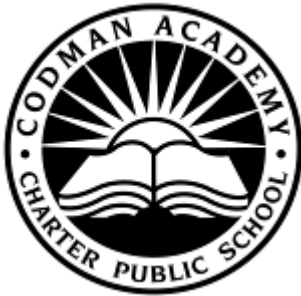


Codman Academy Charter Public School
Annual Report 2007-2008
“To Learn, to Lead, and to Serve”



Our Mission:

Codman Academy Charter Public School's mission is to prepare students for full participation in the intellectual, economic and civic life of our society, by ensuring their preparation for and access to further education, the skills and vision to undertake a rewarding career, and the motivation and character needed to engage deeply and productively in community life. We view parents and community members as integral partners in this endeavor.

Meg Campbell, Executive Director
Codman Academy Charter Public School
637 Washington Street
Dorchester, MA 02124
(617)287-0700
mcampbell@codmanacademy.org
www.codmanacademy.org

Codman Academy Charter Public School Annual Report 2007-2008

Table of Contents

I. Letter from the President of the Board	Page 3
II. Executive Summary/Introductory Description	Page 6
III. Faculty/Staff roster and Organizational Chart	Page 10
IV. School Culture and Student Support	Page 14
V. Summary of Performance Relative to Accountability Goals	Page 15
VI. Attachments	
A. Codman Academy Board of Trustees—Bios and Terms	Page 23
B. FY08 Board Approved Budget	Page 26
C. FY 08 Financial Statement	Page 30
D. Codman Academy Charter Public School Balance Sheet	Page 32
E. NCLB Report	
F. Non Profit Finance Fund Financial Analysis	

*Attachments E and F can be accessed via the Codman Academy Charter Public School website at www.codmanacademy.org.

July 28, 2008

Commissioner Mitchell D. Chester
Massachusetts Department of Elementary and Secondary Education
350 Main Street
Malden, MA 02148-5023

Dear Commissioner Chester,

Our seventh year has been marked by accomplishment, reflection, dedication to continuous improvement and vision for ensuring a sustainable future. 100% of our graduates have been accepted to four year colleges and 72% are currently enrolled in higher education. The remainder are in the military (3%) or employed (25%).

We are a school that runs on the dreams of our families. It is important, therefore, to know how our parents and alumni grade our performance. This year we created the position of Dean of Alumni to support graduates through college or work. Alumni are strongly connected to the school as volunteers, tutors and mentors. 66% of our alumni made a donation to our annual fund. 93% of parents responded to our annual survey. 80% of parent respondents gave the school an A or B, and 86% noted the school met or exceeded expectations.

We also measure the health of our school by instances of courage, leadership, service and scholarship. An event that indicated we are continuing to grow into a safe, supportive and daring community was when a student who was born HIV positive decided to share her life story with the entire school at one of our weekly Community Circles. She was joined by Codman Square Health Center AIDS outreach staff to answer questions. Her speech was received with a standing ovation.

We do not have a class valedictorian. Instead, each senior is required to prepare a senior talk that is a Socratic *apologeia*, or a defense of one's life, to the entire school. The Greek adage to "Know Thyself" is taken deeply to heart as each senior wrestles with the purpose and intent of his or her life. This year these talks received wide media attention with a feature in *The Boston Globe* ("Know Thyself" by Ric Kahn, February 10, 2008) and another on WBUR Radio Boston on May 28, 2008.

We have welcomed external evaluations as well. The Massachusetts Department of Elementary and Secondary Education conducted a seven year site visit in March 2008. Stacey Childress and Tiffany K. Cheng wrote a January 2008 Harvard Business case study, “Codman Academy: Beyond the Start-up Phase” which offered a comprehensive assessment of what steps the school is taking to reach proficiency on MCAS tests for all students. The Non-Profit Finance Fund undertook a thorough review and analysis of our fiscal health and presented their findings, which were quite positive, to our school and foundation boards. Their report is enclosed as an appendix.

What is best for students? The core of our mission is teaching and learning, and this is where our most determined and intensive work has been focused. Admitted by lottery in grade 9, and with approximately 25% students with identified special needs, our students enter Codman academically under-prepared. Last July we created a new summer institute for all incoming grade nine students with the goal of improving academic outcomes. We took a hard look at our MCAS data and decided we needed to bolster one-on-one tutoring, particularly in math. We expanded our tutoring program as a result, with plans for further expansion in this school year. Our goal remains proficiency or above for all our students in Mathematics, English Language Arts and Physics. Curriculum mapping is consistent with meeting those standards and we are making progress toward our goal.

In addition to the MCAS, we use the Degree of Reading Powers Test (DRP) to assess student literacy achievement. The majority of 9th graders arrive reading below grade level. However, our reading-intense Humanities curriculum and our commitment to writing across the curriculum to include Math, Science and extra-curricular courses, has been successful in helping students make annual gains above the national average. In other words, many Codman students are able accelerate their progress and read on par with their same-age peers by the time they graduate from Codman.

Two faculty members were profiled in professional development videos for teachers produced by VPG Integrated Media: Managing an Inclusive Classroom: High School and Math instruction, featuring Ellie Goldberg and Kari Abdul-Khalaq. Science teacher Carrie-Anne Sherwood’s physics class received the 2008 Senior School of the Year at the State Level in the 28th Annual Youth Awards for Energy Achievement by the National Energy Education Development Project. A delegation of students presented their science work in Washington DC. Dean of Enrichment Meredith Liu and Social Worker Shelby Derissaint guided our fourth student learning expedition to South Africa for two weeks in February. Having been moved by such an enriching study abroad experience, students from the trip encourage the Class of 2008 to designate its senior gift to an AIDS hospice which students visited in an East London township.

This year also marked significant progress between the Codman Academy Foundation and Codman Square Health Center to create a joint venture to co-develop a “green” wing adjacent to the current Codman Square Health Center. Input from students, alumni, parents, faculty and staff to the architects has been an important part of the preliminary design process.

Codman is a family, so our new facility needs to be a home. Our ambitions for our students and alumni remain limitless. Our gratitude to our families, donors and partners,

including Codman Square Health Center, The Huntington Theatre Company, American Youth Foundation, Expeditionary Learning Schools and Boston Modern Orchestra Project is profound.

Together, we are transforming lives in our community.

Sincerely,
Bill Walczak
President, Board of Trustees

II. Executive Summary

History: Codman Academy Charter Public School opened in September 2001 on the site of its primary partner, the Codman Square Health Center, in Dorchester at 637 Washington Street. This is Dorchester's first charter high school.

Summary of Educational Philosophy:

Codman Academy's educational philosophy aligns with the ten design principles of Outward Bound and Expeditionary Learning. Drawn from the work of Outward Bound's founder Kurt Hahn and other educational leaders, the principles focus our attention both inside and outside of the classroom.

Codman Academy encourages its students and staff to view learning as an expedition into the unknown. Expeditions draw together personal experience and intellectual growth to promote self-discovery and construct knowledge. We believe that adults should guide students along this journey with care, compassion, and respect for their diverse learning styles, backgrounds, and needs. Addressing individual differences profoundly increases the potential for learning and creativity of each student. Given fundamental levels of health, safety, and love, all people can and want to learn. We believe expeditionary learning harnesses the natural passion to learn and is a powerful method for developing the curiosity, skills, knowledge, and courage needed to imagine a better world and work toward realizing it.

The 10 Expeditionary Learning principles are

1. The Primacy Of Self-Discovery
2. The Having Of Wonderful Ideas
3. The Responsibility For Learning
4. Empathy And Caring
5. Success And Failure
6. Collaboration And Competition
7. Diversity And Inclusion
8. The Natural World
9. Solitude And Reflection
10. Service And Compassion.

See www.elob.org for more details.

Students served during 2007-2008 school year: Codman Academy's charter permits an enrollment of up to 120 students. 108 students completed the 2007-2008 school year; 33 in grade 9, 37 in grade 10, 27 in grade 11, and 11 in grade 12, ages 14-18.

Gender: Boys: 53 Girls: 67

Ethnicity:

2007-2008 School Year

Asian	0%
Black	85%
Caucasian	1.67%
Hispanic	13.33%

Student Applications for the 2008-2009 school year:

(Codman Academy only accepts students in the ninth grade)

108 applications received for grade 9 (40 available spots), all from Boston

2.7 applications per opening; 40 students on wait list for grade 9 as of June 30, 2008.

