

SOUTH SHORE CHARTER PUBLIC SCHOOL

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

Letter from the Chairman of the Board of Trustees

July 2008

To the Reader:

On behalf of the Board of Trustees I am pleased to present the thirteenth Annual Report of South Shore Charter Public School. This was a special year for SSCPS, one where we celebrated the graduation of the first class that started with the school in kindergarten. At our June graduation, we honored and recognized four members of the Class of 2008 and four staff members who had been with the school since it opened its doors in Hull in 1995. The seniors chose Ted Hirsch, Assistant Principal and one of the four original staff members, to be their graduation speaker.

2007-2008 was also an eventful and busy year for the Board of Trustees, school leaders, faculty, and parents. Four new Board members were appointed at the May 2007 Annual meeting, including the President of the Parent Association. In December, two Board members resigned due to personal matters and four new Board members were appointed in January, bringing the total number of Board members to its full-size of eighteen. In addition to these Board changes, there were a number of staffing changes at the school including the appointment of an Interim Executive Director in August and a part-time Interim Director of Special Education in January. The building administration was strengthened by the addition of a full-time K-12 Assistant Principal to assist the K-12 Principal with student discipline, oversight of the workshop and projects, and the new Core Knowledge Reading pilot in Kindergarten. SSCPS also welcomed nine new classroom and two Learning Services teachers.

In August, students returning to SSCPS were not only greeted by new administrators and teachers, they also found that there had been some facility and new technology improvements. In addition to the "usual" summer face-lift that the building undergoes in the summer, a new state-of-the art science lab was constructed and an additional Level 1 classroom was built. To enhance instruction and student learning, the school purchased five AV media carts, complete with an LCD projector, lap-top computer, and a DVD/video tape recorder as well as new software programs including Soliloquy; a program designed to improve fluency in reading that is geared for students in grades one through five. In addition, the school received a donation of 60 laptop computers from EMC and Mitre Corporation. This donation allowed the school to set up three mobile computer labs

In June 2007, the Board of Trustees released the Executive Summary of its 2007-2010 Strategic Plan and identified three overarching goals that emerged from the meetings with all stakeholders:

1. The School will continue to focus on its mission of being an institution of outstanding academic excellence for all students.
2. The School will become a seamless single K-12 School with one mission.
3. The financial viability of the School will be secured.

Over the course of the year, the Board of Trustees, the school's Leadership Team, faculty, and parents focused upon these three goals and questioned "who we are" and examined the school's organizational structure, academic program, and financial viability. After numerous meetings and conversations with all stakeholders, there was consensus that there were three key words that best described our school, independence, knowledge, and community. There was also consensus that to achieve the school's mission of inspiring students to excel in academics, career and life, the school needed to re-examine the K-12 administrative organization and to continue its curriculum revision process and creation of curriculum documents for all grade levels and subject areas. For 2008-2009, there will be two principals for the school, K-6 and 7-12, students in grades 7 and 8 (Level IV) will follow the same daily schedule as the high school students to make it easier for them to accelerate and take high school courses, and kindergarten students will be separate from grades 1 and 2 for the core subjects. In regards to curriculum development, the K-12 science curriculum was updated and revised for this school year and history and Spanish are being updated over the summer and the revisions will be implemented in 2008-2009.

SSCPS also welcomed a number of visitors to the school this year. In November, school administrators hosted the first of five Dissemination meetings. Administrators from the Holbrook, Randolph, Rockland, and Weymouth Public Schools met with us to discuss fiscal constraints, changing demographics, and ways to partner for success.

In early June, SSCPS submitted a letter of intent to apply for a FY09 dissemination grant to partner with Holbrook and share successful practices in reading in the early elementary grades. At the end of June, SSCPS was notified that our proposal met the state and federal guidelines and the grant priorities and we have been invited to submit a full proposal.

In February, a team from the Department of Elementary and Secondary Education conducted a one day site visit. At the end of the February Site Visit Report, the following question and response appeared: "Conclusion: Is the school becoming the school it promised to be in its charter? SSCPS is a school in transition. As the school progresses through its thirteenth year of operation it has showed dedication to working towards its mission of providing an educational experience that respects the learning styles of individual students and provides a project-based, experiential learning program. All stakeholders seem well aware of the challenges the school faces with regard to changes in leadership, student demographics, and the development of school facilities. Under the guidance of the school's interim Executive Director, both the Board of Trustees and the school administration have worked to develop strategies to meet these challenges. A central focus of these strategies is upon student achievement and the development of a common understanding of effective teaching strategies. Administrators are guiding a refinement of the school's project and workshop model and are working to document teachers' best practices. The school has implemented multiple strategies to address the challenges facing the school."

In April, a two person team from the Department of Elementary and Secondary Education conducted a Mid-Cycle Coordinated Program Review. The DESE Team commended SSCPS for moving to an Elementary and Secondary Principal model and changing the Level IV schedule to the high school schedule for 2008-2009 and recognizing the need for a full-time school psychologist and occupational therapist and funding the two positions in the FY09 budget; for its high quality professional development programs for regular and special education personnel; and its Student Support Teams that meets regularly to address the needs of struggling students through the general education program.

In May 2008, the School and the South Shore Charter Educational Foundation, Inc. refinanced existing debt of approximately 7.2 million dollars with the assistance of Boston Private Bank & Trust Company and the Massachusetts Development Finance Agency. The refinancing consisted of: (i) the refunding of an existing tax-exempt revenue bond held by Boston Private Bank & Trust Company; and (ii) the refinancing of existing indebtedness with NCB Development Corporation, the proceeds of which revenue bond and indebtedness were used to finance the acquisition, construction, renovation, and equipping of the land and 53,000 square foot building located at 100 Longwater Circle, Norwell, Massachusetts. SSCPS now has a fixed interest rate on the mortgage for 10 years at a low 4.8% interest rate.

One of the top priorities for the Board of Trustees this past year has been the hiring of a permanent Executive Director for the school. The search process for the new Executive Director began in November and continued until April. Although the Board advertised the position in print publications in the state and nationally and on-line, the Search Committee received only fourteen applications and two of the three semi-finalists withdrew in mid-April. The position remains open and is posted at the Charter School site and on-line. The Board has received approval from the Department of Elementary and Secondary Education for the current Interim Executive Director to continue in the position until it has been filled. In September, the Search Committee will begin an intensive search and the Board hopes to be able to fill the position sometime during the school year.

The Board of Trustees looks forward to our fourteenth year and will continue to focus upon academic excellence, the success of *all* students, and becoming a seamless K-12 school.

Respectfully submitted,

Robert L. Gass
Chair, South Shore Charter Public School Board of Trustees

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SCHOOL INFORMATION

School Address and Contact Information

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Introduction to the School

South Shore Charter Public School is a K-12, college preparatory public school located in Norwell, Massachusetts. The school currently enrolls 525 students. The towns in the district include Abington, Braintree, Brockton, Cohasset, Duxbury, East Bridgewater, Halifax, Hanover, Hanson, Hingham, Holbrook, Hull, Kinston, Marshfield, Norwell, Pembroke, Plymouth, Plympton, Quincy, Randolph, Rockland, Scituate Weymouth, and Whitman. At full capacity, SSCPS will enroll 540 students.

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.

Executive Summary

Administrative Changes

In the late spring of 2007, the Executive Director resigned to accept a position in a private school in Maine. Given the timing of the resignation, the Board of Trustees decided to hire an Interim Executive Director for the 2007-2008 school year. In July 2007, the Board of Trustees approve the appointment of Prudence H. Goodale. In December 2007, the Director of Learning Services retired and a part-time Interim Director of Special Education was hired for the remainder of the school year. The search process to hire permanent replacements for these two important positions, began in the late fall. In January, the selection process for the Director of Learning Services was completed and Jo Feldman, part-time Interim Director, was appointed as the full-time Director beginning in July 2008. The search process of the new Executive Director began in late November and was suspended in April. There were only fourteen applicants for the position and two of the three candidates chosen for interviews withdrew. The Board applied for and received approval from the Department of Elementary and Secondary Education for an extension of the waiver for the current Interim Director, Prudence Goodale, to continue in the position until a permanent Executive Director has been appointed. The search for a new Executive Director has begun and it is the top priority for the Board of Trustees.

Who We Are

Beginning in the early fall, the Interim Executive Director scheduled numerous meetings with the Leadership Team, Level Coordinators, staff, parents, and Board members to discuss what set the charter school apart from other public schools in the area so that SSCPS could more clearly articulate who we are and what we are about to potential new families as well as to corporations, foundations, and other benefactors that we would like to support the school. At almost all of the meetings, there was a common refrain: the arts (art, music, theater/performances) and the projects, especially those that connect to Holly Hill Farm, service learning, and the environment. As a result of these conversations, the Board and school community reached the conclusion that our niche has been, and should continue to be, the arts and environmental science. Another question that we asked everyone was “what type of student is likely to excel at SSCPS.” The most frequent response was “students that are independent learners.” As a result of our conversations with faculty and parents, we decided to change what Board of Trustee’s member Jack Kelly refers to as our “tag line” from “inspiring students to excel in academics, career and life” to “*inspiring students to excel in academics, the arts, career, and life.*” In mid-December, SSCPS hired a web-design company, to work with us on the redesign of our web-page. A grant from the SSCE Foundation funded the start-up costs for this on-going project. One of the “assignments” from the company was for the school to identify the three key words that best described SSCPS. After numerous discussions with faculty, parents, and the Board, we reached consensus that the three words that best describe SSCPS are *independence, knowledge and community.*

Professional Development and Mentoring Program for New Staff

Learning is a life-long process and providing high quality professional development for all of our staff is a top priority for SSCPS. The theme for this year’s professional development training was “*Linking Instruction and Assessment to Enhance Student Learning.*” All teachers along with the three school administrators took the six-day, intensive, *Studying Skillful Teaching* course. Each professional development day this year focused on how teachers could improve their practice so that *all* students could excel and reach their potential. In addition to the *Skillful Teaching* course, training was provided to teachers on physical restraint, civil rights processes and procedures, internet safety, legal issues pertaining to bullying and harassment, and emergency response procedures. Workshops on IEP training, use of the SEMS-NET system for IEPs, and record keeping workshops were scheduled for Learning Services staff.

