

Abby Kelley Foster
Charter Public School

2007-2008

Annual Report

Abby Kelley Foster Charter Public School
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June, 2008

Dear Friends:

On behalf of the Board of Trustees, I want to thank our teachers, faculty, administration, parents, students and fellow board members for another successful academic year. Our charter renewal application received unanimous approval from the Board of Education in October. Additionally, the Board of Education approved our request to enter into a 35 million dollar bond, which enabled us to secure a long-term facility for our students.

Real estate was a major focus throughout the 2007-2008 school year. The Board of Trustees entered into an agreement to purchase the current elementary and middle school buildings and an additional building which will be renovated for our high school students. This truly was a historic event in ten year history of Abby Kelley Foster. The Board's vision of a complete K-12 campus with a gym, auditorium and playing fields is about to be realized.

On June 4, our third graduating class, the Class of 2008, celebrated their commencement exercises at historic Mechanics Hall surrounded by their families, friends, teachers and administrators. Dr. Francesco Cesarao delivered the commencement address. Dr. Cesarao reaffirmed Abby Kelley Foster's commitment to the liberal arts and a rigorous academic program.

The comprehensive liberal arts education received by this year's graduates resulted in a 100% graduation rate and 100% college acceptance rate. All of our graduates will continue their educational careers by attending college including Northeastern University, University of Massachusetts at Amherst, University of Massachusetts at Dartmouth, Worcester State and Quinsigamond Community College. The academic achievements and character development of this class will stand as a positive example to all future classes.

Abby Kelley Foster Charter Public School is a success because of the strength and commitment of our school community. We look forward to another exciting and productive year

Sincerely,

James Walsh

James Walsh
Board of Trustees, Chair

EXECUTIVE SUMMARY

Abby Kelley Foster celebrated its tenth anniversary this academic year. We have grown from a student body of 500 in 1998 to 1,426 K-12 students at the end of the 2007-2008 school year. The board, administration and staff have annually renewed our commitment to provide all students a classical liberal arts education grounded in the great works of Western Civilization, musical competence and character formation. The results have exceeded even our most optimistic expectations.

Our Massachusetts Comprehensive Assessment System (MCAS) scores continue to outperform our major sending district, on average, for each of the three defined school levels (elementary, middle, and high school). The additional academic support, longer school day and dedicated staff provide all students the opportunity to improve their academic performance. The recently revised school accountability plan and school improvement plan will serve as a blue print for improving the academic program and implementation of the school's mission.

The K-12 curriculum for all grade levels and subject matters and character education curriculum underwent an extensive review and revision for implementation during the 2008-2009 school year. The complete K-12 curriculum guides and resource materials encapsulate all grade levels and subject matters. The document will provide new faculty members with a valuable and convenient tool to support their instruction. The comprehensive document includes lesson plans, assessments, teaching strategies and techniques to support our teachers. All teachers have a consistent and reliable resource that details the Massachusetts Curriculum Frameworks and provides a scope and sequence for effective classroom management. Our commitment to character education and high academic standards across all grade levels remains a key component in the foundation of our continued success.

All students are encouraged to perform either in a classroom performance or a stage production. At the middle and high school level students are invited to audition for a winter recital and/or spring musical, take private lessons, or join one of many after-school music groups including jazz band, pop strings, the select singers or the elite rock band. This spring, our middle school students performed *Mulan, the Musical* for the Worcester community at Clark University.

Parental support remains a critical pillar to our School's success. Student academic and behavior expectations are consistently shared between the School and parents. Parents are expected and encouraged to take an active role in their child's education and our teachers and administrators are focused on establishing and maintaining strong working relationships with all of our families.

IS THE SCHOOL AN ACADEMIC SUCCESS?

The success of the Abby Kelley Foster Charter Public School depends on the support of each member of the School community. Working together, faculty and staff, parents, and students can promote academic achievement and good character and ensure the success of students at the School and throughout life.

Abby Kelly Foster Charter Public School's faculty and staff, as well as the community, pledge to:

- Maintain high expectations for the children and the School.
- Demonstrate consistent interest in each child's progress at school.
- Support each child's best efforts.
- Model the ten character virtues.
- Support and work with school staff to promote excellence in learning.

MISSION

The mission of the Abby Kelley Foster Charter Public School is to assist parents in their role as primary educators of their children by providing a classical liberal arts education grounded in the great works of Western Civilization and aimed at academic excellence, musical competence and character formation.

HISTORY

A group of community leaders in Worcester dedicated to public school choice founded Abby Kelley Foster Charter Public School. The School was named after a nineteenth century Worcester resident who was a leader in the abolitionist and women's rights movements. Abby Kelley Foster opened in 1998 with Grades K-5. Currently 1,426 students are enrolled in grades K-12. The Massachusetts Board of Education voted unanimously to renew our second five-year charter on October 30, 2007.

SCHOOL PROFILE

The Abby Kelley Foster Charter Public School, located in the Greendale neighborhood of Worcester, is a public school open to all students that offers students a classical liberal arts education. New students may enroll in Kindergarten through grade 12. Preference is given to siblings of currently enrolled students and students residing in the towns designated in the charter: Auburn, Holden, Leicester, Millbury, Oxford, Shrewsbury, Sutton, West Boylston and Worcester. Abby Kelley Foster Charter Public School is open to all Massachusetts residents.

Charter schools may not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, or academic achievement in admitting students, nor may charter schools set admissions criteria that are intended to discriminate or that have the effect of discriminating on any of these bases.

Abby Kelley Foster Charter Public School accepts applications for students entering Kindergarten through grade twelve. All applications must be received by the application dates scheduled during the school year. Students entering Kindergarten must be five years of age by September 1.

The Abby Kelley Foster Charter Public School served 1,426 students in Kindergarten through grade twelve during the 2006-2007 academic year. Average class size ranges from 24 students per classroom at the elementary level, 26 at the middle school and 12 at the high school.

INSTRUCTIONAL DAYS

The School began the academic year for all students on Monday, August 28, 2007. The last day of school was June 19, 2008, scheduling students with 190 days and faculty with 198 days. The Elementary School day began at 7:45 a.m. and ended at 3:00 p.m. Middle and High School students began their day at 7:50 a.m. and ended at 3:00 p.m. Faculty began their day at 7:20 a.m. and concluded at 4:00 p.m.

