



**FOXBOROUGH REGIONAL CHARTER SCHOOL  
2006-2007 ANNUAL REPORT**

## Table of Contents

School Information	2
Board of Trustees	4
School Leadership	6
Accountability Plan Goals	8
Adequate Yearly Progress Report	15
Staff Profile	20
Dissemination	22
Financials	24
NCLB Report Card	Appendix

### **Non-Discrimination policy**

Foxborough Regional Charter School does not discriminate on the basis of race, religion, ethnicity, disability, gender, or sexual orientation in its educational programs and activities or in its employment practices and procedures.

# SCHOOL INFORMATION

## School Address and Contact Information

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## **Introduction to the School**

Foxborough Regional Charter School is a K-12, college preparatory, public school located in Foxborough, Massachusetts. The school currently enrolls 1021 students from 20 communities, including Attleboro, Avon, Brockton, Canton, Easton, Foxborough, Mansfield, Medway, Millis, Norfolk, North Attleboro, Norton, Norwood, Plainville, Raynham, Sharon, Stoughton, Walpole, West Bridgewater, and Wrentham. At full capacity, Foxborough Regional Charter School will enroll 1,200 students.

## **Letter from the Board Chair**

Dear Readers,

I am pleased to report that Foxborough Regional Charter School has continued to take meaningful steps to meet its mission. During the 2006-2007 school year, we made additions to both the Administrative team and the Board of Trustees, realized solid student scores on MCAS and initiated an aggressive facilities expansion plan.

The Administrative team welcomed a new Deputy Director position that was created to support the Executive Director with discipline and school safety issues.

Three new members joined the Foxborough Regional Charter School Board this year. Each brings a blend of business and community interests and offers new ideas and fresh perspective.

Our students outperformed the composite average of our sending districts on four of the six new MCAS tests added in 2006. This accomplishment is representative of hard work and certainly a reflection of the commitment and dedication of our teaching staff.

I'm excited to report out that the Board's Facilities Committee recently completed a year long planning project and has selected an architect for our upcoming building expansion. All stakeholders' needs and school programming requirements were considered in designing the new addition to our school campus. We hope to begin construction during the next school year.

In summary, the staff, administration and Board of trustees of Foxborough Regional Charter School will continue to work in creative ways to ensure that students are accessing the best education possible. We are committed to creating opportunity and providing the students and teachers with the tools they need to achieve success.

Warm Regards,

Kelly Coyne-Wilson  
Board Chair

## Mission Statement

Foxborough Regional Charter School will provide students a challenging academic program to prepare them for college by stressing achievement, discipline, hard work and accountability. We will continually challenge all of our students, regardless of ability, so that we will lead the Commonwealth of Massachusetts in all statewide standards and assessments.

Foxborough Regional Charter School will promote positive ethical, moral, and civic values and prepare students to serve their community as leaders and good citizens. We will present students with projects and issues requiring critical thinking, problem-solving, decision-making, and real-life applications of their academic studies through our Student Life and Community Service Learning programs, which are integral components of the overall educational experience at Foxborough Regional Charter School.

Foxborough Regional Charter School will commit itself to providing a supportive, professional, and challenging environment for its teachers and staff, which recognizes the value of professional development, creativity, and initiative. We will constantly seek new ways to allow our teachers and staff to perform to the best of their potential in a collegial atmosphere, which recognizes unique talents and the commitment to excel.

## Educational Philosophy

Our educational philosophy expounds the belief that every student can achieve high levels of academic progress if he/she has the desire to learn and no learning gaps form. The teachers at Foxborough Regional Charter School (FRCS) follow instructional methods that pace students through well-defined curricula while maintaining expected levels of mastery. To support this philosophy, we adhere to the following tenets:

- Incoming students are evaluated to determine pre-existing learning gaps
- Immediate, intensive attention is given to any gaps that do exist
- Learning gaps are identified using external and internal assessments and software (Test Wiz, SuccessMaker, and PLATO)
- Instructors follow a detailed, comprehensive curriculum that guides them in teaching essential skills and knowledge required for academic success
- Teaching methods keep students engaged and learning efficiently
- Technology is integrated into instruction (RM Math Framework, PowerPoint, etc.)

Continuous evaluation and feedback on student learning are integral to the instructional process and verify that students have successfully acquired crucial skills and fundamental knowledge essential to more complex learning. When gaps in learning are identified, intensive remedial attention is provided. This enables students to achieve the skills necessary at the appropriate levels.

## Number of Instructional Days

Start Date	September 5, 2006
End Date	June 18, 2007
Number of Instructional Days	180
School Hours	7:30am – 3:05pm

## BOARD OF TRUSTEES 2006-2007

**Kelly J. Coyne-Wilson** (2004-2007) Chairperson - Mrs. Coyne-Wilson is the chair of the Development Committee and serves on the Finance Committee. She is currently the Director of the North Attleboro Sylvan Learning Center.

**Lori A. Rudd** (2006-2009) Vice-Chairperson - Mrs. Rudd serves as the chair on the Technology and Enrollment Committees and also sits on the Development and Finance Committees. She is a Sales Associate at the RE/MAX Real Estate Center in Foxborough, MA.

**Steven H. Steiner** (2006-2009) Mr. Steiner currently serves as the chair of the Finance and Board Development Committees. He is the Chief Financial Officer of Potpourri Group, Inc.

**William R. Buckley, Jr., P.E.** (2004-2007) Mr. Buckley serves as the chair on the Personnel and Facilities Committees. He is the President of Bay Colony Group, Inc. in Foxborough, Massachusetts.

**Cynthia McGinty** (2007-2010) Mrs. McGinty joined the Board this year. She serves as the chair on the Curriculum Committee and also sits on the Personnel Committee. She is the President of the McGinty Family Foundation based out of Foxborough, Massachusetts.

**Kathleen Crawford** (2007-2010) Ms. Crawford joined the Board this year. She serves on the Enrollment and Finance Committees. She is the Internal Auditor for Vinfen Corporation in Cambridge, Massachusetts.

**Stephen DiPrete** (2007-2010) Mr. DiPrete joined the Board this year. He serves on the Personnel and Finance Committees. He is the Business Development Officer at Eastern Bank.

## **Charter Amendments, Written Complaints, and Major Policy Decisions made by the Board of Trustees – 2006-2007**

There were no charter amendments during the 2006-2007 school year.

There was one written complaint to the Board of Trustees this year which was directed toward the school's enrollment policy. The complaint challenged the application deadline of kindergarten registration for siblings. The Board upheld the terms outlined in the enrollment policy.

