



# Annual Report **2007 - 2008**

25 Clinton Street, Framingham, MA 01702  
508-879-9000 [www.mcaulifferegional.org](http://www.mcaulifferegional.org)

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

**Executive Summary**

---

I am pleased to present our 2007-2008 Annual Report. In the pages that follow you will find evidence of our student's academic success and the school's solid financial state.

McAuliffe's goal is to inspire middle school students to learn the skills and content required for High School not because they need to, but because they want to. With a 2008 graduating class of 85 students, our six year total is now over 340 students who think independently yet work well collaboratively and who demonstrate high levels of integrity and service. Our students have gone beyond simple textbook questions and traditional course-work to acquire the skills, knowledge and attitudes to be successful in school and in life. We held two reunions for alumni this past spring and over 85% of each class attended. Every student I spoke with talked of the positive experience they had at McAuliffe and of how well they were prepared to take on the rigors of High School.

The 2007/2008 school year continued to produce *Learning Expeditions*, in-depth explorations organized around the Massachusetts Curriculum Frameworks that challenged our students to find, build, and create real solutions to real problems. This past year, our student's authored books, produced documentaries, ran recycling projects, produced and presented memoirs to the residents of two assisted living centers and our sixth graders performed an outstanding rendition of Macbeth for the local Civic League. Our students were once again winners of local and national awards, including four students who were honored at the National Conference of the Johns Hopkins University Center for Talented Youth (CTY).

McAuliffe continued to see significant improvement in our fiscal condition in FY08. We produced an overall surplus and ended the year with the strongest balance sheet in our history. This was accomplished through maintaining a conservative budget, successful fund raising, and maintaining a consistent student population. We expect this trend to continue and will work hard to ensure that FY 09 will show even more positive results.

McAuliffe has proven to be a resilient and resourceful school, characterized by outstanding, dedicated teachers. We are excited that over 88% of our faculty will be returning for the 2008/2009 school year. Our fine faculty also produced the schools highest ELS ratings in the schools history. As we continue to grow, we have set very high professional development goals for our teachers as well as for their student's academic and personal growth. We have assembled a full team of professional educators to guide these students to levels of academic achievement few other middle school students will even approach. In addition, we have worked with the Charter Office to improve upon our accountability plan for the entire school, and have taken steps to improve our performance on all standardized testing. Our new accountability plan was approved mid year so goals in this report will be a mixture of both our prior plan and our newer plan. (Attachment I)

Finally, I am excited to announce that we will be entering the 2008/2009 school year with a new school leader. Rachel Romano will be taking over as Principal for Dan Barcan who leaves McAuliffe to enter the MBA program at MIT. Ms. Romano comes to McAuliffe with a wealth of experience in Expeditionary Learning and we look forward to her being a vital member of our team for years to come.

Thomas P. O'Neill, MS  
Executive Director

=====

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

**TABLE OF CONTENTS**

**Introductory Description of The School ..... 1**  
    School Location and Address ..... 1  
    Contact Information ..... 1  
    Region Served..... 1  
    Mission..... 1

**School Performance in Relation to Accountability Plan ..... 2**  
    Academic Success..... 2  
    Organizational Viability .....9  
        Steps to promote enrollment, reduce attrition, and address negative trends..... 13  
    Faithfulness to the Terms of the Charter ..... 14

**School Profile..... 17**  
    Educational Philosophy ..... 17  
        Curriculum Design..... 17  
        Teaching Methods..... 18  
        Expedition Highlights ..... 19  
    Summary of External Standardized Test Results..... 20  
        Initiatives to further improve performance ..... 20  
    Summary of Internal Assessment Results..... 20  
    Number of Instructional Days for the 2005/6 School Year ..... 22  
    NCLB Report Card ..... 22

**Governance Profile ..... 23**  
    List of Members of the Board of Trustees ..... 23  
    Summary of Major Board Policy Decisions ..... 24  
    Charter Amendments Approved by the BOE ..... 25  
    Official Complaints Received by the Board of Trustees ..... 25

**Student Profile .....27**  
    Student Demographics ..... 27  
    Total Number of Student Applications Received ..... 27  
    Student Attrition Data ..... 28  
    Number of Days Students Have been Expelled or Suspended ..... 28

**Staff Profile.....29**  
    Name of School Leaders ..... 29  
    Summary of Classroom Teachers Qualifications ..... 30  
    Teacher Attrition ..... 30

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

**Financial Profile ..... 32**  
Financial Statement for FY06 (Un-audited)..... 32  
Balance Sheet..... 33  
Approved School Budget for FY07 ..... 34

**Dissemination ..... 35**  
Defining Best Practices..... 35  
Dissemination of Best Practices to the Public ..... 37  
Partnerships important to the school and community ..... 38

**Appendix I: Accountability Plan ..... 39**  
**Appendix II: Promotion Requirements..... 45**  
**Appendix III: Satisfaction Survey ..... 49**  
**Appendix IV: Organizational Chart ..... 52**  
**Appendix V: NCLB Report Card..... 53**

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

**INTRODUCTORY DESCRIPTION OF THE SCHOOL**

Christa McAuliffe Regional Charter Public School (McAuliffe Regional CPS) is a public middle school, open to all students free of charge, which served a diverse group of 245 sixth through eighth grade students from more than a dozen towns in the 2007/8 school year. McAuliffe Regional CPS employs research-based school structures and teaching strategies essential to middle school success, such as being a small school, with small classes, and learning through long-term, hands-on investigations known as *learning expeditions*, interactive fieldwork, Individual Achievement Plans and daily meetings with a faculty advisor for each student.

**School Location and Address**

25 Clinton St. Framingham, MA 01702

**Contact Information**

Steve Cagnetta, Esq. Board Chair  
25 Clinton Street Framingham, MA 01702  
(Term beginning July 16, 2008)

Thomas P. O'Neill, Executive Director  
25 Clinton St. Framingham, MA 01702  
Office Tel. 508-879-9000, ext. 37  
Office Fax 508-879-1066

**Region Served**

Ashland, Framingham, Holliston, Hopkinton, Marlborough, Natick, Southborough, Sudbury

**Mission**

The mission of McAuliffe Regional CPS is to cultivate within each member of a diverse student body, through the Expeditionary Learning design, an intense commitment to self and community, the courage and insight to set high standards for academic and personal success, and the knowledge, skills, and attitudes to achieve those standards.

=====

**SCHOOL PERFORMANCE IN RELATION TO ACCOUNTABILITY PLAN**

McAuliffe Regional CPS has identified measures of academic success in an “Accountability Plan.” Data related to these measures show adequate performances on MCAS in both absolute terms and in comparison to the state and our primary sending district.<sup>1</sup> Student test scores on the Terra Nova show that while we have made some gains over a span of four years, we do need to improve student achievement in language, reading, and mathematics.

**ACADEMIC SUCCESS**

---

**Performance Objective #1:** Students at McAuliffe Regional CPS will become proficient in the basic skills of reading, writing, and mathematics.

**Goal 1:** Students will become clear and effective writers of the English language and proficient in reading.

**Measurement 1 – Value Added<sup>2</sup>**

Each cohort will increase their scores on the Terra Nova (TN) language test by two NCE points per year. *Method of Assessment: TN 2<sup>nd</sup> edition/CAT Basic Multiple Assessments for English /Language Arts.*

**Table 1: Change in Normal Curve Equivalency (NCE) on TN Language Test**

Year of Graduation	'06	'07	'08	'09	Avg. <sup>3</sup>
<b>2006-2007 Change in NCE (TN Language)</b>	n/a	-5.5	2.3	2.8	-0.1
<b>Mean Change in NCE (through 2007)</b>	0.3	-1.3	4.5	2.8	<b>2.2</b>

The average increase for the 2006 - 2009 cohorts was 2.2 NCE points. We did not reach our goal of a 4-6 point gain for the whole school population and demonstrated a drop in NCE points for the 2007 cohort. The 2006-2007 school year’s average increase of -0.1 suggests that we need to improve student achievement in language and writing mechanics in order to meet our goal in the future.

**Table 1.1: Change in Grade Level Equivalency (GLE) on TN Language Test**

Year of Graduation	'06	'07	'08	'09	Avg. <sup>4</sup>
<b>2006-2007 Change in GLE (TN Language)</b>	n/a	-0.3	0.9	2.5	<b>1.03</b>
<b>Mean Change in GLE (through 2007)</b>	<b>2.2</b>	<b>1.3</b>	<b>3.9</b>	<b>2.5</b>	<b>2.5</b>

We intend for students to increase their grade level equivalency by more than three years during their time at McAuliffe. The average change in grade level equivalence on the TN

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

language test was 2.5 grades. As with the NCE data, the GLE indicates a need for the school to increase student achievement in language and writing mechanics.

**Measurement 2 – Value Added**

Each cohort of students will increase their scores on the TN reading test by two NCE points per year. *Method of Assessment: TN 2<sup>nd</sup> edition/ CAT Basic Multiple Assessments for reading.*

**Table 2: Change in Normal Curve Equivalency (NCE) on TN Reading Test**

Year of Graduation	'06	'07	'08	'09	Avg.
2006-2007 Change in NCE (TN Reading)	n/a	-3.8	-2.5	-1	-2.4
Mean Change in NCE (through 2007)	2.2	-2.2	3.5	-1	0.6

Our NCE increase for the TN reading test over the life of the charter dropped from 4.5 to 0.6 as a result of low NCE scores on the reading test in the spring of 2007. Since teachers directly taught active reading skills to all students, we suspect that the low scores are a result of testing conditions more than a result of weak student skill and comprehension. See the summary of external assessments section below for a discussion of TN testing conditions and validity of the results. However, it is clear that the school does need to improve on reading instruction in the future.

**Table 2.1: Change in Grade Level Equivalency (GLE) on TN Reading Test**

Year of Graduation	'06	'07	'08	'09	Avg.
2006-2007 Change in GLE (TN Reading)	n/a	0.3	0.3	1.5	0.7
Mean Change in GLE (through 2007)	2.0	1.5	4.4	1.5	2.4

The average change in grade level equivalence on the TN reading test over three years was 2.4 grades, similar to the change in GLE for language. As indicated by the NCE scores, the school needs to focus on increasing student achievement in reading skills and comprehension in the future.

**Measurement 3 - Absolute**

The school's Proficiency Index for the *Grade 7 (G7) MCAS English/ Language Arts* MCAS (ELA) will be 85 during the first year and increase by 1 until reaching an Index score of 90. *Method of Assessment: Grade 7 MCAS English/Language Arts test.*

**Table 3: G7 MCAS ELA Proficiency Index Compared to AYP**

Year	2004	2005	2006	2007	Average 04-07
McAuliffe Index (CPI)	89.9	85.8	90.4	88.4	88.6
AYP Index Target	75.6	80.5	80.5	85.4	-
Score Above AYP	14.3	5.3	9.9	3.0	8.1
McAuliffe CPI Target	85	86	87	88	-
Score Above McAuliffe Target	4.4	-0.2	3.4	0.4	2.0

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

Since 2004, we have had an average proficiency index of 88.6 for Grade 7 English/Language Arts. We have consistently met Adequate Yearly Progress targets and currently are 3.0 points above the AYP target for Grade 7 English/Language Arts. We have also regularly exceeded our McAuliffe CPI target by 2 points per year on average.

**Measurement 4 - Comparative**

Students will achieve at least as high a Proficiency Index on the Grade 7 English / Language Arts MCAS as the weighted average of the middle schools from the districts from which our students were drawn. To be consistent with how we have reported in the past we will continue compare our data to Framingham Public Schools where the majority of our students are from.

*Method of Assessment: Grade 7 MCAS English/ Language Arts tests.*

**Table 4: G7 MCAS ELA Proficiency Index  
Compared to Framingham Public Schools**

Test Year	McAuliffe	Framingham
2004	89.9	85.7
2005	85.8	-
2006	90.4	83.0
2007	88.4	82.5

We outperformed the Framingham district in 2004, 2006, and 2007. The Proficiency Index for other towns was not published in 2005, and so we were unable to make this comparison. We show comparison data for the actual 7<sup>th</sup> grade ELA scores in Tables 5 & 6.

**Table 5: Percentage of Students Scoring Advanced and Proficient - G7 ELA**

Test Year	McAuliffe	Framingham	State
2004	72%	65%	68%
2005	60%	63%	66%
2006	74%	63%	65%
2007	74%	61%	69%

**Table 6: Percentage of Students Scoring Warning Category - G7 ELA**

Test Year	McAuliffe	Framingham	State
2004	2%	7%	7%
2005	4%	7%	7%
2006	6%	12%	9%
2007	6%	12%	8%

Our 2007 students continued to outperform their counterparts in Framingham. In 2006 and 2007 the percent of students scoring in the Advanced and Proficient categories remained greater than the Framingham and state percentages. Meanwhile, the percent of students scoring in the warning category remained at 6%, which is lower than the Framingham and State percentages.

