

ANNUAL REPORT – FISCAL YEAR 2007

ROBERT M. HUGHES ACADEMY CHARTER PUBLIC SCHOOL

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“One who removes a mountain begins by carrying away small stones.”

MISSION STATEMENT

The mission of the Robert M. Hughes Academy Charter Public School (RMH) is to provide urban students in Springfield, Massachusetts, with the opportunity to achieve academic and personal excellence by offering an intellectually challenging curriculum and supportive environment. Students will graduate from the school with a deep respect for learning and the strength of character required to become future leaders in society.

INTRODUCTION

The Robert M. Hughes Academy Charter Public School (3 H) is located at 91 School Street in Springfield, MA 01105. RMH is situated near downtown Springfield in a residential area at the intersection of School and Union Street. Union Street is a major East-West thoroughfare westward from the Connecticut River eastward to Colton Street covering approximately 60% of the inner city. RMH is two blocks east of State Street/Boston

Road—the east-west thoroughfare which intersects the entire city of Springfield.

RMH is located four blocks from the Springfield main library, and museum quadrangle; and six blocks from the Massachusetts Mutual Civic Center, City Hall, and the Springfield Symphony Hall.



LETTER FROM BOARD CHAIRPERSON MS. CANDICE E. LOPES

It is with great pride that I take this opportunity to report on the progress and current status of the Robert M. Hughes Academy Charter Public School (RMH).

In the summer of 2006, our former Principal, Mr. Douglas Greer, resigned to accept another position. To ensure continuity, during our search for a new Principal we appointed our Education Director, Ms. Marlina Duncan, and our Dean of Students, Mr. C. Sterling Davis, to serve as Co-Principals. Our teaching staff remained stable; and our financial status remained stable with a projected modest surplus projected.

In the fall of 2006, the RMH Board of Trustees initiated a national search to replace Mr. Greer. The search culminated with the offering of the position to our current Principal/Chief Executive Officer, Mr. Joseph L. Seay, in March, 2007. Mr. Seay came to RMH with outstanding credentials. Examples of reference statements on Mr. Seay's behalf follow:

Academically, we had an outstanding year. Using the IOWA Test of Basic Skills results as an example, when mathematics and reading/language arts scores in grades K-8 are aggregated, RMH students responded correctly to test questions at a greater percentage than students across the nation as a whole.

"...A gentleman of strong and impeccable character..." "...Takes the initiative in exploring strategies and teaching methodology..." "...He is also skillful in the use of technology...extremely skillful and on target in maintaining his own tracking system regarding the financial health of the school..."

With a new Principal/Chief Executive Officer, a new Chair of the Board of Trustees, in the upcoming school year we will build on the progress of 2006-2007 and improve in those areas having a direct and immediate relationship with the performance and well-being of our students. We are currently providing leadership toward the establishment of an education consortium for the purpose of ensuring that teachers from consortium member school meet the NCLB standards of "Highly Qualified Teacher."

Our former Chair, who was the Chair of the Executive Search Committee moved out of state prior to the conclusion of school year 2006-2007. The Board of Trustees is deeply appreciative of his leadership and guidance during his tenure; and the search for a new Principal/Chief Executive Officer.

Meanwhile, we are diligently working to ensure a successful 2007-2008 school year; our theme will be **ONE VISION. ONE MESSAGE. ONE SCHOOL.** On behalf of the entire Board of Trustees, I commend our staff, faculty, parents, the community, DOE, and most of all our students for the continued success of RMH.

Candice E. Lopes
RMH Board of Trustees
June 29, 2007

LETTER FROM THE PRINCIPAL/CHIEF EXECUTIVE OFFICER JOSEPH L. SEAY

On behalf of the Robert M. Hughes Academy Charter Public School (RMH) Board of Trustees, students, parents, staff and the community, I am pleased to submit the 2006-2007 Annual Report.

The 2006-2007 school year began with many challenges, having lost its Principal/Chief Executive Officer prior to the start of the school year, the Education Director and the Dean of Student Affairs were appointed to serve

as Co-Principals.

At the culmination of the RMH national search for a Principal/Chief Executive Officer I was honored to be selected to fill this very important position in March, 2007. I found the Board of Trustees highly committed to the achievement of the RMH mission and very supportive of the Principal/Chief Executive Officer function, faculty, staff, and the Parent-Teacher-Organization (PTO). In response to the Board of Trustees priorities, the outcomes of my initial work included:

- The establishment of a state of the art computer lab;
- Creation of an Information Technology Specialist position for school year 2007-2008
- Restructuring of the administrative office
- Preparation of a revised Accountability Plan and the subsequent acceptance by DOE
- Preparation of an acceptable Corrective Action Plan in response to the findings of the DOE Site Visit

BOARD AND STAFF:

The RMH Board of Trustees and staff continue to employ synergistic processes toward the achievement of the academic, social and emotional development goals set forth in our Accountability Plan and the annual mission of our school.

Professional Development: The overarching goal for human resource development at RMH is the promotion of excellence in student academic performance. We promote excellence as well in our support staff working in maintenance, information technology, food service, transportation, and record management. We also very much value our relationships with parents and other community stakeholders. Professional development is driven by performance evaluations and individual performance development plans for all staff and include:

- Orientation and training of the faculty in topic areas associated with MTEL, certification and the NCLB definition of "Highly Qualified Teacher"
- Curriculum Mapping, Curriculum Scope and Sequence
- Collins Writing Program
- Data-Guided Instruction
- Co-Teaching Competencies/Differentiated Instruction
- Classroom Management

For the coming school year the position of department chairs have been added to the RMH Leadership The positions' incumbents will provide leadership, guidance, and mentoring to junior faculty members in the four major content areas:

1. English/Language Arts
2. Social Studies
3. Mathematics
4. Science

TEACHING METHODOLOGY: All veteran teachers have been trained in the Lorraine Monroe Methodology and they continue to apply the Black Board Configuration (BBC), test-taking strategies accompanied by the Collins Writing Program and Twelve Non-Negotiable Rules within the school community. Students have benefited from this consistent and creative approach provided from grade to grade and teacher to teacher. RMH has assumed a leadership role in the establishment of an Education Consortium of two charter schools and three public schools for the purpose of developing resources for ensuring that all teachers at consortium member schools meet the No Child Left Behind (NCLB) definition of "Highly Qualified Teacher."