### **Summary of 2006-2007 Major policies of the Board of Directors**

#### *Technology Use Policy ( July 2006)*

As organizations continue to expand their use of technology, employees increasingly make use of many electronic forms of communication and information exchanges. Employees may have access to one or more forms of technology, electronic media and services, such as computers, email, telephones, voicemail, fax machines, online services and the Internet. This policy is designed to help employees understand expectations for the use of these resources, and to use these resources wisely.

#### *Wellness (November 2006)*

The purpose of the Wellness Policy is to ensure that each student is provided ongoing opportunities designed to maximize the prospect that the student will make positive decisions throughout life. The goals of the policy are (1) to teach, encourage and support life-long healthy nutritional behaviors; (2) to prioritize programs that support physical, social and emotional health and well-being of students and staff and; (3) to provide a safe environment that supports academic success.

#### *Ethics (March 2007)*

The Ethics policy addresses gratuity, conflict of interest, misrepresentation, and fraternization issues of school employees. The objective of this policy is to ensure ethical and fair practices relating to all areas of school business.



# CURRICULUM AND ASSESSMENTS

## Curriculum

The curriculum at Foxborough Regional Charter School promotes academic, physical, social, emotional, and ethical growth. The academic curriculum is integrated, sequential, and age-appropriate in the skills, knowledge, and values it fosters. Our dedicated faculty nurtures the development of self-esteem at every opportunity, inside and outside of the classroom, and encourages a positive, caring attitude toward others by nurturing the values of cooperation and diversity.

The objective of the school curriculum is to prepare students for success in college, inspire a love for lifelong learning, and foster responsible citizenship. The skills emphasized include reading, writing, abstract reasoning, critical/creative thinking and problem solving.

FRCS promotes the philosophy that the links between curriculum, instruction, and assessment are essential to providing a rigorous academic program and that professional development for all staff members (including support staff) is essential to support these areas.

## Instruction

FRCS encourages teachers to use a variety of methods and materials that actively engage students in learning in the classroom. A few of the instructional methods used include differentiated instruction, flexible groups, tiered learning assignments, promotion of critical and creative thinking, independent study, interest and learning centers, identifying and addressing individual learning styles and Multiple Intelligences, multiple assessments, and guided reading. Teachers use a variety of materials including textbooks, kits, novels, manipulatives, technology (Smartboards, software, multi-media, etc.) and charts.

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## Continuum of Educational Services

FRCS offers a continuum of educational services. Our goal is to educate as many students as possible in the general curriculum classroom by providing resources and ancillary services in that setting. The resources include; Occupational Therapy, Physical Therapy, Speech and Language services as well as special education support.

The outline below lists the continuum of services FRCS provides for Special Education students. Some combination of the three systems may also be used.

### **General Education Classroom with Special Education services:**

The student receives instruction in the classroom in consultation with the special education teacher and the regular education teachers or, the special education teacher or ancillary service provider work in collaboration with the student in the classroom.

### **General Educational Classroom with small group instruction in an alternate setting for specific direct instruction:**

The student receives instruction in the regular education classroom in those areas not challenged by the disability. The student also receives instructional support outside of the classroom that addresses a specific learning disability that can not be supported in the classroom or with assistive technology. The goal is to remediate skills in identified areas of specific weakness.

### **Ancillary Services:**

Speech-Language, Occupational Therapy, and Physical Therapy are delivered via

- (a) Consultation with the classroom teacher,
- (b) Services delivered in the classroom by modifying or adapting the curriculum or environment, or
- (c) A direct services delivery model in a setting separate from the regular education classroom

**Assessment:**

Continuous evaluation of student learning is an integral part of the instructional process and is done in many ways, depending on the subject area. FRCS encourages the use of a variety of assessment tools including technology software to evaluate student learning. Both external (standardized and criterion-referenced tests) and internal (literacy surveys, informal and formal) assessments are used. Teachers assess students informally in a variety of ways through classroom observations, class participation, and checklists. Students are assessed formally with projects, research papers, quizzes, chapter tests, periodic tests, textbook-based assessments, and final exams.

**Professional Development:**

FRCS supports the concept that teachers who understand theory and implement practice over time will use new instructional strategies in their classrooms. A professional development committee plans training and activities for all staff members in the areas of curriculum, instruction, assessment, and technology.

The professional development committee surveyed staff this year to identify areas of focus for the 2007-2008 school year. Professional development highlights for this year included Dr. Robert Brooks, keynote speaker, and training in the areas of differentiated instruction, special education, middle school strategies, Spanish, classroom management, and DIBELS reading assessment.

# ACCOUNTABILITY

## I.1 Student Academic Performance Goal (TerraNova - NCE)

*Goal: The average Normal Curve Equivalent (NCE) score on the TerraNova in reading, language, and mathematics for all students and for all significant subgroups of students who remain at FRCS for two or more test administrations will demonstrate an increase from one administration to the next of 2 NCE points.*

**Measures: Comparison of growth to national group.** *How are students progressing compared to a national group of students?* Comparing the NCE scores from one year to the next is a way to inquire about how the rate of progress for FRCS students compares to the rate of progress of the national norm reference group used by the TerraNova. If average NCE scores increase from year to year, this indicates that the academic growth of FRCS students is outpacing the average growth of the norm reference group. An NCE gain of "0" indicates students experienced an average gain in achievement. An NCE decrease from one year to the next indicates slower than average gains. The following results are for students who have been at FRCS for at least two years.

### **NCE Summary (Spring 2006 to spring 2007):**

- > *The combined average NCE of all students in grades 2 through 12 increased from 2006 in reading (1.1 NCEs), language (1.0 NCEs), and math (2.8 NCEs).*
- > *Third grade students met the above goal on all three components: reading (2.6 NCEs), language (2.3 NCEs), and math (9.6 NCEs).*
- > *On average, African-American students at FRCS showed gains on all three components of the TerraNova: reading (2.4 NCEs), language (1.0 NCEs), and math (2.6 NCEs). Their growth in reading and math is statistically significant, or likely not due to chance.*
- > *Special Education students made gains of greater than 2 NCEs on at least two subtests in each of grades 3, 4, 5, 6, 7, and 10. Their gains were statistically significant in reading in grade 3, language in grades 4, 6, and 7, and math in grade 4.*
- > *The NCEs for 11<sup>th</sup> and 12<sup>th</sup> graders at FRCS declined by a much smaller amount than in the previous year. African-American, Asian, and students qualifying for free lunch in those grades actually showed NCE gains of at least 8.5 on the math component. Scores for students in grades 11 and 12 should be interpreted with caution due to the small class size.*