School hours/days: Codman offers program 7:15 am – 7 pm Monday through Thursday, 9 am – 5 pm Friday, and Saturday, 9 am - noon. The academic day runs 9 am – 4:15 pm with physical education either before or after the academic school day and study hall until 7 pm.

Number of school days: 207 for grade 9; 192 for grades 10-12,

Summary of Official Complaints: The board of trustees received one official complaint in the form of a letter from a parent regarding class placement. This matter was resolved by the Principal.

Summary of major policy decisions:

Uniform Policy Revision-Adopted November 2007

Sharron Smith Class of 2010 spoke to the Board about her experience with the school's uniform policy and about how it conflicts with her own religious beliefs. Seniors Mark Nicholson, Nina Welsh, Rosalvo Valcimond, and Sheila Johnson presented the following proposal which had been voted on by the entire student body:

We, the students of Codman Academy Charter Public School, request that the uniform policy be amended so that it does not require students to violate their religious beliefs.

We propose that students who need to request an exemption from some portion of the uniform policy, in order to follow the beliefs of their religion, write a letter to the administration making a formal request. Additionally they must submit a letter of support from their clergy or other official religious leader to legitimize their right to wear religiously required attire.

Students who have received an exemption will still be expected to wear clothing appropriate to physical education, Camp Merrowvista, and other school activities that have specific physical requirements.

We, as a student body, commit that we will not take advantage of this amended policy by bending the policy to suit personal interests or using this as an opportunity to go against the school uniform policy.

The Board unanimously endorsed the proposal, commended the senior class for their action, and expressed their admiration and respect for Sharron Smith. The students also presented a petition created by Che'rey Rise '10 and signed by all the students supporting this proposal.

Independent Study Option-Adopted January 2007

Eligibility: Students must demonstrate a strong citizenship record (500 or above) in order to be considered for Independent Study. Students participating in approved independent study courses are not covered by Codman's insurance policy in the event of an accident or damages to

the premises. All applications for Independent Study must be signed by the student's parent/guardian.

PE/Wellness Classes: Students wishing to fulfill their PE/Wellness class outside Codman (minimum 4 hours per week) , may petition for a PE Independent Study. The PE Independent Study must be pre-approved by the Wellness Director and Principal and shall include a description of the class including hours, skills to be learned and kind of physical activity, qualifications of the instructor and any other pertinent information. Determination of Codman credit for the course will be made each trimester by the Wellness Director after a completed student evaluation from the designated instructor has been received.

Saturday Courses: Students wishing to fulfill their Saturday course outside Codman (minimum total 30 hours), may petition for a Saturday Independent Study. The course must be pre-approved by the Dean of Enrichment and Executive Director and shall include a description of the course, learning targets, qualifications of the instructor and any other pertinent information.

Health Screenings Policy-Adopted March 2008

Policy change – requiring annual dental, visual, and hearing screening for all students annually. This change was requested in response to unmet student needs.

Tom Quirk made a motion to approve. Anthony Parker and Paul Valcimond seconded. All in favor.

Proposed Grading Policy Change-Adopted June 2008

Proposed Policy Change in Grading

Amendment to change grading policy to letter grades for wellness, enrichment and Saturday courses.

Uniform Policy Change-Adopted June 2008

Adoption of amendments for uniform policy:

- a. No scarves, including doo rags, of any kind unless student obtains a religious exemption. Same process as already established for skirt exemption.
- b. Students may only wear the approved Codman polo shirt with Codman logo. Codman will purchase one shirt for each student this year, and in subsequent years, will purchase one shirt for each new student.

Calendar Revision-Adopted June 2008

Revision of calendar for 2008-2009. Alternate Fridays, hours 1-5 pm, with professional development in the mornings.

Request to Amend Charter

Motion adopted to amend charter to lift enrollment cap to 105 students in grades 9-12 beginning in September 2009. Amendment submitted in July 2008 to the Department of Elementary and Secondary Education.

Charter amendments: The school did not submit any charter amendments to the Commissioner or Board of Elementary and Secondary Education.

Student Turnover Data:

- 120 students began the school year, 10 students withdrew during the school year, and 108 completed the school year. 3 students were admitted off the waiting list for Grade 9.
- 2 seniors dropped out before earning their diplomas. One was originally a member of our inaugural 9th grade cohort (Class of 2005) whom we diligently tracked down and readmitted twice in the last three years. Despite offering extensive social work support, she dropped out of the Class of 2008 in November. The second student dropped out during 3rd trimester when faced with the prospect of having to repeat the 12th grade due. We have been in close touch with him and he has decided to reenroll for this coming year. In fact, he's been in to pick up his summer reading. He will be joining the class of 2009.

In-school Suspensions: 0 Expulsions: 2

Out-of-school suspensions: There were 64 suspensions across all grades. Not surprisingly, the majority (80%) of suspensions occur in grades 9 and 10 and decrease significantly among 11th and 12th graders. 9th graders often have a difficult time adjusting to the norms and expectations of our school community.

	Suspensions
9	31
10	20
11	5
12	8
Total	<u>64</u>

III. Faculty Qualifications and Teacher Attrition:

CODMAN ACADEMY CHARTER PUBLIC SCHOOL FACULTY STAFFING FOR 2007-2008 SCHOOL YEAR

Faculty Overview as of June 30, 2008:

Total FTE: 20.5

Percentage of faculty/staff who have left since the beginning of the school year: 5%

Percentage of teachers not returning for 08-09 school year: 42%

Average years teaching: 5

Teachers average years teaching at Codman: 3

Executive Director and Principal: Each 7 years at Codman.

Reasons teachers are not returning:

1 retired

1 graduate school in education

1 travel/teach abroad

2 career change (musician and landscape design)

1 contract not renewed

Kari Abdal-Khallaq

Mathematics & Special Ed

Major in Electrical Engineering

B.S. from Prairie View A&M University, M.A.T Tufts

MTEL- yes

Certification in Mathematics (5-12)

Susan Barrett

HIGHLY QUALIFIED

Humanities

Major in History, Minor in French

B.A. Tufts University, M.A.T. Tufts University

MTEL- yes

Certification in History and English (8-12)

Ken Bowers

French and Senior Internship Program

Double Major in Music and Sociology

B.A. St. Lawrence University, Ed.M. Lesley University

Sydney Chaffee

HIGHLY QUALIFIED

Humanities

Major in Liberal Arts and Education

B.A. Sarah Lawrence College; M. Ed. Lesley Univ.

Certification in History (8-12); English (5-12)

Karen Crouse

HIGHLY QUALIFIED

Mathematics

Major in Mathematics

B.A. from Wesleyan, M.Ed. Harvard

MTEL – yes
Certification in Mathematics (5-12)

Robert Follansbee

Special Education
Major in Education (Moderate Disabilities 5-12)
B.A. Oregon State Univ.; M. Ed. Harvard Univ.; Ed. D. Harvard Univ.

Ellie Goldberg

HIGHLY QUALIFIED

Mathematics
Double Major in Math and Psychology
B.A. from University of Chicago, M.A.T. Johns Hopkins University
MTEL – yes
Certification in Mathematics (5 – 8 and 8 – 12)

Lisa Graustein (.5 FTE)

Humanities
Major in Social Anthropology
B.A. from Harvard University; Attending Lesley University
Certified in Social Studies (secondary)

Lorigiana Meneide

Humanities
Major in English & Human Development
B.A. & M. Ed. from Boston College

Carrie Sherwood

Science (Physics)
Major in Chemistry and Mathematics
B.S. from Fairfield University, M.S. City College of New York
MTEL

Emily Simpson

Science (Chemistry and Biology)
Major in Biology
B.S. Williams College, M.A.T. Tufts
MTEL – Yes
Certification – Biology 8-12

Katherine Tooke

Mathematics & Physics
Major in Engineering
B.A. from Dartmouth College; M. Ed. Lesley

ADMINISTRATION

Thabiti Brown

Principal
Major in American Civilizations and Urban Studies: History and English
B.A. from Brown, M.A. from Columbia University
MTEL – yes

Certification in Social Studies (9-12) NY
Certification in History and Political Philosophy (9-12) MA

Meg Campbell

Executive Director
Major in History and Literature, Graduate degree in Elementary Ed and School Administration.
B.A. from Harvard, M.S. from Wheelock and C.A.S. from Harvard University
Certified Supt. & Principal (9-12)

Rhonda Cutler

Director of Development
B.A from Barnard College, Urban Studies
MBA from Columbia University

Nicole Spriggs

Office Manager

Carol Wideman (.5 FTE)

