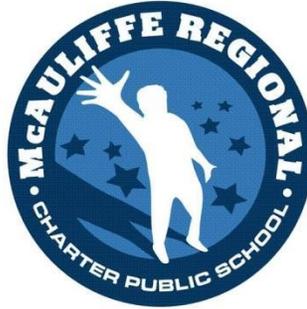


# Christa McAuliffe

## Regional Charter Public School



## Annual Report 2012-2013

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Date of Approval by the Board of Trustees: July 23, 2013  
Date of Submission to the DESE: August 1, 2013

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## INTRODUCTION TO THE SCHOOL

<b><i>Name of School</i></b>	Christa McAuliffe Regional Charter Public School		
<b>Type of Charter</b>	Commonwealth	<b>Location</b>	Framingham, MA
<b>Regional or Non-regional?</b>	Regional	<b>Districts in Region</b> (if applicable)	Ashland, Framingham, Holliston, Hopkinton, Marlborough, Natick, Southborough, and Sudbury
<b>Year Opened</b>	2002	<b>Year(s) Renewed</b> (if applicable)	2007 and 2012
<b>Maximum Enrollment</b>	396	<b>Current Enrollment</b>	348 (Fall 2013)
<b>Number of students enrolled as of 8/1/2013</b>	342	<b>Students on Waitlist</b>	98
<b>Chartered Grade Span</b>	6 - 8	<b>Current Grade Span</b>	6 - 8
<b># of Instructional Days during the 2012-2013 school year</b>	185	<b>School Hours</b>	MTWF: 8:10am - 3:30pm Th: 8:10am - 1:30pm
<b>Mission Statement</b>	The mission of the Christa McAuliffe Regional Charter Public School is to cultivate within each member of a diverse student body, through the Expeditionary Learning design, an intense commitment to self and community, the courage and insight to set high standards for academic and personal success, and the knowledge, skills, and attitudes to achieve those standards.		

## LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

“The object of education is to prepare the young to educate themselves throughout their lives.” – Robert M. Hutchins, American Educator 1899-1977.

Dear McAuliffe Community and Friends,

As I watched McAuliffe’s most recent graduating class – it occurred to me just how wonderful it was to be part of a school that produced such talented young scholars. Watching them transform from young children, unsure of themselves as they enter Middle School for the first time, into budding young adults full of confidence and excitement about their futures in High School is truly awe inspiring.

McAuliffe is truly that magical.

As Trustees we are thrilled to participate in a school that has achieved so much in ten short years. Enclosed you will find our 2012-2013 Annual Report which outlines our performance against various Massachusetts educational guidelines. Inside you’ll be able to read about how we fared against three core areas: Faithfulness to our Charter, Success of our Academic Program and Organizational Viability. I won’t restate what you’ll read inside; however I will point out several important points that everyone should be aware of – in particular:

- We are the ONLY Level 1 School in Framingham or Natick – an incredible achievement which places us among the highest performers in the State of Massachusetts
- Our enrollment is at a record level – 309 students last year. We have had a waiting list for three years running and are projecting another record enrollment of 348 students next year
- We have made (and will continue to make) significant investments in our Expeditionary Learning (EL) professional development program – ensuring that our Teachers are constantly improving their capacity to guide our scholars in the EL model
- We have launched a new organizational model incorporating two Instructional Coaches instead of a single Principal - which will serve to provide additional and more effective support to our teaching staff
- This summer we are running a new grant program around Curriculum Development which will benefit our Teachers (and Scholars) by formally codifying our EL Curriculum in a manner that allows new and arriving teachers to quickly adapt lessons plans (and lessons learned) into their yearly programs.

Finally, as many of you know, we are currently planning for opening a new facility in September 2014. Naturally, it is consuming a lot of energy as we go through the various steps associated with locating an appropriate property, assure that it meets our needs, secure financing, manage the logistics challenges, etc. All the while, we are running a school that continues to offer an excellent education. We are able to do this because of our wonderful teachers, administrators and families that are committed to our Expeditionary Learning (EL) model.

Our successes are largely due to the strength of our community – from our school leaders, teachers and administrators that show up every day excited and prepared to lead our young scholars to new

heights – to our dedicated parents that volunteer in the school every day making sure our teachers are supported in every way possible. Of course, our school would have no purpose were it not for our students, who serve simultaneously as both our inspiration for being here and as the benefactors of everyone’s energy and talent.

Thank you for all of your support as our school moves ahead into a wonderful future.

Best,

Jim Tierney  
Chair, Board of Trustees

## SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

### *Faithfulness to Charter*

#### Accountability Objectives & Measures<sup>1</sup>

<b>Objective: McAuliffe teachers and families will work together to guide students to reflect on and take responsibility for their learning.</b>		
<b>Measure:</b> <i>At least 90% of McAuliffe students and families will participate in three Student Led Conferences during the year (some held at home and some held at school) which includes goal-setting and reflection.</i>	Met	Approximately 95% of McAuliffe students participated in three Student Led Conferences (SLC) during the year. The first conference was held at the school and the second two were held off site, typically at the family’s residence. Students turned in forms that indicated confirmation that the SLC was completed at home and noted the goals set as a result of the conference. Students who transferred into the school mid-year only participated in one or two conferences.
<b>Measure:</b> <i>At least 90% of McAuliffe students and families will participate in at least two celebrations of student learning per year: McAuliffest and a final portfolio presentation.</i>	Not Met (In Progress)	<p>Approximately 95% of McAuliffe students participated in McAuliffest, a celebration of learning held in January.</p> <p>The school did not collect data on family participation and, therefore, the assessment of this measure is “not met.” The school will collect data in 2013-14</p> <p>Approximately 95% of McAuliffe students prepared for and gave Portfolio Presentation Projects in June 2013. While most families were in attendance, some students presented without family members there to support them. The school did not collect data on family participation and, therefore, the assessment of this measure is “not met”. The school will collect this data in 2013-14.</p>
<b>Objective: McAuliffe will employ high levels of Expeditionary Learning’s Core Practices with a particular focus on engaging students in meaningful Learning Expeditions</b>		
<b>Measure:</b> <i>The percentage of core practices rated at high levels of implementation (4 or 5 rating out of 5 on the Expeditionary Learning Implementation Review) will increase annually toward a long term goal of reaching 75% by the end of the charter term. As of July 2013, the school is rated at 4 or 5 on 9 out of 26 practices (34%).</i>	Not Met (In Progress)	<p>The 2012-13 Expeditionary Learning Implementation Review rated McAuliffe at “high levels of implementation” on 9 of the 26 power practices. This equates to the school demonstrating high levels of implementation on 34% of EL's core practices.</p> <p>The school is using the 2012-13 EL review data to establish work plan goals with EL for 2013-14. The school is aiming to implement at least 50% of the practices at “high levels of implementation” by the end of the school year, a 44% increase from 2012-13.</p> <p>See Attachment A for 2012-13 EL Implementation Review.</p>

<sup>1</sup> The Accountability Plan Objectives and Measure reported on in the 2012-13 Annual Report are in “draft” form, pending guidance from the DESE Charter School Office and subsequent revisions.