## **I.2 Student Academic Performance Goal (TerraNova – Cohort Scaled Scores)**

*Goal: The average scaled scores of cohorts of students moving up the school's grade level will show statistically significant gains for students who remain in the school for three or more testing cycles. Statistical significance will indicate that the changes in the scaled scores are likely to be due to some other factor besides random fluctuations in testing scores. The size of the change necessary to attain statistical significance will vary based on the number of students tested.*

**Measures: Growth against the Scaled Score.** *How are students in the same grade performing from year to year? An analysis that looks at growth in students' scaled scores from one year to the next provides a second perspective on growth that is complementary to the NCE goal above. This analysis compares the performance of students in one grade level to students at the same grade level the year before. This will give some indication of how student performance at each grade level is improving from year to year. This complements the NCE goal, which looks at student growth relative to the growth of the norm reference group. Together the measures show performance against the test and how that performance compares with that of the national norm referenced group.*

### **Scaled Score Summary (Spring 2006 to spring 2007):**

- > *Students in grades 4, 6, 8, 10, 11, and 12 had higher scaled scores on all subtests in 2007 than their same grade counterparts in 2006. Grade 11 and 12 scores should be interpreted with caution due to small class sizes.*
- > *The greatest gains were in grades 10 and 12. Grade 10 scaled scores were 11.1 points higher in reading, 13.3 points higher in language, and 12.6 points higher in math. Grade 12 scores were 24.1 points higher in reading, 25.6 points higher in language, and 1.2 points higher in math.*
- > *Students in grades 2, 3, 7, and 9 had lower scaled scores on the three subtests than their counterparts in 2006.*

## **I.3 Student Academic Performance Goal (MCAS – Composite/Sending Districts)**

*Goal: The average MCAS scaled score at each tested grade level will exceed the average composite scaled score of the sending districts. The composite will create a weighted MCAS score for the sending districts.*

Because FRCS draws from so many communities, it is necessary to develop a composite MCAS score for those communities so that just one score can be compared to FRCS's score. The composite score is like an average of the local communities' MCAS scores, but it also gives a different weight to each community's score since each community has a different level of representation at FRCS. Because sending district's scaled scores are unavailable, it is necessary to make this comparison using the percentage of students scoring at each of the four performance levels. To further illustrate the benefit of attending FRCS we have included scores for students who have been enrolled at FRCS for longer than two years.

### **2006 MCAS Highlights:**

- > FRCS students outperformed the composite average of our sending districts on four of the six new tests added in 2006: 5<sup>th</sup> grade ELA, 5<sup>th</sup> grade mathematics, 7<sup>th</sup> grade mathematics, and 8<sup>th</sup> grade ELA.
- > FRCS outperformed the composite average on 10 of the 16 total tests given in 2006.
- > Students who have been enrolled at FRCS for longer than two years outperformed their shorter enrollment peers at FRCS on all but two tests—on one of which the two groups scored the same, on the other the difference was only one percentage point.
- > Students enrolled at FRCS for longer than two years outperformed the composite average on 13 of the total 16 tests.

### Grade 3 Reading

	Proficient Plus	Proficient	Needs Improvement	Warning
All FRCS Students	20	47	30	4
Composite Average	18	46	31	6
<i>Enrolled 2 years or more at FRCS</i>	22	51	26	1

### Grade 3 Mathematics

	Advanced	Proficient	Needs Improvement	Warning
All FRCS Students	3	41	45	11
Composite Average	4	52	33	12
<i>Enrolled 2 years or more at FRCS</i>	4	42	47	7

### Grade 4 English Language Arts

	Advanced	Proficient	Needs Improvement	Warning
All FRCS Students	2	49	39	10
Composite Average	8	45	38	9
<i>Enrolled 2 years or more at FRCS</i>	3	51	38	8

### Grade 4 Mathematics

	Advanced	Proficient	Needs Improvement	Warning
All FRCS Students	13	29	51	7
Composite Average	17	28	43	12
<i>Enrolled 2 years or more at FRCS</i>	15	32	47	5

### Grade 5 English Language Arts

	Advanced	Proficient	Needs Improvement	Warning
All FRCS Students	8	62	30	1
Composite Average	16	49	29	6
<i>Enrolled 2 years or more at FRCS</i>	8	70	22	0

## Grade 5 Mathematics

	Advanced	Proficient	Needs Improvement	Warning
All FRCS Students	16	28	47	9
Composite Average	15	28	37	20
<i>Enrolled 2 years or more at FRCS</i>	17	31	46	6

## Grade 5 Science and Technology/Engineering

	Advanced	Proficient	Needs Improvement	Warning
All FRCS Students	27	41	30	2
Composite Average	16	36	40	8
<i>Enrolled 2 years or more at FRCS</i>	28	45	25	3

## Grade 6 English Language Arts

	Advanced	Proficient	Needs Improvement	Warning
All FRCS Students	9	59	25	8
Composite Average	8	61	26	4
<i>Enrolled 2 years or more at FRCS</i>	8	63	23	6

## Grade 6 Mathematics

	Advanced	Proficient	Needs Improvement	Warning
All FRCS Students	16	35	29	20
Composite Average	16	34	31	19
<i>Enrolled 2 years or more at FRCS</i>	16	43	24	18

## Grade 7 English Language Arts

	Advanced	Proficient	Needs Improvement	Warning
All FRCS Students	6	63	28	3
Composite Average	13	60	20	6
<i>Enrolled 2 years or more at FRCS</i>	8	63	27	2

### Grade 7 Mathematics

	Advanced	Proficient	Needs Improvement	Warning
All FRCS Students	13	42	33	13
Composite Average	20	30	30	18
<i>Enrolled 2 years or more at FRCS</i>	14	43	37	6

### Grade 8 English Language Arts

	Advanced	Proficient	Needs Improvement	Warning
All FRCS Students	7	74	17	3
Composite Average	11	65	17	6
<i>Enrolled 2 years or more at FRCS</i>	6	75	17	3

### Grade 8 Mathematics

	Advanced	Proficient	Needs Improvement	Warning
All FRCS Students	16	31	25	29
Composite Average	11	30	33	26
<i>Enrolled 2 years or more at FRCS</i>	11	35	32	22

### Grade 8 Science and Technology/Engineering

	Advanced	Proficient	Needs Improvement	Warning
All FRCS Students	4	39	39	18
Composite Average	3	30	46	21
<i>Enrolled 2 years or more at FRCS</i>	0	57	32	11

### Grade 10 English Language Arts\*

	Advanced	Proficient	Needs Improvement	Warning
All FRCS Students	5	46	49	0
Composite Average	20	57	19	5
<i>Enrolled 2 years or more at FRCS</i>	0	69	31	0

## Grade 10 Mathematics\*

	Advanced	Proficient	Needs Improvement	Warning
All FRCS Students	28	44	25	3
Composite Average	39	28	21	12
Enrolled 2 years or more at FRCS	38	56	6	0

\*Gr. 10 performance levels reflect November retests in ELA and Math

### Strategies for improvement, implemented during the 2006-2007 school year:

#### TestWiz

- > All staff received introductory training for TestWiz software during August 2005 and August 2006 Orientation with support throughout the year. The software allows us to compare internal and external assessment results as well as cohorts.