Business Manager

STUDENT SUPPORT

Shelby Derissaint

Social Worker
Major in Legal Studies
B.S. Lasell College, MSW Simmons College

Meredith Lui

Dean of Enrichment
B.A. Dartmouth College

Mbakwe Okafor

Physical Education Director
Major in English
B.A. from College of the Holy Cross
MTEL - yes

Niki Janus (.5 FTE)

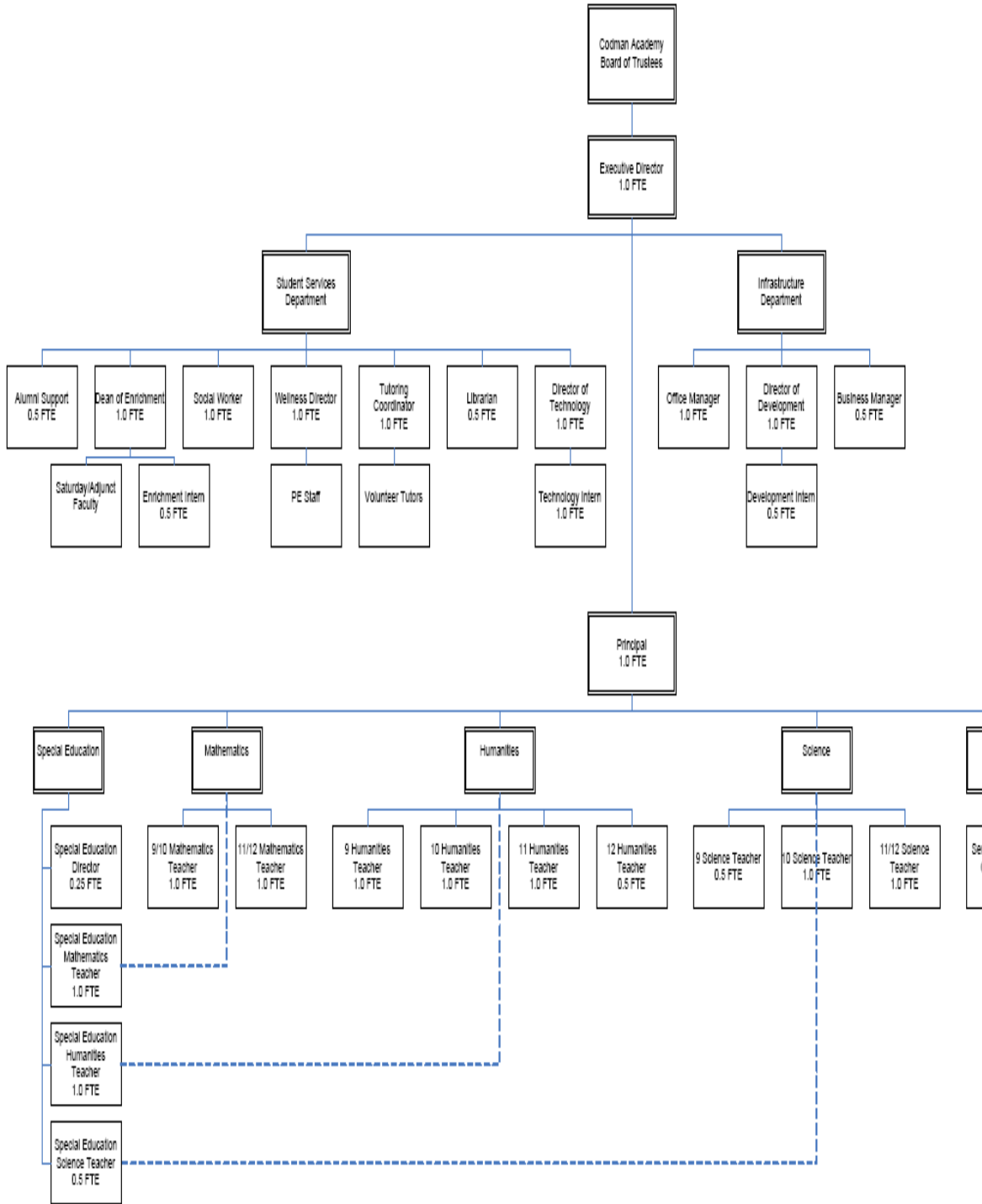
Dean of Alumni
B.A. Mills College

Andrew Stewart

Director of Technology
B.S.E. Case Western Reserve University

Codman Academy Charter Public School

Organizational Structure
2007-2008 School Year



IV. School Culture and Student Support

Indicators of success:

- 96% daily average attendance for six day a week program
- Significant class percentile gain on Degree of Reading Powers test
- 98% parent participation in Teacher/Student Conferences
- Codman Alumni are thriving in college and many have assumed key student leadership positions, such as Speaker of Student Government and President of Haitian-American Association at UMass Amherst.

Student Support:

Several systems are in place to counsel and support students before their behavior escalates to a discipline infraction such as a suspension hearing. We are committed to calmly and caringly working with our students to address the root causes of their frustration, anger, or any other emotion that hinders their ability to focus in the classroom. Our Student Support team, comprised of the Director of Special Education, Director of Learning Institute, Principal and Social Worker, meet weekly to discuss students on a case-by-case basis. Issues addressed by the team include academic struggles, healthy issues, and home life environment (e.g. homelessness or foster care). Student support infrastructure is built into the school day to offer facilitate health interaction among peers and ample time for personalized adult-student interaction:

- Talking Circles: Single-sex groups of ten 9th graders for group counseling
- Individual counseling available as needed with the school's full-time Social Worker. The Social Worker works with parents to find permanent counseling when necessary. Consistent with national trends in the upswing in high school pregnancies to term, we had two students give birth to healthy infants in June 2008. Pre-natal care was offered on site at Codman Square Health Center and plans are in place to ensure the students return in the fall to complete their Codman education while receiving necessary support for themselves and their babies. We have even identified two colleges with residential options for young parents enrolled. In response to this trend, we have reviewed and strengthened the pregnancy prevention aspect of our Wellness curriculum for the entering 9th grade class.
- Fairness Committee: Building on the positive impact of our peer mediation program, one Saturday class, entitled "Fairness and Student Voice," studied three key concepts: restorative justice, student voice/democracy in schools, and a particular structure called a "Fairness Committee." Students read and discussed several articles about student governance and sought the input of Codman staff and students through extensive surveys. After a brief pilot period this spring, the school decided to implement its own "Fairness Committee" structure for the upcoming academic year. The Fairness Committee consists of seven members—to teachers and five students—and hears student concerns around discipline decisions or any other general school policy.
- Citizenship: Developed by co-founder George Brackett, Ph.D., "Citizenship" is a Codman-specific software that charts all students' conduct throughout the day. This internet-based application is live; parents, teachers, and administrators can check on any student's status at anytime. The system also enables the school to track student conduct by grade, gender, and many other data points.

- **Character Development:** All students are assigned to a “Crew,” Codman’s single-sex, multi-grade advisory system. Students meet three times a week with their faculty advisor and discuss issues pertaining to academic and social development.

V. Summary of performance relative to Accountability Plan goals

Faithfulness to Charter

Goal 1: The academic program will reflect Expeditionary Learning design principles, philosophy and core practices.

Measures/Outcomes

1. This past year was one of transition with regard to our Expeditionary Learning contract. We stepped away from the contract for a year to work closely with a consultant, former EL school designer, John D’Anieri. We continued to participate within the EL Schools network by attending regional leadership meetings and the National Conference. At Codman we began a shift in focus towards assessment. Our goal was to bring the entire school—all disciplines and all grades—onto the same page with respect to assessing student learning. We piloted work in grade 10, crafting interim assessments to capture student understanding on course objectives. These interim assessments were set to measure student progress on meeting Learning Targets. Teachers used the data from the interim assessments to re-design upcoming aspects of curricula and tailor future assignments to meet shortfalls for individual students. New ways for assessing and responding to assessments of student learning will be implemented in the 08-09 school year.

Goal #4: Students and alumni will demonstrate character, leadership, service, and commitment to social justice.

Measures/Outcomes

1. All graduating seniors wrote their own student talk/apologia and delivered it in front of the entire student body.
2. All graduating seniors completed a social justice project as part of the 12th grade Humanities curriculum.
3. Average daily attendance was 95% for all four grades.
4. Using a software program we built to reinforce positive behavior, citizenship status for each student is tracked daily.
5. All students participated in our annual school-wide camping trip in October and successfully completed an annual American Youth Foundation leadership course on site at Camp Merrowvista in New Hampshire.
6. Students in the 10th grade class organized and presented an Energy Awareness Open Studios. The event was dedicated to raising awareness about how we can all lead “greener” lives.

