

## Introduction

### Mission Statement

It is the mission of the Martha's Vineyard Public Charter School to create a public school that will cultivate lifelong learners in a multi-aged, project-based setting.

Within an environment, that models interdependence as the foundation of society,

The *individual* student will learn to direct his/her own learning.

The *group* will make decisions together and recognize the unique contributions of each member.

The *community* will support and interact with the school body.

The Martha's Vineyard Public Charter School has shown that individualized and carefully monitored progress can be attained in a public school.

Specific adaptable innovations of the MVPCS include the following:

- Community interaction and service
- Student-driven curriculum
- Flexible block scheduling
- Real projects from meaningful practical themes
- Authentic assessment
- Collaborative teaching and learning
- Democratic governance
- Multiage grouping
- Parent, student, and teacher partnerships

**The President of the Board of Trustees****August 1, 2006**

As public agents authorized by the Commonwealth of Massachusetts, the members of the Board of Trustees at the Martha's Vineyard Public Charter School are responsible for governing the school. The Board has spent the past year 1) ensuring the short and long-term viability of the school, 2) reviewing the academic programs, 3) disseminating information about the school and its programs, and 4) being true to the charter of the school.

Changes in our school during the 2005-2006 school year evolved out of process, not crisis. Accomplishments were the result of staff, administrators, parents, board members and students working collaboratively in small and larger groups, committees, meetings, discussions, and conversations. The following are some of those accomplishments:

- A review and analysis of teacher evaluations
- The Finance Committee working tirelessly ensuring that the school will be financially secure notwithstanding funding challenges brought forth by local and state forces.
- Updating Board policies including the Teacher Handbook.
- Fundraising planning- strategies and several events were established.
- Curriculum revisions and additions explained elsewhere in the report.

The Board continues to use the "Strategic Plan" to focus its efforts. This summer the Board will meet in small task forces to define the areas in which it can best use its energy and expertise to ensure the school is moving towards its goals.

Under the direction of our able and energetic Director and Administrative Team, the school continues to be managed in the spirit of the charter philosophy of collaboration. The involvement of the parents and community has made the past year a true collaborative effort.

It is our hope that the school and community will continue to work in a collaborative spirit in implementing our Strategic Plan.

Sincerely,

Sam Berlow  
President of the MVPCS Board of Trustees

**Director's Letter****August 1, 2006**

The 2005-2006 school year marked the school's tenth year anniversary and successful Charter Renewal process. The Charter Renewal process was helpful and informative for our school community. Our reflection on the past five years, the progress made, and the feedback received from the visiting team positions the school to continue to serve the Island of Martha's Vineyard as a forward-moving, viable public school option for Island families during its new five-year charter. The school's Strategic Plan for 2006-2010 will allow the school to thoughtfully, respectfully and carefully address the "critical issues" of 'Community, Academic Program and Finance' within the focused Annual Plans during the next five years. As recommended in the Renewal Inspection report the school has addressed three areas in this Annual Report: (1) Raise the expectation in the Goal One, Measure Three, (2) Raise the expectation in Goal One, Measure Five, and (3) Centralize clear and concise Curriculum Units. The curriculum centralization process has begun and will continue through the 2006-2007 school year.

The school received a Dissemination Grant from the MA Department of Education. These funds allowed twelve teachers to participate in a collaborative series of workshops with the Chilmark School on the topic of "Differentiated Instruction". This work resulted in the dissemination of classroom strategies and practice. As well, faculty members engaged in Professional Development workshops in the areas of Assistive Technology, Writing Benchmarks, and The Responsive Classroom strategies.

Student accomplishments were numerous during the 2005-2006 school year. One of our grade seven students won the Island-wide Spelling Bee and competed at the National Spelling Bee contest in Washington, D.C. Two of our fifth grade students placed first and second place, in an Island-wide Middle School essay contest. Our Kindergarten class participated in the "Artist Helping Hands" program by sending art supplies to children in hospitals throughout the country. Our seventh and eighth graders traveled to Italy visiting Rome, Florence and Venice. Many of our high school students made significant community service contributions to the Island Food Bank, the American Cancer Society, and Camp Jabberwocky, an Island program for the mentally and physically disabled. The performance by the middle school students in "The Summer of Our Prosperity" written, produced, and directed by one of our teachers was well received by the community. These accomplishments represent the convergence of academic achievement, artistic talents, and thoughtful community interaction, which are all values at the core of our school's mission.

Our five high school graduates represent a diverse set of skills, passions and interests. Three of our graduates will continue their formal studies in at Salem State College, Wheaton College, and San Francisco State University in September. Graduates from past years have been accepted to Marlboro College and Smith College for September 2006 enrollment as well.

The school community is looking towards the future by forming task forces around the topics of Public Relations, Governance, Board of Trustees, Physical Plant and Expeditionary Learning. These task forces will help to ensure the continuing vitality of the Martha's Vineyard Public Charter School.

The 2005-2006 school year, and the Charter Renewal process gave the school and community an opportunity to reflect on our growth and development during our first ten years, and look forward to our next ten years. The community is excited about what the future holds for our school.

Respectfully submitted,

Robert M. Moore

## Martha's Vineyard Public Charter School

<b>Director:</b>	Robert M. Moore
<b>Grades Served:</b>	Kindergarten through Twelve
<b>Age Levels:</b>	Five through Twenty-one
<b>Student / Teacher Ratio:</b>	1:8.4
<b>School Day:</b>	8:15 - 3:15 School began on September 8, 2005 and ended on June 20, 2006 There were 180 days of instruction.
<b>Address:</b>	Martha's Vineyard Public Charter School P.O. Box 1150 West Tisbury, MA 02575
<b>Phone:</b>	(508) 693-9900
<b>Fax:</b>	(508) 696-9008
<b>E-mail:</b>	mvpcs@mvpcs.org
<b>Web Site:</b>	mvpcs.org

*The Martha's Vineyard Public Charter School, located in West Tisbury on the island of Martha's Vineyard, serves 159 students in Kindergarten through Grade 12. The school enrolls students from the towns of Edgartown, Tisbury, Oak Bluffs, West Tisbury, Chilmark and Aquinnah. Although the school's charter calls for a total enrollment of 180 students, the district cap regulations restrict the maximum to around 165 students.*

## **Accountability Plan Goals and Objectives**

*The following is the Accountability Plan that was submitted to the state on July 15, 2005 with the Application of Renewal of a Public School Charter.*

### **Accountability Plan**

#### **I. Academic Program**

**Goal One: All MVPCS students will demonstrate competency as indicated by external measures in the curricular areas of Math and English Language Arts.**

Measure 1:

Each grade will perform in the Mastery (76-99) category as reported in terms of an Objectives Performance Index (OPI) (average estimated number of items correct out of 100) in the curricular areas of Reading, Language and Mathematics as indicated on the TerraNova Survey.

Measure 2:

Each grade will score in the top quartile (76-99 National Percentiles) in the tested curricular areas of Reading, Language, and Math according to the TerraNova Survey.

Measure 3:

The Mean Normal Curve Equivalent (MNCE) scores of the Grade 6, 7 and 8 cohorts (defined as students who have spent three or more consecutive years at MVPCS) will be 75 or higher in the curricular areas of Reading, Language, and Math as measured by the TerraNova Survey.

