



*Inspiring every student to excel in academics, service, and life.*

## **CHARTER AMENDMENT REQUEST**

### **Introduction**

The South Shore Charter Public School (the School or SSCPS) is a K-12, college preparatory public school located in Norwell, Massachusetts. The School provides students in kindergarten through grade twelve with a strong academic foundation through innovative teaching, differentiated instruction, and interdisciplinary connections. Teachers create a rigorous learning environment that promotes student intellectual curiosity and creativity. Students learn to be independent thinkers and problem solvers as well as how to work together in groups through their academic classes, and through the School's innovative inquiry-based courses known as Projects and Workshops. To meet the diverse needs of the students, teachers use a variety of instructional practices and assessments. The environment, the visual and performing arts, global studies, and student voice are infused into academic subjects.

As a regional charter school, South Shore Charter has consistently worked to provide an enriched, challenging, and dynamic curriculum to meet the academic needs of every student enrolled. The School continues to attract and cultivates a diverse student body from over twenty-six sending districts remaining a school of choice for families throughout the South Shore. In FY2020 the South Shore Charter Public School went through its fifth renewal cycle. The findings of the site visit renewal team, the School's high performance and student achievement, and the opportunities the academic program provides for all students, resulted in the ESE awarding South Shore Charter Public School its next charter renewed without conditions. The School is currently undergoing the sixth renewal cycle of its charter.

Originally chartered in 1995, SSCPS is now marking its thirtieth year within its sixth five-year charter. The cities and towns in the regional district include Abington, Braintree, Brockton, Cohasset, Duxbury, East Bridgewater, Halifax, Hanover, Hanson, Hingham, Holbrook, Hull, Kingston, Marshfield, Norwell, Pembroke, Plymouth, Plympton, Quincy, Randolph, Rockland, Scituate, Weymouth, and Whitman. The student enrollment as of September 16, 2024, is 1,058. Using enrollment trends as a trajectory, the School will reach its full enrollment capacity of 1,075 throughout the 2024-2025 school year allowing some seats to remain unfilled due to enrollment movement. The South Shore Charter Public School seeks an amendment to its charter to increase student enrollment from 1,075 students to 1,300 students by FY 2030, a gradual increase of 225 seats over a period of five years.

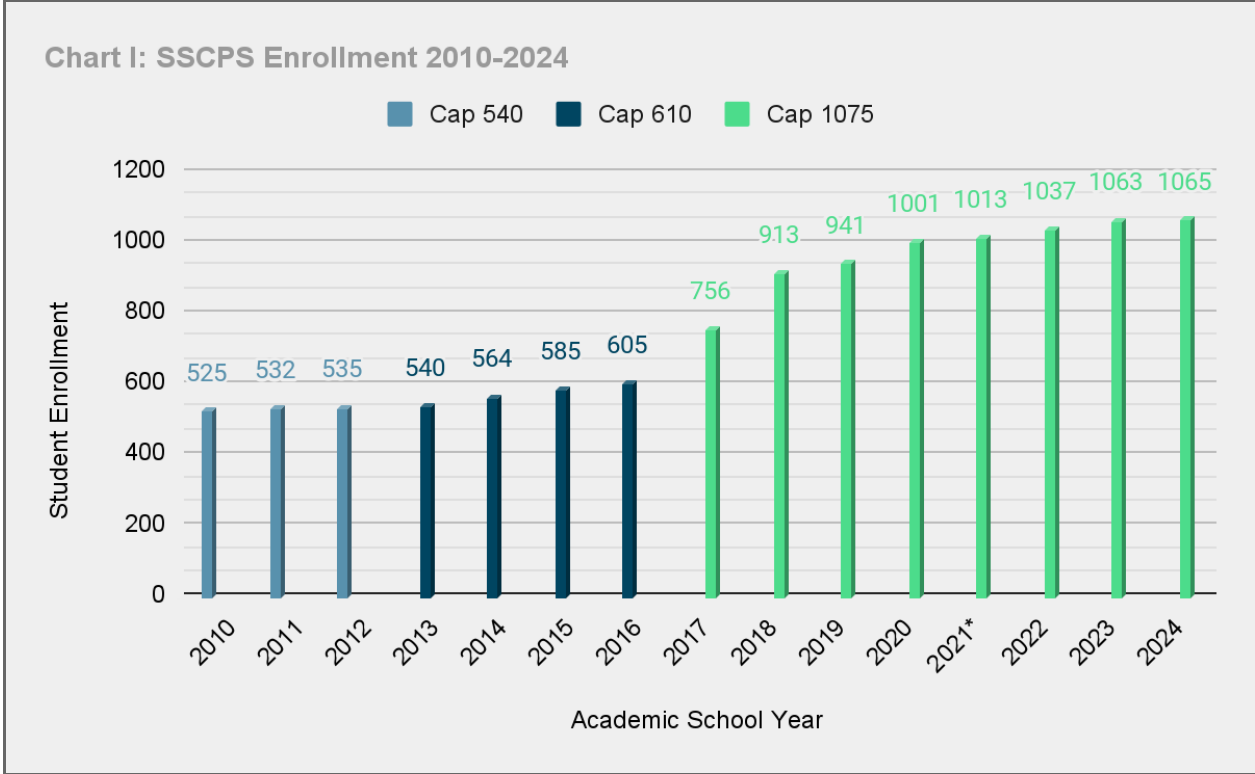
### **Rationale for Expansion**

#### **Criteria 1-3**

Thirty years ago, the founders of the School sought to establish an instructional model based upon the premise that learning through experience is inherent to providing students with a well-rounded, in-depth education. As the School grew, extensive modifications to educational programs and curricula were implemented to improve the educational model and student achievement outcomes. This institutional evolution occurred while maintaining a school culture committed to student achievement, academic rigor, and project-based learning.

The purpose of the proposed enrollment expansion is comprehensive. The School seeks to expand, improve, and enhance its facilities and educational programs for all current and future students in grades K-12. The School seeks to improve the learning environment necessary to maintain high student achievement. This proposal seeks to support teaching and learning by providing advanced coursework, particularly in AP STEM, library sciences and research, world languages, art, music, and theatre arts the facilities needed to ensure student achievement. Not only would the enrollment amendment result in greater educational outcomes for the current student population, the increase would allow more students throughout the South Shore access to a meaningful college preparatory education in a diverse and inclusive environment, regardless of socioeconomic status. This purpose directly reflects the School's ongoing mission of and dedication to serving students throughout the South Shore.

The South Shore Charter Public School has experienced a positive increase in student enrollment over time. *Chart I: SSCPS Enrollment 2010-2023* demonstrates the school’s enrollment over a period of 14 years. It is provided above to give some perspective to the growth of our school and prompt consideration of the reasoning behind two prior enrollment expansions.



\* SSCPS opted to limit enrollment in grades K-1 during COVID-19 to decrease class size and maintain health and safety for in-person learning.

From 2010-2012 the enrollment cap was 540 students. In 2012 school administration made the recommendation to the Board of Trustees to apply for a minor amendment to increase student enrollment to 610. The reason behind the request was to improve academic programming for middle and high school students. School administration sought to establish an Honors and Advanced Placement program to increase course offerings. In 2010 the Advanced Placement course offerings were primarily virtual. By expanding the enrollment cap from 540 to 610 the School was able to begin offering in-person as well as virtual Advanced Placement coursework with the goal of improving college admission opportunities.

The Board of Trustees approved the recommendation and SSCPS applied to DESE for a minor amendment. The minor amendment was approved by DESE increasing student enrollment to 610. Student enrollment remained capped at 610 from 2013-2016. As the school once again began approaching its cap, school administration, the Board of Trustees, and the school community began meeting about the next increase in student enrollment to support expanding course offerings as well as improving classroom space and facilities.

This proposed increase was to provide all students, including English language learners and students with special needs, the methodology and coursework needed to accelerate learning within the middle and high school. The reasons the School sought the increase in high school enrollment was to be able offer Advance Placement course offerings within the school, to increase the number of Honors course offerings for students; and to create more faculty and course options for students to more closely reflect a college or university setting. Meetings were held during the 2014-2015 school year. By July 2015, the SSCPS Board of Trustees approved moving forward with the significant expansion. SSCPS administration and the Board of Trustees submitted a major amendment to the Charter which would increase enrollment to 1,075.

The Massachusetts Board of Education approved the 2016 major charter amendment request, and SSCPS added additional seats in the 2016 lottery for the 2016-2017 school year. The enrollment increase was successful and continues to provide teachers with the resources needed to engage learners of all needs and abilities so that every student reaches full academic potential. The use of PSAT data and pre AP coursework has been targeted to meet the needs of the greatest number and range of learners. With the additional seats, the school was then able to grow the campus by moving the high school to 700 Longwater Drive in August 2016. During this phase there were many moving parts; enrollment, hiring, design and construction of the facilities at 700 Longwater Drive, and communicating and updating the school community. The increase in student enrollment is evident in the bar representing the 2017 academic school year.

South Shore Charter Public School enrollment has continued to grow since 2017. Since that time, student enrollment trends have shown decreases throughout Massachusetts as gleaned from data provided by the Massachusetts Department of Elementary and Secondary Education. Data includes enrollment trends in charter schools, public school districts, and statewide over a five year period. *Table I: Comparative Enrollment Trends* has been generated from data provided by the Office of Charter Schools and School Redesign. Table I shows SSCPS student enrollment, the student enrollment of the School’s top four sending districts, as well as statewide enrollment over a six-year period. This data was presented to the South Shore Charter Public School Board of Trustees for analysis in February 2023 and February 2024.

		2019	2020	2021	2022	2023	2024	% Change 2019 to 2024	# Change 2019 to 2024
South Shore Charter Public School	Total Enrollment	940	1001	1009	1050	1054	1055	12.23%	115
	Pre-enrollment	980	1075	1075	1075	1075	1075	9.69%	95
Weymouth	Total Enrollment	5857	5763	5585	5560	5599	5641	-3.69%	-216
Randolph	Total Enrollment	2737	2742	2660	2571	2563	2685	-1.90%	-52
Brockton	Total Enrollment	16349	16024	15384	15265	14906	14954	-8.53%	-1395
Rockland	Total Enrollment	2228	2273	2179	2118	2163	2140	-3.95%	-88
State Totals	Total Enrollment	951631	948828	911465	911529	913735	914959	-3.85%	-36672

Table I: Comparative Enrollment Trends 2019 - 2024

*Chart II: Total Enrollment Percent Changes 2019-2024* is created from available data which allows school districts and charter schools to analyze enrollment trends, make comparisons, and use data-driven decision making for institutional planning. Enrollment for charter schools has dropped in 49 out of 70 charter schools, seventy percent statewide. South Shore Charter has been able to grow and maintain consistent enrollment by comparison. Charts were presented to the South Shore Charter Public School Board of Trustees for analysis in February 2023 and February 2024.

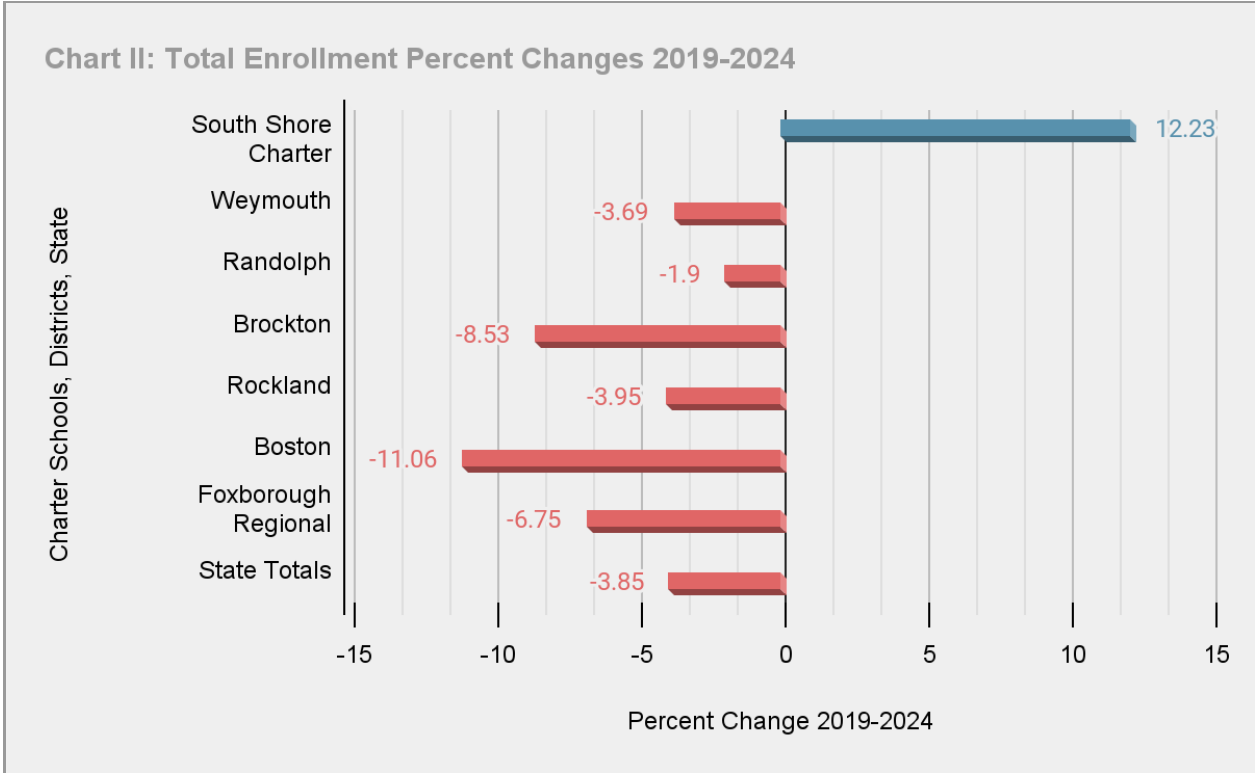


Chart II illustrates the enrollment growth of South Shore Charter as compared to the declining enrollment of its top four sending districts, Boston, a comparative charter school, and the state. Current and projected enrollment remains a critical factor for institutional strategic planning.

The South Shore Charter Public School Strategic Plan was developed throughout the 2023-2024 school year to determine the institutional direction of the School for the next five years. The strategic planning process was a year-long comprehensive undertaking involving stakeholders and constituents of the school community. The strategic planning committee consisted of parents, faculty members, and school administration. The co-chairs of Strategic Planning Committee were the co-chair of the School Council, the Executive Director, and a member of the Board of Trustees who spearheaded the Parents Association as they established a new leadership structure. The strategic planning committee solicited contributions from parents and families, faculty, administration, members of the Board of Trustees, students, and interested parties from the community.

Focus groups for strategic planning were held to understand the crucial role of families, students, faculty, and staff in gathering input and data to shape the future of South Shore Charter. Over the course of the year 28 focus groups were held to provide school community an opportunity to share their perspective and ideas. The first eleven strategic planning focus groups were conducted and attended by faculty and staff on January 12, 2024. By utilizing the expertise of faculty and staff, the School could enhance and develop programs and student experiences that reflect the collective expertise of teachers, school administrators, and staff. Eight student focus groups were held in March by grade level for students in grades 5-12. Student focus groups were held during the regular school day to allow all interested students to participate without transportation limitations. Student focus groups were facilitated by faculty, board trustees, and parents on the Strategic Planning Committee.

The family focus groups were held on campus, via Zoom, and at libraries of the School’s largest sending districts: the Brockton Public Library, the Tufts Library in Weymouth, and the Turner Library in Randolph. Family focus groups were facilitated by members of the Strategic Planning Committee and by trustees of the SSCPS Board of Trustees. All the sessions were well-attended; the Tufts Library Family Focus Group was so large it had to be divided into two sessions. There have been three Zoom sessions, one of which was conducted in Haitian Creole. Although the ideal group size was

8-10 participants, most sessions were larger. *Table II: South Shore Charter Public School Family Focus Groups* provides an example of the extensive effort and reach of all institutional stakeholder focus groups.

Focus Group	Location Date/Time
Focus Groups 1 and 2	South Shore Charter Public School 141 Longwater Drive   700 Longwater Drive January 30, 2024/ 8:30 am   February 1, 2024/6:00 pm
Focus Groups 3 and 4	Tufts Library, Weymouth February 27, 2024/6:00 pm
Focus Group 5	Main Library, Brockton Public Library February 26, 2024/6:00 pm
Focus Group 6	Turner Free Library, Randolph February 28, 2024/6:00 pm
Focus Groups 7 and 9	Virtual via Zoom March 1, 2024/12:30 pm
Focus Group 8/ <i>Kreyòl Ayisyen</i>	Virtual via Zoom March 12, 2024/6:00 pm

**Table II: South Shore Charter Public School Family Focus Groups**

The goal of these sessions was to collect detailed feedback and perspectives from stakeholders regarding their experiences, identifying both strengths and areas for growth. Emphasis was placed on gathering specific examples, stories, and experiences to help inform next steps. Two questions were designed to glean information regarding the area identified as the School’s greatest need in prior Family Surveys, the campus and facilities, as well as the Future of South Shore Charter Public School.

- 6. In what ways have SSCPS facilities (fields, grounds, building, laboratories, etc.) and tech added to or limited students’ experience?*
- 7. SSCPS is considering an increase in the school’s total enrollment which would create additional funds for more classroom space, programs, opportunities, resources and staff to support them, as well as athletic fields and facilities. What positive changes could come from this increase?*

Family focus group notes for questions 6 and 7 are provided in Appendix A.

The insights gathered from all 28 focus groups were instrumental in shaping goals, objectives, and action steps for the new strategic plan. The Strategic Planning Committee remained actively engaged throughout the process. Several meetings were held, including those in February and March, during which the committee members discussed the upcoming focus groups and reviewed the initial findings from the Family Focus Groups. The data from family members and students was collected and analyzed in conjunction with other sources such as student achievement data and stakeholder surveys. This comprehensive approach helped to create a better understanding of the school's current and future needs. These efforts created the strategic plan and vision that has provided a compass by which the school will navigate.

**Planning for Enrollment**  
**Criteria 4-7**

The purpose of the growth plan outlined in *Table III: Proposed South Shore Charter Enrollment Growth Plan* is to continue to increase educational programming, athletic programs, and extracurricular activities as well as improve campus facilities by enrolling 225 additional students. The growth plan was developed by reviewing the current enrollment, enrollment and trends over the past six years, and the number of applications received at each grade level and from each sending district over the past six years. Tables IV-X provide the grade level and sending district level data from 2020-2025 reviewed.

**Table III: Proposed South Shore Charter Enrollment Growth Plan**

Grade	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030
K	82	80	100	100	100	100
1	84	100 (+18)	100 (+20)	100	100	100
2	86	100 (+16)	100	100	100	100
3	83	86	100	100	100	100
4	83	83	86	100	100	100
5	84	83	83	86	100	100
6	81	84	83	83	86	100
7	80	100 (+19)	100 (+16)	100 (+17)	100 (+17)	100 (+14)
8	79	100 (+20)	100	100	100	100
9	90	100 (+21)	100	100	100	100
10	74	100 (+10)	100	100	100	100
11	75	74	100	100	100	100
12	77	75	74	100	100	100
<b>Total</b>	<b>1,058</b> 1075	<b>1,165 (+107)</b>	<b>1,226</b> (+61)	<b>1,269 (+43)</b>	<b>1,286 (+17)</b>	<b>1,300</b> (+14)

Table III provides an example of the historical distribution and current enrollment of students by grade in the FY2025 column. Data provided in the FY2025 column has been directly gleaned from admissions data included in the Executive Director report to the SSCPS Board of Trustees on September 19, 2024. As indicated in this column, current enrollment is 1,058 and students continue to be accepted from the waitlist. The proposed increase indicates that greatest number of students would be added in FY2026. This increase would create one additional class of approximately twenty students in grades 1, 2, 7, 8, and 9. These grades were identified in consideration of wait list data reviewed by school administration and the Board of Trustees after the March enrollment lotteries over the past five years. An additional 10 students would be added to grade 10, or 11-12 if the waitlist from grade 10 becomes exhausted. Backfilling would occur at all grade levels, including grades 3-6 and 11-12, as the school has always done when admission seats become available.

Indicated in Table III is FY2027 as the second year of enrollment growth. Increases during FY2027 would create one additional class of 20 students in kindergarten changing the number from 80 to 100 of kindergarten students accepted at the enrollment lottery. Twenty additional grade 1 students would be accepted at the enrollment lottery to fill the classroom of 20 students previously added in FY2026. Sixteen additional grade 7 students would be accepted at the enrollment lottery to fill the classroom of 20 student previously added in FY2026. Grade 11 enrollment would transition from 74 in FY2026 to 100 in FY2027 as grade 10 students are promoted to grade 11. Backfilling would occur at all grade levels K-12 throughout the school year. Table III indicates a gradual progression of increased student enrollment from FY2028-FY2030. New students are added at grade 7 as student enrollment reaches 100 at each grade level. Backfilling at all grade levels K-12 will continue to occur throughout the school year.

As a regional charter school, South Shore Charter Public School has reviewed enrollment lottery data to analyze the impact of the proposed enrollment increase. Factored into the projection of current and future available seats under the net school spending cap, the School is aware of two sending districts, currently Randolph and impending Brockton, that have or are projected to have reached the net school spending cap. The School has reviewed all DESE information provided in the *District Information on Enrollment Projections* and conducted comparisons to the data provided in Tables IV-X.

**Table IV: Applications Received by Grade for FY2020-FY2025**

Grade	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025
<b>K</b>	214	187	150	144	157	178
<b>1</b>	78	83	64	65	53	51
<b>2</b>	69	76	50	48	46	47
<b>3</b>	60	60	56	50	63	51
<b>4</b>	86	72	53	63	59	69
<b>5</b>	104	91	50	52	63	63
<b>6</b>	97	100	51	58	80	88
<b>7</b>	69	60	53	51	57	48
<b>8</b>	55	49	48	53	43	25
<b>9</b>	52	59	57	55	75	79
<b>10</b>	25	21	14	18	21	35
<b>11</b>	17	16	9	8	19	18
<b>12</b>	3	3	2	3	6	5
<b>Total</b>	<b>929</b>	<b>877</b>	<b>657</b>	<b>668</b>	<b>742</b>	<b>757</b>

**Table V: Applications Received by Town for FY2020**

Town	Applications	Town	Applications
Abington	18	Kingston	1
Braintree	13	Marshfield	15
Brockton	129	Norwell	13
Cohasset	10	Pembroke	25
Duxbury	1	Plymouth/Plympton	15
E. Bridgewater	13	Quincy	39
Halifax	2	Randolph	185
Hanover	15	Rockland	64
Hanson	10	Scituate	10
Hingham	12	Weymouth	262
Holbrook	14	Whitman	16
Hull	14	Out of District	33

Table VI: Applications Received by Town for FY2021

Town	Applications	Town	Applications
Abington	12	Kingston	6
Braintree	18	Marshfield	14
Brockton	134	Norwell	9
Cohasset	4	Pembroke	21
Duxbury	4	Plymouth/Plympton	14
E. Bridgewater	11	Quincy	54
Halifax	2	Randolph	183
Hanover	16	Rockland	79
Hanson	18	Scituate	19
Hingham	10	Weymouth	179
Holbrook	16	Whitman	11
Hull	8	Out of District	38

\*22 ineligible

Table VII: Applications Received by Town for FY2022

Town	Applications	Town	Applications
Abington	13	Kingston	5
Braintree	13	Marshfield	10
Brockton	88	Norwell	8
Cohasset	7	Pembroke	14
Duxbury	6	Plymouth	10
E. Bridgewater	10	Quincy	33
Halifax	1	Randolph	115
Hanover	12	Rockland	57
Hanson	11	Scituate	13
Hingham	12	Weymouth	156
Holbrook	16	Whitman	12
Hull	12	Out of District	23

Table VIII: Applications Received by Town for FY2023

Town	Applications	Town	Applications
Abington	19	Kingston	10
Braintree	24	Marshfield	13
Brockton	117	Norwell	5
Cohasset	4	Pembroke	15
Duxbury	4	Plymouth	9
E. Bridgewater	3	Quincy	41
Halifax	5	Randolph	83
Hanover	11	Rockland	53
Hanson	9	Scituate	12
Hingham	17	Weymouth	133
Holbrook	25	Whitman	13
Hull	11	Out of District	34

**Table IX: Applications Received by Town for FY2024**

Town	Applications	Town	Applications
Abington	18	Kingston	8
Braintree	26	Marshfield	13
Brockton	134	Norwell	5
Cohasset	4	Pembroke	10
Duxbury	11	Plymouth	13
E. Bridgewater	6	Quincy	55
Halifax	0	Randolph	102
Hanover	15	Rockland	40
Hanson	12	Scituate	17
Hingham	8	Weymouth	122
Holbrook	35	Whitman	29
Hull	8	Out of District	51

**Table X: Applications Received by Town for FY2025**

Town	Applications	Town	Applications
Abington	15	Kingston	13
Braintree	26	Marshfield	18
Brockton	165	Norwell	6
Cohasset	3	Pembroke	20
Duxbury	4	Plymouth	9
E. Bridgewater	4	Quincy	57
Halifax	1	Randolph	100
Hanover	10	Rockland	51
Hanson	9	Scituate	6
Hingham	11	Weymouth	155
Holbrook	34	Whitman	20
Hull	9	Out of District	38

\*27 ineligible

Data from Tables IV-X indicate Brockton and Randolph as districts with a high number of applications, always remaining in the top three, to South Shore Charter over this six year period. Therefore, the School will be developing additional recruitment and retention strategies to target those sending districts that have not yet reached the net school sending cap. Tables IV-X indicate that significant interest remains within other sending districts throughout the South Shore.

Outlined within the South Shore Charter Public School Recruitment and Retention Plan 2024-2025 are consistent and enhanced strategies the School has deployed to attract, enroll, and retain students. The School continues to recruit students from a wide range of socioeconomic, linguistic, and cultural backgrounds. The School pursues enrollment from all designated sending districts, except Randolph, as per a DESE directive issued in 2021. As a direct consequence, Randolph a district that submitted the highest number of applications in 2021, dropped behind Brockton and Weymouth in application submissions in for the FY2023, FY2024, and FY2025 school years.

The South Shore Charter Public School received the highest number of applications from Brockton (165) for the FY2025 school year, followed by second place Weymouth, and third place Randolph. Brockton is nearing the net school spending cap. The School has leveraged CHART data to inform recruitment strategies and has fostered several successful approaches outlined in the FY2024 Annual Report Recruitment and Retention Plan.

CHART data indicates that the School is above the CI percentages in the Special Education/Students with Disabilities and Limited English Proficient Students/English Learners categories. The School is slightly under CI percentages (32.7) in the Low Income/Economically Disadvantaged category. The School’s Retention rates are above target with attrition

rates below third quartile percentages in all three student subgroups. The School has a successful history with online and social media outreach, legacy direct marketing, website upgrades to facilitate instruction, translations, and in-person assistance. The School’s newsletter, the Weekly Update, is widely distributed electronically including social media. The Weekly Update reaches a wide audience, including prospective families, and is accessible in multiple languages. However, the Recruitment and Retention strategy proven to be most successful is the regional transportation program, now in its third year. The School has invested significant funds, 1.4 million in FY2023 and 1.6 million in FY2024, before receiving partial reimbursement from the state in June 2024 for funds expended in FY2023.

