



2007-2008 Annual Report

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Letter from the IACS Board of Trustees Chairperson

July 2008

Dear Friends of Innovation Academy Public Charter School:

As the current chairperson of the Board of Trustees, I am proud to present our 2007-2008 Annual Report. The report provides a complete overview of the school's performance, finances, and governance over the FY08 fiscal year. We have much to be proud of and many accomplishments to report. But, as always, we have much work to do to ensure that Innovation Academy provides **all** our students with, as we state in our mission statement, "a challenging, interdisciplinary education that will prepare them for the 21st century."

One thing I know for sure is that our staff, faculty, and students always rise to the challenge. Whether it is, for example, opening a high school in Chelmsford's historic Old Town Hall, helping students through Jury Day, taking on Shakespeare for the first time, or competing against teams from across the state and nation in Destination Imagination, Innovation Academy rises to the challenge. That is what I like best about our school. Someone I know said it best recently. She said, "stay positive and stay focused" and you will accomplish a lot.

We did accomplish a lot in 2007-2008. But perhaps the biggest accomplishment was purchasing from Boston University their corporate training center in Tyngsboro as the new campus for Innovation Academy Public Charter School. This 200 acre campus gives us room to grow and an educational facility that rivals any school in the country. Many, many people helped us secure this incredible space for our students and faculty. But it was because of the success of our school that we were able to make the case to the Board of Education, Boston University, and the bankers who helped finance the purchase of the facility, that we were a good investment in the future. And for that I want to thank the staff and students for their hard work, and the parents as well – especially the parents (I am one too) for their willingness to help us every step of the way.

Next year brings new challenges as we adjust to our new surroundings. Change is never easy, but we now know that Innovation Academy has a home for the future, a place where we can grow, where students and teachers can learn together, and our community will rise to meet new challenges together.

Sincerely,

John R. Schneider
Chairman, Board of Trustees

Introduction to Innovation Academy Charter School

The Innovation Academy Charter School, which recently expanded to include a high school, has served fifth through eighth grade students for the past 12 years, and ninth grade for one year, in Chelmsford, Massachusetts. The school was recently approved for regionalization which includes Chelmsford, Lowell, Dracut, Billerica, Tyngsboro, Groton, Dunstable, and Tewksbury. The middle school program is commonly referred to as the Murdoch Middle School in honor of the late Linn Murdoch, school founder and Chelmsford educator. The school will continue to add one grade per year, beginning in the fall of 2007, until the school has grades 5-12 with a maximum enrollment of 600 between the middle school and the high school.

The middle school holds high academic standards for all students, with a focus on challenging students to be thoughtful problem solvers, effective communicators, active community members and self-directed in their academic and social pursuits. The high school program continues in this tradition, focusing on personalizing the curriculum to each individual student, making connections through the curriculum to the adult world and holding a high standard for every student by ensuring that all students share the same “common intellectual mission” of attending and being successful in college.¹

IACS’s curriculum, aligned with the Massachusetts Curriculum Framework, is project based and real world in its approach. The curriculum is designed and implemented by teachers who have a passion for the subjects they teach and is a balance of project based learning, as well as skill development.

This annual report is an opportunity for us to describe our activities over the past year, share our new accountability plan goals and our current success in relation to those goals.

Mission

The mission of the Innovation Academy Charter School is to provide students with a challenging, interdisciplinary education that will prepare them for the 21st century through an emphasis on holistic learning, higher order and critical thinking skills, and practical application and integration of curriculum areas.

Educational Philosophy: Think. Connect. Apply. Innovate.

At IACS, we want our students to **think** critically and systemically, make **connections** between the various academic subject areas and to **apply** this learning to the world beyond the walls of the school. We want our students to seek to improve on what’s been done before to become **innovators** in whatever field or endeavor they take on as adults.

¹The concepts of personalization, adult world connection and common intellectual mission are borrowed from the High Tech High network of schools on which much of the high school’s philosophy and structures are based.

I. School Performance

a. Parent Survey Data

Parent satisfaction, as measured by our annual parent survey, continues to be very strong at IACS. 89 Middle School families responded to the survey. 20 High School families responded to the survey. The following is a summary of highlights from the parent survey:

School Outcomes (self direction, effective communication, problem solving and community membership)

Linn Murdoch Middle School:

91% of respondents agreed or strongly agreed that the school was successfully developing students' abilities to become self-directed learners.

88% of respondents agreed or strongly agreed that the school was successfully developing students' abilities to become effective communicators.

92% of respondents agreed or strongly agreed that the school was successfully developing students' abilities as problem solvers.

