

**Academy of the Pacific Rim
Charter Public School
Annual Report
2005-06**



***Mission:** To empower urban students of all racial and ethnic backgrounds to achieve their full intellectual and social potential by combining the best of the East – high standards, discipline and character education – with the best of the West – a commitment to individualism, creativity and diversity.*

Spencer Blasdale, Director
**One Westinghouse Plaza
Hyde Park, MA 02136
P (617) 361-0050
F (617) 361-0045
www.pacrim.org**

Letter from Board Chair

On behalf of the Board of Trustees, I am pleased to present to you this ninth annual report of the Academy of the Pacific Rim Charter Public School. The report highlights the continued achievement of the Academy during the 2005-2006 school year, as its fourth graduating class prepared for graduation.

During the 2005-2006 school year, the Academy's students again achieved among the highest MCAS results in the city of Boston. Each of the twenty-one graduating seniors will matriculate to a four-year college, many with substantial academic scholarship aid. The Board and staff of the Academy wish the Class of 2006 continued success in their academic endeavors and look forward to working with them as alumni. We are grateful for the dedication and involvement of their parents and families over the years.

We now have an alumni body of 83 entering freshman, sophomores, juniors and seniors enrolled in a number of different colleges. We are keeping close contact with these young men and women, and over 90% of them are currently enrolled in higher education. Our ultimate measure of success will be the success of these students in college and beyond, and we are greatly encouraged by their support of the graduating classes that follow them.

The Academy's Board has made great strides this year towards securing the future of the institution. We began a process over a year and a half ago to plan for the continued health and growth of the school, and this has resulted in the Department of Education's approval of our adding a fifth grade and 125 students to our charter. We are able to do so due to the culmination of several years of planning and negotiation to purchase and renovate our facility. As of July 14, 2006, the Academy has a permanent home at 1 Westinghouse Plaza and has begun the work to renovate the school in anticipation of new students in 2007.

The Board is grateful for the foundation that has been built and that allows us to continue to serve more students. We would like to thank the students, parents and teachers who work hard together each day to provide excellence in the classroom. We would also like to thank the leadership team's dedication to their roles, and we specifically note the work of our new Director of Strategic Development, Ms. Tara Napolitano and the work of our veteran business manager, Mr. Christopher Collins. Their work has captured the success of the students, faculty and families and has allowed us to raise private revenue and issue bonds to complete our purchase and renovation.

We forge ahead in the spirit of kaizen (continual reinvention and improvement). Year one of our new daily schedule and yearly calendar has better served the needs of students and families, and we have another year to plan and refine our program for our larger Academy in 2007. As we grow familiar with the many wonderful events and practices that have become traditions at the Academy, we continually seek opportunities to improve the Academy and to ensure that it offers these traditions and the best education to as many students as possible.

Gambatte,

Sarah Bulger Piscatelli

Table of Contents

Letter from Board Chairman	ii
Executive Summary	iii
A. Student Characteristics	1
1. Enrollment by grade	1
2. Residence, race/ethnicity and gender	1
3. Economics	1
4. Average membership and attendance; # of instructional days	1
5. Student turnover data	1
6. Promotion rate	1
7. Support Services: # on IEPs, ESL and 504	2
8. Number of students not on formal IEPs who receive special services	2
9. Discipline: # of students placed on out-of-school and in-school suspension or expelled	2
10. Enrollment policy	2
11. Enrollment data: applications and openings	2
12. Number of students on waiting list	2
B. School Program: General Information	3
1. Mission, curriculum design, teaching methods and internal assessment	
C. School Performance	5
1. Performance relative to accountability plan: student and organizational objectives	
D. Finance	22
1. FY'05 Balance Sheet (un-audited statement of net assets)	22
2. FY'05 Income Statement (un-audited revenue & expense and changes in net assets)	23
3. FY'06 Board-Approved School Budget	24
E. Governance	25
1. Board of Trustees	25
2. Board committees and members	26
3. Summary of major policy decisions	26
4. Summary of official complaints received	26
F. Staff	27
1. 2003-04 Organizational Chart	27
2. Number of full-time-equivalent teachers and aides	27
3. Student/teacher ratio	27
4. Avg. teaching experience and yrs. at APR	27
5. Highly qualified percentage	27
6. Staff turnover	27
G. Dissemination	28
1. Collaborations & Partnerships	
2. Open Door Policy & Media Relations	
H. Appendices	30
1. Enrollment Policy	

A. STUDENT CHARACTERISTICS

Current Students (as of 7/2006)

Enrollment

76 Grade 6 students
 71 Grade 7 students
 62 Grade 8 students
 41 Grade 9 students
 44 Grade 10 students
 30 Grade 11 students
 21 Grade 12 students
 345 TOTAL

Race / Ethnicity

217 58% African-American
 93 24% Caucasian
 10 3% Asian-American
 25 12% Hispanic
 0 3% Mixed
 345 100% TOTAL

Residence

146 42.3% Hyde Park
 58 16.8% Dorchester
 36 10.4% Roslindale
 36 10.4% Mattapan
 11 3.2% Jamaica Plain
 10 2.9% West Roxbury
 4 1.2% Boston
 5 1.4% Roxbury
 2 0.6% Brighton
 37 10.7% Other
 345 100.0% Total
 301 families

Gender

171 49.6% Male
 174 50.4% Female

*Economics

126 36.5% Free
 38 11.0% Reduced
 170 49.1% Total

* Eligibility based on self-identification via family survey. Actual numbers most probably higher.

Thirty-seven students (twenty families) have moved out of the city since entering our school. They are now residing in places like: Attleboro (2), Brockton (6), Cambridge (4), East Bridgewater (1), Quincy (2), Malden (4), Millis (3), Milton (2), New Bedford (1), Randolph (11), Somerville (1), and Stoughton (3).

Average membership: 347

Average attendance: 96%

of Instructional Days: 189 (August 29, 2005 – June 27, 2006, minus 1 snow day)

Student turnover data:

Left during the school year: 9 2.5%
 Completed year but not returning: 7 2.0%

Of those students who left during the year (9), 4 moved, 2 were dissatisfied with the program, 2 left because of dissatisfaction with discipline code, and 1 dropped out. Out of those we know who are not planning on returning (7), 2 were accepted to an exam school, 2 were accepted to independent schools, 1 went to a vocational school, and 2 left because they were not promoted.

Overall Promotion Rate

1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
60%	80%	85%	84%	80%	88%	87%	93%	92%

**rate as of August 1, 2005*

Support Services

Students on IEPs: 42
Students on 504s: 22
Students on LEPs: 0

An IEP or 504 support 18% of our student body. In addition, 45% of our student body receives tutoring.

Discipline

Out-of-School Suspension: 100
In-School Suspension: 115
Expulsions: 0

Reasons for Disciplinary Consequences: In-school suspensions were for disruptive behavior as defined by the Academy's discipline code. These include, but are not limited to, behaviors such as distraction of peers or excessive accumulation of demerits. Out-of-school suspensions were for disrespectful and/or unsafe behavior as defined by the discipline code. These include, but are not limited to, behaviors such as derogatory comments towards a peer or teacher or intimidation of any sort.

2006-07 Enrollment Applications

By Grade:

6th: 184
7th: 53
237

By Residence:

Hyde Park: 28%
Dorchester: 20%
Roslindale: 17%
West Roxbury: 8%
Boston: 7%
Mattapan: 6%
Roxbury: 6%
Jamaica Plain: 5%
Other: 2% (1 Randolph, 2 Milton, 2 Lynn)

Openings Filled: 68
Applicants per opening: 3.5 to 1

Wait-listed students by grade and residence:

6th: 114 (112 City of Boston, 1 Lynn, 1 Milton)
7th: 55 (53 City of Boston, 1 Randolph, 1 Milton)

2005-06 wait list total: 169

Enrollment Policy located in Appendix

B. SCHOOL PROGRAM: GENERAL INFORMATION

The Academy of the Pacific Rim Charter Public School was founded in 1997 by two Boston residents and former Boston School Committee members. Over the past nine years we have grown from 100 students in grades six and seven to 345 students in grades six through twelve. Our academic performance has been continually strong on internal and external assessments, and we are proud of our talented and dedicated faculty. We now have 83 alumni, 100% of whom were accepted into college and over 90% of whom are enrolled in college. We have established a strong reputation for and track record of academic excellence and college preparation at the Academy.

Mission: The Academy's mission is to empower urban students of all racial and ethnic backgrounds to achieve their full intellectual and social potential by combining the best of the East—high standards, discipline and character education—with the best of the West—a commitment to individualism, creativity and diversity.

Simply put, we hold students to high academic and behavioral standards, and we give students and families timely and consistent feedback on their progress. The school has designed a college preparatory curriculum, and all students are prepared to and must take four years of English, math, science, history, and Mandarin Chinese in the high school. Supporting this system of accountability is the cultural reinforcement of effort at the school. The following program elements have enabled us to make commendable progress toward our accountability plan goals regarding academic performance and demonstrate persistently strong performance on internal and external academic assessments.

The Academy's foundation is comprised of three pillars – high standards and accountability, more time, support and opportunity, and a cultural reinforcement of purpose.

