



ANNUAL REPORT  
2005-2006 SCHOOL YEAR



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## LETTER FROM THE BOARD OF TRUSTEES' CHAIR

June 30, 2006

Dear Families and Friends:

Families choose schools almost always on the basis of a family's proximity to a neighborhood school. Charter schools give some measure of choice in deciding on a different school. A family decision to attend is determined first by desire and second by lottery. A family's decision to leave a charter school and enroll in a neighborhood school is a choice that can be made at any time.

My life has been dedicated to education. In writing this letter, I make no disparaging remarks about non-charter public schools. Dedicated professionals run our educational establishments, and they deserve our full support. The bold type is researched and proven factual data.

The more time your child spends in school, the greater will be his/her opportunities for growth. (A female child is noted in all the examples.)

- By the time a 14 year-old child leaves the 8th grade from a traditional public school she will have spent .0777 percent of her life in school.
- By the time a 14 year-old child leaves the 8th grade from the Hill View Montessori Charter Public School she will have spent .0957 percent of her life in school.
- A Hill View Montessori Charter Public School child will receive approximately 2 more years of education to prepare her for her future as compared to other school models by age fourteen.
- This increase in time does not cost any additional money. We do ask for donations, because there is no public support for constructing new charter school buildings in Massachusetts.

20% of the general population learns by listening. 80% of teaching is given orally.

- Montessori education relies on prescribed materials that allow children to learn through tactile senses, experience, listening, constructing, speaking, and reading. All instruction caters to many learning styles, and uses cooperative strategies where students help each other.
- A mismatch in learning styles of students versus the instructional styles of teachers is one of the major factors in aggravating and maintaining learning disabilities. Good schools and good teachers all across the country try every day to vary their instructional approach to meet the needs of many learning styles. Montessori materials and the delivery of instruction require it of all instruction.

All children learn at different rates

- Montessori classes are individualized. A student can spend 20 minutes or 90 minutes on a task. There are no barriers that prevent working on a project to completion, or finishing in their own time to move on to something else.
- Montessori teachers are responsible for meeting the needs of children and providing additional time if someone needs more help or practice. They are also responsible for allowing children to explore areas of interest and expertise at their own pace - all of this in the regular classroom without pulling children away from their peers.

Hill View offers an option to families in Haverhill. We are an excellent school in many respects, as are other schools in Haverhill. However, we are a school that offers more learning time, requires teaching in many modalities, and offers a completely individualized pace of learning.

With deep gratitude,

A handwritten signature in black ink that reads "David Kelley". The signature is written in a cursive style with a prominent initial "D" and a trailing flourish.

David Kelley, Chair,

Board of Trustees

## EXECUTIVE SUMMARY

June 30, 2006

Being in a constant growth mode is both exciting and challenging. Our second year journey led us down many paths, from establishing our first upper elementary class to finding a way to accommodate additional staff and students.

The fourth graders launched our first upper elementary class. They saw themselves as pioneers and dubbed their class Hill Colony. They stood alone for one year, but as fifth graders in 2006-2007, they will be joined by new fourth graders.

Administratively, we continued to put in place policies and procedures. Key to this effort was approval and implementation of the HVM Personnel Policies.

The HVM Accountability and Technology Plans were submitted to DOE for review. Both plans were approved and are now used to help guide the direction of the school. Revamping the website was a focus of the Technology Task Force and has become an ongoing project.

Professional development continued to be a major emphasis. In August, staff gathered for four days of training in Brain Gym, activities that integrate body and mind and help children learn to center themselves. Certification of staff as CPR, first aid and crisis prevention intervention trainers strengthened our internal training capabilities.

Community service plays an important role in developing the whole child in the HVM culture. Students and parents were involved in activities such as raising funds for the Hurricane Katrina survivors and the Santa Fund; participating in coat, MSPCA and food drives; visiting nursing homes for reverse trick or treating, decorating and riding on an HVM float in a local parade and purchasing holiday gifts for families in need.

Fundraising efforts on the part of the HOPE Foundation and the HVM Community Partnership (CP), our staff/family association, were successful. HOPE initiated a yearly appeal during FY06 and its second annual Swing for HOPE golf tournament realized a 30% increase in the funds raised. HVM itself also initiated an appeal in FY06. The CP not only raised funds to support field trips and special events such as the Third Year Luncheon and the Kindergarten Crossing Over, but also sponsored three family events and collaborated with staff to organize Spirit Week and a Founders Day celebration.

For nearly half the year, the Manager of Teaching & Learning position was vacant. Administrators, teaching staff and office personnel stepped up to help fill that void in a real team effort.

Enrollment was a high priority from October through February. Parent Information Sessions were well attended. More than 100 applications were received for grades K-5; the majority of which were for Kindergarten. Wait lists continue to be long. Fewer than 10 students left HVM. In all, HVM had a 99.94% enrollment rate.

Our biggest undertaking was to finalize a solution to our space problem. After many months of looking at options, it was determined that the best solution was to extend our present lease and install a modular building on the present site. That project is underway. Everyone will be pleased when the project is completed and more room is available. Our site issues are eased for the moment, while the Site Task Force continues to look for a permanent site.

The challenges that lie ahead are no less daunting, but that's what makes meeting a challenge so rewarding! In the upcoming year, we will add fifth grade, complete the modular project, continue our

fund raising efforts, search for a permanent site, and work with all sectors of our school community on continuous communications improvement.

All of these efforts are made with one goal in mind – to make HVM a school where children learn about the world and themselves and develop into highly capable human beings. Perhaps, in the end, that is the biggest challenge of all.

Respectfully,

A handwritten signature in cursive script that reads "Peg Roberts". The signature is written in black ink and is positioned below the word "Respectfully,".

Peg Roberts

Executive Director

## SECTION I: SCHOOL PROFILE

### ◆ EDUCATIONAL PHILOSOPHY

The HVM mission statement commits to preparing students to be constructive contributors in our community by focusing on academic, personal and social development. The HVM learning environment is based on the Montessori philosophy because of its emphasis on the development of the whole child. It recognizes that children have a desire to learn and, given the proper environment, they develop intellectually, socially, emotionally and physically. This “prepared environment”, as Dr. Montessori called it, includes not only the classroom and materials, but also the social setting or atmosphere. It is imperative that all these things support the child. Furthermore, the Montessori philosophy, initially developed for underprivileged children, specifically addresses the diversity in our community by providing a child-centered, individualized approach to teaching and learning. The educational tenets of the Montessori philosophy that support HVM’s mission and distinguish this school are:

#### **Individualized, Differentiated Learning**

Montessori education is built upon the tenet that all learners are individuals - in style, pace, and interests. HVM’s individualized curriculum allows children to strive for their own personal best.

#### **Mixed-age Classes**

Students are grouped into mixed-age classes that span three years in the elementary program and two in the middle school program. Mixed classrooms provide numerous benefits including a greater range of curriculum options and reduced competition. Older children teach younger children, which builds confidence and competence. Peer tutoring also promotes cooperation and a sense of community.

#### **Prepared Environment**

Montessori instruction progresses from concrete explorations and concept development to abstract understandings. Therefore, elementary classrooms have an abundance of carefully sequenced Montessori materials to support this learning progression. As children progress toward middle school and develop higher-level thinking, Montessori materials are increasingly reinforced by research and reference materials, and information technology, used to pursue independent research projects.