SCHOOL CULTURE: Through a shared common goal of seeing the students of RMH become life-long learners and leaders, the Board of Trustees, in conjunction with the Principal/Chief Executive Officer, faculty and parents, has created an environment of excellence through communication and accountability that

challenges everyone to rise to their full potential.

MCAS PREPARATION: The MCAS rally, poster contest, poetry and song contest, and MCAS song continue to be the staples of our preparation. The daily schedule continues to reflect double periods for English Language Arts (ELA) and Math as well as increased instructional time. The effective use of test results to influence teaching has become a hallmark of our success in yielding both student and class progression.

Our Iowa Test of Basic Skills (IOWA) test scores and the Adequately Yearly Progress (MCAS) reports reflect the positive results of the efforts of parents/guardians, teachers, staff, students, and administrators. I applaud their dedication to our goal of “*Experiencing Excellence Everyday.*”

Our fourth-grade students and our eighth-grade students WILL RECEIVE a “**Special Class Academic Achievement Award**” for their significant achievement when their overall percentage of correct answers to the questions on the IOWA was better than the entire nation: fourth-graders (7.5% (math), and 12.3% (Reading/Language Arts) and eighth-graders (12.5% in Math). The entire student body (K-8) when their total scores were aggregated outperformed the nation in the percentage of questions answered correctly on the IOWA.

GRADUATION: The graduation ceremony for the third graduating class of the Robert M. Hughes Academy Charter Public School was held on June 15, 2007 at American International College. The 14 graduates along with their families, friends, Board of Trustees, and staff celebrated this momentous event in the lives of the young graduates.

Working in tandem with the Board of Trustees we have made plans for RMH to solidify and celebrate our successes of 2006-2007; and for ensuring an even higher level of support for teachers and students. We are poised to move forward to the 2007-2008 school year with a common theme, “*One Vision. One Message. One School.*”

Joseph L. Seay
Principal/CEO
June 29, 2007

**LETTER FROM THE ROBERT M. HUGHES ACADEMY CHARTER PUBLIC SCHOOL (RMH)
PARENT-TEACHER ORGANIZATION (PTO)**

On behalf of the RMH PTO I am please to provide an overview of the PTO activities for 2006-2007.

Over the past year the RMH Parent-Teacher-Organization (PTO) worked very hard toward maintaining the energy level and focus of its membership; while supporting the RMH Board of Trustees, administrators, and teachers.

The significant events which occurred during the year which enhanced the ability of the RMH PTO to contribute to the achievement of RMH Mission:

- (1) The appointment of a new principal/CEO, Mr. Joseph L. Seay.
- (2) The selection of PTO member, Ms. Darlene Bourdeau to the RMH Board of Trustees.
- (3) The refilling of the Parent Involvement Liaison position.
- (4) Approval of the PTO By-Laws consistent with the RMH Board of Trustees By-Laws.
- (5) Held several fund-raising activities: Krispy Kreme and CherryDale.
- (6) Sponsored school trip to High Meadows.

During the 2007 – 2008 school year, we will concentrate on:

- (1) increasing our membership
- (2) student trips in support of RMH educational mission
- (3) playing a more active role in RMH events

PTO OFFICERS

Kim Thomas – President

Deborah Albury – President Elect

Sharon DeBerry – Secretary

Beulah Davis – Parent Liaison

Sherry Smith – Treasurer

Lana Wilson – Faculty Representative

**Beulah Davis
Parent Liaison
June 29, 2007**

**Accountability Plan
2004-2009**

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I. Is the Academic Program a Success?

The core work of the Robert M. Hughes Academy Charter Public School (hereafter RMHACPS) is to support students in achieving academic excellence. To this end, RMHACPS evaluates student achievement through a number of external and internal assessments. Multiple assessments were specifically chosen in order to allow the school to measure student progress in the following ways: (a) against an absolute standard of achievement (a criterion-referenced measure); (b) against a national and local sample of students (a norm-referenced measure); and (c) against a baseline of achievement (a value-added measure).

Measure	Assessment Method	Grades Assessed
Criterion-Referenced:	<ul style="list-style-type: none"> • Massachusetts Comprehensive Assessment System • AYP 	Grades 3-8
Norm-Referenced:	<ul style="list-style-type: none"> • Iowa Test of Basic Skills 	Grades K-8
Value-Added:	<ul style="list-style-type: none"> • Reading First Assessments 	Grades K-8

Academic Goals and Measures:

Goals: All students at RMHACPS will:

- (1) become competent readers and effective writers of Standard American English;

- (2) develop a broad base of understanding of analytical and descriptive mathematical computation and operations;
- (3) demonstrate mastery of content and skills in Social Studies
- (4) demonstrate mastery of content and skills in Science

Measurement Tool	Level of Achievement
Criterion-Referenced: Adequate Yearly Progress (AYP)	Robert M. Hughes Academy Charter Public School will make Adequate Yearly Progress in the aggregate and subgroups in Math and Language Arts.
Measurement Tool	Level of Achievement
Norm-Referenced: ITBS	Each year of the charter, the average ITBS score of students who have attended RMHACPS for 2 plus years will be equal to or higher than the national averages. Grades 4-8 will score in the Middle quartile (50-75) NCE in the tested curricular areas of Reading, Language Arts, Math, Science, and Social Studies

Value-Added: Grades K-8

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65% of grades K-3 students will increase their scores annually by a minimum of 3 Normal Curve Equivalent (NCE) points on the GRADE standardized assessment.

70% of students who have attended RMHACPS for 2 plus years will attain a minimum score of Proficient on the MCAS in Math, Reading, and ELA in Year 4 of the Charter.

80% of students who have attended RMHACPS for 3 plus years will attain a minimum score of Proficient on the MCAS in Math, Reading, and ELA in Year 5 of the Charter.

60% of students in grades 5 and 8, who have attended RMHACPS for 2+ years, will attain a minimum score of Proficient on the MCAS in Science.

60% of students in grades 5 and 7, who have attended RMHACPS for 2+ years, will attain a minimum score of Proficient on the MCAS in Social Studies.

Grades 3-8 will meet or exceed state percentages of proficient and advanced scores on the MCAS in Math and English Language Arts.

Average Math, Reading and ELA scores will be among the top **20%** of grade equivalent schools on the MCAS within Springfield, MA.

II. Is the School a Viable Organization?

Goals: RMHACPS will ensure its organizational viability by:

- (1) Achieving financial stability;
- (2) Implementing effective governance practices;
- (3) Demonstrating high levels of market demand;
- (4) Establishing and maintaining a strong level of parent satisfaction.
- (5) Utilizing human resources: administrators to monitor academic and organizational goals, and instructional personnel to prepare students to achieve the academic goals.

