

# Abby Kelley Foster Charter Public School

2008-2009

## Annual Report

Abby Kelley Foster Charter Public School  
10 New Bond Street  
Worcester, MA 01606  
Phone: 508.854.8400  
Elementary School Fax: 508.595.0370  
Middle and High School Fax: 508.854.8484  
[www.akfcs.org](http://www.akfcs.org)

## TABLE OF CONTENTS

<b>Letter from Chairman</b>	<b>3</b>
<b>School Mission</b>	<b>5</b>
<b>School Profile</b>	<b>5</b>
<b>Educational Philosophy</b>	<b>5</b>
<b>Accountability Plan Academic Success Goals and Objectives</b>	<b>7</b>
<b>Common School Performance Criteria Academic Program Success</b>	<b>11</b>
<b>Accountability Plan Faithfulness to the Terms of the Charter Goals and Objectives</b>	<b>16</b>
<b>Accountability Plan Organization Viability Goals And Objectives</b>	<b>18</b>
<b>Common School Performance Criteria Organizational Viability Program Success</b>	<b>21</b>
<b>Organization Chart</b>	<b>23</b>
<b>2010 Budget</b>	<b>24</b>
<b>Balance Sheet</b>	<b>25</b>
<b>Statement of Activities</b>	<b>26</b>
<b>2009-2009 Data Information</b>	<b>27</b>

June, 2009

Dear Friends:

On behalf of the Board of Trustees, I want to thank our teachers, faculty, administration, parents, students and my fellow board members for another successful academic year that was marked by a renewed focus on the school's mission to provide all students with a classical liberal arts education.

The Board of Trustees' evaluation of our school's academic performance and administrative leadership resulted in a number of organizational changes during the school year, with many taking effect during the upcoming 2009-2010 school year. We are confident these changes will further enhance our ongoing commitment to the liberal arts and academic excellence.

Our most significant change involved the replacement of the Superintendent in August 2008 and the unanimous board appointment of the school's Middle/High Principal Kathleen Greenwood as Executive Director for the upcoming school year. In addition, the co-principal model at the high school level has been deemed ineffective and will revert to the traditional model of principal and assistant principal for next year.

In an effort to promote from within the school, the executive director has hired a number of staff members to the following positions for the 2009-2010 school year, including special education director, elementary assistant principal, middle school assistant principal and middle school support coordinator.

The Board and school leadership team have embarked on a number of instructional and curriculum changes to reflect to the growing need our students. As a school in need of improvement, the board and school administration have worked with outside consultants to independently assess our students and curriculum. As of result of the independent analysis, transitioning students by proficiency group was eliminated. This change allowed teachers to provide instruction that is designed to meet the varied learning needs of our students and designate more time on learning. Students are now grouped for math and reading within their classrooms.

In addition, our curriculum and education committee met throughout the year to evaluate the math program and in their report recommended the implementation of new math program for the next school year. Math Connects was selected based on its alignment with Massachusetts Curriculum Frameworks, instructional modal, and ability to address identified areas of weaknesses.

Lastly, the Board of Trustees and school administrators are eager to fulfill the final goal of our charter through the implementation of the International Baccalaureate Diploma Programme (IB). The IB program is a comprehensive curriculum that includes the study of six subjects—world literature, a foreign language, math, science, history/social sciences, and an elective—as well as a theory of knowledge course, an extended research paper, and a community service requirement.

Most importantly, the Board of Trustees and school leadership are in agreement that all students must be held to a high standards and the school will not compromise those standards. All students are required to meet the academic expectations established by the Board and administration, including graduation requirements. As a Board and school we will not reward poor academic performance.

Our commitment to academic excellence was reinforced during this year's commencement exercises as three students failed to meet the school's graduation requirements and did not receive a diploma on June 4. Abby Kelley Foster Charter Public School is committed to helping each student reach their potential and a key component of this effort is recognizing the achievements of every student that meets our school's graduation requirements.

The Board and Administration initiated a number of changes this year but remain convinced they are in the long term best interests of our school community. We look forward to another exciting and productive school year in 2009-10 and with your help we will continue our mission to provide every student the foundation needed for a lifetime of learning and success.

Sincerely,

James Walsh  
Board of Trustees, Chair

## **MISSION**

The mission of the Abby Kelley Foster Charter Public School is to assist parents in their role as primary educators of their children by providing a classical liberal arts education grounded in the great works of Western Civilization and aimed at academic excellence, musical competence and character formation.

## **SCHOOL PROFILE**

The Abby Kelley Foster Charter Public School was named after a nineteenth century Worcester resident who was a leader in the abolitionist and women's rights movements. Abby Kelley Foster opened in 1998 with Grades K-5. Currently 1,426 students are enrolled in grades K-12. The Massachusetts Board of Education voted unanimously to renew our second five-year charter on October 30, 2007.

The School is located in the Greendale neighborhood of Worcester, offering all students a classical liberal arts education. New students may enroll in Kindergarten through Grade 12 if seats are available. Preference is given to siblings of currently enrolled students and students residing in the towns designated in the charter: Auburn, Holden, Leicester, Millbury, Oxford, Shrewsbury, Sutton, West Boylston and Worcester. Abby Kelley Foster Charter Public School is open to all Massachusetts residents.

Charter schools may not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, or academic achievement in admitting students, nor may charter schools set admissions criteria that are intended to discriminate or that have the effect of discriminating on any of these bases.

## **EDUCATIONAL PHILOSOPHY AND TEACHING METHODS**

The Abby Kelley Foster Charter Public School is a public school that offers students a classical liberal arts education. Students enjoy the benefits of smaller class sizes, an extended school day and year and musical instrument instruction beginning in the elementary school. Our character education program emphasizes self-respect, basic moral values such as honesty and integrity, and commitment to family and community.

A highly structured curriculum sets high expectations and provides individualized monitoring to assist students in attaining ambitious goals for achievement. The School provides a strong academic foundation for students at the elementary level in preparation for demanding academic studies in middle school and high school.

Over the past eleven years, Abby Kelley Foster Charter Public School has provided parents in the Worcester region a much needed choice in their child's education. Our academic and behavioral expectations have become a model for our community. The School's waitlist and enrollment applications consistently exceed annual expectations with an increasing number of parents wishing to enroll their children in a rigorous academic program rich in the liberal arts and character education.

Liberal arts and character education remain the defining traits of our school. All students are engaged in a curriculum defined by the great works of Western Civilization and good citizenship. These great works are weaved throughout our curriculum and school documents. The Board of Trustees and school administration work diligently to provide all staff with the professional development necessary to accomplish this mission.

