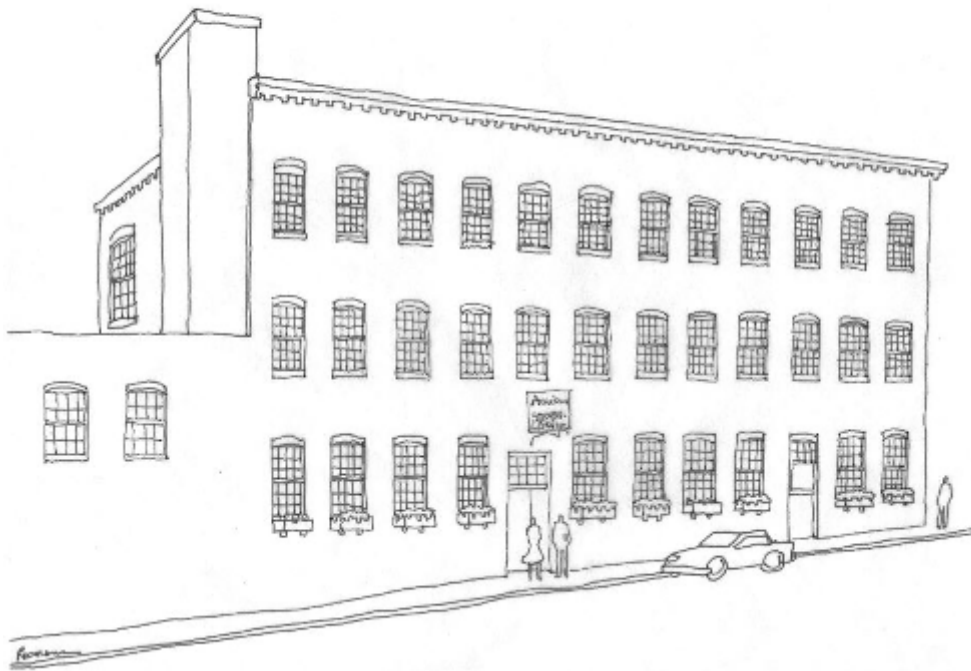


# ACADEMY OF STRATEGIC LEARNING

A HORACE MANN CHARTER SCHOOL

*Established 2001*



## **ANNUAL REPORT 2008**

9 Water Street, Amesbury, MA 01913

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<b>TABLE OF CONTENTS:</b>	<b>PAGE:</b>
(1) School Contact Information	3
(2) Introduction to the School	
(3) Letter from Chairperson	4
(4) Executive Summary	5
(5) School Mission	
(6) Summary of Educational Philosophy	6
(7) Summary of Performance on Accountability Plan Goals	
(8) Summary of External Standardized Test Results	11
(9) Summary of Internal Assessment Results	
(10) Number of Instructional Days	12
(11) Members of the Board of Trustees	
(12) Summary of Major Policy Decisions	13
(13) Charter Amendments	
(14) Summary of Official Complaints	
(15) Student demographics	
(16) Status of Student Applications	15
(17) Student Attrition Data	16
(18) Student Expulsions/Suspensions	
(19) Administrator and Organizational Chart	
(20) Teacher Qualifications	18
(21) Teacher Attrition	19
(22) Fiscal year 2008 Income Statement	
(23) Fiscal Year 2008 Balance Sheet	20
(24) Fiscal year 2009 School Budget	24
(25) Dissemination of best practices	25
(26) NCLB Report Card	27

## **1. SCHOOL ADDRESS AND CONTACT INFORMATION:**

Academy of Strategic Learning Public Charter School (APS)  
9 Water Street  
Amesbury, Ma. 01913

### **Contacts:**

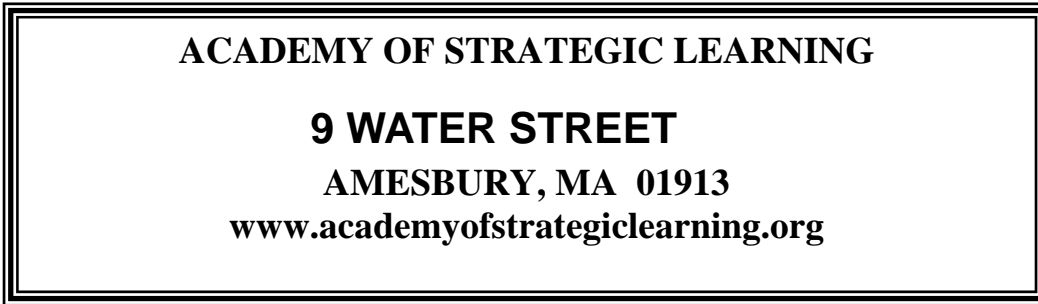
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## **2. INTRODUCTION TO THE SCHOOL:**

The Academy of Strategic Learning was established in 2001 as a school that specializes in addressing the educational challenges facing students with a high-risk for dropping out. Nationally, the drop out rate in schools is increasing. It has been demonstrated that high school drop outs earn significantly less money throughout their lifetime than graduates. The academic program at the Academy of Strategic Learning is a replicable design that can be utilized in school systems throughout Massachusetts to offer students a second chance to succeed. This prototype is based on a small school model where students are offered a structured, caring environment and customized learning opportunities. Enrollment consists of fifty students ages twelve through nineteen. The school serves students in grades seven through twelve. Enrollment at the Academy of Strategic Learning is based on a lottery. Middle and high school students living in Amesbury, Newburyport, Haverhill, Lawrence, Salisbury and Merrimac may apply. Forty percent of all students are from low-income families and receive free or reduced-fee school meals. 42% of students receive special education services. Five students have a 504 plan. Each student has either an Individualized Learning Plan (ILP- regular education) or an Individualized Education Plan (IEP - special education). Sixty percent of the students are male. Forty percent are female. There is currently a waiting list of 28 students. Ten seniors graduated in 2008. Eight out of ten have been accepted to two and four year colleges. The number of college bound students continues to increase each year as more students complete college level work through a dual enrollment program with Northern Essex Community College.

### **3. LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES:**



July 2008

The 2007-2008 school year was filled with varied and exciting educational opportunities for students of the Academy of Strategic Learning. With the guidance of an exceptional teaching team, students enjoyed a curriculum enhanced by new projects, activities and field trips.

Continued Community Service Learning grant funding allowed all grades to explore the concept of “thinking globally and acting locally.” Outreach initiatives in this category included a Valentine’s Day White Ribbon Campaign denouncing violence toward women and the collaborative designing of a billboard against child abuse. Work also continued on the storm drain project, alerting Amesbury residents to the dangers of dumping anything other than rain water in storm drains.

The physical education program at the Academy offered kickboxing, basketball, yoga and gym memberships at local off-campus facilities. ELA teacher Derek Cote also offered guitar instruction to interested students. Curriculum related field trips included the Museum of Science’s CSI exhibit and a visit to the Science and Nature Center at Seabrook Station. Art instruction continued under the direction of Leslie Doherty who focused on mosaic design both on-site and at her Amesbury studio. Students visited a juried art show at the Somerville Museum where several Academy students had work on display. Another trip to an exhibit at the Topsfield Fairgrounds provided an opportunity to view fine arts.