Goal #5: Students will demonstrate physical and mental health.

Measures/Outcomes

1. Students demonstrated increased physical fitness capabilities consistent with progress on meeting presidential standards of physical fitness. Height, weight, and BMI (body mass index) is measured annually. Individual plans were designed for students who struggle with obesity or other weight-related health issues. Select students continue to work on their individual plans under the supervision of the Director of Athletics during the school year.
2. All 9th grade students completed a Wellness course and demonstrated mastery of health promotion and nutrition, as shown by successfully reading food labels, purchasing and making nutritionally sound meals on a limited budget, and learning how to advocate for themselves within the health care system. Students learned about the causes and prevention measures related to chronic public health issues including AIDS, diabetes, hypertension, obesity and violence.
3. A Saturday class devoted entirely to the issue of student voice created a new platform for communication known as the "Fairness Committee." After a pilot phase during the 3rd trimester of the school year, the "Fairness Committee" was adopted for the 08-09 school year.
4. Each member of the Codman community, students and teachers alike, select and shared a personal character intention. All intentions are published publicly on the intranet.

Goal #6: The school will gather data on 100% of alumni each year to record their progress in college and the work force.

Measures/Outcomes

1. The Alumni Support team, comprised of the Dean of Alumni, Social Worker and Dean of Enrichment, made contact monthly with each alumnus/a by phone or email. Academic and employment data was collected for all alumni.
2. 10% of our alumni held internships at the school or Codman Square Health Center this year. The school hosted its 3rd annual faculty-alumni basketball game in December, and 68% of alumni made a gift to our Annual Fund. In keeping with tradition, 50% of alumni returned to graduation to participate in the alumni procession and lead the Class of 2008 into the ceremony.

Codman alumni are currently enrolled at:

Bates College
Boston College
Boston University
Bowdoin College
Brandeis University
Bridgewater State College
Bunker Hill Community College
Cambridge College
Clark Atlanta
College of the Holy Cross

Denison
Emmanuel College
Landmark College
Le Cordon Bleu College of Culinary Arts
Marietta College
Massasoit Community College
Mills College
Mount Holyoke College
Mt. Ida College
North Carolina A&T University
Northeastern University
Quincy College
Regis College
Roxbury Community College
Trinity College
Urban College of Boston
UMass Amherst
UMass Boston
Union College
University of Phoenix's Axia College
Utica College
Wentworth Institute of Technology
Wheelock College
Wingate University

Goal #7: Parents, students, and community partners will continue to be satisfied with their experience at Codman.

Measures/Outcomes

1. 80% of parent respondents gave the school an A or B, and 86% noted the school met or exceeded expectations.
2. 98% of families participated in student/teacher conferences.
3. All of Codman Academy's core community partnerships continued to thrive and are in place for the coming school year.

B. Academic Success

Goal # 8: Students will achieve proficiency, as defined by the Commonwealth of Massachusetts, in English, mathematics and physics.

Measures/Outcomes

1. Codman Academy achieved adequate yearly progress (AYP) in both ELA and Math as defined by the 2007-2008 Report Card (attachment 2).
2. In 2007-08, we expanded our after school tutoring program as part of our "Road to MCAS Proficiency" initiative begun during the 06-07 school year. The 10th grade team

and the Principal met to identify the students most at-risk of not earning proficient or better MCAS scores. These students were required to take an intense 1:1 tutoring program over the course of fourteen Saturdays. Students in tutorial had a mean increase of 7 points (out of 36) and a median increase of 6 points. 10th grade students not in 1:1 tutoring participated in after-school group tutoring. Meanwhile, inside the traditional classroom, the 10th grade team worked hard to assess student understanding and differentiate instruction to ensure that students were being met wherever they fell along the skills spectrum. Finally, in lieu of school-created first semester exams, all 10th grade students participated in a MCAS simulation during December in ELA, Science and Math. Preliminary MCAS data suggests progress has been made as a result of these interventions. We will continue to implement these strategies in the 2008-2009 school year.

Goal #9: Students will be provided access to, qualify for, and be ready to succeed in an institution of higher education which best meets their goals and needs.

Measures/Outcomes

1. 100% of graduating seniors (Class of 2008) were accepted into a four year college.
2. All graduating seniors proved mastery in Humanities, Math and Science by scoring a 70% or above in all core classes prior to graduating as well as meeting all other graduation requirements. At Codman, students must complete a passage portfolio to move from 10th to 11th grade and again to graduate. Passage portfolios are our main internal assessment. This year all teachers examined their content, consulted Massachusetts state benchmarks, and identified 8-10 high level Learning Targets for each course taught. These high level Learning Targets emphasize skills at each grade level and facilitate students' taking ownership of their learning. One outcome of this learning target development process was to improve the clarity and cohesion to the passage portfolio process. Student portfolios must clearly demonstrate these skills when presented. For example, a 9th grade learning target across the disciplines is "I can bring all necessary materials to class," while 12th graders must demonstrate a "sophisticated presentation of an argument." Learning targets are skills that Codman students need in order to graduate from high school and, more importantly, thrive in college.
3. Students in grades 9-11 demonstrated above average gains in literacy as demonstrated by the Degree of Reading Powers Test.

Table 1: DRP Score Gain

Class	2007	2008	Change
	Mean	Mean	
2008 (Seniors)	68.2	67.9	-.3
2009 (Juniors)	55.9	62.1	6.2
2010 (Sophomores)	56.3	59.2	2.9
2011(Freshmen)	50.7	53.6	2.9

The average DRP score gain for most high school students is 1 to 2 DRP points during the school year, whereas many Codman Academy students showed gains of as much as 6 or 7 points during this school year. The overall picture for changes in DRP scores of Codman Students is quite positive. Table 1 presents the average DRP scores for the classes of 2009, 2010, and 2011 (from an administration in Fall, 2007 to an administration in Spring, 2008 for freshmen, and Spring, 2007 to Spring, 2008 for sophomores and juniors).

Table 2: NCE Scores

Class	2007 Mean	2008 Mean	Change
2009 (Juniors)	44.9	51.4	6.5
2010 (Sophomores)	47.1	47.9	0.8
2011 (Freshmen)	41.8	43.8	2

The DRP's NCE scores are norm based and illustrate student performance relative to their grade-level peers nationally. Unlike percentiles, they can be treated arithmetically. An NCE score of 50 coincides with the 50th percentile. An NCE score of 50 means that 50% of students at the same grade/age level read with equal or lesser skill, and 50% read with equal or greater skill. The gains in mean among all grade levels demonstrates that Codman students are catching up to their same-age peers.

C. Organizational Viability

Goal #10: The school will continue to be a viable organization.

Measures/Outcomes

1. The school received an unqualified opinion on its annual financial statements from its auditor for FY07.
2. The board conducted an evaluation of the Executive Director in accordance with outlined goals and review protocols. It will be reviewed at the September, 2008 board meeting.
3. Beginning September, 2008, the Board of Trustees will establish a set of board objectives aligned with the school's strategic vision and will accomplish 75% by the end of each fiscal year.
4. Beginning September, 2008, at least 85% of students who are enrolled at Codman on October 1 of each year will re-enroll and be in attendance of October 1 of the subsequent school year, exclusive of those students who move out of the city of Boston or graduate.

Goal #9: The school will demonstrate a strong commitment to dissemination of best practices.

Measures/Outcomes

1. The school website: www.codmanacademy.org had over 55,000 visits this school year. The most frequently viewed page is “Tracking Student Behavior: The Citizenship Program at Codman Academy.”
2. Positive feedback received from 100% of visitors to school.
3. *The Boston Globe* featured our Senior Talk tradition in an article entitled “Know Thyself” on February 10, 2008. All press highlighting the school is posted to our main web page.
4. Two faculty members, Emily Simpson (11 and 12 Science) and Susan Barrett (10 Humanities) presented at the National Expeditionary Learning conference on the topic of literature circles across the curriculum. In addition, all classroom teachers document their curriculum weekly. At a minimum, each teacher posts the following weekly to our shared common school data server:
 - a. Date(s)
 - b. Learning Targets
 - c. Overview of the Activities
 - d. List of Resources (with enough information for others to use the same resources)
 - e. Assessments

As a way of disseminating our curriculum to other educators, we share these files upon request with visitors.