#### Data Analysis Teams

- > Cross section teams of staff (Classroom Teachers, Specialists, Intensive, Title 1, Special Education, and Guidance) were formed to analyze MCAS data at all grade levels. Strengths, gaps, and strategies were developed for each grade 1-10.
- > Teachers identified gaps in curriculum maps based on data analysis.

#### SuccessMaker Diagnostic Software

- > Additional training for teachers was made available during the 2006-2007 school year.
- > All grade 3-5 students scoring in the warning/failing performance level on MCAS 2006 received SuccessMaker instruction during the year. Additional students in grades 1-8 participated in the program.
- > A before and after school program was offered for students based on need, starting in November 2006- and ending in May 2007.

#### PLATO Software

- > The school received two grants, one in 2006 and one in 2007, through JFY Networks for the PLATO software program.
- > Six teachers have been fully trained to use PLATO software.
- > All 8<sup>th</sup> and 10<sup>th</sup> grade students who received warning/failing on the Math MCAS 2006 exams were required to attend sessions using PLATO.
- > An MCAS math elective using PLATO was implemented for high school students.
- > A trainer from JFY Networks co-taught with the teachers at least 1 time per week.

#### Curriculum Mapping

- > In support of previous year's training, advanced training on mapping for all teachers was conducted for all teachers during the 2006-2007 school year.

#### Professional Development

- > All staff members received training in inclusion, differentiated curriculum, MCAS, TerraNova, data analysis, Epi-pen, Safety and Evacuation, TestWiz, GradeQuick, and Edline, throughout the year.

## I.4 Student Academic Performance Goal (MCAS – 100% Graduation Competency)

*Goal: At graduation, all seniors will have achieved a 100% Competency Determination.*

One hundred percent (100%) of the students in the class of 2007 passed all required sections of the MCAS exam to qualify them for graduation. Thirty-five tenth grade students were enrolled in 2005. Out of that class, ninety-four percent passed the ELA portion of the test and eighty-six percent passed the math portion. In the fall of 2005, 2 of the 5 students who did not pass a portion of the MCAS exam, returned to their sending districts. Individual success plans were created for the 3 students who were required to retake portions of the exam during 2005-2006. Students participated in learning labs, tutoring sessions and in a PLATO software pilot program to boost their skills. We are proud to report that one hundred percent of these students went on to pass the math and ELA sections of the MCAS test to meet graduation criteria.

Competency Determination Status - Class of 2007

# of Students	Pass	CD Determination
English/Language Arts	30	100%
Mathematics	30	100%

### **1.5 Student Academic Performance Goal (Adequate Yearly Progress - AYP)**

**Goal:** *Each year FRCS will make Adequate Yearly Progress (AYP) as established by the Massachusetts Department of Education in accordance with the guidelines set forth in No Child Left Behind.*

Foxborough Regional Charter School (FRCS) made Adequate Yearly Progress (AYP) based on its MCAS performance in the aggregate. Students in the aggregate scored a Composite Performance Index (CPI) of 84.5 for English Language Arts and 76.5 for mathematics. Districts that make AYP in consecutive years have no Accountability Status. FRCS has made AYP in consecutive years.

There is only one statistically significant student subgroup at FRCS, as defined by NCLB Guidelines: white. White students made AYP in both English Language Arts (ELA) and mathematics with CPI scores of 87.2 and 79.8 respectively. Under the state's revised accountability plan approved the Summer of 2004 by the U.S. Department of Education, subgroups with 40 or fewer students assessed in 2004 and 80 or fewer students assessed during the two-year cycle do not qualify for AYP determinations. To qualify, a subgroup must also constitute at least 5% of the students assessed in the school or district. However, all subgroups larger than 200 qualify as a subgroup.

CPI for the subgroups reported were: Special Education students 74.1 in ELA and 58.6 in mathematics; Low income students 75.6 in ELA and 63.1 in mathematics; African American/Black students 68.6 in ELA and 54.9 in mathematics; Asian or Pacific Island students 87.8 in ELA and 84.6 in mathematics.

# Adequate Yearly Progress Report for the Foxborough Regional Charter School 2006 Mid Cycle IV AYP Report

Foxborough Regional Charter School – 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	566	563	99	Yes	642	84.5	Yes	-3.6	No	100.0	Yes	Yes
Lim. English Prof.	2	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	72	72	-	-	83	74.1	-	-	-	100.0	-	-
Low Income	70	69	-	-	80	75.6	-	-	-	100.0	-	-
Afr. Amer./Black	66	66	-	-	78	68.6	-	-	-	-	-	-
Asian or Pacif. Isl.	45	45	-	-	49	87.8	-	-	-	100.0	-	-
Hispanic	12	12	-	-	13	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-
White	443	440	99	Yes	502	87.2	Yes	-1.0	No	100.0	Yes	Yes

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	566	566	100	Yes	592	76.5	Yes	-1.4	NO	100.0	Yes	Yes
Lim. English Prof.	2	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	72	72	100	Yes	81	58.6	No	0.5	NO	100	N<6	No
Low Income	70	70	-	-	67	63.1	-	-	-	100	-	-
Afr. Amer./Black	66	66	-	-	77	54.9	-	-	-	-	-	-
Asian or Pacif. Isl.	45	45	-	-	39	84.6	-	-	-	100	-	-
Hispanic	12	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-
White	443	443	100	Yes	467	79.8	Yes	2.0	Yes	100	Yes	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	No	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	No	Yes	Yes	No	

## I.6 Student Academic Performance Goal (Spanish Fluency)

Students who graduate from the school and have attended the school for at least four years will be fluent in Spanish. Verbal fluency is measured by adapting the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines for classroom use. ACTFL is the recognized standard setter for fluency in second languages for American schools.