<p><b>Measure:</b>  <i>Students in each grade will participate in the following components of a Learning Expedition at least twice per year: 1) fieldwork or service learning, 2) interviewing experts or community members, 3) collaborating on projects that lead to a final product.</i></p>	<p>Not Met (In Progress)</p>	<p>All students participated in at least two Learning Expeditions during the 2012-13 school year. Some Learning Expeditions included all components (fieldwork or service learning, interviewing experts or community members, and collaborating on projects that lead to a final product). Some Learning Expeditions did not include all of the components – namely “projects that lead to a final product”. Therefore, the assessment of this measure is “not met”. Teachers will receive support from Instructional Coaches and EL School Designers during 2013-14 to ensure that each Learning Expedition includes students working on projects that lead to a final product.</p> <p><b>6th grade:</b></p> <p>1) <b>Bridges &amp; Engineering Learning Expedition</b> included fieldwork and projects but did not involve interviewing experts or a final product. <b>(In progress)</b></p> <p>2) <b>We are a Global Village Learning Expedition</b> included fieldwork, interviews with experts, and projects but did not involve a final product. <b>(In progress)</b></p> <p>3) <b>Interdependence Learning Expedition</b> included fieldwork and projects but did not involve interviewing experts or a final product. <b>(In progress)</b></p> <p><b>7th grade:</b></p> <p>1) <b>Community Expedition</b> included service learning and projects but did not involve interviewing experts or a final product. <b>(In progress)</b></p> <p>2) <b>Massachusetts Geology Learning Expedition</b> included fieldwork, interviews with experts, and projects but did not involve a final product. <b>(In progress)</b></p> <p>3) <b>Ancient Artifacts Learning Expedition</b> included fieldwork, interviews with experts, and projects that led to a final product of a museum with artifact displays and an audience. <b>(All components met)</b></p> <p><b>8th grade:</b></p> <p>1) <b>Mission to Mars Learning Expedition</b> included fieldwork, interviews with experts, and a project that led to a final product with an exhibition of learning at the annual “Christa McAuliffe Remembrance Event” attended by families and community members. <b>(All components met)</b></p> <p>2) <b>What’s our Impact? Learning Expedition</b> included fieldwork with data collection, work with experts, and projects but did not involve a final product. <b>(In progress)</b></p>
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## Charter School Performance Criteria Relating to Faithfulness to the Charter

### **Mission, Vision, and Educational Philosophy**

During 2012-13, the school has remained faithful to its mission and educational philosophy. Through Expeditionary Learning's core practices, McAuliffe provides diverse middle school learners with an educational experience that integrates high academic expectations with exploratory learning and character development. Teachers craft Learning Expeditions that launch students into in-depth studies of topics such as Massachusetts geology, current space research, the history of navigation, poetry, ancient civilizations, and bridges.

Student work lines the hallways, showcasing student learning through these and other expeditions. Reading and writing across all content areas ensures that students build literacy skills in a variety of genres; in particular the school places an emphasis on nonfiction reading and writing in science, social studies, math, and health classes. At McAuliffe, teamwork is emphasized through diverse activities such as rock-climbing, setting tents during overnight fieldwork, and preparing interview questions for visiting professionals. In addition, feedback and revisions are continuously encouraged, with students using laptops and Google documents to facilitate sharing with teachers and peers.

The McAuliffe community lives by the core values of *Individuality*, *Respect*, *Commitment*, and *Communication*. The core values provide the framework for student behavior expectations and the school's faculty and staff name "*Core Value Focus Areas*" as norms to guide collaborative work.

### *Curriculum & Learning Expeditions*

McAuliffe's curriculum is organized into units of study called Learning Expeditions, aligned to Massachusetts standards. During 2012-13, McAuliffe teachers re-aligned the school's curriculum according to Common Core State Standards (CCSS). Curriculum maps are working documents that show the scope and sequence of each Learning Expedition by identifying the standards the unit is aligned to, outlining long and short term learning targets, and methods of assessment. The maps also link to information regarding case studies, fieldwork, experts, lesson sequence, and products.

Curriculum map are accessible via McAuliffe's intranet, facilitating collaboration among content area teachers. At the end of each school-year, teachers reflect on the school-year, identify ways to improve the course curriculum, and revise the curriculum maps. To ensure vertical alignment of the curriculum, teachers meet during the school-year to share practices and make plans to adjust and strengthen the curriculum for the following school-year. This summer, the school piloted a week long Curriculum Institute during which teachers received stipends for engaging in curriculum horizontal and vertical alignment and development of new and existing Learning Expeditions.

Learning Expeditions include various assessments: exit tickets, quizzes, tests, open responses, and projects, research, and writing assignments assessed using rubrics and checklists. Materials are modified for students who need to receive content modifications.

Fieldwork and Expertise: Students at McAuliffe learn from fieldwork and professional experts. Teachers organize purposeful fieldwork in social or natural environments to directly support students' classroom learning. Fieldwork is distinct from field-trips; as they work in the field, students are active investigators using the same observation, inquiry techniques, and measurement tools used by professionals in the field.

Teachers orchestrate opportunities for students to learn from experts: scientists, journalists, architects, engineers, and others. Students may meet experts in person at the school, travel to places like MIT and WPI to interview experts, or teleconference/videoconference with experts. For example, during a space expedition, small groups of eighth grade students interviewed space scientists, including a scientist in Japan who was studying the weather patterns of Jupiter.

Designing High Quality Products and Projects: Explicit project and product expectations guide students to showcase their learning in a high quality manner to an audience beyond their teacher, class, or parents. McAuliffe students work together to create field guides, note-cards, tri-fold poster presentations, and conduct performances as a means of synthesizing and sharing their learning publicly. To produce excellent work, McAuliffe students take their projects through multiple drafts and critiques. This process motivates students to revise their work and to meet the standards set forth by the teacher. This is an important part of Learning Expeditions that the school will continue to focus on improving during the 2013-14 school year.

*Instructional Practices*

At McAuliffe, effective instructional practices promote high learning expectations, ensure that all students think and participate, and allow teachers to know their students well. McAuliffe teachers promote critical thinking by asking that students make connections, articulate patterns and relationships, understand diverse perspectives, give evidence for inferences and conclusions, and generalize to the big ideas of the discipline studied.

Planning Effective Lessons: Teachers use both learning targets and knowledge of their students to plan lessons. Lesson formats vary and are based on the learning targets. Teachers craft lessons to build student engagement and set a clear purpose. Teachers activate and build upon students’ prior knowledge and aim for their lessons to build curiosity and provide a sense of purpose and urgency. Differentiation strategies are embedded within lessons to ensure that all students are effectively supported and appropriately challenged. Teachers regularly use one or more practices described below; these practices describe teaching in all content areas and grades.

