentials	Board Committees
Hannah Connolly '06 Student 1 st , 1year term	SSCPS Student Representative	Development, Personnel
Jessica Engebretson '06 Faculty, Ex Officio 1 st , 2-year term	SSCPS Faculty Representative, Level 4 Teacher, Project Leader	Finance, Governance
Elaine French '09 1 st , 3 yr term	Former SSCPS Learning Services Director, M Ed Guidance & Counseling, Former Asst. Superintendent Hull Public	Personnel, Finance
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)
Leslie Jubinville '06 Faculty, Ex Officio 1 st , 1 yr term	SSCPS Faculty Representative, High School Science Teacher, Workshop Leader	Development, Governance
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
Susan B. Pratt '09 1 st , 3yr term	Professor Curry College, SSCPS Parent	Facilities, Personnel
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, three faculty and 3 students. The Parent Association elected the parent representatives, with one parent representing each level. The faculty elected the three faculty members, with one faculty member representing K –grade 4, grades 5 –8, and one representing the high school. The students elected one representative from Level 4, 5, and 6.

The School Council met on a monthly basis to discuss school policies. The council presented to the Board of Trustees for approval revisions to the attendance policy, code of conduct, well as a revision to the high school student handbook.

Major Board Decisions from Year 2005/2006

July 21, 2005

Board Vote: To approve SSCPS' membership to the Mass Charter School Athletic Organization

Board Vote: -To approve the Electronics Policy as presented.

Board Vote: To approve three Title 1 policies.

October 20, 2005

Board Vote: To approve the audit with one minor change and approve as final audit for FY05 School Year.

Board Vote: To accept the recommendation of the Head of School and approve student trips to Honduras and Montreal.

Board Vote: To accept the recommendation of the Governance Committee and amend the Acceptable Use Policy as presented

Board Vote: To accept the recommendation of the Governance Committee and approve the Student Records Policy with the interim version (section 5 part C) as stated on the DOE website.

November 17, 2005

Board Vote: To accept the recommendation of the Head of School and approve the Ski Club trips.

Board Vote: To accept the recommendation of the Head of School and approve student trips to New York City and Italy.

Board Vote: To accept the recommendation of the Governance Committee and approve the Building Maintenance and use Guidelines and Application.

December 15, 2005

Board Vote: To approve the Homeless Student Policy as presented.

Board Vote: To accept the recommendation of the Head of School and select Meeting House Solutions as consultant to the Board for the Strategic Plan.

February 16, 2006

Board Vote: To support the recommendation of the Nominating Sub Committee and approve the nomination of John Kelly and Elaine French as new members of the Board of Trustees.

March 16, 2006

Board Vote: To approve the Tutoring Policy as presented.

Board Vote: To accept the discussion regarding the goals and topics of the Strategic Plan as a general plan.

April 27, 2006

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.

May 25, 2006 - 11th Annual Meeting

Board Vote: To accept the recommendation of the Governance Committee and approve the slate of candidates to the Board of Trustees.

Board Vote: To accept the recommendation of the Governance Committee and approve the slate of officers as presented.

May 25, 2006

Board Vote: To approve the FY07 Budget as presented by the Finance Committee.

Board Vote: To approve the recommendation of the Head of School and approve the FY07 school calendar.

June 15, 2006

Board Vote: To approve the amendments to the Attendance, Tardiness Policy.

Board Vote: To approve the amendments to the Code of Conduct.

Board Vote: To approve the consolidation of Exit/Graduation Standards for grades 9-10 and 11-12 to High School Grades 9-12.

Board Vote: To approve the amended Acceptable Use and Internet Safety Policy.

Board Vote: To accept the High School Workshop Failure Policy as presented.

Board Vote: To accept the Transcript Release Policy as presented.

Board Vote: To accept the Repeating the Year Policy.

Summary of Official Complaints

There was one official complaint regarding a teacher, which was dropped after an investigation showed no wrongdoing.