The Academy of Strategic Learning held the Fourth Annual Father and Daughter Dance at the Cashman Elementary School in May. The most successful dance ever, it raised nearly \$7,000 for the school.

The Academy graduated the 5<sup>th</sup> senior class on June 8<sup>th</sup>. Of the ten graduates, seven will attend Northern Essex Community College, one will attend University of New Hampshire and two have entered the workforce. Six scholarships were awarded by local organizations, including the Academy of Strategic Learning Foundation.

In closing, I am happy to report that the Academy of Strategic Learning Board of Trustees faces the upcoming school year fully energized with a spirited sense of renewal. Having participated in governance training and having welcomed new and dedicated members to the Board, we look forward to a year of positive growth and development for the entire Academy family.

Sincerely,  
Nora Sheridan  
President  
Academy of Strategic Learning Board of Trustees

#### **4. EXECUTIVE SUMMARY**

The Academy is founded on the belief that best practices for at risk youth differ from those practices that serve the general population of students in a traditional setting. Early school disengagement or failure, trauma, family life disruption and environmental circumstances impact a young person's ability to organize school, work, peer and social responsibilities. The individualized program at the Academy capitalizes on student strengths to create personal as well as academic benchmarks that ensure progress toward a high school diploma, meaningful work and successful entry into adulthood. The staff has accumulated a substantial knowledge base that has been disseminated through a variety of venues including participation in a longitudinal study through the Center for At Risk Studies at Harvard University under the direction of Dr. Michael Nakkula. This resulted in a series of presentations to other charter, independent and public schools throughout the state and in the publication of *Counting What Counts: Assessment that Matters for At Risk Youth*. Additionally, the Academy staff, students and community partners have presented best practices regarding safe and supportive environments for student success and community service learning at two Department of Elementary and Secondary Education conferences. Additionally, the keynote speaker at the 2007 Trauma Sensitive Schools conference featured the artwork of the Academy students as an example of educational strategies work.

Staff involvement has had a significant positive impact the students' lives. Nurturing the individual is a primary focus at the school. Teachers build relationships with students and show a personal interest in their accomplishments. Last year, a performance worksheet was implemented to align the accountability plan with the work of the various stakeholders; Board of Trustees, Director, Staff, Parents and Students. Teachers work as a team to ensure that the school meets the goal of academic success. This small structured setting offers students the chance to turn their lives around and make positive choices for their future utilizing Reality Therapy as a framework for problem solving and conflict resolution. A wrap around school- linked services model is integrated into the schools support system to ensure comprehensive and timely interventions with at-risk students and families. Additionally, the Director works collaboratively with a broad base of social service agencies that ensures timely interventions to mediate disrupting circumstances in student's lives.

For two years, the Academy of Strategic Learning has worked with an organizational development consultant, Dr. Arthur DiMauro to incorporate best practices for working with traumatized children into the pedagogy of the school. In addition, ties with the business community have been strengthened with the addition of the Executive Director of the Chamber of Commerce to the Academy of Strategic Learning Foundation Board. The Board of Trustees welcomed four new members in 2007-2008. The Board participated in governance training through the Department of Elementary and Secondary Education. They are working tirelessly to build the capacity of the Academy to achieve the mission and goals of the Charter. The infusion of new energy is inspiring to staff, students and families. Four new staff members were welcomed to the Academy this past year. Two additional staff persons will be hired for the 2008-2009 school year.

#### **5. SCHOOL MISSION STATEMENT:**

*The Academy of Strategic Learning Public Charter School will exhibit unconditional commitment to every child, ensuring that all students experience success through the development of attitudes and skills necessary for life-long learning. We will provide the highest quality staff, meaningful learning experiences, and a vitally involved community. Our goals include achievement as well as mastery of the skills needed to become workers, parents and citizens in a democratic society.*

## **6. SUMMARY OF THE EDUCATIONAL PHILOSOPHY**

The Academy of Strategic Learning's multi-aged classrooms provide students with the critical thinking skills that they will need to succeed. Four academic areas are addressed: mathematics, language arts, science and social studies. The school's success is measured by achievement levels of our students on individual products, standardized tests and mastery of performance standards based on the Academy's curriculum which is aligned with the Massachusetts Curriculum Frameworks. A physical education program was added last year to meet state requirements. This program has been enthusiastically embraced by students and faculty. Bowling, skate boarding, Kick Boxing, Tai Chi and Yoga complement the program and address the need for effective stress reduction activities. The goal of the physical education program is to encourage students to adopt life long fitness activities into their daily routines.

Research has shown that alternative schools that involve students in authentic and engaging tasks experience success. Many of the students at the Academy have not experienced school success prior to coming to The Academy. One challenge has been to find ways to engage the students in authentic tasks to motivate them to be active participants in their own learning process and accountable for their own success. Teachers utilized project-based learning, integrative technology and other creative approaches to engage students in the learning process. Utilizing the Massachusetts State Curriculum Frameworks, teachers focused on what they wanted the students to know and understand and then designed with their team active learning units. Service learning has been integrated into the curriculum as a weekly exploratory that engages the entire student body in local environmental and social change initiatives under the theme *Think Globally/Act Locally*.

The Academy of Strategic Learning applies the philosophy of Choice Theory and Reality Therapy to the social development curriculum. Choice Theory teaches a self-regulating system built on the principals of internal control psychology, in which students choose to respond appropriately because they come to believe this choice and action is right for them. Student led focus groups, service learning projects, class meetings and whole school meetings serve to improve student motivation, reliability, problem solving, civic responsibility and , ultimately, academic achievement. Teachers continue to participate in high quality professional development that informs their understanding of the dynamics of risk behaviors, and the instructional strategies that improve students' opportunity to engage in meaningful academic work. Additionally, they participate in structured focus groups to examine the impact of trauma on the teaching/learning environment, and to increase skills for effective and timely interventions. This important work will be continued through a competitive grant award from the Massachusetts Department of Education.

## **7. SCHOOL PERFORMANCE**

### **ACCOUNTABILITY PLAN - ACADEMY OF STRATEGIC LEARNING**

#### **Introduction**

*The Academy of Strategic Learning was founded on the belief that we need to develop a curriculum that will reach our at risk population while maintaining high expectations for learning. The ASLCS uses a standards based curriculum aligned with the Massachusetts Curriculum Frameworks which incorporates: (1) use of teaching strategies that will reach all students in an inclusive environment; (2) use of a curriculum based on relevance to life's experiences;(3)and an accountability system that allows the students the opportunity for success. Academic*

*success is measured by proficiency in state and district standards in the subject areas of mathematics, science and technology, language arts and social studies. It is essential that the students take responsibility for their own academic and social growth. They will be given the guidance they need to pursue their educational endeavors and to take ownership of their failures in the past.*

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The cornerstone of the accountability plan for the Academy of Strategic Learning Charter School is based on three areas: student performance, organizational viability and alignment of school operation with founding principles and practices. The Academy is driven by a passion for excellence and attention to the quality of our program for at risk students. We hold high expectations for all learners.

The pedagogical philosophy of the school is based on the educational approach emulated by the teachings of William Glasser. It is believed that educating students through a lead-managing model will enable the students to produce quality work.