Measure 4:

Grades 4, 6, 7 and 8 will meet or exceed state percentages of proficient and advanced scores in Math and English on the MCAS.

Measure 5:

Ninety percent of third graders will score at or above grade level as measured by the Developmental Reading Assessment during the spring evaluation session.

**Goal Two: All MVPCS students will demonstrate academic progress as indicated by the Martha's Vineyard Public Charter School's Internal Assessment Instrument in the curricular areas of Math and English Language Arts.**

Measure 1:

More than 75% of students will reach Apprentice or Practitioner levels in Math and English Language Arts as indicated by the Internal Assessment Instrument at the end of their two-year cycle (Grades 4, 6, and 8).

## II. Organizational Viability

**Goal One: The MVPCS will maintain strong organizational viability by demonstrating sound financial practices.**

Measure 1:

Actual and proposed budgets for each school year will show effective allocation of resources to ensure effective school programs.

Measure 2:

Yearly balance sheets will show that the school is fiscally sound and maintains adequate (20% of total budget) cash reserves.

Measure 3:

Yearly submission of audited financial statements will demonstrate that the school is responsible and prudent with public resources.

**Goal Two: The MVPCS will maintain a strong level of parent satisfaction.**

Measure 1:

The Annual Parent Survey will indicate that at least 80% of parents responding will Agree or Strongly Agree that they are satisfied with their experience at the MVPCS.

Measure 2:

Parent and student participation in Personal Education Plan Conferences will exceed 95%.

Measure 3:

One hundred percent of parents will contribute to the school's Annual Drive.

**Goal Three: Student enrollment and full-time faculty retention will be stable.**

Measure 1:

Student applications to available openings will average a 2:1 ratio.

Measure 2:

Enrollment will be between 145-155 students.

Measure 3:

The five-year average of the annual student retention rate in Kindergarten through Grade 8 will exceed 90%.

Measure 4:

The five-year average of the annual full-time faculty retention rate will exceed 90%.

### III. Unique Program Areas

*"It is the mission of the MVPCS to create a public school that will cultivate lifelong learners in a multi-aged, project based setting.... Education is most meaningful when the student is invested in the studies by choice. The curriculum evolves out of student needs and student choice in conjunction with the MA Curriculum Frameworks.... At the core of the MVPCS educational program is the belief that self-directed learning is the deepest learning. The educational program of the MVPCS is designed to empower students to learn how to direct their own learning while sharing in the community's resources. An environment of mutual respect is fostered where success is applauded and mistakes can be made during the daily process."*

*MVPCS Charter*

#### **Goal One: Schoolwork will be project based.**

Measure 1:

Each age group will host at least one Project Exhibition during each semester.

Measure 2:

Two 8-10 day, successful, "Project Periods" will occur during each school year. Successful Project Periods include active student participation in all class activities and public exhibitions of student's accomplishments, which may include oral, written or multimedia presentations.

#### **Goal Two: Students will make measurable progress in becoming self-directed learners.**

Measure 1: Data from the "Charter Learner Assessment Tool" will indicate that more than 75% of students at the end of their two-year cycle in a particular classroom have achieved Apprentice or Practitioner levels.

#### **Goal Three: MVPCS will instill in its students an understanding of and appreciation for the schools five "Rights":**

1. *To feel safe in mind, body, and spirit.*
2. *To have personal property reserved for personal use, unless loaned or given to someone else.*
3. *To have needs, aspirations and responsibilities acknowledged and respected.*
4. *To be him/herself as long as s/he is responsive to others.*
5. *To have a clean, tidy and vandalism free campus.*

Measure 1:

Every classroom will thoroughly explore, in developmentally appropriate ways, the definition of each right during the first month of school. The rights will be posted in every classroom.

#### **Goal Four: Students will become invested in their education through making choices about their studies.**

Measure 1:

*One hundred percent of the High School students and at least 25% of students ages 10-14 will participate in an ongoing mentorship with a mentor from the community who is an expert in that student's field of choice.*

**Summary of Performance Relative to Accountability Plan Objectives**

**Goal One: All MVPCS students will demonstrate competency as indicated by external measures in the curricular areas of Math and English Language Arts.**

*Measure 1:*

*Each grade will perform in the Mastery (76-99) category as reported in terms of an Objectives Performance Index (OPI) (average estimated number of items correct out of 100) in the curricular areas of Reading, Language and Mathematics as indicated on the TerraNova Survey.*

**2006 Scores**

**2005 Scores**

Grade	Reading	Language	Math		Grade	Reading	Language	Math
3	85	77	86		3	79	68	79
4	89	78	88		4	89	82	90
5	84	80	75		5	88	91	79
6	88	82	75		6	84	81	77
7	89	85	80		7	91	90	79
8	90	78	78		8	91	80	78

**2004 Scores**

**2003 Scores**

Grade	Reading	Language	Math		Grade	Reading	Language	Math
3	88	78	90		3	84	77	79
4	88	85	87		4	91	83	88
5	90	86	78		5	91	88	75
6	88	81	75		6	88	86	76
7	90	84	84		7	87	81	76
8	89	80	71		8	89	77	77

**OPI Annual School Averages (2003-2006)**

Year	Reading	Language	Math
2006	88	80	80
2005	87	82	80
2004	89	82	81
2003	88	82	79

**Summary:** All scores in 2006 fall in the *mastery* range (76-99) except Grade 5 and 6 Math, which are one point below mastery. The OPI Annual School Averages Chart (2003-2006) illustrates the consistency of the Mastery Category scores over the last four years. Reading continues to be a strength as the school spends a great deal of the school day reading and exploring literature. Math has been an area that the school has highlighted during the last four years, and continued positive results are anticipated.

*Measure 2:*

*Each grade will score in the top quartile (76-99 National Percentiles) in the tested curricular areas of Reading, Language, and Math according to the TerraNova Survey.*

## National Percentiles of TerraNova Survey Results

	<u>Reading</u>					<u>Language</u>					<u>Math</u>				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
<b>Grade 3</b>	88	70	76	72	83	74	76	70	59	75	71	74	91	73	94
<b>Grade 4</b>	87	90	89	91	85	86	84	88	83	77	83	78	83	84	78
<b>Grade 5</b>	92	91	91	86	88	79	85	80	83	71	62	78	74	79	78
<b>Grade 6</b>	79	88	85	85	97	79	85	80	83	85	62	78	74	79	85
<b>Grade 7</b>	77	88	82	93	95	69	81	87	93	89	60	69	82	75	86
<b>Grade 8</b>	74	79	86	86	83	68	70	77	78	68	60	77	64	74	80

**Summary:**

All Grade level scores fell into the top quartile in all curricular areas in 2006 except the Grade 3 Reading score (75), the Grade 5 Language score (71), and the Grade 8 Language score (68). 66% of the scores are between 80 to 97. All the Reading and Math scores fall into the top quartile (76-99). The general trend overtime in the upward movement of the Math scores continue to give credence to the school's adoption four years ago of the Everyday Math for the Kindergarten through Grade 4 classes. The school has increased its attention to the teaching and learning of Math skills, content and understandings throughout the grades. The school brought into the Grade 5-12 classrooms the Accelerated Math program as a supplement to the classroom curriculums during the 2005-2006 school. The Accelerated Math program continued to enhance the school's approach in addressing the individual need of all students.

