

**Academy of the Pacific Rim  
Charter Public School  
Annual Report  
2006-07**

***Mission:** To empower urban students of all racial and ethnic backgrounds to achieve their full intellectual and social potential by combining the best of the East – high standards, discipline and character education – with the best of the West – a commitment to individualism, creativity and diversity.*

Spencer Blasdale, Executive Director

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## Letter from Board Chair

On behalf of the Board of Trustees, I am pleased to present to you this tenth annual report of the Academy of the Pacific Rim Charter Public School. The report highlights the continued achievement of the Academy during the 2006-2007 school year, as its fifth graduating class prepared for graduation.

During the 2006-2007 school year, the Academy's students again achieved among the highest MCAS results in the city of Boston. Each of the twenty-nine graduating seniors will matriculate to a four-year college, many with substantial academic scholarship aid. In fact, this class collectively earned more than \$2.4 million in grant, aid, and scholarship dollars for their college future. The team of college counselors, students, and families worked very hard for these results, and they deserve a shout of "gambatte!"

We are extremely proud of the fact that over 90% of the Academy's 112 alumni are currently enrolled in colleges and universities. The ultimate measure of our program will be the success of our graduates in college and beyond, and we are pleased with their progress thus far.

The Academy's Board has made great strides this year towards securing the future of the institution. We are a month away from completing a two-year building purchase and renovation project which will allow for 125 additional students and the addition of a fifth grade for the next school year. We enter the 2007-08 school year with a permanent home for 475 students from fifth through twelfth grades.

This year's charter renewal is the result of years of daily effort on the part of the teachers and administration. Both the fiscal discipline and the programmatic focus of our team has led to a strong institution which has a solid foundation as it enters the first year of its third charter term. We are pleased but never satisfied with our results and will build upon our core mission and values to continue to improve the Academy.

Gambatte,

Peter Falvey

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## A. STUDENT CHARACTERISTICS

### Current Students (as of 7/2007)

#### Enrollment

76	Grade 6 students
74	Grade 7 students
65	Grade 8 students
49	Grade 9 students
40	Grade 10 students
41	Grade 11 students
29	Grade 12 students
374	TOTAL

#### Race / Ethnicity

210	56.1%	African-American
96	25.7%	Caucasian
55	14.7%	Hispanic
13	3.5%	Asian-American
0	0.0%	Other
374	100%	TOTAL

#### Residence

146	39.0%	Hyde Park
60	16.0%	Dorchester
46	12.3%	Roslindale
38	10.2%	Mattapan
17	4.5%	Jamaica Plain
12	3.2%	West Roxbury
7	1.9%	Boston
8	2.1%	Roxbury
2	0.5%	Brighton
38	10.2%	Other
374	100.0%	Total
303		families

#### Gender

188	50.3%	Male
186	49.7%	Female

#### \*Economics

131	35.0%	Free
53	14.2%	Reduced
184	49.2%	Total

\* Eligibility based on self-identification via family survey. Actual numbers most probably higher.

Thirty-eight students (twenty families) have moved out of the city since entering our school. They are now residing in places like: Attleboro (1), Brockton (9), Cambridge (1), Malden (4), Millis (2), Milton (2), New Bedford (1), Randolph (14), Somerville (1), Stoughton (2), and Norwood (1).

**Average membership:** 377

**Average attendance:** 96%

**# of Instructional Days:** 190 (August 29, 2006 – June 27, 2007)

#### Student turnover data:

Left during the school year:	9	2.3%
Completed year but not returning:	29	7.6%

Of those students who left during the year (9), 4 moved, 2 were dissatisfied with the program, 2 left because of dissatisfaction with discipline code, and 1 left because of low grades. Out of those we know who are not planning on returning (29), 10 were accepted to an exam school, 7 moved, 2 were accepted to pilot schools, 2 are heading to a vocational school, 4 high school students and 4 middle school students plan on leaving because they were not promoted.

#### Overall Promotion Rate

97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
60%	80%	85%	84%	80%	88%	87%	93%	92%	90%

\*rate as of August 1, 2006

## Support Services

Students on IEPs:	48
Students on 504s:	22
Students identified as LEP:	5

An IEP or 504 support 18.5% of our student body. In addition, 45% of our student body receives tutoring.

## Discipline

<b>Out-of-School Suspension:</b>	110
<b>In-School Suspension:</b>	89
<b>Expulsions:</b>	0

**Reasons for Disciplinary Consequences:** In-school suspensions were for disruptive behavior as defined by the Academy's discipline code. These include, but are not limited to, behaviors such as distraction of peers or excessive accumulation of demerits. Out-of-school suspensions were for disrespectful and/or unsafe behavior as defined by the discipline code. These include, but are not limited to, behaviors such as derogatory comments towards a peer or teacher or intimidation of any sort.

## 2007-08 Enrollment Applications

<b>By Grade:</b>		<b>By Residence:</b>	
5 <sup>th</sup> :	137	Hyde Park:	38%
6 <sup>th</sup> :	201	Dorchester:	16%
7 <sup>th</sup> :	<u>82</u>	Roslindale:	15%
	420	Mattapan:	11%
		West Roxbury:	6%
		Boston:	5%
		Jamaica Plain:	5%
		Roxbury:	3%

<b>Openings Filled:</b>	155
<b>Applicants per opening:</b>	2.7 to 1

### Wait-listed students by grade and residence:

5 <sup>th</sup> :	56	(112 City of Boston, 1 Lynn, 1 Milton)
6 <sup>th</sup> :	146	(112 City of Boston, 1 Lynn, 1 Milton)
7 <sup>th</sup> :	72	(53 City of Boston, 1 Randolph, 1 Milton)

**2007-08 wait list total: 274**

*Enrollment Policy located in Appendix B*

## B. SCHOOL PROGRAM: GENERAL INFORMATION

The Academy of the Pacific Rim Charter Public School was founded in 1997 by two Boston residents and former Boston School Committee members. Over the past ten years we have grown from 100 students in grades six and seven to 374 students in grades six through twelve. Our academic performance has been continually strong on internal and external assessments, and we are proud of our talented and dedicated faculty. We now have 112 alumni, 100% of whom were accepted into college and over 90% of whom are currently enrolled in college. We have established a strong reputation for and track record of academic excellence and college preparation at the Academy.

**Mission:** The Academy's mission is to empower urban students of all racial and ethnic backgrounds to achieve their full intellectual and social potential by combining the best of the East—high standards, discipline and character education—with the best of the West—a commitment to individualism, creativity and diversity.

Simply put, we hold students to high academic and behavioral standards, and we give students and families timely and consistent feedback and support. The school has designed a college preparatory curriculum, and all students are prepared to and must take four years of English, math, science, history, and Mandarin Chinese in the high school. Supporting this system of accountability is the cultural reinforcement of effort at the school. The following program elements have enabled us to make commendable progress toward our accountability plan goals regarding academic performance and demonstrate persistently strong performance on internal and external academic assessments.

The Academy's foundation is comprised of three pillars – high standards and accountability, more time, support and opportunity, and a cultural reinforcement of purpose.

### I. High Standards and Accountability

**Standards:** From the outset, the Academy has used the Massachusetts State frameworks and combined them with the best benchmarks and standards nationally and internationally. We take a close look at student outcomes each year to ensure that our standards are aligned with state frameworks and that students are mastering the necessary content and skills.

**Transparent Systems:** The Academy has developed a bi-weekly system of communicating student progress to students and families. Every other week all students review their grades with advisors and then with families at home. This communication helps to ensure that students and families know about their progress toward mastery of the standards.

**Promotion:** Students enter the next grade level only if they have mastered the material in each one of the subject areas in their current grade. Middle school students must pass each subject with a 70% average or better. In the high school a student must pass each subject with an overall average of 70%, including three trimesters and a final exam for the course.

### II. More time, support, and opportunity

**Extended Day and Year:** Our school day runs from 7:45am – 5:00pm, and our calendar year provides 190 days of instruction. This means an extra 10-50 days of instructional time, depending on how much extra support a student needs, in comparison to local district public schools. Furthermore, we tailor this extra time to meet the needs of our diverse student body and offer a variety of academic supports to those who need it while at the same time offering enrichment opportunities to those who are ready.

**Individualized Support:** It is not enough to have high standards; we must also provide each student with the support s/he needs to achieve those standards. Thus, we have always been committed to small group tutoring, and for the past six years, that tutoring has been done *by our*

*teaching faculty.* From 3-5pm, most students work in small groups with their academic teacher in a variety of programs including content tutoring, basic skills tutoring, homework club, MCAS prep and others.

**Pacific Rim Enrichment Program (P.R.E.P):** This program requires high school students and encourages middle school students to extend their learning through internships outside of the school. These students have studied at university programs at Harvard, M.I.T. and others, participated in Summer Search and the City School, and interned at the Museum of Science, businesses, Boys and Girls Clubs, law firms, and a host of other non- and for-profit programs.

### **III. Cultural Reinforcement of Purpose**

**Culture (effort = success):** The central theme of the Academy is the spirit of “gambatte.” Translated from Japanese, this means “to persist, put in your full effort, and never give up.” In all we do at the school, we emphasize the mantra that effort determines success. Whether a student is asking for extra help – 50% of our students receive some sort of tutoring – or staying after school to complete a homework assignment, he or she is demonstrating the gambatte spirit. We have built a culture in which our whole school community practices the habit of working hard to reach high standards.

**A Bi-Cultural Approach:** All students at the Academy study Chinese language and culture. Students begin their study of Mandarin Chinese in seventh grade, and continue through their senior year. We have developed a partnership with our sister school, Beijing #80, so that high school students can earn the opportunity to travel and study abroad.