SSCPS also revised and expanded upon its new teacher induction and mentoring program. One of the Level 1 teachers worked with the Administrative Team on the changes and she coordinated the program. In the spring, the program was formally and informally evaluated and the feedback will be used to make improvements for the 2008-2009 mentoring and induction program.

Facility Needs and Development

Being clear about who we are is most important as SSCPS embarks upon a very ambitious Annual Campaign to be followed by a \$3 million Capital Campaign. When the Board of Trustees and the Foundation purchased the current facility four years ago, they had enough funds from the loans to renovate two-thirds of the building. To complete the building renovation, the school will need to raise approximately \$3 million through a capital campaign. However, before committing to a Capital Campaign, the Development and Facilities Committees determined that the participation rates of all groups and the amount of unrestricted funds raised to support the operating budget had to increase as well as the participation rates of all stakeholders. By June 30th, participation rates were up considerably: there was 100% participation from the Board of Trustees and the Foundation, 42% from the faculty, and 44% of the parents. In the past, faculty had not been formally asked to participate in the Annual Fund and last year the percentage of parents participating was 15%. The combined total for all unrestricted fundraising activities for 2007-2008 was \$68,000, a 36% increase from last year.

Dissemination

In November SSCPS convened a joint meeting of administrators from high need districts to investigate ways that we could collaborate with one another, share staff, apply for grants as a consortium, and offer common professional development programs. There were two additional meetings of the whole group as well as two planning meetings with Holbrook Public Schools' administrators to work on an application for a FY09 Dissemination grant. In late June, SSCPS received approval of from DESE to apply for the grant. In addition to spearheading the "regional" collaboration between the public schools and SSCPS, the Executive Director was invited to join South Shore Collaborative's Professional Development Committee. Members of the Committee have agreed to invite teachers from the districts served by the Collaborative to workshops and trainings next year and everyone has scheduled November 4, Election Day, as a Professional Development Day for staff. SSCPS also invited member towns to send grade 3-8 regular education teachers to a series of workshops on autism and the implications for learning and teaching that were offered in the spring of 2008.

Mission Statement

South Shore Charter Public 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 and is complemented by a real-life experiential learning program within a community that encourages service, leadership, and respect for all.

Educational Philosophy

South Shore Charter Public School unites an imaginative academic curriculum with work on workshops/projects to form a comprehensive program. SSCPS prepares students for success and teachers work with students to develop a strong academic foundation, marketable skills, and a life-long appreciation for learning. To support this philosophy, we strive to:

- 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
- Apply academic knowledge to work in projects/workshops
- 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.

Number of Instructional Days

Start date:	August 29, 2007
End Date:	June 20, 2008
Number of Days in Session:	183
School Hours:	8:15 a.m. to 3:00 p.m.

Time-In- Learning:

Grades K-6:	1041 (141 hours more than state minimum)
Grades 7-8:	1086 (186 hours more that state minimum)
Grades 9-12:	1086 (96 hours more than state minimum)

Student/Teacher Ratio: 12 to 1

School Leadership, 2007-2008

Prudence Goodale, C.A.G.S.	Interim Executive Director
Thomas Gorsuch, Ph.D.	K-12 Principal
Jo Feldman	Interim Director of Learning Services
Frederick Hirsch, M.A.	K-12 Assistant Principal
Kristine Shipp	Business Manager
Mary Carter, M.A.	Guidance Counselor

External Testing Results: Class of 2008

MCAS % passing by 12 th Grade:	100% Language Arts	100% Math
SAT Mean		
Reading:	510	
Math:	500	
Writing:	500	
ACT Composite	23.5	

Curriculum, Instruction and Assessment

The founders of South Shore Charter Public School established an instructional model based upon the premise that learning through experience is a key to providing students with a well-rounded, in-depth education. After thirteen years, this model continues to be the basis of the instructional program. There are multi-age and multi-grade classrooms organized into Levels: Level I (K-2), II (3-4), III (5-6), IV (7-8), and High School (9-12). 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 program of studies combines a traditional curriculum that is aligned with the Massachusetts Curriculum Frameworks with learning through projects and workshops. In Kindergarten through grade six, classes are multi-age and the Core Knowledge program is the foundation for the reading/language arts, history, science, and fine arts curricula. In the multi-age setting the younger students are exposed and inspired by the older students and the older students are given opportunities to teach the younger students. Singapore Math, a program with proven international results, is the basis for the K-12 math curriculum and Spanish is offered in grades K-12. Beginning in Grade 7, students follow a college preparatory program. An academic plan is developed by the student, parent, & faculty advisor and is updated each year.

In the high school grades, SSCPS students continue on with the college preparatory program. The program is augmented by travel, college courses, senior projects, art, and music. To graduate, students in the high school (grades 9-12) must complete two pre-approved 3-credit college courses, earning a C grade or better; demonstrate computer proficiency, and, each year, perform two Exhibitions of Mastery in front of their peers. In addition, it is also a graduation requirement that students be accepted to a college or other post-secondary institution. Recent acceptances for the Class of 2008 included: Boston University, Bridgewater State College, Drew University, Eastern Nazarene College, Emerson College, Ithaca College, Johnston & Wales, Lesley University, Parson's The New School of Design, Plymouth State College, Suffolk University, SUNY Plattsburg, UMass Boston. Univ. of CA, Wells College, Wentworth Institute.

This year, SSCPS piloted the new Core Knowledge reading program. All kindergarten students receive direct instruction in phonics. Also, last spring and during the summer, SSCPS staff reviewed, revised and updated its K-12 science curriculum. During the school year, two teachers oversaw the implementation of the revised curriculum. This spring, Spanish and history teachers began reviewing the K-12 curriculum for each discipline. Following the science model, selected teachers will update and rewrite the curriculum over the summer, with one person from each discipline overseeing the implementation during the 2008-2009 school year.

Teachers and administrators at SSCPS recognize the importance of using a variety of instructional strategies and materials to meet the needs of all learners. Over the past several years, SSCPS has offered a number of workshops and courses on differentiated instruction. Teachers identify students' individual learning styles and make accommodations including flexible grouping, cooperative learning, literature circles, independent study, and guided reading. Teachers use a wide variety of instructional materials, manipulatives and software programs to challenge their students and promote critical and creative thinking.

To assess student progress and performance, the school uses both formal and informal assessments. In grades K-6, teachers administer the DIBELS assessment and the Terra Nova battery is used in grades two through eight. This year, the school piloted the GMADE math assessment, administering it in grades 7-10. Next year, the school plans to use the GRADE ELA/Reading assessment and the GMADE assessment as well as the DIBELS. In June, the Board of Trustees approved the school administration's recommendation to discontinue the Terra Novas, replacing them with the new assessments as well as designing internal formative assessments. At each Level, there are Exit Standards and students must meet these standards to move on to the next level. This year teachers have begun to design formative assessments for them to measure student progress and use them to adjust their current and future

instructional activities. A priority for the 2008-2009 is to revise the Exit Standards and to complete the design and implementation of formative assessments for each Level.

A new high school Exit Standard, beginning with the Class of 2008 is the Senior Project. The Senior Project was created as an opportunity for seniors to design and take charge of their own educational experience by pursuing a particular interest in depth before moving on to college. The project became a graduation requirement because it was intended to be a challenging and meaningful transition between high school and college. Students interned at a variety of sites including a fashion design studio, a childcare center, a radio station, *Habitat for Humanity*, the Massachusetts Department of Public Health's school-based prevention program, a veterinary office, and the office of a state representative.

At SSCPS our students also learn how to integrate their learning into the life of our community. All K-12 students are required to complete community service requirements. Students at all grade levels are provided with opportunities to create, produce, and defend their work, collaborate in teams, and serve as student leaders. Students become involved in the community beyond the school walls and learn about the importance of teamwork, communication, service and organization. Projects/ workshops are year-long programs where students take a leadership role in their education. In addition, each Level regularly holds "town meetings" led by student-elected leaders and a high school student is a voting member of the Board of Trustees.

Learning Services

In April, the Learning Services Department underwent its Mid-Cycle Review with the Department of Elementary and Secondary Education conducted by Dr. Joan Brinkerhoff and Judy Miller. Administrators at the Exit Interview were provided with positive feedback relative to several recent changes. SSCPS and the Learning Services Department were commended for the following:

- The extensive professional development program including *Studying Skillful Teaching* for all staff and the workshop series on students with learning disabilities on the Autism spectrum
- Student Support Teams that met regularly with the goal of identifying ways to assist struggling students by intervening and providing them with curriculum accommodation plans and decreasing the number of referrals to Special Education
- The new systems and procedures adopted specific to special education that streamlined the process and allowed teachers to spend more time with students and less time on paperwork
- The effective supervision of paraprofessionals and Learning Services staff

Continuum of Educational Services

SSCPS offers a continuum of educational services to its students. Whenever possible, the primary goal is to educate students in the general education classroom by providing support and ancillary services in an inclusion setting. When necessary, students are offered small group instruction in an alternate setting where they receive direct instruction from a Special Education teacher. In addition, SSCPS offers ancillary services including Occupational Therapy, Physical Therapy, Speech and Language services both delivered in a classroom setting or in a separate setting from the regular education classroom depending on the needs of the individual student. As of June 30, 2008 SSCPS had 83 active students receiving Special Education services: Level 1: 9 students; Level 2: 15 students; Level 3: 13 Students; Level 4: 16 students; High School: 30 students.