The tool used to measure oral proficiency of the graduating seniors is the Spanish Language Assessment—Oral or SLA-O which was adapted from the Massachusetts English Language Assessment—Oral or MELA-O. The SLA-O is an observation scale that facilitates the assessment of Spanish oral proficiency of students in grade 12. The tool assesses students in 5 areas: fluency, vocabulary, comprehension, grammar and pronunciation. A score of “4” on the SLA-O rubric represents oral proficiency.

This is the third year that FRCS has measured verbal fluency of graduating seniors who have attended FRCS for at least 4 years. During 2006-2007, FRCS had 28 graduating students who had attended the school four or more years. These students were assessed prior to graduation. Forty-six percent of the students were proficient in fluency, sixty-seven percent in vocabulary, sixty percent in grammar and sixty-six percent in comprehension. Seventy-four percent of students were proficient in pronunciation.

## II.1 Organizational Viability Goal (Student Non-Academic Performance Objective)

*Goal: On an annual survey of students in grades 6 through 12, 80% of the students will respond Yes to ten statements about the importance of the Student Life Program*

The current student survey was designed to provide the school with student perception data on student life activities and leadership opportunities. On the 2007 survey of students in grades 6-12, 46% responded that they participate in Student Life activities during the school day and 51% responded that they participate in student life activities after school hours.

While this data shows a trend that most students who want to participate are actively involved, it is the goal of the school, through student life, to encourage all students to engage in productive and appropriate community activities. According to survey results, areas of improvement include student to student communication and additional club selections at the middle school level.

### 2006-2007 Middle School Clubs

Chess	Xylem (student newspaper)
Art	Drama
Gardening	Hearts & Spades

### 2006-2007 High School Clubs

Grill Club	Prom Committee
Art	Drama
Hearts & Spades	Rock & Roll
Ultimate Frisbee	Literary Magazine
Interact	Knitting
Song Writing	Drama
Poetry	Band
Pilates	S.A.D.D.
French	

### 2006-2007 Service Projects

*The Foxborough Regional Charter School promotes positive ethical, moral, and civic values and prepares students to serve their community as leaders and good citizens. We present students with projects and issues requiring critical thinking, problem-solving, decision-making, and real-life applications of their academic studies through our student life and community service learning programs which are integral components of the overall educational experience at Foxborough Regional Charter School.*

- An 8th grade class organized a rotating schedule for upper school to help out on the playground with kindergarten students
- An 8th grade class organized a dress code clothing swap
- Two 11<sup>th</sup> grade students organized a schedule of student volunteers for the Attleboro Animal Shelter’s Annual Harvest Festival
- A 6th grade class collected \$40 for Unicef
- Interact Club donated 25 complete Thanksgiving meal baskets to the Dianne DeVanna Center for the Prevention of Child Abuse and Neglect

- FRCS National Honor Society presented their community service project "Book Buddies" at Boyden Library
- The Student Life Organization sponsored a student run Monster Bash for grades K-2 and an I "Scream" Party for grades 3-5
- Second grade students planned a Mix it Up Lunch
- A group of 6th grade girls organized a middle school dance and donated \$284 in proceeds to the Central New England Equine Rescue Center of West Warren, MA
- The Intro to Visual Arts Class made "ABC" books to be donated to orphans in Uganda
- FRCS National Honor Society and the "Loganators" painted the school's crosswalks and parking spaces
- 180 upper school students volunteered in the school's peer tutoring program and over 200 lower school students received peer tutoring or mentoring throughout the year
- FRCS SADD Chapter organized the following projects: Red Ribbon Poster Contest and Seat Belt Campaign; The Grim Reaper; and Prom Contract for Life
- 6th grade students donated \$620 to the Make a Wish Foundation; The money was raised from the Pushcart War Public Market Project
- \$1,041.64 was donated to Child Aid to work at the grassroots level to solve issues of illiteracy, poverty and injustice in Latin America
- The gardening club watered all the plants throughout the building on a weekly basis
- Student leaders held a Walk a thon and raised over \$1,600 toward our new playground project

## 2006-2007 Student Trips

*Students have many opportunities to enrich their curriculum through 1 day field trips to local Massachusetts locations, 4 day trips to national locations and 10 day trips to International locations.*

Six Flags (Grades 6-12)  
 Tomb (Grade 6)  
 Wheelock Theater to see a live production of Holes (Grade 4)  
 Middle School trip to Washington DC (Grades 7 and 8)  
 The Norfolk School Partnership 4th Annual Peer Leadership Conference  
 Nature's classroom (Grade 5)  
 New England Aquarium (High School)  
 Christa McAuliffe Museum (Grade 8)  
 Museum of Science (High School, Grades 3)  
 England (High School)  
 Biogen Laboratories (High School)  
 The Ecotarium (Grade 2)  
 RISD Fashion Show, Veteran's Memorial Auditorium (High School)  
 Roger Williams Zoo (Grade 1)  
 Mystic Aquarium (Grade 7 )  
 National College Fair—Boston  
 Johnson and Wales Multicultural Center, Holocaust Museum

## 2006-2007 Spirit Day Charitable Donations

*The first Friday of each month is "Spirit Day". For a donation, students may wear non-dress code clothing. Each month we sponsor a different charity and collect money or goods to support their community efforts.*

Month	Community donation
September	28 boxes of art supplies for Boston Children's Hospital and Horizons for Homeless Children
October	25 Holiday Food Baskets for the Dianne DeVanna Center
November	\$625 in Target Gift Cards for local families
December	Over \$903.74 for the National Vietnam Veteran's Art Museum in Chicago
January	\$418.22 for the Rhode Island Holocaust Museum and \$418.22 for

	Doctors without Borders
February	\$544.17 for the Brockton Boys and Girls Club
March	Over \$360 for Horizons for Homeless Children (Boston)
April	Over \$490 for the Dianne DeVanna Center
May	Over \$470 for the Katie DeCubellis Foundation
June	Over \$300 for the Fallen Heroes Fund

### IV.1 Organizational Viability Goal (Student Enrollment Rates/Trends)

*Goal: FRCS will demonstrate its organizational viability by re-enrolling 85% of its students overall and showing no greater than 5% withdrawal of students at any one grade for reasons other than moving or illness.*

32 students withdrew during the school year and 29 students withdrew in June 2007. Based on enrollment of 1021, 94% of students will be returning in September 2007. Enrollment efforts during the 2006-2007 school-year focused on retention. We continued to increase correspondence to targeted grade levels, conducting small group and grade level open house events to improve communication.

