

The Benjamin Franklin Classical Charter Public School



2005 – 2006

Annual Report

201 Main Street
Franklin, MA 02038
www.BFCCPS.org

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Introduction

Letter from Board of Trustee's Chair:



**The Benjamin Franklin Classical Charter Public School
201 Main Street
Franklin, MA 02038**

June 2006

I am pleased to present to you the 2005-2006 Annual Report and provide a brief overview of some of the board's accomplishments in this the first year of our third charter.

Some of this year's activities are as follows:

- The examination of our by-laws initiated last year was completed this past spring when approval by the DOE of the re-written by-laws was received. Modifications in language as well as policy were made based on the state's own guidelines as to what should be contained within any organization's by-laws. We will continue the examination of current policies and procedures with the new by-laws serving as the foundation for that review.
- A three year lease, with the option of two additional years, was renegotiated with the Archdiocese of Boston. While it provides some security as to our physical location for the near future, it also encouraged the Facilities Committee to move ahead in the search for a long term solution, a facility we can call our own which will meet our space needs.
- Along with the guidance of the Dane Group, we were able to develop and have approved a strategic plan focusing on the areas of Governance, Educational Program, Creating Our Own Facility, Financial Stability, and Public Relations and Communications. This plan is a living document and will serve as a blueprint for a continuing self-examination of what we do.
- A Professional Code of Conduct for Employees was developed and approved after incorporating significant input from the faculty and staff which establishes "basic standards for our daily interactions as well as all communications with the community."
- The Mission Committee was established to better organize the originally free standing committees of Academic Affairs, Community Service, Parents as Primary Educators, and Character Education as task forces under one heading. The goal in this reorganization is to better integrate the support these groups provide to the four pillars that characterize the mission of the school.

And finally I must acknowledge the departure of Robin Coyne, our Head of School for the past two years. Through her efforts much has been accomplished in the areas of administrative organization, greater service to our special needs population, and increasing the opportunities for professional development of the faculty and staff. On behalf of the board I wish her well in her future professional pursuits.

Sincerely,

Stanley Zatkowski
President, Board of Trustees

Introductory Description of the School:

The Benjamin Franklin Classical Charter Public School (BFCCPS) opened in 1995 with 150 students in grades K-4. The school added a grade each year until it arrived at its current enrollment of 400 students in grades K-8. BFCCPS can enroll a maximum of 425 students. BFCCPS has just completed its eleventh year of operation. The school is located in a former Catholic Parish School in Franklin, MA.

The demographic makeup of the current student body is 0.3% African American; 5.7% Asian; 1.0% Hispanic; 0.3 Native American; 90.0% Caucasian; and 2.1% Multi-Race Non-Hispanic. BFCCPS recruits students from Franklin and neighboring districts such as Wrentham, Medway, Walpole, and Foxboro.

School Address/Contact Information:

The Benjamin Franklin Classical Charter Public School
201 Main Street
Franklin, MA 02038

Telephone: 508-541-3434
Fax: 508-541-5396
E-mail: BFCCPS.org
Web: www.bfccps.org

Kevin O'Malley, Ed. D., Interim HOS
komalley@bfccps.org

School Mission Statement:

“To assist parents in their role as primary educators of their children by providing the children with a classical academic education coupled with sound character development and opportunities for community service.”

Summary of Performance Relative to Accountability Plan Objectives

School Performance:

Mission Objective: To teach students the enriched classical academic curriculum based on E. D. Hirsch's, JR's Core Knowledge Sequence and through this experience to build a high degree of competence in and a strong command of the content base that will comprise the foundation of their future education.

{tc "School Performance" \f A \l 1}

Performance Relative to Student and School Performance Objectives:

{tc "Performance Relative to Student and School Performance Objectives:" \f B \l 2}

The school performance reviewed in this section is based on the revised and Draft Accountability Plan that was adopted in 2003 by the Board of Trustees. All of the external standards are reported on in this Annual Report.

Internal Accountability:

Teachers have developed tests and rubrics to measure student achievement the following areas: Language Arts, History, Geography, Humanities, Math, Science, Latin, French, Art, Music, and Physical Education.

External Standardized Tests:

The school performance reviewed in this section is based on the Accountability Plan adopted in 2003 under our previous charter by our Board of Trustees. The BFCCPS Charter was renewed in January 2005 and a revised Accountability Plan. We administer the ERB's and the Terra Nova second edition CAT in the fall. We use the results as part of our Accountability Plan, but we, also, make use of the data to inform and improve instruction, not just to measure student and school achievement.

Currently BFCCPS measures student performance through the following External Tests:

- MCAS Grades 3–8 or as required: Spring
- Educational Records Bureau Writing Assessment Program Grades 4-8: Fall
- Terra Nova CAT Complete Battery Grades 1-8: Fall

MCAS:

MCAS is the Commonwealth's statewide student assessment program. All public schools and districts are monitored for performance and improvement. The primary purposes of MCAS is to measure the performance of individual students, schools, and districts based on the state standards outlined in the Massachusetts Curriculum Frameworks, to raise student achievement, to improve classroom instruction, to determine competency in English language arts and mathematics as a basis for awarding high school diplomas.

When interpreting these results keep in mind:

- BFCCPS is a small school with relative few students in each grade compared to most other schools.
- BFCCPS is a self-selecting population.

As a Core Knowledge school the curriculum does not align grade by grade with the Massachusetts Curriculum Frameworks, but does cover over 90% of the Frameworks over the course of these grades. These factors give the potential for swings, both positive and negative, when observing total class results.

Overall Ranking:

The Boston Globe ranked the over 300 MA school districts by adding the percentage of students that scored either advanced or proficient in a particular subject. BFCCPS was one of the top ranked schools in many subjects but is falling short of our goals in Science and Technology. Third grade reading scores are also problematic. The table below indicates our overall ranking and Franklin's overall ranking according to the Boston Globe.

| Grade | Subject | BFCCPS Rank | Franklin Rank |
|--------------|------------------|--------------------|----------------------|
| 3 | Reading | 86 | 110 |
| 4 | English | 3 | 57 |
| 4 | Math | 2 | 31 |
| 5 | Science and Tech | 159 | 48 |
| 6 | Math | 19 | 55 |
| 7 | English | 3 | 21 |
| 8 | Math | 11 | 51 |
| 8 | Science and Tech | 33 | 23 |

**Comparison to Franklin Public Individual Schools
Longitudinal Reporting of BFCCPS Results Over Three Years**

Table of Longitudinal Class Trends in MCAS Performance

| Year MCAS Taken | 00 | 01 | 02 | 03 | 04 | 05 | 06 Results not available until fall 06 |
|------------------------------------|----------------|-------------------------|-------------------------|------------------------|------------------------|------------------------|---|
| Current grade In 2005 | | | | | | | |
| Class of '05 Graduated 6/05 | No MCAS 3rd | ELA 61% M 46% 4th | No MCAS 5th | M 86% 6th | ELA 92% 7th | M 76% Sc 59% 8th | |
| Class of '06 Eighth Grade | | Read 96% 3rd | ELA 89% M 89% 4th | Sc 87% 5th | M 90% 6th | ELA 95% 7th | 8th |
| Class of '07 Seventh Grade | | | Read 84% 3rd | M 76% ELA85% 4th | Sc 81% 5th | M 77% 6th | 7th |
| Class of '08 Sixth Grade | | | | Read 78% 3rd | M 66% ELA80% 4th | Sc 55% 5th | 6th |
| Class of '09 Fifth Grade | | | | | Read 89% 3rd | M 80% ELA86% 4th | 5th |
| Class of '10 Fourth Grade | | | | | | Read 76% 3rd | 4th |
| Class of '11 Third Grade | | | | | | | |

The tables prepared for this report are based on DOE data. These tables show how BFCCPS MCAS scores compare grade by grade and subject by subject with the individual Franklin schools. The tables also compare both districts overall performance from 2004 to 2005. An additional table is included to show BFCCPS individual scores over three years. This table provides some data in tracking internal trends. The percentages are based on the combined number of students that scored advanced or proficient. A percentage change of plus or minus five is considered significant. The Comparison tables below present the 2005 scores as shaded.

| Grade 3 MCAS Reading | # of Student | % ADV | %PROF | %NI | %W | % ADV + %PROV |
|---|-------------------------|------------------|--------------|------------|-----------|--------------------------|
| Franklin Average of Entire District per grade 2005 | 492 | N/A | 73% | 23% | 4% | 73% |
| Franklin Average of Entire District per grade 2004 | 549 | N/A | 72 | 23 | 4 | 95% |
| BFCCPS 2005 | 45 | N/A | 76 | 24 | 0 | 76% |
| BFCCPS 2004 | 44 | N/A | 89 | 9 | 2 | 98% |
| Jefferson 2005 | 99 | N/A | 73 | 25 | 2 | 73% |
| Jefferson 2004 | 98 | N/A | 80 | 19 | 1 | 98% |
| Helen Keller 2005 | 104 | N/A | 86 | 13 | 1 | 86% |
| Helen Keller 2004 | 105 | N/A | 81 | 16 | 3 | 97% |
| JFK 2005 | 90 | N/A | 74 | 21 | 4 | 74% |
| JFK 2004 | 98 | N/A | 77 | 23 | 0 | 100% |
| Oak Street 2005 | 72 | N/A | 71 | 21 | 8 | 71% |
| Oak Street 2004 | 92 | N/A | 75 | 23 | 2 | 98% |
| Parmenter 2005 | 75 | N/A | 72 | 27 | 1 | 72% |
| Parmenter 2004 | 89 | N/A | 70 | 27 | 3 | 97% |
| Davis Thayer 2005 | 52 | N/A | 62 | 33 | 6 | 62% |
| Davis Thayer 2004 | 61 | | 46 | 41 | 13 | 87% |

Grade 3 Reading:

BFCCPS overall scores decreased significantly from 98% to 76%, a 22% drop.

Franklin's overall scores also decreased significantly from 95% to 73%, also a 22% drop.

Both school districts show similar decreases from 11% to 30% lower than the 2004 scores.

2005 State Average 62%

| BFCCPS 3 year Averages | 2003 | 2004 | 2005 |
|-----------------------------------|-------------|-------------|-------------|
| Proficient | 78 | 89 | 76 |
| Total | 78 | 89 | 76 |

Response:

Our Reading Specialist will be administering sample MCAS tests and identifying weaknesses. She has already analyzed individual student MCAS data and is providing instructional support based on the analysis to teachers and students in K – 4. We have ordered researched based assessment materials in reading. Data derived from this will inform and improve our reading instruction in the grades K – 2.

| Grade 4 MCAS ELA | # of Student | % ADV | %PROF | %NI | %W | ADV + %PROV |
|--|-------------------------|------------------|--------------|------------|-----------|------------------------|
| Franklin Average of Entire District per grade 2005 | 541 | 12 | 56 | 29 | 4 | 68% |
| Franklin Average of Entire District per grade 2004 | 465 | 19 | 57 | 22 | 2 | 76% |
| BFCCPS 2005 | 44 | 18 | 68 | 11 | 2 | 86% |
| BFCCPS 2004 | 46 | 15 | 65 | 17 | 2 | 80% |
| Jefferson 2005 | 99 | 17 | 57 | 23 | 3 | 74% |
| Jefferson 2004 | 80 | 19 | 65 | 15 | 1 | 84% |
| Helen Keller 2005 | 105 | 11 | 57 | 27 | 5 | 68% |
| Helen Keller 2004 | 93 | 11 | 70 | 18 | 1 | 81% |
| Oak Street 2005 | 93 | 15 | 52 | 29 | 4 | 67% |
| Oak Street 2004 | 81 | 19 | 54 | 25 | 2 | 74% |
| JFK 2005 | 98 | 13 | 62 | 24 | 0 | 75% |
| JFK 2004 | 86 | 33 | 56 | 12 | 0 | 89% |
| Parmenter 2005 | 91 | 4 | 56 | 33 | 7 | 59% |
| Parmenter 2004 | 73 | 12 | 47 | 37 | 4 | 85% |
| Davis Thayer 2005 | 51 | 24 | 31 | 45 | 0 | 55% |
| Davis Thayer 2004 | 49 | 20 | 47 | 31 | 2 | 67% |

Grade 4 ELA:

BFCCPS overall scores increased from 80% to 86%, a 6% increase.

Franklin's scores declined from 76% to 68%, an 8% decrease.

BFCCPS scored between 11% and 33% higher than any individual school in the Franklin District.