<b>Practice</b>	<b>Description of Practice</b>
Workshops	Teachers use the workshop format to model or demonstrate a concept, skill or strategy and then provide guided practice leading to independent practice.
Mini-lessons	Teachers introduce and teach concepts, skills, and strategies in a mini-lesson format; Teachers often develop mini-lessons in response to student work, assessment data, and misconceptions; Mini-lessons are taught to the whole class or small groups depending on student needs.
Protocols	Teachers use protocols to ensure all students are participating and engaging in critical thinking; Protocols are formats for discussion that have clear structures and guidelines. Examples include: building background knowledge, Socratic seminars, and Jigsaws
Demonstrations, Simulations, and Experiments	Teachers give demonstrations or guide students to participate in simulations so that students see how a process works or experience it for themselves. In science, students conduct self-guided experiments and dissections using scientific and engineering design processes.
Anchor Charts & other visuals	Teachers use anchor charts and other visual representations to showcase concepts and to make students’ thinking and learning public in the classroom.
Graphic Organizers and Journals	Students represent their thinking using graphic organizers, two-column notes, recording forms, and journals.
Flexible Groupings	Teachers use flexible groupings to differentiate instruction; Students may work independently, in pairs, or in small groups depending on the learning activity.
Exemplars and Rubrics	Teachers provide students with exemplars of high quality projects and criteria organized in the form of a rubric and/or checklist

Multiple Drafts, Revision, and Critique	Students produce multiple drafts of writing and products; they use checklists and rubrics as well as teacher and peer critique to improve successive drafts.
Total Participation Techniques	Teachers implement Total Participation Techniques (TPTs) in order to engage all students in critical thinking during the course of a lesson. TPTs include turn & talks, quick writes, four corners, and explain it to your neighbor.

Differentiation: All of McAuliffe’s classes are mixed-ability to some degree and in each class there are between one and three adults working with students. Some classes are co-taught by a general and special educator; other classes are taught by a general educator and supported by a teaching assistant. Other evidence of differentiation includes:

- flexible groupings: students working individually, in pairs, or in small groups
- choices for students according to interest, learning profile, or readiness
- graphic organizers, checklists, and other scaffolding materials
- variety of texts, prompts, and supplementary materials including varying levels of complexity
- small group targeted instruction

Technology: 2012-13 has been an exciting, progressive year for McAuliffe’s technology initiatives. Based on 2011-12 staff feedback, the school incorporated many new tools and features allowing our teachers to instantly collaborate, communicate, and share ideas. We have reduced barriers to how teachers work and to how they receive information. In order to support this work and include regular teacher input, the school formed an Instructional Technology Team comprised of school leaders and teachers. The team worked together to educate faculty on the use of new tools, model strategies for effective use of tools to promote collaboration among faculty and students, and gathered regular feedback. For 2012-2013, McAuliffe purchased 100 new student laptops to use over three grades and provided each student with an email account and access to online office suite (via Google Drive). The results are indicative of the impact on the school’s investment: 95% of McAuliffe faculty integrates technology every week, with 41% using technology daily in instruction. Furthermore, 91% of faculty believes the school’s technology integration vision and strategies are supporting the collaborative work that achieving the school’s mission relies on. The Instructional Technology Team and board of trustees aim to build on the 2012-13 progress during the next school year.

Ongoing Assessment, Proficiency-based Grading, and Reporting: Teachers regularly check on each student’s lesson understanding, both during and at the end of lessons, with quick non-judgmental methods. Teachers may use short written responses (e.g. exit tickets) or non-verbal responses (e.g. hand-signals to convey levels of understanding or confusion). Teachers confer with students individually and in small groups to monitor each student’s level of understanding and watch for class-wide patterns. Teachers respond to the observation of patterns to clarify misconceptions.

The school employs proficiency-based grading and reporting methods. This was a primary professional focus during the 2012-13 school year. Teachers engaged in substantial professional development and in turn guided students to own their learning with the use of learning targets and by building bodies of evidence. During each trimester, students engaged in a self-assessment of their progress toward their long and short term learning targets (aligned with Common Core Standards). They used classwork and assessment rubric to self-assess and build their “body of evidence.” Students then prepared for a Student Led Conference (SLC) that they conducted with their families and crew leader in the fall and later at home with just their families in the winter and spring. Students developed impressive skills to accurately assess their progress and to articulately speak about their learning.

Students, parents, and teachers have given much feedback on the refined SLC system and the school’s Education Committee and Leadership Team will be using this feedback to continue to improve and refine the SLC. In particular, students and families have expressed concern at the 2012-13 implementation of Beginning, Approaching, and Meeting as the three reporting ‘grades’ whereas prior to the 2012-13 school year,

“Exceeding” was a fourth rating that many would like to see re-integrated into the system. Similarly, students and families have given helpful feedback on the refined SLC procedures and have shared ideas for improving this part of the school’s reporting program as well.

### *Culture & Character*

Crew: At the core of the McAuliffe experience is “crew” -- an advisory system that each student participates in every year. At the start of each grade, each student is assigned to a crew of 12-13 students at the same grade level. During crew, students get to know one another and their advisor via team-building games and other activities. Advisors lead students in goal setting, service projects, and in depth conversations about a variety of topics that include bullying, high school transition, college, and peer pressure. Participation in crew fosters a sense of community among the students, helping them to break down social boundaries created by adolescents, and to develop meaningful relationships with one another. The advisory nature of the crew leader role ensures that each student is known well by at least one adult in the McAuliffe community.

Clear School-wide Expectations and Code of Character: The school is beginning its fourth year of implementing a Positive Behavioral System (PBS). Central to PBS is setting clear expectations for students for all parts of the school program, including during off-site fieldwork. The school is responsible for teaching students appropriate behaviors, modeling them, guiding them through regular practice, correcting behaviors, and reinforcing positive behaviors to build a school-wide focused and collaborative learning environment. Behavioral expectations are articulated in a Code of Character published in the family handbook, reviewed with students at the beginning of each year, and referred to extensively throughout the year. Visuals that showcase these expectations are displayed publicly in the hallways, classroom, bathrooms, and the cafeteria.

The Dean of Students and PBS Team use behavioral data to identify patterns of behavior and devise creative ways to re-teach and reinforce positive behaviors. The Dean of Students also uses data to identify and respond to students exhibiting patterns of negative behaviors.

During 2012-13, the PBS team guided teachers to pilot giving recognition to students who demonstrated Core Values. Teachers submitted tokens that recognized students and during community meeting drew names of students who received recognition. These students had the opportunity to enjoy a pizza lunch with the school’s Principal.

Rituals and Traditions: McAuliffe maintains rituals and traditions that emphasize and support the school’s culture and mission, for example, monthly community meetings. Community meetings during 2012-13 were entirely led by students and eighth grade crews were each responsible for coordinating and facilitating a meeting focused on one of the four Core Values. The eighth grade crew leading the meeting led the whole community through an interactive exercise that had to do with the selected Core Value. In addition, community meetings continued to be a forum to recognize members of the school community who have demonstrated commitment to McAuliffe’s values, by presenting them STAR awards (Special Thanks and Recognition). Recipients of the STAR award are selected by others in the community to be celebrated for strong Habits of Work and Learning.

Annual celebrations of learning and community events include McAuliffest, Night of the Arts, World Language Concert, “McAuliffe Night Live,” International Fair, Portfolio Presentation Projects, and Graduation.

Engaging Families in the Life of the School: Parents and guardians are important partners in the education of their children. McAuliffe ensures that students and staff make families welcome, know them well, and actively engage them in school life. A weekly Friday Newsletter is sent by email, posted online and/or sent as hard copy to encourage all families to participate in school events and activities. Teachers communicate with families about their children’s accomplishments and challenges formally through progress reports and report cards and informally through phone calls and email. Mid-year, *crew* leaders set up student-led conferences for each student and their parents/guardians. Students prepare by reflecting on areas of strength and areas of challenge in each of their classes. They share this information with their *crew* leader and parents/guardians and together the group identifies goals for the student to work on through the second half of the year.