5. In the words of Executive Director Meg Campbell, Codman Academy aspires to be a “talent factory,” training teachers and administrators to having a lasting impact upon the field of education. This year we were thrilled to disseminate the Codman story by becoming a Harvard Business School case study in Professor Stacey Childress class on social entrepreneurship. The case, entitled “Codman Academy: Beyond the Start-up Phase,” received a standing ovation when presented to over 160 HBS students. Even better, hundreds more students will continue to learn from the Codman model each time the case is taught. The case study affirmed three overarching challenges faced by many young non-profits: facilities, staff retention, and student outcomes. Codman Academy has addressed each of these areas in its Strategic Vision and Accountability Plan. All three are areas of focus for the entire school community.
6. Codman Academy is constantly abuzz with interns. Over the years, many graduate students and future teachers have come to learn about our unique partnership with the Huntington Theatre. This school year three Harvard Graduate School of Education teachers wrote a paper entitled, “Building Students’ Social Capital Onstage: Examining the Codman Academy – Huntington Theatre Company Partnership.” The authors concluded that “The Codman-Huntington partnership successfully leverages community assets in order to maximize student outcomes, yielding, among students, greater confidence improved literary skills, and increased social capital. Codman has created a successful program due, in part, to its unflappable commitment to its students. Presented with the chance to partner with the Huntington, the Codman administration and faculty seized the opportunity to expand beyond traditional methods of instruction. The

participation of multiple stakeholders, such as parents and community organizations, broadens the scope of positive influence on students. Likewise, such partnerships help build better relationships between students and the community.” The full article can be read on our web site at www.codmanacademy.org.

With the aim of dramatically improve student skills, graduation rate, and success in college and beyond, Codman embarked on a data-driven and resource-intensive series of “strategic initiatives” in the 2007-2008 school year.

1. Organizational Efficiency
2. Data Management
3. Student Services Evaluation
4. Assessment
5. Study Hall and Tutoring

Each of these five initiatives led to increased clarity in terms of Codman’s actual needs and significant progress towards meeting those needs; three are discussed in more detail below.

Data management

As an organization, Codman values data and aspires to utilize it to improve school performance. At the same time, entering its 7th year of operation, the volume of data generated had outstripped Codman’s data management system’s capacity to organize it. As such, this powerful data was not fully leveraged to compel improvement, particularly in the area of student performance. Under the guidance of Dean of Enrichment Meredith Liu, Codman developed a sophisticated student data management system equal to these demands. In winter 2008, Codman rolled out a student dashboard that allowed instant “at-a-glance” access to crucial student information (Grades, Attendance, Test Scores, Services Received, Discipline Records, etc) and at the same time facilitated in-depth analyses of the correlations and causations among these factors. This dashboard influenced several key decisions at Codman – e.g., the decision to dramatically expand the tutorial program – and will continue to do so in FY 2009.

Assessment

As an organization, Codman believes in using targeted assessments to drive learning. Teachers utilize “learning targets” to define what skills and content students should be learning. And as noted above, Codman has recently completed an effort to collect and organize its student achievement data. At the same time, internal assessments showed that current employment of assessment for learning is inconsistent both across and within classrooms, learning targets are not fully coordinated across grades and subjects, and teachers lack the skills and/or resources to act on assessment results.

In response to these factors, FY 2008 saw Codman pilot an ambitious “Assessment for Learning” program in its 10th grade math classes. Following a simulated MCAS administered to all Codman 10th graders, math teacher Ellie Goldberg worked with Dean of Enrichment Meredith Liu on an exhaustive analysis of the 10th grade math curriculum and its relationship to the Massachusetts State Standards in general and the MCAS in particular. The results of this analysis transformed classroom instruction and informed out of class tutorial instruction. Internal assessments on the results are very promising -- we eagerly await the results of the 2008 10th grade MCAS as an external validation of the impact of this project.

Codman Study Hall and Tutoring

Study hall has existed since Codman was founded. Originally, it was mandatory for all students who missed an assignment during the day. Study hall evolved to become a place for students who *want* to complete their work. At the same time, a lack of clarity around its purpose and policy led to a situation where some students had behavioral issues, others had hurt feelings, and (of ultimate importance) too many students were not able to complete their school work successfully.

FY 2008 saw the development and implementation of a new study hall policy, one that clearly distinguished it as an academic rather than a social space. Students responded overwhelmingly positively to this change, with 82% saying that student hall was more productive under this new arrangement and 50% requesting stricter limits. Armed with this information, Codman expects study hall for 2008-2009 to continue this trend of improvement.

In addition to the tightening up of study hall, FY 2008 saw Codman's first implementation of a "Tutors for All" academic support program. This program, piloted with 13 10th graders, consisted of one-on-one (or one-on-two) instruction sessions led by work-study college students and volunteers. These sessions were individually planned, scheduled and mandatory for students, skills-based (math), and goal and assessment driven (created by analysis of testing data (skills testing, MCAS, proficiencies)). Results of this program showed significant student growth: not only did the average student in the program increase his/her proficiency in fundamental math skills an average of 25 percentage points (from median of 51.6% to median of 77.4%), students in tutorial showed a 50% greater improvement over baseline on MCAS multiple choice questions than students who were not in tutorial. These results, and the results of similar programs at charter schools with similar demographics to Codman, have led to a massive expansion of the program for FY 2009. Every 9th and 10th grader at Codman will receive at least 45 hours of 1-1 instruction in reading, writing, and/or math over the course of the school year.

Position	Name	Employer	Re-Election Date(s)	Initial Term	Subsequent Term(s)	Additional Board Committees
Member	Dudley Blodgett	Buckingham, Browne, & Nichols School		September 2006-September 2009		Executive Director Evaluation Committee, Nominating Committee
Ex-Officio	Meg Campbell	Codman Academy Charter Public School		2001-Present		
Member	Keith Durden	Keith Durden, Esq.		September 2005-September 2008		
Member	Dorothea Engler	Boston Plan for Excellence	December 4, 2007	July 2004-July 2007	January 2008-January 2011	Facilities Committee, Nominating Committee
Member	Tony Helies	Helies & Company		January 2008-January 2011		
Vice President	Meredith 'Bear' Hollis		December 4, 2007	June 2004-June 2007	January 2004-June 2007; January; 2008-January 2011	Facilities Committee
Member	Robert Joy	Morgan, Brown, & Joy, LLP		February 2008-February 2011		
Member	Thomas McGarrigle	Northland Investment Corporation		October 2007-October 2010		Facilities Committee, Finance Committee
Member	Anthony Alan Parker	Weston High School		October 2007-October 2010		Executive Director Evaluation Committee
Member	Thomas Quirk	Howland Capital Management		September 2006-September 2009		
Clerk	Paul Valcimon	CSI Group		January 2008-January 2011		
President	Bill Walczak	Codman Square Health Center	June 1, 2004; December 4, 2007	June 2001-June 2004	June 2004-June 2007; January 2008-January 2011	Facilities Committee

V. Attachments

Attachment A

Board of Trustees

Dudley Blodget has over 20 years experience in Massachusetts education. Mr. Blodget has served as President and COO of Boston Renaissance Charter School, worked in the admissions office of several schools including Princeton University, and has extensive experience in development at several Massachusetts institutions of education, including the Harvard Graduate School of Education. Currently, Dudley works as the Senior Development Officer for Alumni Giving at Buckingham Browne & Nichols School in Cambridge. Dudley has a Masters in Education from Columbia University's Teachers College and graduated cum laude with a B.A. from Harvard.

Meg Campbell is founder and Executive Director of Codman Academy Charter Public School. She previously served as Executive Director of Expeditionary Learning Outward Bound and a lecturer at Harvard Graduate School of Education. She is a poet and author of *Solo Crossing* (Midmarch Arts Press 1999) and co-editor, *Split Verse: Poems to Heal Your Heart* (Midmarch Arts Press 2000). A graduate of Radcliffe College, she received her Master's degree from Wheelock and C.A.S. from Harvard Graduate School of Education. She has been a Dorchester resident for over twenty-five years.

Keith Durden is a Juris Doctor graduate of the University of Chicago Law School. Keith has worked at two Boston law firms, Donovan Hatem LLP and Bingham Mccutchen LLP. Currently, Mr. Durden is a Litigation Associate with Donovan Hatem LLP, specializing in defense of architects, engineers, and other design professionals. He also is professionally affiliated with the Massachusetts Bar Association and the Massachusetts Black Lawyers' Association.