Official Amendments to Charter

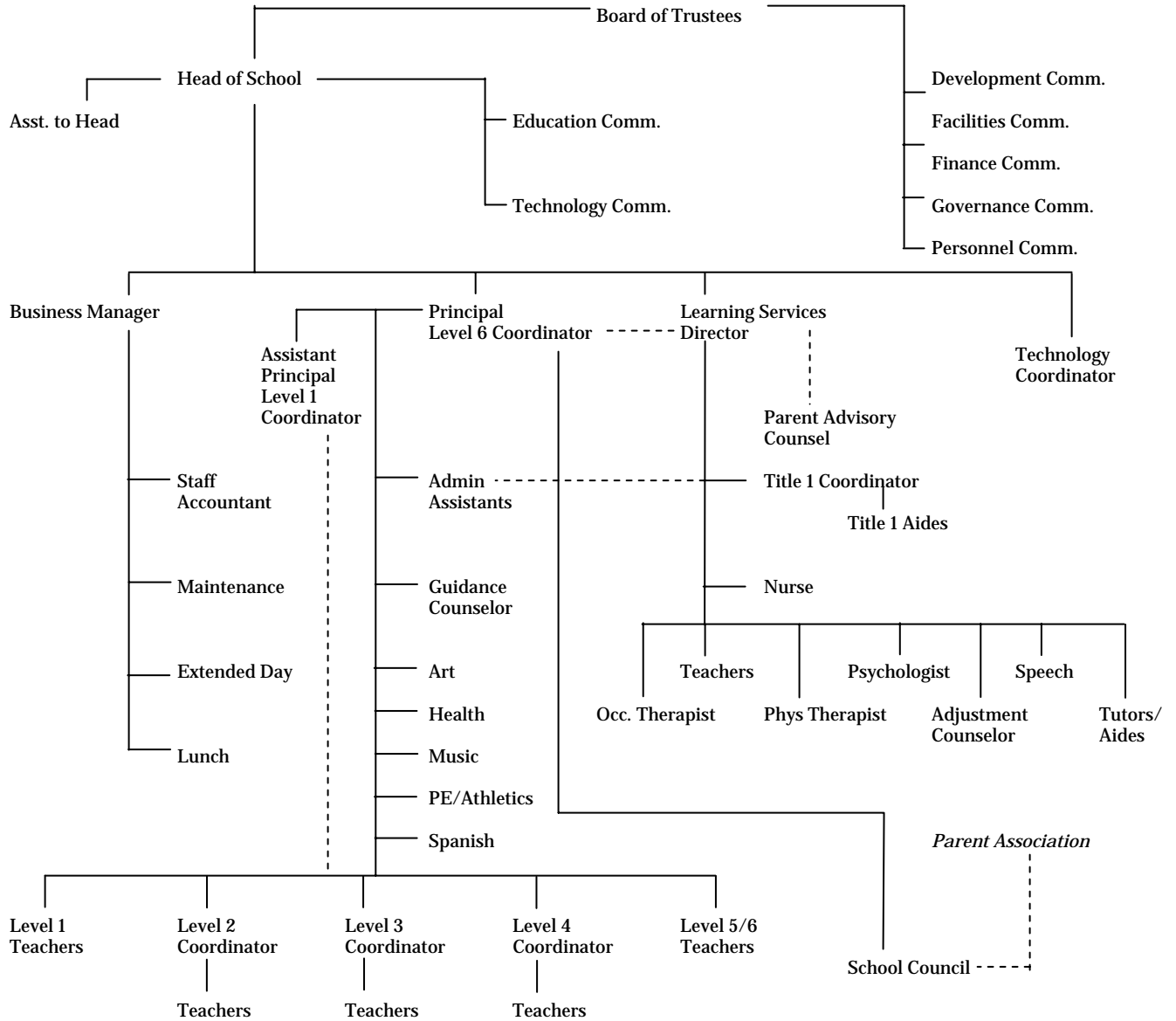
August 16, 2005 – Commissioner of Education approved South Shore Charter Public School's request to change its enrollment policy

November 29, 2005 – Board of Education voted to approve South Shore Charter Public School's request to amend its charter to expand its total enrollment from 468 to 540 students and to drop the City of Boston from its region and to add East Bridgewater, Halifax, and Holbrook.

December 1, 2005 – Commissioner of Education approved South Shore Charter Public School's request to change its Mission Statement.

STAFF PROFILE

ORGANIZATIONAL CHART 2005-2006



Number of Full-Time Equivalent (FTE) Faculty

The FTE for 2005-2006 was 54.01. This figure includes all full-time and part-time teachers, specialists, and classroom aides. The FTE for administration was 14.00.

Staff Turnover

Administration – A new Learning Services Director was hired.

Level I – One full-time teacher was hired.

Level II – One full-time teacher was hired.

Level III – There are no changes at this level.

Level IV – Two teachers left at the end of the year: one for relocation out of state, the other to find a position teaching a younger age group.

Levels V/VI – Two math teachers, our biology/chemistry, and an English teacher were hired for this year. Several teachers left at the end of the year. A Spanish teacher left to continue his studies on his Masters degree. Another Spanish teacher left due difficulty with the English portion of the MTEL. And a science teacher left to pursue a career change. The Level Coordinator position will be assumed by a senior teacher for 2006-2007.

Others – An elementary Spanish teacher retired. Three aide positions at Levels II-IV were eliminated for 2006-2007.

Learning Services – The Level III teacher moved out of state at the end of the year.