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

**Goal 2:** McAuliffe Regional CPS students will demonstrate proficiency in mathematical computation, problem solving, and application of key concepts.

**Measurement 1 – Value Added**

Each cohort will increase their scores on the TN mathematics test by two NCE points per year. *Method of Assessment: TN 2<sup>nd</sup> edition/ CAT Basic Multiple Assessments for mathematics.*

**Table 7: Change in Normal Curve Equivalency (NCE) on TN Math Test**

Year of Graduation	'06	'07	'08	'09	Avg.
2006-2007 Change in GLE (TN Mathematics)	n/a	-2.4	-5	-1.5	-2.9
Mean Change in GLE (through 2007)	4.5	-2.7	-2.3	-1.5	-0.5

While the class of '06 met our TN goal for mathematics, the following three cohorts demonstrated inadequate achievement in mathematics. The scores for '07, '08, and '09 classes brought the overall mean to a loss of 0.5 NCE points over three years, significantly lower than our projection of a 4 - 6 point increase. Similar to the low reading and language TN scores on the spring 2007 testing session, we believe that the 2007 math TN results are partly attributed to testing conditions. We also acknowledge that the results demonstrate a need for the school to improve on mathematical instruction and achievement in the future.

**Table 7.1: Change in Grade Level Equivalency (GLE) on TN Math Test**

Year of Graduation	'06	'07	'08	'09	Avg.
2006-2007 Change in GLE (TN Mathematics)	n/a	0.8	-0.5	1.6	0.6
Mean Change in GLE (through 2007)	2.8	1.5	2.2	1.6	2.0

The average change in grade level equivalence on the TN mathematics test over three years was 2.0 grade levels, not reflecting the negative gain of NCE points. We are in communication with TN to figure out exactly what this indicates about our students' achievement in mathematics.

**Measurement 2 - Absolute**

The McAuliffe Regional CPS Proficiency Index for the Grade 6 (G6) mathematics MCAS will be 75 during the first year and increase by 1 until reaching an Index score of 85. *Method of Assessment: Grades 6 MCAS Mathematics test.*

**Table 8: G6 MCAS Math Proficiency Index Compared to AYP**

Test Year	2003	2004	2005	2006	2007	Average 04-07
McAuliffe Index	74.8	58.4	80.1	72.8	75.7	72.4
AYP Index Target	60.8	60.8	68.7	68.7	76.5	-
Score Above AYP	14.0	-2.4	11.4	4.1	-0.8	5.6
McAuliffe Target CPI	75	76	77	78	79	-
Score Above McAuliffe Target	-0.2	-17.6	3.1	-5.2	-3.3	-4.6

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

Our 2007 Grade 6 Mathematics CPI of 75.7 is higher than our historical average of 72.4, providing more evidence the 2004 score of 58.4 was an anomaly. 2007 was the first year during which our CPI was below the AYP Index Target of 76.5. However, in all years except for 2005, we have performed lower than our school's target CPI. This data indicates that we need to improve our instruction and achievement in mathematics. Specific initiatives to improve mathematics are described in the "initiatives for further improvement" section below.

**Measurement 3 - Absolute**

The McAuliffe Regional CPS Proficiency Index for the Grade 8 mathematics MCAS will be 70 during the first year and increase by 1 until reaching an Index score of 85.

*Method of Assessment: Grades 8 MCAS Mathematics test.*

**Table 9: G8 MCAS Math Proficiency Index Compared to AYP**

Test Year	2005	2006	2007	Average 05-07
McAuliffe Index	68.8	57.9	64.2	63.6
AYP Index Target	68.7	68.7	76.5	-
Score Above AYP	0.1	-10.8	-12.3	-7.7
McAuliffe Target CPI	70	71	72	-
Score Above McAuliffe Target	0.2	13.1	-7.8	1.8

Our 8<sup>th</sup> grade math scores in 2007 increased after a disappointing 2006 performance. However, our CPI of 64.2 remained considerably lower than the AYP target. The data from 2005 – 2007 suggests an increasingly negative trend with respect to meeting the AYP target and has an average score of 7.7 points below AYP. As with the sixth grade MCAS results, the 8<sup>th</sup> grade MCAS data indicates that we need to improve our instruction and achievement in mathematics throughout the school. Plans for this are described in the

**Measurement 4 - Comparative**

Students will achieve at least as high a Proficiency Index on the Grade 6 (G6) Mathematics MCAS as the weighted average of the middle schools from the districts from which its students were drawn. To be consistent with how we have reported in the past we will continue compare our data to Framingham Public Schools where the majority of our students are from.

*Method of Assessment: Grade 6 Mathematics test.*

**Table 10: G6 MCAS Math Proficiency Index  
Compared to State and Framingham Public Schools**

Test Year	McAuliffe	Framingham
2003	74.8	65.7
2004	58.4	62.1

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

2005	80.1	71.8
2006	72.8	64.6
2007	75.7	75.6

In 2007, we continued to outperform the Framingham district on the Grade 6 Mathematics test. In 2007, however, we were only a fraction above the Framingham District's CPI. Over the next two years we aim to improve our mathematics instruction at all levels and in the special education subgroup. In particular, we will create more heterogeneous "middle" groupings which, according to research, students at this ability level benefit from more than students in the enrichment and support groups, who tend to benefit from homogeneous groupings.

**Table 11: Percentage of Students Scoring Advanced and Proficient - G6 Math MCAS**

G6 Math By Test Year	McAuliffe	Framingham	State
2003	53%	38%	42%
2004	33%	34%	43%
2005	57%	34%	46%
2006	47%	35%	46%
2007	49%	54%	52%

**Table 12: Percentage of Students Scoring Warning - G6 Math MCAS**

G6 Math By Test Year	McAuliffe	Framingham	State
2003	21%	29%	26%
2004	39%	32%	25%
2005	13%	31%	23%
2006	18%	31%	25%
2007	13%	19%	20%

While we outperformed Framingham as well as the state in the percent of our Advanced and Proficient students in 2005 and 2006, we did not outperform either Framingham or the state on the 2007 Grade 6 Mathematics test. Meanwhile, we continued to have a lower percentage of students in the Warning category during 2005, 2006, and 2007 compared to Framingham and the state. This suggests that we need to help the bulk of our students in the Needs Improvement Category develop proficiency in their mathematical skills and understanding. Similarly, we need to help students in the Proficiency category develop an advanced mastery of skills and concepts in all strands of mathematics.

**Measurement 5 - Comparative**

Students will achieve at least as high a Proficiency Index on the Grade 8 (G8) Mathematics MCAS as the weighted average of the middle schools from the districts from which its students were drawn. To be consistent with how we have reported in the past we will continue compare our data to Framingham Public Schools, where the majority of our students are from.

*Method of Assessment: Grade 8 Mathematics test.*

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

**Table 13: G8 MCAS Math Proficiency Index  
Compared to Framingham Public Schools**

Test Year	McAuliffe	Framingham
2005	68.8	-
2006	57.9	67.8
2007	64.2	68.0

**Table 14: Percentage of Students Scoring Advanced and Proficient - G8 Math MCAS**

G8 Math By Test Year	McAuliffe	Framingham	State
2005	48%	38%	39%
2006	32%	39%	40%
2007	39%	41%	45%

**Table 15: Percentage of Students Scoring Warning Category - G8 Math MCAS**

G8 Math By Test Year	McAuliffe	Framingham	State
2005	29%	31%	31%
2006	38%	26%	29%
2007	31%	27%	25%

We did not meet our Grade 8 Mathematics goal in 2006 or 2007. In both years, the percentage of our students in the Advanced and Proficient categories was lower than Framingham and the state. Meanwhile, the percentage of our students in the Warning category was higher than Framingham and the state. Nevertheless, we did increase the percentage of our students in the Advanced and Proficient category and decreased the percentage of our students in the Warning category on the 2007 Grade 8 Mathematics test. One intervention to our eighth grade mathematics program will include creating heterogeneous “middle” groupings which, according to research, students at this ability level benefit from, while students in the enrichment and support groups tend to benefit from homogeneous groupings. See the discussion below for more detail.

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

**ORGANIZATIONAL VIABILITY**

---

**II.1. Performance Objective: Financial Transparency and Sound Financial Management**

**II.1.1. Goal: McAuliffe Regional CPS will demonstrate financial transparency and sound financial management.**

**II.1.1.1. Measurement** - Unqualified opinions will show no material findings and strong internal controls. *Method of Assessment: Annual audits filed with the state auditor.*

To date, we have had one financial review and four financial audits all conducted by the Certified Public Accounting Firm of Daniel Dennis & Company LLP. The financial review was done in fiscal year 2002, the School's first year of existence and as is typical of financial reviews, Daniel Dennis & Company LLP did not express an opinion as to the School's financial condition. The subsequent five audits all contained unqualified opinions, meaning that the School's financial condition was fairly presented by the related financial statements.

**II.1.1.2. Measurement** – The School will become less dependant on its line of credit by having sufficient cash to cover at least one payroll in FY08 one quarters payroll in FY10 and one month's operating expenses by FY13. *Method of Assessment: Annual audited financial statements.*

McAuliffe was able to become much less dependant on the line of credit than ever before. We were able to maintain a sufficient cash flow to cover numerous payrolls in FY 08 and through the success of the past year we have been able to start FY09 payroll without use of the credit line. We expect this positive trend to continue as the school continues to budget carefully and raise funds effectively.

**II.1.1.3. Measurement** - Financial statements will show a positive end-of-year fund balance of at least \$350,000 by fiscal year 2008 and \$550,000 by fiscal year 2013. *Method of Assessment: Annual audits filed with the state auditor.*

**Table 16: Change in Fund Balance**

Fiscal Year	Operating Loss	Change in Fund Balance	Ending Fund Balance
2002	(178,961)	(25,035)	(25,035)
2003	(69,784)	314,502	289,467
2004	(137,465)	50,052	339,519
2005*		199,480	538,999
2005	(76,383)	77,139	616,138
2006	(460,517)	(300,555)	315,583
2007	(74,475)	77,527	393,110
2008**	(76,155)	19,994	412,970

\* Prior Year Adjustment to Fund Balance

\*\* Un-audited Financial Statements

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

Except for the first year, the school has had a positive fund balance every year. Revenues have exceeded expenses every year but two.

Management believes the actual financial results of the school are better reflected by the Change in Fund Balance than by the Operating Losses. The Operating results do not include donations or grant awards, which the school works hard to attract and depends on to supplement its revenue. More importantly the Operating results do not include certain construction credits the school negotiated with its landlord. These construction credits offset rent expense which is captured in Operating results; however the offsetting construction credits are reported as non-operating contributions. Matching the construction credit to the rent expense and reporting both as operating activities would better reflect the intentions of management at the time of the lease negotiations.

The financial results for 2007 greatly improved over 2006 as illustrated in the table above. This was accomplished by better matching staffing levels (teacher and non-teacher) with enrollment. The financial results for 2008 were very positive. The School's Fund balance increased by \$20,000 and was negatively impacted by depreciation of approximately \$180,000. The non-cash depreciation charge allowed working capital to increase by approximately \$200,000. On June 30, 2008, the school had sufficient cash balances to meet approximately one month's worth of operating expenses.

**Performance Objective # 2 - Strong Governance and Management**

**Goal 1:** The board will establish systems of good governance and learning.

**Measurement 1** - The board will disseminate to the public an evaluation of progress toward annual board goals each year. *Method of Assessment: Documented in board meeting minutes.*

The board has set and assessed progress toward annual goals each year. The following results have been disseminated through the annual report each year.