EDUCATIONAL PHILOSOPHY AND TEACHING METHODS

The Abby Kelley Foster Charter Public School is a public school that offers students a classical liberal arts education. Students enjoy the benefits of smaller class sizes, an extended school day and year, French instruction beginning in Kindergarten and musical instrument instruction beginning in the elementary school. Our character education program emphasizes self-respect, basic moral values such as honesty and integrity, and commitment to family and community.

A highly structured curriculum sets high expectations and provides individualized monitoring to assist students in attaining ambitious goals for achievement. The School provides a strong academic foundation for students at the elementary level in preparation for demanding academic studies in middle school and high school.

INSTRUCTION

Three features make instruction at Abby Kelley Foster distinctive: consistency, proficiency grouping, and teaching to mastery.

School rules and expectations are uniform across all grade levels. Teachers establish age-appropriate policies and standards for the entire school rather than for individual classrooms.

Proficiency groups allow students to meet challenging goals within their own skill and pacing level. Students are assessed frequently, which enables movement from one group to another. This system fosters self-esteem and feelings of success and minimizes the frustration that students often experience when work is too easy or too difficult.

Teachers present new material to students who demonstrate mastery at a level of accuracy. This creates the expectation for learning the first time and eliminates the re-teaching of material that has been covered in earlier lessons. Students who need extra time or assistance receive it before moving on to the next unit.

FINE AND PERFORMING ARTS

Abby Kelley Foster is dedicated to providing all students with a rich music and art program beginning in Kindergarten. An appreciation of various genres of music is developed, and students begin learning music notation. In third grade, students learn how to play the recorder. By fourth grade students elect to learn a brass, woodwind, percussion or string instrument. Students also study music theory in our keyboard lab, complete with full and three-quarter size keyboards. Performance opportunities include several bands and ensembles, as well as middle and high school choirs.

Students attend art class at least one hour a week with an art teacher. In addition to the traditional classroom art projects, classes study artists and art history, practicing the techniques of the masters. Students draw, paint, sculpt, and create works of art that have been displayed in local museums and libraries.

SCHOOL CULTURE

We consider parents to be the primary educators of their children and empower them to play an active role in the School community. The faculty is trained in developing positive relationships and communications with parents.

Parents share our belief in the importance of character education. The weekly schedule includes time for lessons on character virtues such as responsibility, perseverance, and truthfulness. Teachers manage student behavior through positive reinforcement. Students and faculty are strongly encouraged to incorporate problem solving and social skills into the School community. Community outreach has become an increasingly important component of our charter education program.

In order to foster positive parental relationships we continue to host monthly information sessions and encourage participation through parent groups, classroom volunteers and school activities. The Principal invites parents once a month for an informal discussion regarding school events and programs over coffee. Close parent communication ensures progress toward academic and behavioral standards.

The School's *Code of Conduct* is designed to guide the efforts of teachers and staff in creating a safe, orderly environment and to reinforce the primary mission of the School: rigorous academic learning. The *Code of Conduct* and accompanying student compact state clearly school-wide rules governing student behavior as well as the consequences for breaking the rules. In effect, it is a contract among parents, students, and staff created to foster the best positive learning environment.

Performance Objective: AKFCPS will evaluate the K-12 curriculum standards for student performance and alignment with state standards.

Measure 1: The AKFCPS curriculum committee will assess one core subject annually on a 5-year rotating schedule.

- Teachers across all grade levels and subject matter completed a comprehensive review and revision of the current K-12 curriculum. The revised curriculum documents include more detailed lesson plans, teaching strategies, vocabulary and assessments aligned with the Massachusetts Curriculum Frameworks. The document will be available for use during the 2008-2009 school year. During the course of the curriculum revision, MCAS results and results of the independent math assessment were analyzed. The results, in addition to teacher recommendation determined that the K-12 math program required a comprehensive review for grade level standards and alignment with the MA Frameworks. The program will be reviewed during the 2008-2009 school year for recommendations

Measure 2: The AKFCPS curriculum committee will hold a minimum of 5 meetings during the academic year to review curriculum materials, professional development opportunities and student assessments.

- The curriculum review committee which includes members of the school administration, teachers and board of trustees met seven times during the school year. The committee completed a review of the K-12 curriculum documents for alignment with the MA Frameworks and commitment to the school's mission. The committee initiated a partnership with two consultants from Educational, Research, Testing and

Evaluation Consultants (ERTEC) to develop and assess a math and English language arts assessments for students in grades K-10. The assessments reflect student progress in comparison to the MCAS and the school's curriculum guide. The assessments were administered in the winter and spring for all students. The results were presented to the school staff over the course of the school year which highlighted areas of strengths and weaknesses. The results provided teachers with the opportunity to adjust their teaching style and student proficiency grouping. Professional development activities were provided during the school year with a focus on math and differentiated instruction.

ELEMENTARY SCHOOL ACADEMICS

The Kindergarten follows an academic program similar to many first grade programs, with time scheduled for reading, mathematics, science and social studies. The *Reading Mastery* program is used to teach reading. In addition, Kindergarten students participate in French, art, music, physical education and library, as do all other students in the School.

Open Court, a literacy based reading program is the primary reading program for grades 3 and 4. This integrated program focuses on fluency, comprehension, and linking reading skills and strategies to inquiry and research. We have developed our own classical literature program based upon authors and works recommended in the Massachusetts Frameworks to supplement *Open Court*.

The *Junior Great Books* program allows students to apply and sharpen their reading skills, as well as interpret and discuss literature. This program, which relies heavily on Socratic discussion as the method of learning, introduces students to a rich array of classic stories, fairy tales, fables, and legends.

Elementary students receive instruction in *Saxon Math* from Kindergarten through grade 4. *Saxon Math* is a hands-on program that focuses upon the use of manipulative and mental mathematics. The program is designed to develop a solid foundation in the language and basic concepts of math. The program is based on incremental development, continual practice, review, and frequent assessments.

Students in Kindergarten through grade four are grouped by proficiency level in reading and math. Students use the *Reading Mastery* program in grades K-2, a phonetics-based reading program. Students in grades 3-4 use the *Open Court* reading program, which moves beyond decoding – the ability to read the words on the page – and focuses on reading comprehension. Students in grades K-4 use the *Saxon Math* program.

