

The Benjamin Franklin Classical Charter Public School



2006 – 2007

Annual Report

Kevin O'Malley, HOS

201 Main Street
Franklin, MA 02038

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www.bfccps.org

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1. School Address/Contact Information:

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2. Introductory Description of the School:

The Benjamin Franklin Classical Charter Public School (BFCCPS) opened in 1995 with 150 students in grades K-4. The school added a grade each year until it arrived at its current enrollment of 388 students in grades K-8. BFCCPS can enroll a maximum of 425 students. BFCCPS has just completed its eleventh year of operation. The school is located in a former Catholic Parish School in Franklin, MA.

The demographic makeup of the current student body is 2.0% African American; 7.0% Asian; 0.5% Hispanic; 0.5% Native American; 89% Caucasian; and 1.0% Multi-Race Non-Hispanic. BFCCPS recruits students from Franklin and neighboring districts.

3. Letter from Chair of the Board of Trustees:



**The Benjamin Franklin Classical Charter Public School
201 Main Street
Franklin, MA 02038**

July 2007

I am pleased to present to you the 2006-2007 Annual Report for BFCCPS and provide a brief overview of some of the accomplishments of the Board of Trustees over the last twelve months.

- The Board extended Dr. O'Malley's employment as Head of School for an indefinite period of time.
- We had a visit from Dr. Marc Kenen, Executive Director of the Massachusetts Charter Public School Association who spoke about 'best practices'.
- The recommendations of the Organizational Task Force were accepted and the Board directed the Head of School to establish a Leadership Council, a Pillar Council, a Staff Development Committee and a plan for the increased participation of the Faculty and Staff in the daily decisions and operations of the School.
- The Board approved the position for an Assistant Head of School. The reputation of BFCCPS was demonstrated by the 30+ applications we received for the position. We welcome Heather Zolnowski starting in that position on July 1st.
- The School had a successful DOE Site Visit. The report that was issued is a strong affirmation of what we do at BFCCPS and indicated that the School is fully upholding its charter in the three key areas of accountability and the corresponding criteria for school performance – faithfulness to the terms of the charter, a successful academic program and viability of the organization.
- We instituted recognition of the month program at the Board meetings and have welcomed many students from the arts, A+ Scarves, character education, Destination Imagination, music, school store, sports, and student government. What a delight it is to listen to these students every month as representatives of all of our students at the School.
- The Board continues with our responsibility to Governance issues and continues to review all of our Board Bylaws and Policies for necessary revisions.

Thank you to our retiring board members Colleen Brown, Mark Kripp, Jack McCarthy, Laureen Pfizenmaier and Faculty Representative Joe Perna and welcome to our new board members. And I must also take this opportunity to thank Dr. O'Malley and the wonderful faculty, staff and parents who have been a delight to work with. Thank you for being with us at BFCCPS.

Sincerely,

John H. Neas
For the Board of Trustees

5. **School Mission Statement:**

"To assist parents in their role as primary educators of their children by providing the children with a classical academic education coupled with sound character development and opportunities for community service."

6. **Summary of Educational Philosophy:**

At BFCCPS, we promote a curriculum that honors inquiry and exploration through interdisciplinary studies and projects. Our curriculum, based on E.D. Hirsch's Core Knowledge Sequence (CK) is coupled with the Massachusetts Curriculum Frameworks (MCF) resulting in the blend of the two curricula. "We call this blending an enriched frameworks curriculum."

In today's educational world there is much conversation about the effect of standardized tests on teaching methods, with many fearing that creative education may be abandoned in the quest for strong test scores. BFCCPS proves to be an important example in this dialogue. We promote excellent test scores and creative teaching, relying on projects, exploration, and interdisciplinary studies.

The Benjamin Franklin Classical Charter Public School was founded on four pillars: Classical Education, Parents as Primary Educators, Community Service and Character Education and often integrated creating an education of the whole child.

The Core Knowledge Curriculum: is a curriculum based on the work of E.D. Hirsch which emphasizes a classical academic curriculum in which topics spiral so that students can revisit them, ensuring that students develop a basis for learning what educated people should know. There is also an emphasis on learning art history and music history. In addition, the curriculum includes and invites a look at the diverse peoples and ideas that both comprise and have shaped the world in which we live. For more information, go to www.coreknowledge.org.

E.D. Hirsch reminds educators that the Core Knowledge Curriculum is a curriculum and not a method of teaching. BFCCPS prides itself on integrating subjects and on providing a hands-on, project-based curriculum. Although information and ideas are very important for children to learn, we believe that information is both better retained and understood when students are engaged in active learning. Examples of this active learning include students learning about immigration by visiting an immigration museum, writing a journal about an immigrant experience and writing plays to act out different scenes from history. In science students grow plants when learning about genetics; build cars when learning about physics; design models of the solar system; and create scaled time-lines of life of geological eras.

There are also many examples of integration across the curriculum. Students study Jazz when they study 20th century American History. They study Greek and Roman architecture when studying about Greece and Rome.

When studying astronomy, they learn the myths behind the names of the constellations and planets; Latin students share their interpretations of astronomy projects with other classes. Students read storybooks which are based on math challenges or puzzles. When they learn about an artist, they do artwork based on that artist's style.

Not all learning can or should be "hands-on" and cross-curricular. Our teaching methods are varied: sometimes you just have to sit down and memorize. We try to make the material engaging, interactive, and accessible while using the challenging, varied, and intriguing Core Knowledge Curriculum.

In addition, to the Core Knowledge Curriculum, students begin French instruction in kindergarten and Latin in the sixth grade. Physical Education, Music, and Art also begin in kindergarten.

We, also, have a strong performance music program. All students start the recorder in the third grade and students can select a musical instrument in the fourth grade. Last year 90% of the

students in grades 4 - 8 took music lessons at school and were in one of the school's five performance bands: Concert Band, Wind Ensemble, Symphonic Band, Jazz Ensemble, and Marching Band. The various bands performed at the Franklin Memorial Day Parade, and at many assemblies. In the past, both the Symphonic Band and the Chorus received gold medals at the Great East Festival.

In grades, 6 - 8 there is an Art Elective Program and some of those offerings include jazz band, drawing, drama, chorus, and Orff instruments.

Character Development: the school is based on the premise that education without character is hollow at best, and dangerous at worse. The school teaches character education by weaving that education into every part of the curriculum. What are the ethical implications of science research? What character strengths did Woodrow Wilson or Franklin Roosevelt demonstrate? What character traits are characters in a novel displaying? How did you just treat a fellow student? How would you want to be treated?

We know that children learn from what they see around them, and we strive to shape a community of adults who themselves demonstrate good character, and who model the virtues we hope our students will embody. The character education teaching in the school is based on the four classical virtues: Justice, Temperance, Fortitude, and Prudence. Each month we focus on one virtue, while still honoring the many others.

In addition, each month grades K - 5 have a "Forest of Virtue" assembly in which students thank other students for an action, which demonstrated one of the virtues. These are charming and touching moments when students look each other in the eye and thank each other. Older students design or select a community service project each month that helps them to act on one or more of the virtues and character traits we hope they will internalize.

Community Service: students in all grades perform community service. There is an increasingly large circle in which students perform community service: their classrooms, their school, their local community, and the broader world community. All of these areas are recognized as valuable arenas in which to perform community service. Through community service students learn self-esteem, recognize that they are members of larger communities, and both practice and develop ethical qualities.

Parents as Primary Educators: through this pillar, we acknowledge that parents shape their children's attitudes toward school and learning. We ask that parents continue the work of school at home by either enriching or assisting student's work as needed. To help support this pillar, each grade sends home a Scope and Sequence each month, outlining what will be covered in all the subjects. This monthly communication enables parents to be involved with their children at home with schoolwork, both supplementing and supporting schoolwork. In addition, in each monthly edition of the school newsletter, *The Courant*, each teacher writes about one aspect of the previous month's curriculum to further help parents engage with their children around their school work. Of course, these publications give the faculty the opportunity to share ideas about education.

Parental Influence and Responsibility: the school recognizes parents as the primary educators of their children and affirms the proven positive correlation between parental involvement and student success. It is crucial that the parents welcome their responsibility to share in the education of their children. The school encourages parental participation in all phases, from the application process, to providing additional academic challenge, and to helping with remediation when needed.

7. **Summary of Performance Relative to Objectives:**

Mission Objective: To teach students the enriched classical academic curriculum based on E. D. Hirsch's, JR's Core Knowledge Sequence and through this experience to build a high degree of competence in and a strong command of the content base that will comprise the foundation of their future education.

Performance Relative to Student and School Performance Objectives:

The school performance reviewed in this section is based on goals that were adopted in 2003 by the Board of Trustees. All of the external standards are reported on in this Annual Report.

Language Arts:

Goal:

75% of the tested students will score 80% or better on an internally designed grammar test.

History:

Goal:

75% of tested students will score 80% or better on the internally designed and administered year-end test on Core Knowledge history that was studied during the year.

Geography:

Goal:

80% of the tested students will score 85% or better on an internally administered geography test.

Humanities:

Goal:

85% of students in each Humanities class will master the skill elements articulated by the individual rubrics for each representative project.

Mathematics:

Goal:

At least 50% of all 8th grade students will complete a full credit Algebra I course and will be eligible to gain a secondary school credit.

Science:

Goal:

All students in grades 5-8 will prepare and present a science research project with a formal lab report, as appropriate for each grade, based on individual hypotheses formed by the students. Projects will be assessed using a rubric based on the scientific method, and 80% of students will demonstrate mastery of the skills delineated in this rubric.

The following objectives are not currently written in a measurable format. Standards based rubrics and/or comprehensive tests are still under development. Anecdotal reports are presented in narrative form in the Accountability Results section of the annual report. Please refer.

Latin Goals:

See narrative in Accountability Results Section.