Our faculty and staff strive to instill the character virtues across all grade levels and discipline in an effort to support school's mission. We believe Abby Kelley Foster has been true to our mission and charter by providing all students regardless of their ability the opportunity to enroll in interdisciplinary courses and participate in school wide performances and community service projects. Our graduates and enrolled students promote the values of Abby Kelley Foster in their community and the positive feedback the school receives from parents, community leaders, and other educators is testament to our academic success and character development.

We consider parents to be the primary educators of their children and encourage them to play an active role in the School community. The faculty is trained in developing positive relationships and communications with parents. As part of the school mission, parents must share and engage their children in the importance of character education. Student behavior is managed through positive reinforcement specifically utilizing the Positive Behavioral Intervention and Supports (PBIS) system. Students and faculty are strongly encouraged to incorporate problem solving and social skills into the School community. Community outreach has become an increasingly important component of our charter education program.

In order to foster positive parental relationships we host information sessions and encourage participation through parent groups, classroom volunteers and school activities. Close parent communication ensures progress toward academic and behavioral standards.

The School's Code of Conduct is designed to guide the efforts of teachers and staff in creating a safe, orderly environment and to reinforce the primary mission of the School: rigorous academic learning. The Code of Conduct and accompanying student compact state clearly school-wide rules governing student behavior as well as the consequences for breaking the rules. In effect, it is a contract among parents, students, and staff created to foster the best positive learning environment.

## **ACCOUNTABILITY PLAN ACADEMIC SUCCESS GOALS AND OBJECTIVES**

**Performance Objective 1: Abby Kelley Foster Charter Public School (AKFCPS) students will achieve adequate yearly progress on English and Mathematics standardized assessments as defined by No Child Left Behind.**

**Measure 1: AKFCPS will meet the Composite Proficiency Index (CPI) target for English language arts in the aggregate as defined by the School Performance Rating System annually.**

- Abby Kelley Foster students did not meet the CPI target for target for English Language Arts in the aggregate based on 2008 Adequate Yearly Progress (AYP) data. In order to address student academic performance the school implemented the following strategies: increased professional development, administered the Developmental Reading Assessment Second Edition to all K-4 students, and administered the Qualitative Reading Inventory-4 (QRI-4) to all 5-8 students. In addition, the school contracted with an independent consultant to develop, administer and analyze an English Language Arts exam for all students K-10. The results of the tests were used to target student weaknesses, purchase supplemental curriculum materials, address gaps in our curriculum guides and target professional development activities.

**Measure 2: AKFCPS will meet the Composite Proficiency Index (CPI) target for mathematics in the aggregate as defined by the School Performance Rating System annually.**

- Abby Kelley Foster students did not meet the CPI target for mathematics in the aggregate. Due to the inability of the school to meet the CPI target, the school renewed its contract with the independent analysts from Education Research, Testing and Evaluation Consultants (ERTEC) to evaluate the math program. In addition, a math curriculum committee was established to review the current math program. The committee recommended implementing a new math program for the 2009-2010 school year. The current math program was not meeting the needs of all students. In addition, the school provided additionally math support for both the teachers and students during the school year.

**Performance Objective 2: AKFCPS students at the Middle School Level (Grades 5-8) will be successful in a rigorous academic program.**

**Measure 1: Grades 5-8 will achieve a higher percentage of students scoring in the advanced and/or proficient category as compared to the largest sending district on the English Language Arts Massachusetts Comprehensive Assessment System (MCAS) exams.**

- AKFCPS Students in Grades 5-8 achieved a higher percentage of students scoring in the advanced and/or proficient category as compared to the largest sending district on the English Language Arts MCAS exam.

**Measure 2: Grades 5-8 will achieve a higher percentage of students scoring in the advanced and/or proficient category as compared to the largest sending district on the Mathematics Massachusetts Comprehensive Assessment System (MCAS) exams.**

- AKFCPS Students in Grades 5-8 achieved a higher percentage of students scoring in the advanced and/or proficient category as compared to the largest sending district on the Mathematics MCAS exam with the exception of Grade 5 Mathematics.

**Measure 3: Grades 5-8 will achieve a higher percentage of students scoring in the advanced and/or proficient category as compared to the largest sending district on the Science Massachusetts Comprehensive Assessment System (MCAS) exams.**

- AKFCPS Students in Grades 5-8 achieved a higher percentage of students scoring in the advanced and/or proficient category as compared to the largest sending district on the Science and Technology MCAS exam with the exception of Grade 5 Science and Technology.

**Performance Objective 3: AKFCPS students at the Elementary School Level (Grades K-4) will participate in a rigorous academic program.**

**Measure 1: More than 75% of the students who enroll at AKFCPS in Kindergarten will score at or above the proficient levels on the English Language Arts MCAS exam by the end of fourth grade.**

- Based on independent analysis of the school’s ELA 2008 MCAS for the scores conducted by ERTEC, students enrolled at the school since Kindergarten, demonstrate an increase in both the raw and scaled scores on the MCAS exams.

**Measure 2: More than 75% of the students in Grades K-2 will demonstrate annual measurable progress by increasing their overall multiple choice score by 5 points on the externally created Data Analysis and Strategic Planning Project (DASPP) math assessments based on the AKFCPS curriculum guide.**

The summer 2009 test was equated to the winter test through the use of three common items. Analyses show that students in Kindergarten **made significant progress** between the winter and summer administrations. Each student’s scores on the fall, winter, and summer test administrations are presented in a list included with this report. For the summer administration the number and percent of students scoring below 70% and 60% respectively are presented in the tables below:

<b>Number of students scoring under 70%</b>	<b>2</b>
<b>Percent of students scoring under 70%</b>	<b>1%</b>
<b>Number of students scoring under 60%</b>	<b>1</b>
<b>Percent of students scoring under 60%</b>	<b>&lt;1%</b>

The test was developed by the ERTEC and reviewed by AKFCS teachers and curriculum coordinators. After several rounds of consultation the final test consisted of 38 questions plus three questions from the winter test. There were 122 Kindergarten students who participated in the assessment. Teachers administered the test.

The summer 2009 test was equated to the winter test through the use of three common items. Analyses show that students in Grade 1 **made significant progress** between the winter and summer administrations.