*Measure 3:*

*The Mean Normal Curve Equivalent (MNCE) scores of the Grade 6, 7 and 8 cohorts (defined as students who have spent all five years at the MVPCS) will be 75 or higher in the curricular areas of Reading, Language, and Math as measured by the TerraNova Survey.*

Cohort A (Grade 8 2006): 10 students

<b>Year</b>	<b>Reading</b>	<b>Language</b>	<b>Math</b>
2006	71	63	65
2005	78	78	71
2004	73	69	64
2003	74	70	59
2002	72	69	71

Cohort B (Grade 7 2006): 10 students

<b>Year</b>	<b>Reading</b>	<b>Language</b>	<b>Math</b>
2006	80	74	68
2005	74	61	73
2004	92	70	65
2003	75	70	64
2002	77	64	63

Cohort C (Grade 6 2006): 8 students

<b>Year</b>	<b>Reading</b>	<b>Language</b>	<b>Math</b>
2006	71	67	62
2005	75	71	67
2004	70	84	74
2003	63	71	67

**Summary:** The expectation has been raised, as recommended in the Charter Renewal Inspection Report, to 75. The results have been mixed over the last five years in cohorts reaching the 75 mark, but it is a reasonable expectation with which we will measure the school's progress. The cohorts in 2006 did not consistently reach the 75 expectation mark. The 2006 Reading scores are 71, 80, and 71, all within a reasonable range of the 75 expectation. Both the areas of Language and Math did not fare as well. The school adopted a K-12 Writing Benchmark Scope and Sequence to be implemented during the 2006-2007 school which will impact the Language scores in a positive manner. The adoption of the Everyday Math program four years ago has given our students a solid foundation in the skills and understandings in Math. It is expected that this foundation will produce positive results in grades 5-8 over the next five years.

*Measure 4:*

*Grades 4, 6, 7 and 8 will meet or exceed state percentages of proficient and advanced scores in Math and English on the MCAS.*

	<u>MVPCS</u>	<u>State</u>	<u>MVPCS</u>	<u>State</u>	<u>MVPCS</u>	<u>State</u>
<b>Grade 4</b>	<u>2003</u>	<u>2003</u>	<u>2004</u>	<u>2004</u>	<u>2005</u>	<u>2005</u>
English	71%	40%	45%	56%	63%	50%
Math	71%	40%	44%	42%	60%	40%
<b>Grade 6</b>						
Math	28%	42%	59%	43%	67%	46%
<b>Grade 7</b>						
English	78%	65%	95%	68%	75%	66%
<b>Grade8</b>						
Math	46%	37%	71%	39%	39%	39%

Summary: All Grades met or exceeded state percentages of proficient and advanced scores in Math and English in 2005. The school adopted the Accelerated Math program for Grades 5-12 as a supplement to the classroom curriculums. This individualized program is expected to assist in the positive and consistent movement of the grades 5-12 math scores over time.

*Measure 5:*

*Ninety percent of third graders will score at or above grade level as measured by the Developmental Reading Assessment during the spring evaluation period (the school measures in the fall and spring of a school year).*

**Grade level score is 30**

2006 Average	40
2005 Average	34
2004 Average	36
2003 Average	37

## Summary:

Students consistently scored at or above grade level on the DRA. Ninety-three percent of Grade Three students scored at or above grade level on the Development Reading Assessment during the spring 2005 evaluation period.

**Goal Two: All MVPCS students will demonstrate academic progress as indicated by the Martha's Vineyard Public Charter School's Internal Assessment Instrument in the curricular areas of Math and English Language Arts.**

*Measure 1:*

*More than 75% of students will reach Apprentice or Practitioner levels in Math and English Language Arts as indicated by the Internal Assessment Instrument at the end of their two-year cycle (Grades 4,6, and 8).*

Percentage of students performing at Apprentice or above.

<b>Grade 4</b>	<b>ELA</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>Math</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
	Language	70	87	100	Number Sense	70	100	91
	Literature	90	87	100	Patterns	70	93	100
	Composition	70	87	91	Geometry	70	93	91
	Media	80	93	91	Statistics	70	93	91
	Average	77.5	88.5	96	Average	70	94.8	93

<b>Grade 6</b>	<b>ELA</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>Math</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
	Language	100	94	100	Number Sense	83	72	100
	Literature	92	94	100	Patterns	83	57	100
	Composition	100	83	100	Geometry	92	100	100
	Media	83	89	100	Statistics	100	100	100
	Average	93.8	89	100	Average	89.5	82.3	100

<b>Grade 8</b>	<b>ELA</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>Math</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
	Language	100	95	100	Number Sense	64	52	77
	Literature	93	90	100	Patterns	64	24	70
	Composition	100	95	100	Geometry	71	33	54
	Media	14	95	100	Statistics	29	43	62
	Average	76.8	93.8	100	Average	57	38	66

Summary: The first three years of data gathered from the Internal Assessment Instrument illustrates a fairly consistent group of students (80-90 percent) achieving Apprentice or Practitioner levels based upon their performances. The 8<sup>th</sup> Grade Math performance has shown improvement this year. The data collected from the Assessment Instrument allow the school additional information to assess student performance in relation to the Curriculum Frameworks. Based upon this year's performances, the Internal Assessment Instrument standards and expectations will be examined during the 06-07 school year.

## II. Organizational Viability

**Goal One: The MVPCS will maintain strong organizational viability by demonstrating sound financial practices.**

*Measure 1:*

*Actual and proposed budgets for each school year will show effective allocation of resources to ensure effective school programs.*

Summary:

Over the past ten years the school has managed the budgets to ensure that the school's programs are fully funded to meet the educational goals of the school. As the student population increased from 75 in 1996 to 161 in 2005, the school has increased the number of full-time teachers as well as the support staff to handle the diverse needs of the students. Budgets have also been increased in the physical education, arts and technology departments.

As the school looks to the future with a new state funding formula that will decrease income to the school by 8% in 2006, it will be challenged more than ever to meet the educational needs of the students.

*Measure 2:*

*Yearly balance sheets will show that the school is fiscally sound and maintains adequate (20% of total budget) cash reserves.*

Summary:

The primary focus of the budgeting process aims to ensure the long-term viability of the school. Since 1996, the school has been able to end each year with a cash reserve that, by 2005, comprises 60% of the total budget.

*Measure 3:*

*Yearly submission of audited financial statements will demonstrate that the school is responsible and prudent with public resources.*

Summary:

Since the school's first year in 1996, the school has undergone a full audit every year from Powers and Sullivan, Certified Public Accountants of Woburn MA. Their firm has worked with the state to develop audit guidelines and the school's audits have always met state requirements. The school has consistently demonstrated outstanding fiscal responsibility.

**Goal Two: The MVPCS will maintain a strong level of parent satisfaction.***Measure 1:*

*The Annual Parent Survey will indicate that at least 80% of parents responding will Agree or Strongly Agree that they are satisfied with their experience at the MVPCS.*

## Summary:

The Annual parent Survey will be revised for the 2006-2007 school year per the recommendation from the Charter Renewal Inspection Report (p.39).