#### **Parent Involvement**

HVM considers all caregivers as vital partners in the education of their children. Therefore, parents are welcome at HVM and are given many opportunities for participating in and setting the direction of school life. In conjunction with teachers and students, parents provide input to, and important feedback on, the Individual Learning Agreements and Work Plans including a commitment to doing their part at home to ensure their children’s success.

#### **Teachers’ Role**

HVM teachers facilitate learning by carefully observing each child’s behavior and growth, then guiding each child using changes in the environment, invitations for inquiry and direct instruction. Teachers work to create and sustain a classroom and school culture where demonstrations of respect, initiative, risk-taking and persistence in learning are the norm. In

the younger grades, teachers work with individuals or small groups of children. In the Middle School, teachers will provide more whole class instruction, but will challenge and extend the self-directed habits of the elementary years as students begin to direct the development of their Individual Learning Agreements and pursue research and service learning projects.

### **Character Education**

Personal and social education is integrated into HVM's learning program. Classroom life emphasizes the Montessori values of grace, courtesy, respect and responsibility. Teachers model these values and expect them from students throughout the school.

### **Integrated Teaching and Learning**

Montessori education emphasizes interdisciplinary teaching to encourage connections across the curriculum and to students' personal lives. Emphasis is placed on projects that require open-ended research and in-depth study using primary and secondary sources as well as other materials. When students understand the purpose for and connection among their activities, they become motivated learners.

### **Community Connection**

As children grow, they learn in and contribute to increasingly expansive and diverse human and environmental communities. Students at HVM first come to understand the world and their part in it by discovering community within the classroom, then by contributing to the life of the school and caring for the surrounding plant and animal habitats, and finally, by supporting the improvement of the larger community beyond the school. As a result, community service and learning is an important part of the curriculum throughout HVM, culminating in fully developed student service projects for the middle school students.

#### **◆ MISSION STATEMENT**

The mission of Hill View Montessori Charter Public School is to provide a grade K-8 public education that promotes academic excellence using the Montessori philosophy. In partnership with teachers and parents, children will attain high levels of academic, personal and social achievement and so prepared, become constructive contributors to our community.

#### **◆ HILL VIEW MONTESSORI TENETS**

The HVM Tenets are drawn from the mission statement and are used as guiding principles:

#### **Montessori education as a public option**

Ensuring access to a high quality education for all students by:

- ◆ Providing a free Montessori education as an effective learning option,
- ◆ Promoting the development of competent, caring contributors for our community,
- ◆ Welcoming the diverse learners, representative of diversity in Haverhill, including economic diversity, cultural diversity, family diversity, and diversity in learning needs and styles, and
- ◆ Engaging educators and community members in a continuing dialogue through a process of collaboration and sharing of information.

### **Supporting the whole child**

Ensuring children learn to use all parts of their minds well, attending to:

- ◆ Personal, social, and academic growth,
- ◆ Montessori values of grace, courtesy, respect, and responsibility,
- ◆ Education in core academic skills,
- ◆ Cooperative learning and conflict resolution skills and attitudes,
- ◆ Learning in foreign language, art, music, and physical education, and
- ◆ Each child's unique learning style, educational strengths and weaknesses, and pace of learning while promoting positive self-esteem.

### **Teacher-parent-student partnerships for learning**

Engaging families in support of student learning through partnerships that:

- ◆ Acknowledge a common agenda and provide complementary learning commitments and supports,
- ◆ Provide parent education about Montessori and HVM,
- ◆ Involve and vest parents, teachers, and students in the school's decision making process and volunteer efforts, and
- ◆ Convey and strive for high expectations.

### **High levels of student achievement**

Ensuring high levels of student achievement by:

- ◆ Providing effective Montessori instruction and materials,
- ◆ Tailoring learning supports so every child gets what he or she needs to succeed,
- ◆ Developing students' love for learning by providing engaging materials and work,
- ◆ Measuring achievement in multiple ways using multiple assessment data to inform instruction, and
- ◆ Demonstrating continuous academic improvement.

### **Attracting, developing, and retaining high quality staff**

Supporting high quality staff in their best efforts for children by:

- ◆ Attracting accomplished college graduates to teach within the school,
- ◆ Requiring lead teachers to hold Montessori certification and to pass the state's teacher licensure tests within first year of employment,
- ◆ Providing Montessori training within the first year of employment for all staff without prior Montessori training or experience,
- ◆ Maintaining high standards for accomplished teaching and learning, and paying adequate compensation,
- ◆ Providing time and structures for ongoing professional development and collaborative work during and beyond the school day, and
- ◆ Treating staff with respect and ensuring a culture that promotes open and honest discussion.

### **School-Community Partnerships**

Encouraging students to become constructive contributors to our community by:

- ◆ Teaching students about many types of communities and their place within them,
- ◆ Engaging students in community service projects and/or internships, and
- ◆ Developing partnerships with local environmental agencies, community service organizations, and businesses to support children's health and learning.

◆ **SCHOOL DESCRIPTION**

**Location**

Hill View Montessori Charter Public School is located at 551 Washington Street, Haverhill in a former Haverhill District School. HVM opened on August 23, 2004 with 122 students in grades K-3. For the 2005-2006 school year, HVM served 156 students in grades K-4. An additional grade will be added each year until the school serves children in grades K-8.

On October 1, 2005, there were 156 children registered as full time students at HVM.

Information about the school is available by phone at 978.521.2616, by fax at 978.521.2656, through the HVM website [www.hillviewmontessori.org](http://www.hillviewmontessori.org), or by attending one of the parent information sessions held throughout the year.

Contacts for the school are Peg Roberts, Executive Director, ext. 100 and Melanie Wilson, Manager of Teaching & Learning, ext. 102.

## SECTION II: ACCOUNTABILITY PLAN GOALS & OBJECTIVES

◆ **SUMMARY OF PERFORMANCE RELATIVE TO THE ACCOUNTABILITY PLAN OBJECTIVES**

The Accountability Committee, a standing committee of the Board of Trustees, submitted the HVM Accountability Plan in 2005. The plan was approved on January 17, 2006. During the 2005-2006 school year, the committee met quarterly to review progress toward the goals in the Accountability Plan. The information included in this report reflects the progress made during the first two years of the school.

**A. Academic Success**

**Goal A1:** HVM students will demonstrate high levels of achievement in **reading** and **writing**.

**Objective A1.1:** 85% or more of students in grades K, 1 and 2 will demonstrate an annual growth rate of one or more years on the Developmental Reading Assessment.

**Progress:** The Developmental Reading Assessment tool is used to determine academic progress in grades 1 and 2. Assessments are done in the fall and in the spring. During the 2005-2006 school year, 83% of the students in grades 1 and 2 demonstrated an annual growth rate of one or more years. Kindergarten classes will begin using the DRA during the 2006-2007 school year. Data includes only the children who were assessed in both the fall and the spring.

### HVM 2005 – 2006 DRA Statistics

Year	# Students	# Achieving Growth of 1 or More Year	% Achieving Growth of 1 or More Year	# Not Included *
1 <sup>st</sup> Years **	33	25	76%	0
2 <sup>nd</sup> Years **	31	28	90%	2

Comparison of 04-05 & 05-06 Results					
School Year	Year	# Students	# Achieving Growth of 1 or More Year	% Achieving Growth of 1 or More Year	# Not Included *
04-05	1 <sup>st</sup>	35	20	62.5%	3
05-06	1 <sup>st</sup>	33	25	76.0%	0
04-05	2 <sup>nd</sup>	30	20	69.0%	1
05-06	2 <sup>nd</sup>	31	28	90.0%	0

\*Reasons students were not included in results:

1. Student left HVM before Spring Assessment
2. Student entered HVM after the Fall Assessment
3. Student reached the highest level on the Fall Assessment

**Objective AI.2:** Beginning in Year 2, 85% or more of students in Grades K, 1 and 2 will demonstrate an annual growth rate of one or more years on HVM’s Writing Continuum.