Should the School receive approval to increase maximum enrollment, the School will continue and enhance those elements of the School articulated in the Strategic Planning Focus Groups. The most important of these is the academic achievement and college preparatory education students and families have come to expect from the South Shore Charter Public School. Academic programming was the first reason mentioned as to what makes South Shore Charter Public School the educational institution chosen for their child. The School will continue to offer Advanced Placement and Honors coursework, as well as coursework that is appropriately rigorous for every student. The School will continue to provide the supports needed so that every student can achieve at every grade level. Furthermore, the School will continue to be a welcoming and diverse school community that places value in what each family contributes to the School. The School will continue to welcome families into classrooms to participate in their child’s achievement. Community and schoolwide events will continue and become more broad reaching. And the School will continue to cultivate an alumni to support and message the School’s mission.

As stated within the Recruitment Plan for FY2025-FY2026, recruitment initiatives at the South Shore Charter Public School have been successful. From August to February the School actively solicited prospective students from twenty-six sending districts, bringing the wait list number to 662 despite declining student enrollment trends statewide. The School’s student body remains diverse and continues to represent students from numerous socio-economic, linguistic, and racial backgrounds.

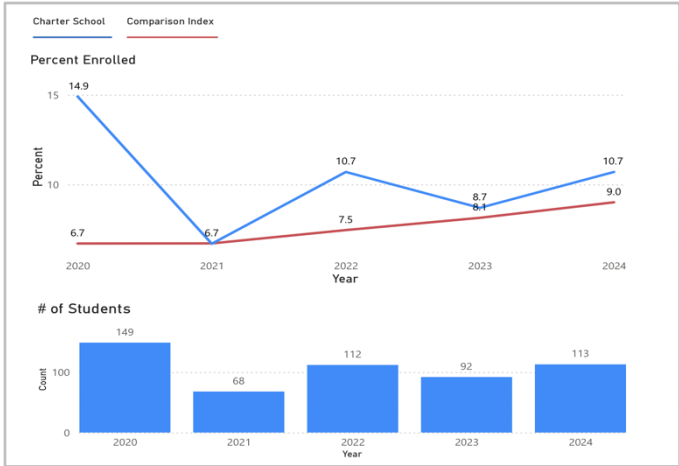


Chart III: South Shore Charter Student Enrollment 2020-2024 English Learners

Over a five-year trajectory, CHART data indicates a 4.2 percent decrease in the EL subgroup for SSCPS; from 14.9 in 2020 to 10.7 by 2024. CHART data for the Comparison Index indicates an increase of 2.3 for this subgroup, from 6.7 in 2020 to 9.0 by 2024.

Variations of the English Learners/First Language Not English student subgroup growth may be attributed to the School’s inability to actively recruit and enroll students from Randolph due to the DESE “At-Cap” mandate. Although the Comparison Index remains lower than SSCPS, the School predicted and noted concerning enrollment data and designed remediation factoring in this information, including implementation of the 1.4-million-dollar transportation program in FY23. Consequently, the school experienced an increase in this student population from 8.1 in 2023 to 10.7 in 2024.

The English Learner (EL) population at the South Shore Charter Public School has maintained over the past five years. Small decreases in the student number may also be attributed to students transitioning out of the program once reaching FLEP level. The School has demonstrated success with the EL population, thereby increasing the number of applicants who speak a language other than English at home. To identify English Learners, the School assesses language proficiency for all new students whose families are identified as speaking a language other than English on the Home Language Survey. The language assessment team uses ACCESS testing to identify the amount of support and level of proficiency for each

of the identified EL students. Attributed to the success of the program is the high number of students whose first language is not English. This student subgroup has grown significantly over time.

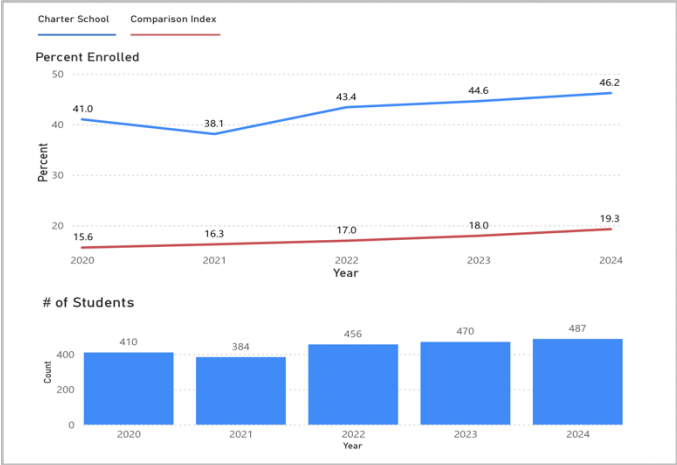


Chart IV: South Shore Charter Student Enrollment 2020-2024  
First Language Not English

DESE CHART data demonstrates an increase of the First Language Not English student population subgroup at South Shore Charter. Over a five-year trajectory, CHART data indicates a 5.2 percent increase in the FLNE subgroup for SSCPS, 41.0 to 46.2 by 2024. Comparison Index CHART data indicates a lesser 3.7 percent increase of the FLNE subgroup over a five-year trajectory; 15.6 in 2020 to 19.3 in 2024.



Chart V: South Shore Charter Student Enrollment 2020-2024  
Low Income/Economically Disadvantaged

Over a five-year trajectory, CHART data demonstrates a 11.6 percent increase in the Low Income student subgroup at SSCPS, from 21.1 in 2020 to 32.7 by 2024. CHART data for the Comparison Index indicates a 9.4 percent increase of the Low Income subgroup, 24.7 in 2020 to 34.1 by 2024.

The School has addressed the Comparison Index gap through the implementation of the 1.4-million-dollar transportation program in FY23, thereby increasing this subgroup from FY23 to FY24.

The South Shore Charter Public School is a full inclusion school. The growth of the Students with Disabilities student population as well as the High Needs has been steady and growing as reflected in Charts VI and VII. It would be optimal to hypothesize that by analyzing this data, the School has been able to determine which recruitment strategies have proven successful, and which strategies are ineffective. However, because of the limited admissions seats available at the time of the Enrollment Lottery, the School recognizes that the scope of these determinations is somewhat limited.

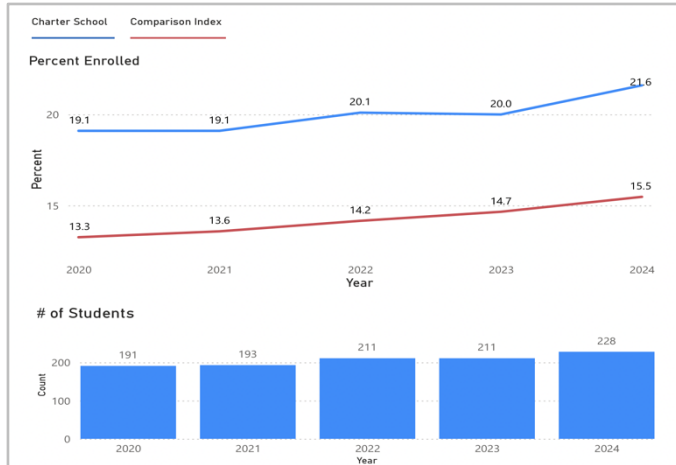


Chart VI: South Shore Charter Student Enrollment 2020-2024 Students with Disabilities

The Students with Disabilities subgroup has increased over the five-year trajectory at South Shore Charter. CHART data indicates a 2.5 percent increase in this subgroup for SSCPS, from 19.1 in 2020 to 21.6 by 2024. CHART data for the Comparison Index indicates a lesser 2.2 percent increase of the Students with Disabilities subgroup, from 13.3 in 2020 to 15.5 in 2024.

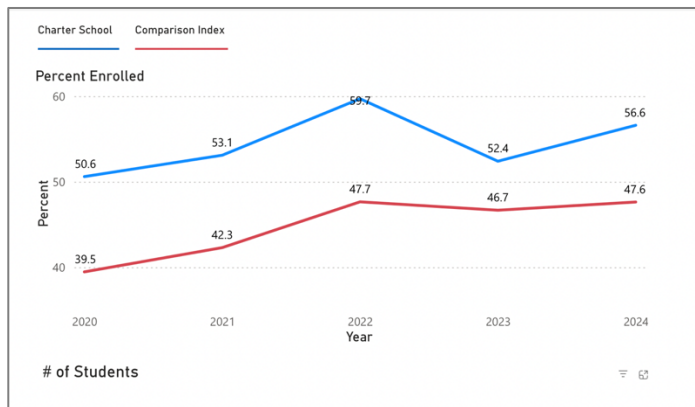


Chart VII: South Shore Charter Student Enrollment 2020-2024 Students with High Needs

Students with High Needs subgroup has increased over the five-year trajectory at South Shore Charter. CHART data indicates a 6 percent increase in this subgroup for SSCPS, from 50.6 in 2020 to 56.6 by 2024. CHART data for the Comparison Index indicates a 8.1 percent increase of the Students with High Needs subgroup, from 39.5 in 2020 to 47.6 in 2024.

Existing classroom methodologies have ramifications on students with disabilities and how this population receives instruction within an inclusive classroom. To provide students with the least restrictive educational environment, the School transitioned over ten years ago from a pull out model where the students met with a special education generalist, to a push in model where students were co-taught in regular education classrooms, with two subject area teachers, one teacher being dually certified in special education and the subject area. Using this model, many students continued to receive the pull out services as articulated in their educational plan, yet there was a significant increase in participation in mainstream classrooms. This model had a significant impact as student performance improved.

The Learning Services department remains in compliance with all Federal and State Special Education laws and regulations and continues a commitment to meeting the individual needs of all students in the least restrictive setting. The School actively recruits English Learner and First Language Not English students through Title I outreach, despite the limited number of openings, by hosting events on campus to encourage parent involvement, and by providing neighborhood agencies with enrollment materials. The School has increased the use of social media and online strategies to reach out to communities and all learners.

The South Shore Charter Public School did continue and enhance recruitment strategies that have been working to attract a diverse student population. During the 2023-2024 academic year the School held one open house and a series of open house events in January and February, *Talk to us Tuesday*, which were well attended. increased advertising in the local media, began a social media enrollment campaign, posted informational films from the School, and expanded community outreach. All enrollment open house events were well attended.

The South Shore Charter Public School practices recruitment strategies for each student demographic group as outlined within the recruitment plan. The School has experienced an increase in the number of students with low incidence disabilities. This is greatly due to the learning services director and his community outreach and attendance at South Shore Special Education Administrative Council meetings. The School's learning services faculty and director have made informational presentations to both SEPAC, ELPAC and the Parents Association. Additionally, the School's SEPAC has addressed outreach and recruitment by making them specific agenda items at parent meetings. The learning services faculty and director attend both open houses and have a classroom dedicated to parents seeking information for prospective students. Families researching learning environments that are different from their home districts are doing so at all grade levels, not only at the entry point of kindergarten. In seeking this enrollment expansion, the School seeks to meet the needs of these families by offering more student openings at every grade level.

## **DRAFT ENROLLMENT POLICY**

### **I. INTRODUCTION**

- a. South Shore Charter Public School (SSCPS) is a tuition free, public charter school enrolling students in Kindergarten through grade twelve. Applications are accepted from any school-aged student in grades K-12 who is a resident of Massachusetts. M.G.L. Chapter 71, Section 89(m).
- b. South Shore Charter Public School does not discriminate on the basis of race, color, national origin, creed or religion, sex, gender identity, 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. M.G.L. Chapter 71, Section 89(m); 603 CMR 1.05(2).
- c. SSCPS will implement the student recruitment and retention plan as is outlined in M.G.L. Chapter 71, Section 89(m) and 603 CMR 1.05(1). The plan is available in the SSCPS Annual Report at [www.sscps.org](http://www.sscps.org).
- d. The South Shore Charter Public School does not integrate the enrollment process with those of its sending school districts: Abington, Braintree, Brockton, Cohasset, Duxbury, East Bridgewater, Halifax, Hanover, Hingham, Holbrook, Hull, Kingston, Marshfield, Norwell (located), Pembroke, Plymouth, Plympton, Quincy, Randolph, Rockland, Scituate Weymouth, and Whitman-Hanson. 603 CMR 1.05(11).
- e. South Shore Charter Public School offers a wide range of programming to support the needs of diverse learners. Educational programming is offered to meet the needs of all English Language Learners. Programming is available to address the needs of students who may have disabilities requiring accommodations and/or support services. All applicants will be notified in writing of the rights of students with diverse learning needs so that students requiring special education or who are English Language Learners receive accommodations and support services. Upon enrollment, Learning Services staff will work with families to implement programming that serves the individual needs of each child. 603 CMR 1.05 (4).
- f. All information regarding the availability of learning services is included in the student handbook and on the school website [www.sscps.org](http://www.sscps.org). 603 CMR 1.05(4).
- g. The South Shore Charter Public School does not use financial incentives to recruit students and does not charge an application fee. 603 CMR 1.05(3)(a).
- h. The South Shore Charter Public School will not admit students in excess of the maximum enrollment as specified in the growth plan of the School's amended charter.
- i. The South Shore Charter Public School does not disclose student information unless required by law to do so. G.L. c. 71, § 89(g) and (n).
- j. The South Shore Charter Public School will provide regional transportation services to residents of the School's sending districts identified in the School's charter. Transportation routes for all students who reside

more than two miles from school, will be provided with transportation to school by SSCPS, with a bus stop one mile or less from the student's residence. Transportation routes may be established in the following cities and towns: Abington, Braintree, Brockton, Cohasset, Duxbury, East Bridgewater, Halifax, Hanover, Hanson, Hingham, Holbrook, Hull, Kingston, Marshfield, Norwell, Pembroke, Plymouth, Plympton, Quincy, Randolph, Rockland, Scituate, Weymouth, and Whitman. Students residing in the Town of Norwell are eligible for transportation through Norwell Public Schools. Transportation will be provided in accordance with the Charter School Technical Advisory 16-1: Transportation.

## I. ENROLLMENT CRITERIA

- a. The applicant must be a resident of Massachusetts to apply to enroll, and to attend a Massachusetts charter school. G.L. c. 71, § 89(ff).
- b. Proof of residency is required. Applicants should submit a copy of one of the following with the application, except in the case of homeless students and students in foster care:
  - A utility bill (not water or cell phone) dated within the past 60 days
  - A deed, mortgage payment dated within the past 60 days, or property tax bill dated within the last year or A current lease, Section 8 Agreement, or landlord affidavit
  - A W2 form dated within the year or a payroll stub dated within the past 60 days
  - A bank or credit card statement dated within the past 60 days
  - A letter from an approved government agency dated within the past 60 days
    - Department of Revenue (DOR)
    - Department of Children and Family Services (DCF)
    - Department of Transitional Assistance (DTA)
    - Department of Youth Services (DYS)
    - Social Security
- c. The South Shore Charter Public School does not require potential students or their families to attend interviews or informational meetings as a condition of application or enrollment. All applicants and their parents/guardians are encouraged to attend an informational open house. This is not a condition of application or enrollment. 603 CMR 1.05(3)(a).
- d. SSCPS does not administer tests to potential applicants or predicate enrollment on results from any test of ability or achievement. 603 CMR 1.05(3)(a).
- e. Students entering Kindergarten must be five years old (5) but no older than seven years old (7) by August 31 of their Kindergarten year. 603 CMR 1.05(12).
- f. All accepted students must provide documentation of (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 prior to the beginning of the academic school year for which that student has been accepted. Students who have not successfully completed the grade for which they applied will be enrolled in the last grade successfully completed

## II. ENROLLMENT PROCESS

- a. Applications may be found online on the website. Families may also pick up a hard copy at the School. Application materials are available at Open Houses and may be mailed directly to families by request.
- b. SSCPS will determine on an annual basis the number of spaces available each year in each grade. The number of seats available will increase by 225 students from FY2025 to FY2030.
- c. When there are more applicants than spaces in a grade, an Enrollment Lottery to determine admission is conducted. An Enrollment Lottery will be held on or prior to the first Saturday of March each year, if necessary. In any grade where there are more spaces than applicants, the applicants will be admitted without the Enrollment Lottery. Applicants not accepted during the Enrollment Lottery will be placed on a Waitlist in the order in which their name was drawn. To ensure a spot on the wait list when there are more applicants than spaces in a grade, applicants must participate in the regular enrollment process, beginning in November and continuing until no later than March 15.
- d. Each applicant accepted at the Enrollment Lottery will be notified by letter and email within one week of the Enrollment Lottery. Accepted students must indicate their enrollment intention by submitting the provided *Intent*

*to Attend* form by April 1. If no *Intent to Attend* form is received by that date, the opening is then subject to being offered to the next eligible applicant on the Waitlist.

- e. If an opening occurs at a later date, the School will directly contact the next eligible applicant on the waitlist by letter and telephone. If the waitlisted student accepts the offer of admission, the school will send an *Intent to Attend* form, which must be submitted to the school within 10 days of receipt. If no *Intent to Attend* form is received by that date, the opening will then be offered to the next eligible applicant on the Waitlist.
- f. Enrollment preference is given to siblings of currently attending students, then to students living in the School's region, and then to students outside of the region but still residents of Massachusetts. Once a student is accepted, he or she will not have to reapply annually. If an attending student moves to any other town in Massachusetts, the student may continue attending the school. If a student withdraws from the school for any reason, then wishes to return, the student must go through the same application process as any new applicant.
- g. The South Shore Charter Public School will not set any principal application deadlines or hold any Enrollment Lottery for student admission for the upcoming school year until after January 1 and shall conclude its principal enrollment process no later than March 15 of each year. Application deadlines will be advertised in *The Patriot Ledger* and other local newspapers, posted on the School's website, and included in the School's Weekly Update at least one month prior to the February deadline for applications. Completed applications for the Enrollment Lottery are due by 5:00pm on the Monday prior to the Enrollment Lottery. It is the responsibility of the applying family to be sure the application has been received by the School's Admissions Office.
- h. Upon request, the school will provide the names and home addresses to a third party mail house of students currently enrolled unless the parent or legal guardian requests that the school withhold their child's information. G. L. c. 71, § 89(g); 603 CMR 1.05(6)(e).
- i. Student information will be withheld per parent or guardian request. Parents may notify the Admissions Office of this intent by letter, email, or telephone correspondence.
- j. Any and all information requested in the application, such as language spoken at home or race/ethnicity, is not intended and will not be used to discriminate. M.G.L. Chapter 71, Section 89(m); 603 CMR 1.05(2).
- k. Reasonable proof of current residency or sibling status is required at the time an offer of admission is made. Reasonable proof of sibling status includes birth certificates, medical records, adoption records, or an affidavit. 603 CMR 1.05(10)(a).

### III. LOTTERY PROCEDURES

- a. SSCPS determines the spaces available in each grade based on the school's charter cap and the estimated number of returning students.
- b. The Enrollment Lottery will be held to determine students accepted for admission in all cases where there are fewer spaces than eligible applicants.
- c. Enrollment Lottery deadlines will be advertised in *The Patriot Ledger* and other local papers, the School's website, and in the Weekly Update at least one month prior to the deadline for applications. 603 CMR 1.05(5).
- d. The Enrollment Lottery is a public meeting posted with the Town of Norwell. The Lottery is held on or before March 15, in public, at 100 Longwater Circle, Norwell, MA 02061, and is conducted in plain view with all members of the community invited. 603 CMR 1.05(9).
- e. The School may conduct the Enrollment Lottery electronically, or if unable to do so by manual drawing. If the Enrollment Lottery is conducted electronically, an electronic lottery will randomly determine each applicant's rank order. After the randomly created lottery order has been established, preference for admission will be applied. A neutral party shall certify that the process is fair, and that selection is random. 603 CMR 1.05(9). If the Lottery is conducted manually, a neutral party 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. For each grade, all applicants will be randomly drawn to establish an initial random lottery order. After all the applicant names are drawn and a random lottery order has been established, preference for admission will be applied. 603 CMR 1.05(9). Applicants may opt out of having the name of their child(ren) read aloud by notifying the SSCPS enrollment office at 100 Longwater Circle, Norwell, MA 02061 in writing prior to the Enrollment Lottery.
- f. Siblings of students who are currently attending at the time an offer of admission is made, regardless of residency, are given admission preference over non-siblings. Sibling is defined as students who have a common parent, either biologically or legally through adoption. 603 CMR 1.05(6)(b).

- g. Non-sibling residents of the cities and towns served by the School's region are given preference for admission over non-resident students. Proof of residency, as defined within this policy, is required at the time an application is submitted and, if after the Enrollment Lottery, when an offer of admission is made. G.L. c. 71, § 89(m); 603 CMR 1.05(6)(b).
- h. Non-resident, non-siblings do not receive a preference for admission but are encouraged to apply. M.G.L. Chapter 71, Section 89(m); 603 CMR 1.06(4)(a).
- i. In cases where the enrollment of a student, who is not a sibling of another currently enrolled student, from the waitlist would exceed the district charter tuition cap, the student will be skipped but kept on the waitlist. In cases where the enrollment of a student who is a sibling of a student currently attending the South Shore Charter Public School would exceed the district charter school tuition cap, the sibling may be enrolled and the Commonwealth of Massachusetts will provide tuition for the sibling, subject to appropriation. G.L. c. 71, § 89(i); 603 CMR 1.05(10)(b).
- j. The South Shore Charter Public School shall place the names of students not selected at the time of the Enrollment Lottery on a waitlist in the order the names were drawn. 630CMR 1.05(10). Students shall be admitted off the waitlist in accordance with all enrollment policies outlining sibling preference and residency.
- k. If the initial lottery fails to fill the available admission spaces, the South Shore Charter Public School may repeat the Enrollment Lottery with reasonable public notice of at least ten days prior to the application deadline and will follow the lottery procedures described in this enrollment policy. 603 CMR 1.05(8).
- l. As spaces become available during the school year, the South Shore Charter Public School may repeat the enrollment process to fill these openings and to meet the requirements. 603 CMR 1.05(8).
- m. Applicants who wish to attend SSCPS, but failed to apply before the initial application deadline may do so at any time and be considered for admission or placed on our waiting list during a subsequent enrollment process after the initially created waitlist has been exhausted. All subsequent enrollment processes shall be implemented in accordance with all required application deadlines and notification for additional lotteries.

#### IV. WAITLIST DESCRIPTION

- a. The waitlist is not static and is subject to change based on changes in preferences that may occur over time. It is important for families to notify SSCPS with any new contact/residency information as it may impact your position on the waitlist.
- b. Should a student(s) stop attending the South Shore Charter Public School or decline admission once accepted, the next available student on the waitlist for that grade, taking into account the current status of enrollment preferences, will be offered admission until the vacant seat is filled. G.L. c. 71, § 89(n).
- c. No student may be admitted ahead of other eligible students who were previously placed on a waitlist during a prior enrollment process except in cases where enrollment preferences change or as described in 603 CMR 1.05(10)(b). 603 CMR 1.05(8).
- d. Students on the waitlist will be informed of an offer of admission by telephone, email, and/or by letter.
- e. Students who fail to submit their *Intent to Attend* form or decline an offer of admission, either verbally, email, or telephone must reapply for admission should they choose to at a later date.
- f. The South Shore Charter Public School shall maintain a waitlist only for the school year for which the student applied. The South Shore Charter Public School does not maintain a rolling waitlist, thereby generating a new waitlist for each academic year. 603 CMR 1.05(10)(a).
- g. The South Shore Charter Public School maintains accurate records of the waitlist. The waitlist contains student names (first, middle, last), dates of birth, cities or towns of residence, grade levels, home addresses, and telephone numbers for students who entered the lottery but did not gain admission 603 CMR 1.05(10)(a).
- h. In conformance with G.L. c. 71, § 89, the South Shore Charter Public School shall, when a student stops attending the school for any reason, fill vacant seats up to February 15 603 CMR 1.05(10)(c).
- i. A vacancy not filled after February 15 moves into the subsequent grade, to be filled the following September if such grade is not grade 12. Seats for students who have accepted an offer of admission to the South Shore Charter Public School, but have never attended, are exempt from this provision 603 CMR 1.05.

**Educational Programming**  
**Criteria 8-10**

**Mission and Key Design Elements**

**Rigorous academics in major subject areas including the arts, sciences, foreign language, and social sciences; combined with project-based learning**

The School's commitment to rigorous academics in major subject areas, including the arts, sciences, foreign language, and social sciences, is evident through a blend of traditional instruction and project-based learning. Literacy efforts saw a significant increase in support with the addition of two full-time reading intervention teachers and three part-time administrators. This allowed K-4 students to receive instruction in 25 small, dynamic reading groups tailored to their data-driven needs. Additionally, after-school reading support groups were available for students in grades 2-8 from November through April. K-4 teachers also participated in a year-long, 36-hour Keys to Beginning Reading course to enhance their instructional skills.

Writing instruction was strengthened by reintroducing the Collins Writing Program for grades 5-12 in ELA, social studies, and history, fostering a common language of instruction and shared strategies, many of which are project-based. Mathematics instruction focused on equitable practices, peer collaboration, hands-on activities, inquiry-based learning, and math games, with an emphasis on enhancing math language understanding and implementation strategies across grades 5-12.

In the fields of science, technology, and engineering, there was a strong emphasis on higher-order thinking, questioning, and phenomena-based problem solving. Teachers concentrated on refining instructional practices, including inquiry-based and project-based learning, and providing scaffolded support to students. World Languages adopted a proficiency-based curriculum that prioritized communicative activities and the use of authentic cultural resources, alongside the implementation of a standards-based grading system in 2023-2024, with common rubrics for grades 5-12.

The integrated K-2 science program continued its partnership with Holly Hill Farm, offering hands-on, outdoor classroom learning aligned with Massachusetts Frameworks and K-2 science standards. Project-based learning was prominently featured, with grade 6 and 7 students engaging in design and engineering projects and researching ecosystem impacts. The return of science fair-style Exhibition of Mastery presentations for grades 6 and 7 marked a significant achievement in bringing back project-based learning suspended in 2020.

<p><b>Projects (K-8) and Workshops (9-12)</b>  Classes that implement a project-based methodology whereby students take on a leadership role and are responsible for their own learning.</p> <p>Provide exemplary opportunities for students that change lives and give meaning to the school day.</p>	<p>Pandemic health and safety protocols limited Projects and Workshops from 2020-2021, but soon returned to full course offerings. By 2024 all SSCPS students had participated in Projects and Workshops. 610 out of 645 or 95% of students in grades 5-12 earned a grade of 80% or higher in Project/Workshop courses, and over 90% of students met the academic standards set for each grade and level.</p>
<p><b>Exhibition of Mastery (EoM)</b>  A summative assessment allowing students to present to their peers on a topic of their choice after fully exploring the topic in detail.</p>	<p>Have successfully evolved with the school allowing for cross-grade collaboration and have taken on such forms as the science fair, the history wax museum, the fashion show, and the civics project showcase.</p>

**Support of both the academic and social emotional needs of all students in an inclusion model within a nurturing K-12 school culture**

South Shore Charter Public School (SSCPS) supports both the academic and social-emotional needs of all students within an inclusion model and a nurturing K-12 school culture. The school conducts Kindergarten screenings to assess development and identify special education needs. At enrollment, families complete the Home Language Survey to determine the need for ESL services, with timely testing and communication regarding eligibility and options. SSCPS has Student Support Teams for K-4, 5-8, and a data review team for grades 9-12. These teams use a Response to Intervention model to address academic, social, or emotional difficulties before referring students to special education. They focus on evidence-based interventions and data-driven decision-making.

