

CONSERVATORY LAB
CHARTER SCHOOL

Annual Report 2007

“Making Minds Sing”



a public school for learning through music

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From the Chair of the Board

Dear Friends,

This has been a terrific year of accomplishment and change for the Conservatory Lab Charter School. We have experienced a wonderful level of support from every part of our extended community and have made significant advances in our programs.

Our Learning Through Music program made great steps forward this year. Each child in grades 1-5 learns to play the violin, and all CLCS students perform regularly, both together and individually. These experiences strengthen the students' self-confidence, and reinforce the important lesson that persistent effort over time pays off. They also help the children to develop effective collaboration skills. In addition, our daily music classes for every child continue to be a core part of CLCS' integrated learning process. The music teachers work with the classroom teachers to explore ways of integrating musical learning approaches throughout the school. In the next year, we hope to continue expanding our ongoing efforts to integrate music into the teaching of non-academic subjects.

Our academic program has seen great positive movement. Under the leadership of Principal Mark Jacobson, we have instituted frequent interim assessments for every student in math and English Language Arts. These assessments have helped us pinpoint exactly what is needed for each child. We significantly expanded our tutoring capability and launched a completely new math curriculum throughout the school. We have a staff that is constantly trying to make connections with both our students and their families. This year, 85% of the students' families came to teacher meetings at the school – an excellent level of participation and dedication.

Our school has been part of many educational collaborations this year. Through a grant from the Massachusetts Cultural Council, Nick Page was our artist-in-residence who taught multicultural music classes for our students. Through a grant from Harvard After School Initiative, Young Audiences and the Museum of Fine Arts worked with CLCS' after-school students to make connections between visual arts and dance through hands-on activities. There were over 20 other accomplished musical artists who visited the school and performed for and with the students this year. In addition, Project Zero at Harvard partnered with CLCS for the second year of a professional development initiative linking two charter public schools with a pilot school and two district public schools to share best practices around group learning and other innovative teaching methods.

At the end of this year Jonathan Rappaport - who was CLCS' Head of School and later Executive Director for the last three years - retired. We are thankful to Jonathan for all the good things that he has done to get the school to where it is today, and for developing such a superb staff and administration.

Finally, I want to thank the extraordinary community that the school has developed under Kitty Pell's leadership. We have an extraordinary Board of Trustees who contributes tremendous time and skills to the school every month. We also have a wonderful group of committed supporters who believe in our mission and who continue to help us put the mission into practice. This year's *Musical Fiesta* (the school's fundraising gala) was a major success due to the great generosity of our friends, and we are grateful.

We look forward to continuing in these positive directions, and hope that you will continue to be a part of our efforts.

Andy Snider
Chairman, Board of Trustees

July 10, 2007

Executive Summary

The Conservatory Lab Charter School (CLCS) is a public school in the Brighton neighborhood of Boston serving, in 2006-07, 132 children in grades K-5 from throughout the city. The school was founded in 1998 on the premise that music can provide a universal language of learning for all children and hopes to test the conclusions of a growing body of research suggesting that enhanced achievement in reading, math, science and social studies can be correlated with the study of music and thorough learning of musical literacy. Students are selected in a random, open lottery without the expectation for either academic or musical ability. Currently, there are approximately 545 children on CLCS' waiting lists.

CLCS encourages high levels of achievement across a curriculum that not only teaches traditional academic subjects as important, independent areas of study, but also fuses these subjects and social/emotional development with musical studies. Children explore math, language arts, science, and social studies through musical projects and lessons whenever such interdisciplinary study is natural and powerful. Teachers implement this instruction using the fundamental concepts that are shared between music and academic subjects to reinforce learning in all areas and to build *Learning Through Music* (LTM) lessons that explore and experiment with the many ways music stimulates and increases learning. Processes intrinsic to learning music – listening, questioning, creating, performing and reflecting – are used to enhance intellectual curiosity and the love of learning across all academic disciplines. Students study music daily as a core-curricular subject and starting in grade one, they study violin twice weekly. Music is infused daily and is integral to the school's culture.

The CLCS is also committed, as a laboratory, to building a *Learning Through Music* curriculum model that will be replicable in other schools. The school's long-term vision is to show how the LTM process makes learning relevant to one's daily life and community; to demonstrate the critical importance of daily arts instruction in public education; and to develop model *Learning Through Music* curricular materials that other schools can utilize as a model of education reform.

Mission Statement

The CLCS mission is embodied in our motto: *Making Minds Sing!*

CLCS' goal is to develop and utilize a new educational model called Learning Through Music (LTM). The school's mission is to use this innovative model to reach children from all backgrounds to help them achieve academic, creative and social success

The LTM model has three components:

- Music is taught as a core, daily subject to help children understand a systematic subject and to learn creativity.
- Performance is used as a tool to teach collaboration and persistence over time.
- Musical learning is used as an approach in interdisciplinary lessons to improve children's learning in non-musical subjects.

Philosophy of *Learning Through Music*

The CLCS is committed to building an outstanding public elementary school to serve children from the City of Boston. The curriculum model at the CLCS has evolved into two distinctive but mutually-supportive strands: (1) teaching academic subjects in traditional, domain-based learning, and (2) integrating developmentally-appropriate learning activities with music into lesson plans and interdisciplinary projects wherever possible to enhance academic and musical learning. Curriculum planning includes internally-developed curricula for each grade by subject area, including music, which are aligned with the Massachusetts Curriculum Frameworks.

Curriculum development and lesson planning both are done in the context of two primary operating principles. The first consists of *five learning processes* inherent in the study of music which are utilized across all academic subjects. These processes are as follows: the ability to *listen* and make distinctions; to *question* or formulate and investigate significant questions; to *create*, or invent, multiple solutions to problems; to *perform* and interpret information accurately and fairly; and to *reflect* and personalize learning by making lessons relevant to one's daily life and community.

The second guiding principle is that of *shared fundamental concepts*. Teachers consciously plan and implement instruction that incorporates fundamental concepts shared between music and other disciplines to strengthen learning across the curriculum. For example, learning in math and music is enhanced through shared fundamental concepts such as patterns, ratios, and measurement. Similarly, interdisciplinary lessons between English language arts and music might include such shared concepts as rhyming schemes or story elements, description, and compositional structure, which together reinforce both areas of study. Teachers often write lesson plans that explicitly name the shared fundamental concepts being explored and reinforced for students. The school is gradually testing and revising a closely-aligned body of lesson plans and units that can be implemented and adapted across the school to further support student achievement.

Music is not only integrated into academic lessons, but is also taught as a daily, core-curricular subject. The school is developing a comprehensive music program, teaching children to sing, move, play recorder, read and decode musical sound through solfège, and to compose. During 2006-07, the school has continued to emphasize the development of true musical literacy—the ability to read music silently and imagine the sound in one's mind, much in the same way an educated person can read words silently. A growing body of research suggests that the development of multiple literacies reinforces one another. In other words, children who learn how to decode music symbols with ease quite frequently learn to be more fluent readers and to use numbers more capably and easily.

The CLCS believes that just as music can support academic achievement, music also has a powerful impact on social/emotional development. Since every child is required to participate in group violin classes, semi-private lessons, and to practice at home, children learn self-discipline and the meaning of being part of a group. The simple act of taking a bow together after a performance is a strong lesson in support of building community. Weekly assemblies also give every child the opportunity for numerous performance opportunities, developing poise, confidence, and presentation skills.

These core values and principles have contributed to a school culture that embraces student respect for one another, respect for the multiple abilities of children from administrators and teachers, and a highly supportive environment where maximum learning and achievement is essential. Teachers and students alike are expected to be learners, and teachers are committed to continuing their own professional development as they encourage children to become life-long learners.

The CLCS is also committed to building a curriculum model that can be widely disseminated to other public schools. Through a comprehensive process of developing this model in close alignment with the Massachusetts Curriculum Frameworks, the school is creating materials that are accessible to others and support these statewide curriculum requirements. In 2006-07, CLCS' Executive Director presented sessions at the Massachusetts Music Educators Association annual conference, Boston University, and in individual school systems.

The school was the recipient of a Massachusetts Department of Education Charter School Dissemination Grant in partnership with Project Zero from Harvard University and the MCPSA. This grant is in its second year, and has brought together 2 charter schools, 1 BPS pilot school, and 2 district schools, to share best practices of group learning in a project called "Making Learning Visible." This project culminated in a two-day summer institute held in July 2007.

Finally, two researchers from the Tufts University's Center for Reading and Language Research concluded a study in the school's kindergarten during the previous year regarding *Music and Pre-Reading Skills*. The results of this study show a strong correlation between rhythmic ability, word segmentation,

phonemic skills, and rhyming skills. The CLCS students had significantly greater skills in these areas after being in our daily music classes, compared with children in a control school where music classes were offered once per week. Interest has already been expressed in Japan and Germany to replicate this study in those countries.