I. High Standards and Accountability

Standards: From the outset, the Academy has used the Massachusetts State frameworks and combined them with the best benchmarks and standards nationally and internationally. We take a close look at student outcomes each year to ensure that our standards are aligned with state frameworks and that students are mastering the necessary content and skills.

Transparent Systems: The Academy has developed a bi-weekly system of communicating student progress to students and families. Every other week all students review their grades with advisors and then with families at home. This communication helps to ensure that students and families know about their progress toward mastery of the standards.

Promotion: Students enter the next grade level only if they have mastered the material in each one of the subject areas in their current grade. Middle school students must pass each subject with a 70% average or better. In the high school a student must pass each subject with an overall average of 70%, including three trimesters and a final exam for the course.

II. More time, support, and opportunity

Extended Day and Year: Our school day runs from 7:45am – 5:00pm, and our calendar year provides 190 days of instruction. This means an extra 19-64 days of instructional time, depending on how much extra support a student needs, in comparison to local district public schools. Furthermore, we tailor this extra time to meet the needs of our diverse student body and offer a variety of academic supports to those who need it while at the same time offering enrichment opportunities to those who are ready.

Individualized Support: It is not enough to have high standards; we must also provide each student with the support s/he needs to achieve those standards. Thus, we have always been

committed to small group tutoring, and for the past six years, that tutoring has been done *by our teaching faculty*. From 3-5pm, most students work in small groups with their academic teacher in a variety of programs including content tutoring, basic skills tutoring, homework club, MCAS prep and others.

Pacific Rim Enrichment Program (P.R.E.P): This program requires high school students and encourages middle school students to extend their learning through internships outside of the school. These students have studied at university programs at Harvard, M.I.T. and others, participated in Summer Search and the City School, and interned at the Museum of Science, businesses, Boys and Girls Clubs, law firms, and a host of other non- and for-profit programs.

III. Cultural Reinforcement of Purpose

Culture (effort = success): The central theme of the Academy is the spirit of “gambatte.” Translated from Japanese, this means “to persist, put in your full effort, and never give up.” In all we do at the school, we emphasize the mantra that effort determines success. Whether a student is asking for extra help – 50% of our students receive some sort of tutoring – or staying after school to complete a homework assignment, he or she is demonstrating the gambatte spirit. We have built a culture in which our whole school community practices the habit of working hard to reach high standards.

A Bi-Cultural Approach: All students at the Academy study Chinese language and culture. Students begin their study of Mandarin Chinese in seventh grade, and continue through their senior year. We have developed a partnership with our sister school, Beijing #80, so that high school students can earn the opportunity to travel and study abroad.

Character Education: The culture of the school provides the foundation for all that we do; character education and discipline form the basis of our program. We use the acronym K.G. P.R.I.D.E. – Kaizen (continual improvement of the whole), Gambatte, Purpose, Respect, Integrity, Daring, and Excellence – to guide our work with students on character. This foundation of character building is based on a culture of mutual respect and continual reflection on behavior.

C. SCHOOL PERFORMANCE

As a Commonwealth Charter School, the Academy of the Pacific Rim seeks to provide families in Boston with a rigorous public education equivalent or superior in quality to that of any school in Massachusetts, public or private. We also seek to educate students in a setting that develops their character and values as citizens and individuals. In reaching for ambitious goals, the faculty is aware that a wide variety of measures are required to demonstrate the efficacy of a far-reaching program. To that end, we have tried to create a broad system of data-driven accountability that will clearly indicate the degree to which we have met our goals and also provide information critical in helping us to refine and improve our program as we grow.

For reasons of clarity the objectives in this “Accountability Plan” are divided into two categories, Student Objectives and Organizational Objectives. As the number of objectives suggests, we have attempted to establish the means to measure a wide array of school functions. Still, some objectives must inevitably be more central to the mission than others. As building a strong background in core academic areas must always be the primary goal of an effective school, we therefore acknowledge the particular importance of objectives one and two on the list below. Additionally, the wide variety of measures described in this document is unified in the emphasis on the clear, direct, and unequivocal measure of outcomes. The Academy’s 11 performance objectives are listed below, with a brief description of our performance to date.

Student Objectives

Performance Objective #1:

Students at the Academy of the Pacific Rim will make strong yearly progress towards mastery of, and excellence in, those skills most fundamental to academic success – reading and math. Each year, Academy students will demonstrate, on average, in their national rankings in both reading and math, an improvement of at least three Normal Curve Equivalent points on a nationally accepted norm-referenced test (the Stanford-9, or a similar battery). In addition, there will be no significant difference in test scores between boys and girls and among racial/ethnic groups.

The following tables show the median score of cohorts of students and their gains over time (in Normal Curve Equivalents, or NCE) on the Stanford 9 test. The data shows that students at the Academy make significant gains in comparison to their peers nationally. Specifically, the median Academy student has gained 3 NCEs in reading and an impressive 10.6 NCEs in math over time. At the same time, however, the one-year gains of our students are not impressive.

Table 1: Total Reading

	#stud	entry	gr. 6	gr. 7	gr. 8	gr. 9	1 yr. Gain	Overall Gain
class of 2009	42	49.2	59.8	56.2	51.3	54.8	3.5	5.6
class of 2010	53	49.8	52.9	51.6	50.8		-0.8	1.0
class of 2011	60	47.5	51.6	50.5			-1.1	3.0
sum	155						<i>weighted avg.:</i> 0.2	3.0

Table 2: Total Math

	#stud	entry	gr. 6	gr. 7	gr. 8	gr. 9	1 yr. Gain	Overall Gain
class of 2009	42	51	70.9	68.2	65.6	71.8	6.2	20.8
class of 2010	53	52.1	66.3	64.9	57.5		-7.4	5.4
class of 2011	60	50.6	66.3	58.7			-7.6	8.1
sum	155						<i>weighted avg.:</i> -3.8	10.6

Through further analysis of our math results over time, we have seen a trend of students making great gains in the sixth and ninth grades while showing losses in the seventh and eighth grades. The evidence demonstrates that our curriculum is not in alignment with the Stanford 9 test and we plan to use an externally developed assessment tool to measure progress towards state standards next year.

Racial Subgroups

The following tables show a comparison of Black and Hispanic versus White and Asian students' NCE scores on the Stanford 9. When disaggregated by race, it is clear that *all* of our students are making significant gains over time. Most notably, minority students at the Academy have surpassed the gains expected by all students nationally. The difference between racial groups is not statistically significant.

Table 3: Total Reading – Racial Subgroups

Class	#stud	Race	entry	gr. 6	gr. 7	gr. 8	gr. 9	1 yr. Gain	Overall Gain
2009	31	Bl&Hisp	50.3	59.8	54.3	50	54.3	4.3	4
2009	11	Wh&As	53.2	61.7	58.7	52.1	58.1	6	4.9
2010	40	Bl&Hisp	49.8	52.9	50	50		0	0.2
2010	13	Wh&As	44.7	57	54.3	48.4		-5.9	3.7
2011	42	Bl&Hisp	45.2	50.5	47.9			-2.6	2.7
2011	19	Wh&As	56.4	57.5	56.2			-1.3	-0.2

Table 4: Total Math – Racial Subgroups

Class	#stud	Race	entry	gr. 6	gr. 7	gr. 8	gr. 9	1 yr. Gain	Overall Gain
2009	31	Bl&Hisp	54.8	68.5	64.9	62.9	71	7.1	16.2
2009	11	Wh&As	44.7	77	73.7	68.5	78.2	10.3	33.5
2010	40	Bl&Hisp	51.1	66.3	64.9	57.5		-7.4	6.4
2010	13	Wh&As	53.7	72.8	67	55.3		-11.7	1.6
2011	42	Bl&Hisp	50	64.9	57			-7.9	7
2011	19	Wh&As	54	71.8	64.2			-7.6	10.2

Gender Subgroups

The following tables show a comparison of male and female students' NCE scores on the Stanford 9. Again, when disaggregated by gender, it is clear that our students are making significant gains over time. There are some discrepancies in gains at different grade levels, but overall both boys and girls are making significantly more progress than their peers nationwide.

Table 5: Total Reading – Gender Subgroups

Class	#stud	Gender	entry	gr. 6	gr. 7	gr. 8	gr. 9	1 yr. Gain	Overall Gain
2009	20	female	49.2	58.1	56.2	47.9	57.3	9.4	8.1
2009	22	male	50.8	61.7	56.5	54.3	53.7	-0.6	2.9
2010	28	female	54.9	54.3	55.3	51.6		-3.7	-3.3
2010	25	male	47.5	49.5	47.2	50		2.8	2.5
2011	32	female	48.4	55.7	50.5			2.1	2.1
2011	28	male	46.5	50	47.9			-2.1	1.4

Table 6: Total Math – Gender Subgroups

Class	#stud	Gender	entry	gr. 6	gr. 7	gr. 8	gr. 9	1 yr. Gain	Overall Gain
2009	20	female	48.2	66.3	58.2	54.8	65.6	10.6	17.4
2009	22	male	60.8	74.7	75.8	68.5	77	8.5	16.2
2010	28	female	51	66.3	64.9	55.3		-9.7	4.3
2010	25	male	52.1	66.3	65.6	57.5		-8.1	5.4
2011	32	female	52.7	68.5	64.2			-4.3	11.5
2011	28	male	49.3	62.3	53.2			-9.1	3.9

Performance Objective #2:

Students at the Academy of the Pacific Rim will achieve mastery of major content and skill areas in all core academic subject areas: English, History, Math and Science, as measured by the MCAS test. Academy students will demonstrate superior achievement by performing at a level higher than that of their peers in Boston Public Schools in *all* subject tests, as demonstrated by a greater percentage of students passing the test *and* a higher overall average student score. Academy students also will perform at a higher level than the state average and the majority of school districts that surround Boston. In addition, there will be no significant difference in test scores between boys and girls and among racial/ethnic groups.

