

Abby Kelley Foster
Charter Public School

2005-2006

Annual Report

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Dear Friends:

On behalf of the Board of Trustees, I would like to thank our teachers, faculty, administration, fellow board members and everyone who has contributed in any way large or small to the growth and success of our school. I want to thank the entire Abby Kelley Foster Family for the great effort and commitment shown not only to our graduating seniors but to all of our students over the past eight years.

I also want to extend thanks to the parents and families of our students. Your support for, and belief in, our mission is the foundation of our success and our school. This year, we are celebrating the inaugural graduating class of the Abby Kelley Foster Charter Public School and for that we are very proud. We wish the Class of 2006 nothing but success and commend them for their hard work.

Abby Kelley Foster Charter Public School began as a discussion in the living rooms of our founding members. A discussion focused on the idea of providing parents a choice for a classical liberal arts education in the Worcester region. Today, Abby Kelley Foster boasts a highly qualified teaching staff dedicated to making that goal a reality for over a thousand students and impressive standardized tests results that are but one measurement of the progress our school and our students have made toward our goals.

I hope that every members of our school community sees in our students what we see in them, which is the possibility for all of them to be future leaders and contributing citizens that can have the kind of impact throughout their lives as the namesake of our school, Abby Kelley Foster had in her life.

Abby Kelley Foster Charter Public School is a success because of the strength and commitment of our school community. We look forward to another exciting year.

Sincerely,

Joe Williams

Joseph Williams
Board of Trustees, Chairman

EXECUTIVE SUMMARY

Our 2005-2006 academic year marked an important milestone for the Abby Kelley Foster School Community with the celebration of our first graduation. We're excited for our graduates and wish them well in all their future endeavors.

Our year began with a week long teacher orientation which included expert speakers across a broad range of academic disciplines including curriculum development, school law, special education, sexual harassment, and also included inspirational talks about teaching and the process of education in an urban school environment. At the same time we hired over twenty teachers and instructional aides. As the year unfolded, we recognized we had succeeded in hiring a great group of professional teachers and we look forward to having them become leaders in our school for many years to come.

The curriculum is the "Heart and Soul" of the education process. We set up two curriculum review teams to review the K-6 reading and math programs at our elementary school. Over thirty staff members worked on each team. They reported their findings and recommendations to the Board of Trustees this past April. The Board approved revised math and reading programs for the upcoming year.

In addition, we established two technology committees with staff volunteers to address the needs of our program. The K-5 and the grades 6 to 12 committees met monthly and, when necessary, jointly to develop a comprehensive plan that would deliver the most up to date technology and a structured and sequential curriculum for our students. We accomplished that and much more. The staff felt we needed a technology integration specialist to help them and support them in their efforts to introduce computers and software in their classrooms. We supported them in their desire for this position by placing it in our 2006-2007 budget.

Our middle school and high school administrative staff was reorganized to include both a middle and high school principal. In addition, the 2006-2007 school year will include two new Coordinator of Student Support positions. Building on our administrative restructuring we also embarked on an effort to improve our instructional practices and added a split position for mentor teachers for the upcoming school year. We have selected two of our best teachers to help our entire secondary staff improve their teaching practices. We also reinvigorated our program of team leaders and our department heads to provide an extra layer of curriculum, discipline and teaching support.

The school reached out to our community in as many ways as we could. We initiated Community Reading Day for grades K to 5 and we had college presidents, fire chiefs, CEOs and professional athletes visit our school to show how education and hard work can lead to great opportunities down the road.

We are happy to report that as our enrollment applications continue to increase annually and, at the same time, our wait list continues to expand and we now have over seven hundred students seeking to join the Abby Kelley Foster family. The combination of full enrollment and continued demand for available openings is indicative of our reputation as an institution dedicated to high educational standards and character development.

For the past eight years, Abby Kelley Foster Charter Public School's mission to provide a classical liberal arts education grounded in the great works of Western Civilization, musical competence and character formation has exceeded even our most optimistic expectations. Our school offers families from around the Worcester region a real choice in their child's education and for that, we are very proud.

IS THE SCHOOL AN ACADEMIC SUCCESS?

The success of the Abby Kelley Foster Charter Public School depends on the support of each member of the School community. Working together, faculty and staff, parents, and students can promote academic achievement and good character and ensure the success of students at the School and throughout life.

Abby Kelly Foster Charter Public School's faculty and staff, as well as the community, pledge to:

- Maintain high expectations for the children and the School.
- Demonstrate consistent interest in each child's progress at school.
- Support each child's best efforts.
- Model the ten character virtues and Peace Builders pledge.
- Support and work with school staff to promote excellence in learning.

MISSION

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

HISTORY

A group of community leaders in Worcester dedicated to public school choice founded Abby Kelley Foster Charter Public School. The School was named after a nineteenth century Worcester resident who was a leader in the abolitionist and women's rights movements. Abby Kelley Foster opened in 1998 with Grades K-5. Today, over eleven hundred students are enrolled in our school. The Massachusetts Board of Education voted unanimously to renew our five-year charter on February 25, 2003.

SCHOOL PROFILE

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

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

Abby Kelley Foster Charter Public School accepts applications for students entering Kindergarten through grade twelve. All applications must be received by the application dates scheduled during the school year. Students entering Kindergarten must be five years of age by September 1.

The Abby Kelley Foster Charter Public School served children in Kindergarten through grade twelve during the 2005-2006 academic year with a total 1,176 students.

INSTRUCTIONAL DAYS

The School began the academic year on Monday, August 30, 2005. The last day of school was June 22, 2006, scheduling students with 190 days and faculty with 196 days. The Elementary School day began at 7:45 a.m. and ended at 3:00 p.m. Middle and High School students began their day at 7:50 a.m. and ended at 3:00 p.m. Faculty began their day at 7:20 a.m. and concluded at 4:00 p.m.

EDUCATIONAL PHILOSOPHY AND TEACHING METHODS

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

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

INSTRUCTION

Three features make instruction at Abby Kelley Foster distinctive: consistency, proficiency grouping, and teaching to mastery.

School rules and expectations are uniform across all grade levels. Teachers establish age-appropriate policies and standards for the entire school rather than for individual classrooms.

Proficiency groups allow students to meet challenging goals within their own skill and pacing level. Students are assessed frequently, which enables movement from one group to another. This system fosters self-esteem and feelings of success and minimizes the frustration that students often experience when work is too easy or too difficult.

Teachers present new material to students who demonstrate mastery at a level of 80% accuracy. This creates the expectation for learning the first time and eliminates the re-teaching of material that has been covered in earlier lessons. Students who need extra time or assistance receive it before moving on to the next unit.

FINE AND PERFORMING ARTS

Abby Kelley Foster is dedicated to providing all students with a rich music and art program beginning in Kindergarten. An appreciation of various genres of music is developed, and students begin learning music notation. In third grade, students learn how to play the recorder. By fourth grade students elect to learn a brass, woodwind, percussion or string instrument. Students also study music theory in our keyboard lab, complete with full and three-quarter size keyboards. Performance opportunities include several bands and ensembles, as well as middle and high school choirs.

Students attend art class at least one hour a week with an art teacher. In addition to the traditional classroom art projects, classes study artists and art history, practicing the techniques of the masters. Students draw, paint, sculpt, and create works of art that have been displayed in local museums and libraries.

SCHOOL CULTURE

We consider parents to be the primary educators of their children and empower them to play an active role in the School community. The faculty is trained in developing positive relationships and communications with parents.

Parents share our belief in the importance of character education. The weekly schedule includes time for lessons on character virtues such as responsibility, perseverance, and truthfulness. Teachers manage student behavior through positive reinforcement. Students and faculty are strongly encouraged to incorporate problem solving and social skills into the School community. Community outreach has become an increasingly important component of our charter education program.