Music CK:

Grades K-2: 80% can recognize, discuss musicians and sing CKS musical selections.

Grades 3-5: 80% can recognize, discuss musicians and sing CKS musical selections and analyze and describe music of others.

Grades 6-8: 80% will be able to identify music periods, composers, musical forms, count and play basic rhythms, describe and analyze music of others.

Instrumental Music:

Grades 6-8: 100% of students taking this elective will be able to read standard notation, sight read with accuracy and expression, and compose short pieces.

Fine Arts:

Grades K-5: 100% will be introduced to line, shape form space light texture and color.

Grades 6-8: 80% can identify art periods from CKS.

Grades 6-8: 80% of Fine Arts elective students will develop a portfolio.

Drama:

100% of students taking this elective will be able to identify basic theatre terms, understand improvisation, tell a story using vocal physical and presentation skills, integrate direction into individual and group work.

Physical Education:

100% of students will demonstrate proper technique, learn basic skills and function as a team demonstrating cooperation, listening and respect.

Latin:

Goal:

- *Students will develop reading ability in Latin*
- *Students will develop the ability to comprehend Latin text*
- *Students will be able to express themselves in Latin orally and in writing*
- *Students will demonstrate an understanding of ancient Roman culture*
- *Students will recognize elements of Latin in the English language*
- *Students will use their knowledge of Latin to expand their knowledge of other Core Knowledge Sequence topics*

Latin 2006 - 2007:

1. Reading ability in Latin is evidenced by:
 - 6th Grade: reading aloud, assessed internally and demonstrated publicly at assemblies.
 - 7th Grade: reading aloud, text-based assessment.
 - 8th Grade: reading aloud, assessed internally and demonstrated publicly performed drama and through National Latin Exam.

2. The ability to comprehend Latin text is evidenced by:
 - 6th Grade: Internal assessment of translation of Cinderella; unit tests
 - 7th Grade: Text-Based assessment
 - 8th Grade: National Latin Exam, internal testing

3. Oral and written expression is evidence by:
 - 6th Grade: Creation of deities; oral assessment internally
 - 7th Grade: Internal assessment
 - 8th Grade: Dramatic interpretations and Internal assessment

4. An understanding of Ancient Roman Culture is evidenced by:
 - 6th Grade: Examination by the American Classical League; curriculum projects
 - 7th Grade: Original presentations based on Livy's Histories
 - 8th Grade: Internal assessment of class projects; Mythology Connections Projects; Reading Textbook Assessment; Field Trip

5. Students' recognition of elements of Latin in the English language is evidence by:
 - 6th Grade: Examination by the American Classical League; Etymology/derivative assessments and assignment completions
 - 7th Grade: Etymology/derivative assessments and assignment completions
 - 8th Grade: Derivative writing assignment, assessed internally, National Latin Exam

6. Core Knowledge integration is evidenced by internal assessment of:
 - 6th Grade: Mythology, Astronomy, Forest, Poetry project completions
 - 7th Grade: Scientific elements project, foreign words and phrases, Core Knowledge Language Arts roots
 - 8th Grade: Literature connections, state mottoes project, foreign words and phrases, Core Knowledge Language Arts roots

National Latin Exam:

The National Latin Exam is administered by the American Classical League and the test consists of 50 multiple choice questions.

Grades 6 and 8 took the elementary Latin exam along with 134,000 students from all fifty states and 13 foreign countries. Nationally 1799 students participated in this exam. Students participating in this exam were in public, private and home school settings.

Out of 40 students in Grade 6; 15 students received the following awards:

Summa Laude	2 Students	95% or above
Magna Cum Laude	2 Students	85% - 95%
Cum Laude:	11 Students	85% or below

Out of 27 students I Grade 4; 18 students received the following awards:

Perfect paper	1 Student
Outstanding achievement	12 Students
Achievement Certificate	5 Students

French:

Goal:

80% of students who take French in each grade will master the basics of French vocabulary, culture and grammar as appropriate for each grade.

80% of students who take French will complete the grade 8 curriculum and be eligible to obtain a French I secondary school credit.

Goals met based on internal assessments, including test results and other assessments.

Ninety-Three percent of students are eligible to obtain a French 1 credit for high school.

Le Grand Concours is an annual competition sponsored by the [American Association of Teachers of French](#).

Students of French in grades 1-12, in all 50 states and abroad, compete against each other for prizes. Grades 1-6 participate in the [FLES Contest](#). Grades 7-12 in the [Secondary Contest](#).

Students take a written test and scores are ranked against students with similar educational background for [prizes](#). We do very well here at BFCCPS and this year was no exception. Here are the results:

This year we offered FLES to the Grade 6 (Foreign Language in Elementary School) and we had 6 National winners.

<u>Grade 6:</u>	3 rd	<u>Nationally</u> 1 Student	<u>Grade 7:</u>	6 th	<u>Nationally</u> 1 Student
	5 th	3 Students		8 th	3 Students
	6 th	5 Students		10 th	1 Student
	7 th	4 Students			
	8 th	2 Students			
	9 th	3 Students			
		<u>High Honor</u> 1 Student		<u>High Honor</u> 3 Students	
<u>Grade 8:</u>	7 th	<u>Nationally</u> 1 Student			
	8 th	1 Student			
	9 th	2 Students			
	10 th	1 Student			
			<u>High Honor</u> 1 Student		

Being a National Winner means that these students scored in the 90's and they will receive a "Lauréat National" certificate and a prize. We have also many other students who scored very high and came very close to being National winners, they will receive a High Honor certificate and a prize.

The rest of the grade 6, 7 & 8 will receive certificates of "Réussite" and "Mérite". We congratulate all students who have participated in the National Contest.

On Friday, June 8, 2007, we had an assembly to honor these students. Ms. Elaine Uzan Leary, Executive Director of the French Library Alliance Francaise of Boston, presented awards and prizes to the students.

Fine Arts:

Art:

Goal:

100% of students in grades K–5 through active participation will experience the various art elements including line, shape, form, space, light, texture, and color.

80% of students in grades 6–8 will be able to identify the salient features of the art periods outlined in the Core Knowledge Sequence.

80% of Fine Arts Elective: Students in grades 6-8 who elect to take the semi-weekly course will develop a small portfolio of their own artwork and participate in a collaborative piece.

Grades K-5:

100% of students in grades K-5 through active participation experienced the various art elements. Understanding line, shape, form, space, light, texture, and color, are central goals of the K-5 curriculum. Students are exposed to these concepts in the work of various artists/works of art. Students are introduced to art concepts in sequential lessons that build on prior knowledge. Students are encouraged to draw connections and make comparisons between the works they observe and the work they do. Student further explore the art elements through the process of art making as indicated by the grade level guidelines in the Core Knowledge Sequence, and MA Visual Art Frameworks.

Below are several of the lesson/units that were taught at each grade level.

Kindergarten:

- Squiggles Dots and Lines
- Drawing Alphabet
- Shape Person
- How are you Peeling?
- Coil Pots

- Picasso Portraits
- Matisse Cut Paper
- Pigasso and Mootise
- Paper Weaving
- Paper Beads
- Quilling
- Texture Fish
- Andy Warhol- Everyday Art- My Uncle Andy

1st Grade:

- Letter Monsters
- Self Portrait. Beginning and End of Year
- Totem Poles
- Miro
- Cave Paintings- Grunt-Lascaux
- Sphinx Sculpture
- Painting Flowers
- Mixing Color

3rd Grade:

- Foreground/Middle ground/Background
- Tim Rollins and KOS
- Hero Sculptures
- Cartooning (3)

2nd Grade:

4th Grade:

5th Grade:

- Tessellations
- Curve Stitching Line Art
- Clouds
- Gargoyles
- Cathedral Facades
- Andy Goldsworthy
- Aboriginal Mola Painting
- Sand painting
- Oaxacan Woodcarving
- Op Art
- One Point perspective- Names
- Two Point perspectives- Cityscape

Grades 6 - 8:

88% of students in grades 6-8 are able to identify the salient feature of the art periods outlined in the Core Knowledge sequence and MA Visual Arts frameworks. Students are assessed through in house quizzes, oral presentations, informal critiques, and visual art pieces. Students in grades 6-8 write a biography of an existing artist that focus the artists' character traits, and place in art history. Students also complete a written analysis of a piece of art from the relevant time period they are studying. In their weekly art classes students continued to look at the work of significant artists, and develop an understanding of the key concepts in art. The art elements and principles continue to have emphasis put upon them. Students continue to engage in art making as part of sequential lessons that build upon and activate prior knowledge. Students in grades 6-8 keep cumulative portfolios that are evaluated on the objectives of specific lessons, and student mastery over the art elements.

Below are several of the lesson/units that were taught at each grade level.

6th Grade

Aerial Maps (3)
Grecian Urns (4)
Abstract Sculpture (4)
Paper-making (2)
Bamboo Brush painting (2)
Stained Glass Animals (4)
Art Elements

7th Grade

Kandinsky Inflatables (4)
Jacob's Ladder (4)
Chagall Water color Painting (4)
Cereal Box (4)
Art Principles

8th Grade

Upside Down Drawing (1)
Contour Drawing Sensory (1)
Gray Scale (2)
Shading Shapes (2)
81 Change Book (4)
Block Printing Logo (3)
Claes Oldenburg Soft Sculpture (4)
Surelism Collage (4)
Soap Carving (2)

Students in K-8 all participate in offsite field trips where students can observe first hand the authentic art and artistic process they are first exposed to art school. Field trip sites include The MFA, The DeCordova Museum and Sculpture Park, The ICA, The Isabella Stewart Gardner Museum, The Worcester Art Museum, and The Danforth Museum.

All K-8 Students also have participated in several art exhibitions within and outside the school community. We successfully held winter and spring art shows at our school. We also held an art show at the Franklin Public Library and the Barnes and Nobles Bookstore in Bellingham.