Our NCLB Report Card provides a summary of our progress over time and concludes that we are continuing to make “adequate yearly progress” as defined by the No Child Left Behind act, a reauthorization of federal legislation involving elementary and secondary education.

The school’s MCAS results have been persistently strong over time, and we are especially pleased with the improvement of our sixth grade math scores and our consistently impressive tenth grade math and ELA scores.

The following tables provide the percentage of Academy students at each proficiency level of the MCAS for grades 6-10 for the past five years. These tables also include a comparison to the surrounding district (Boston) as well as to statewide data. We are pleased that for the past three years, we have impressively met our goal of having a higher passing rate and a greater percentage of students scoring advanced and proficient *in all subjects and in all grades tested* (the only exception is a slightly lower percentage of students scoring advanced and proficient than the state on the 2004 7th grade ELA test). We have made “Adequate Yearly Progress” overall and for every subgroup as defined by the federal government’s No Child Left Behind Act in every year of its existence.

APR MCAS Results by Performance Category, 2001 - 2005

Subject	Students Tested	% Advanced	% Proficient	% Needs Improvement	% Warning / Failing
Math - Grade 6					
2005	72	10	46	38	7
2004	76	8	37	34	21
2003	77	21	30	23	26
2002	79	8	27	32	34
2001	84	2	15	44	38
ELA - Grade 7*					
2005	70	1	67	30	1
2004	65	0	55	43	2
2003	68	10	57	32	0
2002	78	1	62	32	5
2001	50	2	68	30	0
Math - Grade 8					
2005	52	15	37	29	19
2004	59	12	31	47	10
2003	46	0	30	48	22
2002	42	0	43	50	7
2001	50	2	28	58	12
ELA - Grade 10					
2005	30	23	60	17	0
2004	28	7	75	18	0
2003	27	0	63	33	4
2002	27	33	48	7	11
2001	14	7	79	14	0
Math - Grade 10					
2005	30	67	20	10	3
2004	28	36	54	11	0
2003	28	54	29	11	7
2002	27	22	56	7	15
2001	14	29	50	21	0

Comparing 2005 MCAS Scores - APR vs. Boston and State-wide

	6 th gr. math		7 th gr. ELA		8 th gr. math		10 th gr. math		10 th gr. ELA	
	% Pass	% A&P	% Pass	% A&P	% Pass	% A&P	% Pass	% A&P	% Pass	% A&P
<i>APR</i>	93%	56%	97%	67%	81%	52%	97%	86%	100%	83%
Boston	51%	23%	84%	44%	49%	23%	67%	39%	73%	38%
State	77%	46%	92%	66%	69%	39%	85%	61%	89%	64%

MCAS 2005 External Comparison – Surrounding Districts: The following tables compare APR with surrounding districts in two ways: the percent of students who earn a rating of proficient or advanced and the percent of students passing. Overall, our scores have improved both in the absolute and comparative sense, and we are pleased with our progress, particularly in sixth grade math. Although we compare favorably to our comparison districts in seventh grade ELA and eighth grade science, we still have work to do to bring all of those students to proficiency. Our tenth grade scores continue to be very strong and serve as powerful evidence of the success of our program.

2005 Sixth Grade Math

	% P&A		% Pass
Brookline	76	APR	93
Milton	57	Brookline	92
APR	56	Canton	84
Canton	56	Milton	84
State	46	Quincy	81
Dedham	45	Dedham	79
Quincy	43	State	77
Somerville	35	Somerville	71
Cambridge	34	Randolph	66
Randolph	30	Cambridge	66
Boston	23	Boston	51

2005 Seventh Grade ELA

	% P&A		% Pass
Canton	84	Brookline	98
Brookline	83	Canton	97
Milton	77	APR	97
Quincy	72	Dedham	96
Dedham	69	Milton	95
APR	67	Quincy	94
State	66	Somerville	93
Somerville	64	State	92
Cambridge	57	Cambridge	92
Boston	44	Randolph	85
Randolph	43	Boston	84

2005 Eighth Grade Math

	% P&A		% Pass
Brookline	72	Brookline	90
APR	52	APR	81
Milton	47	Canton	81
Dedham	43	Milton	77
Canton	40	Dedham	75
State	39	Quincy	70
Quincy	37	State	69
Cambridge	33	Somerville	67
Somerville	31	Cambridge	63
Boston	23	Randolph	51
Randolph	16	Boston	49

2005 Eighth Grade Science

	% P&A		% Pass
Brookline	56	Brookline	90
Canton	40	Canton	88
Dedham	34	Dedham	85
State	33	Milton	77
Milton	32	APR	75
Quincy	29	State	74
APR	27	Quincy	70
Cambridge	24	Cambridge	64
Somerville	18	Somerville	60
Randolph	11	Randolph	56
Boston	10	Boston	43

2005 Tenth Grade Math

	% P&A		% Pass
APR	86	APR	97
Canton	78	Canton	95
Brookline	78	Milton	92
Milton	74	Dedham	91
Dedham	65	Brookline	91
Quincy	61	Quincy	88
State	61	State	85
Randolph	51	Randolph	81
Somerville	49	Somerville	80
Cambridge	40	Cambridge	70
Boston	39	Boston	67

2005 Tenth Grade ELA

	% P&A		% Pass
APR	83	APR	100
Canton	79	Canton	96
Milton	78	Milton	94
Brookline	76	Brookline	94
State	64	Dedham	93
Dedham	63	Quincy	91
Quincy	60	State	89
Randolph	54	Somerville	82
Somerville	48	Randolph	82
Cambridge	44	Cambridge	81
Boston	38	Boston	73

Performance Objective #3:

Students at the Academy of the Pacific Rim will be prepared for success in their lives and careers after leaving the Academy. They will have an understanding and knowledge of a variety of career and educational options, will have workplace and study skills to ensure their effectiveness in those settings, and will have been instructed in issues of character and work ethic to make that potential success a reality. The Academy will develop programs designed to increase career knowledge, foster work-skills, and build character. These programs include the following:

School-wide character education program
Off-Campus Enrichment Projects
The Pacific Rim Enrichment Program
College Counseling

Character Education

This year, we continued teaching character education intentionally through rituals and routines, and the continual reinforcement of the Academy's character virtues, seen through the acronym, K.G. – P.R.I.D.E. This acronym captures the essence of our values at APR and is at the heart of our program. While the specific character virtues we teach have changed since the inception of the Academy, our relentless focus on them in our classrooms, in the hallways, ceremonies, and daily rituals and routines has not changed.

***Kaizen** is a Japanese principle meaning continual improvement of ourselves and our community. We engage in daily rituals and routines that help us grow as individuals and as a community.*

***Gambatte** is a Japanese word meaning “persist and never give up.” It is our belief that our success is based on our effort not on luck.*

***Purpose** is having goals for each action and interaction throughout the year.*

***Respect** is treating others with politeness, consideration, and appreciation.*

***Integrity** is being true to your values and doing the right thing when no one is looking.*

***Daring** is mustering the strength and will to do what you know you should do, even though you are afraid of embarrassment, failure, or danger.*

***Excellence** is striving for a high standard in your daily actions no matter how big or small.*

Off-Campus Enrichment

While we offer an array of elective classes and extracurricular opportunities, the Academy believes strongly that powerful learning opportunities can happen for students outside of school. The opportunity to be released early (2:20 PM) from school three days per week for Off-Campus Enrichment allows high school students in good academic standing the opportunity to pursue enrichment activities not available to them at the school, or explore a potential career interest through an internship. As college-bound students, it is critical that they pursue their passions and develop themselves beyond academics.

Students are required to document their experience in some format, such as a journal, video, photos, or others. They must also offer some reflection upon completion of the experience through a presentation, written reflection, or bulletin board display. The commitment is for one trimester (about 12 weeks), with some students choosing to continue Off-Campus Enrichment into future trimesters and/or summer projects. The following table provides an overview of the number of participants and some sample projects for the past five years.