Summary of Teacher Qualifications

	Assignment	Non-SSCPS Years Teaching	Years at SSCPS	Degree and Certification(s)
Munhall, Michael	Executive Director/ Head of School	10 Teach 21 Admin	4	MA Education Administration, Michigan State University; BA Government, Monmouth College
Gorsuch, PhD, Thomas	Principal	6 Admin 10 Teach	3	Ph.D. in Curriculum, Instruction, Administration from Boston College; MA in Counseling from Boston College; BS in Chemistry from Northeastern; Certification 9-12 Principal/Assistant Principal, 9-12 Chemistry, Physics, General Science, Math
Hirsch, Frederick	Assistant Principal, Level I Coordinator, Teacher, Project Leader	3	11	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 Teacher Project Leader	14	11	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	2	MA Education University College, Dublin BA University College Dublin
Fontaine, June	Level I Teacher Project Leader	6	8	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
Yelin, Karen	Level I Teacher, Project Leader	8	8	M.Ed. from Antioch, BS in Education from NY University, Long Island University Education Counseling 36 Post Graduate Credits, NJ Cert. Elementary, Mass Cert. Elementary 1-6, NH Certification
Level II				
Keiley, Nicole	Level II Teacher, Project Leader	0	3	M.Ed Elementary Education (1-6) Lesley University, BS University of Hartford, Mass Certified Elementary Education (1-6)
Leung, Alice	Level II Teacher, Project Leader	2	1	M.Ed Developmental Teacher Education UC Berkley; BA Comparative Literature Stanford University, MA Initial License Elementary; CA Professional Teaching Credentials
Maleri, Krista	Level II Teacher, Project Leader	2	2	BA Elementary Education and Spanish St. Michael's College, VT, Mass Certified Elementary Education (1-6), enrolled in UMass Boston Masters program
Whiting, Kendra	Level II Coordinator, Level II Teacher, Project Leader	2	6	M.Ed Education; BA in English and Elementary Education from Assumption College, Worcester; Mass Certified Elementary Ed 1-6
Level III				
Buttigieg, Angie	Level III Teacher, Project Leader	2	2	MS Childhood Education Pace University, BA Psychology, History Columbia University, Certified NY State PK-6, NYC Common Branches, Mass Certified Elementary K-6
Costanzo, John	Level III Teacher, Project Leader	3	2	M. Ed Curry College, BS University Massachusetts Dartmouth
Falkner, Daniel	Level III Teacher, Project Leader, Civil Rights Officer	1 Substitute	7	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,	16	9	M.Ed. Guidance & Counseling from Rider College; BA in Elementary Education from

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	Teacher, Title I Coordinator, Project Leader			University of Colorado; OFC Early Childhood MA Certified; Mass Certified 1-6, Guidance Counselor 5-12, Guidance Counselor N-9, Orton-Gillingham Certified Reading, Kuman Math & Reading Instructor
Level IV				
DuLong, Jennifer	Level IV Teacher, Project Leader	0	2	M. Ed Education & Child Study Smith College, BA Psychology & Early Childhood UMass Amherst. Certified Mass Early Childhood & Elementary
Engebretson, Jessica	Level IV Teacher, Project Leader	2	3	M.Ed Ecological Teacher & Learning Lesley University, BS Elementary Education from University of Wisconsin, Minor in Math, IMP Training
Hillson, Katharine	Level IV Teacher, Project Leader	3	2	M. S. Lesley University, BA English Pine Manor College, Mass Certified Elementary (1-6)
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; Mass Certification
High School				
Carter, Mary	Guidance Counselor High School; 504 Coordinator	0	5	M.Ed. Counselor Training from UMass-Boston; BA Political Science from Stonehill College; MA State Cert. Guidance Counselor 5-12, Professional License
Compagnone, Pasquale	Physics – High School Engineering Workshop	13	2	PhD Curriculum & Instruction; Science Education Boston College, M.A.T. Science Education Harvard University, BS Engineering Sciences University of Florida, Certified Massachusetts Secondary Physics, Secondary Chemistry, Secondary Mathematics, Secondary General Science
Dormady, Edward	Math – High School Engineering Workshop	2	1	M.A.T. Simmons College, BA Math Boston College, Massachusetts Professional License High School Math Certification
Jubenville, Leslie	Science – High School Engineering Workshop	4	1	M. Ed University Phoenix, BS Biology Fitchburg State, anticipate PhD Science Education Boston College 9/06
Rose, Jared	English – High School Writer’s Workshop	5	1	M. Ed Cambridge College, BA English Cal State Fullerton; Mass Certified 1-6
Seavey, Katherine	English – High School Theatre Workshop	21	5	MA in English Literature from UMass-Boston; BS in English Education from Southern Illinois; Mass Cert. Secondary; Illinois Cert. Secondary
Small, Richard	Social Studies - High School, Theatre Workshop	7	10	MA in Philosophy from University of Minnesota; BA in Philosophy with minor in History from Drew University; ABD Drew University.
Stoehr, Megan	Social Studies – High School	0	2	M. Ed Secondary Education Salem State College, BA International Studies; Minor