External Assessment & Accountability

The external assessment used at CLCS is the Massachusetts Comprehensive Assessment System (MCAS). These results are fully reported in the Accountability Plan summary that follows below.

Massachusetts Comprehensive Assessment System

The MCAS is a state-mandated test designed to measure individual student achievement against a state standard. The MCAS is administered to grades 3, 4, and 5 each year. During 2005-06, the MCAS has expanded to include English Language Arts and Math for each of these grades, and social studies has been added to grade 5 in addition to the already existing grade 5 Science and Technology MCAS.

Internal Assessments

The CLCS has developed a series of internal assessments called the Essential Skills Tests (ESTs). These are short-term tests designed to give rapid feedback to faculty about the academic achievement of their students in order to facilitate lesson planning and instruction. These assessments test students on mathematics, writing, music, and violin skills, and are given from 3 to 5 times during the year, depending upon the subject area. Faculty members meet to grade assessments as a group, and to immediately study the data from the assessments to determine trends and areas of weakness. These assessments are described more fully in the Accountability Plan summary that follows below.

It is our belief that all students can succeed with early intervention and increased support. One of the primary goals of the Literacy Challenge Program is to help all children achieve at grade level.

No Child Left Behind Report Card

Please see the attached NCLB report card for more information on student performance at CLCS for 2006-2007 (which indicates MCAS results through 2006).

Accountability Plan

1. Is the academic program a success?

The academic program at CLCS has undergone a significant overhaul throughout the course of the past two years. Impacted significantly by our instructional leader, programs have been changed in English Language Arts and Math. In both cases much necessary change has been fully implemented and will continue in the coming academic year. The reading program has been formed into a cohesive whole, incorporating our comprehensive reading materials (Houghton Mifflin) with a Guided Reading approach. We have developed a year-long assessment plan to track students' progress for reading level and their attainment of the fundamental skills needed to reach grade level reading. We have piloted the new Think Math! Program, developed by Education Development Center (EDC), and have worked closely with it's principle investigator. that will help students to develop the necessary fundamental skills. Our focus will continue to be predominantly on number sense, measurement, and data analysis, with problem solving as the core process of the curriculum. In math, too, we have a year-long interim assessment plan in place.

We have refined our use of the Northwest Regional Educational Laboratory (NWREL) 6+1 Trait Analytic Writing Scoring Guide Rubric to score writing prompts and track students' progress in the six key areas of writing, including voice, ideas, organization, word choice, sentence fluency, conventions, plus presentations (optional). We have not yet deemed our data to be reportable as we are in the planning and training stages of both the scoring process and acquiring/developing and implementing an effective writing program.

CLCS students will become proficient in the use of the English language as demonstrated by the following measurements.

GOAL: Grade 3 MCAS reading test: For the cohort of students who enter CLCS in or before September of 2nd grade, the following percentages will achieve a proficient score or higher for each of the following years: 2005, 35%; 2006, 48%; 2007, 60%; 2008, 70%; 2009, 80%.

RESULTS for 2006: In achieving 60% Proficient/Advanced, we have exceeded our goal of 48% of the cohort group achieving a proficient and advanced score on the grade 3 MCAS.

GOAL: Grade 4 MCAS English Language Arts test: For the cohort of students who enter CLCS in or before September of 2nd grade, the following percentages will achieve a proficient score or higher for each of the following years: 2005, 25%; 2006, 40%; 2007, 55%; 2008, 68%; 2009, 80%.

RESULTS for 2006: In achieving 57% Proficient/Advanced, we have exceeded our goal of 40% of the cohort group achieving a proficient and advanced score on the grade 4 MCAS.

GOAL: Comparison to Boston Public Schools: Using the CPI, CLCS grades 3 and 4 MCAS scores will exceed those of Boston Public School students at the same grade levels.

RESULTS for 2006: Boston's CPI for ELA was 65.6. CLCS's was 76.7. We have exceeded Boston Public Schools in both grade 3 and 4 in reading and ELA by 11.1 points.

GOAL: The CLCS will meet or exceed state performance targets in English Language Arts, represented as CPI (Composite Proficiency Index) for the MCAS exams, for grades 3-4 in each year, 2006-7-8-9

RESULTS: The state performance target is 85.4 for ELA. The CLCS CPI is 76.7. While we have not yet achieved the state target we have made significant gains in ELA and have made AYP in ELA for 2006.

GOAL: The school will track reading achievement, with the goal being students to read on grade-level.

RESULTS for 2005-06: The percentages of CLCS students who are in each category of reading achievement:

Reading Progress Report June 2007			
Grade and Administration	Proficient and Advanced	Needs Improvement	At Risk
Grade K			
April 07 Assessment	62% (13)	28% (6)	10% (2)
Grade 1			
May 07 Assessment	42% (10)	42% (10)	16% (4)
Grade 2			
June 07 Assessment	41% (9)	45% (10)	14% (3)
Grade 3			
June 07 Assessment	23% (5)	45% (10)	32% (7)
Grade 4			
June 07 Assessment	27% (6)	13% (3)	59% (13)
Grade 5			
June 07 Assessment	11% (2)	26% (5)	63% (12)

We have shown much success this year. Our reading initiatives are expected to launch student achievement well beyond their current levels. We have seen both increases in achievement level and much progress towards our goals.

CLCS students will become proficient in mathematics as demonstrated by the following measurements.

GOAL: Grade 4 MCAS Mathematics test: For the cohort of students who enter CLCS in or before September of 2nd grade, the following percentages will achieve a proficient score or higher for each of the following years: 2005, 20%; 2006, 35%; 2007, 50%; 2008, 65%; 2009, 80%.

RESULTS for 2006: 21% of our 4th grade students achieved a proficient or advanced score on the Math MCAS, which falls short of the 35% goal.

GOAL: Comparison to Boston Public Schools: Using the Composite Proficiency Index, CLCS MCAS scores will exceed those of Boston Public School students at the same grade levels.

RESULTS for 2006: Boston's CPI for Math 60.5 was 65.6. CLCS's was 61.9. We have exceeded Boston Public Schools in both grade 3 and 4 in math by 1.4 points.

GOAL: The CLCS will meet or exceed state performance targets in Mathematics, represented as CPI (Composite Proficiency Index) for the MCAS exams, for grade 4 in each year, 2006-7-8-9

RESULTS: The state performance target is 76.5 for math. The CLCS CPI is 61.9. While we have not yet achieved the state target we have made significant gains in math and have made AYP in math for 2006.

GOAL: Students will be performing at grade level as monitored by our internally developed math assessment for each grade.

**Mathematics Progress Report
June 2007**

Grade and Administration	Proficient and Advanced	Needs Improvement	At Risk
Grade K			
May 07 Assessment	90% (19)	10% (2)	0% (0)
Grade 1			
May 07 Assessment	71% (17)	29% (7)	0% (0)
Grade 2			
May 07 Assessment	59% (13)	32% (7)	9% (2)
Grade 3			
March 07 Assessment	91% (20)	9% (2)	0% (0)
Grade 4			
May 07 Assessment	33% (6)	23% (5)	50% (11)
Grade 5			
May 07 Assessment	32% (6)	47% (9)	21% (4)

CLCS students will demonstrate mastery of content and skills in History and Social Sciences, as outlined in the Massachusetts state curriculum frameworks.

- *Internal unit assessments accompanied by rubrics will demonstrate achievement sufficient to progress to the next grade, using CLCS guidelines for promotion. The CLCS promotion policy is included in the CLCS Family Handbook and is posted on the CLCS website.*

RESULTS for 2006-07: The CLCS units are undergoing continued revision in this area.

CLCS students will demonstrate mastery of content and skills in Science and Technology, as outlined in the Massachusetts state curriculum frameworks.

- *Internal unit assessments accompanied by rubrics will demonstrate achievement sufficient to progress to the next grade, using CLCS guidelines for promotion. The CLCS promotion policy is included in the CLCS Family Handbook and will be posted on the CLCS website.*

RESULTS for 2006-07: The CLCS units are undergoing continued revision in this area.

CLCS students will demonstrate mastery of content and skills in general music and violin, as outlined in the CLCS Scopes and Sequences for those subject areas.

- *Essential Skills Tests in music: 80% of all students who enter CLCS in or before September of 2nd grade will achieve a secure or mastery score based upon internally-developed rubrics at the end of each school year for each grade, K-5. The essential skills tests are internally developed tests by the CLCS music faculty and the Learning Through Music Coordinator.*

RESULTS for 2006-07: The CLCS units are undergoing revision in this area to link with the revised music curriculum developed by the music faculty and the LTM Coordinator.