The School provides comprehensive services through its Learning Services Department, offering inclusion and pull-out services to meet diverse student needs. Specialized equipment and assistive technology are provided as specified in IEPs or 504 plans. SSCPS employs school psychologists and pupil adjustment counselors to evaluate and support students with various needs, including academic, emotional, and behavioral issues. These counselors also support the Therapeutic Academic Support Program (TASC) for high school students facing significant social/emotional challenges. Speech and Language Pathologists, Occupational Therapists, a Physical Therapist, and a BCBA, along with Behavior Support Assistants, provide targeted services to address communication, sensory integration, fine motor skills, and behavioral challenges. Individual and small group academic support is aligned with the State Curriculum Frameworks, ensuring students can access the general education curriculum while receiving the necessary support.

<p><b>Inclusion</b> The pedagogical practice of keeping all students together in the same learning environment to provide support in the general education classroom instead of pulling students out into substantially separate classes.</p>	<p>All SSCPS students participated in inclusion classes with tremendous benefits to all learners. By 2023-2024, 82 out of 161, or 51%, of high needs high school students successfully completed Honors and/or Advanced Placement coursework.</p>
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**K-12 community service both through a project-based learning model and within student home communities**

Community service experienced a revival in 2023-2024. The school community has been fortunate to bring new focus on community service and the importance of service to others. Over the past year, students and families worked hard throughout their communities and reflected on their experiences. In September, the School created a new platform for students to use to record their community service hours and meet their grade level expectations.

Community service has been improving. The new platform has allowed students to reflect as they work within their communities to make a difference. Examples include running in or volunteering for the School’s annual road race or school event, working in a food bank, or helping a neighbor or at a church. Community service aligns with the School’s mission statement, but more importantly, it aligns with who students are as individuals. By actively participating in community service, students go beyond the realm of academics and the school campus to show what they know in practical and meaningful ways. Through service, SSCPS students learn the immeasurable value of contributing to the well-being of others and develop a sense of responsibility for something collectively great. We see much in our students through community service, empathy, leadership, and a commitment to making a positive impact on the world.

<p><b>Community Service/Service Learning</b> Inherent in most Projects and Workshops, opportunities for students to serve others in the school and local communities. Community service is also an Exit Standard at each grade.</p> <p>This central component of our mission allows for students to make meaningful contributions to the world around them. Service learning has often been the driving force behind student achievement.</p>	<p>Service learning proved a challenge during the COVID-19 pandemic. The School was able to gradually reintroduce service learning as pandemic protocols were lifted. By 2023-2024, 43 out of 56 or 78% of Projects and Workshops participated in community service over the course of the year.</p> <p>The School will continue to support community service initiatives for families and increase communication of opportunities and the online record keeping system introduced in the fall of 2023.</p>
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**Support of college and career readiness through a strong academic program that includes internship opportunities and college-level coursework**

The School's support of college and career readiness is evident through a strong academic program that includes internship opportunities and college-level coursework. Standardized test preparation is a priority, with the PSAT administered to juniors, grade 10 students, and grades 8/9 to gather data for curricular changes and interventions. SAT preparation is offered to all students, with participation rates exceeding those of the top three sending districts. Math acceleration and support are also emphasized. The use of iXL Math for grades 9-12 helps with assessment and growth tracking, supported by professional development sessions for teachers.

College-level coursework is a significant component of the academic program, with students placed in AP Calculus AB, AP Calculus BC, AP Statistics, and AP Precalculus. Additionally, students have the opportunity to enroll in the John Hopkins University online Multivariable Calculus course. The Seal of Biliteracy program, established in 2019-2020, has seen growing student participation and achievements. In the 2023-2024 school year, 18 students took part in language proficiency testing, earning awards for the Massachusetts Seal of Biliteracy and the Global Seal of Biliteracy.

<p><b>College Preparatory Curriculum and Programming</b> The School continues to attract students from twenty-six diverse sending districts who seek an academic setting with college and career readiness as a focus for all.</p> <p>Implementation based on the core belief of the School that all students deserve equal educational opportunity for successful life outcomes.</p>	<p>By 2024 29 out of 69 or 42% of graduating Seniors earned a score of 3 or higher on at least one Advanced Placement exam prior to graduation and 79 out of 87 or 91% of eleventh grade students participated in the SAT thus far. The mean total score for SSCPS students was 972, above the state average of 971 and the national average of 952.</p> <p>Although health and safety protocols made Senior Internships unattainable during the COVID-19 pandemic, students were able to regain traction in this program and by 2024 all graduating students either participated in an internship or completed an Independent Study project.</p>
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**Integrated K-12 academic program within a culture of continuous improvement**

The integrated K-12 academic program is fostered within a culture of continuous improvement. Literacy and reading support were strengthened through reading summer programs in 2021 and 2022 for rising first through fifth graders. The DIBELS assessment was administered in grades K-5 three times a year, with additional progress monitoring to ensure ongoing progress.

Assessment and program evaluation utilize MCAS and PSAT data for informed instructional decision-making in Math, Science, and Technology/Engineering, alongside formative and summative assessments in history and social studies to identify gaps and opportunities for acceleration and remediation. Professional development included a year-long Keys to Beginning Reading course for K-4 teachers and focused sessions for grades 3-8 teachers to support changes in the STE MCAS. Teachers participated in the Lead for Literacy Institute, funded by the Lead for Literacy grant, focusing on evidence-based literacy practices.

Continuous improvement in math instruction was achieved using iReady data to identify students for math acceleration and create targeted intervention groups. Diagnostic data supported student learning and practice throughout the school year. Additionally, an after-school tutoring program focused on mathematics for students in grades 2-8 from November through May, complemented by expanded summer programming for 2023 and 2024 targeting math acceleration and remediation in grades 3-10.

Science instructional practices saw teachers embedding hands-on classroom tasks and digital performance tasks to support deeper learning goals and align with MCAS changes. Common and formative assessments were developed collaboratively by teachers to inform instruction and improve student achievement.

<p><b>Integrated K-12 Academic Program within a Culture of Continuous Instructional Improvement</b></p> <p>As a K-12 institution, the School provides opportunities for students and teachers alike to learn from one another across campus. At the student level this includes mentoring partnerships, cross-level collaboration, and multi-grade learning opportunities. At the faculty level this work focuses on vertical curriculum alignment and the development of common learning practices.</p>	<p>By 2023-2024 44 out of 56 or 79% of Projects and Workshops participated in multi-grade level activities. These activities included performances, presentations, and mentoring relationships that spanned grades K-12.</p> <p>Teachers continue to meet weekly both by department and bimonthly by Level to assess student learning and identify learning gaps in need of remediation. A significant portion of the professional development time embedded in the school year in monthly half days remains dedicated to analyzing assessment data, prioritizing standards, and planning for student interventions.</p>
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One of the founding principles of the South Shore Charter Public School is to foster a close working relationship among all stakeholders, students, teachers, and parents. Through individual goal setting meetings, college counseling sessions, and parent workshops, teachers collaborate to keep parents involved and informed. Parents are key stakeholders; there are currently seven parents or grandparents serving on the Board of Trustees. Teachers communicate with parents and families on an ongoing basis to ensure student success. Formal meetings occur at the beginning of the year to create individualized academic social-emotional and academic goals. Teachers are available via telephone and email and provide feedback to parents throughout the school year.

Opportunities to develop relationships among students of all ages exist in cross level grade collaborations. High School students lead physical education Focused Instructional Time classes for seventh and eighth graders; first and second graders benefit from spending time with their older book buddies; a seventh grader offers after-school remedial Spanish tutoring to fifth and sixth graders. Within the multi-age levels, students support and nurture each other through shared activities such as the Exhibitions of Mastery and small group work. There are real opportunities for student leadership in the school community. Students serve on the Board of Trustees and the Parents Association and are included in important ad-hoc committees that determine field trips.

The South Shore Charter Public School maintains a clear and well-understood system for decision-making and communication processes among all members of the school community. There is a school wide culture of participation and ownership pervades the South Shore Charter Public School community. The 2024 SSCPS Annual Family Satisfaction Survey reported that 87.84% of all parents feel that the school leadership team guides regular open communication through meetings, Updates, letters, web postings, open houses and individual conferences. Meaningful roles in the decision-making process are accorded to students, parents and all members of the school staff to promote an atmosphere of participation, responsibility and ownership. The Annual Family Satisfaction Survey reports that 84.67% agree or strongly agree with the statement *SSCPS provides meaningful opportunities for parents to participate in governance and volunteer.*

Just as the Strategic Planning Focus Groups requested feedback about facilities and the future of South Shore Charter, questions were posed about the School’s curriculum offerings, about the teaching and learning, and about student life during each focus group. Insights were derived from the first four guiding questions:

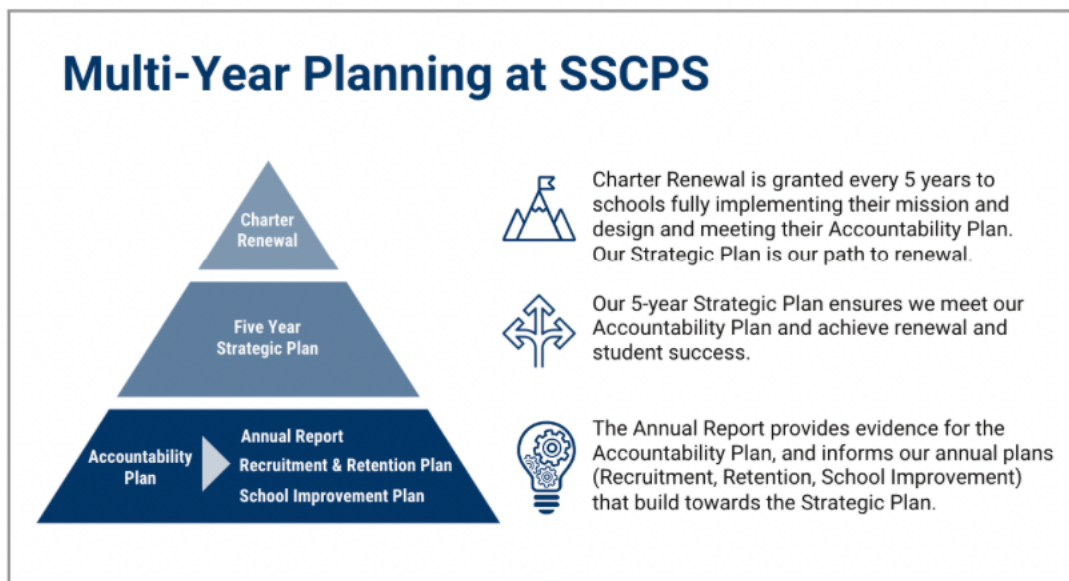
**Academic Program**

1. *What should teaching and learning look like at SSCPS to prepare students for life-long success?*
  - a. *What are we doing well to prepare students to succeed in college and on their future path?*
  - b. *What improvements are needed for student success?*
  
2. *In what ways does SSCPS meet the unique academic needs (language, learning, etc. ) of your student(s)?*
  - a. *How can this be improved so all students can thrive?*

**Student Life**

3. *In what ways does SSCPS support your student’s well-being and social-emotional health?*
  - a. *How can we improve social-emotional support for students?*
  
4. *What extracurriculars, or activities outside of class like clubs, athletics, service, or leadership opportunities have been most valuable for your student(s)?*
  - a. *What additional opportunities should they have access to?*

Strategic planning will become multi-year planning as the five-year strategic plan is revisited in the focus group format. The School anticipates reconvening 25 to 30 focus groups each year from all stakeholder groups; faculty and staff, students, and families.



**Capacity**  
**Criteria 11-14**

The Board of Trustees (the Board) has extended ongoing efforts to recruit and retain a consistent school leadership team. The Board and school leadership team hold a shared vision of recruiting, supporting, and retaining a highly qualified, diverse faculty and staff with a shared commitment to improved student learning and rigorous academic achievement for all learners. The Executive Director, members of the school leadership team, teacher leaders, and Curriculum Coordinators set decisions and policies to impact teaching and learning at the South Shore Charter Public School.

South Shore Charter Public School							
Staffing Chart		FY25	FY26	FY27	FY28	FY29	FY30
Administration: School Leader		1.0	1.0	1.0	1.0	1.0	1.0
Administration: Admissions		1.0	1.0	1.0	1.0	1.0	1.0
Administration: Clerical		2.9	4.0	4.0	4.0	4.0	4.0
Administration: Technology		3.0	3.0	3.0	3.0	3.0	3.0
Administration: Business/HR		2.8	4.0	4.0	4.0	4.0	4.0
Building Operations		2.0	3.0	3.0	3.0	3.0	3.0
Instructional: K-12 School Leaders		7.3	8.3	8.3	8.3	8.3	8.3
Instructional: LS School Leaders		2.4	2.4	2.4	2.4	2.4	2.4
Instructional: Guidance		2.0	2.0	2.0	2.0	2.0	2.0
Instructional: Counseling/School Psych		6.0	6.0	6.0	6.0	6.0	6.0
Instructional: Teachers		70.0	75.0	78.0	80.0	82.0	83.0
Instructional: Paraprofessionals		13.0	15.0	16.0	17.0	17.0	17.0
Instructional: LS Teachers		22.0	23.0	23.0	23.0	23.0	24.0
Instructional: LS Paraprofessionals		11.0	12.0	13.0	13.0	13.0	13.0
Instructional: ELD Teachers		2.8	4.0	4.0	4.0	4.0	4.0
Instructional: Specialists		2.0	2.0	2.0	2.0	2.0	2.0
Instructional: LS Professional Support		7.2	8.0	8.0	8.0	8.0	8.0
Instructional: K-12 Bldg Wide Subs		2.0	2.0	2.0	2.0	2.0	2.0
Instructional: K-12 Clerical		1.0	1.0	1.0	1.0	1.0	1.0
Instructional: LS Clerical		2.0	2.0	2.0	2.0	2.0	2.0
Pupil Services: Food Services		1.4	1.5	1.5	1.5	1.5	1.5
Pupil Services: Nursing		2.4	3.0	3.0	3.0	3.0	3.0
Pupil Services: Transportation		0.4	0.5	0.5	0.5	0.5	0.5
	FTE	167.5	183.7	188.7	191.7	193.7	195.7

The School projects adding 28.2 FTE faculty and staff during the course of the five year expansion. The School plans to hire additional administrative support, building operations, teaching faculty, paraprofessionals, learning services (SPED) teaching faculty, ELD Teacher, and additional nursing, food services, and transportation support. See the below chart.

Faculty & Staff Projected Expansion Additions					
	FY26	FY27	FY28	FY29	FY30
Administration: Clerical	1.1				
Administration: Business/HR	1.2				
Building Operations	1.0				
Instructional: K-12 School Leaders	1.0				
Instructional: Teachers	5.0	3.0	2.0	2.0	1.0
Instructional: Paraprofessional Support	2.0	1.0	1.0		
Instructional: LS Teachers	1.0				1.0
Instructional: LS Paraprofessionals	1.0	1.0			
Instructional: ELD Teachers	1.2				
Instructional: LS Professional Support	0.8				
Pupil Services: Food Services	0.2				
Pupil Services: Nursing	0.6				
Pupil Services: Transportation	0.2				
<b>Projected Faculty &amp; Staff Additions</b>	<b>16.2</b>	<b>5.0</b>	<b>3.0</b>	<b>2.0</b>	<b>2.0</b>

Please see IV. Monitoring and Progress Oversight, Criteria 15-16.

## Governance

### Criteria 15-16

**I. Introduction** The Board of Trustees at South Shore Charter Public School (SSCPS) is committed to expanding student enrollment while maintaining the highest educational standards. This plan outlines the strategic approach, timeline, and responsibilities for ensuring that the school's enrollment expansion aligns with its mission and values. The board will oversee progress and make necessary adjustments to ensure success.

### II. Objectives

1. **Increase Enrollment Capacity:** Expand enrollment by 25% or 225 students.
2. **Ensure Quality Education:** Maintain academic excellence, diverse programming, and strong student outcomes.
3. **Strengthen School Infrastructure:** Enhance facilities, resources, and staffing to support increased enrollment.
4. **Community Engagement:** Strengthen relationships with the community, parents, and stakeholders to foster support for expansion.

### III. Motivations

1. *Enhanced facilities would allow SSCPS to make modifications to the outside property, and internal space benefiting school programming.*
2. *There is an increasing need for more space for both students and teachers, which could be alleviated by expansion.*
3. *SSCPS is committed to maintaining smaller class sizes, which must be factored into any expansion plan.*

### Strategic Actions for Enrollment Expansion

1. **Market Research & Community Needs Assessment**
  - o Conduct a comprehensive analysis of local and regional demand for charter school enrollment. This research can leverage the data already collected for waitlist monitoring.
  - o Survey parents, students, and community stakeholders to assess interest and identify areas of potential growth.
2. **Marketing and Outreach**
  - o Develop a marketing campaign to raise awareness of the school's mission and academic offerings.
  - o Use digital platforms, community events, and partnerships with local organizations to increase visibility.
  - o Highlight success stories, student achievements, and extracurricular programs to attract prospective families.
3. **Facility and Infrastructure Planning**

- Assess the current facility’s capacity and identify needs for expansion (e.g., classrooms, transportation, technology).
  - Collaborate with architects, contractors, and facility managers to ensure adequate space for the expanded student body.
  - Secure funding for infrastructure upgrades through state grants, fundraising campaigns, partnerships and/or financing.
4. **Staffing and Recruitment**
    - Hire additional educators and support staff to accommodate increased enrollment.
    - Ensure that new staff align with the school’s values of diversity, inclusion, and academic excellence.
    - Provide ongoing professional development to maintain high standards of teaching and student support.
  5. **Academic Program Expansion**
    - Expand the curriculum to offer more elective courses, extracurricular activities, and programs that cater to a larger and more diverse student body.
    - Introduce innovative programs that differentiate the school from other educational options in the region.
    - Monitor academic outcomes to ensure that the expanded enrollment does not compromise the quality of education.

#### **IV. Monitoring Progress and Oversight**

1. **Stakeholder Engagement and Communication**
  - Maintain transparent communication with parents, staff, and the community throughout the expansion process.
  - Hold regular town halls and provide updates on progress, addressing any concerns that arise.
2. **Key Performance Indicators (KPIs)**
  - Establish measurable KPIs to track progress, including enrollment numbers, academic performance, student retention rates, and facility readiness.
  - Academic performance data to ensure that expansion does not negatively impact student outcomes.
3. **Enrollment & Demographics Tracking**
  - Regularly track enrollment data, including demographics, socioeconomic backgrounds, and geographic distribution.
  - Ensure that the school’s commitment to equity and inclusion is upheld in enrollment practices.
4. **Board Oversight and Accountability**
  - The Board of Trustees will receive quarterly or monthly progress reports from school administration and enrollment committees.
  - The board will review key milestones and hold regular meetings to ensure that all aspects of the expansion plan are on track.
  - Conduct annual evaluations of the plan’s success and make adjustments based on data and stakeholder feedback.
5. **Risk Management**
  - Identify potential risks associated with enrollment expansion, such as budget constraints, facility delays, or shifts in community interest.
  - Develop contingency plans to mitigate risks and ensure continuity of the school’s mission and operations.

**VI. Conclusion** Expanding enrollment at SSCPS will enhance educational opportunities for more students while maintaining the core values of excellence, diversity, appropriate classroom ratios and community engagement. The Board of Trustees is committed to guiding this process through strategic oversight, transparent communication, and continuous improvement.

**Finance**  
**Criteria 17-20**

The South Shore Charter Public School has a history of deliberate conservative fiscal policy and continues to budget based on DESE tuition and facilities aid revenue projections determined by student enrollment. Each year the School's fiscal operation and capital budget is focused on School tuition trend analysis and on the economic forecast within the federal and state government, as well as local sending districts. The School remains informed of district revenue levels as well as annual legislative changes that directly impact the funding formula. The School receives federal and state entitlement and competitive grant funding that help support a portion of our programming. The School receives federal and state reimbursement for our breakfast and lunch by participating the National School Breakfast and Lunch program and receives regional transportation reimbursement for a portion of our prior year's regional transportation costs.

The DESE mandated annual independent financial audits have produced no significant negative findings over the last renewal period. The current debt agreement continues to require the school to always set aside \$750,000 to meet loan covenants. The School has successfully met the loan requirement and has reserved enough for cash flow purposes.

The Board of Trustees, which includes the Finance Committee, works in conjunction with the Executive Director to oversee SSCPS finances throughout each fiscal year. This task includes fiscal planning and management, and ongoing stewardship. The Director of Finance has an integral role in fiscal planning and monitoring. To support the School's Administration, the Director of Finance assists leadership in determining programming costs. The Director of Finance drafts the initial budget by reviewing current and expected expenses, revenues, assets, and cash flow reports. The Director of Finance coordinates the annual audits and prepares reports to the Board and the Finance Committee. In addition to budgeting initiatives, the Director of Finance oversees payroll, human resources, and serves as the School's public purchasing official and holds the MCPPO designation.

The South Shore Charter Public School is a financially sound public charter school. This amendment request will allow the School to educate an additional 225 students. The additional revenues generated from this enrollment increase, will come in the form of state tuition, facilities aid, federal and state entitlement grants, federal and state program reimbursements (NSLP & Regional Transportation), program fees, and local grants. These additional funds will allow for the School to increase programming opportunities for our students. The projected revenues and program costs are summarized in the following FY26-FY27 Expansion Financial Projection.

The School has a history of budgeting conservatively, which has allowed us to grow our cash reserves. If during this expansion period, there is a budget shortfall, the School will be able to access cash reserves to assist with the shortfall. The School will then plan to make the necessary budget adjustments in the next fiscal year.

	FY26	FY27	FY28	FY29	FY30
<b>Ordinary Income/Expense</b>	1,155	1,216	1,259	1,276	1,300
<b>Income</b>					
4000 · Per Pupil Revenue	22,111,700	23,596,822	24,895,242	25,582,398	26,288,600
4005 · DOE Administered Grants	1,167,900	1,076,800	910,600	805,000	824,000
4030 · Other Revenue Sources (Program Fees)	2,117,963	2,344,679	2,544,116	2,647,720	2,582,502
4080 · Donations & Fundraising	15,000	15,000	15,000	15,000	15,000
4091 · Local Grants	32,500	62,500	62,500	62,500	62,500
<b>Total Income</b>	<b>25,445,063</b>	<b>27,095,801</b>	<b>28,427,458</b>	<b>29,112,618</b>	<b>29,772,602</b>
<b>Gross Profit</b>	<b>25,445,063</b>	<b>27,095,801</b>	<b>28,427,458</b>	<b>29,112,618</b>	<b>29,772,602</b>
<b>Expense</b>					
5999 · Salaries & Wages	15,987,905	17,052,020	18,004,911	18,599,518	19,238,964
6021 · Travel Exp-Staff & BOT (Travel and Mileage)	5,000	5,000	5,000	5,000	5,000
6026 · Employee Fringe Benefits	2,140,447	2,420,526	2,622,154	2,811,711	2,876,596
6029 · Payroll Taxes	450,482	481,872	510,518	529,765	547,656
6036 · Professional Development	100,000	65,000	100,000	65,000	100,000
6100 · Rent/Lease (Rent/Lease)	1,335,633	1,389,237	1,442,889	1,496,541	1,550,241
6101 · Real Estate Taxes	6,000	6,000	6,000	6,000	6,000
6130 · Utilities (Utilities)	400,000	425,000	450,000	475,000	500,000
6140 · Maintenance Contractor	576,192	593,142	611,391	630,343	617,571
6150 · Maintenance Supplies/Materials	45,000	47,000	49,000	51,000	53,000
6210 · Insurance (Insurance)	85,000	88,000	90,000	92,000	95,000
6220 · Office Supplies (Office Supplies)	50,000	50,000	50,000	50,000	50,000
6240 · Advertising	20,000	20,000	20,000	20,000	20,000
6250 · Postage and Delivery (Postage and Delivery)	7,000	7,000	7,000	7,000	7,000
6260 · Printing & Reproduction	2,000	2,000	2,000	2,000	2,000
6270 · Copiers Leases/ Maintenance	70,000	72,000	74,000	74,000	74,000
6280 · Profess. Fees-Bus/Fin/HR/Leg (Professional Fees)	150,000	150,000	150,000	150,000	150,000
6510 · Transportation	1,826,300	2,045,700	2,167,000	2,084,900	2,104,500
6520 · Field Trip Expense	20,000	20,000	20,000	20,000	20,000
6530 · Academic Supplies	300,000	300,000	300,000	300,000	250,000
6540 · Service Contractors-Instruction	100,000	100,000	100,000	100,000	100,000
6561 · Technology	250,000	250,000	225,000	225,000	200,000
6562 · Furniture & Equipment Expense	10,000	10,000	10,000	10,000	10,000
6570 · Library/Materials & Software	2,000	2,000	2,000	2,000	2,000
6800 · Food Services/School Events/Board Retreats	678,050	730,090	742,500	742,500	742,500
6850 · Interest Expense (Interest Expense)	2,000	2,000	2,000	2,000	2,000
6870 · Awards, Fellowships & Scholarships	2,500	2,500	2,500	2,500	2,500
6900 · Depreciation Expense	425,000	425,000	425,000	425,000	425,000
<b>Total Expense</b>	<b>25,046,509</b>	<b>26,761,087</b>	<b>28,190,863</b>	<b>28,978,778</b>	<b>29,751,528</b>
<b>Net Ordinary Income</b>	<b>398,554</b>	<b>334,714</b>	<b>236,595</b>	<b>133,840</b>	<b>21,074</b>
<b>Other Income/Expense</b>					
<b>Other Income</b>					
4097 · Donated Equipment	5,000	5,000	5,000	5,000	5,000
<b>Total Other Income</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>
<b>Net Other Income</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>
<b>Net Income</b>	<b>403,554</b>	<b>339,714</b>	<b>241,595</b>	<b>138,840</b>	<b>26,074</b>
<b>Add Back Depreciation</b>	<b>425,000</b>	<b>425,000</b>	<b>425,000</b>	<b>425,000</b>	<b>425,000</b>
<b>Subtotal</b>	<b>425,000</b>	<b>425,000</b>	<b>425,000</b>	<b>425,000</b>	<b>425,000</b>
<b>Less YTD Capital Expenses:</b>					
<b>Technology</b>	<b>(300,000)</b>	<b>(300,000)</b>	<b>(300,000)</b>	<b>(225,000)</b>	<b>(175,000)</b>
<b>Equipment</b>	<b>(200,000)</b>	<b>(150,000)</b>	<b>(150,000)</b>	<b>(125,000)</b>	<b>(75,000)</b>
<b>Vehicles</b>	<b>(50,000)</b>	<b>(50,000)</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Leasehold Improvements</b>	<b>(200,000)</b>	<b>(200,000)</b>	<b>(200,000)</b>	<b>(175,000)</b>	<b>(150,000)</b>
<b>Subtotal</b>	<b>(750,000)</b>	<b>(700,000)</b>	<b>(650,000)</b>	<b>(525,000)</b>	<b>(400,000)</b>
<b>Net Cash Effect</b>	<b>78,554</b>	<b>64,714</b>	<b>16,595</b>	<b>38,840</b>	<b>51,074</b>

The School's revenues and expenditures are projected based on utilizing prior year trend analyses, DESE current projections, and factors in instructional program needs. The School projects tuition to increase between 1-2% annually with a small increase in facility aid. During the FY26-FY30, the School plans to employ 28.2 additional faculty and staff and will serve a total of 1,300 students.