The Academy of Strategic Learning will use a system of performance standards based on the school's integrated curriculum framework as a basis of measuring student progress. Each student will have his/her abilities assessed before entering the Academy. His/her assessment will provide baseline data for measuring student progress. It will be based on student's earlier standardized testing, an analysis of student work, and other relevant data. This data would be inclusive of attendance records, documentation of prior school history, achievement scores, student strengths and weaknesses, and cognitive profile.

Students at the Academy will exercise leadership skills, become public speakers; have an understanding of the relevance of education in their academic and social development, and to have their needs met in positive and healthy ways to become productive members of the community. The Academy of Strategic Learning is based on quality education. Students will not be able to move to the next level in the curriculum unless they maintain at least a "C" average. They will be required to relearn information until mastery has been obtained. Content/skills exams will be administered quarterly and at the end of each school year. Students who have not obtained mastery evidenced by a "C" average will be required to attend individual tutoring sessions that will take place at the end of the school day or at a time that will allow the student to continue to participate in after school activities or a job in the community.

Yearly, student data will be used to evaluate program performance by comparing scores on standardized tests to district scores. Each student's progress as determined by the Individualized Learning Plan will be assessed quarterly to determine overall student performance. A system has been designed and implemented using scoring guides and rubrics to evaluate critical thinking skills in curriculum areas based on performance standards in accordance with the mission of the school. An intervention team monitors the achievement of students who are having emotional, behavioral, family or academic difficulties to widen the net of safety and assist the student to regain focus and success.

The Academy of Strategic Learning Charter School incorporates a curriculum that emphasizes social development and responsibility. Students set goals based on self-evaluation and take responsibility for learning. The Academy applies the philosophy of Choice Theory and Reality Therapy into the social development curriculum. This model is appropriate for students at risk for school failure because they need to reconnect with the educational system in order to engage in learning.

The Accountability Plan was reviewed and revised by the Board of Trustees during the winter and spring of 2008. The plan is awaiting Department of Education approval. These changes will reflect the growth of the school in regards to academic achievement, social development, and workplace competencies, particularly as they relate to work with at risk youth.

### **STUDENT ATTAINMENT OF ACADEMIC ACHIEVEMENT**

**Goal 1: All students at the Academy of Strategic learning Charter School will become proficient in the use of English language.**

*The Academy of Strategic Learning is a school-wide Title I program. The grant proposal focused on special education student needs in reading and Language Arts activities recognizing the need to increase special education student achievement in this area. All students in grades 7-10 were administered a standardized reading assessment in 2007 to establish baseline data on each student which was used to drive the individual learning plan in this area. Alternative assessment instruments are being evaluated to establish baselines that can be re-administered over time.*

**Measure One:** Seventy-five percent of students enrolled at the Academy of Strategic Learning Charter School for one or more years will perform in the “needs improvement” or above on the Grade 10 MCAS English Language Arts Tests.

*Measure 1: Measure achieved. MCAS testing presents a unique challenge at the Academy as students have experienced multiple failures in instruction at various points in their academic careers. Intensive tutoring is available. Assessment instruments are being identified to capture student strengths and weaknesses for all academic areas.*

**Measure Two:** Seventy-five percent of students enrolled at the Academy of Strategic Learning will perform in the “needs improvement” or above on the 7<sup>th</sup> grade MCAS Reading test.

*Measure 2: 4 out of 5 students measured passed the test.*

**Measure Three:** Eighty percent of students enrolled at the Academy of Strategic Learning, in grade 9, will perform in the 10-20 range on the district writing assessment.

*Measure 3: The writing assessment was not used in 2007-2008. This criterion is being reevaluated by the Director and Board of Trustees. Additional assessment instruments will be identified to potentially replace the district’s writing assessment. Since students may enter the Academy in grade 9, this would preclude this measure being positively impacted without any instructional time to prepare students.*

**Goal 2: All students at the Academy of Strategic Learning Charter School will achieve competency in the area of understanding and application of mathematical computation and problem solving.**

**Measure One:** Seventy-five percent of students enrolled at the Academy of Strategic Learning Charter School will perform in the “needs improvement” or above on the 8<sup>th</sup> grade MCAS mathematics test.

*Measure 1: Grade 8 students who have been at the Academy of Strategic Learning for less than a year have not succeeded in demonstrating this measure. Current staff is evaluating the data to increase academic time for content that has been targeted for improved instruction.*

Measure Two: Seventy-five percent of students will meet or exceed exit grade level district curriculum standards. The internal portfolio assessment is based on a rubric system that divides achievement into three categories: Exemplary (4), Proficient (3), and Minimum (2).

Measure 2: *The portfolio model was not utilized in 2007-2008. Staff attrition required substantial training for new staff that precluded the use of portfolio assessments in all academic areas. Teacher training was conducted in 2007-2008 which will continue into the next academic year. Portfolio assessments will be phased into the assessment model. All students completed grade level requirements. No students were retained.*

Measure Three: Seventy-five percent of the students at the Academy of Strategic Learning Charter School for two or more years will perform in the “needs improvement or above” on the 10<sup>th</sup> grade MCAS.

Measure 3: *90 % of the grade ten students who have been at the Academy for two years have demonstrated mastery on this goal. In addition, 100 % of the senior students at the Academy of Strategic Learning passed the MCAS mathematics test.*

## **ORGANIZATIONAL VIABILITY**

Goal 1: The Academy of Strategic Learning Charter School will maintain strong organizational viability by demonstrating district, parent and community support.

Measure One: Using a school survey distributed to district representation (school committee, administration, etc), eighty-five percent of those surveyed will comment in the above average range for school performance, communication and success with students.

Measure 1: *Data is not complete for this measure.*

Measure Two: Using a school culture survey distributed to staff of the Academy of Strategic Learning Charter School, eighty percent of the staff will report positively in regards to staff development opportunities, board and director communication and overall effectiveness of the program.

Measure 2: *100% of staff respondents reported positively on the survey administered in June 2008.*

Measure Three: At the Academy, ninety percent of the class will graduate from high school.

Measure 3: *10 out of 11 seniors graduated from the Academy. 8 out of 10 are enrolled in two and four year colleges. 2 graduates are in the workforce. One student dropped out.*

Measure Four: Using a school culture survey, distributed to parents of students attending the Academy of Strategic Learning Charter School, eighty-five percent will respond above average in regards to academic programming, staff selection, communication and student progress.

Measure 4: *91% of parent respondents reported satisfied or completely satisfied on the parent survey administered in June 2008.*

Goal 2: The Academy of Strategic Learning Charter School will maintain strong organizational viability by demonstrating sound fiscal procedures and responsible decision-making.

Measure One: Yearly financial statements will show that the Academy is fiscally sound and has adequate financial resources.

Measure 1: *Positive audit with no material findings.*

Measure Two: Annual approved budget for each school year will show appropriations that will ensure effective school programming aligned with school’s charter.

Measure 2: *Budget approved in June 2008.*

Measure Three: Audited financial statements will demonstrate that the school is responsible and fiscally sound with available resources.