School year	# of participants	% of HS enrollment	Sample Off Campus Enrichment Projects
2001-2002	10	13%	Museum of Science internship, German language course, coaching soccer for inner city youth, architecture firm internship
2002-2003	23	25%	Research assistance at Dana Farber, Steering Committee for Coalition of Asian Pacific American Youth, mentorship at Boston Center for the Arts
2003-2004	40	33%	Pharmacy internships at St. Elizabeth's Hospital, law firm internship, mentor and tutor at Shelburne Recreation Center
2004-2005	42	32%	Berklee College of Music City Mentoring program, Teen Ambassador at Zoo New England, Metro Lacrosse
2005-2006	43	33%	New England Aquarium internships, Model UN conference, college prop program at Higher Education Resource Center, youth anti-tobacco program at Sociedad Latina

Pacific Rim Enrichment Program

As described at the beginning of this document, the Pacific Rim Enrichment Program (P.R.E.P) requires high school students and encourages middle school students to extend their learning through internships outside of the school. Originally and until the current school year, P.R.E.P. was a program for which only students in good academic standing were eligible. Those students were released from school after 190 days while those not in good in academic standing attended review classes. It served both as an incentive and a reward for academic achievement. Since we changed the length of our school year from 210 to 190 days, primarily to offer review and support to students in a more ongoing basis during a lengthened school day, we have also changed the eligibility requirements for P.R.E.P. Based on the tremendous value to students that these internship opportunities provide, we now require all high school students, except for those in summer tutoring, to participate in the program. Middle school students are encouraged to participate. This new requirement is challenging because P.R.E.P. formerly depended on students identifying appropriate programs for themselves; now that all students are expected to participate, we realize we must provide a significant amount of support to some of our students to identify, apply, and successfully complete rigorous programs. While this is still the first year of this significant change, we are excited both by the increase in the number of students involved in this program and the caliber of programs students will be completing. In addition, we have already determined ways to improve our high school process for next year. All of our high school students are placed in P.R.E.P. programs for the summer of 2006. We are very pleased that 30% of our students will be participating in the following impressive college preparation programs:

- 6 students will attend Harvard Crimson Summer Academy
- 2 students will attend Emagination Computer Camp at Bentley College
- 2 students will attend programs at Simmons College - Writers' Express and Upward Bound
- 2 students will attend EDGE, an engineering program at Union College

- 1 student will attend University of Miami Summer Scholars Program
- 1 student will attend ID Tech Camp at MIT
- 2 students will attend NEC Summer Civil Rights Institute at Howard University
- 1 student will participate in the World Scholar-Athlete Games at the University of Rhode Island
- 1 student will attend a Math & Science for Minority Students program at Andover
- 7 students will participate in Summer Search
- 3 students will attend National Youth Leadership Forum on Medicine
- at least 5 students will participate in programs through the Boston Area Health Education Center

In addition, Academy students will participate in many valuable summer opportunities through organizations such as The City School, Anytown USA, The Food Project, and others.

College Counseling

The Academy's entire program is college preparatory. Beginning in the sixth grade, we focus on college as the goal for all students. While our college programming intensifies in the high school, there are several programmatic components in the middle school. All sixth, seventh and eighth graders visit at least one college, with the eighth graders also visiting colleges during their annual Washington DC trip. In addition, seventh graders take *College Ed*, a twelve-week college awareness course designed by the College Board.

This year our high school college counseling program continued to grow in scope and impact with 100% of the Class of 2006 accepted to and intending to enroll in four-year colleges. This success rate is due to the range and intensity of our college counseling which offers college awareness opportunities to all high school students as well as grade level specific programming. We have also built strong relationships with colleges and college-prep programs through our annual luncheon and college fair for admissions officers.

All high school students are invited to meet with college admissions officers who visit the Academy throughout the fall and to attend school field trips to college campuses and college fairs. We also have a college resource room that is available to all students to pursue independent research. This past year, we instituted a College Week in October. Each grade participated in college related workshops or activities: the ninth grade attended workshops on GPA, writing, and extra-curriculars; the tenth graders attended workshops on college majors and career interests as well as took the PSAT; the eleventh graders took the PSAT and visited the five college area in western Massachusetts with the twelfth graders. All Academy students participate in our annual Alumni Day during which alumni come back to lead workshops for our current students. We have averaged an impressive 80% participation rate of our alumni for our first three years, and the day allows us to not only effectively educate our current students on a wide range of topics such as the importance of their GPA and how to choose the best college but also offer ongoing support to our alumni.

For eleventh and twelve grades, we provide weekly college placement classes with additional intensive one-on-one counseling. The intimacy of the APR environment and the favorable college counselor to student ratio enable students to receive step-by-step assistance as they navigate their way through the following milestones in college admissions:

Junior Year

- Registration and preparation for SAT
- Completion of a survey to guide the college search
- Production of a list of colleges to apply to in the senior year
- Drafting of personal statement
- Financial aid awareness and assistance with private scholarship search

Senior Year

- Assistance in filling out college applications (including the common application)
- Final editing of personal statement and other college essays
- Help in securing application and test fee waivers
- Counseling in financial aid and assistance in filling out forms
- Preparation of appeals of financial aid awards

Family outreach is also a major element of our college counseling program. With the majority of our students being the first in their family to attend college, we believe it is critical to educate and support our families through the application and matriculation processes. To that end, we have increased our family programming each year. This year, in addition to our financial aid workshops for families, we added a Junior Family Night to help families support their student through the college process, made college counselors available during Family Conferences, and created a College Corner in the weekly Family Journal.

Alumni

The real evidence of our success as a school is our alumni. We are extremely proud of our track record thus far with our graduates. Of the sixty-two students in the classes of 2003, 2004, and 2005 85% are currently enrolled in a four-year program, 5% in a two-year program, and only 10% are un-enrolled (working or transferring). 100% of the twenty-one students in the class of 2006 plan to matriculate in the fall to the four-year colleges and universities listed below.

College Enrollment			
Class of 2003	Class of 2004	Class of 2005	Class of 2006
Boston University Bunker Hill Gordon College Howard University Johnson and Wales Morehouse College Northeastern Univ. (2) UMass Amherst Worcester Polytech	Boston College (2) Bryn Mawr City Year (defer Regis) Curry College Florida A & M Univ. Hampton College Lesley University Loyola University Ohio State University Queen's University Regis College Salve Regina College Simmons College Syracuse University UMain Farmington UMass Dartmouth Wellesley College Williams College (2)	Antioch College Bridgewater State College Bryn Mawr College Clark University Atlanta (2) Curry College Emmanuel College Fisher College Newbury College Northeastern Univ. (2) Providence College Regis College Rochester Inst. of Technology Roger Williams Univ. Salem State College Smith College Suffolk University (2) Syracuse University Tufts University UMass Amherst UMass Boston Wentworth Inst. of Technology	Boston College (2) Brandeis University Bryn Mawr College Colby College Massachusetts College of Liberal Arts Mt. Ida College Northeastern Univ. (2) Regis College Salem State College (2) Seton Hall Univ. (2) Smith College UMass Amherst UMass Boston Union College Wheelock College (3)

The table, impressive as it is, represents a dynamic list and we continue to support our alumni in navigating academic support, financial aid and transfer processes. Our ultimate goal as a school is not just to have students be accepted to college, but for them to be successful there. To that

end, we have begun to collaborate with other charter high schools to strengthen our contact with APR alumni and provide more ongoing support to them.

Performance Objective #4

Academy of the Pacific Rim students will adhere to a rigorous code of conduct while at school. They will behave positively while understanding and upholding the community's seven character virtues: respect, perseverance, diligence, responsibility, integrity, courage, and duty. Though the best measure of this objective lies in its ultimate goal, increased student learning and successful completion of the Academy's program, other, direct measurements tools will include parent and student surveys, observations by site visit teams, and periodic independent assessments by outside experts.

Each year, the Academy provides a comprehensive demonstration of an exemplary culture of discipline and respect through strict adherence to its formal discipline policy, which families must acknowledge in writing, to its uniform policy, and to its non-tolerance of any acts of violence or harassment, including the possession of weapons.

The consistent feedback from visitors, consultants, and families is that our students are well behaved and focused on their academic work. The Department of Education's site visit team noted, "As found by the 7th year site visit team, the school provides a very safe environment that allows teachers and students to focus on teaching and learning. There is an effort underway at the middle school level to address behavior issues in the classroom to the extent possible." (DOE 2005 Site Visit Report, p. 6)

Performance Objective #5

Academy of the Pacific Rim Students will be prepared to lead safe, enriched, healthy lives; they will be presented with and follow a model of healthy routines in school. They will participate in physical education and extra-curricular activities that build health and strength. They will have a nutritionally balanced breakfast and lunch available to them and will be instructed in a curriculum of health and safety issues suitable to protect and promote their good health.

This year we continued to employ a full-time health and athletics teacher at the Academy. She coordinated three trimesters of physical education, one of which is a health class. In addition, students were again offered one or two after-school sports per season. These range from cross-country, soccer, basketball and track at the Academy, to lacrosse through a partner organization. In addition, we added pilot softball and baseball teams this year.

Our school nurse has continued our breakfast & lunch programs and provided vision, hearing, and scoliosis screening. Additionally, middle-school students participated in health and sexuality curricula, including HIV and AIDS education. Ninth graders also took a health and sexuality course as well as drug and alcohol prevention classes.