Each student’s scores on the fall, winter, and summer test administrations are presented in a list included with this report. For the summer administration the number and percent of students scoring below 70% and 60% respectively are presented in the tables below:

<b>Number of students scoring under 70%</b>	<b>76</b>
<b>Percent of students scoring under 70%</b>	<b>62%</b>
<b>Number of students scoring under 60%</b>	<b>40</b>
<b>Percent of students scoring under 60%</b>	<b>33%</b>

The summer 2009 test was equated to the winter test through the use of three common items. Analyses show that students in Grade 2 **made significant progress** between the winter and summer administrations. Each student’s scores on the fall, winter, and summer test administrations are presented in a list included with this report. For the summer administration the number and percent of students scoring below 70% and 60% respectively are presented in the tables below:

<b>Number of students scoring under 70%</b>	<b>69</b>
<b>Percent of students scoring under 70%</b>	<b>50%</b>
<b>Number of students scoring under 60%</b>	<b>40</b>
<b>Percent of students scoring under 60%</b>	<b>29%</b>

**Performance Objective 4: 100% of the students who graduate from AKFCPS will be qualified to attend a two or four year institution of higher education.**

**Measure 1: 100% of the students in Grade 10 will achieve a passing score on the required MCAS exams by their senior year.**

- 100% of the students in the Class of 2009 and Class of 2010 achieved a passing score on the English Language Arts, Mathematics and Science and Technology (Class of 2009) MCAS exams as required by law.

**Measure 2: 100% of the students in Grade 12 will be accepted to a minimum of one post secondary school.**

- 100% of the students in Grade 12 (graduating Class of 2009) were accepted to a minimum of one post secondary school including the following: Boston College, American International College, University of New Hampshire, Wheelock College, St. John’s College, Kutztown University, UMass Dartmouth, Worcester State College, Montserrat College of Art, Marietta College of Ohio and Quinsigamond Community College.

**Measure 3: 100% of the high school students will take the SATs and PSATs by the end of their junior year with 50% of the students scoring at the national average on the SATs. The percentage of students scoring at the national average on the SATs will increase by 10 percentage points annually for a total of 80% in 3 years.**

- 100% of our high school students participated in the PSATs by the end of their Junior Year. 85% of the current juniors have participated in the administration of the SATs. All members of the class were registered for the exam however, six did not participate. One student was hospitalized at the time of the test administration. The school will follow up with the remaining five students to determine the reason for their absence from the exam and register the students for the fall administration. Currently, 50% of the students in the Junior Class did not score at the national average on the SATs based on the following results: 41% Critical Reading, 9% Math and 18% Writing. The school is in the process of reviewing SAT preparation materials and potential test preparation courses for high school students.

**Performance Objective 5: AKFCPS will evaluate the K-12 curriculum standards for alignment with state and school standards and school mission.**

**Measure 1: A minimum of one core subject curriculum will be reviewed annually for alignment with state and school academic standards by the school curriculum committee and the board of trustee education committee. Curriculum documents will be realigned to meet the standards established by the BOT within a 2 year time period.**

- The school completed a comprehensive review of the current K-8 math program based on the recommendations of the 2007-2008 curriculum committee and the school's AYP status. The school established a committee of teachers and administrators to review the Saxon Math Program and identify areas of strength and weakness. The committee recommended the implementation of a new math program, entitled Math Connects for the 2009-2010 school year. A copy of the committee's recommendations is available for review. The committee based their recommendation on the following factors:
  1. Alignment with the school's curriculum guide
  2. Establishing a consistent math program across grade levels
  3. Alignment with Massachusetts Curriculum Frameworks
  4. Professional development opportunities

**Measure 2: A minimum of two K-12 core subject classes will include the integration of music and/or art by the end of 2010-2011 school year at each grade level.**

- The Music Department continues to evaluate and align the School's music curriculum with the core subject curriculum guides. The current music and core subject courses available at the high school level in American History include the integration of music into the course. The music department is piloting this course for the 2009-2010 school year.

## **COMMON SCHOOL PERFORMANCE CRITERIA ACADEMIC PROGRAM SUCCESS**

### **CURRICULUM**

The elementary school grades (K – 5) are committed to providing a well-rounded education grounded in the standards outlined by the Commonwealth of Massachusetts, the mandated and approved curriculum of the school and the mission of the school that focuses on character development and positive virtues. This framework has become infused in all that encompasses the elementary grades. A major philosophical change has occurred at the start of this academic year with the removal of traditional ability groupings and classrooms at the elementary level that contain a mix of student abilities. This “non-leveled” approach has provided more professional development opportunities for our elementary staff since stronger differentiation, small group learning, and project based initiatives can occur without students constantly transitioning between teachers. Having this flexibility has opened up a world of best practice ideas that will be developed and enhanced over the next two academic years.

The middle school grades (grades 6 – 8) are committed to a team approach for instruction by providing students a balanced liberal arts curriculum aligned with the school mission. The middle school curriculum is based on the curriculum frameworks for the Commonwealth of Massachusetts and curriculum documentation for character education; the focus of the school charter. Teachers at the middle school continue to improve the teaching and learning of their students by attending professional development workshops that focus on math, technology, English Language Arts, social / emotional health, and developing assessments that match the needs of the school as outlined in internal and external assessments. Students at the middle school attend leveled classes that allow for specific instructional best practice approaches to meet the needs of each individual.

At the beginning of the 08-09 academic year, the school began the application process for the International Baccalaureate Diploma Programme (IB). The IB program is an international program that brings worldliness and multicultural studies to students enrolled at Abby Kelley Foster Charter Public High School. This program offers courses at the Standard and Honors level and requires students to complete advanced course work that will lead to an IB Full Diploma providing students college credit and recognition for completing a program considered one of the most rigorous in the world. The implementation of the IB program fulfills one of the goals outlined in our original charter. The Board, school administration and staff are excited about the professional and educational opportunities this distinguished program will bring to our high school.

The International Baccalaureate Diploma Programme is a challenging two-year curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world’s leading universities. The curriculum contains six subject groups together with a core made up of three separate parts.

- Students study six subjects selected from the subject groups. Normally three subjects are studied at higher level (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (courses representing 150 teaching hours).
- All three parts of the core—extended essay, theory of knowledge and creativity, action, service—are compulsory and are central to the philosophy of the Diploma Programme

The 08-09 academic year also included a cross curriculum project at the middle school level, integrating a history unit with both art and music. Students and teachers were able to link subjects as a means of experiencing a multi-disciplinary unit where topics are learned across fields of study. Professional development

time will continue throughout the 09-10 school year to integrate lessons and coordinate activities by multiple teachers to have a unit that enables students to experience a concept across multiple classrooms.

## **INSTRUCTION**

**Non-ability groupings K – 4:** Opportunities for teachers to meet as grade level teams and plan common instructional approaches for one class of students rather than multiple plans for students who must transition between classes. Teachers work on common assessments, differentiated approaches, small group learning communities that meet the needs of the individual student, and assessments that allow for both informal and formal evaluation and progress of individual students.