In order to foster positive parental relationships we continue to host monthly information sessions and encourage participation through parent groups, classroom volunteers and school activities. The Principal invites parents once a month for an informal discussion regarding school events and programs over coffee. Close parent communication ensures progress toward academic and behavioral standards.

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

ELEMENTARY SCHOOL ACADEMICS

Direct Instruction (DI) is a curriculum and teaching methodology specifically designed to teach sophisticated strategies in reading and language. This research-based program includes not only academic content, but also a delivery system that is unique. Students are taught in small proficiency groups at their own learning pace in reading and language. Progress is monitored closely and lessons are adjusted to promote maximum individual gain. *Direct Instruction* has been proven to yield strong results with all types of students, including academically advanced children, traditionally average performers, and those with special needs.

The Kindergarten follows an academic program similar to many first grade programs, with time scheduled for reading, mathematics, science and social studies. The *Reading Mastery* program is used to teach reading, which is implemented using *Direct Instruction*. In addition, Kindergarten students participate in French, art, music, physical education and library, as do all other students in the School.

Open Court, a literacy based reading program is the primary reading program for grades 3 and 4. This integrated program focuses on fluency, comprehension, and linking reading skills and strategies to inquiry and research. We have developed our own classical literature program based upon authors and works recommended in the Massachusetts Frameworks to supplement *Open Court*.

The *Junior Great Books* program allows students to apply and sharpen their reading skills, as well as interpret and discuss literature. This program, which relies heavily on Socratic discussion as the method of learning, introduces students to a rich array of classic stories, fairy tales, fables, and legends.

Elementary students receive instruction in *Saxon Math* from Kindergarten through grade 4. *Saxon Math* is a hands-on program that focuses upon the use of manipulative and mental mathematics. The program is designed to develop a solid foundation in the language and basic concepts of math. The program is based on incremental development, continual practice, review, and frequent assessments.

Students in Kindergarten through grade four are grouped by proficiency level in reading and math. Students use the *Reading Mastery* program in grades K-2, a phonetics-based reading program. Students in grades 3-4 use the *Open Court* reading program, which moves beyond decoding – the ability to read the words on the page – and focuses on reading comprehension. Students in grades K-4 use the *Saxon Math* program.

In an effort to provide parents with more information regarding their child’s academic progress, the elementary report card system includes a teacher explanation regarding their child’s progress. The report card aligns with the Massachusetts Department of Education’s curriculum frameworks in the core content areas as well as with our own curriculum guides. We believe this reporting tool will give parents a more detailed picture of their child’s progress and allow the elementary school educators to tailor an educational program to address the individual learning needs of each student. The report cards address the following areas:

- **More detailed grading of each major content area:** The elementary school report card lists three to five skills appropriate to that grade level, as well as “conduct” and “effort” grades for this subject.
- **An expanded area for teacher comments:** Each subject area has a comment section, providing parents detailed information regarding academic progress.
- **Numbers instead of letter grades:** In an attempt to give parents a more descriptive summary of a child’s academic progress, we decided to use numbers for “Student Performance Levels” that correspond to whether or not a child is performing in relation to grade level expectations. The numbers used are:
 - 4 Exceeding grade level standard (Advanced)
 - 3 Meeting grade level standard (Proficient)
 - 2 Making progress toward grade level standard (Needs Improvement)
 - 1 Not making adequate progress toward grade level standard (Warning)

MIDDLE AND HIGH SCHOOL ACADEMICS

Distinctive Characteristics

- All students study English, history, math and science for a minimum of three years.
- Foreign language offerings include Latin and French.
- Students are required to study Latin for two years to meet graduation requirements.
- Honors courses are offered in all four core subjects: English, history, math and science.
- We offer a course in ethics that comprises both theory and practice.
- Students may select an accelerated music track that includes theory, history, and performance.
- Technology is incorporated into the core subjects via a wireless computer lab, wireless computers and a midi keyboard lab for music.

ENGLISH LANGUAGE ARTS (ELA)

Grade 5

Grade 5 ELA uses the *Open Court Series* to develop student reading and *Write Source* to develop writing skills. Students have an opening assignment each day, which requires thoughtful analysis and/or descriptive writing. Etymology, the study of words, takes place throughout the year as students learn the meanings of prefixes, suffixes, and roots of words.

Grade 6

Grade 6 ELA continues to use *Open Court* and *Write Source* materials to develop reading and writing skills. Two novels are also included in the program. *Open Court* units are organized by theme and each includes literature from around the world to develop and enhance that theme.

Grade 7

Grade 7 ELA focuses on four areas: language, literature, composition, and media.

Grade 8

Grade 8 ELA focuses on a variety of literature genres, poetry, and creative writing. The novels include a selection of fantasy, nonfiction, realistic fiction, and autobiographical works.

MATHEMATICS

Grade 5 Mathematics

Building on the foundation of the elementary program, students will demonstrate an understanding of place value to billions and thousandths and demonstrate an understanding of fractions as a ratio of whole numbers, as parts of unit wholes, as parts of a collection and as locations on the number line.

Grade 6 Glencoe Math Course I

Students compare and order integers (including negative integers) and positive fractions, mixed numbers, decimals, and percents; recognize and apply prime and composite numbers, prime factorization, greatest common factor, least common multiple, and divisibility rules for 2, 3, 4, 5, 6, 9, and 10; and apply the Order of Operations for expressions involving addition, subtraction, multiplication and division with grouping symbols.

Grade 7 Glencoe Math Course II

Students compare, order, estimate, and translate among integers, fractions and mixed numbers (i.e., rational numbers), decimals, and percents; use ratios and proportions in the solution of problems, in particular, problems involving unit rates, scale factors, and rate of change; demonstrate an understanding of absolute value and apply the rules of powers and roots to the solution of problems.

Grade 8 Glencoe Math Course III/Algebra

Students define, compare, order, and apply frequently used irrational numbers, such as $\sqrt{2}$ and π ; represent numbers in scientific notation, and use them in calculations and problem situations; determine when an estimate rather than an exact answer is appropriate and apply in problem situations; and evaluate simple algebraic expressions for given variable values.

SOCIAL SCIENCE

Grade 5 American History

This course is an introduction to the formation of the United States and requires students to undertake a concentrated study of United States history for the first time. The course includes the major civilizations in the world before the arrival of Columbus and the impact of European explorations on these civilizations. Students examine the formation of the colonies and the development of the ideas that led to the formation of a national government under the U.S. Constitution.

Grade 6 World Geography

Students examine the geography and cultures of countries outside of the United States and North America. The goal of this course is to give students an understanding of the different countries of the world and to show students how the area in which a person lives affects the way their culture develops and matures.

Grade 7 Ancient and Classical History

Students examine the origins of human beings in Africa and the Mediterranean area until the fall of the Roman Empire. The course focuses on the religious, political, and philosophical concepts that were developed in this time period.

Grade 8 World History I: 500-1800

Students study the history of the world from the fall of the Roman Empire until the Enlightenment. The course includes changes that occurred in the areas of religion, politics, economics, and science. The course also looks in depth at the interactions between the people of the world and the impact that different cultures had on each other. Students review the major dynasties and civilizations that existed in Europe, Asia, Africa, and South America.

SCIENCE

Grade 5 Introductory Science

Fifth grade science is the first science course at Abby Kelley Foster designed to be a full year course. This course will prepare students in the basics of Life, Earth, and Physical Science while teaching them why science matters to them. The course uses the text *Glencoe Science: An Introduction to Life, Earth, and Physical Sciences* to help students to link science and society.