Performance Objective #6

Students will be given the opportunity to experience and explore diverse forms of arts and culture. They will experience at least three forms of artistic representation each year, including but not limited to, two-dimensional visual arts, three-dimensional visual arts, and drama.

Each student participates in visual arts and drama throughout the year. The theater department produced two high school plays including *Brighton Beach Memoirs* and an original piece written and directed by senior Ernsie Noel. High school students also competed for the third time in a statewide drama competition. In addition, members of the thespian society attended a workshop at Bridgewater State College.

School-wide, all students studied performance art such as improvisation and produced visual art including: scaled three-dimensional architectural projects, landscape painting, wooden sculpture, and self-portraits. Led by the arts department, students hosted a community evening called After Dark Arts, which featured performances from members of the Academy and Hyde Park communities, including students, teachers, families and friends.

Cultural field trips included outings to The Huntington and American Repertory Theatres for productions of *Scenes from an Execution*, *Orpheus X*, and *The Sisters Rosensweig*. Students attended performances by the Alvin Ailey Dance Company and the Soweto Gospel Choir. In addition, the New Repertory Theater came to the Academy and performed *Macbeth* to both middle and high school students. Voluntary Saturday field trips included a trip to the Narvarra Dance Theater. Students also visited the Museum of Fine Arts, the New England Aquarium and other cultural sites in Boston.

Performance Objective #7

Academy of the Pacific Rim students will be able to use technology as a tool to communicate, analyze and present information. Students will demonstrate their competency in this area by scoring at least 70% on an Applied Technology Skills Test, developed in conjunction with outside experts, before graduating from the Academy.

We do not have formal exit standards for 8th and 12th graders, although our course requirements for each of these grade levels ensures that they are able to:

- use the Internet for research;
- word process;
- use PowerPoint for presentation;
- create statistical tables and graphs (12th grade).

We have hired a full-time technology coordinator who will begin teaching technical literacy classes in the middle and high school next year (2006-07).

Organizational Objectives

Performance Objective #8

The administration at the Academy will evaluate, reinforce, build and support excellence among faculty members.

We are very proud of the Academy's faculty. They are skilled professionals who are committed to each student's success; it is because of our faculty that the Academy has become one of the top performing schools in the city and state. We have truly built a culture of excellence among faculty members.

It is critical to our future success that we continue to support our faculty. We do this through our rigorous hiring and evaluation processes and an ongoing investment in professional development. Specifically, each faculty member receives a mid-year and end-of-year performance review, jointly authored by the Middle or High School Principal and the Executive Director. In addition, there were four formal peer observation and coaching periods during the course of the year. Most staff members participated in at least one off-campus professional development opportunity and many took advantage of a \$500 credit for continuing professional development that is offered to all full-time teachers. Also, we focus on one professional development theme for one or more academic years and that theme guides all of our in-house sessions.

During the 2005-2006 academic year, all faculty members participated in professional development on differentiation and backwards design (previous year's themes have included literacy, character education, and others). Our work on differentiation took the form of workshops at the beginning of the year to introduce the concepts, multiple sessions throughout the year on professional development days, discussions and presentations by teachers at our weekly faculty and grade level meetings, and one on one coaching from principals. We have made great strides toward differentiating our instruction and will continue this effort next year as we seek to hold all students to high standards in our heterogeneous classrooms.

We also focus on supporting new teachers and providing incentives for experienced teachers to continue to grow at the Academy. Through our mentoring and induction programs, new teachers meet with their mentor weekly and meet as a group monthly. This program has proven invaluable to new teachers and has helped us make their first year at the Academy more successful and has increased the percentage that stay with us. Historically, we have averaged about 80% retention of our classroom teachers, and while it is challenging to train and support new teachers, we have been able to maintain our high standards for performance and behavior through our emphasis on clear systems and structures. The following table shows the teacher retention rates at the Academy over the last nine years.

Historical Teacher Retention

	# left	Total	retention
year 1	1	6	83%
year 2	4	10	60%
year 3	2	18	89%
year 4	4	23	83%
year 5	9	28	68%
year 6	3	30	90%
year 7	9	28	68%
year 8	5	29	83%
year 9	5	29	83%

average: 78%
yr. 1-5 avg: 76%
yr. 6-9 avg: 81%

While 80% teacher retention is on par with national norms for urban public schools, we are still seeking ways to increase the percentage of teachers who remain at the Academy. In addition to the recent changes to our daily schedule and yearly calendar, which we believe will increase student performance as well as teacher retention, we are exploring new ways to attract and retain teachers. Currently, we are examining our compensation package and are considering several proposals, including longevity incentives.

Further evidence of success toward this objective is contained in the 2005 site visit conducted by the Massachusetts Department of Education. The DOE report states that “APR is reflective about developing and sustaining its faculty...” and that “teachers interviewed and documents reviewed described a collegial culture, supported by a well-defined structure, to continually refine and improve curriculum and instructional practices.” (DOE 2005 Site Visit Report, p. 2 and p. 7)

Performance Objective #9

The administration at the Academy will maintain and use updated curricular materials and rigorous, clear academic standards.

APR is a standards-driven school and we work hard to ensure that we are aligned with the state frameworks and utilize rigorous, engaging curricular materials as well as research based pedagogy. The Department of Education has found that “APR has developed and documented a rigorous curriculum that is aligned with the Massachusetts Curriculum Frameworks and is documented in the form of a well-developed set of standards for each grade and subject area.” (DOE 2005 Site Visit Report, p. 2) We spent many of our early years creating and revising our academic standards, and have recently been able to do more fine-tuning as well as select one area each year to focus on in more depth.

For the past few years we have undertaken a school wide literacy initiative, which has been described in full in our annual reports. For the 05-06 and 06-07 school year our curricular focus is differentiation and backwards design. As described above, all of our professional development during these two years is designed to support these practices.

Beyond this specific focus, we continue to have structures in place to support ongoing evaluation and monitoring of our curricular materials, standards and instruction. We spent several professional development sessions analyzing MCAS results and making appropriate revisions of

standards and curriculum. In addition, each department reviews its curriculum and assessments over the course of the year. This year we highlight the English department, which completed a review of writing prompts and assignments that we have been using, and the result is that we have a school-wide set of writing expectations. These are structures and processes of annual review of data and improvement of curriculum and instruction.

This year we have worked closely with the Massachusetts Charter School Performance Project to administer a series of interim MCAS assessments every six weeks throughout the year. Next year we will continue to work with nine other charter schools and will be providing an MCAS aligned assessment to students in grades 6-8 for ELA and math every six weeks. In addition, we will be using an MCAS aligned assessment at the outset and at the end of the year to measure progress. The data will help us to designate tutoring groups and support systems for students who need extra help.

Performance Objective #10

The Academy will keep its parents continually informed about school policies and activities as well as the progress of their student(s).

The Academy strives to work as partners with our students' families. This is evident in the quantity and frequency of communication between school and home: our Family - Student - School Contract, a system providing academic advisors to all students, bi-weekly progress reports and family journals, a Family Handbook, an Annual Report, our Parent Council, an Open House and three family conferences, and various grade level specific workshops offered to families throughout the year.

Regarding students' progress, there is frequent communication with families at the Academy. The most important communication is that which concerns student academic achievement. The Academy's "transparent" system for doing this is as follows. All assessments at the Academy are designed to measure student progress toward well-articulated standards. A student information system measures and records student progress toward each individual standard and makes it possible for the Academy to send progress reports home for all students on a bi-weekly basis. Every other week, all students bring a progress report home, and families are required to sign a reply form stating that they have read the report and make additional comments about student grades or other school-related issues. Any student who fails to submit a signed reply form receives a consequence, and the school contacts his or her parent/guardian. Written comments on reply forms are communicated to teachers, who then follow up with phone calls home. This feedback loop is strengthened by frequent phone conversations between advisors and families about topics beyond those documented on progress reports.

In addition to the academic progress reports, a weekly journal is sent to families describing the major events that have occurred at the school. It also contains information about student achievement and reminders of upcoming events.

Over the past few years we have also strengthened our programmatic work with families with the addition of workshops for each grade level. Specifically, we provide three workshops per year for families who are new to the Academy (sixth and seventh grades only) to familiarize them with Academy expectations and to offer guidance about how to support their student at home with homework and organization. We host a High School Open House evening in the spring for the families of eighth graders to enable them to learn about our high school program in detail. Ninth grade families are invited to an orientation to the high school. Tenth grade families participate in an MCAS evening to learn more about the assessments as well as how to help their student be successful on these high stakes tests. Eleventh and twelfth grade families attend numerous workshops offered by our college counselors on topics such as college admissions, the application process, and financial aid.

This fourth year of our Parent Council proved successful as they took on more projects including: input into school schedule and calendar proposals; planning and staffing the Scholastic Bookfair; fundraising for the 8th grade trip to Washington D.C.; coordinating a middle school barbeque; and helping plan our high school graduation as well as sponsoring a senior award.

At the end of each year we provide a family survey so that parents and guardians may evaluate the school on a variety of academic and cultural themes. We again will use the results of this year's survey to help plan for next year. 30% of families returned the survey this year and results follow. The parents ranked each component on a scale of 1-4 (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree).