93% of respondents agreed or strongly agreed that the school was successfully developing students' understanding of what it means to be a community member.

Innovation Academy Charter High School:

88% of respondents agreed or strongly agreed that the school was successfully developing students' abilities to become self-directed learners.

88% of respondents agreed or strongly agreed that the school was successfully developing students' abilities to become effective communicators.

88% of respondents agreed or strongly agreed that the school was successfully developing students' abilities as problem solvers.

82% of respondents agreed or strongly agreed that the school was successfully developing students' understanding of what it means to be a community member.

School Mission

98.6% of respondents agreed or strongly agreed that the school is fulfilling its mission at the Linn Murdoch Middle School. At the Innovation Academy Charter High School, **94%** of respondents agreed or strongly agreed that the school is fulfilling its mission.

Academics

% of respondents that agree or strongly agree that their student is being challenged in the following subject areas:

Subject	Linn Murdoch Middle School	Innovation Academy High School
Math	87%	94%
English Language Arts	93%	94%
Humanities/History	97%	88%
Science	97%	100%
Spanish	89%	94%
Creative Arts	83%	88%
Health	90%	
Challenge	65%	

School Climate

Student Behavior – **82%** of respondents at the Middle School and **88%** at the High School agreed or strongly agreed that student behavior was consistently, fairly and appropriately managed in the school.

Teacher/Staff availability – **99%** of respondents at the Middle School and **100%** at the High School agreed or strongly agreed that teachers and staff are available and willing to meet/speak with them regarding their child.

Physically and Emotionally Safe School – **99%** of respondents at the Middle School and **100%** at the High School agreed or strongly agreed that IACS is a physically and emotionally safe school.

Recommend IACS to others – **97%** of respondents at the Middle School and **100%** at the High School would recommend Murdoch to others.

b. IACS Accountability Plan

The IACS Accountability Plan is divided into three sections: Academic Program, The Charter and Organizational Viability. Each section focuses on a separate set of goals and each set of goals.

Academic Program

1. Students at IACS will become proficient in and demonstrate continuous improvement of their math skills.
2. Students at IACS will become proficient in and demonstrate continuous improvement of their reading skills.
3. Students at IACS will become clear and effective writers of the English language.
4. Students at IACS will demonstrate mastery of critical knowledge and skills in the area of science.
5. Students at IACS will demonstrate mastery of critical knowledge and skills in the area of history.
6. Students at IACS will demonstrate a mastery of conversational Spanish and the ability to enter into an Intermediate college level Spanish class upon graduation.
7. 95% of students at IACS will receive acceptance to a four year college or university. 5% of students will receive acceptance to either a two-year associates degree program or other post-secondary preparatory education.
8. 25% (the highest percentage allowed from a district) of students will achieve at a level on the MCAS tests that makes them eligible for the Adams scholarship to the state college/university school systems.

The Charter

- 9. Students at IACS will utilize systems thinking concepts and tools in hands-on projects.
- 10. Students at IACS will learn to effectively utilize appropriate technology to enhance their learning.
- 11. Students at IACS will demonstrate the ability to present their work to internal and external audiences.
- 12. Students at IACS will learn the importance of a healthy lifestyle.
- 13. Students at IACS will demonstrate an understanding of the school's habits of mind.

Organizational Viability

- 14. IACS will maintain a high rate of parent satisfaction.
- 15. IACS will maintain an enrollment that meets or exceeds budget projections.
- 16. IACS will receive a positive financial audit report each year.
- 17. IACS will budget for and maintain a surplus of 5% each year and the end of year financial statements will reflect this.
- 18. IACS's board of trustees will maintain a strategic plan that ensures an organizational focus on the long-term goals of the school.
- 19. IACS's board of trustees in collaboration with the Executive Director will set a fundraising goal for the school and meet that goal prior to the end of each fiscal year.

c. Accountability Plan Results 2007-2008

Section 1: Academic Program

Goal 1: Students at IACS will become proficient in and demonstrate continuous improvement of their math skills.

Murdoch Measures of Success	Status	Explanation
Measure 1: 90% of students in their third year at the school will perform at the Proficient or Advanced level on MCAS tests. 100% of students will pass the test.	On the 2007 MCAS tests, 57% of 7 th graders who have been at MMS for three years scored at the Proficient or Advanced level. 85% of 7 th graders who have been at MMS for three years passed the test.	This is a 1% improvement over last year, which is not statistically significant. This is a 7% improvement from last year, which puts us in line with our goal of having a 5-10% improvement each year. In order to increase our rate of improvement in this area, we have done a thorough audit of our math program and used both MCAS scores and our internal benchmark assessment system (Massachusetts Public School Performance Project). Next year we will be adding a math enrichment class that will target students whose test scores are in the low Needs

		Improvement and Warning range. These students will receive four additional hours of remedial math instruction and support in place of Spanish.
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Goal 2: Students at IACS will become proficient in and demonstrate continuous improvement of their reading skills.