Academic Support Services

Students in the general education program who experience academic difficulties receive several services to assist them depending on their grade level. This year, SSCPS provided Title I targeted assistance for 87 students in grades K-6. Students received support in ELA and Math and their eligibility for services was determined by examining DIBELS, Terra Nova, MCAS and teacher observation data. On Levels 2 – high school, all students participated in a MCAS prep class. Teachers worked with the students on test taking strategies as well as further strengthening content area knowledge and skills. On the high school level, an academic workshop was added this year for students who were experiencing academic difficulty. These students received additional tutoring in the subject(s) in which they were struggling. This academic workshop was in lieu of their participation in the normal high school workshop.

ACCOUNTABILITY PLAN GOALS
Summary of Performance Relative to Student and
School Accountability Objectives

For the 2007-2008 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.**

Performance Standard	2007-2008
100% of students will participate in project/workshops	100% enrolled
1. 90% of Level IV and high school SSCPS students will successfully complete project requirements. 2. 90% of all Level I, II, and III students will meet project requirements.	1. 100% success rate 2. 100% success rate
90% of students will reflect on project work on a weekly basis.	91% of students completed journals
1. 90% of SSCPS students will successfully complete exhibitions of mastery 2. 100% of Grade 12 students will successfully participate in a formal debate 3. Students will demonstrate writing ability in a variety of genres of in_short and long writing assignments	1. 99% completed 2. 100% success rate 3. 100% did various writing styles

4. 90% of students in Levels I-IV will successfully complete Science Fair Exhibition.	4. 100% completed
5. Students will successfully communicate in an artistic mode.	5. 100% achieved
100% of students will successfully complete internship	No longer a part of Exit Standards
75% of the students will agree SSCPS provides opportunities for students in initiative and leadership	84% feel there are meaningful opportunities provided.

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 29 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/Workshop Leaders submit data that detail student Exhibitions as well as leadership opportunities. These also provide data on SSCPS student's participation in project learning.

b. Students demonstrated mastery of essential academic skills.

Performance standard	2007-2008
90% of students will pass each course or subject	93.3% passing rate
100% of students will complete required portfolio work (Levels III – VI with a minimum score of 80%)	97% completed portfolios
100% of high school students must meet state requirements for graduation on MCAS	100% of juniors and seniors passed the MCAS
100% of high school students will receive a passing grade (C or better) at an accredited college or university	100% of students taking a college course successfully met the C level.
100% of high school students must attain proficiency in Microsoft Word, Excel, PowerPoint, and internet use.	100% showed proficiency in computer applications.
90% of SSCPS students (in grades 3- 10) will meet or exceed the Needs Improvement Score	92% of students are at the “Needs Improvement” level or better.
Student scores will be acceptable for college entry	All Juniors/Seniors take SAT and/or ACT and achieve scores suitable for college acceptance

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. During the next academic year the Exit Standards for each level will be revised to incorporate student achievement on performance based assessments.

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 is the last year that Terra Nova testing will be used as a longitudinal measure of success. Next year, SSCPS will begin using the DIBELS, and GRADE and GMADE assessments along with internally developed formative assessments and MCAS data as a means of assessing student learning.

Multi-age classes and low student-teacher ratios contribute significantly to student success. For 2007-2008 520.69 FTE students were enrolled with a total of 42.18 FTE faculty for an overall student/faculty ratio of 12:1.

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.

Our commitment to providing extensive access to technology for student learning gives our students the tools they need to achieve their best results. This year SSCPS added three mobile laptop computer labs for student classroom use. Next year, the school will upgrade all its classroom and computer lab computers as well as upgrade all office computers. New SmartBoard technology will be added to another classroom for next year as well.

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

Attendance and Time-In-Learning

Performance standard	2007-2008
95% of students will meet an average daily attendance rate of no less than 90%	96.7% of students met the average daily attendance rate. The average daily attendance rate was 95.02% for grades K-12.
90% will meet Community Service hour requirement	95% completed required community service hours
Students will participate in weekly Level Town and Pod meetings	Weekly scheduled town /pod meetings were held
All students with advisors will create a yearly educational plan	100%

College Courses, Dual Enrollment and Internships

College Courses

As part of the Exit Standards, students in the high school (grades 9 –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 BYU on-line, Massasoit Community College, Mass College of Art, and Eastern Washington University. SSCPS students are reimbursed for the tuition (up to the cost of a course at Quincy College \$297.00).

Dual Enrollment

Dual Enrollment is a program where students take college courses in lieu of high school courses. For the Academic year 2007-08 two students participated in the program. One student was dual enrolled at South Shore Charter Public School and Quincy College, and the other student attended Massasoit Community College.

New Exit Standard: Senior Project

Starting with the class of 2008, each senior was required to participate in Senior Project. The Senior Project was created as an opportunity for seniors to design and take charge of their own educational experience by pursuing a particular interest in depth before moving on to college. The

project became a graduation requirement because it was intended to be a challenging and meaningful transition between high school and college.

Professional Development

SSCPS is responsive to the needs of our students. We encourage our faculty to attend workshops and trainings that help them better reach students with a variety of learning styles. Professional development supports student learning and engagement and SSCPS spent \$77,740 on fees for internal and external workshops, dues and subscriptions and faculty tuition reimbursement. Throughout the course of the school year, SSCPS held monthly full faculty meetings to discuss educational issues, provided 4 early release days and 7 full days of professional development opportunities. The school has a professional development policy in place that reimburses each full time faculty member \$300 towards professional development opportunities. Also, full time faculty can request additional professional development funds up to a maximum of \$2,000 annually. Of our 7 full professional development days, six were used to participate in Research for Better Teaching’s (RBT) Studying Skillful Teaching course and one day was used for Social Studies and Spanish curriculum development. The early release days were used for review of the Science Curriculum implementation, and initial review of the Social Studies and Spanish curricula. The total amount for staff salaries for these days added \$98,735 to our professional development costs. This averages to approximately \$339 per student for professional development.

II. SCHOOL PERFORMANCE

a. SSCPS provided a balanced project and academic schedule.

Expectations	Strategies for Attainment	2007-2008
All students will have access to a curriculum aligned with the MA curriculum Frameworks	K-12 Correlation to Revised MA Curriculum Frameworks	Ongoing process of updating curriculum maps. The Science curriculum was completed and implemented during 2007-2008. Social Studies and Spanish began their review this year.
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. HS students work with their advisor and guidance counselor on academic plans.	100% completed
All students will have access to quality yearlong projects and workshops in which students learn academic and social skills	Projects/Workshops will meet criterion supplied in Project Curriculum.	Surveys tallied. Data is analyzed by project leaders and administration.
Faculty will be provided opportunities for Professional Development	Faculty will engage in Professional Development that directly enhances student learning or interest	\$77,740 spent on professional development and \$98,735 for staff salaries for 7 Professional Days for a total of \$176,475. 100% teachers have an IPDP on file 7 full & 4 early release professional days were held.
SSCPS will provide an educational program that meets all applicable statutory and regulatory requirements	Continually review for compliance with state law and DOE regulations	Addressed changes required by the 2006-2007 Corrective Action Plan

SSCPS will meet school wide performance goals on MCAS as determined by MA DOE	SSCPS will respond to weak performance areas as appropriate	Faculty reviewed MCAS results in the fall. MCAS preparation programs were instituted for all students and MCAS language was integrated into all classes where appropriate. School improvement plan targeted certain goals for the year.
SSCPS will maintain a NCE score of no less than the 50% on Terra Nova scores in reading, language arts and math for a combined group of all students (Group includes Grades 1 - 8)	Administer annual Terra Nova tests	NCE of 50% or greater in all grades. This is the last year of Terra Nova testing.
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	1. 91% of parents agree 2. Ongoing Edline, Grade Quick , Lexia instruction sessions were held. Soliloquy training was held for this new reading software.
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)	12/1 ratio Received Kindergarten Grant
SSCPS students will have access to varied modalities of instruction	Teachers will use various modalities	Annual evaluations conducted. Conducted training in RBT's Understanding Skillful Teaching strategies.
SSCPS students on Levels II through high school will have access to a diverse choice of projects	SSCPS will provide a variety of project choices from which students may choose.	29 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	Regular announcements in the school Update

The Core Knowledge Sequence provides a richly detailed curriculum and its correlation to the Massachusetts Curriculum Frameworks provides a developmental framework for K-6. Once again SSCPS was awarded a grant for its full-day kindergarten program. With this allocation, Level I faculty continue to work towards NAEYC Kindergarten accreditation. All levels have continued to work on curriculum development. Specifically, this year the Science curriculum was revised and implemented. Work has begun on the revision of the Social Studies and Spanish curriculum for implementation during the FY09 school year.

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.

Projects/Workshops

Experiential learning is integral to the school’s mission. During the summer of 2007, a committee developed and documented a Life Skills curriculum that was integrated into each project or workshop. During the FY08 school year, each project or workshop coordinator documented the curriculum for each project/workshop to incorporate the three curricula: Mass Curriculum Frameworks, Project/Workshop Specific Knowledge and Skills Curriculum, and the Life Skills Curriculum. Project/Workshop leaders also prepared project/workshop portfolios as evidence of what each accomplished during the school year.

b. SSCPS promoted a respectful culture and family partnership.

Expectations	Strategies for Attainment	2007-2008
SSCPS will promote a mutually respectful culture within all facets of the school community	Social Competency Curriculum Code of Conduct Student/Parent Expectation Form	82% 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	82% feel the school provides meaningful opportunities for parents. 85% 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	Forms signed by all students/parents

SSCPS has an open door policy and is respectful of its community. We communicate school events regularly through a weekly newsletter and maintain a web page. Parents are welcomed into the school and the classroom almost without exception. The school provides support to all parents such as a transparent curriculum and homework requirements that are clearly articulated and prominently posted. Kindergartners through third graders are loaned copies of the Core Knowledge Grader Books to bridge the gap between school and home.