2005 State Average 50%.

| BFCCPS 3 year Averages | 2003 | 2004 | 2005 |
|-----------------------------------|-------------|-------------|-------------|
| Advanced | 21 | 15 | 18 |
| Proficient | 64 | 65 | 68 |
| Total | 85 | 80 | 86 |

Response: Our Reading Specialist will be administering sample MCAS tests and identifying weaknesses. She has already analyzed individual students MCAS data and is providing instructional support based on the analysis to teachers and students in K – 4. We have ordered researched based assessment materials in reading. Data derived from this will inform and improve our overall reading instruction.

| Grade 4 MCAS Math | # of Student | % ADV | %PROF | %NI | %W | %ADV + %PROV |
|--|-------------------------|------------------|--------------|------------|-----------|-------------------------|
| Franklin Average of Entire District per grade 2005 | 541 | 24 | 41 | 30 | 4 | 65 |
| Franklin Average of Entire District per grade 2004 | 466 | 30 | 36 | 30 | 4 | 66 |
| BFCCPS 2005 | 44 | 41 | 39 | 14 | 7 | 80 |
| BFCCPS 2004 | 46 | 33 | 33 | 33 | 2 | 66 |
| Jefferson 2005 | 99 | 17 | 57 | 23 | 3 | 74 |
| Jefferson 2004 | 80 | 43 | 35 | 18 | 5 | 78 |
| Helen Keller 2005 | 105 | 40 | 33 | 25 | 2 | 73 |
| Helen Keller 2004 | 93 | 23 | 44 | 32 | 1 | 67 |
| JFK 2005 | 98 | 29 | 38 | 32 | 2 | 67 |
| JFK 2004 | 85 | 45 | 29 | 26 | 0 | 74 |
| Oak Street 2005 | 93 | 29 | 33 | 33 | 4 | 62 |
| Oak Street 2004 | 81 | 27 | 36 | 32 | 5 | 63 |
| Parameter 2005 | 91 | 22 | 37 | 33 | 8 | 59 |
| Parameter 2004 | 73 | 19 | 34 | 40 | 7 | 53 |
| Davis Thayer 2005 | 55 | 9 | 49 | 36 | 5 | 58 |
| Davis Thayer 2004 | 51 | 25 | 35 | 35 | 4 | 60 |

Grade 4 Math:

BFCCPS overall scores increased from 66% to 80%, a 14 % increase.

Franklin's overall scores decreased from 66% to 65%, a 1% decrease.

BFCCPS scored between 7% and 22% higher than any individual school in the Franklin District.

2005 State Average 40%.

| BFCCPS 3 year Averages | 2003 | 2004 | 2005 |
|-----------------------------------|-------------|-------------|-------------|
| Advanced | 21 | 33 | 41 |
| Proficient | 55 | 33 | 39 |
| Total | 76 | 66 | 80 |

| Grade 5 Test Science and Technology/Engineering | # of Student | % ADV | %PROF | %NI | %W | ADV + %PROV |
|--|-------------------------|------------------|--------------|------------|-----------|------------------------|
| Franklin Average of Entire District per grade 2005 | 470 | 28 | 44 | 26 | 2 | 72% |
| Franklin Average of Entire District per grade 2004 | 483 | 31 | 40 | 25 | 4 | 71% |
| BFCCPS 2005 | 44 | 23 | 32 | 45 | 0 | 55% |
| BFCCPS 2004 | 48 | 33 | 48 | 15 | 4 | 81% |
| Jefferson 2005 | 81 | 25 | 54 | 16 | 5 | 79% |
| Jefferson 2004 | 76 | 34 | 46 | 14 | 5 | 80% |
| Helen Keller 2005 | 97 | 28 | 48 | 22 | 2 | 76% |
| Helen Keller 2004 | 103 | 38 | 40 | 19 | 3 | 78% |
| JFK 2005 | 85 | 40 | 46 | 14 | 0 | 86% |
| JFK 2004 | 87 | 45 | 32 | 22 | 1 | 75% |
| Oak Street 2005 | 85 | 24 | 45 | 28 | 4 | 69% |
| Oak Street 2004 | 93 | 20 | 48 | 27 | 4 | 68% |
| Parameter 2005 | 71 | 27 | 42 | 28 | 3 | 69% |
| Parameter 2004 | 60 | 18 | 33 | 47 | 2 | 51% |
| Davis Thayer 2005 | 51 | 24 | 31 | 45 | 0 | 55% |
| Davis Thayer 2004 | 60 | 23 | 42 | 30 | 5 | 65% |

Grade 5 Science Technology and Engineering:

BFCCPS overall scores decreased significantly from 81% to 55%, a 26% decrease.

Franklin overall scores increased from 71% to 72%, a 1% increase.

Individual Franklin schools scored as much as 31% higher, with only one Franklin school scoring at the same percentage as BFCCPS.

2005 State Average 51%

| BFCCPS 3 year Averages | 2003 | 2004 | 2005 |
|-----------------------------------|-------------|-------------|-------------|
| Advanced | 30 | 33 | 23 |
| Proficient | 57 | 48 | 32 |
| Total | 87 | 81 | 55 |

Response: Implemented mandatory minimum of two K – 4 science periods. K – 8 Faculty are developing Science benchmarks and examining alignment with MA frameworks.
Prioritized Professional Development funds for science workshops and training.

| Grade 6 MCAS Mathematics | # of Student | % ADV | %PROF | %NI | %W | % ADV + %PROV |
|--|-------------------------|------------------|--------------|------------|-----------|--------------------------|
| Franklin Average of Entire District per grade 2005 | 481 | 26 | 42 | 23 | 9 | 68% |
| Franklin Average of Entire District per grade 2004 | 476 | 36 | 34 | 24 | 7 | 70% |
| BFCCPS 2005 | 43 | 49 | 28 | 19 | 5 | 77% |
| BFCCPS 2004 | 38 | 45 | 45 | 11 | 0 | 90% |
| Horace Mann 2005 | 179 | 32 | 39 | 20 | 8 | 71% |
| Horace Mann 2004 | 284 | 33 | 39 | 21 | 7 | 72% |
| Remington 2005 | 135 | 31 | 41 | 20 | 7 | 72% |
| Remington Middle 2004 | 190 | 41 | 26 | 27 | 6 | 67% |
| Annie Sullivan 2005 | 167 | 14 | 46 | 30 | 11 | 60% |
| Annie Sullivan 2004 | N/A | N/A | N/A | N/A | N/A | N/A |

Grade 6 Math:

BFCCPS overall scores decreased significantly from 90% to 77%, a 13% decrease.

Franklin overall scores decreased from 70% to 68%, a 2 % decrease.

BFCCPS scored between 5% and 17% higher than any individual school in Franklin's district.

2005 State Average 46%.

| BFCCPS 3 year Averages | 2003 | 2004 | 2005 |
|-----------------------------------|-------------|-------------|-------------|
| Advanced | 43 | 45 | 49 |
| Proficient | 43 | 45 | 28 |
| Total | 86 | 90 | 77 |

Response: Teachers are analyzing test data for areas or trends that need addressing

| Grade 7 Test English Language Arts | # of STU | % ADV | %PROF | %NI | %W | ADV + %PROV |
|--|---------------------|------------------|--------------|------------|-----------|------------------------|
| Franklin Average of Entire District per grade 2005 | 465 | 30 | 61 | 9 | 1 | 91% |
| Franklin Average of Entire District per grade 2004 | 423 | 21 | 67 | 10 | 2 | 88% |
| BFCCPS 2005 | 37 | 14 | 81 | 3 | 3 | 95% |
| BFCCPS 2004 | 47 | 13 | 79 | 6 | 2 | 92% |
| Horace Mann 2005 | 163 | 23 | 65 | 12 | 0 | 88% |
| Horace Mann 2004 | 247 | 25 | 66 | 8 | 1 | 91% |
| Remington 2005 | 162 | 34 | 56 | 9 | 1 | 90% |
| Remington 2004 | 170 | 16 | 71 | 12 | 1 | 87% |
| Annie Sullivan 2005 | 140 | 34 | 60 | 6 | 0 | 94% |
| Annie Sullivan 2004 | N/A | N/A | N/A | N/A | N/A | N/A |

Grade 7 English Language Arts:

BFCCPS overall scores increased from 92% to 95%, a 3% increase.

Franklin overall scores increased from 88% to 91%, also a 3% increase.

BFCCPS scored between 1% and 7% higher than any individual school in Franklin's district.

2005 State Average 66%.

| BFCCPS 3 year Averages | 2003 | 2004 | 2005 |
|-----------------------------------|-------------|-------------|-------------|
| Advanced | 3 | 13 | 14 |
| Proficient | 83 | 79 | 81 |
| Total | 86 | 92 | 95 |

| Grade 8 Test Science and Technology/ Engineering | # of Student | % ADV | %PROF | %NI | %W | ADV + %PROV |
|---|-------------------------|------------------|--------------|------------|-----------|------------------------|
| Franklin Average of Entire District per grade 2005 | 403 | 13 | 50 | 31 | 9 | 63% |
| Franklin Average of Entire District per grade 2004 | 478 | 12 | 49 | 29 | 10 | 61% |
| BFCCPS 2005 | 46 | 11 | 48 | 35 | 7 | 59% |
| BFCCPS 2004 | 25 | 16 | 48 | 32 | 4 | 64% |
| Horace Mann 2005 | 144 | 11 | 54 | 27 | 8 | 65% |
| Horace Mann 2004 | 269 | 10 | 49 | 32 | 9 | 59% |
| Remington 2005 | 126 | 17 | 53 | 24 | 6 | 70% |
| Remington 2004 | 203 | 15 | 49 | 26 | 10 | 64% |
| Annie Sullivan 2005 | 133 | 11 | 44 | 37 | 8 | 55% |
| Annie Sullivan 2004 | N/A | N/A | N/A | N/A | N/A | N/A |

Grade 8 Science Technology and Engineering:

BFCCPS overall scores decreased from 64% to 59%, a 5% drop.

Franklin overall scores increased from 61% to 63%, a 2% increase.

BFCCPS scored between 4 % higher and 11% lower than any individual school in Franklin's district.

2005 State average 33%.

| BFCCPS 3 year Averages | 2003 | 2004 | 2005 |
|-----------------------------------|-------------|-------------|-------------|
| Advanced | 0 | 16 | 11 |
| Proficient | 26 | 48 | 48 |
| Total | 26 | 64 | 59 |

Response: Implemented mandatory minimum K – 4 science periods. K – 8 Faculty are developing Science benchmarks and examining alignment with MA frameworks.
Prioritized Professional Development funds for science workshops and training.

| Grade 8 Test Mathematics | # of STU | % ADV | %PROF | %NI | %W | % ADV + %PROV |
|--|---------------------|------------------|--------------|------------|-----------|--------------------------|
| Franklin Average of Entire District per grade 2005 | 403 | 24 | 35 | 32 | 9 | 59% |
| Franklin Average of Entire District per grade 2004 | 478 | 18 | 33 | 37 | 12 | 51% |
| BFCCPS 2005 | 46 | 37 | 39 | 20 | 4 | 76% |
| BFCCPS 2004 | 25 | 20 | 44 | 28 | 8 | 64% |
| Horace Mann 2005 | 144 | 31 | 34 | 28 | 7 | 65% |
| Horace Mann 2004 | 269 | 21 | 33 | 36 | 9 | 54% |
| Remington 2005 | 126 | 25 | 33 | 35 | 8 | 58% |
| Remington 2004 | 203 | 14 | 33 | 38 | 14 | 47% |
| Annie Sullivan 2005 | 133 | 17 | 39 | 32 | 12 | 56% |
| Annie Sullivan 2004 | N/A | N/A | N/A | N/A | N/A | N/A |

Grade 8 Math:

BFCCPS overall scores increased from 64% to 76%, a 12% increase.

Franklin overall scores increased from 51% to 59%, an 8% increase.

BFCCPS scored between 11% and 20 % higher than any individual school in Franklin's district.

2005 State Average 39%.

| BFCCPS 3 year Averages | 2003 | 2004 | 2005 |
|-----------------------------------|-------------|-------------|-------------|
| Advanced | 29 | 20 | 37 |
| Proficient | 46 | 44 | 39 |
| Total | 75 | 64 | 76 |

Adequate Yearly Progress (AYP) History:

As indicated in the summary* of our AYP provided by the DOE, we have met our AYP in every year.

*(taken directly from the MA DOE website)

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

The Educational Records Bureau Writing Assessment Program (ERB):

Goal from the BFCCPS Accountability Plan:

“80% of students in grades 4-8 will write a narrative/expository essay that achieves at grade level criterion standards or above grade level as compared to suburban norms.”