Music:

Goal:

80% of students in grades K-2 will be able to recognize and discuss musicians and sing musical selections as indicated in the Core Knowledge Sequence.

80% of students in grades 3-5 will be able to recognize and discuss musicians, songs, and musical terms as indicated in the Core Knowledge Sequence and will describe and analyze music of others using appropriate vocabulary.

80% of students in grades 6-8 will be able to identify the following as outlined in the Core Knowledge sequence.

- Music periods
- Composers
- Musical forms and styles
- Count and play basic rhythms
- Describe and analyze the music of others

We were pleased and proud to be named on of the “Top 100 Schools in America for Music Education”. The “Best 100” survey was conducted by Perseus Development Corp of Braintree, Mass. and supported by a partnership of leading music and educational organizations during January, February and March. The list is appended below, and the complete results, along with background information on music education and the survey, can be seen in their entirety at www.amc-music.org.

Thousands of public school and independent teachers, school and district administrators, school board members, parents and community leaders, representing communities in all 50 states, participated in the Web-based survey. Participants in the survey answered detailed questions about funding, enrollment, student-teacher ratios, participation in music classes, instruction time, facilities, and support for the music program, participation in private music lessons and other factors in their communities' quality of music education. The responses were verified with district officials, and the sponsoring organizations reviewed the data.

The 2006 roster includes school districts from 31 states whose commitment to quality music education—measured across a variety of economic, curricular and programmatic criteria—has enabled them to stand out despite the many pressures on music and arts programs across the country. In previous years survey respondents cited that tight budgets in many of the 50 states squeezed school music budgets, but this year’s survey revealed some changes in maintenance and overall support of music programs. Some 86 percent of survey respondents indicated that music is included as a core academic subject in school curricula and instructional priorities that are inline with the definition of arts as core academic subjects as defined in No Child Left Behind (NCLB) policy. Furthermore, more than 80 percent of survey respondents cited that their music programs are growing in terms of funding, size of programs, and public and school board recognition. This outcome supports the views outlined in a 2004 nationwide Gallup Poll that revealed that 93 percent of Americans said that schools should offer musical instrument instruction as part of the regular curriculum.

Throughout the curriculum, Grades K – 5 a variety of music curriculum was introduced. By use of verbal and visual introductions the units were presented. Music was experienced in movement to allow students to kinesthetically comprehend rhythm. In Grades K-1 concepts were taught and were verbally and rhythmically assessed. Some notation was introduced on the board as well, and they could retrieve information with 100% accuracy. In Grades 2-5, written assessment was given as well. Students had to discover what rhythms and pitches were given and translate that onto their instruments. Grade 2 also created and performed their own compositions. In Grades 4-5 written tests on units were given and assessed at 90% accuracy. Grade 5 was also

introduced to music theory with music technology and assessed through the computer program with 80% accuracy. Grade 5 each created a music composition to be performed with a children's book and performed this for the K classes. Units were also performed, such as the Underground Railroad, and a presentation of Folk Music Around the World was prepared for Grade 5.

Grades 6-8: Internal assessments completed.

Choral Music:

Goal:

All chorus elective students in grades 6-8 will be able to:

- *Sing independently and in small and large groups*
- *Sing a repertoire of music representing diverse periods and cultures*
- *Sing music written in two and three-parts*
- *Sight-read music accurately and expressively*

In our chorus that meets before school twice a week, a variety of repertoire was presented. The presentation was multi-cultural. The chorus sang American folk songs, Scottish folksongs, patriotic tunes as well as ballads, spirituals and holiday repertoire. The chorus members sang in French, African (Gana), Yiddish and Latin.

The chorus members learned a variety of music standards. They learned rounds, cannons, part songs and 2-3-part harmony.

Chorus members studied the anatomy of the voice, concentrating on good posture, breath control, phrasing and pronunciation. Chorus members were given a vocal technique chart to help them improve in these areas and sang with higher accuracy as the year progressed. Scales were introduced and assessed, major and minor and chromatic. Students had to sing it scales back and did so with 90% accuracy. The chorus was assessed through performances and rehearsals. Our chorus this year came in 1st place in their middle school category and received the highest marks as well.

Instrumental Music:

Goal:

All instrumental elective students in grades 6-8 will be able to:

- *read music written in standard notation*
- *sight-read music accurately and expressively*
- *perform on at least one wind or percussion instrument accurately and independently with appropriate posture, playing position, and technique*
- *compose short pieces for instruments within teacher-specified guidelines*

Over 90% of students in grades 4-8 were in one of the school's bands and took weekly group music lessons on their instruments; members of the Concert Band, Wind Band, Symphonic Band, Jazz Band, and Marching Band performed at Jazz Cabaret, Franklin Memorial Day Parade, spring and Winter Concerts and at various assemblies.

Instrumental Students for Grades 4 through 8 complete musical work out of the Standard of Excellence series. Each student is required to read music in standard notation every lesson. New notes are added every few lessons. Instrumental Music students utilize a software program called "SmartMusic". This software is used for play-along of materials in the Standards of Excellence Book as well as the ability to give the student instant feedback of their performance. The students also can record themselves at home and email those to the band instructors for

comment. After the music areas for the lesson has been completed, students sight-read the music for their next lesson. All students play their instrument alone, in small groups (like instruments) and in full band. The Standard of Excellence Books requires students to be able to compose short pieces for their instrument. Students write their composition free hand and also completing computer music notation using "Finale Notepad" software.

All students in Instrument music are able to do the following: a) Read music written in standard notation. b) Sight-read music accurately and expressively. c) Perform on at least one wind or percussion instrument accurately and independently with appropriate posture, playing position, and technique. d) Compose short pieces for instruments within teacher-specified guidelines.

The BFCCPS Symphonic band traveled to Ludlow Massachusetts for the Music in the Parks Festival. The band received a First Place Trophy in their division and also the Overall High Score Trophy amongst middle school bands.

Drama:

Goal:

All Drama elective students in grades 6-8 will be able to:

- *Integrate direction into individual and group work*
- *Interpret and identify basic literary structure in scripted material*
- *Tell a story using vocal, physical, and presentation skills*
- *Understand improvisation*
- *Identify basic theatre terms*

The students successfully achieved the standards in this trimester. The students were particularly Invested, bringing great energy and enthusiasm to both improvisation and scene work. The students integrated direction – from each other and from the teacher – into their work. Many of the students successfully grew from week to week in their ability to understand the exercises, follow directions, and take suggestions for improvised and scripted scene work.

The students learned about the structure of a play: the rising action, the climax, and the individual scenes which built the structure. They demonstrated growing understanding of motivation, acting as reacting, and non-verbal communication. In this class we did not address storytelling directly. This class used acting in both improvised scenes and scripted pieces to "tell a story." We read "The Miracle Worker," reading aloud in class, discussing scenes, viewing the movie, meeting with and interviewing a guest who is blind, and then performing four scenes. Many of the students greatly improved their presentational skills in their scene work. They learned to listen and react to each other, to speak up and share their voices with an audience, and to react within a given situation.

All of the students gained a greater appreciation for and hands-on understanding of improvisation. This was their favorite part of the class, and they all improved greatly.

Basic theatre terms were identified and used throughout the class; the students became familiar with their use and were able to use them themselves.

The students presented scenes for each other in class, and critiqued each others' work.

Grades 6-8 participated in all aspects of the production of the "Oklahoma".

Physical Education:

Goal:

Students will demonstrate proper technique of stretching, strengthening, and warm-up activities as it pertains to becoming a physically fit and healthy person.

Students will learn basic skills, techniques, strategies, and rules to a variety of activities and games throughout the school year.

Students will be able to function in a team or as part of a group while demonstrating cooperation, listening skills, and respect for other.

Students participated in a warm-up routine twice per week in PE class. Warm-up routines included flexibility strengthening and cardiovascular components. Students participated in a fitness unit, which included flexibility, strength, and cardiovascular components. Students also participated in The BFCCPS Physical Fitness Challenge and lifetime fitness field trips.

Students participated in many team activities such as but not limited to lacrosse, field hockey and soccer. Students participated in a variety of drills and lead-up activities involving skills, techniques, strategy and rules. Students practiced skills and participated in actual games.

Students participated in group challenge activities such as but not limited to tarps, direction games, omni kin, and muddy river. Students were involved in conversations regarding cooperation, patience, listening and flexibility.

Students met or exceeded all standards set forth by the Physical Education department.

Character Development:

Mission Objective:

To foster the development of a virtuous life through a program of character education based on the four virtues.

Goal:

All students in K-8 will understand the meaning of the four cardinal virtues (justice, temperance, prudence, and fortitude) and recognize these virtues in themselves, in others, and in appropriate stories and other curriculum materials.

All 8th grade students will write a personal narrative that reflects on their intellectual and moral development in their years at The Benjamin Franklin Classical Charter Public School, and on perceived goals and challenges for future growth.

All 8th grade students wrote reflections on their time at BFCCPS, and these writings were used as the basis for the eighth grade graduation.

Through the Forest of Virtue Assemblies and through looking at characters in literature and history through the lens of what virtues or lack of virtues are revealed, helped foster an understanding of the cardinal virtues.

The BFCCPS has continued its established commitment to educate for character through the curriculum, relationships, ethos, service, and special projects. We continue to weave character development through all aspects of school life, especially in the academic curriculum where

students are helped to note how individual character shapes what students are studying, including studies in literature, history, and science. In addition to asking children to note traits in others, we continue to encourage them, through formal and informal programs, to develop those qualities in themselves. We, also, expect our faculty to model the character and virtue we are nurturing in our students.