Measure 3: *Audited financial statements did demonstrate that the school is responsible and fiscally sound with available resources.*

**ALIGNMENT WITH THE CHARTER**

Goal 1: Academy of Strategic Learning Public Charter School students will demonstrate growth in work place competencies

Measure One: During the academic year, ninety-five percent of all Academy of Strategic Learning Charter School students will participate in work-related experiences through internships, work-study and job-shadowing. Participation will be documented by completion of the Massachusetts Work-Based Learning Plan, weekly time sheets and/or weekly visits to sites by Outreach Coordinator.

Measure 1: *Measure was achieved.*

	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
<b>Grade 7</b>	100%	100%	100%	100%
<b>Grade 8</b>	83%	100%	100%	100%
<b>Grade 9</b>	86%	100%	85%	100%
<b>Grade 10</b>	100%	100%	90%	100%
<b>Grade 11</b>	100%	100%	100%	90%
<b>Grade 12</b>	100%	100%	100%	100%

Measure Two: Ninety-five percent of students will participate in question/answer sessions with MA Work-Based Learning Plan with the provider and Outreach Coordinator.

Measure 2: *100 % of students who are in the work-based learning plan, participated in the evaluation.*

Measure Three: Seventy-five percent of students will participate in question/answer sessions with community business members on a quarterly basis.

Measure 3: *This measure is currently being examined by the Board of Trustees. The purpose and goal of this component of the program is being evaluated at this writing.*

Goal 2: Academy of Strategic Learning Public Charter School students will take responsibility for their own academic and social growth.

Measure One: All students will complete an Individualized Learning Plan or Individualized Education Plan in collaboration with the students' teachers and parents twice a year. Ninety percent of the students will successfully accomplish the ILP goals by the end of the year.

Measure 1: *The Individualized Learning Plan model is currently being revised. Students completed pre and post surveys regarding academic, social and emotional/regulatory goals. A new Individualized Learning Plan document will be implemented in September 2008 that incorporates the findings of these surveys.*

Measure Two: Eighty-five percent of the time, students will choose to talk through problems using reality therapy in order to succeed in the program.

Measure 2: *Measure was achieved. Impressive gains continue to be documented for the most resistant students. Extensive teacher training slated for 2008-2009 will contribute to the sustained performance for this measure.*

Measure Three: All high school seniors will complete an independent project, which they will present to a committee of business and parent volunteers.

Measure 3: *100 % of seniors completed an independent project. 100 % presented to faculty, peers administrators and a community partner. At student request, parents were not invited to the presentations.*

## **8. SUMMARY OF EXTERNAL STANDARDIZED TEST RESULTS:**

MCAS Tests provide the primary source of standardized test results against which student progress is measured. These are reported in the Accountability Plan and the NCLB Report Card. The Academy does not have statistically significant subgroups for accountability purposes and does not have an accountability status. The cohort of students who participate in MCAS testing has been <20. Discreet data from MCAS Tests will be analyzed to identify areas of strength and weakness in content mastery to inform instruction.

## **9. SUMMARY OF INTERNAL ASSESSMENT RESULTS:**

Internal Assessments at the Academy have several components that are designed to evaluate the academic program, social skills development, self regulation and goals for the future. They include:

Student learning is assessed before, during and after instruction. State standards drive the curriculum. Benchmarks are taught and assessed to provide routine feedback to learners. Exemplars are used to illuminate high quality work that

reflects both content and skill mastery. Rubrics are devised using a four point scale that is described in the Accountability Plan.

Grade Reports are issued quarterly. These include letter grades and narrative explanations of student achievement. Progress Reports are issued quarterly at mid quarter. These are used to summarize for the student and his/or her family, the status of student academic mastery, social development, effort and general school performance. All students are expected to achieve a minimum of a “C” average in all core courses. Tutoring is offered before and after school to students who fail to achieve this measure. All students have an Individual Education Plan or Individual Learning Plan. These plans form the basis for setting academic goals and mapping individual student progress.

Community Service Learning is evaluated through the completion of written reflective writing assignments, and pre and post assessment measures at September and May each year. Qualitative data is gleaned through focus group interviews conducted with students three times each year. To date individual students have not been tracked over time to assess gains in attitudes and beliefs about the importance of service learning. However, analysis of aggregate data last year revealed that at post test, 72% of students believed that they could influence their community in a positive way through service learning projects as compared to 46% at pre test.

Social skill development will be assessed this year using a standardized instrument. Both the Developmental Assets Instrument and the CANS assessment are being examined for potential implementation. These assessments are intended to assist staff and students with documenting progress toward social and emotional regulation and self-advocacy.

**10. NUMBER OF INSTRUCTIONAL DAYS 2007-2008:**

The Academy of Strategic Learning follows the Amesbury Public School Calendar. The school year will begin on Tuesday, August 26, 2008 for teachers. Students begin classes on Tuesday, September 2. The school year is slated to end on June 18, which is the 181<sup>st</sup> day. The Academy of Strategic Learning is open to the public daily, Monday through Friday from 7:00 AM to 3:00 PM. After school programs vary throughout the year.

**11. LIST OF THE MEMBERS OF THE BOARD OF TRUSTEES:**

<u>NAME</u>	<u>AFFILIATION</u>	<u>TERM</u>	<u>APPOINTMENT</u>	<u>EXPIRATION</u>
Nora Sheridan (Chair)	Northern Essex Community College	1	2/21/07	2/21/10
Dr. Patricia Reblin (Vice- Chair)	Salem State College	1	10/10/07	10/10/10
Caroline Haskins (Treasurer)	Internal Revenue Service	2	11/17/05	06/30/10
Kevin Donovan (Secretary)	Amesbury Police Department	1	09/01/06	09/01/09

Merin Tougas	National Grid	1	10/10/07	10/10/10
Amanda Fisher	Academy Student	1	09/01/07	09/01/10
Beth Nikas	Parent	1	01/09/08	01/09/11
Dr. Charles Chaurette	Superintendent APS	1	09/01/06	09/01/09
Donna Georges ASL Director	Ex-Officio			

#### SUB-COMMITTEE CHAIRPERSONS:

Curriculum: Nora Sheridan  
 Finance: Caroline Haskins  
 Policy: Kevin Donovan  
 Marketing: Merin Tougas

#### 12. MAJOR POLICY DECISIONS:

There were no major policy decisions approved for the 2007-2008 school year. The Board of Trustees has initiated a plan to examine all policies, practices and protocols relevant to the operations of the Academy in consort with staff, parents, community partners and students. The Board voted to accept a new Behavioral Management Plan that supports the commitment to Choice Theory and Reality Therapy. The Board discussed and reviewed the Memorandum of Agreement regarding alcohol and other drug use and violence. The Board voted to accept expenditures that would allow the Academy to develop an online environment for instruction that is intended to supplement the core academic curriculum. The school is entering year three of its second charter renewal. Practice wisdom, Department of Education feedback, and student achievement are vital sources of information that will inform critical decisions for shaping the future direction of the school and its programs.

#### 13. CHARTER AMENDMENTS:

No Charter Amendments were proposed or approved during the 2007-2008 school year.

#### 14. SUMMARY OF OFFICIAL COMPLAINTS:

A grievance policy was adopted on March 26, 2002 by the Board of Trustees. There were no formal complaints filed with the Board of Trustees during the 2007-2008 academic year.