The ERB Data Tables below give evidence that each class in grades 4-8 achieved grade-level criterion on or above. The goal of 80% of students was not met by grades 4 and 7.

The school is committed to teaching children how to write well. One assessment chosen to determine how well we teach children to write is the ERB (Educational Research Bureau Writing Assessment Program), a nationally recognized assessment instrument.

This test is a criterion referenced test, which means that the developers of the test have established criteria for writing an essay for grade levels 3 through 6, and grades 7 through 9. Each student is tested according to the criteria established for the student's grade level. Unlike a norm referenced test, students' scores are not based on how they compare to other students taking the test, but on how well they write based on the criteria established for their level.

According to the ERB manual, the following writing characteristics should be mastered, as appropriate for each grade, and the ERB measures these elements:

- Overall Development: how well the writer communicates with the reader, shows awareness of the audience and purpose for the writing, and writes in the appropriate mode of discourse.
- Organization: the writer's ability to choose a focus, develops a plan of organization, and maintains coherence throughout the paper.
- Support: the use of appropriate reasons, details, and examples to enhance the effect and/or support the generalizations and conclusions of the piece.
- Sentence Structure: completeness, correctness, and variety or sophistication of sentences.
- Word Choice: correct usage, specific vocabulary, freshness, and vividness of language.
- Mechanics: the correct and effective use of spelling, punctuation, capitalization, and paragraphing.

The scores for this test are reported in two ways:

- First, for each of the criteria explained above, a score from 1 - 6 is given, with one the lowest and six the highest. These raw scores for grade 4 is measured against a 4th grade standard, grades 5 and 6 are based on a standard for the 6th grade (Level 1), and raw scores for grades 7 and 8 are based on a standard set for the 8th grade (Level 2).
- Second, these raw scores are then translated (scaled) into grade level performance scores. To achieve mastery of grade level expectations, students need, minimally, to have the following scaled scores for each grade:
 - Fourth 400
 - Fifth 500
 - Sixth 600
 - Seventh 700
 - Eighth 800

ERB Data

Scaled Score Goal: 400.0

| Grade 4 | Overall Development | Organization | Support | Sentence Structure | Word Choice | Mechanics | Scaled Score |
|---------|---------------------|--------------|---------|--------------------|-------------|-----------|--------------|
| 02-03 | 4.9 | 4.9 | 4.9 | 4.3 | 4.5 | 4.2 | 499.0 |
| 03-04 | 4.4 | 4.6 | 4.5 | 4.0 | 4.5 | 3.8 | 475.0 |
| 04-05 | 4.3 | 4.5 | 4.4 | 3.9 | 4.3 | 4.1 | 471.0 |
| 05-06 | 4.5 | 4.7 | 4.5 | 4.2 | 4.4 | 4.2 | 471.0 |

Grade 4: 32 out of 46 students or 69% met goal.

Scaled Score Goal: 500.0

| Grade 5 | Overall Development | Organization | Support | Sentence Structure | Word Choice | Mechanics | Scaled Score |
|---------|---------------------|--------------|---------|--------------------|-------------|-----------|--------------|
| 02-03 | 4.3 | 4.2 | 4.1 | 4.1 | 4.2 | 4.3 | 666.0 |
| 03-04 | 3.8 | 3.8 | 3.7 | 3.6 | 3.9 | 3.8 | 590.0 |
| 04-05 | 4.1 | 4.3 | 4.0 | 3.7 | 4.2 | 3.9 | 628.0 |
| 05-06 | 3.8 | 3.9 | 3.8 | 3.8 | 3.9 | 3.7 | 600.0 |

Grade 5: 40 out of 50 students or 80% met goal.

Scaled Score Goal: 600.0

| Grade 6 | Overall Development | Organization | Support | Sentence Structure | Word Choice | Mechanics | Scaled Score |
|---------|---------------------|--------------|---------|--------------------|-------------|-----------|--------------|
| 02-03 | 4.7 | 4.7 | 4.5 | 4.5 | 4.5 | 4.6 | 722.0 |
| 03-04 | 4.4 | 4.3 | 4.2 | 4.1 | 4.3 | 4.2 | 674.0 |
| 04-05 | 4.3 | 4.5 | 4.4 | 4.3 | 4.5 | 4.3 | 677.0 |
| 05-06 | 4.5 | 4.4 | 4.4 | 4.4 | 4.4 | 4.2 | 679.0 |

Grade 6: 37 out of 46 students or 80% met goal.

Scaled Score Goal: 700.0

| Grade 7 | Overall Development | Organization | Support | Sentence Structure | Word Choice | Mechanics | Scaled Score |
|---------|---------------------|--------------|---------|--------------------|-------------|-----------|--------------|
| 02-03 | 4.2 | 4.2 | 4.1 | 4.1 | 4.0 | 4.0 | 851.0 |
| 03-04 | 3.9 | 4.1 | 3.7 | 3.9 | 4.0 | 4.0 | 817.0 |
| 04-05 | 3.5 | 3.8 | 3.4 | 3.7 | 4.0 | 4.0 | 750.0 |
| 05-06 | 4.0 | 4.3 | 3.8 | 4.0 | 4.2 | 4.0 | 821.0 |

Grade 7: 26 out of 36 students or 72% met goal.

Scaled Score Goal: 800.0

| Grade 8 | Overall Development | Organization | Support | Sentence Structure | Word Choice | Mechanics | Scaled Score |
|---------|---------------------|--------------|---------|--------------------|-------------|-----------|--------------|
| 02-03 | 4.1 | 4.3 | 4.0 | 3.9 | 4.0 | 3.9 | 865.2 |
| 03-04 | 3.7 | 4.2 | 3.4 | 3.8 | 3.9 | 3.8 | 780.0 |
| 04-05 | 3.8 | 4.0 | 3.5 | 3.9 | 4.0 | 4.0 | 805.0 |
| 05-06 | 4.2 | 4.2 | 4.0 | 4.1 | 4.1 | 4.2 | 854.0 |

Grade 8: 23 out of 27 students or 85% met goal.

Goal from the BFCCPS Accountability Plan:

“80% of the students who take the California Achievement Test will achieve an 85th percentile score or better.”

Terra Nova CAT Complete Battery:

Testing battery includes an integrated Reading /Language Arts test as well as mathematics for grades 1 through 8. Testing is scheduled for the last week of October and results are received in late November. Teachers are immediately given these results. They are able to get base line data on newly enrolled students and identify returning students that may be in need of support. Parents, also, receive the results and can support their child as well.

Goal from BFCCPS Accountability Plan:

80% of the students who take the Terra Nova Cat6 will achieve an 85 percentile or better. The class percentile is based on the MDNP (median national percentile). Our results are mixed. When measuring the outcome by the class average MDNP the goal is met by six out of eight grades in Reading and three out of eight in Math. When measuring the outcome by individual students, the goal is only met in the upper grades. With the demands of AYP it is important to look at individual and use this data for student instruction. It is also important to note that very few of the students were below the 65th percentile which is considered a proficient level of performance.

| Grade | # of students | % of students at or above 85 percentile Reading | Average MDMP | Status of Goal Met Met Partially Not Met | % of students at or above 85 percentile Math | Average MDMP | Status of Goal Met Met Partially Not met |
|-------|---------------|---|--------------|---|--|--------------|---|
| 1 | 45 | 77% | 84 | Not met | 73% | 84 | Not met |
| 2 | 44 | 81% | 85.7 | Partially | 72% | 83 | Not met |
| 3 | 47 | 72% | 80.9 | Not met | 72% | 79.3 | Not met |
| 4 | 46 | 82% | 90.3 | Partially | 60% | 80.8 | Not met |
| 5 | 49 | 81% | 88 | Partially | 79% | 83.3 | Not met |
| 6 | 45 | 77% | 86 | Partially | 80% | 85 | Partially |
| 7 | 36 | 86% | 91 | Met | 84% | 90.3 | Partially |
| 8 | 27 | 81% | 90 | Partially | 85% | 93 | Met |

CAT Reading (regular conditions)

| Grade | 02-03 | May 04 | Oct 04 | Oct 05 |
|-------------|-------|--------|--------|--------|
| 1 | 88.0 | 82.3 | 91.0 | 84 |
| 2 | 94.0 | 87.0 | 86.0 | 85.7 |
| 3 | 91.0 | 87.0 | 85.7 | 80.9 |
| 4 | 93.0 | | 90.7 | 90.3 |
| 5 | 83.0 | | 85.5 | 88 |
| 6 | 89.0 | | 86.8 | 86 |
| 7 | 88.0 | | 87.0 | 91 |
| 8 | 78.0 | | 91.4 | 90 |
| Mean | 88.0 | 85.4 | | |

CAT Math (regular conditions)

| Grade | 02-03 | May 04 | Oct 04 | Oct 05 |
|--------------|--------------|---------------|---------------|---------------|
| 1 | 92.0 | 88.0 | 82.5 | 84 |
| 2 | 71.0 | 90.0 | 83 | 83 |
| 3 | 91.0 | 88.0 | 85 | 79.3 |
| 4 | 94.0 | | 89.5 | 80.8 |
| 5 | 93.0 | | 79.0 | 83.3 |
| 6 | 96.0 | | 90.2 | 85 |
| 7 | 93.0 | | 88.3 | 90.3 |
| 8 | 93.0 | | 92.6 | 93 |
| Mean | 90.4 | 88.7 | | |

Summary of Internal Accountability Results:

Each teacher is given criteria for each section of the internal accountability plan for which each was held accountable. Teachers were asked to include rubrics, copies of tests, and samples of work, among other items. As a result, the school is beginning to collect an archive of its work and standards as well as a clear way to collect information needed for the internal parts of the Accountability Plan.

| Accountability Mission Objective | Grade K-2 | Grade 3-4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Met Goal |
|---|------------------|------------------|----------------|----------------|----------------|----------------|-----------------|
| 1. Provide a Challenging And Classical Curriculum for All Students. | | | | | | | |
| Language Arts: 75% of tested students will score 80% or higher on an internally designed grammar exam. | 84% | 90% | 87% | 53% | 77% | 82% | Partial |
| History: 75% of tested students will score 80% or higher on an internally designed year end CKS based history test. | NA | NA | 90% | 88% | 91% | 96% | Met |
| Geography: 80% of tested students will score 85% or higher on an internally designed. | 91% | 90% | NA | NA | 100% | 96% | Met |
| Humanities: 80% of students will master skill elements articulated by individual rubrics. | Met | Met | 100% | 96% | 93% | 100% | Met |
| Mathematics: 80% of 6-8 will earn a grade of 80% or better. | Met | Met | 93% | | 90% | 89% | Partial |
| Mathematics: 50% of 8 th Graders will complete a full Algebra 1 course. | | | | | | 74% | Partial |
| Science: 80% of 5-8 will present a Science Fair Project. Master 80% of skills required in rubric. | | | 91% | 100% | 88% | 74% | Partial |
| French: 80% of students taking French will master basic standards. | NA | NA | 98% | 91% | 88% | 96% | Met |
| French: 80 % of 8th graders taking French will be eligible for French 1 secondary credit. | | | | | | 93% | Met |

Language Arts:**Goal from the BFCCPS Accountability Plan:**

75% of the tested students will score 80% or better on an internally designed grammar test.

At the time of this report data was incomplete from grades 1-5.

Grade 6 did not meet the goal, with 72% passing this internal test.

Grade 7 & 8 met the goal.

History:**Goal from the BFCCPS Accountability Plan:**

75% of tested students will score 80% or better on the internally designed and administered year-end test on Core Knowledge history that was studied during the year.

This goal was met by grades 6-8.

Geography:**Goal from the BFCCPS Accountability Plan:**

80% of the tested students will score 85% or better on an internally administered geography test.

Although the data is incomplete for some grades, overall the students met this goal.

Humanities:**Goal from the BFCCPS Accountability Plan:**

0% of students in each Humanities class will master the skill elements articulated by the individual rubrics for each representative project.

This goal was met.

Mathematics:**Goal from the BFCCPS Accountability Plan:**

At least 50% of all 8th grade students will complete a full credit Algebra I course and will be eligible to gain a secondary school credit.

This goal was met with 74% of the students completing the course.

Science:**Goal from the BFCCPS Accountability Plan:**

All students in grades 5-8 will prepare and present a science research project with a formal lab report, as appropriate for each grade, based on individual hypotheses formed by the students. Projects will be assessed using a rubric based on the scientific method, and 80% of students will demonstrate mastery of the skills delineated in this rubric.

The goal was met by all grades except seventh grade.

The following objectives are not currently written in a measurable format. Standards based rubrics and/ or comprehensive tests are still under development. Anecdotal reports are presented in narrative form in the Accountability Results section of the annual report. Please refer.