Dottie Engler has served as Director of External Affairs at the Harvard Graduate School of Education, where she played a central role in the school's fundraising efforts, and also as a school committee member in Newton. She is currently working as a consultant to the Boston Plan for Excellence.

Anthony Helies is the Founder and President of Helies & Company. Currently active with the Citizen Schools and Boston Latin School's Astronomy studies, Mr. Helies has over 10 years experience in working with Boston Public Schools. Until recently, Mr. Helies was a partner with Walnut Venture Associates.

Meredith Hollis is an active volunteer and dedicated mother helping the parent advisory councils for several of her children's schools. Currently, Mrs. Hollis helps in the development office of Hamilton College. She has also served on the parent council at Swathmore College and has facilitated several smaller schools' annual fund drives.

Robert P. Joy is the chair of the management committee of Morgan, Brown & Joy. Since he began practicing in 1975, he has handled employment cases before both state and federal courts, including successfully arguing *Lechmere, Inc. v. N.L.R.B.* before the Supreme Court of the

United States. Inducted into the College of Labor and Employment Lawyers in 1999, Mr. Joy was named one of America's Leading Business Lawyers in 2003, 2004, 2005, 2006 and 2007 by Chambers USA. Bob was named in the top 100 "Super Lawyers" by Boston Magazine and has been selected as one of the nation's most respected lawyers in the 2005, 2006 and 2007 editions of The Best Lawyers in America.

Thomas McGarrigle is Senior Development Manager with Northland Investment Corporation. Prior to working at Northland Investment Corporation, Tom was Vice President of Paradigm Properties where he worked in project management for over seven years. Mr. McGarrigle has also worked as the Development Manager at Spaulding & Slye and Project Manager at Ammann & Whiney Consulting Engineers. Tom has a Masters of Business Administration from Suffolk University and B.A. in Civil Engineering from the University of New Hampshire.

Anthony Alan Parker is currently principal of Weston High School. Mr. Parker has over 15 years experience working in Massachusetts schools as a teacher and an administrator. He has a Masters in Education from Harvard and is currently pursuing a Doctorate degree in Education Administration from Boston College's Lynch school of Education. Prior to entering the education field, Anthony was an editor and freelance author for various newspapers and magazines, including The Guardian, Sojourners Magazine, and the Dollars and Sense Magazine. Mr. Parker has been a nominee for the Massachusetts Teacher of the Year Award and Sallie Mae First Class Teacher Award, and was also elected to the National Education Association's representative Assembly.

Thomas Quirk has worked for the past 20 years for various investment companies including Wertheim Schroeder Investment Bank and Kidder Peabody. Mr. Quirk is currently an investment advisor for Howland Capital Management. Tom has also spent much of the last 30 years working with Massachusetts schools as a volunteer teacher, librarian, and researcher. Tom has an M.B.A. and a B.A. from Harvard University.

Paul Valcimond is a coach for several of Codman Academy sports teams and the proud parent of a Codman Academy senior, Rosalvo. Mr. Valcimond has over 19 years experience working in the electro-mechanical environment, most recently as the Production & Test Group Leader at GSIGROUP in Wilmington, MA.

William Walczak is President of the Board of Trustees, Codman Academy Charter School. He is a founder and President of Codman Square Health Center. Bill is past president of the Codman Square Neighborhood Council. He serves as President of the Center for Community Health Education, Research and Service at Northeastern University, and President of Boston HealthNet. He is Trustee of Codman Square Community Associates, and sits on the Board of Directors of STRIVE, Inc., a job-training program in Codman Square and of Federated Dorchester Neighborhood House. He is a board member of Boston 2000. Bill is currently a Barr fellow and a member of Lead Boston Class of 1999.

Attachment B

Codman Academy Charter Public School and Affiliate Discussion of Proposed 2009 Operating Budget

The proposed budget for fiscal 2009 (July 1, 2008, through June 30, 2009) has been prepared during April 2008 in a manner consistent with prior years, although with more direct involvement of the principal and teachers than in past years. Addressed below are items with inherently high and material amounts (such as tuition revenue and Special Education expenses) as well as line items with unusually high fluctuations as compared to prior-year budgets.

This operating budget reflects expenditures expected to be recognized as expenses during 2009, not those of an amount and purpose that require capitalization. Accordingly, budgeted revenue includes funding required to satisfy operating expenses. The development department anticipates that total private support and government grant revenue for 2009 will be approximately \$600,000. The difference between this amount and the sum of budgeted private support and government grant revenue, \$110,000, represents support expected to fund procurement of capital assets and improvements such as computers and other hardware and software, furniture and fixtures, and leasehold improvements.

Furthermore, any costs incurred during 2009 in the acquisition and/or preparation of land for development will be capitalized (but not depreciated) and will be added to the asset value of any real property eventually developed rather than being expensed as incurred, hence such costs are also not reflected in the operating budget.

Revenue

State tuition is expected to increase approximately 10.7% over the current year. The Mass. Dept. of Education's first preliminary estimate of fiscal 2009 tuition for Codman, based on enrollment of 120 students, is \$1,618,670, or \$13,489 per student. As in past years we have budgeted tuition revenue conservatively, projecting 115 students at the \$13,489 amount, for \$1,551,235 (rounded down to \$1.55m for budget purposes).

Tuition revenue for 2007 was \$1,356,899, and projected 2008 revenue is \$1,450,000 (\$1,155,192 actual for the first nine months of the year).

Interest income is anticipated to be relatively flat as compared to 2008 actual experience (\$18,800 through nine months) due to slightly increased asset balances offset by declining interest rates. The Foundation continues to hold three short-term certificates of deposit.

Expenses

Personnel Costs. Combined salaries of all employees are budgeted to increase by \$160,360, representing approximately 13% over actual 2008 salaries. Full-time equivalent positions are slated to increase from 23.0 in 2008 to 25.1 in 2009 (18.5 in 2007). The net increase in annual salaries is due to a number of factors:

- The standard increase for annual salaries is 5.0% for 2009 whereas it has been 3.0% in past years. We would like to reward retention. (Note: Executive Director's salary is not included).
- We are adding an administrative assistant to support 3 administrators: Executive Director, Principal and Director of Development.
- We are eliminating part-time position of librarian and replacing it with a teacher intern at same cost (full-time) for current part-time position.
- We are proposing to eliminate Tutor Coordinator/Intern position and replace with a full time Student Support Coordinator with an increased cost of \$15,000.
- We are hiring several new teachers, and do not know at what level they will be coming in at, so we are budgeting in the event we are able to hire more experienced teachers.

Health insurance has been budgeted at a 13.5% increase over the current year. This may not be enough, based upon premium increases experienced by other employers, but our hope is that with our relatively low claim history we can negotiate better-than-average renewal rates. The premium increase for our health insurance from 2007 to 2008 was 11.7%. Also a factor in estimating 2009 health insurance expense is what types of coverage (individual vs. family) new employees may take. For budgeting purposes it has been assumed that one employee will have a family plan and five will have an employee-and-spouse plan. It should be noted that not all employees take health insurance from Codman, but rather are covered under their spouse's plan.

Student Costs

We have budgeted total student costs at an amount consistent with the prior year. Specifically, the sum of teacher salaries, student services salaries, and student costs comprises 62.5% of budgeted revenue in 2009 and 63.9% in 2008.

The decreased budget for **Special Education** is based upon the hiring of a Learning Institute Director and the resultant decreased requirement of services provided by consultants.

Budgets for **Athletics** and **Contracted Programs** have increased and decreased, respectively, due to our consistent recording of expenses related to the dance program, and other similar programs, in athletics rather than contracted programs. Furthermore, experience has shown that athletics-related costs generally increase more significantly than other special program costs from year to year. The budget for contracted programs is comprised of two relationships: Huntington Theatre (\$12,000) and American Youth Foundation (\$10,000 for the 2009 Camp Merrowvista program and \$5,000 for corresponding transportation).

The primary component of the **Field Work** line is the annual South Africa trip, which is recorded on the books of the Foundation. Data about recent trips is as follows:

	<u>2008</u>	<u>2007</u>	<u>2006</u>
Total net cost	\$20,359	\$37,002	\$28,539
No. of participating students	6	7	8
Net cost per participant	\$2,545	\$3,700	\$2,854

The increased cost of the 2007 trip was due to its timing, in the summer, and corresponding increased airfares. The 2008 trip was moved back to Feb.-March.