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 16% of our 520.69 FTE students required Special Education Services in 2007-2008.

A home language survey of incoming students and faculty referral identifies any student who has limited English proficiency. Training of faculty in Category I, II, and III/IV ELL services was conducted during the 2007-2008 school year. The school has also contracted with a licensed ESL teacher to provide services and screening for these students.

The school's governance structure also embodies a culture of partnership. A Board of Trustees governs the school whose composition includes parents of current students and graduates, current faculty, and an elected student, as well as members of the greater South Shore community. Parents also serve the school by participating in one of our non-governance committees. These committees have been instrumental in improving the quality of all aspects of the school. Parents are involved in search committees and participate in our Strategic Planning process.

SSCPS actively disseminated its model.

Expectations	Strategies for Attainment	2007-2008
SSCPS will disseminate its model	SSCPS will provide information about our program to the community Presentations/Publications TV/Radio Visitors Web Site	SSCPS is involved in numerous activities to actively disseminate its models. Faculty and staff are involved as members in numerous professional organizations, make presentations, and are otherwise involved in various community activities. Students have contributed to the dissemination process through their involvement in college courses, community service activities, community organizations, and inter scholastic and community based athletics. Numerous newspaper articles have highlighted the many achievements of the faculty and students. A new website is currently under construction to provide more information about the school and its model.
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	Partnered with several districts on a technology grant. Partnered with Holbrook on dissemination grant to share the Core Knowledge K through First grade reading program. Held meetings with several surrounding school districts to discuss ways in which the schools may work collaboratively and pool resources to service students.

III. VIABILITY

a. SSCPS is a viable organization.

In the *Year 13 Site Visit* report for South Shore Charter Public School, the Team wrote the following finding for the question, “*Are school community members satisfied with the performance of the school?*” Finding: Community members express satisfaction with the performance of the school. All stakeholders expressed satisfaction with the school and the supportive environment it provides. Parents stated that the school challenges each student to be successful and works to develop students that have a variety of skills and experiences. Students notes that the school creates a close community where they have a voice in school decisions and they learn concepts and skills in a manner that is applicable to real life setting. Teacher stated that the school provides a supportive and collegial environment and is working to address the challenges it faces.”

Throughout the school year parents, Board members, faculty students were asked to give feedback on the school, its academic program and its mission at formal meetings, coffee hours, and development summits. The feedback from all formal and informal meetings was positive and there was always lively discussion. As in years past, the school posted its Annual Satisfaction Survey for parents, faculty, students and Board members. The survey was posted for four weeks and the administration reminded all stakeholders to complete the survey. Reminders were posted in the Weekly Update and email messages, as well as announcements at Parent Association and faculty meetings. Unfortunately, despite frequent reminders, the response rate to the survey for all groups was low: 11% parents, 8% staff, 3% students and 17%

Board of Trustees. Due to the low response rate, the survey results are not statistically reliable. The Administrative Team has met to discuss changes in the instrument, when and how it is administered, and better communication to ensure greater participation by ALL groups in the online Annual Satisfaction Survey next year.

Expectation	Strategies for attainment	2007-2008
SSCPS will include students, faculty and parents in its democratic governance model	<ol style="list-style-type: none"> 1. Written communication process 2. Active School Council - meets monthly, provides opportunities for communication 3. Focused committees in which students, faculty and parents work together 4. On-line Survey 5. Reorganized Parent Association 6. Student Boards and Town/Pod Meetings 	<ol style="list-style-type: none"> 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. Education Committee met 10 times to discuss academic program issues. Newly formed Eco Committee met three times to formulate ways in which the school can become more environmentally conscious and energy efficient. 4. Online survey administered; response rate low for all groups. 5. Attendance at PA meetings consistently represents 15% of families 6. New policies brought before town meetings. Meetings held regularly every week.
SSCPS will strive for teacher retention	<p>Provide mentoring for new teachers</p> <p>Provide competitive salaries and benefits</p> <p>Provide a strong commitment to Professional Development</p> <p>Teachers' opinions are solicited on major initiatives</p>	<p>New teachers were assigned mentors.</p> <p>This was the third yr of a 3 yr agreement to increase salaries significantly.</p> <p>School continued funding \$300 professional dev stipend.</p> <p>Major changes in policy were taken to teachers for comment.</p>
SSCPS will strive for student retention	<p>Provide peer mentoring</p> <p>Provide advisors</p> <p>Provide Student Learning Support Services</p>	<p>91% retention rate for 2007-2008.</p> <p>All students have an advisor or pod teacher.</p> <p>Strong Student Support Team services and other general education interventions have been put in place to assist students in achieving academic success.</p> <p>Exit interviews done when families give prior notice of their departure.</p>

<p>SSCPS will provide clear and stable leadership</p>	<p>Board of Trustees Annual Training Ongoing administration professional development Offer salaries to attract and keep school leaders Board will plan ahead for leadership changes</p>	<p>Annual Retreat of the BOT was held during the summer of 2008. New BOT members attended training conducted by DESE and an orientation was conducted by the Chairman of the BOT and administration. The Administration participated along with teachers in "The Skillful Teacher" training by Research for Better Teaching as well as other workshops throughout the year both conducted by DESE and other agencies. The Interim Executive Director completed one year and has been reappointed for another year as Interim Head. A search for a permanent Executive Director was conducted during the 2007-2008 school, but was not successful. A new search was begun during the summer of 2008. Principal completed his fifth year and beginning sixth year in 2008-2009. Assistant Principal has been with the school for 13 yrs as a teacher and 3 yrs as asst principal.</p>
<p>SSCPS will maintain adequate facilities to meet our students needs</p>	<p>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.</p>	<p>Fundraising remains a challenge for the school. A new Development Assistant was hired during for the 2008-2009 school year. New development programs will be initiated with the hiring of this assistant. The school built a partnership with the So. Shore YMCA, South Shore Sports Center, and the Towns of Hingham and Hanover for use of its athletic facilities and auditorium for a nominal fee. The building continues to be renovated each year to add new educational space. During the 2007-2008 school year a new Science Lab and Level 1 classroom were added.</p>

A crucial element of the viability of SSCPS is our parents. SSCPS was a school founded with community and family support. The school works hard to encourage parent input. We continue to value parent involvement and we are rewarded with an active parent community. During the 2007-2008 school year parents volunteered thousands of hours of their time. This support is organized and channeled through the Parents Association, which for the fourth year was led by David Whitemyer. Parents are one of the ways the work of our school is spread throughout the larger community.

Student Demographics

Town	Number of Students 6/30/08
Abington	16
Braintree	13
Bridgewater	2
Brockton	30
Cohasset	6
Duxbury	1
Halifax	10
Hanover	27
Hanson	4
Hingham	11
Holbrook	14
Hull	81
Kingston	5
Marshfield	25
Middleboro	3
Norwell	5
Pembroke	14
Plymouth	16
Plympton	5
Quincy	9
Randolph	81
Raynham	1
Rockland	58
Scituate	16
Stoughton	6
Walpole	3
Weymouth	46
Whitman	7
TOTAL	516

Number of Students by Grade:

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
10/01/07	48	48	43	41	39	39	41	39	40	40	42	30	35	525
6/30/08	49	51	41	40	40	39	42	37	38	39	39	27	34	516

For the 2007-2008 school year, 29% of SSCPS total enrollment was racial minorities including six Native Americans, one hundred seventeen African-Americans, eighteen Asians, and thirteen Hispanics. By gender, 283 students were male and 233 students were female. No students were classified as limited English-proficient students.

During the past school year, a total of 83 students had IEPs. Another 35 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, eighty seven students received Title I services in small group tutoring or extra support in the classroom during the course of the year. Tutoring in reading, language arts and math was offered for grade K-6.

Among our students, 101 (19.5%) are eligible for free or reduced price lunches. Since we do not offer a federally subsidized lunch program, we must rely on families choosing to report this to us.

Suspensions/Expulsions

For the 2007/2008 school year, no SSCPS student was expelled. There were 55 out-of-school suspensions and 16 in school suspensions.

# of Suspensions	Reasons for Suspensions
2	Assault & Battery on another student
7	Cheating
3	Cutting a class
7	Disrespect of a Staff Member
1	Disrupting a Class
7	Failure to follow reasonable request
10	Fighting
1	Forgery of a Document
18	Inappropriate Behavior
4	Leaving School Grounds
6	Possession of Dangerous Device
1	Swearing
1	Theft
1	Truancy
2	Violation of Acceptable Use Policy
71	TOTAL

Total Number of Student Withdrawals by Reason

Number	Reason
2	Academic challenge
2	Dissatisfied
4	Family Move
4	Larger School/Activities
2	Missed Friends
5	Not right fit
7	Private School
10	Returned to local district
6	Sports Program
2	Student Choice
5	Transportation
49	Total

During the 2007-2008 school year, 19 students left the school. Another 30 students notified us that as of June 30, 2008 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, dissatisfied and missing friends.