In each year of its charter, RMHACPS will use the following measurement tools to ensure it is maintaining a viable organization.

Measurement Tool	Level of Achievement
<p>Financial Stability:</p> <ul style="list-style-type: none"> • Contingency Fund • Income Statement • Fund-Raising • Enrollment 	<p>1-3% of the total budget each year. Managed by the Board of Trustees.</p> <p>Balanced budget: Cash flows and Income Statements: provided by RMHAPS staff and reviewed by Independent Auditor.</p> <p>Each year, a 10 um of 50% of budget expenditures will be dedicated to instruction (staff, materials and services).</p> <p>100% of Board of Trustees members will donate to the School.</p> <p>Minimum of \$10,000 will be raised each year from diverse sources.</p> <p>Maintain an overall enrollment (each year) of 95% of its projected student population. Budget for 95% enrollment.</p>

Measurement Tool	Level of Achievement
<p>Effective Governance:</p> <ul style="list-style-type: none"> • Quorum • Decision-Making • BOARD OF TRUSTEES Stability 	<p>90% of Board meetings will have a quorum.</p> <p>Trusteeship committee will Quarterly review meeting minutes to identify the Board’s major decisions whose quality will be audited by an outside evaluator.</p> <p>External audits will demonstrate the Board of Trustees is following best practices for decision-making: using Roberts Rules of Order, open meeting law, procedures for executive session, policy making, and committee work.</p> <p>70% of Board of Trustees members will serve the length of their term. Trustees who miss more than three meetings a year will be asked to leave the Board.</p> <p>Board of Trustees will maintain enough members to be in compliance with its charter.</p>

<p>Human Resources:</p> <ul style="list-style-type: none"> Administration Instructional 	<p>School leaders will ensure that the school meets the relevant academic and organizational goals outlined in the Accountability Plan by utilizing monitoring worksheets to track student achievement and data-driven analyses (surveys, specially designed worksheets, face-to-face interviews, and other tracking devices) to track the School’s organizational goals</p> <p>Each year school leaders will establish four (4) pre-determined process goals (i.e., establishing a professional development program, instituting a PTO, etc.). These process goals will be determined at the end of each year (for the following year) by the appropriate body: the Board Of Trustees will establish these four (4) goals for the School’s Principal/Chief Executive Officer; the Principal/Chief Executive Officer will establish them for other administrators.</p> <p style="text-align: center;">12</p> <p>These process goals will be tracked by using monitoring worksheets and other monitoring instruments to measure the achievement of the process goals.</p> <p>100% of instructional staff at RMHACPS will meet NCLB criteria.</p>
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II. Is the School Faithful to the Terms of its Charter?

<p style="text-align: center;">Goals: All students at RMHACPS will:</p> <ol style="list-style-type: none"> (1) Demonstrate the qualities of strong moral character; (2) Demonstrate social responsibility; (3) Develop a love of learning; (4) Build capacity to become leaders.

Measurement Tool	Level of Achievement
<p>School Culture</p>	<p>Due to the implementation of the “Twelve Non-Negotiables” listed below, the three day or more suspension rate will be less than 5% each year.</p> <p style="text-align: center;">Twelve Non-Negotiables</p> <ol style="list-style-type: none"> 1. Attend school daily and come on time. 2. Leave all outer clothing in your classroom closet. 3. Move quickly from class to class. Enter the room quietly, take your assigned seat, and begin work immediately. 4. Be prepared to work every day. Bring large loose leaf notebook, assignment notebook, pens, pencils, rulers, protractors, and whatever equipment is required for learning. 5. Do homework nightly.

2006-2007 Accountability Plan Progress

I. Is the Academic Program a Success?

MCAS 2005		Sample Size (≥ 2 Yrs RMH Attendance)	Class Size	% Meeting Goal
Grade 3	Reading	18	20	67%
Grade 4	ELA	17	21	71%
	Math	17	21	29%
Grade 6	Math	--	17	--
Grade 7	ELA	15	21	93%
Grade 8	Math	--	12	--

II. Is the School a Viable Organization?

Enrollment: The budget reflects 100% of the RMH student enrollment.

Effective Governance:

Quorum: The Board of Trustees has consistently achieved the necessary attendance to constitute a quorum in the 2006-2007 school year.

Decision-Making: The Board of Trustees continues to follow best practices for decision-making to ensure that all discussions are based on the best interests of the school. Board committees are charged with the work of the Board; conducting research, holding hearings and making informed recommendations to the full Board of Trustees. The Board of Trustees conducts annual strategic planning retreats where it evaluated its own performance. In August 2007 we will convene at The Holiday Inn in Holyoke MA to review RMH actual performance against that projected in the following areas:

1. By-Laws
2. Accountability Plans
3. Charter

The outcome of the retreat will be a school year 2007-2008 Business Plan which will set forth goals and action steps in each area of the school. Moreover the Business Plan will lay the foundation for the completion of The RMH Charter Renewal Application due in the fall of 2008.

The Board Of Trustees has engaged the consultant who was instrumental not only in assisting RMH in securing its first charter, but also in providing guidance over the years as RMH has undergone peaks and valleys. During the 2007-2008 school year the consultant will provide coaching for the new Principal/Chief Executive Officer; and facilitate training and development activities for the Board of Trustees and staff.

Board of Trustees Stability: The Board of Trustees plans to increase its membership to eleven (11) members. With this increase, the Board of Trustees has greater diversity based on the level of expertise of the new and old members.

Market Demand:

Enrollment: The School has maintained a waiting list that has increased to **156%** of its enrolled students. The number of returning students in grades K through 7 exceeded **95%**.

Parent/Student Satisfaction: The 2006-2007 Parent/ 15 t Satisfaction Survey was conducted in June 2007. The surveys results follows:

- Improving the communication between the School and home
- An expressed desire for extra-curricular activities/after school clubs
- When asked, “Do you plan to enroll your child at this school again next year?,” over 97% of the respondent answered “Yes”
- When asked, “What overall grade would you give to your child’s school?” the average score was 3.67 which is equivalent to a high B+.