Grade 6 Life Science

Life Science is the first of three full year introductory science courses, which concentrates on one area of science. *Glencoe Life Science* is the primary book used for this course. Students study the structure and function of organisms from the cellular level through complex body systems, understand how heredity and evolution have led to biodiversity, and how organisms interact with each other and their environment.

Grade 7 Earth Science

Earth Science is the second of three full year introductory science courses, which concentrates on one area of science. *Glencoe Earth Science* will be the primary book used for this course. The study of earth science will focus on earth's place in the solar system, the origin of our planet, and the processes and systems that shape and change our world today.

Grade 8 Physical Science

Physical Science is the final of three full year introductory science courses, which concentrates on one area of science. *Glencoe Physical Science* is the primary text used for this course. The basis for the physical science course is matter and energy. Students will explore the structure of matter and how it reacts under various conditions. The course is heavily based on mathematics, which students will use to explain and predict how matter will behave.

FOREIGN LANGUAGE

French

French classes focus on building oral proficiency. In fifth and sixth grade, students learn the basics of the language to communicate on topics such as greetings, nationality, numbers, ages, family, weather, dates, food, invitations, activities, places, and describing people. Cultural awareness about the francophone world is also highlighted. Students practice their oral and auditory skills, mainly through conversation, games, and cooperative learning.

Latin

Abby Kelly Foster offers a core curriculum of Latin courses based on a reading immersion model. As such, recognition of comprehensible phrases and reading fluency are emphasized more than memorization and syntactical analysis. Integral to each course is the study of classical mythology, history, and culture. In particular, emphasis is given to the influence of Greek and Roman language, history, and culture on the development of later European and American language, literatures, institutions, and culture.

GRADUATION REQUIREMENTS

We believe that our curriculum ensures the academic, artistic, and character-building experiences that reflect our commitment to this goal. The table below lists minimum requirements for graduation. Faculty and guidance work closely with students to build transcripts that meet their individual needs, and in fact, many students choose to pursue courses in excess of these graduation requirements.

	Subject	Credits	Completed in
Core Courses	English Language Arts (ELA)	24	4 years
	Mathematics	18	3 years
	History	18	3 years
	Science	18	3 years
	Foreign Language	18	3 years
Non-Core Courses	Music/Band/Choir	6	2 semesters
	Art	3	1 semester
	Ethics	6	2 semesters
	PE/Health/Dance	12	4 semesters
	Study Skills	12	4 years
	Electives	15	5 semesters
	TOTAL	150	

MUSIC AND ART

Keyboarding/Midi Laboratory

The keyboarding/Midi Laboratory is used in conjunction with the general music classes. This discipline allows the students an in depth study of music theory, composition and performance as it relates to the historical evolution of the art.

Middle School Band (Grades 5-8)

Students involved in the Abby Kelley Foster Middle School Band are offered a rigorous schedule of private and ensemble lessons. During these years the students are required to learn moderately difficult music that demonstrates the ability to sight read and perform with accuracy complex tempo, meter, key, and chordal patterns.

High School Band (Grades 9-12)

Students involved in the Abby Kelley Foster High School Band are offered a rigorous schedule of private and ensemble lessons. During these years the students are required to become technically accurate using complex rhythms, key signatures, and modulations to expressively perform in ensemble and solo settings.

Middle School Choir (Grades 5-8)

Students involved in the Abby Kelley Foster Middle School Choir are offered a rigorous schedule of private and ensemble lessons. During these years the students are required to learn moderately difficult music that demonstrates the ability to sight read and sing with accuracy complex tempo, meter, key, and chordal patterns.

High School Choir (Grades 9-12)

Students involved in the Abby Kelley Foster High School Choir are offered a rigorous schedule of ensemble lessons. During these years the students are required to become technically accurate using complex rhythms, key signatures, and modulations to expressively perform in ensemble and solo settings.

Art

The focus of art is to develop an understanding of the elements and principles of art. Students complete projects centered on the elements and principles of art as well as learn technical art words and art vocabulary. Other subjects such as math and history are incorporated into the students' art projects. For example, students use ratios to mix paint and algebraic equations to design architecture layouts. Students are taught historical events and political issues related to time periods of artists. Other areas of focus include introduction to cultural art, artistic periods and famous artists. Students are required to keep portfolios and must be able to critique their work as well as the work of other students in the class. A variety of writing assignments are completed during the year including artist study, oral presentations and the effects of color.

ALL SCHOOL REVIEW SUMMARY K-12

All School Review is a comprehensive one on one student evaluation system detailing the academic, emotional and social needs of a student. All students in grade K -12 are reviewed by a team of teachers, counselors and administrators to determine specific areas of need. Student academic records are discussed and teachers are interviewed regarding the progress of their students.

All-school review is the process by which each homeroom teacher is given a 50-minute time period to present their students to the committee that is comprised of the assistant principal, principal, Director of SPED, and the Title I staff. The purpose of the review is for us to understand what issues every child is facing whether they are educational, emotional, or any other issues that you feel are important for us to know.

In preparation for the review, each homeroom teacher prepared the following:

- one index card for each of their homeroom students
- On each student's card bullet 3-5 notations about that student (i.e. "possible OT issues"; "not receiving inclusion services in ELA"; "parents going through a divorce"; "doesn't socialize well with peers" etc.)

At the review, teachers are asked to discuss each student and his/her issues. Some children may require about 3-5 minutes to discuss their issues, while other students may only require a cursory 15-30 seconds. On average, each teacher spends approximately 50 minutes discussing his/her students.

All-school review has proven to be of great benefit for teachers to be able to share what goes on in their everyday teaching, and it has proven to be of benefit to administrators to have a more detailed view of what one is facing as a teacher. Further, it allows us to allocate resources to better meet the students' individual needs.

EXTERNAL ASSESSMENTS

Performance Objective: Abby Kelley Foster Charter Public School students will make measurable yearly progress on standardized assessments.

Performance Objective: 100% of the students who graduate from Abby Kelley Foster Charter Public School will be qualified to attend a two or four year institution of higher education.

MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM (MCAS)

As a public school our students, including students with disabilities and students with limited English proficiency, are required to take and pass the MCAS (Massachusetts Comprehensive Assessment System). MCAS was implemented by the Education Reform Act of 1993.

Teachers supplement the regular curriculum with individually prepared as well as commercial materials designed to improve student performance on the test. The School developed remediation plans for students scoring in the Warning category. In addition, after school workshops in reading and math are offered as MCAS remediation.

All students in Grade 10 must pass the MCAS tests as one condition of eligibility for earning a high school diploma. Students are given multiple opportunities, if necessary, to pass the tests after Grade 10. In addition to passing the MCAS tests, students must also meet the graduation requirements established by Abby Kelley Foster Charter Public School for promotion and high school graduation.

MCAS OVERVIEW

Abby Kelley Foster made adequate yearly progress (AYP) during the 2005-2006 school year for the second year in a row. The School is proud of the academic gains made this year and will continue to define curriculum gaps and areas of strength and weakness for all students. The academic leadership team, department heads and team leaders continue to analyze the results, student progress and instructional techniques, in order to capitalize on our strengths and work with the areas of concern. We truly believe that all students will achieve even more in the coming year and look forward to working with our school community to bring about these results.