As we expand and examine our character development programs, the following specific programs remained strong at BFCCPS:

- The "Forest of Virtue" commendation assemblies.
- A class by class study of the virtues led by each classroom teacher, using the Core Knowledge Curriculum as a vehicle to help students see what virtue looks like through stories and history and other areas of the curriculum. When is character easy to maintain? What challenges us to honor what we know is right? How can the knowledge of virtues help people make choices? These are just some of the questions students are encouraged to address in their academic studies, demonstrating that character development is, indeed, not a separate topic, but woven throughout the life of the school.

Community Service:

Mission Objective:

To build self-esteem and the ethic of giving to others through a program of regular community service at all levels.

Goal:

All students in grades K-5 will perform monthly community service with their homeroom classes and will, as developmentally appropriate reflect on their work through art and writing.

All students in grades 6-7 will perform individual service monthly, and will reflect on this service in their Stepping Stones manual. Students will perform monthly group service for the school and local community.

All students in grade 8 will choose, design, and conduct long-term service projects, which will include a project proposal, a final reflective essay, and a final presentation to parents.

Another performance objective as stated in the school's mission is "to build self-esteem and the ethic of giving to others through a program of regular community service for students at all levels." BFCCPS continues to promote and carry out significant and frequent service to the community. This service is an integrated, essential part of the education of our students.

Each month, each class in grades K - 5 participate in a service project. This year, these projects included Pennies for Leukemia; senior goodie bags; book buddies; wrote the troops in Iraq; made placemats for St. Jude's Research Hospital; band and chorus played and sang at Forge Hill Assisted Living; collected money through a scarf business and donated profits to local shelter; and accessories; and Pickles for Paws.

Twice each month, students in grades 6 - 8 meet in service teams to plan work on group service and reflect on individual monthly service. Eighth grade students work on long-term self-designed service projects. This year projects included:

- Doctors Without Borders, Jimmy Fund, Supplies for Children at Milford Hospital, Relay for Life, Ten Tree Challenge, Volunteers at an Animal Shelter, Challenger Basketball Program, Youth Hockey, Art Supplies for Home for Little Wanderers,

Spring Clean Up, Energy Conservation Awareness, Senior Center Computer Class, Video for BFCCPS.

Community service starts in the classroom, extends to the school, and to the local and larger communities beyond the school. In shaping our community service, we try to avoid having students ask for money from parents in order to contribute to community service project. We want students to give of their own energies and time.

Parents as Primary Educator's:

Mission Objective:

To recognize parents as children's primary educators who work with the School to develop students academically and morally.

Goal:

The Parent Enrichment Committee of the Board will provide yearly focus group meeting(s) for parents.

100% of parents will sign the Family Pledge each year.

The school will support the parents as they work on their children's academic and moral development.

The Parent Enrichment Committee of the Board sent out The Family Pledge; over 90% of the parents, but not 100%, returned the pledge. To help support the parents in their role as primary educators the school sends home several publications: each week there is a brief newsletter providing parents with important information; each month, each teacher sends home a Scope and Sequence for the upcoming month, letting parents know what topics will be covered and what community service will be performed; in addition there is a monthly newsletter, The Courant, in which all staff and the Head of School write about events of the past month and include important upcoming information.

This year the school presented many programs for parents including:

- Core Knowledge Grader Books distributed to parents in Grades K – 4
- LAMO Program

Family Oriented Activities:

- Family Game Nights
- Parents served on Faculty Search Committees
- Family Fun Night
- Parents Advisory Council (PAC)

Governance:

Mission Objective:

To remain a thriving organization that is trustworthy, responsible, open, and well managed.

Goal:

- *The school will receive 100% more applications than there are available openings.*
- *Fewer than 5% of students will leave the school for other school choice options.*
- *The average annual attendance rate will be 90%.*
- *The school will develop long term academic and organizational plans.*

- *Parents will form an active partnership by performing extensive service to the school via in-school and at-home volunteer opportunities.*

All expectations were met on this goal.

Finance:

- A budget will be prepared and reviewed annually by the school Board of Trustees.
- The school will develop a long-term financial plan.
- The school will prepare books on records in accordance with GASB.

Quality of Governance:

- The Board of Trustees will review 50% of all Policies and Procedures on an annual basis.
- The Board of Trustees will publish all agendas and minutes and follow open meeting law.
- The Board will commit itself to preserving the Mission of the School and putting into place the strategies by which the mission will be achieved.
- Dissemination of Best Practices.

All expectations were met on this goal except as noted below.

Although the Board did not specifically review 50% of its policies, the Board did review and update:

- Policy No. 1 – Board Rules – dated April 13, 2006
- Policy No. 2 – Nomination and Election of the School Board – dated March 8, 2007
- Policy No. 9 – Dress Code – dated September of 2007
- Policy No. 24 – Committee Formation – dated December 14, 2006
- Policy No. 26 – Professional Code of Conduct for Employees – dated June 8, 2006
- Policy No. 27 – Expectations for Parents, Guardians and Volunteers – dated November 14, 2006
- Policy No. 28 – Employee Grievance Process - dated March 8, 2007
- Instituted a New Safety Plan
- Policy No. 30 – Responding to Media Requests – dated June 15, 2007

8. Summary of external standardized test results:

External Standardized Tests:

The BFCCPS Charter was renewed in January 2005. We administer the ERB's and the Terra Nova second edition/ CAT in the fall. We, also, make use of the data to inform and improve instruction, not just to measure student and school achievement.

Currently BFCCPS measures student performance through the following External Tests:

- MCAS Grades 3–8 or as required: Spring
- Educational Records Bureau Writing Assessment Program Grades 4-8: Fall
- Terra Nova CAT Complete Battery Grades 1-8: Fall

MCAS:

MCAS is the Commonwealth's statewide student assessment program. All public schools and districts are monitored for performance and improvement. The primary purposes of MCAS is to measure the performance of individual students, schools, and districts based on the state standards outlined in the Massachusetts Curriculum Frameworks, to raise student achievement, to improve classroom instruction, to determine competency in English language arts and mathematics as a basis for awarding high school diplomas.

When interpreting these results keep in mind:

- BFCCPS is a small school with relative few students in each grade compared to most other schools.
- BFCCPS is a self-selecting population.

As a Core Knowledge school, the curriculum does not align grade by grade with the Massachusetts Curriculum Frameworks, but does cover over 90% of the Frameworks over the course of these grades. These factors give the potential for swings, both positive and negative, when observing total class results.

Overall Ranking:

These results for Benjamin Franklin Classical Charter School, released in September and October of 2006, are for the MCAS exams taken in the spring of 2006. Source: Massachusetts Department of Education.

Note: "Placement overall" ranks schools by combining the percentage of students who were either "Advanced" or "Proficient" and comparing that number for each subject and grade with schools across the state. *The ranking was done by Boston.com.*

Grade/ Subject	% Advanced	% Proficient	% Needs Improving	% Warning/Failing	Students Tested	Placement Overall
3 rd Reading	15	60	26	0	47	216 of 1,018
3 rd Math	2	57	39	2	46	396 of 1,018
4 th English	15	50	28	7	46	247 of 1,006
4 th Math	20	35	41	4	46	234 of 1,006
5 th English	28	62	9	2	47	35 of 933
5 th Math	28	34	32	6	47	179 of 933
5 th Science	43	34	19	4	47	95 of 933
6 th English	22	65	13	0	46	60 of 575
6 th Math	37	28	28	7	46	103 of 575
7 th English	12	7430	6	9	34	66 of 458
7 th Math	39	3081	21	9	33	41 of 459
8 th English	15	8148	4	0	27	18 of 457
8 th Math	26	4852	19	7	27	17 of 458
8 th Science	0	52	44	4	27	73 of 458

Longitudinal Reporting of BFCCPS Results Over Three Years:

Table of Longitudinal Class Trends in MCAS Performance

Year MCAS Taken	2004	2005	2006
Class of '07 Eighth Grade	M 90% 6 th Grade	ELA 95% 7 th Grade	ELA 96% S&T 52% M 74% 8 th Grade
Class of '08 Seventh Grade	S 81% 5 th Grade	M 77% 6 th Grade	ELA 86% M 69% 7 th Grade
Class of '09 Sixth Grade	M 66% ELA 80% 4 th Grade	S&T 55% 5 th Grade	ELA 87% M 65% 6 th Grade
Class of '10 Fifth Grade	R 89% 3 rd Grade	M 80% ELA 86% 4 th Grade	ELA 90% S&T 77% M 62% 5 th Grade
Class of '11 Fourth Grade		R 76% 3 rd Grade	ELA 65% M 55% 4 th Grade
Class of '12 Third Grade			R 75% M 59% 3 rd Grade

- ELA – English Language Arts
- M – Math
- R – Reading
- S&T – Science & Technology

MCAS:

Comparison to Franklin Public Schools

The tables prepared for this report are based on DOE data. These tables show how BFCCPS MCAS scores compare grade by grade and subject by subject with Franklin schools. The tables also compare both districts overall performance from 2004 to 2006. The percentages are based on the combined number of students that scored advanced or proficient. A percentage change of plus or minus five is considered significant. The Comparison tables below present the 2006 scores as shaded.

Grade 3 MCAS Reading	# of Students	% ADV	% PROF	%NI	% W	% ADV + % PROV
Franklin Average of Entire District per grade 2006	485	24	48	24	4	72
Franklin Average of Entire District per grade 2005	492	N/A	73	23	4	73
Franklin Average of Entire District per grade 2004	549	N/A	72	23	4	95
BFCCPS 2006	47	15	60	26	0	75
BFCCPS 2005	45	N/A	76	24	0	76
BFCCPS 2004	44	N/A	89	9	2	98

Grade 3 Reading:

BFCCPS' overall scores in 2004 decreased from 98% to 75%, in 2006 a 23% decrease. Franklin's overall scores for this same time frame decreased from 95% to 72%, a 23% decrease. The 2006 State Average 58%.