**Small Group Instruction:** All K – 4 classes use small group learning models as a means of differentiating abilities of students within that one classroom. Students are paired together in groups that remain flexible during the school year. Students are no longer targeted as low, middle, or high; which allow for more fluidity of student placement and movement. Continual professional development occurs with an elementary math specialist and reading specialist providing model lessons for how to meet the needs of all learners within a classroom through small group instruction. The math and ELA groups are now skill based.

**Differentiation:** Better differentiated learning occurs in the classroom with model lessons being provided for math centers, guided reading, literature circles, and hands-on learning approaches that meet the needs of each student. A leveled ability of each student will be based on informal assessment, formal assessment, DRA scores, benchmark scores, and in class work, homework, and daily learning.

## **PROGRAM EVALUATION**

**Elementary School Data Analysis:** Continual professional development provided teachers with the skills necessary to use data to inform instruction. MCAS scores, Math and ELA benchmark results, classroom assessments, DRA, and action plans (ISSP) are used during the school year to ensure teachers are constantly collecting information about their students. Workshops and grade level meetings occur throughout the academic year to provide professional development in accurately interpreting data and adjusting instruction to address weaknesses presented through student performance. Teachers develop individual action plans in writing, reading, and math to respond to individual learning needs.

**Elementary School Exit Competencies:** Teachers in grades K-4 identified learning goals in all subject areas. These skills are aligned with the Massachusetts Curriculum Frameworks. Parents have received this information so they know and understand what the learning expectations are for their children.

**Elementary School Assessments:** Elementary teachers attended professional development regarding revising assessments from “old-fashioned” end of chapter tests to actual assessments that look and feel like those required by the state. Assessments contain multiple choice, open response, long composition writing, and short answer to allow students the opportunity to practice these types of questions. Furthermore, assessments include a review of previous knowledge questions to ensure students are retaining prior information and can bring this prior knowledge into new learning situations. Model assessments are created by content specialists at the elementary level.

**Middle School Data Analysis:** Teachers attended professional development sessions that provided them with the skills to use data to inform instruction. MCAS scores, benchmark results, classroom assessments, QRI, and action plans (ISSP) are used during the school year to ensure teachers are constantly collecting information about their students. Workshops and grade level meetings occurred throughout the academic year to provide professional development in accurately interpreting data and adjusting instruction to address weaknesses presented through student performance.

**Middle School Assessments:** Assessments contain multiple choice, open response, long composition writing, and short answer to allow students the opportunity to practice these types of questions. Furthermore, assessments include a review of previous knowledge questions to ensure students are retaining prior information and can bring this prior knowledge into new learning situations. Model assessments are created by content specialists at the elementary level. Middle school teachers use benchmark testing as an actual grade (midterm and final exams) to ensure students have mastered standards.

**High School Assessments:** High school teachers assessed student progress throughout the school year through internal and external assessments. The International Baccalaureate Diploma Programme will include assessments for students enrolled in the program.

## **SCHOOL CULTURE**

**PBIS and Responsive Classroom:** Teachers and administrators participated in the Positive Behavior Intervention Support (PBIS) training, which establishes clear and consistent behavioral expectations while recognizing students for making good choices. Data is kept each month regarding progress by students and teachers receive feedback in terms of the number of referrals to administration, contact with parents, and positive approaches used within their classrooms in regard to classroom management and creating a responsive classroom. This project furthers our character education curriculum in regard to behavior within the school and creating responsible citizens.

## **SUPERVISION AND EVALUATION OF TEACHERS**

In order to evaluate staff effectiveness, the principals have established a program to closely monitor student and teacher progress. Additionally, all grade levels have an appointed team leader. Grade level team leaders serve as a conduit for disseminating information among fellow team members, parents, and the school administration, and sharing input to help make decisions that affect each respective team and the School as a whole. Team Leaders act as a resource to team members for advice on instructional strategies, curriculum content, and disciplinary procedures.

The School's mentor program provides novice teachers a one-on-one relationship with an experienced teacher. The mentor teacher offers guidance and support to a teacher in a non-evaluative role. Teachers may discuss classroom management skills, teaching techniques and strategies. This relationship allows each teacher the opportunity to receive instructional support on a daily basis.

School level principals are also required to complete annual classroom observations on all teachers. All observations conclude with a post observation meeting, which provides teachers with performance feedback. Additionally, each principal conducts daily classroom walk-throughs to monitor student behavior and observe

lessons on a non-scheduled basis. Our teachers enjoy an ever increasing level of professional support that has grown each year of the School's existence.

**Annual Schedule Evaluation:**

- Team Leaders complete an annual evaluation of all instructional assistants on their team.
- Principals complete an annual evaluation of all instructional staff for their respective building.

**DIVERSE LEARNERS**

Abby Kelley Foster Charter Public School provides comprehensive services to those students with disabilities and maintains a range of educational services that are in compliance with state and federal laws and regulations. Any child with a disability as defined by the Individuals with Disabilities Education Act (IDEA) is provided with a free and appropriate public education and held to standards established by the Massachusetts Department of Elementary and Secondary Education. Abby Kelley Foster completed a Coordinated Program Review in October 2008. The School is in the process of implementing a corrective action plan regarding professional development, IEP monitoring and timeline requirements for the 2009-2010 school year.

All LEP students are evaluated in accordance with Massachusetts laws and regulations. Students found in need of services based on the home language surveys and academic records are administered the MELA-O and MEPA exams. Students participate in the exam annually to determine their level of progress. All families are required to complete a Home Language Survey during the admission process. All survey data is collected by the English Language Learners Teacher (ELL). Students are monitored by the ELL teacher and classroom teacher for areas of weakness and assessed in accordance with Massachusetts laws and regulations.

Abby Kelley Foster completed a Coordinated Program Review in October 2008. The School is in the process of implementing a corrective action plan regarding ELL program. The school hired an ELL consultant to review and compile a comprehensive ELL program for the 2009-2010 school year.

**PROFESSIONAL DEVELOPMENT**

**Math Professional Development:** The selection of a new K – 5 math program required teachers to participate in professional development conducted by the publishers of Math Connects during the spring of 09. This professional development allowed teachers to gain a handle on this math program and be able to write curriculum that addresses the program, state standards, assessments, and differentiation required to make this new math program a success. Math Connects specialists and school administrators/content specialists will work with teachers in using this new program and developing curriculum over the next school year.

**QRI Reading Inventory:** All ELA middle school teachers received training to administer this reading inventory in determining the exact reading level for students to ensure proper approaches to reading instruction. This inventory is given twice a year (fall and spring) and tracks the progress of the student across the school year. Informal reading inventories are scattered during the year that provide teachers a quick check as to how well students are comprehending and understanding text. This formal QRI inventory is a continuation of the DRA training offered grades K – 5 and allows for a K – 8 assessment and tracking of student reading.