- *The Gordon Primary Measures of Music Audiation are given twice yearly to assess rhythmic and melodic audiation skills. These tests are primarily used as a diagnostic tool and for research purposes.*

RESULTS for 2006-07: Of the 130 students tested, 86 scored above the 75% percentile and 44 scored below the 75th percentile on this test. However, 33 of those who scored below the 75th percentile were in grades 3-5. The music curriculum for these grades was the focus of serious revision this year, and we anticipate that once the curriculum is restabilized, scores will increase once again.

- *Violin benchmark levels: 80% of all CLCS students who enter the CLCS in or before September of 1st grade will achieve a score of 70% or higher at the end of each school year in the appropriate level for that child.*

RESULTS for 2006-07: CLCS is well beyond this benchmark goal, with 94% of all CLCS students scoring over 80% on the Violin ESTs.

We continue to see successes in our academic program, and are greatly encouraged by the promising changes that were made in 2006-07. They provide the rigor, the structure, and the clarity to enable all students to succeed.

Data plays an integral part of our instructional program. Our new interim assessment system carefully tracks student progress, and indicates those students who are struggling. The data also helps us to determine what further instruction is needed. We have a rapid turnaround time between steps of this important cycle: “*teach, assess, analyze, teach.*”

We look forward to the coming years with high expectations. Our consolidated reading program and new math program bring all the necessary changes to allow for all of our students at CLCS to succeed.

2. Is the school a viable organization?

Goal 1: The Conservatory Lab Charter School will establish principles and procedures that will enable the school to operate in a financially viable and publicly transparent manner.

- *Maintain current sound fiscal policy that has resulted in a balanced budget and receiving an unqualified audit each year of operation. The Finance and Audit Committee of the Board of Trustees reviews financial statements on a monthly basis and provides strong oversight of this function of the school's operations.*
- *Continue the strategic planning process that focuses on development, financial planning, and academic and musical achievement to build financial stability and academic excellence for the school. The strategic planning process began on January 22, 2005, and will continue through the 2007-08 year. Goals include both effective ongoing financial management structures and the growth of endowment or cash reserve funds to support the school.*
- *Submit annual reports and audits as required.*
- *Build a strong system of external support to help meet the financial needs of the school.*

RESULTS for 2006-07: The school has received an unqualified audit in each year of operation. The Board and school community had a third strategic planning retreat in September 2006, which continued their discussion of three major areas of emphasis for CLCS: (1) improving academic achievement, (2) the further development of the school's unique Learning Through Music program, and (3) building community. The school has continued to make significant progress throughout this year in laying the foundation for success in all three areas. CLCS' fundraising event in March 2007 was a major success, raising nearly \$100,000 for the school and strengthening relationships with friends, partnering organizations and generous donors. Numerous foundation grants were awarded to CLCS as well, supporting major projects in the areas of technology, curriculum development and Learning Through Music.

Goal 2: The CLCS will successfully recruit students to meet enrollment levels as defined in the charter application and subsequent amendments.

- *Enrollment goals, defined as full-enrollment, will be reached annually by the required filing date of the pre-enrollment report.*
- *Wait lists, after the annual lottery, will constitute no less than 75% of the total number of students in the student body.*

RESULTS for 2006-07: The school has operated at full enrollment of 132 for most the school year, ending the school year at 131 students instead of the enrollment goal of 132. Effective policies have been put into place that track student transfer and withdrawal, and we plan to begin the school year fully enrolled.

Waitlists account for far more than the required 75% of students in the student body. After our March 2007 Lottery, 545 children were on the waitlist.

Goal 3: The CLCS will establish a strong management structure.

- *The CLCS Board of Trustees will represent the diverse skills and expertise required to meet the mission of the school, as defined by the Governance Committee of the Board.*
- *The CLCS Board of Trustees will continue its practice of oversight for all aspects of the school, including maintaining active Board subcommittees for Finance and Audit, Education, Governance, Development, and Research/Replication.*

RESULTS for 2006-07: During the past year, the CLCS Board of Trustees invited four new people to become trustees, including one CLCS parent, two renowned educator/researchers and person with great expertise in business. The board membership represents a broad range of skills, from professional educators, musicians, lawyers, business experts and leaders, and community volunteers. This year the school continued with the following ongoing committees: Executive, Finance and Audit, Education, Research, Governance, and Development.

3. Is the school faithful to the terms of its charter?

Goal 1: The CLCS will enable academic achievement for all students in the context of the continuous and comprehensive study of music.

- *All students will show progress through assessment of musical skills as demonstrated on internal Essential Skills Tests and The Gordon Primary Measures of Music Audiation.*
- *All students will show progress through assessment of violin skills as demonstrated on internal Essential Skills Tests and Progress through the 11 Violin level checklists.*
- *All students will show progress in music through exemplary student work samples with attached rubrics from music portfolios.*
- *All students will show progress in all core subject areas through interdisciplinary learning between music and reading, writing, mathematics, science, and social studies.*

RESULTS for 2006-07: Information on the Essential Skills Tests and the Gordon Audiation assessments has been provided above.

The school has continued to revise and hone new curricula for both general music and violin.

The LTM Coordinator continued to meet with grade level teams weekly. Each team consisted of the LTM Coordinator, the grade-level classroom teacher and the general music teacher. These teams co-planned interdisciplinary lessons which were then co-taught on average of once weekly by the classroom and music teachers. The LTM Coordinator also observed many of these lessons for feedback and further discussion as to how the lessons and units could be strengthened or revised. Teachers report that these lessons added significantly to student knowledge, comprehension, retention, and engagement in learning.

Goal 2: The CLCS will assess and evaluate its program for potential dissemination and duplication in other schools. The impact of comprehensive music study will be evaluated and the findings will be disseminated through collaborations, conference presentations, dissemination grant applications, and scholarly articles and publications. Lessons learned from such evaluations may include the following:

- *Evidence of learning transfer will be drawn from student portfolio work on Academic Enhancement Lessons with attached rubrics.*
- *Evidence of learning transfer will be drawn from portfolio exemplary student work on Thematic Interdisciplinary Project lessons with attached rubrics.*
- *Evidence of learning transfer will be drawn from documentation of social/emotional development using data from report cards, the music listening program, and behavioral information.*

RESULTS for 2006-07: Detailed information regarding the dissemination of CLCS programs has been addressed in the Executive Summary above. Additionally, CLCS has collected a great deal of the data required for the analysis of learning outcomes, and will begin to address these areas during the next two years.

Goal 3: Development of a model Learning Through Music program.

- *The Conservatory Lab Charter School will develop descriptive statistics that define the parameters and quality of the Learning Through Music program. As such, the School will foster collaborations between the School and educational researchers to scientifically validate the effects of the LTM program. Such research will lead to the dissemination of the LTM program and then to replicating LTM to other locations both locally and nationally.*

RESULTS in 2006-07: In order to make even greater progress in this area, CLCS is hiring a second part-time LTM Coordinator in 2007-08, effectively doubling the amount of time spent on this core project. The two part-time coordinators will work as a team to foster collaborations, research outside pedagogical methods and to develop revised and new lessons for use in classrooms each week.

Partnerships

In 2006-07, the CLCS has continued existing partnerships as well as developed new ones. First, the long-standing relationship with the New England Conservatory continued on several levels. NEC provided its facilities in March for an outstanding fund-raising gala, and then again in May for the annual CLCS student spring concert. The NEC Performance Outreach Office provided several outstanding performances, held at CLCS, by NEC student performers. The two institutions also partnered by sponsoring the Kodály Music Institute, held each July at NEC, for music teachers and school-age choral students. Three CLCS teachers attended KMI, and 15 CLCS students participated in the Vocal Vacation children's choral camp division of KMI. This institute has been partially funded by the MA DOE content institute funds 1999-2006.

Our collaboration with Boston University's music education department has continued. A highlight of this program was the placement of six BU music education college students as interns during 15 Friday mornings, fall semester, 2006. They were placed in academic classes to observe how elementary students learn throughout the day while providing assistance to the teachers.

Extensive collaborations have also been developed with the following organizations: Bank of America Celebrity Series, BOSE "In Harmony with Education" program, Boston Camerata, Boston Children's Chorus, Boston Conservatory, Boston Landmarks Orchestra, Boston Lyric Opera, Boston Symphony Orchestra, Boston Youth Symphony Orchestras, Harvard After-School Initiative, Longwood Symphony, Project Zero of Harvard University, Massachusetts Cultural Council "Creative Schools" program, Museum of Fine Arts, New Center for Arts and Culture, Newton Symphony Orchestra, Opera Boston, Project STEP, and Young Audiences of Massachusetts.