#### **Attrition Trends**

	Enrollment	Mid Year Withdrawals	End of Year Withdrawals
2004-2005	979	30	50
2005-2006	980	35	43
<b>2006-2007</b>	1021	32	29

The overall withdrawal percentage by grade level is slightly higher than the 5% attrition per grade stated in the Accountability Plan goal. However, these numbers do not distinguish moving and illness/medical exceptions. When these reasons are factored out, the percent of most grade level withdrawal is within the 5% goal. The exception, however is for students entering grade 9 – specifically, those who leave for other high schools. The primary reasons given for other grade level withdrawals include transportation issues and geographic relocation.

#### **Enrollment History**

School Year	Enrollment	% Increase
2000-2001	639	
2001-2002	684	7%
2002-2003	753	10%
2003-2004	888	18%
2004-2005	979	10%
2005-2006	980	0%
2006-2007	1021	4.2%

### **2006-2007 Enrollment**

As of the October 1<sup>st</sup> report Foxborough Regional Charter School enrolled 1,021 students.

#### **Enrollment for 2006-2007 Number of students by grade**

Lower School	Middle School	High School
K – 94	6 – 95	9 – 49
1 – 114	7 – 68	10 – 42
2 – 112	8 – 66	11 – 33
3 – 111		12 – 32
4 – 103		
5 – 102		

## IV.2 Organizational Viability Goal (Student Attendance Rates)

*Goal: FRCS will maintain an average attendance rate of 92% or higher.*

Attendance rates at FRCS continue to be excellent. Historically, we have witnessed annual rates between 95%-96%. The 2006-2007 school year is no different. Our lower school (grades K-5) rate for this school year is at 96.38%, while our upper school (grades 6-12) rate is 95.37%.

### Student Suspensions

In the 2006-2007 school year, there were 16 out of school suspensions and 103 in-school suspensions. These 119 suspensions represent 76 students. There were 0 expulsions.

FRCS has a "zero tolerance" policy for threatening or bullying behavior, therefore, many suspensions were the result of verbal or physical threats, regardless of the initial intent.

## IV.3 Organizational Viability Goal (Wait List)

*Goal: FRCS will maintain a wait list.*

Continued efforts were made this year to reach out to the community in an effort to promote the charter school program. Currently, there are a total of 608 students on our wait list.

**Current Waitlist by Grade Level**

K	1	2	3	4	5	6	7	8	9	10	11	12
158	68	49	50	43	0	6	22	53	42	56	49	12

## Student Applications received by Grade and Town during the 2006-2007 School Year

	K	1	2	3	4	5	6	7	8	9	10	11	12
Attleboro	43	6	6	7	4	5	3	3	2	6	2	1	0
Avon	0	0	0	0	0	0	0	0	0	0	0	0	0
Brockton	5	5	6	3	3	2	4	3	4	1	1	2	0
Canton	0	1	0	1	0	0	0	0	0	0	0	0	0
Easton	1	0	0	0	0	0	0	1	0	0	0	0	0
Foxborough	24	3	4	1	1	3	0	1	0	1	1	0	0
Mansfield	27	3	0	3	1	0	0	1	0	1	1	0	0
Medway	0	0	0	0	0	0	0	0	0	0	0	0	0
Millis	0	0	0	0	0	0	0	0	0	0	0	0	0
Norfolk	0	0	0	0	0	0	0	0	0	0	0	0	0
North													
Attleboro	35	2	2	1	0	2	1	1	2	0	0	0	0
Norton	32	6	2	4	2	3	5	0	1	3	0	0	0
Norwood	4	1	0	0	0	0	0	0	0	0	0	0	0
Plainville	6	0	2	0	0	0	0	1	0	0	0	0	0
Sharon	1	0	2	0	1	0	2	1	1	0	0	0	0
Stoughton	2	0	0	0	1	1	2	0	0	1	1	0	0
Walpole	1	0	0	1	0	0	0	0	0	0	0	0	0
West													
Bridgewater	0	0	0	0	0	0	0	0	0	0	0	0	0
Wrentham	1	0	2	0	1	0	0	0	0	0	0	0	0
Totals													

## VI.1 Organizational Viability Goal (Highly Qualified Staff)

*Goal: 100% of FRCS staff will be highly qualified as defined by NCLB guidelines.*

*NCLB requires that all teachers in core academic subjects be designated as "highly qualified" by the end of the 2005-2006 school year. Core academic subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, arts, history, and geography.*

In order to meet the NCLB highly qualified definition, FRCS teachers must possess a valid Massachusetts teaching license at either the preliminary, initial, or professional level, and demonstrate subject matter competency in the areas they teach. Qualifications are also required for paraprofessionals who provide instructional support, regardless of the funding source.

We have recently completed an audit on the "highly qualified" status of all staff who have a responsibility for classroom instruction. Based solely upon the credentials currently on file with the business office, 93% of teachers and 93% of paraprofessionals are designated as highly qualified. However, these percentages reflect those files deemed complete. If, for example, a teacher has not submitted his or her final college transcripts demonstrating a degree in a subject matter competency, or has not received his or her final scores on the MTEL, the teacher may be, but not yet categorized as "HQ".

The Administration developed a training and communications program to assist all teachers in meeting the "HQ" designation through various approved strategies, including the development of individual training plans called HOUSSE Plans (High Objective Uniform State Standard of Evaluation). The first training workshop was conducted in January 2005 for all teachers and paraprofessionals, and ongoing professional development and tuition reimbursement opportunities were made available through the 2006-2007 school year. Six teachers completed HOUSSE plans this year to achieve Highly Qualified status.

### Staff Profile

	2004-2005	2005-2006	2006-2007
Full Time Teachers	64	71	73
Highly Qualified Teachers	73%	93%	93%
Full Time Paraprofessionals	12	15	14
Highly Qualified Paraprofessionals		93%	93%
Average years experience	5	7	7
Average years at FRCS	4	4	4
Mid year attrition	0	0	1
End of year attrition	3%	11%	19%

## VII.1 Organizational Viability Goal (Parental Satisfaction)

*Goal: Parents will express general satisfaction with the school by having at least an average response of "tend to agree" on the annual parent survey.*

SchoolWorks, an independent organization, conducted a survey this spring of parents of students who attend Foxborough Regional Charter School (FRCS). The goals of the survey were to assess parents' overall satisfaction with the operation of the school. Six Hundred sixty (660) surveys were distributed to FRCS parents and caregivers. One hundred ninety-six (196) surveys were returned to SchoolWorks and were analyzed. This suggests a participation level by parents of about thirty percent (30%). The survey was composed of a 16-item Likert scale questionnaire that asked parents to indicate their agreement/disagreement with a panel of statements about FRCS. The survey also solicited open-ended comments from parents about what the school does well and/or areas for future improvement. Confidentiality of respondents was assured in order to maximize respondents' candor. One hundred eight (108) parent respondents reported that they have one child enrolled and sixty-eight (68) said that they have two children enrolled in FRCS. Sixteen (16) respondents said that they have three or more children enrolled in FRCS.