Elementary School Year in Review

It is the mission of the school to work in partnership with our families. This is an essential element that enables our students to reach their academic potential and develop good character. Music is another primary component of the education at Abby Kelley Foster. Like character education, it is an integral part of our curriculum. Each year, we continue to improve and keep our expectations high for the students and staff. We weave the awareness of our mission into all activities in the school.

This year, our school has supported the mission by communicating with parents on a regular basis. We have been using the monthly newsletter submitted by all grades, specialists, special education, Title 1, ELL, PTO, and administration. The PTO has been very successful at involving parents in several school events. Parents have been welcome to participate in field trips. Teachers are always accessible to parents by phone or email

and set up meetings at a parent request. Students in grades 2, 3, and 4 have a daily agenda that goes home and parents can view the homework. The agenda is also used as a communication log between school and home. When students arrive in the morning or leave in the afternoon, they are greeted by the staff. There is always staff inside and outside of the building to assist them. Students are always greeted with, “Good morning” and “Have a good day.” There is always a positive climate in the building. As teachers and staff, we model the behavior that we desire from our students.

It is important for our students to have a successful school experience. We hold students to high academic standards with the realization that education is not a “One size fits all” model. Students need consistent educational goals but may take different paths to get there. It is critical for teachers to assess on a regular basis both formally and informally. This ensures that the students are constantly learning. These assessments serve as tools to drive a teacher’s instruction. This year, teachers developed writing rubrics for grades K-4. Teachers collaborated within and across grades in order to ensure consistency with the writing standards. Every student completed a written prompt which was administered three times during the school year. The teachers then used their rubrics to score each prompt. In order to ensure objectivity, they corrected students who do not belong to their class. The teachers then developed an action plan for each student as well as common areas to address during writing instruction. They used the assessment to inform their practice. The teachers commented that they were excited and impressed with the differences from the beginning to the end of the year. In math, the teachers also collaborated on a common math vocabulary. The current math program did not include similar terminology as found in the Frameworks. The teachers continued to use their current math program while supplementing and using interchangeable terms so students would have a broader understanding. Teachers also created benchmark math tests at the beginning of the year, and used them to guide their instruction. We then worked with a testing company (ERTEC) to develop standards-based tests for grades K-12 for the middle and end of the year assessments. The data was analyzed individually and by class. The teachers were given all the information so they could make the adjustments needed to provide customized instruction for their students. The data was meaningful because the teachers received the results early enough to make the necessary interventions.

Developing good character along with academic excellence is central to our mission. Each month, a new character virtue is highlighted and integrated into the curriculum. Students who best exemplify that virtue receive special recognition in a monthly newsletter. They attend a character education breakfast, and they also have a picture posted in the lobby of the school. Administrators and teachers model good behavior and continuously praise positive behavior whenever they see it. They want to “catch” students doing the right thing.

The elementary school retained 100% of our teaching staff this year. It is our goal to build a caring, consistent, community for our students and our staff. Learning is a continuous process for our students and staff. We provide a rich professional development program which includes training offered at the school. We also give teachers the opportunity to take workshops that are more specialized to support their professional development plan. As part of our on-site training, staff completed the ELL Category 1 training. This was a total of 12 hours. Two topics integral to student learning are Differentiated Instruction and Math Instruction. Teachers completed 10 hours of training which included designing lessons that incorporated the new strategies to meet the needs of all their learners. Teachers had the opportunity to apply the knowledge of both workshops when we devoted an entire week of school to math. Math is now integrated throughout the curriculum. It was fascinating to see the creative activities that were going on throughout the school. Students and teachers were energized and seemed to enjoy the cross curricular activity. In order to ensure competency, training needs to be on-going. In the upcoming school year, we will continue with training on making math meaningful and assessing to ensure

learning. Administrators are highly visible in the classrooms. We average five to six observations per teacher each year. We begin with a pre-conference and end with a post-conference to ensure accuracy with the written observations. We also make time to walk through the classrooms on a regular basis. This allows us to informally see the learning and interactions between teacher and students. Teachers and students need to see administrators on a regular basis so they know that administrators are committed to supporting learning throughout the school. The frequent observations allow for regular communication with teachers about their practice. It is designed to be positive and supportive. Many teachers have commented that they appreciate the standards for learning that are set in our school. This year, the teachers in grade K-12 have developed and written their curriculum. This is to ensure alignment with the Massachusetts State Frameworks. It also identifies the learning goals within and across the grade levels. This was a massive amount of work on the part of the teachers will serve as base line for continuous improvement.

Our school nurse always finds creative ways to meet the health and wellness needs of our students. This year, she started a before-school dance program. It was offered to our students free of charge. This important initiative served two purposes. First, children had been dropped off outside before school opens. This was identified as a safety issue since they were left unsupervised. The second purpose was to offer a morning program in which students could discover that fitness can be fun. Nurse Anne taught them all types of dances to popular music and it was amazing to see our youngest students learning all the moves while having so much fun. She had at least 50 students per session and ran the program from January to June. Our Junior and Senior students were able to receive community service hours for assisting with this program.

The final part of our mission is to provide a classical liberal arts education that integrates music and the arts throughout the curriculum. All our students have music and mythology from K-4. Students in grades 2-4 are able to take musical instrument lessons. We have also had the pleasure to experience Abby's Café four times during the school year. Abby's Cafe is an opportunity for students to present a musical or artistic talent in front of an audience filled with families and staff. The chair of the music department, Chris Girardi has students audition for this event. All the students are able to participate the audition ensures a practice and feedback before their final debut. We have also had our first elementary school play called, "Once on an Island." Students in grades 2-4 were able to participate in this extraordinary event. We were all amazed at the talent of our students. There was a fabulous turn out for this event by staff and students. This year, Mythology became a special for our students at the elementary level. Our fourth grade students had taken the National Mythology Exam and despite only having one year under their belt, five of our students received bronze medals, scoring between 86%-96%.

There have been many accomplishments this year. We will continue to work hard to provide an enriching learning environment where all of our students can thrive and where families are welcome and respected as partners in their child's education.