Murdoch Measure of Success	Status	Explanation
Measure 1: 90% of students in their third year at the school will perform at the Proficient or Advanced level on MCAS tests. 100% of students will pass the test.	On the 2007 MCAS tests, 85% of 7 th graders who have been at MMS for three years scored at the Proficient or Advanced level. 98% of 7 th graders who have been at MMS for three years passed the test.	This is a 5% improvement from last year, which puts us in line with our goal of having a 5-10% improvement each year. This is a 2% improvement from last year.
Measure 2: 100% of students will show improvement on value-added tests given year to year.		

Goal 3: Students at IACS will become clear and effective writers of the English language.

Murdoch Measure of Success	Status	Explanation
Measure 1: 90% of 7 th and 10 th grade students who are at least in their third year at the school will perform at the Proficient or Advanced level on MCAS writing prompts. 100% of students will pass the test (score needs improvement or better).	*See goal 2 for overall score information. See table below for results broken out by scores on the writing prompt section of the test.	We will strive to increase the percentage of students scoring and 8/8 on Conventions and Mechanics and to increase the percentage of students scoring 8 or higher on Topic/Idea Development by 5-10% each year. 10 th grade baselines scores will be available during the 2008-2009 school year.

2006 7th Grade ELA Composition Scores*	
<i>Conventions and Mechanics</i>	
% of students scoring 8/8 or higher	36%
% of students scoring 6/8 or higher	96%
<i>Topic/Idea Development</i>	
% of students scoring 8/12 or higher	46%
% of students scoring 6/12 or higher	98%

2007 7th Grade ELA Composition Scores*	
<i>Conventions and Mechanics</i>	
% of students scoring 8/8 or higher	18%
% of students scoring 6/8 or higher	93%
<i>Topic/Idea Development</i>	
% of students scoring 8/12 or higher	60%
% of students scoring 6/12 or higher	98%

We are concerned about the drop in percentage of students scoring an 8/8 or higher in Conventions and mechanics, and we will be taking steps next year to ensure that students in all grades are having effective instruction in this area.

We are very happy about the significant increase in the percentage of students scoring an 8/12 or higher on the Topic/Idea Development section.

Goal 4: Students at IACS will demonstrate mastery of critical knowledge and skills in the area of science.

Murdoch Measure of Success	Status	Explanation
Measure 1: 90% of students in their third year at the school will perform at the Proficient or Advanced level on MCAS tests. 100% of students will pass (score needs improvement or better) the test.	<p>On the 2007 MCAS tests, 57% of 8th graders who have been at MMS for three years or more scored at the Proficient or Advanced level.</p> <p>78% of 7th graders who has been at MMS for three years passed the test.</p>	<p>This is an increase of 1% over the 2006 results which is not statistically significant.</p> <p>This is a decrease of 10% which is concerning. One challenge that we need to address is that we use a two year looping curriculum in science project. This means that some 8th graders have not been exposed to standards they are tested on for almost two years at the time they take the 8th grade test. Science staff members have been working on ensuring that students are consistently exposed to essential skills and content across our two year cycle so that that are all maximally prepared to tackle the 8th grade test.</p>

Goal 5: Students at IACS will demonstrate mastery of critical knowledge and skills in the area of history.

Murdoch Measure of Success	Status	Explanation
Measure 1: 90% of students in their third year at the school will perform at the Proficient or Advanced level on MCAS tests. 100% of students will pass (score needs improvement or better) the test.		At this time, students do not take a history exam. Students are scheduled to take the history MCAS during their 3 rd year of high school.

Goal 6: Students at IACS will demonstrate a mastery of conversational Spanish and the ability to enter into an Intermediate college level Spanish class upon graduation.

Goal to be implemented beginning in 11th grade when students will take a college recognized placement test which is to be determined. Currently, students take Spanish in grades 5-8, four days a week, approximately 55 minutes a day. 9th graders will be required to take at least three years of Spanish at the high school.

Goal 7: 95% of students at IACS will receive acceptance to a four year college or university. 5% of students will receive acceptance to either a two-year associates degree program or other post-secondary preparatory education.

Goal is to be measured once we have our first graduating class.

Goal 8: The highest percentage of students allowed from a district will achieve eligibility for the Adams scholarship to the state college/university school systems.

Goal is to be measured once we have our first graduating class.