Grade 3 2005 MCAS Reading

Performance Level	Percentage
Proficient	52%
Needs Improvement	36%
Warning	11%

Grade 3 2005 MCAS Reading

AKFCPS vs. Worcester (advanced and proficient %)

1. Worcester Arts Magnet	67%	7. Francis McGrath	55%
2. Flagg St.	63%	8. Lake View	55%
3. Tatnuck	63%	9. Abby Kelley Foster	52%
4. West Tatnuck	59%	10. Jacob Hiatt Magnet	52%
5. Midland St.	56%	11. Thorndyke	45%
6. Nelson Place	56%	20. Seven Hills	40%

Grade 4 2005 MCAS English Language Arts

Performance Level	Percentage
Advanced	19%
Proficient	44%
Needs Improvement	32%
Warning	5%

**Grade 4 2005 MCAS English Language Arts
AKFCPS vs. Worcester (advanced and proficient %)**

1. Abby Kelley	63%	5. Worc. Arts Magnet School	43%
2. Lake View	62%	6. Flagg Street	43%
3. Thorndyke Rd	57%	7. May Street	43%
4. West Tatnuck	41%	16. Seven Hills	36%

Grade 4 2005 MCAS Mathematics

Performance Level	Percentage
Advanced	18%
Proficient	38%
Needs Improvement	23%
Warning	20%

**Grade 4 2005 MCAS Mathematics
AKFCPS vs. Worcester (advanced and proficient %)**

1. Abby Kelley	56%	5. May Street	41%
2. West Tatnuck	48%	6. Flagg Street	40%
3. Worc. Arts Magnet School	43%	7. Thorndyke Rd.	39%
4. Lake View	41%	16. Seven Hills	23%

Grade 6 MCAS Mathematics

Performance Level	2002	2003	2004	2005
Advanced	3%	6%	7%	5%
Proficient	22%	23%	25%	30%
Needs Improvement	21%	39%	31%	36%
Warning	55%	32%	37%	29%
A + P	25%	29%	32%	35%

Grade 7 2005 MCAS English Language Arts

Performance Level	Percentage
Advanced	7%
Proficient	51%
Needs Improvement	38%
Warning	5%

**Grade 7 2005 MCAS English Language Arts
AKFCPS vs. Worcester (advanced and proficient %)**

1. University Park Campus	72	5. Accelerated Lrng Lab	42
2. Seven Hills CS	69	6. Burncoat Middle	40
3. Abby Kelley Foster CS	58	7. Sullivan Middle	36
4. Forest Grove Middle	47	8. Worcester East Middle	29

Grade 8 2005 MCAS Mathematics

Performance Level	Percentage
Advanced	12
Proficient	22
Needs Improvement	41
Warning	24

**Grade 8 2005 MCAS Mathematics
AKFCPS vs. Worcester (advanced and proficient %)**

1. University Park Campus	53	5. Burncoat Middle	17
2. Seven Hills CS	44	6. Accelerated Lrng Lab	14
3. Abby Kelley Foster CS	34	7. Sullivan Middle	16
4. Forest Grove Middle	26	8. Worcester East Middle	13

Grade 10 2005 MCAS English Language Arts

Performance Level	Percentage
Advanced	12
Proficient	59
Needs Improvement	24
Warning	6

**Grade 10 2005 MCAS English Language Arts
AKFCPS vs. Worcester (advanced and proficient %)**

1. University Park Campus	81	5. North High	44
2. Abby Kelley Foster CS	71	6. Accelerated Lrng Lab	42
3. Doherty Memorial	54	7. South High	34
4. Burncoat Senior	47	8. Worcester Voc	29

Grade 10 2005 MCAS Mathematics

Performance Level	Percentage
Advanced	29
Proficient	29
Needs Improvement	29
Warning	12

**Grade 10 2005 MCAS Mathematics
AKFCPS vs. Worcester (advanced and proficient %)**

1. University Park Campus	90	5. Burncoat High	37
2. Abby Kelley Foster CS	58	6. Accelerated Lrng Lab	36
3. Doherty Memorial	48	7. South High	24
4. North High	39	8. Worcester Voc	23

COLLEGE ACCEPTANCES AND MERIT SCHOLARSHIPS

Our graduating class of 20 students was awarded a total of \$638,000 in merit scholarships, which attests the quality education that we provide and the value that the colleges and universities place on attracting students from our school to their campuses.

- 100% of our seniors will continue their education and enter college in the fall.
- 70% of our seniors have been awarded merit scholarships by the colleges.
- 40% of our seniors received the John and Abigail Adams Scholarship.
- 75% of our senior class will attend a four year university or college
- 25% of our senior class will attend a two year college.
- Two thirds of our acceptances were accompanied by an invitation to join the Honors Program at the colleges.

IS THIS A VIABLE ORGANIZATION?

SCHOOL GOVERNANCE

Performance Objective: The Abby Kelley Foster Charter Public School Board of Trustees will maintain sound governance policies and practices.

BOARD OF TRUSTEES

Joseph Williams, Chairman

Profession: Financial Analyst

Term: Elected in 2002 to a three-year term and re-elected on June 6, 2006 to a three-year term.

Committees: Executive and Facilities

Mary Elizabeth Burke, Treasurer

Profession: Public Policy

Term: Founding Board Member elected in 1997 and re-elected on January 6, 2004 to a three-year term.

Committees: Executive and Education

Peter Lukes, Treasurer

Profession: Attorney

Term: Founding Board member elected in 1997 and re-elected on January 6, 2004 to a three-year term.

Committees: Executive and Nominating

Lea Christo

Profession: Social Worker

Term: Founding Board member elected in 1997 and re-elected on January 6, 2004 to a three-year term.

Committees: Education and Personnel/Finance

Patrick Cullen

Profession: Attorney

Term: Elected November 9, 2004 to a three-year term and resigned on June 6, 2006.

Committees: Facilities and Nominating

Danielle Colvert

Profession: School Teacher

Term: Elected December 14, 2004 to a three-year term.

Committees: Education and Personnel/Finance

James M. Walsh

Profession: Housing Specialist for the City of Worcester

Term: Elected December 6, 2005 to a three year term.

Committees: Personnel/Finance and Education

Steven M. Sycks (pending DOE approval)

Profession: Commercial Lender, Vice President

Term: Elected June 6, 2006 to a three-year term.

Committees: Personnel/ Finance and Facilities

COMPLAINTS RECEIVED BY THE BOARD OF TRUSTEES

As required by law, the Board follows the requirements for reviewing the complaint of any individual or group of a claimed violation of Chapter 71, Section 89. No individual or group has submitted such written complaint to the Board of Trustees. If such a circumstance arises, the Board will follow the procedure detailed in 601 CMR 1.08. It is the policy of the Board of Trustees of the Abby Kelley Foster Charter Public School to solicit written concerns from parents prior to the monthly Board meetings.

BOARD OF TRUSTEES YEAR IN REVIEW

The Board of Trustees is committed to the goals established by the School's charter. The faculty and administration are dedicated to the mission of the School and worked tirelessly to provide all students with a classical liberal arts education.

- Voted unanimously to amend the current enrollment policy to open enrollment to students entering grades 6-12.
- Voted unanimously to increase enrollment from 1,176 to 1,500 students K-12.
- Voted unanimously to approve a K-12 field trip policy regarding overnight and extend day trips.
- Voted unanimously to accept the recommendations of the Compensation Committee report regarding additional term life insurance, an increase in unused sick and personal time reimbursement and a one time energy bonus due to the rising costs of gasoline and home heating fuel.
- Voted unanimously to accept the audit report for the year ending June 30, 2005.
- Voted unanimously to approve the implementation of the *Open Court Literacy Program* for Grades K-6.
- Voted unanimously to approve the 2006-2007 annual school budget.
- Elected the following officers of the Board of Trustees for the 2006-2007 school year:
 - Mr. Joseph Williams, Chairman
 - Mrs. Mary Beth Burke, Treasurer
 - Mr. Peter Lukes, Secretary
- Held Board of Trustees Retreat July 14-15.
- Approved Head of School goals and objectives for the 2006-2007 school year.
- Approved Board of Trustees goals and objectives for the 2006-2007 school year.