Human Resources:

Administration: The Board of Trustees has worked very closely with the new Principal/Chief Executive Officer and the administrative team to establish attainable process goals. The Board of Trustees has engaged the consultant who was instrumental not only in assisting RMH in the first charter, but in providing guidance over the years as RMH has undergone peaks and valleys. During the 2007-2008 school year the consultant will provide coaching for the new Principal/Chief Executive Officer and training and organizational development activities as appropriate.

Instructional: 100% of job candidates were CORI checked. All teachers attended the MCPSA workshops. As mentioned in the Principal/Chief Executive Officer’s Executive Summary elsewhere in this report, RMH continues to allocate significant resources toward faculty and staff development; and plan to increase human resource development activities during 2007-2008.

III. Is the School Faithful to the Terms of its Charter?

SUMMARY OF EXTERNAL TEST RESULTS

The Massachusetts Comprehensive Assessment System (MCAS) and the Iowa Test of Basic Skills provide valuable information that supports students placements, identifies areas of achievement and areas needing improvement, and serve as useful tools in the development of Individualized Performance Improvement Plans (IPIP’s). These tools allow teachers to identify academic areas that need to be enhanced while developing creative and innovative lessons that incorporate the teaching and introduction of skills needed by students and the accommodations that must be made in order to meet the needs of students who learn differently. Students are provided with materials that are not only motivational but accommodate a variety of learning styles; thus allowing teachers to help students achieve to their highest academic potentials.

2006 MCAS TEST ANALYSIS REPORT

The Massachusetts Comprehensive Assessment System Test is an external assessment based on the Massachusetts Curriculum Frameworks. School and state level results help teachers and administrators evaluate how well the curriculum and instruction are aligned with the Massachusetts Frameworks. The following section summarizes and analyzes the results of the 2006 administration of the MCAS assessments.

Overall, students at RMHACPS have a strong record of performance on the ELA MCAS assessments. In Mathematics, students’ performance continues to be mixed, with some steady improvement over time. Students at RMHACPS continue to outperform students in the Springfield, MA public school system, and in Mathematics outperform the state. The school continues to meet AYP—see the 2005 and 2006 AYP data.

MCAS Results Performance Level Definitions:

- (A) Advanced – Students demonstrate a superior understanding of challenging subject matter, and solve a wide variety of problems.
- (P) Proficient – Students demonstrate a solid understanding of challenging subject matter, and solve a wide variety of problems.
- (NI) Needs Improvement – Students demonstrate partial understanding of subject matter, and solve some simple problems.
- (W/F) Warning/Failing – Students demonstrate minimal understanding of subject matter,

and do not solve simple problems.

The table below shows the MCAS results by performance category for students at Robert M. Hughes Academy Public Charter School from 2002-2006. The 2006 MCAS results were not included in the 2005-2006 Annual Report as they were not available. Early indicators are that the RMH 2007 results will exceed those of 2006.

**Robert M. Hughes Academy Charter Public School MCAS Results
By Performance Category, 2002 – 2006**

	Students Included	% Advanced	% Proficient	% Needs Improvement	% Warning/Failing	RMH CPI	State CPI
ELA – Grade 3							
2002	22	N/A	6	59	5		
2003	24	N/A	42	54	4		
2004	20	N/A	60	40	0		
2005	20	N/A	25	60	15		
2006	20	5	15	65	15	67.5	83.4
ELA – Grade 4							
2002	23	0	0	39	61		
2003	19	16	37	42	5		
2004	21	14	48	38	0		
2005	21	5	62	33	0		
2006	21	0	67	33	0	91.7	78.8
ELA – Grade 7							
2002	14	0	43	36	21		
2003	16	0	44	56	0		
2004	21	0	86	14	0		
2005	18	0	50	44	0		
2006	16	13	56	31	0	87.5	84.6

English Language Arts:

Grade 3: Five percent (5%) of Grade 3 students achieved an Advanced (P+) performance rating for the first time. The Need Improvement performance category reflects an increase of 5%. The Warning/Failing performance category remained the same.

Grade 4: The percentage of students scoring in the Advanced (P+) performance category declined by 5% but this percentage was captured by a 5% increase in the Proficient performance category.

Grade 7: The percentage of students scoring in the Advanced (P+) category was 13%. Of the five testing years, this was the first time that students have scored in the Advanced (P+) performance category. The percentage of students scoring in the Need Improvement performance category decreased by 11%.

A certified reading specialist was added to the staff through the Reading First grant funds. She provided additional support to ensure that students were receiving the appropriate content and guidance during the 90-minute ELA block of instruction.

**Robert M. Hughes Academy Charter Public School MCAS Results
By Performance Category, 2002 – 2006**

Math – Grade 4							
2002	23	0	0	22	78		
2003	19	16	16	68	0		
2004	21	5	24	57	14		
2005	21	5	33	57	5		

2006	21	10	14	67	10	70.2	73.3
Math – Grade 6							
2002	15	0	7	13	80		
2003	21	5	48	43	5		
2004	19	11	11	53	26		
2005	18	17	39	33	11		
2006	21	0	38	48	14	71.4	70.5
Math – Grade 8							
2003	13	0	31	46	23		
2004	12	0	17	58	25		
2005	17	0	35	47	18		
2006							

Mathematics:

Grade 4: Students in this grade showed an increase in the percentage achieving a P+ category; a decrease in the Proficient category, an increase in the Need Improvement category, and an increase in the Warning/Failing category. Over the five (5) year testing cycle, grade 3 students achieving at the Warning/Failing level has decreased by 68% (2006 at **10%** versus 2002 at **78%**)

Grade 6: Students in this grade did not have any students achieve at the P+ level. The Proficient achievement level remained almost the same, while the percentage achieving at the Need Improvement increased by 15%. Over the 5 year testing cycle, the percentage of students at this grade level scoring in the Warning/Failing category has decreased by 66% (2006 at **14%** versus 2002 at **80%**). **In addition, RMH Grade 6 students' CPI is greater than that of the State.**

Grade 8: There was no 2006 data for Grade 8. However, the three years of available data shows that Grade 8 students performed much better in 2005 than they did in 2004.

MCAS Not Tested in 2005 but Tested in 2006

	Student s Include d	% Advance d	% Proficie nt	% Needs Improve ment	% Warning/Fail ing	RM H CPI	Stat e CPI
Math – Grade 3							
2006	20	0	20	40	40	61.3	78.0
Math – Grade 5							
2006	17	0	12	53	35	52.9	70.2
Math – Grade 7							
2006	16	0	38	44	19	65.6	66.6
ELA – Grade 5							
2006	18	6	50	39	6	84.7	83.7
Science & Technology – Grade 5							
2006	17	0	6	76	18	55.9	78.0

A comparison of these tested areas can not be made at this time because 2006 was the first year these grades/areas were tested.