Staff & Student Data

Staff

- *Total administrative staff:* 6 full-time and 4 part-time (equivalent of 2.3 positions)
- *Experience:* 163.5 years combined total all administrative staff members, 16.3 years average
- *CLCS administrative years of service at the CLCS:* 27 years combined, 2.7 years average
- *Total academic staff:* 14 full-time and 6 part-time faculty (equivalent of 3.9 positions) for a total of 17.9; 16.1 teachers; 1.8 paraprofessionals; highly qualified: 18 teachers and paraprofessionals
- *Experience:* 141.5 years combined total all teachers, 7.9 years average experience
- 14 years paraprofessionals, 7 years average experience
- *Student to teacher ratio:* 7.3 students:1 adult educator
- Average class size: 22 students
- *CLCS teacher years of service at the CLCS:* 51 years combined; 2.8 years average service to school
- *Turnover during the year:* 1 lead teacher at beginning of year, 1 ELL specialist during the fall
- *Turnover at the end of the year:* 1 lead teacher, 1 associate teacher, 1 paraprofessional, 1 Executive Director

Student Information

- 131 students – grades Kindergarten through 5*
- Kindergarten – 21 students; 1st Grade – 24 students; 2nd Grade – 22 students; 3rd Grade – 22 students; 4th Grade – 22 students; 5th Grade – 20 students*.
- 27 (19.9%) White, 52 (38.2%) Black or African American, 6 (4.5%) Asian, 2 (1.5%) American Indian or Alaskan Native, 1 (.7%) Native Hawaiian or Other Pacific Islander, 1 (.7%) White & Black or African American, 1 (.7%) White & American Indian or Alaska Native, 2 (1.5%) Black or African American & American Indian or Asian, 1 (.7%) Asian & Native Hawaiian or Other Pacific Islander, 1 (.7%) White & Black or African American & American Indian or Alaska Native, 5 (3.7%) White (Hispanic/Latino), 3 (2.2%) Black or African American (Hispanic/Latino), 1 (.7%) Asian (Hispanic/Latino), 31 (22.8%) American Indian or Alaska Native (Hispanic/Latino), and 2 (1.5%) White & American Indian or Alaska Native (Hispanic/Latino).**
- 69 (50.7%) Female, 67 (49.3%) Male**
- 99 (72.8%) qualify for federal free and reduced lunch programs**
- *Special Education:* 11 (8.3%)
- *Limited English Proficiency:* 18 (13.6%)
- *Linguistic Minorities:* 45 (34.1%)

*actual numbers reported at the end of the 2006-2007 school year

**from June 2007 reporting to the Massachusetts Department of Education. Due to reporting guidelines, numbers account for greater than the 132 enrollment cap.

Promotion Policy

It should be noted that the promotion policy, beginning in September of 2005, has been totally revised and strengthened to include higher expectations of student learning outcomes and achievement in all subjects.

Promotion from one grade level to the next and graduation from grade 5 depends upon meeting the following factors in all CLCS subjects. The CLCS reserves the right to retain students who fail to meet one or more of the following criteria:

- (1) Grade K: Performance on report card of 2+ or higher (on a 4-point rubric) in the areas of social values and work habits, indicating that minimum CLCS standards have been met.
- (2) Grades K-5: Performance on report card of 2+ or higher (on a 4-point rubric) in the areas of reading, writing, math, music, violin (grades 1-5 only), indicating that minimum CLCS academic standards

have been met. For students who enter the CLCS after grade one, students are expected to reach the appropriate grade-level benchmarks on violin by the end of their third year attending the school.

- (3) Grades 3-5: Performance on report card of 2+ or higher (on a 4-point rubric) in the area of history & social sciences, and science & technology, indicating that minimum CLCS academic standards have been met.

Family Responsibilities for At-Risk Students:

November and January Report Cards: If a student is judged to be “at risk” for meeting promotion requirements, the student’s parents/guardians shall be so notified in the November Progress Report or the January Report Card. Parents/guardians will have a mandatory family/teacher conference to develop a plan that will provide academic support to the student, including, for example, in-school tutoring and supplementary homework.

April Report Card: The April Progress Report will indicate to parents/guardians if a student is still or newly at-risk, as judged by classroom work and assessments. At that time, parents/guardians will be advised that the student is still not performing at grade level. The academic support plan will be reviewed (or implemented, if the student is newly identified) with the parents/guardians at a mandatory meeting. It is important to make every effort to help students achieve promotion.

June Report Card: In June, a final promotion decision will be made after final assessments are administered. The CLCS Assistant Head of School, in consultation with the student’s teachers, will make final decisions on promotion, with input from academic tutors, specialists, other administrators, and parents. Every effort to help students achieve promotion is made; students who need to repeat a year should only repeat once if possible.

Students on an Individualized Education or Section 504 Plan: Students with disabilities are expected to meet promotion and graduation requirements as stated above, unless there are alternative learning benchmarks stated in the student’s Individualized Education Plan (IEP) or Section 504 Plan which vary from the CLCS grade-level benchmarks. The Plan will state the expected requirements and the school’s strategies for meeting promotion goals. It will also describe any special conditions or accommodations by which the student will take MCAS tests, standardized tests, Essential Skills Tests, and alternative classroom tests and assignments.

Student Turnover Data

Students who transferred during summer: 19 total

8 moved outside of Boston

11 transferred to other schools within Boston:

6 enrolled in middle schools starting in the 5th grade

3 were accepted into Advanced Work

2 transferred to schools offering specialized services

Students who transferred during school year: 3 total

1 moved, 2 switched schools

Suspensions/Expulsions

In-school: 0; *Out-of-school:* 3; no expulsions

Number of instructional days: 180

Number of faculty professional development days (additional to the normal instructional days): 10, plus

16 half days

Charter Amendment Approvals

On July 5, 2006, the expansion of the school day by 45 minutes was approved. On October 26, 2006, a by-laws revision was approved to allow more than one senior administrative staff member to report to the Board of Trustees. On November 28, 2006, an amendment was approved to specifically allow both the Executive Director and the Principal to report directly to the Board of Trustees.

Board of Trustees Major Policy Decisions

The CLCS Board of Trustees made no major policy decisions in 2006-07.

The Board of Trustees received no official complaints.

2007/08 Applications and Lottery

Neighborhood	K	1	2	3	4	5
Allston	2	1	2	1	0	1
Boston	15	7	3	2	1	0
Brighton	12	3	3	2	3	0
Charlestown	1	1	0	0	0	0
Dorchester	16	11	3	4	7	1
East Boston	2	1	0	0	0	0
Hyde Park	7	1	3	3	3	1
Jamaica Plain	17	1	2	0	1	0
Mattapan	5	2	1	1	0	0
Roslindale	11	1	0	1	1	0
Roxbury	11	2	0	1	0	0
South Boston	7	1	0	0	1	0
West Roxbury	6	0	0	1	0	0
Grade Totals	112	32	17	16	17	3
Boston Total	197					
<i>Out of Boston</i>						
Bradford	1	0	0	0	1	0
Randolph	1	1	0	0	0	0
Saugus	0	0	1	1	0	0
Waltham	0	0	0	1	0	0
Out of Boston Total	7					
Sibling Applications	5					
GRAND TOTAL	209					

Openings for lottery: 20

Ratio of applications to openings: 10.45:1

After the lottery, there were 545 students on the wait list: 99 Kindergarten; 76 first grade; 90 second grade; 156 third grade; 81 fourth grade; 43 fifth grade.