Families are encouraged to participate in the parent-teacher-group and other committees to plan events such as the 5K Fun Run and Graduation. Some parents coordinate social events including dances and other off campus weekend events for families. Other families give time to the school by chaperoning fieldwork, supporting classes, visiting classes as experts, taking on a specific facility improvement project, or participating in admissions events such as open houses and information sessions.

McAuliffe teachers and leaders organize regular exhibitions and presentations so that students share their work with family and community members. These include McAuliffest, Night of the Arts, a World Language Concert, and Portfolio Presentation Projects. High school transition sessions provide information on local public schools, as well as process and information about admission to independent schools in the area.

With an identified need to have more coherent communication with families, the school has applied for grant funding to support the hiring of a Family and Community Engagement Coordinator. The school is prepared to budget for the position in 2014-15, but grant funding would help the school integrate this position into the organization during 2013-14.

### **Dissemination Efforts**

At McAuliffe, faculty is unified in their commitment to working on a small number of instructional priorities that are outlined in the Professional Development Work Plan. School leaders, in partnership with EL School Designers, keep these priorities at the forefront and sustain on-going efforts to improve the practices that support them through the use of Learning Walks. These regular, brief, focused observations of school-wide practice allow Leadership Teams to keep their finger on the pulse of targeted school-wide practices, progress being made, and the sort of support needed to reach these goals. In order to open the doors of McAuliffe and to share the value of the Learning Walk protocol to members of the MetroWest community, charter school network, and colleges/universities, McAuliffe hosted four Learning Walks during the 2012-13 school year and allowed for up to six non-McAuliffe professionals to participate. The Learning Walks were well-received by a diverse group of attendees who included:

- Superintendent, Framingham Public Schools and four Framingham school leaders
- Marlborough Public School curriculum leaders and elementary school principals
- Principal, Advanced Math and Science Charter School and three teachers/instructional leaders
- Principal, Seven Hills Charter School
- Head of School, Marblehead Community Charter School
- Head of Middle School, Noble and Greenough School (Independent school in Dedham, MA)
- Head of School and Board Chair, Tremont School (Independent school in Weston, MA)
- Lesley University instructors
- Deputy Director, Massachusetts Association of Charter Public Schools

Leaders from North Central Essential Charter School, Sturgis Charter School, Four Rivers Charter School, and Spirit of Knowledge Charter School have already expressed a desire to participate in McAuliffe Learning Walks during the 2013-14 school year. We are eager to invite leaders from Natick and Ashland Public Schools as well as representatives from Framingham State University and Wellesley College.

In addition to Learning Walks, McAuliffe hosted math and science teachers from Marlborough's middle school on two site visits during which they learned about the McAuliffe Expeditionary Learning program and spent a half day visiting classes and meeting McAuliffe teachers.

Other dissemination activities included two of McAuliffe's leaders facilitating workshops at the Expeditionary Learning National Conference in Baltimore, MD. Kristin Harrison (Executive Director) co-facilitated a workshop about mindfulness, leadership and school culture. Meanwhile, Verena Castro (Dean of Students) facilitated a workshop about organizing and leading student-led community meetings.

### *Academic Success*

## **Accountability Plan Objectives and Measures**

Not applicable for McAuliffe which is implementing the new accountability plan guidelines.

## **Charter School Performance Criteria Relating to Academic Program Success**

### **Student Performance**

McAuliffe's School Report Card can be found via the following link to the DESE website:  
<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04180305&fycode=2012&orgtypecode=6&>

As a result of continued strong performance on the 2012 MCAS, McAuliffe was identified by the DESE as a Level 1 school -- the only Level 1 middle school in either Framingham or Natick. McAuliffe's 2012 results indicated areas of continued success, improvement, and challenge in English Language Arts, mathematics, and science. Teachers worked hard to improve areas of challenge during the 2012-13 school year.

English Language Arts results indicated that 84% of McAuliffe students performed at Proficient or Advanced, a third consecutive year of improvement. Specifically, the eighth grade Class of 2012 demonstrated three years of consecutive improvements with the cohort's student growth percentile (SPG): from 41.0 in sixth grade to 49.0 in seventh, to 73.5 in eighth grade. Areas of identified challenge were in sixth and seventh grade both of which had median SGPs in the 30s, lower than the target of at least 40.0.

Mathematics results also indicated an increase in the percent of students performing at proficient or advanced: from 58% in 2011 to 60% in 2012. The median SGP also showed slight improvement in mathematics, from 48.5 to 51.0. In particular, the seventh grade median SGP increased from 43.0 to 54.5 and the Class of 2012's median SGP for the cohort increased from 43.0 in seventh grade to 65.0 in eighth grade. Meanwhile, for the fourth consecutive year, eighth grade's median SGP has been above 64.0.

As a result of variable student achievement in mathematics, McAuliffe named math instruction as a top priority for the 2013-14 budget. Recognizing a lack of instructional leadership expertise in mathematics, school leaders established plans to hire an Instructional Coach with substantial experience and demonstrated positive results teaching mathematics to middle school learners. The school has now hired an individual with ten years of experience teaching middle school mathematics. The Instructional Coach will be working with teachers over the summer to audit the school's current mathematics curriculum and achievement results and with the Education Committee will establish goals for 2013-14. Though the school has a history of hiring math/science teachers who have a strong background in science content, the school will be focusing on filling open teaching positions with teachers who have a strong background in teaching mathematics. Finally, the Instructional Coach will be leading the Data Inquiry Team to guide math teachers to effectively use Achievement Network Interim Assessment results to inform instruction.

The school will also continue to focus on supporting students identified with learning disabilities and who receive free and reduced lunch -- the two populations that continue to exhibit an achievement gap in both literacy and mathematics. In order to provide regular support, the school will be working with Marian and Framingham High Schools to establish an after school tutoring program for students struggling in their classes or desiring regular extra help in math and writing skills, in particular.

### **Diverse Learners**

There are multiple systems in place at McAuliffe to ensure that the diverse needs of students are being met. These systems include: special education services, programs for English Language Learners, as well as financial assistance programs designed to ensure that students have access to fieldwork opportunities independent of financial capacity.

Inclusion services are provided by special education teachers per grade level and special education teaching assistants. Each teaching team in the sixth grade was staffed with one special education teacher, and both seventh and eighth grades were staffed with two special education teachers. The special education teachers work collaboratively with their general education partners to plan differentiated reading groups, analyze interim assessment data, and design and implement targeted instruction as well as deliver daily instructional support in a class called Learning Center. During Learning Center, teacher guide students to preview or review content material and work on IEP goals.

Special Education teachers in grade eight serviced a small group of students in substantially separate English Language Arts (ELA) and Math classes. These classes were designed for students whose needs in reading, writing and math were best suited in a pull-out, small group environment with modified content and methodologies at the determination of the IEP Team. Teachers used the curriculum maps and processes that all general education teachers use in designing an alternate curriculum. Teachers also used the MCAS Alternative Assessment Resource Guide and the updated resource guide related to the Common Core standards to develop learning targets for their students. At least one student in the sub-separate classes participated in the MCAS Alternative Assessment and a sixth grade student, whose services were primarily inclusion with 1:1 assistance, also participated in the MCAS Alternative Assessment.