MIDDLE AND HIGH SCHOOL YEAR IN REVIEW

Prior to the opening of school and during the school year, our instructional staff participated in a comprehensive professional development program. Individual sessions were held on the School's philosophy and culture, classroom management, the School's *Code of Conduct* and discipline procedures, curriculum, student assessment, lesson format and delivery, communication with parents and the School's technology system. Weekly professional development was scheduled throughout the year where grade level teams created, administered and analyzed test scores and planned remediation efforts. The following list highlights our accomplishments over the course of the school year:

- Conducted monthly Character Virtue Breakfast for the Middle and High School Students
- Implemented New Discipline Procedures for the Middle and High School Students
- Implemented new scheduling process for the Middle and High School Students
- Initiated review process for lesson plans for the Middle and High School Students
- Completed 7 classroom observations on each teacher
- Completed Differentiated Instruction Training for teachers Grades 5-12
- Completed Improved Math Techniques Training for teachers Grades 5-12
- Offered MCAS Preparation classes after school and Saturdays for Grades 5-12
- Implemented Advisory in the High School
- Added Part-time College Guidance Counselor to High School
- Administrators attended Positive Behavior Intervention and Support(PBIS) Implementation Training
- Attended NELMS Conference by all teaching staff Grades 5-12
- Middle School Assistant Principal attended Safe Schools Initiative Conference
- Hosted parent college information evenings.
- Completed category I and II ELL training

MIDDLE SCHOOL ACADEMICS

ENGLISH LANGUAGE ARTS (ELA)

Grade 5

Grade 5 ELA uses the *Open Court Series* to develop student reading and *Write Source* to develop writing skills. Students have an opening assignment each day, which requires thoughtful analysis and/or descriptive writing. Etymology, the study of words, takes place throughout the year as students learn the meanings of prefixes, suffixes, and roots of words.

Grade 6

Grade 6 ELA continues to use *Open Court* and *Write Source* materials to develop reading and writing skills. Two novels are also included in the program. *Open Court* units are organized by theme and each includes literature from around the world to develop and enhance that theme.

Grade 7

Grade 7 ELA focuses on four areas: language, literature, composition, and media.

Grade 8

Grade 8 ELA focuses on a variety of literature genres, poetry, and creative writing. The novels include a selection of fantasy, nonfiction, realistic fiction, and autobiographical works.

MATHEMATICS

Grade 5 Mathematics

Building on the foundation of the elementary program, students will demonstrate an understanding of place value to billions and thousandths and demonstrate an understanding of fractions as a ratio of whole numbers, as parts of unit wholes, as parts of a collection and as locations on the number line.

Grade 6 Glencoe Math Course I

Students compare and order integers (including negative integers) and positive fractions, mixed numbers, decimals, and percents; recognize and apply prime and composite numbers, prime factorization, greatest common factor, least common multiple, and divisibility rules for 2, 3, 4, 5, 6, 9, and 10; and apply the Order of Operations for expressions involving addition, subtraction, multiplication and division with grouping symbols.

Grade 7 Glencoe Math Course II

Students compare, order, estimate, and translate among integers, fractions and mixed numbers (i.e., rational numbers), decimals, and percents; use ratios and proportions in the solution of problems, in particular, problems involving unit rates, scale factors, and rate of change; demonstrate an understanding of absolute value and apply the rules of powers and roots to the solution of problems.

Grade 8 Glencoe Math Course III/Algebra

Students define, compare, order, and apply frequently used irrational numbers, such as $\sqrt{2}$ and π ; represent numbers in scientific notation, and use them in calculations and problem situations; determine when an estimate rather than an exact answer is appropriate and apply in problem situations; and evaluate simple algebraic expressions for given variable values.

SOCIAL SCIENCE

Grade 5 American History

This course is an introduction to the formation of the United States and requires students to undertake a concentrated study of United States history for the first time. The course includes the major civilizations in the world before the arrival of Columbus and the impact of European explorations on these civilizations. Students examine the formation of the colonies and the development of the ideas that led to the formation of a national government under the U.S. Constitution.

Grade 6 World Geography

Students examine the geography and cultures of countries outside of the United States and North America. The goal of this course is to give students an understanding of the different countries of the world and to show students how the area in which a person lives affects the way their culture develops and matures.

Grade 7 Ancient and Classical History

Students examine the origins of human beings in Africa and the Mediterranean area until the fall of the Roman Empire. The course focuses on the religious, political, and philosophical concepts that were developed in this time period.

Grade 8 World History I: 500-1800

Students study the history of the world from the fall of the Roman Empire until the Enlightenment. The course includes changes that occurred in the areas of religion, politics, economics, and science. The course also looks in depth at the interactions between the people of the world and the impact that different cultures had on each other. Students review the major dynasties and civilizations that existed in Europe, Asia, Africa, and South America.

SCIENCE

Grade 5 Introductory Science

Fifth grade science is the first science course at Abby Kelley Foster designed to be a full year course. This course will prepare students in the basics of Life, Earth, and Physical Science while teaching them why science matters to them. The course uses the text *Glencoe Science: An Introduction to Life, Earth, and Physical Sciences* to help students to link science and society.

Grade 6 Life Science

Life Science is the first of three full year introductory science courses, which concentrates on one area of science. *Glencoe Life Science* is the primary book used for this course. Students study the structure and function of organisms from the cellular level through complex body systems, understand how heredity and evolution have led to biodiversity, and how organisms interact with each other and their environment.

Grade 7 Earth Science

Earth Science is the second of three full year introductory science courses, which concentrates on one area of science. *Glencoe Earth Science* will be the primary book used for this course. The study of earth science will focus on earth's place in the solar system, the origin of our planet, and the processes and systems that shape and change our world today.

Grade 8 Physical Science

Physical Science is the final of three full year introductory science courses, which concentrates on one area of science. *Glencoe Physical Science* is the primary text used for this course. The basis for the physical science course is matter and energy. Students will explore the structure of matter and how it reacts under various conditions. The course is heavily based on mathematics, which students will use to explain and predict how matter will behave.

FOREIGN LANGUAGE

Latin

Abby Kelly Foster offers a core curriculum of Latin courses based on a reading immersion model. As such, recognition of comprehensible phrases and reading fluency are emphasized more than memorization and syntactical analysis. Integral to each course is the study of classical mythology, history, and culture. In particular, emphasis is given to the influence of Greek and Roman language, history, and culture on the development of later European and American language, literatures, institutions, and culture.