#### 15. STUDENT DEMOGRAPHICS:

The student enrollment is capped at 50 students by Charter. 14 new students entered during the 2007-2008 school year. There were 28 students on the waiting list. There are 15 slots available for the 2008-2009 school year. The student

demographics reflect the personal, social and academic challenges that are relevant to at risk student populations. The Academy attendance rate for 2007-2008 was 90.6%, which is a substantial increase from previous years. This can be attributed to a number of variables that include, but are not limited to student connections to significant adults, increased family involvement, a cohesive staff commitment to whole child learning, and a caring and supportive school culture.

Enrollment by grade as of June 2008:

GRADE	# of STUDENTS
7	4
8	6
9	10
10	10
11	10
12	10

**Demographics Comparison District and State 2007-2008**

<u>Race/Ethnicity</u>	School	State
African American	4 %	8.1%
Asian	0 %	0.0%
Hispanic	2 %	13.9%
Native American	0%	0.3%
White	94 %	74.6%
<b><u>Gender</u></b>		
Male	60.0%	51.4%
Female	40.0 %	48.6%
<b><u>Selected Population Enrollment</u></b>		
	50	

Limited English Proficiency	0.0 %	5.8%
Low-income	40 %	29.5%
Special Education	32 %	16.9%
<b><u>Additional Demographics</u></b>		
504 Plans	4%	
Court Involved	26%	
Free and reduced lunch	40%	

**16. TOTAL NUMBER OF STUDENT APPLICATIONS RECEIVED:**

TOTAL NUMBER OF STUDENT APPLICATIONS RECEIVED (2007-2008)

Entering Grade Level	Students Applying	Residence
7	3	3 Amesbury
8	6	3 Amesbury 1 Haverhill 2 Salisbury
9	9	5 Amesbury 1 Haverhill 3 Salisbury
10	11	8 Amesbury 3 Salisbury
11	5	8 Amesbury 3 Salisbury
12	3	3 Amesbury

PUBLIC LOTTERIES

September 17, 2007	11 Students Applied
November 30, 2007	12 Students Applied
June 13, 2008	14 Students Applied

As of July 1, 2008 there are 15 openings at the Academy. There are 28 students on the waiting list.

**17. STUDENT ATTRITION DATA (2007-2008)**

Student CET#	Reason for Withdrawal
OLC	DROPPED OUT
OMB	Transferred to Haverhill High School

**18. SUSPENSION DATA:**

No students have been expelled from the Academy. Choice theory is incorporated into the behavioral management plan. A restorative justice model is employed whenever feasible. Suspensions are reserved for threats, violence and or violations of substance abuse statutes and school policies.

<u>Number of Special Education Students</u>	<u>Number of Regular Education Students</u>	<u>Number of Days Suspended</u>
1	6	1
2	3	2
0	1	4
0	1	5

**19. ORGANIZATIONAL CHART:**

SCHOOL DIRECTOR

Donna Georges is the Director of the Academy of Strategic Learning. She was appointed to the position in October of 2006. The Director is a Massachusetts licensed principal and teacher, and a licensed certified social worker (LCSW). She brings thirty years of experience working with adolescents as both a health education director/teacher and human service agency clinician. She was the former health director, grants manager, civil rights coordinator and homeless liaison for the Amesbury Public Schools. Additionally, the Director is an adjunct faculty member in the Graduate and Continuing Education Departments at Fitchburg and Salem State Colleges. She is the sole administrator at the Academy. The Director is responsible to the Board of Trustees.

**ACADEMY OF STRATEGIC LEARNING  
ORGANIZATIONAL CHART**

**Amesbury School Committee**

**Mass. Dept. of Elementary & Secondary Ed.**

**Academy of Strategic Learning Board of Trustees**

**Director**

**Safe & Supportive Learning  
Environment Advisory/Community  
Service Learning Advisory**

**Guidance Counselor**

**Intervention Team/Community  
Collaborative Intervention  
Team**

**Teachers**

**Tutors/Aides/Nurses**

**Parents/Students**

**Community Partners**

## 20. TEACHER QUALIFICATIONS:

The Academy of Strategic Learning currently employs 12 staff members. Core academic teachers have been at the school for one year. The average teaching experience is four years. Each teacher or counselor is certified and has reached highly qualified status as of June 2008. Two tutors have Masters Degrees. Two paraprofessional aides are Para-pro certified. The average teacher to student ratio is 1:15. The guidance counselor, tutors, nurses and aides have been at the Academy for an average of five years each. Each staff member at the Academy continues to pursue advanced training as it relates to student achievement, trauma sensitive interventions and best practices with at risk student populations. 2007-2008 Staff include:

<b>Name</b>	<b>Assignments</b>	<b>Years in Education</b>	<b>Years in School</b>	<b>Degree and Certification</b>
Donna Georges	<i>Director</i>	30	2 years	M. Ed Management/Admin Certified Principal LCSW
Bethany Noseworthy	<i>Guidance Counselor/School to Career</i>	4	6	M. Ed Salem State College Guidance
Eric Smith	<i>Special Education</i>	7	1	M. Ed UMass Boston Special Education
Barbara Mintz	<i>Health Education/Nurse</i>	2	6	BA Univ. of Mass AD – Nursing Northern Essex C.C.
Elyse Smiertelny	<i>Teacher Assistant</i>	3	5	Para-pro certified
Florence Kennedy	<i>Nurse</i>	15	4	Certificated nurse
Dennis Kelley	<i>Science Teacher</i>	3	1	M.Ed; Salem State College Science
Eryn Maquire	<i>Math Teacher</i>	1	1	MPH Univ. of Minnesota
Charles Wright	<i>Tutor</i>	6	7	BA N.H. College Criminal Justice
Michelle Queenan	<i>Tutor</i>	2	1	BS; Westfield State Business
Melissa Tannian	<i>Teacher Assistant After School Teacher</i>	1	2	Associate Degree Hesser College
Alice Mainville	<i>Secretary</i>	1	4	BA Emerson College

**21. TEACHER ATTRITION:**

The Director from the Amesbury Public Schools assumed the permanent position in July 2006. Three new teachers were hired for the 2007-2008 school year in Science, Math and English Language Arts. The science teacher will not return for the 2008-2009. That teacher has personal commitments that preclude his continuation as a full time teacher. That position remains open. A social studies teacher will be appointed for the 2008-2009 school year. Four staff members have been employed at the Academy since the opening of the school, seven years ago.