The budget for **Student Transportation** has been increased to more accurately reflect actual costs expected to be incurred and based upon 2008 nine-month results.

Increases to student services recorded on the **Graduation and Alumni Support** line is due to our having an ever-growing population of graduates. (This was a new cost center in 2007.) **Recruiting and Orientation** costs are now being segregated whereas they were not isolated in the past.

We expect to incur less costs for **Instructional Consultants** in the past due to the increased size of our staff. Services once procured through independent consultants are now being handled by employees.

Other Costs

Most administrative costs have been budgeted relatively consistently as compared to 2008. Overall, we are projecting a 2.0% decrease to administrative costs

Codman Academy Charter Public School and Affiliate
Operating Budget for Fiscal Year Ending June, 2009 and Comparison to 2008 Budget and 9-Mos. Actual

	<u>F/Y 2009 Budget</u>		<u>F/Y 2008 Budget</u>		<u>3/31/08 Actual</u>	
Revenue						
State Allocation - Tuition	\$ 1,550,000	74.5%	1,400,000	77.1%	1,155,192	71.5%
Private Support - contributions and grants	385,000	18.5%	280,000	15.4%	415,540	25.7%
Government Grants	105,000	5.0%	100,000	5.5%	20,570	1.3%
Interest	23,000	1.1%	23,000	1.3%	18,794	1.2%
School Lunch Reimbursement	13,000	0.6%	13,000	0.7%	5,123	0.3%
Student Fees and miscellaneous	4,000	0.2%	-	0.0%	-	0.0%
Total Revenue	<u>2,080,000</u>	100.0%	<u>1,816,000</u>	100.0%	<u>1,615,219</u>	100.0%
Expenses						
Personnel Costs:						
Teacher salaries	700,900	33.7%	659,300	36.3%	463,061	28.7%
Administrative salaries	383,900	18.5%	320,600	17.7%	291,017	18.0%
Student Services salaries	286,700	13.8%	179,800	9.9%	113,504	7.0%
Health insurance	103,000	5.0%	72,200	4.0%	78,948	4.9%
Other benefits and payroll taxes	62,800	3.0%	32,700	1.8%	24,304	1.5%
Total Personnel Costs	<u>1,537,300</u>	73.9%	<u>1,264,600</u>	69.6%	<u>970,834</u>	60.1%
Student Costs:						
Special Ed	49,500	2.4%	47,500	2.6%	31,577	2.0%
Athletic Programs	45,000	2.2%	25,000	1.4%	36,550	2.3%
Field Work	33,000	1.6%	38,000	2.1%	32,543	2.0%
Saturday Program	30,000	1.4%	35,000	1.9%	19,664	1.2%
School Lunch	30,000	1.4%	30,000	1.7%	26,773	1.7%
Contracted programs	27,000	1.3%	38,000	2.1%	10,490	0.6%
Student Transportation	27,000	1.3%	17,000	0.9%	19,973	1.2%
Instructional Equipment and miscellaneous	21,000	1.0%	18,000	1.0%	15,881	1.0%
Graduation and Alumni Support	15,000	0.7%	5,000	0.3%	10,088	0.6%
Books & Instructional Materials	9,000	0.4%	14,000	0.8%	7,709	0.5%
Classroom Technology	8,000	0.4%	15,000	0.8%	9,519	0.6%
Recruiting and Orientation	6,000	0.3%	-	0.0%	2,655	0.2%
Consultants - Instructional (except SPED)	5,000	0.2%	27,500	1.5%	30,087	1.9%
Computer Repair and Supplies	3,500	0.2%	1,000	0.1%	2,293	0.1%
Assessment	1,200	0.1%	6,000	0.3%	818	0.1%
Classroom Furniture and Equipment	1,000	0.0%	5,000	0.3%	-	0.0%
Total Student Costs:	<u>311,200</u>	15.0%	<u>322,000</u>	17.7%	<u>256,620</u>	15.9%
Occupancy:						
Rent	69,100	3.3%	49,875	2.7%	49,772	3.1%
Utilities and other	8,900	0.4%	3,375	0.2%	3,565	0.2%
Total Occupancy Costs	<u>78,000</u>	3.8%	<u>53,250</u>	2.9%	<u>53,337</u>	3.3%
Administrative Costs:						
Staff development, travel, meals	39,500	1.9%	35,500	2.0%	22,977	1.4%
Marketing and development	33,000	1.6%	30,000	1.7%	22,327	1.4%
Audit, Legal, Payroll Service, Bank Fees	15,100	0.7%	11,500	0.6%	7,703	0.5%
Consultants-Non-Instructional	13,500	0.6%	8,000	0.4%	9,795	0.6%
Insurance	11,500	0.6%	12,700	0.7%	11,368	0.7%
Dues, memberships, licenses, etc.	10,000	0.5%	5,500	0.3%	6,387	0.4%
Postage, printing and photocopying	8,000	0.4%	12,000	0.7%	3,525	0.2%
Communications	3,750	0.2%	5,000	0.3%	3,097	0.2%
Office and network technology	3,500	0.2%	7,500	0.4%	3,607	0.2%
Office Furniture and Equipment	3,500	0.2%	3,000	0.2%	2,824	0.2%
Miscellaneous	3,500	0.2%	10,000	0.6%	4,868	0.3%
Student and Staff Recruiting	2,000	0.1%	7,500	0.4%	405	0.0%
Equipment maintenance and rentals	2,000	0.1%	500	0.0%	1,573	0.1%
Office Supplies	1,000	0.0%	5,000	0.3%	-	0.0%
Community Outreach	1,000	0.0%	300	0.0%	301	0.0%
Total Other Costs	<u>150,850</u>	7.3%	<u>154,000</u>	8.5%	<u>100,757</u>	6.2%
Total Operating Expenses	<u>2,077,350</u>	99.9%	<u>1,793,850</u>	98.8%	<u>1,381,548</u>	85.5%
Net Operating Income	<u>2,650</u>	0.1%	<u>22,150</u>	1.2%	<u>233,671</u>	14.5%
Depreciation	65,000		100,000		65,885	
Interest	-		-		-	
Net Income	<u>\$ (62,350)</u>		<u>(77,850)</u>		<u>167,786</u>	29

Codman Academy Charter Public School and Affiliate
Statement of Financial Income and Expense
July 2007 through June 2008