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	Community Service Workshop National Honor Society Advisor			Spanish - Middlebury College, Mass Certified Secondary History
Stone, Kate	Math – High School, Community Service Workshop	0	1	BA Providence College, enrolled MA program Florida State University
Support Faculty				
Angell, John Henry	Level II Aide	1	1	BA Connecticut College
Bruce, Bev	Title I Literacy Teacher P/T	18	2	MS Child Development Studies enrolled at Wheelock College; BS Child Development/Early Childhood Education from University of Delaware
Chapman, Cynthia	Kindergarten Aide	0	1	BS Marketing Providence College
Chicarelli, Jill	Kindergarten Aide	0	1	BS Health Care Administration Concordia College, BS Business Administration Moorhead State University
Connolly, Cyndie	Aide Kindergarten, Primary Science	0	9	Orton Gillingham Certified, enrolled Quincy College
Darrow, Claudia	Learning Services Teacher Aide	0	11	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	5	BS in Education Lesley University, Certified K-6
Gillis, Jeff	K-12 Long–Term Substitute & Health	3	1	M Ed English Columbia University, BA English & Secondary Ed Boston College, Mass Certified
Hill, Pamela	Level 3 Aide	0	1	
Kennon, Michael	Kindergarten Aide	0	1	BA English UMass Boston, enrolled in Masters Program UMass Boston
Manicalso, Tania	Level II Aide & Long-Term Substitute Level I	1	1	BA Sociology UMass Boston
Pritchard, Judy	Kindergarten Aide	0	5	
Regan, Jody	Title I Math Aide	0	1	BA Mathematics Boston College
Rondeau, Rebecca	Level 4 Aide & Extended Day Manager	5	1	BA History & Secondary Education Bridgewater, YMCA Program Coordinator/Supervisor
Woodard, Rose	Kindergarten Aide	0	1	M Ed Elementary Education, BA History Simmons
Yannizzi, Sharon	Kindergarten Aide	5	5	BS Criminal Justice; AS Law Enforcement
Foreign Language				
Abielle, Martha	Spanish Teacher High School Advanced &	13	3	BS Applied Linguistics Universidad Autonoma de Nuevo Leon, Mexico, Spanish Certification 5-12

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	Intermediate			
Bean, Howard	Spanish Teacher High School, Project Leader	3	3	BA Political Science, credit towards graduate certificate Spanish, enrolled in Master Program Spanish UMass Boston
Roman, Mary	Spanish Teacher K-8	35	4	Associate Early Childhood Education Garland Jr. College; BA from UMASS
Art				
Buckley Curran, Marianne	Art Teacher Art Workshop	3	6	MA in Business from Framingham State; MA Certificate K-12 Art from Plymouth State NH; K-12 Phys Education
Lincoln, Emily	Art Teacher	3	1	BS Art Education S.U.N.Y New Paltz Mass Certified Initial K-12 Art
Music				
Butler, Lucille	Voice Teacher		1	BA Newton College
Kim, Andre	Music Teacher Music Workshop	3	5	B.Mus. from Berklee College
Mannix, Helen Ward	Music Teacher Level I and Level II	11	9	BM and MM in Organ Performance from New England Conservatory of Music; BA Mount Holyoke
Physical Education				
Glennon, William	Physical Education Teacher and Athletic Director	3	1	BS Sports Management UMass Amherst, MA Teacher Certification PE/Heath K-8 & 5-12
Learning Services				
Larrivee, Ron	Director of Learning Services	36	1	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.
Bond, Theresa	Learning Support Services Aide (PT)		2	
Chin, Leonard	Learning Support Services Teacher – Level IV	12	3	M.Ed from Simmons College; M. Ed from Boston College; BS Fitchburg State College
Dupras, Susan	School Nurse	8	1	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
Harris, Gillian	Learning Support Services Teacher	1	2	M. Ed Special Education Bridgewater State College, BSMT University of RI, Certified Massachusetts Moderate Special Needs (5-12)
Manchester, Joan	Learning Support Services Teacher	5	2	M. Ed Concentration in Assistive Technology & Learning Disabilities Curry College, BS Economics Suffolk University, Certificate in

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				Adaptive Technology, Enrolled in CAGS Educational Therapy Curry College
Nicolai, Paula	School Psychologist	30	3	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	6	4	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	2	MA of Social Work Boston University, BA Spanish & Humanities Providence College, LCSW License
Scholz, Dorothy	SPED Teacher – High School	3	6	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	2	Masters of Science Communication Sciences & Disorders MGH Institute of Health Professions, BA Communications Disorders Bridgewater State College
Administration				
Algera, Pamela	Assistant to Head of School	10	5	Department of Education training for Information Services.
Callahan, JoAnn	Lunch Coordinator	N/A	2	Central New England College, Business Management
Cheney, Mariclare	Admin Assist	8	1	BS Management Sciences Bridgewater, Associate Liberal Arts Quincy
Jesus, Robert	Technology Coordinator	10	1	BS Computer Technology Northeastern University
Lothrop, Ellen	Admin Assist	N/A	9	
Shipps, Kristine	Business Manger	N/A	6	Nine years corporate accounting experience; attended Bentley College and Bridgewater State; attending UMASS-Amherst to earn Bachelors in Business Administration.
Weldon, Linda	Staff Accountant	N/A	2	
Facilities				
Connick, Paul	Manager Facilities	19	1	Licensed Electrician, Building Design & Maintenance Certificate, Facilities Manager
Tuffo, Gabe	Building Maintenance	32	1	Mechanics, Customer Service