**Table 17: Annual Board Goals and Results**

Fiscal Year	Board Goals	Progress Toward Goals
FY03	1. Professionalize the board 2. Add members 3. Complete renovation	1. Received grant from Mifflin Foundation for year-long professional development of board 2. The board added four new members 3. Capital financing was arranged and construction completed.
FY04	1. Bring expenses in line with revenue 2. New board leadership	1. Revised budget and budget process resulting in year-end surplus 2. Successors to inaugural officers elected

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

FY05	<ol style="list-style-type: none"> <li>1. Increase enrollment</li> <li>2. Develop an identity campaign</li> <li>3. Add Natick members</li> </ol>	<ol style="list-style-type: none"> <li>1. A net gain of 23 students</li> <li>2. Amended charter to change name, area served, enrollment policy, and logo</li> <li>3. Election of three new board members from Natick</li> </ol>
FY06	<ol style="list-style-type: none"> <li>1. Conduct a self-assessment</li> <li>2. Build a sustainable committee structure</li> </ol>	<ol style="list-style-type: none"> <li>1. Board conducted a detailed review of committee performance and individual self-assessment.</li> <li>2. Four committee charters written detailing its work toward Accountability Plan, reporting, goals, specific measures of success, and constraints.</li> </ol>
FY07	<ol style="list-style-type: none"> <li>1. Develop Board Handbook.</li> <li>2. Update annually committee charters.</li> <li>3. Amend Board member agreement.</li> <li>4. Hire Executive Director.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Board did not complete this goal; however, individual pieces are currently being developed while others are being edited. The board expects the final copy to be completed by October of 2007.</li> <li>2. Updates on annual charters were presented at the annual meeting in June. Each group reported significant production over in FY 07. Committee chairs also presented charters for the upcoming year.</li> <li>3. Completed and approved in the September 2006 Trustee's meeting.</li> <li>4. Tom O'Neill was hired as Executive Director in May of 2007</li> </ol>
FY08	<ol style="list-style-type: none"> <li>1. Meet Renewal Conditions.</li> <li>2. Research High School Expansion</li> <li>3. Research Building Options pending 2010 lease.</li> <li>4. Develop Annual Signature fund raising event.</li> </ol>	<ol style="list-style-type: none"> <li>1. The board worked with the Executive Director and Business manager to ensure that both financial conditions were met. The third condition (making a building accessible for all) is currently underway and should be completed by the beginning of the year.</li> <li>2. The board worked with the Executive Director to research the viability of expanding into a high school. Research and reports were prepared by the Finance, Education, Building and Development Committees. Eventually the Board decided to continue to research and plan but not to move on plans for expansion for 2008/2009.</li> <li>3. A building committee was established in 2008. The committee spent a great deal of time researching possible new school sites and reviewing the long term options within the current buildings.</li> <li>4. The development committee and other members of the board developed a new signature fund raising event in 2008. The McAuliffe Golf Expedition was a large success and the board expects the event to become more popular over the next few years.</li> </ol>

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

**Measurement 2** – The board fundraising committee will, in conjunction with school administrators, set and meet or exceed annual fundraising goals. *Method of Assessment: Goals and progress toward those goals will be available in board minutes.*

**Table 18: Annual Board Development Goals and Results**

Board Development Goal		Results
FY03	\$40,000	\$40,225
FY04	\$30,000	\$12,384
FY05	\$40,000	\$42,000
FY06	\$60,000	\$46,000
FY07	\$70,000	\$103,000
FY08	\$75,000	\$90,000

Four out of six years the Board Development Committee set and met its annual fundraising goal. Currently, the school relies on the executive director to lead all fundraising initiatives, including special events, an annual appeal, and grant writing. The school held its inaugural Golf Tournament fund raiser this year. This one day event brought in net donations of \$12,000. The Board continues to research the ability to fund a Development Director to improve fund raising results, however the schools commitment to maintaining related arts continues to be a priority.

**Measurement 3** - Board composition will evolve annually to include key strategic corporate, non-profit, and foundation partners. *Method of Assessment: Documented in board membership.*

McAuliffe has always attempted to have a diverse board. In 2008 two new members were brought on to the board. Dan Mastrototaro, Vice President of Hanover Insurance, and Michael Delman, of Thinking Outside the Classroom Consultants. Both members bring various skills the board will utilize to continue its growth as a solid governing body.

**Performance Objective #3 - Demand for School Services**

**Goal 1:** Student demand will meet the expectations of the business plan.

**Measurement 1** – Annual enrollment will meet projections in annual budget. *Method of Assessment: Department of Education report on average daily enrollment.*

In May of 2007 the Board of Director approved a budget based on an enrollment of 258 students. This was seen as a conservative budget given 277 students had signed up for the lottery in March 2007. Enrollment at the start of the year was at 247 students and the school finished with an FTE of 243 students. While the school did not meet the projections, a positive sign was seen in fewer students transitioning out during the year than at any other point during the schools history. In addition, the school has been able to adjust the budget each of the past two years to still end the year with a surplus. In fact, despite averaging 15

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

students less than originally budgeted for, the school finished with a higher net profit than budgeted for.

**Measurement 2** - At least 80% of incoming sixth graders, who do not move from their residence at the time of enrolling, will remain enrolled at McAuliffe Regional CPS for three years.

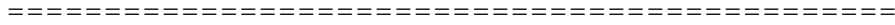
The School's inaugural sixth grade class started in September of 2002 with 98 students. Three years later, 66% of these students either graduated (62), moved away (3), or were held back (1). The School's second sixth grade class started in September of 2003 with 87 students. Three years later, 70% of these students either graduated (56), moved away (5), or were held back (1). The School's third sixth grade class started in September of 2004 with 80 students. Three years later, 71% of these students either graduated (53) or moved away (4). The schools fourth sixth grade class started in September with 81 students. Three years later 82% of those students either graduated (64) moved away (1) or was held back (1). We excited that this goal has been achieved however, it is important that we continue to see yearly increase in our long term enrollment and graduation percentage.

**Steps to promote enrollment, reduce attrition, and address negative trends**

In 2008 a committee was formed of board members, parents, staff and students to review a concerning trend of enrollment decline. A system of interviews with parents who attended an information session or who had signed up for the lottery but did not end up enrolling their child was implemented in order to gather information to address this trend. Based on their feedback, the committee in conjunction with a marketing expert is developing new marketing materials. In addition, great lengths and costs have gone into beautifying and updating our 1930's vintage campus. In 2007 the school started to broadcast a promotional video on local access cable. In 2008/2009 the students and faculty will be broadcasting a monthly T.V. show on local access in attempts to disseminate their work and call attention to the innovative academic approaches used at the School. As always, we have found that our best marketers are our parents and graduates. McAuliffe will continue to use grassroots enrollment techniques such as Open Houses and local coffees at parent homes.

---

=====



**FAITHFULNESS TO TERMS OF CHARTER**

---

**Goal 1:** Students will demonstrate a clear commitment to themselves, have the courage and insight necessary to set high standards for academic and personal success, and have the attitudes necessary to achieve the standards they have set for themselves.

**Measurement 1** – Beginning with the class of 2007<sup>5</sup>, each student who has been at the school for three years will complete at least one of the school’s multi-day Adventure Trips.<sup>6</sup>  
*Method of Assessment: Record kept in student portfolio.*

All students who graduated in 2008 went on a camping trip in seventh grade, to a ropes course in the fall of eighth grade, and on an overnight canoe trip in the spring of eighth grade on the Watershed Expedition. Some also visited the Farm School in sixth grade for two days and participated in a three day fieldwork to the Museum of Natural History in New York.

**Measurement 2** - Each year as part of their Individual Achievement Plans, students will establish clear goals for themselves and track their achievement toward meeting those goals at least once per semester. *Method of Assessment: Record kept in student portfolio.*

100% of our students continued to set and track goals. This year, for the first time, we required evidence of this tracking in each student’s portfolio. Students collected artifacts from successfully meeting goals, wrote reflections, and graphed progress throughout the year.

**Measurement 3** – All students will participate in Exhibition Nights at least once per year.  
*Method of Assessment: Attendance records*

We continued the tradition of *McAuliffest: A Night of Wonderful Ideas* and we introduced a new Exhibition Night called P3, For the P3, each student has chosen a way to present connections between academic work, personal hobbies, and a design principle. They will make this presentation in front of a panel of judges prepare presentations that link their personal interests, a prized piece of schoolwork, and one of our Design Principles. They will deliver these presentations to panels of two or three judges, and we anticipate that this structure will push our kids to do their very best work. At this event, parents and other community members review student work and give students feedback on a rubric. Nearly every student participated in one of the two events we held this year, and most students came to both.



McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

**Measurement 4** – Parents believe the school has added significant value to their children’s ability to take worthwhile risks and take personal responsibility. *Method of Assessment: Data received through a parent survey at the end of each school year.*

In a parent survey, in June 2008, 87% of families agreed that the school pushed their children to take valuable risks. Only one family disagreed. 93% of the families agreed that the school helped their children to become more responsible, with the remaining 7% being neutral on the subject. The survey and results are provided as **Appendix II**.

**Goal 2: McAuliffe Regional CPS students will demonstrate a clear commitment to their community.**

**Measurement 1** - 90% of students who have been at the school for three years will perform at least 60 hours of community service or participation. Twenty of those hours can be embedded in the learning expeditions. At least 40 of those hours will be for work done outside of school and for the benefit of a community beyond the school. *Method of Assessment: Service log kept in student portfolio.*

For 2007-2008, all students met this promotion requirement and numerous students exceeded the requirement. McAuliffe students demonstrated outstanding commitment to their community this year. Crews raised thousands of dollars and volunteered time for groups including, Walk for Hunger, Angel Flight, Cancer Community Renewal Foundation, Animal Shelters, Framingham Civic League, Green Up, etc. In addition many crews as well as the entire 8<sup>th</sup> grade participated and developed numerous environmental protection programs within the school as well as the community at large.

**Goal 3:** McAuliffe Regional CPS will implement the Expeditionary Learning model of education at an increasingly high level.

**Measurement 1** - Scores from the Expeditionary Learning implementation review team will improve each year. *Method of Assessment: Expeditionary Learning Annual Review*

The 2007-2008 Implementation Review is conducted by Expeditionary Learning Schools, a third-party service provider with whom we contract for professional development and program assessment. ELS’ scoring system is as follows:

- 4 = A school meets every criterion for expeditionary learning during the entire school day, every day, all year.
- 3 = A school attempts every criterion for expeditionary learning and is using some of them every day, all day, all year. The school has mastered several of them.
- 2 = A school attempts some of the criteria, but not every single one, or the school does not use them every day, all day, all year. The school has mastered some of them.

=====

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

It is clear that 2 is not to 3 as 3 is to 4 on this scale; a school which can score a 3 is much more advanced than a school at level 2. We are very happy to report that our scores grew dramatically over the past year, to include a score of 3 in both Culture & Character as well as in Leadership and School Improvement. (see graph below) McAuliffe remains dedicated to the EL model and will continue to build upon our strengths while we review areas of need and create plans for achievement.

**Expeditionary Learning Schools Implementation Review**

<b>Scored on a 4 Point Scale</b>	<b>FY 05</b>	<b>FY 06</b>	<b>FY07</b>	<b>FY08</b>
Learning Expeditions	2.00	2.00	2.00	2.30
Active Pedagogy	2.00	2.20	2.20	2.40
School Culture & Character	2.30	2.30	2.67	3.00
Leadership and School Improvement	2.00	2.00	2.00	3.00
Structures	2.00	2.00	2.00	2.00
<b>Overall Implementation</b>	<b>2.06</b>	<b>2.10</b>	<b>2.17</b>	<b>2.54</b>

=====

**SCHOOL PROFILE**

*“Children must be taught how to think, not what to think.”*

Margaret Mead

**EDUCATIONAL PHILOSOPHY**

---

For students to be fully present at school and to be committed to long-term success, they must see the value in their educational experience. Effective middle schools meet three conditions to make this happen. First, the school must not only be equally committed to the academic success and the personal development of each child; it must see the two as inextricably linked and make the connection clear for each staff member, student and parent. Second, members of the staff must model the values that they teach. Academic excellence and personal growth must be hallmarks of all the adults that students encounter. Finally, the school must embrace in philosophy and practice a set of core practices and a curriculum that guides its decisions so that the learning experience is coherent.

While the first two conditions are fairly self-evident and would be fairly consistent in most successful schools, the third – that set of core practices that guides a school – varies more from school to school. As a Massachusetts public school partnered with Expeditionary Learning Outward Bound, McAuliffe Regional CPS has created a curriculum organized around the Massachusetts Frameworks and teaching methods consistent with Expeditionary Learning’s Core Practice Benchmarks.

The essence of Expeditionary Learning is that learning is a rich, somewhat organic process that emphasizes students becoming experts in how to be active, effective learners, rather than trying to ingest and remember information. Through in-depth explorations called learning expeditions and through a series of teaching practices collectively known as active pedagogy, students gain skills and knowledge from the state’s Frameworks in a way that broadens how they see themselves, the topic they are studying, and, ultimately, the nature of learning itself. Through their successes and failures and by taking responsibility for their learning (two of Expeditionary Learning’s ten Design Principles), students gain confidence, learn research and revision skills, gain in-depth understanding of meaningful content, and gradually learn the value of creating quality work. Because learning expeditions result in creating products for external audiences, participating in fieldwork outside the classroom, and performing service with tangible results, students know why they are working so hard.

***Curriculum Design***

Expeditionary Learning schools, such as McAuliffe Regional CPS, achieve breadth through depth in order to both cover and make sense of the content in the Massachusetts Frameworks. Our curriculum is coordinated both horizontally across teams to ensure consistency and vertically through the grades to ensure adequate coverage and a coherent learning experience.

=====

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

When teachers create learning expeditions, they use a planning template that begins with learning goals. They determine the most important ideas they want students to remember ten years later, what essential content will be learned, and what skills will be mastered. Then, they plan assessments that will show how well students are doing, and, finally, they plan the sequence of activities that will give form to the work. As a school and as part of the Expeditionary Learning Outward Bound network, we are working cooperatively to develop signature expeditions that we can revise each year but that, by and large, remain intact. By doing so, we are able to ensure delivery of the most important content.