CHARTER AMENDMENTS

Abby Kelley Foster Charter School received approval for following two exciting changes to our charter.

- The Commissioner of Education approved our request to amend our current enrollment policy to allow students to enter our school in grades 6 - 12.
- The Massachusetts Board of Education approved a charter amendment request from Abby Kelley Foster Charter Public School, increasing the school's maximum enrollment from 1,176 students to 1,426 students. The increase will begin to take effect with the 2007-08 school year, and the school will add the additional students over a two to four-year period.

STUDENT PROFILE

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

TOTAL ENROLLMENT

Abby Kelley Foster Charter Public School enrolls 1176 students in grades K-12. The school's average daily attendance rate is 95%.

STUDENT DEMOGRAPHICS

The student population includes five hundred and fifty nine males (47%) and six hundred and seventeen females (53%). Five hundred and sixty four students (48%) receive free or reduced lunch. One hundred and eleven students (10%) receive special education services and fifteen students receive LEP services.

Ethnicity	Students	Percentage
Caucasian	562	48%
African American	306	26%
Hispanic	238	20%
Asian	61	5%
Native American	9	1%
TOTAL	1176	100%

Town	Enrollment
Auburn	42
Holden	11
Leicester	17
Millbury	16
Oxford	50
Shrewsbury	12
Sutton	1
West Boylston	1
Worcester	962
Other	64
Total	1176

Wait List

Abby Kelley Foster conducted a lottery on March 9, 2006 and May 1, 2006. The following table represents our most recent wait list. The enrollment policy was amended by the Board of Trustees in August to allow students to enroll in grades K-12. The Commissioner of Education approved the revised enrollment policy in March. Applications are now being accepted for students in K-12.

	Sibling	Non-Resident	Resident	Grade Total
Kindergarten	8	18	65	91
1st Grade	10	21	103	134
2nd Grade	6	20	114	140
3rd Grade	3	10	74	87
4th Grade	1	3	74	78
5th Grade	0	1	59	60
6th Grade	1	3	55	59
7th Grade	0	1	28	29
8th Grade	5	1	23	29
9th Grade	9	0	17	26
10th Grade	2	0	7	9
11th Grade	4	0	5	9
12th Grade	0	0	0	0
TOTAL	49	78	624	751

Applications Received (as of June 22, 2006)

Applications	KF	1	2	3	4	5	6	7	8	9	10	11	Total
Auburn	4	1					1		1			1	8
Holden	9	2	3	1	3								18
Leicester	1	0			2		1		1	1			6
Oxford	7	3	3	1	1	5	1	2					23
Shrewsbury	2	2	2		1	2		1					10
Sutton	2	0					1						3
W. Boylston	2	1	1						1	1			6
Worcester	164	98	80	72	64	52	54	24	27	23	9	8	675
Other	24	2	2	7	3	0	2	1	1				42
Total	215	109	91	81	74	59	60	28	31	25	9	9	791

Student Turnover

To date, sixty-eight students have withdrawn from the Abby Kelley Foster Charter Public School. The School offered admission to students on the wait list in grades K-5 throughout the school year. The School's current enrollment is 1,176. The Enrollment Director spoke to all parents to determine the reason for withdrawal. Reasons for the withdrawals and the number of students by grade and are listed in the following tables:

Grade	Total
Kindergarten	11
Grade 1	8
Grade 2	13
Grade 3	9
Grade 4	8
Grade 5	8
Grade 6	4
Grade 7	1
Grade 8	3
Grade 9	1
Grade 10	1
Grade 11	0
Grade 12	1
Total	68

Reason	Students
Area school convenience	2
Behavior concerns	5
Extracurricular activities limited	2
Family reasons	9
Moved	38
Safety	2
Special Education	3
Transition too difficult	2
Transportation	5
Total	68

SUSPENSIONS AND EXPULSIONS

The majority of students at Abby Kelley Foster strive to meet the expectations for responsible behavior and self-discipline. Students learn that certain actions are unacceptable and that misbehavior has consequences. Students who engage in misbehavior are required to make amends and/or restore the situation. The Assistant Head of School and Assistant Middle/High School Principals, in discussions with the teacher(s), determine the type of restitution required for a particular infraction.

The elementary, middle and high school handbooks include three categories of discipline concerns that can result in suspension or expulsion: insubordination, physically dangerous behavior and illegal behavior.

Insubordinate behavior is the direct refusal to comply with a reasonable staff instruction and/or speaking to staff members disrespectfully through tone of voice or language usage and non-verbal mannerisms. Physically dangerous behavior includes fighting, assault, and/or physical intimidation.

During the school year, there were a total of sixty in-school suspensions and fifty four out-of-school suspensions. Suspensions were due to insubordinate or physically dangerous behavior.

STAFF PROFILE

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

FACULTY

The school is committed to hiring highly qualified candidates. Under current law, charter schools are not required to hire certified teachers. However, the school actively recruits certified teachers for teaching and instructional positions. The school will continue to work with the area colleges and MA charter school association to recruit qualified candidates. The school has increased the number of highly qualified teachers by 3.3% over last year.

Total Teachers (core subject)	92
Certified Teachers	73%
MTEL	11%
Highly Qualified Teachers	92%
Student Teacher Ratio	12.8 to 1

Years of Service at AKFCPS	Teachers
1	31
2-3	35
4-5	11
6-8	13

Years of Teaching Experience	Teachers
1	32%
2-5	48%
6-9	11%
Over 10	9%

DEFINITIONS

- **Certified Teachers:** The percentage of teachers with Provisional, Initial, or Professional licensure.
- **Core Subjects:** The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
- **Highly Qualified:** The percentage of staff, measured in "full-time equivalency" teaching in core academic areas that meet the NCLB definition of highly-qualified. To meet the definition, teachers must hold a valid Massachusetts license AND demonstrate subject matter competency in the areas they teach.

STAFF TURNOVER

Also, at the conclusion of the year, contracts for ten classroom teachers and three school administrators were not renewed due to under-performance and school wide reorganization. The following chart details staff turnover for the school year.

Reason (during school year)	Teachers
Underperformance	5
Position in new district	2
Retired	5
Total	12
Reason (End of school year)	Teachers
Underperformance	10
Moved out of state	1
Position in new district	6
Personal reasons	1
Retired	1
Total	19

PROFESSIONAL DEVELOPMENT ACTIVITIES

Prior to the opening of school, instructional staff received one week of comprehensive professional development. Individual sessions were held on the School's philosophy and culture, classroom management, the School's *Code of Conduct* and discipline procedures, curriculum, student assessment, lesson format and delivery, communication with parents and the School's technology system.

During the school year, additional professional development sessions were offered on the use of the inquiry-based method of instruction and special education in the areas of classroom accommodations, the individual education plan process, confidentiality and the responsibilities of the regular education teacher. Teachers in grades K-6 participated in professional development regarding the administration of DIBELS (Dynamic Indicators of Basic Early Literacy Skills). Weekly professional development was scheduled throughout the year where grade level teams created, administered and analyzed test scores and planned remediation efforts. Selected instructional staff attended workshops on the Wilson Reading Program, Wilson Foundations Program, No Child Left Behind, Title I, Saxon Math, Open Court, Great Source Writing, LINKS reading, writing and mathematics strategies, technology integration, first aid training, autism, behavior management, grant writing, and the use of passive physical restraint.