**Character Education:** The culture of the school provides the foundation for all that we do; character education and discipline form the basis of our program. We use the acronym K.G. P.R.I.D.E. – Kaizen (continual improvement of the whole), Gambatte, Purpose, Respect, Integrity, Daring, and Excellence – to guide our work with students on character. This foundation of character building is based on a culture of mutual respect and continual reflection on behavior.

## C. SCHOOL PERFORMANCE

As a Commonwealth Charter School, the Academy of the Pacific Rim seeks to provide families in Boston with a rigorous public education equivalent or superior in quality to that of any school in Massachusetts, public or private. We also seek to educate students in a setting that develops their character and values as citizens and individuals. In reaching for ambitious goals, the faculty is aware that a wide variety of measures are required to demonstrate the efficacy of a far-reaching program. To that end, we have tried to create a broad system of data-driven accountability that will clearly indicate the degree to which we have met our goals and also provide information critical in helping us to refine and improve our program as we grow.

For reasons of clarity the objectives in this “Accountability Plan” are divided into three categories, Academic Program, Organizational Viability, and Faithfulness to Charter. The wide variety of measures described in this document is unified in the emphasis on the clear, direct, and unequivocal measure of outcomes. The Academy’s 21 performance objectives are listed below, with a brief description of our performance to date.

### I. Academic Program

**Goal:** *Academy of the Pacific Rim Charter Public School will make Adequate Yearly Progress every year in the aggregate and for all statistically significant subgroups.*

**Results:** The Academy made AYP in the aggregate and for all statistically significant subgroups in 2006. Specific evidence of these results can be found in our school report card, attached as an appendix to this document and published on the school’s website.

**Goal:** *Students at the Academy of the Pacific Rim Charter Public School will be proficient readers and writers of the English language.*

**Absolute Proficiency**

*Outcome measure 2.1:* All tenth grade students will take and pass (score Needs Improvement or better) the Grade 10 ELA MCAS exam by the end of Grade 10.

*Outcome measure 2.2:* Each school year, 75% of Academy students who have been enrolled at the Academy for two or more years will score in the Proficient or Advanced performance category on the English Language Arts MCAS exam at each grade level tested.

**Comparative Proficiency**

*Outcome measure 2.3:* Each year, a higher percentage of Academy students will perform in the Proficient and Advanced categories than students in the Boston Public Schools and statewide on the state ELA exam in each grade level tested.

**Results:** The following chart shows the Academy’s performance on the English Language Arts MCAS exam in all grades levels tested compared to that of Boston Public Schools and state-wide.

<b>Comparing 2006 ELA MCAS Scores - APR vs. Boston and State-wide</b>								
	Grade 6 ELA		Grade 7 ELA		Grade 8 ELA		Grade 10 ELA	
	% Pass	% A&P	% Pass	% A&P	% Pass	% A&P	% Pass	% A&P
<i>APR</i>	98%	65%	97%	71%	100%	76%	100%	79%
Boston	78%	36%	80%	43%	84%	54%	86%	51%
State	92%	64%	91%	65%	93%	74%	93%	70%

The data reveals that we fully met Outcome measures 2.1 and 2.3 with all tenth grade students passing the ELA test in their first attempt and more Academy students scoring Proficient and Advanced than BPS and the state average in all grade levels tested. We are also pleased to see that the percentage of students scoring Advanced and Proficient increases with each grade level.

We came very close to meeting Outcome measure 2.2, with students in grades 8 and 10 surpassing our goal of 75% of students earning Proficient and Advanced. With only 71% of students in grade 7 earned Proficient and Advanced, we have further work to do to fully meet our goal. We look forward to receiving and analyzing data from spring 2007 to determine if the program improvements we put in place during 2006-2007 – re-alignment of curriculum and differentiated instruction -- resulted in gains in academic performance. We are also confident that next year’s addition of a fifth grade with two hours a day of literacy instruction will help us address reading and writing skill deficits earlier and thus better prepare all of our students.

**Goal:** Students at the Academy of the Pacific Rim Charter School will demonstrate competency in the understanding and application of mathematical computation and problem solving.

**Absolute Proficiency**

*Outcome measure 3.1:* All tenth grade students will take and pass (score Needs Improvement or better) the Grade 10 Math MCAS exam by the end of Grade 10.

*Outcome measure 3.2:* Each school year, 75% of Academy students who have been enrolled at the school for two or more years will score in the Proficient or Advanced performance category on the Math MCAS exam at each grade level tested.

**Comparative Proficiency**

*Outcome measure 3.3:* Each year, a higher percentage of Academy students will perform in the Proficient and Advanced categories than students in the Boston Public Schools and statewide on the state Math exam in each grade level tested.

**Results:** The following chart shows the Academy’s performance on the mathematics MCAS exam in all grades levels tested compared to that of Boston Public Schools and state-wide.

<b>Comparing 2006 Math MCAS Scores - APR vs. Boston and State-wide</b>								
	Grade 6 Math		Grade 7 Math		Grade 8 Math		Grade 10 Math	
	% Pass	% A&P	% Pass	% A&P	% Pass	% A&P	% Pass	% A&P
<i>APR</i>	82%	48%	91%	53%	91%	49%	100%	91%
Boston	50%	20%	55%	22%	52%	23%	78%	53%
State	76%	46%	72%	40%	71%	40%	88%	67%

Again, the data reveals that we fully met Outcome measures 3.1 and 3.3 with all tenth grade students passing the math test in their first attempt and more Academy students scoring Proficient and Advanced than BPS and the state average in all grade levels tested. We are particularly proud of our impressive tenth grade results.

However, we did not meet Outcome measure 3.2 and have significant work to do to meet our ambitious goal of 75% of students scoring Advanced and Proficient in the second year with us. As described above, we have purposefully included two hours of mathematics instruction a day in our new fifth grade program to address math skill deficits earlier.

## II. Viable Organization

**Goal:** *The Academy will receive at least twice as many lottery enrollment forms as spaces available for each incoming 5<sup>th</sup> and 6<sup>th</sup> and grade class.*

**Results:** We met this goal for grade 6. For our first class of fifth graders we had 1.8 times as many applicants as available seats.

	total applications	seats available	ratio
grade 5	137	78	1.8
grade 6	201	65	3.1
grade 7	82	12	6.8
sum	420	155	2.7

This year our expanded recruitment efforts included more outreach through community centers in Boston. We plan to continue reaching further into Boston community centers next year and will use our new physical space to host community events (we have not been able to do so in the past).

**Goal:** *The Academy will communicate effectively and frequently with families and engage them as partners in their students' success.*

*Outcome measure 5.1:* At least 90% of families will agree with the statement on the school's annual end-of-year survey, "the school informs me about my student's progress and works with me to help my student succeed."

*Outcome measure 5.2:* Families and students will demonstrate their investment in the Academy through an average daily attendance rate that exceeds 95%.

*Outcome measure 5.3:* At least 90% of students enrolled at the Academy on October 1 of each year will re-enroll and be in attendance on October 1 of the subsequent school year, exclusive of those students who move out of the City of Boston.

**Results:** We have successfully met these three measures. We are pleased that 96% of families agreed with the statement in Outcome measure 5.1. However, with a response rate of only 31% for our annual end-of-year survey, we know we must increase our outreach efforts. Next year we anticipate using an external organization and/or an internet tool in addition to our current means of outreach with the goal of at least doubling our response rate.

For measure 5.2, our average daily attendance rate this year was 96%.

For measure 5.3, 90 % of our students plan on returning to us in the fall of 2007. As reported on page 1, 9 students left during the year (2% of student body), and 29 are planning on not returning in the fall (10 of them for exam school placements and 7 because families are relocating).

**Goal :** *The school will remain a viable organization, carefully and efficiently run and responsive to the concerns and needs of all stakeholders.*

*Outcome measure 6.1:* Each year, the school will operate on a balanced budget, meaning actual revenues will equal or exceed actual expenses.

*Outcome measure 6.2:* Unrestricted net assets will be equal to or exceed 25% of the school's operating budget for the upcoming year.

*Outcome measure 6.3:* Each year, 100% of members of the Board of Trustees will participate in a rigorous self-evaluation and develop an action plan to address areas for improvement.

*Outcome measure 6.4:* Each year, the school will comply with all applicable laws, rules and regulations, including, but not limited to, the Massachusetts Education Reform Act, the Massachusetts Freedom of Information Law, the Massachusetts Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act, and the provisions of its by-laws and charter.

We met Outcome measures 6.1 and 6.2, and evidence for this is provided in the financial section of this report. We are very pleased to continue to lead and manage with fiscal discipline, while undertaking a \$5 million ongoing construction project.

As stated in Outcome measure 6.3, the Board completed a rigorous self-analysis last summer and made progress on both growing and adding diversity to the board with the addition of Marcus DeFlorimonte, a Boston real estate developer.

With regard to Outcome measure 6.4, we successfully completed two significant compliance reviews during the 2006-2007 school year. We had a very successful site visit in October 2006, and in January of 2007 the Massachusetts Board of Education voted unanimously to renew our charter for its third term. We recognize that Massachusetts has a rigorous accountability system and are proud of this accomplishment.

In February 2007 we had a Mid-Cycle Review as part of our Coordinated Program Review. This visit was focused on special education, English language learners, and civil rights methods of administration. Our corrective actions have been approved and we are currently in the progress reporting phase for two items: translation of our LEP family notification letter and articulating our criteria for exiting LEP.