Applications

SSCPS has received a total Of 386 applications for enrollment from 26 communities. Of these, 350 applications were included in the Enrollment Lottery held on February 9, 2008. SSCPS has received an additional 36 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	5			4	1		1	1	1					13
Boston	1								1	1		1		4
Braintree			1		1	1	2							5
Brockton	4	3	1	4	4	3	3	1	2	2	1			28
Canton		1												1
Cohasset				1				1	1					3
Duxbury	1			1										2
Hanover	10	1	1	2	1		2	3	2					22
Hanson	1													1
Hingham	2	2	1	1			1							7
Holbrook	1	2		1		2		1						7
Hull	3	1	1							1				6
Kingston								1						1
Marshfield	9	2	3		1			1				1		17
Middleboro	1													1
Norwell	4		1				1					1		7
Pembroke	3		2		2	1	1	1	1					11
Plymouth	3	2		2	2	1	1		1	1		1		14
Quincy	1		2	2		2		1		1				9
Randolph	10	8	7	8	8	8	11	10	6	5	2			83
Rockland	17	7	3	5	3	3	3	3	4	2				50
Sandwich				1				1		1				3
Scituate	7		3				3	3				1		17
Stoughton									1					1
W. Bridgewater					1		1		1	1				4
Weymouth	12	5		1	4	4	2	2	1		1	1		33
Totals	95	34	26	33	28	25	32	30	22	15	4	6	0	350

Wait List

Current waitlist by grade:

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Totals	53	28	24	33	26	23	30	30	16	0	3	0	0	266

Summary of External Standardized Test Results

The South Shore Charter Public School administers two external standardized tests every year: the Terra Nova Achievement Tests which, prior to this year, were administered to grades 2 through grade 12 in the fall every year, and the MCAS state tests are administered in the spring to grades 3 through 10. This year it was decided to eliminate the Terra Nova testing for next year and concentrate on the use of more diagnostic testing, such as DIBELS, GRADE and GMADE, and develop internal formative assessments to track student progress.

SSCPS 2007 MCAS RESULTS

Table 1 shows that we are seeing fewer failures each year and more students moving into the proficient/advanced categories each year.

Table 1- Comparison of SSCPS to State 2007 MCAS Results

	GRADE	SUBJECT	# Included 2006	% A 2006	% P 2006	% NI 2006	% W/F 2006
SSCPS	03	READING	37	5	51	30	14
State				14	45	32	9
SSCPS	03	MATH	37	0	41	30	30
State				19	41	24	16
SSCPS	04	ELA	38	0	50	47	3
State				10	46	34	10
SSCPS	04	MATH	39	10	26	56	8
State				19	29	39	13
SSCPS	05	ELA	41	7	49	44	0
State				15	48	28	9
SSCPS	05	MATH	41	17	34	39	10
State				19	32	31	18
SSCPS	05	SCIENCE	41	5	37	56	2
State				14	37	37	12
SSCPS	06	ELA	36	3	47	44	6
State				9	58	25	7
SSCPS	06	MATH	37	8	24	30	38
State				20	32	28	20
SSCPS	07	ELA	38	5	63	29	3
State				9	60	23	8
SSCPS	07	MATH	39	8	38	31	23
State				15	31	30	24
SSCPS	08	ELA	34	0	88	12	0
State				12	63	18	6
SSCPS	08	MATH	34	6	29	47	18
State				12	28	31	29
SSCPS	08	SCIENCE	34	0	18	56	26
State				3	30	44	24
SSCPS	10	ELA	37	3	54	43	0
State				22	49	24	6
SSCPS	10	MATH	35	20	37	37	6
State				42	27	22	9

The high school scores have continued to climb higher on average. This year's group of 10th graders did not do as well as the previous year owing to the nature of the class and the fact that the difference of a student or two tends to skew the results. All tenth grade students passed the ELA on the first try and two failed math on the first attempt, but have since met the competency determination on subsequent tests. The Proficiency Index for the past six years shown in Figure 1.

Fig. 1 2002-2007 Grades 10 MCAS Results

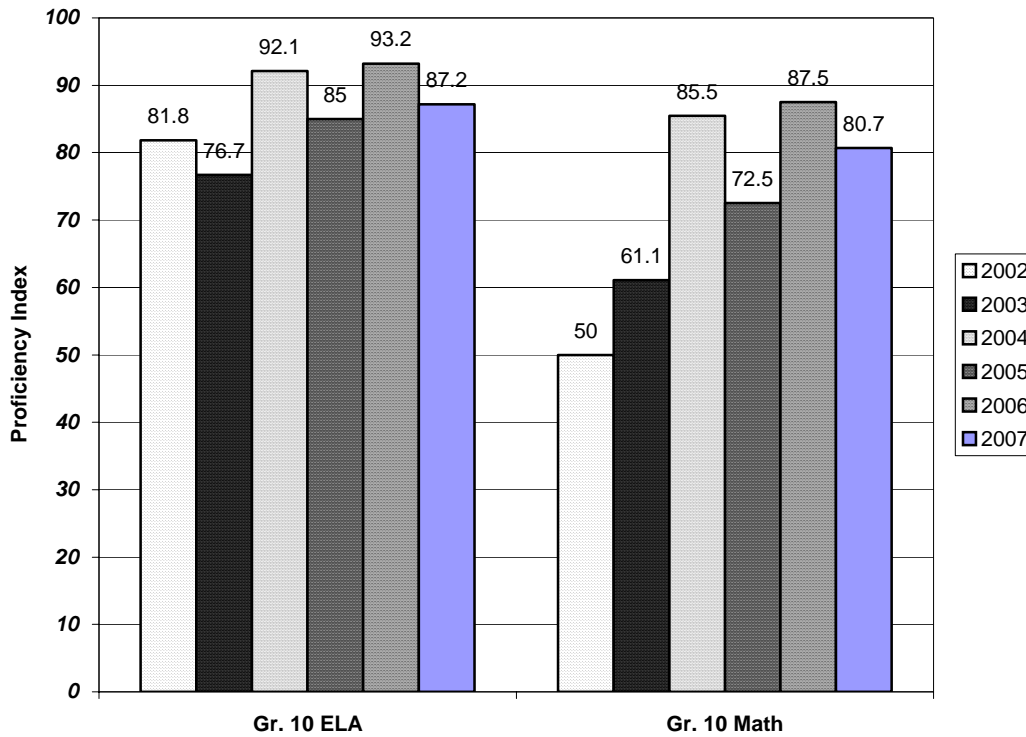


Fig. 2 MCAS Math Performance by Cohort

Tests Administered as % of column subtotals		2002	2003	2004	2005	2006	2007
3	Advanced + Proficient	NA	NA	NA	NA	40.54%	40.54%
4	Advanced + Proficient	50.00%	39.29%	38.24%	14.71%	23.08%	35.90%
5	Advanced + Proficient	NA	NA	NA	NA	21.88%	51.22%
6	Advanced + Proficient	34.48%	56.76%	40.00%	27.78%	43.90%	32.43%
7	Advanced + Proficient	NA	NA	NA	NA	27.27%	46.15%
8	Advanced + Proficient	9.09%	21.62%	28.57%	41.03%	33.33%	35.29%
9							
10	Advanced + Proficient	18.18%	33.33%	52.63%	43.33%	68.75%	57.14%

Fig. 3 MCAS ELA Performance by Cohort

Tests Administered as % of column subtotals		2002	2003	2004	2005	2006	2007
3	<i>Advanced + Proficient</i>	85.71%	77.14%	43.48%	60.00%	59.46%	56.76%
4	<i>Advanced + Proficient</i>	55.00%	67.86%	44.12%	25.71%	31.58%	50.00%
5	<i>Advanced + Proficient</i>	NA	NA	NA	NA	40.63%	56.10%
6	<i>Advanced + Proficient</i>	NA	NA	NA	NA	75.00%	50.00%
7	<i>Advanced + Proficient</i>	94.29%	78.13%	84.21%	66.67%	63.64%	68.42%
8	<i>Advanced + Proficient</i>	NA	NA	NA	NA	79.49%	88.24%
9							
10	<i>Advanced + Proficient</i>	54.55%	44.44%	73.68%	63.33%	81.82%	56.76%

Figure 2 and 3 show MCAS Math and ELA data by grade cohorts. Note that these are not a true cohort as students have both entered and left these groups. However, in a general sense it can be seen that students who have been with the charter school program for more than a year are making progress and continue to improve.