The following shows the percent of parents and guardians giving a “3” or “4” for each question, (agree or strongly agree):

100%	My student’s skills and knowledge have improved this year
99%	The Academy provides a rigorous and effective academic and character education.
99%	The Director and Principals lead the school effectively.
97%	My student’s teachers are well-prepared, effective, and set high standards.
97%	The school provides appropriate academic support for my student
96%	The school is safe for all students.
96%	The school is helping my student become a person of character.
96%	The school informs me about my student’s progress and works with me to help my student succeed.
93%	The afternoon schedule (3-5pm) works well for my student.
93%	My student receives appropriate tutoring when necessary.
92%	Family workshops are informative and help me support my student.
91%	These enrichment opportunities are high quality.
89%	My student’s advisor supports my student and communicates well with me.
85%	The Director and Principals communicate with me and with my student effectively.
84%	The facility is clean and well kept.
81%	There are sufficient enrichment opportunities for my student.
79%	I am informed about my student’s progress in tutoring.

We are proud of the fact that teaching character virtues, skills improvement and academic support top the list again this year. On the other hand, we are concerned with the wear and tear on the facility and are in the midst of a project to own and renovate the facility to help ensure that we can maintain a clean and well-kept building. Finally, we are concerned with the lower marks for our communication about tutoring, in spite of the fact that this was the first year of a new program.

Performance Objective #11

The school will remain a viable organization, carefully and efficiently run and responsive to the concerns and needs of all stakeholders.

The Academy demonstrates its viability through site-visit reports, internal and external audits of academic and financial practices, an annual report, formally adopted policies as evidenced in board minutes, a formally adopted balanced budget, and, above all, by providing a first-rate education to its students. See financial data in the next section for more detail.

Finances Summary:

The Academy of the Pacific Rim Charter Public School again performed well financially in FY2006. Operating income exceeding expenses by \$270,000 this year, and private and other sources generated an additional \$640,000 for a total increase in net assets of \$650,000. Much of this revenue goes towards the purchase and renovation of our facility. In addition, on December 29, 2005 we secured \$4,820,000 in QZAB renovation bonds. Overall we are on very solid financial footing.

Offering staff competitive salary increases and driving down facility costs remain our greatest challenges. Despite significant increases in our health care costs in the coming we will continue to offer the same benefits to staff.

Acquiring our own building is the most obvious way to decrease facility costs and redirect the cost of those expenses back into the program and the people who make it work. To that end we have been in negotiations for over two years to purchase our building. On July 14, 2006 we closed on the purchase. This financial structure is not reported in the following financial statements because it falls at the outset of the new fiscal year (2007).

We are confident that ownership means both reducing our costs (as a percent of revenue) in the in the short term, and it makes us financially much stronger in the long term.

D. FINANCE

STATEMENT OF FINANCIAL POSITION June 30, 2006

	<u>Jul '05 - Jun 06</u>	
<u>Revenues</u>		
District Funding (per pupil)	\$	3,785,699
DOE Grants Revenue		239,730
Govt. Lunch Subsidy		73,713
Medicaid Revenue		33,361
Private Foundation Grants		640,775
Interest & Dividend		103,195
Miscellaneous Income		11,794
<u>Total Revenues</u>	\$	<u>4,888,267</u>
<u>Expenses</u>		
Salaries & Related	\$	2,747,289
Professional Fees		86,850
School/Student Expenses		256,632
Rent		436,129
Plant Maintenance		152,905
Utilities		59,529
Gen & Administration		237,715
Deprec. & Amort. Exp.		260,000
<u>Total Expenses</u>	\$	<u>4,237,049</u>
<u>Change in Net Assets</u>	\$	<u>651,218</u>

STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET ASSETS
For the Year Ended June 30, 2006

ASSETS

Current Assets	
Checking/Savings	
Cash and Cash Equivalents	\$ 1,541,580
Total Checking/Savings	1,541,580
Accounts Receivable	
Accounts Receivable	161,573
Total Accounts Receivable	161,573
Other Current Assets	
Prepaid Expenses	4,277
Investments	7,451
Total Other Current Assets	11,728
Total Current Assets	1,714,881
Fixed Assets	
Fixed Assets, net of depreciation	903,952
Total Fixed Assets	903,952
Other Assets	
QZAB Bond Proceeds Const Escrow	5,416,515
QZAB Unamortized Bond Discount, net	874,860
Building Aquisition Costs	88,389
Loan Acquisition Costs	179,800
Total Other Assets	6,559,564
<u>TOTAL ASSETS</u>	\$ 9,178,397

LIABILITIES & NET ASSETS

Liabilities	
Current Liabilities	
Accounts Payable	\$ 109,568
Accrued Expenses	237,566
Other Liabilities	4,479
Total Current Liabilities	351,613
Long Term Liabilities	
Bond Payable	5,740,000
Total Long Term Liabilities	5,740,000
Total Liabilities	6,091,613
Net Assets	3,086,784
<u>TOTAL LIABILITIES & NET ASSETS</u>	\$ 9,178,397

FY07 Operating Budget

	FY07
Student Enrollment (FTE)	365
Per pupil rate	\$ 11,186

REVENUES

Per pupil tuition (inc. facilities aid)	\$4,082,890
DOE Grants and Entitlements	\$ 356,282
State and Federal Meals Subsidy	\$ 77,517
Private Souces	\$ 180,000
Interest Income	\$ 290,326
Other Income	\$ 10,500
TOTAL REVENUES	<u>\$4,997,515</u>

EXPENSES

Compensation

Salaries and Wages	\$2,490,500
Bonus	\$ 120,000
Benefits	\$ 350,000
Employer Taxes	\$ 78,008
Professional Fees	\$ 71,750
School and Student Expenses	\$ 286,289
General & Administration	\$ 233,517
Building Utilities and Maintenance	\$ 149,810
Building Rent	
Depreciation & Amoritization	\$ 529,380
Interest Expense	\$ 620,778
Amoritized Bond Discount	\$ 71,692
TOTAL EXPENSES	<u>\$5,001,724</u>

Expenses in excess of Revenues

Change in Net Assets	\$ (4,209)
----------------------	------------

Add back (non-cash) depeciation and amortization items:

Depreciation and Amortization	\$ 529,380
Amortized Bond Discount	<u>\$ 71,692</u>

Cash Available for Bond Principal and Reserve Funding

APR's Equity Contribution	\$ 596,863
Forecasted Principal Repayment	\$ (195,486)
Capital Outlay for Equip + Furn	\$ (80,000)
Renewal + Replacement Funding	\$ (35,000)
Building Acquisition Cost	\$ (60,000)
	\$ (25,000)

FYE Forecasted Excess Cash	<u><u>\$ 201,377</u></u>
-----------------------------------	--------------------------

E. GOVERNANCE

<i>Name</i>	<i>Affiliation</i>	<i>Term Start</i>	<i>Term End</i>
Monique Burns	Educational Consultant	Sept. 1, 2004	FY'06
Robert W. Consalvo, Ph.D. Vice-Chair	Boston Redevelopment Authority <i>retired from BRA, December 2002</i>	July 1, 2001	FY'06
Peter Falvey	Revolution Partners	July 1, 2005	FY'10
Robert Guen, DMD Treasurer	Robert Guen, DMD	July 1, 1998	FY'08
Theodore Nicols	McGlaughlin, Nicols Funeral Home	January 30, 2005	FY'09
Sarah J. Bulger Piscatelli, Esq. Chair	American Tower Corporation	July 1, 2000	FY'10
Nancy Snyder Secretary	Boston Private Industry Council	January 21, 2004	FY'07
Trent Staats	BioScale	January 30, 2005	FY'07

Membership:

- No membership changes in FY2006.

Meetings:

In FY'06, the Academy's Board of Trustees met eleven times: in 2005 on July 21st, September 21st, October 19th, November 16th and December 21st; and in 2006 on January 18th, February 15th, March 15th, April 12th, May 17th and June 21st.