Latin Goals:

See narrative in Accountability Results Section.

Music CK:

Grades K-2: 80% can recognize, discuss musicians and sing CKS musical selections.

Grades 3-5: 80% can recognize, discuss musicians and sing CKS musical selections and analyze and describe music of others.

Grades 6-8: 80% will be able to identify music periods, composers, musical forms, count and play basic rhythms, describe and analyze music of others.

Instrumental Music:

Grades 6-8: 100% of students taking this elective will be able to read standard notation, sight read with accuracy and expression, and compose short pieces.

Fine Arts:

Grades K-5: 100% will be introduced to line, shape form space light texture and color.

Grades 6-8: 80% can identify art periods from CKS.

Grades 6-8: 80% of Fine Arts elective students will develop a portfolio.

Drama:

100% of students taking this elective will be able to identify basic theatre terms, understand improvisation, tell a story using vocal physical and presentation skills, integrate direction into individual and group work.

Physical Education:

100% of students will demonstrate proper technique, learn basic skills and function as a team demonstrating cooperation, listening and respect.

Latin:

Goal from the BFCCPS Accountability Plan:

- Students will develop reading ability in Latin
- Students will develop the ability to comprehend Latin text
- Students will be able to express themselves in Latin orally and in writing
- Students will demonstrate an understanding of ancient Roman culture
- Students will recognize elements of Latin in the English language
- Students will use their knowledge of Latin to expand their knowledge of other Core Knowledge Sequence topics

Accountability Plan Checklist – Latin 2005-2006:

1. Reading ability in Latin is evidenced by:
 - 6th Grade: reading aloud, assessed internally and demonstrated publicly at assemblies.
 - 7th Grade: reading aloud, Text-Based assessment
 - 8th Grade: reading aloud, assessed internally and demonstrated publicly performed drama and through National Latin Exam.

2. The ability to comprehend Latin text is evidenced by:
 - 6th Grade: Internal assessment of translation of Cinderella; unit tests
 - 7th Grade: Text-Based assessment
 - 8th Grade: National Latin Exam, internal testing

3. Oral and written expression is evidence by:
 - 6th Grade: Creation of deities; oral assessment internally
 - 7th Grade: Internal assessment
 - 8th Grade: Dramatic interpretations and Internal assessment
4. An understanding of Ancient Roman Culture is evidenced by:
 - 6th Grade: Examination by the American Classical League; curriculum projects
 - 7th Grade: Original presentations based on Livy's Histories
 - 8th Grade: Internal assessment of class projects; Mythology Connections Projects; Reading Textbook Assessment; Field Trip
5. Students' recognition of elements of Latin in the English language is evidence by:
 - 6th Grade: Examination by the American Classical League; Etymology/derivative assessments and assignment completions
 - 7th Grade: Etymology/derivative assessments and assignment completions
 - 8th Grade: Derivative writing assignment, assessed internally, National Latin Exam
6. Core Knowledge integration is evidenced by internal assessment of:
 - 6th Grade: Mythology, Astronomy, Forest, Poetry project completions
 - 7th Grade: Scientific elements project, foreign words and phrases, Core Knowledge Language Arts roots
 - 8th Grade: Literature connections, state mottoes project, foreign words and phrases, Core Knowledge Language Arts roots

National Latin Exam:

The National Latin Exam is administered by the American Classical League and the test consists of 50 multiple choice questions.

Our 6th Graders took the elementary Latin exam along with 1,700 students from public, private schools, and home schooled. The test was administered in 26 states and Australia.

We had one of our students received a perfect score.

- | | | | |
|--------------------|-------------|-------|--------|
| • Sum Cum Laude: | 1 Student | Above | 95% |
| • Magna Cum Laude: | 10 Students | | 85-95% |
| • Cum Laude: | 15 Students | | 8-85% |

French:

Goal from the BFCCPS Accountability Plan:

80% of students who take French in each grade will master the basics of French vocabulary, culture and grammar as appropriate for each grade.

80% of students who take French will complete the grade 8 curriculum and be eligible to obtain a French I secondary school credit.

Goals met based on internal assessments, including test results and other assessments.

Ninety-Three percent of students are eligible to obtain a French 1 credit for high school.

Le Grand Concours is an annual competition sponsored by the [American Association of Teachers of French](#).

Students of French in grades 1-12, in all 50 states and abroad, compete against each other for prizes. Grades 1-6 participate in the FLES Contest. Grades 7-12 in the Secondary Contest.

Students take a written test and scores are ranked against students with similar educational background for prizes. We do very well here at BFCCPS and this year was no exception. Here are the results:

For the first time this year we offered FLES to the Grade 6 (Foreign Language in Elementary School) and we had 6 National winners.

- **Grade 6:** 5th Nationally - 1 Student
6th Nationally - 5 Students
- **Grade 7:** 6th Nationally - 1 Student
8th Nationally - 3 Students
10th Nationally - 1 Student
- **Grade 8:** 8th Nationally - 1 Student
9th Nationally - 1 Student
10th Nationally - 1 Student

Being a National Winner means that these students scored in the 90's and they will receive a "Lauréat National" certificate and a prize. We have also many other students who scored very high and came very close to being National winners, they will receive a High Honor certificate and a prize.

- **Grade 6:** Honor – 6 Students
- **Grade 7:** Honor – 2 Students
- **Grade 8:** Honor – 3 Students

The rest of the grade 6, 7 & 8 will receive certificates of "Réussite" and "Mérite". We congratulate all students who have participated in the National Contest.

On Friday, June 2, 2006, we had an assembly to honor these students. The French Consul General, Mr. François Gauthier, was invited and to my delight, he accepted to come.

Fine Arts:

Art:

Goal from the BFCCPS Accountability Plan:

100% of students in grades K–5 through active participation will experience the various art elements including line, shape, form, space, light, texture, and color.

80% of students in grades 6–8 will be able to identify the salient features of the art periods outlined in the Core Knowledge Sequence.

80% of Fine Arts Elective: Students in grades 6-8 who elect to take the semi-weekly course will develop a small portfolio of their own artwork and participate in a collaborative piece.

Grades K-5:

100% of students in grades K-5 through active participation experienced the various art elements. Understanding line, shape, form, space, light, texture, and color, are central goals of the K-5 curriculum. Students are exposed to these concepts in the work of various artists/works of art. Students are introduced to art concepts in sequential lessons that build on prior knowledge. Students are encouraged to draw connections and make comparisons between the works they observe and the work they do. Student further explore the art elements through

the process of art making as indicated by the grade level guidelines in the Core Knowledge Sequence, and MA Visual Art Frameworks.

Below are several of the lesson/units that were taught at each grade level. In addition to the narrative, these lessons represent a sampling of lessons that illustrate how the standards in the accountability plan were achieved.

Kindergarten:

- Squiggles Dots and Lines
- Drawing Alphabet
- Shape Person
- How are you Peeling?
- Coil Pots

1st Grade:

- Letter Monsters
- Self Portrait. Beginning and End of Year
- Totem Poles
- Miro
- Cave Paintings- Grunt-Lascaux
- Sphinx Sculpture
- Painting Flowers
- Mixing Color

2nd Grade:

- Picasso Portraits
- Matisse Cut Paper
- Picasso and Mootise
- Paper Weaving
- Paper Beads
- Quilling
- Texture Fish
- Andy Warhol- Everyday Art- My Uncle Andy

3rd Grade:

- Foreground/Middle ground/Background
- Tim Rollins and KOS
- Hero Sculptures
- Cartooning (3)

4th Grade:

- Tessellations
- Curve Stitching Line Art
- Clouds
- Gargoyles
- Cathedral Facades
- Andy Goldsworthy
- Aboriginal Mola Painting

5th Grade:

- Sand painting
- Oaxacan Woodcarving
- Op Art
- One Point perspective- Names
- Two Point perspectives- Cityscape

Grades 6-8:

88% of students in grades 6-8 are able to identify the salient feature of the art periods outlined in the Core Knowledge sequence and MA Visual Arts frameworks. Students are assessed through in house quizzes, oral presentations, informal critiques, and visual art pieces. Students in grades 6-8 write a biography of an existing artist that focus the artists' character traits, and place in art history. Students also complete a written analysis of a piece of art from the relevant time period they are studying. In their weekly art classes students continued to look at the work of significant artists, and develop an understanding of the key concepts in art. The art elements and principles continue to have emphasis put upon them. Students continue to engage in art making as part of sequential lessons that build upon and activate prior knowledge. Students in grades 6-8 keep cumulative portfolios that are evaluated on the objectives of specific lessons, and student mastery over the art elements.

Below are several of the lesson/units that were taught at each grade level. In addition to the narrative, these lessons represent a sampling of lessons that illustrate how the standards in the accountability plan were achieved.

6th Grade:

- Aerial Maps (3)
- Grecian Urns (4)
- Abstract Sculpture (4)
- Paper-making (2)
- Bamboo Brush painting (2)
- Stained Glass Animals (4)
- Art Elements?

7th Grade:

- Kandinsky Inflatables (4)
- Jacob's Ladder (4)
- Chagall Watercolor Painting (4)
- Cereal Box (4)
- Art Principles (?)

8th Grade:

- Upside Down Drawing (1)
- Contour Drawing Sensory (1)
- Contour Observation (1)
- Gray Scale (2)
- Shading Shapes (2)
- 81 Change Book (4)
- Block Printing Logo (3)
- Claes Oldenburg Soft Sculpture (4)
- Surrealism Collage (4)
- Soap Carving (2)

Students in K-8 all participate in offsite field trips where students can observe first hand the authentic art and artistic process they are first exposed to art school. Field trip sites include The MFA, The DeCordova Museum and Sculpture Park, The ICA, The Isabella Stewart Gardner Museum, The Worcester Art Museum, and The Danforth Museum.

All K-8 Students also have participated in several art exhibitions within and outside the school community. We successfully held winter and spring art shows at our school. We also held an art show at the Franklin Public Library and the Barnes and Nobles Bookstore in Bellingham.

Music:**Goal from the BFCCPS Accountability Plan:**

80% of students in grades K-2 will be able to recognize and discuss musicians and sing musical selections as indicated in the Core Knowledge Sequence.

80% of students in grades 3-5 will be able to recognize and discuss musicians, songs, and musical terms as indicated in the Core Knowledge Sequence and will describe and analyze music of others using appropriate vocabulary.

80% of students in grades 6-8 will be able to identify the following as outlined in the Core Knowledge sequence.

- Music periods
- Composers
- Musical forms and styles
- Count and play basic rhythms
- Describe and analyze the music of others

We were pleased and proud to be named on of the “Top 100 Schools in America for Music Education”. The “Best 100” survey was conducted by Perseus Development Corp of Braintree, Mass. and supported by a partnership of leading music and educational organizations during January, February and March. The list is appended below, and the complete results, along with background information on music education and the survey, can be seen in their entirety at www.amc-music.org.

Thousands of public school and independent teachers, school and district administrators, school board members, parents and community leaders, representing communities in all 50 states, participated in the Web-based survey. Participants in the survey answered detailed questions about funding, enrollment, student-teacher ratios, participation in music classes, instruction time, facilities, and support for the music program, participation in private music lessons and other factors in their communities' quality of music education. The responses were verified with district officials, and the sponsoring organizations reviewed the data.

The 2006 roster includes school districts from 31 states whose commitment to quality music education—measured across a variety of economic, curricular and programmatic criteria—has enabled them to stand out despite the many pressures on music and arts programs across the country. In previous years survey respondents cited that tight budgets in many of the 50 states squeezed school music budgets, but this year’s survey revealed some changes in maintenance and overall support of music programs. Some 86 percent of survey respondents indicated that music is included as a core academic subject in school curricula and instructional priorities that are inline with the definition of arts as core academic subjects as defined in No Child Left Behind (NCLB) policy. Furthermore, more than 80 percent of survey respondents cited that their music programs are growing in terms of funding, size of programs, and public and school board recognition. This outcome supports the views outlined in a 2004 nationwide Gallup Poll that revealed that 93 percent of Americans said that schools should offer musical instrument instruction as part of the regular curriculum.