**Progress:** During the 2005-2006 school year, the HVM Writing Continuum was developed, reviewed and refined. The first assessment was done in the spring of 2006 to determine grades levels for children in grades K-3. The baseline information will be used to track the annual growth rate for each child.

**HVM Writing Continuum**

	K	LE-1	LE-2	LE-3
Emergent Writer				
Step 1	9%			
Step 2	9%	3%		
Step 3	3%	3%		
Early Writer				
Step 4	49%	30%	9%	
Step 5	30%	24%	14%	
Step 6		33%	20%	3%
Developing Writer				
Step 7		3%	20%	3%
Step 8		3%	17%	20%
Step 9			17%	17%
Expanding Writer				
Step 10			3%	24%
Step 11				24%
Step 12				10%

**Objective AI.3:** 80% or more of HVM students in grades 3, 4, 5, 6, and 7 who have been enrolled for 2 or more years will perform at or above the national average for their grade level on fall-administered English/Language Arts Terra Nova tests.

**Progress:** The results of the Terra Nova tests are used to inform instruction. This year, 28 of 30 third grade students and 19 of 24 fourth grade students had been enrolled at HVM for two years. Overall, 74% of fourth graders and 68% of third graders who have been at HVM for two years were at or above the National Average.

### Grade 4

Subject Area	# Students	At or Above National Average	%	Below National Average	%
Reading/Vocabulary	19	15	79%	4	21%
Language Mechanics	19	14	74%	5	26%
Spelling	19	13	68%	9	32%

### Grade 3

Subject Area	# Students	At or Above National Average	%	Below National Average	%
Reading/Vocabulary	28	20	71%	8	29%
Language Mechanics	28	17	61%	11	39%
Spelling	28	20	71%	8	29%

**Objective A1.4:** 70% or more of HVM students who have been enrolled for 2 or more years will demonstrate proficient or advanced levels of English/Language Arts achievement on the Massachusetts Comprehensive Assessment System (MCAS) in grades 3, 4, 5, 6, and 7.

**Progress:** Based on the 2004-2005 school year MCAS English/Language Arts results, the percentage for this objective was amended from 65% to 70%. The MCAS English/Language Arts results for 2005-2006 are not currently available.

**Goal A2:** HVM students will demonstrate high levels of achievement in **mathematics** and **science**.

**Objective A2.1:** 85% or more of HVM students in grade K, 1 and 2 will demonstrate an annual growth rate of one or more years on classroom-based HVM Primary Math Assessment Tool.

**Progress:** The challenge in developing a math assessment tool is to ensure that children are assessed in a way that determines if the MA math standards are being met, but is also compatible with the Montessori Methods used to teach math concepts. Preliminary work was done on developing an in-house tool with the goal of having it completed by January 2006. Due to staff turnover, the tool was not completed. Through staff involvement and investigation, an alternative assessment tool, which utilizes the Montessori Methods and covers the MA math standards, was adopted. *Insights into Math Concepts* is a more complete tool as it covers concepts from Kindergarten through Middle School, so it can be used for grades K-8. Materials are being prepared for use in Fall 2006.

**Objective A2.2:** 80% or more of HVM students who have been enrolled for 2 or more years in grades 3, 4, 5, 6, and 7 will perform at or above the national average for their grade level on fall-administered mathematics Terra Nova tests.

**Progress:** The results of this assessment are used to inform instruction. This year, 28 of 30 third grade students and 19 of 24 fourth grade students had been enrolled at HVM for two years. Overall, 90% of fourth graders and 83% of third graders were at or above the National Average.

### Grade 4

Subject Area	# Students	At or Above National Average	%	Below National Average	%
Math Concepts	19	18	95%	1	5%
Math Computation	19	16	85%	3	15%

### Grade 3

Subject Area	# Students	At or Above National Average	%	Below National Average	%
Math Concepts	28	23	82%	5	18%
Math Computation	28	24	86%	4	14%

**Objective A2.3:** 70% or more of HVM students who have been enrolled for 2 or more years will demonstrate proficient or advanced levels of achievement on the MCAS in grades 5, 6, and 7 in mathematics and grades 5, 6, and 7 in science.

**Progress:** The MCAS Math test given to third year students in 2005 was a pilot test. No results were received. Based on the performance of third year students overall, the percentage for this objective was amended from 65% to 70%. The math MCAS tests were administered in May 2006 to 30 third grade students and 24 fourth grade students. Of the number, 28 third grade students and 19 fourth grade students have been at HVM for two years. Results of the math MCAS tests have not been received.

**Goal A3:** HVM students will demonstrate high levels of achievement on the HVM academic benchmarks.

**Objective A3.1:** 90% of students who have been enrolled at HVM for 2 or more years will successfully complete 75% or more of the HVM benchmarks by the close of grades 3 and 6.

**Progress:** During the 2004-2005 school year, three benchmarks were piloted. During the 2005-2006 school year, those benchmarks were reviewed and revised. Three new benchmarks were piloted as well. Two additional benchmarks, one social and one personal, were completed and will be piloted next year.

### **B. Organizational Viability**

**Goal B1:** HVM will maintain fiscally sound practices.

**Objective B1.1:** An annual independent external audit will be conducted to show that HVM is maintaining and operating within an accurate, balanced budget.

**Progress:** An independent external review for the 2004-2005 school year was conducted by Rucci, Bardaro & Barrett, P.C., 919 Eastern Avenue, Malden, MA 02148. HVM received an unqualified audit opinion. Unaudited financial statements for FY06 are included in *Section VI, Financial Profile*.

**Objective B1.2:** The HVM annual balance sheet shows that the school maintains 2-5% of its total budget as cash reserves.

**Progress:** The HVM annual balance sheet shows that 2.1% of the total budget was maintained as cash reserves. Financial Statements are included in *Section VI, Financial Profile*.

**Goal B2:** HVM will enjoy full enrollment and a robust pool of student applicants.

**Objective B2.1:** HVM will demonstrate parent demand and satisfaction by having student enrollment meet at least 94% of the targets set forth below:

- Year one: 122 students in grades K-3
- Year two: 156 students in grades K-4
- Year three: 188 students in grades K-5
- Year four: 218 students in grades K-6
- Year five: 242 students in grades K-7

**Progress:** For year two, the SIMS data showed that HVM had 155.94 students enrolled for the year, which is 99.96% of the total enrollment possible.

**Objective B2.2:** The number of applicants for admission to Kindergarten each year will be at least equal to double the number of students' slots available. There will be a wait list of an average of 30% of the total number of slots of the remaining grades.

**Progress:** To recruit students for the 2005-2006 school year, HVM held 12 parent information sessions. Materials were targeted to Haverhill's diverse ethnic and economic community and produced in English and Spanish. Childcare was provided at all sessions. The chart below shows the number of applications received for each grade, the number enrolled for 2005-2006 and the number of students on the wait list as of August 2005 and June 2006. (R – Resident; NR – Non-Resident)

For 2005-2006, 32 students were enrolled in Kindergarten. Of that number, 18 were siblings of currently enrolled students. A total of 79 enrollment forms were received for the remaining 14 slots.

