

**MYSTIC VALLEY  
REGIONAL CHARTER SCHOOL**

**770 SALEM STREET  
MALDEN, MA 02148  
781-388-0222 (PHONE)  
781-388-1964 (FAX)**

**ANNUAL REPORT**

**SCHOOL YEAR 2005-2006**

# MYSTIC VALLEY REGIONAL CHARTER SCHOOL

2005-2006

## School Administration

Dr. Anthony Biegler  
*School Director/Superintendent*

John Mucci		Gina McKinnon
<i>Assistant Director to the High School</i>		<i>Professional Development Coordinator</i>
<i>Grades 9--12</i>		<i>Grades 4-8</i>
Roy Dado		Katie Duck
<i>Interim Assistant Director To the High School</i>		<i>Professional Development Coordinator Grades K-3</i>
Christopher Finn		Richard Veilleux
<i>Business Manager</i>		<i>Interim Business Manager</i>
	<b><u>Board of Trustees</u></b>	
Francis K. Brown II	Neil Kinnon	Thomas Brennan
<i>Treasurer</i>	<i>Chairman</i>	<i>Secretary</i>
	Janice Bissex	
	Leslie Williams	
	<b><u>Board Sub-Committee</u></b>	
<b><u>WELLNESS</u></b>	<b><u>FINANCE</u></b>	<b><u>COMMUNICATIONS</u></b>
Janice Bissex - <i>Chair</i>	Fran Brown – <i>Chair</i>	Leslie Williams - <i>Chair</i>
Roy Dado	Christopher Finn	Gina McKinnon
David Lezenski	Richard Veilleux	Christopher Finn
Chris Giles		Richard Veilleux
Stacey Backiel		
Michael Casullo		
Joyce Nelson		
Patricia McPherson		
Gina McKinnon		

Dear Mystic Valley Community,

It is with great pleasure and gratification that I report to you that during fiscal year 2006 Mystic Valley had its first ever High School graduation. Nineteen students graduated after spending eight years being educated within our walls. This significant accomplishment included many wonderful times with the occasional bumps and trying moments, especially early on. All the members of our school community owe these students and their parents, who took a leap of faith every year, a great deal of thanks for showing us the way. To the class of 2006 congratulations and good luck in all of your future endeavors! You will always be the first.

There were also other significant achievements including but not limited to the following:

- MCAS scores which continued to significantly out perform the weighted average score of our sending districts.
- English Language Arts MCAS scores in 7<sup>th</sup> and 10<sup>th</sup> grade that put us in the top twenty districts in the state.
- A successful first year in our High School in Everett.
- Girls Varsity Basketball making a first ever appearance in the State Tournament,
- Varsity Crew posting high finishes in the State competition in Lowell.
- First year implementation of the International Baccalaureate Program at the High School in its official status.
- Seven seniors qualified for the State's Abigail Adams Scholarships.

Furthermore in response to the parent survey which was conducted at the end of last year the Board authorized the creation of the Student Action Service Club to create more after school opportunities for our younger students. This Club, comprised of older students, conducted after school programs and clinics in Lacrosse, Basketball, Floor Hockey, Art and Swim lessons for our elementary students. In all they served over 900 students during the course of the year. The Board also had a study conducted on the Spanish curriculum because of feedback in the parent survey as well, the result of which will be a new curriculum in the upcoming year.

Other milestones during 2005-2006 included Varsity Sports in Football, Track, Baseball, Softball and Swimming. For the coming year the school will be fielding a Girls Varsity Volleyball team. On the cultural end the school had a wonderful talent night with its Annual Pasta Palooza evening at the High School which was very well attended and filled with some tremendous entertainment. There were also plays, band performances and of course the annual science fair in the spring.

In the coming year Mystic Valley will pursue an early renewal of its Charter. As the school is approaching 1,250 students next year, notifying parents early on of our ongoing status is only proper. Of course our full expectation, based upon our outstanding success academically and our strong financial status, is that we will be granted this status without much of a challenge.

In closing I wish to thank the leadership, parent volunteers and as always our dedicated staff which strives day in and day out to make a difference in our children's lives.

Very Truly Yours,  
Neil C. Kinnon

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# MYSTIC VALLEY REGIONAL CHARTER SCHOOL

## Executive Summary

### Beginnings

The Mystic Valley Regional Charter School (MVRCS) was established in 1998 to provide the communities of Malden, Melrose, Medford, Stoneham, Everett and Wakefield, Massachusetts with an alternative choice in public education. The school design was created according to the desires and needs expressed by the regional communities. The school's basic philosophical and academic design was centered on research-based curricula models that had proven records of success. An academic and organizational framework was established in order to implement the curricula.

The academic and organizational framework was carefully created to meet the student learning expectations of the school's founders. The founders understood that clearly defined expectations for student learning would be essential to the realization of the lofty goals that they held for school-wide academic success. The entire curriculum structure was based on measurable learning attainments for students in all subjects and grade levels. These learning attainments were primarily dictated by the learning standards set forth in the curricula that would make up the school's general academic structure. *Direct Instruction*, *Core Knowledge*, *Saxon Math* and the *International Baccalaureate* became the primary components of Mystic Valley's general K-12 curriculum structure.

From this shared vision, the mission statement and all subsequent plans for implementation were formulated. Policies and practices that set the parameters for the school's daily operation were formulated around the main objectives of the mission statement. As a new school community, the leadership team and faculty took advantage of opportunities to create a school climate free from old and established practices that often resulted in discord and a lack of unity among the general staff.

An important distinguishing factor in the school's original design was an extended school day and an extended school year. Regular school days begin at 8:00 a.m. and end at 3:30 p.m. The school year included 200 school days as opposed to the traditional 180 school days found in most public schools. Priorities in daily time allotment for each subject area were given to Reading, Math and English/Language Arts in the foundational years of grades K-6. It was thought that the opportunities for successful achievement in these areas were essential for future success in later grades. The concept of skill practice was also heavily emphasized throughout the curriculum and clearly defined in the school's written documents.

### Academic and Operational Practices

Today, data collection on a weekly, monthly, and yearly basis is an integral part of the academic operations at Mystic Valley. Weekly assessments of student progress are conducted for grades K-12 (grades 7-12 will begin this process in August of 2006). Ability-based instructional groups based on placement standards in Reading, Math are established and consistently monitored. Block scheduling, frequent assessments and augmented staffing provide the necessary support for accurate weekly reports on student progress toward learning objectives. Assessments for competency in grades K-6 are typically conducted every five lessons.

The curricula for all subjects are standardized and codified for all teachers in grades K-12. Pace of delivery is also monitored and expected to meet specific criteria. Competence in Math and Language Arts are determined by a cumulative average of 80% for K-6 students in the corresponding ability-based instructional groups. This percentage constitutes a mastery-level learning rate. Students who do not receive a correction rate of 80% are given remedial exercises on the deficient skills. A second assessment is then conducted to determine if the 80% rate has been reached.

Character education is another important part of the K-12 curriculum at Mystic Valley. It is the first class taught each school day in all grades. Core virtues, important civic-orientated values and positive character traits are the

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major objectives of the curriculum. Instructional methods vary in accordance with age and grade-appropriate content.

Faculty and staff, throughout all grade levels, uniformly implement a single student conduct code and general school and classroom management strategy that are based on the principles taught in the Character Education program. An assertive discipline approach is used in conjunction with positive reinforcement strategies. The roles and responsibilities of parents are highly valued in support for the behavioral standards that are expected in the general plan.

Communication between teachers in the same academic department and the same grade level are mandated practices at MVRCS. The collaborative climate is promoted by the members of the leadership team. The professional development coordinators hold supervisory responsibility for all personnel and academic operation for grades K-8. The assistant director for the upper school holds the same responsibility for grades 9-12. Communication and coordination concerning all academic matters are discussed among these academic leaders along with the school superintendent and other members of the leadership team.

The next level of coordination involves the department heads for each academic subject. Department heads oversee the implementation of their particular subject matter in all grades K-12. Lead teachers at each grade level for K-8 provide daily operational and academic support to the teachers they work with. The school's master schedule allows for daily team and department meetings. Formal cross-department and cross-grade level meetings take place on a regular basis.

All of the academic leaders mentioned above play a role in the school's oversight of the implementation of the established learning standards for each academic area. The learning standards have been clearly outlined in the curriculum guides for each subject. From this established structure, all teachers and support services personnel work to instruct students toward the successful achievement of the school's standards. As part of the process, all faculty members participate in the continual evaluation and revision of the curriculum.

Authorization for the implementation of the International Baccalaureate Diploma Programme (IB) was received in April of 2005. Mystic Valley became the first public school in Metro-Boston to receive this acknowledgement from The International Baccalaureate Organization of Geneva, Switzerland. The academic virtues of the IB curriculum are a natural fit with the high scholastic ideals that are the vision of the school's founders. The knowledge of subject integration that students gain is in preparation IB and the school's 9-12 college-prep, honors and high honors academic programs will be beneficial. The IB relies heavily on the integration of subject matter. In the final year of the program, students have the opportunity to take a course entitled *The Theory of Knowledge* (TKO). This course is built around the concept of the numerous connections and common themes that run frequently throughout a wide variety of disciplines. Multi-disciplinary projects and measurable demonstrations of competency in higher-level critical thinking make up a majority of the course work in the TKO and other courses throughout the high school curriculum.

A fundamental aspect found throughout the school's K-12 curriculum structure is the integration of disciplines. Students are clearly able to recognize the many interdisciplinary connections that exist. The Core Knowledge sequence for content that is taught in grades K-8 is vertically and horizontally aligned to promote the highest levels of integration. These common learning standards are reinforced through many effective instructional practices such as multi-disciplinary projects.

All of the curricula that MVRCS subscribes to engage students in numerous diverse instructional activities that ultimately promote a solid application of knowledge and learning. Many of the learning standards developed for each subject area include an integrative link across subjects that promote an understanding of connections. This is a primary principle of the Core Knowledge curriculum structure, the IB and the high school's other academic avenues. Vertical and horizontal alignments are commonly found throughout the curricular structure of both of these programs.

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## The Results

Standardized test scores have confirmed the remarkable learning gains achieved during the school's first eight years. Using the highly respected Iowa Test of Basic Skills, students in matched cohort groups have shown drastic improvement in learning from the time that students arrived in September 1998 through the end of the 2005-2006 school year. Throughout this time period, each grade-level class of the exact same matched cohort students, have shown a core total learning rate that exceed the school-wide goal of 1.0 within a single school year as measured in grade equivalents for an average of Reading, Language and Math.

Annual results for the ITBS proved to be just as promising as our student body achieved at record levels. The average growth rate for all students from the Spring of 2005 to the Spring of 2006 in the areas of Math, Reading and Language Arts was one year and four months (1.4). This surpasses our previous high growth rate of 1.3 in 2004. Our annual goal for the measured growth rate in student learning is one full year (1.0) from one Spring test administration to the Spring administration of the following year.

There are many highlights to acknowledge. The Class of 2009 showed exceptionally high scores at the end of their ninth grade year. They were the highest achieving class in terms of growth rates for the core total average when compared to all of our grade level groups with a score of two years and five months (2.5). The Class of 2012 scored at an average rate of growth equaling 1.9 and the Class of 2011 reached the 1.8 range.

The 2005 MCAS results for the Mystic Valley Regional Charter School show some significantly impressive achievements. Scores for students in grades seven and ten ranked high among students around the state, among all North Shore districts and in comparison to the six cities that make up the attendance region.

English/Language Arts scores for seventh grade students resulted in a 18<sup>th</sup> place ranking among all Massachusetts School Districts as 90% of students reached the Advanced and Proficient levels. When considering Boston's Metropolitan North Area, as reported in the Boston Globe, Mystic Valley's seventh graders were the second ranked school.

Tenth grade students also posted an outstanding 17<sup>th</sup> place state-wide ranking in English/Language Arts, the school's highest ever for any grade, and a seventh place ranking in the Boston Globe's Metropolitan North Area. Scores in the Advanced and Proficient range were achieved by an overwhelming 91% of the students. The combined passing rate for the Class of 2007 for both Math and English/Language Arts was 97%, which was the top of the Mystic Valley District.

On further review of the scores, perhaps the most outstanding performance was achieved by Mystic Valley 6<sup>th</sup> graders with fully 62% of the class scoring Advanced or Proficient and highest in the Mystic Valley Region. This accomplishment holds special importance because as fourth graders, two years ago, only 32% of this same group of students scored in the Advanced or Proficient categories. Thus, 30% of students improved dramatically. This longitudinal gain, which is the school's primary MCAS goal, is a testament to the program and the teachers who implement it every day.

# MYSTIC VALLEY REGIONAL CHARTER SCHOOL

## MISSION STATEMENT

The mission of the Mystic Valley Regional Charter School is the establishment of a world-class educational environment characterized by a well-mannered, disciplined and structured academic climate. Central to Mystic Valley's academic environment is the incorporation of selected core virtues and the fundamental ideals of our American Culture, which are embodied in the Declaration of Independence and the United States Constitution.

### STUDENT TRANSPORTATION AND FOOD SERVICE

Preferred Meal Systems, Inc. provides food service for the Mystic Valley Regional Charter School. Breakfast and lunch are served daily, with a varied menu featuring both hot and cold items. Food is brought to the school prepared or semi-prepared. School food service personnel assemble the meals and deliver them to the classrooms for consumption by the students. The school manages the free and reduced price meal program.

North Suburban Transportation was contracted by the school to handle the transportation of the students of Mystic Valley. Approximately 40 percent of the student population uses the bus service, which is free of charge and open to all eligible students. For school year 2005-2006 a student was eligible if he/she lived more than one and one half linear miles from the school but within the region. Eight routes service the region, which is composed of Everett, Malden, Melrose, Medford, Stoneham, and Wakefield. Students are transported to both the main campus in Malden and the high school location in Everett.

### COMPUTER/TECHNOLOGY RESOURCES

For both of its campuses, the Mystic Valley Regional Charter School benefits from a site-based local-area network (LAN) in which the school's 220 computers (135 in Malden, 60 in Everett) are connected to a central hub (in each location) structure and linked to the Internet via a cable modem provided by Comcast; this configuration allows a full 100Mbit/sec of bandwidth. Both sites are connected by a high speed T-1 provided by Verizon.

At least one desktop computer (Pentium 200MMX with 256K L2 Cache, 64MB RAM, and 16x CD-ROM) is in every classroom Kindergarten through Eighth Grade. At the high school, there are two dedicated computer labs. The LAN operates on a NT Server that supports the Windows 98 operating system or higher. Computers use MS Internet Explorer to access the Internet.