*Measure 2:*

*Parent and student participation in Personal Education Plan Conferences will exceed 95%.*

*Measure 3:*

*One hundred percent of parents will contribute to the school's Annual Drive.*

## Summary Measures 2 and 3:

100% of parents attended at least two Personal Education Plan Conferences and contributed to the annual drive.

**Goal Three: Student enrollment and full-time faculty retention will be stable.***Measure 1:*

*Student applications to available openings will average a 2:1 ratio.*

OPENINGS TO WAIT LIST CHART

	Total Number Of Openings	Total Number of Applicants	Total Wait List After Openings are Filled
2001-2002	24	50	81
2002-2003	25	51	98
2003-2004	22	70	114
2004-2005	25	51	115
2005-2006	25	48	103

## Summary:

Student applications to available openings, especially when including wait list numbers, have consistently exceeded a 2:1 ratio as evidenced by the data reported in the annual reports from 2001 through 2006.

*Measure 2:*

*Enrollment will be between 145-155 students.*

*Summary:*

Enrollment:	
1999-2000	141
2000-2001	144
2001-2002	158
2002-2003	156
2003-2004	155
2004-2005	161
2005-2006	158

When the Accountability Plan was revised in 2003, the net school-spending cap for Up-Island students was set at 12%. Lobbying on the part of Up Island School committee members undermined that “grand fathered” cap and forced the MVPCS to reduce the cap for the Up-Island region to 9%. This has led to a reduction in students to the school for the 2006-2007 school year. Anticipated enrollment for 2006-2007 is set at around 155 students.

*Measure 3:*

*The five-year average of the annual student retention rate in Kindergarten through Grade 8 will exceed 90%.*

*Summary:*

As evidenced in data collected in the annual reports, annual student retention has exceeded 90% for students in Kindergarten through Grade 8. Total enrollment averaged 146 in grades K-8 during the 2000 to 2006 school years, and an average of 2.8 students left per year in those grades.

*Mid Year Turnover:*

2005-2006: Four students left during the year: two students chose to attend the local high school, one is working towards receiving his GED, and one high school student moved into residential care. Four students enrolled in the school during the school year. Three were high school students and one student entered our kindergarten classroom.

*End of the Year Turnover:*

Students finishing eighth grade with the MVPCS have consistently chosen to move on to different high school settings. Students who have moved on to other high schools have reported that they left the MVPCS because of their desire to meet new kids and new teachers and to see how they “do” in a more traditional school setting. They also mention their desire to participate in interscholastic athletics and the fine and performing arts programs offered at bigger high schools. Thirteen out of fifteen eighth graders left at the end of the 2005-2006 school year. All of those students will attend the local high school. Two siblings and one other student are leaving to attend a local elementary school and two high school students are enrolling in the local high school.

*Measure 4:*

*The five-year average of the annual full-time faculty retention rate will exceed 90%.*

## Summary:

Full time teacher retention rates have consistently exceeded 90% with an annual average of one to two full-time teachers leaving at the end of the school year. One full-time faculty member left at the end of the 2005-2006 school year to move off Island.

**III. Unique Program Areas**

*"It is the mission of the MVPCS to create a public school that will cultivate lifelong learners in a multi-aged, project based setting....Education is most meaningful when the student is invested in the studies by choice. The curriculum evolves out of student needs and student choice in conjunction with the MA Curriculum Frameworks.... At the core of the MVPCS educational program is the belief that self-directed learning is the deepest learning. The educational program of the MVPCS is designed to empower students to learn how to direct their own learning while sharing in the community's resources. An environment of mutual respect is fostered where success is applauded and mistakes can be made during the daily process."*

*MVPCS Charter*

**Goal One: Schoolwork will be project based.***Measure 1:*

*Each age group will host at least one Project Exhibition during each semester.*

## Summary:

Since 2003, when this goal was first articulated in the revised Accountability Plan, Project Exhibitions have taken place in each classroom each semester. Parents and community members are invited to these exhibitions, which are culminating events in unit of study and the project work of the classrooms. Examples from the 2005-2006 school year are the *Boat Show* in the kindergarten, *An Interdisciplinary Exhibition* in the Grade 3/4 classroom and the *Holocaust Museum* in the Grade 7/8 classroom.

*Measure 2:*

*Two 8-10 day, successful, "Project Periods" will occur during each school year. Successful Project Periods include active student participation in all class activities and public exhibitions of student's accomplishments, which may include oral, written or multimedia presentations.*

## Summary:

Active student participation has been a cornerstone of the school's project periods. In fact, many students remark that project period is their favorite time of year and this love for learning is epitomized through the student's hard work and remarkable achievements during these courses. For example, 12 middle school students and three teachers biked a total of 100 miles throughout Martha's Vineyard. Ten determined eighth graders and two teachers, hiked over 30 miles in the mountains of Maine, while learning about environment, ecology, and teamwork.

**Goal Two: Students will make measurable progress in becoming self-directed learners.**

*Measure 1: Data from the "Charter Learner Assessment Tool" will indicate that more than 75% of students at the end of their two-year cycle in a particular classroom have achieved Apprentice or Practitioner levels.*

<b>Charter Learner Criteria</b>	<b>Grade Two</b>	<b>Grade Four</b>	<b>Grade Six</b>	<b>Grade Eight</b>
Self-Directed	100%	86%	73%	94%
Interdependent	92%	86%	73%	94%
Complex Thinker	100%	100%	82%	100%
Project Based	100%	93%	82%	94%
Democratic Member	100%	71%	82%	100%

**Summary:**

Data from the Charter Learner Assessment Tool was formally collected school-wide beginning in January and June of 2005. Each classroom (Grade 2, 4, 6, 8) has developed age-appropriate criteria for assessing the Charter Learner categories of each student. The student is assessed individually based upon his or her performance in each category (self-direction, interdependent, complex thinker, project-based learner, and democratic member). The data for the 2005-2006 school year indicate students are achieving Apprentice or Practitioner levels at a high rate at the end of their two-year cycles, except in this year's sixth grade. At the end of the 2006-2007 school year we will examine the results from the first three year's of data, and make a determination of whether or not to raise the expectation for this measure.

**Goal Three: MVPCS will instill in its students an understanding of and appreciation for the schools five "Rights":**

- 1. To feel safe in mind, body, and spirit.*
- 2. To have personal property reserved for personal use, unless loaned or given to someone else.*
- 3. To have needs, aspirations and responsibilities acknowledged and respected.*
- 4. To be him/herself as long as s/he is responsive to others.*
- 5. To have a clean, tidy and vandalism free campus.*

**Measure 1:**

*Every classroom will thoroughly explore, in developmentally appropriate ways, the definition of each right during the first month of school. The rights will be posted in every classroom.*

**Summary:**

This continues to be a school wide classroom focus during the first month of school. The rights are posted in every classroom.

**Goal Four: Students will become invested in their education through making choices about their studies.**

*Measure 1:*

*One hundred percent of the High School students and at least 25% of students ages 10-14 will participate in an ongoing mentorship with a mentor from the community who is an expert in that student's field of choice.*

Summary: Mentorships are a vital aspect of the high school program. One hundred percent of the high school students have participated in mentorships during their high school years. Every year at least 25% of students ages 10-14 participate in mentorships that last through at least six sessions with a mentor of their choice. Mentorship experiences from the 2005-2006 school year include work at a Veterinary Hospital, Carpentry, Clothing Design, Boat Building and Metal Working.