**Small Group Literature Circles:** Winter and spring 2009 provided middle school teachers across the humanities (ELA, History, Language) the opportunity to learn how to guide students through a literature

discussion via literature circles. An advanced form of guided reading from the K – 5 grades; this ELA best practice approach allow students to discuss readings with one another to a level beyond just comprehension of text, but at a critical and analytical level of passage analysis.

**Cross Curriculum Integration:** The middle of the 08-09 academic year included a cross curriculum project integrating a history unit with both art and music. Students and teachers were working to link subjects as a means of experiencing a multi-disciplinary unit where topics are learned across fields of study. Professional development time will be designated during the 09-10 to properly integrate lessons and coordinate activities by multiple teachers to have a unit that enables students to experience a concept across multiple classrooms.

**Middle School Health and Wellness:** Given the age of middle school students and the need for social, emotional, physical, and mental development a guidance counselor from the middle school received training in areas that most affect this age group (bullying, harassment, relationships, and personal well being). These topics were infused into the health curriculum at the 8th grade to provide integration of health and wellness curriculum with topics and issues facing these students each day.

### **International Baccalaureate**

The teachers at Abby Kelley Foster Charter High School will continue to receive professional development in the multitude of areas that encompass the IB Program. These programs will continue to be phased in over the next three years with the 2008 – 2009 as the “start-up” training school year. The majority of the required professional development was completed during the 08-09 school year to allow the following years to focus on teacher instructional approaches, new courses, and improving upon the original course offerings.

## **ACCOUNTABILITY PLAN FAITHFULNESS TO THE TERMS OF THE CHARTER GOALS AND OBJECTIVES**

**Performance Objective 6: Abby Kelley Foster Charter Public School students will achieve music competence in music.**

**Measure 1: AKFCPS Middle/High School will produce at least one musical production annually.**

- 100% of the students had the opportunity to participate in a musical or dramatic performance by enrolling in any one of the following groups: High School Orchestra, Middle School Concert Band, High School Choir, Middle School Choir, after school Encore Programs including Select Singers, Pop Strings, and Jazz Band. The school produced a number of public performances during the school year which included: spring and winter concerts, variety shows, Abby's café, Alice in Wonderland (elementary only), Guys and Dolls (middle and high school only) and various in house performances for parents and family members during the school year.

**Measure 2: Ninety percent of students will demonstrate music literacy/competence, as measured by internal benchmarks and assessments accessible through a Grades K-12 General Music curriculum.**

- 91% of the students in Grades K-12 demonstrated music literacy/competence as measured by the School's curriculum guide, scope and sequence and report cards. All students were required to participate in a music class. In addition, the Board of Trustees voted unanimously to amend the graduation requirements to increase the music requirement to two full years.

**Performance Objective 7: Abby Kelley Foster Charter Public School students will adhere to the ten character virtues defined by the school mission.**

**Measure 1: 95% of the student body will model the 10 character virtues in accordance with the code of conduct and by a 5% monthly decrease in the number of office referrals.**

- The School's Positive Behavioral Intervention Support (PBIS) had a positive result in student behavior over the course of the school year, representing a 6% decrease in the number of office referrals on a monthly basis. Informal student surveys and school wide character education awards found 95% of the students understand and model the 10 character virtues.

**Measure 2: 100% of the students in Grades 9-12 will participate in a minimum of two community service projects or activities for a total of 40 hours prior to graduation that support the ten character virtues as monitored by the student's high school portfolio.**

- 100% of the students participated in one community service project during the school year which included the following: Red Cross Blood Drive, Can Food Drive, Walk for the Cure, Walk for Hunger, Mustard Seed, and Worcester Animal Shelter. In addition, the Board of Trustees approved an increase of 10 hours to the community service requirements effective beginning with the Class of 2010 for a total of 50 hours.

**Measure 3: 95% of the students will report they understand the school mission and academic expectations on an annual survey.**

- 95% of the student body in Grade 5-12 reported they understood the school mission and academic expectations.

**Performance Objective 8: Abby Kelley Foster Charter Public School parents/guardians will support the school mission and code of conduct.**

**Measure 1: 95% of the parents/guardians will sign the family compact which demonstrates their agreement with the school mission and code of conduct.**

- 98% of the parents/guardians signed the family compact included in the student handbook for the 2008-2009 school year.

**Measure 2: 95% of the parents/guardians will report they understand the academic expectations as reported by the annual parent survey.**

- 98% of the parents/guardians reported they understood the academic expectations as reported on the annual parent survey.

**Measure 3: 95% of the parents/guardians will report their child feels safe at school in accordance with the code of conduct.**

- 94% the parents/guardians reported on the annual parent survey that their child feels safe at school in accordance with the code of conduct.

**Measure 4: 95% of the parents/guardians will report that their child's behavior is positively impacted by the character education and behavior program.**

- 97% of the parents/guardians reported on the annual parent survey that their child's behavior was positively impacted by the character education and behavior program.

## **ACCOUNTABILITY PLAN ORGANIZATION VIABILITY GOALS AND OBJECTIVES**

**Performance Objective 9: The Abby Kelley Foster Charter Public School will maintain full enrollment and an adequate waitlist.**

**Measure 1: AKFCPS will maintain a student retention rate of 85% annually.**

- AKFCPS currently maintains an average student retention rate of 93%.

**Measure 2: AKFCPS will maintain a waitlist equivalent to at least 15% of the maximum student enrollment.**

- AKFCPS currently maintains a waitlist of 1067 students, which is 75% of the maximum student enrollment.

**Measure 3: 90% of the parents of 1<sup>st</sup> year students will report that they made the correct choice to enroll their child.**

- 100% of the parents surveyed (40% participation rate) reported that they made the correct choice to enroll their child.

**Performance Objective 10: The Abby Kelley Foster Charter Public School will operate and manage in a fiscally responsible manner that ensures stability and success.**

**Measure 1: AKFCPS will maintain an annual balanced budget without a deficit on an annual basis.**

- AKFCPS maintained an annual balanced budget without deficit for the fiscal year 2009 as reported by the school's financial documents.

**Measure 2: AKFCPS will receive an unqualified independent audit with no material weaknesses on an annual basis.**

- The School has received unqualified opinions from its independent auditor for the fiscal year ending June 30, 2008.

**Measure 3: AKFCPS will maintain an annual budget surplus in accordance with the bond's financial covenants.**

- AKFCPS maintains an annual budget surplus in accordance with the bond's financial covenants as reported by the school's financial documents.

**Performance Objective 11: The Abby Kelley Foster Charter Public School Board of Trustees will maintain sound governance policies and practices that support the school mission.**

- The Board of Trustees conducted all meetings in accordance with Massachusetts General Laws. The Board met each month during the school year in accordance with the approved calendar.