The facilities of the South Shore Charter Public School are in three buildings located in the Assinippi Office Park in Norwell, MA:

- Grades K-8 100 Longwater Circle, Norwell 53,000 sq ft.
- Grades 9-12 (High School) 700 Longwater Drive, Norwell 33,893 sq ft.
- Physical Education/Art Space 104 Longwater Drive, Norwell 4,800 sq ft.

The South Shore Charter Public School seeks to lease additional programming space and improve our existing learning spaces. The additional programming space will alleviate overcrowding at our K-8 facility and allow for our 7&8 graders to move to a new lease space. can lease additional space on the 2<sup>nd</sup> floor that is now vacant at our High School located at 700 Longwater Drive. Currently the school uses only the first floor of the building. Taking on the 2<sup>nd</sup> floor would mean that the School would be able to occupy the entire building. The new amount of usable space would become 70,000 sq ft., which is an increase of 26,983 sq ft. By taking on the space, the School would like to move grades 7 & 8 over to this building. This action would not only give our students in grades 7-8 more programming space, but it would also free up additional space in our K-8 building. This allows for the school to offer additional seats to students in grades K-6 as well as free up some additional classroom spaces for our current faculty.

The South Shore Charter Public School has begun its third year providing regional transportation to our families. Currently, the School contracts with First Student to provide fifteen school buses for our families across our region. Each year the school conducts a transportation needs analysis to see how many students will participate in the transportation program. During this expansion, the School will reevaluate the needs of our families and plan transportation accordingly. The School anticipates onboarding five additional buses over the next five years. The School will continue to budget Regional Transportation reimbursement revenues from the prior fiscal year and the current regional transportation estimated costs. The School will continue to budget Regional Transportation reimbursement revenues based on prior years reimbursement history as well as following legislative updates on the regional transportation reimbursement program. The School will continue to communicate with Norwell Public Schools about the transportation needs of our Norwell families.

**School Performance**

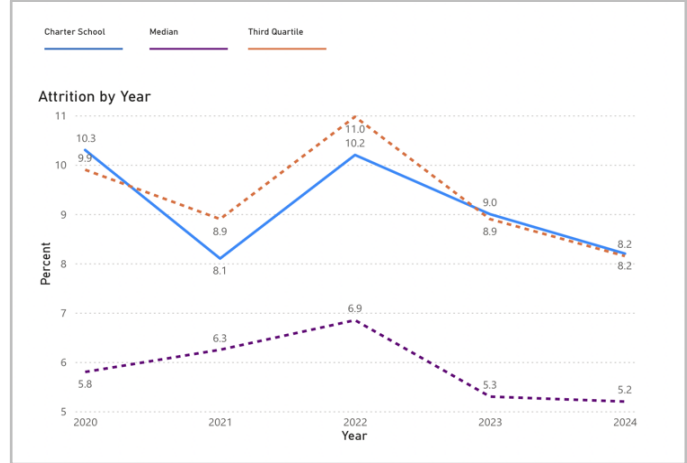
*Criteria 21-22*

The South Shore Charter Public School consistently monitors progress in recruiting and retaining a diverse student population. As enrollment demographics increase in diversity each year, the School is consistently revisiting strategies to enroll, engage, and retain all learners. Reviewing CHART data over a four-year trajectory, the South Shore Charter Public School can review progress by analyzing indicator trends. The School consistently compares CHART data with the top four sending districts Weymouth, Randolph, Brockton, and Rockland. The South Shore Charter Public School shares a high daily attendance rate with its sending districts.

The School identified transportation as the most given reason for poor attendance and student withdrawal. In the FY22 data provided by the SSCPS Admissions Office, out of the 142 students confirmed to not be returning or those that withdrew, 21 percent indicated lack of transportation. Following the institution of regional transportation the School experienced a decreased rate of attrition and has received positive feedback from families when surveyed in March 2023 and March 2024. Data collected during the first two years of implementation revealed high satisfaction among responding families; 30.88 percent of responding families gave the program the highest rating of 10 in 2023 and 21.98 in 2024, indicating outstanding performance. This rating was the most popular choice among respondents. The weighted average rating for the program was 9.3 in 2023 and 9.16 in 2024 based on all ratings received. All comments and suggestions provided by respondents have been thoroughly reviewed and shared with the school community.

Chart V: South Shore Charter Student Attrition 2020-2024  
All Students

CHART data indicates a stabilized rate of attrition at South Shore Charter by 2024; from 10.2 in 2020, to 8.1 in 2021, to 10.2 in 2022, to 9.0 in 2023, to 8.2 in 2024. The retention rate of the South Shore Charter Public School is 91.8. The School has met its annual goal of 90 percent for student retention over the past two years.



The School's attrition rate for the student subgroups, *English Learners*, *Students with Disabilities*, and *Low Income*, have remained below Third Quartile percentages during the five-year period from 2020 - 2024.

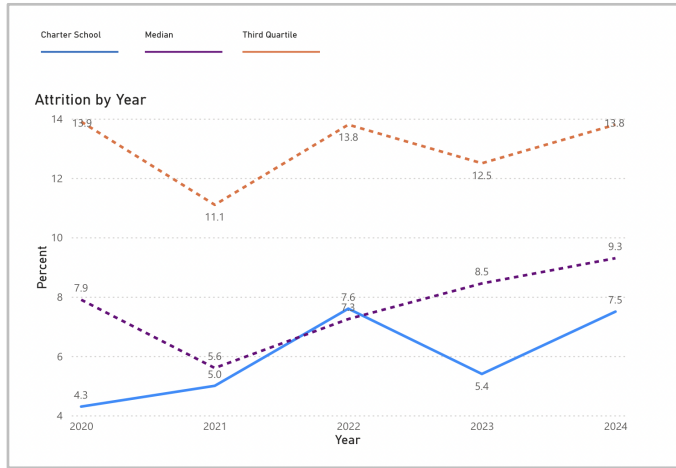
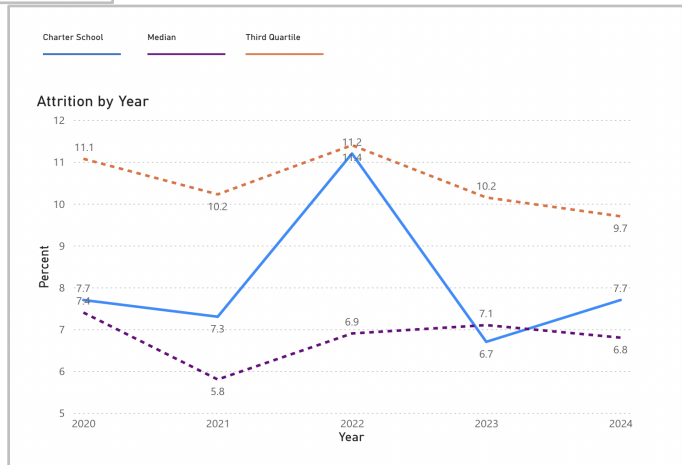


Chart VI: South Shore Charter Student Attrition 2020-2024 | English Learners

CHART Data indicates that the English Learner student population has remained well below the Third Quartile reaching 6.3 percent by 2024.

Chart VII: South Shore Charter Student Attrition 2020-2024 | Students with Disabilities

CHART Data indicates that the Students with Disabilities student population has remained below the Third Quartile reaching 7 percent by 2024.



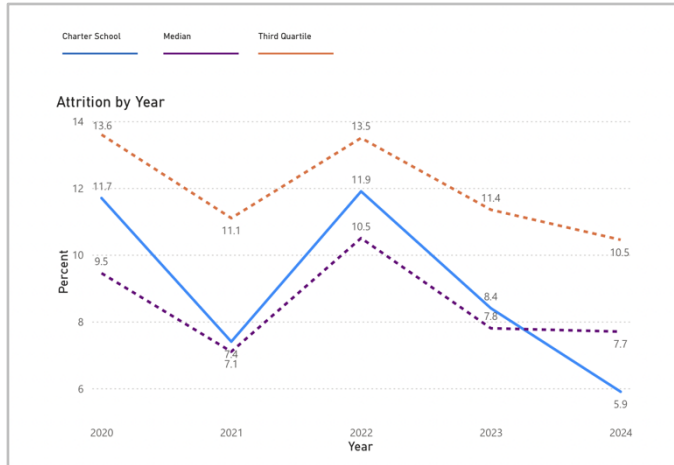


Chart VIII: South Shore Charter Student Attrition 2020-2024 | Low Income/Economically Disadvantaged

CHART Data indicates that the Low Income/Economically Disadvantaged student population has remained consistently below the Third Quartile reaching 4.6 percent by 2024.

At South Shore Charter Public School building strong relationships is central to maintaining a strong school community and positive school culture. The challenges presented by the pandemic during this charter term only strengthened that belief. SSCPS strives to establish policies and procedures that handle harm and misbehavior in a way that strengthens relationships rather than weakening them. The faculty and staff at SSCPS have done significant work to find effective ways to address disciplinary infractions without excluding students from school.

The social emotional impact of the pandemic on the social interactions of children is a significant one. Closer analysis of the disciplinary data shows that most disciplinary infractions recorded in the 2021-2022 school year took place in April, May, and June when students were back in person full time and were the result of challenges navigating the social scene after months of separation and isolation. This number remained low with 12 students or 1% suspended. This is the only year of the charter term that South Shore Charter Public School's suspension rate exceeded the state average, most likely due to the School maintaining in person learning for much of the school year.

Student discipline was a considerable challenge during the 2021-2022 school year as is reflected in the data. With the return of full in person schooling, many students faced difficulties navigating social interactions after months of separation and isolation. Students had fallen out of their learning routine and conflict frequently resulted from these challenges. This was especially true for students with disabilities as this school year saw a higher rate of suspension for students with disabilities compared to the student body as a whole. This challenge was not unique to SSCPS. While the suspension rate at SSCPS during the 2021-2022 school year remained well below the state average, more students served suspensions both internally and externally than had in the pre pandemic years. The school year saw the highest rate of suspension of the charter term with 23 students or 1.8% suspended over the course of the year. Despite this higher rate, the number was well below the state average of 3.1%.

In response to these challenges, teachers in grades K-8 implemented a new social-emotional learning curriculum, PATHS in grades K-5 and Emozi in grades 6-8 during the 2022-2023 school year. At the high school level, the faculty led a dynamic faculty-created Advisory curriculum that focused on social-emotional learning, relationship building, and conflict resolution. That curriculum is currently in the revision process and a new version will be implemented during the 2024-2025 school year. School events and traditions that were difficult to execute during the pandemic returned, contributing positively to school culture. The high school increased supervision during unstructured times, began using a new hall pass system, and worked to develop common practices across classrooms. Ultimately, these efforts resulted in significantly fewer suspensions during the 2022-2023 school year than during the 2021-2022 school year. The number of students disciplined dropped to six in 2022-2023 from twenty-three in 2021-2022, a reduction by 70% in the total number despite higher enrollment.

South Shore Charter will persist in providing an extensive range of academic programs and extracurricular activities to involve and motivate all students, aiming to ensure their continued enrollment. These additional educational services comprise tutoring sessions before and after school, enhanced support services during the summer, free tutoring for students facing academic challenges, accelerated programs for students performing at or above grade level, and extended

day opportunities. Furthermore, students will continue to have the opportunity to engage in after-school sports and participate in music programs before school.

The faculty is continually engaged in selecting and developing curricula that align with the Massachusetts Curriculum Frameworks; ensuring all students are given the support and opportunities necessary to succeed. The curriculum reflects an unwavering commitment to serve the full array of students currently enrolled at the School, including students eligible for learning services and the growing population of English Language Learners. South Shore Charter remains a full inclusion school, and modifications reflect the belief that every child can learn if provided the appropriate scaffolds. In this process of curriculum alignment, careful consideration is made to identify dated curriculum that holds simplistic and demeaning generalizations based on race, limited English proficiency, disability, color, religion, sex, gender identity, national origin, housing status, and sexual orientation.

What is unique to South Shore Charter continues to retain students and their families. The student to teacher ratio and class size remains low; and class sizes of six to ten students for at-risk populations. During the 2023-2024 school year there were four kindergarten and eight grade one classrooms with a student teacher ratio of 12 to 1. The student teacher ratio at all other grades will remain low averaging 10.6 to 1. Parents continue to be recognized as partners in their child's education. In addition to the *Weekly Update*, the school community continues to be engaged through the School's website and school community events including literacy events, diaspora events, and a multicultural food night.

The South Shore Charter Public School is a data-driven institution focused on the needs of all students and educators. Teachers and school administrators look to multiple measures to determine strengths and areas for improvement. Although there is a panoply of assessments used to determine student learning, the MCAS provides a specific window to help determine if our curriculum aligns with state standards. Teachers and administrators review MCAS data schoolwide in multiple ways: individually, in subgroups, by grade, and schoolwide. The School reviews statewide trends to see where students at South Shore Charter fall within those trends and make decisions accordingly.

Reviewing annual comparison data allows teachers and school administration to determine where the weakest links are and how best to design a remediation plan in those areas. Using 2023 DESE data<sup>1</sup> as an example, South Shore Charter has an Average Scaled Score of 495 in 2023, one point higher than the Massachusetts average in ELA for Grades 3-8. As seen in DESE accountability and assessment data, South Shore Charter has an Average Scaled Score of 504 in 2023, which is the same score as the Massachusetts average for Grade 10 ELA. Regarding Mathematics Grades 3-8 South Shore Charter has an Average Scaled Score of 492 in 2023, two points lower than the Massachusetts average of 494. For Grade 10 Mathematics South Shore Charter has an Average Scaled Score of 495 in 2023, five points lower than the Massachusetts average of 500. In Science, Technology/Engineering South Shore Charter has an Average Scaled Score of 496, two points higher than the state average for grades 5 and 8, and an Average Scaled Score of 493, six points lower, for Grades 9 and 10.

DESE Next Generation Annual Comparisons<sup>2</sup> and *DART* for grades 10, 8, 7, 6, 5, 4, and 3 provide data for comprehensive analysis. Grade 10, the grade for which the MCAS is considered a high stakes test for graduation, has been closely reviewed over a three-year period. Data indicates that the number of students scoring Not Meeting Expectations (NM) has decreased since 2021, the year the MCAS was reintroduced after the 2020 break from MCAS due to the COVID-19 pandemic in English Language Arts, Mathematics, and since last year's administration of the Science and Tech/Engineering MCAS. The first year of the new Physics sequencing implementation was 2022-2023. For the 2022-2023 academic year, South Shore Charter transitioned from administering the Biology MCAS to tenth graders in 2022 to administering the Physics MCAS to students in grade 9 in 2023. This change resulted in two positive outcomes for the student population; students were able to enter tenth grade with one MCAS assessment completed and there were fewer students scoring *Not Meeting Expectations*. Although the School is heartened by the decrease in students scoring *Not Meeting Expectations*, there is room for improvement.

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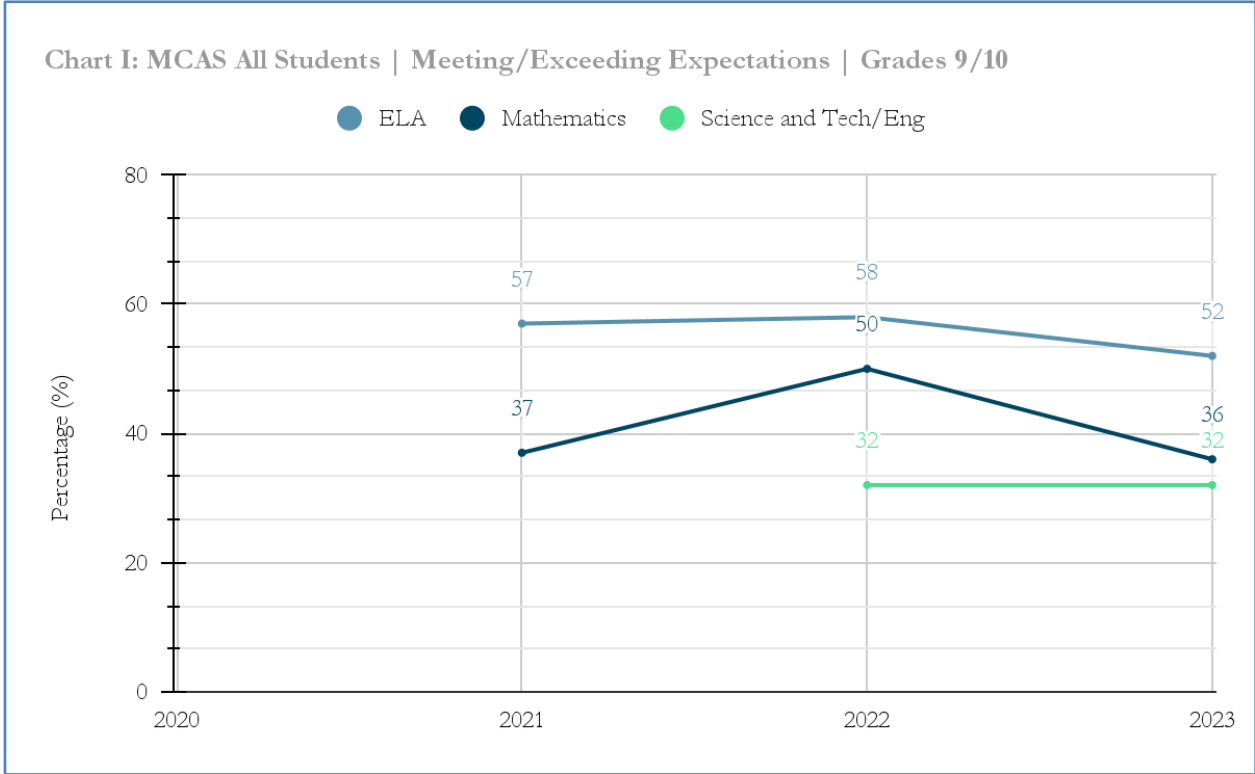
<sup>1</sup> [2023 Student Achievement, South Shore Charter Public \(District\)](#), Massachusetts Department of Education, September 19, 2023.

<sup>2</sup> [2023 Next Generation MCAS Annual Comparisons, South Shore Charter Public \(District\)](#), Massachusetts Department of Education, September 19, 2023.

Student Growth Percentile (SGP) is what teachers and administrators use to illuminate the academic progress of a student, class, or grade in one or more years at South Shore Charter. Reviewing this data allows for a comparison of an individual student's growth to a similar scoring group. The School has used SGP to determine if a student is higher or lower based upon a typical growth. Table I, Appendix D, provides SSCPS Growth Data from the Spring of 2023 at each grade level.

Data taken from the Spring 2023 MCAS indicates SSCPS demonstrates *Typical* growth in English Language Arts (ELA) for six out of seven grade levels. In Math, growth data demonstrates *Typical* growth in three out of seven grade levels and *High* growth in two out of seven grade levels. Growth data from Grade 8 indicates *Low* growth for ELA and Math. The grade and subject area showing the greatest change over a one-year period is Grade 6 Math with a 32-point increase in student growth scores.

Charts I-II: SSCPS All Students Meeting/Exceeding Expectations 2021-2023



As seen in Chart I, percentage scores for *Exceeds or Meets Expectations* in Grades 9/10 remained constant in Science and Tech/Engineering, but slightly decreased in Math from 37 in 2021, up to 50 in 2022, to 36 in 2023. ELA demonstrated a similar pattern from 57 in 2021, to 58 in 2022, to 52 in 2023.

In 2021 88 students took the ELA MCAS, 72 students in 2022, and 86 in 2023. The participation percentage for ELA was 99% for all three years. In 2021 88 students took the Math MCAS, 74 students in 2022, and 87 in 2023. The participation percentage for Math was 99% in 2021 and 100% in 2022 and 2023. In 2022 68 students took the Science and Tech/Eng MCAS, and 75 in 2023. The participation percentage was 100% in 2022 and 2023.

Chart II: MCAS All Students | Meeting/Exceeding Expectations | Grades 3-8

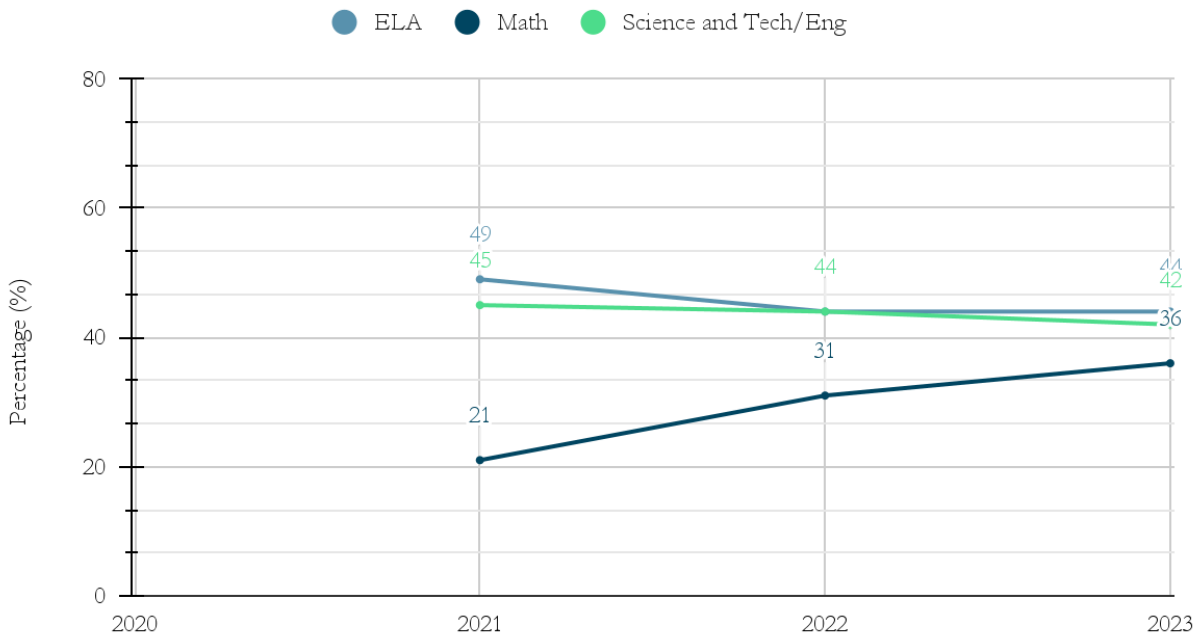


Chart II illustrates trends for Grades 3-8, a slight decline in ELA from 49 to 44, and Science and Tech/Eng from 45 to 42 over the three-year trajectory, but a significant increase in Math from 21 to 36.

In 2021 472 students took the ELA MCAS, 465 students in 2022, and 493 in 2023. The participation percentage for ELA was 97% in 2021, 96% in 2022, and 100% in 2023. In 2021 470 students took the Math MCAS, 474 students in 2022, and 493 in 2023. The participation percentage for Math was 97% in 2021 and 98% in 2022 and 100% in 2023. In 2021 131 students took the Science and Tech/Eng MCAS, 155 students in 2022, and 158 students in 2023. The participation percentage was 9% in 2021 and 2022, and 97% in 2023.

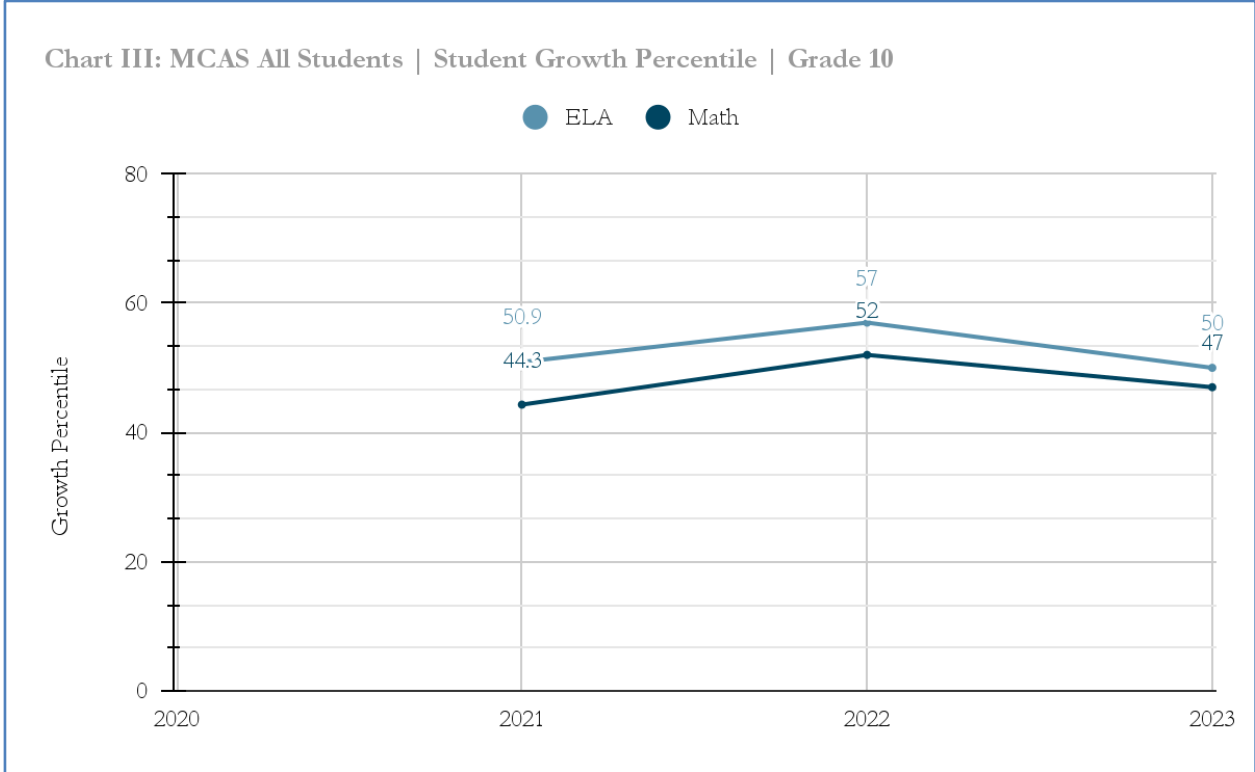


Chart III illustrates *Typical* growth in ELA and Math over a three-year trajectory for Grade 10 students.