Committees:

- Executive Committee: Consalvo, Piscatelli, Snyder
- Finance: Falvey, Staats and Guen
- School Culture: Consalvo, Burns
- Nominating: Piscatelli, Consalvo, Snyder
- Facilities: Falvey, Piscatelli, Staats

Major Policy Decisions:

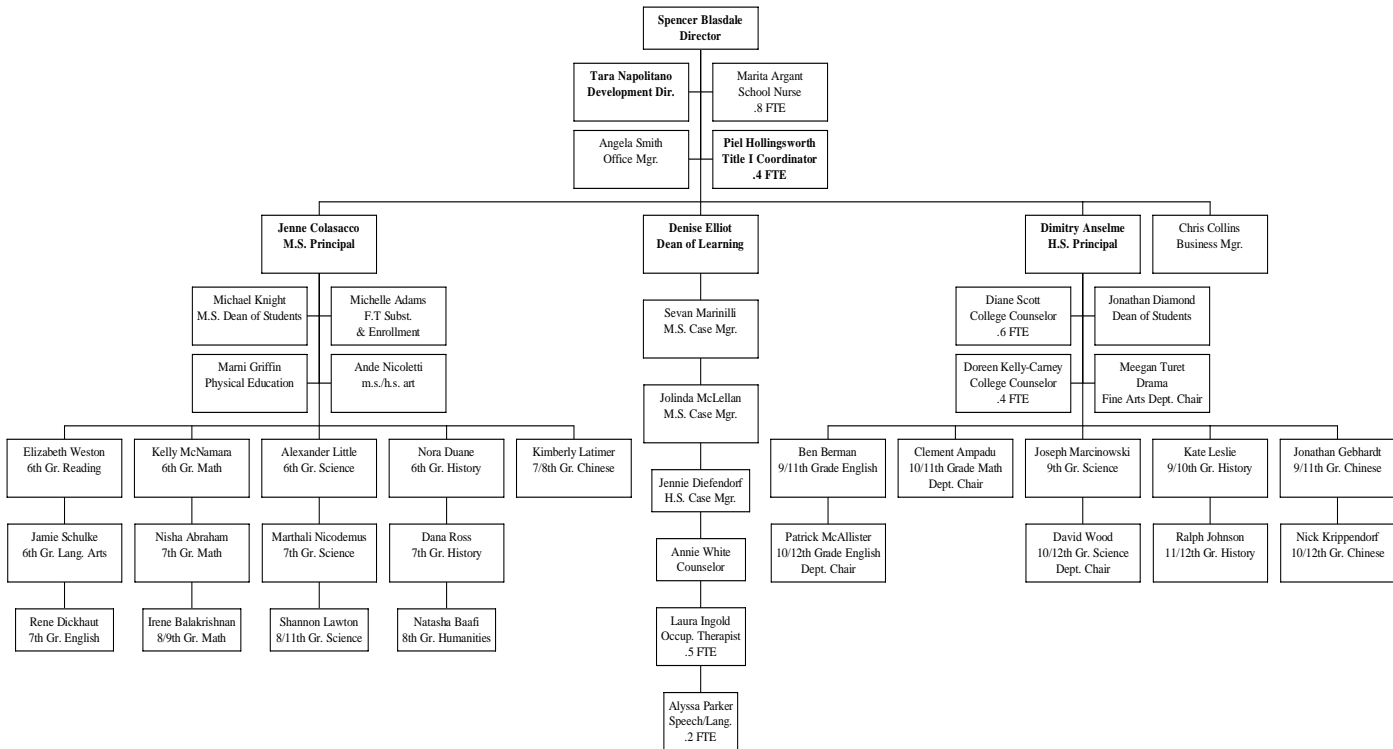
- In March 2006, the Board voted to enter into an engagement letter with Dougherty and Company, LLC, for the issuance of \$5,090,000 Insured Tax-Exempt Educational Facility Revenue Bonds and \$5,290,000 Insured Taxable Educational Facility Revenue Bonds.
- In December 2005, the Board voted to enter into a loan and trust agreement for the issuance of \$5,840,000 in Qualified Zone Academy Bonds.
- In October 2005, the Board voted to apply for tax-exempt bonds of up to \$5.5 million and Qualified Zone Academy Bonds of up to \$6 million. In addition, the board voted to seek approval from the Department of Education for terms of bonds that exceed duration of charter (which was subsequently approved in November).
- In October 2005, the Board voted to enter into a purchase and sale agreement for its currently leased building, including an additional 20,000 sq. ft. on the first floor.
- In July 2005, the Board voted to file for an amendment to the charter to add a fifth grade and to raise the enrollment number to 475 students. The amendment was subsequently approved by the Department of Education in October.
- In July 2005, the Board voted to allow the facilities committee to negotiate a purchase and sale agreement for purchasing the building (our current facility in 1 Westinghouse Plaza) at \$5 million on terms and conditions reasonable to the committee.

Summary of Official Complaints Received:

None.

F. STAFF

2005-06 ORGANIZATIONAL CHART



Teaching Profile:

FTE Teachers: 29

Stud: Teacher Ratio 11.5:1

Avg. Teaching Exper.: 6.2 yrs.

Avg. Yrs. at APR: 3.3 yrs.

% Highly Qualified: 83%

*#, % Departing: 5 teachers, 17%

Average Class Size: 21.5 (range is 15-32)

* Reasons for leaving include: 1 for foreign service, 1 teaching in Boston Public Schools, 1 entering medical school, 1 military commission, 1 not a good teaching 'fit'

G. DISSEMINATION

Collaborations & Partnerships

We continue as a model school for the **Project for School Innovation (PSI)**, an organization designed to facilitate sharing of best practices between public schools. Four years ago, PSI featured our character-education program in its third “By Teachers, For Teachers” manual which continues to serve as a basis for our collaboration with district and charter public schools. In addition to presentations at state and national conferences, we have worked directly and intensively with teachers at the following six schools: Mather School, City on a Hill Charter School, Wilson Middle School, East Boston High School, Neighborhood House Charter School, and the Frederick Douglas Charter School. This year, a new team of Academy teachers worked with PSI to create another manual in the By Teachers For Teachers series documenting the structures we have in place to help all student achieve high academic standards.

Spencer Blasdale helped to coordinate the second and third series of PSI’s **Support Network for Innovative Principals**, a district-charter conversation held over 7 sessions in the winter and spring of 2004 and 2005. In addition, our Title I Coordinator and former Principal, Piel Hollingsworth, created a charter school leader monthly meeting series in 2005.

Historically, we have hosted fellows from the **Knowledge is Power Program (KIPP)** program and the **Building Excellent Schools** program. In the past five years, the Academy has served as the residency setting for ten new public school leaders.

Our affiliate school, **Boston Preparatory Academy**, founded by former staff member Scott McCue, has just completed its second year of operation. In addition, two other staff members have opened public schools in California, and Doug Lemov, former Principal and Board member is President of School Performance New York, which will be operating a network of public schools in Albany, New York.

Our Director, Spencer Blasdale, continues in the role of Board President of the **Massachusetts Charter School Association**, this year.

We are part of the **Bill and Melinda Gates – sponsored research study**, “The cost of small high schools,” chosen as one of 12 representative schools and/or districts from across the country.

Open Door Policy & Media Relations

Our primary means of sharing with the public what we do is through our open door policy. Each year we welcome more than 100 visitors – fellow academicians, prospective parents/guardians and community and media representatives. The following list identifies some of these visitors from the 2005-2006 school year; previous years’ visitors are listed in our annual reports.

- Teacher teams from 5 other local charter and district public schools
- A delegation of 16 students, faculty and administrators from Beijing’s High School #80

- A delegation of 6 representatives from Minnesota
- A delegation of teachers and union officials from Detroit
- A delegation of school founders from Cleveland
- A delegation of teachers from Washington, DC
- A delegation of KIPP Schools national staff members
- A delegation of 12 principals-in-training from the Building Excellent Schools Fellowship.
- 2 graduate students whose PhD. studies focus on APR
- 2 research teams from Harvard's Graduate School of Education
- Gubernatorial candidate Deval Patrick
- Lieutenant Governor candidate Andrea Silbert

One of the most effective ways we get the word out about what we do is through the press, and over the past five years the Academy has been featured in numerous local and national publications including *The Boston Globe*, *The Boston Herald*, *WBUR*, *Teacher Magazine*, *The New Yorker*, *The Hyde Park Bulletin*, *The Christian Science Monitor*.

Appendix A – Enrollment Policy

The Academy of The Pacific Rim charter public school

Enrollment Policy and Procedures

ADMISSIONS CRITERIA

Charter schools are public schools and are therefore open to all Massachusetts students on a space available basis. This means that The Academy of the Pacific Rim may not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, or prior academic achievement when recruiting or admitting students.

Moreover, The Academy of the Pacific Rim may not set admissions criteria that are intended to discriminate or that have the effect of discriminating based upon any of these characteristics.

[M.G.L. c. 71, § 89\(1\); 603 CMR 1.06\(1\)](#).

The Academy of the Pacific Rim has an interest in making sure that all prospective students and their families understand the mission and focus of the school and are interested in being a part of the school community.

The Academy of the Pacific Rim charter public school **requires:**

1. Candidates for admission to apply for the grade immediately following their current grade and to successfully complete that grade to be admitted.
2. Students to be residents of Massachusetts at the time that they submit a Lottery Enrollment Form (attached) and at the time that they are offered admission.¹
3. That primary preference for admission be given to siblings of students "currently attending" the school in accordance with Massachusetts Department of Education regulations.
4. That secondary preference for admission is given to students who are residents (as defined in 603 1.06(4)) at the time that they are offered admission to the school.

and **strongly advises and requests:**

5. Parents/ guardians and students attend an informational session and orientation session prior to enrollment.
6. Parents/guardians and students sign compacts that demonstrate their agreement with and understanding of the school's mission.

The Academy of The Pacific Rim charter public school **will not:**

1. Give preferences to children of staff members or Board members;
2. Give preference to siblings of students accepted to the school but not yet attending; or
3. Make statements in meetings intended to discourage, or that have the effect of discouraging, parents/guardians of students with disabilities, students with limited English proficiency, or any other protected group of students from submitting an lottery enrollment form to the school. See M.G.L. c. 71 § 89(1).