### ENROLLMENT POLICY/ADMISSIONS

All students in the Commonwealth are eligible for enrollment at the Mystic Valley Regional Charter School. Preference, as dictated by State law, is given to siblings of current students. Preference of regional applicants (Malden, Medford, Melrose, Everett, Stoneham and Wakefield) is given to those over applicants from outside the charter community. Students who are entering kindergarten must be five years of age before September 1 of the school year for which they are applying. The school does not discriminate based on race, religion, sex, learning ability, or any other basis prohibited by law.

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## STUDENT APPLICATIONS

The following table outlines the number of applications received after the opening of school by grade level and town of residence. These applications were for school year 2006-2007.

Town	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Total
Everett	68	21	12	18	7	8	134
Malden	108	29	26	13	16	18	210
Medford	40	8	3	7	6	4	68
Melrose	61	12	1	4	4	1	83
Stoneham	12	2	0	0	1	0	15
Wakefield	15	1	3	1	2	1	23
Non-Regional	30	7	6	5	6	9	63
Total	334	80	51	48	42	41	596

## STUDENTS ON WAITING LIST

The following table outlines the number of students on the school's waiting list at year's end by grade and town of residence. The grades are for school year 2006-2007.

City/Town	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Totals
Everett	32	7	36	29	37	12	153
Malden	100	107	122	150	89	100	668
Medford	14	3	9	13	14	9	62
Melrose	17	1	10	11	20	7	66
Stoneham	5	1	2	4	3	2	17
Wakefield	7	2	3	8	6	1	27
Non-Regional	25	41	43	52	64	44	269
Totals	200	162	225	267	233	175	1262

## STUDENT PROFILE

As of March 1, 2006, 1140 students were enrolled at the Mystic Valley Regional Charter School. Following is a demographic profile of the student population.

Race/Ethnicity	Number	Percentage
American Indian/Alaska Native	12	1%
American Indian/Alaska Native (Hispanic/Latino)	10	1%
Asian	101	9%
Black	168	15%
Black & American Indian or Alaska Native (Hispanic/Latino)	4	.4%
Native Hawaiian or Other Pacific Islander	2	.1%
White	797	70%
White & Black	3	.2%
White & Asian	1	.1%
White & American Indian or Alaska Native	1	.1%
White & Native Hawaiian or Other Pacific Islander	1	.2%
White (Hispanic/Latino)	38	3%

Gendier	Number	Percentage	NSL/SBP Eligibility	Number	Percentage
Male	561	49%	Free Meals	200	18%
Female	579	51%	Reduced Price meals	81	7%

Residence	Number	Percentage	Residence	Number	Residence
Arlington	3	3%	Methuen	3	3%

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Boston	1	.1%	Peabody	4	4%
Chelsea	1	.1%	Reading	12	1%
Dracut	2	.2%	Revere	3	.2%
Everett	216	19%	Saugus	27	2.5%
Lynn	8	.7%	Stoneham	36	3.2%
Lynnfield	4	.4%	Wakefield	40	3.5%
Malden	459	41%	Wilmington	2	.2%
Medford	150	13%	Woburn	7	.6%
Melrose	162	14%			

\*Please note percentages do not add up to 100% because of rounding.

### STUDENTS WITH SPECIAL NEEDS/LIMITED ENGLISH PROFICIENCY

The following table outlines the number and percentage of special needs students by special education prototype:

Prototype	Number of Students	Percentage of Total Enrollment
502.2	102	9%
Total	102	9%

### STUDENT TURNOVER

Over the course of the 2005-2006 school year, 47 students withdrew from the Mystic Valley Regional Charter School. 39 students were admitted from the school's waiting list during the year.

Reasons cited for the withdrawals as well as the number of students who cited each reason are listed in the following table:

Reason	Number
Academic Concerns, work too difficult	3
Discipline, too structured	9
Moved from area	17
Non-Academic Concerns, School Policies	6
Returned to Original School	9
Family/Social Reasons	2
Transportation Policy	0
Vocational Interests	1

The Business Manager and/or other members of the school leadership spoke to all parents at the time their children were withdrawn to determine the reason for the change. Sometimes there were multiple reasons; sometimes a single factor seemed to be the decisive factor.

### PARENT SURVEY

The school conducted a Parent Survey as part of its self study for its application for accreditation through the New England Association of Schools and Colleges (NEASC).

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## AVERAGE DAILY ATTENDANCE AND MEMBERSHIP RATES

The school's average daily attendance rate for the 2005-2006 school year was 1103 (96%). The average membership rate was 1146.

## SCHOOL CALENDAR AND HOURS OF OPERATION

Instruction began for students on August 24, 2005 and ended on June 28, 2006. The total number of days of instruction during the 2005-2006 school year was 200. For students, the school day began at 8:00 a.m. and ended at 3:30 p.m.

The calendar for 2006-2007 includes 200 instructional days beginning August 23, 2006 and ending on June 22, 2007. The hours of operation will continue to be 8:00 a.m. to 3:30 p.m.

## GOVERNANCE

All policies of the school are created and governed by the school's Board of Trustees.  
*See Attachment A for Organizational Chart*

## BOARD OF TRUSTEES MEETING SCHEDULE

Board meetings are customarily held in the Multi-Purpose Room of our lower school in Malden on the second Thursday of the month at 7:00 p.m. Exceptions to this schedule are made when school is not in session.

## SUMMARY OF MAJOR POLICY DECISIONS

In 2005-2006, the Board of Trustees of the Mystic Valley Regional Charter School:

- Voted to decline Federal Title 1 funds
- Approved converting one of the buildings to office space
- Approved details surrounding first ever Prom and Graduation
- Approved capital improvement project (Boiler replacement)
- Approved capital improvement project (Roof replacement)
- Approved school schedule, calendar and budget for school year 2006-2007
- Approved extending end date for community service requirement to July 31, 2006
- Voted to enter into an agreement with City of Malden to provide security camera at local park in exchange for use of tennis courts

## SUMMARY OF OFFICIAL COMPLAINTS RECEIVED BY THE BOARD OF TRUSTEES

It is the policy of the Board of Trustees of the Mystic Valley Regional Charter School to solicit written concerns from parents prior to the monthly Board meetings. This year several inquiries were discussed at the meetings. The issues included busing, policies regarding parent access to student records, uniform policies, and policies regarding discipline.

As required by law, the Board will follow the requirements for reviewing the complaint of any individual or group of a claimed violation of Chapter 71, Section 89. If such a circumstance arises, the Board will follow the procedure detailed in 601 CMR 1.08.

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## CURRICULUM DESIGN AND TEACHING METHODS

Great teachers and proven curricula are the keys to student success at MVRCS. Students in our elementary program are taught Language Arts and Reading specifically through Direct Instruction and Mathematics using the Saxon K-8 Math Series. The Science and History as well as the curriculum as a whole follow the Core Knowledge Sequence developed by E. D. Hirsch. In the upper grades the course of study prepares students for the International Baccalaureate (IB) program. Critical to successful implementation of our programs is grade level planning done in teams. All courses are aligned with the Massachusetts Curriculum Frameworks and standards and listed in complete curriculum guides for each grade and subject.

### DIRECT INSTRUCTION

Direct Instruction (DI) is a research-based model for teaching that emphasizes well-developed, clearly designed lessons presented in small learning increments. The key beliefs of the DI are that teachers are responsible for student learning and that curriculum design is a key factor in student achievement. DI is a highly structured method of instruction, which features a well-sequenced plan of instruction. We use the scripted instructional program for reading and language and the DI approach throughout our curricula. As DI is based on the mastery learning philosophy, students are grouped and advance according to their individual progress in reading and math.

### CORE KNOWLEDGE

The Core Knowledge Sequence at MVRCS is a detailed outline of specific content in science, history and geography, language arts, math, visual arts and music. It provides a coherent foundation of learning while allowing teachers the flexibility to meet student needs. Core Knowledge is incremental in its philosophy, designed to encourage steady growth in student knowledge and skills throughout the K-8 years.

### The International Baccalaureate

The International Baccalaureate Organization (IBO) is a nonprofit educational foundation, which grew out of efforts to establish a worldwide common curriculum and a university entry credential recognized worldwide. The IBO offers the prestigious IB Diploma for the final two years of secondary education and is known throughout the world as one of the most outstanding university preparation programs. The IB places an emphasis on analytical thinking and writing skills and features a demanding curriculum infused with a global focus. Mystic Valley is the first public school in Metro Boston to be authorized by the IBO to offer the International Baccalaureate Diploma Program to students in grades eleven and twelve.

### STUDENT/TEACHER RATIO

The number of full-time school leaders for the 2005-2006 school year was five. These leaders included: Dr. Anthony Biegler, Dr. John Mucci, Mrs. Gina McKinnon, Ms. Katie Duck and Mr. Christopher Finn. Mr. Roy Dado was added as Interim Assistant Director to the High School in February 2006. Mr. Richard Veilleux was added as Interim Business Manager in April 2007. All are returning for school year 2006-2007 except for Dr. John Mucci, who is out on medical leave, and Ms. Katie Duck, who resigned from her position in June 2006 to pursue other career opportunities.

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The number of full-time teachers at the Mystic Valley Regional Charter School during the 2005-2006 school year, including all classroom, special education, and special subject teachers, were 75. Based on a total maximum enrollment of 1140 (March 1), the ratio of students to teachers was under 15 to one.

Name	Position	Yrs Teaching	Yrs @ MV	Degree(s)	Is this teacher highly qualified?
Ascenzo, John	Chemistry teacher	1	1	Bachelors	Yes
Ashton, Sonja	4th grade teacher	1	1	Bachelors	yes
Backiel, Stacey	PE Teacher	2	2	Bachelors	YES
Baglio, John	Music teacher (K-8)	6	6	Bachelors	yes
Baldassano, Chris	7th grade History	2	1	Bachelors	yes
Bradford, Gordan	Humanities	31	3	Bachelors, Masters	YES
Bradford, Maureen	Librarian H.S.	28	3	Bachelors, Masters	Yes
Brown, Carlos	Spanish Teacher	1	1	Bachelors	No
Bryanos, Jamie	H.S. Math Teacher	1	1	Bachelors	Yes
Burke, Arleen	7th grade ELA teacher	21	8	Bachelors, Masters	Yes
Carter, Sarah	Elementary Librarian	4	1	Bachelors, Masters	yes
Catanzano, Nicole	2nd grade lead teacher	4	4	Bachelors	Yes
Cesco, Melissa	English (9-12)	7	2	Bachelors, Masters	Yes
Chiccuarelli, Anthony	Math teacher/HR Manager	2	1	Bachelors	yes
Courtney, Judy	3rd grade lead teacher	18	8	Bachelors, Masters	Yes
Dan, Alex	English (9-12)	2	2	Bachelors	Yes
DeCandia, Stephanie	3rd grade teacher	2	2	Bachelors	Yes
DeRosa, Amy	7th/8th grade lead Math teacher	1	1	Bachelors	no
DiScipio, Debbie	Kindergarten Teacher	2	2	Bachelors	Yes
DiVincenzo, Nicole	1st grade teacher	3	3	Bachelors	Yes

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<b>Dorey, Karen</b>	Kindergarten Lead Teacher	6	6	Bachelors	Yes
<b>Drury, Robin</b>	4th grade lead teacher	5	5	Bachelors	Yes
<b>Dube, Ed</b>	8th/10th grade History	4	1	Bachelors	yes
<b>Dussault, Amy</b>	Kindergarten Teacher	4	1	Bachelors	Yes
<b>Fay, Jessie</b>	2nd grade teacher	1	2	Bachelors	No
<b>Finn, Chris</b>	Business Manager/Teacher	1	7	Bachelors	yes
<b>Fish, Alison</b>	7/8th grade Math	2	2	Bachelors	no
<b>Flynn, Kelly</b>	Kindergarten Teacher	2	2	Bachelors	yes
<b>Flynn, Kristin</b>	1st grade teacher	2	2	Bachelors	yes
<b>Giles, Chris</b>	Physical Education Teacher	3	1	Bachelors	Yes
<b>Gilliam, Sarah</b>	6th grade teacher	1	1	Bachelors	Yes
<b>Golinveaux, Jeffrey</b>	Physics Teacher	1	1	Bachelors	yes
<b>Gover, Melissa</b>	2nd grade teacher	2	2	Bachelors	yes
<b>Griffiths, Jennifer</b>	3rd grade teacher	3	3	Bachelors	Yes
<b>Guerriero, Diane</b>	5th grade lead teacher	8	8	Bachelors, Masters	Yes
<b>Herrera, Aracely</b>	Spanish (K-8)	7	4	Bachelors	no
<b>Jaffe, Bruce</b>	8th grade Science	5	5	Bachelors	YES
<b>Johnson, Whitney</b>	Spanish Teacher	1	1	Bachelors	yes
<b>Keane, Cathie</b>	Advanced Chem., Algebra	5	5	Bachelors, Masters	YES
<b>Lane, Laura</b>	2nd grade teacher	2	2	Bachelors, Masters	yes
<b>Lecaroz, Ed</b>	Math teacher	1	1	Bachelors	Yes
<b>Levine, Heather</b>	1st grade lead teacher	7	7	Bachelors, Masters	Yes
<b>Lezenski, Dave</b>	Physical Education Teacher	14	1	Bachelors, Masters	Yes
<b>McMullin, Joseph</b>	7th grade math teacher	2	2	Bachelors	Yes
<b>Miller, Maureen</b>	1st grade teacher	1	1	Bachelors	no
<b>Molle, Danielle</b>	3rd grade Read Asst.	1	1	Bachelors	yes
<b>Moore, Claire</b>	3rd grade teacher	2	2	Bachelors	yes

## MYSTIC VALLEY REGIONAL CHARTER SCHOOL

<b>Mostafa, Wahida</b>	Biology (9-12)	8	3	Bachelors	YES
<b>Mower, Cindy</b>	Music teacher (K-8)	2	2	Bachelors, Masters	Yes
<b>Mucha, Mark</b>	Latin	5	3	Bachelors	Yes
<b>Pasquini, Monika</b>	Spanish Teacher (9-12)	2	2	Bachelors	Yes
<b>Patrie, Ally</b>	Spanish (9-12)	2	2	Bachelors	yes
<b>Pellegrini, Lisa</b>	Kindergarten teacher	3	3	Bachelors	no
<b>Penhaligon, Helena</b>	3rd grade teacher	3	3	Bachelors	Yes
<b>Pevsnor, Tracey</b>	5th grade teacher	1	1	Bachelors	Yes
<b>Pomerantz, Alison</b>	6th grade teacher	1	1	Bachelors	Yes
<b>Potoma, Alison</b>	Art/Drama	2	2	Bachelors	Yes
<b>Quilty, Carolyn</b>	English (9-12)	2	2	Bachelors, Masters	Yes
<b>Ryan, Courtney</b>	Spanish teacher (k-8)	2	2	Bachelors	No
<b>Rybarczek, Brad</b>	7th Grade Science	1	1	Bachelors	Yes
<b>Schran, Tracey</b>	5th grade teacher	4	4	Bachelors	no
<b>Schultz, Eugene</b>	History Teacher	5	1	Bachelors	Yes
<b>Sugrue, Lisa</b>	Art (9-12)	7	5	Bachelors	Yes
<b>Sutherland, David</b>	6th grade lead teacher	3	3	Bachelors	Yes
<b>Turilli, Deidre</b>	Latin Teacher	1	1	Bachelors	Yes
<b>Ungerelli, Stephanie</b>	SPED (k-8)	2	2	Bachelors	Yes
<b>Upton, Dawn</b>	SPED (k-8)	4	4	Bachelors, Masters	Yes
<b>Vaudo, Brigette</b>	4th grade teacher	4	4	Bachelors	Yes
<b>Vitagliano, Alexandra</b>	6th grade teacher		1	Bachelors	Yes
<b>Walton, Matt</b>	9th grade history	4	4	Bachelors	Yes
<b>Wassall, Heather</b>	5th grade teacher	5	5	Bachelors, Masters	Yes
<b>Westenfeld, Tammy</b>	4th grade teacher	1	1	Bachelors	Yes
<b>Wolford, Ingrid</b>	SPED (k-8)	6	4	Bachelors	Yes
<b>Wood, Dawn</b>	Sped 9-12	3	1	Bachelors	Yes