In the 2012-13 school year, McAuliffe hired a part-time Speech Language Pathologist who provided direct services for students with speech/language needs. This part-time employee will continue to provide speech and language services to identified students during the 2013-14 school year. Contractual occupational therapy services were also offered for a small group of students.

McAuliffe supports identified English Language Learners (ELL) through direct English as a Second Language (ESL) service provided by a part-time ELL teacher. Level of service is tailored to the individual needs of the students, and ranges from inclusion services to more substantial pull-out services for students requiring the most support. During 2012-13, McAuliffe's ELL teacher employed a supplementary curriculum aligned with grade level content along with curricula aligned to the WIDA standards during instruction. All identified ELLs also participated in ACCESS, the new state testing for English Language Learners. ACCESS results will be used for future placement in the ELL program.

Student Support Processes / Response to Intervention: In order to effectively meet the needs of all students, teams of core teachers and inclusion teachers meet weekly with members of the student support team (Dean of Students, Counselors, and Director of Student Services) in a forum called Team Plus. The goal of Team Plus is to reduce current cases of students with academic and behavioral challenges by providing targeted support or interventions. Teams identify students who are considered at-risk for behavioral or academic problems and who are not responding to primary levels of intervention within the classroom (e.g. DCAP accommodations, class incentive plan, and class routines). Teams identify students' strengths and weakness, select strategies and interventions to implement, and gather data on the effectiveness of the interventions. If a student responds positively to the new strategies, teams continue to implement them, track progress, and schedule a follow up check-in meeting.

McAuliffe continued consultation with Wediko Children's Services including a strategic focus on improving the model of services in order to best identify students with disabilities and to support our Dean of Students and Counselors in their work with all students. McAuliffe's evaluation procedures include special education teachers completing an educational evaluation for students currently on their caseload, as well as students who are initially referred within their grade level. Educational evaluations are forwarded to Wediko where assessors incorporate them into psychological and behavioral assessments to create a comprehensive psychoeducational evaluation. Teachers then work with the consulting psychologist and collaboratively discuss findings at Team meeting. The consulting psychologist from Wediko also conducts observations on students and attends weekly Student Support Squad meetings with the Dean of Student, Director of Student Services and counselors. Finally, the Wediko counselor assists in ensuring implementation and assessment of tiered interventions as well as the development of behavior plans.

If a student does not demonstrate improvement in response to the new strategies, the team refers the student to the McAuliffe Intervention Team (MIT). The team members include, but are not limited to, counselors, Dean of Students, core teachers, often parents/guardians, and sometimes the student his/herself. The MIT uses data gathered and other background information to identify an underlying problem, and brainstorm interventions that could help solve the problem. Finally, the MIT develops and implements an action plan and collects data on the results of the interventions. This process can be part of the pre-referral process for Special Education or to other community services. The process minimizes inappropriate referrals to Special Education.

Structures that Support Equity: McAuliffe teachers build on student interests, strengths and backgrounds, and appreciate cultural differences and their influence on curriculum and instruction. Exhibitions and performances present student work to the entire community. All students are expected to participate in fieldwork sessions (including overnight camping trips) since fieldwork is an important part of the Expeditionary Learning curriculum. All students are encouraged to participate in the school's after-school enrichment program. To provide all families access to fieldwork and enrichment, the parent-teacher-group (PTG) has established a scholarship fund specifically for fieldwork and enrichment.

Over the last five years, McAuliffe has developed important systems to support students who fall behind in their learning. These include a Title I summer school session, Homework Club, and Connect - a highly structured applied study skills class for small groups of students. Starting in the 2011-2012 school-year, McAuliffe's schedule included an intervention period during the day (X-block), three days per week. Teachers worked with small groups of students during x-Block to provide targeted instruction in response to ANet interim assessments.

### *Organizational Viability*

#### **Accountability Plan Objectives and Measures**

Not applicable for McAuliffe which is implementing the new accountability plan guidelines.

#### **Charter School Performance Criteria Relating to Organizational Viability**

##### **Amendments to the Charter**

In July 2012, McAuliffe applied to increase enrollment from 306 to 396 students while maintaining a sixth - eighth grade span. At the recommendation of the Commissioner, the Board of Elementary and Secondary Education (BESE) unanimously voted to approve the charter amendment request in a February BESE meeting. The school plans to enroll 348 students in 2013-14 and 380 students in 2014-15 with the school's anticipated move to a new campus and facility.

The Commissioner also approved a minor charter amendment to adopt a revised Admissions and Enrollment Policy. The policy was revised in order to align with current charter school law and regulations.

##### **Complaints**

There were no official complaints received by the Board of Trustees during the 2012-2013 School Year pursuant to 603 CMR 1.10.

##### **Organizational Structure of the School**

The school did not employ any organizational changes during the 2012-13 school year. The Director of Technology is now called Chief Information Officer.

The school is making changes to the instructional leadership structure for the 2013-14 school year. After determining a need for increased instructional support and distributed leadership, the school is replacing the single Principal position with two Instructional Coaches, one focused on humanities and the other on mathematics and science. The Instructional Coaches will report to the Executive Director and play critical roles supporting teachers on curriculum, instruction, and assessment practices. The school is also changing the title of Dean of Students to Dean of Culture however the responsibilities will remain the same. The Instructional Coaches, Dean of Culture, and Director of Student Services will form the Instructional Support Team (IST), a subgroup of the Administrative Team. The IST will also participate on the Education Committee of the Board of Trustees. See Attachment C for a 2013-14 Organizational Chart.

## RECRUITMENT AND RETENTION PLANS

School Name: Christa McAuliffe Regional Charter Public School
Date: July 31, 2013

### Recruitment Plan 2013 – 2014

The school’s application pool for the 2013 sixth grade lottery increased from 220 to 264 students despite the fact that the lottery was held a month earlier than previous years. The school saw an increase in applicants from Ashland, Holliston, and Marlborough. 2012-13 was the first year that Marlborough Public Schools made the district mailing list accessible to McAuliffe and so the school was – for the first time – able to send postcards to families in all eight of the school’s regional districts. The school hosted numerous information sessions, all student-led, as well as two open houses, and numerous “shadow days.” To allow for more families to participate in information sessions, the school hosted both morning and evening sessions and on different days of the week. The school adjusted the “shadow day” system during 2012-13 to decrease the disruption of shadow days on students’ learning by hosting morning sessions from 8:00am – 11:00am and limiting the number of students to 12.

Self-reporting indicates that the incoming sixth grade cohort has an increase in the number of students who speak English as a Second Language. Attendance of non-English speaking families to admissions events was also apparent. The school anticipates a maintained special education population as well as free and reduced lunch. The school’s Director of Student Services attended most IEP transition meetings for incoming sixth graders receiving special education services held at elementary schools during the spring in order to plan for service delivery during the 2013-14 school year.