¹ Students are offered admission if their names are drawn in the lottery or if another student declines an offer of admission/transfers out of the school and their name comes up on the waitlist

OUTREACH

The Academy of the Pacific Rim provides information about the school to those who are interested throughout the year. The School provides lottery enrollment forms at its Information Sessions, which are held January and February of each year for interested applicants. The school provides lottery enrollment forms in languages of the community. If a family is unable to attend an information session the school will mail an enrollment form.

The recruitment and enrollment process is an extensive, citywide outreach effort that includes advertisement in local newspapers, at local libraries, community centers and schools. In addition, we participate in the annual, Boston-wide charter public school fair in a central location in Boston. The Academy of the Pacific Rim does not discriminate on the basis of race, color, national origin, sex, creed, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in English language or foreign language, or prior academic achievement. Attendance of Information Sessions is strongly encouraged for students and their families. The Academy of the Pacific Rim will strive to make accommodations for families with individual hardships.

ENROLLMENT PROCESS

1. For a given school year beginning in August, The Academy of the Pacific Rim will publicize its three information sessions and invite families to attend and fill out a lottery enrollment form. Families who are unable to attend any of these sessions, for whatever reason, will be sent a lottery enrollment form by mail. Returning students or those students currently on a waiting list for grades 7-12 do not have to reapply. Students on the fifth or sixth grade waiting list **MUST** reapply for the seventh grade lottery enrollment. The school will contact all families on this list.
2. The Academy of the Pacific Rim will accept Lottery Enrollment Forms until March 1st of the year in which the lottery will take place.
3. After this initial lottery enrollment period, the school will conduct a lottery prior to March 15th, publicizing the date, time and location with reasonable notice of at least one week before the lottery date. 603 CMR 1.06(6).
4. The school will set a final date for students to accept offers of enrollment (May 1) and the actual date of enrollment.
5. Any forms submitted after March 1 will enter a second lottery on August 1, and if there is a waitlist these students will go to the bottom of the waitlist in the order that they are chosen from the lottery.
6. The Academy of the Pacific Rim will publicize all lottery enrollment deadlines and the fact that there will be a lottery if there are more eligible applicants than there are available spaces within a given lottery enrollment process, with reasonable public notice of at least one week.

After the lottery enrollment deadline passes, The Academy of the Pacific Rim will divide all lottery enrollment forms into three categories under [603 CMR 1.06\(4\)](#)

- *Siblings* – Students who share a common parent, either biologically or legally through adoption. Whether the children reside in the same household has no bearing on determining if the children are siblings for purposes of a sibling preference. Children who live in separate households may be siblings and those that live in the same household may not be. If siblings are placed in foster homes and one of them enrolls in the charter school, then the siblings of that student are entitled to admission preference.

Foster children are not considered siblings of other children in the foster home unless they share a common parent.

- *Residents* - Students who live in the city or town in which the charter school is located (Boston). Residents enrolled in district, charter, private or parochial schools or enrolling in schools in the district get equal preference.
- *Non-residents* - Students who live outside the city or town in which the charter school is located (Boston). Non-Residents enrolled in district, charter, private or parochial schools or enrolling in schools in the district get equal preference.

Preference for admission is given first to applicants in the "Siblings" category followed by applicants in the "Residents" category and then by applicants in the "Non-Residents" category without regard to when their lottery enrollment form was submitted as long as it was prior to the lottery enrollment deadline. APR will either extend an offer of admission to all applicants within a group (Siblings, Residents or Non-Residents) that meet the lottery enrollment deadline or select applicants randomly using a lottery. The Academy of the Pacific Rim will not offer admission to applicants on a first come first serve basis.

LOTTERY

If there are more eligible applicants in any of the categories ("Siblings", "Residents" or "Non-Residents") than there are spaces available, The Academy of the Pacific Rim must hold a lottery to determine which applicants will receive an offer of admission. [603 CMR 1.06\(3\)\(a\)](#). As previously mentioned, the school must give reasonable public notice of the lottery at least one week before the lottery date. Charter schools must have an individual, without any connection to the school, randomly draw the names of all students who submitted lottery enrollment forms before the deadline. After the available slots are filled, the individual shall keep drawing the names of the remaining applicants in each category and place them on a waiting list in the order they are drawn.

If the school does not reach capacity after admitting all eligible "Siblings" and "Residents," then it may admit non-resident applicants. In this case, the school must hold a lottery, under the same rules as outlined above, to select non-resident students for the remaining spaces if there are more non-resident applicants than spaces available. [603 CMR 1.06\(4\)\(b\)](#).

WAITING LIST

The Academy of the Pacific Rim will maintain waiting lists for "Siblings", "Residents" and "Non-Residents." These lists will be maintained in the following manner:

5th grade: The wait list will be active for the school year, although the Board reserves the right to close admission for new students on September 30. This list is then void with the new lottery in March for next year's seventh grade. All students on the sixth grade wait list will be contacted and must re-apply for a seat in the seventh grade.

6th grade: The wait list will be active for the school year, although the Board reserves the right to close admission for new students on September 30. This list is then void with the new lottery in March for next year's seventh grade. All students on the sixth grade wait list will be contacted and must re-apply for a seat in the seventh grade.

7th grade: The wait list will be active for the school year, although the Board reserves the right to close admission for new students on September 30. Although we are not currently accepting students in the eighth grade, we roll this waitlist over for the next year, in case the board decides to open admission in 8-12th grade.

8th – 12th grade: Although we are not currently accepting lottery enrollment forms in any of these grades, we will roll over the wait list from year to year.

The Academy of the Pacific Rim must always accept “Resident” students before accepting “Non-Resident” students unless the “Non-Resident” student is also a “Sibling”.

There is one exception – if a space became available and the enrollment of a student from the waiting list would cause his or her sending district to exceed the net school spending cap, the charter school should skip over that student but keep them on the waiting list. If that student on the waiting list is a sibling of a student currently enrolled at the charter school, the school may enroll that student and the Commonwealth of Massachusetts will pay the tuition to the charter school, subject to state appropriations.

SECONDARY LOTTERY

The Academy of The Pacific Rim may hold a second lottery under the following conditions:

1. If by March 1st the school has received fewer enrollment forms than it has spaces available; or
2. If after March 1st the school receives additional lottery enrollment forms for the upcoming school year.

ENROLLMENT CONFIRMATION

Families will be notified at the lottery and by mail of their admission status (accepted or placement on waiting list). If a student declines an offer of admission, the school will immediately contact the family of the student on the top of the wait list. All families will receive an enrollment packet with all of the forms necessary to enroll in The Academy of the Pacific Rim (such as Proof of Residency, Student Information, and Records Release Form). If a student is accepted in the lottery, that family must confirm that the student will attend the school by May 1st. To ensure that the student is able to enroll, the family must fill out and submit all required documents by June 1st. The school will hold an Orientation session in August (before the start of school) to prepare new families and students for the transition to the Academy and to assist families with any remaining paperwork. If a student is selected off of the waiting list and if the family is notified before August 1st, the family has 5 days to confirm enrollment. If the family is notified after August 1st, the family will have 3 days to confirm enrollment.

OTHER LIMITATIONS

While The Academy of the Pacific Rim primarily accepts students in 6th and 7th grades, the school may accept students in upper grades when the Board of Trustees deems this is necessary for the growth of the school. For an upper grade student, he/she must have successfully completed (or is expected to complete) the grade preceding the grade to which the student seeks admission.

All commonwealth charter schools must ensure that they do not enroll a number of students from a sending district that would cause the district to exceed the 9% cap on net school spending. [M.G.L. c. 71 \(89\)\(i\)](#).

The Board reserves the right to close enrollment for an academic year after September 30th of that year.

Lottery Enrollment Form – Academic Year 2007-2008

We ask that you fill out this lottery enrollment form completely. This information will be kept confidential. The only parts of the lottery enrollment form that affect the lottery are: RESIDENCE and SIBLING STATUS. Residents of Boston and siblings of those who are **currently** enrolled in the school get priority in the lottery. The word “sibling” refers to persons who have a common parent, either biologically or legally through adoption.

The lottery is held at the Academy on **March 7, 2007 for 5th, 6th and 7th grade students only**. We are not accepting enrollment forms for 8 – 12th grades. We will mail the lottery results on March 18th.

The Academy of the Pacific Rim does not discriminate on the basis of race, creed, national origin, ethnicity, religion, gender, sexual orientation, mental or physical disability, special needs, English language proficiency, athletic ability, or academic achievement.

Student

First Name: _____ Middle Name: _____ Last Name: _____

Social Security Number: ____ - ____ - _____

Address: _____

Date of Birth: __/__/__ Age: _____ City of Birth: _____ Gender: (circle one) M F

Current Grade (2006-2007): _____ Name of Current School: _____

Applying for Grade (for 2005-2006): (circle one) 5 6 7

Parent / Guardian

Relationship to Student: _____

Relationship to Student: _____

Name: _____

Name: _____

Address: _____

Address: _____

City, State, Zip: _____

City, State, Zip: _____

Home Phone: _____

Home Phone: _____

Work Phone: _____

Work Phone: _____

Email address: _____

Email address: _____