### III. Faithful to Terms of Charter

**Goal:** *Academy of the Pacific Rim students will adhere to a rigorous code of conduct while at school. They will behave positively while understanding and upholding the community’s character virtues: kaizen, gambatte, purpose, respect, integrity, daring, and excellence.*

**Outcome measure 7.1:** At least 90% of families will agree with the statement on the school’s annual end-of-year survey that the school is “safe for all students.”

**Outcome measure 7.2:** At least 80% of families will describe Academy students as respectful and a like percentage will agree with the statement that, “the school is helping my student become a person of good character” on the schools’ annual end-of-year survey.

**Results:** We have successfully met both of these Outcome measures, notwithstanding the response rate issue described above. For measure 7.1, 91% of families agreed overall with this statement on the year-end family survey, with 43% agreeing and 48% strongly agreeing. For measure 7.2, 97% of families agreed with this statement on the year-end family survey. Specifically, 55% agreed and 42% strongly agreed with this statement.

**Goal:** *Students at the Academy of the Pacific Rim will be prepared for success in their lives and careers after leaving the Academy. They will have an understanding and knowledge of a variety of career and educational options, will have workplace and study skills to ensure their effectiveness in those settings, and will have been instructed in issues of character and work ethic to make that potential success a reality.*

**Outcome measure 8.1:** Students in grade 11 and 12 will take the PSAT and SAT and the aggregate average score on the SAT will be higher than that of their peers in the Boston Public Schools.

**Outcome measure 8.2:** 90% of high school students will complete three 75 hour college or career oriented internships (Pacific Rim Enrichment Project).

**Outcome measure 8.3:** 100% of seniors will be accepted to a four year college.

**Outcome measure 8.4:** At least 90% of seniors will matriculate full time to a two or four year college.

**Results:** The following chart shows the Academy’s performance on the SAT in 2006 compared to that of the Boston Public Schools, Massachusetts and the nation.

2006 SAT Scores: APR and BPS			
	Critical Reading	Mathematics	Writing
APR	436	451	424
BPS	434	451	431

MA	513	524	510
USA	503	518	497

We did not fully meet our target in Outcome measure 8.1 regarding SAT scores, with our critical reading and math scores on par with BPS and our writing scores slightly lower. It is important to note, however, that our participation rate was 100% while that of BPS was significantly lower (the most recent data we found was a 65% participation rate in BPS in 2004) as is the state and nation.

While we were close to meeting our goal, we are not satisfied with our SAT scores and feel urgency about the need to improve them, not through a “test-prep” approach but through our rigorous, college preparatory academic program. Our strong MCAS results demonstrate the effectiveness of our program, and we are continually increasing the level of critical thinking we expect of our students. This year we have plans to further strengthen our high school program by increasing reading and writing expectations in humanities courses and making our precalculus and calculus courses even more rigorous. Further, all of our high school teachers are becoming more familiar with the SAT and working to incorporate more vocabulary and reasoning skills into their classes. Additionally, each junior will participate in SAT preparation class as part of their regular school day to help students become more familiar with the test, including the types of questions and its timed format.

We do not yet have sufficient data to fully assess Outcome measure 8.2, since the summer of 2006 was the first year we required high school students in grades 9-11 to participate in the Pacific Rim Enrichment Program (P.R.E.P.). However, we do have enough evidence to determine that we have made significant progress toward meeting our goal and to identify aspects of the program we can strengthen now to improve our performance next year.

During the summer of 2006, 110 of 115 (96%) students in grades 9-11 completed their 75 hour college or career oriented internship, and 30% of our students participating in the following impressive college preparation programs:

- Harvard Crimson Summer Academy
- Emagination Computer Camp at Bentley College
- programs at Simmons College - Writers' Express and Upward Bound
- EDGE, an engineering program at Union College
- University of Miami Summer Scholars Program
- ID Tech Camp at MIT
- NEC Summer Civil Rights Institute at Howard University
- World Scholar-Athlete Games at the University of Rhode Island
- Math & Science for Minority Students program at Andover
- Summer Search
- National Youth Leadership Forum on Medicine
- programs through the Boston Area Health Education Center

Of the 110 students who participated in the program, 85 completed both the internship as well as all written components of P.R.E.P., resulting in a 74% successful completion rate. Further analysis of the data shows that students who did the internship but did not earn credit did not pass primarily due to incomplete paperwork, such as supervisor evaluations. Thus, we have made that requirement more transparent for students and families, will increase our communication with the students over the summer, and focus two advisory sessions in September on P.R.E.P. presentations and program requirements.

For the summer of 2007, 120 of 124 high school students (97%) have applied and been accepted to P.R.E.P. The caliber of programs in which our students participate continues to be strong with 26% attending rigorous college preparation programs:

- Harvard Crimson Summer Academy
- Suffolk University's Connections to College
- Emagination Computer Camp at Bentley College
- Bryant University: Price Waterhouse Coopers Accounting Careers Leadership Institute
- Berklee College of Music
- Boston University Summer Term
- Johnson & Whales Career Exploration
- Exploration Senior Program at Yale University
- programs at Simmons College - Writers' Express and Upward Bound
- Math & Science for Minority Students program at Andover
- Summer Search
- programs through the Boston Area Health Education Center
- Art Institute of Boston Pre-College Program
- National Youth Leadership Forum on Medicine at Babson College
- University of Massachusetts Confucius Institute

With the program improvements described above, we are confident that almost all of the students participating in P.R.E.P. will complete it successfully.

We are extremely proud that we have surpassed the benchmarks established in Outcome measures 8.3 and 8.4. Of the twenty-one students in the class of 2006, 100% were accepted and matriculated to the four-year colleges and universities listed below. Of the twenty-nine students in the class of 2007, 100% were accepted to a four-year college and 97% plan to matriculate in the fall to the four-year colleges and universities listed below. In addition, these 29 students have collectively earned \$2.4 million in scholarships, grants and aid dollars. The success of our school is best measured by the success of these alumni.

<b>College Enrollment of APR Alumni</b>	
<b>Class of 2006</b>	<b>Class of 2007</b>
Boston College (2)	Babson College
Brandeis University	Becker College
Bryn Mawr College	Boston College
Colby College	Boston University
Massachusetts College of Liberal Arts	Bryn Mawr College
Mt. Ida College	Canisius College
Northeastern Univ. (2)	Dartmouth College
Regis College	Hamilton College
Salem State College (2)	Massachusetts College of Pharmacy & Health Sciences (2)
Seton Hall Univ. (2)	Mount Ida College (2)
Smith College	New England Inst. of Art
UMass Amherst	Northeastern University (2)
UMass Boston	Norwich University
Union College	Pace University
Wheelock College (3)	Regis College (2)
	Salem State University (3)
	Seton Hall University
	Union College (2)
	UMass Amherst
	UMass Dartmouth
	Wheelock College

	Worcester Polytechnic
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## D. FINANCE

ACADEMY OF THE PACIFIC RIM CHARTER PUBLIC SCHOOL  
& COMPONENT UNIT  
STATEMENT OF ACTIVITIES FOR THE YEAR ENDING JUNE 30, 2007  
*Unaudited*

### Revenues

District Funding (per pupil)	\$ 4,193,213	-	\$ 4,193,213
DOE Grants Revenue	\$ 288,873	-	\$ 288,873
Govt. Lunch Subsidy	\$ 83,216	-	\$ 83,216
Uniform Revenues	\$ 3,370	-	\$ 3,370
Medicaid Revenue	\$ 57,057	-	\$ 57,057
Private Foundation Grants	\$ 262,070	\$ 375,300	\$ 637,370
Contributions	\$ 265,700	\$ 47,392	\$ 313,092
Interest & Dividend	\$ 520,494	\$ 3,212	\$ 523,706
Event & Misc. Income	\$ 18,077	\$ 17,198	\$ 35,275
<b>Total Revenues</b>	<b>\$ 5,692,070</b>	<b>\$ 443,102</b>	<b>\$ 6,135,172</b>

### Expenses

Salaries & Related	\$ 3,107,815	-	\$ 3,107,815
Professional Fees	\$ 111,566	\$ 3,000	\$ 114,566
School/Student Expenses	\$ 291,269	\$ 1,500	\$ 292,769
Rent & Plant Maintenance	\$ 182,575	-	\$ 182,575
Utilities	\$ 60,337	-	\$ 60,337
Gen & Administration	\$ 271,562	\$ 11,947	\$ 283,509
Contributions to APRCS	-	\$ 372,400	\$ 372,400
Contributions to Others	-	\$ 164,770	\$ 164,770
Deprec. & Amort. Exp.	\$ 269,971		\$ 269,971
Bond Interest	\$ 740,618	-	\$ 740,618
<b>Total Expenses</b>	<b>\$ 5,035,713</b>	<b>\$ 553,617</b>	<b>\$ 5,589,330</b>

<b><u>Change in Net Assets</u></b>	<b>\$ 656,357</b>	<b>\$ (110,515)</b>	<b>\$ 545,842</b>
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ACADEMY OF THE PACIFIC RIM CHARTER PUBLIC SCHOOL  
& COMPONENT UNIT  
STATEMENT OF NET ASSETS AT JUNE 30, 2007  
*Unaudited*