Response:

Our Reading Specialist will be administering sample MCAS tests and identifying weaknesses. She has already analyzed individual student MCAS data and is providing instructional support based on the analysis to teachers and students in K – 4. We have ordered researched based assessment materials in reading such as DIBELS. Data derived from this will inform and improve our reading instruction in the grades K – 2.

Grade 3 MCAS Math	# of Students	% ADV	% PROF	% NI	% W	% ADV +% PROV
Franklin Average of Entire District per grade 2006	481	7	59	26	7	66
BFCCPS 2006	47	15	44	26	0	59

Grade 3 Math:

This test is new this year.

BFCCPS' overall score in 2006 is 59%. Franklin's overall score for the same time frame is 66%. The 2006 State Average 52%.

Response:

Teachers are analyzing test data for areas or trends that need addressing. A math specialist has been hired to address math needs in all grades.

Grade 4 MCAS ELA	# of Students	% ADV	% PROF	% NI	% W	% ADV + % PROV
Franklin Average of Entire District per grade 2006	504	10	57	27	6	67
Franklin Average of Entire District per grade 2005	541	12	56	29	4	68
Franklin Average of Entire District per grade 2004	465	19	57	22	2	76
BFCCPS 2006	46	15	50	28	7	65
BFCCPS 2005	44	18	68	11	2	86
BFCCPS 2004	46	15	65	17	2	80

Grade 4 ELA:

BFCCPS' overall scores decreased in 2004 from 80% to 65% in 2006, a 15% decrease. Franklin's scores for the same time frame decreased from 76% to 67%, a 9% decrease. The 2006 State Average 50%.

Response:

Our Reading Specialist will be administering sample MCAS tests and identifying weaknesses. She has already analyzed individual students MCAS data and is providing instructional support based on the analysis to teachers and students in K – 4. We have ordered researched based assessment materials in reading such as DIBELS. Data derived from this will inform and improve our overall reading instruction.

Grade 4 MCAS Math	# of Students	% ADV	% PROF	% NI	% W	% ADV + % PROV
Franklin Average of Entire District per grade 2006	505	27	35	31	7	62
Franklin Average of Entire District per grade 2005	541	24	41	30	4	65
Franklin Average of Entire District per grade 2004	466	30	36	30	4	66
BFCCPS 2006	46	20	35	41	4	55
BFCCPS 2005	44	41	39	14	7	80
BFCCPS 2004	46	33	33	33	2	66

Grade 4 Math:

BFCCPS' overall scores decreased in 2004 from 66% to 55%, an 11% decrease. Franklin's overall scores decreased for the same time frame from 66% to 62%, a 4% decrease. The 2006 State Average 40%.

Response:

Teachers are analyzing test data for areas or trends that need addressing. Sample MCAS Tests will be administered. A math specialist has been hired to address math needs in all grades.

Grade 5 MCAS ELA	# of Students	% ADV	% PROF	% NI	% W	% ADV + % PROV
Franklin Average of Entire District per grade 2006	544	19	59	18	3	78
BFCCPS 2006	47	28	62	9	2	90

Grade 5 ELA:

This is a new test this year.

BFCCPS' overall score in 2006 is 90%.
Franklin's overall score in 2006 is 78%.
The 2006 State Average 59%

Response:

Teachers are analyzing test data for areas or trends that need addressing. Teachers will be administering sample MCAS tests and identifying weaknesses. She has already analyzed individual students MCAS data and is providing instructional support based on the analysis to teachers and students in K – 4. We have ordered researched based assessment materials in reading such as DIBELS. Data derived from this will inform and improve our overall reading instruction.

Grade 5 MCAS Math	# of Students	% ADV	% PROF	% NI	% W	% ADV + % PROV
Franklin Average of Entire District per grade 2006	545	37	28	27	8	65
BFCCPS 2006	47	28	34	32	6	62

Grade 5 Math:

This test is new this year.

BFCCPS' overall score in 2006 is 62%.
Franklin's overall score in 2006 is 65%.
The 2006 State Average 43%

Response:

Teachers are analyzing test data for areas or trends that need addressing. Sample MCAS tests will be Administered. Before and after school MCAS prep sessions were made available this year. A math specialist has been hired to address math needs in all grades.

Grade 5 Test Science and Technology/Engineering	# of Students	% ADV	% PROF	% NI	% W	% ADV + % PROV
Franklin Average of Entire District per grade 2006	544	26	42	28	3	68%
Franklin Average of Entire District per grade 2005	470	28	44	26	2	72%
Franklin Average of Entire District per grade 2004	483	31	40	25	4	71%
BFCCPS 2006	47	43	34	19	4	77%
BFCCPS 2005	44	23	32	45	0	55%
BFCCPS 2004	48	33	48	15	4	81%

Grade 5 Science Technology and Engineering:

BFCCPS's overall scores in 2004 decreased from 81% to 77% in 2006, a 4% decrease. Franklin's overall scores for the same time frame decreased from 71% to 68%, a 3% decrease. The 2006 State Average 50%.

Response:

Continue mandatory minimum of two periods. K – 8 Faculty are developing Science benchmarks and examining alignment with MA frameworks. Grades 3 – 8 have aligned Science Benchmarks; Grade 2 continues with aligning Core Knowledge with Massachusetts Frameworks. Prioritized Professional Development funds for science workshops and training.

Grade 6 MCAS ELA	# of Students	% ADV	% PROF	% NI	% W	% ADV + % PROF
Franklin Average of Entire District per grade 2006	480	18	68	12	3	86
BFCCPS 2006	46	22	65	13	0	87

Grade 6 ELA:

This test is new this year.

BFCCPS' overall score in 2006 is 87%.
Franklin's overall score in 2006 is 86%.
The 2006 State Average 64%.

Response:

Teachers are analyzing test data for areas or trends that need addressing. Sample MCAS tests will be administered. Increased teaching of vocabulary, grammar and writing skills.

Grade 6 MCAS Mathematics	# of Student	% ADV	%PROF	%NI	%W	% ADV + % PROV
Franklin Average of Entire District per grade 2006	483	26	40	27	7	66%
Franklin Average of Entire District per grade 2005	481	26	42	23	9	68%
Franklin Average of Entire District per grade 2004	476	36	34	24	7	70%
BFCCPS 2006	46	37	28	28	7	65%
BFCCPS 2005	43	49	28	19	5	77%
BFCCPS 2004	38	45	45	11	0	90%

Grade 6 Math:

BFCCPS' overall scores decreased in 2004 from 90% to 65% in 2006, a 25% decrease.
Franklin's overall scores for the same time frame decreased from 70% to 66%, a 4% decrease.
The 2006 State Average 46%.

Response:

Teachers are analyzing test data for areas or trends that need addressing. Sample MCAS tests will be administered. Before and after school MCAS prep sessions were made available this year. A math specialist has been hired to address math needs in all grades.

Grade 7 Test English Language Arts	# of students	% ADV	% PROF	% NI	% W	% ADV + % PROV
Franklin Average of Entire District per grade 2006	489	18	67	12	3	85
Franklin Average of Entire District per grade 2005	465	30	61	9	1	91
Franklin Average of Entire District per grade 2004	423	21	67	10	2	88
BFCCPS 2006	34	12	74	6	9	86
BFCCPS 2005	37	14	81	3	3	95
BFCCPS 2004	47	13	79	6	2	92

Grade 7 English Language Arts:

BFCCPS' overall scores decreased in 2004 from 92% to 86% 2006, a 6% decrease.
Franklin's overall scores for the same time frame decreased from 88% to 85%, a 3% decrease.
The 2006 State Average 65%.

Response:

Teachers are analyzing test data for areas or trends that need addressing. Sample MCAS tests will be administered. Increased teaching of vocabulary, grammar and writing skills.

Grade 7 MCAS Math	# of Students	% ADV	% PROF	% NI	% W	%ADV + % PROF
Franklin Average of Entire District per grade 2006	492	27	39	25	9	66
BFCCPS 2006	33	39	30	21	9	69
Horace Mann 2006	181	31	39	24	6	87.0
Remington 2006	131	28	40	25	7	85.9
Annie Sullivan 2006	167	22	40	28	40	83.4

Grade 7 Math:

This test is new this year.

BFCCPS' overall score in 2006 is 69%.
Franklin's overall score in 2006 is 66%.
The 2006 State Average 40%

Response:

Teachers are analyzing test data for areas or trends that need addressing. Teachers are analyzing test data for areas or trends that need addressing. Sample MCAS tests will be administered. Before and after school MCAS prep sessions were made available this year. A math specialist has been hired to address math needs in all grades.

Grade 8 MCAS ELA	# of students	% ADV	% PROF	% NI	% W	% ADV + % PROF
Franklin average of entire district per grade 2006	475	31	62	5	1	93
BFCCPS 2006	27	15	81	4	0	96

Grade 8 ELA:

This test is new this year.

BFCCPS' overall score in 2006 is 96%.
Franklin's overall score in 2006 is 93%.
The 2006 State Average 74%

Response:

Teachers are analyzing test data for areas or trends that need addressing. Teachers are analyzing test data for areas or trends that need addressing. Sample MCAS tests will be administered. Increased teaching of vocabulary, grammar and writing skills.

Grade 8 Test Science and Technology/ Engineering	# of Students	% ADV	% PROF	% NI	% W	% ADV + % PROV
Franklin Average of Entire District per grade 2006	475	8	52	35	6	60
Franklin Average of Entire District per grade 2005	403	13	50	31	9	63
Franklin Average of Entire District per grade 2004	478	12	49	29	10	61
BFCCPS 2006	27	0	52	44	4	52
BFCCPS 2005	46	11	48	35	7	59
BFCCPS 2004	25	16	48	32	4	64

Grade 8 Science Technology and Engineering:

BFCCPS' overall scores decreased from 64% in 2004 to 52% in 2006, a 12% decrease.
Franklin's overall scores in the same time frame decreased from 61% to 60%, a 1% decrease.
The 2006 State average 32%.