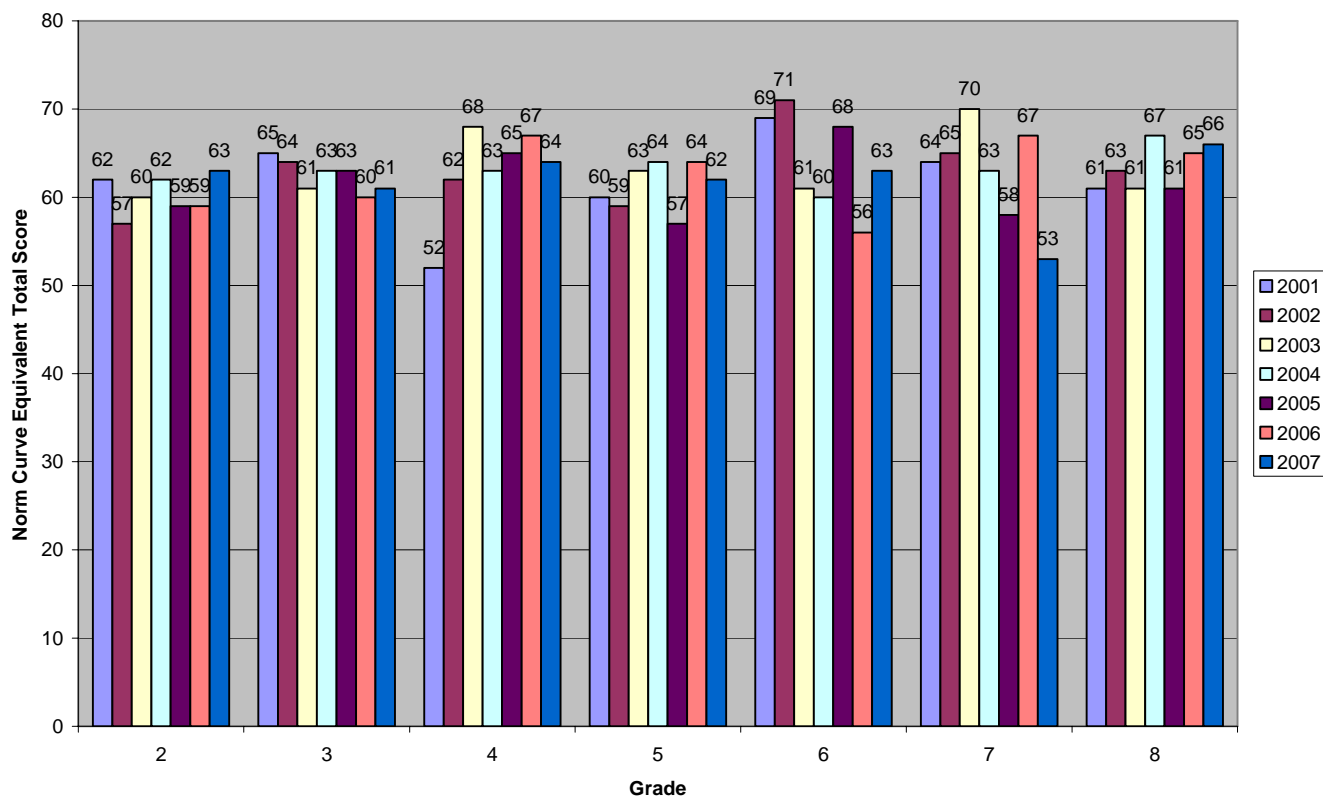
MCAS SUMMARY

Our scores continue to improve as an indicator of the quality of the program and the strides we continue to make to assist all students. As with all things, we look to continually improve student learning and hence their performance on MCAS exams. Students who have been with the school continue to show improvement. With the small population fluctuations in enrollment inevitably create fluctuations in MCAS scores, particularly when percentages are represented. We continue to put in place various academic support programs to assist all students, but particularly those who are new to the school, achieve academic success.

2007 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 seven years of the Terra Nova can be seen below. The “Total” score is a composite score, which combines the results from the Reading, Language, and Math tests. Only those students who took the Terra Nova in the previous year are included in these results.

Fig. 2 Terra Nova Scores 2001-2007



The Mean Normal Curve Equivalent is used in longitudinal studies and is similar to the Mean National Percentile, which cannot be used for year-to-year comparisons. This graph indicates that our students consistently make at or above grade level progress each year as indicated by scoring above 50 NCE. With the small population at this school in any one grade, small fluctuations in enrollment can have the effect of a several point swing in the NCE score. This is evident over the years where the NCE fluctuate. The general trend for students who continue in the SSCPS program is that they continue to make well above grade level progress. This can be seen in the next chart.

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Grade	Total # of S.	Return. S	# New S	NCE	NCE	NCE	NCE	NCE	NCE	NCE	NCE	NCE
				Total Reading	Returning Reading	New S Reading	Total Language	Returning Language	New S Language	Total Math	Return S Math	New S Math
First	50	41	9	74.4	79.98	49	77	79.85	64	64.4	69.1	43
Second	41	31	10	65.6	68.31	57.2	59.4	60.3	56.6	67.1	70.62	56.2
Third	40	37	3	63.2	63.51	59.4	57.4	57.48	56.4	66.9	68.19	51
Fourth	36	32	4	66	66.72	60.3	60.1	59.02	68.75	64.3	64.09	66
Fifth	39	34	5	62.5	64.78	47	55.5	57.87	39.4	59.3	60.99	47.8
Sixth	41	34	7	62.3	65.39	47.3	57.6	61.92	36.6	62.7	65.85	47.4
Seventh	39	30	9	54.1	55.33	50	50.2	51.04	47.4	50.4	50.04	51.6
Eighth	40	32	8	64.2	64.38	63.5	57.6	56.88	60.5	62.1	62.63	60
Mean				64.4	66.52	53.8	59.92	61.19	53.64	62.25	64.26	52.39
Totals	326	271	55									

In the fall of 2007 the 326 students in grades 1 -8 took the Terra Nova test. Of those 326 students 55 were new to SSCPS in the 2007-'08 school year. We have done a comparative analysis of the results of our returning students and our entering students. These results were compared on three scores, the composite reading score, the composite language score and the composite math score. In the chart below the mean Norm Curve Equivalent (NCE) score is shown for the whole group and for both returning and entering students. At the bottom of the chart the mean score for the 271 returning and the 55 entering students is compared and in all three areas the returning students showed higher academic achievement than the entering students. The largest difference is found in the **Reading Composite** score where the returning students have a mean score of 66.2 and entering students have a mean score of 53.8 for a **difference of 12.72**. The next largest difference is found in the **Math Composite** where the returning students have a mean score of 64.26 and the new students a mean score of 52.39 for a **difference of 11.87**. The smallest difference is found in the **Language Composite** score where the returning students had a mean score of 61.19 and the entering students a mean score of 53.64 for a **difference of 7.55**. The data from the Terra Nova test, in conjunction with the data collected by tracking the change of individual students' performance, over time on the MCAS, implies that the students at the South Shore Charter Public School are making academic progress.

GOVERNANCE PROFILE

Board of Trustees

Name , Office & Term Ends	Credentials	Board Committees
Ryan Brenner '08 Student 1 st , 1year term	SSCPS Student Representative	Governance
Miriam Brownewall '10 3 rd , 3yr term	Development Associate Notre Dame Academy; Former SSCPS Parent	Development (Chair); Governance
Kasundra Brown-Corbin '11 1 st , 3 yr term	Independent Insurance Contractor; SSCPS Parent	Development
Dan Falkner '08 Faculty, Ex Officio 1 st , 2 yr term	SSCPS Faculty Rep, Level 3 Teacher, Project Leader, Civil Rights Officer	Governance, Development
Elaine French '09 1 st , 3 yr term	Former SSCPS Learning Services Director, M Ed Guidance & Counseling	Finance, Personnel
Dorothy Galo, PhD '08 1, 2 yr term; 1, 3 yr 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 all Board Committees
John Kelly '09 1 st , 3 yr term	Retired from YMCA, Volunteer for youth development organizations.	Development, Facilities
Jo Loughnane '11 1 st , 3 yr term	Former Executive Director Wellspring; Former SPED Teacher	Personnel, Development
Michael Maniscalco '10 1 st , 3 yr term	Attorney; Partner Maniscalco & DiOrio; SSCPS Parent	Development, Facilities
Michael Nuesse '10 Treasurer 4 th , 3-yr term	Private Practice Attorney, SSCPS parent	Executive. Finance (Chair), Facilities
Angie Pepin '08 Faculty, Ex Officio 1 st , 2-year term	SSCPS Faculty Rep, Level 3 Teacher, Project Leader	Finance, Governance
Cheryl Peterson '11 1 st , 3yr term	Former CFO of MA Historical Society; SSCPS Grandparent	Finance, Governance
Michael Ryan '10 1 st , 3yr term	Architect Schematic Design & Construction; SSCPS Parent	Facilities (Chair)
Jeffrey L. Seglin '09 Vice Chair 1 st , 3 yr term	Associate Professor: Emerson College, SSCPS Grandparent	Executive, Development, Facilities
Dominic Slowey '10 2 nd , 3yr term	The Slowey Group – Public Relations, former SSCPS Parent	Development
Bill Smyth '10 Clerk 3 rd , 3 yr term	Vice President MCS, Inc., Former School Principal	Executive, Governance (Chair), Facilities
Brian Tyler '11 1 st , 3 yr term	CFO and Partner Rudder Capital, LLC; SSCPS Parent	Finance
Frank White '09 1, 3yr term; 2 nd , 2yr term	Owner, Holly Hill Farms	Personnel (Chair), Governance
David Whitemyer '11 1yr as PA Rep; 1 st , 3 yr term	Architect Christopher Chadbourne & Assoc. Boston; SSCPS Parent	Facilities

School Council

The School Council was composed of 4 parents, 3 faculty and 3 students. The Parent Association elected the parent representatives. 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 IV and two from the High School.

The School Council met on a monthly basis to review the School Improvement Plan. Recommendations were made to change the Tardy Policy, Code of Conduct, Exit Standards, Graduation Policy and Electronics Policy. School Council worked with the Plymouth County DA's office on various health and safety programs during 2007-2008 which resulted in a \$500 grant to conduct the *Communities That Care* survey. The survey was administered in April to students grades 6-12. Results of the survey are being analyzed. A workshop for parents was presented by MARC Anti-Bullying Program. These workshops are scheduled for faculty and students in the new school year.

Major Board Decisions from Year 2007/2008

July 2007

Board Vote: To approve the recommendation of the Personnel Committee and appoint Prudence Goodale Interim Executive Director.

September 2007

Board Vote: Several policies including Wellness Policy; Pregnancy Policy; Whistleblower Policy were adopted and amended.

November 2007

Board Vote: To approve the policy requiring student drivers to take the In Control Driving Course in order to receive parking privileges. This is being funded through the Torri Wightman Safe Driving Fund.

February 2008

Board Vote: To approve the formation of an Eco Committee and the proposed blueprint for a healthy, environmentally sound school.

March 2008

Board Vote: To approve entering into the refinancing of the property at 100 Longwater Circle, Norwell.

Board Vote: To approve the recommendation of the Finance Committee and adopt the employee salary grid, benefits and working conditions effective for FY09.

Board Vote: To approve two amendments to the By Laws in regard to member terms and voting of board officers.

May 2008

Board Vote: To approve the refinancing of the debt of \$7.2M on 100 Longwater Circle, Norwell.

June 2008

Board Vote: To approve the changes as recommended by School Council to the Exit Standards, Tardy Policy, Code of Conduct, Electronics Policy, Academic Policy and Graduation Policy.

Summary of Official Complaints

There were no official complaints to the Board of Trustees during the 2007-08 school year.