Section 2: The Charter

Goal 9: Students at IACS will utilize systems thinking concepts and tools in hands-on projects.

During the 2007-2008 school year, systems thinking concepts were incorporated in many projects and skills classes. Some examples include, behavior over time graphs in literature classes that showed how a character's emotions changed over the course of a novel. In math classes, students used stock and flow diagrams and connection circles to model phenomena from the extinction at Easter Island to the spread of the Avian Flu. Connection circles were also used in science projects to chart all of the inputs and outputs associated with global warming. In some cases used Stella software to create their graphs and diagrams.

Goal 10: Students at IACS will learn to effectively utilize appropriate technology to enhance their learning.

Murdoch Measure of Success	Status	Explanation
Measure 1: 100% of students will integrate appropriate technology during their yearly presentation of learning		In the 6 th and 8 th grade jury presentations that took place between April 13 th and June 9 th , 100% of students presented projects that used technology in some way. Uses of technology included: word-processing, digital photography and video, PowerPoint, Excel, Stella modeling, and Photoshop.
Measure 2: 100% of students will maintain an up to date digital portfolio which will include a resume, work samples and reflections on learning.		<i>High school students will develop digital portfolios this fall.</i>

Goal 11: Students at IACS will demonstrate the ability to present their work to internal and external audiences.

In all classes, students are asked to make presentations of their work to their teachers and their peers. These presentations are important as they prepare students to present their work to external audiences.

During the 2007-2008 school year, middle school students at all grade levels presented their work at three Quality Nights. One these nights, students developed a presentation on one piece of quality work from the school year and shared it with three adults other than their immediate family and current teachers. Additionally, students in 6th and 8th grade presented their completed portfolios to a jury panel as a part of their promotion requirements. Both Quality Nights and Jury Days are opportunity for students to present their work to external audiences. During the 2007-2008 school year, all 6th and 8th graders successfully completed their Jury Presentations.

Goal 12: Students at IACS will learn the importance of a healthy lifestyle.

Students all take Challenge two days a week, and they also take a health class for two quarters each school years. The focus of the Challenge program is to develop teamwork and problem solving skills as well as to develop an appreciation for sports activities. Students participate in a number of team and individual sports through the Challenge Program. During the 2007-2008 school year, these included: soccer, volleyball, softball, climbing, building challenges, and wave boarding.

The health program is taught by the school nurse and is based upon the MA Health Frameworks. Students study about health and wellness issues including bullying, nutrition, sexual education, and drug and alcohol prevention.

Goal 13: Students at IACS will demonstrate an understanding of the school’s habits of mind and outcomes.

Self Direction - Effective Communication - Problem Solving - Community Membership

These four outcomes form the basis of the cross-curricular development of students at Murdoch. In all classes and throughout their years here, students are both instructed and assessed on their mastery of these four outcomes. It is our belief that these outcomes represent the fundamental ingredients of successful citizens.

In recent 8th grade jury portfolios, students were required to make a case for promotion based upon their mastery of curricular content and of the outcomes. Students were required to write a letter to make a case for their promotion. 84% of 8th graders were able to demonstrate their mastery of the outcomes at the proficient level or higher as measured by the jury presentation rubric.

In order to continue to raise this number in future years, staff will continue to use outcome-based language with students whenever it is applicable, and we will continue to recognize students who demonstrate particularly effective application of the outcomes with our Spirit Award program.

d. MCAS Data

MCAS Tests of Spring 2007 Percent of Students at Each Performance Level										
Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI
	School	State	School	State	School	State	School	State		
GRADE 05 - ENGLISH LANGUAGE ARTS	7	15	50	48	35	28	8	9	72	81.6
GRADE 05 - MATHEMATICS	19	19	38	32	23	31	19	18	73	76.4
GRADE 05 - SCIENCE AND TECHNOLOGY	7	14	42	37	40	37	11	12	73	77.4
GRADE 06 - ENGLISH LANGUAGE ARTS	5	9	56	58	32	25	7	7	75	84.0
GRADE 06 - MATHEMATICS	12	20	29	32	41	28	17	20	75	71.7
GRADE 07 - ENGLISH LANGUAGE ARTS	16	9	63	60	18	23	3	8	73	92.1
GRADE 07 - MATHEMATICS	14	15	38	31	30	30	18	24	73	78.1
GRADE 08 - ENGLISH LANGUAGE ARTS	15	12	63	63	16	18	5	6	73	91.8
GRADE 08 - MATHEMATICS	12	17	40	28	26	30	22	25	73	72.6
GRADE 08 - SCIENCE AND TECHNOLOGY	1	3	41	30	40	44	18	24	73	71.2

NOTE: Performance level percentages are not calculated if student group less than 10.