NCLB Report Card (2005 and 2006 Data)

“Adequate Yearly Progress - According to federal law, a measure of the extent to which students in a school, taken as a whole and certain groups within the school, demonstrate proficiency in English language arts and mathematics. All schools are rated, and AYP determinations are made, based on an analysis of the performance and improvement schools and districts demonstrate toward achieving this goal.”

All subgroups	N/A	N/A	N/A	Yes	Yes	Yes
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MID-CYCLE AYP REPORT

ENGLISH LANGUAGE ARTS													
Student Group	2005				Mid-Cycle IV (2005) data					2005			AYP 2005
	Participation				Performance		Improvement			Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	58	58	100	Yes	58	82.3	Yes	-3.2	No	93.2	-1.3	Yes	Yes
Lim. English Prof.	0	-	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	8	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	40	40	100	Yes	40	80.6	Yes	-4.8	No	92.6	-1.9	Yes	Yes
African-Amer./Black	49	49	100	Yes	49	82.1	Yes	-2.7	No	92.9	-1.6	Yes	Yes
Asian or Pacific	0	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	8	-	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	1	-	-	-	-	-	-	-	-	-	-	-	-

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ENGLISH LANGUAGE ARTS													
Student Group	2005				Mid-Cycle IV (2005) data					2005			AYP 2005
	Participation				Performance		Improvement			Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	58	58	100	Yes	58	82.3	Yes	-3.2	No	93.2	-1.3	Yes	Yes
Lim. English	0	-	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	8	-	-	-	-	-	-	-	-	-	-	-	-
Low	40	40	100	Yes	40	80.6	Yes	-4.8	No	92.6	-1.9	Yes	Yes
African-Amer./Black	49	49	100	Yes	49	82.1	Yes	-2.7	No	92.9	-1.6	Yes	Yes
Asian or Pacific	0	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	8	-	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	1	-	-	-	-	-	-	-	-	-	-	-	-

English Language Arts

<u>Cycle IV Performance Rating:</u>	HIGH	Performance Data:	<u>State Target</u>	<u>Cycle IV CPI</u>	
			80.5	82.2	
<u>Cycle IV Improvement Rating:</u>	DECLINED	Improvement Data:	<u>Baseline CPI</u>	<u>Gain Target</u>	<u>On Target Range</u>
			85.5	2.9	85.9-90.9
<u>Accountability Status:</u>	No Status		<u>Cycle IV AYP (Aggregate):</u>	2005	2006
				Yes	Yes

Mathematics

<u>Cycle IV Performance Rating:</u>	MODERATE	Performance Data:	<u>State Target</u>	<u>Cycle IV CPI</u>	
			68.7	71.8	
<u>Cycle IV Improvement Rating:</u>	IMPROVED BELOW TARGET	Improvement Data:	<u>Baseline CPI</u>	<u>Gain Target</u>	<u>On Target Range</u>
			68.3	6.3	72.1-77.1
<u>Accountability Status:</u>	No Status		<u>Cycle IV AYP (Aggregate):</u>	2005	2006
				Yes	Yes

Robert M. Hughes Academy Charter School - 2006 Adequate Yearly Progress (AYP) Data

School Title I Status: Title I District

**Robert M. Hughes Academy Charter School:
2006 AYP Data**

ENGLISH LANGUAGE ARTS													
Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance		Improvement			Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	106	106	100	Yes	115	82.2	Yes	-3.3	No	93.8	0.6	Yes	Yes
Lim. English Prof.	0	-	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	10	10	-	-	13	-	-	-	-	-	-	-	-
Low Income	70	70	100	Yes	80	80.3	No	-5.1	No	93.5	0.9	Yes	No
Afr. Amer./Black	92	92	100	Yes	100	82.0	Yes	-2.8	No	93.5	0.7	Yes	Yes
Asian or Pacif. Isl.	0	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	12	12	-	-	14	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	2	-	-	-	-	-	-	-	-	-	-	-	-

MATHEMATICS													
Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance		Improvement			Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	105	105	100	Yes	108	71.8	Yes	3.5	No	93.8	0.6	Yes	Yes
Lim. English Prof.	0	-	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	10	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	69	69	-	-	71	71.1	-	-	-	93.5	0.9	-	-
Afr. Amer./Black	91	91	100	Yes	91	71.7	Yes	3.7	Yes/EB	93.5	0.7	Yes	Yes
Asian or Pacif. Isl.	0	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	12	12	-	-	14	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	2	-	-	-	-	22	-	-	-	-	-	-	-

Low Income	69	69	-	-	71	71.1	-	-	-	93.4	0.8	-	-
Afr. Amer./Black	91	91	100	Yes	91	71.7	Yes	3.7	Yes/E B	93.5	0.6	Yes	Yes
Asian or Pacif. Isl.	0	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	12	12	-	-	14	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	2	-	-	-	-	-	-	-	-	-	-	-	-

IOWA (Iowa Test of Basic Skills) ASSESSMENTS

When the Spring 2007 Mathematics test results are compared to the Fall 2006 results, RMH students (K-8 combined) achieved a net increase of 66 NCE points. There was a net increase of 14 NCE points in Reading and a net increase of 27 NCE points in Language Arts.

IOWA Mathematics

Normal Curve Equivalent Scores

Grade	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
K	NA	NA	49	57	59	44	78
1	52	53	45	41	49	47	63
2	44	41	39	30	65	41	46
3	52	33	39	44	56	66	50
4	60	58	56	47	60	50	59
5	53	46	56	45	47	51	51
6	55	49	51	47	49	41	43
7	62	45	42	54	54	37	50
8	49	59	43	45	49	55	60

Mathematics

Grade	Spring 2004	Spring 2005	Spring 2006	Spring 2007	Four Year Trend
K	-	49	59	78	62
1	52	45	49	63	52
2	44	39	65	46	50
3	52	39	56	50	48
4	60	56	60	59	58
5	53	56	47	51	51
6	55	51	49	43	48

IOWA Language Arts

Normal Curve Equivalent Scores

Grade	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
K	NA	NA	NA	NA	NA	NA	NA
1	42	NA	NA	NA	NA	NA	NA
2	52	NA	NA	NA	NA	NA	NA