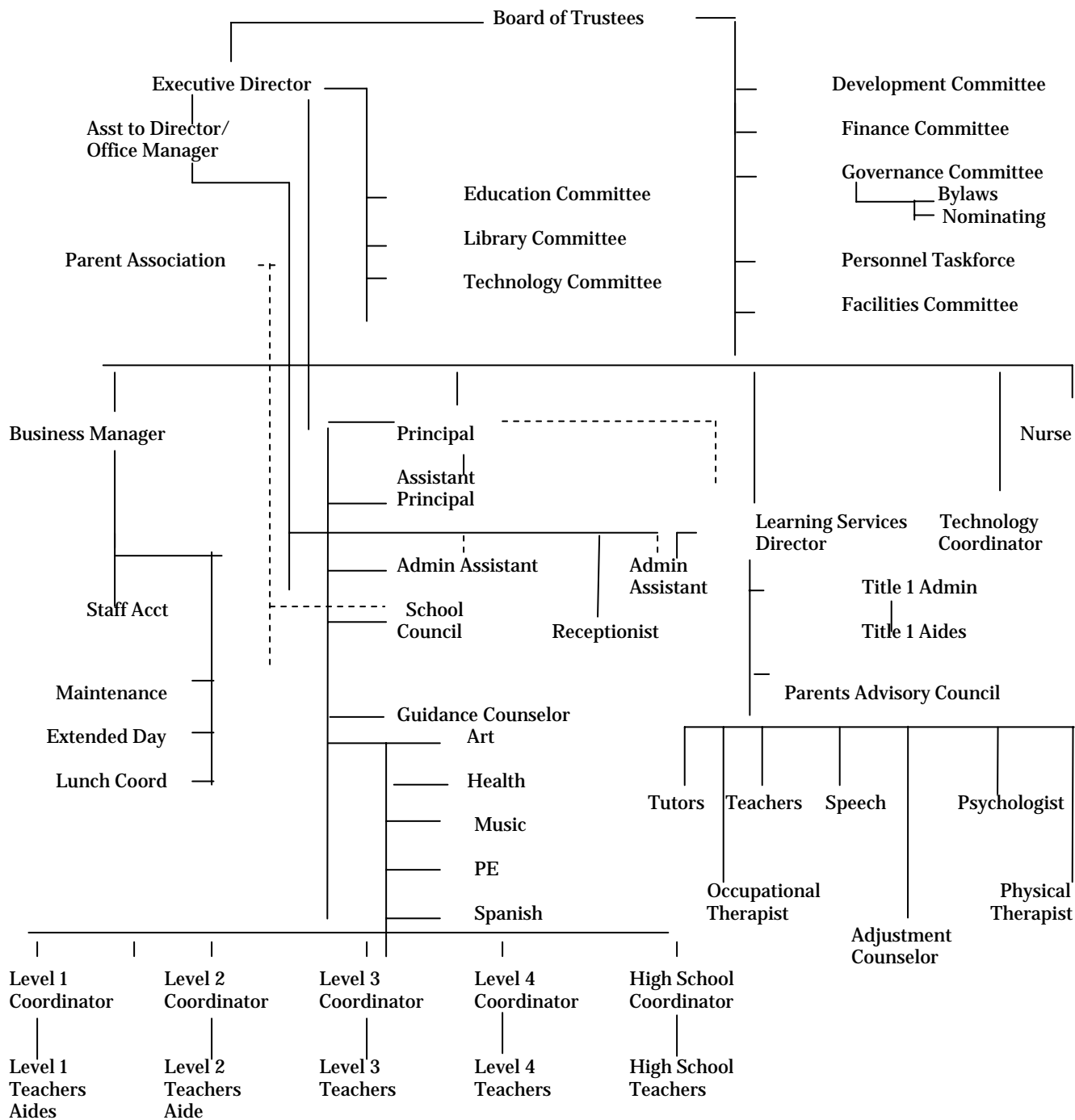
Official Amendments to Charter

There were no amendments to the charter during the 2007-08 school year.

Board of Trustees

The Board of Trustees may be contacted via email at boardoftrustees@sscps.org

ORGANIZATIONAL CHART 2007-2008



Staff Profile

STAFF PROFILE	2006-2007	2007-2008
Total # of Teachers (FTE)	39	42
Highly Qualified Teachers	35.92	37.46
Student/Teacher Ratio	12.58 to 1	12.0 to 1
Average Years Experience	5.05	9.5
Average Years at SSCPS	5	5
Mid Year Attrition	1	1
End of Year Attrition	15%	14%
Paraprofessionals (FTE)	8.49	7.65

In order to meet the NCLB highly qualified definition, SSCPS teachers must possess a valid Massachusetts teaching license at either the preliminary, initial or professional level and demonstrate subject matter competency in the areas they teach.

In FY08, our faculty was able to receive additional professional development funds up to \$2,000 in order to assist them with achieving NCLB HQT status in addition to other school wide professional development opportunities. Funds were awarded from our Title II Part A Educator Quality Grant and were used for tuition assistance, workshops, classes and materials that would help achieve HQT status prior to year end.

FINANCIAL PROFILE

The following five pages show the ***unaudited draft*** financial statements for the fiscal year ending June 30, 2008 includes depreciation expenses and partial debt refinancing journal entries. These include: FY08 Statement of Financial Position, FY08 Statement of Activities and Changes in Net Assets, FY08 State and Federal Grants, FY08 Private Fundraising and Grants, and FY09 Approved Operating Budget. The school's independent audit will be completed by September 30, 2008 and will be available by December 31, 2008. 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, 2008 DRAFT

ASSETS

CURRENT ASSETS

Cash	2,332,289
Restricted Cash	0
Deposits & Prepaid Expenses	46,242
Accounts Receivable	34,047
Grants/Tuition Receivable	62,515
Pledge Receivable	12,500
Due From SSCEF, Inc.	515,454

Total Current Assets \$3,003,047

Property & Equipment

Furniture & Equipment	91,361
Technology	158,034
Vehicles	49,736
Building & Improvements	2,491,391
Leasehold Improvements	0
Debt Refinancing Costs	107,446
Accumulated Depreciation	(487,985)

Net Property & Equipment \$2,409,983

Other Assets Allowance for Doubtful Accts (-41,533)

Total Assets \$5,371,497

LIABILITIES & NET ASSETS

CURRENT LIABILITIES

Accounts Payable & Accrued Expenses	283,998
Due to Others	21,723
Operating Leases	14,207
Auto Loan	<u>23,481</u>

Total Current Liabilities \$343,409

Notes Payable, net of current portion

BPBTC Bond Loan	\$0
Due to SSCEF	<u>1,813,414</u>

Total Liabilities \$2,156,823

Net Assets

Operating	2,878,249
Temporarily Designated	58,427

Net Income 277,998

Total Equity \$3,214,674

TOTAL LIABILITIES & NET ASSETS

\$5,371,497

Statement of FY08 Activities and Changes in Net Assets

UNAUDITED	For the period ending June 30, 2008	DRAFT
REVENUES	FY08 APPROVED BUDGET	FY08 ACTUALS
Per Pupil Tuition & Facilities Aide	\$5,358,663	\$5,365,484
State & Federal Entitlement Grants	203,184	224,710
Program Fees	113,000	129,565
Project Fundraising & Misc. Contributions	12,000	26,214
Medicare Reimbursement	6,000	16,171
Free & Reduced Lunch Reim	5,000	0
Local Grants	50,000	94,137
TOTAL REVENUES	\$5,747,847	\$5,856,281
 EXPENSES:		
PERSONNEL		
Administration	\$528,526	\$493,883
Instructional Salaries	3,037,874	3,004,850
Benefits & Insurance	354,888	264,441
Professional Development	68,234	70,506
TOTAL PERSONNEL	\$3,989,522	\$3,833,680
 DIRECT STUDENT COSTS		
Student Transportation	\$24,800	\$21,157
Field Trip Expense	36,000	47,018
Academic Supplies	119,340	138,628
Student Services Contractor	94,320	93,341
Computer Support (incls parts & tech consult)	89,410	77,264
Furniture & Equipment	23,775	17,572
Testing/Accreditation	5,000	5,499
Library Materials	0	104
TOTAL DIRECT STUDENT COSTS	\$392,645	\$400,583
 OCCUPANCY		
Lease/Rental	\$459,025	\$423,707
Taxes	0	0
Utilities	161,000	105,914
Maintenance Contractors	126,900	105,542
Maintenance Supplies	24,000	23,412
Maintenance Vehicles (incl gas)	7,000	11,651
TOTAL OCCUPANCY	\$777,925	\$670,226

OFFICE

Insurance	\$68,000	\$60,515
Supplies	20,000	27,893
Telephone/Communication	16,240	10,422
Advertising	10,000	13,150
Postage & Shipping	10,000	11,692
Printing & Copying	1,000	4,701
Copier (Leases/Maintenance/Supplies)	12,000	13,133
Professional Fees (Audit, Legal, & Consultants)	54,000	57,275

TOTAL OFFICE **\$191,240** **\$198,781**

OTHER

Interest, Bank Fees, Payroll Fees, & Loan interest	\$19,200	\$23,575
Events/BOT	56,300	63,528
Retreats/Graduation/Lunch/Misc.		
Student Scholarships/Awards	2,500	843
Loss on Disposal	0	0
Depreciation Expenses	0	128,246
Loan Amortization Expenses	0	160,185
Bad Debt Expense	0	0

TOTAL OTHER **\$78,000** **\$376,377**

TOTAL NON-PERSONNEL EXPENSES **\$1,439,810** **\$1,645,967**

TOTAL OPERATING EXPENSES **\$5,429,332** **\$5,479,647**
OPERATING NET ASSETS **\$318,515** **\$376,634**

TOTAL CAPITAL EXPENDITURES: **\$25,000** **14,213**

TOTAL ANNUAL EXPENSES **\$5,454,332** **\$5,493,860**

Principal Payments Operating Leases	\$27,518	\$21,459
Auto Loan	0	6,482
BPBTC Loan Payoff (Prin. & Int. Exp)	\$148,200	\$241,868