Finances

Balance Sheet

<i>Assets</i>	
Cash	228,956
Grants and other receivables	9,765
Expenses Prepaid, Income Accrued	84,624
Fixed assets	130,835
Total assets	454,180
<i>Liabilities</i>	
Accounts payable	8,995
Accrued payroll	87,594
Payroll taxes accrued and withheld	5,545
Total liabilities	102,134
<i>Fund Equity</i>	
Fund balances:	
Undesignated	352,046
Total fund equity	352,046
Total liabilities and fund equity	454,180

** unaudited statement due to Annual Report deadline

Financial Statement of Revenue and Expenditures

Revenue

Per pupil income	1,437,414
Federal/State meal reimbursement	63,731
Medicaid Reimbursement	8,073
Federal grants	127,707
State grants	117,523
Fundraising	316,255
Interest earned	1,054
Parent reimbursements (meals etc)	17,079
Total Revenue	2,088,836

Expenditures

Instructional staff	932,584
Administrative staff	428,789
Payroll taxes	58,697
Benefits	88,017
Non-salary compensation	49,935
Subtotal - Staff	1,558,022
Rent/mortgage/utilities	207,246
Maintenance	37,591
Insurance	9,491
Subtotal - Occupancy	254,328
Classroom materials/supplies	32,973
Classroom technology/activities	27,697
Music/art equipment & supplies	10,137
Subtotal - Educational Materials	70,807
Business services	27,404
Marketing	22,036
Staff recruiting	2,980
Office supplies/technology	20,132
Program and staff development	34,125
Food service	60,075
Subtotal - Support Services	166,752
Total Expenditures	2,049,909

** unaudited statement due to Annual Report deadline

Approved Budget FY08

Revenue

Federal source	165,000
State source	1,600,000
Fundraising	286,000
Other revenue	22,000
Total Revenue	2,073,000

Expenditures

<u>Salaries</u>	
Classroom Teachers	378,000
Music Teachers	182,000
Specialist Teachers	353,000
Administration	467,000
Subtotal - Salaries	1,380,000
Taxes and Benefits	176,000
Total Compensation	1,556,000
Facilities	275,000
Admin Non-Salary	136,000
Other	104,000
Total Expenditures	2,071,000
Net Income	-2,000

Board of Trustees

Andrew Snider

Founder, Snider Associates
Chair
Oversight of all Board committees
Tenure: Oct. 2000

Gary Gut

Vice-Chairman
Development Committee
Education Committee
Tenure: Feb. 2002

Katharine M. Pell

Vice-Chairman
Co-Chair, Development Committee
Finance Committee
Governance Committee
Tenure: Sept. 1998

Robert Grinberg

Consultant
Treasurer
Chair, Finance Committee
Tenure: June 2003

Betty Allen

Lecturer, Child Development, Tufts
University
Clerk
Co-Chair, Education Committee
Tenure: Jan. 2004

Judy Blackiemore

Development Assistant, Epiphany School
Development Committee
Tenure: May 2006

Molly Booth

Co-Chair, Development Committee
Tenure: Dec. 2004

Charles Bradley

Senior Architect, Stull and Lee, Inc.
Building Committee
Tenure: Oct. 2003

Cheryl Render Brown

Assoc. Prof. Early Childhood Education,
Wheelock College
Education Committee
Governance Committee
Tenure: Jan. 2004

Andrew Cabot

Founder, Content Objects
Tenure: May 2007

Mark Churchill

Dean, Preparatory Division New England
Conservatory
Event Committee
Tenure: Sept. 1998

Ronald E. Gwiazda

Educational Consultant
Education Committee
Tenure: Sept. 1998

Toni Jackson

Research Committee
Tenure: June 2005

Mark Jacobson, ex officio

Principal

Adam F. Krauss

Attorney, Tyco Healthcare
Development Committee
Governance Committee
Tenure: June 2005

Kim Marshall

Consultant, New Leaders for New
Schools
Co-Chair, Education Committee
Tenure: Oct. 2003

Danna Mauch

Researcher, Abt Associates, Inc.
Development Committee
Tenure: June 2005

Staverne Miller

Family Resource Supervisor, Boston
Dept. of Social Services
Education Committee
Tenure: Sept. 2005

Sharyn Hiter Neble

Development Committee
Tenure: April 2001

Stephanie B. Perrin

Head, Walnut Hill School
Chair, Governance Committee
Tenure: Sept. 1998

Jonathan C. Rappaport, ex officio

Executive Director

Adilene Santos

Manager, Real Cleaning Service
Tenure: June 2007

Pamela Seigle

Executive Director, Courage and Renewal
Northeast
Tenure: May 2007

Anne W. Snyder

Former Teacher Training Course Director,
Shady Hill School
Chair, Research Committee
Education Committee
Tenure: May 2005

Ellen Winner

Professor of Psychology, Boston College
Tenure: February 2007

Parent Representative

Eva Katz

Teacher Representatives

Afton Cyrus, Ellen Rutgers

Advisory Board

Karen Arnold

Jeanne Bamberger

Alexander Bernstein

Lyle Davidson

Eleanor Duckworth

Harriet Fulbright

Martin Gardiner

Howard Gardner

Philip Glass

Susan Grilli

Roberta Guaspari-Tzavaras

Roger Harris

Jackie Jenkins-Scott

Keith Lockhart

Yo Yo Ma

Deborah Meier

Eric Oddleifson

Gerald Slavet

Frederica von Stade

Benjamin Zander

Donors

Corporations and Foundations

Barrington Foundation

Bulfinch Companies, Inc

Greene Foundation

Harman Family Foundation

Harvard After School Initiative

Helene B. Black Charitable
Foundation

Hunt Alternatives Fund

Kingsbury Road Foundation

Laurel Ball

LLH/LHM Foundation

Massachusetts Cultural Council

Massachusetts Department of
Education (Dissemination Grant)

Amelia Peabody Foundation

Plymouth Rock Foundation

RossFialkow Capital Partners LLP

Sean McDonough Charitable
Foundation

Sunfield Foundation

Wainwright Bank

Ziner & Murphy, PC

\$5,000 – 9,999

Arthur D. Clarke and Susan P. Sloan

Wendy Everett

Michael and Linda Moody

Daniel E. Rothenberg

John and Ann Ellen Rutherford

David W. Scudder

Eliot and Ruth Snider

Stuart and Toni Jackson

C. Bruce and Holly Johnstone

Robert Pemberton and Barbara Reid
Jordan

John and Marilyn Keane

Joan Bennett Kennedy

David and Susan Lawrence

William and Elizabeth Leatherman

David B. and Pat Maddox

Jonathan and Meredith Meeks

Betsy Michel

Kyra Montagu

Caroline Palmer

Peter Pavlina

Anne Peretz

Lovett C. and Ruthie Peters

Samuel Plimpton and Wendy
Shattuck

John Ruttenberg

Gary and Kathy Sharpless

James Sloman and Nora Devlin

Normand and Judy Reed Smith

Mark and Gwenn Snider

Tom and Anne Snyder

Harry Spence and Robin Ely

Donald and Jeanne Stanton

Peter Vermette

Mark and Liz White

\$2,500 – 4,999

Nancy Adams

Andrew and Maud Cabot

Timothy and Corinne Ferguson

William C. S. and Cile Hicks

Alan and Harriet Lewis

Nina Longtine

Danna Mauch

George and Sharyn Neble

John S. Paoella and Elliot Bostwick
Davis

Robert A. Radloff and Ann M. Beha

Elizabeth Webber and Michael Ward

Individuals

\$10,000 and up

William and Molly Booth

Christopher D.M. Fletcher

Gary F. Gut and Patricia Casale

Louis W. and Berneda Meeks

Katey Pelican

Anthony and Kitty Pell

Joan Smith

Andrew and Jody Snider

Joan Wheeler

\$1,000 – 2,499

Gideon Argov and Alexandra Fuchs

John G. L. and Carroll Cabot

Louis W. and Muffie Cabot

Ann Clarkeson

Lawrence and Nancy Coolidge

Nicholas and Elizabeth Deane

John DeShazo and Janet Karger

Robert and Happy Doran

Graham and Ann Gund

Susan M. Halby

Martin and Deborah Hale

James S. and Bess Hughes

\$500 – 999

Robert Adams

Anonymous

Jeffrey and Suzanne Bloomberg

Charles Bradley

Miceal and Nancie Chamberlain

Donors (continued)

In Kind and Others

New England Conservatory
Gill Fishman Associates
TR Productions
MAX Ultimate Foods
Pelican Investment Management,
Inc.
Quince Bistro
The Loft Salon and Day Spa
Newbury Comics
New England Aquarium
Hallie & David Lee

Jesse and Pam Baker
Elizete Bittencourt
Collis and Beverly Bostic
Gail M. Casale
Ingrid Clausen
Will K. and Sandy Dick
Andrea Doremus-Cuetara
Sam Fisk and Linda Coe
Betsy Gaskill
Kent and Ann Greenawalt
Mary Hallaren
Lawrence Hawkins
Leslie Kosar
Lucinda Longstreth
Thomas McManmon
Kenji Messenger
Stephen Riden
Gordon Silver
John L. and Dorothy Thorndike
Kate True

The Conservatory Lab Charter

School would like to thank the following organizations and people for making special contributions to our school and students this year.

Tony Pell
ART *Works* for Kids, a program of
Hunt Alternatives Fund
Gill Fishman Associates
Grand Circle Travel
Laurel Ball
MAX Ultimate Food
Paula Robison
Sol y Canto
Louis W. and Berneda Meeks
TR Productions
Benjamin Zander & the NEC Youth
Philharmonic Orchestra

Thank you, CLCS Family!