FINANCIAL PROFILE

The following five pages show the ***unaudited draft*** financial statements for the fiscal year ending June 30, 2006 including depreciation expenses. These include: FY06 Statement of Financial Position, FY06 Statement of Activities and Changes in Net Assets, FY06 State and Federal Grants, FY06 Private Fundraising and Grants, and FY07 Approved Operating Budget. The school's independent audit will be completed by September 30, 2006 and will be available by December 31, 2006. 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, 2006	DRAFT
ASSETS		
CURRENT ASSETS		
	Cash	1,836,742
	Restricted Cash	8,183
	Deposits & Prepaid Expenses	12,737
	Accounts Receivable	35,340
	Grants/Tuition Receivable	151,215
	Pledge Receivable	12,500
	Due From SSCEF, Inc.	514,955
Total Current Assets		<u>\$2,571,672</u>
Property & Equipment		
	Furniture & Equipment	74,505
	Technology	136,490
	Vehicles	19,772
	Building & Improvements	2,324,370
	Leasehold Improvements	0
	Accumulated Depreciation	(246,376)
Net Property & Equipment		\$2,308,761
Other Assets	Allowance for Doubtful Accts	<u>(-24,108)</u>
Total Assets		<u>\$4,856,325</u>
LIABILITIES & NET ASSETS		
CURRENT LIABILITIES		
	Accounts Payable & Accrued Expenses	157,224
	Due to Others	27,841
	Operating Leases	72,717
	Line of Credit	0
Total Current Liabilities		\$257,782
Notes Payable, net of current portion	BPBTC Bond Loan	1,996,906
Total Liabilities		\$2,254,688
Net Assets		
	Operating	2,070,042
	Temporarily Designated	171,709
Net Income		<u>359,886</u>
Total Equity		\$2,604,887
TOTAL LIABILITIES & NET ASSETS		<u>\$4,856,325</u>

Statement of FY06 Activities and Changes in Net Assets

UNAUDITED	For the period ending June 30, 2006	DRAFT
REVENUES	FY06 APPROVED BUDGET	FY06 ACTUALS
Per Pupil Tuition & Facilities Aide	\$4,330,527	\$4,313,589
State & Federal Entitlement Grants	206,725	213,001
Program Fees	138,000	149,543
Project Fundraising & Misc. Contributions	12,000	66,690
Medicare Reimbursement	0	43,410
Grant from SSCEF, Inc	50,000	50,000
TOTAL REVENUES	\$4,737,252	\$4,836,223
EXPENSES:		
PERSONNEL		
Administration	\$411,139	\$409,450
Instructional Salaries	2,483,166	2,402,266
Benefits & Insurance	309,726	214,713
Professional Development	56,411	35,990
TOTAL PERSONNEL	\$3,260,442	\$3,062,419
DIRECT STUDENT COSTS		
Student Transportation	\$15,000	\$22,548
Field Trip Expense	36,000	70,804
Academic Supplies	121,290	139,992
Student Services Contractor	56,073	60,280
Computer Support (incls parts & tech consult)	48,831	28,801
Furniture & Equipment	18,359	12,430
Testing/Accreditation	4,500	8,580
Library Materials	0	824
TOTAL DIRECT STUDENT COSTS	\$300,053	\$344,259
OCCUPANCY		
Lease/Rental	\$325,000	\$356,833
Taxes	0	0
Utilities	126,500	125,322
Maintenance Contractors	155,850	90,812
Maintenance Supplies	22,000	23,591
TOTAL OCCUPANCY	\$629,350	\$596,558

State & Federal Grant Awards

UNAUDITED

For the period ending June 30, 2006

DRAFT

State Grants

Academic Support Services-School Year Program	1,780
Kindergarten Enhancement Program	<u>33,300</u>
Total State Grants	\$35,080

Federal Grants

Special Education Allocation 94-142	\$ 88,548
Title I Program and School Achievement	64,112
Title II Improving Educator Quality	13,596
Title V Innovative Programs	1,357
Sped Program Improvement	2,500
Early Childhood-Sped Allocation	1,656
Sped Corrective Action	<u>5,000</u>
Total Federal Grants	176,769

Total State & Federal Grants **\$211,849**

Private Fundraising & Grants**Grants**

SSCEF, Inc.	Offset operating and capital expenses	\$50,000
-------------	---------------------------------------	----------

Fundraising & Donations

Project Fundraising	Project supplies/travel	\$41,699
Parent Fundraising	Misc. Academic Supplies & Grant from SSCEF	7,375
School Fundraising	Misc. school wide fundraising event proceeds	17,175
Staff Fundraising	Sunshine Fund for staff	441

Total Private Funds **\$116,690**

FY07 Approved Operating Budget
For the period ending June 30, 2007

REVENUES

Per-Pupil Tuition	4,343,711
Facilities Aide (Part of Tuition Funding Formula)	395,768
State Entitlement Grants	203,730
Program Fees	94,500
Project Fundraising & Misc. Contributions	12,000
Medicaid Reimbursement	6,000
TOTAL REVENUES	5,055,709

EXPENSES

Personnel	
District Leadership & Administration	628,149
Instructional Salaries	2,365,066
Benefits & Insurance	309,077
Professional Development-External	65,564
Total Personnel	3,367,856

Non-Personnel Expenses

Student Transportation	35,000
Field Trip Expense	36,000
Academic Supplies	123,323
Direct Student Services Contractors	50,000
Computer Support	84,188
Furniture & Equipment	24,065
Testing/Accreditation	4,000
Total Direct Student Costs	356,576