**Totals:** Teachers on Staff 75

# MYSTIC VALLEY REGIONAL CHARTER SCHOOL

Teachers meeting NCLB 67  
89%

## STAFF TURNOVER

75 of the 80 educational staff who started the year, completed the year (a 94% retention rate). One left for personal reasons, two were let go from the school, and two did not return after having a child. Of the 75 who completed the year, 11 will not be returning for school year 206-2007 for the reasons below:

Changing careers, leaving education	1
Pursuing masters' degree full time	2
Moved to a district closer to home	7
Personal Reasons	1

## APPLICANTS FOR TEACHING POSITIONS

Faculty recruitment began in late February 2006 and lasted throughout the summer. Over 850 applications were received for the openings that were projected for school year 2005-2006. The school is a member school of Carney Sandoe and Company, TeachersTeachers.Com, Search Associates, The International Educator and International Schools Associates to assist in its continued search for dynamic teachers worldwide. The Leadership Team attended many job fairs and recruitment sites in addition to employment opportunities listed on the school's website. There were also numerous advertisements in the local and regional newspapers.

## GRADUATION/PROMOTION REQUIREMENTS

Explicit academic standards at each grade level serve as the basis for promotion at the Mystic Valley Regional Charter School. Teachers may recommend to the School Director for retention any students who receive below passing marks in one or more subjects. For kindergartners, teachers also consider students' social and developmental maturity in recommending promotion or retention. The School Director takes all such recommendations into account, including input from other appropriate faculty, e.g. the school nurse and/or special education personnel, before making final decisions concerning promotion.

Mystic Valley had its first class of graduating seniors for school year 2005-2006. Graduation Requirements for the school are shown below:

<b>4</b> Units of English	<b>5</b> Units of Foreign Language with at
<b>4</b> Units in History	least 1 Unit of Spanish and 1 Unit
<b>4</b> Units of Mathematics	of Latin
<b>4</b> Units of Science	<b>1</b> Unit of Integrated Technology
	<b>150</b> Hours of Community Service

# MYSTIC VALLEY REGIONAL CHARTER SCHOOL

## ALUMNI PLACEMENTS

Mystic Valley graduated all 19 of its inaugural senior class. All 19 seniors were admitted to a variety of four year colleges and universities including, but not limited too, Tufts University, WPI, Suffolk University, RPI, UMASS Lowell and others.

## PARENTAL INVOLVEMENT

Through the school's Parent Teacher Organization (PTO) parents provided ongoing support for the success of the Mystic Valley Regional Charter School. The PTO met periodically throughout the year, playing an important role in coordinating parent volunteers for school activities and fundraising.

Following is a summary of the various ways in which parents supported the school:

- Participated in civic parades
- Raised funds for the school's library
- Promoted social gatherings for parents
- Assisted in identifying enrichment activities for the school
- Organized Staff Appreciation Lunch
- Sponsored student Field Day

## AFTER-SCHOOL PROGRAM

Recognizing the need and desire for child care beyond normal school hours, the Mystic Valley Regional Charter School once again selected Knowledge Learning Center, formerly Ed. Solutions, Inc. to provide a fun, safe, and academically enriching after-school program for its students. Their state-licensed, year-long course of activities was open to students in all grades and designed to be engaging as well as educational. It is a fee-based program open to all children enrolled at the school. The after-school program is offered from 3:30 to 6:00 p.m. on regular school days and from 12:00 to 6:00 p.m. on half-days throughout the school year.

## LIBRARY RESOURCES

The library at the Mystic Valley Regional Charter School contains over 6000 handpicked selections including a wide range of award-winning literature, poetry, and history classics. In addition to the regularly scheduled Library classes, during the 2005-2006 school year the library checked out a total of over 25,000 books from K-8. There were over 4,000 student visits to our library in the morning (from 7:30-7:55), during recess and after school to look for books and to work. There were just under 2,000 student visits throughout the school day, which came to our library to use our computers for research.

The school uses the CIRC Library Circulation and Cataloguing System, which are connected over a local-area network to desktop computers in each classroom. The library is further supported by desktop computers with Internet access for conducting research, EBSCO Host, Microsoft Encarta 99 encyclopedia software, subscribed to Cable-in-the-Classroom, a wide range of reference books, as well as a full-time librarian and library assistant. There are a dedicated 20 computers in the school's Elementary Library and 60 computers in the Technology Labs at the High School for student use.

# MYSTIC VALLEY REGIONAL CHARTER SCHOOL

## COMMUNITY-BASED PARTNERSHIPS

The Mystic Valley Regional Charter School worked with the Mayor's office of Malden on subjects ranging from transportation to school safety. Mystic Valley collaborated with the Revere YMCA (swimming), Tufts University (crew) and the Malden Lacrosse League to promote extracurricular opportunities to students. Mystic Valley is also a member of the Malden Chamber of Commerce and is represented at the Malden Kiwanis Club. Mystic Valley staff participated for the fourth year consecutively at the Malden Trivia to raise funds for the Malden Public Library. Mystic Valley also partnered up with local fire department (Malden Fire Prevention) and the Junior Achievement program. Our school has made donations throughout the year to a home for abused women, Camp Sunshine, the Red Cross, Jimmy Fund and two families from our school that lost their homes due to fires.

## COMMUNITY INTEREST

The Mystic Valley Regional Charter School participated with the local communities in celebration of various holidays and special events by marching in parades or participating through different avenues. The school has also been the subject of articles and editorials in regional newspapers. The students of Mystic Valley visited many elderly homes to serve meals and entertain the residents of these communities. Mystic Valley also helps support the neighborhood 4<sup>th</sup> of July celebration by providing chairs and tables for this annual event.

## DISSEMINATION ACTIVITIES

Since being named an official visiting school by the Core Knowledge Foundation of Charlottesville, VA, members of the Mystic Valley leadership team and faculty have contributed their "best practice" ideas at the annual Core Knowledge National Conference. The 2005-2006 school year was no exception, a team traveled to San Antonio, Texas in March of 2006 to attend this year's conference. The Mystic Valley team presented a workshop on the implementation of literature circles in the instruction of novels for students in grades seven and eight.

An initiative to share best practices in Science instruction with the Malden Public school district was also instituted by the Mystic Valley leadership team throughout the 2005-2006 school year. In December of 2005, a meeting was held between representatives of the MVRCS and the Malden Public School District for the purpose of beginning a dialogue on successful curriculum strategies in Science. The primary topics of conversation were Science curricula, assessment strategies for the sciences and instructional and organizational models used by the Malden Public Schools and MVRCS.

Overall the collaboration was very productive and enlightening. It was agreed by both parties that the following strategies were mutually effective and tended to contribute to long-term student success in the various science disciplines:

- Increased checks and balances on Science curriculum monitoring district-wide in grades K-8
- Increased checks and balances on Science instructional supervision district-wide in grades K-8
- Increased use of hands-on manipulatives and laboratory lessons for students in grades K-8
- The introduction of manipulatives and laboratory materials that are gathered according to need as defined in the curriculum and centrally distributed and monitored by a science coordinator in each elementary school.

# MYSTIC VALLEY REGIONAL CHARTER SCHOOL

## 2005-2006 SCHOOL PERFORMANCE IN RELATION TO THE ACCOUNTABILITY PLAN

### I. ACADEMIC PROGRAM

#### ***1A. Has the school made reasonable progress in meeting internally established Accountability Plan goals regarding the success of its academic program?***

From a longitudinal viewpoint, MVRCS has been extremely successful in meeting internally established *Accountability Plan* (AP) goals regarding the success of its academic program. The first indicator of this success can be found in reference to the first goal in the *2006 MVRCS Accountability Plan*. The Iowa Test of Basic Skills (ITBS) is the standardized assessment used to measure academic progress over time. Goal one is listed below:

#### **GOAL ONE – READING/ENGLISH/LANGUAGE ARTS**

*Mystic Valley Students will be proficient readers of the English language.*

##### **Indicator 1.1**

Using the Iowa Test of Basic Skills, each grade (K-8) will achieve at least a year's growth on the average total scores for Reading when measured using grade equivalent standards. Test administration will take place twice each school year. The first administration will be in the fall. The second administration will be in the spring. Comparisons will be made between spring scores in consecutive years. Cohorts of the same students tested over a two-year period will be reported by grade level.

##### **INDICATOR 1.2**

Using the TAP Test, ninth grade students will achieve at least a year's growth on the average score for Reading when measured using grade equivalent standards (ITBS eighth grade level test). The first administration will be in the fall. The second administration will be in the spring. Comparisons will be made between spring scores in consecutive years. Cohorts of the same students tested over a two-year period will be reported by grade level.

##### **INDICATOR 1.3**

Using the Iowa Test of Basic Skills, the average national percentile ranking of each cohort of Mystic Valley students will increase by an average of two percentile points per year on the Reading battery until the average ranking for each cohort is 80%. The total average change for each grade-level class will be calculated using an average annual (since school's inception in 1998) change in percentile rank across cohorts.

#### **External Assessment Analysis/The Iowa Test of Basic Skills**

# MYSTIC VALLEY REGIONAL CHARTER SCHOOL

IN THE CASE OF THE ITBS, BOTH LONGITUDINAL AND ANNUAL DATA STUDIES ARE CONDUCTED. MATCHED COHORT ANALYSES ARE USED TO MOST ACCURATELY DETERMINE LONG-TERM GROWTH FOR THE SAME GROUPS OF STUDENTS OVER TIME. GRADE-LEVEL GROUPS OF STUDENTS THAT HAVE THE LONGEST HISTORY OF RECORDED ITBS TEST SCORES MOST ACCURATELY REFLECT THE ACADEMIC PROGRESS OF THE STUDENT BODY.

## LONGITUDINAL STUDY ONE: ITBS GAINS FOR MATCHED COHORTS IN GRADE EQUIVALENTS

THE FIRST LONGITUDINAL STUDY (AP 1.3) EXAMINES THE PROGRESS OF THESE PARTICULAR GROUPS OF STUDENTS IN BOTH MATH AND READING. THE ITBS IS ADMINISTERED TO ALL STUDENTS IN GRADE K-9. SCORES FOR THE EXACT SAME STUDENTS WERE USED TO DETERMINE GROWTH SINCE 1999. A SUMMARY TABLE FOLLOWS. A TABLE FOR EACH GRADE-LEVEL MATCHED COHORT GROUP EXAMINED CAN BE FOUND IN APPENDIX B.

### ITBS Matched Cohort Cumulative Analysis for Reading and Math in Average Grade Equivalent Growth Measurement Over Time

EXACT SAME STUDENT MATCHED COHORT GROUPS BY HIGH SCHOOL GRADUATION  Year	ITBS READING CUMULATIVE AVERAGE GAINS FOR MATCHED COHORT GROUPS OVER TIME	Years Tested	ITBS MATHEMATICS CUMULATIVE AVERAGE GAINS FOR MATCHED COHORT GROUPS OVER TIME	Years Tested
GROUP A CLASS OF 2007	1.5	6	1.2	6
GROUP B CLASS OF 2008	1.5	7	1.4	7
GROUP C CLASS OF 2009	1.6	8	1.2	8
GROUP D CLASS OF 2010	1.4	8	1.2	8

## SUMMARY OF RESULTS

In order to gain a complete understanding of the matched cohort analysis that appears above, it is necessary to examine the MVRCS standardized testing policies and practices concerning the ITBS as well as the profiles for each grade-level group.

### MVRCS Testing Practices

The Iowa Test of Basic Skills was established as the standardized test of choice by the MVRCS Board of Trustees in 1998. It was chosen because of its fifty-year history of valid competency analysis and for its wide use in schools around the country. The ITBS has been administered twice each school year to all existing grade levels, including kindergarten, since the 1998-1999 school year.

Ninth grade students are tested using the TAP version of the ITBS. The first administration is conducted in the fall. The second administration is conducted in the spring. Comparisons are made between spring scores in consecutive years. Cohorts of the same students tested over a two-year period are reported by grade level.

# MYSTIC VALLEY REGIONAL CHARTER SCHOOL

## **Class Profiles**

### **Group A Class of 2007**

These students entered Mystic Valley in 1998 as fourth grade students. Between grades four and nine, six sets of spring scores were collected. Scores for students who were present for all six spring test administrations were used in this matched cohort analysis for Reading and Math. All scores for students who were not present for all six test administrations were eliminated.

### **Group B Class of 2008**

These students entered Mystic Valley in 1998 as third grade students. Between grades three and nine, seven sets of spring scores were collected. Scores for students who were present for all seven spring test administrations were used in this matched cohort analysis for Reading and Math. All scores for students who were not present for all seven test administrations were eliminated.

### **Group C Class of 2009**

These students entered Mystic Valley in 1998 as second grade students. Between grades two and nine, eight sets of spring scores were collected. Scores for students who were present for all eight spring test administrations were used in this matched cohort analysis for Reading and Math. All scores for students who were not present for all eight test administrations were eliminated.

### **Group D Class of 2010**

These students entered Mystic Valley in 1998 as first grade students. Between grades one and nine, eight sets of spring scores were collected. Scores for students who were present for all eight spring test administrations were used in this matched cohort analysis for Reading and Math. All scores for students who were not present for all eight test administrations were eliminated.

Each of the matched cohort groups listed above achieved at levels above the school- wide goal of one full year growth (1.0) in the core total analysis as measured in grade equivalents. Group B (Class of 2008) had the greatest growth rates for both testing categories. Over a period of seven years, this exact same group of students attained a growth rate of one year and four months (1.4) in Reading and one year and five months in (1.5) in Math. Group C had the highest overall growth rate among all matched cohort groups with an achievement level of one year and six months (1.6) over a period of eight years.