3	46	NA	NA	NA	NA	NA	NA
4	64	55	56	50	59	49	64
5	63	56	61	50	57	48	54
6	34	52	54	52	57	50	46
7	65	41	45	53	50	47	56
8	47	58	38	36	38	50	51

Language Arts

Grade	Spring 2004	Spring 2005	Spring 2006	Spring 2007	Four Year Trend
4	64	55	56	64	59
5	63	56	61	54	53
6	34	52	54	46	49
7	65	41	45	56	50
8	47	58	38	51	49

IOWA Reading

Normal Curve Equivalent Scores

Grade	Spring 2004	Fall 2004	Spring 2005	Fall	Spring 2006	Fall 2006	Spring 2007
				25			
K	NA	NA	NA	NA	NA	NA	NA
1	NA	NA	NA	NA	NA	NA	NA
2	NA	NA	NA	NA	NA	NA	NA
3	NA	NA	NA	NA	NA	NA	NA
4	54	51	54	51	51	47	47
5	51	51	54	48	40	45	48
6	33	42	48	46	49	44	44
7	53	37	39	49	44	41	48
8	41	51	45	32	30	43	47

Reading

Grade	Spring 2004	Spring 2005	Spring 2006	Spring 2007	Four Year Trend
4	54	51	51	47	51
5	51	51	40	48	48
6	33	42	49	44	42
7	53	37	44	48	46
8	41	51	30	47	42

Summary of internal assessment results

The CAT, as an internal assessment, was not used in school year 2006-2007.

SCHOOL PROFILE

Robert M. Hughes Academy Charter Public School

91 School Street, Springfield, MA 01105

JOSEPH L. SEAY

Principal/CEO

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josephlseay@yahoo.com

Grades and Ages Served

During the 2006-2007 school year, RMH served students in grades kindergarten through eight. Students' ages ranged from 5 years to 13 years, 11 months. During the 2006-2007 school year, RMH served 180 students from the greater Springfield area.

2006-2007 Days of Instruction

- Scheduled Days: September 10, 2006 – June 18, 2007
- Teacher Work Days: 185
- Student School Days: 180
- Calendar includes two days for inclement weather
- The student average daily attendance during the year was 96%.

Educational Philosophy

Educating children is about laying the foundation for a lifetime of learning. This requires an immense respect for each child as an individual and a learner. It also requires the creation of a nourishing and motivating learning environment, and respect for the learning styles of each child. A child who feels respected will not only learn in our classrooms, but will also carry these learning skills into adulthood.

James P. Comer, noted child psychiatrist at the Yale Child Study Center, offers compelling theory of child development, which serves as the foundation for the RMH educational approach. Comer believes that children learn through a complex set of interactions involving the development of five critical pathways: the socio-interactive, which influences interactions with others; the psycho-emotional, influencing personal control; the moral; the linguistic and intellectual/cognitive. Motivation to learn grows out of interrelationships among all five areas.

The teacher's role is to focus on and balance the developing pathways. RMH emphasizes the teacher's relationship to the student, to the class and to the school, not only in terms of pedagogy but also in terms of ethics and morals. Students are taught to learn with a focus on values, including morality and "universal truths" about humanity. These values modeled in the classroom and throughout the school, create an environment for Board of Trustees learning and character building.

Curriculum Design/Teaching Method

The current curriculum was designed and developed in a manner which integrates the Lorraine Monroe teaching materials and methodology with the Massachusetts Curriculum Frameworks.

The Black Board Configuration (BBC), is a key element of the Monroe methodology. Its purpose is to move students into the classroom quickly, settle the class, and prepare students to learn and work. The configuration allows student to know what they will learn in each class. The configuration, when properly delivered, eliminates the need to deliver verbal instructions at the beginning of class. It is a visual illustration of the teacher's process for set induction. It outlines _____ on with a coherent beginning, middle, and end. The

configuration helps Board of Trustees the teachers and the students to organize and stay focused. The Configuration serves to pace test-taking practice sessions. BBC improves school tone, strengthens teachers' skills in planning and pacing, standardizes students' expectations school-wide; and provides a tool for daily observations of classroom activities.

Class schedules continue to place more emphasis on MCAS prep classes, provide additional instruction in specific areas to be measured by the MCAS test. Students reviewed study skills, test-taking skills in content subject areas such as math, language arts, science, and social studies; and participated in practice tests under simulated test conditions. Teacher adapted curriculum-based testing to emulate standardized test.

Accommodations for Learning Style Differences continue to be facilitated by carefully structuring individual learning plans for all students and individual education plans for students identified as having need for Special Education and Title One Services as indicated by their ILP's, IEP's or 504 plans. The teachers utilize a wide range of skills and tools to accommodate the individual needs of students. RMH has sub-contracted services for students with the following agencies:

- Dr. Karen G. Tierney – Subcontractor
- The Weldon Center at Mercy Hospital – for hearing and speech assessments and services
- Baystate Medical Center – Children's Hospital – speech and language assessments
- Behavioral Health Network – for testing and consultation

We continued to provide students with the services described above to enhance their ability to be active participants in Board of Trustees the school community and curriculum-based learning.

GOVERNANCE

Name	Employer	Expertise	Position Held on Board	Term of Appointment		Board Committee Served On
				Date of Election	Expiration of Term	
Candice Lopes	Commonwealth of Massachusetts Senator Buoniconti	Political Process/Education	Chair	12/1998	11/09	Executive/ Finance
Norma Baker	Northern Educational Service, Inc.	Budgeting/Finance	Treasurer	12/1998	11/07	Finance/ Executive
Carol Moore Cutting	Self-employed FM Radio Station Owner	Entrepreneurship	Member	12/1998	11/08	Educational Policy
Lorraine Swan	Northern Educational Service, Inc.	Business/Social Services	Member	12/1998	11/07	Personnel
Shakenna K. Williams	Pfizer Pharm	Health/Business	Member	2/2007	11/08	Finance Committee
Amy Hughes	Retired Teacher	Education	Clerk	3/2002	11/07	
Kim Rivera	Massachusetts Society for the Prevention of Cruelty to Children	Family Social Worker	Member	2/2007	11/08	Educational Policy
Aaron Williams	Self-Employed	Technology	Member	2007	11/09	Finance
Buford Holloway	Retired Educator	Education	Member	2007	11/09	Personnel
Arlene Smith	Massachusetts DSS	Administrator	Member	3/2004	11/08	Personnel
Darlene Bourdeau	TRC Solutions	Tax Accountant	Parent Member	2007	11/07	Educational Policy