	<b>SCHOOL</b>	<b>FOUNDATION</b>	<b>COMBINED June 30, 2007</b>
<b><u>ASSETS</u></b>			
<b>Current Assets</b>			
<b>Checking/Savings</b>			
Cash and Cash Equivalents	\$ 1,231,545	\$ 160,654	\$ 1,392,199
<b>Total Checking/Savings</b>	<b>\$ 1,231,545</b>	<b>\$ 160,654</b>	<b>\$ 1,392,199</b>
<b>Accounts Receivable</b>			
Accounts Receivable	\$ 25,446	-	\$ 25,446
<b>Total Accounts Receivable</b>	<b>\$ 25,446</b>	<b>-</b>	<b>\$ 25,446</b>
<b>Other Current Assets</b>			
Prepaid Expenses	\$ 5,953	-	\$ 5,953
Investments	-	\$ 10,086	\$ 10,086
<b>Total Other Current Assets</b>	<b>\$ 5,953</b>	<b>\$ 10,086</b>	<b>\$ 16,039</b>
<b>Total Current Assets</b>	<b>\$ 1,262,944</b>	<b>\$ 170,740</b>	<b>\$ 1,433,684</b>
<b>Fixed Assets</b>			
Construction-in-Progress	\$ 3,528,938	-	\$ 3,528,938
Fixed Assets, net of depreciation	\$ 5,847,199	-	\$ 5,847,199
<b>Total Fixed Assets</b>	<b>\$ 9,376,137</b>	<b>-</b>	<b>\$ 9,376,137</b>
<b>Other Assets</b>			
QZAB Bond Reserves & Escrows	\$ 9,282,095	-	\$ 9,282,095
QZAB Unamortized Bond Discount	\$ 1,067,652	-	\$ 1,067,652
Unamort. Loan Acquisition Costs	\$ 1,312,778	-	\$ 1,312,778
<b>Total Other Assets</b>	<b>\$ 11,662,525</b>	<b>-</b>	<b>\$ 11,662,525</b>
<b><u>TOTAL ASSETS</u></b>	<b>\$ 22,301,606</b>	<b>\$ 170,740</b>	<b>\$ 22,472,346</b>
<b><u>LIABILITIES &amp; NET ASSETS</u></b>			
<b>Liabilities</b>			
<b>Current Liabilities</b>			
Accounts Payable- trade	\$ 50,717	-	\$ 50,717
Accounts Payable- constr.	\$ 881,429	-	\$ 881,429
Accrued Expenses	\$ 391,066	-	\$ 391,066
Other Liabilities	\$ 1,451	-	\$ 1,451
<b>Total Current Liabilities</b>	<b>\$ 1,324,663</b>	<b>-</b>	<b>\$ 1,324,663</b>
<b>Long Term Liabilities</b>			
Bond Payable	\$ 17,435,000	-	\$ 17,435,000
<b>Total Long Term Liabilities</b>	<b>\$ 17,435,000</b>	<b>-</b>	<b>\$ 17,435,000</b>
<b>Total Liabilities</b>	<b>\$ 18,759,663</b>	<b>-</b>	<b>\$ 18,759,663</b>
<b>Net Assets</b>	<b>\$ 3,541,943</b>	<b>\$ 170,740</b>	<b>\$ 3,712,683</b>
<b><u>TOTAL LIABILITIES &amp; NET ASSETS</u></b>	<b>\$ 22,301,606</b>	<b>\$ 170,740</b>	<b>\$ 22,472,346</b>

## FY08 Operating Budget

REVENUE		
Per pupil tuition	\$ 5,225,529	85.4%
DOE Grants	\$ 299,764	4.9%
Medicaid	\$ 73,688	1.2%
State and Federal Meals Subsidy	\$ 98,000	1.6%
Private Sources	\$ 150,000	2.5%
Interest Income	<u>\$ 273,650</u>	<u>4.5%</u>
TOTAL REVENUE	<u>\$ 6,120,632</u>	<u>100.0%</u>

EXPENSES		
Compensation	\$ 3,725,000	61.7%
Professional Fees	\$ 123,000	2.0%
School and Student Expenses	\$ 366,600	6.1%
General & Administration	\$ 265,350	4.4%
Building Utilities and Maintenance	\$ 223,250	3.7%
Interest Expense	\$ 690,293	11.4%
Depreciation	\$ 500,000	8.3%
Amortized Bond Discount	\$ 72,516	1.2%
Amortized Loan Acquisition Cost	<u>\$ 68,660</u>	<u>1.1%</u>
TOTAL EXPENSES	<u>\$ 6,034,669</u>	<u>100.0%</u>

Change in Net Assets \$ 85,963

Add back (non-cash) depreciation  
and amortization items:

Depreciation and Amortization	\$ 500,000
Amortized Bond Discount	\$ 72,516
Amortized Loan Acquisition Cost	<u>\$ 68,660</u>

Cash Available for Bond Principal  
and Reserve Funding \$ 727,139

QZAB Redemption Value Requirement	\$ (20,000)
Capital Outlay Furniture & Equipment	\$ (70,000)
Forecasted Principal Repayment	\$ (150,000)
Renewal and Replacement Funding	<u>\$ (60,000)</u>

FYE Forecasted Excess Cash \$ 427,139

## E. GOVERNANCE

<i>Name</i>	<i>Affiliation</i>	<i>Term Start</i>	<i>Term End</i>
Monique Burns-Thompson Secretary	Educational Consultant	Sept. 1, 2004	FY'11
Robert W. Consalvo, Ph.D. Vice-Chair	Boston Redevelopment Authority <i>retired from BRA, December 2002</i>	July 1, 2001	FY'11
Marcus DeFlorimonte	Real Estate Development	December 1, 2006	FY'10
Peter Falvey Chair	Revolution Partners	July 1, 2005	FY'10
Robert Guen, DMD	Robert Guen, DMD	July 1, 1998	FY'08
Theodore Nicols	McGlaughlin, Nicols Funeral Home	January 30, 2005	FY'09
Sarah J. Bulger Piscatelli, Esq.	American Tower Corporation	July 1, 2000	FY'10
Nancy Snyder Treasurer	Boston Private Industry Council	January 21, 2004	FY'12
Trent Staats	BioScale	January 30, 2005	FY'12

### **Membership:**

- Marcus DeFlorimonte was added to our board in November, 2006.

**Meetings:**

In FY'07, the Academy's Board of Trustees met ten times: in 2006 on July 19th, September 20th, November 15th, and December 20th; and in 2007 on January 17<sup>th</sup>, February 28<sup>th</sup>, March 21st, April 24<sup>th</sup>, May 16<sup>th</sup> and June 20<sup>th</sup>.

**Committees:**

- ♦ Executive Committee: Burns-Thompson, Guen, Falvey and Snyder
- ♦ Finance: Falvey, Staats and Snyder
- ♦ School Culture: Consalvo, Burns-Thompson
- ♦ Nominating: Piscatelli, Consalvo, Snyder
- ♦ Facilities: Falvey, Piscatelli, Staats, DeFlorimonte

**Major Policy Decisions:**

- ♦ In September 2006, Board voted to set MCAS benchmarks for spring 07. In addition, board voted to renew board membership of Bob Consalvo and Monique Burns Thompson as well as voting for 5 year terms for Nancy Snyder and Sarah Piscatelli.
- ♦ In November 2006, the Board voted to add Marcus DeFlorimonte to board and authorized business manager to release financials to lenders.
- ♦ In December 2006, board approved audit.
- ♦ In February 2007, board approved first two quarters of financials.
- ♦ In May 2007, board votes to accept calendar change to begin school after Labor Day just for 2007-2008 school year and approved third quarter financials.
- ♦ In June 2007, board voted to approve 2007-2008 budget, approved 2007-2008 daily schedule and approved Executive Director Search Firm contract.

**Summary of Official Complaints Received:**

None.



## G. DISSEMINATION

### Collaborations & Partnerships

We are proud to be one of five schools selected to participate in “**Keeping the Promise: The Massachusetts Charter School Dissemination and Replication Project,**” sponsored by a National Leadership Grant of the U.S. Department of Education’s Charter School Program in the Office of Innovation and Improvement. This is a multi-year project that seeks to improve the academic achievement of students at risk of educational failure in the public education system. The Academy was chosen for this project through a process that utilized U.S. Census and state academic performance data to identify a core group of high-quality Massachusetts charter schools serving students in high-need communities. With the other four schools, we have spent this year in a self-study and research phase. We have written a “Whole School Paper” documenting our best practices and collaborated with an academic research team which is analyzing common elements of success across all schools. During this coming year, each Whole School Paper will be disseminated, the research team will document their findings, and a filmmaker will create a documentary about all five schools. Then, the project will use print, video, and the Web to disseminate findings nationally to an audience of educators and policy makers.

We continue as a model school for the **Project for School Innovation (PSI)**, an organization designed to facilitate sharing of best practices between public schools. Four years ago, PSI featured our character-education program in its third “By Teachers, For Teachers” manual which continues to serve as a basis for our collaboration with district and charter public schools. Last year, a new team of Academy teachers worked with PSI to create another manual in the By Teachers For Teachers series documenting the structures we have in place to help all student achieve high academic standards. This book, entitled *Cultivating High Standards*, is scheduled to be published in the fall of 2007. This year, three teachers participated in trainings to become PSI Associates. In this role, they gave a presentation at PSI’s spring 2007 conference in Boston, Learning Exchange. They will also give a more in-depth presentation at the Coalition of Essential Schools Fall Forum in 2007, which should coincide with the book described above.

Our Director, Spencer Blasdale, continues in the role of Board President of the **Massachusetts Charter School Association**, this year.

We are part of the **Bill and Melinda Gates – sponsored research study**, “The cost of small high schools,” chosen as one of 12 representative schools and/or districts from across the country.

## Open Door Policy & Media Relations

Our primary means of sharing with the public what we do is through our open door policy. Each year we welcome more than 100 visitors – fellow academicians, prospective parents/guardians and community and media representatives. The following list identifies some of these visitors from the 2006-2007 school year; previous years' visitors are listed in our annual reports.