Throughout the curriculum, Grades K – 5 a variety of music curriculum was introduced. By use of verbal and visual introductions the units were presented. Music was experienced in movement to allow students to kinesthetically comprehend rhythm. In Grades K-1 concepts were taught and were verbally and rhythmically assessed. Some notation was introduced on the board as well, and they could retrieve information with 100% accuracy. In Grades 2-5, written assessment was given as well. Students had to discover what rhythms and pitches were given and translate that onto their instruments. Grade 2 also created and performed their own compositions. In Grades 4-5 written tests on units were given and assessed at 90% accuracy. Grade 5 was also introduced to music theory with music technology and assessed through the computer program with 80% accuracy. Grade 5 each created a music composition to be performed with a children’s book and performed this for the K classes. Units were also performed, such as the Underground Railroad, and a presentation of Folk Music Around the World was prepared for Grade 5.

Grades 6-8: Internal assessments completed.

Choral Music:

Goal from the BFCCPS Accountability Plan:

All chorus elective students in grades 6-8 will be able to:

- Sing independently and in small and large groups
- Sing a repertoire of music representing diverse periods and cultures
- Sing music written in two and three-parts
- Sight-read music accurately and expressively

In our chorus that meets before school twice a week, a variety of repertoire was presented. The presentation was multi-cultural. The chorus sang American folk songs, Scottish folksongs, patriotic tunes as well as ballads, spirituals and holiday repertoire. The chorus members sang in French, African (Gana), Yiddish and Latin.

The chorus members learned a variety of music standards. They learned rounds, cannons, part songs and 2-3-part harmony.

Chorus members studied the anatomy of the voice, concentrating on good posture, breath control, phrasing and pronunciation. Chorus members were given a vocal technique chart to help them improve in these areas and sang with higher accuracy as the year progressed. Scales were introduced and assessed, major and minor and chromatic. Students had to sing it scales back and did so with 90% accuracy. The chorus was assessed through performances and rehearsals. Our chorus this year came in 1st place in their middle school category and received the highest marks as well.

Instrumental Music:

Goal from the BFCCPS Accountability Plan:

All instrumental elective students in grades 6-8 will be able to:

- read music written in standard notation
- sight-read music accurately and expressively
- perform on at least one wind or percussion instrument accurately and independently with appropriate posture, playing position, and technique
- compose short pieces for instruments within teacher-specified guidelines

Over 90% of students in grades 4-8 were in one of the school's bands and took weekly group music lessons on their instruments; members of the Concert Band, Wind Band, Symphonic Band, Jazz Band, and Marching Band performed at Jazz Cabaret, Franklin Memorial Day Parade, spring and Winter Concerts and at various assemblies.

Instrumental Students for Grades 4 through 8 complete musical work out of the Standard of Excellence series. Each student is required to read music in standard notation every lesson. New notes are added every few lessons. Instrumental Music students utilize a software program called "SmartMusic". This software is used for play-along of materials in the Standards of Excellence Book as well as the ability to give the student instant feedback of their performance. The students also can record themselves at home and email those to the band instructors for comment. After the music areas for the lesson has been completed, students sight-read the music for their next lesson. All students play their instrument alone, in small groups (like instruments) and in full band. The Standard of Excellence Books requires students to be able to compose short pieces for their instrument. Students write their composition free hand and also completing computer music notation using "Finale Notepad" software.

All students in Instrument music are able to do the following: a) Read music written in standard notation. b) Sight-read music accurately and expressively. c) Perform on at least one wind or percussion instrument accurately

and independently with appropriate posture, playing position, and technique. d) Compose short pieces for instruments within teacher-specified guidelines.

The BFCCPS Symphonic band traveled to Ludlow Massachusetts for the Music in the Parks Festival. The band received a First Place Trophy in their division and also the Overall High Score Trophy amongst middle school bands.

Drama:

Goal from the BFCCPS Accountability Plan:

All Drama elective students in grades 6-8 will be able to:

- Integrate direction into individual and group work
- Interpret and identify basic literary structure in scripted material
- Tell a story using vocal, physical, and presentation skills
- Understand improvisation
- Identify basic theatre terms

The students successfully achieved the standards in this trimester. The students were particularly invested, bringing great energy and enthusiasm to both improvisation and scene work. The students integrated direction – from each other and from the teacher – into their work. Many of the students successfully grew from week to week in their ability to understand the exercises, follow directions, and take suggestions for improvised and scripted scene work.

The students learned about the structure of a play: the rising action, the climax, and the individual scenes which built the structure. They demonstrated growing understanding of motivation, acting as reacting, and non-verbal communication. In this class we did not address storytelling directly. This class used acting in both improvised scenes and scripted pieces to “tell a story.” We read “The Miracle Worker,” reading aloud in class, discussing scenes, viewing the movie, meeting with and interviewing a guest who is blind, and then performing four scenes. Many of the students greatly improved their presentational skills in their scene work. They learned to listen and react to each other, to speak up and share their voices with an audience, and to react within a given situation.

All of the students gained a greater appreciation for and hands-on understanding of improvisation. This was their favorite part of the class, and they all improved greatly.

Basic theatre terms were identified and used throughout the class; the students became familiar with their use and were able to use them themselves.

The students presented scenes for each other in class, and critiqued each others’ work.

Grades 6-8 participated in all aspects of the production of the *The King and I*.

Physical Education:

Goal from the BFCCPS Accountability Plan:

Students will demonstrate proper technique of stretching, strengthening, and warm-up activities as it pertains to becoming a physically fit and healthy person.

Students will learn basic skills, techniques, strategies, and rules to a variety of activities and games throughout the school year.

Students will be able to function in a team or as part of a group while demonstrating cooperation, listening skills, and respect for other.

Students participated in a warm-up routine 2X per week in PE class. Warm-up routines included flexibility strengthening and cardiovascular components. Students participated in a fitness unit, which included flexibility, strength, and cardiovascular components. Students also participated in The BFCCPS Physical Fitness Challenge and lifetime fitness field trips.

Students participated in many team activities such as but not limited to lacrosse, field hockey and soccer. Students participated in a variety of drills and lead-up activities involving skills, techniques, strategy and rules. Students practiced skills and participated in actual games.

Students participated in group challenge activities such as but not limited to tarps, direction games, omni kin, and muddy river. Students were involved in conversations regarding cooperation, patience, listening and flexibility.

Students met or exceeded all standards set forth by the Physical Education department.

Character Development:

Mission Objective:

To foster the development of a virtuous life through a program of character education based on the four cardinal virtues.

Goal from the BFCCPS Accountability Plan:

All students in K-8 will understand the meaning of the four cardinal virtues (justice, temperance, prudence, and fortitude) and recognize these virtues in themselves, in others, and in appropriate stories and other curriculum materials.

All 8th grade students will write a personal narrative that reflects on their intellectual and moral development in their years at The Benjamin Franklin Classical Charter Public School, and on perceived goals and challenges for future growth.

All 8th grade students wrote reflections on their time at BFCCPS, and these writings were used as the basis for the eighth grade graduation.

Through the Forest of Virtue Assemblies and through looking at characters in literature and history through the lens of what virtues or lack of virtues are revealed, helped foster an understanding of the cardinal virtues.

The BFCCPS has continued its established commitment to educate for character through the curriculum, relationships, ethos, service, and special projects. We continue to weave character development through all aspects of school life, especially in the academic curriculum where students are helped to note how individual character shapes what students are studying, including studies in literature, history, and science. In addition to asking children to note traits in others, we continue to encourage them, through formal and informal programs, to develop those qualities in themselves. We, also, expect our faculty to model the character and virtue we are nurturing in our students.

As we expand and examine our character development programs, the following specific programs remained strong at BFCCPS:

- The "Forest of Virtue" commendation assemblies.
- A class by class study of the virtues led by each classroom teacher, using the Core Knowledge Curriculum as a vehicle to help students see what virtue looks like through stories and history and other areas of the curriculum. When is character easy to maintain? What challenges us to honor what we know is right? How can the knowledge of virtues help people make choices? These are just some of the questions students are encouraged to address in their academic studies, demonstrating that character development is, indeed, not a separate topic, but woven throughout the life of the school.

Community Service:

Mission Objective:

To build self-esteem and the ethic of giving to others through a program of regular community service at all levels.

Goal from the BFCCPS Accountability Plan:

All students in grades K-5 will perform monthly community service with their homeroom classes and will, as developmentally appropriate reflect on their work through art and writing.

All students in grades 6-7 will perform individual service monthly, and will reflect on this service in their Stepping Stones manual. Students will perform monthly group service for the school and local community.

All students in grade 8 will choose, design, and conduct long-term service projects, which will include a project proposal, a final reflective essay, and a final presentation to parents.

Another performance objective as stated in the school's mission is "to build self-esteem and the ethic of giving to others through a program of regular community service for students at all levels." BFCCPS continues to promote and carry out significant and frequent service to the community. This service is an integrated, essential part of the education of our students.

Each month, each class in grades K - 5 participate in a service project. This year, these projects included Pennies for Leukemia; senior goodie bags; book buddies; wrote the troops in Iraq; made placemats for St. Jude's Research Hospital; band and chorus played and sang at Forge Hill Assisted Living; collected money through a scarf business and donated profits to local homeless shelter; Newborns in Need – collected baby clothes and accessories; and Pickles for Paws.

Twice each month, students in grades 6 - 8 meet in service teams to plan work on group service and reflect on individual monthly service. Eighth grade students work on long-term self-designed service projects. This year projects included:

- Franklin Senior Center
- Fundraising for local animal shelters
- Collections for patients in hospitals
- Cards to men and women in the military – Valentines for Vets
- Project Comfort-sewing projects for local hospitals
- Food drive for Franklin Food Pantry.
- Cleaning school grounds
- Toys for Teens Drive
- Lids for Lives
- Tsunami Relief
- Eighth grade Capstone Projects: Examples: performances at a local Senior Center; dinner to raise money for "Make-a-Wish" Foundation; cleaning service for homebound person; library volunteer; homework club; assistant coach for youth soccer; blankets for Turning Point Shelter; volunteer at Rosie's Place; library volunteer; donations to Milford Hospital; clothing collection; blood drive; and a toy drive for Boston Children's Hospital.

Community service starts in the classroom, extends to the school, and to the local and larger communities beyond the school. In shaping our community service, we try to avoid having students ask for money from parents in order to contribute to community service project. We want students to give of their own energies and time.

Parents as Primary Educator's:

Mission Objective:

To recognize parents as children's primary educators who work with the School to develop students academically and morally.

Goal from the BFCCPS Accountability Plan:

The Parent Enrichment Committee of the Board will provide yearly focus group meeting(s) for parents.

100% of parents will sign the Family Pledge each year.

The school will support the parents as they work on their children's academic and moral development.

The Parent Enrichment Committee of the Board sent out The Family Pledge; over 90% of the parents, but not 100%, returned the pledge. To help support the parents in their role as primary educators the school sends home several publications: each week there is a brief newsletter providing parents with important information; each month, each teacher sends home a Scope and Sequence for the upcoming month, letting parents know what topics will be covered and what community service will be performed; in addition there is a monthly newsletter, The Courant, in which all staff and the Head of School write about events of the past month and include important upcoming information.

This year the school presented many programs for parents including:

- Core Knowledge Grader Books distributed to parents in Grades K – 4
- Karen Bohlin Event on Character Education
- LAMO Program
- Bicentennial

Family Oriented Activities:

- Family Game Nights (2)
- Parents served on Faculty Search Committees
- Family Fun Night – Baseball Theme

Governance:

Mission Objective:

To remain a thriving organization that is trustworthy, responsible, open, and well managed.

Goal from the BFCCPS Accountability Plan:

- *The school will receive 100% more applications than there are available openings.*
- *Fewer than 5% of students will leave the school for other school choice options.*
- *The average annual attendance rate will be 90%.*
- *The school will develop long term academic and organizational plans.*
- *Parents will form an active partnership by performing extensive service to the school via in-school and at-home volunteer opportunities.*

All expectations were met on this goal.

Finance:

- A budget will be prepared and reviewed annually by the school Board of Trustees.
- The school will develop a long-term financial plan.
- The school will prepare books on records in accordance with GAAP.

All expectations were met on this goal.

Quality of Governance:

- The Board of Trustees will review 50% of all Policies and Procedures on an annual basis.
- The Board of Trustees will publish all agendas and minutes and follow open meeting law.
- The Board will commit itself to preserving the Mission of the School and putting into place the strategies
- by which the mission will be achieved.
- Dissemination of Best Practices.

All expectations were met on this goal except as noted below.

Although the Board did not specifically review 50% of its policies, the Board did rewrite two of its major policies. Specifically, the Board rewrote Policy No. 1, the policy that provides specifics as to Board Communications, meetings, and the duties of the Board and its officers. The Board also drafted a new comprehensive Code of Conduct for all employees. Finally, the Board initiated a review/revision of the Employee Handbook, including the Grievance Process for employees.

The Board also finalized a strategic plan.