2006-2007 Board Committees and Members*

1. **Executive Committee:** Acts on behalf of the Board between regular meetings and in emergencies. Members: Candice Lopes (Committee Chairperson), Norma Baker, Amy Hughes, Joseph L. Seay (ex officio).
2. **Finance Committee:** Provides advice and recommendations to the Board on all fiscal planning, budgeting, financial policy development, monitoring of financial performance, fundraising, and

- resource development. Members: Norma Baker (Committee Chairperson), Candice Lopes (ex officio),
3. Aaron Williams, Buford Holloway, and Joseph L. Seay (ex officio). .
 4. **Personnel Committee:** Oversees personnel matters, developing and reviewing the personnel policies, practices, benefits, and retirement. This committee is responsible for hiring at the executive level and oversees policy and adherence to policy. Members: Lorraine Swan (Committee Chairperson), Candice Lopes (ex officio), Aaron Williams, and Norma Baker, and Joseph L. Seay (ex officio).
 5. **Educational Policy Committee:** Reviews and recommends revisions to the curriculum of the school as necessary. This committee is charged with the quality assurance of all RMH services associated with education delivery. It is further charged with the development and recommendations of policies, procedures, and associated protocols under the academic purview. Members: Carol Cutting (Committee Chairperson), Kim Rivera, and Joseph L. Seay (ex officio).

* The Board Chairperson and the Principal serve as ex officio members of each committee.

Major Policy Decisions by the Board of Trustees in 2006-2007

- Approved revision of the Mission Statement
- Approved Restructuring Plan
- Approved Revised Accountability Plan
- Approved Site Visit Corrective Action Plan
- Approved revised By-Laws

Charter amendments approved by the Commissioner of Education

- Change in Mission Statement
- Change in Bylaws

The Board of Trustees did not receive any official complaints during school year 2006-2007.

STUDENT PROFILE

STUDENT CHARACTERISTICS

2006-2007 Enrolled Students

Grade	Accepted	Black	White	Hispanic	Asian	Female	Male	% Female	% Male
K	22	14	0	8	0	13	9	59.09	40.91
1	21	13	2	6	0	14	7	66.67	33.33
2	21	14	2	5	0	12	9	57.14	42.86
3	24	16	1	7	0	13	11	54.17	45.83
4	21	16	0	5	0	9	12	42.86	57.14
5	18	15	0	3	0	10	8	55.56	44.44
6	22	14	2	6	0	13	9	59.09	40.91
7	17	15	0	2	0	9	8	52.94	47.06
8	14	11	0	3	0	11	3	78.57	21.43
Totals	180	128	7	45	0	104	76	57.78	42.22

180 students enrolled during the 2006-2007 school year resided in Springfield, MA.

Students Status	Number	Percent (%)
Number of Limited English Proficient Students:	0	0.0%
Number of Linguistic Minorities:	0	0.0%
Number of Students with IEP's:	13	7.2%
Number of Special Services Students:	13	7.2%
Number of Students Qualifying for Free Price Meals:	110	61.1
Number of Students Qualifying for Reduced Price Meals:	38	15.5
Total Number of Students Qualifying for Free/Reduced Price Meals:	148	82.2%

Total number of student applications received.

Grade	Applicants	2006/2007 RMH Students Enrolled	New RMH Students Enrolled	Waiting List
K	56	22	22	34
1	48	21	2	46
2	37	21	3	34
3	17	24	1	16
4	22	21	2	20
5	23	18	1	22
6	15	22	3	12
7	23	17	7	16
8	9	14	1	8
Totals	240	180	42	208

All applicants are from the Springfield, MA area.

Student attrition data

Transferring Students:

Reason for Transfer	Number of Students
Moved to another city or state	5
Parent wanted a shorter academic day	2
Parent wanted a different disciplinary structure	3
Parent wanted children in the same school	3
Parent felt school work was too demanding	
Total	13

Students not returning to RMH:

Reason for Change	Number of Students
Moving to another city or state	5
Changing to another school	2
Did not respond to re-enrollment appeal	1
Changing to another school due to transportation issues	0
Total	8

Number of students who have been expelled and who have served in-school and/or out-of-school suspensions (required component)

Student Exclusion Data

Number of students with in-school suspension, out-of-school suspension, or expulsion

Reason for	Number of Students
Students placed on in-school suspension > 10 days	1
Students placed on out-of-school suspension > 10 days	0

32

Students expelled	0
Total	1

STAFF PROFILE

2006-2007

School Leadership Team

Joseph L. Seay – Principal/CEO

Vacant – Vice-Principal

Allison Touchette – Part-time Business Manager

Abolished - Director, Student Affairs

Administrative Turnover

The school underwent a restructuring at the end of school year 2006-2007. The result of the restructuring was the abolishment of the Dean of Student Affairs position. The Dean of Student Affairs duties and responsibilities were divided between the Principal/CEO and the Education Director. The Education Director opted not to apply for the position since additional duties and responsibilities and qualifications were added to the position.

Summary of Classroom Teacher Qualifications

Summary of Teacher Qualifications

Number of FTE classroom teachers	14
Number of FTE Title I teachers	1
Number of FTE SpEd teachers	2
Number of paraprofessionals	2

Student to classroom teacher ratio **12.85:1**

Number of teachers who have earned a Bachelor's Degree:	14
Number of teachers who have earned a Master's Degree: (counted in above)	4
Number of teachers who have earned advanced degrees: (counted in above)	0

Average years of teaching experience: 4.6 years

Average years of service with RMH: 4.0 years

Teacher Attrition

Teacher Turnover

Number of teachers who returned (signed a Letter of Rehire)	16	94%
Number of teachers who completed 2006-2007 but did not return in fall of 2007:	1	
Number of teachers who did not complete school year 2006-2007	3	

EDUCATOR QUALITY

"Percent of teachers licensed in the area in which teach 34 the percentage of teachers with Preliminary, Initial, or Professional licensure (all teaching staff, including long-term substitutes) in the area in which they are teaching. Charter schools are not required to hire licensed teachers.

Percentage of core academic classes taught by highly-qualified teachers: The percentage of staff, measured in "full-time equivalency," teaching in core academic areas that meet the NCLB definition of highly-qualified. To meet the definition, teachers must possess a valid

Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. NCLB subject matter competence requirements are applied differently to those who teach at different levels."