- A delegation of 4 Japanese citizens sponsored by the Government of Japan, currently taking the Education Policy and Management program at Harvard Graduate School of Education.
- A delegation of 16 students, faculty and administrators from Beijing's High School #80
- State Representative Liz Malia
- 2 members of BCCJ's Executive Leadership Training Program, LeadBoston conducting research on high performing urban public schools.
- A delegation of 7 members of Democracy Prep Charter School
- A delegation of 15 principals-in-training from Building Excellent Schools
- 2 educators proposing a start-up charter school in New Bedford
- 7 educators from CCSC observing APR for professional development.
- 4 educators/board members from Salem Academy observing best practices.
- 2 Harvard School of Education Researchers conducting research for the "Keeping the Promise" Initiative.
- A Master's degree candidate at Harvard School of Education focusing his studies on public education and charters.
- A delegation of 12 educators from the UK touring high-performing charters in New England conducting research on how to create charter-like opportunities in Great Britain
- The director of a program for urban school teachers and school leaders at Simmons College.
- A local charter school leader and their board visit as part of their study on expanding into the high school years.
- Headmaster of Tabor Academy, an independent school in Marion MA with 500 students from grades 9 - 12.
- 2 KIPP fellows

One of the most effective ways we get the word out about what we do is through the press, and over the past five years the Academy has been featured in numerous local and national publications including *The Boston Globe*, *The Boston Herald*, *Boston Parent's Paper*, *WBUR*, *Teacher Magazine*, *The New Yorker*, *The Hyde Park Bulletin*, *The Christian Science Monitor*, *U.S. News and World Report* and *LOUD Magazine*.

# Appendix A

## Stanford 10 Cohort Analysis

Overview: Although the Academy does not include the Stanford 10 in its Accountability Plan, we use this information to determine annual gains made by our students in grades 6-9. The Stanford 10 is a national, norm-referenced assessment and provides data about how our students are doing compared to their peers across the nation. The average student is expected to maintain his or her NCE or percentile rank over the course of a year. Growth of their assessment score means that they are making significant progress.

This assessment also informs us about our students' strengths on problem solving versus procedures, for example, providing us with information about curriculum and teaching choices.

Summary of Data: The information captured here demonstrates tremendous gains for this academic year. In aggregate, our students made a normal curve equivalent gain of 6.3 NCEs in their reading vocabulary and comprehension. Even more impressive is the math gains of 9.4 NCEs. Readers may want to look at the median student growth in terms of percentiles (i.e., the student performed better than xx% of his/her peers). Thus, the second chart is expressed in percentile growth.

**2007 Cohort Growth in NCE's - Median Student**

	cohort	total	% incl.	Read 2006	Read 2007	<i>Read Growth</i>	Math 2006	Math 2007	<i>Math Growth</i>
Grade 6	66	76	87%	43.6	52.6	9.0	46.8	59.6	12.8
Grade 7	69	74	93%	52.6	58.7	6.1	57.5	64.9	7.4
Grade 8	61	65	94%	49.5	54.8	5.3	58.7	65.6	6.9
Grade 9	47	47	100%	51.6	55.9	4.3	56.4	67.7	11.3
Weighted Avg.:				49.2	55.5	6.3	55.1	64.5	9.4

**2007 Cohort Growth in Percentiles - Median Student**

	cohort	total	% incl.	Read 2006	Read 2007	<i>Read Growth</i>	Math 2006	Math 2007	<i>Math Growth</i>
Grade 6	66	76	87%	38	55	17	44	68	24.0
Grade 7	69	74	93%	55	66	11	64	76	12.0
Grade 8	61	65	94%	50	59	9	66	77	11.0
Grade 9	47	47	100%	53	61	8	62	80	18.0
Weighted Avg.:				49.0	60.0	11	60.0	75.0	15.0

# **Appendix B**

## The Academy of the Pacific Rim Charter Public School

### **Enrollment Policy and Procedures**

#### ADMISSIONS CRITERIA

Charter schools are public schools and are therefore open to all Massachusetts students on a space available basis. This means that The Academy of the Pacific Rim may not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, or prior academic achievement when recruiting or admitting students. Moreover, The Academy of the Pacific Rim may not set admissions criteria that are intended to discriminate or that have the effect of discriminating based upon any of these characteristics. [M.G.L. c. 71, § 89\(1\); 603 CMR 1.06\(1\)](#).

The Academy of the Pacific Rim has an interest in making sure that all prospective students and their families understand the mission and focus of the school and are interested in being a part of the school community.

The Academy of the Pacific Rim charter public school **requires**:

1. Candidates for admission to apply for the grade immediately following their current grade and to successfully complete that grade to be admitted.
2. Students to be residents of Massachusetts at the time that they submit a Lottery Enrollment Form (attached) and at the time that they are offered admission.<sup>1</sup>
3. That primary preference for admission be given to siblings of students "currently attending" the school in accordance with Massachusetts Department of Education regulations.
4. That secondary preference for admission is given to students who are residents (as defined in 603 1.06(4)) at the time that they are offered admission to the school.

and **strongly advises and requests**:

5. Parents/ guardians and students attend an informational session and orientation session prior to enrollment.
6. Parents/guardians and students sign compacts that demonstrate their agreement with and understanding of the school's mission.

The Academy of The Pacific Rim charter public school **will not**:

1. Give preferences to children of staff members or Board members;
2. Give preference to siblings of students accepted to the school but not yet attending; or
3. Make statements in meetings intended to discourage, or that have the effect of discouraging, parents/guardians of students with disabilities, students with limited

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<sup>1</sup> Students are offered admission if their names are drawn in the lottery or if another student declines an offer of admission/transfers out of the school and their name comes up on the waitlist

English proficiency, or any other protected group of students from submitting an lottery enrollment form to the school. See M.G.L. c. 71 § 89(1).

## **OUTREACH**

The Academy of the Pacific Rim provides information about the school to those who are interested throughout the year. The School provides lottery enrollment forms at its Information Sessions, which are held January and February of each year for interested applicants. The school provides lottery enrollment forms in languages of the community. If a family is unable to attend an information session the school will mail an enrollment form.

The recruitment and enrollment process is an extensive, citywide outreach effort that includes advertisement in local newspapers, at local libraries, community centers and schools. In addition, we participate in the annual, Boston-wide charter public school fair in a central location in Boston. The Academy of the Pacific Rim does not discriminate on the basis of race, color, national origin, sex, creed, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in English language or foreign language, or prior academic achievement. Attendance of Information Sessions is strongly encouraged for students and their families. The Academy of the Pacific Rim will strive to make accommodations for families with individual hardships.

## **ENROLLMENT PROCESS**

1. For a given school year beginning in August, The Academy of the Pacific Rim will publicize its three information sessions and invite families to attend and fill out a lottery enrollment form. Families who are unable to attend any of these sessions, for whatever reason, will be sent a lottery enrollment form by mail. Returning students or those students currently on a waiting list for grades 7-12 do not have to reapply. Students on the fifth or sixth grade waiting lists **MUST** reapply for the sixth or seventh grade lottery enrollment. The school will contact all families on this list.
2. The Academy of the Pacific Rim will accept Lottery Enrollment Forms until March 1<sup>st</sup> of the year in which the lottery will take place.
3. After this initial lottery enrollment period, the school will conduct a lottery prior to March 15th, publicizing the date, time and location with reasonable notice of at least one week before the lottery date. 603 CMR 1.06(6).
4. The school will set a final date for students to accept offers of enrollment (May 1) and the actual date of enrollment.
5. Any forms submitted after March 1 will enter a second lottery on August 1, and if there is a waitlist these students will go to the bottom of the waitlist in the order that they are chosen from the lottery.
6. The Academy of the Pacific Rim will publicize all lottery enrollment deadlines and the fact that there will be a lottery if there are more eligible applicants than there are available spaces within a given lottery enrollment process, with reasonable public notice of at least one week.

After the lottery enrollment deadline passes, The Academy of the Pacific Rim will divide all lottery enrollment forms into three categories under [603 CMR 1.06\(4\)](#)

- *Siblings* – Students who share a common parent, either biologically or legally through adoption. Whether the children reside in the same household has no bearing on determining if the children are siblings for purposes of a sibling preference. Children who live in separate households may be siblings and those that live in the same household may not be. If siblings are placed in foster homes and one of them enrolls in the charter school, then the siblings of that student are entitled to admission preference.

Foster children are not considered siblings of other children in the foster home unless they share a common parent.

- *Residents* - Students who live in the city or town in which the charter school is located (Boston). Residents enrolled in district, charter, private or parochial schools or enrolling in schools in the district get equal preference.
- *Non-residents* - Students who live outside the city or town in which the charter school is located (Boston). Non-Residents enrolled in district, charter, private or parochial schools or enrolling in schools in the district get equal preference.

Preference for admission is given first to applicants in the "Siblings" category followed by applicants in the "Residents" category and then by applicants in the "Non-Residents" category without regard to when their lottery enrollment form was submitted as long as it was prior to the lottery enrollment deadline. APR will either extend an offer of admission to all applicants within a group (Siblings, Residents or Non-Residents) that meet the lottery enrollment deadline or select applicants randomly using a lottery. The Academy of the Pacific Rim will not offer admission to applicants on a first come first serve basis.