## **Summary of Survey Results**

The survey data were overwhelmingly positive about the school, its leadership and its academic program. Survey data indicate that a majority of respondents agree that: 1) the school has high expectations for their child's learning – 91% agreed; 2) the quality of teaching at FRCS is good – nearly 93%; 3) the school motivates their children to learn – more than 93% and, 4) the school creates a good climate for their children – more than 94% agreed. Nearly eighty-nine (89%) of the parents surveyed agree with the statement, "The school has good leadership". Nine of every ten respondents agree that the school runs smoothly. Forty-one percent (41%) of respondents agree that "parents involvement at FRCS should be primarily outside of the classroom," while one half (50%) disagree. Ninety percent (90%) of the parents surveyed agree that the school's goals are clearly stated with parents. Eighty-one percent (81%) of the respondents agree that PIE is a useful way for parents to support FRCS.

### **VIII.1 Faithfulness to the Mission Goal (Student Career/College Plan)**

*Goal: All students will adopt a clear and effective college application strategy as measured by 100% of eligible students having a career/college plan in the 11<sup>th</sup> grade.*

All 11<sup>th</sup> and 12<sup>th</sup> grade students are required to enroll in an Advising class that meets once per week throughout the school year. The Advising class is facilitated by the Guidance Counselor with the assistance of the Student Life Advisor. Topics discussed during this time include career and college choices, financial aid and scholarships, essay writing, college résumé, practice applications, standardized test preparation, individual student requirements for success in the application and acceptance process for higher education, and transition planning. Outside speakers knowledgeable in these areas also provide support during Advising class.

In addition to group activity, all 11<sup>th</sup> and 12<sup>th</sup> grade students meet individually with the Guidance Department and/or advising class instructor to identify, monitor, and evaluate student-specific goals. At the beginning of their junior year, students complete a College/Career Form with the assistance of the Guidance Counselor. The form is adjusted in the Spring, as needed, upon review with the student and parent/guardian.

For those students requiring it, Individual Student Success Plans were created to ensure academic monitoring and success. This form documents additional supports required for achieving career and college goals.

Also, all students in grade 9 complete an academic planning form that guides students throughout their high school learning experience at FRCS. It is used with other tracking forms as a point of reference for course selection, career planning, and college admissions and is revised as necessary.

## VIII.2 Faithfulness to the Mission Goal (Student Test Thresholds/College Admissions)

*Goal: All eligible students will be able to attend college as measured by 100% of students having SAT and/or ACT scores that qualify them for admission to one or more colleges listed on their college plan.*

The Guidance Department tracks student scores on standardized college admissions tests. This information enables the Guidance Department to better prepare students for admission to their colleges of choice and to statistically report the percent of students achieving this goal.

Individual student scores from the class of 2006 were tracked and compared to National and State averages as provided by the College Board. Student scores were also compared to mean scores for each student's college choice.

100% of the seniors taking the SAT or ACT from the classes of 2004 - 2007 scored sufficiently high on SAT or ACT to qualify for one of their colleges of choice.

## Dissemination

Foxborough Regional Charter School disseminates information through public open houses, community collaborations, committee memberships and written publications. Administrators, teachers, students and parents participate in many activities throughout the year to promote our school and share best practices.

### 2006-2007 Public Events

Event	Goals
Open House for Current Middle School Students	Disseminate information about our high school program and curriculum
Kindergarten Open House for all prospective parents in our 21 sending districts	Disseminate information about our full day kindergarten program and lottery procedures
Open House for all prospective families for grades 1-12	Disseminate information about our school mission and goals, course selections and student programs
4 <sup>th</sup> and 5 <sup>th</sup> grade Open House	Disseminate information about our middle school program for current 4 <sup>th</sup> and 5 <sup>th</sup> grade students
Monthly Breakfast with the Director	Disseminate information about school goals, progress, and issues

### 2006-2007 School Collaborations:

It is exciting and rewarding to work with other charter and non-charter public schools. These collaborations are imperative in generating new strategies that continuously improve academic achievement.

On March 30, 2007 a team of Administrators, teachers and students from Foxborough Regional Charter School presented at the Massachusetts Charter School Association's Annual State-wide conference. The workshop presentation included strategies and methodology for curriculum mapping and data analysis.

The school has developed a long standing relationship with the local Rotary club and has sponsored a high school Interact Service club for four years.

Through our Student Life program, our students partner with community organizations on a monthly basis, sharing information about our school and learning about ways to contribute to society.

## **2006-2007 Committee Memberships of FRCS Administrators**

MSSAA Educational Policies Committee –

Collaboration with school principals of non-charter public schools on setting priorities for educational policy

MSSAA Teaching and Learning Committee –

Collaboration with school principals to encourage the continual evaluation and development of curriculum; conduct surveys of relevant current practices and disseminate information to the membership in regards to innovative ideas and successful programs; promote curriculum workshops, conferences and publications; establish liaisons with other organizations (including the Department of Education) studying curriculum development

MSSAA Legislative Committee –

Collaborate with school principals of non-charter public schools on setting priorities for legislative agendas

MSSAA Student Programs Committee –

Collaborate with school principals of non-charter public schools on sharing best practices on student policies and procedures regarding discipline, attendance, extra curricular activity eligibility, and other administrative challenges

NELMS Middle Level Membership -

Participation and contribution to New England League of Middle Schools

International Teaching and Learning Consortium Executive Board -

Participation and networking with K-12 schools from Canada and the United States to share best practices for teaching and learning

## **2006-2007 Communication**

- > A weekly newsletter reports on school-wide programs and events
- > Weekly grade level newsletters inform parents of grade level curriculum and projects
- > A weekly Director's Digest informs the school community about student achievement, progress toward school goals, Board committee projects and upcoming legislation effecting public education.
- > The school launched its official website this year and was recognized by MassCUE, Inc. as a Distinguished District Honoree. The site is updated regularly with announcements and information beneficial to its users.