**Measure 1: The Board of Trustees will establish four school wide goals regarding curriculum, character education, facilities and finances and 85% of the tasks established under each goal for an academic year will accomplished by the school administration.**

- The Board of Trustees in consultation with the Executive Director established school wide goals for the school administration. Currently, the school administration has not met the Board's goal of a comprehensive K-12 character education program. The school has hired a consultant to review and revise the school's character education curriculum over the summer and fall 2009. The Board of Trustees established annual goals and objectives for the Executive Director. The goals and objectives are available for review in the administration office and with the secretary of Board. The Executive Director and administration met 90% of the tasks established by the Board for the 2008-2009 school year, with the exception of the character education curriculum.

**Measure 2: The education, facilities and finance subcommittees of the Board of Trustees will establish an annual calendar with a minimum of 3 goals to be implemented by the school administration on an annual basis.**

- **Alignment of the K-12 curriculum with the school mission as reported by the school staff on an annual evaluation.**
- **Adequate facilities for the K-12 academic program as reported by the school staff on an annual evaluation.**
- **Appropriate financial management of the annual budget as reported by the business manager on a monthly basis.**
- The Board of Trustees Secretary established an annual calendar in consultation with the Director of Government Relations to identify and address the Board's goals and objectives. The Education Committee and Facilities/Finance Committee meet throughout the year. The Committees revised the curriculum approval process, the course approval process, and reviewed the FY'10 budget documents and construction contracts and agreements.

**Measure 3: The Board of Trustees will conduct an annual self evaluation at the end of each school year to determine the effectiveness of their roles and responsibilities in monitoring the School's progress.**

- The Board of Trustee conducted a self evaluation to determine the effectiveness of their roles and responsibilities in monitoring the School's progress during the June 9 meeting. The results of the evaluation determined a need for an increased focus on the liberal arts for the 2009-2010 school year including the BOT playing a more active role in this process with the faculty and staff.

**Performance Objective 12: Abby Kelley Foster Charter Public School will actively recruit, retain and employ highly qualified teachers and staff.**

**Measure 1: 100% of the core academic teachers will be highly qualified as defined by the No Child Left Behind Act.**

- 100% of the core academic teachers at AKFCPS are taught by teachers who are highly qualified as defined by the No Child Left Behind Act

**Measure 2: A minimum of 90% of faculty and staff will receive a satisfactory performance review annually.**

- The school's professional development plan and mentoring program requires all first and second year teachers to receive annual evaluation. In accordance with the School's professional development plan 100% of the teachers in the K-12 program received an annual evaluation with 92% of the faculty receiving satisfactory performance review. The evaluation process included an average of 6 informal and formal classroom observations. The observations were completed by the building principals and assistant principals. All formal observations included post observation meetings to discuss areas of strength and weakness. At the conclusion of the year, all teachers received an annual evaluation completed by the building principal. All evaluation and classroom observation forms are available in the principal's office for review.

**Measure 3: Abby Kelley Foster will maintain a staff retention rate of at least 85% of the staff the school wishes to retain. (with exceptions for faculty and staff who resign due to relocation and/or personal reasons).**

At the end of the 2008-2009 school year Abby Kelley Foster maintained a staff retention rate of 87%.

## **COMMON SCHOOL PERFORMANCE CRITERIA ORGANIZATIONAL VIABILITY PROGRAM SUCCESS**

### **BOARD OF TRUSTEES POLICY DECISIONS**

The Abby Kelley Foster Charter Public School Board of Trustees remains focused on, and committed to, the School's mission. The stabilization of School's long term facilities became a reality during the 2008-2009 academic year. The school entered into a contract with Consigli Construction to renovate an existing structure into a state of the art high school building. At the time of this report, 80% of the construction is complete with a scheduled opening date of August 17, 2009. As part of the renovation, the school constructed new baseball/soccer fields, a playground, and basketball courts.

The Board completed the following during the school year:

- Voted unanimously to accept the audit report for the year ending June 30, 2009
- Voted unanimously to approve the FY'2010 annual school budget.
- Voted unanimously to appoint Kathleen Greenwood, Executive Director
- Voted unanimously to approve to approved revised graduation requirements.
- Voted unanimously to approve the International Baccalaureate Diploma Program
- Voted unanimously to approve the Math Connects Math Program (K-5)
- Voted unanimously Voted unanimously to approve a revised organization chart
- Approved Executive Director goals and objectives for the 2008-2009 school year.

### **COMPLAINTS RECEIVED BY THE BOARD OF TRUSTEES**

As required by law, the Board follows the requirements for reviewing the complaint of any individual or group of a claimed violation of Chapter 71, Section 89. The Board received one written complaint from a former employee regarding his/her termination. The school's attorney in consultation with the Board members reviewed the complaint, conducted an investigation and determined the termination was appropriate. The Board adheres to the procedure detailed in 601 CMR 1.08. It is the policy of the Board of Trustees of the Abby Kelley Foster Charter Public School to solicit written concerns from parents prior to the monthly Board meetings as detailed in the student/parent handbook.

### **OVERSIGHT**

The Executive Director is evaluated annually by the Board of Trustees at the end of each academic year. The Executive Director is charged with setting and advancing the academic, professional and financial goals established by the Board in the School's Accountability Plan and the Board of Trustees annual goals. The evaluation process begins with the development of goals and objectives outlined by the Board of Trustees. In addition to the Executive Director's reporting requirements to the Board, all administrators are required to report monthly to the Board detailing their accomplishments in alignment with the school Accountability Plan. The Board meets monthly in addition to their monthly committee meetings to discuss the school's academic progress. The Board completed an annual self evaluation during the June 2009 meeting.

### **BOARD PLANNING**

The Board of Trustees scheduled monthly meetings including July and August to review the academic, financial and professional progress of the school. The Board and school administration revised the Accountability Plan and Board of Trustees annual goals in June 2008 and did not revise the plans during the school year. The Board conducts an annual meeting during the summer to plan for the upcoming school year. The agenda is determined

by the reports of the school administrators, family satisfaction survey, staff satisfaction survey and board self evaluation. Based on the findings of the school wide satisfaction survey and Board evaluation, the Board has identified the following two areas in need of improvement for the 09-10 school year: administrative stability and a more focus attention on the liberal arts for parents and teachers

### **FAMILY SATISFACTION**

The School administration conducted three surveys during the 08-09 school year. All parents/guardians received an annual parent survey regarding academics, safety and professionalism. The results of the survey were positive, with the majority of parents approving of the education their child receives at Abby Kelley Foster. A school wide faculty and staff survey was completed at the end of the school year. The results were overall positive. However two areas are in need of improvement, including administrative stability and a more focused attention on the school's original charter. Under the direction of the Board of Trustees, an action plan for the 09-10 school year has been developed and approved to address the survey findings.