Data Last Updated on October 3, 2007

For more detailed MCAS information, see Section 1 of Accountability Plan Results.

Innovation Academy Charter School, 2007-2008 Annual Report

e. Adequate Yearly Progress Statistics
2007 AYP Data – Summary

	<u>NCLB Accountability Status</u>	<u>Performance Rating</u>	<u>Improvement Rating</u>
ENGLISH LANGUAGE ARTS	No Status	High	No Change
MATHEMATICS	No Status	Moderate	On Target

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

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2007
	Met Target	Actual	Met Target(85.4)	Actual	Met Target	Change from 2006	Met Target	Actual	
ENGLISH LANGUAGE ARTS	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet 92% attendance (G1-8) or 55% graduation rate target (G9-12)?		
Aggregate	Yes	100	Yes	87.4	No	-0.1	Yes	95.6	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	98	No	66.9	No	-4.5	Yes	94.3	No
Low Income	-	-	-	81.8	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	87.5	Yes	0.4	Yes	95.5	Yes
MATHEMATICS	Met Target	Actual	Met Target(76.5)	Actual	Met Target	Change from 2006	Met Target	Actual	AYP 2007
Aggregate	Yes	100	No	74.7	Yes	2.3	Yes	95.6	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	100	No	50.4	No	-3.2	Yes	94.3	No
Low Income	-	-	-	63.6	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	74.5	Yes	2.8	Yes	95.5	Yes

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

f. Summary of Internal Assessment Practices

MPSP and other Internal assessment at the Linn Murdoch Middle School includes both classroom level assessment such as quizzes, tests, and rubrics assignments as well as a benchmark assessment program through a partnership with the Massachusetts Public School Performance Project (MPSP). Classroom level assessments were administered regularly and parents were notified of student performance through quarterly progress reports. On these reports, students are assessed on both the current content as well as the IACS outcomes for each class.

Our MPSP program provides teachers with real-time data one students' performance in reading and math every 5-6 weeks throughout the school year. Teachers are then able to use this data to evaluate their curriculum and to tweak their plans to ensure that students are on track to find success with the current year's content and ultimately on the MCAS assessments. Teachers also use MPSP data to identify students who are struggling with math or reading and to identify appropriate interventions for these students.

At the Innovation Academy Charter High School, student progress are measured in a variety of ways, both within the classroom and within the broader community. In class, student progress is measured using teacher generated assessment tools such as quizzes, tests, writing samples, and multi-modal projects. Because projects have multiple learning objectives, student performance is always assessed using teacher-developed rubrics.

Outside of class, each student is responsible for successfully creating and delivering a "Presentation of Learning". These presentations are 20-30 minutes in length and take place before an audience of community members and invited guests. These presentations provide an opportunity for students to reflect on their learning for the year and challenge them to make connections between discrete academic subjects areas and their personal growth.

Student performance on all internal assessments is recorded by teachers, communicated directly to students, and recorded in an electronic database system. This web-based system is open to both families and students and provided them with ready access to information regarding student progress.

Families are mailed mid-semester progress reports, as well as a final assessment at the conclusion of each semester. Every class contains an overall grade, as well as grades in subcategories known as "strands". These strands are subject-specific and more specifically communicate strengths and growth areas for students. Finally, the semester assessment for each course contains a brief narrative written for each student.

g. Dissemination Practices

Summary of IACS Dissemination Practices for 2006-2007:

IACS hosted "Murdoch Mornings," for the third year in a row. Through these monthly information session/coffee hours, the school educates community members, parents and educators on the school's practices.

IACS continued its relationship with the New Teacher Collaborative hosting five collaborating teachers.

II. Student Information

a. Total Number of Student Applications

Number of New Applicants for 2007-08 by Grade and Residence:

These numbers include all applications received for the 2007-2008 school year from the first lottery held in March of 2007 through to the lottery held for the coming school year in March 2008.

Town	G5	G6	G7	G8	G9	Total
Chelmsford	53	3	6	2	1	65
Billerica	57	21	12	5	4	99
Lowell	24	6	9	4	4	47
Littleton	1	4			2	7
Dracut	4		2			6
Tewksbury	8	4	2	3	2	19
Westford	3	3	1	1	2	10
Acton	1				1	2
Groton		1				1
Carlisle						
Tyngsboro	4		2			6
Pepperell	2	1				3
Ayer			1			1
Hudson						
Andover	1		1			2
Boxford	1					1
Burlington	2		1			3
Total	161	43	37	15	16	272

b. Number of Students on the Waiting List

At the time of the lottery for the 2007-2008 school year there were 143 students on the waiting list. Currently, there are 242 students on the waiting list for the 2008-2009 school year.

c. Student Turnover Data

19 students withdrew during the school year.