**22. FISCAL YEAR 2008 INCOME STATEMENT**

	<u>Jun 30, 08</u>
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Checking/Savings</b>	
1000.00 · Checking	37,743.01
1000.01 · Learning Student Activities Fnd	<u>356.21</u>
<b>Total Checking/Savings</b>	<b>38,099.22</b>
<b>Accounts Receivable</b>	
1200.00 · Accounts Receivable	12.27
1200.99 · Junior Fundraiser Reimbursable	30.55
1201.02 · Accounts Receivable APS 04-05	<u>2,726.81</u>
<b>Total Accounts Receivable</b>	<b><u>2,769.63</u></b>
<b>Total Current Assets</b>	<b>40,868.85</b>
<b>Fixed Assets</b>	
1410.00 · Equipment	23,644.00
1420.00 · Computer Equipment	68,866.30
1430.00 · Furniture & Fixtures	3,905.72
1500.00 · Accumulated Depreciation	<u>81,560.74</u>
<b>Total Fixed Assets</b>	<b>14,855.28</b>
<b>Other Assets</b>	
1600.00 · Security deposit - 9 Water St.	<u>5,200.00</u>
<b>Total Other Assets</b>	<b><u>5,200.00</u></b>
<b>TOTAL ASSETS</b>	<b><u><u>60,924.13</u></u></b>
<b>LIABILITIES &amp; EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
<b>Accounts Payable</b>	
2000.00 · Accounts Payable	<u>-708.02</u>
<b>Total Accounts Payable</b>	<b>-708.02</b>

<b>Other Current Liabilities</b>	
2100.00 - Accrued Expenses ~	13,379.55
2100.02 - Accrued Expenses fiscal 03/04	-
2100.06 - Accrued P/R fiscal 06/07	13,379.55
	0.01
<b>Total Other Current Liabilities</b>	<u>0.01</u>

**Total Current Liabilities** -708.01

**Total Liabilities** -708.01

**Equity**

3000.00 - Opening Bal Equity	10.00
3100.00 - Retained Earnings	30,498.05
Net Income	31,124.09
<b>Total Equity</b>	<u>61,632.14</u>

**TOTAL LIABILITIES & EQUITY** 60,924.13

**23. 2008 BALANCE SHEET**

	<u>Jul '07 - Jun 08</u>	<u>Budget</u>	<u>\$ Over Budget</u>
<b>Ordinary Income/Expense</b>			
<b>Income</b>			
4700.09 - 07/08 #274 SPED (\$4,000.)	4,000.00	4,000.00	0.00
4700.10 - 07/08 #240 SPED IMP (\$15361.00)	15,350.00	15,350.00	0.00
4700.11 - 07/08 #305 TITLE I (\$19,947.00)	19,947.00	19,947.00	0.00
4700.12 - 07/08 APS TUITION	438,517.09	464,974.00	-26,456.91
4700.13 - 07/08 #331 DRUG FREE SCH (\$405)	405.00		
4700.14 - 07/08 #302 TITLE V (\$163.)	163.00		
4700.15 - 07/08 #791 - SAFE ENV (17,600)	17,600.00		
4700.16 - 07/08 #140 - Tchr Qlty (\$1426.)	1,426.00		
4700.17 - 07/08 #354 LEARN & SERVE(7K)	7,000.00		
4700.19 - 07/08 Choice Tuition	0.00	25,000.00	-25,000.00
4700.20 - 07/08 Dist. in-kind Cont.	25,835.00	25,835.00	0.00
<b>Total Income</b>	<u>530,243.09</u>	<u>555,106.00</u>	<u>-24,862.91</u>
<b>Expense</b>			
<b>5004.00 - Payroll - Staff</b>			
5005.02 - Payroll - Director - Georges	80,580.31	86,265.00	-5,684.69
5006.00 - Administrative-Alice Mainville	30,740.12	32,876.00	-2,135.88
5010.00 - Payroll - Noseworthy	39,078.36	49,823.00	-10,744.64
5012.05 - P/R - Nicklesstroyli	0.00		
5016.00 - Tutor #1-Wright	15,784.69	19,590.00	-3,805.31
5016.09 - P/R - Tchr - D. Cote (07/08)	47,792.21	41,767.00	6,025.21
5016.10 - P/R - Tchr - E. Maguire (07/08)	32,079.04	40,869.00	-8,789.96

5016.11 · P/R - Tchr - D. Kelley (07/08)	32,821.60	43,948.00	-11,126.40
5016.12 · P/R Tchr - E. Smith (07/08)	53,341.39	51,202.00	2,139.39
5016.13 · P/R - Tchr - D.Woodsom (07/08)	4,992.92	3,286.00	1,706.92
5016.14 · Tcher - Queenan	3,656.82	7,115.00	-3,458.18
5017.00 · P/R - Nurses (2)	11,473.09	11,783.00	-309.91
5017.99 · Salaries-var. for contract neg.	0.00	-34,620.00	34,620.00
<b>Total 5004.00 · Payroll - Staff</b>	<b>352,340.55</b>	<b>353,904.00</b>	<b>-1,563.45</b>
<b>5020.99 · "Other" Payroll Associated Cost</b>			
5017.01 · Substitute Teachers	750.00	5,059.00	-4,309.00
5017.02 · Administrators Prof. Dev	0.00	2,500.00	-2,500.00
5017.03 · After School Program	2,468.86	8,700.00	-6,231.14
5020.00 · Summer stipend	1,328.54	3,200.00	-1,871.46
5020.01 · Teacher Stipend	216.00		
5021.00 · ADP-Payroll Processing	0.00	5,000.00	-5,000.00
5025.00 · Payroll benefits	0.00	27,400.00	-27,400.00
5040.00 · MTRS	2,478.00	2,634.00	-156.00
5040.02 · Bookkeeper - ASL	3,449.00	4,120.00	-671.00
5020.99 · "Other" Payroll Associated Cost - Other	141.00		
<b>Total 5020.99 · "Other" Payroll Associated Cost</b>	<b>10,831.40</b>	<b>58,613.00</b>	<b>-47,781.60</b>
<b>5026.00 · District Expenses (In-Kind)</b>			
5026.01 · Special Ed Director	8,000.00	8,000.00	0.00
5026.02 · Network Services	2,000.00	2,000.00	0.00
5026.03 · Hardware/Software Tech	2,500.00	2,500.00	0.00
5026.04 · Attendance Officier	5,000.00	5,000.00	0.00
5026.05 · Food Services/Acctg./Delivery	3,335.00	3,335.00	0.00
5026.06 · Special Ed. Evaluations	2,000.00	2,000.00	0.00
5026.07 · Transportation	3,000.00	3,000.00	0.00
<b>Total 5026.00 · District Expenses (In-Kind)</b>	<b>25,835.00</b>	<b>25,835.00</b>	<b>0.00</b>
<b>5070.00 · OUTREACH ACTIVITIES</b>			
5071.00 · Parent Council	0.00	1,200.00	-1,200.00
5072.00 · Business Partnerships	0.00	103.00	-103.00
<b>Total 5070.00 · OUTREACH ACTIVITIES</b>	<b>0.00</b>	<b>1,303.00</b>	<b>-1,303.00</b>
<b>5090.00 · SUPPLIES</b>			
5092.00 · Instructional Supplies	2,748.42	6,243.00	-3,494.58
5092.01 · Textbooks Supplies	0.00	4,500.00	-4,500.00
5092.03 · Library Supplies	0.00	2,000.00	-2,000.00
5093.00 · Inst.Tech. Supplies	6,935.93	9,030.00	-2,094.07
5093.01 · Computer Supplies	162.93	2,500.00	-2,337.07
5094.00 · Non-Instructional Supplies	3,643.90	2,500.00	1,143.90
5094.01 · Kitchen supplies	531.17		
5095.00 · A.V. Supplies	0.00	200.00	-200.00
5096.00 · Furniture & Fixtures Supplies	419.96	1,000.00	-580.04
5090.00 · SUPPLIES - Other	70.53		
<b>Total 5090.00 · SUPPLIES</b>	<b>14,512.84</b>	<b>27,973.00</b>	<b>-13,460.16</b>