## **LONGITUDINAL STUDY TWO: ITBS CORE TOTAL GAINS FOR COHORTS GROUPS USING PERCENTILE RANKS**

## MYSTIC VALLEY REGIONAL CHARTER SCHOOL

*Another longitudinal study of cohort groups (AP 1.3) examines ITBS national norm-referenced core total percentile ranks for same grade-level groups of students over various time periods as students completed the final year of testing (TAP) in grade nine. The core total score is an average for Math, Reading and Language Arts. Each table takes into account the year-long progression of students for each individual spring test administration. Norm referenced national percentile ranking are calculated for growth beginning with each groups initial test administration in the fall of 1998. The purpose of determining growth in this manner is to determine progression since the time of the school's initial curricula implementation.*

### Standardized Test Results in Percentiles for the ITBS Core Total 1998-2003

Group Description Grade in Fall, 98' Grade in Spring, 03'	Fall, 1998 ITBS Core Total Percentile Rank	Spring, 2003 ITBS Core Total Percentile Rank	Score Difference
Group A Kindergarten-Fall 98' 4 <sup>th</sup> Grade-Spring 03'	86	91	+5
Group B 1 <sup>st</sup> Grade-Fall 98' 5 <sup>th</sup> Grade-Spring 03'	54	89	+35
Group C 2 <sup>nd</sup> Grade-Fall 98' 6 <sup>th</sup> Grade-Spring 03'	58	87	+29
Group D 3 <sup>rd</sup> Grade-Fall 98' 7 <sup>th</sup> Grade-Spring 03'	77	91	+14
Group E 4 <sup>th</sup> Grade-Fall 98' 8 <sup>th</sup> Grade-Spring 03'	55	84	+29
Group F 5 <sup>th</sup> Grade-Fall 98' 9 <sup>th</sup> Grade-Spring 03'	68	71	+3
<b>Average Gain</b>			<b>+19.1</b>

Standardized Test Results in Percentiles for the ITBS Core Total 1998-2004

Group Description Grade in Fall, 98' Grade in Spring, 04'	Fall, 1998 ITBS Core Total Percentile Rank	Spring, 2004 ITBS Core Total Percentile Rank	Score Difference
Group A Kindergarten-Fall 98' 5 <sup>th</sup> Grade-Spring 04'	86	81	-5
Group B Kindergarten-Fall 98' 6 <sup>th</sup> Grade-Spring 04'	54	85	+31
Group C 1 <sup>st</sup> Grade-Fall 98' 7 <sup>th</sup> Grade-Spring 04'	58	79	+21
Group D 2 <sup>nd</sup> Grade-Fall 98' 8 <sup>th</sup> Grade-Spring 04'	77	84	+7
Group E 4 <sup>th</sup> Grade-Fall 98' 9 <sup>th</sup> Grade-Spring 04'	55	81	+26
<b>Average Gain</b>			<b>16.0</b>

### Standardized Test Results in Percentiles for the ITBS Core Total 1998-2005

# MYSTIC VALLEY REGIONAL CHARTER SCHOOL

Group Description Grade in Fall, 98' Grade in Spring, 05'	Fall, 1998 ITBS Core Total Percentile Rank	Spring, 2005 ITBS Core Total Percentile Rank	Score Difference
Group A Kindergarten-Fall 98' 6 <sup>th</sup> Grade-Spring 05'	86	91	+5
Group B 1 <sup>st</sup> Grade-Fall 98' 7 <sup>th</sup> Grade-Spring 05'	54	90	+36
Group C 2 <sup>nd</sup> Grade-Fall 98' 8 <sup>th</sup> Grade-Spring 05'	58	71	+13
Group D 3 <sup>rd</sup> Grade-Fall 98' 9 <sup>th</sup> Grade-Spring 05'	77	96	+19
<b>Average Gain +18.3</b>			

## Standardized Test Results in Percentiles for the ITBS Core Total 1998-2006

### Summary of Results

Gains of such magnitude in national norm percentile rank are rare. In many cases where a new curriculum is implemented school-wide, gains in achievement levels are not expected in the first few years. Often a decline in scores is seen as teachers become familiar with the curriculum and students go through the natural adjustment period. The above data clearly shows a different scenario.

When taking the fact that MVRCS began operations and the implementation of a full curriculum plan

Group Description Grade in Fall, 98' Grade in Spring, 06'	Fall, 1998 ITBS Core Total Percentile Rank	Spring, 2006 ITBS Core Total Percentile Rank	Score Difference
Group A Kindergarten-Fall 98' 7 <sup>th</sup> Grade-Spring 06'	86	83	-3
Group B First Grade-Fall 98' 8 <sup>th</sup> Grade-Spring 06'	54	80	+26
Group C 2 <sup>nd</sup> Grade-Fall 98' 9 <sup>th</sup> Grade-Spring 06'	58	80	+22
<b>Average Gain +15.0</b>			

in the fall of 1998, the gains take an even greater level of significance. Another factor that lends

credence to the significance of the accomplishment is that the students came to MVRCS in the fall of

## MYSTIC VALLEY REGIONAL CHARTER SCHOOL

1998 from six different cities in the Metro-Boston area and from numerous schools within those cities. After being exposed to any variety of curriculum approaches to teaching reading, math and language, the students were taught these same subjects within the framework of the MVRCS curriculum design that featured an effective *Direct Instruction* approach to instruction.

### **LONGITUDINAL STUDY THREE: ITBS PERCENTILE RANKS FOR COHORTS GROUPS**

This study examines the national percentile rankings of core total scores for cohort groups over time. The achievement goal is the 80<sup>th</sup> percentile (AP 1.3) for all cohort groups tested since the school's inaugural year in 1998. Three cohort groups qualified for this assessment for the simple reason that they have been administered the ITBS for each of the eight years that MVRCS has been in existence. The primary limiting factor in this analysis is the fact that the test administration for the ITBS ends after the ninth grade year. Results for the eight year analysis of the student cohort groups showed that all three groups successfully reached the Accountability Plan benchmark of the 80th percentile and above.

### **ANNUAL STUDY ONE: ITBS PERCENTILE RANKS FOR ALL COHORTS GROUPS**

The eight year study demonstrated that all cohort groups reached the desired attainment level of the 80<sup>th</sup> national ITBS core total percentile ranking. An examination of the most recent scores from the spring of 2006, reveal a promising trend in this particular category of measurement. The following table lists the national core total percentage rankings of all students tested in grades K-9 in the spring 2006 test administration.

#### **SUMMARY OF RESULTS**

All grade-level cohort groups achieved the goal of the 80<sup>th</sup> national percentile for the core total average score for Reading, Language Arts and Mathematics. The average percentile rank for core total scores was 88.7. The average percentile rank for Reading was 87.9. The average percentile rank for Language Arts was 84.5. The average percentile rank for Math was 90.0.

### **Standardized Test Results in Percentile Rankings for the ITBS 2006**

# MYSTIC VALLEY REGIONAL CHARTER SCHOOL

Cohort Groups by Grade Level	Reading	Language Arts	Math	Core Total
Kindergarten	98	99	99	99
Grade 1	98	98	97	97
Grade 2	89	92	95	93
Grade 3	88	93	95	93
Grade 4	86	93	95	93
Grade 5	76	83	94	85
Grade 6	78	83	86	84
Grade 7	81	81	83	83
Grade 8	75	79	84	80
Grade 9	76	78	81	80
<b>Average Rank</b>	<b>84.5</b>	<b>87.9</b>	<b>90.9</b>	<b>88.7</b>

**ANNUAL  
STUDY TWO:  
ITBS  
GRADE  
EQUIVALENT  
COMPARISON  
FOR ALL  
COHORTS  
GROUPS**

Annual evidence of

successful academic progress using the ITBS is measured by a comparison of consecutive spring scores over a period of one calendar year. An average of one full year's growth for all students in grades K-9 as measured by a core total score is a primary academic goal. The comparison below of spring scores from 2005 and 2006 demonstrates an average growth rate of one year and four months (1.4) for the core total of all students in grades kindergarten through grade nine.

## Spring 2005 and Spring 2006 ITBS Grade Equivalent Comparison for All Cohorts

Grade	Reading			Language			Math			Science			History			Core Total			Math Computation			
	Sp '05	Sp '06	Dif	Sp '05	Sp '06	Dif	Sp '05	Sp '06	Dif	Sp '05	Sp '06	Dif	Sp '05	Sp '06	Dif	Sp '05	Sp '06	Dif	Sp '05	Sp '06	Dif	
2005-2006																						
First	1.9	2.7	0.8	1.9	2.5	0.6	1.7	2.5	0.8	x	2.2	x	x	2.2	x	1.7	2.6	0.9	x	2.3	x	
Second	2.9	3.6	0.7	2.8	3.5	0.7	2.6	3.6	1.0	2.5	3.2	0.7	2.4	3.1	0.7	2.8	3.6	0.8	2.4	3.2	0.8	
Third	3.8	4.9	1.1	3.6	5.3	1.7	3.8	5.4	1.6	3.5	4.9	1.4	3.1	4.2	1.1	3.7	5	1.3	3.3	5.3	2.0	
Fourth	4.8	6.2	1.4	4.8	7	2.2	5.2	6.8	1.6	4.8	6	1.2	4.2	5.6	1.4	4.8	6.6	1.8	4.9	6.9	2.0	
Fifth	6	6.7	0.7	6.6	7.9	1.3	6.8	7.5	0.7	5.9	7.4	1.5	5.4	7	1.6	6.4	7.5	1.1	7	8.2	1.2	
Sixth	6.2	8.2	2.0	7.8	9.9	2.1	7.2	9	1.8	5.7	8.6	1.1	6.5	8.6	2.1	7.1	9	1.9	7.6	9.2	1.6	
Seventh	8.1	9.8	1.7	9.7	11.4	1.7	9	10.6	1.6	9	9.2	0.2	8.5	9.4	0.9	8.9	10.7	1.8	9.4	12.3	2.9	
Eighth	10.3	10.7	0.4	11.1	12.4	1.3	10.6	12.6	2.0	10.2	11.8	1.6	9.8	11.9	2.1	10.7	12	1.3	12.5	12.5	0.0	
Ninth	9.6	12.3	2.7	10	13	3.0	11	13.2	2.2	9.3	13.5	4.2	9.6	12.8	3.2	10.3	12.8	2.5	10.7	12.3	1.6	
	Reading			Language			Math									Core Total						
	Fall'05	Sp '06	Dif	Fall'05	Sp '06	Dif	Fall'05	Sp '06	Dif							Fall'05	Sp '06	Dif				
Kindergarten	K.8	2	1.2	1	1.9	0.9	1	1.9	0.9							k.9	1.9	1.0				
Total growth	1.3			1.6			1.4			1.6			1.8			1.4			1.5			

NOTE: Kindergarten is really Fall '05 to Spring '06- looking for at least a 9 month growth

# MYSTIC VALLEY REGIONAL CHARTER SCHOOL

## Summary of Results

Indicator 1.1 for goal one of the *Accountability Plan* sets a benchmark for an annual attainment on the ITBS of one full year's growth for all cohort groups tested using the core total score. This level was reached with a final total of one year and four months for all grade-level cohort groups in grades K-9. Indicator 1.2 for goal one of the *Accountability Plan* sets a benchmark for the ninth grade cohort that equals an annual attainment on the ITBS of one full year's growth using the core total score. This benchmark was also reached as the ninth grade cohort reached an annual growth rate of two years and five months.

## External Assessment Analysis/Massachusetts Comprehensive Assessment System

Evidence of successful academic progress can also be found in reference to indicators 1.4 and 1.5 of the first goal in the *2006 MVRCS Accountability Plan*. The Massachusetts Comprehensive Assessment System (MCAS) is a second standardized assessment used to measure academic progress over time. The indicators mentioned in reference to the MCAS test are listed below:

### INDICATOR 1.4

Using the MCAS test, sixty five percent of Mystic Valley students in third grade will achieve a proficient score in Reading and rank in the first or second position when a comparison is made using a composite district of third grade students from the all six of the school's sending districts. The composite district will be based on a weighted percentage value based on student population percentages per grade level from each sending district. This comparison will be consistent with yearly results of the Annual Yearly Progress (AYP) standard.

### INDICATOR 1.5

USING THE MCAS TEST, SEVENTY FIVE PERCENT OF MYSTIC VALLEY STUDENTS IN TENTH GRADE WILL ACHIEVE AN ADVANCED AND/OR PROFICIENT SCORE IN ENGLISH/LANGUAGE ARTS AND RANK IN THE FIRST OR SECOND POSITION WHEN A COMPARISON IS MADE USING A COMPOSITE DISTRICT OF TENTH GRADE STUDENTS FROM THE ALL SIX OF THE SCHOOL'S SENDING DISTRICTS. THE COMPOSITE DISTRICT WILL BE BASED ON A WEIGHTED PERCENTAGE VALUE BASED ON STUDENT POPULATION PERCENTAGES PER GRADE LEVEL FROM EACH SENDING DISTRICT. THIS COMPARISON WILL BE CONSISTENT WITH YEARLY RESULTS OF THE ANNUAL YEARLY PROGRESS (AYP) STANDARD.

## ANNUAL STUDY ONE: 2005 MCAS DISTRICT COMPARISON FOR ALL COHORTS GROUPS

The 2005 MCAS results for the Mystic Valley Regional Charter School show some significantly impressive achievements. Scores for students in grades seven and ten ranked high among students around the state, among all North Shore districts and in comparison to the six cities that make up the attendance region.

# MYSTIC VALLEY REGIONAL CHARTER SCHOOL

English/Language Arts scores for seventh grade students resulted in a 17<sup>th</sup> place ranking among all 444 Massachusetts School Districts as 90% of students reached the advanced and proficient levels. When considering all North Shore school districts, the Class of 2010 ranked second. The passing rate for all Mystic Valley seventh graders was an impressive 99%.

Tenth grade students also posted a school's best 18<sup>th</sup> place state-wide ranking in English/Language Arts and a seventh place ranking when compared to all North Shore schools. Scores in the advanced and proficient range were achieved by an overwhelming 91% of the students. The passing rate for the Class of 2007 increased to 97% from 95% in 2004.