#### **LOTTERY**

If there are more eligible applicants in any of the categories ("Siblings", "Residents" or "Non-Residents") than there are spaces available, The Academy of the Pacific Rim must hold a lottery to determine which applicants will receive an offer of admission. [603 CMR 1.06\(3\)\(a\)](#). As previously mentioned, the school must give reasonable public notice of the lottery at least one week before the lottery date. Charter schools must have an individual, without any connection to the school, randomly draw the names of all students who submitted lottery enrollment forms before the deadline. After the available slots are filled, the individual shall keep drawing the names of the remaining applicants in each category and place them on a waiting list in the order they are drawn.

If the school does not reach capacity after admitting all eligible "Siblings" and "Residents," then it may admit non-resident applicants. In this case, the school must hold a lottery, under the same rules as outlined above, to select non-resident students for the remaining spaces if there are more non-resident applicants than spaces available. [603 CMR 1.06\(4\)\(b\)](#).

#### **WAITING LIST**

The Academy of the Pacific Rim will maintain waiting lists for "Siblings", "Residents" and "Non-Residents." These lists will be maintained in the following manner:

5<sup>th</sup> grade: The wait list will be active for the school year. This list is then void with the new lottery in March for next year's sixth grade. All students on the fifth grade wait list will be contacted and must re-apply for a seat in the sixth grade.

6<sup>th</sup> grade: The wait list will be active for the school year. This list is then void with the new lottery in March for next year's seventh grade. All students on the sixth grade wait list will be contacted and must re-apply for a seat in the seventh grade.

7<sup>th</sup> grade: The wait list will be active for the school year. Although we are not currently planning to accept students after seventh grade, we roll this waitlist over, in case the board decides to open admission in 8<sup>th</sup>-12<sup>th</sup> grade.

8<sup>th</sup> – 12<sup>th</sup> grade: Although we are not currently planning to accept students after seventh grade, lottery enrollment forms in these grades will be taken and students will be added to the existing waitlist which shall roll over from year to year.

The Academy of the Pacific Rim must always accept "Resident" students before accepting "Non-Resident" students unless the "Non-Resident" student is also a "Sibling".

There is one exception – if a space became available and the enrollment of a student from the waiting list would cause his or her sending district to exceed the net school spending cap, the charter school should skip over that student but keep them on the waiting list. If that student on the waiting list is a sibling of a student currently enrolled at the charter school, the school may enroll that student and the Commonwealth of Massachusetts will pay the tuition to the charter school, subject to state appropriations.

### **SECONDARY LOTTERY**

The Academy of The Pacific Rim may hold a second lottery under the following conditions:

1. If by March 1<sup>st</sup> the school has received fewer enrollment forms than it has spaces available; or
2. If after March 1<sup>st</sup> the school receives additional lottery enrollment forms for the upcoming school year.

### **ENROLLMENT CONFIRMATION**

Families will be notified at the lottery and by mail of their admission status (accepted or placement on waiting list). If a student declines an offer of admission, the school will immediately contact the family of the student on the top of the wait list. All families will receive an enrollment packet with all of the forms necessary to enroll in The Academy of the Pacific Rim (such as Proof of Residency, Student Information, and Records Release Form). If a student is accepted in the lottery, that family must confirm that the student will attend the school by May 1<sup>st</sup>. To ensure that the student is able to enroll, the family must fill out and submit all required documents by June 1<sup>st</sup>. The school will hold an Orientation session in August (before the start of school) to prepare new families and students for the transition to the Academy and to assist families with any remaining paperwork. If a student is selected off of the waiting list and if the family is notified before August 1<sup>st</sup>, the family has 5 days to confirm enrollment. If the family is notified after August 1<sup>st</sup>, the family will have 3 days to confirm enrollment.

### **OTHER LIMITATIONS**

While The Academy of the Pacific Rim primarily accepts students in 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grades, the school may accept students in any grade when the Board of Trustees deems this is necessary for the growth of the school and the Board of Trustees plans to accept new students in all grade levels if school-wide enrollment drops below 400 students after the 2006-07 School Year. For an upper grade student, he/she must have successfully completed (or is expected to complete) the grade preceding the grade to which the student seeks admission.

All commonwealth charter schools must ensure that they do not enroll a number of students from a sending district that would cause the district to exceed the 9% cap on net school spending. [M.G.L. c. 71 \(89\)\(i\)](#).

The Board reserves the right to close enrollment for an academic year after September 30th of that year.

## Appendix C

### 2006-2007 Report Card - Academy of the Pacific Rim Charter Public (District)

<b>Academy Of the Pacific Rim Charter Public (District) (04120000)</b> <b>Spencer W Blasdale, Charter School Leader</b> Mailing Address: 1 Westinghouse Plaza Hyde Park, MA 02136 Phone: (617) 361-0050 FAX: (617) 361-0045 Website: <a href="http://www.pacrim.org">http://www.pacrim.org</a>
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**Overview:**

This report card contains information required by the federal No Child Left Behind Act (NCLB) for our district and its schools including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

**Mission Statement:**

Our mission is to empower students of all racial and ethnic backgrounds to achieve their full intellectual and social potential by combining the best of the East - high standards, discipline and character education - with the best of the West - a commitment to individualism, creativity and diversity.

Enrollment - 2006-07				Educator Data - 2006-07			
	School	District	State		School	District	State
Total Count	388	388	968,661	Total Number of Teachers	31	31	73,176
Race/Ethnicity (%)				Percentage of Teachers Licensed in Teaching Assignment	19.8	19.8	95.4
African American or Black	54.1	54.1	8.2	Total Number of Teachers in Core Academic Areas	30	30	60,604
Asian	3.4	3.4	4.8	Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	91.0	91.0	95.1
Hispanic or Latino	14.4	14.4	13.3	Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	9.1	9.1	4.9
Multi-race, Non-Hispanic	3.1	3.1	1.7	Student/Teacher Ratio	12.4 to 1	12.4 to 1	13.2 to 1
Native American	0.0	0.0	0.3				
Native Hawaiian or Pacific Islander	0.0	0.0	0.2		All Schools	High Poverty Schools	Low Poverty Schools
White	25.0	25.0	71.5	Percentage of	19.8	-	-
Gender (%)							
Male	50.8	50.8	51.4				
Female	49.2	49.2	48.6				
Selected Populations (%)							
Limited English Proficiency	1.3	1.3	5.6				
Low-Income	50.8	50.8	28.9				
Special Education	12.6	12.6	16.9				

First Language Not English	1.3	1.3	14.9
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Grades Offered:	06, 07, 08, 09, 10, 11, 12
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Teachers Licensed in Area in Which Teaching			
Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	91.0	-	-
Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	9.1	-	-

**Academy Of the Pacific Rim Charter Public (District):  
2006 AYP Data**

ENGLISH LANGUAGE ARTS												
Student Group	2006				Cycle IV (2005 & 2006) Data					2006		AYP 2006
	Participation				Performance			Improvement		CD Attainment		
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target	
Aggregate	251	246	98	Yes	212	91.5	Yes	3.3	Yes	100	Yes	Yes
Lim. English Prof.	4	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	28	27	-	-	30	76.7	-	-	-	100	-	-
Low Income	129	125	97	Yes	107	91.1	Yes	4.8	Yes	100	Yes	Yes
Afr. Amer./Black	154	150	97	Yes	132	91.1	Yes	4.0	Yes	100	Yes	Yes
Asian or Pacif. Isl.	9	9	-	-	11	-	-	-	-	-	-	-
Hispanic	26	26	-	-	16	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-
White	62	61	-	-	53	89.6	-	-	-	100	-	-

MATHEMATICS												
Student Group	2006				Cycle IV (2005 & 2006) Data					2006		AYP 2006
	Participation				Performance			Improvement		CD Attainment		
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target	
Aggregate	251	249	99	Yes	334	80.7	Yes	5.6	Yes	100	Yes	Yes
Lim. English Prof.	4	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	28	28	-	-	42	57.7	-	-	-	100	-	-
Low Income	129	128	99	Yes	171	75.9	Yes	3.5	Yes	100	Yes	Yes
Afr. Amer./Black	154	153	99	Yes	205	77.7	Yes	6.7	Yes	100	Yes	Yes
Asian or Pacif. Isl.	9	9	-	-	16	-	-	-	-	-	-	-
Hispanic	26	25	-	-	30	84.2	-	-	-	100	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-
White	62	62	100	Yes	83	84.3	Yes	2.0	Yes	100	N<6	Yes

Adequate Yearly Progress History										Accountability Status
		1999	2000	2001	2002	2003	2004	2005	2006	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	Yes	Yes	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	Yes	Yes	Yes	Yes	

**Academy Of the Pacific Rim Charter Public (District):  
2006 MCAS Data - By Grade, Subject and Subgroup**

<b>GRADE LEVEL 6 - ENGLISH LANGUAGE ARTS</b>														
Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
<b>AYP Subgroups</b>														
Stud. w/ Disab	6	-	-	-	-	-	-	13122	99	1	25	46	28	65.7
LEP/FLEP	4	-	-	-	-	-	-	4626	100	1	23	44	31	59.7
Low Income	42	100	2	55	40	2	82.7	22442	100	2	36	45	17	71.5
African American/Black	47	100	-	53	45	2	82.4	6582	100	3	37	44	16	72.3
Asian or Pacific Islander	2	-	-	-	-	-	-	3468	100	18	52	24	6	87.3
Hispanic	9	-	-	-	-	-	-	8789	100	2	31	45	22	67.0
Native American	0	-	-	-	-	-	-	227	100	5	45	40	9	79.8
White	18	100	17	67	17	-	91.7	54159	100	12	60	23	5	89.2
<b>Other Subgroups</b>														
Male	42	100	-	57	38	5	81.0	37910	100	7	53	30	10	82.8
Female	34	100	9	65	26	-	91.2	35359	100	13	55	25	6	87.2
Title I	76	100	4	61	33	3	85.5	20486	100	3	37	44	16	72.4
Non-Title I	0	-	-	-	-	-	-	52783	100	13	60	22	5	89.8
Non-Low Income	34	100	6	68	24	3	89.0	50827	100	14	62	21	4	90.9
LEP	4	-	-	-	-	-	-	2800	100	1	13	44	43	50.7
FLEP	0	-	-	-	-	-	-	1826	100	3	38	45	14	73.5
1st Yr LEP*	0	-	-	-	-	-	-	519	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	85	100	4	16	51	29	61.2
<b>All Students</b>														
2006	76	100	4	61	33	3	85.5	73382	100	10	54	28	8	84.9
2005	0	-	-	-	-	-	-	0	-	-	-	-	-	-