<b>5300.99 - FACILITIES</b>			
5001.01 - Building Preparation	1,029.09	5,000.00	-3,970.91
5075.00 - Space - Lease	31,200.00	37,440.00	-6,240.00
5075.01 - Security System	0.00	810.00	-810.00
5080.00 - Telephone	546.32	600.00	-53.68
5085.01 - Heating	2,460.39	3,800.00	-1,339.61
5085.02 - Electricity	2,170.68	2,000.00	170.68
5087.00 - Cleaning Services	5,348.70	6,000.00	-651.30
5087.01 - Cleaning supplies	180.96	400.00	-219.04
5088.00 - Equipment - maintenance	0.00	515.00	-515.00
5325.01 - Inspection fees	1,230.00	980.00	250.00
<b>Total 5300.99 - FACILITIES</b>	<b>44,166.14</b>	<b>57,545.00</b>	<b>-13,378.86</b>
5360.00 - Travel	672.37		
<b>5400.00 - BUSINESS EXPENSES</b>			
5001.00 - Advertising	268.69	1,030.00	-761.31
5300.00 - Insurance - Liability	6,289.00	5,548.00	741.00
5325.00 - Miscellaneous expenses	75.00		
5350.00 - Travel - mileage & conf.	25.84	515.00	-489.16
5400.01 - Membership	1,138.00	3,160.00	-2,022.00
5410.01 - Postage	355.02	1,030.00	-674.98
5410.05 - Petty Cash	150.00	250.00	-100.00
5425.00 - Interest expense and late fees	142.84		
5430.00 - Subscriptions	11.99		
<b>Total 5400.00 - BUSINESS EXPENSES</b>	<b>8,456.38</b>	<b>11,533.00</b>	<b>-3,076.62</b>
<b>5500 - CHARTER REQUIREMENTS</b>			
5501.00 - Assessment	0.00	1,030.00	-1,030.00
5502.00 - Evaluation	139.90		
5503.00 - Reporting	544.46	515.00	29.46
5504.00 - Governance/Audit	9,505.00	10,815.00	-1,310.00
5505.00 - Professional Development	356.00	4,875.00	-4,519.00
<b>Total 5500 - CHARTER REQUIREMENTS</b>	<b>10,545.36</b>	<b>17,235.00</b>	<b>-6,689.64</b>
<b>5600.00 - STUDENT SERVICES . . .</b>			
5601.01 - Student Activities	632.15		
5601.02 - Graduation Supplies Expenses	355.95		
5606.00 - Legal	160.00	515.00	-355.00
5608.00 - Health Supplies	460.27	300.00	160.27
5610.00 - E-Sped	0.00	350.00	-350.00
<b>Total 5600.00 - STUDENT SERVICES . . .</b>	<b>1,608.37</b>	<b>1,165.00</b>	<b>443.37</b>
<b>5700.01 - SPED 274 GRANT</b>			
5701.00 - Contractural	3,300.00		
5750.00 - Stipends	32.00		
5950.00 - Travel	400.00		
5951.00 - Other costs	153.28		
<b>Total 5700.01 - SPED 274 GRANT</b>	<b>3,885.28</b>		

<b>6000.00 · TEACHER QUALITY #140</b>			
6002.00 · Contractural	1,000.00		
<b>Total 6000.00 · TEACHER QUALITY #140</b>	<u>1,000.00</u>		
<b>6100.00 · SAFE &amp; SUPPORTIVE SCH #791</b>			
6100.01 · Administrators	800.00		
6100.02 · Professional Staff	798.23		
6100.03 · Contractual Services	13,821.50		
6100.04 · Supplies & Materials	1,484.68		
6100.05 · Travel	695.27		
<b>Total 6100.00 · SAFE &amp; SUPPORTIVE SCH #791</b>	<u>17,599.68</u>		
<b>6200.00 · LEARN &amp; SERVE #354</b>			
6202.00 · Professional Staff	193.00		
6203.00 · Contractual Services	3,525.78		
6204.00 · Supplies & Materials	2,077.82		
6205.00 · Travel	400.00		
6206.00 · Other Costs	850.00		
<b>Total 6200.00 · LEARN &amp; SERVE #354</b>	<u>7,046.60</u>		
<b>6300.00 · SPED #240</b>			
6303.00 · Supplies & Materials	393.90		
<b>Total 6300.00 · SPED #240</b>	<u>393.90</u>		
<b>6350.00 · TITLE I #305</b>			
6351.00 · Contractual	1,300.00		
<b>Total 6350.00 · TITLE I #305</b>	<u>1,300.00</u>		
<b>6400.00 · TITLE V #302</b>			
6401.00 · Supplies and Materials	136.56		
<b>Total 6400.00 · TITLE V #302</b>	<u>136.56</u>		
<b>6999.00 · Uncategorized Expenses</b>	0.00		
<b>Total Expense</b>	<u>500,330.43</u>	<u>555,106.00</u>	<u>-54,775.57</u>
<b>Net Ordinary Income</b>	29,912.66	0.00	29,912.66
<b>Other Income/Expense</b>			
<b>Other Income</b>			
7000.00 · COLLECTED Lunch money	1,007.40		
7000.01 · Misc. Income	208.98		
7003.00 · Learning Student Activity Fnd	287.00		
<b>Total Other Income</b>	<u>1,503.38</u>		
<b>Other Expense</b>			
8000.00 · PAID Lunch money	291.95		
<b>Total Other Expense</b>	<u>291.95</u>		

Net Other Income

1,211.43

Net Income

31,124.09

0.00

31,124.09

## 24. FISCAL YEAR SCHOOL BUDGET

<b>Income</b>		<b>FY 09</b>
	APS Tuition	479,000
	Choice Tuition	25,000
	District in-kind contribution	25,835
	Special Education #274	4,000
	Special Education #240	15,000
	Title 1 #305	19,000
	<b>Total Income</b>	<b>567,835</b>
<b>Expenses-</b>		
<b>Payroll</b>	Payroll – Staff	389,830
	Substitute teachers	5,211
	Administrators Prof Devel.	2,575
	After School	8,961
	Summer Stipend	3,296
	Payroll/MRTS	2,634
	Bookkeeper	4,244
	Payroll benefits	27,400
	<b>Total Payroll - Staff</b>	<b>444,151</b>
<b>District</b>	Special Ed. Director	8,000
<b>In Kind</b>	Network Services	2,000
	Hardware/Software Tech	2,500
	Attendance Officer	5,000
	Food Services/Delivery	3,335
	Special Ed. Evaluations	2,000
	Transportation	3,000
	<b>Total District</b>	<b>25,835</b>
<b>Outreach</b>	Parent Council	1,236
	Business Partnerships	106
	<b>Total Outreach</b>	<b>1,342</b>
<b>Charter</b>	Assessment	1,060
<b>Requirements</b>	Reporting	530
	Audit	11,140
	Professional Development	5,021