Grade	Packets Received	Enrolled for 2005-2006	Wait List 8/05	Wait List 6/06
K	79	32	47 R & 6 NR	47 R & 6 NR
1	13	35	77 R & 2 NR	77 R & 1 NR
2	9	35	31 R & 4 NR	29 R & 4 NR
3	11	30	14R & 3 NR	10R & 3 NR
4	6	24	6 R & 0 NR	1 R & 0 NR
Total	181	156	175 R & 15 NR	164 R & 14 NR

**Objective B2.3:** 80% of HVM families will indicate an overall satisfaction rate with school and teacher communications regarding student learning and their child's overall experience on the HVM Parent School Satisfaction Surveys.

**Progress:** Of those parents that responded, 77% reported overall satisfaction with the school communication and 77% reported an overall satisfaction rate for their child's experience at HVM.

Area	2004-2005	2005-2006
Overall satisfaction with school communication	78%	77%
Satisfaction with child's overall experience at HVM	93%	77%

**Objective B2.4:** HVM Student School Satisfaction Surveys will indicate a 75% or greater overall satisfaction rate with school experience.

**Progress:** Third year students started the Student Satisfaction Survey during the 2005-2006 school year as part of a unit of study on collecting and plotting data. The project will be completed and the survey conducted in 2006-2007.

**Goal B3:** HVM will retain and develop high quality professional staff.

**Objective B3.1:** Staff will meet 2006 Massachusetts Highly Qualified requirements and will meet or exceed proficiency criteria on the HVM Professional Staff Evaluation Rubric.

**Progress:** All classroom lead teachers were Montessori certified. When one teacher left, a MA certified teacher with Montessori training was hired. Six of the eight classroom teachers were highly qualified when school opened in August. By May, the remaining two teachers had taken and passed the MTEL and were also highly qualified. Four of six assistant teachers were also highly qualified. Please refer to the chart in the *Section VI, Staff Profile* for details.

**Objective B3.2:** 75% or more of all administrators, professional staff, and support staff, respectively, will indicate overall job satisfaction on annual Professional Staff School Satisfaction Surveys.

**Progress:** Of the staff that has worked at HVM for two years, 67% indicated overall job satisfaction to be greater in 05-06 than in 04-05 on the annual Professional Staff School Satisfaction Survey.

**Objective B3.3:** Professional classroom teachers and administrative staff will choose to stay for three years or longer.

**Progress:** As a new school, there are no teachers who have had the opportunity to be part of the faculty for three years. This year, 50% of the classroom teachers and 100% of the current administrators are remaining at HVM. Information on staff retention can be found in *Section VI, Staff Profile*.

**Objective B3.4:** 100% of the HVM staff will participate in at least 16 hours of professional development sessions offered through universities or professional organizations.

**Progress:** 100% of the staff participated in a minimum of 16 hours of professional development sessions offered through universities or professional organizations.

NAME	TRAINING	HOURS	TOTAL
Nicole Bushway	<ul style="list-style-type: none"> <li>• First Aid</li> <li>• CPR</li> <li>• Child Abuse/Mandated Reporting</li> <li>• Epipen Training</li> <li>• Brain Gym</li> <li>• NCME Conference</li> </ul>	4 4 2 1 32 20	63
Edward Goulart	<ul style="list-style-type: none"> <li>• First Aid</li> <li>• CPR</li> <li>• Child Abuse/Mandated Reporting</li> <li>• Epipen Training</li> <li>• Brain Gym</li> <li>• Calkins Writing Workshop</li> </ul>	4 2 2 1 32 8	49

NAME	TRAINING	HOURS	TOTAL
Sandra Herook	<ul style="list-style-type: none"> <li>• First Aid</li> <li>• CPR</li> <li>• Child Abuse/Mandated Reporting</li> <li>• Epipen Training</li> <li>• Brain Gym</li> <li>• MSM Conference-Measuring Our Growth</li> <li>• Montessori Workshop</li> </ul>	4 4 2 1 32 8 3	54
Kimberley Klibansky	<ul style="list-style-type: none"> <li>• First Aid</li> <li>• CPR</li> <li>• Child Abuse/Mandated Reporting</li> <li>• Epipen Training</li> <li>• MSM Conference-Measuring Our Growth</li> <li>• Annual AMS Conference</li> </ul>	4 4 2 1 8 24	43
Deborah MacDonald	<ul style="list-style-type: none"> <li>• First Aid</li> <li>• CPR</li> <li>• Child Abuse/Mandated Reporting</li> <li>• Epipen Training</li> <li>• Brain Gym</li> <li>• Calkins Writing Workshop</li> </ul>	4 2 2 1 32 8	49
Susan Macleod	<ul style="list-style-type: none"> <li>• First Aid</li> <li>• CPR</li> <li>• Child Abuse/Mandated Reporting</li> <li>• Epipen Training</li> <li>• Handwriting Without Tears</li> </ul>	4 4 2 1 16	27
Diane McCorry	<ul style="list-style-type: none"> <li>• First Aid</li> <li>• CPR</li> <li>• Child Abuse/Mandated Reporting</li> <li>• Epipen Training</li> <li>• Brain Gym</li> <li>• NCME Conference</li> <li>• Montessori Workshop</li> </ul>	4 4 2 1 32 20 3	66
Louissette Morin	<ul style="list-style-type: none"> <li>• First Aid</li> <li>• CPR</li> <li>• Child Abuse/Mandated Reporting</li> <li>• Epipen Training</li> <li>• Brain Gym</li> <li>• Handwriting Without Tears</li> </ul>	4 2 2 1 32 16	57

NAME	TRAINING	HOURS	TOTAL
Nancy Parshley	<ul style="list-style-type: none"> <li>• First Aid</li> <li>• CPR</li> <li>• Child Abuse/Mandated Reporting</li> <li>• Epipen Training</li> <li>• Brain Gym</li> <li>• School Law for Educators</li> <li>• IEP and 504 Training</li> <li>• PowerSchool Workshop</li> <li>• Mass Health Municipal Medicaid Training</li> <li>• Nonviolent Crisis Intervention</li> <li>• Section 504-Level the Playing Field</li> <li>• Montessori Workshop</li> <li>• SPED Administrator's Charter School Roundtables</li> <li>• SPED Administrator's DOE Meetings</li> </ul>	4 2 2 1 32 8 8 24 8 32 8 3 12 6	158
Elizabeth Reiter	<ul style="list-style-type: none"> <li>• First Aid</li> <li>• CPR</li> <li>• Child Abuse/Mandated Reporting</li> <li>• Epipen Training</li> <li>• Brain Gym</li> <li>• Project Adventure</li> </ul>	4 2 2 1 32 16	57
Peg Roberts	<ul style="list-style-type: none"> <li>• First Aid</li> <li>• Child Abuse/Mandated Reporting</li> <li>• Epipen Training</li> <li>• Brain Gym</li> <li>• MCSA Annual Meeting</li> <li>• Montessori Workshop</li> </ul>	4 2 1 32 8 3	50
Adam Sablich	<ul style="list-style-type: none"> <li>• First Aid</li> <li>• CPR</li> <li>• Child Abuse/Mandated Reporting</li> <li>• Epipen Training</li> <li>• Enhancing Your Elementary Music Program</li> <li>• Montessori Workshop</li> </ul>	4 2 1 2 8 3	20
Heidi Steen-Johnsen	<ul style="list-style-type: none"> <li>• First Aid</li> <li>• CPR</li> <li>• Child Abuse/Mandated Reporting</li> <li>• Epipen Training</li> <li>• Mass Health Municipal Medicaid Training</li> <li>• DOE Charter School Finance Training</li> <li>• MCSA Workshop</li> <li>• Certified Purchasing Training</li> <li>• Excel Workshop</li> </ul>	4 2 2 1 8 8 4 16 8	53