## **School Profile**

### **Curriculum Guide**

*Project Based learning opportunities using thematic integrated curriculum are prevalent in the classrooms on a daily basis. The individualization of instruction, student choice, public exhibitions of achievement, and community service are vital aspects of the school's Project Based learning pedagogy. The MVPCS uses the Massachusetts Curriculum Frameworks to structure and guide curriculum at all developmental levels.*

### **Kindergarten**

#### **Reading**

The Guided Reading instruction is an opportunity to work with small groups focusing on specific topics or stages of literary development using a variety of literacy games that help promote peer learning.

#### **Writing**

The goals for beginning writers include recognition of lower and upper case letters, recognition of letter/sound correspondence, and the use of inventive spelling to understand picture/text relationship. Fine motor, prior knowledge; attention level and interest areas are the focus areas of these beginning writers.

#### **Math**

The Everyday Math textbook series introduced at this level facilitates understanding of math concepts, which include number sense, patterns, and geometry. Math concepts are introduced throughout the school year through a variety of activities and games.

#### **Social Studies**

The students are encouraged to focus on building a healthy and unified community. Cooperation, responsibility, respect, and trust are daily areas of focus as they relate to the school's Bill of Rights. Throughout the thematic studies during the year, the students explore varying global attributes to help them understand their relationship to others.

#### **Science**

A number of activities encourage students to investigate, question, experience, and experiment through the process of discovery and inquiry. Critical thinking and research skills are goals of the program.

#### **Community**

The island community plays a large role in the entire classroom experience. Visits to people and places on the Island enhance our studies. For example, journeys to fish markets, boat builders, commercial fishermen, and a charter boat fishing trip augments the classroom study of oceans.

## Six through Eight-Year-Old Program (Grades 1 and 2)

### English Language Arts

The language arts program is based upon Guided Reading principles. The students work with a teacher in small, flexible, multi-age teams based on similar needs. Reading skills addressed include phonics, decoding strategies, fluency, and comprehension. Language arts centers offer the students self-directed activities around the room that develop their skills and enjoyment of literature. In addition, the students participate in author studies and library visits. The students write throughout the curriculum addressing penmanship, spelling, and vocabulary. Writing Workshop involves drafting, using inventive spelling, conferencing, editing, revising, illustrating, and publishing.

### Mathematics

The Everyday Math Program is used at this level. The students are divided into first and second year groups. The continuous two-year program introduces, revisits, and reinforces numerous concepts and skills. Daily whole group discussions encourage the use of mathematical vocabulary, and guide the students as they make connections and learn problem-solving strategies. These are followed by hands-on activities, cooperative math games, and independent journal work. Components of the curriculum include geometry, measurement, data, diagrams, graphs, numeration, patterns and algebra, operations and computation.

### Social Studies

Social studies is interwoven within thematic studies and the two-year curriculum coincides with the Massachusetts Curriculum Frameworks of history and geography, economics, civics and government. At the beginning of each year, the children are introduced to the school's pillars and bill of rights. These founding principles guide the children as they conduct themselves independently and interact with others in the learning community. Social studies based themes include exploration of heritage and the world, patriotic signs and symbols, and famous historical figures. Literature such as folk tales, historical fiction, and non-fiction texts help the students to research within these themes. Map skills using a variety of maps and globes are used in both social studies and science.

### Science

Inquiry based learning drives the science portion of the thematic studies curriculum. This involves the children in questioning, predicting, exploring, observing, and recording the world and experiences around them. Research skills using nonfiction texts along with hands on science experiments and activities are included. Within the two-year span, the themes include the study of Earth and Space, Dinosaurs, The Ocean, Simple Machines, The Human Body, and Nutrition. The class uses the Island community to complement its science studies.

### Specials

Physical Education, Music, Art, Drama, and electives (Artists in Residence) are part of each student's week.

## **Eight through Ten-Year-Old Program (Grades 3 and 4)**

### English Language Arts

The curriculum integrates content area themes with language arts skills. "Quick Writes", which are brief responses to a topic or question, help increase writing comfort and fluency.

Compositions that are more formal include focused correction areas during which students practice general and individualized writing skills. Reading takes place independently as well as in supervised small groups everyday. Read aloud is tied to content areas with selections from many genres. The spelling program utilizes the close ties between spelling and phonics and allows each to reinforce the other, using words that have been chosen for structural as well as phonetic generalizations.

### Mathematics

Students are organized into two grade level groups that meet five days a week using the Everyday Math Program. The program is organized into units of study that spiral back throughout the year, which gives students the opportunity to be repeatedly exposed to previously learned skills. Components of the curriculum include measurement, multiplication, and division, place value, decimals and fractions, algebraic formulas and geometry.

### Social Studies

The social studies curriculum focuses on themes during the two-year cycle to study Massachusetts and its cities and towns from the time of the arrival of the Pilgrims, North American political and physical geography, and one early civilization. The students work on writing and research skills, cooperative learning, and citizenship through the social studies curriculum.

### Science

Thematic units are the core of the science curriculum revolving around the study of plant and animal life cycles, adaptations, electricity and magnetism, rocks and minerals, matter, weather and climate. Inquiring, observing, predicting, questioning, hypothesizing, and drawing conclusions are present in all scientific investigations.

### Specials

Physical Education, Music, Spanish, Art, and electives (Artists in Residence) are part of the weekly activities for each student.

## Ten through Twelve-Year-Old Program (Grades 5 and 6)

### English Language Arts

The English language arts program is focused on literature, composition, and word study. Classics, Fantasy, and the Poetry Anthology are major components of the literature program during this two-year cycle. Composition includes narrative, persuasive, and expository writing. Word study involves vocabulary, spelling, Greek and Latin root words, prefixes, suffixes, phonics, and dictionary skill work. Thematic units used during the two-year cycle are Courage, Historical Fiction, and School Literacy Publication. The students' understanding of literacy is assessed using the Leslie, Caldwell, Gambrell, and Ekwall-Shanker assessment instruments.

### Mathematics

The mathematics program uses a hands-on problem solving approach guided by the Connected Mathematics Series. Number sense, statistics and probability, patterns, relations and functions, and geometry and measurement are focused whole-group units during the two-year cycle. Weekly assessments of student understanding in the form of "warm-ups" direct individualized and whole-group instruction. In the course of two years, students become adept at reading and interpreting their own MVPCS Math Assessment Tool to set independent math goals for themselves. Individualized lessons and practice materials help students meet these goals. Fifth grade students meet as a group twice a week to practice computation skills using teacher-designed worksheets and math games and sixth grade students meet as a group an additional two times a week for Math MCAS preparation. The Accelerated Math Program was added this year (2005-2006) to supplement the program and create a more individualized setting for the students.

### Social Studies

The thematic driven curriculum includes US History, exploration, colonization, slavery, World Geography, the American Revolution, colonization, and Native American studies. Research and analysis of nonfiction texts, secondary and primary sources, oral presentations, art, theater, music, poetry, chart and map study are all used to gain a greater understanding of history, economics, civics and government, and geography.