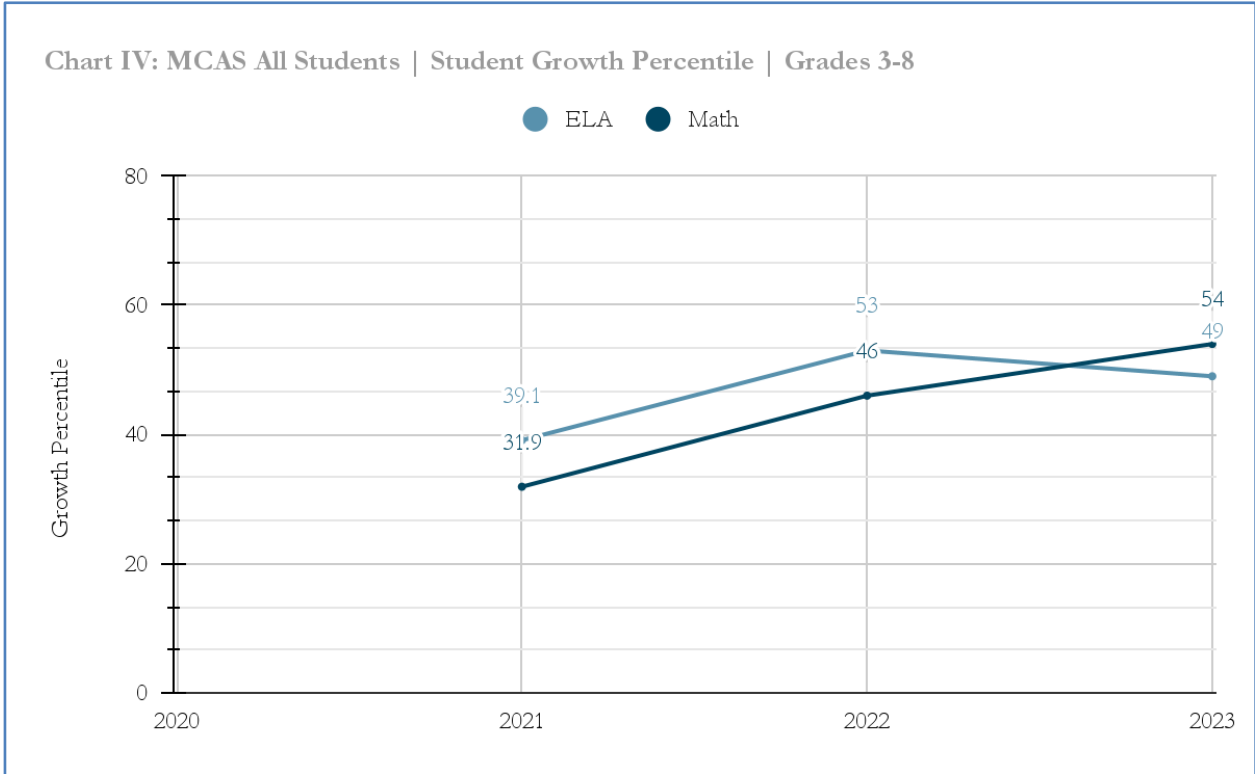


Chart IV illustrates the progression from *Low* growth in 2021 to *Typical* growth in 2022 and 2023 for students in grades 3-8. Significant student growth percentile increases are evident in Math. However, the impact of pandemic learning and assessment renders consideration when using 2021 as a baseline.

Table I: SSCPS Growth Data Spring 2023

Grade	ELA	Math
4	47	42
5	48	55
6	57	72
7	55	64
8	39	36
10	47	50

SSCPS Spring 2023 MCAS data indicates *Typical* growth in English Language Arts (ELA) for six out of seven grade levels. In Math, growth data demonstrates *Typical* growth in three out of seven grade levels and *High* growth in two out of seven grade levels. Growth data from Grade 8 indicates *Low* growth for ELA and Math. The grade and subject area showing the greatest change over a one-year period is Grade 6 Math with a 32 point increase in student growth scores.

Charts V-VII: SSCPS Student Subgroup Data Math 3-8

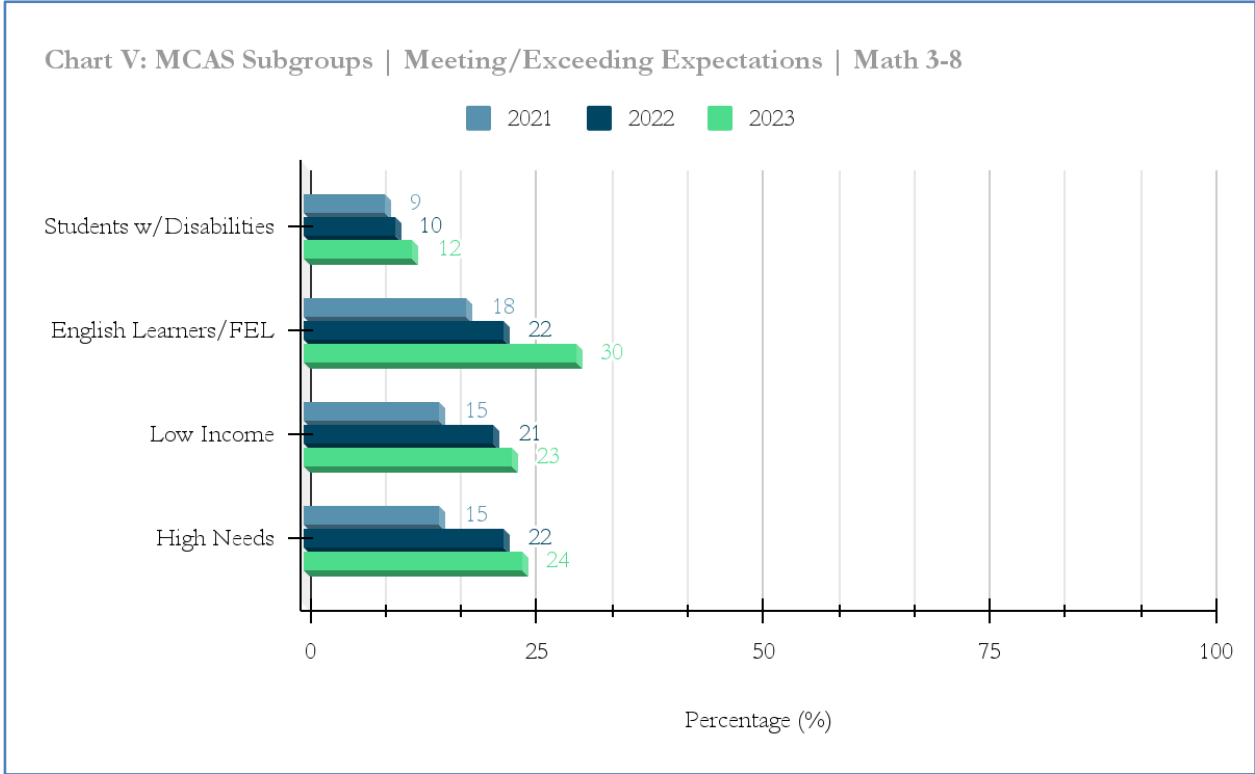


Chart VI: MCAS Subgroups | Partially Meeting Expectations | Math 3-8

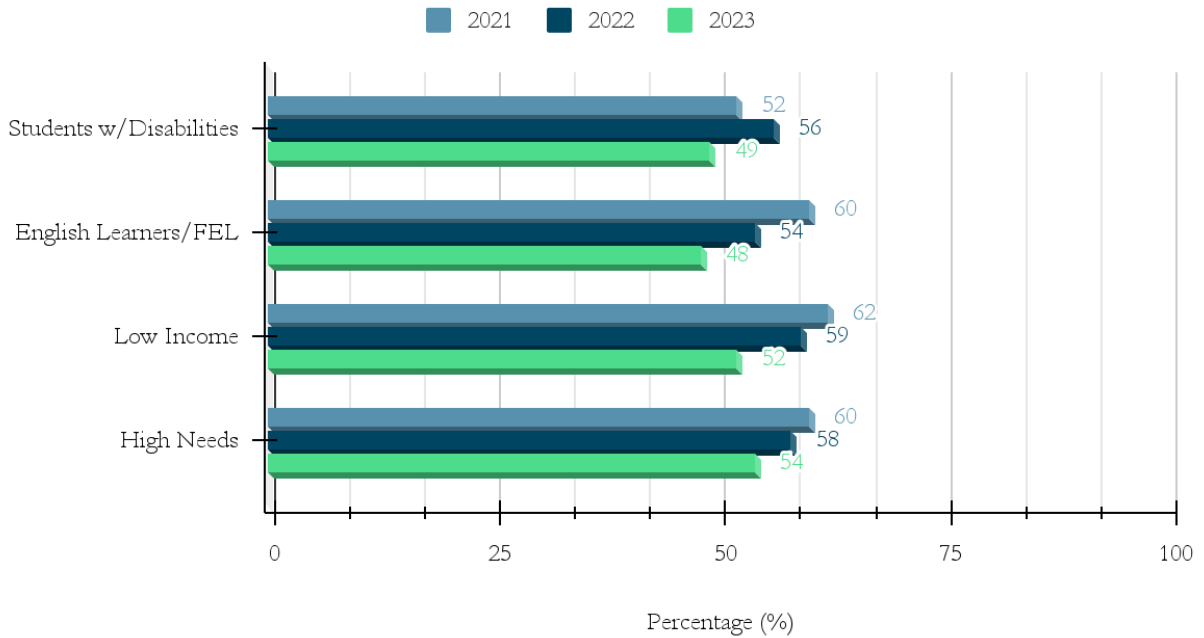
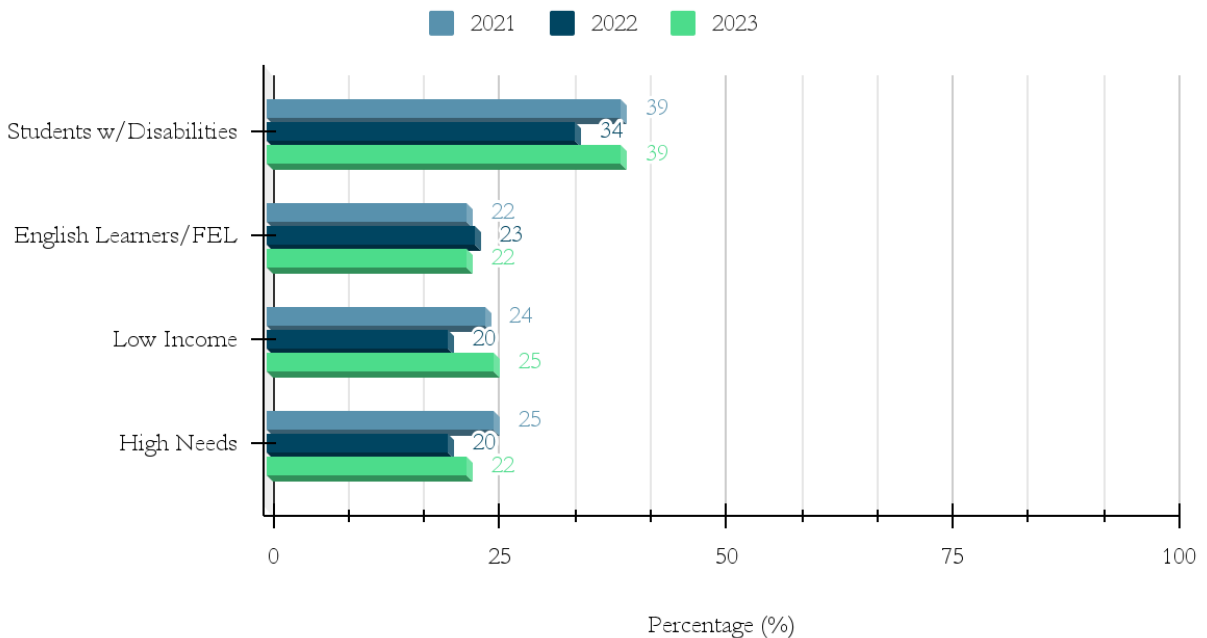


Chart VII: MCAS Subgroups | Not Meeting Expectations | Math 3-8



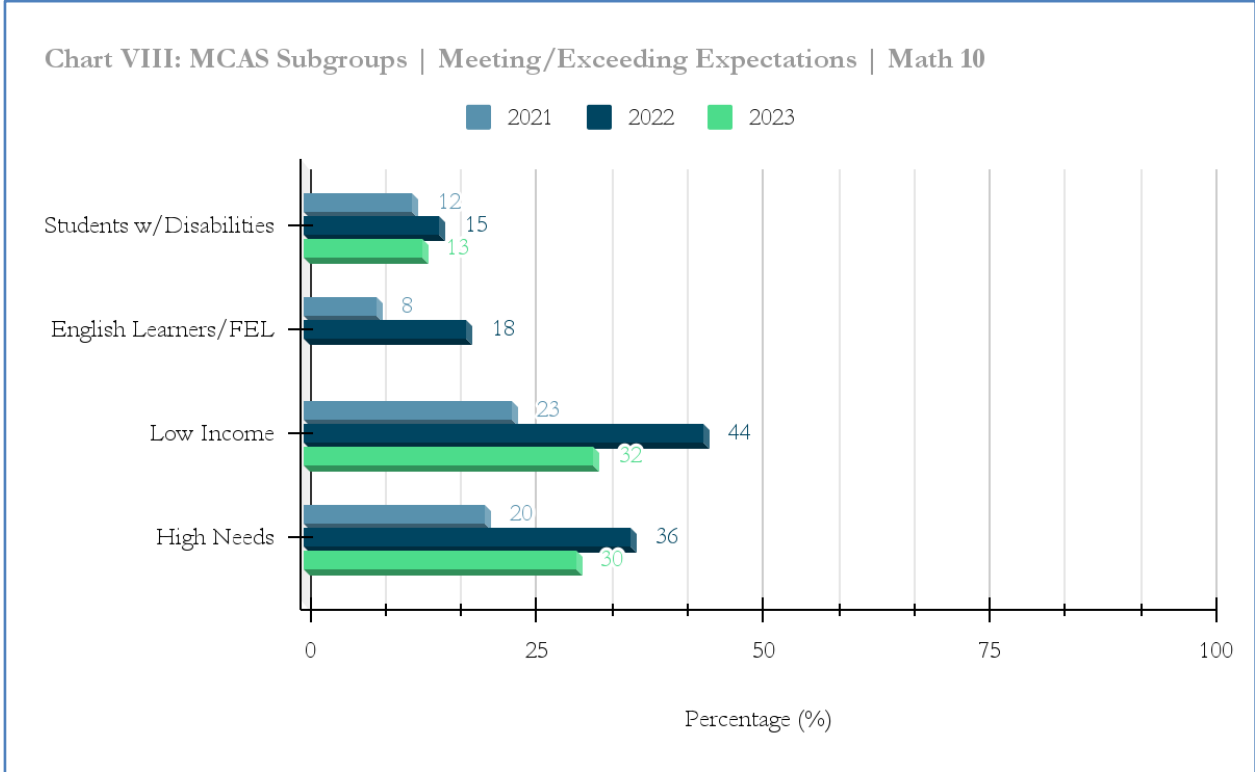
Charts V, VI, and VII illustrate the percentage of students in grades 3-8 by subgroup in grades scoring at *Meeting/Exceeding*, *Partially Meeting*, and *Not Meeting Expectations* on the Mathematics MCAS. All subgroups show an increase in the number of students scoring *Meeting* or *Exceeding* over the three year period. Only the *Low Income* subgroup shows a decline in the *Not Meeting Expectations* category by 2023. The *Students w/Disabilities* subgroup has shown the greatest struggle in reaching the *Meeting* or *Exceeding Expectations* percentage. The *Partially Meeting Expectations* category holds the highest percentage of all student subgroups consistently over a three year period. MCAS Math 3-8 participation rates are recorded on Table II.

Table II: SSCPS MCAS Subgroup Participation Math 3-8

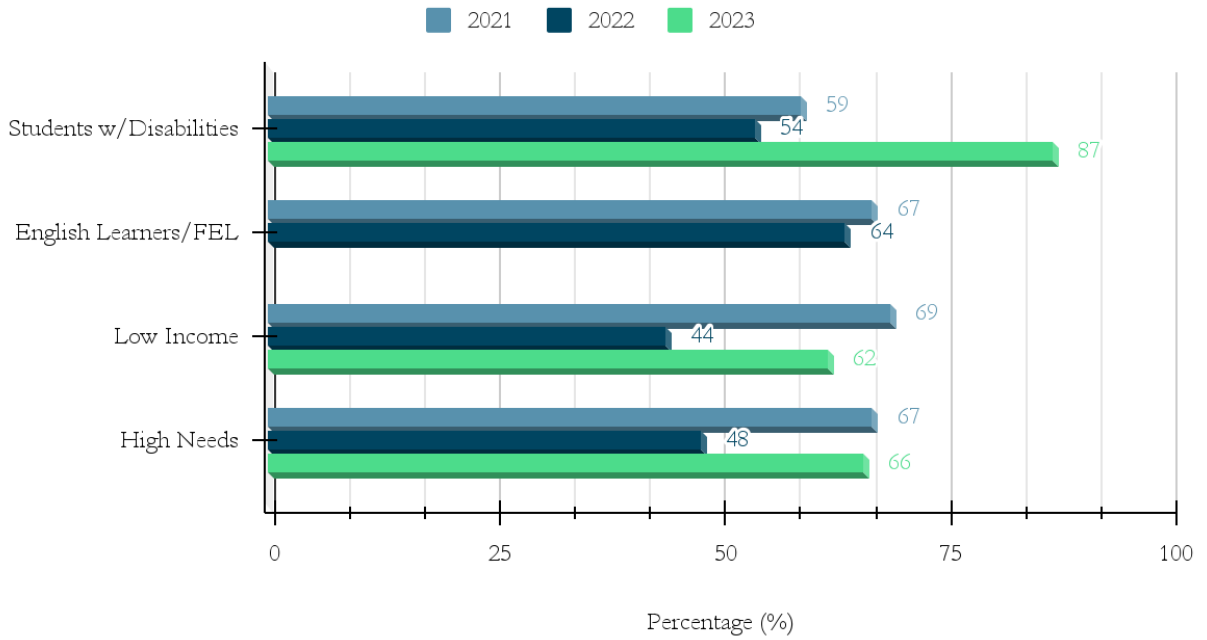
# / %	Students w/Disabilities	English Learners FEL	Low Income	High Needs
2021	99 / 91%	132 / 98%	154 / 96%	279 / 96%
2022	117 / 98%	134 / 100%	181 / 99%	305 / 99%
2023	120 / 99%	138 / 100%	161 / 99%	299 / 100%

Charts VIII-X: SSCPS Student Subgroup Data Math 10

Charts VIII, IX, and X compare the percentages of tenth grade students scoring at *Meeting/Exceeding*, *Partially Meeting*, and *Not Meeting Expectations* on the Mathematics MCAS. The lowest percentage of students *Meeting* or *Exceeding Expectations* was during the 2021 school year. There was a significant improvement in 2022, and then a decline in 2023 bringing the percentage scores to hover just above scores from 2021. Data from 2023 shows a high percentage, 87 percent, of *Students with Disabilities* scoring at *Partially Meeting Expectations*. Students in the *Low Income* and *High Needs* subgroups have a percentage score of 62 and 66 respectively in the *Partially Meeting Expectations* category. By 2023 all students in the *Students w/Disabilities* subgroup passed the MCAS. Students in the *Low Income* and *High Needs* subgroups have a percentage score of 6 and 4 respectively in the *Not Meeting Expectations* category in 2023, showing a decline in the number of students unable to meet the academic requirement when taking the assessment initially. Due to the EL number under 10, there are too few students in this subgroup to provide state percentile data. This decrease may be attributed to the DESE Randolph “At-Cap” enrollment mandate enacted in 2021-2022. MCAS Math 10 participation rates are recorded on Table III.



**Chart IX: MCAS Subgroups | Partially Meeting Expectations | Math 10**



**Chart X: MCAS Subgroups | Not Meeting Expectations | Math 10**

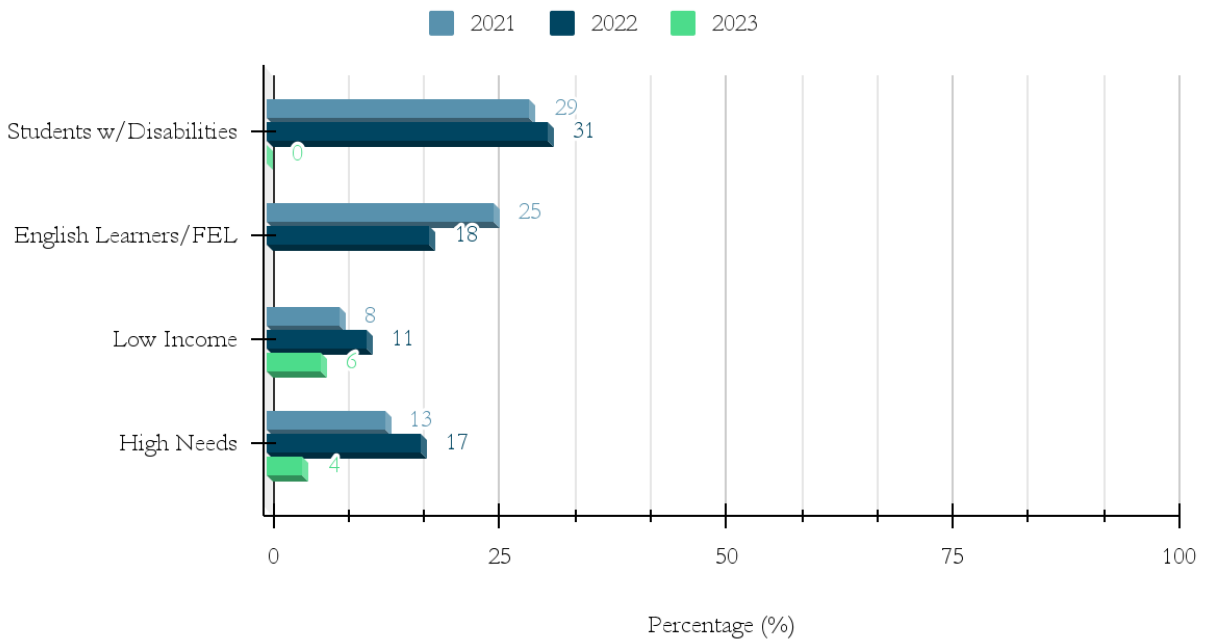


Table III: SSCPS MCAS Subgroup Participation Math 10

# / %	Students w/Disabilities	English Learners FEL	Low Income	High Needs
2021	17 / 94%	12 / 100%	26 / 100%	45 / 98%
2022	13 / 100%	11 / 100%	27 / 100%	42 / 100%
2023	15 / 100%	9 / 100%	34 / 100%	47 / 100%

Charts XI-XIII: SSCPS Student Subgroup Data ELA 3-8

Charts XI, XII, and XIII illustrate the percentage of students in grades three through eight scoring at *Meeting/Exceeding*, *Partially Meeting*, and *Not Meeting Expectations* on the English Language Arts MCAS. Data from Chart XI shows an equal or decline in the percentage of students scoring *Meeting* or *Exceeding Expectations* in 2023 when compared to 2022. Students in the *Students with Disabilities* subgroup have the lowest percentage of students scoring in this category, from 20 percent in 2021 to 13 percent in 2022 and 2023. All other subgroups hold percentiles of 31 to 39 percent over the three year period. The highest percentage of students in the four subgroups scored in the *Partially Meeting Expectations* category. Score percentages range from 42 to 56 percent of students in each subgroup over the three year period. *Students with Disabilities* had the highest percentage of students *Not Meeting Expectations* for all three years, with increases in this category from 29 percent in 2021, to 36 percent in 2022, to 45 percent in 2023. Students in the other three subgroups had a lower percentage of students in the *Not Meeting Expectations* category, the lowest being *English Learners/Former English Learners*. All subgroups demonstrated percentage increases in the *Not Meeting Expectations* category over the three year period. MCAS ELA 3-8 participation rates are recorded on Table IV.