Reason	# of students
Return to town system	17
Moved (out of state)	1
Moved (in state)	1

43 Students finished the year but will not return next year.

Reason	# of students
Transfer to another charter school with similar philosophy and high school option.	0
Return to town system	20
Transfer to parochial private school	10
Moving in state	2
Out of State	0
Vocational School	11

d. Number of Students Enrolled

The Average Daily Membership (ADM) for the Innovation Academy Charter High School was 47 students.

The Average Daily Membership for the Linn Murdoch Middle School was 284 students.

e. Student Demographics by Gender

Gender	Total
Female	146
Male	188

f. Student Demographics by Race

Enrollment by Race/Ethnicity (2007-08)	
Race	% of School
White	305
Black or African American	3
Asian	10
American Indian or Alaska Native	2
White & Black or African American	2
White & Asian	8
White & American Indian or Alaska Native	1
White (Hispanic/Latino)	13
American Indian or Alaska Native (Hispanic/Latino)	1

g. Low Income

14.5 % of students were categorized as low income during the 2007-2008 school year

h. Limited English Proficient

There were zero students classified as LEP.

i. Number and Percentage of Linguistic Minorities

There were zero students classified as linguistic minorities.

j. Number and Percentage of Special Education Students

23% of students had IEPs during the 2007-2008 school year.

k. Number of Students Referred to Office

	2005-2006	2006-2007	2007-2008
Total # of Office Referrals	216	304	413
Total # of Suspensions	44	75	73
Total # of Expulsions	0	0	0
Total # of students who received any suspensions	30	37	37
Total # of students who received only one suspension	23	22	16
Total # of students who received two or more suspensions	7	15	22

l. Number of Instructional Days

In the 2007-2008 school year, at both the middle school and the high school, there were 180 instructional days. The high school was in attendance from August 27, 2007 to Wednesday, June 18, 2008. School hours are from 8:00 AM to 3:40 PM.

The middle school was in attendance from Wednesday, September 5, 2007 to Friday, June 20, 2008. School hours are from 7:45 AM to 2:50 PM.

III. Finance

a. Financial Statements FY 08 (unaudited)

Will be submitted at a later date.

b. Balance Sheet (unaudited)

Will be submitted at a later date.

c. Approved School Budget FY 09

**INNOVATION ACADEMY
2009 BUDGET
JUNE 9, 2008**

	2008	2009
	<u>348 STUDENTS</u>	<u>450 STUDENTS</u>
<u>REVENUE</u>		
State Tuition @ \$9,490		\$4,270,500
State Tuition @ \$8,800	\$3,062,400	
<u>OTHER RECEIPTS</u>		
Special Education Grant	50,000	55,000
SPED Curriculum	2,500	-
Donations & Grants	60,000	150,000
Summer Program	3,000	-
After School Program	<u>15,000</u>	<u>-</u>
TOTAL REVENUE	\$3,192,900	\$4,475,500
<u>EXPENSES</u>		
<u>PERSONNEL COSTS</u>		
Salaries	2,000,000	2,485,000
Sub. Teachers	<u>7,000</u>	<u>8,000</u>
TOTAL STAFF SALARIES	<u>2,007,000</u>	<u>2,493,000</u>
<u>BENEFITS</u>		
Social Security Tax (6.2%)	24,000	34,000
Medicare Tax (1.45%)	27,000	38,000
Other Payroll Taxes	25,000	45,000
Health Insurance	200,000	220,000
Dental Insurance	22,000	24,000
Life & Disability Insurances	13,000	16,000
Workers Compensation Insurance	<u>14,000</u>	<u>18,000</u>
TOTAL BENEFITS	<u>325,000</u>	<u>395,000</u>
TOTAL PERSONNEL COSTS	<u>2,332,000</u>	<u>2,888,000</u>
	<u>2008</u>	<u>2009</u>
<u>FACILITIES</u>		
Rent - Brick Kiln Road	263,000	-
Rent - High School	50,000	-
Mortgage Interest	-	392,000