## Passing Rate Highlights

- \* 99% passing rate in 7<sup>th</sup> grade English/Language Arts
- \* 97% passing rate in 10<sup>th</sup> grade Math
- \* 97% passing rate in 10<sup>th</sup> grade English/Language Arts
- \* 96% passing rate in 3<sup>rd</sup> grade Reading
- \* 92% passing rate in 4<sup>th</sup> grade English/Language Arts

## 2005 MCAS District Comparison

### GRADE 3

#### READING

Town	# students	Advanced	Proficient	Needs Improvement	Warning
Malden	474	NA	51%	40%	9%
Stoneham	224	NA	66%	31%	3%
Wakefield	233	NA	68%	30%	2%
Everett	343	NA	38%	47%	15%
Melrose	274	NA	70%	28%	2%
Medford	350	NA	62%	29%	9%
MVRCS	120	NA	65%	31%	4%

### GRADE 4 ENGLISH/

#### LANGUAGE ARTS

Town	# students	Advanced	Proficient	Needs Improvement	Warning
Malden	469	6%	27%	56%	12%
Stoneham	211	15%	43%	36%	6%
Wakefield	284	15%	43%	37%	5%
Everett	364	5%	38%	48%	9%
Melrose	242	11%	47%	38%	4%
Medford	295	9%	40%	43%	7%
MVRCS	119	5%	42%	45%	8%

# MYSTIC VALLEY REGIONAL CHARTER SCHOOL

## GRADE 4

### MATHEMATICS

Town	# students	Advanced	Proficient	Needs Improvement	Warning
Malden	469	5%	16%	55%	24%
Stoneham	216	18%	27%	46%	9%
Wakefield	284	19%	35%	39%	7%
Everett	364	6%	15%	62%	17%
Melrose	242	14%	37%	39%	10%
Medford	295	18%	27%	41%	14%
MVRCS	119	13%	29%	47%	11%

## GRADE 5

### SCIENCE

Town	# students	Advanced	Proficient	Needs Improvement	Warning
Malden	486	7%	25%	47%	20%
Stoneham	224	24%	42%	26%	8%
Wakefield	293	16%	38%	43%	4%
Everett	374	9%	30%	47%	14%
Melrose	276	19%	46%	29%	5%
Medford	353	16%	39%	38%	7%
MVRCS	117	3%	20%	53%	14%

## GRADE 6 MATHEMATICS

Town	# students	Advanced	Proficient	Needs Improvement	Warning
Malden	469	9%	20%	38%	33%
Stoneham	219	15%	30%	37%	18%
Wakefield	267	17%	38%	34%	11%
Everett	367	9%	25%	35%	31%
Melrose	251	20%	38%	27%	15%
Medford	360	9%	28%	36%	27%
MVRCS	107	25%	37%	21%	17%

## GRADE 7 ENGLISH/LANGUAGE ARTS

Town	# students	Advanced	Proficient	Needs Improvement	Warning
Malden	455	5%	54%	35%	7%
Stoneham	234	9%	62%	24%	5%
Wakefield	266	11%	70%	19%	1%
Everett	484	5%	50%	37%	8%
Melrose	286	10%	69%	17%	4%
Medford	395	6%	56%	30%	8%
MVRCS	79	22%	68%	9%	1%

# MYSTIC VALLEY REGIONAL CHARTER SCHOOL

## GRADE 8 MATHEMATICS

Town	# students	Advanced	Proficient	Needs Improvement	Warning
<b>Malden</b>	489	5%	21%	34%	40%
<b>Stoneham</b>	233	10%	28%	44%	18%
<b>Wakefield</b>	289	14%	37%	32%	17%
<b>Everett</b>	439	6%	20%	32%	42%
<b>Melrose</b>	262	19%	44%	21%	16%
<b>Medford</b>	414	12%	26%	34%	28%
<b>MVRCS</b>	71	13%	31%	18%	38%

## GRADE 8 SCIENCE

Town	# students	Advanced	Proficient	Needs Improvement	Warning
<b>Malden</b>	489	3%	22%	46%	30%
<b>Stoneham</b>	233	1%	34%	48%	17%
<b>Wakefield</b>	289	3%	34%	48%	15%
<b>Everett</b>	439	1%	15%	47%	36%
<b>Melrose</b>	261	2%	35%	46%	17%
<b>Medford</b>	414	3%	26%	49%	22%
<b>MVRCS</b>	71	4%	17%	54%	25%

## GRADE 10 ENGLISH/LANGUAGE ARTS

Town	# students	Advanced	Proficient	Needs Improvement	Warning
<b>Malden</b>	404	20%	38%	25%	16%
<b>Stoneham</b>	240	44%	36%	18%	3%
<b>Wakefield</b>	255	27%	51%	17%	6%
<b>Everett</b>	460	11%	36%	35%	18%
<b>Melrose</b>	219	33%	40%	19%	8%
<b>Medford</b>	349	17%	40%	33%	11%
<b>MVRCS</b>	31	39%	52%	6%	3%

## GRADE 10 MATHEMATICS

Town	# students	Advanced	Proficient	Needs Improvement	Warning
<b>Malden</b>	412	23%	24%	32%	21%
<b>Stoneham</b>	240	39%	40%	16%	4%
<b>Wakefield</b>	256	43%	29%	19%	8%
<b>Everett</b>	461	17%	25%	34%	24%
<b>Melrose</b>	219	32%	30%	25%	13%
<b>Medford</b>	349	27%	31%	27%	15%
<b>MVRCS</b>	31	48%	19%	29%	3%

**SUMMARY**

## MYSTIC VALLEY REGIONAL CHARTER SCHOOL

*MVRCS students achieved in a competitive fashion when compared to students from around the state and major sending-districts. The most significant outcomes were the positive movements MVRCS students made toward the advanced and proficient categories for English/Language Arts for grades seven and ten. Tenth graders posting an advanced score reached 39%. Students in the proficient range equaled 52% for a 91% total. Mystic Valley tied the Stoneham School District for the best overall passing rate among all sending districts with a total of 97% of students scoring safely.*

The same can be said when comparing positive increases in the amount of students reaching the proficient or advanced categories in tenth grade Math. MVRCS students made a larger increase over the previous year than the state as a whole, and the sending-districts, as 48% of tenth graders scored in the advanced range. An additional 19% of MVRCS tenth graders posted a proficient score for a 67% total. Mystic Valley students posed a passing rate higher than all other sending-districts with a total of 97%.

MVRCS seventh grade students made school history with 22% of scores falling in the advanced range. An additional 68% of students received scores in the proficient category for a total of 90% of all seventh grade students. When comparing this result to all other sending-districts, MVRCS had the best overall result for seventh grade students.

Sixth grade students proved to be just as competitive in Math as 25% of the students scored in the advanced range. Students in the proficient range totaled 37%. The combined result of 62% for these categories was the highest for all sending-districts. When compared to all 444 Massachusetts school districts, Mystic Valley sixth graders ranked 81<sup>st</sup>. Indicator 1.4 for goal one of the *Accountability Plan* sets a benchmark for third grade attainment on the MCAS to reach a proficiency rate of 65%. This level was reached by MVRCS third grade students in 2005.

### Annual Study Two: 2005 MCAS District Comparison for All Cohorts Groups Using Weighted Percentages

When comparisons with sending-districts and Mystic Valley cohorts from each sending district are made using a weighted percentage average, the successful progress of MVRCS students are even more clearly seen.

#### District Comparisons with Weighted Percentages of Students From Each Sending District

<b>3<sup>rd</sup> Grade</b>	% of Students	Actual 3 <sup>rd</sup> Grade Reading Pr District Score	Weighted 3 <sup>rd</sup> Grade Reading Pr District Score	Actual 3 <sup>rd</sup> Grade Reading Pass District Score	Weighted 3 <sup>rd</sup> Grade Reading Pass District Score
Malden	42%	51%	21.42%	91%	38.22%
Stoneham	3%	66%	1.98%	97%	2.91%
Wakefield	4%	68%	2.72%	98%	3.92%
Everett	26%	38%	9.88%	85%	22.10%
Melrose	6%	70%	4.20%	98%	5.88%
Medford	11%	62%	6.82%	91%	10.01%
Other*	8%	51%	4.08%	91%	7.28%
<b>Total</b>	<b>100%</b>		<b>51.10%</b>		<b>90.32%</b>
<b>MVRCS</b>	<b>100%</b>	<b>65%</b>		<b>96%</b>	

## MYSTIC VALLEY REGIONAL CHARTER SCHOOL

% Variance			27.20%		6.29%
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2004 +5.8 % and +5.42 %

<b>4<sup>th</sup> Grade</b>	% of Students	Actual 4 <sup>th</sup> Grade ELA A, P District Score	Weighted 4th Grade ELA A, P, District Score	Actual 4 <sup>th</sup> Grade ELA A, P, NI District Score	Weighted 4th Grade ELA A, P, NI District Score
ELA					
Malden	32%	33%	10.56%	89%	28.48%
Stoneham	3%	58%	1.74%	94%	2.82%
Wakefield	2%	58%	1.16%	80%	1.60%
Everett	18%	43%	7.74%	91%	16.38%
Melrose	19%	58%	11.02%	96%	18.24%
Medford	19%	49%	9.31%	92%	17.48%
Other	7%	44%	3.08%	92%	6.44%
<b>Total</b>	<b>100%</b>		<b>44.61%</b>		<b>91.44%</b>
MVRCS	100%	47%		92%	
% Variance			5.36%		0.61%

2004 + 3.93 and + 2.84

<b>4<sup>th</sup> Grade</b>	% of Students	Actual 4 <sup>th</sup> Grade math A, P District Score	Weighted 4th Grade Math A, P, District Score	Actual 4 <sup>th</sup> Grade Math A, P, NI District Score	Weighted 4th Grade Math A, P, NI District Score
Math					
Malden	32%	21%	6.72%	76%	24.32%
Stoneham	3%	45%	1.35%	91%	2.73%
Wakefield	2%	54%	1.08%	93%	1.86%
Everett	18%	21%	3.78%	83%	14.94%
Melrose	19%	51%	9.69%	90%	17.10%
Medford	19%	45%	8.55%	86%	16.34%
Other	7%	33%	2.31%	67%	4.69%
<b>Total</b>	<b>100%</b>		<b>33.48%</b>		<b>81.98%</b>
MVRCS	100%	42%		89%	
% Variance			25.45%		8.56%

2004 +29.87 and +4.66

<b>6<sup>th</sup> Grade</b>	% of Students	Actual 6 <sup>th</sup> Grade Math A, P District Score	Weighted 6th Grade Math A, P, District Score	Actual 6 <sup>th</sup> Grade Math A, P, NI District Score	Weighted 6th Grade Math A, P, NI District Score
Math					
Malden	58%	29%	16.82%	67%	38.86%
Stoneham	0%	45%	0.00%	82%	0.00%
Wakefield	2%	55%	1.10%	89%	1.78%

## MYSTIC VALLEY REGIONAL CHARTER SCHOOL

Everett	10%	34%	3.40%	69%	6.90%
Melrose	13%	58%	7.54%	85%	11.05%
Medford	10%	37%	3.70%	73%	7.30%
Other	7%	35%	2.45%	71%	4.97%
<b>Total</b>	<b>100%</b>		<b>35.01%</b>		<b>70.86%</b>
MVRCS	100%	62%		83%	
% Variance			<b>77.09%</b>		<b>17.13%</b>

2004 – 3.43 and +5.34

<b>7<sup>th</sup> Grade</b>	% of Students	Actual 7 <sup>th</sup> Grade ELA A, P District Score	Weighted 7 <sup>th</sup> Grade ELA A, P, District Score	Actual 7 <sup>th</sup> Grade ELA A, P, NI District Score	Weighted 7 <sup>th</sup> Grade ELA A, P, NI District Score
ELA					
Malden	56%	59%	33.04%	94%	52.64%
Stoneham	5%	71%	3.55%	95%	4.75%
Wakefield	3%	81%	2.43%	99%	2.97%
Everett	9%	55%	4.95%	92%	8.28%
Melrose	9%	79%	7.11%	96%	8.64%
Medford	11%	62%	6.82%	92%	10.12%
Other	7%	62%	4.34%	94%	6.58%
<b>Total</b>	<b>100%</b>		<b>62.24%</b>		<b>93.98%</b>
MVRCS	100%	90%		99%	
% Variance			<b>44.60%</b>		<b>5.34%</b>

2004 +9.78 and +5.16

<b>8<sup>th</sup> Grade</b>	% of Students	Actual 8 <sup>th</sup> Grade Math A, P District Score	Weighted 8 <sup>th</sup> Grade Math A, P, District Score	Actual 8 <sup>th</sup> Grade Math A, P, NI District Score	Weighted 8 <sup>th</sup> Grade Math A, P, NI District Score
Math					
Malden	66%	26%	17.16%	60%	39.60%
Stoneham	0%	39%	0.00%	82%	0.00%
Wakefield	1%	51%	0.51%	83%	0.83%
Everett	7%	26%	1.82%	58%	4.06%
Melrose	6%	63%	3.78%	84%	5.04%
Medford	7%	38%	2.66%	72%	5.04%
Other	13%	30%	3.90%	63%	8.15%
<b>Total</b>	<b>100%</b>		<b>29.83%</b>		<b>62.72%</b>
MVRCS	100%	44%		62%	
% Variance			<b>47.50%</b>		<b>-1.15%</b>

2004 +42.81 and +10.32

<b>10<sup>th</sup> Grade</b>	% of Students	Actual 10 <sup>th</sup> Grade ELA A, P District Score	Weighted 10 <sup>th</sup> Grade ELA A, P, District Score	Actual 10 <sup>th</sup> Grade ELA A, P, NI District Score	Weighted 10 <sup>th</sup> Grade ELA A, P, NI District Score

## MYSTIC VALLEY REGIONAL CHARTER SCHOOL

ELA					
Malden	58%	58%	33.64%	83%	48.14%
Stoneham	0%	80%	0.00%	98%	0.00%
Wakefield	0%	78%	0.00%	95%	0.00%
Everett	3%	47%	1.41%	82%	2.46%
Melrose	16%	73%	11.68%	92%	14.72%
Medford	13%	57%	7.41%	90%	11.70%
Other	10%	60%	6.02%	86%	8.56%
<b>Total</b>	<b>100%</b>		<b>60.16%</b>		<b>85.58%</b>
<b>MVRCS</b>	<b>100%</b>	<b>91%</b>		<b>97%</b>	
% Variance			<b>51.28%</b>		<b>13.34%</b>

2004 no comparison was made

<b>10<sup>th</sup> Grade</b>	% of Students	Actual 10 <sup>th</sup> Grade Reading A, P District Score	Weighted 10 <sup>th</sup> Grade Reading A, P, District Score	Actual 10 <sup>th</sup> Grade Reading A, P, NI District Score	Weighted 10 <sup>th</sup> Grade Reading A, P, NI District Score
Math					
Malden	58%	47%	27.26%	79%	45.82%
Stoneham	0%	79%	0.00%	95%	0.00%
Wakefield	0%	72%	0.00%	91%	0.00%
Everett	3%	42%	1.26%	76%	2.28%
Melrose	16%	62%	9.92%	87%	13.92%
Medford	13%	58%	7.54%	85%	11.05%
Other	10%	50%	5.00%	80%	8.00%
<b>Total</b>	<b>100%</b>		<b>50.98%</b>		<b>81.07%</b>
<b>MVRCS</b>	<b>100%</b>	<b>67%</b>		<b>97%</b>	
<b>MVRCS</b>	<b>100%</b>	<b>67%</b>	<b>31.42%</b>	<b>97%</b>	<b>19.65%</b>

2004 no comparison was made

### SUMMARY

The preceding comparisons using a weighted averages based on percentages of students from sending districts when compared with percentages of Mystic valley students from the same sending districts (AP 1.5), more clearly demonstrate that Mystic Valley students outperformed their cohorts from all sending districts.