PROFESSIONAL LEARNING COMMUNITIES

Faculty members at the elementary and middle school levels in the core subject areas are engaged in Professional Learning Communities. Administrators and faculty work, learn, observe instruction and participate in decision making collaboratively. This staff development tool provides teachers with a strategy for improving academic achievement.

Abby Kelley Foster is using professional learning communities as an internal assessments tool to evaluate the quality of instruction. The assessments and data collected are used to make instructional decisions. Instructional decisions are based on three focus questions:

What do we want students to learn?

This is based on the School's goals and objectives, curriculum guidelines, scope and sequence and the Massachusetts Frameworks.

How will we know when they have learned it?

Internal and external assessments and teacher recommendations, classroom observations indicate mastery.

What will we do with the students who have not learned?

Internal and external analysis of student test results is used to plan and implement interventions in a timely manner. This analysis provides the School with necessary information to develop professional development training in order to deliver high quality instruction.

IS THE SCHOOL FAITHFUL TO TERMS OF ITS CHARTER?

DISSEMINATION AND COMMUNITY ACTIVITIES

Performance Objective: Abby Kelley Foster Charter Public Students will have the opportunity to participate in a musical or dramatic performance each year.

Performance Objective: Abby Kelley Charter Public School will actively involve parents and community involvement.

Performance Objective: Abby Kelley Charter Public School will participate in structured character education program.

Performing Arts School of Worcester (PASOW)

On Sunday, March 5, the student musicians of the Performing Arts School of Worcester (PASOW) practiced in their new home for the first time. That new home is right here at Abby Kelley Foster Charter Public School. "The AKFCPS Music Department and PASOW have been collaborating for the past two years with the goal of combining/expanding some of the existing programs," said Chris Girardi, AKFCPS lead music teacher and Co-Director of the AKFCPS Performing Arts Academy. "This year, Greg Shannon came onto our staff as a music teacher here at AKFCPS and we began looking for ways of expanding our current music program. When PASOW sold their building, the Worcester Youth Orchestra and the Worcester Youth Symphony Orchestra programs needed a place for their weekly rehearsals. Due to Greg's previous position at PASOW, we were able to communicate with their program directors and create a partnership that both parties believe to be healthy and fulfilling." PASOW's youth orchestra program is the only such program affiliated with the Boston Symphony Orchestra.

The partnership will benefit AKFCPS in several ways. Up to 20 qualified AKFCPS students will be able to join the Worcester Youth Orchestra or Worcester Youth Symphony Orchestra programs tuition-free. "This is a great opportunity for our musicians to participate in an advanced music program regardless of economic status," said Girardi. The partnership also establishes a community outreach program for AKFCPS music students to interact with some of the best and brightest musicians in the Worcester area. Shannon, Co-Director of the AKFCPS Performing Arts Academy, added that the potential also exists for future program development.

As a classical liberal arts school, musical competence is an essential component of our distinctive mission, and our relationship with PASOW will help us execute that mission while promoting student artistic endeavors within the wider community."

Approximately 80-100 outside students are currently participating in the programs at AKFCPS. The Worcester Youth Orchestra and the Worcester Youth Symphony Orchestra programs rehearse at the school every Sunday.

WORCESTER MUNICIPAL SAFETY CABINET

Abby Kelley Foster continues to serve on this Municipal Safety Cabinet. Members of the cabinet met monthly to discuss and establish training workshops, drills in all areas of mitigation/prevention, preparedness, and response and recovery plans to improve the abilities of schools to deal effectively with crisis situations.

The Worcester Public School system was awarded an Emergency Response Management Grant. The goal of the project was to review and update crisis response plans and procedures in the private, parochial and public schools in Worcester and how they interface with public safety agencies and emergency management.

♪ MIDDLE/HIGH ARTS FESTIVAL & GARDEN DEDICATION ♪

Come Enjoy Student Artwork, Music, Poetry Reading, and Dance: On Tuesday, June 6, we held our first Middle School / High School Arts Festival, sponsored by ArtsWorcester! Parents, students and community members browsed hundreds of beautiful art pieces in the second floor upstairs gallery and strolled along and listening to a variety of musical numbers performed by our Music Department. Abby's Secret Garden, a community garden was created by Mr. Kusy and many other dedicated students, faculty and administration members. The garden is located near the basketball court between the elementary and middle/high buildings. All produce will be donated to the Mustard Seed.

♪SPRING MUSICAL: COME ENJOY "WORLD OF WONDERS"♪

Family and friends of Abby Kelley Foster Charter Public School, joined our performance of the FIRST ANNUAL ABBY KELLEY FOSTER SPRING MUSICAL, "World of Wonders." Our student actors worked very hard to perform a full-length children's musical about celebrating individuality and difference in the universe.

MARY BETH GALLIVAN RECOGNIZED AS LOCAL TEACHER OF THE YEAR

Fourth grade teacher **Mary Beth Gallivan** was caught completely by surprise on May 8 when a contingent, led by Assistant Head of School Bob Harrington, Assistant Principal Marilyn Olson, and Patty Joyce of Wal-Mart/Sam's Club Foundation showed up in her classroom carrying a giant check - a \$1,000 check to be donated to the school on her behalf, as a winner of the Wal-Mart Local Teacher of the Year award. Ms. Gallivan will use the money to help pay for the 4th grade field trip to the Boston Aquarium.

Ms. Gallivan was nominated for the award by Briana Cain, one of her 4th grade students. In the note she submitted with her application, Briana wrote, "Ms. Gallivan is a great teacher. She helped me improve my grades from a B to an A. She is strict but sweet. She always gives us chances, and she never gives up on us."

As a winner of a Local Teacher of the Year award, Ms. Gallivan is now eligible for consideration for the State Teacher of the Year award. Wal-Mart has joined with Phi Delta Kappa International, a professional education association dedicated to research, service, and leadership to sponsor both the State and National Teacher of the Year awards. A Phi Delta Kappa committee will select one outstanding teacher from each state.

ASERP - ATLANTIC SALMON EGG REARING PROGRAM – We're growing small fry!!!

Our sixth grade life science class was given the opportunity to be one of 35 schools in Massachusetts who participates in the ASERP program. The program is run by the US Fish and Wildlife Service, in cooperation with the Massachusetts Division of Fisheries, Wildlife, and Environmental Law Enforcement, and the Deerfield/Millers Chapter of Trout Unlimited. The program is based in environmental education and teaches the students about fisheries restoration, the natural history of New England streams, the salmon life cycle, and issues effecting species recovery in Massachusetts, including pollution and habitat loss through industry. The

students study water quality, and investigate ways to improve the natural environment. They learn the effects humans have had on the environment and the species that inhabit it. As a stewardship program it teaches them to be responsible for the natural environment.

ADULT EDUCATION COMPUTER COURSE: No previous computer knowledge or experience necessary!!!

An adult education computer course entitled, "Becoming Computer Fluent and Computer Literate" was offered to parents and community members for 6 weeks. The course was tailored to the experience and knowledge of the participants.

STUDENT DONATES HAIR TO LOCKS FOR LOVE!!!

Congratulations to Elizabeth Beshaw, Olivia Painchaud, and all three Mercado sisters! They had their beautiful long hair cut and donated to Locks for Love.

KUDOS TO THE WINNERS OF THE NATIONAL MYTHOLOGY EXAM AND NATIONAL LATIN EXAM!

Eighty students in Grades 5-9 took the National Mythology Exam on March 1, 2006. The NME is a multiple-choice examination offered nationally on Greek and Roman mythology and open to all students in grades 3 through 9. We also are pleased to announce that there are 23 award winners among the 149 AKF students in grades 7-12 who participated in the 2006 National Latin Exam. This exam is offered to over 135,000 students in the U.S. and 15 foreign countries who are taking Latin 1 through 6 in their secondary schools and colleges.