HIGH SCHOOL ACADEMICS

Abby Kelley Foster Charter Public School offers a classical liberal arts education. We believe our graduation requirements ensure the academic, artistic, and character-building experiences that reflect our commitment to this goal.

We believe our curriculum ensures the academic, artistic, and character-building experiences that reflect our commitment to this goal. The table below lists minimum requirements for graduation. Faculty and guidance work closely with students to build transcripts that meet their individual needs, and in fact, many students choose to pursue courses in excess of these graduation requirements. All high school students are required to complete four years of English language arts, mathematics, history and science.

GRADUATION REQUIREMENTS

Abby Kelley Foster Charter Public School offers a classical liberal arts education. We believe our graduation requirements ensure the academic, artistic, and character-building experiences that reflect our commitment to this goal.

- Students must pass the Massachusetts Comprehensive Assessment Test as mandated by state law.
- Class rank is determined by grade point average, based on final grades in all subjects for all students. Grades are weighted against two measures: frequency and difficulty.
- Rank is based on all four years but is computed at the end of the sophomore year and after each semester of the junior and senior years.
- A student failing a core subject must repeat the work in a program approved by the Principal/assistant principal.
- Individualized academic plans may be developed through the office of the Superintendent.

Graduation Requirements

	Subject	Required
	English Language Arts (ELA)	4 years
	Mathematics	4 years
	History	4years
	Science	4 years
	Latin	2 years
	Additional Language	1 year
	Music/Band/Choir	1 year
	Music/Band/Choir (Effective beginning with the Class of 2010)	2 years
	Art	1 year
	Civics (Effective beginning with the Class of 2010)	1 year
	PE/Health	4 years

MUSIC AND ART

Keyboarding/Midi Laboratory

The keyboarding/Midi Laboratory is used in conjunction with the general music classes. This discipline allows the students an in depth study of music theory, composition and performance as it relates to the historical evolution of the art.

Middle School Band (Grades 5-8)

Students involved in the Abby Kelley Foster Middle School Band are offered a rigorous schedule of private and ensemble lessons. During these years the students are required to learn moderately difficult music that demonstrates the ability to sight read and perform with accuracy complex tempo, meter, key, and chordal patterns.

High School Band (Grades 9-12)

Students involved in the Abby Kelley Foster High School Band are offered a rigorous schedule of private and ensemble lessons. During these years the students are required to become technically accurate using complex rhythms, key signatures, and modulations to expressively perform in ensemble and solo settings.

Middle School Choir (Grades 5-8)

Students involved in the Abby Kelley Foster Middle School Choir are offered a rigorous schedule of private and ensemble lessons. During these years the students are required to learn moderately difficult music that demonstrates the ability to sight read and sing with accuracy complex tempo, meter, key, and chordal patterns.

High School Choir (Grades 9-12)

Students involved in the Abby Kelley Foster High School Choir are offered a rigorous schedule of ensemble lessons. During these years the students are required to become technically accurate using complex rhythms, key signatures, and modulations to expressively perform in ensemble and solo settings.

Art

The focus of art is to develop an understanding of the elements and principles of art. Students complete projects centered on the elements and principles of art as well as learn technical art words and art vocabulary. Other subjects such as math and history are incorporated into the students' art projects. For example, students use ratios to mix paint and algebraic equations to design architecture layouts. Students are taught historical events and political issues related to time periods of artists. Other areas of focus include introduction to cultural art, artistic periods and famous artists. Students are required to keep portfolios and must be able to critique their work as well as the work of other students in the class. A variety of writing assignments are completed during the year including artist study, oral presentations and the effects of color.

INTERNAL ASSESSMENTS

ALL SCHOOL REVIEW

Abby Kelley Foster implemented the All-School Review process three years ago. This process is a comprehensive individualized student evaluation system detailing the academic, emotional, and social needs of each student in the School. All students in Grades K through 12 are reviewed by a team of teachers, counselors and administrators to determine specific areas of need. Student academic records are discussed and teachers are interviewed regarding the progress of their students.

All-School Review is the process by which each homeroom teacher is given the opportunity to present each one of his or her students to a committee of teachers, professional staff and administrators. The review allows the School to understand specific issues each child is facing whether they are educational, emotional, or social. The All-School Review process identifies a variety of student needs and our teachers are confident that this process will improve student performance. Students in need are then assigned to a specialized school program.

All-School Review empowers teachers to share their classroom experiences and enables administrators to have a more detailed view of the challenges individual teachers are facing in the classroom. This combination allows administrators to allocate resources to more effectively meet each student's individual needs. All School Review records are maintained by the Title I office and the building principals.

FORMATIVE ASSESSMENTS

Abby Kelley Foster Charter Public School contracted with ERTEC to design and administer a comprehensive math assessment for students in Kindergarten through Grade 10. The test was developed by ERTEC and reviewed by AKFCS curriculum coordinators and teachers. The test was administered in the winter and spring of the 2007-2008 school year for alignment with the MA Frameworks and the school's curriculum guides. Students were tested in their current math groups to determine appropriate grade level performance, pacing of the curriculum and proficiency group placement. Teachers administered the test. The results were entered and analyzed by ERTEC. At this time, the purpose of the formative assessment effort is not to make comparisons between teachers. Therefore no formal teacher comparison analyses were performed. The assessments consist of the multiple choice questions, open response and short answers within the following categories:

- Number Sense and Operation
- Patterns, Relations and Algebra
- Geometry
- Measurement
- Data Analysis, Statistics and Probability.

In order to provide teachers with as much information as possible regarding each student's strength and weaknesses two types of student results were presented:

- Each student's percent correct responses by reporting category (as well as the overall percent correct response) are presented in a bar graph. Each student's performance is compared to the school average.
- Each student's response to each individual item is also determined and using Item Response Theory is presented in the Student Map. The Student Map is intended to be a valuable tool to the teacher because it presents student performance in the context of test difficulty as well as the performance of the other

students in the class. Student ability and item difficulties are presented on the SAT scale of 200 to 800. The mean item difficulty is set at 500. The student average and two standard deviations as well as the item average and two standard deviations are represented on an individual student map for reference. The results are presented by individual math classes for students in Kindergarten through Grade 10. Due to the number of individual classroom results, a sample analysis is provided below. A complete copy of the ERTEC analysis is available upon request.