		Jul '07 - Jun 08	Jul '06 - Jun 07	\$ Change	% Chg
	Income				
	400 · Tuition - state allocation	1,534,105.00	1,356,899.00	177,206.00	1
	406 · Grants - Federal	99,359.21	121,765.88	-22,406.67	-1
	407 · Grants - State	16,263.00	9,400.00	6,863.00	7
	411 · Contributions - Corporate	251,997.13	9,484.20	242,512.93	11
	412 · Contributions - Foundation	328,932.34	456,144.74	-127,212.40	21
	413 · Contributions - Individuals	146,648.81	127,286.63	19,362.18	31
	415 · Student Fees	1,706.80	2,988.28	-1,281.48	-4
	416 · School Lunch revenue	9,916.62	14,753.97	-4,837.35	-3
	420 · Interest Income	27,598.99	28,037.67	-438.68	-
	425 · Other Income	19,275.57	21,374.43	-2,098.86	-
	Total Income	2,435,803.47	2,148,134.80	287,668.67	1
	Expense				
	502 · Administration	408,206.60	335,120.48	73,086.12	2
	503 · Teachers	633,549.74	551,438.18	82,111.56	1
	504 · Stipends	13,175.00	30,140.00	-16,965.00	-5
	505 · Work Study	1,974.09	1,000.00	974.09	9
	506 · Wages-Other	152,745.86	99,708.42	53,037.44	5
	511 · OASDI	16,689.10	12,077.73	4,611.37	3
	512 · Medicare	16,688.68	14,338.09	2,350.59	1
	514 · Mass. Health	498.30	454.63	43.67	-
	521 · Health Insurance	83,971.03	57,785.97	26,185.06	4
	522 · Unemployment	11,973.61	22,813.63	-10,840.02	-4
	523 · Long-Term Disability Ins.	3,656.65	1,852.57	1,804.08	9
	525 · Life Insurance	1,252.05	1,217.01	35.04	-
	530 · Benefits Administration	809.35	450.00	359.35	7
	605 · Student Assessment	845.94	7,649.60	-6,803.66	-8
	610 · Athletic Programs	48,472.85	39,716.13	8,756.72	2
	615 · Books	9,274.68	5,718.45	3,556.23	6
	621 · Classroom Furniture	0.00	1,081.80	-1,081.80	-10
	622 · Classroom Equipment	475.00	1,878.14	-1,403.14	-7
	625 · Classroom Technology	14,893.42	6,998.42	7,895.00	11
	629 · Computer Repair and Maint.	205.65	2,457.57	-2,251.92	-9
	630 · Computer Supplies	3,036.61	962.26	2,074.35	21
	636 · Consultants - Instructional	41,219.97	26,771.36	14,448.61	5
	637 · Consultants - SPED	50,612.50	54,220.92	-3,608.42	-
	640 · Contracted Programs	14,000.00	33,935.00	-19,935.00	-5
	645 · Field Work	27,491.32	45,030.63	-17,539.31	-3
	650 · Library	844.59	7,013.68	-6,169.09	-8
	655 · Instructional Equip. & Supplies	18,005.96	19,489.36	-1,483.40	-
	660 · Saturday Program	30,294.26	25,520.42	4,773.84	1
	665 · School Lunch expense	35,611.68	39,545.48	-3,933.80	-
	670 · Student Transportation	29,409.67	24,576.30	4,833.37	1
	675 · Special Ed	42,363.94	9,584.72	32,779.22	34
	680 · Enrichment	8,564.23	8,827.58	-263.35	-
	685 · Uniforms	230.88	1,945.40	-1,714.52	-8
	690 · Coll. Counsel., Grad., Alumni	5,702.11	11,039.92	-5,337.81	-4
	691 · Alumni Support	14,846.41	800.00	14,046.41	1,75
	695 · Recruitment and Orientation	4,350.62	1,064.05	3,286.57	30
	699 · Misc. student costs	5,696.94	6,679.22	-982.28	-1
	705 · Rent	66,362.80	65,040.00	1,322.80	-
	711 · Electricity	2,616.83	2,727.45	-110.62	-
	712 · Heat	19.86	0.00	19.86	10
	713 · Water	379.64	727.17	-347.53	-4
	714 · Alarm Service	766.50	801.00	-34.50	-
	721 · Building Maintenance	2,080.00	1,650.36	429.64	2
	719 · Real Estate Taxes	0.00	465.86	-465.86	-10
	806 · Accounting and Auditing	14,109.00	9,135.00	4,974.00	5
	807 · Legal	3,350.83	0.00	3,350.83	10
	810 · Bank Charges	261.03	461.66	-200.63	-4
	815 · Community Outreach	300.69	796.15	-495.46	-6
	820 · Consultants - Non-Instructional	14,561.49	17,008.71	-2,447.22	-1
	826 · Dues and Subscriptions	5,974.50	5,923.00	51.50	-
	827 · Fees and Licenses	2,904.64	1,513.04	1,391.60	9
	831 · General Liability	12,020.74	7,680.96	4,339.78	5
	832 · Workers Comp	6,866.00	3,044.00	3,822.00	12

	835 · Development	50,959.61	22,537.62	28,421.99	12
	841 · Office Furniture	991.81	300.07	691.74	23
	842 · Office Equipment	2,737.60	2,125.94	611.66	2
	850 · Payroll Service	1,463.40	1,317.00	146.40	1
	856 · Postage	1,046.75	1,932.40	-885.65	-4
	857 · Printing	4,833.11	6,835.59	-2,002.48	-2
	858 · Copying	420.08	3,871.24	-3,451.16	-8
	861 · Staff Development	31,116.10	34,275.03	-3,158.93	
	862 · Travel	3,307.92	6,237.98	-2,930.06	-4
	863 · Meals	2,880.71	3,882.62	-1,001.91	-2
	865 · Recruiting	6,331.00	5,975.12	355.88	
	871 · Telephone	3,988.33	4,253.47	-265.14	
	875 · Office Supplies	626.44	3,606.73	-2,980.29	-8
	880 · Office and Network Technology	4,817.35	6,556.46	-1,739.11	-2
	890 · Equipment rentals	569.36	410.41	158.95	3
	891 · Equipment Maintenance	1,842.47	139.29	1,703.18	1,22
	899 · Miscellaneous	6,609.45	10,112.87	-3,503.42	-3
	905 · Depreciation	84,933.00	127,134.82	-42,201.82	-3
	Total Expense	2,093,688.33	1,869,382.14	224,306.19	1
	Changes in Net Assets	342,115.14	278,752.66	63,362.48	22

Attachment D

Codman Academy Charter Public School and Affiliate Statement of Financial Position
As of June 30, 2008
UNAUDITED

	Jun 30, 08	Jun 30, 07	\$ Change	% Change
ASSETS				
Current Assets				
Total Checking/Savings	859,208.68	627,768.51	231,440.17	36.87%
Other Current Assets				
105 - Investment				
106 - Strategic Reserve	300,000.00	0.00	300,000.00	100.00%
105 - Investment - Certificates of Deposit	37,758.71	317,890.68	-280,131.97	-88.12%
Total 105 - Investment	337,758.71	317,890.68	19,868.03	6.25%
106 - Due from Comm. of Mass.	26,273.00	51,939.00	-25,666.00	-49.42%
108 - Due from others	3,688.45	4,263.09	-574.64	-13.48%
Total Other Current Assets	367,720.16	374,092.77	-6,372.61	-1.70%
Total Current Assets	1,226,928.84	1,001,861.28	225,067.56	22.47%
Fixed Assets				
120 - Computers	295,784.42	249,444.26	46,340.16	18.58%
121 - A/D - Computers	-219,397.13	-160,699.78	-58,697.35	36.53%
122 - Software	40,598.35	40,598.35	0.00	0.00%
123 - A/D - Software	-33,177.09	-23,198.00	-9,979.09	43.02%
124 - Equipment	34,673.72	24,032.99	10,640.73	44.28%
125 - A/D - Equipment	-18,978.16	-13,511.86	-5,466.30	40.46%
126 - Furniture	46,662.65	40,616.50	6,046.15	14.89%
127 - A/D - Furniture	-34,794.77	-29,661.65	-5,133.12	17.31%
150 - Land	293,942.64	293,942.64	0.00	0.00%
155 - Campus Project	218,824.97	0.00	218,824.97	100.00%
128 - Leasehold Improvements	260,803.26	260,803.26	0.00	0.00%
129 - A/D - Leasehold Improvements	-259,969.51	-254,312.37	-5,657.14	2.22%
161 - 569 Washington St Leashold Impr	21,954.00	0.00	21,954.00	100.00%
Total Fixed Assets	646,927.35	428,054.34	218,873.01	51.13%
Other Assets				
108 - Due from others	0.00	25,000.00	-25,000.00	-100.00%
140 - Prepaid Expenses	2,232.50	1,488.90	743.60	49.94%
145 - Other Assets	4,284.18	4,284.18	0.00	0.00%
140 - Prepaid Expenses	34,359.94	2,830.28	31,529.66	1,114.01%
Total Other Assets	40,876.62	33,603.36	7,273.26	21.64%
TOTAL ASSETS	1,914,732.81	1,463,518.98	451,213.83	30.83%
LIABILITIES & EQUITY				
Liabilities				
Current Liabilities				
Accounts Payable				
200 - Accounts Payable	111,797.97	52,894.34	58,903.63	111.36%
Total Accounts Payable	111,797.97	52,894.34	58,903.63	111.36%
Other Current Liabilities				
211 - Accrued Payroll	78,900.00	68,930.00	9,970.00	14.46%
214 - Accrued MTRB	-9,445.98	7,349.90	-16,795.88	-228.52%
215 - Accrued 403 (b)	0.00	3,125.00	-3,125.00	-100.00%
217 - Accrued Dental Insurance	3,514.37	0.00	3,514.37	100.00%
220 - Deferred Grant Revenue	21,446.00	3,400.00	18,046.00	530.77%
225 - Other liabilities	650.00	13,887.22	-13,237.22	-95.32%
220 - Deferred Grant Revenue	113,218.55	71,726.89	41,491.66	57.85%
225 - Other Current Liabilities	11,951.32	1,620.19	10,331.13	637.65%
Total Other Current Liabilities	220,234.26	170,039.20	50,195.06	29.52%
Total Current Liabilities	332,032.23	222,933.54	109,098.69	48.94%
Total Liabilities	332,032.23	222,933.54	109,098.69	48.94%
Net Assets	1,582,700.58	1,240,585.44	342,115.14	27.58%
TOTAL LIABILITIES & NET ASSETS	1,914,732.81	1,463,518.98	451,213.83	30.83%