**Teaching Methods**

McAuliffe Regional CPS emphasizes learning expeditions and active pedagogy, which are two of the five core practices of the Expeditionary Learning model. Expeditions engage students in standards-based, in-depth investigations that culminate in the creation of products that an audience beyond the classroom will value. Students participate in fieldwork, a more involved proposition than field trips, and meet with experts to learn more about the topics they are studying. They also frequently do work that is of service to either the school community or a group outside of school, such as low-income families, as part of their learning expeditions.

Through learning expeditions, teachers ensure that students master critical content and skills. For example, in science, grade six students must have an understanding of the nature of cycles and of particular cycles, such as nitrogen and water. They also must learn about world geography in social studies. Math skills include analyzing and presenting data in various formats as well as learning how fractions, decimals, percents, ratios, and proportions are multiple presentations of the same value. Writing skills include proper grammar, usage and mechanics in the service of cogent, well-organized prose.

Teachers cover some content outside of the learning expedition. For example, although data analysis and measurement can be easily integrated into most expeditions, some strands, such as algebra and geometry, may or may not have plausible connections to a given expedition. Active pedagogy promotes student engagement and mastery of content and skills. Active pedagogy allows students to ground new knowledge and skills through discovery and probing. It is guided inquiry that balances teacher-led protocols with self-discovery. Active pedagogy includes practices such as Socratic seminars, reflection journals, use of manipulatives, science labs, and promotes deeper understanding and retention of content.

The combination of learning expeditions as the primary vehicle supplemented by active pedagogy motivates students and provides them with rich experiences that allow them to become writers, scientists, mathematicians, and social scientists rather than merely being in school to take in information. The active, experiential approach will not only cultivate skill development and content knowledge in the short run. Students will be resourceful learners who take initiative and value their education.

=====

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

**2007/2008 Expedition Highlights**

*Sixth grade*

Every sixth grader participated in a variety of major investigations and projects. Students explored the relationship between honeycomb and geometry while asking: *What's the best shape of a honey comb cell?* In science, they created butterfly/classification greeting cards that sold by the dozen, and designed Nitrogen and Potassium Cycle diagrams that were on display in an art gallery at the Natick Community Organic Farm. Meanwhile, in Language Arts, sixth graders collaborated as they practiced their Shakespearian verse, preparing for two outstanding performances of Macbeth at the local civic league.

Teams Phoenix and Nexus wrapped up the year by investigating the controversial local beavers and increasingly sparse Eastern Box Turtles. Each team went on field work to dig deeper into the issues surrounding each organism. Then they worked with a local author to learn how to create storyboards and write books. Finally, each team created an illustrated children's book telling the history of the beaver and Eastern Box Turtle in Massachusetts. Their books show a deep understanding of these case studies of interdependence as well as the various perspectives that humans have about these local organisms. The expedition showed a fine example of how to teach students the conventions of a specific medium; in this case, writing children's books.

*Seventh grade*

Once again the seventh grade participated in several investigations. They kicked-off the year with a white water rafting trip to better understand stream tables. A camping trip to Western Massachusetts provided an opportunity for students to explore the geography of the area as they literally walked through time traversing exposed rock layers. Their observations resulted in a field guide of the area complete with illustrations. Later in the year the students traveled to New York City to visit the Museum of Natural History where they were able to do an in-depth study of cladograms and further their knowledge of the theory of evolution. In the spring the students read The Giver, by Lois Lowry, a book that explores the notion of Utopia. This text was used to discuss the value of elders in our society and served as an anchor text for a writing project with two local assisted living centers. Students were partnered with elders and recorded their life stories using interview techniques learned in class. Later, the stories were put into a scrapbook and presented to the seniors at the homes. The books now remain in the libraries of each senior center and serve as a way for the seniors to get to know each other a little better.

*Eighth grade*

Eighth graders all participated in the Watershed Expedition this year. This is the fourth time we have run this expedition. During this expedition we visited several locations (Beaver Dam Brook, Lake Cochituate, and The Charles River). The Charles River trip involves an overnight and the use of canoes. The students take many soils, water, insect samples and analyze them to help determine the health of our local watershed and environment. In addition, students also learn how to write a cover letter and a resume as well as participate in a job interview. The above allows them to apply for several different projects/jobs that they can choose from: an aquatic field guide, a children's story, a math calendar, a public relation representative, a website, or a presenter/project assistant. In the end,

=====

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

during the exhibition night students presented polished and professional data that discussed the overall health of our local environmental community.

---

**SUMMARY OF EXTERNAL STANDARDIZED TEST RESULTS**

McAuliffe Regional CPS has identified measures of academic success in an “Accountability Plan.” Data related to these measures show adequate performances on MCAS in both absolute terms and in comparison to the state and our primary sending district.<sup>7</sup> Student test scores on the Terra Nova show that while we have made some gains over a span of four years, we do need to improve student achievement in language, reading, and mathematics. **See School Performance In Relation to the Accountability Plan** for detailed information.

It should be noted that the Terra Nova tests were not taken seriously by adults or students which indicates a need for the school to take this test seriously as it will be used to inform our instruction in the future. Many students left whole sections blank or bubbled in random answers. (This is known via qualitative data – interview with students and observations of students during testing.) Additionally, testing in the spring of 2007 was conducted during the course of 1 full day. Thus students took reading, language, and mathematics tests entirely in one full day. The math testing occurred toward the end of the day after a full morning of testing, which could be a cause of the significant drop in math scores. In the future the testing will occur on three separate days, each testing day in the morning for not more than 2.5 hours.

**SUMMARY OF INTERNAL ASSESMENT RESULTS**

Students are required to complete specific pieces of work, at high levels of quality, in order to be promoted. We have created a report card system that can tell us which kids are on track and who are not, and each spring we make targeted calls to and hold meetings with specific parents when students are not on track to be promoted. Improvements related to internal assessment results are described below.

**Initiatives to further improve performance**

Professional Development will be better planned to support high student achievement and provide a combination of whole staff workshops and embedded coaching. The Professional Development during the 2008-2009 will be framed by the following goals (under each are examples of the type of PD and school structures that will help us to achieve these goals):

1. We can use assessment data to drive our instruction to ensure that all students are achieving at high levels.
  - a. analyze what my students’ strengths and weaknesses on MCAS results
  - b. create learning targets around identified skills and concepts in need of improvement
  - c. create internal “interim assessments” that measure students’ achievement/learning of those priority targets.
  - d. use assessment data to target students for intervention (interimes, in-the-moment, and other classroom-based assessments)
  - e. adjust/revise daily lessons and unit plans based on my in-the-moment/for learning assessments

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

- f. analyze interim assessments prior to and after implementation in order to critically reflect on the pacing and alignment of my instruction and to critically reflect on the validity of the interim assessments
  - g. use data from interim assessments to inform the planning of instruction on a frequent and regular basis
2. We can create a school culture where adults and students take responsibility for their actions, their learning, and their shared space.
- a. Strategies to support effective use of individual and collaborative planning time
  - b. Embedded support during team meetings with feedback on process
  - c. Introduction of systems to support consistent implementation of school policies
  - d. Introduction of student support systems that promote communication between teachers, administration, and parents
  - e. Model crew (advisory) lessons through the creation of staff crews led by members of the leadership team
  - f. use personal reflection and professional development to help improve the instruction and culture in the classroom
3. We can create a rigorous and engaging curriculum organized through learning expeditions and investigations that support literacy, promote character development, spark curiosity, and foster an ethic of service.
- a. Use data to inform the planning of curriculum
  - b. structured and facilitated time for curriculum mapping and vertical alignment of state standards
  - c. structured time and support for interdisciplinary planning based on identified priorities as informed by data analysis
  - d. clear expectations for a consistent format for documentation of a standards-based curriculum
4. We use effective instructional practices school-wide to promote equity and high expectations.
- a. Modeling of lesson planning and facilitation for whole staff
  - b. Embedded coaching and support for individual teachers
  - c. Creation of “lesson labs” to share research-based practices
  - d. Use of protocols to tune lessons and provide feedback about instruction
  - e. Modeling, observation, and co-teaching to support the implementation of practices in the classroom

Staffing changes have been made to support these professional development goals and primarily focus on increasing student achievement in mathematics. The creation of an Instructional Guide position will support the implementation of the above goals and specifically focus on building capacity in staff to use assessment data to drive instruction. Additionally, a part time math teacher will provide targeted interventions based on data analysis.

A “Testing Protocol” will be created and implemented for the Terra Nova which will help teachers to administer the test in a similar fashion as the MCAS. This will increase the validity of our results.

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

**NUMBER OF INSTRUCTIONAL DAYS FOR THE 2006-2007 SCHOOL YEAR**

---

McAuliffe Regional CPS students completed 180 school days beginning on August 28, 2007 and ending June 19, 2008. The school was open from 8:30 am – 3:30 pm Monday through Wednesday and Friday, and from 8:30 am – 1:30 pm on Thursday.

**NCLB REPORT CARD**

---

As a school that receives a small amount of Title I funding, McAuliffe Regional CPS also received the various reports associated with the NCLB report card. (Appendix V)

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

**GOVERNANCE PROFILE**

**LIST OF MEMBERS OF THE BOARD OF TRUSTEE**

---

A list of trustees along with their affiliations and board terms is provided below.

**Table 22: List of Board of Trustees as of July 2007**

<b>Name</b>	<b>Affiliations</b>	<b>Position on Board</b>	<b>Term of Appointment</b>	<b>Committees</b>
Cagnetta, Steve	Company Counsel, LLC	Chair	07/06 - 06/09	Executive
Estavillo, Haxel	Raytheon, Inc., Hispanic Professional Organization	Member	02/08 – 01/11	Education
Foster-Grant, Janice	Raytheon, Inc.	Member	07/06 - 06/09	Finance
Amman, JoAnne	DBM, Westborough/Burlington	Member	11/06 – 10-09	Development
Kennedy, Linda	Natick SEPAC Natick Parents Coordinating Council	Secretary	11/06 – 10/09	Executive Development
Tierney, Jim	J. Tierney Associates LLC	Vice-Chair	1/07-12/09	Vice-Chair Executive
Smith, Edna	New Vision Foundation, MW Healthcare Foundation	Member	09/04 - 08/08	Governance
Kaufman, Robert	Springboard Red Cross	Member	07/07 – 06/10	Finance
Mastrototaro, Dan	Hanover Insurance Jr. Achievement	Treasurer	2/08 – 1/11	Finance Executive
Blackburn, Katie	EOHSS Family Review Team, State Educational Surrogate Parent	Member	07/08 – 06/011	Education
Michael Delman	Thinking Outside the Classroom	Member	7/08 – 6/11	Recruitment
Foley, John	Charles Schwab	Member	11/06 – 10/09	Finance Development

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

**SUMMARY OF MAJOR BOARD POLICY DECISIONS IN THE PAST YEAR**

---

McAuliffe Regional CPS board of trustees met on a monthly basis to make policy, establish committees, and oversee the school. Major policies for the 2007/8 school year included

**Table 23: Major Policy Decisions Made by Board of Trustees in FY2007**

<b>Board Meeting</b>	<b>Policy/ Decision Made</b>	<b>Comment/Explanation</b>
July	Approval of Annual Report	Board approved 06/07 Annual Report for Submission to DOE.
July	Board instructs Executive Director to submit proposal for possible High School Expansion.	Due to an August 1 <sup>st</sup> Deadline the Board approves filing for expansion while understanding research must be completed to finalize the process.
August	Expansion Committees Created	Finance, Curriculum, Development, and Building Committees created and given timeline and tasks to complete for expansion decision.
September	Board Approves opening of new bank Account	Due to receiving a federal PEP Grant of up to \$360,000 a new account was needed for draw downs and accounting purposes.
October	Board vote to postpone request for expansion to a High School for FY 09	The Board and Executive Administration concluded that more time would need to develop curriculum, occupancy, etc.
November	Audit Report Approved	Board approved Audit by Daniel Dennis and Co. Very positive financial trends seen throughout the document.
December	Approval of ByLaw Changes and Accountability Plan Updates.	After a review by the Charter Office, updates to the By Laws and Accountability plan were developed by the Executive Director. After review and approval, both were sent in to the Department for approval.
February	Dan Mastrototaro voted on to Board of Trustees	Mr. Mastrototaro a Vice President of Hanover Insurance brings over 20 years of business experience as well as educational board experience having served as the president of the JR. Achievement Board for the past two years.
March	Board approves the development of a search committee for a New Principal.	Upon the February announcement of Dan Barcan that he would be leaving his position as of July 1 <sup>st</sup> , the Board approved the creation of a search committee involving, parents, and faculty. Kelly Quinn, trustee, was named committee chair and asked to present Executive Director with a minimum of two suitable candidates to review with the Board.