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Building Insurance	12,000	30,000
Depreciation- Leasehold	27,000	-
<u>Maintenance:</u>		
Snow Plowing	7,000	12,000
Outside Maintenance	12,000	30,000
H.S. Outside Maint. In Rent	-	
Inside Maintenance	18,000	50,000
Rubbish Removal		9,000
Supplies	8,000	15,000
<u>Building Utilities & Services:</u>		
Heating - Gas MS	15,000	-
Water - MS	1,800	500
Electricity - MS	22,000	500
Utilities - HS	21,000	-
Renovations - HS	10,000	-
Heating - Gas TYNGSBORO		60,000
Electricity - TYNGSBORO		125,000
Water - TYNGSBORO		6,000
Storage Rental	1,500	250
Fire Alarm	3,000	6,000
Security System	3,000	6,000
Depreciation - Building		125,000
Miscellaneous	<u>4,800</u>	<u>6,000</u>
TOTAL FACILITIES COSTS	<u>479,100</u>	<u>873,250</u>
<u>ACADEMIC COSTS OTHER THAN PAYROLL</u>		
MS Textbooks & Other Books	12,000	8,000
HS Textbooks & Other Supplies		12,000
MS Teaching Supplies & Fees	11,000	14,000
HS Teaching Supplies & Fee		10,000
Academic Office Supplies	7,000	8,000
Depreciation - Computers	54,000	72,000
Depreciation - Other Assets	18,000	40,000
Yearbook & Other	2,000	2,000
MS Activities & Supplies		12,000
HS Activities & Supplies	15,000	24,000
MS Field Trips		1,000
HS Field Trips		1,000
Library Expenses		8,000
Bus Expenses		-
<u>Special Education:</u>		
Prof Services	50,000	70,000
Legal Services	3,000	3,000
Standard Test Costs	4,000	-
Staff Training	<u>6,000</u>	<u>6,000</u>

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TOTAL ACADEMIC COSTS - OTHER	<u>182,000</u>	<u>291,000</u>
<u>OPERATING COSTS</u>		
Annual DOE Report	1,000	1,000
Advertising Personnel	6,000	8,000
Audit & Accounting	12,000	14,000
Board Expenses	1,800	1,800
Bank Charges	500	1,000
Copier Lease	18,000	24,000
Dues & Subscriptions	5,000	10,000
Food Services - NET	3,000	4,000
Insurance	9,000	18,000
Interest:		
Note \$350 K	25,000	
Line Of Credit	4,000	4,000
Other Interest	300	300
Legal	2,000	3,000
Marketing / Development	7,000	8,000
Fundraising Expenses	2,000	2,000
Student Recruitment		15,000
Payroll Services	5,000	6,000
Postage	5,000	6,000
Admin Staff Training	-	6,000
Technology:		
Tech & Software Support	18,000	18,000
Tech Consulting	-	18,000
Technology Supplies		12,000
Software Fees & Expenses		8,000
Software Amortization		3,000
Telephone	9,000	12,000
Travel & Lodging	2,000	3,000
Miscellaneous	<u>7,200</u>	<u>7,200</u>
TOTAL OPERATING COSTS	<u>142,800</u>	<u>213,300</u>
TOTAL EXPENSES EXCLUDING CAPITAL EXPENDITURES	3,135,900	4,265,550
NET SURPLUS (DEFICITS) FROM OPERATIONS	\$57,000	\$209,950

IV. Governance

a. Board of Trustees

2007-2008 School Year, Board of Trustees		
Officials	Governance Expertise	Occupation
Chairperson John Schneider	Experience as chairperson of non-profit	Non-profit Senior Executive
Co-Chair Ellen DiPasquale	Human Resources	Human Resources
Clerk Sheryl Jendrock	Liaison to Chelmsford Community	Respiratory Therapist
Treasurer Tim Bugler	Financial	Loan Specialist
Members	Governance Expertise	Occupation
Matthew Bush	Management and Technology	Technology Entrepreneur
Kenley Freeman	Management, liaison to local politicians and community	Health Administrator
Colleen Meaney	K-12 school expert	Dean of Faculty Public High School
Trang Nguyen	Legal	Attorney
Jennifer McDonald	Fundraising expert and liaison to Chelmsford Community	Development Vice President

b. Summary of Official Complaints

There were no official complaints in the 2007-2008 school year.

c. Summary of Policy Decisions 2007-2008

V. Staff

a. Summary of Classroom Teacher Qualifications

Teachers (includes NTC and p/t)	32.5
Aides	5
Average Years of Teaching Experience	6
Average Years of Service at the School	3.3
Percentage Designated as Highly Qualified	87%

b. School Leaders

Erin Attfield-Quinlan, Dean of Students

Principal Licensed, M.Ed. Administration, 10 years as an educator, 6 at IACS

Kathleen Seward, Middle School Principal

Principal Licensed, M.Ed. Curriculum and Instruction, 11 years educator, 4 at IACS

Walter Landberg, Executive Director and High School Principal

Principal Licensed, Ed.M Administration, 12 years as an educator, 8 at IACS

c. Teacher Turnover

No teachers left since the beginning of the 2007-08 school year.