# FINANCIALS

## Net Assets - Unaudited

### ASSETS

#### Current Assets

Cash and cash equivalents	\$	3,463,671
Accounts receivable:		
Intergovernmental		11,297
Other		3,328
Prepaid expenses		83,873

**Total current assets** 3,562,169

#### Capital assets

Land/Buildings/Improvements		8,917,712
Modular Buildings		1,356,842
Furniture, equipment, and software		735,690
Construction in progress		103,121
Less: accumulated depreciation		(1,697,745)

**Total investment in capital assets** 9,415,620

**TOTAL ASSETS** \$ 12,977,789

### LIABILITIES AND NET ASSETS

#### Current Liabilities

Accounts payable	\$	303,015
Accrued expenses		180,801
Accrued compensation		553,307
Other liabilities		15,176
Notes payable - Eastern Bank		-
Mortgage payable		448,024
Capital lease payments		262,316
Deferred income		14,838

**Total current liabilities** 1,777,477

Mortgage payable 7,252,961

Capital lease payable, noncurrent 58,744

**Total liabilities** 9,089,182

#### Net Assets

Investment in capital assets		1,393,575
Restricted - Capital Projects		1,205,000
Unrestricted		1,290,032

**Total net assets** 3,888,607

**TOTAL LIABILITIES AND NET ASSETS** \$ 12,977,789

## FY07 to Budget - Unaudited

	<u>Budget</u>	<u>Actual</u>	
<b>REVENUES</b>			
Per Pupil Tuition	\$ 9,264,540	\$ 9,278,938	100.16%
Federal Grants	256,091	250,948	97.99%
State Grants/Reimbursements	1,600	40,328	2520.50%
Food Service Program	175,000	175,869	100.50%
Extended Day Program	185,000	199,617	107.90%
Other Revenues	123,500	161,876	131.07%
<b>Total Revenues</b>	\$ 10,005,731	\$ 10,107,576	101.02%
<b>EXPENSES</b>			
Personnel			
Administration	324,250	327,874	101.12%
Instructional Services	4,269,450	4,186,203	98.05%
Student Life	104,295	97,361	93.35%
Other Student Services	359,600	379,430	105.51%
Operations	96,875	96,193	99.30%
Grants	5,100	2,800	54.90%
<b>Subtotal Personnel</b>	5,159,570	5,089,861	98.65%
Operating Costs			
Administration	293,050	302,419	103.20%
Instructional Services	738,415	714,715	96.79%
Student Life	119,050	118,955	99.92%
Other Student Services	299,250	330,839	110.56%
Operations	498,600	483,684	97.01%
Insurance & Benefits	766,850	750,357	97.85%
Grants	65,000	83,632	128.66%
<b>Subtotal Operating Costs</b>	2,780,215	2,784,601	100.16%
Capital Outlay	504,720	505,999	100.25%
Property Leases & Debt Service	1,046,093	1,045,840	99.98%
Property Acquisition/Expansion	515,000	515,239	100.05%
<b>Total Expenses</b>	\$ 10,005,598	\$ 9,941,540	99.36%
<b>NET BUDGET RESERVED</b>	\$ 133	\$ 166,036	

## Preliminary FY08 Budget

<b>Number of Students</b>	<b>1,050</b>
<b>REVENUES</b>	
Per Pupil Tuition	9,559,200
Federal Grants	251,800
State Grants/Reimbursements	20,000
Other Revenues	538,550
<b>Total Revenue</b>	<b>10,369,550</b>
<b>EXPENDITURES</b>	
<b>Staff Cost</b>	<b>5,544,195</b>
<b>Operating Expenses</b>	
Administration	290,300
Instructional Services	864,150
Other Student Services	361,200
Operations	517,350
Insurance & Benefits	809,375
	<b>Sub- Total</b>
	<b>2,842,375</b>
<b>Debt Service</b>	<b>1,042,938</b>
<b>Total Expenditures</b>	<b>9,429,508</b>
<b>Gross Operating Surplus (Deficit)</b>	<b>940,042</b>
<b>CAPITAL OUTLAY</b>	
Technology	140,000
Furniture & Equipment	-
Modular Classrooms/Offices	-
Facility Improvements	50,000
Facility Expansion	750,000
<b>Total Capital Outlay</b>	<b>940,000</b>
<b>Net Budget Reserved for Contingency</b>	<b>\$ 42</b>

# APPENDIX X

## 2006-2007 Report Card - Foxborough Regional Charter (District)

### Foxborough Regional Charter (District) (04460000)

Mark Fish Logan, Charter School Leader

Mailing Address: 131 Central Street

Foxborough, MA 02035

Phone: (508) 543-2508

FAX: (508) 543-7982

Website: <http://www.foxboroughrcs.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.

Enrollment - 2006-07				Educator Data - 2006-07			
	School	District	State		School	District	State
<b>Total Count</b>	1,021	1,021	968,661	<b>Total Number of Teachers</b>	78	78	73,176
<b>Race/Ethnicity (%)</b>				<b>Percentage of Teachers Licensed in Teaching Assignment</b>	70.3	70.3	95.4
African American or Black	11.6	11.6	8.2	<b>Total Number of Teachers in Core Academic Areas</b>	65	65	60,604
Asian	7.2	7.2	4.8	<b>Percentage of Teachers in Core Academic Subjects Who are Highly Qualified</b>	80.0	80.0	95.1
Hispanic or Latino	2.4	2.4	13.3	<b>Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified</b>	20.0	20.0	4.9
Multi-race, Non-Hispanic	1.1	1.1	1.7	<b>Student/Teacher Ratio</b>	13.2 to 1	13.2 to 1	13.2 to 1
Native American	0.1	0.1	0.3				
Native Hawaiian or Pacific Islander	0.0	0.0	0.2				
White	77.6	77.6	71.5				
<b>Gender (%)</b>							
Male	48.0	48.0	51.4				
Female	52.0	52.0	48.6				
<b>Selected Populations (%)</b>							
Limited English Proficiency	0.1	0.1	5.6	<b>Percentage of Teachers Licensed in Area in Which Teaching</b>	70.3	-	-
Low-Income	7.2	7.2	28.9	<b>Percentage of Teachers in Core Academic Subjects Who are Highly Qualified</b>	80.0	-	-
Special Education	8.2	8.2	16.9	<b>Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified</b>	20.0	-	-
First Language Not English	4.1	4.1	14.9				
<b>Grades Offered:</b> K, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12							