	<b>Total Charter Req.</b>	<b>17,751</b>
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<b>Facilities</b>	Building Preparation	650
	Space – lease	31,200
	Security System	834
	Telephone	618
	Cleaning Services	6,180
	Cleaning Supplies	412
	Equipment maintenance	530
	Heating	3,914
	Electricity	2,060
	Inspection Fees	1,010
	<b>Total facilities</b>	<b>47,408</b>
<b>Supplies</b>	Instructional	6,430
	Textbooks	3,092
	Library	2,060
	Instructional Tech	3,300
	Computer	2,575
	Non-Instructional	2,575
	Audio/Visual	206
	Furniture & Fixtures	1,030
	<b>Total Supplies</b>	<b>21,268</b>
<b>Business</b>	Insurance – liability	5,715
	Travel – mileage & conf.	530
	Membership	255
	Postage	1,060
	Advertising	1,060
	Petty cash	260
	<b>Total Business Expenses</b>	<b>8,880</b>
<b>Student Services</b>	Legal	530
	Health Supplies	310
	E-SPED	360
	<b>Total Student Services</b>	<b>1,200</b>
	<b>Total Expenses</b>	<b>567,835</b>

## 25. DISSEMINATION AND BEST PRACTICES

The Academy received a grant from the Massachusetts Department of Education three years ago to work with three other at-risk charter schools: Academy of Strategic Learning, Champion Charter Public School, Lowell Middlesex

Academy and Boston Evening and Day Academy. The directors at these schools continue to work with the Project for School Innovation and the Center for At Risk Studies at Harvard University to define the unique attributes of Charter Schools that serve at risk populations. PSI delivered a publication to outline these characteristics. That document was published in 2006. The Academy has been collaborating on a fourth year project with the same four schools and PSI toward the goal of administering a consistent student pre and post test instrument that measures school success. The four schools participated in a panel discussion at Harvard University and a variety of other educational venues to disseminate best practices and lessons learned.

The Academy of Strategic Learning has a promotional video of the school. The production of this video was donated by New Media Associates, Inc. Bill Plante, President of New Media Associates, Inc. This video airs on the local public television station yearly.

The Director and four students were guest presenters on a local televised program that highlighted the concept of student voice in the delivery of service learning and community involvement that has become a hallmark of the school. Additionally, the school was highlighted in two news articles that illuminated the interdisciplinary instruction that is organized around the school theme of “Think Globally, Act Locally”.

During the 2007-2008 school year, staff and students at the Academy were invited to present workshops at state wide conferences, sponsored by the Department of Elementary and Secondary Education regarding best practices for Safe and Supportive Learning Environments and Community Service Learning models for success. Four students represented their school at the Community Service Learning statewide conference at Holy Cross College to share their experience regarding the transforming powers of service learning as an educational strategy and the model of instruction that drives those important projects.

# 2007-2008 NCLB Report Card - Academy of Strategic Learning Charter (District)

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## Academy of Strategic Learning Charter (District) (04150000)

Donna J Georges, Charter School Leader

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Phone: (978) 388-8037

FAX: (978) 388-8073

Website:

<https://exchange.amesburyma.gov/exchweb/bin/redir.asp?URL=http://www.academyofstrategiclearning.org/>

### Overview:

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

### Mission Statement:

The Academy mission is to commit unconditionally to every child, ensuring that all students experience success through the development of attitudes and skills necessary for lifelong learning.

Enrollment - 2007-08			Educator Data - 2007-08			
	District	State		District		
Total Count	48	962,766	Total # of Teachers	4		
Race/Ethnicity (%)			Percentage of Teachers Licensed in Teaching Assignment	100.0		
African American or Black	4.2	8.1	Total Number of Classes in Core Academic Areas	23		
Asian	0.0	4.9	Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	43.5		
Hispanic or Latino	2.1	13.9	Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	56.5		
Multi-race, Non-Hispanic	0.0	1.9	Student/Teacher Ratio	11.9 to 1		
Native American	0.0	0.3				
Native Hawaiian or Pacific Islander	0.0	0.1				
White	93.8	70.8				
Gender (%)						
Male	60.4	51.4		All Schools	High Poverty Schools	Low Poverty Schools
Female	39.6	48.6				

Selected Populations (%)		
Limited English Proficiency	0.0	5.8
Low-Income	41.7	29.5
Special Education	41.7	16.9
First Language Not English	0.0	15.1

**Grades Offered:** 07, 08, 09, 10, 11, 12

Total Schools	Schools with 2007-08 NLCB Accountability Status	
(#)	(#)	(%)
1	0	0.0

Percentage of Teachers Licensed in Area in Which Teaching	100.0	-	-
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	43.5	-	-
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	56.5	-	-

### **Academy of Strategic Learning Charter (District): 2007 Adequate Yearly Progress (AYP) Data**

	<a href="#">NCLB Accountability Status</a>	<a href="#">Performance Rating</a>	<a href="#">Improvement Rating</a>
ENGLISH LANGUAGE ARTS	No Status	Very Low	No Change
MATHEMATICS	No Status	-	-

To make adequate yearly progress in 2007, a student group must meet (A) a student participation requirement, either (B) the State's 2007 performance target for that subject or (C) the group's own 2007 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Grad Rate		AYP 2007
	Met Target	Actual	Met Target (85.4)	Actual	Met Target	Change from 2006	Met Target	Actual	
ENGLISH LANGUAGE ARTS	Met Target	Actual	Met Target (85.4)	Actual	Met Target	Change from 2006	Met Target	Actual	AYP 2007
Aggregate	Yes	100	No	52.5	No	-1.9	No	50.0	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-

Special Education	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	-	-	-	52.5	-	-	-	-	-
<b>MATHEMATICS</b>	<b>Met Target</b>	<b>Actual</b>	<b>Met Target (76.5)</b>	<b>Actual</b>	<b>Met Target</b>	<b>Change from 2006</b>	<b>Met Target</b>	<b>Actual</b>	<b>AYP 2007</b>
Aggregate	-	-	-	-	-	-	-	-	-
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-

**Academy of Strategic Learning Charter (District):  
AYP Data Detail**

ENGLISH LANGUAGE ARTS													
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Ra	
	Enrolled	Assessed	%	Met Target (95%)	N	2007 CPI	Met Target (85.4)	2006 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Met Target
Aggregate	20	20	100	Yes	20	52.5	No	54.4	5.7	55.6-64.6	No	50.0	No
Lim. English Prof.	0	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	8	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	11	11	-	-	11	-	-	-	-	-	-	-	-
Afr. Amer./Black	0	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	0	-	-	-	-	-	-	-	-	-	-	-	-

Hispanic	0	-	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	20	20	-	-	20	52.5	-	-	-	-	-	-	-

**MATHEMATICS**

Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate	
	Enrolled	Assessed	%	Met Target (95%)	N	2007 CPI	Met Target (76.5)	2006 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Met Target
Aggregate	19	19	-	-	19	-	-	-	-	-	-	-	-
Lim. English Prof.	0	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	8	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	11	11	-	-	11	-	-	-	-	-	-	-	-
Afr. Amer./Black	0	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	0	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	0	-	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	19	19	-	-	19	-	-	-	-	-	-	-	-

Adequate Yearly Progress History											NCLB Accountability Status
		1999	2000	2001	2002	2003	2004	2005	2006	2007	
ELA	Aggregate	-	-	-	-	-	-	-	-	No	No Status
	All Subgroups	-	-	-	-	-	-	-	-	-	
MATH	Aggregate	-	-	-	-	-	-	-	-	-	No Status
	All Subgroups	-	-	-	-	-	-	-	-	-	