Summary of Educational Philosophy:

At BFCCPS, we promote a curriculum that honors inquiry and exploration through interdisciplinary studies and projects. Our curriculum, based on E.D. Hirsch's Core Knowledge Sequence (CK) is coupled with the Massachusetts Curriculum Frameworks (MCF) resulting in the blend of the two curricula. "We call this blending an enriched frameworks curriculum."

In today's educational world there is much conversation about the effect of standardized tests on teaching methods, with many fearing that creative education may be abandoned in the quest for strong test scores. BFCCPS proves to be an important example in this dialogue. We promote excellent test scores and creative teaching, relying on projects, exploration, and interdisciplinary studies.

The Benjamin Franklin Classical Charter Public School was founded on four pillars: Classical Education, Parents as Primary Educators, Community Service and Character Education and often integrated creating an education of the whole child.

The Core Knowledge Curriculum: is a curriculum based on the work of E.D. Hirsch which emphasizes a classical academic curriculum in which topics spiral so that students can revisit them, ensuring that students develop a basis for learning what educated people should know. There is also an emphasis on learning art history and music history. In addition, the curriculum includes and invites a look at the diverse peoples and ideas that both comprise and have shaped the world in which we live. For more information, go to www.coreknowledge.org.

E.D. Hirsch reminds educators that the Core Knowledge Curriculum is a curriculum and not a method of teaching. BFCCPS prides itself on integrating subjects and on providing a hands-on, project-based curriculum. Although information and ideas are very important for children to learn, we believe that information is both better retained and understood when students are engaged in active learning. Examples of this active learning include students learning about immigration by visiting an immigration museum, writing a journal about an immigrant experience and writing plays to act out different scenes from history. In science students grow plants when learning about genetics; build cars when learning about physics; design models of the solar system; and create scaled time-lines of life of geological eras.

There are also many examples of integration across the curriculum. Students study Jazz when they study 20th century American History. They study Greek and Roman architecture when studying about Greece and Rome.

When studying astronomy, they learn the myths behind the names of the constellations and planets; Latin students share their interpretations of astronomy projects with other classes. Students read storybooks which are based on math challenges or puzzles. When they learn about an artist, they do artwork based on that artist's style.

Not all learning can or should be "hands-on" and cross-curricular. Our teaching methods are varied: sometimes you just have to sit down and memorize. We try to make the material engaging, interactive, and accessible while using the challenging, varied, and intriguing Core Knowledge Curriculum.

In addition, to the Core Knowledge Curriculum, students begin French instruction in kindergarten and Latin in the sixth grade. Physical Education, Music, and Art also begin in kindergarten.

We, also, have a strong performance music program. All students start the recorder in the third grade and students can select a musical instrument in the fourth grade. Last year 90% of the students in grades 4 - 8 took music lessons at school and were in one of the school's five performance bands: Concert Band, Wind Ensemble, Symphonic Band, Jazz Ensemble, and Marching Band. The various bands performed at the State House, at the Franklin Memorial Day Parade, and at many assemblies. Both the Symphonic Band and the Chorus received gold medals at the Great East Festival.

In grades, 6 - 8 there is an Art Elective Program and some of those offerings include jazz band, drawing, drama, chorus, and Orff instruments.

Character Development: the school is based on the premise that education without character is hollow at best, and dangerous at worse. The school teaches character education by weaving that education into every part of the curriculum. What are the ethical implications of science research? What character strengths did Woodrow Wilson or Franklin Roosevelt demonstrate? What character traits are characters in a novel displaying? How did you just treat a fellow student? How would you want to be treated?

We know that children learn from what they see around them, and we strive to shape a community of adults who themselves demonstrate good character, and who model the virtues we hope our students will embody. The character education teaching in the school is based on the four classical virtues: Justice, Temperance, Fortitude, and Prudence. Each month we focus on one virtue, while still honoring the many others.

In addition, each month grades K - 5 have a "Forest of Virtue" assembly in which students thank other students for an action, which demonstrated one of the virtues. These are charming and touching moments when students look each other in the eye and thank each other. Older students design or select a community service project each month that helps them to act on one or more of the virtues and character traits we hope they will internalize.

Community Service: students in all grades perform community service. There is an increasingly large circle in which students perform community service: their classrooms, their school, their local community, and the broader world community. All of these areas are recognized as valuable arenas in which to perform community service. Through community service students learn self-esteem, recognize that they are members of larger communities, and both practice and develop ethical qualities.

Parents as Primary Educators: through this pillar, we acknowledge that parents shape their children's attitudes toward school and learning. We ask that parents continue the work of school at home by either enriching or assisting student's work as needed. To help support this pillar, each grade sends home a Scope and Sequence each month, outlining what will be covered in all the subjects. This monthly communication enables parents to be involved with their children at home with schoolwork, both supplementing and supporting schoolwork. In addition, in each monthly edition of the school newsletter, *The Courant*, each teacher writes about one aspect of the previous month's curriculum to further help parents engage with their children around their school work. Of course, these publications give the faculty the opportunity to share ideas about education.

Parental Influence and Responsibility:

The school recognizes parents as the primary educators of their children and affirms the proven positive correlation between parental involvement and student success. It is crucial that the parents welcome their responsibility to share in the education of their children. The school encourages parental participation in all phases, from the application process, to providing additional academic challenge, and to helping with remediation when needed.

Number of Instructional Days for the 2005 – 2006 School Year:

Total number of instructional days for the 2005 – 2006 school year were 181 days.

Start date for the school year was August 31, 2005, and the end date was June 20, 2006.

Hours of operation are 9:00 a.m. – 3:10 p.m. for grades K – 5; and 8:20 a.m. – 3:10 p.m. for grades 6 – 8.

NCLB Report Card:

We did not receive any Title 1 funds during the 2005 – 2006 school year.

Governance Profile:**List of Members of the Board of Trustees**

| Name | Employer Or Expertise | Board Position | Term Of Appointment | Board Committee |
|----------------------|--|---------------------------|-------------------------------------|--|
| Zatkowski, Stan | Boston College Admissions | President | July 2003 – June 2006 | |
| Foley, Janice | Fidelity Investments VP of Communications | Vice President | July 2003 – June 2006 | Public Relations Strategic Planning |
| Kripp, Mark | Oxfam | Treasurer | July 2003 – June 2006 | Finance |
| Williamson, Ellen | Administrative | Secretary/Clerk | July 2002 – June 2005 | Parent Enrichment |
| Brown, Colleen | Lawyer | | July 2003 – June 2006 | Governance |
| Donovan, Katy | Peabody Terrace Children's Center | | July 2003 – June 2006 | Community Service |
| Susan Davis | Teacher | Faculty Representative | July 2005 – March 2006* Resigned | |
| Joe Perna | Teacher | Faculty Representative | | |
| Frongillo, Richard | Technology Firm | | July 2005 – June 2008 | Techonology |
| LaGanke, Virginia | IDC | | July 2004 – June 2007 | Human Resources |
| Pfizenmaier, Laureen | Gillette | | July 2004 – June 2007 | Finance |
| Pearl, Michele | Monster.com | | June 2005 – July 2008 | Governance |
| Neas, John | Real Estate Appraiser | | June 2005 – July 2008 | Facility |

Summary of Major Policy Decisions Made by the Board of Trustees

| Meeting Dates | Major Policy Decisions |
|--------------------------|---|
| July 14, 2005 | -Motion to endorse the development of programming to commemorate 300 th birthday of Benjamin Franklin: Motion approved. -Motion to adjust 2005-2006 academic calendar: Motion approved. |
| August 11, 2005 | -Motion to allocate \$80,000 for faculty/staff bonus pool: Motion Approved. |
| September 8, 2005 | -Motion to go into executive session for the purpose of discussing lease negotiations: Motion Approved |
| October 13, 2005 | -Motion to approve \$4000 to establish basketball program for grades 6, 7, 8: Motion Approved. |
| November 9, 2005 | -Motion to create authorization for checks in excess of \$5000 is signed by two authorized signatories and signature of Board President, Vice President, or Treasurer: Motion Approved |
| December 8, 2005 | -Motion to approve financial statement as presented at the November meeting by the audit firm of A.A.F. & Co.: Motion Approved. -Motion to fund up to \$20,000 for development position for this fiscal year to cover compensation: Motion Approved. -Motion to endorse December, 2005 version of Strategic Plan with the understanding that the Governance Task Force will try to meet by January 5, 2006 to review mission statement: Motion Approved. |
| January 8, 2006 | -Motion to approve \$65,500 request to cover identified shortfalls in Payroll and Facilities which will be funded from projected surplus: Motion Approved. -Motion to use 2005-2006 salary grid for 2006-2007 budget purposes: Motion Approved. -Motion to certify Stan Zatkowski, as current Board President, is authorized to sign the lease agreement for the BFCCPS: Motion Approved. |
| February 9, 2006 | -Motion to hire a human resources consultant for the purpose of investigating school climate and make recommendations to the board as to future steps: Motion Approved. -Motion to add new provision to the amended by-laws at the request of the DOE, to require all actions of the Board, unless otherwise specified in the by-laws, be approved by a majority vote: Motion Approved. -Motion to change the selection process for the faculty representative, to require the Board, by vote, approve the faculty representative candidate: Motion Approved. |
| March 16, 2006 | -Motion to enter into certificates of deposit on advice of Finance Committee: Motion Approved. -Motion to make a statement of support by accepting the timeline as drafted by the Facility Committee with the conditions of financing on the land issue in principle and subject to change: Motion Approved. -Motion to move to executive session to discuss head of school contract: Motion Approved. |
| March 29, 2006 | -Motion to move to executive session to discuss head of school contract: Motion Approved. |
| April 5, 2006 | -Motion to accept report of human resource consultant: Motion Approved. |
| April 12, 2006 | -Motion to accept Board policy #1: Motion Approved. -Motion to accept leadership characteristics in a head of school: Motion Approved -Motion to initiate task force to identify, setup, and deliver harassment training before the end of the school year to the community defined as board, faculty, staff, and parents: Motion Approved. -Motion to create a special task force for the sole purpose of establishing employment offers for the faculty and staff for the 2006-2007 academic year: Motion Approved. |
| May 2, 2006 | -No motions made |
| May 11, 2006 | -Motion to approve 2006-2007 budget: Motion Approved -Motion to approve 2006-2007 academic calendar: Motion Approved -Motion to approve new faculty representative to the Board: Motion Approved -Motion to approve 206-2007 board meeting dates: Motion Approved -Motion to approve task force leaders for Mission Committee: Motion Approved -Motion to approve new Board members: Motion Approved. |
| June 8, 2006 | -Motion to grant temporary signatory authority at the head of school level to Pat Fairbanks, effective July 1, 2006 until Interim HOS in place: Motion Approved. -Motion to accept officer nominees for the interim period of July 1, 2006 to July 13, 2006. By agreement, officers would resign to clear way for new election by newly seated full board: Motion Approved. -Motion to contract with Dr. Jerry Marcus for consultant services as presented in his proposal to the Board: Motion Approved. |

| | |
|----------------------|--|
| | <ul style="list-style-type: none"> -Motion to add K-4 representative to the temporary management committee to be selected by the K-4 faculty: Motion Approved. -Motion to approve selection process of interim head of school as presented to Board: Motion Approved. -Motion to approve interim head of school goals as presented to Board: Motion Approved. -Motion to accept Code of Conduct for Employees drafted as of June 8, 2006: Motion Approved. -Motion to accept nominee to community service task force of the Mission Committee: Motion Approved. |
| June 29, 2006 | <ul style="list-style-type: none"> -Motion to offer position of interim head of school to recommended candidate of the interim head of school task force: Motion Approved. -Motion to move to executive session to discuss interim head of school contract: Motion Approved. -Motion to approve conditions of contract of interim head of school: Motion Approved. |

Summary of Official Complaints Received by the Board of Trustees:

February 9, 2006

At the Open Comment during the February Board meeting, a letter was presented and read to the Board of Trustees signed by 14 families regarding the state of faculty relations and the lack of adequate channels for conveying faculty issues.

Response: February 9, 2006 - Board hired an independent HR consultant to assess organizational climate at BFCCPS and make recommendations for next steps to the board. Consultant report was received in open session April 5, 2006; highlights were communicated in a letter to the community on March 24, 2006. The Board swiftly developed an action plan. The execution is ongoing and has included re-establishment of HR committee and development of an employee code of conduct which was approved by board vote in June.