At the Conservatory Lab Charter School, children from all over the city of Boston come together to study academics and music in a creative environment that helps each one of them to learn. Coming from diverse backgrounds, the students and their families form a strong school community that enriches CLCS' classrooms. The Parent and Family Organization provides an important network for families and supports CLCS by hosting a book fair, raising funds and organizing community-building events each year.

The CLCS community also benefits from a skilled faculty and staff that work very hard to provide students with the educational tools and guidance they need. They are supported by a strongly committed Board of Trustees that volunteers their time and expertise to help the school and its students to flourish. Contributions made by generous individuals, foundations and corporations each year enable the school to continue developing the *Learning Through Music* curriculum and offering students a solid academic and musical education.

We wish to thank each member of the CLCS community that has helped the school to become a place where young minds can learn, thrive and sing.

Thank you for helping us to *make minds sing!*

Volunteers and Visiting Artists

The talented group of volunteers listed below devoted their time and energy to helping students learn, and we cannot thank them enough.

- Charles Ansbacher
- Boston Lyric Opera performers
- Boston Police Department
- Boston Symphony Orchestra String Quartet
- Interns from Boston University & NEC
- Members of the Boston Youth Symphony Orchestra
- Franny Finstrom
- Gary Gut
- Tanya Maggi, New England Conservatory Outreach Coordinator
- Kim Marshall
- Allison Murphy
- NEC Outreach performers:
 - NEC Touring Opera
 - Bridget Kearney
 - Anthony Green
 - Talia Etedgee
 - Bianca Garcia
- Hankus Netsky
- Nick Page
- Christina Patterson
- Divya Rao
- Paula Robison
- Daniel Bernard Roumain
- Marcus Thompson
- Tubby the Tuba & The Cupcake Orchestra
 - Michael Roylance
 - Amanda Roylance
 - Eli Newberger
 - Carolyn Newberger
 - Mark Churchill
 - Marylou Churchill
 - Chuck Weed
- Vox Lucens (early music a cappella singing group)

CLCS Staff

Jonathan Rappaport
Executive Director

Mark Jacobson
Principal

Annie Sevelius
Assistant Principal

Masami Stampf
Learning Through Music Coordinator &
Violin Program Coordinator

Leigh Creighton
Director of Development

Rosalie Stone
Business Manager

Rebecca Johnson
Executive Assistant

Helena Stilwell
Administrative Assistant

Rosemary DePaola
Nurse

Sarah Gaw
After-School Coordinator

Kindergarten
Shalem Kaufer, Lead
Ellen Rutgers, Associate

First Grade
Beth Henry, Lead
Michelle Cooper, Associate

Second Grade
Margaret Dunn

Third Grade
Althea Dias

Fourth Grade
Afton Cyrus

Grade Five
Linda Wilson

Music K-5
Katherine Hakim

Violin
Masami Stampf
Mona Rashad
Kristy Foye

Reading Specialist
Lisa Pacillo

Math Specialist
Hannah Sherak

ELL
Natalia Cepeda
Sasha Yin

Special Education
Erika Yoshida, Co-
Coordinator/Teacher
Janice Wood, Co-Coordinator/Teacher
Noreen Marden, Paraprofessional
Joshua Jade, Paraprofessional

Psychologist
Susan Baceski

Social Worker
Craig Keefe

Speech and Language Pathologist
Kristin Mansfield

Occupational Therapy
Eleanor Meyer

Physical Education
Veronica Carney

Addendum: NCLB Report Card

2006-07 District Report Card - Conservatory Lab Charter (District)

Conservatory Lab Charter (04390000)

[Jonathan C Rappaport, Charter School Leader](#)

Mailing Address: 25 Arlington Street

Brighton, MA 02135

Phone: (617) 254-8904

FAX: (617) 254-8909

Website: <http://www.conservatorylab.org>

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:

The CLCS Mission is Making Minds Sing!

- CLCS's goal is to develop and utilize a new educational model called Learning Through Music (LTM).
- The LTM model views music as (1) a core, daily subject and (2) a powerful resource for learning across the curriculum.
- The school's mission is to use this innovative model to reach children from all backgrounds to help them achieve academic, creative and social success.

Enrollment - 2006-07				Educator Data - 2006-07			
	School	District	State		School	District	State
Total Count	132	132	968,661	Total Number of Teachers	14	14	73,176
Race/Ethnicity (%)				Percentage of Teachers Licensed in Teaching Assignment	93.0	93.0	95.4
African American or Black	38.6	38.6	8.2	Total Number of Teachers in Core Academic Areas	14	14	60,604
Asian	4.5	4.5	4.8	Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	92.6	92.6	95.1
Hispanic or Latino	30.3	30.3	13.3	Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	7.4	7.4	4.9
Multi-race, Non-Hispanic	4.5	4.5	1.7	Student/Teacher Ratio	9.2 to 1	9.2 to 1	13.2 to 1
Native American	1.5	1.5	0.3		All Schools	High Poverty Schools	Low Poverty Schools
Native Hawaiian or Pacific Islander	0.8	0.8	0.2	Percentage of Teachers Licensed in Area in Which Teaching	93.0	93.0	-
White	19.7	19.7	71.5	Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	92.6	92.6	-
Gender (%)				Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	7.4	7.4	-
Male	51.5	51.5	48.6				
Female	48.5	48.5	51.4				
Selected Populations (%)							
Limited English Proficiency	13.6	13.6	5.6				
Low-Income	71.2	71.2	28.9				
Special Education	8.3	8.3	16.9				
First Language Not English	34.1	34.1	14.9				
Grades Offered:	K, 01, 02, 03, 04, 05						

Additional Teacher Information

The Conservatory Lab Charter School has a professional staff of 30 administrators, teachers, specialists, associate teachers, and special education paraprofessionals. 24 staff members have master's or higher degrees (80%) and have a cumulative experience of 245 years in the profession.

2006-07 NCLB Report Card – Conservatory Lab Charter

Educator Quality Data for High-Poverty and Low-Poverty Conservatory Lab Charter Public Schools			
School	Highly Qualified %	Not Highly Qualified %	Licensed %
High Poverty			
Conservatory Lab Charter School	92.6	7.4	93.0

Conservatory Lab Charter:

2006 AYP Data

Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance		Improvement			Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	58	58	100	Yes	90	71.9	No	3.0	Yes/EB	95.3	0.7	Yes	Yes
Lim. English Prof.	10	10	-	-	16	-	-	-	-	-	-	-	-
Spec. Ed.	9	9	-	-	14	-	-	-	-	-	-	-	-
Low Income	43	43	-	-	65	66.9	-	-	-	95.3	0.5	-	-
Afr. Amer./Black	25	25	-	-	34	67.6	-	-	-	96.2	0.8	-	-
Asian or Pacif. Isl.	2	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	17	17	-	-	28	58.9	-	-	-	93.9	0.0	-	-
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-
White	12	12	-	-	22	90.9	-	-	-	95.4	1.4	-	-

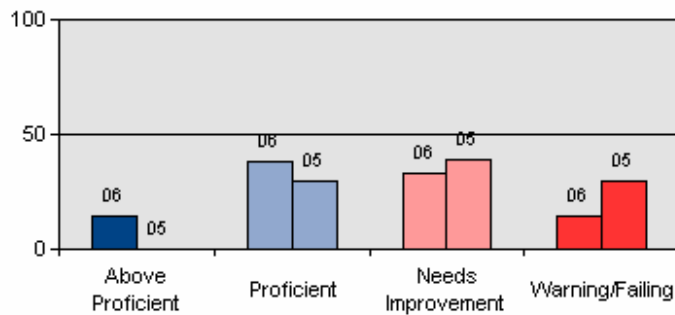
Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance		Improvement			Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	59	59	100	Yes	46	62.0	No	-1.1	Yes/SH	95.3	0.7	Yes	Yes
Lim. English Prof.	10	-	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	9	9	-	-	10	-	-	-	-	-	-	-	-
Low Income	43	43	-	-	33	57.6	-	-	-	95.3	0.5	-	-
Afr. Amer./Black	25	25	-	-	18	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	2	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	17	17	-	-	15	-	-	-	-	-	-	-	-
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-
White	12	12	-	-	11	-	-	-	-	-	-	-	-