### Science

The Science program uses an active, inquiry-based approach to discovery. The two-year cycle studies Electricity and Magnetism, Astronomy, Environmental Science, Geology, Physics, Life Science, Physical Science, the Island Ecosystems, Molecules, Sound, and Light. Active exploration, experimentation, observation, class discussion, nonfiction literature, writing, and projects are the strategies used to enhance learning. The Island and its resources are an integral part of this curriculum.

### Specials

Each student's week includes World Language, Art, Physical Education, and Electives (Offerings and Artists in Residences). Each student is invited to participate in the school's Mentorship Program.

## Twelve through Fourteen-Year-Old Program (Grades 7 and 8)

### English Language Arts

The program uses a reading and writing Workshop Model in which large blocks of time are designated to reading and writing. Short story, essay, memoir, grammar, poetry, biography and autobiography, literary analysis, and individual research projects are units of study. Language arts lessons focus on spelling patterns, etymology, vocabulary, and parts of speech.

### Mathematics

The math text, Connected Math, sets the course of study of the strands of Number Sense and Operations, Patterns, Relations, and Algebra, Geometry and Measurement and Data Analysis, and Statistics and Probability. Students study elements of graphing linear equations and inequalities while exploring the workings of a graphing calculator. Small and large group instruction is consistently part of the pedagogy. The Accelerated Math Program was added this year (2005-2006) to supplement the program and to increase individualized instruction for the students

### Social Studies

During the two-year cycle students begin with an exploration of the Americas and the first human inhabitants of the North American continent. Students examine the transformation of America from an agrarian to industrial society. The group searches for the meaning and evidence of the beginnings of American democracy through reading primary source documents such as the Magna Carta, the Declaration of Independence, and the Constitution. Students explore the Africans in America, the development of slavery, and take an in-depth look at the causes and effects of the US Civil War. During the second year students examine the archeological and genetic evidence for African genesis and human migration across the globe. A review of Geography concepts and the development of Neolithic and the Early Civilizations of China, India, Egypt, Mesopotamia, Crete and Phoenicia follow this. Major focus is devoted to the transformation of cultures over time, religious and social connections between groups, and their systems of belief and government in Classical Greece, and Rome. After the group's trip to Italy, the class begins Facing History and Ourselves, a study of the Holocaust and Human Behavior. Students engage in an examination of racism and prejudice and the power of individuals to oppose hatred while creating a multi-media exhibition of courage honoring those who refused to commit crimes and fought against racism and fascism.

### Science

The program covers the strands of Inquiry, Physical Science, Life Science, Earth and Space Science, and Technology and Engineering. Using the Island as a classroom, the learning experiences include scientific observations of different ecosystems. Investigation, lab and fieldwork, and individual research are cornerstones of this program.

### Specials

Each student studies Art, World Language, Physical Education, and Electives (Offering and Artists in Residence classes) each week. Each student is invited to participate in the school's Mentorship Program.

## High School Program

The High School program is divided into two separate programs with a set of distinct goals. The 'First Years' (ninth and tenth grades) program is classroom and curriculum centered offering a variety of project based learning experiences in preparation for the 10<sup>th</sup> grade MCAS tests. The 'Penultimate and Ultimate Year's' program is driven by independent research experiences, referred to as portfolios and juried exhibitions, under the supervision of the faculty. In addition, the students are required to demonstrate 12<sup>th</sup> grade understandings as outlined in the Massachusetts Curriculum Frameworks.

### The First Years Program (Grades 9 and 10)

#### English

The English program is literature-based using novels, short story, essays, poetry, and non-fiction. A Shakespeare study is an annual curricular component. Group and independent reading is an important part of the program. Creative writing, mastery of narrative and expository writing, and literary analysis are aspects of the program. Opportunities to explore creative writing and poetry through the Writing Workshop Model are provided. Vocabulary and literary terminology are also emphasized.

#### Mathematics

Math is designed to be an integrated two-year program of algebra, geometry, number sense, and probability and statistics. Students study linear, quadratic and exponential equations, the rules governing geometric relationships among symmetry, volume, and area. The group solves and graphs linear equations throughout the year. Learning of the subject matter incorporates the use of the graphing calculator and geometry software. The Accelerated Math Program was added this year (2005-2006) to supplement the program and increase the individualized instruction for each student.

#### Social Studies

The two-year course of study concentrates on World History from 500 CE to the present. History, politics, geography, and economics are constantly intertwined in the students' research, projects, and activities. The use of primary and secondary sources to support research is the focus of independent research

#### Science

The program investigates logic and the scientific method in the studies of evolution, expansion, geology, energy, meiosis and mitosis, genetics and DNA, Physical Science, and chemistry. Lab work, journal entries, observations, experiments, and oral presentations are demonstrations of student understanding.

#### Specials

Physical Education, Art, Electives, Community Service Learning, and World Languages are part of each student's week. In addition, each student participates in a weekly mentorship with an Island adult in an area of interest to the student.

## The Penultimate and Ultimate Years Program (Grades 11 and 12)

### English

World and American Literature are examined during this two-year program of study. Drama, novels, poetry, short stories, essays, and speeches are examined. Students are asked to write poetry, fiction, self-evaluations, review essays, author studies, and speeches. Vocabulary and word etymology are focused on in this program.

### Math

The course explores new applications to the standard curriculum and the four strands of number sense, patterns and relations, geometry, and statistics and probability. Pascal's triangle, the binomial theorem and combinatorics, matrices, properties of number systems, geometric proofs related to finite networks, trigonometry, exponential and logarithmic functions, and properties of discrete and continuous distributions are concepts introduced and studied in this program.

### United States History

The themes of civics, government, and America in the world are interwoven throughout this course of study, which specifically looks at the US in the 19<sup>th</sup> and 20<sup>th</sup> centuries. The Supreme Court, the Stock Market Crash of 1929, the Constitution, the Depression, FDR, Cold War, Vietnam, The Bill of Rights, terrorism, and propaganda are topics studied in depth during this course.

### Science

The class selects the subject of this course. The two most recent course syllabi were Environmental Science and Astronomy. A broad range of subjects is interwoven into each course including statistics, technology, economics, business law, history, and social science.

### Portfolio and Juried Exhibition

This course prepares the students to successfully complete their required five portfolios and one juried exhibition during their last two years of High School.

### Specials

Each student participates in Physical Education, Community Service Learning, Art, Electives, and World Languages each week. In addition, each student is engaged in a weekly mentorship with an adult in an area of interest to the student.

### Offerings, Project Period, & Artists-in-Residence

In addition to addressing student interests during the daily classroom structure, the MVPCS puts great emphasis on the afternoon Offerings, the two-week Project Periods in February and June, and the ongoing Artists-in-Residence Program.