General Recruitment Activities	
– Information Sessions and Tours (8-10 per year)	– Evening Open House recruitment events (2/year)
– Shadow Days (10-12 per year)	– Postcard Mailings to regional districts (5/year)

Recruitment Plan – Goals and Strategies	
Demographic Group	Goals and Strategies
Special education students	<p>Goal: <i>With the school’s current special education population of students at 23.6%, we aim to maintain the % which effectively exceeds the regional district comparison total of 17.8%.</i></p> <p>Strategies:</p> <ol style="list-style-type: none"> <li>1. Make accessible the “right to access” document provided by the DESE Charter School Office: <ul style="list-style-type: none"> <li>o Post on the school’s website and include the document in the folder of admissions materials</li> <li>o Send the document to families who have submitted lottery applications so that they know of the school’s responsibility to serve students with IEPs and 504 plans.</li> </ul> </li> <li>2. Add a page on the school’s website showcasing the school’s student services and</li> </ol>

	<p>District Curriculum Accommodation Plan (DCAP)</p> <p>3. Include on the school's admissions webpage a link to the student services webpage.</p>
Limited English-proficient students	<p>Goal: <i>With the school's current LEP student population at 1.6%, we aim to increase the % so that it is closer to the regional district comparison total of 2.7%.</i></p> <p>Strategies:</p> <ol style="list-style-type: none"> <li>1. Use district mailing lists to send postcards to families in 4<sup>th</sup> &amp; 5<sup>th</sup> grades re recruitment events</li> <li>2. Post flyers in local shops and community centers, printed in Spanish and Portuguese</li> <li>3. Engage current Spanish and Portuguese-speaking parents in the recruitment process</li> <li>4. Identify the elementary schools in Framingham with higher percentages of LEP students; reach out to the Parent-Teacher-Organizations (PTOs) at these schools and offer to give a presentation about McAuliffe's program in the fall or winter.</li> <li>5. The school established an advertising contract with St. Stephens' Parish in Framingham (high Latino population) in the spring of 2012. The school plans to advertise in other local churches including: St. Tarcisius and Igreja Batista de Framingham, the First Baptist Brazilian Church in Marlborough</li> <li>6. Work with the Brazilian Business Club (BBC) in Framingham to brainstorm effective ways for connecting with the local Brazilian community.</li> </ol>
Students eligible for free or reduced lunch	<p>Goal: <i>With the school's current population of students eligible for free lunch at 10%, we aim to increase the % so that it is closer to the regional district comparison total of 16.7%. The school's current population of students eligible for reduced lunch (3.9%) is on target with the comparison total of 4.1%.</i></p> <p>Strategies:</p> <ol style="list-style-type: none"> <li>1. Use district mailing lists to send postcards to families in 4<sup>th</sup> &amp; 5<sup>th</sup> grades re recruitment events</li> <li>2. Post flyers at the Boys and Girls Club, the MetroWest YMCA, and Suburban Athletics, community programs that tend to service lower income families and their children</li> <li>3. Identify the elementary schools in Framingham with higher percentages of low income families; reach out to the PTOs at these schools and offer to give a presentation about McAuliffe's program</li> </ol> <p>Identify community programs similar to the Boys and Girls Club and Suburban Athletics in Ashland, Marlborough, and Natick, the three districts in addition to Framingham with more substantial populations of student eligible for free lunch compared with the other four districts; Establish relationships with these organizations, make information available to organization leaders and post flyers.</p>
Students who are sub-proficient	<p>Goal: <i>In 2012-13, 30% of McAuliffe's sixth grade students performed sub-proficient on the fifth grade ELA MCAS and 46% performed sub-proficient on the fifth grade Math MCAS. This compares with 28% of the regional cohort performing sub-proficient on the 2012 fifth grade ELA MCAS and 31% performing sub-proficient on the 2012 fifth grade Math MCAS. McAuliffe aims to maintain these demographics that students arriving at the school who are sub-proficient is in line with the district average.</i></p> <p>Strategies:</p> <ol style="list-style-type: none"> <li>1. Use district mailing lists to send postcards to families in 4<sup>th</sup> &amp; 5<sup>th</sup> grades re recruitment events</li> <li>2. Post flyers at local tutoring businesses which may provide services for students performing sub-proficient on the MCAS.</li> <li>3. Identify the elementary schools in sending districts with higher percentages of</li> </ol>

	students in NI and W compared to other elementary schools; reach out to the Parent-Teacher-Councils at these schools and offer to give a presentation about McAuliffe's program in the fall or winter.
Students at risk of dropping out of school	<p>Goal: <i>Currently, McAuliffe is attracting a high percentage of students at risk of dropping out of high school, as measured by the school's special education population. McAuliffe will maintain a special education population at or above the regional district comparison of 17.8%. McAuliffe will also aim to increase the following populations (as named in previous sections of the recruitment plan): limited English proficiency, low income, sub-proficiency on 4<sup>th</sup> / 5<sup>th</sup> grade MCAS</i></p> <p>Strategies: Implement the strategies named to increase the % of low income students, LEP students, and students performing sub-proficient on the fourth and fifth grade MCAS.</p>
Students who have dropped out of school	<i>Given that McAuliffe serves students in grades 6-8 this demographic group is not applicable to the school's recruitment plan.</i>

## Retention Plan 2013 – 2014

With 98% retention rate during the 2012-13 school year and a 97% retention rate from 2012-13 to 2013-14, McAuliffe plans to maintain its current retention plan.

Overall Student Retention Goal	
<b>Annual goal for student retention (percentage):</b>	<i>Goal: The school's current retention rate is 97%. McAuliffe aims to continue to maintain a retention rate of at least 95%.</i>

Retention Plan – Goals and Strategies	
Demographic Group	Goals and Strategies
Special education students	<p>Goal: <i>Provide students with identified learning disabilities academic supports to experience academic success in middle school.</i></p> <p>Strategies:</p> <ol style="list-style-type: none"> <li>1. Implement all federal and state special education laws and regulations related to implementation of Individualized Education Programs (IEPS).</li> <li>2. Implement IEP service delivery and ensure students make progress toward identified goals and benchmarks.</li> <li>3. Implement ANet interim assessments to check for student learning every 6-8 weeks; teachers develop action plans in response to struggling students</li> <li>4. Offer an intervention period during the day 3 times per week during which students may receive targeted instruction from core academic teachers</li> </ol>