Student Class: Geometry	Winter Math Ability	Spring Math Ability	Math Ability Increase
1	466	517	51
2	580	653	73
3	603	665	62
4	616	530	-86
5	643	665	22
6	513	543	30
7	643	723	80
8	490	503	13
9	616	665	49
10	513	406	-107
11	658	699	41
12	770	688	-82
13	425	474	49
14	546	569	23
15	591	641	50
16	502	688	186
17	603	581	-22
18	466	543	77
19	499	474	-25
20	440	458	18
21	513	641	128
22	694	859	165
23	453	489	36
24	478	489	11
25	536	606	70
26	367	569	202
27	616	581	-35
28	536	489	-47
29	490	556	66
30	632	594	-38
31	472	606	134
32	538	581	43
33	549	641	92
34	538	569	31
35	538	606	68
36	549	653	104
37	646	699	53
38	662	748	86
39	594	762	168

EXTERNAL ASSESSMENTS

Performance Objective: *Abby Kelley Foster Charter Public School students will make measurable yearly progress on standardized assessments.*

Measure 1: Students in grades 4, 8 and 10 will score at or above the largest sending district average for English Language Arts and Mathematics Massachusetts Comprehensive Assessment System (MCAS) exams.

- Abby Kelley Foster students in grades 4, 8 and 10 outperformed our largest sending district for both the ELA and math MCAS exams.

Name	Grade/Subject	% Advanced	% Proficient	% Needs Improvement	% Warning
Abby Kelley	4th English	6%	46%	39%	8%
Worcester	4th English	4%	29%	44%	24%
Abby Kelley	4th Math	11%	24%	50%	14%
Worcester	4th Math	8%	19%	44%	28%
Abby Kelley	8th English	18%	64%	18%	0%
Worcester	8th English	4%	51%	31%	13%
Abby Kelley	8th Math	18%	19%	36%	27%
Worcester	8th Math	7%	17%	30%	46%
Abby Kelley	10th English	25%	54%	17%	0%
Worcester	10th English	10%	42%	37%	11%
Abby Kelley	10th Math	38%	42%	13%	8%
Worcester	10th Math	24%	24%	33%	19%

Measure 2: Students will meet the Composite Proficiency Index (CPI) target for English language arts in the aggregate as defined by the School Performance Rating System annually.

- Abby Kelley Foster students met the CPI target for target for English language arts in the aggregate

Measure 3: AKFCPS will meet the Composite Proficiency Index (CPI) target for mathematics in the aggregate as defined by the School Performance Rating System annually.

- Abby Kelley Foster students did not meet the CPI target for mathematics in the aggregate. The low income, special education and African American student subgroups did not meet the school or state performance target. The inability of the school to meet the CPI target prompted to the school to contract with an independent consultant to assess students in grades K-10. The results of the assessments will be used to implement a revised math program. In addition, the school provided additionally math support for both the teachers and students during the school year.

Measure 4: More than 50% of the students who enroll at AKFCPS in Kindergarten will score at or above the proficient levels on the English Language Arts MCAS exam by the end of fourth grade.

- Based on independent analysis of the school's ELA MCAS scores conducted by ERTEC, students enrolled at the school since Kindergarten, demonstrated an increase in both the raw and scaled scores.

Measure 5: AKFCPS will continue to achieve Adequate Yearly Progress (AYP) each year as defined by the School Performance Rating System. All public schools are required to make AYP each year toward meeting a national goal of all students being proficient in both English and mathematics by the 2013-2014 school year.

- Abby Kelley Foster Charter Public School has been identified as a School In Need of Improvement Year One. Our School received this identification as a result of not achieving AYP for two consecutive years (2005-06 and 2006-07) for a subgroup in math. The school is in the process of working with ERTEC and math consultants from Massachusetts Elementary Principal Association and the Association of Middle School Principals to conduct professional development sessions focused on improving math teaching strategies and providing supplemental materials. All students will be assessed twice annually for progress toward meeting the school's curriculum guides and MCAS exams.

Performance Objective: 100% of the students who graduate from Abby Kelley Foster Charter Public School will be qualified to attend a two or four year institution of higher education.

Measure 1: 100% of the students in Grade 10 will achieve a passing score on the English Language Arts MCAS exam or portfolio review appeal.

- 100% of the students in the Class of 2006, 2007, 2008 and 2009 achieved a passing score on the English Language Arts MCAS exam.

Measure 2: 100% of the students in Grade 10 will achieve a passing score on the mathematics MCAS exam or portfolio review appeal.

- 100% of the students in the Class of 2006, 2007, 2008, and 2009 achieved a passing score on the mathematics MCAS exam.

Measure 3: More than 80% of the students in Grade 12 will apply and be accepted to a minimum of one post secondary school.

- 100% of the students in the Class of 2006, 2007 and 2008 applied and were accepted to a minimum of one post secondary school. College acceptances are cataloged by the guidance department, school principals and director of government relations.

Measure 4: 100% of the students in Grades 9-12 will participate in a minimum of two community service projects or activities prior to graduation.

- 100% of the students in the Class of 2009, 2010 and 2011 are on track to participate in a minimum of two community service activities. All students are required to complete 40 hours of community service as part of their graduation requirement. Community service hours are monitored by the school principal.

Abby Kelley Foster Charter Public School has made significant academic progress over the past ten years. Annually, our goal is to be the highest achieving K-12 academic program in the City of Worcester. Our Massachusetts Comprehensive Assessment System (MCAS) scores, graduation rate, college acceptance rate, highly qualified teaching staff, and enrollment waitlist are evidence of our past and current success and provide a solid foundation to build on for the future.

Our Accountability Plan was updated in June 2008 to reflect the Department of Elementary and Secondary Education revised guidelines. The revised plan reflects the Board of Trustees' and the administration's renewed obligation to provide all students with a comprehensive classical liberal arts education.

Abby Kelley Foster continues to outperform our largest sending district on the Massachusetts Comprehensive Assessment System (MCAS) across all grade levels and subjects. We attribute our success to the intensive academic support program available to all students throughout the school year. Teachers and staff are available Monday through Thursday for before and after school help, Saturday support programs begin in November and continue through May, and mathematics and English language arts periods have been doubled to offer all students an opportunity to improve their academics. In addition, Title I targeted assistance in mathematics and English are available for qualified students in Grades 1-8. Every student, regardless of their academic level, has the option to participate and take advantage of myriad opportunities to improve their academic profile and performance.