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

**Conservatory Lab Charter School:
2006 MCAS Data – By Grade, Subject and Subgroup**

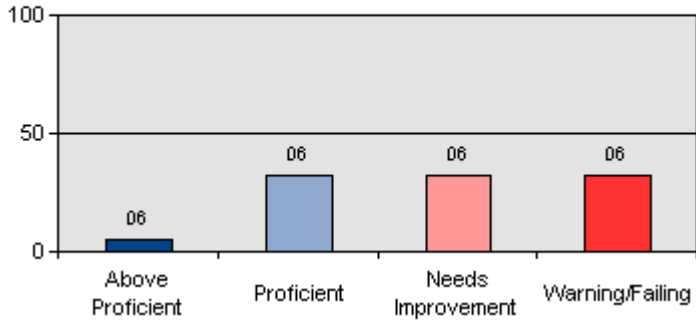
GRADE LEVEL 3 – READING														
Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	P+	P	NI	W		#	%	P+	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	1	-	-	-	-	-	-	11819	100	5	24	47	25	69.4
LEP/FLEP	4	-	-	-	-	-	-	6371	100	5	22	49	24	64.5
Low Income	13	100	-	46	31	23	78.8	21670	100	7	28	48	17	71.3
African American/Black	10	100	10	40	40	10	87.5	5921	100	7	29	49	15	72.0
Asian or Pacific Islander	1	-	-	-	-	-	-	3611	100	22	40	32	7	84.8
Hispanic	3	-	-	-	-	-	-	8689	100	5	24	50	22	66.6
Native American	0	-	-	-	-	-	-	283	100	11	38	38	13	79.5
White	6	-	-	-	-	-	-	52023	100	21	45	29	5	87.5
Other Subgroups														
Male	12	100	8	50	17	25	83.3	36301	100	16	40	35	9	82.1
Female	8	-	-	-	-	-	-	34278	100	21	41	32	7	84.8
Title I	20	100	15	35	35	15	81.3	23562	100	8	30	48	15	72.6
Non-Title I	0	-	-	-	-	-	-	47017	100	23	46	27	5	88.9
Non-Low Income	7	-	-	-	-	-	-	48909	100	23	46	27	4	88.8
LEP	3	-	-	-	-	-	-	4627	100	3	17	51	29	59.4
FLEP	1	-	-	-	-	-	-	1745	100	12	34	43	10	78.0
1st Yr LEP*	0	-	-	-	-	-	-	517	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	62	100	5	23	47	26	61.3
All Students														
2006	21	100	14	38	33	14	82.1	70751	100	18	40	34	8	83.4
2005	23	-	N/A	30	39	30	69.6	71445	-	N/A	62	31	7	85.2

**GRADE LEVEL 3 - READING
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



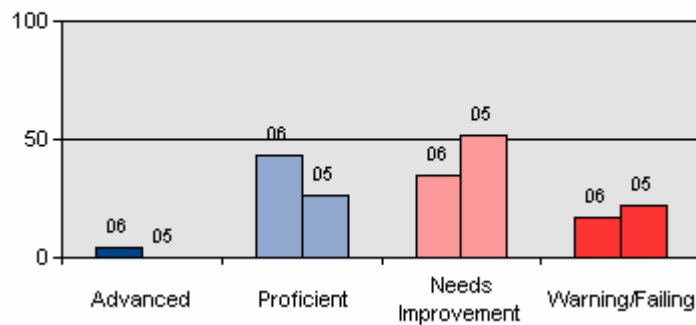
GRADE LEVEL 3 – MATHEMATICS														
Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	P+	P	NI	W		#	%	P+	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	1	-	-	-	-	-	-	11827	100	1	22	36	41	61.5
LEP/FLEP	4	-	-	-	-	-	-	6372	100	2	28	34	36	61.6
Low Income	13	100	-	31	31	38	61.5	21666	100	1	30	38	31	64.4
African American/Black	10	100	-	20	50	30	60.0	5921	100	1	28	39	32	63.0
Asian or Pacific Islander	1	-	-	-	-	-	-	3618	100	8	55	26	11	83.7
Hispanic	3	-	-	-	-	-	-	8693	100	1	25	37	37	60.1
Native American	0	-	-	-	-	-	-	282	100	2	43	38	18	75.8
White	6	-	-	-	-	-	-	52037	100	5	53	31	11	82.3
Other Subgroups														
Male	12	100	-	33	25	42	60.4	36317	100	4	48	31	16	78.5
Female	8	-	-	-	-	-	-	34290	100	4	47	33	16	77.5
Title I	20	100	5	35	30	30	67.5	23563	100	2	32	38	28	66.2
Non-Title I	0	-	-	-	-	-	-	47044	100	5	56	29	10	84.0
Non-Low Income	7	-	-	-	-	-	-	48941	100	5	56	29	9	84.0
LEP	3	-	-	-	-	-	-	4635	100	1	23	35	42	57.4
FLEP	1	-	-	-	-	-	-	1738	100	4	42	32	22	72.7
1st Yr LEP*	0	-	-	-	-	-	-	539	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	62	100	-	24	34	42	57.3
All Students														
2006	22	100	5	32	32	32	64.8	70741	100	4	48	32	16	78.0
2005	0	-	-	-	-	-	-	0	-	-	-	-	-	-

**GRADE LEVEL 3 - MATHEMATICS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



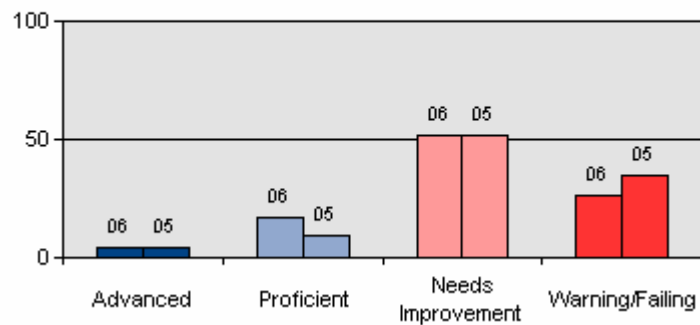
GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS														
Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	3	-	-	-	-	-	-	12698	100	1	15	48	36	59.8
LEP/FLEP	4	-	-	-	-	-	-	6182	100	2	20	46	31	60.1
Low Income	18	100	-	39	39	22	70.8	21707	100	2	25	49	24	65.5
African American/Black	8	-	-	-	-	-	-	6115	100	2	25	49	24	65.1
Asian or Pacific Islander	1	-	-	-	-	-	-	3675	100	14	43	33	9	82.2
Hispanic	10	100	-	40	30	30	72.5	8608	100	2	22	48	29	62.2
Native American	0	-	-	-	-	-	-	225	100	4	33	47	16	73.4
White	4	-	-	-	-	-	-	52519	100	9	47	37	7	82.9
Other Subgroups														
Male	5	-	-	-	-	-	-	36664	100	5	38	43	14	75.7
Female	18	100	6	44	39	11	80.6	34518	100	11	46	35	9	82.2
Title I	23	100	4	43	35	17	76.1	23263	100	3	26	50	21	66.9
Non-Title I	0	-	-	-	-	-	-	47919	100	10	49	34	7	84.6
Non-Low Income	5	-	-	-	-	-	-	49475	100	10	49	34	6	84.7
LEP	3	-	-	-	-	-	-	4051	100	1	13	46	40	53.1
FLEP	1	-	-	-	-	-	-	2131	100	5	34	46	15	73.3
1st Yr LEP*	0	-	-	-	-	-	-	507	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	83	99	1	24	49	25	62.3
All Students														
2006	23	100	4	43	35	17	76.1	71277	100	8	42	39	12	78.8
2005	23	-	N/A	26	52	22	60.9	72618	-	10	40	40	10	78.5

**GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



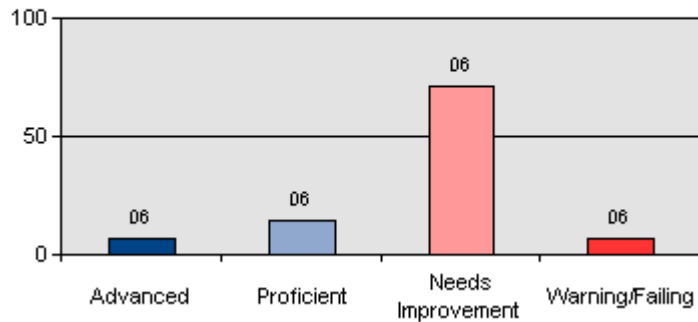
GRADE LEVEL 4 – MATHEMATICS														
Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	3	-	-	-	-	-	-	12729	100	3	12	46	39	57.1
LEP/FLEP	4	-	-	-	-	-	-	6200	100	7	15	46	32	58.2
Low Income	18	100	-	17	50	33	66.7	21764	100	6	15	51	28	60.3
African American/Black	8	-	-	-	-	-	-	6127	100	4	14	52	30	57.9
Asian or Pacific Islander	1	-	-	-	-	-	-	3682	100	28	29	34	9	81.8
Hispanic	10	100	-	10	60	30	72.5	8644	100	5	13	49	33	57.0
Native American	0	-	-	-	-	-	-	226	100	9	22	50	18	69.9
White	4	-	-	-	-	-	-	52633	100	17	28	44	10	77.2
Other Subgroups														
Male	5	-	-	-	-	-	-	36766	100	15	25	45	15	73.8
Female	18	100	6	22	44	28	70.8	34586	100	15	25	45	15	72.8
Title I	23	100	4	17	52	26	69.6	23325	100	7	17	51	26	61.7
Non-Title I	0	-	-	-	-	-	-	48027	100	19	29	42	10	79.0
Non-Low Income	5	-	-	-	-	-	-	49588	100	19	30	42	9	79.1
LEP	3	-	-	-	-	-	-	4069	100	4	11	45	39	52.6
FLEP	1	-	-	-	-	-	-	2131	100	13	22	47	19	69.0
1st Yr LEP*	0	-	-	-	-	-	-	522	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	83	100	4	14	52	30	57.8
All Students														
2006	23	100	4	17	52	26	69.6	71417	100	15	25	45	15	73.3
2005	23	-	4	9	52	35	54.3	72668	-	14	27	45	15	73.7