Occupancy

Lease/Rental	
Mortgage	450,000
Utilities	150,000
Maintenance Contractors	129,000
Maintenance Supplies	22,000
Maintenance Vehicles (including gas)	5,000
Total Occupancy	756,000

Office

Insurance	57,367
Supplies	20,000
Telephone/Communication	14,800
Advertising	6,000
Postage & Shipping	9,000
Printing & Copying	4,000
Copier Leases/Maintenance	11,000
Audit, Legal & Consulting	44,000
Total Office	166,167

Other

Interest, Bank Fees & Payroll Processing	55,878
Miscellaneous	53,800
Awards, Fellowships & College Savings	2,500
Total Other	112,178
Total Non-Personnel Expense	1,390,921
TOTAL OPERATING EXPENSE	4,758,777

Capital Expenditures

Operating Net Assets	296,932
	20,000
TOTAL CAPITAL EXPENDITURES	20,000
Bond Loan	106,000
Operating Leases	43,715
Cash Reserves	127,217
Net Assets After Capital	-

2005-06 School Report Card - South Shore Charter Public School

South Shore Charter Public School - Enrollment/Indicators

Enrollment by Grade (2005-06)																	
	pk	k	1	2	3	4	5	6	7	8	9	10	11	12	SP	CT	Total
District	0	41	38	38	37	39	34	40	36	40	38	34	33	16	0	0	464
School	0	41	38	38	37	39	34	40	36	40	38	34	33	16	0	0	464

Enrollment by Race/Ethnicity (2005-06)			
Race	% of School	% of District	% of State
African American	9.1	9.1	8.3
Asian	1.7	1.7	4.6
Hispanic	3.7	3.7	12.9
Native American	0.0	0.0	0.3
White	80.8	80.8	72.4
Native Hawaiian, Pacific Islander	0.0	0.0	0.1
Multi-Race, Non-Hispanic	4.7	4.7	1.4

Selected Populations (2005-06)			
Title	% of School	% of District	% of State
First Language not English	0.0	0.0	14.3
Limited English Proficient	0.0	0.0	5.3
Low-income	16.8	16.8	28.2
Special Education	16.8	16.8	16.5

Enrollment by Gender (2005-06)			
	School	District	State
Male	248	248	499,986
Female	216	216	472,385
Total	464	464	972,371

Technology (2004-05)			
	School	District	State
Students per "modern" Computer	3.1	3.1	4.9
Classrooms on the Internet (%)	100.0	100.0	98.0

Indicators (2004-05)			
	School	District	State
Grade 9-12 Dropout Rate	-	-	-
Attendance Rate	91.7	91.7	94.4
Average # of days absent	14.2	14.2	9.4
In-School Suspension Rate	0.0	0.0	3.5
Out-of-School Suspension Rate	6.4	6.4	6.0
Retention Rate	1.4	1.4	2.6

Plans of High School Graduates (2004-05)			
Plan	% of School	% of District	% of State
4-Year Private College	67	67	31
4-Year Public College	25	25	26
2-Year Private College	0	0	2
2-Year Public College	8	8	18
Other Post-Secondary	0	0	3
Work	0	0	11
Military	0	0	2
Other	0	0	1
Unknown	0	0	6

Teacher Data (2005-06)			
	School	District	State
Total # of Teachers	39	39	73,593
% of Teachers Licensed in Teaching Assignment	64.4	64.4	94.4
Total # of Teachers in Core Academic Areas	36	36	62,301
% of Core Academic Teachers Identified as Highly Qualified	83.0	83.0	93.8
Student/Teacher Ratio	11.9 to 1	11.9 to 1	13.2 to 1

GRADE LEVEL 3 - READING						
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	38	95	NA	61	32	8
DISABLED	2	5	NA	-	-	-
LIMITED ENGLISH PROFICIENT	0	0	NA	-	-	-
GENDER						
FEMALE	19	48	NA	53	42	5
MALE	21	53	NA	67	24	10
RACE/ETHNICITY						
AFRICAN-AMERICAN	4	10	NA	-	-	-
ASIAN OR PACIFIC ISLANDER	1	3	NA	-	-	-
HISPANIC	1	3	NA	-	-	-
NATIVE AMERICAN	0	0	NA	-	-	-
WHITE	34	85	NA	65	29	6
LOW INCOME						
YES	6	15	NA	-	-	-
MIGRANT STUDENT						
YES	0	0	-	-	-	-
GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS						
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	26	72	0	23	54	23
DISABLED	10	28	10	20	30	40
LIMITED ENGLISH PROFICIENT	0	0	-	-	-	-
GENDER						
FEMALE	12	33	0	8	67	25
MALE	24	67	4	29	38	29
RACE/ETHNICITY						
AFRICAN-AMERICAN	2	6	-	-	-	-
ASIAN OR PACIFIC ISLANDER	2	6	-	-	-	-
HISPANIC	0	0	-	-	-	-
NATIVE AMERICAN	1	3	-	-	-	-
WHITE	31	86	3	26	45	26
LOW INCOME						
YES	10	28	10	20	40	30
MIGRANT STUDENT						
YES	0	0	-	-	-	-