Teacher Data (2006-07)			
	School	District	State
Total # of Teachers	14	14	73,593
% of Teachers Licensed in Teaching Assignment	28.6	28.6	94.4
Total # of Teachers in Core Academic Areas	14	14	62,301
% of Core Academic Teachers Identified as Highly Qualified	32.1	32.1	93.8
Student/Teacher Ratio	13.0 to 1	13.0 to 1	13.2 to 1

(2006-2007 NCLB Report Card)

Note: All staff who have not met highly qualified status are participating in the Hampshire Educational Collaborative Licensure program. The program is designed to assist talented prospects in obtaining licensure as a teacher or administrator in Massachusetts. Participants may elect to earn graduate credit, which may be used toward a Master's degree from Fitchburg State College.

Financial Statement For FY06

**Robert M. Hughes Academy Charter School
FY2007 Unaudited Statement of Revenue and Expenses**

	<u>Jul '06 - Jun 07</u>
REVENUE	
Grants (State & Federal)	\$ 275,791
Per-Pupil Revenue	
Tuition	1,674,607
Private Donations	200
Fundraising	8,115
Interest Income	10,075
Contributions In-Kind	<u>180,900</u>
Total Income	<u>2,149,688</u>
EXPENSES	
Personnel	1,233,825
Facilities	211,430
Insurance	21,180
Contractual	36,921
Materials & Supplies	50,577
Furniture & Equipment	25,372
Accounting	102,876
Legal	11,100
Computer	18,609
Staff Development	18,508
Board Development	1,500
Travel Staff	6,282
Travel Board	

	218
Student Activities	10,114
In-Kind	180,900
Other Operations	21,007
Depreciation	<u>29,169</u>
Total Expenses	1,979,588
NET INCOME	<u>\$</u>
(LOSS)	<u><u>170,099</u></u>

Balance sheet setting forth the charter school's assets, liabilities, and fund balances or equities

**Robert M. Hughes Academy Charter Public School
FY2007 Unaudited Balance Sheet**

	<u>June 30, 2007</u> <u>(Unaudited)</u>
ASSETS	
Current Assets	
Checking/Savings	
Hampden Bank - Restricted Funds	4,166
Hampden Bank-Operating Account	458,980
Freedom Credit Union - PTO Acct	9,895
Hampden Bank - Trustee Account	-
Petty Cash	200
Total Checking/Savings	<u>473,241</u>
Accounts Receivable	
Tuition Receivable	8,657
Other Receivables	140
Total Accounts Receivable	<u>8,797</u>
Other Current Assets	
Grants Receivable	37
Employee Advances Receivable	24
Prepaid Expenses	26,431
Security Deposits	2,100
Early Learn Prg Support-Curr	2,000

Total Other Current Assets	119,855
Total Current Assets	601,893
Fixed Assets	
Fixed Assets	567,516
Acc. Depreciation & Amort	(372,878)
Total Fixed Assets	194,638
Other Assets	
Waterfrd Early Learning License	40,756
Early Learning Reuse Materials	16,311
Total Other Assets	57,067
TOTAL ASSETS	853,599
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable	23,698
Total Accounts Payable	23,698
Other Current Liabilities	
Court Trustee	
Account Liability	-
PTO Trustee	
Account Liability	9,895
Accrued Expenses	18,896
Wages Payable	27,345
Accrued Payroll	
Taxes	2,099
Payroll Withholdings	5,648
Deferred Revenue -	1,387
Grants	
Line of Credit	-
Total Other Current	
Liabilities	65,270
Total Liabilities	38,968
Equity	
Investment in Capital Assets	210,691
Unrestricted Net Assets	379,940
Temp Restricted Net Assets	3,900
Net Income	170,099
Total Equity	764,631
TOTAL LIABILITIES & EQUITY	853,599

Approved school budget for fiscal year 2008
Robert M Hughes Academy Charter

School
Approved FY08 Operating Budget

Income

Tuition	\$1,799,793
Grants	236,219
Board	
Fundraising	5,000
Fundraising	6,000
Interest Income	8,450
In-Kind	180,900
Total Income	<u><u>\$2,236,362</u></u>

Operating expenses

Total Personnel Expense	1,308,203
Total Facility Expense	211,538
Total Insurance Expense	21,207
Total Contractual Expense	45,875
Total Materials & Supplies Expense	63,408
Total Furniture & Equipment Expense	27,309
Total Accounting & Legal Expense	34,600
Total Computer Expense	19,475
Total Development Expense - Staff	8,055
Total Development Expense - Board	7,255
Total Travel & Meal Expense - Staff	9,125
Total Travel & Meal Expense - Board	2,745
Total Student Activities	12,291
Total Other	
Expense	33,530
Total Depreciation & Amortization	33,480
Total In-Kind Expense	180,900
Total Operating Expenses	<u><u>39 1,018,996</u></u>

Net Surplus(Deficit)	<u><u>217,366</u></u>
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Approved: **Tuesday, July 17,**
2007

Candice E. Lopes, Board Chair

/S/

DISSEMINATION OF BEST PRACTICES (DBPP)

The RMH Charter reflects the following statement:

“To create a replicable model of pedagogy and content that will be available to teachers in the Springfield and other school systems in the context of professional development training.”

During the 2006-2007 school year, we have continued to promote continuity of effort. We were faithful to our charter in the DBPP area; by building upon “best practices” of earlier years. For example: We have fully institutionalized the Lorraine Monroe Institute’ Methodology and the modification of our schedule in grades 4-8, providing two classes per day in the skill set being tested on the MCAS; moreover we continue to provide resources and administrative guidance in the following areas:

- Training and Orientation for faculty, the Board of Trustees and parents/guardians in the Lorraine Monroe Institute’s techniques and methodologies
- Training and Orientation for parents/guardians, Board of Trustees, and interested community members in the areas of RMH curriculum, special education, Title I and diagnostic assessment
- Dress Code: RMH require students to wear uniforms; the uniformity of dress serves to limit distractions associated with clothing fads and styles. Moreover, the requirement for uniforms reduces peer pressure associated with clothing and apparel.
- Guided Study After School Program – required for students who perform below grade level on internal and external assessments.

Toward the latter part of the 2006-2007 school year, we initiated a planning and development process for the establishment of an education consortium comprised of five (5) inner-city schools for the purpose of sharing successes and ensuring the availability of educational and other resources toward the common goal of having teachers at consortium schools meet the NCLB definition for “Highly Qualified Teacher.”