The above analysis clearly demonstrates that third grade students outperformed their cohorts from all sending districts, on average, in Reading when the weighted averages for the percentage of students from each community are considered. This result is most evident in the results for sixth grade Math and tenth grade English/Language Arts.

# MYSTIC VALLEY REGIONAL CHARTER SCHOOL

MVRCS SIXTH GRADE STUDENTS EARNED A VARIANCE THAT PROVED TO BE 77.09% HIGHER WHEN COMPARED TO ALL OTHER SENDING-DISTRICTS. TENTH GRADE STUDENTS POSTED A VARIANCE DIFFERENCE OF 51.28%.

INDICATOR 1.5 FOR GOAL ONE OF THE ACCOUNTABILITY PLAN SETS A BENCHMARK FOR THE TENTH GRADE COHORT THAT REQUIRES SEVENTY FIVE PERCENT OF MYSTIC VALLEY STUDENTS TO ACHIEVE AN ADVANCED AND/OR PROFICIENT SCORE IN ENGLISH/LANGUAGE ARTS AND RANK IN THE FIRST OR SECOND POSITION WHEN A COMPARISON IS MADE USING A COMPOSITE DISTRICT OF TENTH GRADE STUDENTS FROM THE ALL SIX OF THE SCHOOL'S SENDING DISTRICTS. BOTH OF THESE BENCHMARKS WERE ACHIEVED AS 91% OF THE TENTH GRADE COHORT GROUP REACHED AN ACHIEVEMENT LEVEL THAT CAN BE CHARACTERIZED AS ADVANCED OR PROFICIENT. THE BENCH MARK FOR PLACEMENT WHEN A COMPARISON WAS MADE WITH A COMPOSITE DISTRICT WAS ALSO SUCCESSFULLY REACHED AS MVRCS TENTH GRADE COHORT GROUP PLACED FIRST ABOVE ALL OTHER COHORT GROUPS FROM THE SIX SENDING-DISTRICTS.

Indicator 1.5 also references the *Yearly Annual Progress (AYP)* attainment. In 2005, AYP standards were met for all categories and among all school subgroups. The same results were seen for 2004 and 2003. During this time, all target areas received a favorable performance index (PI) rating. Please see Appendix Two for the MVRCS 2005 *Annual Yearly Progress Report*.

***1B. Has student performance significantly improved and/or been persistently strong on internal and external academic assessments?***

Student performance at MVRCS has been persistently strong on internal and external academic assessments. Two external academic assessments that have been excellent indicators of student progress are the ITBS and the MCAS assessments. Longitudinal perspectives of both of these assessments for same student cohort groups demonstrate long term steady progress.

**LONGITUDINAL STUDY ONE: ITBS GRADE EQUIVALENT RESULTS FOR 1998-2006  
for All Cohort Groups**

**ITBS Grade Equivalent Results for 1998-2006 of Same Student  
Cohorts in Grade-Level Groups**

<u>.1 = one month</u>		<u>1.0 = one year of growth</u>						
Kinder Grade	Vocabulary	Reading	Language	Mathematics	Core	# of Stud.	Expectation	
Fall 05 K	1.1	0.8	1	1	1			
Spring 06	<u>1.7</u>	<u>2</u>	<u>1.9</u>	<u>1.9</u>	<u>2.2</u>	119		
Improvement	<b>0.6</b>	1.2	<b>0.9</b>	<b>0.9</b>	1.2			1.0
First Grade	Vocabulary	Reading	Language	Mathematics	Core	# of Stud.	Expectation	
Fall 04 K	0.8	0.7	1	0.7	0.9	120		
Spring 06	<u>2.6</u>	<u>2.7</u>	<u>2.5</u>	<u>2.5</u>	<u>2.6</u>	115		
Improvement	<b>1.8</b>	2.0	<b>1.5</b>	<b>1.8</b>	<b>1.7</b>			2.0
Second	Vocabulary	Reading	Language	Mathematics	Core	# of	Expectation	

## MYSTIC VALLEY REGIONAL CHARTER SCHOOL

Grade						Stud.	
Fall 03 K	0.8	0.7	1.1	1.0	1.1	135	
Spring 06	<u>3.5</u>	<u>3.6</u>	<u>3.5</u>	<u>3.6</u>	<u>3.6</u>	117	
Improvement	<b>2.7</b>	<b>2.9</b>	<b>2.4</b>	<b>2.6</b>	<b>2.5</b>		3.0
# of							
Third Grade	Vocabulary	Reading	Language	Mathematics	Core	Stud.	Expectation
Fall 02 K	0.9	0.7	1.1	0.8	1.0	137	
Spring 06	<u>4.8</u>	<u>4.9</u>	<u>5.3</u>	<u>5.4</u>	<u>5.0</u>	133	
Improvement	<b>3.9</b>	4.2	4.2	4.6	4.0		4.0
# of							
Fourth Grade	Vocabulary	Reading	Language	Mathematics	Core	Stud.	Expectation
Fall 01 K	0.6	0.0	0.8	0.8	0.8	120	
Spring 06	<u>6.0</u>	<u>6.2</u>	<u>7.0</u>	<u>6.8</u>	<u>6.6</u>	114	
Improvement	5.4	6.2	6.2	6.0	5.8		5.0
# of							
Fifth Grade	Vocabulary	Reading	Language	Mathematics	Core	Stud.	Expectation
Fall 00 K	1.0	0.7	1.1	0.8	1.0	120	
Spring 06	<u>6.5</u>	<u>6.7</u>	<u>7.9</u>	<u>7.5</u>	<u>7.4</u>	118	
Improvement	<b>5.5</b>	6.0	6.8	6.7	6.4		6.0
# of							
Sixth Grade	Vocabulary	Reading	Language	Mathematics	Core	Stud.	Expectation
Fall 99 K	0.8	0.0	0.7	0.8	0.8	120	
Spring 06	<u>8.0</u>	<u>8.2</u>	<u>9.9</u>	<u>9.0</u>	<u>9.0</u>	113	
Improvement	7.2	8.2	9.2	8.2	8.2		7.0
# of							
Seventh Grade	Vocabulary	Reading	Language	Mathematics	Core	Stud.	Expectation
Fall 98 K	0.7	0.0	0.8	0.8	0.8	94	
Spring 06	<u>9.5</u>	<u>9.8</u>	<u>11.4</u>	<u>10.6</u>	<u>10.7</u>	101	
Improvement	8.8	9.8	10.6	9.8	9.9		8.0
# of							
Eighth Grade	Vocabulary	Reading	Language	Mathematics	Core	Stud.	Expectation
Fall 98 1st	1.3	0.0	1.1	1.2	1.3	81	
Spring 06	<u>10.3</u>	<u>10.7</u>	<u>12.4</u>	<u>12.6</u>	<u>12.0</u>	73	
Improvement	9.0	10.7	11.3	11.4	10.7		8.0
# of							
Ninth Grade	Vocabulary	Reading	Language	Mathematics	Core	Stud.	Expectation
Fall 98 2nd	2.3	2.4	2.4	2.2	2.3	84	
Spring 06	<u>12.2</u>	<u>12.3</u>	<u>13.0</u>	<u>13.2</u>	<u>12.8</u>	48	
Improvement	11.9	11.9	10.6	11.0	10.5		8.0

This longitudinal analysis for same-student cohort groups (AP1.3) demonstrates significant progress over time. Attainment of expected growth levels was accomplished at an overwhelming rate throughout the grade levels. Student cohort groups for grades four, six, seven, eight and nine all exceeded predicted growth expectations for each category tested.

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## LONGITUDINAL STUDY ONE: MCAS RESULTS FOR 1998-2006 FOR ALL COHORT GROUPS OVER TIME

As seen in the longitudinal analysis of the ITBS from 1998-2006, results for MCAS testing for the same time period also demonstrates strong and persistent performances among same-student cohort groups. Below are longitudinal studies of MCAS composite scores in English/Language Arts, Reading and Math for same-student cohort groups. Each analysis represents the historical record of MCAS results for each grade-level group since the school's opening in 1998. In the first year, approximately 500 students were admitted in grades K-5. The class of 2006 entered Mystic Valley as fifth grade students. The other grade-level classes followed suite accordingly. Each class was administered the MCAS exams that were mandated in the particular years analyzed. Therefore, some differences in exams taken by specific grades exist.

### MCAS Results for Cohort Groups Over Time

#### Class of 2007 (11<sup>th</sup> grade in 2005-2006)

	Warning	Needs Improve	Proficient	Advanced
10 <sup>th</sup> ELA	3 %	6 %	52 %	39 %
7 <sup>th</sup> ELA	3%	15%	77%	5%
4 <sup>th</sup> ELA	16%	72%	11%	0%
10 <sup>th</sup> Math	3 %	29 %	19 %	48 %
8 <sup>th</sup> Math	18%	53%	23%	7%
6 <sup>th</sup> Math	43%	35%	19%	4%
4 <sup>th</sup> Math	32%	52%	14%	1%
8 <sup>th</sup> Sci	19%	67%	14%	0%

#### Class of 2008 (10<sup>th</sup> grade in 2005-2006)

	Warning	Needs Improve	Proficient	Advanced
7 <sup>th</sup> ELA	2%	8%	76%	15%
4 <sup>th</sup> ELA	11%	80%	10%	0%
4 <sup>th</sup> Math	23%	57%	19%	1%
6 <sup>th</sup> Math	26%	45%	25%	4%
8 <sup>th</sup> Math	16%	30%	35%	19%
8 <sup>th</sup> Sci	17%	40%	38%	5%

#### Class of 2009 (9<sup>th</sup> grade in 2005-2006)

	Warning	Needs Improve	Proficient	Advanced
7 <sup>th</sup> ELA	1%	24%	61%	14%
4 <sup>th</sup> ELA	20%	45%	30%	6%
8 <sup>th</sup> Math	38 %	18 %	31 %	13 %
6 <sup>th</sup> Math	30%	27%	29%	14%
4 <sup>th</sup> Math	41%	48%	8%	3%
8 <sup>th</sup> Sci	25 %	54%	17%	4%
5 <sup>th</sup> Sci	2002	N/A	N/A	N/A

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## Class of 2010 (8<sup>th</sup> grade in 2005-2006)

	<b>Warning</b>	<b>Needs Improve</b>	<b>Proficient</b>	<b>Advanced</b>
3 <sup>rd</sup> Read	3%	27%	70%	N/A
4 <sup>th</sup> ELA	4%	51%	42%	2%
6 <sup>th</sup> Math	24%	39%	21%	16%
4 <sup>th</sup> Math	24%	48%	20%	8%
5 <sup>th</sup> Sci	12%	39%	35%	13%
7 <sup>th</sup> ELA	1%	9%	68%	22%

## Class of 2011 (7<sup>th</sup> grade in 2005-2006)

	<b>Warning</b>	<b>Needs Improve</b>	<b>Proficient</b>	<b>Advanced</b>
3 <sup>rd</sup> Read	2%	31%	68%	N/A
4 <sup>th</sup> ELA	8%	44%	41%	8%
4 <sup>th</sup> Math	14%	55%	24%	8%
5 <sup>th</sup> Sci	7%	52%	28%	12%
6 <sup>th</sup> Math	17%	21%	37%	25%

## Class of 2012 (6<sup>th</sup> grade in 2005-2006)

	<b>Warning</b>	<b>Needs Improve</b>	<b>Proficient</b>	<b>Advanced</b>
3 <sup>rd</sup> Read	4%	27%	69%	N/A
4 <sup>th</sup> ELA	7%	39%	50%	4%
4 <sup>th</sup> Math	12%	44%	33%	11%
5 <sup>th</sup> Sci	10%	53%	34%	3%

## Class of 2013 (5<sup>th</sup> grade in 2005-2006)

	<b>Warning</b>	<b>Needs Improve</b>	<b>Proficient</b>	<b>Advanced</b>
3 <sup>rd</sup> Read	0%	37%	63%	N/A
4 <sup>th</sup> ELA	8%	45%	42%	5%
4 <sup>th</sup> Math	11%	47%	29%	13%

## 2003-2005 MCAS Results Comparisons

### Fourth Grade ELA

	<b>Warning</b>	<b>Needs Improve</b>	<b>Proficient</b>	<b>Advanced</b>
<b>2003</b>	8%	44%	41%	8%
<b>2004</b>	7%	39%	50%	4%
<b>2005</b>	8%	45%	42%	5%

### Fourth Grade Math

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	<b>Warning</b>	<b>Needs Improve</b>	<b>Proficient</b>	<b>Advanced</b>
<b>2003</b>	13%	55%	24%	8%
<b>2004</b>	12%	44%	33%	11%
<b>2005</b>	11%	47%	29%	13%

### Fifth Grade Science and Technology

	<b>Warning</b>	<b>Needs Improve</b>	<b>Proficient</b>	<b>Advanced</b>
<b>2003</b>	13%	35%	39%	12%
<b>2004</b>	7%	52%	28%	13%
<b>2005</b>	10%	53%	34%	3%

### Sixth Grade Mathematics

	<b>Warning</b>	<b>Needs Improve</b>	<b>Proficient</b>	<b>Advanced</b>
<b>2003</b>	30%	27%	29%	14%
2003 class in 4 <sup>th</sup> grade (2001)	41	48	8	3
<b>2004</b>	24%	39%	21%	16%
2004 class in 4 <sup>th</sup> grade (2002)	24	48	20	8
<b>2005</b>	17%	21%	37%	25%
2005 class in 4 <sup>th</sup> grade (2003)	9	26	53	12

### Seventh Grade ELA

	<b>Warning</b>	<b>Needs Improve</b>	<b>Proficient</b>	<b>Advanced</b>
<b>2003</b>	2%	8%	76%	15%
2003 class in 4 <sup>th</sup> grade (2000)	11	80	10	10
<b>2004</b>	1%	24%	61%	14%
2004 class in 4 <sup>th</sup> grade (2001)	20	45	30	6
<b>2005</b>	1%	9%	68%	22%
2005 class in 4 <sup>th</sup> grade (2002)	4	51	42	2

### Eighth Grade Math

	<b>Warning</b>	<b>Needs Improve</b>	<b>Proficient</b>	<b>Advanced</b>
<b>2003</b>	18%	53%	23%	7%
2003 class in 6 <sup>th</sup> (2001)	43	35	19	4

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2003 class in 4 <sup>th</sup> (1999)	25	58	16	1
<b>2004</b>	16%	30%	35%	19%
2004 class in 6 <sup>th</sup> grade (2002)	26	45	25	4
2004 class in 4 <sup>th</sup> grade (2000)	23	57	19	1
<b>2005</b>	38%	18%	31%	13%
2004 class in 6 <sup>th</sup> grade (2003)	19	34	26	21
2005 class in 4 <sup>th</sup> grade (2001)	4	9	48	39

### Eighth Grade Science and Technology

	<b>Warning</b>	<b>Needs Improve</b>	<b>Proficient</b>	<b>Advanced</b>
<b>2003</b>	14	67	19	N/A
2003 class in 5 <sup>th</sup> grade (2000)	N/A	N/A	N/A	N/A
<b>2004</b>	17	40	38	5
2004 class in 5 <sup>th</sup> grade (2001)	N/A	N/A	N/A	N/A
<b>2005</b>	25%	54%	17%	4%
2005 class in 5 <sup>th</sup> grade (2002)	N/A	N/A	N/A	N/A

The Class of 2007 demonstrated an extraordinary ability to gain significant increases in scores that qualified for the advanced category as they moved from no students posting advanced scores for English/Language Arts as fourth grade students to 39% of students for the tenth grade test administration. The same type of increase can be seen for this cohort when Math is analyzed. As fourth grade students, only 1% reached the advanced category. Results for the tenth grade test administration showed that 48% of students had reached the advanced category. The Class of 2006 showed a similar ability to increase advanced scores in a dramatic way. As eighth grade students 6% of the class earned an advanced score in Math. By tenth grade 41% of this same cohort received an advanced Math score.