GRADE LEVEL 4 - MATHEMATICS						
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	26	74	8	12	50	31
DISABLED	9	26	-	-	-	-
LIMITED ENGLISH PROFICIENT	0	0	-	-	-	-
GENDER						
FEMALE	11	31	0	9	55	36
MALE	24	69	8	8	50	33
RACE/ETHNICITY						
AFRICAN-AMERICAN	2	6	-	-	-	-
ASIAN OR PACIFIC ISLANDER	2	6	-	-	-	-
HISPANIC	0	0	-	-	-	-
NATIVE AMERICAN	1	3	-	-	-	-
WHITE	30	86	7	10	50	33
LOW INCOME						
YES	10	29	10	0	50	40
MIGRANT STUDENT						
YES	0	0	-	-	-	-
GRADE LEVEL 5 - SCIENCE AND TECHNOLOGY						
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	39	93	10	49	38	3
DISABLED	3	7	-	-	-	-
LIMITED ENGLISH PROFICIENT	0	0	-	-	-	-
GENDER						
FEMALE	18	43	6	44	50	0
MALE	24	57	13	46	38	4
RACE/ETHNICITY						
AFRICAN-AMERICAN	7	17	-	-	-	-
ASIAN OR PACIFIC ISLANDER	2	5	-	-	-	-
HISPANIC	0	0	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	33	79	9	52	39	0
LOW INCOME						
YES	9	21	-	-	-	-
MIGRANT STUDENT						
YES	0	0	-	-	-	-

GRADE LEVEL 6 - MATHEMATICS						
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	28	78	7	25	50	18
DISABLED	8	22	-	-	-	-
LIMITED ENGLISH PROFICIENT	0	0	-	-	-	-
GENDER						
FEMALE	14	39	7	14	57	21
MALE	21	58	5	29	29	38
RACE/ETHNICITY						
AFRICAN-AMERICAN	4	11	-	-	-	-
ASIAN OR PACIFIC ISLANDER	2	6	-	-	-	-
HISPANIC	2	6	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	28	78	7	25	32	36
LOW INCOME						
YES	5	14	-	-	-	-
MIGRANT STUDENT						
YES	0	0	-	-	-	-
GRADE LEVEL 7 - ENGLISH LANGUAGE ARTS						
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	29	81	3	76	21	0
DISABLED	7	19	-	-	-	-
LIMITED ENGLISH PROFICIENT	0	0	-	-	-	-
GENDER						
FEMALE	16	44	6	69	19	6
MALE	20	56	0	60	40	0
RACE/ETHNICITY						
AFRICAN-AMERICAN	3	8	-	-	-	-
ASIAN OR PACIFIC ISLANDER	0	0	-	-	-	-
HISPANIC	0	0	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	33	92	3	67	27	3
LOW INCOME						
YES	7	19	-	-	-	-
MIGRANT STUDENT						
YES	0	0	-	-	-	-

GRADE LEVEL 8 - MATHEMATICS						
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	33	85	6	39	36	18
DISABLED	6	15	-	-	-	-
LIMITED ENGLISH PROFICIENT	0	0	-	-	-	-
GENDER						
FEMALE	20	51	5	35	40	20
MALE	19	49	5	37	26	32
RACE/ETHNICITY						
AFRICAN-AMERICAN	6	15	-	-	-	-
ASIAN OR PACIFIC ISLANDER	0	0	-	-	-	-
HISPANIC	0	0	-	-	-	-
NATIVE AMERICAN	1	3	-	-	-	-
WHITE	32	82	6	41	38	16
LOW INCOME						
YES	7	18	-	-	-	-
MIGRANT STUDENT						
YES	0	0	-	-	-	-
GRADE LEVEL 8 - SCIENCE AND TECHNOLOGY						
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	32	84	0	47	41	13
DISABLED	6	16	-	-	-	-
LIMITED ENGLISH PROFICIENT	0	0	-	-	-	-
GENDER						
FEMALE	20	53	0	40	45	15
MALE	18	47	0	44	33	22
RACE/ETHNICITY						
AFRICAN-AMERICAN	6	16	-	-	-	-
ASIAN OR PACIFIC ISLANDER	0	0	-	-	-	-
HISPANIC	0	0	-	-	-	-
NATIVE AMERICAN	1	3	-	-	-	-
WHITE	31	82	0	52	42	6
LOW INCOME						
YES	7	18	-	-	-	-
MIGRANT STUDENT						
YES	0	0	-	-	-	-
GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS						