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

May	Kelly Quinn announces she will resign position on the Board upon completion of the Principal Search	Ms. Quinn has chaired the Principal search committee and remains committed to seeing the process through. However, other commitments leave her with little time to serve on the Board further.
June	Board voted to approve “Going Green” research proposal by 8 <sup>th</sup> Grade Students	As part of the 8 <sup>th</sup> grade watershed expedition, the 8 <sup>th</sup> grade students presented the board with a proposal to research making McAuliffe a “Green” School by 2013.
June	Michael Delman voted onto the Board of Trustees	Mr. Delman, founding Principal of McAuliffe brings not only a wealth of experience in the Education field but also first hand knowledge of the History and growth of McAuliffe.
June	Approval of the hiring of Rachel Romano as Principal	Ms. Romano was the unanimous choice of a diverse search committee and the Executive Director.

**CHARTER AMENDMENTS APPROVED BY THE BOE**

---

No amendments to the charter were proposed or approved during the subject period.

**OFFICIAL COMPLAINTS RECEIVED BY THE BOARD OF TRUSTEES**

---

The Board of Trustees continued with its commitment to openness with, and access by parents, faculty, staff and the school administration. In addition to conducting two open house events with staff and faculty, the Board had representation at many events over the course of the year – including school presentations, meetings with the Parent-Teacher Group, meetings with prospective parents and students, discussions with the DOE and attending school organized events including a staff & faculty talent show and several student-centered evenings. Further, the Board had the school establish and publish a Board email address to facilitate communication with the entire board. Lastly, the Board began conducting exit interviews with departing staff and faculty, when possible, to better learn about ways to improve the school and/or leverage what the school is doing right. This increased openness enabled parents, staff and faculty to more easily raise questions and issues of concern. There were two formal issues raised during the year; one involving questions about managing and/or limiting faculty/staff interactions with students; and the other regarding a question over application of the school’s severance policy. The former issue was raised by parents regarding concerns they had over alleged interactions between their children and a senior staff member. The Board’s Executive Committee responded immediately, met with all involved

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

parties and then consulted with the Department of Social Services, the Department of Education and the full Board. At the end of the inquiry, none of the parties believed the incident rose to a level requiring further investigation. The latter issue came at the school year's end when a member of school leadership resigned to take a position at another charter school and wanted to negotiate a continuation of pay beyond the scheduled departure date. The Principal and Executive Director both met with the staff member and offered a compensation scheme they felt was in concert with the school's policy on self-terminations. The staff member was not satisfied and filed a formal grievance with the Board; which reviewed the situation and ultimately decided that the school administration acted within its proper managerial bounds and thus declined to take any action.

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

**STUDENT PROFILE**

**STUDENT DEMOGRAPHICS**

---

McAuliffe Regional CPS student body at the end of the 2007-2008 school year consisted of 243, 11-15 year-old students. Below are details of the student body:

Male .....	145 (60%)
Female .....	98 (40%)
Non-white .....	61 (25%)
Anglo American .....	182 (75%)
English Language Learners ... ..	11 (5%)
Special Education Needs and/or Individual Education Plans .....	74 (30%)
Title 1 (Free/Reduced Lunch Program) .....	25 (10%)

**TOTAL NUMBER OF STUDENT APPLICATIONS RECEIVED**

---

**TABLE 24: TOTAL APPLICATIONS RECEIVED FOR THE 2007/8 SCHOOL YEAR**

	<u>Total</u>	<u>Frammingham</u>	<u>Natick</u>	<u>Holliston</u>	<u>Wayland</u>	<u>Southboro</u>	<u>Hopkinton</u>	<u>Ashland</u>	<u>Hudson</u>	<u>Berlin</u>	<u>Brookline</u>	<u>Maynard</u>	<u>Medfield</u>	<u>Milford</u>	<u>Needham</u>	<u>Newton</u>	<u>Sudbury</u>	<u>Stow</u>	<u>Walpole</u>
<b><u>Total School Year</u></b>																			
6th Grade:																			
Openings	102																		
Applications	81	35	15	5	1	3	1	3	0	1	1	1	2	0	1	2	5	1	1
7th Grade:																			
Openings	23																		
Applications	11	3	4	1	0	0	1	1	0	0	0	0	0	0	0	0	1	0	0
8th Grade:																			

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

Openings	19																		
Applications	8	1	1	1	0	0	0	0	1	0	0	0	0	1	1	0	2	0	0
All Grades																			
Openings	144																		
Applications	100	39	20	7	1	3	2	4	1	1	1	1	2	1	2	2	8	1	1

**STUDENT ATTRITION DATA**

---

The table below compares actual enrollment to maximum enrollment at the beginning and end the last year. As illustrated earlier, the school has continued to increase the ending year enrollment from that of the beginning year enrollment in four of the last five years. The School has never experienced a net decrease in enrollment during a school year.

**Table 25: Change in Enrollment during the School Year**

	<u>Students</u>	<u>%</u>
<b>Full Enrollment</b>	306	100%
<b>Beginning Enrollment</b>	245	80.1%
Additions	7	2.3%
Withdrawals	9	2.9%
<b>Ending Enrollment</b>	<u>243</u>	<u>79.4%</u>

**Table 26: Reasons for Student Attrition in FY07**

<i>Reason for Withdrawal:</i>	
Family Move	0
Preferred a Traditional Learning Environment	3
Social Issues	2
No Reason Given	1
Other	<u>3</u>
<b>Total</b>	<b>9</b>

The school has experienced students leaving for a variety of reasons, many of which are individual in nature. We have classified these reasons into four broad categories listed above.

**Table 26: Total Number of Days Students were Suspended**

Infraction	In-school	Out-of-school
Threatening another student	6	1

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

Physical contact or fighting	24	4
Involvement with controlled or illegal substances	0	0
Refusing to follow teacher instructions/insubordination/ lying to staff	28	14
Vandalism/stealing	1	0
Leaving campus w/o permission (all after school day ended)	0	0
Skipping detentions/ accumulating 4 detentions in one week	1	0
Threats/violence towards staff members	0	1
Possession of contraband	0	0
<b>TOTALS</b>	<b>60</b>	<b>20</b>

**NAME OF SCHOOL LEADER(S)**

**Thomas P. O’Neill, MS, Executive Director**

Thomas P. O’Neill was named Executive Director of McAuliffe on July 1, 2007. Tom has worked in the fields of education and human services for over 21 years, most recently holding the position of Director of Children’s Services at the Dr. Franklin Perkins School. Tom has run a successful consulting business and has served as an Adjunct Instructor for Fitchburg State College. Tom holds a Bachelors Degree from Assumption College and a Masters Degree from Worcester State College.

**Dan Barcan, Principal**

Dan Barcan is beginning his second year as Principal of McAuliffe. Before coming to McAuliffe, Dan was the Vice President for Partnerships at Lighthouse Academies, a nonprofit charter management organization. Dan was a founder of the Murdoch Middle School, a public charter school in Chelmsford, Massachusetts, which opened in 1996. He recently completed a term on Murdoch’s board and had served as vice-chair. Dan graduated from Brown University.

**Charles L. Park, Business Manager**

Charles has been with McAuliffe Regional CPS since July, 2002. He is a certified public accountant and has spent over 20 years working in industry. Prior to McAuliffe, Charles served as the accounting manager at a \$500M+ publicly traded software company. He has also worked in public accounting and as an internal auditor.

**Neal Elliott, Director of Special Education and 504 Coordinator**

Neal Elliott was a founding member of The McAuliffe Regional CPS after teaching and serving as an administrator in Cambridge, Boston, and Brookline alternative middle and high schools since 1974. Mr. Elliott received his undergraduate degree from the University of Massachusetts and his Masters degree from Clark University. He is a certified administrator of special education.

**Verena Castro, World Language Coordinator**

Ms. Castro has worked at McAuliffe since May 2003. She received her Undergraduate Degree in Elementary/Special Education from the National University in Costa Rica, her native country. Her Master’s Degree is in Psychology/Pedagogy from La Salle University. In addition Ms. Castro owned and operated a Pedagogical Consultant Services; offering services in effective educational methods.

=====

=====

**SUMMARY OF CLASSROOM TEACHER QUALIFICATIONS**

---

NCLB legislation requires that teachers be Highly Qualified in the core subjects they teach within one year of hire. Out of the eight core teachers not meeting Highly Qualified status for the 2007/2008 school year, two were certified special educators teaching small math groups, two are in their first year of teaching, and two no longer work for the school. The administration will put an emphasis on teacher compliance with Highly Qualified Status. Supporting teachers with financial assistance for testing, posting test dates, and creating professional goals to monitor throughout the year

**TEACHER ATTRITION**

---

McAuliffe Regional CPS has consistently hired the best teachers in the field. Teaching candidates must teach a demo lesson and are usually evaluated by students, parents, and peers. Professional and out-door experience have been valued highly and offers are based less on credentials than on market factors.

We believe that teacher retention is essential to organizational development and effective implementation of our mission. However, due to the rigorous work involved in Expeditionary Learning Schools, retaining teachers for more than a couple years has been difficult. The administration and the schools faculty run Leadership Team made a concerted effort in 2008 to maintain our high academic and professional standards while working with the faculty on “Self-Care.” A climate survey was put into place at the end of the 2007 school year. Based on feedback from those surveys, the administration with support from the board, worked to increase funds to supplies so that teachers did not feel the need to spend their own funds. Environmental changes such as fresh paint, furniture replacement, and increased lighting were done to the physical plant. Staff appreciation and celebrations such as “mandatory fun days” and birthday parties were instituted. Structures and timelines were put in place to help teachers plan better. Teachers were told not to work at home and to leave the building at reasonable hours. To support these efforts the Administration often walked the halls at night turning off lights and escorting staff to the end of their days. The results of those efforts seemed to have paid off. The 2008 Climate survey had 97% of the respondents reporting that they were satisfied or very satisfied with their jobs. The table below shows that FY 08 was by far and away the best yea McAuliffe has ever had at staff retention with only four members of the faculty leaving (every member was asked to return),

=====

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

two of whom were part-time, one who moved to Columbia when her husband was deployed, and one who moved to the North Shore and could not continue the commute. The administration, the leadership team and Board of Trustees will continue to provide an open and responsive atmosphere for the faculty so that this positive trend will continue.

**Table 28: Teacher Retention**

	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>	<b>FY07</b>	<b>FY 08</b>
<b>No. of Teaching Positions Available</b>	<b>12</b>	<b>25</b>	<b>36</b>	<b>38</b>	<b>38</b>	<b>32</b>
<b>No. &amp; Reasons for Teachers Leaving</b>	<b>5</b>	<b>6</b>	<b>16</b>	<b>17</b>	<b>17</b>	<b>4</b>
- Left for different/new job	1	1	2	7		1
- Commuting Distance, Moving Away	1	2	6	3		2
- Performance Issues or Job Change	1		4	4		0
- Retiring, Going to Grad School, Prig./other	1	2	4	3	3	1
<b>No. of Positions Reduced by School</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>
<b>Total Effective Attrition Rate</b>	<b>42%</b>	<b>24%</b>	<b>44%</b>	<b>38%</b>	<b>38%</b>	<b>12%</b>

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

**FINANCIAL PROFILE**

**McAuliffe Regional CPS  
Statement of Revenue, Expenses and Changes in Net Assets  
For the Year Ended June 30, 2008**

(Unaudited)

***Operating Revenues:***

Tuition	\$ 2,711,350
Federal PEP Grant	61,245
Federal Special Education Grants	39,507
Food Service Revenue & Other	91,664
Total Operating Revenue	<u>2,903,766</u>

***Operating Expenses:***

Administrative	311,346
Community Services	28,486
Fixed Charges	575,828
Instructional Services	1,528,891
Operations & Plant Maintenance	353,449
Other Student Services	181,921
Total Operating Expenses	<u>2,979,921</u>

Operating Loss (76,155)

***Non-operating items***

Private Grants and Contributions	52,042
In-Kind Contributions	70,000
Interest Expense	<u>(25,943)</u>
Total Non-Operating Revenue and Expenses	96,099

***Change in Net Assets***

***Net Assets, Beginning of year***

19,944

393,026

***Net Assets, End of year***

\$ 412,970

=====

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

**McAuliffe Regional CPS  
Balance Sheet  
For the Year Ended June 30, 2008**

(Unaudited)

**Current Assets:**

Cash	\$	154,083
Accounts Receivable	\$	8,028
Prepaid Expenses		10,162

**Fixed Assets:**

Physical Education Equipment	21,754
Computer Network	29,359
Computers and Printers	49,820
Furniture	12,806
Leasehold Improvements	1,186,569
Telephone Equipment	18,599
Total Fixed Assets	<u>1,318,907</u>

**Accumulated Depreciation**

(904,887)

Construction in Progress	12,076
--------------------------	--------

**Total Assets**

\$ 598,369

**Current Liabilities:**

Accounts Payable	\$	19,528
Accrued Expenses		31,529
Due to Friend's Of		(13,915)
Short Term Portion of Term Loan		29,493
Total Current Liabilities		<u>66,635</u>