Overall, throughout the school's eight year history, MVRCS students have shown steady successful progress in external assessments. Cohort groups of MVRCS students have also significantly outperformed their cohorts from all of the sending-districts when weighted percentages were considered for third grade Reading, fourth grade ELA, fourth grade Math, sixth grade Math, seventh grade ELA, tenth grade Math and tenth grade ELA.

### Internal Assessment Analysis

#### Direct Instruction and Saxon Math Curriculum Progression

An analysis of internal assessments also demonstrates that MVRCS students have kept steady successful academic progress across grade levels and subjects (AP Sec.4 1.1,1.2). Ability-based

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groupings for Math and Reading in grades K-6 allow for an opportunity to determine a longitudinal analysis of student progress in the school's curricular framework for these two subjects.

## *IV) Faithfulness to Charter*

### **Indicator 1.1**

**As a means of measuring the effectiveness of the school's implementation of the DI curriculum for Reading, the school will demonstrate that 95% of students will have successfully completed all of the Reading lesson components by the end of the sixth grade. The validation of this measure will be completed through the use of an independent evaluation of the school's Reading program sanctioned by the Board of Trustees, and conducted by a professional knowledgeable of the DI curriculum. The results of the evaluator's report will appear in the school's Annual Report.**

### **Indicator 1.2**

**As a means of measuring the effectiveness of the school's implementation of the DI curriculum for Language Arts, the school will demonstrate that 95% of students will have successfully completed all of the language lesson components by the end of the sixth grade. The validation of this measure will be completed through the use of an independent evaluation of the school's Language Art program sanctioned by the Board of trustees, and conducted by a professional knowledgeable of the DI curriculum. The results of the evaluator's report will appear in the school's Annual Report.**

The curricular framework for Reading in the *Direct Instruction* model for grades K-6 allows for the continuous progress of all students regardless of ability levels. For example, students of advanced abilities are accommodated with an instructional group in Reading that fit their ability levels regardless of grade level. An advanced second grade student can be accommodated with a fourth grade Reading group if that is what is necessary to meet his/her ability level. The same scenario applies at the opposite end of the continuum as students with below grade-level abilities are accommodated with instructional groups that fit their ability levels. The *Saxon Math* model for grades K-6 allows for the same structural framework regarding ability-based instructional groups.

Data collection on these instructional groups on a weekly, monthly, and yearly basis provide the needed information to conduct an analysis of student progress through internal assessment for Reading and Math. Weekly assessments of student progress are conducted for grades K-6. Ability-based instructional groups based on placement standards in Reading and Math, block scheduling, frequent assessments and augmented staffing provide the necessary support for accurate weekly reports on student progress toward learning objectives.

Assessments for competency are typically conducted every five lessons. The curriculum for all subjects is standardized and codified for all teachers. Pace of delivery is also monitored and expected to meet specific criteria. Competence is determined by a correct answer rate of 80%. This percentage constitutes a mastery-level learning rate. Students who do not receive a correction rate of 80% are given remedial exercises on the deficient skill. A second assessment is then conducted to determine if the 80% rate has been reached.

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Weekly progress reports that include assessment scores for each of the subjects mentioned above are collected and analyzed by the Professional Development Coordinator. Substandard assessment scores for individual students and substandard assessment averages for instructional groups are noted. Remediation plans are approached in a number of different ways. An example of a weekly progress appears below:

### **Weekly Lesson Progress Report for First Grade Reading**

Teacher: Ms.Jones/Ms.Butler		Grade:1					Date:10-10		
		10-Oct	13-Oct	14-Oct	15-Oct	16-Oct			
Program	Students	Fri.	Mon.	Tues.	Wed.	Thurs.	Test	#pass/total	weekly gains
Reading									
RM2 GroupC	5	c/o,71	x	71*,72*	73*,74	74*,75*	c/o	5/5	5
RM2 Group C-2	7	71*	x	73*,74*	75*,c/o	76*,77	c/o	6/7	5

The most common remediation approach is an alternative placement. Because instructional groups are ability-based, it is possible to place students who are under-performing in groups that are more in line with their ability levels. Changing the teacher of the instructional group is an example of another approach that may be implemented if weekly progress reports show that a particular ability-based instructional group has average assessment scores that fall below the desired master-level learning rate of 80% correct accuracy.

Because different teachers show various levels of competency and levels of experience as instructors in Reading and Math, the Professional Development Coordinator may change the arrangement of group responsibilities based on the strengths and skills of the teacher or teachers in question. A positive and supportive work climate has been established among the members of the faculty so that these types of decisions are not perceived as offensive or necessarily a sign of failure on the part of the teacher.

Monthly reports are generated from the weekly data collected. The primary focus of each monthly report is general group progress toward year-long curriculum attainment goals and the rate of lesson plan delivery per day and week. Year-long curriculum goals are established based on codified curriculum guides that have been written for each grade level. Monthly reports are submitted to the members of the Board of Trustees. An example of a portion of a monthly progress report appears below:

### *Example of a Monthly Progress Report for Third Grade Reading*

READING	Program	Group size	Start	1/30/2004	2/6/2004	2/13/2004	2/20/2004	2/27/2004	Totals
A-1	B-1	5	1	7	12	17	21	25	<u>25</u>
A	3	15	90	94	98	102	106	113	<u>24</u>
B	3	29	20	24	26	29	35	40	<u>21</u>
C	4	23	90	95	100	104	109	114	<u>25</u>
D	5	17	9	15	19	24	29	34	<u>26</u>
E	5	23	90	95	100	104	109	114	<u>25</u>
F	6	12	31	37	43	48	53	55	<u>25</u>

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## LONGITUDINAL STUDY ONE: INTERNAL ASSESSMENT ANALYSIS FOR MATCHED COHORT GROUPS IN READING AND MATH OVER TIME

Through this internal assessment system, a longitudinal analysis of matched cohort groups and their progress in advanced Math and Reading groups over time has been conducted for Reading and Math. The results demonstrate that all matched cohort groups maintained successful lesson progress at levels that were two to three years above grade level. These achievement levels were reached using the mastery learning framework of correct answers equal to 80%.

## LONGITUDINAL STUDY: INTERNAL ASSESSMENT PROGRESSION FOR READING AND MATH CURRICULA IN GRADES ONE THROUGH SIX

This longitudinal study of internal assessment is measured by successful lesson progress through the Reading and Math curricula in grades one through six for sample groups of matched cohort students. Sample group sizes ranged between 25 and 50 students. The curricula for both Reading and Math is based on a criterion-based learning standards that verify student attainment with comprehensive assessments that are administered every five lessons.

The Reading curriculum is delivered through a strict Direct Instruction approach and is composed of six comprehensive levels. The levels are entitled *Reading Mastery One* (1L) through *Reading Mastery Six* (6L). A novels-based curricula follows these levels.

The *Saxon Math* curriculum also has the same criterion-based structure and assessment verification. Levels correspond with grade-level equivalents that range from *Math K* through *Math 4*. The next series of levels are entitled *Math 54*, *Math 65*, *Math 76*, *Math 84* and *Algebra ½*. These levels also correspond with grade level equivalents. For example, *Math 54* ranges in difficulty from 4.5 to 5.5.

The summary tables below correspond with the complete data on internal assessment that can be found in Appendix C. Each tables describes the longitudinal results for a single matched cohort group and any subgroups that might have shown different rates of lesson progress.

Class of 2012 Matched Cohort - Reading

Subgroup	Initial Lesson August 02	Ending Lesson June 03	Ending Lesson June 04	Ending Lesson June 05	Ending Lesson June 06	Grade Level Equivalency	Cumulative Gain
1 (18 students)	Level 5 #1	Level 6 #86	Level 7- Novels	Level 8-Novels	Level 9-Novels	Grade 9 10th Month	3 years above grade level
2 (17 students)	Level 5 #1	Level 6 #65	Level 7- Novels	Level 8-Novels	Level 9-Novels	Grade 9 10th Month	3 years above grade level

Class of 2012 Matched Cohort - Math

Subgroup	Initial Lesson August 02	Ending Lesson June 03	Ending Lesson June 04	Ending Lesson June 05	Ending Lesson June 06	Grade Level Equivalency	Cumulative Gain
1 (8 students)	Level 3 # 1	Level 4 #50	Level 5 #109	Level 7 #30	Pre-Algebra #52	Grade 8 5th Month	1.5 years above grade level
2 (6 student)	Level 3 # 1	Level 4 #50	Level 5 #109	Level 6 #120	Level 7 #75	Grade 7 8th Month	.8 years above grade level
3 (2 students)	Level 3 # 1	Level 4 #50	Level 5 #109	Level 6 #120	Pre-Algebra #52	Grade 8 5th Month	1.5 years above grade level

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4 (11 students)	Level 3 # 1	Level 4 #33	Level 5 #85	Level 7 #30	Pre-Algebra #52	Grade 8 5th Month	1.5 years above grade level
5 (3 students)	Level 3 # 1	Level 4 #33	Level 5 #85	Level 6 #120	Level 7 #75	Grade 7 8th Month	.8 years above grade level
6 (1 student)	Level 3 # 1	Level 4 #33	Level 5 #85	Level 6 #120	Pre-Algebra #52	Grade 8 5th Month	1.5 years above grade level
7 (1 student)	Level 4 # 1	Level 4 #120	Level 6 #138	Level 7 #125	Algebra #3	Grade 9 3rd Month	2.3 years above grade level
8 (1 student)	Level 3 # 1	Level 4 #33	Level 6 #138	Level 7 #125	Algebra #3	Grade 9 3rd Month	2.3 years above grade level

## Class of 2013 Matched Cohort - Reading

Subgroup	Initial Lesson August 02	Ending Lesson June 03	Ending Lesson June 04	Ending Lesson June 05	Ending Lesson June 06	Grade Level Equivalency	Cumulative Gain
1 (11 students)	Level 4 #31	Level 5 #53	Level 6 #86	Level 7-Novels	Level 8-Novels	Grade 8 10th Month	3 years above grade level
2 (14 students)	Level 3 #104	Level 5 #1	Level 6 #28	Level 7-Novels	Level 7-Novels	Grade 7 10th Month	2.0 years above grade level
3 (1 students)	Level 3 #1	Level 3 #96	Level 5 #8	Level 6 #120	Level 7-Novels	Grade 7 10th Month	2.0 years above grade level
4 (6 students)	Level 3 #1	Level 3 #96	Level 5 #8	Level 6 #30	Level 7-Novels	Grade 7 5th Month	1.5 years above grade level
5 (3 students)	Level 3 #1	Level 3 #96	Level 5 #64	Level 6 #120	Level 7-Novels	Grade 7 10th Month	2.0 years above grade level

## Class of 2013 Matched Cohort - Math

Subgroup	Initial Lesson August 02	Ending Lesson June 03	Ending Lesson June 04	Ending Lesson June 05	Ending Lesson June 06	Grade Level Equivalency	Cumulative Gain
1 (19 students)	Level 3 # 1	Level 4 #19	Level 5 #80	Level 7 #50	Pre-Algebra #20	Grade 8 2nd Month	2.2 years above grade level
2 (1 student)	Level 2 # 1	Level 3 #19	Level 4 #21	Level 6 #45	Level 7 #30	Grade 7 3rd Month	1.3 years above grade level
3 (8 students)	Level 2 # 1	Level 3 #27	Level 4 #57	Level 6 #45	Level 7 #30	Grade 7 3rd Month	1.3 years above grade level
4 (4 students)	Level 2 # 1	Level 3 #19	Level 4 #21	Level 5 #120	Level 7 #20	Grade 7 2nd Month	1.2 years above grade level
5 (4 students)	Level 2 # 1	Level 3 #27	Level 4 #57	Level 5 #120	Level 7 #20	Grade 7 2nd Month	1.2 years above grade level
6 (1 student)	Level 2 # 1	Level 3 #19	Level 4 #21	Level 4 #140	Level 7 #20	Grade 7 2nd Month	1.2 years above grade level

## Class of 2014 Matched Cohort - Reading

Subgroup	Initial Lesson August 02	Ending Lesson June 03	Ending Lesson June 04	Ending Lesson June 05	Ending Lesson June 06	Grade Level Equivalency	Cumulative Gain
1 (6 students)	Level 3 #1	Level 4 #35	Level 5 #23	Level 6 #105	Level 7-Novels	Grade 7 10th Month	3 years above grade level
2 (12 students)	Level 2 #45	Level 3 #96	Level 4 #95	Level 6 #54	Level 7-Novels	Grade 7 5th Month	2.5 years above grade level
3 (9 students)	Level 2 #37	Level 3 #87	Level 4 #95	Level 6 #54	Level 7-Novels	Grade 7 5th Month	2.5 years above grade level

## Class of 2014 Matched Cohort - Math

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Subgroup	Initial Lesson August 02	Ending Lesson June 03	Ending Lesson June 04	Ending Lesson June 05	Ending Lesson June 06	Grade Level Equivalency	Cumulative Gain
1 (27 students)	Level 2 # 1	Level 3 #28	Level 4 #40	Level 5 #92	Level 6 #55	Grade 6 5th Month	1.5 years above grade level
2 (20 students)	Level 1 # 1	Level 2 #59	Level 3 #80	Level 4 #98	Level 5 #140	Grade 5 10th Month	1.0 years above grade level