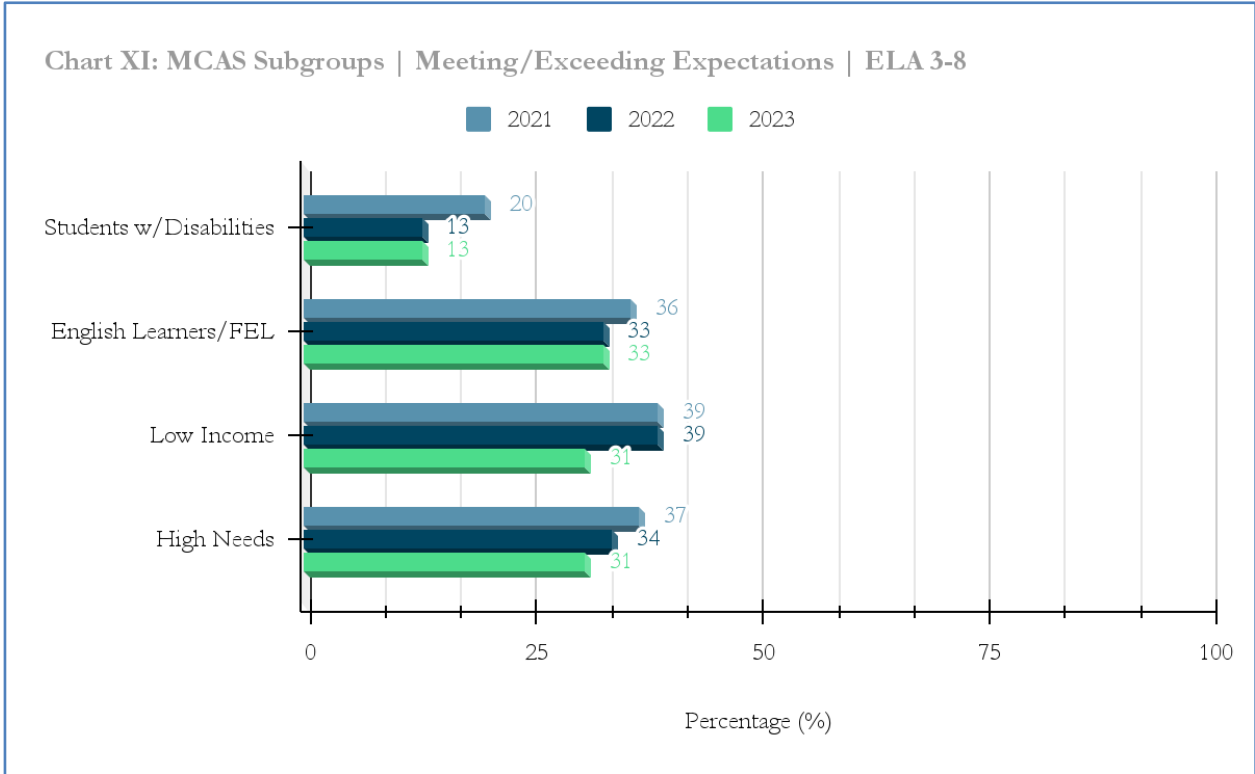


Chart XII: MCAS Subgroups | Partially Meeting Expectations | ELA 3-8

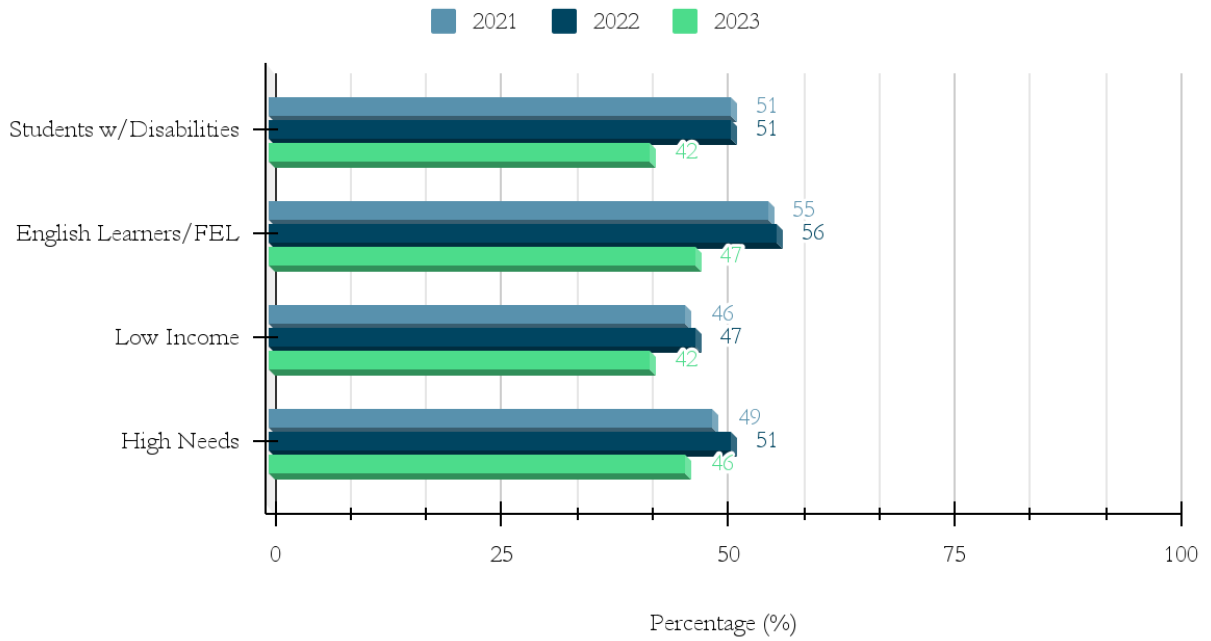


Chart XIII: MCAS Subgroups | Not Meeting Expectations | ELA 3-8

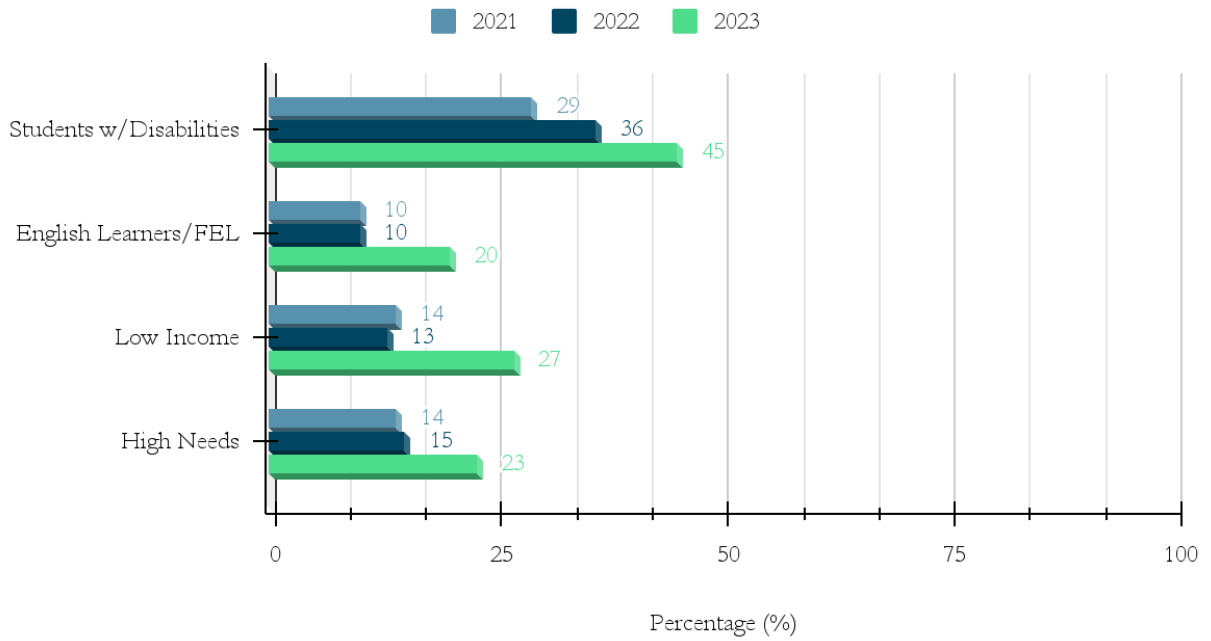


Table IV: SSCPS MCAS Subgroup Participation ELA 3-8

# / %	Students w/Disabilities	English Learners FEL	Low Income	High Needs
2021	101 / 93%	132 / 98%	156 / 97%	281 / 96%
2022	114 / 95%	134 / 100%	178 / 97%	300 / 97%
2023	119 / 98%	137 / 99%	161 / 99%	298 / 99%

Charts XIV-XVI: SSCPS Student Subgroup Data ELA 10

Charts XIV, XV, and XVI compare the percentages of tenth grade students scoring at *Meeting/Exceeding*, *Partially Meeting*, and *Not Meeting Expectations* on the English Language Arts MCAS. It is on this assessment the School demonstrates the highest percentage of students in all subgroups scoring *Meeting or Exceeding Expectations*. The percentage of students in the *Students with Disabilities* subgroup scoring at this level was 41 percent in 2021, 23 percent in 2022, and then rising to 47 percent in 2023. The percentage of students in the *Low Income* subgroup scoring at this level was 54 percent in 2021, 59 percent in 2022, and then down to 38 percent in 2023. Most *English Learners/Former English Learners* scored *Partially Meeting Expectations*, however, because the number of students is low in 2021 and 2022, and less than 10 in 2023, it is difficult to recognize data patterns. The percentage of students *Not Meeting Expectations* was lower in all subgroups. *Students with Disabilities* ranged from 12 percent in 2021, to 31 percent in 2022, and down to 13 percent in 2023. The percentage of *English Learners and Former English Learners* scoring *Not Meeting Expectations* was 17 percent in 2021 and down to 9 percent in 2022, with no comparative data available for 2023. The percentage of students in the *Low Income* subgroup scoring *Not Meeting Expectations* was 0 in 2021, 7 percent in 2022, and 9 percent in 2023. Students in the *High Needs* subgroup scored at 9 percent in 2021, 12 percent in 2022, down to 7 percent in 2023. MCAS ELA 10 participation rates are recorded on Table V.

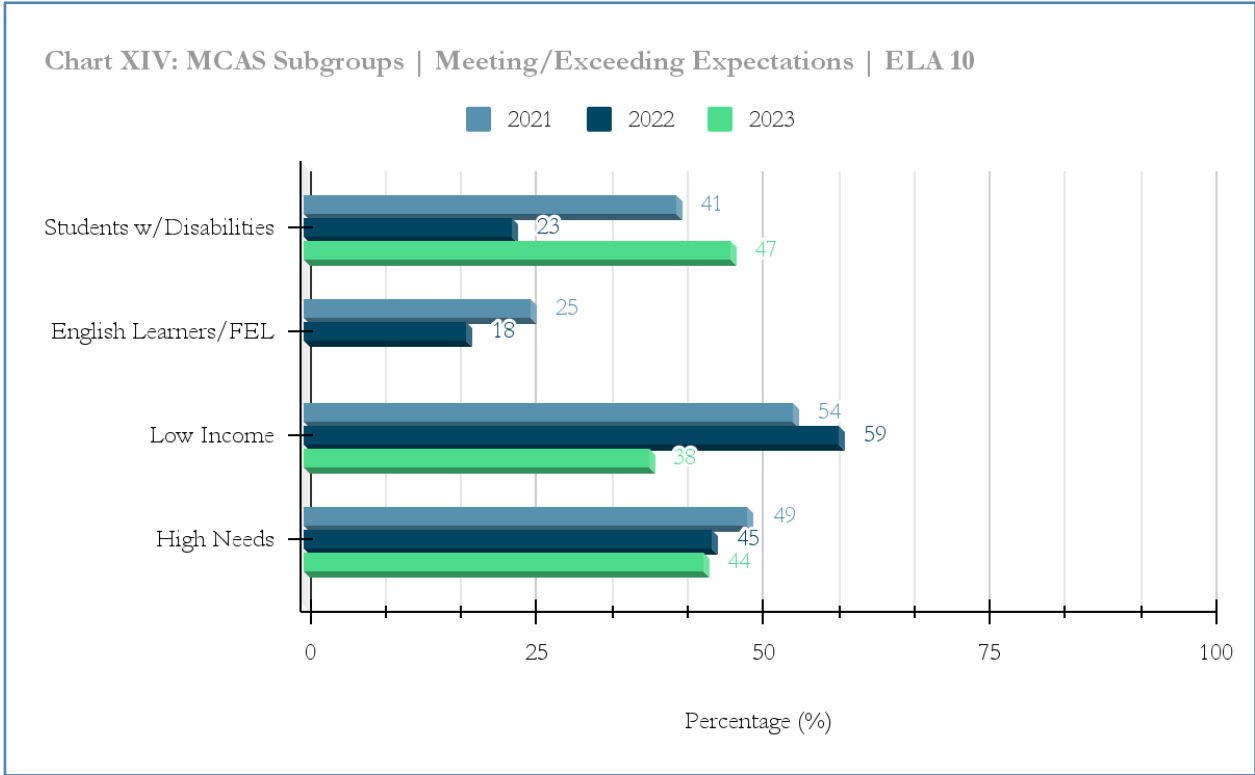


Chart XV: MCAS Subgroups | Partially Meeting Expectations | ELA 10

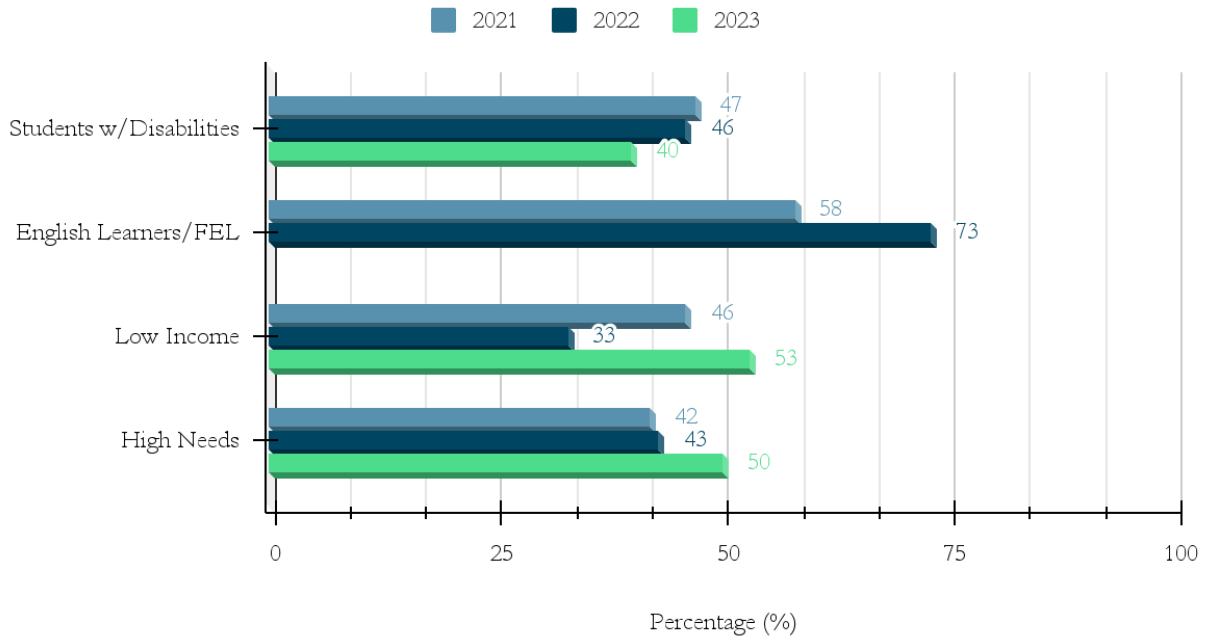


Chart XVI: MCAS Subgroups | Not Meeting Expectations | ELA 10

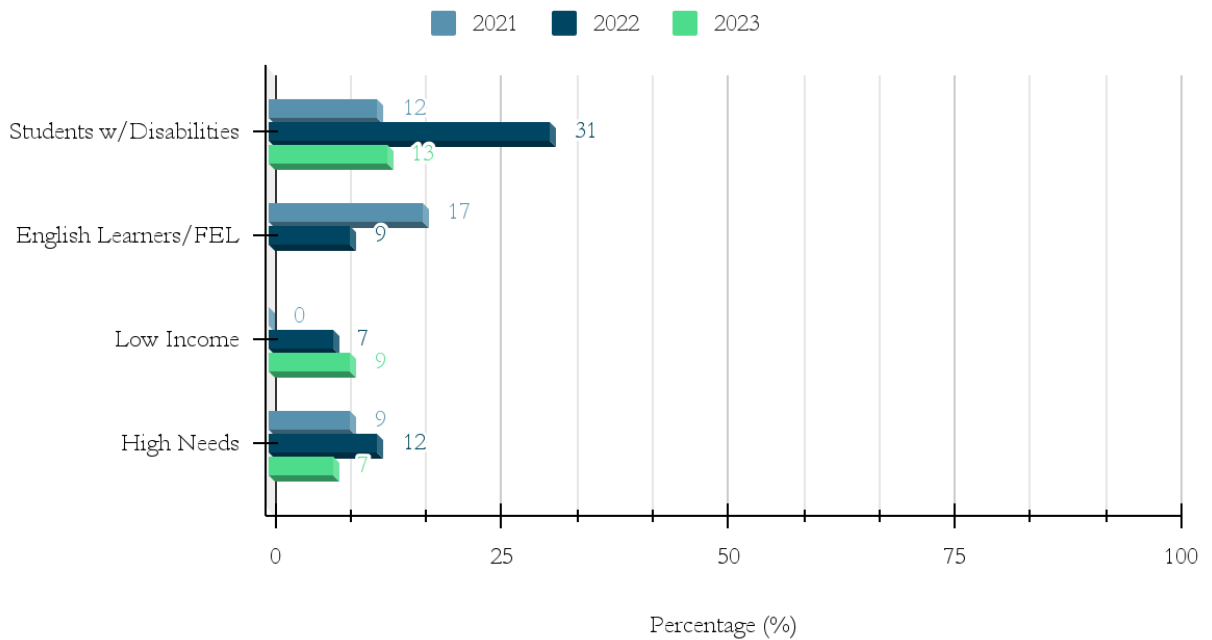


Table V: SSCPS MCAS Subgroup Participation ELA 10

# / %	Students w/Disabilities	English Learners FEL	Low Income	High Needs
2021	17 / 94%	12 / 100%	26 / 100%	45 / 98%
2022	13 / 100%	11/ 100%	27 / 100%	42 / 100%
2023	15 / 100%	8 / 90%	34 / 100%	46 / 98%

Charts XVII-XIX: Students with Disabilities Subgroup Statewide Comparative Data

This data compares students at the South Shore Charter School with students statewide. Charts XVII, XVIII, and XIX provide the percentage of students in the *Students with Disabilities* subgroup performing at *Meeting* or *Exceeding Expectations* on the Math, ELA, and Science and Tech/Eng MCAS over a three-year period. This data compares students at the South Shore Charter School with students statewide. While the state shows equal or higher percentages in Math, South Shore Charter students achieved higher percentages in ELA and Science and Tech/Eng. In response to this and similar data from other subgroups, the School purchased a new math curriculum in 2023 for grades K-8. Over this three year trajectory, MCAS participation rates for the *Students with Disabilities* subgroup averaged 97% at South Shore Charter compared to 94% statewide.

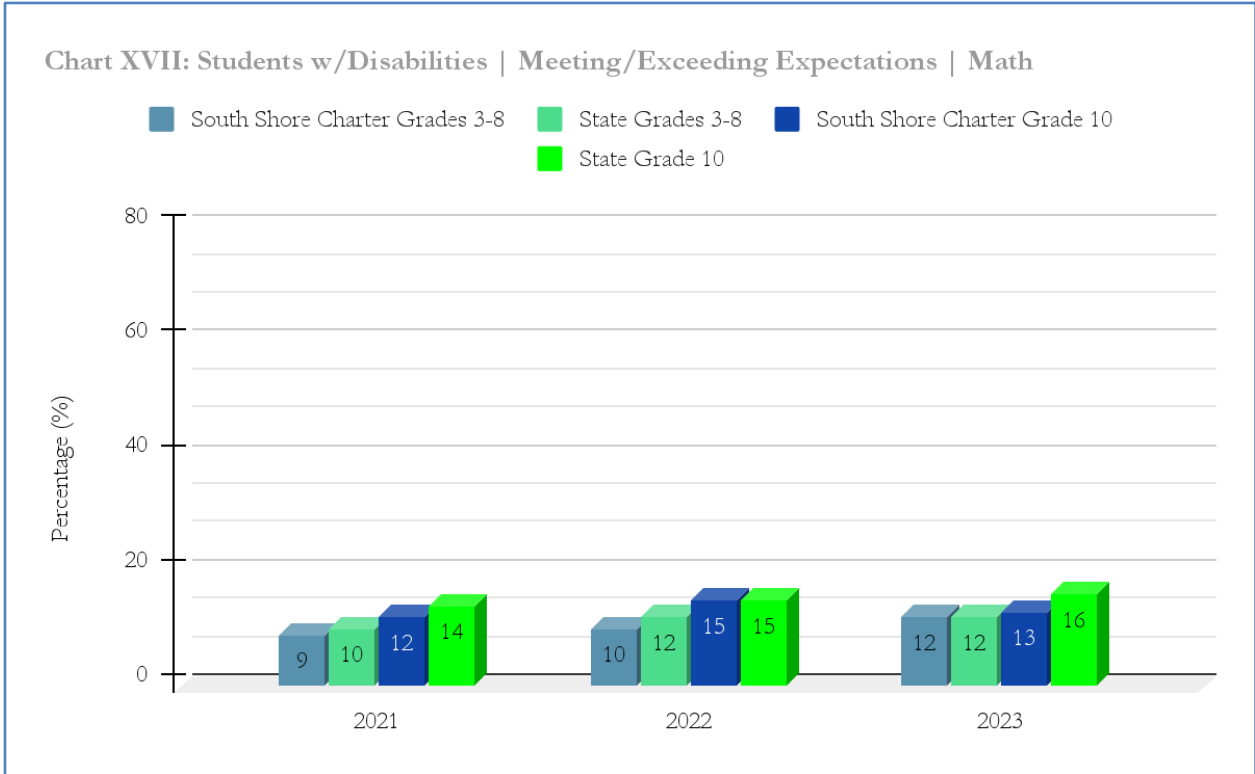


Chart XVIII: Students w/Disabilities | Meeting/Exceeding Expectations | ELA

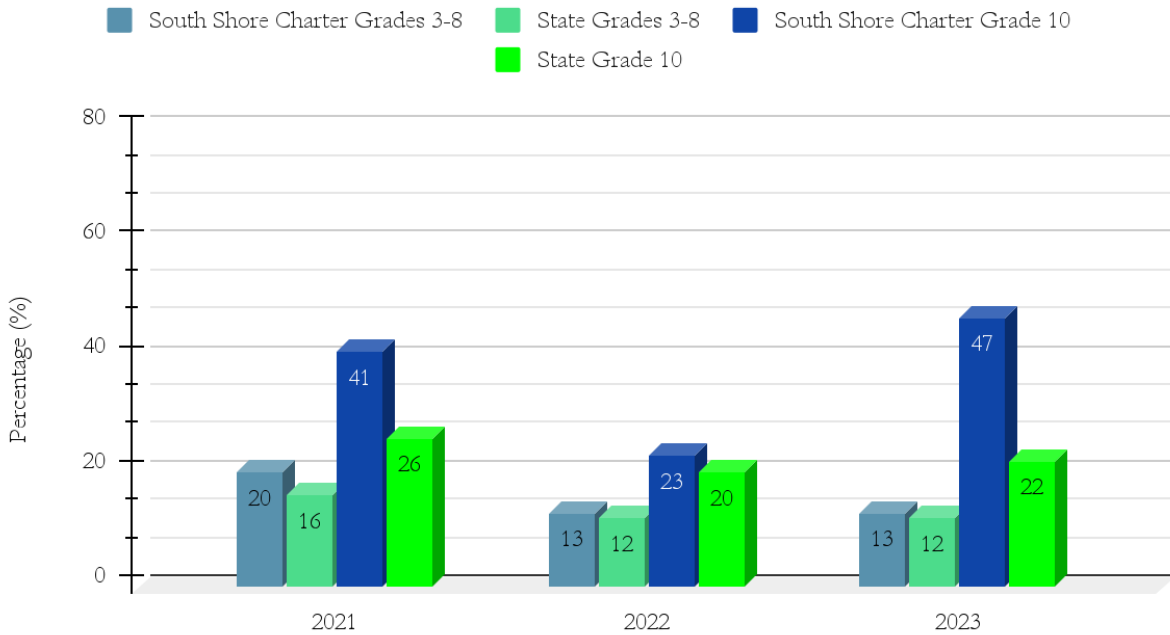
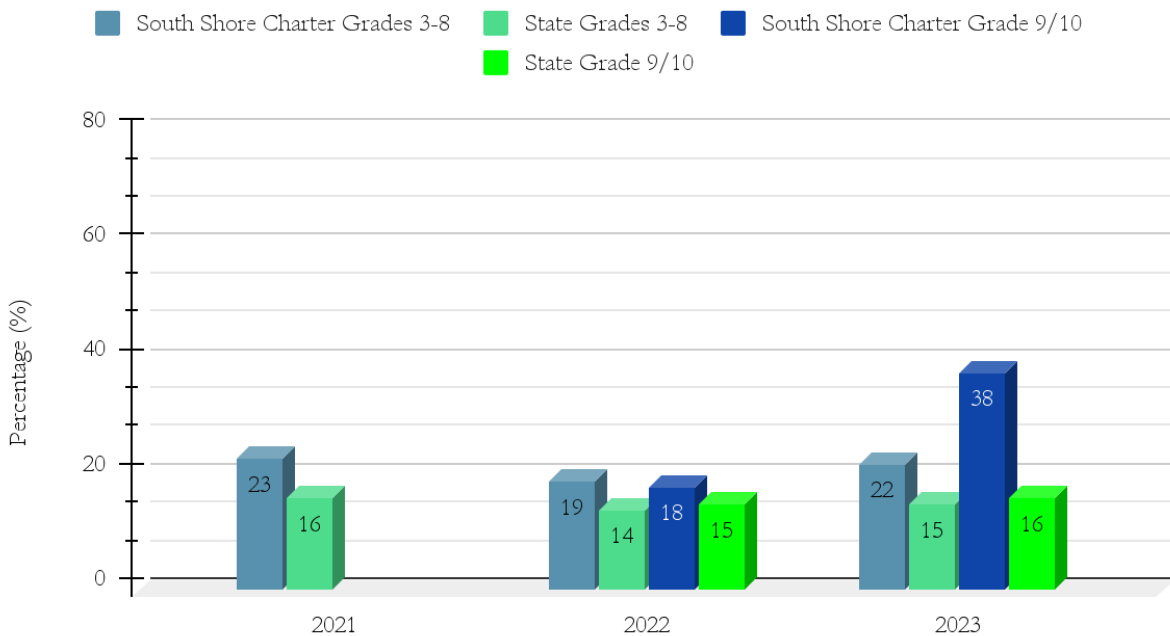


Chart XIX: Students w/ Disabilities | Meeting/Exceeding Expectations | Science Tech/Eng



Charts XX-XXII: English Learners and Former EL Subgroup Statewide Comparative Data

Charts XX, XXI and XXII provide the percentage of students in the *English Learners and Former English Learners* subgroup performing at *Meeting or Exceeding Expectations* on the Math, ELA, and Science and Tech/Eng MCAS over a three-year period. The School demonstrates a higher percentage of students performing at the *Meeting or Exceeding Expectations* level in all subjects and grade levels except for Grade 10 Math in 2021, Grade 10 ELA in 2022, and Grade 9/10 Science and Tech/Eng in 2022.