Student Profile:**Student Demographics:****Students Enrolled by Grade:**

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
|----|----|----|----|----|----|----|----|----|-------|
| 44 | 45 | 44 | 47 | 46 | 49 | 46 | 36 | 27 | 384 |

Enrollment by Race/Ethnicity:

| Year | African American | Asian | Hispanic | Native American | White | Multi-Race, Non Hispanic |
|-------|------------------|-------|----------|-----------------|-------|--------------------------|
| 05-06 | 0.3 | 5.7 | 1.0 | 0.3 | 90.0 | 2.1 |

Enrollment by Gender:

| Year | Male | Female | Total |
|-------|------|--------|-------|
| 05-06 | 191 | 193 | 384 |

Enrollment of Low Income Status:

| Year | Percentage |
|-------|------------|
| 05-06 | 0.0% |

Special Education Status:**Percentage of Students Classified as English Language Learners (ELL):**

| Year | Percentage |
|-------|------------|
| 05-06 | 0.5% |

Percentage of Students Classified as Limited English Proficient (LEP):

| Year | Percentage |
|-------|------------|
| 05-06 | 0% |

Percentage of Students as Special Education:

| Year | Percentage |
|-------|------------|
| 05-06 | 9.4% |

Total Number of Student Applications Received:**Total Number of Student Applications Received by Grade for the 2005 – 2006 Year:**

| Grade | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| # of Apps Received | 133 | 31 | 37 | 35 | 12 | 15 | 13 | 6 | 2 |

Total Number of Student Applications Received by Residence for the 2005 – 2006 Year:

| Residence | Number of Applications |
|--------------------|-------------------------------|
| Ashland | 2 |
| Attleboro | 3 |
| Bellingham | 32 |
| Blackstone | 3 |
| Canton | 1 |
| Easton | 1 |
| Foxborough | 2 |
| Franklin | 169 |
| Holliston | 6 |
| Mansfield | 3 |
| Medway | 12 |
| Mendon | 1 |
| Milford | 2 |
| Millis | 8 |
| Norfolk | 9 |
| North Attleborough | 5 |
| Norwood | 2 |
| Plainville | 5 |
| Sharon | 1 |
| Stoughton | 4 |
| Upton | 2 |
| Uxbridge | 5 |
| Wrentham | 6 |
| TOTAL | 284 |

Total Number of Applications Received Compared to the Number of Openings:

| Grade | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| # of Apps Received | 133 | 31 | 37 | 35 | 12 | 15 | 13 | 6 | 2 |
| # of Openings | 44 | 0 | 0 | 2 | 0 | 5 | 4 | 5 | 12 |

Student Attrition Data:**Students Who Left During the School Year:**

| Grade | Students Who Left During the School Year | Reason |
|------------------------|--|---|
| K | 0 | |
| 1 | 2 | 1 Moved out of State 1 Returned to previous private school |
| 2 | 1 | SPED student better served at another local public school |
| 3 | 1 | Moved out of state |
| 4 | 0 | |
| 5 | 2 | Moved out of state |
| 6 | 0 | |
| 7 | 3 | 1 Preferred other public school 2 Moved out of state |
| 8 | 0 | |
| TOTAL ATTRITION | 9 | |

As of October 1, 2005, we had a total membership of 384 students enrolled. As of June 30, 2006, we had students who left the school leaving us with a total of 378 students.

Students Who Finished the Year, but are Not Returning:

| Grade | Students Who Finished the Year But Are Not Returning | Reason |
|--------------|--|--|
| K | 0 | |
| 1 | 0 | |
| 2 | 2 | Preferred other public school |
| 3 | 3 | Preferred other public school |
| 4 | 5 | Preferred other public school |
| 5 | 2 | Preferred other public school |
| 6 | 2 | Enrolled in secondary public charter school |
| 7 | 6 | 1 Moved out of state 1 Preferred other public school 1 Moved out of area 2 Parochial school 1 Private school |
| 8 | 4 | 3 Preferred other public schools 1 Private school |
| TOTAL | 24 | |

Number of Students Who Have Been Expelled and Who Have Served In-School and Out-of-School Suspensions:

| In-School Suspension | Out-of- School Suspension | Expelled | Total | Reasons |
|----------------------|---------------------------|----------|-------|--|
| 2 | 4 | 0 | 6 | <ul style="list-style-type: none"> • Inappropriate physical contact • Fighting • Repeated disruptive and uncooperative behavior • Possession of unknown medication • Improper computer use • Offering other students medications |

Staff Profile:**Name of School Leader(s), Including Instructional Leaders(s):****School Leader:**

- Robin L. Coyne, Head of School

Instructional Leaders:

- Bernard Benjamin, Director of Fine and Performing Arts
- Patricia A. Fairbanks, Section Coordinator K - 4
- Elizabeth Clayton, Section Coordinator 6-8

Administrative Support:

- Deborah Schwab, Administrative Assistant to HOS
- Kate Edgar, Office Manager
- Kara Geraci, Business Manager
- Ellen M. Williamson, Administrative Assist to Student Services

Summary of Classroom Teacher Qualifications

| Name/ Email | Position/ Subject | Year Joined | Years Exper | Certificate/Field | Education | Highly Qualified |
|--|--|------------------------|------------------------|--|--|------------------------------------|
| Babineau, Carol cbabineau@bfccps.org | Music Education Grade K-5 Choral Director Grade 6-8 | 2003 | 14 | Music K-12 | B.A. Music Education Westfield State College | HQ |
| Benjamin, Bernard bbenjamin@bfccps.org | Music Education Director of Fine and Performing Arts | 1998 | 26 | Music Pre K-12 | B.A. Music Westfield State College Fine Arts Director Certificate Fitchburg State | HQ |
| Bergesen, Judith jbergesen@bfccps.org | Classroom Teacher Grade 4 | 1995 | 29 | Elementary Education K-8 | B.A. Framingham State College M.A. Emmanuel College | HQ |
| Boday, Matthew mboday@bfccps.org | Music Education Grade 6-8 Instrumental Brass | 2003 | 2 | | B.A. Music Education University of New Hampshire Currently enrolled in Masters Program | Taking MTEL On July 22, 2006 |
| Buckley, Kevin kbuckley@bfccps.org | Classroom Teacher Grade 7 | 2005 | 2 | Preliminary License Middle School Science | B.S. Mass Maritime Academy Marine Safety Environmental Protection | HQ Science |
| Burke, Marjorie mburke@bfccps.org | Physical Education | 1997 | 8 | Physical Education K-9 | B.A. Northeastern University | HQ |
| Callahan, Ed ecallahan@bfccps.org | Classroom Teacher Grade 8 | 2005 | 2 | History/Social Studies Certificate Grades 5-8 & Grades 8-12 | B.A. Bridgewater State College | HQ |
| Cacciola, Veronica rcacciola@bfccps.org | SPED Inclusion | 1996 | 25 | State certified in SPED K-12 Certified in Orton Gillingham and Advance Orton- Gilligham Certified in Project Read | B.A. State College Boston, MA | HQ |
| Canning, Julie jcanning@bfccps.org | Classroom Teacher Grade K | 2000 | 12 | Early Childhood K-3 | M.Ed. Early Childhood Education | HQ |
| Canning, Laurie lcanning@bfccps.org | French Grade K-1 | 1995 | 13 | Elementary Education | B.A. French/Child Psychology Tufts University M.Ed. | HQ |

| Name/ Email | Position/ Subject | Year Joined | Years Exper | Certificate/Field | Education | Highly Qualified |
|---|--|----------------|----------------|--|---|------------------------------------|
| | | | | | Lesley College | |
| Chambers, Regina rchambers@bfccps.org | Occupational Therapist | 2003 | 12 | Occupational Therapy | B.S. Occupational Therapy Quinnipiac College | HQ |
| Christensen, Julie M. jchristensen@bfccps.org | Classroom Teacher Grade 2 | 1999 | 30 | Elementary Education 1-6 | B.A. Elementary Education College of Mt. St. Joseph | HQ |
| Clayton, Elizabeth eclayton@bfccps.org | Classroom Teacher Grade 8 Science/Math | 1999 | 10 | MTEL Passed 05/05 | A.B. Geology Smith College M.S. Geological Studies Indiana University | HQ |
| Coyne, Robin L. rcoyne@bfccps.org | Head of School | 2004 | 10 | Elementary Education 1-6 | B.A. University of New Hampshire English M.Ed. – Bridgewater State | HQ |
| Davis, Susan sdavis@bfccps.org | Classroom Teacher Grade 4 | 2003 | 3 | Elementary Education 1-6 | B.A. Wellesley College Law Degree Boston University | HQ |
| Donovan, Beth bdonovan@bfccps.org | French Teacher Grades 2-4 | 2006 | 10 | Certification - French Certification - Spanish 5-12 | B.A French College of the Holy Cross M.A. French Simmons College | HQ |
| Duque, Artur aduque@bfccps.org | Classroom Teacher Grade 6 | 2006 | 1 | Math 5 – 12 ELL 5 – 12 | B.S. Computer Science – Worcester Polytechnic Institute M.Ed. University of MA - Amherst | Taking MTEL on July 22, 2006 |
| Dwyer, Lynn ldwyer@bfccps.org | Classroom Teacher Grade 3 | 1995 | 24 | Mod. Spec. Needs Grade K-12 Elementary Education Grade K-8 Guidance Counseling Grade K-8 | B.S. Special Education Bridgewater State College M.Ed. Counseling Candidate Bridgewater State College | HQ |
| Edgar, Catherine kedgar@bfccps.org | Administration Office Manager | 1995 | 18 | | | NA |
| Fairbanks, Jennifer jfairbanks@bfccps.org | Special Education Grade K-5 | 2005 | 5 | Elementary Education 1-6 SPED K-8 | B.S. Family Studies University of Connecticut M.S. Elementary Ed. Wheelock College | HQ |
| Fairbanks, Patricia pfairbanks@bfccps.org | Dean of Student Services | 2005 | 30 | Elementary Ed Grades K-6 SPED Grades K-12 Orton Gillingham Project Read | B.A. Elementary Ed. Anna Maria College M.Ed. Lesley College Curriculum and Instruction Specialization in Special Education Lesley College | HQ |
| Fox, Ann afox@bfccps.org | Aide – K | 2000 | 9 | Elementary Ed Grades K-8 | B.S. Elementary education Boston State College | HQ |
| Geraci, Kara kgeraci@bfccps.org | Administration Business Manager | 2000 | 6 | | B.A. Business Administration Assumption College | NA |
| Ginnetty, Katherine kginnetty@bfccps.org | Latin | 1999 | 7 | | M.B.A. Providence College A.B. cum laude Smith College M.B.A. | MTEL |
| Grob, Monty mngrob@bfccps.org | Classroom Teacher Grade 6 Science/Math | 2001 | 8 | Middle School 5-9 History 5-9 Social Studies 5-9 | B.A. University of Massachusetts M.Ed. University of Massachusetts, Lowell | HQ |
| Harrington, Joanne jharrington@bfccps.org | Middle School SPED Aide | 2005 | 7 | Elementary Ed Grades 1-6 | Framingham State College BS Economics Northeastern University | HQ |
| Hass, Tina thass@bfccps.org | Aide Grade 1 | 2002 | 5 | | B.A. Connecticut College M.L.S. Simmons College | HQ |