The Offerings are electives offered to the ten through fourteen-year old-students. They take place on Monday and Friday afternoons. During these classes, teachers share a variety of learning experiences with students, which often center on the teacher's own interests and hobbies. Some of this year's courses titles were: *Homework Club, Theater Skills, Mentorships, Independent Art, Aromatherapy, Botball, Knitting, Comfortable Reading, Skate Park, Play Writing, Gardening, Yearbook, Out and About Photography, Hiking, Sketching and Reflecting, How Did They Do That?*

Project Period takes place twice a year, the first two weeks of February, and the last two weeks of the school year. The students select a two-week course of study from an array of courses designed by the faculty. Curriculum connections to the MA Curriculum Frameworks as well as the assessment rubrics are the foundation of each course. Each course requires a public exhibition of the work accomplished during the two week, sixty hour course. Course titles during the 2005-2006 school year were: **Health and Fitness; Healthy Body Healthy Mind, History of Film, Theater Arts: The Drama, North Country Trek, Biking, Walkabout, Writeabout, Community Service, Whaling Adventures.**

The Artists-in-Residence Program has existed since the school first opened. Every student in the school has the opportunity to participate in these weekly, Wednesday afternoons, multiage classes. Students engage in a variety of artistic endeavors while directly learning from the experts. Course titles for this year included: *Wheel Throwing, Introduction to Photographic Design, Knitting, Theater Skills, Black and White Photography and the Darkroom, Aikido, Drawing and Sketching, Introduction to Drawing, Experimenting With Art, Comedy Improve, Puppetry, Introduction to Yoga.*

## Assessment

### **External Standardized Tests**

The TerraNova Survey is administered once a year to all students in Grades Three through Eleven.

The MCAS are administered as required by the Commonwealth of Massachusetts.

Please see pages 8 through 11 for the summary and analysis of the results.

### **Internal Assessment**

In the spring of 1998, MVPCS began the process of creating an internal assessment instrument that would effectively chart student understanding in each discipline at a very detailed level. As such, the instrument would then guide instruction and curriculum development, serve as a vehicle for professional development and inform parents of the educational growth of their children.

The MVPCS Assessment Instrument has been fully implemented during the last five years in each of the classrooms in the four curricular areas of math, social studies, English language arts and science/technology, and acts as the major component of both curricular planning and internal assessment of student progress. This performance-based measurement is aligned with the MA Curriculum Frameworks. It documents progress using such vehicles as teacher generated tests, portfolios, juried exhibitions, community evaluators, student self-evaluations, and teacher anecdotes for example, as a means of evaluating student performance.

The Assessment Instrument delineates the performance objectives in each of the classrooms, and through it, teachers monitor the academic progress of all of the students in the aforementioned four curricular areas. Each teacher assesses student work and progress at each level using the performance indicators of the assessment tool. This assessment of student work is maintained throughout each student's years at the MVPCS.

The evaluation of the student work is formally reported in semi-annual progress reports. The January and June progress reports are both objective (norm-based) through the use of the performance indicators and there is a narrative component. Each curricular area is reported on. The reports describe the course work expectations, how those expectations were met, and the teacher's impressions of how the student's work can be improved. The performance levels are taken from the MVPCS Assessment Instrument: Novice, Beginner, Apprentice, Practitioner and Flyer and, as stated earlier, correlate with the MA Curriculum Frameworks requirements in terms of student performance.

Please see page 12 for the summary and analysis of the results of internal assessment.

**Governance Profile**  
**Board of Trustees 2005-2006**

<b><u>Trustee Affiliation</u></b>	<b><u>Year Elected</u></b>	<b><u>Term Ends</u></b>	<b><u>Position</u></b>	<b><u>Committees / Task Forces</u></b>
Sam Berlow Technology Consultant, Business Owner	2003	2006	President	Trusteeship (co-chair) Technology Fundraising
Dan Cabot Retired Educator	2004	2007	Secretary	Teaching and Learning (chair)
Felicia Cheney Head Librarian, Accountant	2005	2008	Treasurer	Finance (chair)
Nelia Decker	2001	2006	Vice President	Trusteeship (co-chair), Tenth Year Visioning
Harold Hill Retired Court Officer	2004	2007		
Amanda Hutchinson Business Owner	2003	2006		Hiring
Bruce MacNelly Architect	2001	2007		Tenth Year Visioning
Jim Newman Educator, Selectman	2002	2008		Graduation

**Adoption of Major Policies**

The Board adopted the School's Teacher Handbook as a legal part of the teacher contracts on March 29, 2006.

The Board adopted Chapter 32B, Section 18 of Massachusetts General Laws on March 29, 2006. This requires employees over the age of 65 who are Medicare eligible to adopt the proper insurance to fit in with Medicare on

The Board adopted Chapter 32B, Section 9 of Massachusetts General Laws on March 29, 2006. This allows employees with ten years or more to retire and continue being a participant in the school's health insurance policy by paying 100% of the costs.

**Summary of Official Complaints**

No official complaints were reported to the Board of Trustees during the 2005-2006 school year.

**Student Profile**

**Student Demographics- March 1, 2006****Enrollment by Grade**

<b>Grades</b>	<b>Number of Students</b>
Kindergarten	12
One / Two	26
Three / Four	27
Five / Six	28
Seven / Eight	37
Nine / Ten	11
Eleven / Twelve	18
Total:	158

**Gender**

<b>Gender</b>	<b>Number of Students</b>
Male	86
Female	72
Total	158

**Race / Ethnicity**

<b>Race</b>	<b>Number of Students</b>
African American / Non-Hispanic	12
Asian / Non-Hispanic	5
Native American / Non-Hispanic	3
White / Non-Hispanic	125
White /Hispanic	3
Total:	158

**Town of Residence**

<b>Town of Residence</b>	<b>Number of Students</b>
Aquinnah	3
Chilmark	12
Edgartown	27
Falmouth	1
Oak Bluffs	37
Tisbury	38
West Tisbury	40
Total:	158

**Free and Reduced Lunch**

Number of Students	
15	Reduced Lunch
18	Free Lunch

**Special Education**

Number of Students	SPED Prototype
33	10
1	20
Total: 34	

**English Language Learners**

Number of Students
1

**Linguistic Minorities**

Number of Students
1

**Suspensions**

Number of Students	
0	In school
18	Out of School (Code of Conduct violations)
0	Expulsions

**Student Applicants June 15, 2006**

Town of Residence	Number of New Applicants
Chilmark	2
Edgartown	13
Oak Bluffs	15
Tisbury	9
Up-Island	9
Total:	48

### Cumulative Waiting List: June 15, 2006

Age as of 9/1/06	Number of Students		District of Residence	Number of Students
6	5		Edgartown	11
7	20		Oak Bluffs	12
8	16		Tisbury	32
9	15		Up Island	48
10	13			
11	20			
12	7			
13	7			
Total:	103		Total:	103

### Student Attrition Data

#### Mid Year Turnover:

2005-2006: Five students left during the year: one student moved off-island, two students chose to attend the local high school, one is working towards receiving his GED, and one high school student moved into residential care. Four students enrolled in the school during the school year. Three were high school students and one student entered our kindergarten classroom.

#### End of the Year Turnover:

Students finishing eighth grade with the MVPCS have consistently chosen to move on to different high school settings. Students who have moved on to other high schools have reported that they left the MVPCS because of their desire to meet new kids and new teachers and to see how they "do" in a more traditional school setting. They also mention their desire to participate in interscholastic athletics and the fine and performing arts programs offered at bigger high schools. Thirteen out of fifteen eighth graders left at the end of the 2005-2006 school year. All of those students will attend the local high school. Two siblings and one other student are leaving to attend a local elementary school and two high school students are enrolling in the local high school.

#### Alumni Placements

Five students graduated from the Martha's Vineyard Public Charter School on June 3, 2006. One graduate will attend Wheaton College, one will attend Salem State College, and another will attend San Francisco College of Art. Graduates from previous years have enrolled in Smith College and Marlboro College for September 2006.