Response:

Continue mandatory minimum of two periods. K – 8 Faculty are developing Science benchmarks and examining alignment with MA frameworks. Grades 3 – 8 have aligned Science Benchmarks; Grade 2 continues with aligning Core Knowledge with Massachusetts Frameworks. Prioritized Professional Development funds for science workshops and training.

Grade 8 Test Mathematics	# of students	% ADV	% PROF	% NI	% W	% ADV + % PROV
Franklin Average of Entire District per grade 2006	475	25	39	25	11	64
Franklin Average of Entire District per grade 2005	403	24	35	32	9	59
Franklin Average of Entire District per grade 2004	478	18	33	37	12	51
BFCCPS 2006	27	26	48	19	7	74
BFCCPS 2005	46	37	39	20	4	76
BFCCPS 2004	25	20	44	28	8	64

Grade 8 Math:

BFCCPS' overall scores increased in 2004 from 64% to 74% in 2006, a 10% increase.
Franklin's overall scores in the same time frame increased from 51% to 64%, a 13% increase.
The 2006 State Average 40%.

Response:

Teachers are analyzing test data for areas or trends that need addressing. Teachers are analyzing test data for areas or trends that need addressing. Sample MCAS tests will be administered. Before and after school MCAS prep sessions were made available this year. A math specialist has been hired to address math needs in all grades.

Adequate Yearly Progress (AYP) History:

As indicated in the summary* of our AYP provided by the DOE, we have met our AYP in every year.

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

*(taken directly from the MA DOE website)

The Educational Records Bureau Writing Assessment Program (ERB):

Goal:

“80% of students in grades 4-8 will write a narrative/expository essay that achieves at grade level criterion standards or above grade level as compared to suburban norms.”

The ERB Data Tables below give evidence that each class in grades 4-8 achieved grade-level criterion on or above. The goal of 80% of students was not met by grades 4 and 7.

The school is committed to teaching children how to write well. One assessment chosen to determine how well we teach children to write is the ERB (Educational Research Bureau Writing Assessment Program), a nationally recognized assessment instrument.

This test is a criterion referenced test, which means that the developers of the test have established criteria for writing an essay for grade levels 3 through 6, and grades 7 through 9. Each student is tested according to the criteria established for the student's grade level. Unlike a norm referenced test, students' scores are not based on how they compare to other students taking the test, but on how well they write based on the criteria established for their level.

According to the ERB manual, the following writing characteristics should be mastered, as appropriate for each grade, and the ERB measures these elements:

- Overall Development: how well the writer communicates with the reader, shows awareness of the audience and purpose for the writing, and writes in the appropriate mode of discourse.
- Organization: the writer's ability to choose a focus, develops a plan of organization, and maintains coherence throughout the paper.
- Support: the use of appropriate reasons, details, and examples to enhance the effect and/or support the generalizations and conclusions of the piece.
- Sentence Structure: completeness, correctness, and variety or sophistication of sentences.
- Word Choice: correct usage, specific vocabulary, freshness, and vividness of language.
- Mechanics: the correct and effective use of spelling, punctuation, capitalization, and paragraphing.

The scores for this test are reported in two ways:

- First, for each of the criteria explained above, a score from 1 - 6 is given, with one the lowest and six the highest. These raw scores for grade 4 is measured against a 4th grade standard, grades 5 and 6 are based on a standard for the 6th grade (Level 1), and raw scores for grades 7 and 8 are based on a standard set for the 8th grade (Level 2).
- Second, these raw scores are then translated (scaled) into grade level performance scores. To achieve mastery of grade level expectations, students need, minimally, to have the following scaled scores for each grade:
 - Fourth 400
 - Fifth 500
 - Sixth 600
 - Seventh 700
 - Eighth 800

ERB Data

Scaled Score Goal: 400.0

Grade 4	Overall Development	Organization	Support	Sentence Structure	Word Choice	Mechanics	Scaled Score
04-05	4.3	4.5	4.4	3.9	4.3	4.1	471.0
05-06	4.5	4.7	4.5	4.2	4.4	4.2	471.0
06-07	4.5	4.6	4.6	4.0	4.4	4.1	480.0

Grade 4: 41 out of 46 students or 89% met goal.

Scaled Score Goal: 500.0

Grade 5	Overall Development	Organization	Support	Sentence Structure	Word Choice	Mechanics	Scaled Score
04-05	4.1	4.3	4.0	3.7	4.2	3.9	628.0
05-06	3.8	3.9	3.8	3.8	3.9	3.7	600.0
06-07	3.4	3.7	3.2	3.5	3.7	3.6	535.0

Grade 5: 27 out of 47 students or 57% met goal.

Scaled Score Goal: 600.0

Grade 6	Overall Development	Organization	Support	Sentence Structure	Word Choice	Mechanics	Scaled Score
04-05	4.3	4.5	4.4	4.3	4.5	4.3	677.0
05-06	4.5	4.4	4.4	4.4	4.4	4.2	679.0
06-07	4.0	4.1	3.9	3.8	4.2	4.0	618.0

Grade 6: 33 out of 41 students or 80% met goal.

Scaled Score Goal: 700.0

Grade 7	Overall Development	Organization	Support	Sentence Structure	Word Choice	Mechanics	Scaled Score
04-05	3.5	3.8	3.4	3.7	4.0	4.0	750.0
05-06	4.0	4.3	3.8	4.0	4.2	4.0	821.0
06-07	3.9	4.1	3.7	3.9	3.9	3.9	794.0

Grade 7: 25 out of 45 students or 56% met goal.

Scaled Score Goal: 800.0

Grade 8	Overall Development	Organization	Support	Sentence Structure	Word Choice	Mechanics	Scaled Score
04-05	3.8	4.0	3.5	3.9	4.0	4.0	805.0
05-06	4.2	4.2	4.0	4.1	4.1	4.2	854.0
06-07	4.1	4.2	3.9	4.0	4.1	3.0	825.0

Grade 8: 19 out of 28 students or 68% met goal.

Goal:

“80% of the students who take the California Achievement Test will achieve an 85th percentile score or better.”

Terra Nova CAT Complete Battery:

Testing battery includes an integrated Reading /Language Arts test as well as mathematics for grades 1 through 8. Testing is scheduled for the last week of October and results are received in late November. Teachers are immediately given these results. They are able to get base line data on newly enrolled students and identify returning students that may be in need of support. Parents, also, receive the results and can support their child as well.

Goal:

80% of the students who take the Terra Nova Cat6 will achieve an 85 percentile or better. The class percentile is based on the MDNP (median national percentile). Our results are mixed. When measuring the outcome by the class average MDNP the goal is met by six out of eight grades in Reading and three out of eight in Math. When measuring the outcome by individual students, the goal is only met in the upper grades. With the demands of AYP it is important to look at individual and use this data for student instruction. It is also important to note that very few of the students were below the 65th percentile which is considered a proficient level of performance.

TerraNova:

Grade	# of students	% of students at or above 85 percentile Reading	Average MDNP	% of students at or above 85 percentile Math	Average MDNP
1	44	74.7%	89.0	70.9%	85.0
2	43	70.9%	88.3	68.3%	80.0
3	47	69.9%	87.3	66.9%	84.7
4	45	74.2%	89.0	66.9%	90.0
5	48	73.8%	88.5	69.9%	78.3
6	40	73.3%	83.7	70.4%	91.3
7	44	75.6%	84.5	74.0%	82.3
8	28	73.6%	91.2	75.9%	91.7

**Terra Nova
CAT Reading (regular conditions)**

Grade	Oct 04	Oct 05	Oct 06
1	91.0	84.0	89.0
2	86.0	85.7	88.3
3	85.7	80.9	87.3
4	90.7	90.3	89.0
5	85.5	88.0	88.5
6	86.8	86.0	83.7
7	87.0	91.0	84.5
8	91.4	90.0	91.2
Mean	88.0	87.0	87.7

**Terra Nova
CAT Math (regular conditions)**

Grade	Oct 04	Oct 05	Oct 06
1	82.5	84.0	85.0
2	83.0	83.0	80.0
3	85.0	79.3	84.7
4	89.5	80.8	90.0
5	79.0	83.3	78.3
6	90.2	85.0	91.3
7	88.3	90.3	82.3
8	92.6	93.0	91.7
Mean	86.3	84.8	85.4

9. Summary of Internal Results:

Teachers have developed tests and rubrics to measure student achievement in the following areas: Language Arts, History, Geography, Humanities, Math, Science, Latin, French, Art, Music, and Physical Education.

Each teacher is given criteria for which each was held accountable. Teachers were asked to include rubrics, copies of tests, and samples of work, among other items. As a result, the school is beginning to collect an archive of its work and standards.

Mission Objective	Grade K - 2	Grade 3 - 4	Grade 5	Grade 6	Grade 7	Grade 8	Met Goal
Provide a Challenging And Classical Curriculum for All Students.							
Language Arts: 75% of tested students will score 80% or higher on an internally designed grammar exam.	84%	90%	87%	82%	80%	76%	Met
History: 75% of tested students will score 80% or higher on an internally designed year end history test.			90%	82%	85%	85%	Met
Geography: 80% of tested students will score 85% or higher on an internally designed assessment.	91%	90%			95%	95%	Met
Humanities: 80% of students will master skill elements articulated by individual rubrics.	90%	98%	100%	89%	80%	76%	Met
Mathematics: 80% of 6-8 will earn a grade of 80% or better.			80%	52%	80%	89%	Partial
Mathematics: 50% of 8 th Graders will complete a full Algebra 1 course.						79%	Met
Science: 80% of 5-8 will present a Science Fair Project. Master 80% of skills required in rubric.			100%	95%	83%	83%	Met
French: 80% of students taking French will master basic standards.			98%	91%	88%	96%	Met
French: 80% of 8th graders taking French will be eligible for French 1 secondary credit.						93%	Met

10. Number of Instructional Days for the 2006 – 2007 School Year:

Total number of instructional days for the 2006 – 2007 school year were 181 days.