| Name/ Email | Position/ Subject | Year Joined | Years Exper | Certificate/Field | Education | Highly Qualified |
|---|--|------------------------|------------------------|---|--|--|
| Henderson, Elizabeth ehenderson@bfccps.org | Classroom Teacher Grade 2 | 1995 | 34 | Early Childhood PreK-3 Social Studies 5-12 "Master Teacher, NBPTS" | B.A. Regis College Ed.M. Harvard University | HQ |
| Katz, Kendra kkatz@bfccps.org | Classroom Teacher Grade 7 English Grade 7 & * | 2005 | 7 | Elementary Ed. - MA Grades 1-6 Elementary Ed – KS Grades 1-6 | M.Ed., Mid America Nazarene University, KS B.A., Elementary Ed. & French Eastern Nazarene College, MA | Needs MTEL Middle School English |
| Lallier, Kathleen klallier@bfccps.org | SPED Inclusion | 2005 | 3 | Elementary Grades 1-6 | B.A. Clark University | MTEL/Waiver |
| LaPlaca, Karen klaplaca@bfccps.org | Reading Specialist | 2000 | 12 | Elementary Education 1-6 Reading Specialist K-12 | B.S. Elementary Education Lesley College Masters in Reading – Bridgewater State College | HQ |
| Lariviere, Susan slariviere@bfccps.org | Inclusion | 2001 | 12 | Elementary Education K-8 | B.S. Elementary Education Gordon College | HQ |
| Lehrman, Betty blehrman@bfccps.org | Drama | 2003 | 28 | Theater K-12 | B.S. Theatre Northwestern University M.A. theatre Education New York University | HQ |
| Lindermeyer, Mary mlindermeyer@bfccps.org | Middle School SPED Aide | 2005 | 7 | | BA Elementary ED Marycrest College | HQ |
| Ludwig, Michelle mludwig@bfccps.org | SPED Inclusion | 2005 | 11 | Early Childhood Grades PK – 3 SPED Grades PK – 9 | B.S. Early Childhood Bridgewater State M.Ed. SPED Framingham State | HQ |
| Malouf, Mireille mmalouf@bfccps.org | French Grade 6 - 8 | 2003 | 24 | French | B.A. Education Melbourne University | HQ |
| Maurer, Donna dmaurer@bfccps.org | Aide Grade 1 | 2002 | 7 | Art Design Cert | Associates Degree Mt. Ida College Art Institute of Boston | HQ |
| Mayer, Robin rmayer@bfccps.org | Classroom Teacher Grade 3 | 2004 | 3 | Early Childhood PreK-3 | B.S. Sociology Framingham State | HQ |
| Ng, Anna ang@bfccps.org | Nurse | 1996 | 32 | Commonwealth of Massachusetts Registered Nurse | Nursing Centennial College Psychology York University | NA |
| North, Kristin knorth@bfccps.org | Speech/Language Pathologist | 2005 | 9 | Commonwealth of MA Professional License MA Dept of Ed Educator's Certificate American Speech- Language-Hearing Association – Certificate of Clinical Competency | Masters of Science in Speech-Language Pathology Emerson College Bachelor of Science in Math and Economics Simmons College | HQ |
| O'Brien, Pam pobrien@bfccps.org | Aide Kindergarten | 2005 | 1 | Currently enrolled in Early Childhood Education Certificate Program | Dean College | HQ |
| O'Connor, Reina roconnor@bfccps.org | Classroom Teacher Grade 6 Humanities | 2004 | 9 | Elementary Education 1-6 | B.A. Psychology University of California Masters in Counseling Psychology Lesley University M.Ed. Lesley College | HQ |
| Owens, Laurie lowens@bfccps.org | IT Support | 2004 | 11 | | B.S. Biology Worcester State M.S. Information Systems Northeastern University | NA |
| | | | | | | |

| Name/ Email | Position/ Subject | Year Joined | Years Exper | Certificate/Field | Education | Highly Qualified |
|---|---|------------------------|------------------------|--|--|-----------------------------|
| Perna, Joseph jperna@bfccps.org | Art Education | 2004 | 5 | Visual Art PreK-8 | B.A. Clark University M.A. Clark University | HQ |
| Price, Diane dprice@bfccps.org | Aide Kindergarten | 2005 | 1 | | B.A. Business University of Puerto Rico | HQ |
| Sarapas, Cindy csarapas@bfccps.org | Lunch Coordinator | 2003 | 3 | | | NA |
| Scharlacken, Darla Dscharlacken@bfccps.org | Librarian | 1996 | 10 | Elementary Education 1-6 | B.A. Texas A&M University M.A. Bridgewater College | HQ |
| Schwab, Deborah dschwab@bfccps.org | Administration Assistant Head of School Admissions | 2001 | 5 | | B.S. B.A. Management Bryant College | NA |
| Sette, Jeanmarie jsette@bfccps.org | Kindergarten Aide | 2004 | 9 | Early Childhood Grades K-3 Montessori Grades 3-6 | B.S. M.A. Early Childhood Education K-3 Lesley College M.Ed. Lesley College | HQ |
| Sharistianian, Beth bsharistianian@bfccps.org | Classroom Teacher Grade 5 | 2002 | 7 | Moderate Special Needs PreK-8 | B.A. Psychology Hobart & William Smith Colleges | MTEL |
| Simpson, Diane dsimpson@bfccps.org | Physical Education | 2000 | 6 | Certificate Physical Therapy Assistant Certificate MSSAA Coaching Certificate First Aide/CPR Director of Summer Camp Town of Franklin | Associates Degree Newbury College | |
| Trotin, Gail gtrotin@bfccps.org | French Grades 2-4 Classroom Teacher Grade 2 | 2005 | 10 | Elementary Ed Grades 1-6 | B.A. Elementary Ed & French Hope College, MI | HQ |
| Urkevic, Kathy kurkevic@bfccps.org | Classroom Teacher Grade 3 | 2003 | 3 | Elementary Education 1-6 | B.A. Social Work Boston University M.Ed. Lesley University | HQ |
| Weidman, Susan sweidman@bfccps.org | Classroom Teacher Grade 1 | 2002 | 4 | Elementary Education 1-6 | B.S. Elementary Education Interdisciplinary Degree in Behavioral Science Framingham State | HQ |
| Whitney, Edith ewhitney@bfccps.org | Psychologist | 2000 | 27 | Licensed Educ. Psychologist, marriage/family therapist, mental health counselor Cert. School Psychologist | B.S. University of Hartford M.S. University of Rhode Island | HQ |
| Williamson, Ellen ewilliamson@bfccps.org | Administration Administrative Assistant Student Service Office | 2004 | 18 | Executive Secretary Certificate Working toward Associates Degree in Business Administration Working toward Human Resource Certificate | Boston Business School Mass Bay Community College Dean College | NA |

Number of Full-Time Equivalent (FTE) Teachers and Aides:

| Faculty Positions | Total |
|------------------------|-------|
| Classroom Faculty | 18.0 |
| Classroom Aides | 4.0 |
| French | 1.3 |
| Latin | .5 |
| Physical Education | 1.5 |
| Librarian | .6 |
| Student Newspaper | 0.0 |
| Instrumental | 2.0 |
| Music | .6 |
| Drama | .1 |
| Art | 1. |
| Dance | 0.0 |
| SPED Teachers | 3.0 |
| SPED Aides | 3.0 |
| Speech Pathologist | 1.0 |
| Occupational Therapist | .8 |
| Reading Specialist | 1.0 |
| Total | 38.5 |

Faculty Data:

Percentage of Core Academic Teachers Identified as Highly Qualified: 73.5%.

Percentage of Teachers Licensed in Teaching Assignment: 70.5%

Total number of Teachers in Core Academic Areas: 27

Class Size and Student/Teacher Ratio:

The average class size is 22 students.

Student/Teacher Ratio is 12.8 to 1

Teacher attrition:

The percentage of Teaching Faculty employed by the school that have left since the beginning of the school year is: 5%. The percentage of Teaching Faculty not returning is: 8%

Financial Profile:

Financial Statement for FY06

See attachment "A" in Excel for the Draft Financial Statement for the Fiscal Year 2006.

Balance Sheet Setting Forth the Charter School's Assets, Liabilities, and Fund Balances or Equities

See attachment "B" in Excel for the Draft Balance Sheet for the Fiscal Year 2006.

Approved School Budget for FY07

See attachment "C" in Excel for the approved School Budget for the Fiscal Year 2007.

Dissemination:**HOS and Faculty Presentation and Dissemination Activities:**

The BFCCPS has worked diligently to disseminate “Best Practices” and Projects. The Faculty, Staff, and Administration were particularly involved in the dissemination.

Faculty Presentations and Dissemination Activities:

- BFCCPS named “Top 100 schools in America for Music Education”
- MA Charter School Association “Best Practices Showcase”
Ben Benjamin
Utilizing SmartMusic and finale notepad to develop Student Digital Portfolios
- Barnes and Nobles Arts Show
Joe Perna
Student Art work on Display Month of November
- BFCCPS Music Recital
Ben Benjamin and Matt Boday
Student Solo and Duet performances for community
- BFCCPS School Tours and presentations
Deb Schwab
- BFCCPS Special Education Program Evaluation and Reports
Pat Fairbanks
- Franklin Public Schools Lifelong Learning Summer Program
Joe Perna Art Class
Laurie Canning French Class
- University of Colorado at Boulder-dissemination of our Fine and Performing Arts Program
- 9th Annual Bridgewater State College Gearing Up for the Education Job Market panel discussion
- Franklin Pierce Department of Mass Communications Survey
- South Shore Vocational Technical High School Department of Curriculum and Instruction Survey
- BFCCPS Basketball Team playing other charter schools-Joe Perna and Ed Callahan
- School Arts Magazine-“Abstract Cities” Tara Kanevski
- Online exchange of information via BFCCPS Website www.bfccps.org
- Cooperative meetings with other charter schools in regards to Fine and Performing Arts Structure and organization: Atlantis, Foxboro
Ben Benjamin
- MA Charter School Association
Robin Coyne Board Member

Student Presentations and Dissemination Activities:

- Project Adventure
Monty Grob and Reina O'Connor
6th Grade teambuilding field trip
- Plymouth Area Coalition For The Homeless
Collection and distribution of backpacks and school supplies
- Camp Becket
7th and 8th grade team building field trips
- Barnes and Nobles Arts Show
Joe Perna
Student Art work on Display Month of November
- BFCCPS Music Recital
Ben Benjamin and Matt Boday
Student Solo and Duet performances for community
- Franklin School of the Performing arts student recitals
- Student work disseminated to Mount Saint Charles Academy
- America Scholastic Achievement League
Student Scholastic Challenge
Students of Elizabeth Clayton
- Collaboration with The Startup Campaign for Franklin-Benjamin Franklin high School , New Orleans, Louisiana
- National Latin Exam
Students of Katherine Ginnetty
- Boston Globe Fun Pages celebration the Birthday of Benjamin Franklin
- BFCCPS Symphonic Band and Chorus participation in Music in the Parks Music Festival
- Save the Children-Asia Earthquake/Tsunami Fund
- American Red Cross Wounded Soldier form Iraqi Freedom and Operation Enduring Freedom Fund
- Germantown Neighborhood Center-backpack and school supplies donations
- Lego League Educational Enrichment Program Student participation
- Barnes and Noble Events-Student Recital
- Rube Goldberg Machine Contest/Fay School/MIT Program Partnership
- BFCCPS Parent Community Organization Holiday Bazaar
- Online exchange of information via BFCCPS Website www.bfccps.org

Board of Trustee's Presentations and dissemination Activities:

- BFCCPS Benjamin Franklin 300 Birthday Celebration-Community, State and local Leaders in attendance-Speeches/Demonstrations/Performances
- Commonwealth of Massachusetts Department of Education Coordinated Program Review Mid-cycle Corrective Action Plan Progress Reports
- Commonwealth of Massachusetts Department of Education 2006 School Health Profiles
- Commonwealth of Massachusetts Department of Education BFCCPS Annual Report
- Commonwealth of Massachusetts Department of Education BFCCPS Accountability Plan and Data
- Online exchange of information via BFCCPS Website www.bfccps.org
- Franklin Area Chamber of Commerce presentations
- Commonwealth of Massachusetts Department of Education Annual Reports Meetings-Worcester Massachusetts

Educators or Community Members Who Have Formally Visited:

- The Honorable Kerry Healy-Lt. Governor State Of Massachusetts
- Scott Brown, State Representative
- James Valle, State Representative
- Mistress Vera Meyer-Glass Armomnica specialist and performer
- Bob Anthony-Director Adolescent Wellness, Inc.
- Tom Eagan-K intern
- Jackie Dean-6th Grade intern
- Rick Lavoie-Effective Educational and Behavioral Management Techniques
- Fire Chief Gary McCarraher
- Carney, Sandoe and Associates

Media Dissemination Activity:

- The Franklin Times: "Charter School Music Program Earns National Recognition"
- The Milford Daily News:
 - "2006 Millionaire for a Day Contest Winners"
 - "Local Students help New Orleans School"
 - "Students Raise Money for Sister School"
 - "Making a simple task complex"
 - "A Feast on the Common"
 - "Lords and Ladies Grace the Common-Medieval Festival in Franklin"
 - "Sundae Social with the Elders"
- The Franklin Bulletin
 - "New Computers will welcome Students on First Day Aug. 31"

- Country Gazette
 - “They were millionaires for a day”
 - “They’re wired at Benjamin Franklin Charter”
 - “Charter School helps Katrina effort”
- Boston Globe West
 - “Breakfast Honors Ben Franklin”
 - “Talks on Learning Disabilities”
- Christian Science Monitor
 - “Katrina’s Silver Lining: School Reform”
- Distribution of Annual Report
- BFCCPS Website and posting of weekly updates, Board meeting agendas, and Board meeting minutes
- Participation in External Surveys
- Press releases of events throughout the year
- **Memberships:**
 - MA Charter School Association
 - Association of Supervision and Curriculum
 - Chamber of Commerce
 - Core Knowledge Foundation