## Class of 2015 Matched Cohort - Reading

Subgroup	Initial Lesson August 02	Ending Lesson June 03	Ending Lesson June 04	Ending Lesson June 05	Ending Lesson June 06	Grade Level Equivalency	Cumulative Gain
1 (27 students)	Level 1+ #1	Level 2 #160	Level 4 #34	Level 5 #77	Level 6 #110	Grade 6 10th Month	3 years above grade level
2 (19 students)	Level 1+ #1	Level 2 #120	Level 3 #145	Level 5 #37	Level 6 #50	Grade 6 5th Month	2.5 years above grade level

## Class of 2015 Matched Cohort - Math

Subgroup	Initial Lesson August 02	Ending Lesson June 03	Ending Lesson June 04	Ending Lesson June 05	Ending Lesson June 06	Grade Level Equivalency	Cumulative Gain
1 (20 students)	Level 1 # 1	Level 2 #20	Level 3 #43	Level 4 #63	Level 5 #88	Grade 5 7th Month	1.7 years above grade level
2 (19 students)	Level 1 # 1	Level 2 #20	Level 3 #10	Level 4 #28	Level 5 #48	Grade 5 4th Month	1.4 years above grade level
3 (7 students)	Level K # 1	Level 1 #90	Level 2 #115	Level 4 #15	Level 5 #30	Grade 5 3rd Month	1.3 years above grade level

## Class of 2016 Matched Cohort - Reading

Subgroup	Initial Lesson August 03	Ending Lesson June 04	Ending Lesson June 05	Ending Lesson June 06	Grade Level Equivalency	Cumulative Gain
1 (9 students)	Level 1 # 11	Level 3 #7	Level 4 #25	Level 5 #55	Grade 5 5th Month	2.5 years above grade level
2 (34 students)	Level 1 #11	Level 2 #55	Level 3 #86	Level 4 #100	Grade 4 9th Month	1.9 years above grade level
3 (8 students)	Level 1 #11	Level 2 #45	Level 3 #86	Level 4 #98	Grade 4 9th Month	1.9 years above grade level

## Class of 2016 Matched Cohort - Math

Subgroup	Initial Lesson August 03	Ending Lesson June 04	Ending Lesson June 05	Ending Lesson June 06	Grade Level Equivalency	Cumulative Gain
1 (25 students)	Level 1 # 1	Level 2 #35	Level 3 #50	Level 4 #62	Grade 4 5th Month	1.5 years above grade level
2 (24 students)	Level K # 1	Level 1 #85	Level 2 #105	Level 3 #111	Grade 3 10th Month	1.0 years above grade level

## Class of 2017 Matched Cohort - Reading

Subgroup	Initial Lesson August 04	Ending Lesson June 05	Ending Lesson June 06	Grade Level Equivalency	Cumulative Gain
1 (24 students)	Level 1 # 40	Level 2 #138	Level 3 # 135	Grade 3 8th Month	1.8 years above grade level
2 (25 students)	Level 1 #11	Level 2 # 114	Level 3 #85	Grade 3 5th Month	1.5 years above grade level

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Class of 2017 Matched Cohort - Math

Subgroup	Initial Lesson August 04	Ending Lesson June 05	Ending Lesson June 06	Grade Level Equivalency	Cumulative Gain
1 (30 students)	Level 1 # 1	Level 2 #40	Level 3 # 50	Grade 3 4th Month	1.4 years above grade level
2 (19 students)	Level K # 1	Level 1 #105	Level 2 #135	Grade 2 10th Month	1.0 years above grade level

## Summary of Results

The summary tables clearly demonstrate that the sample matched cohort groups of the exact same students achieved at progressively advanced levels of growth and in above-grade-level curricula. The ranges of above-grade-level progress ranged from eight months to three years and five months. Both the range and the rate of progress exceed the school goal of all students reaching grade level in Reading and Math at the conclusion of sixth grade and progressing at a learning rate of one grade equivalent year in ten months of instruction. The future potential of these students looks very promising. The above-grade-level progression through these challenging curricula is consistent among all cohort groups.

## II. ORGANIZATIONAL VIABILITY

### *2A. Has the school made reasonable progress in meeting internally established Accountability Plan goals regarding organizational viability?*

MVRCS has always maintained a strong financial foundation, an enrollment at capacity and a sound system of governance that provides the resources and guidance to fulfill the school's mission. The key to these accomplishments have been the stability of the members of the Board of Trustees and the members of the leadership team. Three of the current six members of the Board of Trustees are part of the original founding group. Two of the remaining three members have been part of the parent body since the school's inception in 1998.

Along with stability, the members of the Board of Trustees have been immeasurably beneficial to the school through their unquestionable knowledge of the regional community. A long history of experience in local business, government and civic ventures in the greater Mystic Valley community, have given the members of the Board of Trustees a deep understanding of how to best fulfill the community's expectations for the basic components of the school's charter.

The MVRCS leadership team has also shown a high degree of stability. Three of the five members have been Mystic Valley employees since the school's opening. The superintendent/director and business manager have held the same position for the past eight years. The senior professional development coordinator was an original faculty member before joining the leadership team in 2001. Stability among the members of the leadership team has been instrumental in insuring the consistency and viability of the school's general climate.

### *2B. Is the school financially solvent and stable?*

The *Accountability Plan* goals that address the financial aspects of the school's organizational viability are listed below:

# MYSTIC VALLEY REGIONAL CHARTER SCHOOL

## 3) Organizational Viability

### Goal One – Finance

*The Mystic Valley Regional Charter School will practice sound financial practices.*

#### INDICATOR 1.1

*The school will demonstrate effective financial decision-making suitable to sustain key programs and record of academic effectiveness. Effective financial decision making will be measured through recognizably sound and prudent practices of budget creation, budget management and practical operational and capital management strategies. The annual independent audit and a submitted copy of the school's financial monitoring procedures will validate the above. This objective will be measured through the school superintendent/director's and the school business manager's annual performance reviews.*

#### Indicator 1.2

*The execution of the school's actual and proposed budget for each fiscal year will demonstrate the tangible implementation of sound and effective financial planning and procedures. The annual independent audit and a submitted copy of the school's financial monitoring procedures will validate the above. This objective will be measured through the school superintendent/director's and the school business manager's annual performance reviews.*

#### Indicator 1.3

*The school has the financial means to successfully sustain its current level of debt. This objective will be accomplished through the maintenance of diverse strategies of operational and capital financial reports monitoring and planning. The annual independent audit and a submitted copy of the school's will validate the above.*

#### Indicator 1.4

*The school will show a strong ability to endure even in the event of a loss of students or a decrease in funding because of a significant financial surplus that will equal 75% of an average annual operational budget. The annual independent audit and a submitted copy of the school's will validate the above.*

Financial stability and sound long-term financial planning have always been a hallmark of Mystic Valley. Members of the finance committee and the Board of Trustees have worked in unison with the members of the leadership team to insure that effective financial decision making has been consistently implemented through prudent practices of budget creation, budget management and practical operational and capital management strategies. The balance sheet that appears below demonstrates the school's solvent financial position (AP 1.3 and AP1.4 for Organizational Viability). Total assets are in excess of fourteen million while liabilities total three million dollars.

Please refer to the schools financial information below for more detail.

# MYSTIC VALLEY REGIONAL CHARTER SCHOOL

**Financials (Un-Audited) FY06**  
Mystic Valley Reg. Charter School  
Balance Sheet (Unaudited)  
As of June 30, 2006

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## ASSETS

### Current Assets

Cash and cash equivalents	\$	7,634,071
Accounts Receivable	\$	141,344
Prepaid Expenses	\$	137,660

<b>Total Current Assets</b>	<u>\$</u>	<u>7,913,075</u>
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### Non Current Assets

Property and Equipment at cost, net of acc. dep.	\$	4,967,792
Cash-restricted	\$	1,036,148
Bond Issuance Costs - Net	\$	163,848
Rent Deposits	\$	13,630

<b>Total Other Assets</b>	<u>\$</u>	<u>6,181,418</u>
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<b>Total Assets</b>	<u><u>\$</u></u>	<u><u>14,094,493</u></u>
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## LIABILITIES

Accounts Payable	\$	135,265
Accrued Expenses	\$	7,500
Payroll Liabilities-Other	\$	284
Bonds Payable	\$	3,155,000

<b>Total Liabilities</b>	<u>\$</u>	<u>3,298,049</u>
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### Net Assets

Unrestricted Net Assets	\$	8,961,443
Current Change in Net Assets	\$	1,835,001

<b>Total Net Assets</b>	<u>\$</u>	<u>10,796,444</u>
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<b>Total Liabilities &amp; Net Assets</b>	<u><u>\$</u></u>	<u><u>14,094,493</u></u>
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# MYSTIC VALLEY REGIONAL CHARTER SCHOOL

## Mystic Valley Reg. Charter School Income Statement (Unaudited) For Year Ending June 30, 2006

### Revenues

#### Operating Revenues

State Cap Student	\$ 10,412,279
Grant - Spec Allocation 94-142	157,324.
Transportation Revenue-650	192,960.
Food Service Revenue	181,681.
Total Operating Revenue	<u>\$ 10,944,244</u>

#### Non-Operating Revenue

Rental Income	37,617
Interest Income	145,533
Athletics & Recreational Income	89,539
Student Enrichment Income	7,913
Other Income	51,053
Total Non Operating Revenue	<u>\$ 331,656</u>

**Total Revenues** \$ 11,275,900

#### Operating Expenses

Salaries	\$ 4,726,826
Payroll Taxes	220,630
Fringe Benefits	476,662
Insurance Other	57,527
Student Supplies and Materials	246,156
Athletics and Recreation	191,682
Professional Services	353,423
Contracted Services	1,116,292
Administrative Expenses	209,714
Telephone	48,595
Electricity	86,487
Gas & Oil Heat	79,774
Water and Sewer	9,366
Waste Removal	20,273
Repairs and Maintenance	209,070
Other Operating & Misc. Expenses	42,313
Rent Expense	465,414
Leasing Expense	33,093
Interest Expense	95,830
Depreciation and Amortization	684,000
Property and Rent Taxes	11,588
Property and Prof Liab Ins.	14,232

**Total Expenses** \$ 9,398,947

**Net Income (Loss)** \$ **1,876,953**

Mystic Valley Regional Charter School

# MYSTIC VALLEY REGIONAL CHARTER SCHOOL

**Income Statement Budget  
For Year Ending June 30, 2007**

	<b>TOTAL</b>
<b>Revenues:</b>	
State Cap Student - Chapter 70 Funding	10,041,141
Facilities Aid - Chapter 70 Funding	938,960
Grants - Other	157,000
Transportation Revenue	150,000
Rental Income	40,400
Federal Lunch Program	100,000
Federal Paying Student Offset	120,000
Interest Income	144,000
Competitive Sports Fees	34,500
Miscellaneous Income	5,004
Student Enrichment Income	4,800
Recreational Program Income	44,000
<b>Total Revenues</b>	<b>11,779,805</b>

**Expenses:**

**Salaries:**

School Leadership	588,340
Administrative Staff	303,079
Teachers - General ED	3,059,192
Teachers - SPED	216,766
Inst. Asst. - General ED	476,125
Inst. Asst. - Special ED	76,750
Health & Guidance	130,567
Librarian	130,050
Read/MCAS Hours	33,000
Incentive Compensation	356,584
<b>Total Salaries</b>	<b>5,370,453</b>

**Hourly Wage Personnel**

Administrative Staff	25,379
Custodial Staff	81,511
Food Service Staff	67,675
Temporary Staff / Substitutes	42,000
<b>Total Hourly Wage Personnel</b>	<b>216,565</b>

**Taxes and Benefits**

Group Insurance and Other	726,381
Payroll Taxes	307,286
Insurance Other	66,000
Workers Compensation	36,000
<b>Total Taxes and Benefits</b>	<b>1,135,667</b>

**Instructional Expense**

Library and Reference Books	42,000
Other Publications	12,000
Instructional Supplies	156,000
Student Incentives	24,000
Testing Materials	56,400

# MYSTIC VALLEY REGIONAL CHARTER SCHOOL

Professional Development	47,100
<b>Total Instructional Expense</b>	337,500
<b>Competitive Sports</b>	
Supplies	26,810
Compensation	141,424
Transportation	35,332
Facilities	17,900
Other	23,600
<b>Total Competitive Sports</b>	245,066
<b>Professional Services</b>	
Legal Fees	60,000
Audit Fees	22,200
Accounting Services	63,000
Professional Service Fees	7,800
Curriculum & Consulting Fees (DI)	102,000
Recruiting Fees	60,000
<b>Total Professional Services</b>	315,000
<b>Vendor Services</b>	
Contracted Transportation	438,000
Contracted Food Service	220,000
Contracted Custodial Services	108,000
Contracted Maintenance Fee	16,500
Contracted SPED	482,050
<b>Total Vendor Services</b>	1,264,550
<b>Administrative Expenses</b>	
Advertising	12,000
Bank Service Charges	9,000
Bond Fees and Interest	129,090
Travel/Auto	7,800
Airfare	15,600
Meals	12,600
Lodging	22,800
Business Expense Other	10,200
Dues and Subscription	12,600
Printing	3,600
Office Supplies and Equipment	72,000
In House Food Service & Supplies	43,200
Conference Fees	1,800
Medical Supplies	6,000
<b>Total Administrative Expenses</b>	
	358,290
<b>Other Operating Expenses</b>	
Telephone	53,760
Postage and Express Mail	12,600
Electricity	121,392



**MYSTIC VALLEY REGIONAL CHARTER SCHOOL**

**ATTACHMENT A**  
**Mystic Valley Regional Charter School**  
**Organizational Chart**

**Superintendent/Director**  
**Dr. Anthony Biegler**

**Director's Assistant**  
**Timarie O'Toole**

**David Lezenski**  
**Athletic**  
**Director**

**Rick Veilleux**  
**Business**  
**Manager**

**Chris Finn**  
**Assistant**  
**Director/ History**

**Nancy Smith**  
**College**  
**Counselor**

**Roy Dado**  
**Assistant**  
**Director High**  
**school**

Amy Pratt Office Manager
Anthony Chiccuarelli HR Coordinator
Rick D'Angelo IT Manager
Nicole Rubin SACC
Greg Kinnon Facility Manager
Stacey Dusablon Head Nurse

Gina McKinnon PDC K-3
Jen Mullen PDC 4-8
Kathy Kinnon Special Education Coordinator
Teachers 7-8 Specialist

Val Doherty Assistant
Department Heads Teachers 9-12

# MYSTIC VALLEY REGIONAL CHARTER SCHOOL