NAME	TRAINING	HOURS	TOTAL
Shanyn Toulouse	• CPR	4	82
	• Child Abuse/Mandated Reporting	2	
	• Brain Gym	32	
	• COHES Conference	8	
	• First Aid Instruction Course	8	
	• Vision Screening Training	3	
	• Medication Delegation in Schools	6	
	• Introduction to School Nursing in Massachusetts	8	
	• CPR Instruction Course	8	
	• Montessori Workshop	3	
Ann Wilson	• First Aid	4	39
	• CPR	2	
	• EpiPen Training	1	
	• Brain Gym	32	

**Goal B4:** The HVM Board of Trustees (BOT) will demonstrate effective governance of the school.

**Objective B4.1:** As per its bylaws, the HVM BOT will consist of nine to fifteen board members and all Trustees will attend at least three-quarters of all regularly scheduled and special meetings of the BOT.

**Progress:** The HVM Board of Trustees consisted of nine members in July 2005. The number dropped temporarily to eight. By June 2006, the board consisted of 11 members. BOT meetings for FY06 included 12 regular BOT meetings and one retreats. 100% of the BOT attended at least three-quarters of the regularly scheduled and special meetings.

**Objective B4.2:** All HVM BOT members will demonstrate their commitment by contributing financially to the school and serving on at least one Board committee or task force each year.

**Progress:** 100% of the BOT contributed financially to support HVM. 100% of BOT members served on at least one committee or task force. Committee/task force assignments are included in *Section III: Governance Profile* as part of the board chart.

**Objective B4.2:** The BOT will provide oversight of the school by providing feedback and a written annual evaluation to the Executive Director.

**Progress:** The ED Task Force oversaw a quarterly and annual review process for the Executive Director. It met quarterly to review procedures and evaluated the executive director four times during the year – three quarterly reviews and one annual evaluation. Each process included input from the board and direct feedback to the executive director.

### **C. Faithfulness to the Charter**

**Goal C1:** HVM parents will demonstrate involvement in supporting student achievement.

**Objective C1.1:** 100% of parents will sign a parent expectations document indicating their familiarity and agreement with HVM parent expectations for involvement in children's learning at the initial enrollment and at the beginning of each new program (Lower Elementary, Upper Elementary and Middle School).

**Progress:** 100% of HVM parents signed the Parent Agreement Form prior to enrolling their children.

**Objective C1.2:** 95% of students will have parent(s) or guardian(s) attend both fall and spring parent-teacher or parent-student-teacher conferences and indicate their support by signing the child's Individual Learning Agreement.

**Progress:** 98.6% of families attended two parent-teacher conferences and signed the child's Individual Learning Agreement. In the fall of 2005, 100% of parents/guardians met with the classroom teacher to set goals and sign an Individual Learning Agreement. The agreement included academic, social and personal goals for the child. At the two follow up conferences, 98% of parents met with the teacher to look at progress toward the goals.

**Objective C1.3:** 95% of HVM families will contribute to the school annually, through at least one of the following activities: participation in a fundraising activity, school social events, student exhibitions, serving on a committee or task force, or in-school or at-home volunteering.

**Progress:** Using school records, it was determined that 98% of families participated in one of the following ways: 1) attending school functions such as the Family Fun Night, spaghetti supper, book fair, fall or spring picnics or the Kindergarten Crossing Over; 2) donating books or equipment to HVM, supporting HVM monetarily through the HVM or HOPE appeals, participating in the HOPE golf tournament, attending restaurant nights, providing individual classroom needs or purchasing products; 3) volunteering time by serving on the HVM Board of Trustees, Site Task Force, Technology Task Force, PAC, Finance Committee, Advisory Committee or as HVM Community Partnership officers, committee members or meeting attendees, working in the library, serving lunch when needed, collaborating on special classroom projects and helping out in the office.

**Goal C2:** HVM will provide instruction and assessment focused on developing high levels of *personal growth* and *social responsibility*.

**Objective C2.1:** 100% of HVM students will participate in at least one school sponsored community service project during each school year.

**Progress:** 100% of HVM students participated in a community service project. Projects for the 2005-2006 school year included a food drive, reverse trick or treating at area nursing homes, a coat drive, collecting products for an animal shelter and Santa Fund and Hurricane Katrina drives.

**Objective C2.2:** 90% of students will successfully complete the HVM personal and social benchmarks by the close of grades 3 and 6.

**Progress:** Creation of the personal and social benchmarks was completed. The benchmarks will be piloted during the 2006-2007 school year.

**Objective C2.3:** 100% of HVM students will receive direct instruction in Art, Fitness, Spanish and Music.

**Progress:** HVM staff provided students with Art, Music, Spanish and Fitness per the chart below. In addition, a chorus for second, third and fourth year students met every Wednesday after school. The chorus held its second annual concert in June at the Methuen Memorial Music Hall and also performed at a community breakfast in October.

Class	Frequency	Kindergarten	Lower Elementary
Art	Once a week	40 minutes	40 minutes
Fitness	Twice a week	40 minutes	40 minutes
Music	Twice a week	30 minutes	40 minutes
Spanish	Twice a week	30 minutes	40 minutes

**Goal C3:** The student population will reflect the diverse socio-economic and ethnic character of the community.

**Objective C3.1:** HVM’s student applicant pool as of the first day of school each year will show racial diversity within 3% of the Haverhill District School’s diversity as measured by comparing race information on the current applicant pool with each category on the district’s Enrollment by Race part of the SIMS data from the previous school year.

**Progress:** HVM Racial Diversity

Ethnicity	HVM %	Haverhill District Schools %
African American	5.0	3.5
Asian	4.0	1.5
Caucasian	76.0	74.3
Hispanic	14.0	20.4
Native American	Less than 1%	.1

**Objective C3.2:** HVM’s student population will show economic diversity within 8% of the Haverhill District Schools’ diversity as measured by comparing low income SIMS data each year.

**Progress:** The March 2006 SIMS Report showed that 16.03% of students enrolled at HVM were classified as low income vs. 32.4% at the Haverhill District Schools. This is an increase of 3% from last year when the HVM low-income population was 13%

### SECTION III: GOVERNANCE PROFILE

◆ **HILL VIEW MONTESSORI CHARTER PUBLIC SCHOOL MEMBERS OF THE BOARD OF TRUSTEES**

<b>Trustee</b>	<b>Office</b>	<b>Date of Election</b>	<b>Current Term Expires</b>	<b>Committees/Task Forces</b>	<b>Employer/Expertise</b>
Paul Accardi	Treasurer	Jun-03	Jun-07	Finance Committee	Certified Public Accountant Partner: Carr, Staples and Accardi, PC
Erik Ingersoll	Trustee	Jun-03	Jun-06	Development Committee	Regional Manager Hertz Corporation
David Kelley	Chair	Jun-04	Jun-07	ED Evaluation Task Force Site Task Force	Employment Coordinator Haverhill Clubhouse, a non-profit social service agency. Career educator with 35 years school administration and teaching experience
Nancy London	Trustee	Jun-03	Jun-06	Trustees Committee ED Evaluation Task Force	Grant Writer Principal: Grants, etcetera MA Public Administration, extensive non-profit and public sector experience
Kelly Martin	Clerk	Jun-03	Jun-06	Development Committee	Marketing for high tech companies over 15 years, MBA
Veronica O'Brien	Vice Chair	Jun-04	Jun-06	Site Task Force Trustees Committee	Real Estate Project Manager CRESA Properties
Nandesh Palanisamy	Trustee	Nov-04	Jun-07	Technology Task Force	Software Engineer Lucent Technologies
Ross Povenmire	Trustee	Nov-04	Jun-07	Accountability Committee	Director of Conservation Town of Boxford, MA, Attorney, Landscape Architect
Shaw Rosen	Trustee	Oct-05	June-08	Trustees Committee	Marketing Consultant