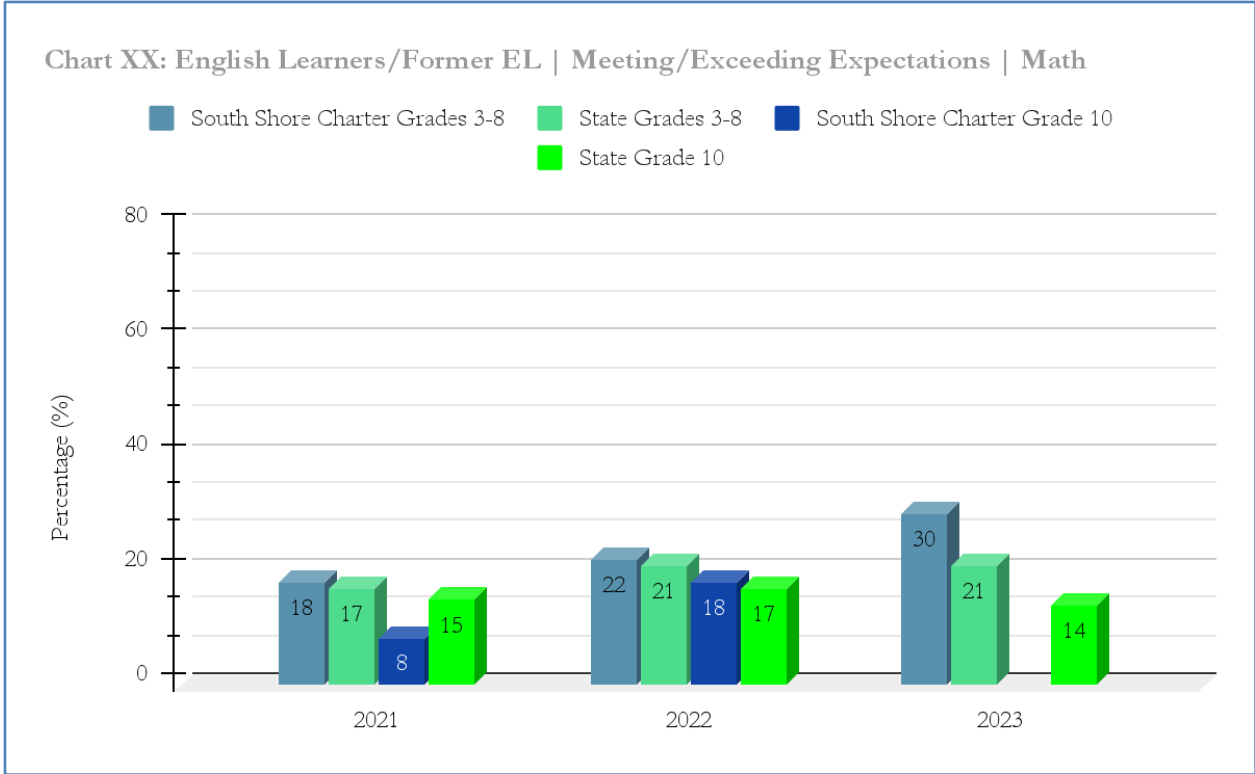


Chart XXI: English Learners/Former EL | Meeting/Exceeding Expectations | ELA

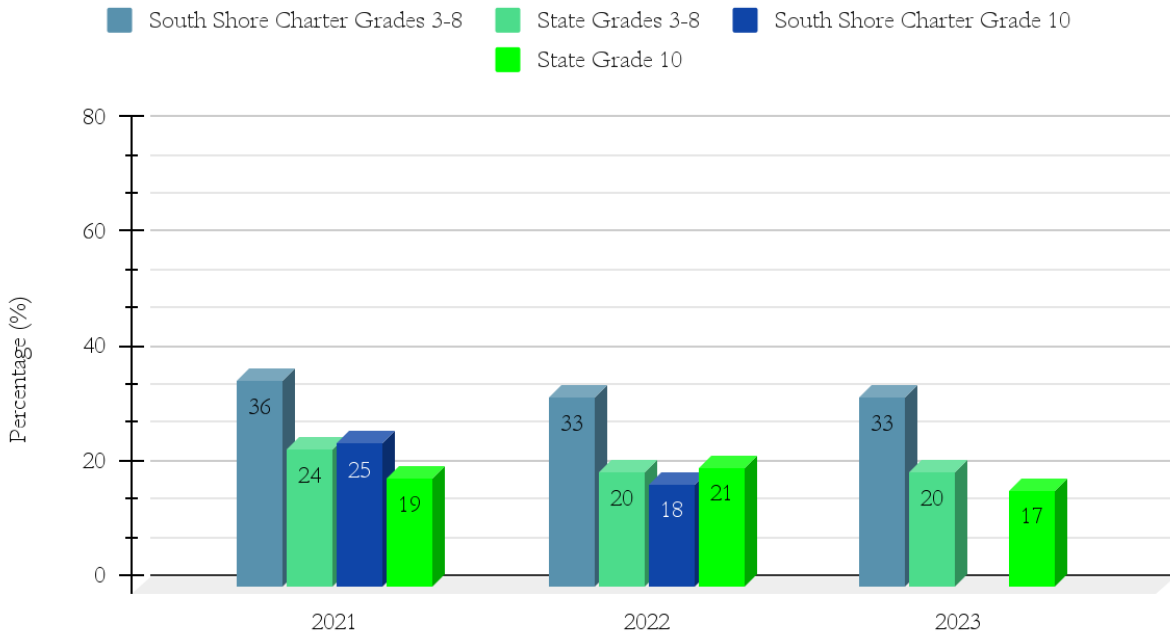
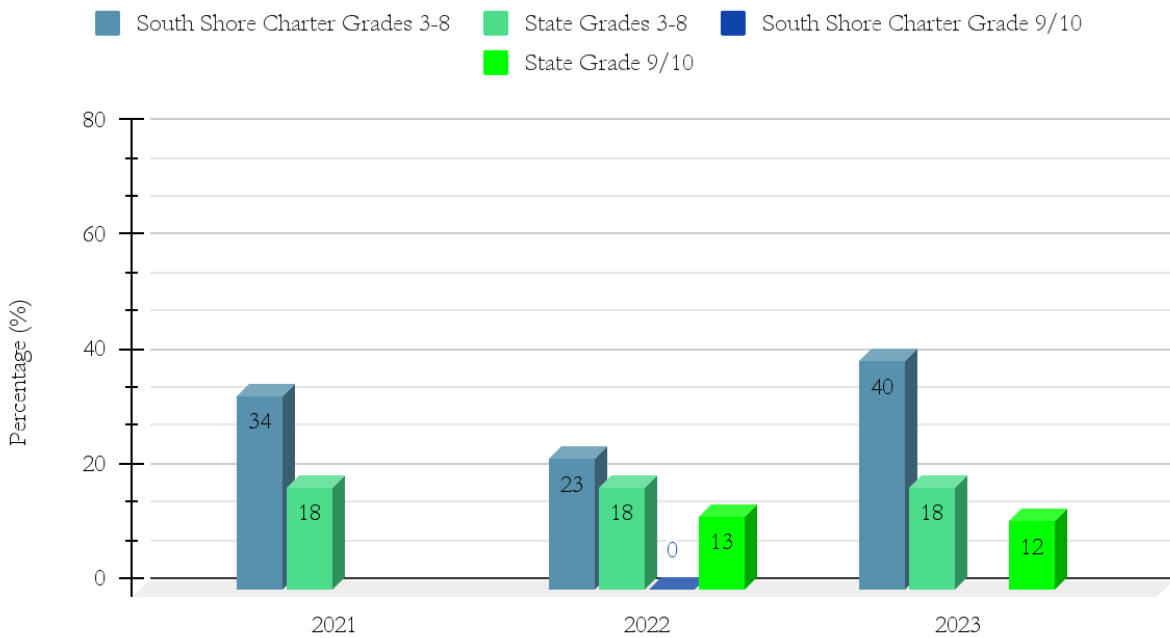


Chart XXII: English Learners/Former EL | Meeting/Exceeding Expectations | Science



Charts XXIII-XXV: Low Income/Economically Disadvantaged Subgroup Statewide Comparative Data

Charts XXIII, XXIV and XXV provide the percentage of students in the *Low Income/Economically Disadvantaged* subgroup performing at *Meeting or Exceeding Expectations* on the Math, ELA, and Science and Tech/Eng MCAS over a three-year period. The School demonstrates a higher percentage of students performing at the *Meeting or Exceeding Expectations* level in all subjects and grade levels except for Grade 10 Math in 2021, and Grade 9/10 Science and Tech/Eng in 2023. The School was equal to the State with 38 percent of students reaching these percentages in Grade 10 ELA in 2023.

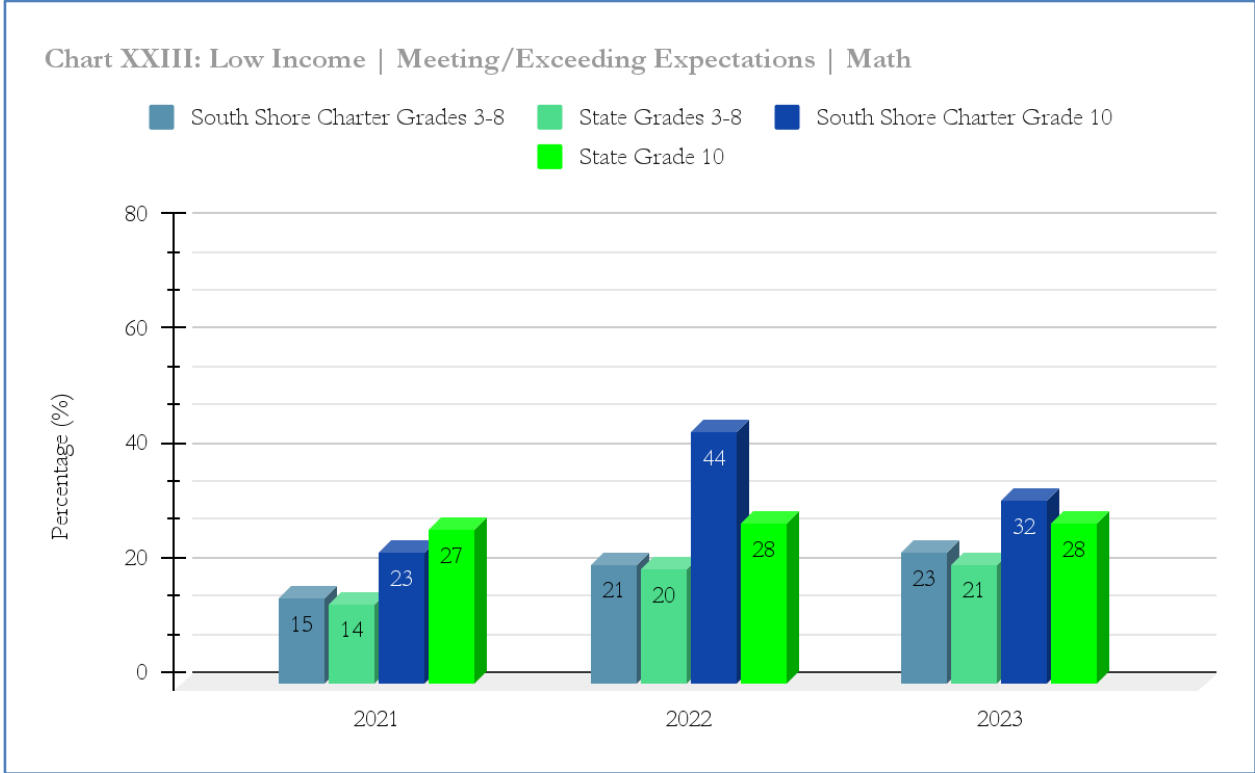


Chart XXIV: Low Income | Meeting/Exceeding Expectations | ELA

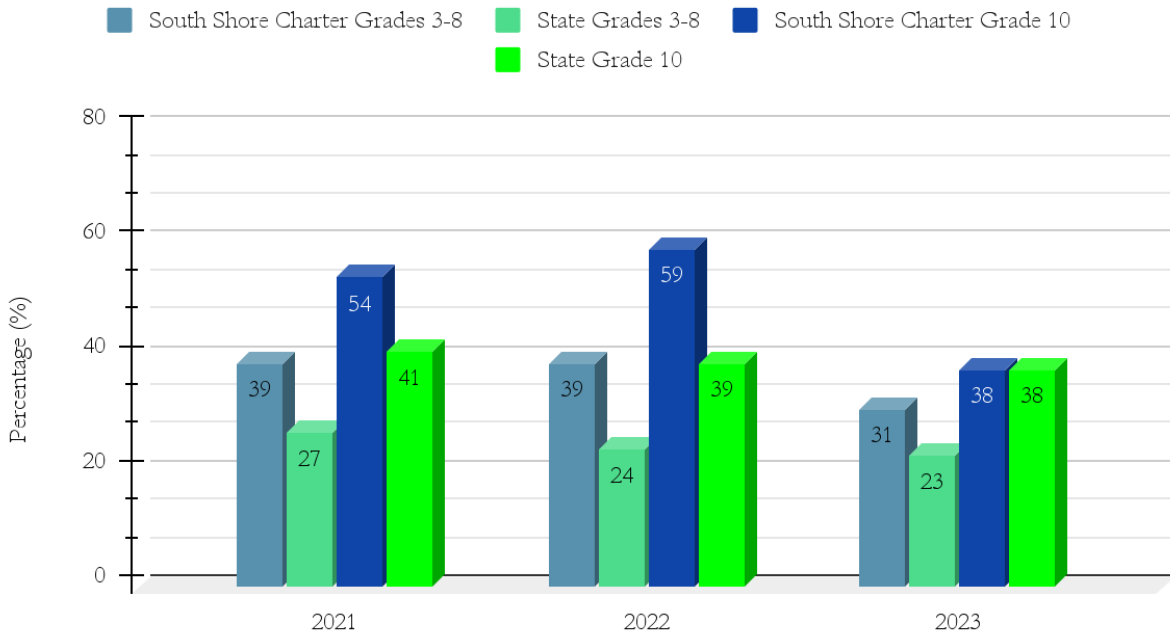
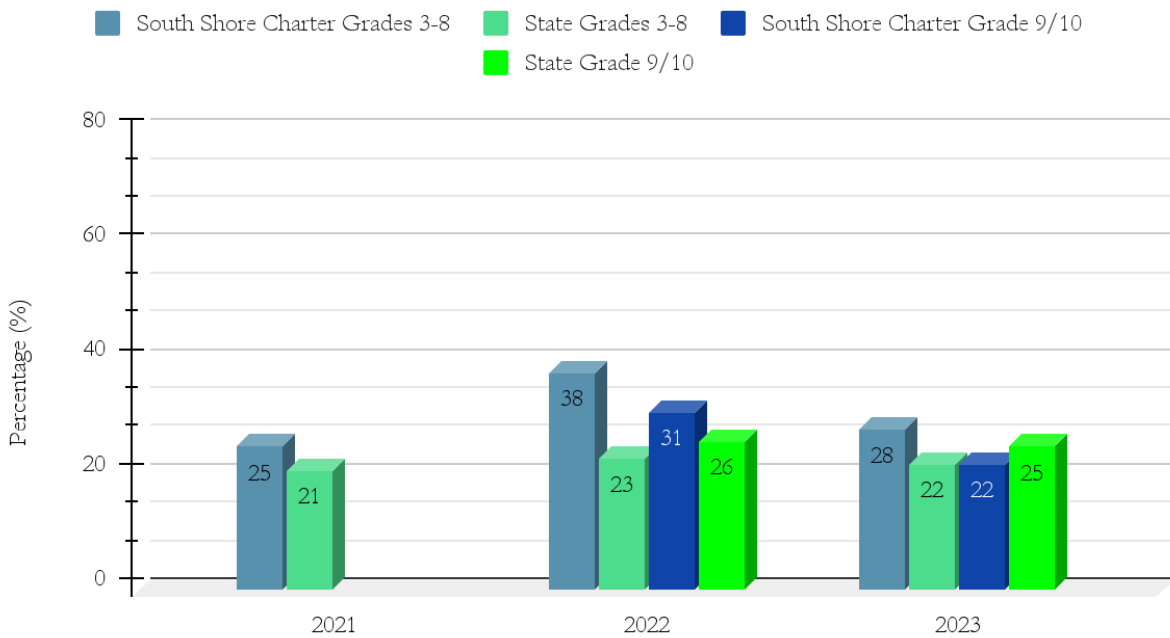


Chart XXV: Low Income | Meeting/Exceeding Expectations | Science Tech/Eng



Charts XXVI-XXVIII: High Needs Subgroup Statewide Comparative Data

Charts XXVI, XXVII, and XXVIII provide the percentage of students in the *High Needs* subgroup performing at *Meeting* or *Exceeding Expectations* on the Math, ELA, and Science and Tech/Eng MCAS over a three-year period. In Math, the School performed below the State in 2021, with performance improvement in 2022, and by 2023 the School outperformed the State. The School outperformed the State for all three consecutive years in ELA. In Science and Tech/Eng the School outperformed the State, except for Grade 10 students in 2022, the year prior to making the change from MCAS Biology to MCAS Physics.

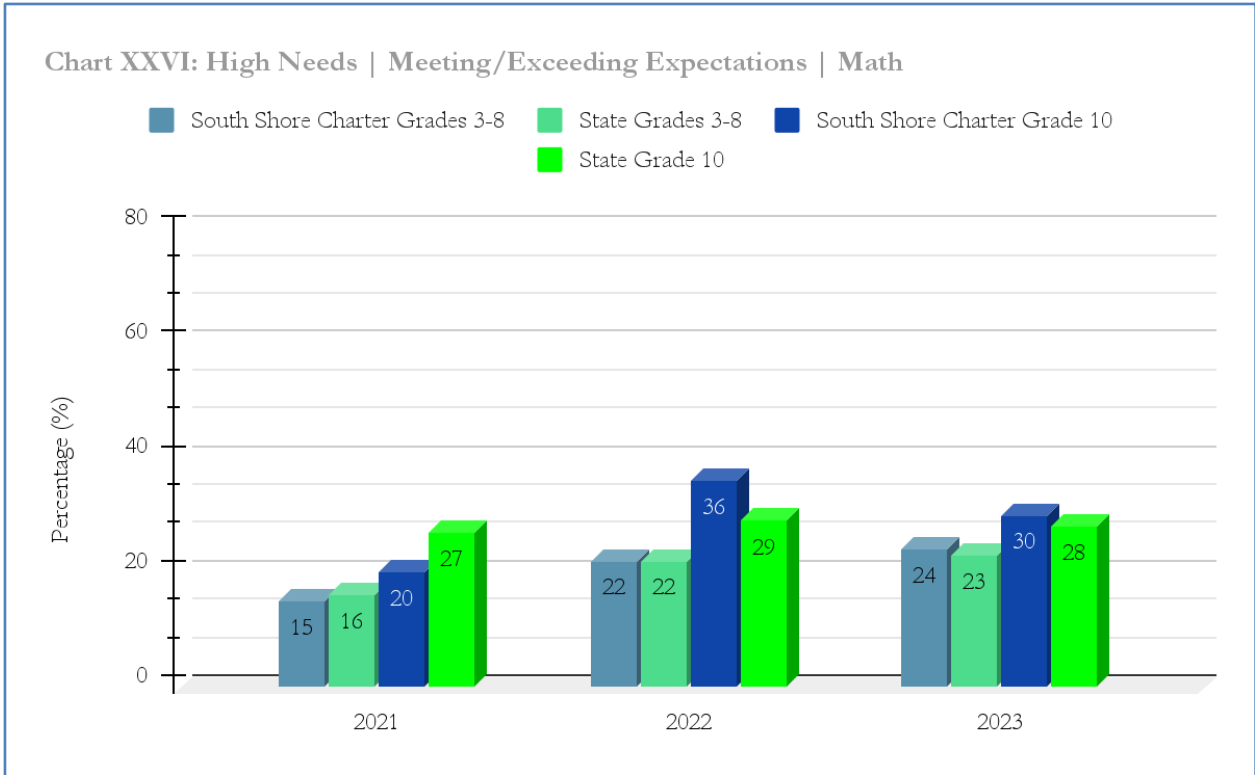


Chart XXVII: High Needs | Meeting/Exceeding Expectations | ELA

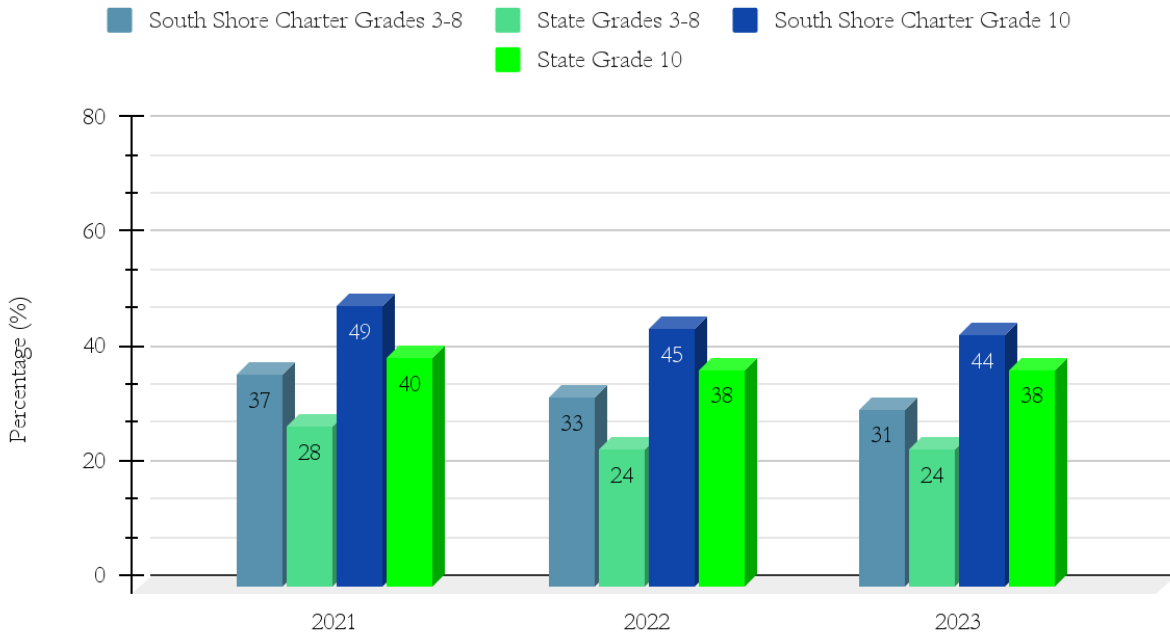
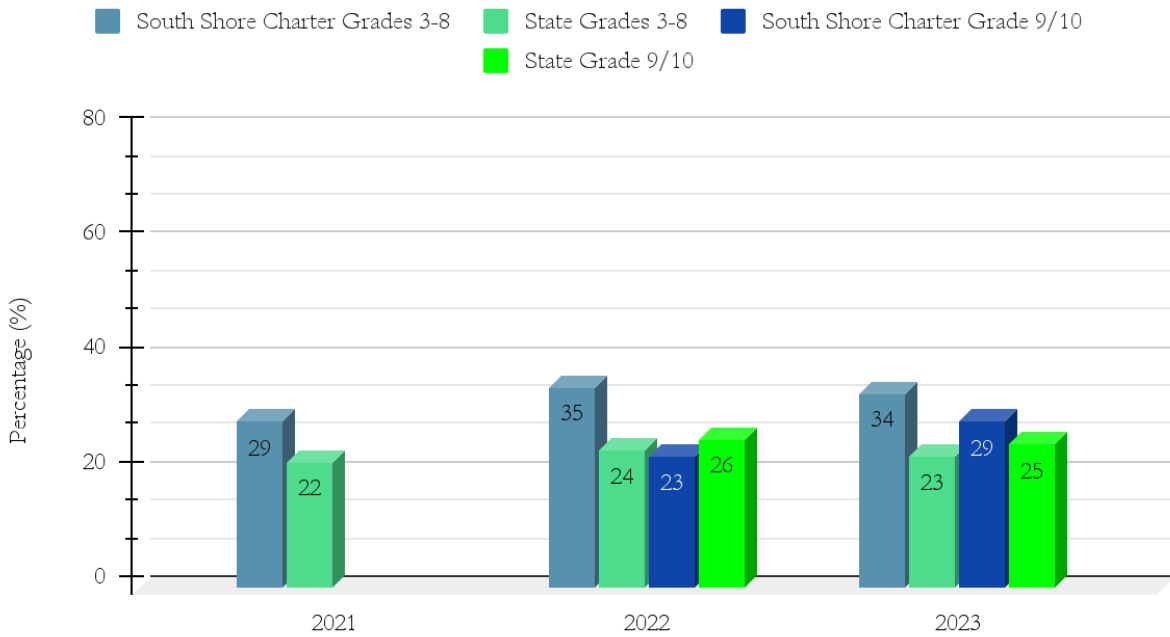


Chart XXVIII: High Needs | Meeting/Exceeding Expectations | Science Tech/Eng



Charts XXIX-XXXII: Top Sending Districts Comparative Data

The next four charts provide comparisons among four school districts: Brockton, Randolph, Weymouth, and South Shore Charter over a five year period with four years of MCAS administration. Although the MCAS was not administered in 2020 and the test was significantly shortened in 2021, the School analyzes this data and pre-pandemic data from 2019 to determine the impact of pandemic learning loss for the School and its top three sending districts.

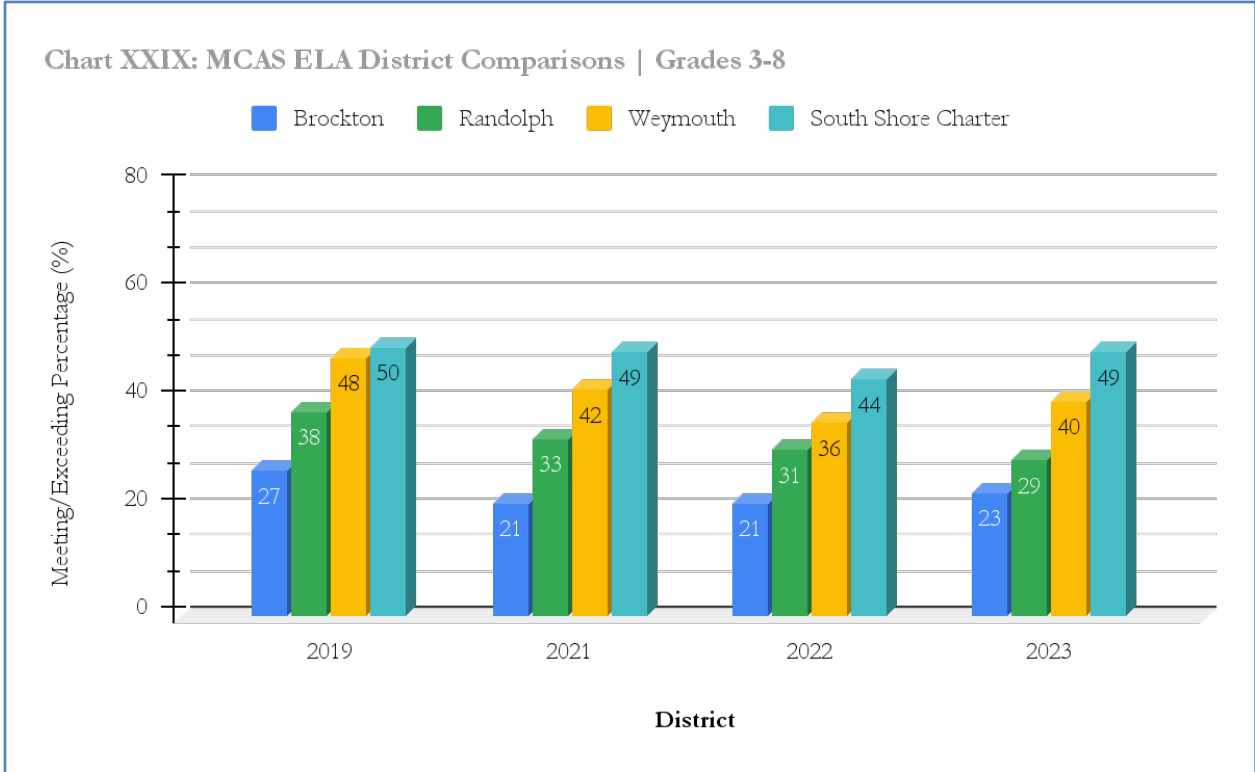


Chart XXIX demonstrates trends among South Shore Charter and its three top sending districts for MCAS ELA Grades 3-8. In 2019, Brockton had 27% of its students scoring at the *Meeting or Exceeding Expectations* level, which decreased to 21% in 2021 and 2022 before rising one percentage point to 22% in 2023. Similarly, Randolph had 38% of its students scoring at the *Meeting or Exceeding Expectations* level in 2019 but experienced an ongoing decline, reaching 29% in 2023. Weymouth reported 48% of students scoring *Meeting or Exceeding Expectations* in 2019, which declined to 42% in 2021, then 36% in 2022, but then improved to 40% in 2023. South Shore Charter maintained a higher performance with 50% of students scoring *Meeting or Exceeding Expectations* in 2019, and the percentage decreasing by one percentage point on the shortened assessment in 2021, declining to 44% in 2022 and 2023, and raising to 49% by 2023 with a higher percentage of students meeting or exceeding expectations than the three top sending districts.