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	20	67	10	60	30	0
DISABLED	10	33	10	40	40	10
LIMITED ENGLISH PROFICIENT	0	0	-	-	-	-
GENDER						
FEMALE	15	50	13	60	20	7
MALE	15	50	7	47	47	0
RACE/ETHNICITY						
AFRICAN-AMERICAN	4	13	-	-	-	-
ASIAN OR PACIFIC ISLANDER	0	0	-	-	-	-
HISPANIC	1	3	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	25	83	12	52	32	4
LOW INCOME						
YES	7	23	-	-	-	-
MIGRANT STUDENT						
YES	0	0	-	-	-	-
GRADE LEVEL 10 - MATHEMATICS						
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	20	67	25	30	30	15
DISABLED	10	33	0	20	80	0
LIMITED ENGLISH PROFICIENT	0	0	-	-	-	-
GENDER						
FEMALE	15	50	27	33	27	13
MALE	15	50	7	20	67	7
RACE/ETHNICITY						
AFRICAN-AMERICAN	4	13	-	-	-	-
ASIAN OR PACIFIC ISLANDER	0	0	-	-	-	-
HISPANIC	1	3	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	25	83	16	28	56	0
LOW INCOME						
YES	7	23	-	-	-	-
MIGRANT STUDENT						
YES	0	0	-	-	-	-

NOTE: Performance level percentages are not calculated if student group less than 10. **NOTE:** Student Status, F/RP Lunch, Migrant, Gender, and Race/Ethnicity information reflects the status indicated in the official enrollment submitted by districts. Data Last Updated on January 30, 2006

South Shore Charter Public School - 2005 Mid-Cycle IV AYP Report

District: South Shore Charter Public (District) ([04880000](#))

School Title I Status: Title I School (TA)

ENGLISH LANGUAGE ARTS												
Student Group	2005				Mid-Cycle IV (2005) Data					2005		AYP 2005
	Participation				Performance			Improvement		CD Attainment		
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target	
Aggregate	146	141	97	Yes	141	79.8	No	-6.7	No	100	Yes	No
Lim. English Prof.	0	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	28	26	-	-	26	68.3	-	-	-	100	-	-
Low Income	31	29	-	-	29	75.9	-	-	-	-	-	-
Afr. Amer./Black	13	13	-	-	13	-	-	-	-	-	-	-
Asian or Pacif. Isl.	3	-	-	-	-	-	-	-	-	-	-	-
Hispanic	2	-	-	-	-	-	-	-	-	-	-	-
Native American	1	-	-	-	-	-	-	-	-	-	-	-
White	127	122	96	Yes	122	81.6	Yes	-5.3	No	100	Yes	Yes

MATHEMATICS												
Student Group	2005				Mid-Cycle IV (2005) Data					2005		AYP 2005
	Participation				Performance			Improvement		CD Attainment		
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target	
Aggregate	144	139	97	Yes	139	63.8	No	-6.2	No	100	Yes	No
Lim. English Prof.	2	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	32	31	-	-	31	45.2	-	-	-	100	-	-
Low Income	29	28	-	-	28	62.5	-	-	-	-	-	-
Afr. Amer./Black	16	16	-	-	16	-	-	-	-	-	-	-
Asian or Pacif. Isl.	4	-	-	-	-	-	-	-	-	-	-	-
Hispanic	3	-	-	-	-	-	-	-	-	-	-	-
Native American	2	-	-	-	-	-	-	-	-	-	-	-
White	119	114	96	Yes	114	67.5	No	-3.2	No	100	Yes	No

Adequate Yearly Progress History									Accountability Status
		1999	2000	2001	2002	2003	2004	2005	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	No Status
	All subgroups	N/A	N/A	N/A	N/A	Yes	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	No Status
	All subgroups	N/A	N/A	N/A	N/A	No	Yes	No	

Data Definitions

Enrollment - This information reflects the public school enrollment on October 1, 2005.

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/ayp2005.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	2005-2006
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. 98% 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	42% 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 Level VI 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. 99% 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	100% completed.

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	92% 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	2005-2006
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 Level VI will be able to meet the passing requirements of the MCAS as required in the SSCPS Exit Standards in order to graduate	100% of Level VI students must meet state requirements for graduation on MCAS	External: MCAS	At the end of Level VI	100% of juniors and seniors passed the MCAS
Students in Level VI will be able to meet the college course requirement in the SSCPS Exit Standards in order to graduate	100% of Level VI students will receive a passing grade (C or better) at an accredited college or university	External: College Grade report	End of Level VI	100% of students taking dual enrollment course successfully met the C level.
Students in Level VI will be able to meet the technology Exit Standard in order to graduate	100% of Level VI students must attain proficiency in Microsoft Word, Excel, PowerPoint, and internet use.	Portfolio demonstration	End of Level VI	88% 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 Level VI	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	2005-2006
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	Gross attendance rate 88%. The FTE attendance rate for 2005-06 is 93.88%.
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
Level V and VI 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	2005-2006
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	\$81,556 spent on professional development this year. 100% teachers have an IPDP on file 4 full & 9 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 2004-5 Coordinated Program Review.
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 - 12)	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 except 11 th ...analysis conducted.
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. 95% of parents agree 2. Edline & Grade Quick 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 VI 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	19 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	2005-2006
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	88.1% 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	92.8% feel the school provides meaningful opportunities for parents. 88.1% 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	2005-2006
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	2005-2006
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. Response rate to new online survey format down 48% 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 first 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	96% 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 beginning his fifth year. Principal is beginning his fourth year. Assistant Principal has been with the school for 11 yrs as a teacher and 2 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 will be hired in 2006-2007. The school built a partnership with the So. Shore YMCA for use of its athletic facilities for a nominal fee.