**GRADE LEVEL 6 - MATHEMATICS**

Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
<b>AYP Subgroups</b>														
Stud. w/ Disab	6	-	-	-	-	-	-	13176	100	2	11	27	60	47.0
LEP/FLEP	4	-	-	-	-	-	-	4655	100	5	13	27	56	47.0
Low Income	41	98	7	32	41	20	70.1	22481	100	5	17	32	46	53.0
African American/Black	46	98	9	37	33	22	70.7	6604	100	5	16	32	48	51.3
Asian or Pacific Islander	2	-	-	-	-	-	-	3469	100	32	30	22	15	80.7
Hispanic	8	-	-	-	-	-	-	8811	100	4	14	30	53	48.7
Native American	0	-	-	-	-	-	-	232	100	9	21	31	38	59.3
White	18	100	28	33	22	17	81.9	54254	100	19	33	30	18	75.8
<b>Other Subgroups</b>														
Male	41	98	20	24	32	24	70.1	38001	100	17	29	29	25	71.0
Female	33	97	3	52	36	9	81.1	35413	100	16	29	30	25	70.1
Title I	74	97	12	36	34	18	75.0	20516	100	6	18	32	44	54.2
Non-Title I	0	-	-	-	-	-	-	52898	100	21	33	28	18	76.9
Non-Low Income	33	97	18	42	24	15	81.1	50933	100	22	34	28	16	78.3
LEP	4	-	-	-	-	-	-	2829	100	3	8	23	66	39.7
FLEP	0	-	-	-	-	-	-	1826	100	9	20	32	39	58.2
1st Yr LEP*	0	-	-	-	-	-	-	530	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	87	100	3	15	29	53	47.7
<b>All Students</b>														
2006	74	97	12	36	34	18	75.0	73470	100	17	29	29	25	70.5
2005	72	-	10	46	38	7	79.5	74721	-	17	29	30	23	71.1

GRADE LEVEL 7 - ENGLISH LANGUAGE ARTS														
Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
<b>AYP Subgroups</b>														
Stud. w/ Disab	12	100	-	42	50	8	72.9	13161	99	1	24	43	32	63.8
LEP/FLEP	0	-	-	-	-	-	-	4353	99	2	24	39	36	58.3
Low Income	36	100	3	69	28	-	89.6	22434	99	2	39	39	20	71.8
African American/Black	40	98	3	70	25	3	89.4	6857	100	3	40	39	18	72.4
Asian or Pacific Islander	3	-	-	-	-	-	-	3364	100	17	53	22	8	86.6
Hispanic	6	-	-	-	-	-	-	9066	99	2	33	40	25	67.2
Native American	0	-	-	-	-	-	-	243	99	5	53	30	11	82.9
White	19	100	5	58	32	5	85.5	54838	100	12	60	22	6	88.9
<b>Other Subgroups</b>														
Male	32	100	-	56	38	6	82.0	38526	100	7	53	29	12	81.9
Female	36	97	8	78	14	-	95.8	35874	100	14	57	23	7	87.5
Title I	68	99	4	68	25	3	89.3	16903	100	3	39	39	19	72.3
Non-Title I	0	-	-	-	-	-	-	57497	100	12	59	22	6	88.3
Non-Low Income	32	97	6	66	22	6	89.1	51966	100	14	62	20	5	90.2
LEP	0	-	-	-	-	-	-	2655	100	0	15	36	49	49.4
FLEP	0	-	-	-	-	-	-	1698	99	3	38	42	17	72.3
1st Yr LEP*	0	-	-	-	-	-	-	505	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	81	99	2	20	48	30	59.9
<b>All Students</b>														
2006	68	99	4	68	25	3	89.3	74509	100	10	55	26	9	84.6
2005	70	-	1	67	30	1	90.0	76402	-	10	57	27	7	86.3

GRADE LEVEL 7 - MATHEMATICS														
Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
<b>AYP Subgroups</b>														
Stud. w/ Disab	12	100	8	-	58	33	56.3	13227	99	1	8	26	65	42.5
LEP/FLEP	0	-	-	-	-	-	-	4373	99	4	10	26	60	43.1
Low Income	36	100	6	42	47	6	77.8	22486	100	3	14	33	49	48.8
African American/Black	41	100	7	39	46	7	78.0	6877	100	2	12	35	51	46.8
Asian or Pacific Islander	3	-	-	-	-	-	-	3387	100	28	30	26	16	78.3
Hispanic	6	-	-	-	-	-	-	9101	100	2	11	30	57	44.5
Native American	0	-	-	-	-	-	-	240	100	5	23	37	35	59.3
White	19	100	11	42	32	16	75.0	54943	100	14	32	33	20	72.1
<b>Other Subgroups</b>														
Male	32	100	6	44	31	19	75.0	38644	100	13	27	32	28	66.8
Female	37	100	14	43	43	-	83.8	35938	100	12	28	34	27	66.6
Title I	69	100	10	43	38	9	79.7	16947	100	3	14	34	49	48.8
Non-Title I	0	-	-	-	-	-	-	57635	100	15	32	32	21	71.9
Non-Low Income	33	100	15	45	27	12	81.8	52096	100	16	33	32	18	74.4
LEP	0	-	-	-	-	-	-	2676	100	2	7	22	69	37.7
FLEP	0	-	-	-	-	-	-	1697	99	6	15	32	46	51.7
1st Yr LEP*	0	-	-	-	-	-	-	532	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	82	100	2	5	32	61	40.5
<b>All Students</b>														
2006	69	100	10	43	38	9	79.7	74647	100	12	28	33	28	66.6
2005	0	-	-	-	-	-	-	0	-	-	-	-	-	-

GRADE LEVEL 8 - ENGLISH LANGUAGE ARTS														
Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
<b>AYP Subgroups</b>														
Stud. w/ Disab	4	-	-	-	-	-	-	13092	99	1	34	39	27	69.1
LEP/FLEP	0	-	-	-	-	-	-	3968	99	1	28	37	35	59.8
Low Income	31	89	-	74	26	-	91.1	22681	99	3	48	33	16	76.7
African American/Black	39	93	-	74	26	-	91.0	6935	99	3	50	33	14	78.2
Asian or Pacific Islander	1	-	-	-	-	-	-	3423	99	20	56	18	6	89.2
Hispanic	7	-	-	-	-	-	-	9294	99	2	42	35	21	72.1
Native American	0	-	-	-	-	-	-	245	99	7	60	25	9	84.3
White	11	92	-	73	27	-	93.2	56141	100	14	67	14	4	92.3
<b>Other Subgroups</b>														
Male	33	94	-	67	33	-	89.4	39207	100	8	62	21	9	86.0
Female	25	93	-	88	12	-	96.0	36866	100	17	62	16	5	91.0
Title I	58	94	-	76	24	-	92.2	16931	99	3	49	33	15	77.4
Non-Title I	0	-	-	-	-	-	-	59142	100	14	66	15	5	91.6
Non-Low Income	27	100	-	78	22	-	93.5	53392	100	16	68	13	4	93.4
LEP	0	-	-	-	-	-	-	2578	99	0	17	37	45	51.1
FLEP	0	-	-	-	-	-	-	1390	100	2	47	36	15	76.0
1st Yr LEP*	0	-	-	-	-	-	-	432	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	89	100	7	38	30	25	70.2
<b>All Students</b>														
2006	58	94	0	76	24	0	92.2	76243	100	12	62	19	7	88.3
2005	0	-	-	-	-	-	-	0	-	-	-	-	-	-

**GRADE LEVEL 8 - MATHEMATICS**

Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
<b>AYP Subgroups</b>														
Stud. w/ Disab	5	-	-	-	-	-	-	13141	99	1	7	24	68	41.6
LEP/FLEP	0	-	-	-	-	-	-	3982	99	3	10	23	65	40.7
Low Income	35	100	3	37	46	14	72.1	22748	99	3	14	31	52	48.4
African American/Black	42	100	5	40	45	10	76.2	6947	99	3	14	30	54	47.0
Asian or Pacific Islander	1	-	-	-	-	-	-	3432	100	27	32	24	18	77.7
Hispanic	7	-	-	-	-	-	-	9317	99	3	12	29	57	45.0
Native American	0	-	-	-	-	-	-	247	99	6	23	34	37	59.9
White	12	100	-	67	17	17	79.2	56213	100	14	32	32	22	71.6
<b>Other Subgroups</b>														
Male	35	100	6	49	29	17	75.7	39283	100	12	27	30	30	65.5
Female	27	100	-	44	52	4	77.8	36912	100	13	28	32	27	67.2
Title I	62	100	3	47	39	11	76.6	16987	99	3	15	31	51	48.5
Non-Title I	0	-	-	-	-	-	-	59208	100	15	32	31	22	71.4
Non-Low Income	27	100	4	59	30	7	82.4	53447	100	16	34	31	19	73.9
LEP	0	-	-	-	-	-	-	2602	99	1	8	18	73	35.5
FLEP	0	-	-	-	-	-	-	1380	99	5	15	30	50	50.6
1st Yr LEP*	0	-	-	-	-	-	-	449	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	90	99	7	19	20	54	50.3
<b>All Students</b>														
2006	62	100	3	47	39	11	76.6	76276	100	12	28	31	29	66.3
2005	52	-	15	37	29	19	73.1	76857	-	13	26	30	30	64.7