Chart XXX: MCAS ELA District Comparisons | Grade 10

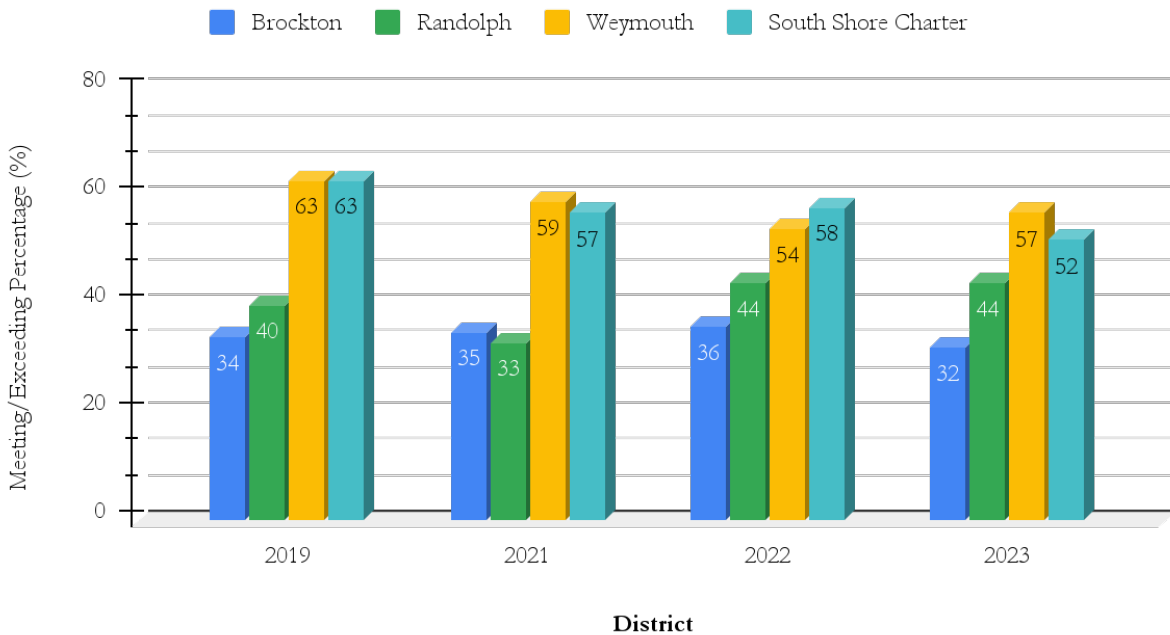


Chart XXX demonstrates trends among South Shore Charter and its top three sending districts for MCAS ELA in Grade 10. In 2019, Brockton reported 34% of its students scoring at the *Meeting or Exceeding Expectations* level, which saw a one percent increase to 35% in 2021 and another one percent increase to 36% in 2022, but then dipped three percentage points to 32% in 2023. Randolph exhibited higher fluctuation; 40% of students scored *Meeting or Exceeding Expectations* in 2019, decreasing to 33% in 2021, surging to 44% in 2022, and maintaining 44% in 2023. Weymouth reported 63% of students *Meeting or Exceeding Expectations* in 2019, which declined to 59% in 2021 and to 54% in 2022, and then saw a recovery to 57% in 2023. South Shore Charter also had 63% of students scoring *Meeting or Exceeding Expectations* in 2019, then experienced a decrease to 57% in 2021, an increase to 58% in 2022, and then a decrease to 52% in 2023.

Chart XXXI: MCAS Math District Comparisons | Grades 3-8

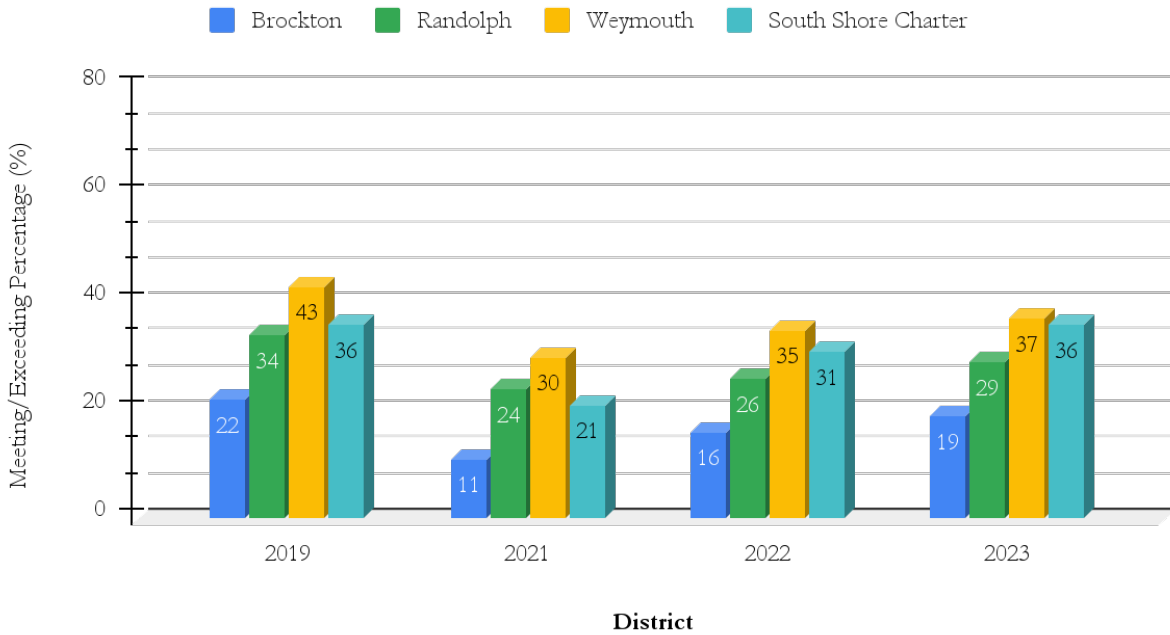


Chart XXXI demonstrates trends among South Shore Charter and its top three sending districts for MCAS Math Grades 3-8. In 2019, Brockton reported 22% of its students scoring *Meeting or Exceeding Expectations* which dropped by half to 11% in 2021. Brockton experienced an increase in 2022 to 16% and another increase to 19% in 2023. Randolph's scores followed a similar trajectory, with 34% of students scoring *Meeting or Exceeding Expectations* in 2019, which declined to 24% in 2021, but gradually increased to 26% in 2022 and 30% in 2023. Weymouth started with 43% in 2019, which decreased to 30% in 2021, but improved to 35% in 2022 and further to 38% in 2023. South Shore Charter began at 36% in 2019, experienced a drop to 21% in 2021, followed by an increase to 31% in 2022, and back to 36% in 2023.

Chart XXXII: MCAS Math District Comparisons | Grade 10

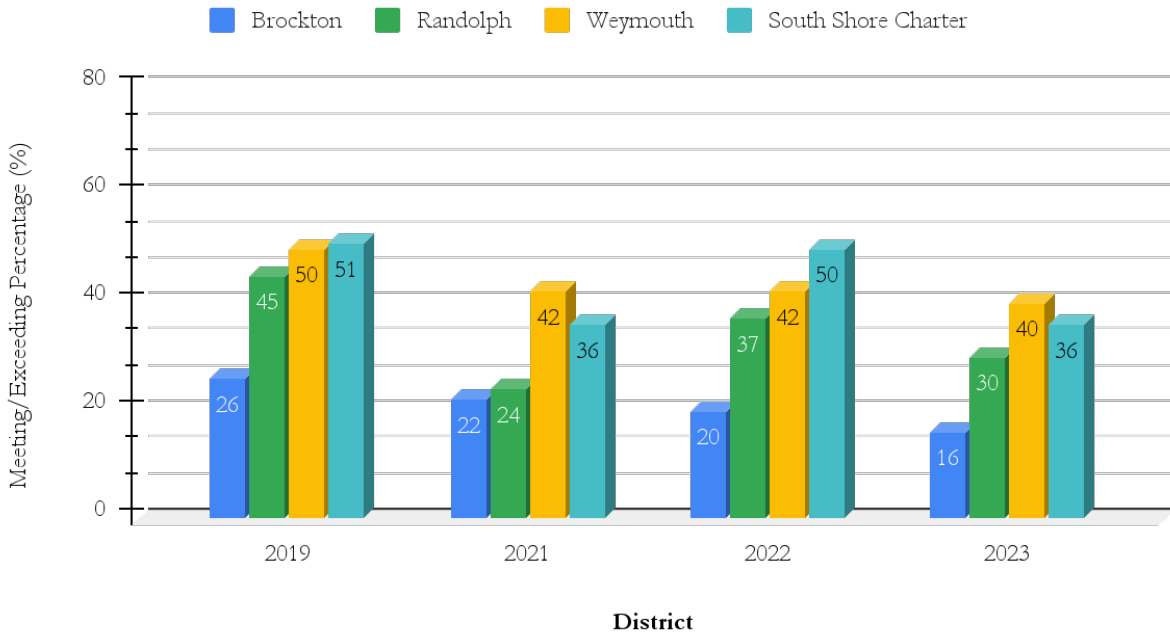


Chart XXXII demonstrates declines as well as fluctuating trends among South Shore Charter and its top three sending districts for MCAS Math Grade 10. In 2019, Brockton reported 26% of students scoring *Meeting or Exceeding Expectations*, a figure that gradually declined to 22% in 2021, 20% in 2022, and further to 16% in 2023. Randolph exhibited a varying trend, starting at 45% in 2019, but then experiencing a significant drop to 24% in 2021, before recovering to 37% in 2022 and settling at 30% in 2023. Similarly, Weymouth began with 50% in 2019, declining to 42% in 2021, maintaining the same percentage in 2022, and slightly decreasing to 41% in 2023. South Shore Charter reported math proficiency at 51% in 2019, which saw fluctuations to 36% in 2021, an increase to 50% in 2022, and then back to 36% in 2023.

Chart XXXIII: Grade 8 PSAT April 2023

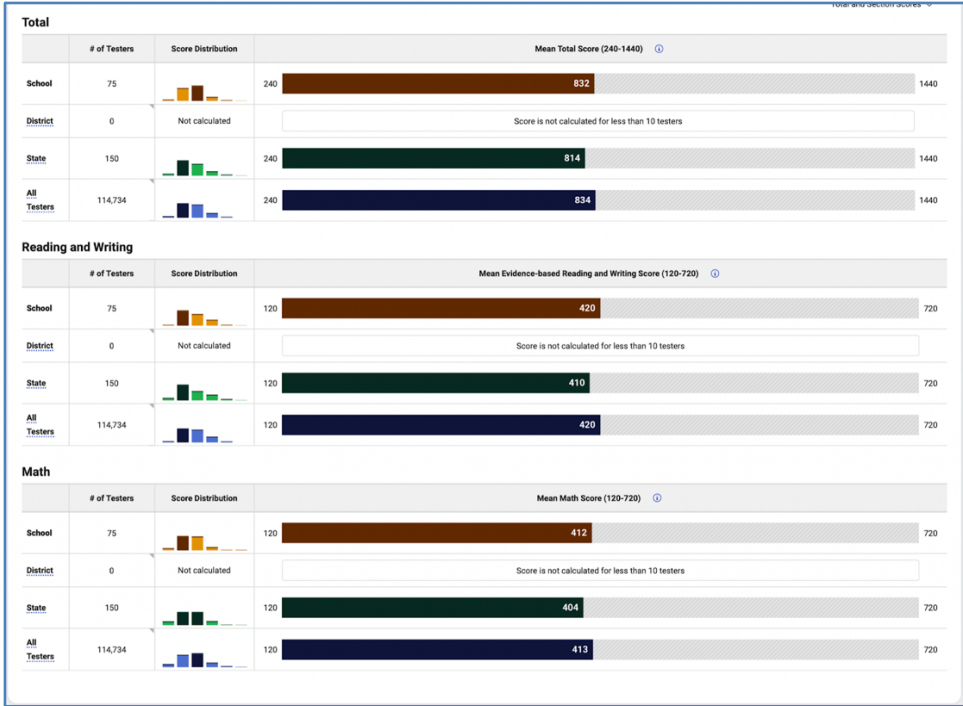
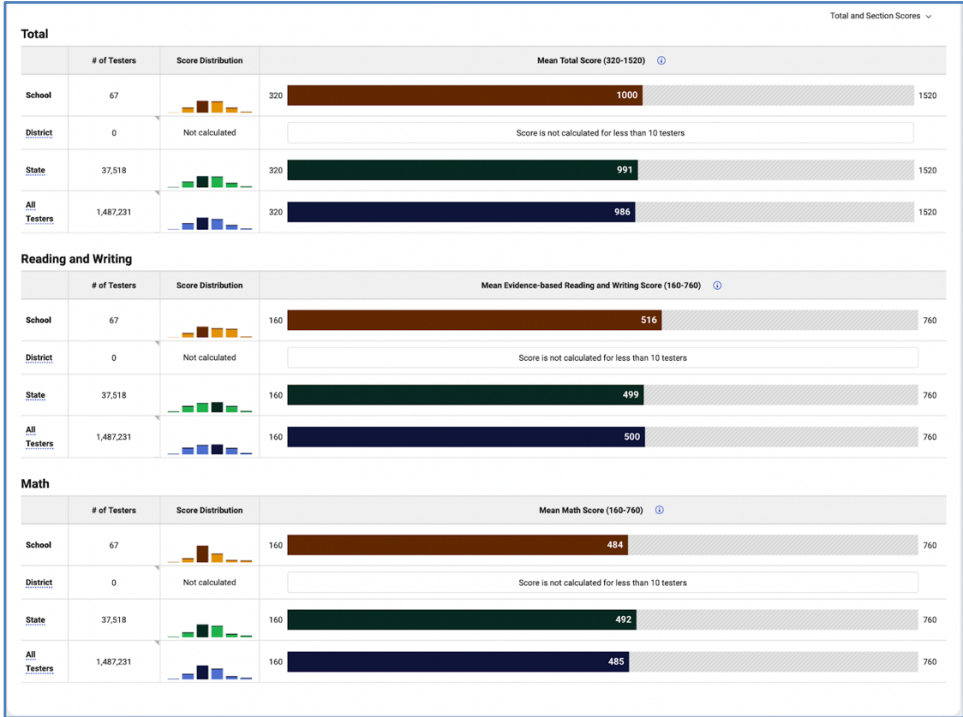
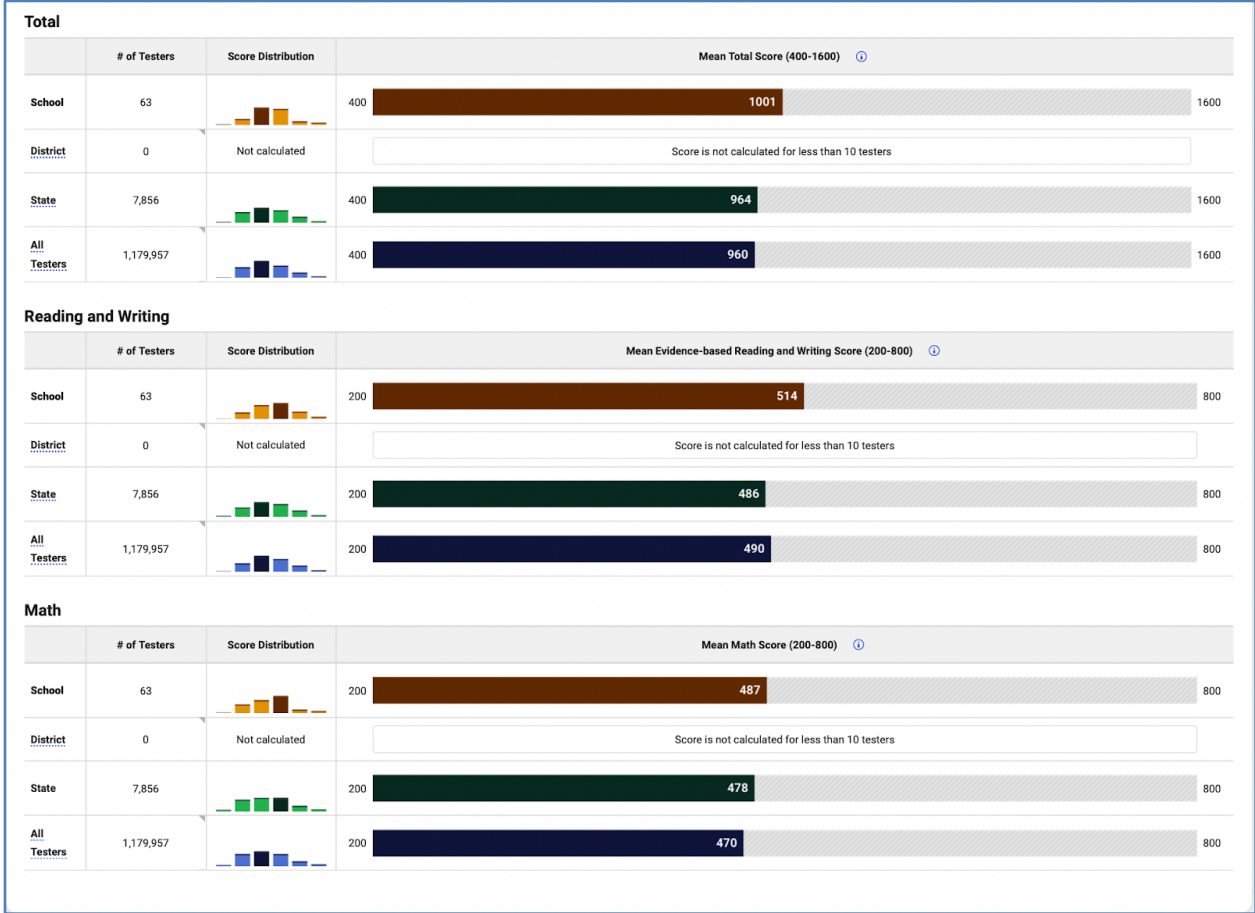


Chart XXXIV: Grade 11 PSAT/NMSQT October 2022



This data indicates that the School, with 67 test takers has a mean total score of 1000, 9 points higher than the State and 14 points higher than the All Testers group. The School shows a higher mean for Reading and Writing at 516, which is above both groups, versus Math at 464, which is below.

Chart XXXV: Grade 11 SAT School Day Spring 2023



Data indicated in Chart XXXV that the same group of students, now in the eleventh grade, scored higher on the SAT given on a school day in Spring of 2023. This data indicates that the School, with 63 test takers has a mean total score of 1001, 37 points higher than the State and 41 points higher than the All Testers group. There were fewer test takers for the in-school SAT day due to some students opting to take the exam on a Saturday administration prior to Spring of 2023. The School shows a higher mean for Reading and Writing at 514, which is above both State and All Testers groups, and Math at 487, also above both groups.

The School continues to provide students with extensive preparation for the SAT and uses data gleaned from the PSAT to inform instruction. As done each year, the School administered the PSAT to Juniors in October 2023 with a participation rate of 76 out of 79, or 97% of students testing. The school tested students in grade 10 with the PSAT 10 in the spring with 78 out of 81, or 96% of students testing. Eighth graders and ninth graders participated in the PSAT 8/9. Seventy-seven out of 87, or 88% of ninth graders tested. Seventy-seven out of 84, or 92% of eighth graders participated. These exams provided teachers with excellent data to use as they planned for curricular changes and interventions to close the learning gaps and to accelerate student learning. The South Shore Charter Public School continues to have the highest percentage of student SAT participation when compared to its top three sending districts, Weymouth, Brockton, and Randolph<sup>3</sup>.

<sup>3</sup> [SSCPS Executive Director Report](#), 9 November 2023, pp. 2-8.

## Appendix A

**Family Focus Groups 1 and 2**  
**South Shore Charter Public School**  
**141 Longwater Drive and 700 Longwater Drive**  
**January 30, 2024/ 8:30 am and February 1, 2024/6:00 pm**

### Campus and Facilities

6. *In what ways have SSCPS facilities (fields, grounds, building, laboratories, etc.) and tech added to or limited students' experience?*

- Need a real cafeteria, need a space to decompress, place to hold assemblies, tiny gym, not enough space, bigger gym, would help kids with getting their energy out  
Worse in the high school-a bad fish tank, too congested- her daughter asked her to address,
- Do they have lunch outside in warmer weather? Kids in the parking lot-they need more space to “play”, need a computer room and labs to prepare them for college, the school should consider a different space, larger space
- Cafeteria space can be a battle ground, needs to be a conducive space so kids aren't fighting/more bullying, build this into the partnership model as discussed
- Space to hold items like field day items, learning services items, drama items
- Would the new space above the current high school allow the school to have auditorium and cafeteria space?
- Cramped winter concert in the gym space-pay the rental fee for a larger space
- Better space for graduation
- We don't have facilities for athletics – fields, a gym
- Athletic facilities - Teams need dedicated space to practice, e.g. track for XC, field for soccer, more basketball facilities, full court for games
- Science labs in the high school
- Cafeteria – state is providing lunches now. Having shared spaces where kids can socialize.
- Performance space/theater
- Bathroom cleaning improvement - paint stall walls periodically, need more bathrooms

### The Future of SSCPS

7. *SSCPS is considering an increase in the school's total enrollment which would create additional funds for more classroom space, programs, opportunities, resources and staff to support them, as well as athletic fields and facilities. What positive changes could come from this increase?*

- How many more kids, will the school be hiring more staff, will the money from the state make up the cost of all of this?
- Kids need more space, that's a priority, but parents need more information about enrollment increase  
Keep the school small the way it was intended to be
- Is there any other way to increase space without increasing enrollment?  
Fundraising gets knocked down
- Students are complaining there is too much congestion, so the last thing we want is more children and less space
- Students are leaving because we lack facilities, not as many offerings, sports, extra curriculars, students think we are a poor school compared to some districts
- If there is a school expansion, is that more kids in each class? Will learning services increase accordingly?
- How open is the administration? Are they set on what they want to do? Do we really have a say?
- Alumni presence-alumni association but more than that, getting to know and seeing what they are doing and how this school impacted them, collectively come back to present
- Accessibility for information, and web space, events-more notice, add to the calendar in advance Better food, nutrition and nature
- What started sscps-have we moved away from the school's mission
- Larger class sizes would mean that disruptive behaviors are likely to be an even bigger problem

- If class size stays constant, then more kids are fine
- More space might help with behavior management
- More space is obviously necessary! Do what we need to do to get it
- More space would allow for more breakout groups, ability groups.

**Family Focus Groups 3 and 4**  
 Tufts Library, Weymouth  
 February 27, 2024/6:00 pm

**Campus and Facilities**

6. *In what ways have SSCPS facilities (fields, grounds, building, laboratories, etc.) and tech added to or limited students' experience?*

- Some want a cafeteria, others love that there is no cafeteria, less bullying.
- It's a lot of time IN this classroom.
- Wish there was more outdoor space.
- K-8 is really crowded.
- Building is too small.
- Cap enrollment.
- Need a gym, auditorium, wood shop, metal shop, more space.
- Like that all the grades go outside together, multi-grade recess.
- Like having all the kids in the same building, the older kids read with the kinders, having HS'ers help with the younger grades.
- The HS kids were awesome at the Halloween event.
- Like the campus feeling/community feeling.
- Need more communal/community space.
- Need space for students to interact between classes
- Need a cafeteria and a better lunch program
- Families want an auditorium for performances, assemblies, dances, social events. A cafegymatorium was suggested.
- Eat outside whenever possible
- It is good we have a playground
- Do we have chemistry labs in the middle school and high school?
- No science lab in HS was seen as a major need and problem for accessing science curriculum.
- Need more books and a library in the high school
- The current facilities are insufficient, new facilities would offer an improved academic, art, music, etc. programs
- Free transportation is a BIG bonus
- The crossing guard is adored by families

**The Future of SSCPS** (Families felt the additional resources of athletic facilities and improved facilities are the positive changes. The need for an auditorium, athletic fields, cafeteria etc continued to be talked about in this question.)

7. *SSCPS is considering an increase in the school's total enrollment which would create additional funds for more classroom space, programs, opportunities, resources and staff to support them, as well as athletic fields and facilities. What positive changes could come from this increase?*

- It's important to know how much of an increase.
- Individual attention is most important. Will that decrease.
- Admin will be more stressed.
- Prior expansion went well. Core of the school stayed the same. If that could stay the same, the expansion would be fine.
- Will SPED/staffing take a hit?
- Will there be fields expanded?

- Can the younger kids get more outdoor space?
- Could we build a track around the school at 100? A running path? Landscape engineering?
- What challenges could this create?
- This sounds ok as long as the classroom remains the same
- What would make an enrollment increase most successful for current students and families? More facilities
- Keep classroom size the same
- The traffic at pick-up gets worse, is there a way to better manage this?
- Need a new library with a meeting space and small study rooms

### **Family Focus Group 5**

Main Library, Brockton Public Library

February 26, 2024/6:00 pm

#### **Campus and Facilities**

6. *In what ways have SSCPS facilities (fields, grounds, building, laboratories, etc.) and tech added to or limited students' experience?*

- Cafeteria(s) are needed. Kids need a break, even just to get up out of classroom, go to a different area, socialize and come back.
- One parent wants her child to stay in classroom so has enough time to eat.
- Gym needs improvement. Need more space.
- Need a field for recess/sports.
- There are no windows, only fluorescent lighting and windows/air would be good.
- Don't like kids walking out in the cold to go to gym/art.
- Art room. Shared. Need a better one.

**The Future of SSCPS** (No discussion on this topic as facilitators were running out of time.)

7. *SSCPS is considering an increase in the school's total enrollment which would create additional funds for more classroom space, programs, opportunities, resources and staff to support them, as well as athletic fields and facilities. What positive changes could come from this increase?*

### **Family Focus Group 6**

Turner Free Library, Randolph

February 28, 2024/6:00 pm

#### **Campus and Facilities**

6. *In what ways have SSCPS facilities (fields, grounds, building, laboratories, etc.) and tech added to or limited students' experience?*

- The school needs to do more to develop its athletic programs. We need proper facilities and organized coaching (with communication) in or for us to be competitive
- Hosting high school graduation in the parking lot is tacky
- One parent mentioned they moved one of their kids due to lack of competitive sports programs
- The bathrooms are filthy. Some parents said they send toilet paper with their children to school bc there is never any in there when their child goes to the bathroom
- We need a cafeteria

**The Future of SSCPS**

7. *SSCPS is considering an increase in the school's total enrollment which would create additional funds for more classroom space, programs, opportunities, resources and staff to support them, as well as athletic fields and facilities. What positive changes could come from this increase?*

- If we keep teacher to student ratio the same then we welcome an increase if it brings more money for facilities.
- The discipline problem needs to be fixed before adding more students

## Family Focus Groups 7 and 9

Virtual via Zoom

March 1, 2024/12:30 pm

### Campus and Facilities

6. *In what ways have SSCPS facilities (fields, grounds, building, laboratories, etc.) and tech added to or limited students' experience?*

- one bathroom for the entire high school is a problem, boys bathrooms aren't always clean
- Lunch time is too short
- The school does a good job regarding space with what they have but it isn't enough. We need more space - auditorium, bigger gym
- School does not have adequate facilities, need a real music and art room
- Technology refresh is needed on a standard schedule, not just when they are inoperable. Chromebooks are really outdated and have poor screen quality.
- Students spend too much time on Chromebooks in class.
- The facilities limit programming offered. Can't have concerts on site and invite friends, can't run enough FITs, etc. It affects student life

### The Future of SSCPS

7. *SSCPS is considering an increase in the school's total enrollment which would create additional funds for more classroom space, programs, opportunities, resources and staff to support them, as well as athletic fields and facilities. What positive changes could come from this increase?*

- how much longer can the pick up line go? Strongly urge the school to not pursue this. They need to work on strengthening the school they have now. Very different than what it was. I see the school struggling so much right now. No one is going to sscps for sports so its not necessary to build fields. Two families that have been with the school through the last expansion, say now is not the time. We aren't even operating like we were pre pandemic vs pre expansion.
- The current facilities cannot support the current student volume, need a significant upgrade if we are going to add students
- Would want to see the plan for expansion in more detail
- More kids would require more support staff and services
- How do we still only have one principal? There needs to be a redesign of the admin structure. Appreciate and love the staff and community, but they are hanging on by a thread with limited resources.
- The student: teacher ratio canNOT be higher.

## Focus Group 8/Kreyòl Ayisyen

Virtual via Zoom

March 12, 2024/6:00 pm

### Campus and Facilities

6. *In what ways have SSCPS facilities (fields, grounds, building, laboratories, etc.) and tech added to or limited students' experience?*

- The current facilities and technology resources support a conducive learning environment.

### The Future of SSCPS

7. *SSCPS is considering an increase in the school's total enrollment which would create additional funds for more classroom space, programs, opportunities, resources and staff to support them, as well as athletic fields and facilities. What positive changes could come from this increase?*

- Parent worries about managing class sizes and maintaining a high quality of education are potential concerns.