Start date for the school year was August 30, 2006, and the end date was June 14, 2007.

Hours of operation: 9:00 am – 3:10 pm for grades K – 5; 8:20 am – 3:10 pm for grades 6 – 8.

11. NCLB Report Card:

We did not receive any Title 1 funds during the 2006 – 2007 school year.

12. **List of Members of the Board of Trustees:**

GOVERNANCE PROFILE

School Year 2006 – 2007

Name	Employer Or Expertise	Board Position Date Served	Date of Election	Term Of Appointment	Board Committee
Neas, John	Real Estate Appraisal	President	May 19, 2005	July 2005 – June 2008	Facilities
Pfizenmaier, Laureen	Gillette	Vice President	May 20, 2004	July 2004 – June 2007	Finance
Kripp, Mark	Oxfam	Treasurer	May 11, 2006	July 2006 – June 2009	Finance
Frongillo, Richard	Technology firm	Secretary/ Clerk	May 19, 2005	July 2005 – June 2008	Technology
Brown, Colleen	Lawyer New England School of Law		May 20, 2004	July 2004 – June 2007	Governance
Lori Clements	Lawyer		May 11, 2006	July 2006 – June 2009	Human Resources, Governance, Nominating
Anna dos Santos	Planning, Management, Policy Development		May 11, 2006	July 2006 – June 2009	Governance
Charles Mayo	UMass Medical School		May 11, 2006	July 2006 – June 2009	Mission, Nominating
Jack McCarthy	Bristol County Savings Bank		May 19, 2005	July 2005 – June 2008	-----
Jennifer Moccia	Marketing, Development, PR		February 8, 2007	February 8, 2007 – June 30, 2007	Public Relations
Pearl, Michele	Monster.com		May 19, 2005	July 2005 – June 2008	Public Relations
Perna, Joe	BFCCPS Teacher	Faculty Representative	May 11, 2006	July 2006 – June 2007	-----
Cathy Tomaso	Putnam Investments		May 11, 2006	July 2006 – June 2009	Public Relations

13. Summary of Major Policy Decisions Made by the Board of Trustees:

Meeting Dates	Major Policy Decisions
July 13, 2006	<p>Motion to supersede Board Policy #20 with the Employee Code of Conduct approved at the last meeting. Motion approved.</p> <p>Motion to disband the Interim HOS Task Force with its objectives achieved. Motion approved.</p> <p>Motion to accept resignations of the four Board Officers – Pfizenmaier, LaGanke, Kripp and Frongillo, effective at the end of the meeting. Motion approved.</p> <p>Motion to accept Scott Stavely as a Trustee to complete Virginia LaGanke’s term ending in 2007. Motion approved.</p> <p>Motion to elect John Neas as Board President for 2006-2007. Motion approved.</p> <p>Motion to elect Lauren Pfizenmaier as Vice President. Motion approved. Motion to elect Mark Kripp as Treasurer. Motion approved.</p> <p>Motion to elect Richard Frongillo as Clerk. Motion approved.</p>
August 10, 2006	<p>Motion to accept the Organizational Task Force request to change the date for the group to present recommendations to the Trustees to November of 2006. Motion approved.</p> <p>Motion to approve Mission Committee description with modifications. Motion approved.</p>
September 7, 2006	<p>Motion to support the school’s athletic initiatives in golf and basketball. Motion approved.</p> <p>Motion to appoint Dr. Kevin O’Malley as the official spokesperson for the school pending creation of a Media Notification Plan. Motion approved.</p>
October 12, 2006	<p>Motion to accept audited statements from Alexander, Aronson and Finning as presented. Motion approved.</p> <p>Motion to amend budget for \$14,500 for computers and safety improvements as noted in the minutes of the 10/3 Finance Committee meeting. Motion approved.</p> <p>Motion to approve up to additional \$7,000 to be applied to security measures at the school at the discretion of the HOS with intent to negotiate with St. Mary’s Church to reimburse 50%. Motion approved.</p> <p>Motion to distribute non-binding offer as presented to the Church for the purchase of the school building. Motion approved.</p> <p>Motion to accept review process as recommended by BOTF noting that the Board shall make the final decision about special Board meetings. Motion approved.</p>
November 9, 2006	<p>Motion to approve \$7,500 for budget amendments as presented in 11/2 Finance Committee meeting minutes. Motion approved.</p> <p>Motion to approve the extension of the contract of Dr. Marcus beyond November 15, 2006. Motion approved.</p> <p>Motion to approve the one-time accumulated sick day buy-back as presented. Motion approved.</p>
December 14, 2006	<p>Motion to extend Dr. O’Malley’s employment as Head of School, subject to final agreement on terms, until such time as Dr. O’Malley and BFCCPS mutually agree to terminate his employment. Such continued employment is subject to acceptable performance as determined by the Board of Trustees. Motion approved.</p> <p>Motion to accept the resignation of Trustee Scott Stavely with regret. Motion approved.</p>

Meeting Dates	Major Policy Decisions
	<p>Motion to charge Nominating Committee to present candidate by 1/11 meeting following by-laws and procedures. Motion approved.</p> <p>Motion to replace John Neas with Richard Frongillo on Nominating Committee. Motion approved.</p> <p>Motion to accept OTF report with thanks of the Board. Motion approved.</p> <p>Motion to dissolve the OTF having completed its work. Motion approved.</p> <p>Motion to approve the Policy and Procedure on Committee Formation with minor modifications. Motion approved.</p> <p>Motion to accept the document on Expectations for Parents, Guardians and Volunteers as presented. Motion approved.</p>
January 11, 2007	<p>Motion to reallocate \$2,500 from Educational Field Trip line item to payroll line item to better correspond to the cost of nurses. Motion approved.</p> <p>Motion to extend deadline of Nominating Committee by thirty days to complete the selection process. Motion approved.</p> <p>Motion to dissolve and immediately reform the Mission Committee according to the guidelines on Committee Formation. Motion approved.</p> <p>Motion to appoint Chuck Mayo as chairperson for the Mission Committee. Motion approved.</p> <p>Motion to direct chair of the Mission Committee to deliver, no later than the April 2007 Trustee meeting a final charter of the Mission Committee. Motion approved.</p> <p>Motion that at the February 2007 regular Board meeting the Head of School shall present to the Board a pro-forma budget for the 2007-2008 year indicating how a position or positions, up to \$100,000, can be funded without reducing resources available for staff and faculty salaries, curriculum or staff development. Further, the HOS and the Board members of the former OTF shall present a detailed job description or descriptions, including qualifications and related implementation plans for at least two alternatives to organizational restructuring. Such plan or plans not to exceed \$100,000. Motion approved.</p> <p>Motion that the Head of School shall establish a Staff Development Committee, as outlined in Recommendation 5 of the OTF recommendations presented December 5, 2006. In addition to the duties listed, the committee shall work with the Head of School in the preparation of the staff development budget and policies for 2007-2008. Motion approved.</p> <p>Motion that the Head of School shall develop a plan for the increased participation of staff and faculty in the decision making process as it relates to the day-to-day operations of the school. Such a plan to be implemented in Calendar Year 2008 and to include: composition of relevant committees to include a Leadership Council and Pillar Council; identification of required resources (including financial resources); procedures and guidelines for staff and faculty involvement (including feedback processes to staff and faculty). A sustainability plan for staff and faculty participation in the decision making process such that the process is institutionalized and maintained beyond the tenure of the current Board or school leadership. The HOS shall report to the Board progress on the plan at least quarterly at the last Board meeting of each calendar quarter. Motion approved.</p> <p>Motion to send the matter of Election of Board of Trustees to the Governance Committee to be reported back by March of 2008. Motion approved.</p>
February 8, 2007	<p>Motion to appoint Jennifer Moccia to fill the open trustee seat vacated by Scott Stavely and which has its term ending in June of 2007. Motion approved.</p>
March 8, 2007	<p>Motion to approve Policy #2 on the Nomination and Election of the School Board. Motion approved.</p> <p>Motion to approve the Grievance Policy as presented. Motion approved.</p> <p>Motion to postpone decision on the joint recommendation of the Organizational Task Force and Dr. Marcus and Dr. O'Malley to 3/15 to provide the HOS an opportunity to present the recommendation to the faculty and staff. Motion</p>

Meeting Dates	Major Policy Decisions
March 15, 2007	approved. Motion to establish the position of Assistant Head of School and to fill the position as soon as possible. Motion approved.
April 12, 2007	Motion to approve the recommendation of the Finance Committee to allocate \$60,000 for science, vocabulary, writing text books and other support material to have available for summer curriculum planning and for use in Fiscal Year 2008. Motion approved. Motion to approve the Mission Committee Statement with amendments. Motion approved.
May 10, 2007	Motion to approve the Fiscal Year 2008 budget with math program notation. Motion approved. Motion to provide HOS authority to approve in-state, out-of-state and out-of-country school trips for 2007-2008. Motion approved. Motion to approve school calendar as presented. Motion approved. Motion to approve Employee Handbook as presented. Motion approved. Motion to approve organizational chart as presented. Motion approved. Motion to approve the Dress Code presented by Dr. O'Malley for next year with amendment of definition of offensive to be taken from the employee documentation from the summer information packet (Page 25 – Point 4). Motion approved.
June 14, 2007	Motion to approve the sum of money recommended by the Finance Committee as a thank you gift to all faculty and staff members for a wonderful year at the school. Motion approved. Motion to approve the Letter of Agreement for the Head of School for the 2007-2008 Academic Year. Motion approved. Motion to approve the policy regarding Responding to Media Requests with minor changes. Motion approved. Motion to approve Kevin Buckley as the Faculty Representative to the Board. Motion approved. Election of Caroline Agresti, Jennifer Moccia, Tim Tracy, Maria Weiss and Poh-Lin Yeoh to the Board of Trustees. Motion to elect John Neas as President. Motion approved. Motion to elect Anna Dos Santos as Treasurer. Motion approved. Motion to elect Chuck Mayo as Clerk. Motion approved.