Our success in providing individualized student attention has allowed us to maintain a successful academic program over the past 10 years. Student progress is monitored and measured on an individual basis. Internal and external assessments are evaluated for each student performing below grade level. Additionally, teacher recommendations, progress reports and report card data are compiled to form an “Individualized Student Success Plan” (ISSP). Individual student success plans provide teachers, administrators and parents with a detailed profile of each child who is struggling to be on grade level in math and English language arts.

Beginning in middle school, our students are infused with the importance of completing high school and attending a 2 or 4 year institution of higher education. The Board of Trustees and school administration sets high academic expectations for all students regardless of their academic ability or socioeconomic background.

The strong academic foundation that our three graduating classes received throughout their years at Abby Kelley Foster has allowed us to maintain a 100% graduation rate and 100% college acceptance rate.

MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM (MCAS)

As a public school our students, including students with disabilities and students with Limited English Proficiency, are required to take and pass the MCAS. Over the years, our MCAS scores have consistently outperformed our largest sending district. This achievement demonstrates our School's ability to refine curriculum and teaching methods to meet the individual needs of our students. All students have weekly tutoring, before and after school help and Saturday classes available for extra opportunities. Saturday classes are reserved for our high school students. In addition, we implemented a Saturday school program for students in Grades 4-8 to support the MCAS prep program.

Class of	Year	Grade/Subject	% Advanced	% Proficient	% NI	% Warning
2009	2007	10th English	25%	54%	17%	0%
2009	2004	7th English	5	64	29	2
Class of	Year	Grade/Subject	% Advanced	% Proficient	% NI	% Warning
2009	2007	10th Math	38%	42%	13%	8%
2009	2005	8th Math	12	22	41	24
2009	2003	6th Math	6	23	39	32
Class of	Year	Grade/Subject	% Advanced	% Proficient	% NI	% Warning
2010	2006	8th English	11	57	24	7
2010	2005	7th English	7	51	38	5
Class of	Year	Grade/Subject	% Advanced	% Proficient	% NI	% Warning
2010	2006	8th Math	9	24	35	31
2010	2004	6th Math	7	25	31	37
Class of	Year	Grade/Subject	% Advanced	% Proficient	% NI	% Warning
2011	2007	8th English	18%	64%	18%	0%
2011	2006	7th English	1	58	30	10
2011	2003	4th English	8	23	47	22
Class of	Year	Grade/Subject	% Advanced	% Proficient	% NI	% Warning
2011	2007	8th Math	18%	19%	36%	27%
2011	2006	7th Math	9	21	26	44
2011	2005	6th Math	5	30	36	29
2011	2003	4th Math	8	23	47	22
Class of	Year	Grade/Subject	% Advanced	% Proficient	% NI	% Warning
2012	2007	7th English	4%	45%	47%	4%
2012	2006	6th ELA	3	39	41	18
2012	2004	4th English	4	29	48	20
2012	2003	3rd Reading	n/a	42	49	9

Class of	Year	Grade/Subject	% Advanced	% Proficient	% NI	% Warning
2012	2007	7th Math	7%	19%	35%	39%
2012	2006	6th Math	4	28	29	39
2012	2004	4th Math	4	21	45	29
Class of	Year	Grade/Subject	% Advanced	% Proficient	% NI	% Warning
2013	2007	6th ELA	1%	50%	45%	4%
2013	2006	5th English	4	46	41	9
2013	2005	4th English	19	44	32	5
2013	2004	3rd Reading	n/a	57	30	13
Class of	Year	Grade/Subject	% Advanced	% Proficient	% NI	% Warning
2013	2007	6th Math	11%	23%	37%	28%
2013	2006	5th Math	7	17	39	38
2013	2005	4th Math	18	38	23	20
Class of	Year	Grade/Subject	% Advanced	% Proficient	% NI	% Warning
2014	2007	5th English	7%	48%	38%	6%
2014	2006	4th English	1	40	47	12
2014	2005	3rd Reading	n/a	52	36	11
Class of	Year	Grade/Subject	% Advanced	% Proficient	% NI	% Warning
2014	2007	5th Math	4%	29%	41%	25%
2014	2006	4th Math	3	26	55	16
Class of	Year	Grade/Subject	% Advanced	% Proficient	% NI	% Warning
2015	2007	4th English	6%	46%	39%	8%
2015	2006	3rd Reading	13	33	44	10
Class of	Year	Grade/Subject	% Advanced	% Proficient	% NI	% Warning
2015	2007	4th Math	11%	24%	50%	14%
2015	2006	3rd Math	1	31	42	26
Class of	Year	Grade/Subject	% Advanced	% Proficient	% NI	% Warning
2016	2007	3rd Math	4%	23%	37%	36%
Class of	Year	Grade/Subject	% Advanced	% Proficient	% NI	% Warning
2016	2007	3rd Reading	5%	40%	41%	15%

Year	Class of	Grade/Subject	% Advanced	% Proficient	% NI	% Warning
2007	2016	3rd Reading	5%	40%	41%	15%
2006	2015	3rd Reading	13	33	44	10
2005	2014	3rd Reading	n/a	52	36	11
2004	2013	3rd Reading	n/a	57	30	13
2003	2012	3rd Reading	n/a	42	49	9
Year	Class of	Grade/Subject	% Advanced	% Proficient	% NI	% Warning
2007	2016	3rd Math	4%	23%	37%	36%
2006	2015	3rd Math	1	31	42	26
Year	Class of	Grade/Subject	% Advanced	% Proficient	% NI	% Warning
2007	2015	4th English	6%	46%	39%	8%
2006	2014	4th English	1	40	47	12
2005	2013	4th English	19	44	32	5
2004	2012	4th English	4	29	48	20
2003	2011	4th English	8	23	47	22
Year	Class of	Grade/Subject	% Advanced	% Proficient	% NI	% Warning
2007	2015	4th Math	11%	24%	50%	14%
2006	2014	4th Math	3	26	55	16
2005	2013	4th Math	18	38	23	20
2004	2012	4th Math	4	21	45	29
2003	2011	4th Math	8	23	47	22
Year	Class of	Grade/Subject	% Advanced	% Proficient	% NI	% Warning
2007	2014	5th English	7%	48%	38%	6%
2006	2013	5th English	4	46	41	9
Year	Class of	Grade/Subject	% Advanced	% Proficient	% NI	% Warning
2007	2014	5th Math	4%	29%	41%	25%
2006	2013	5th Math	7	17	39	38
Year	Class of	Grade/Subject	% Advanced	% Proficient	% NI	% Warning
2007	2013	6th ELA	1%	50%	45%	4%
2006	2012	6th ELA	3	39	41	18
Year	Class of	Grade/Subject	% Advanced	% Proficient	% NI	% Warning
2007	2013	6th Math	11%	23%	37%	28%
2006	2012	6th Math	4	28	29	39
2005	2011	6th Math	5	30	36	29
2004	2010	6th Math	7	25	31	37