### **FINANCIAL OVERSIGHT**

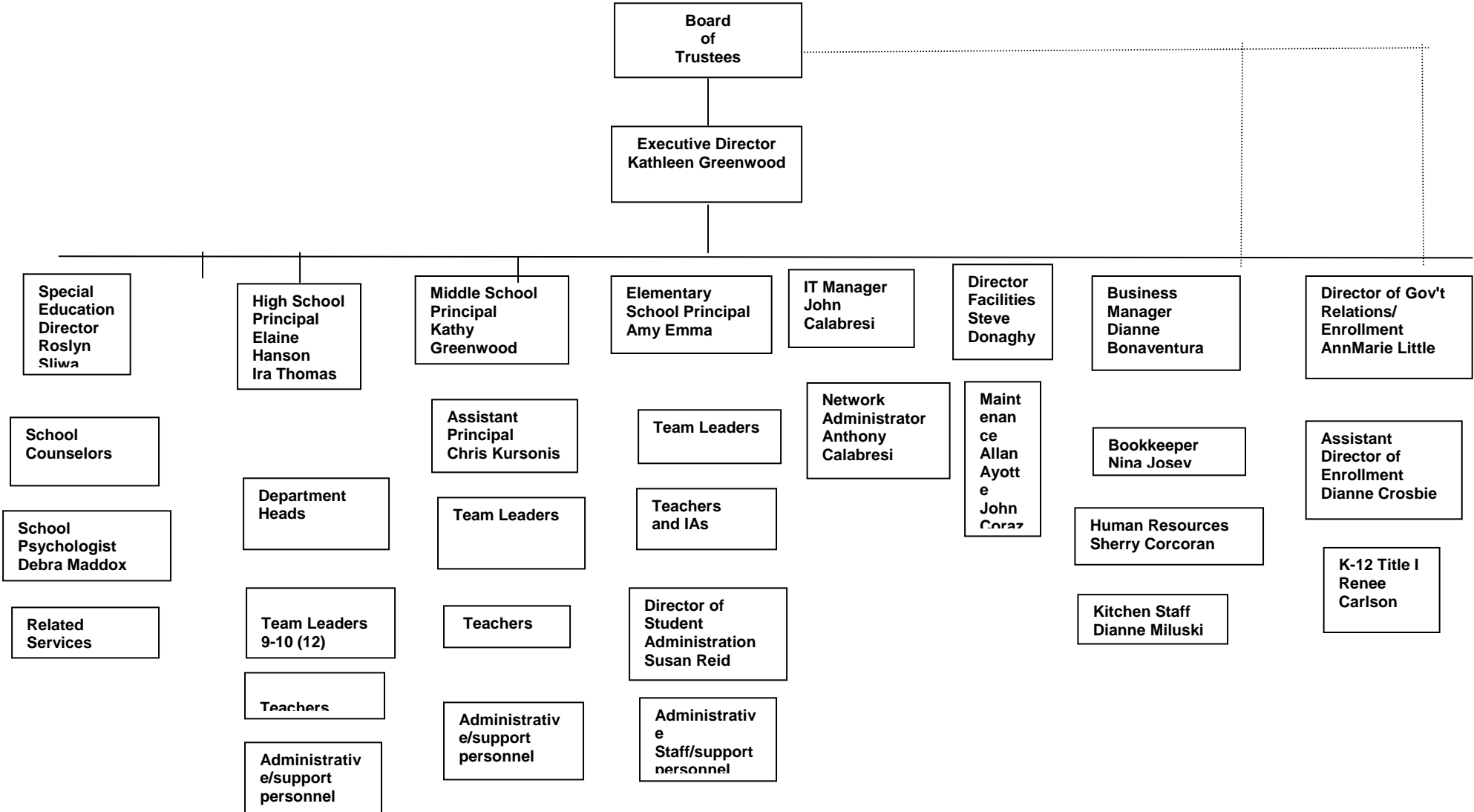
Abby Kelley Foster Charter Public School budgeting process begins in January with the Board finance committee. The Business Manager submits monthly statements to the Finance Committee during regularly scheduled monthly meetings for review. The committee meets every other Tuesday, during the budget season to develop the next fiscal year's budget for approval in May. Abby Kelley Foster establishes a zero based budgeting process on annual basis. All financial documents are in compliance with state law and are audited annually. The School has received unqualified opinions for each year of operation from an independent auditor.

### **DISSEMINATION**

Abby Kelley Foster Charter Public School is currently in the process of developing two programs as a model for replication: Music and Character Education. Our music program is currently working with the University of Massachusetts, Lowell Orchestra. The program allows students to perform and be mentored by members of the music department. In addition, our music department is in the process of developing a curriculum integration program with members of the Lowell Music Department. Character education has been one of the school's guiding principals since the beginning. The school is working with members of the Board of Trustees, Worcester Municipal Research Bureau and Wall Street Journal to edit and publish our curriculum.

### **FACULTY**

The school is committed to hiring highly qualified candidates. Under current law, charter schools are not required to hire certified teachers. However, the school actively recruits certified teachers for teaching and instructional positions. The school will continue to work with the area colleges and MA charter school association to recruit qualified candidates.





**Abby Kelley Foster Charter Public School  
Statement of Net Assets (Unaudited) Year  
Ended June 30, 2009**

**Assets**

**Current Assets:**

Cash and Cash Equivalents	\$	7,419,880
Cash- Bond Trustee Account	\$	13,122,828
Accounts Receivable	\$	185,526
Prepaid Expenses	\$	142,260
Deposits	\$	700,000

**Total Current Assets**     \$     21,570,495

**Fixed Assets (net of accumulated depreciation)**

Land	\$	1,320,000
Musical Instruments	\$	15,389
Computers and Peripherals	\$	112,514
Text and Library	\$	271,005
Instructional Materials	\$	-
Furniture and Fixtures	\$	136,802
Automobiles	\$	23,599
Land Improvements	\$	970
Leasehold Improvements	\$	701,031

**Total Fixed Assets**     \$     2,581,310

**Other Assets:**

Facility Acquisition Costs	\$	480,828
Bond Acquisition Fees	\$	576,356
Property- Construction in Progress	\$	23,557,641

**Total Other Assets**     \$     24,614,824

**Total Assets**     \$     48,766,629

**Liabilities and Net Assets**

**Current Liabilities**

Accounts Payable	\$	236,892
Accrued Payroll and Related Expenses	\$	201,645
Other Accrued Expenses	\$	20,000
Accrued Construction Related Expenses	\$	398,484
Other Current Liabilities	\$	64,641