TOTAL EXPENDITURES & REPAYMENTS **\$5,630,050** **\$5,763,669**

Cash Reserves & Contingency **\$117,797** **\$0**

NET ASSETS AFTER CAPITAL **0** **\$92,612**

State & Federal Grant Awards

UNAUDITED For the period ending June 30, 2008 DRAFT

State Grants

Kindergarten Enhancement Program	\$33,975
Accept Education Collaborative-Grant 170-A Part 2 8082-60 DataWarehouse	5,000
Total State Grants	\$38,975

Federal Grants

Special Education Allocation 94-142	\$96,303
Title I Program and School Achievement	62,263
Title II Part A Improving Educator Quality	13,914
Title II Part D Educator Technology	890
Title V Innovative Programs	765
Sped Program Improvement	4,600
Community Service Learning Sustainability School-Based Program	<u>7,000</u>
Total Federal Grants	\$185,735
Total State & Federal Grants	\$224,710

Private Fundraising & Grants

Grants

SSCEF, Inc.	Torri Wightman Scholarship for Advanced In Control Student Driver Training, Safety Grant, Theatre Grant, Strategic Plan Grant, Science Lab Grant, Music & Art Grant, & Technology "website" grant.	\$93,637
The Commonwealth of Massachusetts	Communities that Care Survey	500

Fundraising & Donations

Project Fundraising	Project supplies & materials	\$18,963
Parent Fundraising	Supports the Parents Association	346
School Fundraising	Misc. school wide fundraising	6,906
Total Private Funds		\$120,352

**FY09 Approved Operating Budget
For the period ending June 30, 2009**

REVENUES

Per-Pupil Tuition	\$5,127,260
Facilities Aide (Part of Tuition Funding Formula)	469,718
Entitlement Grants	203,241
Program Fees	113,000
Medicaid Reim	0
Free & Reduce Lunch Reim	5,000
Project Fundraising	12,000
Grant from SSCEF	50,000
TOTAL REVENUES	\$5,980,219

EXPENSES

Personnel	
District Leadership & Administration	\$713,072
Instructional Salaries	3,029,636
Benefits & Insurance	357,212
Professional Development-External	64,330
Total Personnel	\$4,164,250

Non-Personnel Expenses

Student Transportation	\$26,200
Field Trip Expense	36,000
Academic Supplies	127,561
Direct Student Services Contractors	99,500
Computer Support	82,200
Furniture & Equipment	13,610
Testing/Accreditation	5,000
Total Direct Student Costs	\$390,071

Occupancy

Lease/Rental	509,950
Utilities	162,000
Maintenance Contractors	129,500
Maintenance Supplies	25,000
Maintenance Vehicles (including gas)	7,000
Total Occupancy	\$833,450

Office

Insurance	68,000
Supplies	25,000
Telephone/Communication	24,320
Advertising	15,000
Postage & Shipping	13,000
Printing & Copying	1,000
Copier Leases/Maintenance	15,000
Audit, Legal & Consulting	54,000
Total Office	215,320

Other

Interest, Bank Fees & Payroll Processing	16,600
Miscellaneous	58,800
Awards, Fellowships & College Savings	0
Total Other	75,400
Total Non-Personnel Expense	1,514,241
TOTAL OPERATING EXPENSE	5,678,491

Operating Net Assets 301,728

TOTAL CAPITAL	Capital Expenditures	44,000
TOTAL ANNUAL EXPENSES	Total Annual Expenditures	5,722,491

Principal Payments Operating Leases	Operating Leases	57,800
	Cash Reserves & Contingency	199,928

Net Assets After Capital Total 0

2007-2008 NCLB Report Card - South Shore Charter Public (District)

South Shore Charter Public (District) (04880000)
Prudence H Goodale, Charter School Leader
 Mailing Address: 100 Longwater Circle
 Norwell, MA 02061
 Phone: (781) 982-4202
 FAX: (781) 982-4201
 Website: <http://www.sscps.org>

Overview:

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

Enrollment - 2007-08		
	District	State
Total Count	525	962,766
Race/Ethnicity (%)		
African American or Black	19.0	8.1
Asian	2.9	4.9
Hispanic or Latino	2.7	13.9
Multi-race, Non-Hispanic	3.4	1.9
Native American	0.0	0.3
Native Hawaiian or Pacific Islander	0.0	0.1
White	72.0	70.8
Gender (%)		
Male	54.9	51.4
Female	45.1	48.6
Selected Populations (%)		
Limited English Proficiency	0.0	5.8
Low-Income	18.7	29.5
Special Education	17.0	16.9
First Language Not English	0.0	15.1

Educator Data - 2007-08	
	District
Total # of Teachers	40
Percentage of Teachers Licensed in Teaching Assignment	71.0
Total Number of Classes in Core Academic Areas	188
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	88.8
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	11.2
Student/Teacher Ratio	13.0 to 1

	All Schools	High Poverty Schools	Low Poverty Schools
Percentage of Teachers Licensed in Area in Which Teaching	71.0	-	-
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	88.8	-	-
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	11.2	-	-

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

Total Schools	Schools with 2007-08 NLCB Accountability Status	
(#)	(#)	(%)
1	1	100.0

**South Shore Charter Public (District):
2007 Adequate Yearly Progress (AYP) Data**

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	High	On Target
MATHEMATICS	Improvement Year 2 - Subgroups	Moderate	On Target

To make adequate yearly progress in 2007, a student group must meet (A) a student participation requirement, either (B) the State's 2007 performance target for that subject or (C) the group's own 2007 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Grad Rate		AYP 2007
	Met Target	Actual	Met Target (85.4)	Actual	Met Target	Change from 2006	Met Target	Actual	
ENGLISH LANGUAGE ARTS	Met Target	Actual	Met Target (85.4)	Actual	Met Target	Change from 2006	Met Target	Actual	AYP 2007
Aggregate	Yes	99	No	84.9	Yes	1.3	No	54.5	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	100	No	73.1	Yes	10.0	No	28.6	No
Low Income	Yes	98	No	82.5	No	-0.7	Yes	57.1	No
Afr. Amer./Black	Yes	98	No	79.8	Yes	5.7	N<6	-	Yes
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	99	Yes	86.4	Yes	1.5	No	52.9	No
MATHEMATICS	Met Target	Actual	Met Target (76.5)	Actual	Met Target	Change from 2006	Met Target	Actual	AYP 2007
Aggregate	Yes	100	No	71.2	Yes	5.0	No	54.5	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	100	No	44.8	Yes	8.7	No	28.6	No
Low Income	Yes	100	No	68.5	Yes	4.0	Yes	57.1	Yes
Afr. Amer./Black	Yes	98	No	69.6	Yes	7.6	N<6	-	Yes
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	72.4	Yes	5.7	No	52.9	No

South Shore Charter Public (District): AYP Data Detail

Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate		AYP 2007
	Enrolled	Assessed	%	Met Target (95%)	N	2007 CPI	Met Target (85.4)	2006 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Met Target	
Aggregate	263	261	99	Yes	261	84.9	No	83.6	2.1	83.6-88.2	Yes	54.5	No	No
Lim. English Prof.	2	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	53	53	100	Yes	53	73.1	No	63.1	4.6	63.2-72.2	Yes	28.6	No	No
Low Income	58	57	98	Yes	57	82.5	No	83.2	2.1	83.2-89.8	No	57.1	Yes	No
Afr. Amer./Black	43	42	98	Yes	42	79.8	No	74.1	3.2	74.1-81.8	Yes	-	N<6	Yes
Asian or Pacif. Isl.	9	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	13	13	-	-	13	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-	-
White	196	195	99	Yes	195	86.4	Yes	84.9	1.9	84.9-89.3	Yes	52.9	No	No

MATHEMATICS														
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate		AYP 2007
	Enrolled	Assessed	%	Met Target (95%)	N	2007 CPI	Met Target (76.5)	2006 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Met Target	
Aggregate	263	262	100	Yes	262	71.2	No	66.2	4.2	67.9-72.9	Yes	54.5	No	No
Lim. English Prof.	2	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	53	53	100	Yes	53	44.8	No	36.1	8.0	39.6-48.6	Yes	28.6	No	No
Low Income	58	58	100	Yes	58	68.5	No	64.5	4.4	64.5-73.4	Yes	57.1	Yes	Yes
Afr. Amer./Black	43	42	98	Yes	42	69.6	No	62.0	4.8	62.3-71.3	Yes	-	N<6	Yes
Asian or Pacif. Isl.	10	10	-	-	10	-	-	-	-	-	-	-	-	-
Hispanic	13	13	-	-	13	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-	-
White	195	195	100	Yes	195	72.4	No	66.7	4.2	68.4-73.4	Yes	52.9	No	No

Adequate Yearly Progress History											NCLB Accountability Status	
		1999	2000	2001	2002	2003	2004	2005	2006	2007		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No Status	
	All Subgroups	-	-	-	-	Yes	Yes	Yes	Yes	No		
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Improvement Year 2 - Subgroups	
	All Subgroups	-	-	-	-	No	Yes	No	No	No		

**South Shore Charter Public (District):
2007 Schools Identified for Improvement**

School	Students	English Language Arts							Mathematics						
		2002	2003	2004	2005	2006	2007	Status	2002	2003	2004	2005	2006	2007	Status
South Shore Charter Public School	Aggregate	Yes	Yes	Yes	No	Yes	No		Yes	Yes	Yes	No	Yes	No	112-S
	All Subgroups	N/A	Yes	Yes	Yes	Yes	No		N/A	No	Yes	No	No	No	

The entire 2007-2008 NCLB Report Card is available by visiting our website at www.sscps.org.