NO CHILD LEFT BEHIND SCHOOL REPORT CARD

This school report card includes information regarding Abby Kelley Foster Charter Public School’s performance on the Massachusetts Comprehensive Assessment System (MCAS) by content area, grade level and for particular student populations. Comparison data from the state is also provided. We have also provided information required by the federal No Child Left Behind Act.

The Abby Kelley Foster Charter Public School, located in the Greendale neighborhood of Worcester, is a public school that offers students a classical liberal arts public education. We currently serve 1,176 students in Kindergarten through Grade 12. New students may enroll in Kindergarten through Grade 12.

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

Part I Teacher Qualifications and Enrollment

Under current law, charter school teachers can either be certified or pass the Massachusetts Test for Educator Licensure(MTEL) within their first year of employment.

Percent of teachers licensed: The percentage of teachers with Provisional, Initial, or Professional licensure (all teaching staff, including long-term substitutes).

Percent of core academic classes taught by highly-qualified teachers: The percentage of staff, measured in "full-time equivalency", teaching in core academic areas that meet the NCLB definition of highly-qualified. To meet the definition, teachers must hold a valid Massachusetts license AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

Total Teachers	92
Certified Teachers	73%
MTEL	11%
Highly Qualified Teachers	92%
Student Teacher Ratio	12.8 to 1

Students	Percentage
Male	47.5%
Female	52.5%
Limited English Proficiency	1.3%
Low Income	48.0%
Special Education	9.4%
First Language Not English	1.4%
Migrant	0

Race/Ethnicity	Students
African American	22.9%
Asian	3.9%
Hispanic	19.8%
Native American	0.1%
White	48.9%
Native Hawaiian, Pacific Islander	0.1%
Multi Race	4.3%

Part II School Achievement in Mathematics and Reading

Massachusetts Comprehensive Assessment System (MCAS)

The Education Reform Act of 1993 required all public school students, including charter school students, to pass the MCAS as a condition for high school graduation. The MCAS tests are based on the curriculum frameworks adopted by the Massachusetts Board of Education. Additionally, the Federal No Child Left Behind Law requires annual testing in grades 3-8 and high school.

Performance Levels

Advanced (A) - Students demonstrate a superior understanding of challenging subject matter, and solve a wide variety of problems.

Proficient (P) - Students demonstrate a solid understanding of challenging subject matter, and solve a wide variety of problems.

Needs Improvement (NI) - Students demonstrate partial understanding of subject matter, and solve some simple problems.

Warning/Failing (W/F) - Students demonstrate minimal understanding of subject matter, and do not solve simple problems

Grade 4 English Language Arts

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT						
Regular	79	84	23	48	28	1
Disabled	14	15	0	21	57	21
Ltd English	1	1				
GENDER						
Female	40	43	28	48	20	5
Male	54	57	13	41	41	6
ETHNICITY						
African American	21	22	19	24	52	5
Asian or Pacific Islander	3	3				
Hispanic	18	19	11	22	50	17
Native American	0	0				
White	52	55	21	58	19	2
Low Income	47	50	19	32	45	4
ALL STUDENTS						
2005	94	100	19	44	32	5
2004	118	100	11	45	35	9
STATE						
2005	72780	100	10	40	40	10
2004	73111	100	11	45	35	9

Grade 4 Mathematics

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT						
Regular	79	84	20	44	18	18
Disabled	14	15	7	7	57	29
Ltd English	1	1				
GENDER						
Female	40	43	23	45	3	30
Male	54	57	15	33	39	13
ETHNICITY						
African American	21	22	14	19	24	43
Asian or Pacific Islander	3	3				
Hispanic	18	19	6	22	50	22
Native American	0					
White	52	55	25	48	15	12
Low Income	47	50	6	38	28	28
ALL STUDENTS						
2005	94	100	18	38	23	20
2004	118	100	4	21	45	30
STATE						
2005	72831	100	14	27	44	15
2004	73323	100	14	28	44	14

Grade 6 Mathematics

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT						
Regular	74	93	5	30	38	27
Disabled	6	8	-	-	-	-
Ltd English	0	0	-	-	-	-
GENDER						
Female	48	60	6	25	40	29
Male	32	40	3	38	31	28
ETHNICITY						
African American	11	14	0	18	45	36
Asian or Pacific Islander	3	4	-	-	-	-
Hispanic	12	15	0	17	33	50
Native American	0	0	-	-	-	-
White	54	68	6	35	35	24
Low Income	28	35	4	29	21	46
STATE						
2005	74789	100	17	29	30	23
2004	76661	100	17	25	32	25
ALL STUDENTS						
2005	80	100	5	30	36	29
2004	71	100	7	25	31	37

Grade 7 English Language Arts

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT						
Regular	47	77	9	62	30	0
Disabled	14	23	0	14	64	21
Ltd English	0	0	-	-	-	-
GENDER						
Female	31	51	13	55	26	6
Male	30	49	0	47	50	3
ETHNICITY						
African American	9	15	-	-	-	-
Asian or Pacific Islander	3	5	-	-	-	-
Hispanic	9	15	-	-	-	-
Native American	0	0	-	-	-	-
White	40	66	3	53	38	8
Low Income	30	49	7	40	43	10
ALL STUDENTS						
2005	61	100	7	51	38	5
2004	56	100	5	64	29	2
STATE						
2005	76717	100	10	56	27	7
2004	77386	100	9	59	25	7

Grade 8 Mathematics

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT						
Regular	49	98	12	22	41	24
Disabled	1	2	-	-	-	-
Ltd English	0	0	-	-	-	-
GENDER						
Female	21	42	10	24	38	29
Male	29	58	14	21	41	24
ETHNICITY						
African American	8	16	-	-	-	-
Asian or Pacific Islander	3	6	-	-	-	-
Hispanic	10	20	0	10	60	30
Native American	0	0	-	-	-	-
White	29	58	14	28	38	21
Low Income	21	42	5	14	48	33
ALL STUDENTS						
2005	50	100	12	22	40	26
2004	42	100	5	10	52	33
STATE						
2005	77026	100	13	26	30	31
2004	78893	100	13	26	32	29

Grade 8 Science and Technology

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT						
Regular	50	98	2	44	44	10
Disabled	1	2	-	-	-	-
Ltd English	0	0	-	-	-	-
GENDER						
Female	21	41	0	29	62	10
Male	30	59	3	53	33	10
ETHNICITY						
African American	8	16	-	-	-	-
Asian or Pacific Islander	4	8	-	-	-	-
Hispanic	10	20	0	20	60	20
Native American	0	0	-	-	-	-
White	29	57	0	52	45	3
Low Income	22	43	0	36	50	14
ALL STUDENTS						
2005	51	100	2	43	45	10
2004	42	100	0	36	45	19
STATE						
2005	76891	100	4	29	41	26
2004	78887	100	5	28	35	31

Grade 10 English Language Arts

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT						
Regular	14	82	14	71	14	0
Disabled	3	18	-	-	-	-
Ltd English	0	0	-	-	-	-
GENDER						
Female	9	53	-	-	-	-
Male	8	47	-	-	-	-
ETHNICITY						
African American	4	24	-	-	-	-
Asian or Pacific Islander	0	0	-	-	-	-
Hispanic	0	0	-	-	-	-
Native American	0	0	-	-	-	-
White	13	76	15	62	15	8
Low Income	4	24	-	-	-	-
ALL STUDENTS						
2005	72036	100	23	42	25	10
2004	69808	100	19	43	27	11
STATE						
2005	17	100	12	59	24	6
2004	22	100	23	41	36	0

Grade 10 Mathematics

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT						
Regular	14	82	36	36	29	0
Disabled	3	18	-	-	-	-
Ltd English	0	0	-	-	-	-
GENDER						
Female	9	53	-	-	-	-
Male	8	47	-	-	-	-
ETHNICITY						
African American	4	24	-	-	-	-
Asian or Pacific Islander	0	0	-	-	-	-
Hispanic	0	0	-	-	-	-
Native American	0	0	-	-	-	-
White	13	76	38	15	31	15
Low Income	4	24	-	-	-	-
ALL STUDENTS						
2005	17	100	29	29	29	12
2004	22	100	36	23	36	5
STATE						
2005	72141	100	35	27	24	15
2004	70293	100	29	28	28	15

Part III School Performance Ratings

Mid Cycle Adequate Yearly Progress

Adequate Yearly Progress Performance is a determination of whether a school/district has made "adequate yearly progress". This system requires that each school make "adequate yearly progress" (AYP) toward meeting a national goal of all students being "proficient" in mathematics and English by the year 2013-2014.