**Total Current Liabilities**     \$     921,662

**Long-Term Debt**

**Total Liabilities**     \$     35,639,282

**Net Assets**     \$     13,127,347

**Total Liabilities and Net Assets**     \$     48,766,629

Abby Kelley Foster Charter Public School

Statement of Activities (Unaudited)

Year Ended June 30, 2009

<b>Operating Revenues:</b>	
Revenue from State Sources	\$ 15,656,625
State Grants	\$ 49,956
Revenue from Federal Sources	\$ 1,137,252
Meal Program Revenues	\$ 451,504
Other Revenues	\$ 5,987
	<hr/>
<b>Total Operating Revenues</b>	<b>\$ 17,301,324</b>
<b>Operating Expenses:</b>	
Administration	\$ 1,435,463
Instructional Services	\$ 6,967,961
Other Pupil Services	\$ 1,597,255
Operation and Maintenance of Plant	\$ 1,477,176
Benefits and other Fixed Charges	\$ 2,636,009
	<hr/>
<b>Total Operating Expenses</b>	<b>\$ 14,113,864</b>
<b>Operating Income</b>	<b>\$ 3,187,460</b>
<b>Non-Operating Revenue/(Expenses):</b>	
Interest Income	\$ 64,765
Other Non-Operating Income	\$ 250,000
Interest Expense	\$ (564,983)
Letter of Credit Fee	\$ (336,347)
Other Non-Operating Expenses	\$ (31,128)
	<hr/>
<b>Total Non-Operating Revenue/(Expenses)</b>	<b>\$ (617,693)</b>
<b>Change in Net Assets</b>	<b>\$ 2,569,767</b>

## 2008-2009 DATA INFORMATION

<b>Instruction Time:</b>	
Total number of instructional days for the 2008-09 school year:	180 (due to ice storm)
First and last day of the 2008-09 school year:	August 22, 2009 June 22, 2009
Length of school day (please note if schedule varies throughout the week or the year):	7:45 a.m. – 3:00 p.m. (elementary and high school) 8:00 a.m. – 3:15 p.m. (middle school)

<b>Enrollment Information:</b>	
Number of students who completed the 2007-08 school year but did not reenroll for the 2008-09 school year (excluding graduates):	96
Total number of students enrolled as of October 1, 2008:	1426
Total number of students who enrolled during the 2008-09 school year, after October 1, 2008:	24
Total number of students who left during the 2008-09 school year, after October 1, 2008:	25
Total number of students enrolled as of the June 2009 SIMS submission:	1425
Number of students who graduated at the end of the 2008-09 school year:	17

Student departures were due to the following: moving closer to school in district and disagreement with the school's discipline and academic policy and procedures.

<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2009 SIMS submission)</b>		
Race/Ethnicity	# of students	% of entire student body
African-American	396	27.77%
Asian	69	4.84%
Hispanic	230	16.13%
Native American	1	0.07%
White	539	37.80%
Native Hawaiian, Pacific Islander	35	2.45%
Multi-Race, Non-Hispanic	156	10.94%
Special Education	113	7.92%
Limited English Proficient	50	3.51%
Low Income	777	54.49%

<b>BOARD MEMBERS FOR THE 2008-09 SCHOOL YEAR</b>				
Name	Position on the Board	Committee affiliation(s)	Area of expertise, and/or additional role at school (parent, staff member etc.)	- Number of terms served; - Length of each term, including date of election and expiration
Mary Beth Burke	Member	Education	Parent	3 terms, (3 years per term) elected 1998, expires June 2010
Lea Christo	Secretary	Education	Parent	3 terms (3 years per term) elected 1998, expires June 2010
James Walsh	Chairman	Facilities/Finance	Community	1 term (3 years per term) elected June 2007 expire June 2010
John Hannon	Member	Facilities/Finance	Finance	1 term, (3 year term) elected June 2007, expires June 2010
Steve Sycks	Treasurer	Facilities/Finance	Parent/Finance	2 terms (3 year term) elected June 2006, reelected June 2009 to a 3 year term. Expires June 2012
Danielle Colvert	Member	Education	Educator	1 term (3 year term) elected June 2007 expires June 2010

<b>ADMINISTRATIVE ROSTER FOR THE 2008-09 SCHOOL YEAR</b>			
Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Executive Director	Implemented the goals and objectives of the BOT.	July 1, 2004	Contract Extended
High School Principals	Implemented the goals and objectives of the ED, including academic policy and procedure, discipline, professional development.	July 1, 2008	June 30, 2008
Middle School Principal/ Executive	Implemented the goals and objectives of the ED, including	July 1, 2004	Contract Extended

Director	academic policy and procedure, discipline, professional development.		
Middle School Assistant Principal	Worked under the direction of the ED/Middle School Principal to implement the goals and objectives of the ED, including academic policy and procedure, discipline, professional development.	July 1, 2007	Contract Extended
Elementary School Principal	Implemented the goals and objectives of the ED, including academic policy and procedure, discipline, professional development.	July 1, 2007	Contract Extended
Director of Government Relations	Implements the goals and objectives of the No Child Left Behind Act, Accountability Plan, School Improvement Plan, Coordinated Program Review and Enrollment.	July 1, 2001	Contract Extended
Business Manager	Administers and oversees all business transactions including budget development and school construction contracts.	July 1, 2004	Contract Extended
Director of Student Information and Transportation	Administers the Student Information Management System, including the special education student management system. For example: SIMS, EPIMS, ESPED and student data collection	August 1, 1998	Contract Extended
Director of Facilities	Oversees the maintenance and operation of the three school buildings.	July 1, 2008	Contract Extended
Director of Technology	Oversees the technology development and management system of the three school buildings.	August 1, 1998	Contract Extended
Director of Special Education	Administers the special education program for all K-12 students in compliance with state and federal law.	November 1, 2007	June 30, 2009

<b>TEACHERS AND STAFF ATTRITION FOR THE 2008-09 SCHOOL YEAR</b>			
	Number as of the last day of the 2008-09 school year	Departures during the 2008-09 school year	Departures at the end of the school year
Teachers	142	5	6
Other Staff	54	5	3

During the school year, three classroom teachers resigned to take positions in other school districts and two classroom teachers and five instructional assistants resigned for personal reasons. In addition, the Superintendent of Schools and Director of School Administration were relieved of their duties by the Board of Trustees in September 2008. At the end of the school year, the school chose to not renew the contracts of the two high school principals and one teacher, one permanent substitute teacher and the Director of Special Education retired. The two classroom teachers informed the school they would be accepting positions in other school districts for the 2009-2010 school year and three resigned for personal reasons.