<p>Limited English-proficient students</p>	<p>Goal: <i>Provide students with limited English proficiency the necessary ESL services to guide them to experience academic success in middle school.</i></p> <p>Strategies:</p> <ol style="list-style-type: none"> <li>1. Provide sheltered English immersion instruction to students by a professional with ESL license</li> <li>2. Use the WIDA standards and assessments to determine level of supports required for ELLs.</li> </ol>
<p>Students eligible for free or reduced lunch</p>	<p>Goal: <i>Provide students who are eligible for free or reduce lunch (Title 1 student) with academic and social supports to ensure successful middle school experiences.</i></p> <p>Strategies:</p> <ol style="list-style-type: none"> <li>1. Offer Homework Cub to students at least three days per week</li> <li>2. Offer Connect, a highly structured and supported study skills group, to students struggling academically and receiving Title 1 services</li> <li>3. Offer summer school in both literacy and mathematics</li> <li>4. Involve student families through regular communication home via phone/email &amp; in person meetings</li> <li>5. Invite hard-to-reach families to school events</li> <li>6. Provide access to weekly newsletters in both electronic and hard copies</li> </ol>
<p>Students who are sub-proficient</p>	<p>Goal: <i>Provide students who are sub-proficient with academic supports to improve achievement during middle school and to keep students engaged in school.</i></p> <p>Strategies:</p> <ol style="list-style-type: none"> <li>1. Implement the school's DCAP and RTI procedures in response to students struggling academically; involve parents/guardians in the process</li> <li>2. Ensure the students prepare for and host Student Led Conferences</li> <li>3. Ensure that through <i>crew</i> students engage in academic and personal goal-setting</li> <li>4. Offer an intervention period during the day 3 times per week during which students may receive targeted instruction from core academic teachers</li> <li>5. Implement interim assessments to check for student learning every 6-8 weeks; teachers develop action plans in response to struggling students</li> </ol>
<p>Students at risk of dropping out of school</p>	<p>Goal: <i>Provide students who are at risk of dropping out due to low attendance in elementary school with supports to promote regular attendance in middle school.</i></p> <p>Strategies:</p> <ol style="list-style-type: none"> <li>1. Implement an attendance policy that involves communication with families, responses to beginning patterns of absence, support from guidance counselor and <i>crew</i> leader, and support from the attendance officer and school psychologist as needed</li> <li>2. Start and end each day with <i>crew</i> advisory groups (group of about 13 students and an adult <i>crew</i> leaders) as a consistent means of beginning and ending each day with a small supportive group</li> <li>3. The attendance policy will be posted for easy access on the school's McAuliffe.ME Parent website.</li> </ol> <p>Goal: <i>Provide students who are at risk of dropping out due to discipline issues in elementary school with behavioral supports that teach the student how to be a productive member of the community.</i></p> <p>Strategies:</p> <ol style="list-style-type: none"> <li>1. Start and end each day with <i>crew</i> advisory groups (group of about 13 students and an adult <i>crew</i> leaders); students engage in team building, check-ins, goal-setting, and conflict resolution exercises</li> <li>2. Implement McAuliffe's positive behavioral support system to set clear expectations</li> </ol>

	<p>for all students in the school</p> <ol style="list-style-type: none"><li>3. Implement the school's Code of Character by assigning logical consequences for negative behaviors</li><li>4. Develop behavior plans for students as needed; track and monitor patterns in the data; celebrate successes</li><li>5. Involve parents actively and communicate regularly</li><li>6. Provide access to the adjustment counselor and guidance counselor as needed</li><li>7. Provide access to social groups led by counselors or the Dean of Students</li><li>8. The Code of Character will be posted for easy access on the school's McAuliffe.ME Parent website.</li></ol>
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## SCHOOL AND STUDENT DATA

McAuliffe's Student Data can be found via the following link to McAuliffe's profile on the DESE website:  
<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04180305&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	22	7.21%
Asian	21	6.89%
Hispanic	34	11.15%
Native American	1	0.33%
White	218	71.48%
Native Hawaiian, Pacific Islander	0	0.00%
Multi-race, non-Hispanic	9	2.95%
Special education	76	24.92%
Limited English proficient	5	1.64%
Low income	56	18.36%

ADMINISTRATIVE ROSTER FOR THE 2012-2013 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Kristin Harrison, Executive Director	Executive Director – Oversees all aspect of charter school accountability, works closely with the Board and all committees, and supervises Principal, Director of Business & Operations, Chief Information Officer, and Student Data Manager. Responsible for recruitment and retention of students, community relations, development, and strategic planning.	8/30/04	
Deborah Langlois, Principal	Principal - Responsible for oversight & implementation of the school's Expeditionary Learning program including the curriculum and instruction, data-driven instruction and the school's partnership with the Achievement Network, oversees and implements	7/01/11	6/30/13

	professional development program, and supervises and evaluates all teachers, the Director of Student Services and the Dean of Students.		
Alek Sudan, Chief Information Officer	Director of Educational Technology - develops and implements 5 year technology plan, oversees use of technology for instructional purposes and organizational efficiency, manages technology budget and acquisition of resources to support long & short term planning.	7/01/05	
Cheryl Lombardo, Director of Business and Operations	Director of Business and Operations – manages the business office implementing fiscal policies & procedures, leads annual and long term budgeting processes, maintenance of facility and lunch program, human resources.	10/14/08	
Kathleen Clark, Director of Student Services	Director of Student Services –responsible for compliance with all state and Federal laws and regulations, supervises Special Education teachers, oversees ELL and Title I programs, coordinates the student support programs and interventions.	10/01/11	
Verena Castro, Dean of Students	Dean of Students – Primary contact for student discipline, tracks student behavior data and works with Principal to plan Professional Development and targeted teacher support with classroom management, plans school events, supervises World Language teachers.	12/1/03	7/31/13

<b>TEACHERS AND STAFF ATTRITION FOR THE 2012-2013 SCHOOL YEAR</b>			
	<b>Number as of the last day of the 2012-2013 school year</b>	<b>Departures during the 2012-2013 school year</b>	<b>Departures at the end of the school year</b>
Teachers	30	2	6
Other Staff	16	2	2

The school anticipates that 80% of teachers and 83% of all faculty and staff will be returning for the 2013-14 school year. This is a substantial increase from 67% of teachers and 74% of all faculty and staff who returned in 2012-13. Many teachers are establishing families and moving to the MetroWest area with the aim of working at McAuliffe for their professional careers. With a shift in the school's pay scale for the 2013-14 school year, the school is providing more competitive salaries with the intention to incentivize teachers to remain a part of the McAuliffe community for a long term commitment. Finally, with increasing number of teachers who have been employed at the school for at least four years, the school is providing multiple opportunities for teachers to take on leadership roles both formally and informally by participating on Leadership Team, Culture Team, Technology Team, and by leading professional development sessions.

Of the four employees who departed during the school year, two were released due to performance issues and two left because the school was not the right fit for their professional needs. Of the two leaders departing at the end of the 2012-13 school year, one is moving back to her home in another country after working at

the school for ten years and the other was not offered a position at the school for 2013-14 school year. Of the six teachers departing, one was not offered a position at the school for the 2013-14 school year, three left to work in schools closer to their residence, one left after five years at the school and desiring a change of professional scenery, and the final teacher left the school due to a conflicting opinion about the school's future.

Faculty and leaders continue to be attentive to the need to balance hard work with personal wellness. Faculty, leaders, and board members will also be working on maintaining open lines of communication regarding the school's strategic goals, facility project, and organizational decisions that impact the community.