◆ **MAJOR POLICY DECISIONS (JULY 05-JUNE 06)**

**The board made the following major policy decisions this year:**

Approved these policies during FY06:

- ◆ Board Materials Update Policy
- ◆ Personnel Policies
- ◆ Board Orientation Policy
- ◆ Succession Planning Policy
- ◆ Reviewed, revised and amended the HVM by-laws
- ◆ Approved the HVM Accountability Plan
- ◆ Approved the HVM Technology Plan
- ◆ Approved the Annual Audit as presented by the Finance Committee
- ◆ Approved the FY07 school budget as proposed by the Finance Committee
- ◆ Approved an addendum to extend the lease of the school building
- ◆ Hired a consultant to lead a retreat with board, staff and parents with a goal of setting common goals
- ◆ Voted a slate of officers and four new board members
- ◆ Approved Executive Director's contract and pay raise

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

The board received no formal or official complaints in school year 2005-06.

## SECTION IV: STUDENT PROFILE

◆ **DEMOGRAPHICS**

Hill View Montessori Charter Public School had 156 students enrolled on October 1, 2005 and 156 enrolled on June 22, 2006. The student population is outlined below:

The student population is outlined below:

Gender

Male - 79 students or 50.6%

Female - 77 students or 49.4%

Class Size

Kindergarten: 34 students in two kindergarten classrooms

Lower Elementary: 98 students in four mixed-age classrooms

First Year Students: 33

Second Year Students: 35

Third Year Students: 30

Upper Elementary: 24 students in one fourth grade classroom

Fourth Year Students: 24

Student/Teacher Ratio: 11:1

Demographics	Number	%
<b>Ethnicity</b>		
African American	6	3.8%
Asian	4	2.6%
Caucasian	123	78.8%
Hispanic	22	14.1%
Native American	1	1.0%
<b>Other Categories</b>		
Low Income	25	16.0%
Special Education	17	10.9%
504 Plans	9	5.8%
English Language Learners	0	0.0%
Title I	0	0.0%

◆ **STUDENT ATTRITION**

The table below provides attrition data for HVM students from August 23, 2006 to June 22, 2006. Six students left during the year and four additional students will not be returning for the 2006-2007 school year.

Grade	Entry Date	Exit Date	Exit Reason
<b>Students Who Left During the 2005-2006 School Year</b>			
4	8/23/04	10/31/05	Moved out of state.
3	8/23/04	1/31/06	Child needed a different setting.
K	8/23/04	3/22/06	Moved out of state.
4	8/23/04	3/29/06	Moved out of town.
2	8/23/04	4/07/06	School not a good match.
2	8/23/04	5/05/06	Unhappy with class.
<b>Students Not Returning for the 2006-2007 School Year</b>			
3	8/23/2004	6/22/2005	Student will be attending a private school.
3	8/23/2004	6/22/2005	Family moving out of the district.
1	8/23/2004	6/22/2005	Family moving out of the district.
2	8/23/2004	6/22/2005	Wants all children in same school.

◆ **STUDENT SUSPENSIONS AND EXPULSIONS**

Four students were suspended for a total of 13 days for the following reasons:

- ◆ Aggressive behavior
- ◆ Bringing an inappropriate item to school

There were no expulsions.

**SECTION V: STAFF PROFILE**

◆ **ADMINISTRATION**

**Executive Director Peg Roberts**

Qualifications: M.S., School Administration, Salem State College; B.S., Elementary Education, Salem State College

**Manager of Teaching & Learning Melanie Wilson**

Qualifications: B.A. Visual Arts, University of Texas-Dallas, Cum Laude; M.E. Curriculum & Instruction, Cleveland State University; AMI Elementary (6-12) Diploma, Toronto Montessori Institute, Toronto, Ontario, Canada

**Manager of Assessment & Learning Differences Nancy Parshley**

Qualifications: M.A., Creative Arts and Learning/Curriculum Development, Lesley University; B.S., Elementary Education and General Special Education, Lesley College; Associates Degree, Liberal Arts, Northern Essex Community College; Certification, Elementary and Middle School Education, MA Certification, Special Education, all grades; MA Reading Specialist Certification

**Manager of Business & Finance Heidi Steen-Johnsen**

Qualifications: BSBA, Concentration in Accounting, Salem State College

**Support Staff**

Technology Specialist, Adam Sablich

Administrative Assistant, Yazmin Bonilla

Administrative Assistant and Development Director, Alice Liu

Nurse, Shanyyn Toulouse

Custodian, Albert Sanchez

**Full-Time Equivalent (FTE) Teachers and Assistants**

Grade/Subject	Teacher FTEs	Assistant Teacher FTEs
Kindergarten	2	2
Lower Elementary	4	4
Upper Elementary	2	0
Specialists (Music, Art, Fitness, Spanish)	1.75	0

◆ **TEACHER QUALIFICATIONS**

NAME	TEACHING POSITION	YR. EXP.	YR. HVM	MTEL TESTS PASSED	DEGREE/CERTIFICATES	HIGHLY QUALIFIED
Nicole Andrews	Assistant Teacher Kindergarten	4	2	N/A	OCCS Certification, Northern Essex Community College; Assistant Certification I & II Northeast Montessori Institute	N/A
Katherine Burke	Assistant Teacher Lower Elementary	1	1	N/A	B.A. Psychology, St. Anselm College	Yes
Nicole Bushway	Lead Teacher Lower Elementary	1	1	MTEL	M.Ed. Montessori Education, Xavier University; B.S. Education, Planned Program, Bowling Green State University; AMS Early Childhood Certification, Montessori Teacher Education Institute of Bowling Green; AMS Elementary I Certification, Xavier University	Yes
Laura Castine	Assistant Teacher Lower Elementary	4	2	N/A	B.A. Creative Arts, Bradford College; Associates Degree, Liberal Arts, Bradford College	Yes
Shirley Chase	Assistant Teacher Kindergarten	11	1	N/A	B.A. Elementary Education, St. Paul College of Manila; Professional Teacher's Licensure Certificate, Manila; Certificate in Pre-school Education Specialization or Early Childhood Education, Philippine Normal University, Manila; Certificate in OCCS, MA	Yes
Amanda Daigle	Assistant Teacher Lower Elementary	1	1	N/A	B.S. Education, Salem State College	Yes
Edward Goulart	Lead Teacher Lower Elementary	18	2	Communication & Literacy; General Curriculum; Foundations of Reading (Prek-6)	M.Ed. Elementary Ed., Lesley College; B.A. Fine Arts, Curry College; AMS Elementary I (6-9 yr. old) Certification, Institute for Advanced Montessori Studies; MA. Educator's License Elementary Ed.	Yes