14. Charter amendments approved by the Commissioner of the Board of Education:

There are no Charter amendments to date.

15. Summary of Official Complaints Received by the Board of Trustees:

June 14, 2007

During the Open Comment at the June Board meeting, a letter was presented to the Board by a BFCCPS Parent regarding the issue of bullying at the School and her feeling that the Administration or the President of the Board did not properly address situations with her children.

Intended Response: The Board of Trustees has taken this issue under advisement and will move to address this issue before the start of the new School Year in September of 2007.

16. Student Demographics:

Student Profile:

Students Enrolled by Grade:

K	1	2	3	4	5	6	7	8	Total
44	44	44	47	46	48	42	45	28	388

Enrollment by Race/Ethnicity:

African American	Asian	Hispanic	Native American	White	Multi-Race, Non Hispanic
2.0	7.0	0.5	0.5	89.0	1.0

Enrollment by Gender:

Male	Female	Total
191	197	388

Enrollment of Low Income Status:

Percentage
2.0%

Percentage of Students Classified as English Language Learners (ELL):

Percentage
0.0%

Percentage of Students Classified as Limited English Proficient (LEP):

Percentage
0.0%

Percentage of Students as Special Education:

Percentage
9.4%

17. **Total Number of Student Applications Received:**

Total Number of Student Applications Received by Grade:

Grade	K	1	2	3	4	5	6	7	8
# of Apps Received	126	37	28	27	17	18	10	7	3

Total Number of Student Applications Received by Residence:

Residence	Number of Applications
Ashland	2
Attleboro	6
Bellingham	32
Blackstone	10
Boston	1
Foxborough	3
Franklin	146
Holliston	3
Lakeville	1
Mansfield	1
Medway	10
Milford	14
Millis	4
Norfolk	15
North Attleborough	3
Norwood	1
Plainville	2
Upton	5
Uxbridge	3
Walpole	3
Wrentham	8
TOTAL	273

Total Number of Applications Received Compared to the Number of Openings:

Grade	K	1	2	3	4	5	6	7	8
# of Apps Received	126	37	28	27	17	18	10	7	3
# of Openings	44	0	0	3	0	2	0	6	3

18. **Student Attrition Data:**

Students Who Left During the School Year:

Grade	Students Who Left During the School Year	Reason
K	1	Moved out of State
1	0	
2	1	1 Moved out of state
3	0	
4	0	
5	0	
6	0	
7	0	
8	0	
TOTAL ATTRITION	3	

As of October 1, 2006, we had a total membership of 391 students enrolled. As of June 30, 2007, we had 3 students who left the school leaving us with a total of 388 students.

Students Who Finished the Year, but are Not Returning:

Grade	Students Who Finished the Year But Are Not Returning	Reason
K	2	1 Preferred other public school 1 Moved out of State
1	3	2 Preferred other public school 1 Preferred private school
2	4	Preferred other public school 1 each moved: out of state, district and country
3	1	Preferred other public school
4	3	1 moved out of district 2 went back to home district
5	8	6 preferred other public school 1 moved out of state 1 moved out of country
6	3	1 preferred other public school 2 preferred private school
7	4	2 Preferred other public school 1 Moved out of area 1 Private school
8		Graduated to High School
TOTAL	28	

19. **Number of Students Who Have Been Expelled and Who Have Served In-School and Out-of-School Suspensions:**

In-School Suspension	Out-of- School Suspension	Expelled	Total	Reasons
0	13	0	13	Inappropriate physical contact Fighting Repeated disruptive and uncooperative behavior Possession weapon, offering to other students Inappropriate conduct

20. Name of School Leader(s), Including Instructional Leaders(s):

Staff Profile:

School Leader:

- Kevin O'Malley, Head of School

Instructional Leaders:

- Bernard Benjamin, Director of Fine and Performing Arts
- Patricia A. Fairbanks, Section Coordinator K – 4, Director of Student Services
- Elizabeth Clayton, Section Coordinator 6-8

Administrative Support:

- Deborah Schwab, Administrative Assistant to HOS
- Kate Edgar, Office Manager
- Kara Geraci, Business Manager
- Ellen M. Williamson, Administrative Assistant to Student Services

Attrition Among Administrative Staff:

During the 2006 – 2007 year there was no attrition among administrative staff.

21. Number of Full-Time Equivalent (FTE) Teachers and Aides:

Faculty Positions	Total	Faculty Positions	Total
Classroom Faculty	18.0	Drama	0.1
Classroom Aides	4.0	Art	1.0
French	1.3	Dance	0.0
Latin	0.5	SPED Teachers	3.0
Physical Education	1.5	SPED Aides	3.0
Librarian	0.6	Speech Pathologist	0.8
Student Newspaper	0.0	Occupational Therapist	0.8
Instrumental	2.0	Reading Specialist	1.0
Music	0.6	Total	38.2

Faculty Data:

Percentage of Core Academic Teachers Identified as Highly Qualified: 97.5%.
 Percentage of Teachers Licensed in Teaching Assignment: 97.5%
 Total number of Teachers in Core Academic Areas: 27
 Average years of teaching experience of classroom teachers: 10 years
 Average years of service at the school: 5 years

Class Size and Student/Teacher Ratio:

The average class size: 22 students.
 Student/Teacher Ratio: 12.8 to 1

22. Teacher Attrition:

The percentage of Teaching Faculty employed by the school that have left since the beginning of the school year is: 0%.

The percentage of Teaching Faculty not returning is: 7.5%

23. Financial Statement for Fiscal Year 2007:

See attachment "A" in Excel for the Draft Financial Statement for the Fiscal Year 2007.

24. Balance Sheet Setting Forth the Charter School's Assets, Liabilities, and Fund Balances or Equities:

See attachment "B" in Excel for the Draft Balance Sheet for the Fiscal Year 2007.

25. Approved School Budget for Fiscal Year 2007

See attachment "C" in Excel for the approved School Budget for the Fiscal Year 2008.

26. Plans for dissemination for the School Year 2006 - 2007:

HOS and Faculty Presentation and Dissemination Activities:

The BFCCPS has worked diligently to disseminate "Best Practices" and Projects. The Faculty, Staff, and Administration were particularly involved in the dissemination.

Faculty Presentations and Dissemination Activities:

- Latin Teacher featured in American Classical League Publication – "Play time – The birth of an integrated humanities unit featuring marionettes"
- Reading Specialist oversaw the celebration of Dr. Seuss' 100 Birthday Celebration which included special guests to read to lower grades, a designated time for silent reading and cupcakes to celebrate his birthday.
- Student Art work on display
Franklin Public Library
Art showcase Plainville Library
Barnes and Noble Art Show
Student Art work on display for the month of November
- BFCCPS Music Recital
Student Solo and Duet performances for community
- BFCCPS School Tours and presentations
- BFCCPS Special Education Program Evaluation and Reports
- Franklin Public Schools Lifelong Learning Summer Program
 - Art Class
 - French Class
- BFCCPS Summer Programs
 - Introduction to Kindergarten
 - Grade 4, 5, 6, 7 and 8 Review of Math, ELA and Science
 - Instrumental Lessons
- BFCCPS Basketball Team playing other charter schools
- Online exchange of information via BFCCPS Website www.bfccps.org
- MA Charter School Association
- OT & Speech Faculty presented to parents on Co-Treatment in the Inclusive Classroom

Student Presentations and Dissemination Activities:

- Project Adventure
6th Grade teambuilding field trip
- Camp Becket
Team building field trips
- YMCA
Grade 6 & 7
- Franklin School of the Performing arts student recitals
- Math League
- National Latin Exam
- National French Contest (FLES Contest)
- BFCCPS Symphonic Band and Chorus participation in Music in the Parks Music Festival
- Lego League Educational Enrichment Program Student participation
- Barnes and Noble Events-Student Recital
- Rube Goldberg Machine Contest/Fay School/MIT Program Partnership
- Spring Musical "Oklahoma"

Board of Trustee's Presentations and Dissemination Activities:

- Commonwealth of Massachusetts Department of Education Coordinated Program Review Mid-cycle Corrective Action Plan Progress Reports
- Commonwealth of Massachusetts Department of Education BFCCPS Annual Report
- Commonwealth of Massachusetts Department of Education BFCCPS Accountability Plan and Data
- Online exchange of information via BFCCPS Website www.bfccps.org
- Franklin Area Chamber of Commerce presentations
- Commonwealth of Massachusetts Department of Education Annual Reports Meetings-Worcester Massachusetts

Educators or Community Members Who Have Formally Visited:

- Interns from Dean College
- Fire Chief Gary McCarraher
- Elaine Uzan Leary, Executive Director of the French Library Alliance Francaise of Boston
- Officers Cusson and MacLean presented an Internet Safety Class for parents, as well as providing information on bullying to the student body.
- Professor Carol Saulney, Simmons College, presented at PAC meeting on Parenting and educating the different learner.

Media Dissemination Activity:

- The Franklin Times: "Charter School Music Program Earns National Recognition"
- Country Gazette
"They were millionaires for a day"
- Press releases of events throughout the year

Memberships:

- MA Charter School Association
- Association of Supervision and Curriculum
- Chamber of Commerce
- Core Knowledge Foundation