ENGLISH LANGUAGE ARTS													
Student Group	Participation				Performance			Improvement		Attendance			AYP 2005
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	313	313	100	Yes	313	83.4	Yes	6.6	Yes	95.4	0.5	Yes	Yes
Lim. English	11	11	-	-	11	-	-	-	-	-	-	-	-
Spec. Ed.	37	37	-	-	37	66.9	-	-	-	94.6	0.2	-	-
Low Income	157	157	100	Yes	157	79.5	No	10.9	Yes	95	0.4	Yes	Yes
Afr. Amer	68	68	100	Yes	68	78.3	No	7.3	Yes	96.9	0.4	Yes	Yes
Asian or Pacif. Isl.	14	14	-	-	14	-	-	-	-	-	-	-	-
Hispanic	54	54	100	Yes	54	76.4	No	10.3	Yes	93.9	0.5	Yes	Yes
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	177	177	100	Yes	177	87.0	Yes	7.5	Yes	95.3	0.6	Yes	Yes

Mathematics													
Student Group	Participation				Performance			Improvement		Attendance			AYP 2005
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	242	241	100	Yes	241	71.1	Yes	9.2	Yes	95.4	0.5	Yes	Yes
Lim. Eng	4	-	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	18	18	-	-	18	-	-	-	-	-	-	-	-
Low Income	101	100	99	Yes	100	64.5	No	14.1	Yes	95	0.4	Yes	Yes
Afr. Amer	44	44	100	Yes	44	61.9	No	4.7	Yes	96.9	0.4	Yes	Yes
Asian or Pacif. Isl.	10	9	-	-	9	-	-	-	-	-	-	-	-
Hispanic	40	40	100	Yes	40	55.6	No	13.3	Yes	93.9	0.5	Yes	Yes
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	148	148	100	Yes	148	76.7	Yes	11.8	Yes	95.3	0.6	Yes	Yes

Adequate Yearly Progress History									Accountability Status
		1999	2000	2001	2002	2003	2004	2005	
ELA	Aggregate	Yes	Yes	No	No	Yes	Yes	Yes	No Status
	All subgroups	N/A	N/A	N/A	N/A	No	Yes	Yes	
MATH	Aggregate	Yes	Yes	No	No	Yes	Yes	Yes	No Status
	All subgroups	N/A	N/A	N/A	N/A	Yes	Yes	Yes	

Additional Data Definitions:

African-American - A person having origins in any of the black racial groups in Africa.

Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands and Samoa.

Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

Native American - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community attachment.

White - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Limited English Proficient: a student whose first language is a language other than English who is unable to perform ordinary classroom work in English.

Low Income: An indication of whether the student meets ANY ONE of the following definitions of low income:

1. The student is eligible for free or reduced price lunch; or
2. The student receives Transitional Aid to Families benefits; or
3. The student is eligible for food stamps

Adequate Yearly Progress - According to federal law, a measure of the extent to which students in a school, taken as a whole and certain groups within the school, demonstrate proficiency in English language arts and mathematics. All schools are rated, and AYP determinations are made, based on an analysis of the performance and improvement schools and districts demonstrate toward achieving this goal. Detailed information on AYP determinations can be found on the MA Department of Education website at

<http://www.doe.mass.edu/sda/ayp/cycleIVmid/>.

Accountability Status Labels:

II-S Identified for Improvement - Subgroups only

II-A Identified for Improvement

CA-A Identified for Corrective Action

RST Identified for Restructuring

UR Status Under Review

FINANCIAL PROFILE

BALANCE SHEET

Abby Kelley Foster Charter Public School

STATEMENT OF NET ASSETS (UNAUDITED)

June 30, 2006

Current Assets

Cash and Cash Equivalents	\$ 6,006,324
Accounts Receivable	455,879
Prepaid Expenses	<u>187,100</u>
Total Current Assets	6,649,303

Fixed Assets (net of accumulated depreciation)

Musical Instruments	23,776
Computers and Peripherals	160,411
Text and Library	208,960
Instructional Materials	0,884
Furniture and Fixtures	157,610
Automobiles	32,550
Land Improvements	1,154
Leasehold Improvements	<u>1,289,762</u>
Total Fixed Assets	1,925,107

Total Assets \$ 8,574,410

Current Liabilities

Accounts Payable	\$140,390
Accrued Payroll and Related Expenses	258,450
Other Accrued Expenses	19,505
Fundraising Liabilities	<u>43,763</u>
Total Current Liabilities	462,108

Long Term Debt	0
Total Liabilities	<u>\$462,108</u>
Net Assets	<u>8,112,302</u>
Total Liabilities and Net Assets	<u>\$ 8,574,410</u>

STATEMENT OF ACTIVITIES

Abby Kelley Foster Charter Public School

STATEMENT OF ACTIVITIES (UNAUDITED)

Year ended June 30, 2006

Revenues:

Revenue from state sources	\$11,077,134
State Grants	50,252
Revenue from federal sources	959,447
Meal Program Revenues	66,228
Other Revenues	<u>148,457</u>
Total Revenue	<u>12,301,518</u>

Expenditures:

Administration	1,499,345
Instructional Services	5,043,171
Other Student Services	1,192,233
Operation and Maintenance of Plant	1,731,649
Fixed Charges	1,064,684
Non-Operating Expenses	<u>1,096</u>
Total Operating Expenditures	<u>10,532,178</u>
Net Income from Operations	<u>\$ 1,769,340</u>

**Fiscal Year 2007 Budget
Abby Kelley Foster Charter Public School**

Revenues:

Revenue from state sources	\$11,041,758
State Grants	28,076
Revenue from federal sources	804,860
Meal Program Revenues	65,000
Other Revenues	<u>45,700</u>
Total Revenues	<u>11,985,393</u>

Expenditures:

Administration	1,293,913
Instructional Services	5,736,869
Other Student Services	1,264,407
Operation and Maintenance of Plant	1,553,000
Fixed Charges	1,241,200
Non-Operating Expenses	0
Depreciation	<u>558,000</u>
Total Operating Expenditures	11,647,389

Net Income from Operations 338,004

Capital Outlay and Debt Repayment:

Musical Equipment	20,000
Text/Library Books	142,000
Furniture and Fixtures	10,000
Computers and related equipment	85,300
Instructional Materials	<u>6,000</u>
Total Capital Outlay/Debt Repayment	<u>263,300</u>

Cash Basis:

Net Income from Operations	338,004
Non-Cash Depreciation	<u>558,000</u>
Cash from Operations	896,004
Capital Outlay/Debt Repayment	<u>263,300</u>
Cash added to/used from Surplus	<u>632,704</u>