**Teacher Qualifications (continued)**

NAME	TEACHING POSITION	YR. EXP.	YR. HVM	MTEL TESTS PASSED	DEGREE/CERTIFICATES	HIGHLY QUALIFIED
Sandra Herook	Co- Lead Teacher Upper Elementary	14	1	MA Educator's License	B.S. Elementary Education, Bridgewater State College	Yes
Sandra Katz-Lachapel	Assistant Teacher Lower Elementary	1	1	N/A	Medical Assisting Program, Mount Wachusett Community College	N/A
Kimberley Klibansky	Lead Teacher Lower Elementary	14	1	MA Early Childhood Teacher (PreK-3)	B.S. Early Childhood Education & Psychology, Endicott College; A.S. Early Childhood Education, North Shore Community College; AMS Elementary 1 (6-9 yr. old) Certification, Seacoast Center	Yes
Diane McCorry	Co-Lead Teacher Upper Elementary	1	1	Communication & Literacy; General Curriculum; Foundations of Reading (Prek-6)	M.Ed. Elementary Education, Cambridge College Graduate School of Education; B.A. Liberal Arts, UMASS Lowell; A.S. Business Administration, Newbury College	Yes
Deborah MacDonald	Lead Teacher Lower Elementary	26	2	General Curriculum	M.A. Dev. Reading, Cardinal Stritch College; B.S. Art Education, University of New Hampshire; AMS Primary (3-6 yrs.old) Certification, Fairleigh Dickinson University; AMI Elementary I & II (6-12 yrs. old) Certification, American Montessori International, Bergamo, Italy	Yes
Susan MacLeod	Lead Teacher Kindergarten	17	1	MTEL	B.A. Psychology, North Adams State College; AMS Preprimary Credential, Northeast Montessori Institute	Yes
Louissette Morin	Lead Teacher Kindergarten	17	2	MTEL Communication & Literacy Skills	B.S. Psychology, Endicott College; Associate Degree, Liberal Arts, Northern Essex Community College; AMS Primary (3-6 yr. old) Certification, Northeast Montessori Institute	Yes
Kimberly O'Connell	Spanish Teacher All levels	1	1	2006-2007	B.A. Music, Salem State College	No

NAME	TEACHING POSITION	YR. EXP.	YR. HVM	MTEL TESTS PASSED	DEGREE/CERTIFICATES	HIGHLY QUALIFIED
Elizabeth Reiter	Art/Fitness All levels After School	6	2	MTEL Communication & Literacy Skills	B.A. Cum Laude, Human Development and Social Relations, Kalamazoo College; Teaching Certification, Art K-12, Upper Valley Teaching Institute; NH Beginning Educator Certificate	Yes
Adam Sablich	Music On Staff Sub/Tech	10	2	N/A	B.A. candidate, Liberal Arts, University of Massachusetts	No

◆ **TEACHER ATTRITION**

The table below provides attrition information of the HVM faculty. No faculty members left HVM during the school year. One teacher resigned at the end of the school year to stay at home with her child, but will be a substitute teacher for HVM next year. The part time specialist who resigned needed fulltime employment. Of the three assistant teachers who resigned, two were hired as Montessori classroom teachers at other schools. (One is pursuing Montessori certification. The other would have stayed at HVM if there had been a position available.) The third, who was not Montessori certified, may seek employment as a classroom teacher in a traditional setting or further her education.

	Administrators	Classroom Teachers	Specialists	Assistant Teachers
# Left During the School Year	1	1	0	0
% Left During the School Year	25%	12%	0%	0%
# Returning	4	4	2	4
% Returning	100%	50%	67%	67%
# Not Returning	0	4	1	2
% Not Returning	0%	50%	33%	33%
Reasons for Not Returning	NA	Moving out of state Returning to school Not satisfied with HVM experience	Moving out of state	Lead teacher position at HVM Not rehired

## SECTION VI: FINANCIAL PROFILE

### FY06 Statement of Operating Revenues and Operating Expenses

◆ **FY 2007 BUDGET**

Unaudited

	FY 2006 Actual	FY 2007 Budget
<b>Revenue</b>		
Revenues - State Sources	1,220,586	1,427,214
Revenues - Federal Sources	212,096	35,732
Revenues - Local Sources	825	102,500
Revenues-Student Services	48,207	58,558
Revenues - Other	36,128	11,000
Releases from temporarily restricted funds	83,215	-
<b>Total Operating Revenues</b>	<b>1,601,057</b>	<b>1,635,004</b>
<b>Expenses</b>		
Salaries and Wages	848,575	994,016
Fringe Benefits	126,323	150,085
Administration	16,298	28,000
Professional Development	32,215	19,000
Insurance	27,331	30,766
Instructional	113,173	123,730
Business Services	27,085	30,795
Operations and Maintenance	15,601	20,750
Physical Plant	158,998	196,250
Student Services	23,815	30,000
Other	8,288	-
<b>Total Operating Expenses</b>	<b>1,397,702</b>	<b>1,623,392</b>
<b>Net Operating Income</b>	<b>203,355</b>	<b>11,612</b>

Hill View Montessori Charter Public School

◆ **FY06 BALANCE SHEET**

Unaudited

ASSETS

Current Assets

Cash	473,964
Accounts Receivable	180,407
Prepaid Expenses	<u>19,201</u>
Total Current Assets	<u>673,572</u>

Fixed Assets (net of depreciation)	83,036
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TOTAL ASSETS	<u>756,608</u>
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LIABILITIES & EQUITY

Current Liabilities

Accounts Payable	66,560
Accrued Expenses	<u>191,307</u>
Total Current Liabilities	<u>257,867</u>

Net Assets	498,741
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TOTAL LIABILITIES AND NET ASSETS	<u>756,608</u>
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**Federal and State Grants**

Hill View Montessori received several state and federal grants during FY2006:

Charter School Start-Up Assistance Program	\$	200,340
Special Education Entitlement	\$	19,683
Title II Part A - Improving Educator Quality	\$	3,554
Special Assistance Special Education Program	\$	3,000
Early Learning Services	\$	1,509
Special Education - Enhancing Induction Programs	\$	1,000

**Fundraising**

In partnership with our fundraising foundation, Haverhill Options for Public Education, Inc., (HOPE) the school raised \$39,749 during the year ended June 30, 2006.

**2005-2006 Donors to HVM & HOPE include:**

A Yoga Practice,  
Faeth Rose Mahoney, Instructor  
Arbonne International,  
Lynne Wheeler, Area Manager  
Bradford Orthodontics,  
Thomas A. Ferlito, DMD  
Alison & Tom Caruso,  
in memory of Al Lacroix  
Daniel & Laura Castine,  
in honor of Margaret Albanese  
Chang's Tae Kwon Do America,  
Master Catherine Chang  
Charisma Salon,  
in memory of Jack Rogers, fiancé of Christine Maroney  
The Charles Hope Companies, LLP,  
Alan Hope  
Robin, Joseph & Tiffany Costello,  
in memory of Roland & Anne Marie Rose Tremblay  
Carter & Marti Crommiller,  
in honor of Tyler J. Nichols  
Diamonds in the Rough, Inc.,  
April Maguire  
Exit Group-One Real Estate,  
Laura Zubiel & Kerrie Ingersoll, Realtors  
Exit Group-One Real Estate,  
Laura Zubiel & Kerrie Ingersoll, Realtors  
EZ-Way Cleaners,  
Peter Carbone  
Deborah B. Hope,  
Financial Advisor, SmithBarney  
Joe Accardi  
Paul Accardi  
Dave Accardi  
Acting Out!  
Amity Insurance Agency  
Anton's Cleaners  
Ric Archambault  
Michael Auclair  
Ron Auclair  
Bruce Baril  
Bill Bateman  
Arthur & Jackie Begin  
Roger & Janet Begin  
Bill Sullivan & Son, Electrical Contractor  
Black Tie Limousine, Inc.  
Sandra Boston & Family  
Stephen Boyle Jr.  
Bradford Country Club  
Buchika's Ski Shop  
Building No. 19 Foundation  
Elizabeth Burton  
Jeff Burton  
Tim Burton  
Nicki Bushway  
Stacey Cameron  
Mr. & Mrs. Alan Fullerton