**Term Loan (Long Term Portion)**

118,764

**Total Net Assets**

412,970

=====

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

**Total Liabilities and Net Assets** \$ 598,369

**APPROVED SCHOOL BUDGET FOR FY09**

---

**McAuliffe Regional CPS  
FY 2009 Budget  
APPROVED BY THE BOARD OF TRUSTEES IN MAY 2008**

	FY 2009	
	\$	%
<b>Income</b>		
<b>Contributions</b>	50,000	1.65%
<b>Sped Grants</b>	45,700	1.51%
<b>Tuition Income FY09</b>	2,848,860	94.22%
<b>Lunch Revenue</b>	46,941	1.55%
<b>Medicaid Revenue</b>	11,000	0.36%
<b>Title I FY06</b>	17,000	0.56%
<b>Other Revenue</b>	4,000	0.13%
<b>Total Income</b>	3,023,501	100.00%
<b>Salary Expenses:</b>		
<b>Administration</b>	164,565	5.44%
<b>Admin Support</b>	51,633	1.71%
<b>Principals, Deans &amp; Sped Dir</b>	205,727	6.80%
<b>Core Teachers</b>	528,024	17.46%
<b>Related Arts</b>	236,756	7.83%
<b>World Language</b>	109,840	3.63%
<b>Sped Teachers</b>	258,614	8.55%
<b>Sped Assistants</b>	18,706	0.62%
<b>Instruct. Support &amp; Student Serv</b>	167,293	5.53%
<b>Total Salaries</b>	1,741,158	57.59%
<b>Non Salary Expenses:</b>		
<b>Administrative</b>	81,350	2.69%
<b>Community Services</b>	31,000	1.03%
<b>P/R Taxes &amp; Fringe Benefits</b>	300,781	9.95%

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

<b>Fixed Charges</b>	270,875	8.96%
<b>Instructional Services</b>	206,000	6.81%
<b>Non-Operating Expenses</b>	84,082	2.78%
<b>Operations &amp; Plant Maintenance</b>	169,940	5.62%
<b>Other Student Services</b>	56,845	1.88%
<b>Total Expense</b>	1,200,873	39.72%
<b>Net Income</b>	81,470	2.69%

**DISSEMINATION**

**DEFINING BEST PRACTICES**

---

McAuliffe Regional CPS has documented programs and initiatives that it believes are candidates for “best practice” and we have tested our beliefs and assumptions of these programs to a critical review by leaders in the local education community.

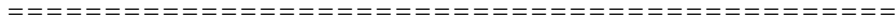
**1. Flexible Grouping to Ensure Appropriate Math Challenges and Avoid Tracking**

To meet the needs of students in math instruction, we created a program called “Flexible Groups” or “Off-team Math” which offers at least three levels, and as many as five, of math instruction at each grade. All students learn the concepts and skills defined by our curriculum, but each class offers the support and challenge necessary for students’ learning needs. Therefore, students may travel “off-team” for skills instruction during our designated math skills time. Groupings do not affect placement in other classes, thus avoiding tracking.

McAuliffe Regional CPS used TN and MCAS results, our own diagnostic test, and teacher recommendations to place students. These groups are flexible, so that a student who presents a need to move to a different class can do so. Instruction was further differentiated by a supplemental class offered to students who performed in the *Warning* or bottom half of *Needs Improvement* categories on the math MCAS. These students met once a week for an additional math class.

**2. Special Education Inclusion Program**

We have created an innovative and effective special education program that ensures we meet the needs of all children. The program outline includes early and frequent communication between the Special Education Director and families, weekly meetings between the general and special education staff, and manageable caseloads for special education staff that allow them to be in the general education classroom with their partner teachers every day. Students who require highly specialized instructional support are assigned to small learning centers and some are supported by assistants. All students participate in significant events, such as the Watershed Expedition, the trip to Farm School, and the Night of Wonderful Ideas and all students take on responsibilities through crew and other venues. Currently 27% of our total population has IEPs and an additional 5% have disabilities that are served with 504 Accommodation Plans.



**3. Peace Studies**

We have developed a unique peace studies curriculum that teaches applied strategies for creating sustainable solutions to conflicts through an experiential learning model. The course teaches students to analyze conflict for the explicit purpose of prescribing one of three strategies (i.e. mediation, non-violence or civil disobedience, and law and order) for resolution, as well as the skills and knowledge to apply those strategies. Each student must demonstrate their learning by applying each strategy to an authentic conflict.

**4. Whole School Meeting**

Whole school meetings are weekly or bi-weekly assemblies open to the public. During these meetings students, staff, parents, professionals, and community members share stories and news, make public apologies and thank you's, honor one another, watch performances, and review student work. Our school meetings have created a regular and predictable schedule for whole school assemblies during which we can address topical issues, review policies and procedures, and build community. Without question, and in evidence through data collected in parent surveys, the whole school meetings have built community and supported character development. They have also prevented disruptions to classroom schedules.

**5. McAulifFest: A Night of Wonderful Ideas**

Twice a year, students participate in interactive events known as McAulifFest: A Night of Wonderful Ideas. Students select a piece of work and create presentations with the final version, all drafts, scoring rubrics, and text answering a series of questions. These questions help students prepare to talk to community members about how they did the work and why they consider it "wonderful." Parents and other visitors are trained to use rubrics assessing each student's content knowledge and presentation skills. They circulate to assess three or more students so that all students have at least three assessors. Visitors see how the skills and knowledge required by the MCAS is applied by middle school students. All students participate in this event, and success in presentations, measured through the rubrics and anecdotally, has no correlation with special needs or general academic success. Those who miss the event must make it up at other venues, such as or Board meetings.

**6. Study Skills Course**

A study skills course is required of all sixth and seventh graders. The course is designed to provide students with the skills needed for success in school, which are also many of the skills needed for success in life. Specifically, we cover Time and Project Management, Note Taking Strategies, Test Taking Strategies, How to Write a Study Guide, Editing, Active Reading, Outlining, Word Roots, and Public Speaking. Work involves student discovery, discussion, application of the skill, and further discussion. For example, students use the *Cornell Notes* method for taking notes on a Lego structure. They must take the structure apart and rebuild it based on their notes. Students discover the need for organized notes, the importance of abbreviations, the value of pictures and text, the importance of not "assuming" one will remember things.



=====

**7. Student Advisories called “Crews”**

We use a student advisory program called “Crew” to ensure that each student is known well by at least one adult. Each crew consists of 9 – 11 students and a crew leader, who is an adult serving as an advocate for the academic and social progress of each student and a liaison between the school and the child’s family. Crews meet six times each week, the first 10 minutes of every day and an additional one hour on Thursday. Through games, initiatives, and exercises a crew leader builds a community that supports each child’s development, promotes self-awareness and self-esteem, and teaches skills necessary to manage peer and adult relationships. A crew leader is not expected to address all of a student's needs but can identify those needs and help the student find additional support. Crew time is characterized by a tone that is fun and social, yet structured and purposeful.

**8. Parent-Teacher-Student Conferences, 2006-2007**

Designed as a complement to the progress reports, crew leaders held conferences that gave students the responsibility of presenting work to their parents that illustrated progress towards the different standards in each class. To prepare for the conference, students gathered work samples from different classes and practiced talking about each piece of work in crew. Talking points for each student included how the piece of work affected their level of mastery of a particular standard. The crew leader helped the student prepare by checking for understanding, clarity and purpose of the work selected, and asking probing questions to further develop proficiency. In the conference, the crew leader recorded parent questions that cannot be answered by the student and relayed them to the appropriate teacher. This system has many benefits, including students who become active participants in the conference and crew leaders who fully take on the role of liaison to the school for each parent. Furthermore, each crew leader runs only 9-12 conferences; if classroom teachers ran conferences, each teacher would have to prepare for 34 to 90 meetings, thereby diluting the quality.

**9. Promotion Requirements**

All students are held to rigorous promotion requirements based on completion of academic and character development requirements. Academic development is demonstrated through the completion of required pieces of work, addressing different standards: Massachusetts Curriculum Frameworks and the requirements of ELOB. When students need to revise work to meet standards, or when they have not completed work, we intervene to make sure everyone is on track to be promoted. These interventions can take the form of extra help, homework club, or conferences with parents. When we issue report cards and progress reports, we indicate and comment on promotion concerns and propose corrective action plans.

**DISSEMINATION OF BEST PRACTICES TO THE PUBLIC**

---

We held bi-weekly assemblies open to the public and advertised public invitations to these assemblies on our web site, through inserts in community newspapers, and newspaper ads.

=====

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

The school community and guests gathered to recognize students that exemplified our core values and to see students present their work on a monthly basis. In addition, we held more than a dozen information sessions where parents can see student work and hear explanations of our educational philosophy. More than 1,000 copies of our annual report were mailed out to local town officials, school committee members, legislators, PTO officers in the area, local non-profits, minority leaders, and parents. Beyond these recurring initiatives, we have had faculty present at local and national conferences. Our students have also requested to present information and products they have learned and developed from expeditions to local elementary schools, however, those requests have yet to be accepted. Copies of their books have been sent to local schools as well as hospitals for use within children wards. In 2008 McAuliffe utilized local TV to promote Expeditionary learning and the faculty and students are developing a monthly TV show for the 2008/2009 school year.

**Partnerships important to the school and community**

McAuliffe Regional CPS has developed several partnerships that promote professional development of teaching staff, particularly in the math and science disciplines. Perhaps our most meaningful partnership is with the McAuliffe / Challenger Center at Framingham State College. This partnership has resulted in additional partnership opportunities with Northeastern University, Harvard University, and Leslie College. McAuliffe has continue to maintain a strong relationship with the Framingham Boys and Girls Club. Students utilize the club and McAuliffe has made available training and equipment from our PEP Grant for other members and staff. Other community-based partnerships, work with the NAACP to identify best practices, the local Civic League, Natick Organic Farm, Wayland and Framingham Assisted Living, MassBay Community College, and numerous human service organizations.

=====

=====

**Appendix I: Accountability Plan FY08 – FY13**

**I. ACADEMIC SUCCESS**

**I.1. Performance Objective 1:** Students at McAuliffe Regional CPS will become proficient in the basic skills of reading, writing, and mathematics.

**I.1.1. Goal:** Students will demonstrate effective, writing and reading in English on external assessments.

**I.1.1.1. Measurement** - Each cohort of students will improve its Terra Nova scores on the Total Reading test by 3 NCE points in 6<sup>th</sup> grade and one additional NCE point each year thereafter. They will demonstrate the same improvements on the Total Language test. *Method of Assessment: Terra Nova 2<sup>nd</sup> edition/CAT Basic Multiple Assessments for English /Language Arts.*

**I.1.1.2. Measurement** - Each cohort of students will increase their scores on both the Terra Nova Total Reading and Total Language by 1.0 GLE per year. *Method of Assessment: Terra Nova 2<sup>nd</sup> edition/CAT Basic Multiple Assessments for reading.*

**I.1.1.3. Measurement** - The school's MCAS proficiency index for each grade will be at or above the state target in ELA. The school will make improvement gain targets per AYP requirements. *Method of Assessment: Grade 6, 7, and 8 MCAS English/Language Arts tests*

**I.1.1.4. Measurement** - The percentage of students at McAuliffe Regional CPS who score at or above the Proficient level on the MCAS ELA test will be equal to or greater than the percentage of such students in our region. *Method of Assessment: This measure will be constructed by comparing our scores to a weighted average of scores in the three districts that send our school the most students. Subgroups will meet these goals as well. Grade 6, 7, and 8 MCAS English/ Language Arts tests.*

**I.1.2 Goal:** McAuliffe Regional CPS students will demonstrate proficiency in mathematical computation, problem solving, and application of key concepts on external assessments.