### Staff Profile

<b>Director</b>	Robert Moore
<b>FTE Teachers / Aides:</b>	26
<b>Average Years of Teaching Experience:</b>	9.5
<b>Average Years of Service at MVPCS:</b>	5.5
<b>Percent of Highly Qualified Teachers:</b>	94%
<b>Average Class Size:</b>	13 students
<b>Teacher Turnover:</b>	One teacher / advisor left at the end of the school year to move off-island where she will continue teaching at another school. Two teacher / advisors are on a year long maternity leaves. One teacher assistant left during the school year to finish her masters' program requirements.

**Financial Profile**

- I. Unaudited Financial Statement FY 06- Please see Attachment A.**
- II. Balance Sheet for fiscal 2006- Please see Attachment B.**
- III. Approved Budget for FY 07- Please see Attachment C.**

**Summary of Dissemination Activities**

The school received a grant from the Massachusetts Charter School Dissemination Program for the 2005-2006 School Year. The purpose for the grant was:

- to create a partnership with the Chilmark School
- to develop a simple handbook that offers strategies for differentiation in classroom
- to share results of this collaboration in hardcopy, through presentations, and through web-based dissemination

Amy Reece (Grade 5/6 English/History Teacher), Dawne Nelson (Grade 11/12 Math Teacher), and Susie DiRubio (Administrator of Special Education Programs) presented “Differentiation Strategies in the Classroom” at the Massachusetts Charter School Conference in March, 2006 at Holy Cross College in Worcester, MA.

Amy Reece, Deborah Cutrer (Grade 7-10 Math Teacher), and Robert Moore (Director) presented “Understanding By Design Curriculum Design” at the UMASS-Dartmouth Connecting Oceans Academy, July 5, 2006 in New Bedford, MA.

Robert Moore presented to the Lowell Community Charter School’s Administration “The School’s Internal Assessment Tool” and “Understanding By Design Curriculum Work” on July 10, 2006 in Lowell, MA.

### **Additional Information**

### **Parent Involvement**

Parent involvement has been an integral part of the success of the MVPCS and is one of the reasons many families have chosen to educate their children at the school. Parents are welcome to participate on many levels. We state clearly in our enrollment information and in a contract, which parents sign when they accept a space for their child that the parents are a critical part of the parent/teacher/child triangle. One hundred percent of families participated in at least two Personal Education Plan Conferences. We have not mandated parent involvement, but it is strongly encouraged and several mechanisms are in place for input and involvement.

Parent involvement continued to expand during the 2005-2006 school year. An increase in the number of parents helping in the classrooms, participating in book clubs, helping with grounds maintenance, and serving on a variety of school-wide task forces has contributed to our vibrant school community. One hundred percent of families participated in this year's Annual Drive, attesting to parent approval and confidence in the school.

The community is engaged in a Visioning process looking at the next five years. Parents have taken the lead on each of the task forces.

### **Parent Representatives**

One representative from each advisory met with the School's Activities Coordinator monthly. This group of parents served as liaisons to the parents within their respective classrooms. The parent representatives and the Activities Coordinator discussed issues involving the academic program as well as school-wide activities. This was an opportunity for the group to inform each other about events and activities taking place, either in the school or in the community. These meetings gave the Director opportunities to explain and clarify aspects of the program, which the parent representatives then shared with other parents in their particular rooms. These meetings will continue during the 2006-2007 school year as we strive to involve parents in as many aspects of the school as possible, and continue to enhance the communication links between school and home.

### **Parent Participation**

Parents participated in school activities and school planning in numerous ways. Below is a listing of some of the areas in which parents were invited to participate during the 2005-2006 school year.

#### Parent Participation in School Activities

- Chaperones on field trips
- Mentors
- Mini-lessons
- Building and Grounds, i.e.: sign painting, plantings, and playground
- Lunch Program
- After School Tennis, Track and Basketball
- Jurors on Student Assessment Panels
- School Book Fair, and Library Celebration Day
- Community Service Learning
- Open Houses and New Parent Orientation
- High School Graduation
- September Potluck Cookout
- Last Day of School Celebration
- Project Period
- Morning Meeting
- Theater Performances
- Student Portfolio and Exhibition Panels
- Community Building Activities

#### Parent Participation in School Planning

- Task Forces, Teacher Hiring Committees
- Standing Committees
- Board of Trustees
- Parent Roundtable Planning Meetings
- Fund Raising
- Phone Trees for the Classrooms
- Parent Representatives
- Advocacy of legislation at the State level

#### Collaborations

The MVPCS continues to reach out to the island community to forge partnerships with organizations. We extend our deepest appreciation to the following organizations mentioned below. Thanks to these groups' commitment to our students, we have been able to offer our students an education that truly utilizes the island as their classroom.

Aids Alliance of Martha's Vineyard	Herring Run Restoration Project	Options in Education
Alateen and Alanon	Island Food Pantry	Polly Hill Arboretum
Aquamarine Dockbuilders	Island Gymnastics Training	South Mountain Company
Aquinnah Shellfish Hatchery	Le Grenier	Superintendent, Martha's Vineyard Public Schools
Beach Plum Inn	Native Earth Teaching Farm	Trustees of Reservation
Bennett Solar Energy	Martha's Vineyard Amateur Astronomy Club	Vineyard Gazette
Bodhi Path Meditation Center	Martha's Vineyard Dojo	Vineyard Haven Public Library
Boston by the Sea	Martha's Vineyard Community Services	Vineyard Yoga Center
Cape Light Compact	Martha's Vineyard Historical Society	Wampanoag Tribe of Aquinnah
Cat Trap of Martha's Vineyard	Martha's Vineyard Hospital	West Tisbury Elementary School
Chilmark Elementary School	Martha's Vineyard Regional High School	West Tisbury Police and Firefighters
Farm Institute	Martha's Vineyard Ice Arena	West Tisbury Public Library
Featherstone of Martha's Vineyard	NAACP of Martha's Vineyard	Windmere Nursing Home
Felix Neck Wildlife Refuge	North Tabor Farm	Woods Hole Oceanographic Institute

### Teacher Evaluation Procedures

Teacher evaluation is considered an ongoing process of professional development. The goal is for teachers to reflect upon their practice throughout the school year, as they continuously seek ways in which to implement and expand upon strategies that work well for each of their students.

#### Methods for Teacher Evaluation

- Peer support
- Parent and student feedback
- Director observation, feedback, and dialogue
- Self-evaluation

#### Key Qualities Considered by the Director

The Director meets regularly with individual faculty members. The Director looks at curriculum, program planning, program structure, and a teaching process that reflects and includes:

- Recognition of different learning styles and individual development
- Student assessment
- Support and encouragement of self-directed learning
- Student involvement in the learning and assessment process
- Clear expectations for students
- Helping students experience success
- Tone of classroom, relationships, peer interactions, teacher-student interactions
- Use of the MVPCS Assessment Instrument
- Annual participation in professional development opportunities
- Reflection on practice

#### Conclusions

- All teachers demonstrated distinct areas of strength.
- Areas to be further addressed during the 2006-2007 school year are the implementation of classroom strategies and programs based primarily upon standardized test results analysis, quantification of MVPCS Internal Assessment Tool data for each classroom, and continued in-depth reflection on professional practice.