Mancikam Kalimuthu,  
in honor of Gowtham Manickam  
The Maguder Family,  
in honor of the Founders of HVM  
NaShoba Properties Inc.,  
Shobana NandeshKumar, Realtor  
Pampered Chef,  
Alice Liu, Independent Consultant  
Peg Roberts, in memory of  
Judith Girard Hordon & Edith Porter  
POPE Industries, Inc.,  
Doug Pope  
Rising Star Reiki,  
Peg Roberts  
Riverview Motors,  
John Powers  
Dr. & Mrs. Daniel L. Seale,  
in honor of Morgan Seale  
Sign-A-Rama,  
Mark Casey  
Silpada Designs,  
Kelly Martin, Independent Rep.  
Sole Serenity Reflexology,  
Laurie Peterson  
Marcia Stuart,  
Speech Language Pathologist  
Wilson Screen Printing,  
Tip Wilson

Donna & Peter Carbone  
Carr, Staples & Accardi, PC  
Cedardale Swim & Tennis Club  
Celtoi Creations by Diane McCorry  
Shirley Chase  
Chevron Texaco  
China Blossom, Inc.  
Esther P.Y. Chow  
City Wicks  
Cold Stone Creamery  
Diane & Ken Colebourn  
Hartley & Joan Cranton  
Kevin Crump  
Sean Crump  
Michael & Lisa Daily  
David's Famous Chicken Pies  
DeClerck Gallery  
Brian S. Dempsey  
John DeVito  
Constance & Craig Dickopf  
Donnas' Breakfast Lunch Place  
Glenn Driscoll  
Dick Emery  
Louis T. Fossarelli  
Fu Hing Chinese Restaurant  
Veronica O'Brien

Garrison Golf Center, Inc.  
Garibaldi-Liguria Club, Inc.  
Sean Gleason, Esq.  
Gleason Law Offices, PC  
Granite Fields Golf Course  
Bill Grant  
Drs. Kevin & Beth Greene  
Rick Greenwood  
John & Lisa Guerin  
David Hadley  
Becky Hall  
Paul Hammond  
Robert D. Harb, Esq.  
Haverhill Bank  
Haverhill Cultural Council, LLC  
Heritage Packaging, Inc.  
Alan Hope  
Deborah Hordon  
Erik & Kerrie Ingersoll  
The International  
Jack Ruth Appraisal Services, Inc.  
Joseph's Winter Street Café, Joe Pignato  
Pam & Arieh Katz  
Sandra Katz-Lachapel  
David Kelley  
Rabbi Ira L. Korinow  
Al Kountze  
AJ Koury  
Philip & Karen Kravits  
Carl Lacroix  
Phillip & Patti Lacroix  
Lea & Ilan Lewkowski  
Mr. & Mrs. Li  
Jennifer Licciardi  
Joseph & Maria & Alice Liu  
Nancy London & John Powers  
Deborah MacDonald  
Barry Madsen  
Christine Magee  
Ed & April Maguire  
The Maids  
Thomas & Rosemarie Mangino  
Jay & Kelly Martin  
Greg Martin  
Tim Miller  
Louissette J. Morin  
Jo Morrill  
Joe Nassar  
Tony Nicosia  
Northeast Community Credit Union  
Norwood Insurance Agency, Inc.  
Dr. Frank A. Oberti  
Mary O'Brien

Juan Ortega  
Jeanne & Armand Pantalone  
Pella Windows & Doors of Boston, Inc.,  
Pentucket Bank  
Dawna, David, Christian & Robbie Perez  
Phillips, Gerstein, Holbert & Channen, LLP  
Ross Povenmire  
PRP Wines of Massachusetts, Inc.  
Bill Rand  
Regan Ford  
Cathy Riley  
Dale & Marcia Rogers Sr.  
Ted Rokas  
Frederic Rose, OD  
Rucci, Bardaro & Barrett, CPAs  
Dan Ruth  
Adam Sablich  
Randy & Marie Sablich  
Salon Savoir Faire  
Sam's Club  
John Sharland  
Kevin Shea  
Megan B. Shea  
Monica Shellene  
Richard Shellene  
Tim Sice  
Aracelis Sifres  
Ken & Evelyn Smith  
Glen Strauss  
Heidi Steen-Johnsen  
Sullivan Bille Group, PC  
Jim Warren  
Steven, Aimee, Madison & Zoe Whitten  
Lee Woodbury  
Jeff Xenakis  
Ted & Laura Zubiel  
Ricky Zullo  
Vincent & Jo-Anne Zullo  
Ricky Zullo  
Vincent & Jo-Anne Zullo

## **SECTION VII: DISSEMINATION**

### **Dissemination During the 2005-2006 School Year**

The Massachusetts Charter Public School Association (MCPSA) selected founder Janet Begin to write a paper and to do a presentation at the 2006 spring charter school conference. She co-authored the presentation with Kara Kosmes, Assistant Superintendent from the Haverhill School District. The focus was to address strategies for developing good relationships between school districts and charter schools.

Prior to the MCPSA conference, the presentation was included in the professional development training calendar for the Haverhill School District with the addition of comments from the Haverhill Superintendent and the HVM Executive Director. Due to low enrollment, the session was cancelled.

Other avenues of dissemination regarding what is happening at HVM include:

- ◆ Dissemination of HVM information through Parent Information Sessions for families that want their children to attend HVM. The presentation includes information about charter schools and parent and staff discussions about the curriculum and school experiences. The history of the Montessori Method is given and then a video showing three different Montessori schools is shown. During the video, explanations and rationales of lessons are discussed. Further discussion takes place following the formal presentation and questions are answered.
- ◆ Regularly hosting education majors from area colleges to complete their observation hours. They spend from 2-3 hours at a time in the classroom observing the teacher and the students. A question/answer period is available afterwards.
- ◆ At Board of Trustees' meetings, teachers give Montessori presentations on strands of the curriculum. Questions, comments and an opportunity to further explore are offered at the end of the presentation.
- ◆ Tours of the school have been given to many of the city and school district officials in our efforts to keep lines of communication open and to share our approach to educating children.

### **Future Dissemination Goals**

For the 2006-2007 school year, HVM is looking at the following options for dissemination of best practices:

During the 2005-2006 school year, HVM approached the Haverhill Public Schools (HPS) about doing cross observations between HVM and other elementary schools in the city and then coming together to share best practices on a common professional development day. Arrangements for that year were not made; however, since we believe that this will benefit all who participate, we plan to try again for the 2006-2007 school year. HVM will pursue opportunities to share information with other Haverhill elementary schools about elements of the Montessori Method that can be incorporated into any classroom.

Administrators and teachers will be presented with opportunities to do presentations at the Massachusetts Charter Public School Association annual conference and at the American Montessori Society conference.