**I.1.2.1 Measurement** - Each cohort of students will improve its TN scores on Total Math by 3 NCE points in 6<sup>th</sup> grade and one additional NCE point each year thereafter by an average of 3 NCE points per year. *Method of Assessment: Terra Nova Assessments for mathematics.*

**I.1.2.2. Measurement** - Each cohort of students will improve its Terra Nova Total Math by 1.0 GLE per year. *Method of Assessment: Terra Nova Assessments for mathematics.*

**I.1.2.3. Measurement** - The school's MCAS proficiency index in math for all grades will be at or above the state target. The school will make improvement gain targets per AYP requirements. *Method of Assessment: Grades 6, 7, and 8 MCAS Mathematics test.*

**I.1.2.4. Measurement** - The percentage of students at McAuliffe Regional CPS who score at or above the Proficient level on the MCAS ELA test will be equal to or greater than the percentage of such students in our region. *Method of Assessment: This measure will be constructed*

=====

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

*by comparing our scores to a weighted average of Grade 6, 7, and 8 Mathematics test scores in the three districts that send our school the most students. Subgroups will meet these goals as well.*

**I.1.3. Goal: Students will demonstrate mastery of standards in core subjects through varied internal assessments.**

**I.1.3.1. Measurement** - All graduating students will present their portfolios to a jury of assessors and, through this process, demonstrate proficiency at academic standards and at oral presentation. *Method of assessment: 95% of students will receive scores of "Meeting or Exceeding" on jury-scored Rubrics to demonstrate proficiency.*

**I.1.3.2. Measurement** - All students will demonstrate proficiency at giving oral presentation through the sharing of two projects per year at *McAuliffest: A Night of Wonderful Ideas*. *Method of assessment: All students will receive scores of "Meeting or Exceeding" on parent-scored Rubrics to demonstrate proficiency. Scores will be documented on parent-scored Rubrics.*

**I.1.3.3.a. Measurement** - 95 % of students will perform at the meeting level for promotion requirements in ELA on our standards-based report cards. *Method of Assessment: Review of McAuliffe Regional report cards.*

**I.1.3.3.b. Measurement** - 95 % of students will perform at the meeting level for promotion requirements in math on our standards-based report cards. *Method of Assessment: Review of McAuliffe Regional report cards.*

**I.1.3.3.c. Measurement** - 95 % of students will perform at the meeting level for promotion requirements in science on our standards-based report cards. *Method of Assessment: Review of McAuliffe Regional report cards.*

**I.1.3.3.d. Measurement** - 95 % of students will perform at the meeting level for promotion requirements in social studies on our standards-based report cards. *Method of Assessment: Review of McAuliffe Regional report cards.*

**I.1.3.3.e. Measurement** - 95 % of students who take a world language will perform at the meeting level for promotion requirements in world language on our standards-based report cards. *Method of Assessment: Review of McAuliffe Regional report cards.*

<p><b>I.2. Performance Objective:</b> All students will demonstrate skills at goal setting and reflection for academic success.</p>
---

**I.2.1. Goal: Internal and rigorous assessments will provide evidence that students are developing skills at goal setting and reflection for academic success.**

**I.2.1.1. Measurement** - All students will set and track one academic goal through their Crews. *Method of assessment: 95% of all students will achieve the goal as documented by completing a tracking of progress form in their portfolio.*

=====

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

**II.2.1.2. Measurement** - All students will write a reflection on academic progress each year that meets specific standards. *Method of assessment: Completed reflection and rubric scores of "Meeting or Exceeding" documented in portfolio.*

**II. ORGANIZATIONAL VIABILITY**

**II.1. Performance Objective: Financial Transparency and Sound Financial Management**

**II.1.1. Goal: McAuliffe Regional CPS will demonstrate financial transparency and sound financial management.**

**II.1.1.1. Measurement** - Unqualified opinions will show no material findings and strong internal controls. *Method of Assessment: Annual audits filed with the state auditor.*

**II.1.1.2. Measurement** – The School will become less dependant on its line of credit by having sufficient cash to cover at least one payroll in FY08 one quarters payroll in FY10 and one month's operating expenses by FY13. *Method of Assessment: Annual audited financial statements.*

**II.1.1.3. Measurement** - Financial statements will show a positive end-of-year fund balance of at least \$350,000 by fiscal year 2008 and \$550,000 by fiscal year 2013. *Method of Assessment: Annual audits filed with the state auditor.*

**II.2. Performance Objective 2: Strong Governance and Management**

**II.2.1. Goal:** The board will establish systems of good governance and learning.

**II.2.1.1. Measurement** – Board meetings will include committee reports demonstrating progress toward specific annual objectives. The Board will review success of the past year's goals at the June Board meeting. The Board will achieve 90% of all annual goals set. Based on those results, the Board will develop the next year's goals at the Board Summer Retreat held in July/August. *Method of Assessment: Documented completion report in June board meeting minutes, and review by independent consultant at the summer retreat.*

**II.2.1.2. Measurement** – Board composition will evolve annually to include key strategic corporate, non-profit, and foundation partners. *Method of Assessment: Documented in board membership.*

**II.3. Performance Objective: Demand for School Services**

**II.3.1. Goal: Student demand will meet the expectations of the business plan.**

**II.3.1.1. Measurement** – Annual enrollment will meet projections in annual budgets. *Method of Assessment: Department of Education report on average daily enrollment.*

**II.3.1.2. Measurement** - At least 80% of incoming sixth graders, who do not move from their residence after the time of enrolling at McAuliffe Regional CPS, will remain enrolled at

=====

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

McAuliffe Regional CPS for three years. *Method of Assessment: Exit data recorded and reported in Charter School annual report.*

=====

**III. FAITHFULNESS TO TERMS OF CHARTER**

**III.1. Performance Objective: McAuliffe Regional CPS students will demonstrate a clear commitment to themselves, have the courage and insight necessary to set high standards for academic and personal success, and have the attitudes necessary to achieve the standards they have set for themselves.**

**III.1.1. Goal: Internal assessments will show student growth in self-awareness and courage to set standards for personal and academic success.**

**III.1.1.1. Measurement** - Students will include a piece of writing in their portfolio that demonstrates understanding of a Design Principle as a result of an outdoor, overnight experience. *Method of Assessment: Documentation kept in student portfolio of rubric scores of meeting or higher achieved by 95% of students.*

**III.1.1.2. Measurement** - All students will set and track one personal goal through their Crews. *Method of assessment: Documentation of goal and completion of 95% of progress forms in portfolio.*

**III.1.2.3. Measurement:** At least 90% of parents surveyed will say that the school has added significant value to their children's ability to take worthwhile risks and take personal responsibility. *Method of Assessment: Data received through a parent survey at the end of each school year.*

**III.2. Performance Objective 2: McAuliffe Regional CPS students will demonstrate a clear commitment to their community.**

**III.2.1. Goal: Internal assessments will show student growth in awareness of and investment in their community.**

**III.2.1.1. Measurement** - Each student will meet a promotion requirement of 60 hours of community service before graduating. *Method of Assessment: Service log kept in student portfolio.*

**III.3. Performance Objective 3: McAuliffe Regional CPS will deepen its implementation of the Expeditionary Learning Outward Bound school reform model over time.**

**III.3.1. Goal: Signature expeditions at every grade level will ensure that all students experience ELOB at the highest levels of implementation.**

**III.3.1.1. Measurement** - The school will participate in an annual ELS Implementation Review Process with Steve Levy of Expeditionary Learning Schools Inc. Implementation review scores will improve each year, indicating that the school is implementing the model design at an increasingly sophisticated level. *Method of Assessment: Expeditionary Learning Annual Review*

**III.3.1.2. Measurement** - All students will be participate each year in the essential components of a Learning Expedition, including, but not limited to, fieldwork, authentic assessment, and pedagogical practices such as modeling, compelling investigations, and simulations. *Method of Assessment: Final Scores from the Expeditionary Learning Annual Review.*

=====

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

**Promotion Requirements**

*Please note that this is the policy as it was written for the 2005-2006 school year. It has been revised for the 2006-2007 school year, based on the following:*

- Our Student Support Team (SST) procedure was robust enough to make redundant the Academic Referral Policy mentioned below and available in the 2005-2006 Family Handbook. We used SST to the exclusion of the Academic Referral Policy.*
- We did not find value in having teachers write letters of reference for students in addition to comments on the report cards.*

**Pre-requisites**

In order to be promoted, a student must fulfill the following pre-requisites:

- Not be on Academic Referral as of June 3.<sup>8</sup> (See Academic Referral Policy)
- Meet Attendance Policy requirements. (See Attendance Policy)

**Academic Success<sup>9</sup>**

Students must demonstrate academic competency in their core subjects and world language in order to be promoted to the next grade level. Each discipline has specified its own portfolio and report card requirements.

Overall, students who...

- Pass the requirements for all of their core academic subjects and world language will be promoted to the next grade/graduate (assuming they complete character development requirements, as well.)
- Fail to pass the course requirements for one and only one academic course must pass before the beginning of the next school year an alternative requirement set by that department in order to be promoted.
- Fail to pass the course requirements for two or more academic subjects will repeat the grade.

Families who appeal promotion decisions due to unusual circumstances must make their appeal to the Principal in writing by July 15. The Principal will render a final decision by August 1.

**Character Development**

Students must demonstrate character growth. As a way to document this growth, students must complete the following:

- Meet the service requirement by the end of eighth grade. (See Service Requirements)
- Receive an appropriate letter of reference by the end of eighth grade.
- Complete a Reflection on Design Principles each year that reflects progress on goals set in Crew.
- Write a paragraph explaining the growth he or she made in *each* specials class, including music, which they have taken that year.

---

=====

## Appendix II: Promotion Requirements

We promote students from grade to grade based on their completion of work that meets the criteria we set for quality. Just being at school each day from September to June does not mean that someone has learned enough to move up a grade. Important pieces of work, such as essays, lab reports, or the different projects that make up an Expedition, get graded with rubrics, and when students meet the criteria for success as spelled out on those rubrics (we call this “getting a **meeting**”), the work is ready to go in the promotion portfolio.

Many pieces of work which students are required to do here, but not all pieces, can be revised. This step is an important part of being successful in any discipline, from writing to art to physics, and requiring frequent revisions keeps students from turning in shoddy work just to get the project done. When students have completed a piece of work such that it meets the standards set out by the teacher – it will say **meeting** on the rubric – the work, after the teacher signs off on it, can go in the promotion portfolio. Students must accumulate **twenty-five** specific pieces of work from their core classes and related arts classes. They must also include other items that demonstrate good work habits and character. To be promoted, students need to have the following things in their promotion portfolio:

### 10 pieces from English

- 1 response to literature
- 2 grade-level writing requirements (expository, persuasive, or narrative)
- 1 piece of the student’s choice
- 3 pieces demonstrating mastery of reading
- 3 pieces from social studies

### 7 pieces from Math and Science

- 1 lab report
- 1 science project or paper
- 1 science test
- 1 math test
- 2 math investigations, one of which explains a math procedure or concept in writing
- 1 math piece of the student’s choice

### 5 pieces from World Language

- 1 demonstration of knowledge of a culture speaking Spanish or French
- 1 composition in Spanish or French
- 1 project
- 1 series of tests or quizzes (four in 6<sup>th</sup> grade, five in 7<sup>th</sup>, six in 8<sup>th</sup>)
- 1 oral presentation

### 3 pieces from Related Arts

- 1 piece from trimester 1
- 1 piece from trimester 2
- 1 piece from trimester 3

### 3 pieces demonstrating work habits and character development

- Tracking progress towards goals (done in crew)
- Yearly reflection on academic progress
- Certification from teachers that student completed 75% of all homework
- (8<sup>th</sup> grade only) Log demonstrating 60 service points

=====

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

***Work habits and character development***

In crew, students set individual goals and play a part in setting crew goals. These goals are known as S.M.A.R.T. goals, because they must be:

**Specific:** Students must identify explicit objectives they plan to achieve.

**Measurable:** We need to be able to measure progress somehow.

**Achievable:** Goals must be realistic.

**Relevant:** Goals need to be relevant to a student's life. He or she should want to achieve them.

**Timebound:** Students set deadlines for meeting parts of the goal and the entire goal.

Students must have evidence of *tracking* progress towards these goals. While tracking progress does imply that the student takes actions to make some progress, it is not mandatory that all students actually reach their goals. Tracking progress and thoughtfully considering the impact of their actions on their level of success is where students learn about how to be self-directed.

Students must also accumulate service points. They can do this two different ways: by serving the school and by serving the community. Students earn one point for each hour of school service and two for each hour of community service. Eighth graders must earn a total of 60 points in three years to graduate. While sixth and seventh graders do not need to complete service to be promoted, we recommend that students aim for roughly 20 hours of service each year, which will put them in good position to meet this requirement in eighth grade.

Students must also complete 75 percent of their homework. It is very important that you insist that your child do homework each night. There is no way to make up work if students go too far into the year without doing enough homework. That is, if a student does no homework for the first half of the year, he or she cannot complete 75 percent of his or her homework. For this reason, we teach study skills, require students to use our planner, and offer a homework club.

***Portfolio procedures and timeline***

We assign work which is eligible to go in the portfolio all year, so students can begin putting work in there right away. Crew leaders lead students in maintaining their portfolios. Every other Tuesday, crews meet in the afternoon to put work in the portfolio. Students can also put work in the portfolio with the crew leader, who must sign off on each piece, any morning or afternoon during crew.

We expect students to put work in the portfolio on the following timeline:

<b>Deadline</b>	<b>Add to portfolio...</b>	<b>Total</b>
September 28	2 pieces of work.	2
November 2	1 piece from 4 of the following: English, Social Studies, Math, Science, and World Language	6
December 11	3 pieces: 1 piece from Related Arts, 1 from remaining core subject, and 1 more	9
February 5	3 pieces	12
March 25	4 pieces	16
April 29	4 pieces	20

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

May 27	4 pieces	24
June 5	1 piece, plus work relating to crew goals and the letter to next year's teachers	25

Missing these deadlines by one piece of work here and there is not cause for concern, but this chart will help you understand what your son or daughter should be completing in order to stay on track for promotion. Students who miss deadlines by several pieces of work will receive extra support and we will remain in close contact with you until the student on pace again.