GRADE LEVEL 8 - SCIENCE AND TECHNOLOGY														
Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
<b>AYP Subgroups</b>														
Stud. w/ Disab	5	-	-	-	-	-	-	13127	99	0	7	33	59	45.4
LEP/FLEP	0	-	-	-	-	-	-	3967	99	0	4	26	70	36.8
Low Income	35	100	-	9	66	26	55.7	22724	99	0	9	40	50	46.6
African American/Black	42	100	-	12	69	19	60.7	6938	99	0	8	37	55	44.2
Asian or Pacific Islander	1	-	-	-	-	-	-	3431	100	8	31	39	23	69.3
Hispanic	7	-	-	-	-	-	-	9304	99	0	7	35	57	42.5
Native American	0	-	-	-	-	-	-	246	99	2	22	45	32	58.9
White	12	100	-	33	25	42	62.5	56195	100	5	34	45	17	71.9
<b>Other Subgroups</b>														
Male	35	100	-	23	57	20	64.3	39264	100	4	29	42	26	66.0
Female	27	100	-	11	67	22	58.3	36888	100	4	27	44	25	65.2
Title I	62	100	-	18	61	21	61.7	16963	99	1	10	39	50	46.3
Non-Title I	0	-	-	-	-	-	-	59189	100	5	33	44	18	71.1
Non-Low Income	27	100	-	30	56	15	69.4	53428	100	5	36	44	15	73.7
LEP	0	-	-	-	-	-	-	2593	99	0	3	20	78	32.6
FLEP	0	-	-	-	-	-	-	1374	99	0	8	37	54	44.6
1st Yr LEP*	0	-	-	-	-	-	-	448	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	90	99	1	9	32	58	44.7
<b>All Students</b>														
2006	62	100	0	18	61	21	61.7	76234	100	4	28	43	25	65.6
2005	52	-	N/A	27	48	25	62.0	76686	-	4	29	41	26	64.9

GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS														
Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	F		#	%	A	P	NI	F	
<b>AYP Subgroups</b>														
Stud. w/ Disab	5	-	-	-	-	-	-	11632	99	1	28	46	25	66.7
LEP/FLEP	0	-	-	-	-	-	-	3427	99	2	23	42	33	58.4
Low Income	16	100	13	63	25	-	93.8	17421	99	5	41	40	15	74.6
African American/Black	24	100	-	71	29	-	92.7	6408	99	5	42	40	13	75.7
Asian or Pacific Islander	3	-	-	-	-	-	-	3338	100	24	49	21	6	88.2
Hispanic	4	-	-	-	-	-	-	7563	99	3	36	41	20	70.2
Native American	0	-	-	-	-	-	-	213	99	8	56	29	7	84.9
White	13	100	15	69	15	-	96.2	55630	99	18	57	20	4	90.3
<b>Other Subgroups</b>														
Male	16	100	6	75	19	-	95.3	37042	99	11	53	28	8	84.4
Female	28	100	11	68	21	-	94.6	36141	99	20	54	20	5	89.3
Title I	44	100	9	70	20	-	94.9	9502	99	3	40	42	15	73.3
Non-Title I	0	-	-	-	-	-	-	63681	99	17	56	22	5	88.9
Non-Low Income	28	100	7	75	18	-	95.5	55762	99	19	58	20	4	90.7
LEP	0	-	-	-	-	-	-	2108	99	1	13	42	45	49.1
FLEP	0	-	-	-	-	-	-	1319	99	4	38	42	16	73.2
1st Yr LEP*	0	-	-	-	-	-	-	416	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	42	95	10	21	48	21	66.7
<b>All Students</b>														
2006	44	100	9	70	20	0	94.9	73351	99	16	53	24	7	86.8
2005	30	-	23	60	17	N/A	95.0	70950	-	23	43	26	9	84.8

GRADE LEVEL 10 - MATHEMATICS														
Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	F		#	%	A	P	NI	F	
<b>AYP Subgroups</b>														
Stud. w/ Disab	5	-	-	-	-	-	-	11517	98	9	21	32	38	61.8
LEP/FLEP	0	-	-	-	-	-	-	3379	98	17	18	28	37	60.6
Low Income	16	100	63	25	13	-	96.9	17106	98	19	25	31	26	69.2
African American/Black	24	100	50	38	13	-	96.9	6329	98	16	24	34	26	68.0
Asian or Pacific Islander	3	-	-	-	-	-	-	3325	99	63	17	14	7	90.1
Hispanic	4	-	-	-	-	-	-	7410	98	14	22	32	32	63.5
Native American	0	-	-	-	-	-	-	210	98	29	30	30	11	81.0
White	13	100	77	15	8	-	98.1	55338	99	45	28	19	8	87.3
<b>Other Subgroups</b>														
Male	16	100	44	44	13	-	96.9	36787	99	40	26	20	13	82.9
Female	28	100	71	21	7	-	98.2	35855	99	39	27	22	11	83.6
Title I	44	100	61	30	9	-	97.7	9375	98	19	23	31	27	68.1
Non-Title I	0	-	-	-	-	-	-	63267	99	43	27	20	10	85.5
Non-Low Income	28	100	61	32	7	-	98.2	55536	99	46	27	18	8	87.6
LEP	0	-	-	-	-	-	-	2078	98	12	14	27	46	53.9
FLEP	0	-	-	-	-	-	-	1301	99	24	23	30	24	71.3
1st Yr LEP*	0	-	-	-	-	-	-	425	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	42	95	17	26	31	26	67.9
<b>All Students</b>														
2006	44	100	61	30	9	0	97.7	72738	99	40	27	21	12	83.2
2005	30	-	67	20	10	3	94.2	71044	-	35	27	24	13	80.6

## Data Definitions

### **Enrollment - This information reflects the public school enrollment on October 1, 2006.**

#### Race/Ethnicity:

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

Asian. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

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

Native American. A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Native Hawaiian or Other Pacific Islander. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Multi-race, Non-Hispanic A person selecting more than one racial category and non-Hispanic.

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

#### Selected Populations:

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

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

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

Special Education: Students with disabilities who have an Individualized Education Plan (IEP) as defined under the Individuals with Disabilities Education Act.

First Language Not English: Students who first language learned or used by the parent/guardian with the child was not English.

### **Educator Data - Educator information is as of October 1, 2006.**

Percent of teachers licensed in the area in which teaching: The percentage of teachers with Preliminary, Initial, or Professional licensure (all teaching staff, including long-term substitutes) in the area in which they are teaching. Charter schools are not required to hire licensed teachers.

Percentage of core academic classes taught by highly-qualified teachers: The percentage of staff, measured in "full-time equivalency", teaching in core academic areas, that meet the NCLB definition of highly-qualified. To meet the definition, teachers must possess a valid Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. NCLB subject matter competence requirements are applied differently to those who teach at different levels. For more information on the definition and requirements of highly-qualified, please see

[http://www.doe.mass.edu/nclb/hq/hq\\_memo.html](http://www.doe.mass.edu/nclb/hq/hq_memo.html).

High-Poverty Schools: Schools in the bottom quartile statewide by low-income

percentage.

Low-Poverty Schools: Schools in the top quartile statewide by low-income percentage.

### **MCAS Results- Spring 2006 Results**

#### Performance Level Definitions

(P+) Above Proficient (Grade 3) - Students demonstrate mastery of challenging subject matter and construct solutions to challenging problems.

(A) Advanced (Grades 4-8, 10) - Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

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

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

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

First-year LEP students are not included in performance level or CPI results, but \* are counted as participants in AYP. See

<http://www.doe.mass.edu/mcas/participation/lep.doc> for details.

AYP Participation Rates are calculated using the AYP participation rules. See the \*\* School Leaders' Guide to the 2006 Cycle IV Accountability and Adequate Yearly Progress (AYP) Reports posted at <http://www.doe.mass.edu/sda/ayp/cycleIV> for details.

#### Student Subgroup Definitions

Students with Disabilities:(same as Special Education), Limited English Proficient, Race/Ethnicity, Low income - See definitions under Enrollment.

Migrant: An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

Formerly Limited English Proficient: A student who is formerly limited English Proficient (FLEP) has transitioned out of LEP status during the current school year or within the past two school years.

Title I: Student receives Title I services.

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

Accountability Status Labels:

II-S Identified for Improvement - Subgroups only

II-A Identified for Improvement

CA-S Identified for Corrective Action - Subgroups only

CA-A Identified for Corrective Action

RST Identified for Restructuring

## UR Status Under Review

### Web Resources

Massachusetts Department of Education	<a href="http://www.doe.mass.edu/">http://www.doe.mass.edu/</a>
School and District Profiles	<a href="http://profiles.doe.mass.edu/?orgcode=04120000">http://profiles.doe.mass.edu/?orgcode=04120000</a>
Adequate Yearly Progress (AYP) Information	<a href="http://www.doe.mass.edu/sda/ayp/cycleIV">http://www.doe.mass.edu/sda/ayp/cycleIV</a>
Massachusetts No Child Left Behind website	<a href="http://www.doe.mass.edu/nclb/">http://www.doe.mass.edu/nclb/</a>