## BUDGET AND FINANCE REPORTS

### Statement of Revenue, Expenses and Changes in Net Assets For the Year Ended June 30, 2013

(Unaudited)

Tuition	\$ 3,731,303
Federal Special Education Grants	51,118
Food Service Revenue & Other	209,819
Total Operating Revenue	<u>3,992,240</u>
Administrative	606,154
Community Services	19,005
Fixed Charges	663,243
Instructional Services	2,087,582
Operations & Plant Maintenance	129,433
Other Student Services	250,379
Total Operating Expenses	<u>3,755,796</u>
Operating Gain	236,444
Private Grants and Contributions	64,326
In-Kind Contributions	129,908
Interest Expense	(6,505)
Total Non-Operating Revenue and Expenses	<u>187,729</u>
	424,173
	867,013
	<u>\$ 1,291,186</u>

**Statement of Net Assets for FY13 (Balance Sheet)**  
**For the Year Ended June 30, 2013**  
(Unaudited)

Cash	\$	1,227,796
Accounts Receivable	\$	10,084
Prepaid Expenses	\$	-
Physical Education Equipment		107,076
Computer Network		9,982
Computers and Printers		125,800
Furniture		22,785
Leasehold Improvements		1,191,009
Telephone Equipment		18,599
Equipment		100,629
Total Fixed Assets		1,575,879
		(1,405,278)
<b>Total Assets</b>	<b>\$</b>	<b>1,408,481</b>
Accounts Payable	\$	22,421
Accrued Expenses		29,125
Due to Friends Of		(320)
Short Term Portion of Term Loan, Other		51,226
Total Current Liabilities		51,226
		1,357,255
	<b>\$</b>	<b>1,408,481</b>

**FY 2014 Budget**  
**APPROVED BY THE BOARD OF TRUSTEES IN JUNE 2013**

	<b>FY14</b>	<b>%</b>
	<b><u>Budget</u></b>	<b><u>Of Total Budget</u></b>
<b>Income</b>		
Contributions	40,000	0.9%
Sped Grants	46,500	1.0%
Tuition Income	4,310,676	94.1%
Lunch Revenue	69,657	1.5%
Medicaid Revenue	4,000	0.1%
Title I	22,000	0.5%
Other Revenue	86,814	1.9%
<b>Total Income</b>	<b><u>4,579,647</u></b>	<b><u>100.0%</u></b>
<b>Salary Expenses:</b>		
Administration	258,745	6.0%
Admin Support	191,420	4.5%
Instructional Coaches, Dean & Sped Director	225,000	5.3%
Core Teachers	847,700	19.8%
Related Arts	176,000	4.1%
World Language	145,000	3.4%
Sped Teachers	436,500	10.2%
Sped Assistants	74,395	1.7%
Instruct. Support & Student Services	222,994	5.2%
<b>Total Salaries</b>	<b><u>2,577,754</u></b>	<b><u>60.2%</u></b>
<b>Non Salary Expenses:</b>		
Administrative	164,178	3.8%
Community Services	35,000	0.8%
P/R Taxes & Fringe Benefits	513,538	12.0%
Fixed Charges	316,650	7.4%
Instructional Services	387,062	9.0%
Non-Operating Expenses	57,360	1.3%
Operations & Plant Maintenance	136,299	3.2%
Other Student Services	91,806	2.1%
<b>Total Non-Salary Expense</b>	<b><u>1,701,893</u></b>	<b><u>39.8%</u></b>
<b>Total Expense</b>	<b><u>4,279,647</u></b>	<b><u>100.0%</u></b>
<b>Net Income</b>	<b><u>300,000</u></b>	<b><u>0</u></b>

**6 Year Capital Improvement Plan - Building Project**

Revenue Source	Description	Total Cost						
			FY2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Operating Funds	Consultant - Building purchase feasibility study and Site Sourcing	\$ 51,677	\$ 6,500	\$ 12,777	\$ 21,600	\$ 10,800		\$ -
Operating Funds	Building Project Manager	\$ 85,000				\$ 85,000		\$ -
Operating Funds	Architectural Engineering Design, Legal Advice for existing building renovation	\$ 185,000		\$ 2,824		\$ 182,176		
Operating Funds/Capital Campaign	Building Acquisition 30,000SF , Existing Building	\$ 4,975,000				\$4,975,000		
Operating Funds/Capital Campaign	Hard Construction Costs-Site work, renovation, permits	\$ 2,490,000				\$2,490,000		
Operating Funds/Capital Campaign	Soft Construction Costs-Financing, zoning, inspections, other	\$ 673,000				\$ 623,000	\$ 50,000	
Operating Funds/Capital Campaign	Furniture, Fixtures, Equipment	\$ 200,000					\$ 200,000	
Operating Funds/Capital Campaign	Landscaping	\$ 100,000					\$ 50,000	\$ 50,000
Total		\$ 8,759,677	\$ 6,500	\$ 15,601	\$ 21,600	\$8,365,976	\$ 300,000	\$ 50,000

# ATTACHMENTS

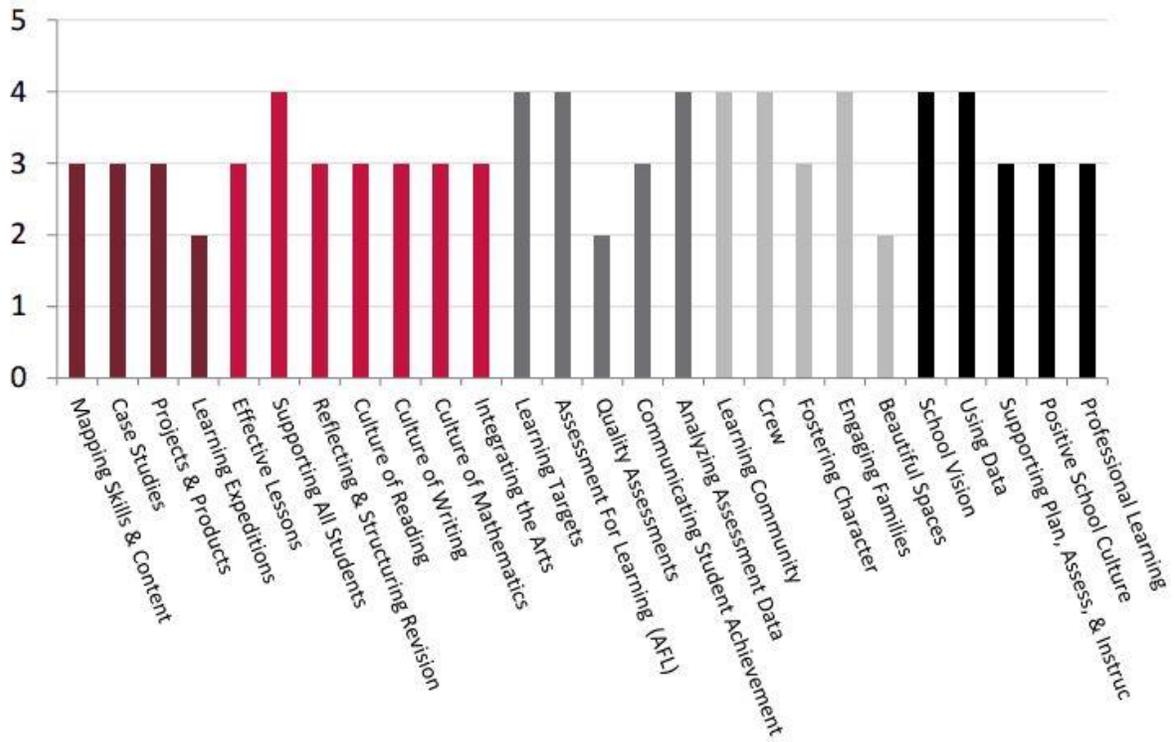
## A. Expeditionary Learning Implementation Review Results – Spring 2013



EXPEDITIONARY  
LEARNING

Christa McAuliffe

### Implementation Review Scores Spring 2013





**B. Organization Chart – 2013-14**