***Promotion camp***

We hold a required work session, known affectionately as Promotion Camp, on December 17, from 8 a.m. to 12 p.m. Students must get their own rides to and from school and should plan to eat lunch at home. School is not in session, but the administrative team will work with students who have fallen behind to help them complete required work. There will be quiet work sessions and short breaks built into the days.

Students who have put fewer than 7 pieces of work into their portfolios by December 11 will attend Promotion Camp. We will schedule additional days of Promotion Camp on Saturday mornings in the spring if necessary.

***Incomplete work***

Students who do not complete promotion portfolio requirements in one area will be promoted to the next grade only after completing required summer work. In most cases, this work takes the form of a summer school class run by your local public school department. We will plan for the student to begin the next appropriate grade, but promotion will be official only when we receive evidence of a passing grade in summer school. Because we have some requirements for which there is no analogue in summer school (for example, setting a tracking goals in crew), we may create our own work which students need to complete over the summer. Any costs related to summer programs must be paid by the family.

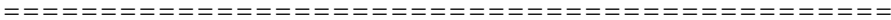
Students who do not complete promotion portfolio requirements in two areas will be required to repeat the grade. In some cases, we create a set of very specific requirements which must be completed on a certain timeline (typically the end of the 1<sup>st</sup> academic quarter) to allow students to earn their way to promotion during the following year and remain on track to graduate with their class.

***Parental notification of non-promotion and appeals***

At the end of the 1<sup>st</sup> and 3<sup>rd</sup> quarters, we send home Progress Reports which provide information about how each student is doing versus our promotion requirements. On these reports, we will indicate if the student is on track to be promoted or if that student is considered a “promotion concern.”

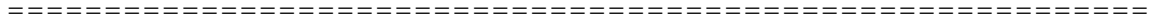
=====

McAuliffe Regional Charter Public School  
2007-2008 Annual Report



Students who are not on track will receive extra support from teachers and frequent communication home about what work is missing and what needs to be done to get on track. It is our goal each year to have every student successfully complete promotion requirements by the end of the school year, which is why we back up this promotion system with frequent communication and Promotion Camp.

In the early part of the 4<sup>th</sup> quarter, all parents of students about whom we have promotion concerns will be contacted by the principal or another administrator to review end-of-year plans. At this time, we will discuss non-promotion if necessary. Families who wish to appeal promotion decisions due to unusual circumstances must do so by writing to the Principal by July 1. He will make a final decision by July 15.



=====

**Appendix III**  
**Parent Satisfaction Survey**

**2008 MRCPS Parent Evaluation – Results**

**Respondent Metrics**

Respondents: 31  
First Response: 6/18/2008  
Last Response: 7/21/2007

**Survey Results**

The following is a tabular depiction of the responses to each survey question. Additional comments provided by respondents, if any, are included after each table.

**OPEN ANSWER QUESTIONS AND RESPONSES ARE NOT PROVIDED FOR SPACE REASONS. THEY ARE AVAILABLE UPON REQUEST.**

**Section - School Culture and Character**

**1. The school pushed my child to take valuable risks**

18	5 - Agree (mostly true)
9	4 - Somewhat agree (sometimes true)
2	3 - Neutral
0	2 - Somewhat disagree (sometimes true)
1	1 - Disagree (rarely true)
1	No Answer

**2. The school helped my child to become more responsible**

20	5 - Agree (mostly true)
9	4 - Somewhat agree (sometimes true)
2	3 - Neutral
0	2 - Somewhat disagree (sometimes true)
0	1 - Disagree (rarely true)

**3. Fieldwork opportunities were worthwhile**

22	5 - Agree (mostly true)
8	4 - Somewhat agree (sometimes true)
1	3 - Neutral
0	2 - Somewhat disagree (sometimes true)
0	1 - Disagree (rarely true)

**Section - Administration - Executive Director, Principal, SPED Director and Front Office Staff**

**4. The administration cared about my concerns**

19	5 - Agree (mostly true)
6	4 - Somewhat agree (sometimes true)
3	3 - Neutral

=====

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

- 2 2 - Somewhat disagree (sometimes true)
- 0 1 - Disagree (rarely true)
- 1 No Answer

**5. The administration has a worthwhile vision for the direction of the school**

- 16 5 - Agree (mostly true)
- 8 4 - Somewhat agree (sometimes true)
- 4 3 - Neutral
- 2 2 - Somewhat disagree (sometimes true)
- 0 1 - Disagree (rarely true)
- 1 No Answer

**6. The front office staff was effective**

- 22 5 - Agree (mostly true)
- 5 4 - Somewhat agree (sometimes true)
- 3 3 - Neutral
- 1 2 - Somewhat disagree (sometimes true)
- 0 1 - Disagree (rarely true)

**Section - Teaching Staff**

**8. My child's core teachers challenged and supported my child**

- 23 5 - Agree (mostly true)
- 7 4 - Somewhat agree (sometimes true)
- 1 3 - Neutral
- 0 2 - Somewhat disagree (sometimes true)
- 0 1 - Disagree (rarely true)

**9. The world language teachers challenged and supported my child**

- 18 5 - Agree (mostly true)
- 7 4 - Somewhat agree (sometimes true)
- 1 3 - Neutral
- 1 2 - Somewhat disagree (sometimes true)
- 0 1 - Disagree (rarely true)
- 4 N/A

**10. The Related Arts teachers (Peace, Wellness, Adventure, Study Skills, Music, Art, Technology) challenged and supported my child**

- 15 5 - Agree (mostly true)
- 8 4 - Somewhat agree (sometimes true)
- 5 3 - Neutral
- 2 2 - Somewhat disagree (sometimes true)
- 0 1 - Disagree (rarely true)
- 2 N/A

**11. The Special Education staff was effective**

- 6 5 - Agree (mostly true)
- 3 4 - Somewhat agree (sometimes true)
- 8 3 - Neutral
- 1 2 - Somewhat disagree (sometimes true)

=====

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

0	1 - Disagree (rarely true)
13	N/A
<b><u>12. The Nurse was effective</u></b>	
15	5 - Agree (mostly true)
2	4 - Somewhat agree (sometimes true)
7	3 - Neutral
0	2 - Somewhat disagree (sometimes true)
1	1 - Disagree (rarely true)
6	N/A

<b>Section - Curriculum</b>
-----------------------------

**14. The curriculum in core classes was rigorous and worthwhile**

21	5 - Agree (mostly true)
8	4 - Somewhat agree (sometimes true)
1	3 - Neutral
1	2 - Somewhat disagree (sometimes true)
0	1 - Disagree (rarely true)

**15. The learning expedition(s) engaged my child in meaningful work**

21	5 - Agree (mostly true)
7	4 - Somewhat agree (sometimes true)
3	3 - Neutral
0	2 - Somewhat disagree (sometimes true)
0	1 - Disagree (rarely true)

**16. The math program challenged my child appropriately**

23	5 - Agree (mostly true)
3	4 - Somewhat agree (sometimes true)
3	3 - Neutral
1	2 - Somewhat disagree (sometimes true)
1	1 - Disagree (rarely true)

**17. The curriculum in world language class was rigorous and worthwhile**

16	5 - Agree (mostly true)
5	3 - Neutral
5	4 - Somewhat agree (sometimes true)
1	2 - Somewhat disagree (sometimes true)
0	1 - Disagree (rarely true)
4	N/A

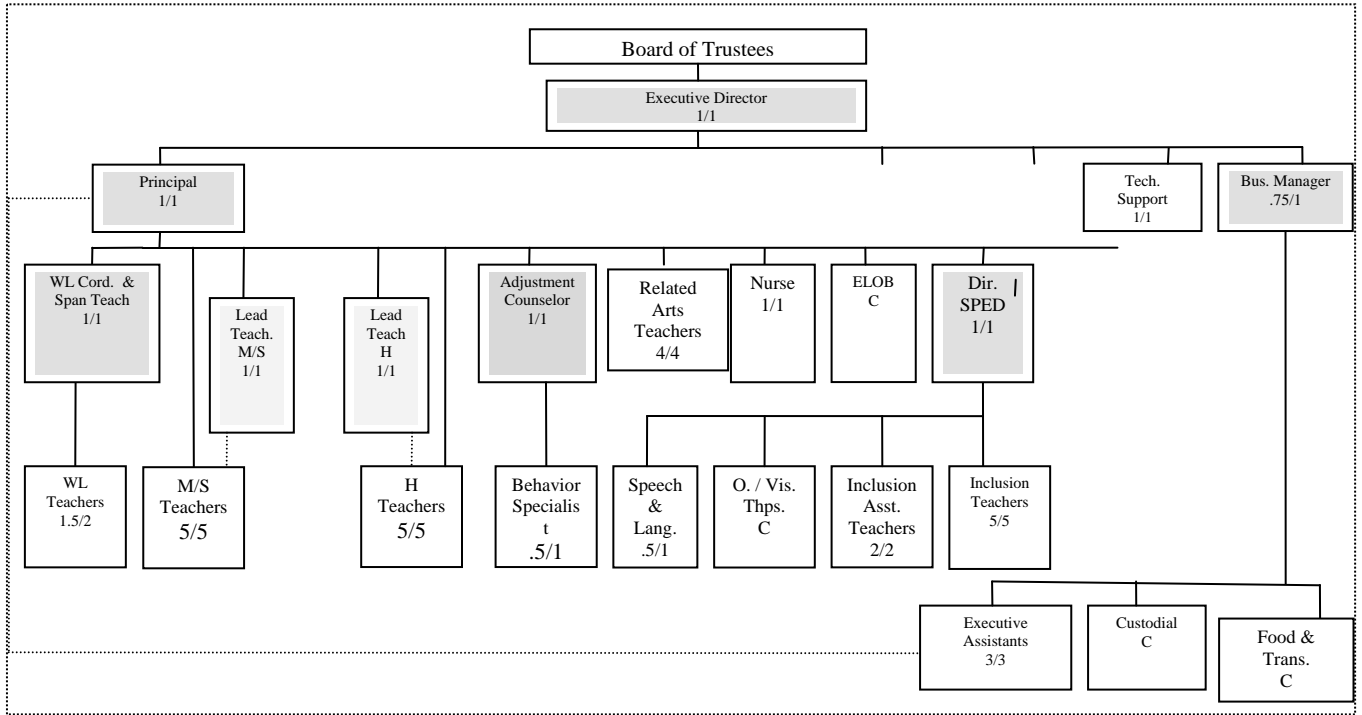
**18. The curriculum in specials classes was rigorous and worthwhile**

9	4 - Somewhat agree (sometimes true)
7	5 - Agree (mostly true)
8	3 - Neutral
1	2 - Somewhat disagree (sometimes true)
2	1 - Disagree (rarely true)
6	N/A

=====

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

Appendix IV: Organizational Chart



McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

Appendix V: NCLB Report Card

**2007 AYP Data - Detail**

ENGLISH LANGUAGE ARTS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2007
	Enrolled	Assessed	%	Met Target (95%)	N	2007 CPI	Met Target (85.4)	2006 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	259	258	100	Yes	258	88.5	Yes	90.7	1.2	90.7-94.4	No	95.5	0.9	Yes	Yes
Lim. English Prof.	14	14	-	-	14	-	-	-	-	-	-	-	-	-	-
Special Education	78	77	99	Yes	77	77.3	No	78.8	2.7	78.8-86.0	No	95.0	0.6	Yes	No
Low Income	39	39	-	-	39	75.0	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	11	11	-	-	11	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

Hispanic	34	34	-	-	34	74.3	-	-	-	-	-	-	-	-	-
Native American	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	206	205	100	Yes	205	91.6	Yes	92.7	0.9	92.7-96.1	No	95.4	1.0	Yes	Yes

MATHEMATICS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2007
	Enrolled	Assessed	%	Met Target (95%)	N	2007 CPI	Met Target (76.5)	2006 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	258	256	99	Yes	256	70.1	No	65.8	4.3	67.6-72.6	Yes	95.5	0.9	Yes	Yes
Lim. English Prof.	14	14	-	-	14	-	-	-	-	-	-	-	-	-	-
Special Education	77	77	100	Yes	77	51.3	No	41.2	7.4	44.1-53.1	Yes	95.0	0.6	Yes	Yes
Low Income	38	38	-	-	38	44.7	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	10	10	-	-	10	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-

McAuliffe Regional Charter Public School  
2007-2008 Annual Report

=====

Hispanic	34	34	-	-	34	54.4	-	-	-	-	-	-	-	-	-
Native American	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	206	205	100	Yes	205	74.8	No	68.4	4.0	69.9-74.9	Yes	95.4	1.0	Yes	Yes

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