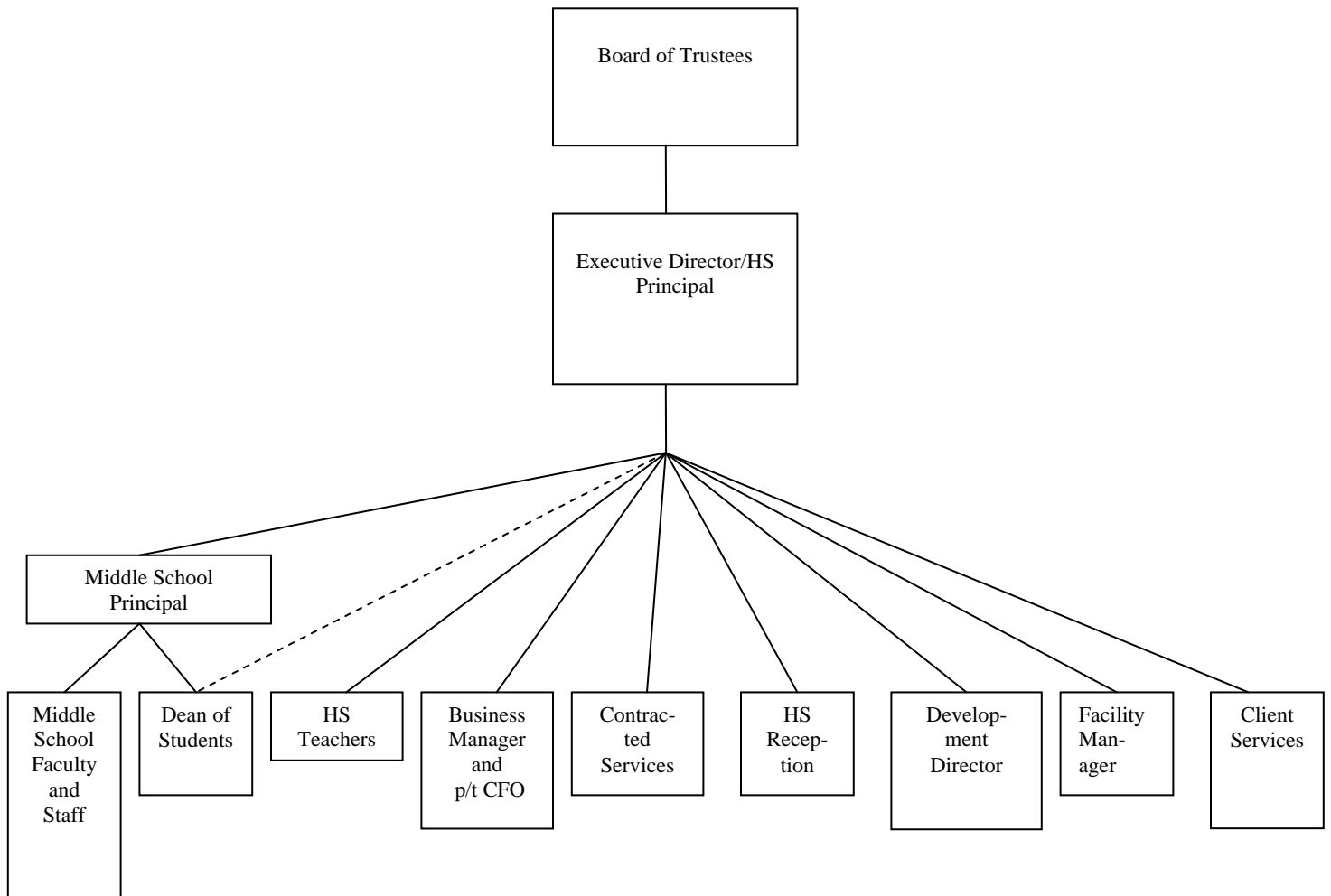
Of the 32.5 teachers, all but five will return, for an 84% teacher retention rate.

Teacher	Reason for Leaving
Matt Matera	Law School
Ted Virdone	Move to Seattle, WA
Kate Lonberg-Lew	Pursue another teaching job
Katy Lianos	Pursue business opportunity
Carrie Rodman	Family

d. Student to Classroom Teacher Ratio

The student-to-classroom teacher ratio is **12.4 : 1**.

e. **Organizational chart**



Note: Dotted line represents indirect or shared supervision; not all instances are shown on this chart. The Middle School Principal has indirect supervisory responsibility of non-teaching staff in the middle school facility.