**GRADE LEVEL 4 - MATHEMATICS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



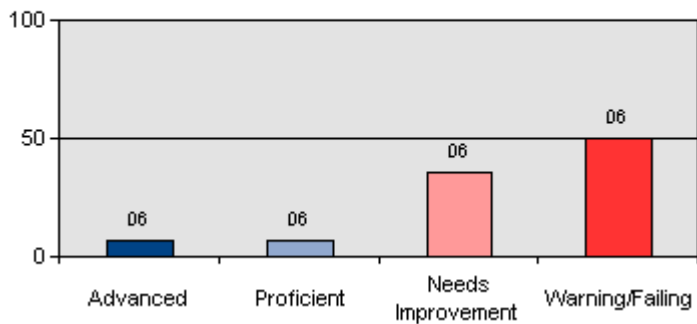
GRADE LEVEL 5 - ENGLISH LANGUAGE ARTS														
Student Group	District							State						
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	5	-	-	-	-	-	-	13499	100	2	22	47	28	65.6
LEP/FLEP	2	-	-	-	-	-	-	5666	100	3	22	46	29	62.0
Low Income	12	100	-	17	75	8	66.7	22215	100	4	30	47	18	70.4
African American/Black	7	-	-	-	-	-	-	6595	100	5	30	47	18	71.0
Asian or Pacific Islander	0	-	-	-	-	-	-	3605	100	22	43	27	8	85.6
Hispanic	4	-	-	-	-	-	-	8659	100	3	25	48	24	65.6
Native American	1	-	-	-	-	-	-	248	99	10	42	40	9	80.5
White	2	-	-	-	-	-	-	53473	100	18	50	27	5	88.1
Other Subgroups														
Male	9	-	-	-	-	-	-	37428	100	11	44	34	10	81.8
Female	5	-	-	-	-	-	-	35195	100	20	45	28	7	85.8
Title I	14	100	7	14	71	7	69.6	22319	100	5	32	46	17	71.6
Non-Title I	0	-	-	-	-	-	-	50304	100	20	50	25	5	89.1
Non-Low Income	2	-	-	-	-	-	-	50408	100	20	51	24	4	89.6
LEP	2	-	-	-	-	-	-	2966	100	1	12	44	43	51.3
FLEP	0	-	-	-	-	-	-	2700	100	6	33	47	14	73.8
1st Yr LEP*	0	-	-	-	-	-	-	569	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	77	100	4	29	45	22	67.5
All Students														
2006	14	100	7	14	71	7	69.6	72714	100	15	44	31	9	83.7
2005	0	-	-	-	-	-	-	0	-	-	-	-	-	-

**GRADE LEVEL 5 - ENGLISH LANGUAGE ARTS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



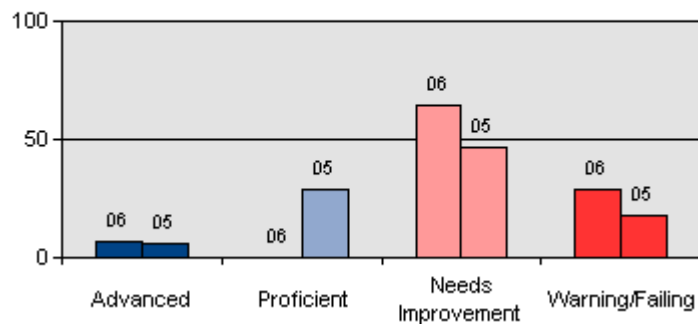
GRADE LEVEL 5 – MATHEMATICS														
Student Group	District								State					
	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI	Stud. Includ.	AYP Part.**	% of Stud at Each Perf Level				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups														
Stud. w/ Disab	5	-	-	-	-	-	-	13530	100	3	11	31	55	49.5
LEP/FLEP	2	-	-	-	-	-	-	5669	100	7	15	32	46	52.4
Low Income	12	100	-	8	33	58	39.6	22245	100	6	16	37	42	54.3
African American/Black	7	-	-	-	-	-	-	6617	100	4	14	37	44	52.4
Asian or Pacific Islander	0	-	-	-	-	-	-	3608	100	32	28	27	13	80.8
Hispanic	4	-	-	-	-	-	-	8672	100	4	14	34	48	50.4
Native American	1	-	-	-	-	-	-	247	99	9	28	37	27	66.0
White	2	-	-	-	-	-	-	53548	100	19	29	34	17	75.0
Other Subgroups														
Male	9	-	-	-	-	-	-	37473	100	17	26	34	23	70.7
Female	5	-	-	-	-	-	-	35265	100	16	26	35	23	69.7
Title I	14	100	7	7	36	50	44.6	22358	100	7	18	37	39	56.3
Non-Title I	0	-	-	-	-	-	-	50380	100	21	30	33	16	76.4
Non-Low Income	2	-	-	-	-	-	-	50493	100	22	31	33	15	77.2
LEP	2	-	-	-	-	-	-	2969	100	3	10	28	59	43.5
FLEP	0	-	-	-	-	-	-	2700	100	10	21	36	32	62.2
1st Yr LEP*	0	-	-	-	-	-	-	593	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	74	100	3	19	30	49	51.7
All Students														
2006	14	100	7	7	36	50	44.6	72798	100	17	26	34	23	70.2
2005	0	-	-	-	-	-	-	0	-	-	-	-	-	-

**GRADE LEVEL 5 - MATHEMATICS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



GRADE LEVEL 5 - 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	
AYP Subgroups														
Stud. w/ Disab	5	-	-	-	-	-	-	13526	100	5	18	48	30	63.6
LEP/FLEP	2	-	-	-	-	-	-	5669	100	3	15	46	36	55.3
Low Income	12	100	-	-	67	33	47.9	22236	100	5	20	51	24	62.9
African American/Black	7	-	-	-	-	-	-	6615	100	4	18	52	27	60.2
Asian or Pacific Islander	0	-	-	-	-	-	-	3607	100	23	33	36	9	80.5
Hispanic	4	-	-	-	-	-	-	8668	100	3	16	50	31	57.8
Native American	1	-	-	-	-	-	-	247	99	9	33	47	11	74.8
White	2	-	-	-	-	-	-	53526	100	20	38	36	6	83.3
Other Subgroups														
Male	9	-	-	-	-	-	-	37459	100	17	33	38	11	78.7
Female	5	-	-	-	-	-	-	35250	100	16	32	41	11	77.2
Title I	14	100	7	-	64	29	51.8	22347	100	5	21	51	23	64.0
Non-Title I	0	-	-	-	-	-	-	50362	100	22	38	34	6	84.2
Non-Low Income	2	-	-	-	-	-	-	50473	100	22	39	34	5	84.7
LEP	2	-	-	-	-	-	-	2969	100	1	9	43	47	47.9
FLEP	0	-	-	-	-	-	-	2700	100	5	21	51	23	63.5
1st Yr LEP*	0	-	-	-	-	-	-	591	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	74	100	4	26	43	27	62.8
All Students														
2006	14	100	7	0	64	29	51.8	72769	100	17	33	39	11	78.0
2005	17	-	6	29	47	18	69.1	73206	-	16	35	38	12	78.1

**GRADE LEVEL 5 - SCIENCE AND TECHNOLOGY
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



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.

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

<http://www.doe.mass.edu/>

School and District Profiles

<http://profiles.doe.mass.edu/?orgcode=04390000>

Adequate Yearly Progress (AYP) Information

<http://www.doe.mass.edu/sda/ayp/cycleIV>

Massachusetts No Child Left Behind website

<http://www.doe.mass.edu/nclb/>



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