2003	2009	6th Math	6	23	39	32
Year	Class of	Grade/Subject	% Advanced	% Proficient	% NI	% Warning
2007	2012	7th English	4%	45%	47%	4%
2006	2011	7th English	1	58	30	10
2005	2010	7th English	7	51	38	5
2004	2009	7th English	5	64	29	2
2003	2008	7th English	2	40	53	5
Year	Class of	Grade/Subject	% Advanced	% Proficient	% NI	% Warning
2007	2012	7th Math	7%	19%	35%	39%
2006	2011	7th Math	9	21	26	44
Year	Class of	Grade/Subject	% Advanced	% Proficient	% NI	% Warning
2007	2011	8th English	18%	64%	18%	0%
2006	2010	8th English	11	57	24	7
Year	Class of	Grade/Subject	% Advanced	% Proficient	% NI	% Warning
2007	2011	8th Math	18%	19%	36%	27%
2006	2010	8th Math	9	24	35	31
2005	2009	8th Math	12	22	41	24
2004	2008	8th Math	5	10	52	33
2003	2007	8th Math	14	25	22	39
Year	Class of	Grade/Subject	% Advanced	% Proficient	% NI	% Warning
2007	2009	10th English	25%	54%	17%	0%
2006	2008	10th English	4	60	32	4
2005	2007	10th English	12	59	24	6
2004	2006	10th English	23	41	36	0
Year	Class of	Grade/Subject	% Advanced	% Proficient	% NI	% Warning
2007	2009	10th Math	38%	42%	13%	8%
2006	2008	10th Math	16	36	40	8
2005	2007	10th Math	29	29	29	12
2004	2006	10th Math	36	23	36	5

IS THIS A VIABLE ORGANIZATION?

SCHOOL GOVERNANCE

Performance Objective: The Abby Kelley Foster Charter Public School Board of Trustees will maintain sound governance policies and practices.

Measure 1: The Board of Trustees will conduct all meetings in accordance with the Massachusetts General Laws.

- The Board of Trustees conducted all meetings in accordance with Massachusetts General Laws. The Board met during the school year according to the following calendar:
 - Tuesday, September, 18, 2007
 - Tuesday, November 13, 2007
 - Tuesday, January 22, 2008
 - Tuesday, March 4, 2008
 - Tuesday, April 8, 2008
 - Tuesday, May 20, 2008
 - Tuesday, June 10, 2008 (Annual Meeting)

Measure 2: The Board of Trustees will conduct an annual self evaluation at the end of each school year to determine the effectiveness of their roles and responsibilities in monitoring the School's progress.

- The Board of Trustee conducted a self evaluation to determine the effectiveness of their roles and responsibilities in monitoring the School's progress during the June 10 meeting.

Measure 3: The Education, Facilities and Finance Standing Committees of the Board of Trustees will host a minimum of three meetings each academic year.

- The Subcommittees of the Board of Trustees held a total of 15 meetings during the school year.

Measure 4: The Board of Trustees will establish annual goals and objectives for the Superintendent of Schools to be evaluated on a mid and end of year basis.

- The Board of Trustees established annual goals and objectives for the Superintendent of School. The goals and objectives are available for review in the administration office and with the secretary of Board. The Superintendent and administration met 100% of the goals established by the Board for the 2007-2008 school year

BOARD OF TRUSTEES

James M. Walsh, Chair

Profession: Housing Specialist for the City of Worcester

Term: Elected December 6, 2005 to a three year term and re-elected December, 2007 to a three year term.

Committees: Finance and Facilities

Stephen M. Sycks, Treasurer

Profession: Commercial Lender, Vice President

Term: Elected June 6, 2006 to a three-year term.

Committees: Finance and Facilities

Lea Christo, Clerk

Profession: Social Worker

Term: Founding Board member elected in 1997 and re-elected on June 12, 2007 to a three-year term.

Committees: Education

Mary Elizabeth Burke

Profession: Public Policy

Term: Founding Board Member elected in 1997 and re-elected on June 12, 2007 to a three-year term.

Committees: Education

Peter Lukes

Profession: Attorney

Term: Founding Board member elected in 1997 and re-elected on June 12, 2007 to a three-year term.

Committees: Finance and Facilities

Danielle Colvert

Profession: School Teacher

Term: Elected December 14, 2004 to a three-year term and re-elected on June 12, 2007 to a three-year term.

Committees: Education

John Hannon

Profession: Finance

Term: Elected June 12, 2007 to a three year term.

Committees: Finance and Facilities

BOARD OF TRUSTEES

The Abby Kelley Foster Charter Public School Board of Trustees remains focused on, and committed to, the School’s mission. Three founding members remain active on the Board of Trustees including Mary Beth Burke, Lea Christo and Peter Lukes. The Board welcomed John Hannon to the Board at the beginning of the school year. Joseph Williams resigned in January 2008 as Chair and James Walsh was voted Chairman for a three year term. The Board challenges the administration, staff and students to meet high academic goals and continues to monitor the School’s progress on a consistent and responsible basis.

The stabilization of School’s long term facilities is the Board’s most significant and exciting achievement during the 2007-2008 academic year. The School received approval from the Massachusetts Board of Education to enter into a 35 million dollar bond agreement to both expand the School’s facilities to accommodate its growing programs and to achieve greater certainty surrounding facility costs.

The School will use Bond proceeds to purchase an existing structure, adjacent to its currently-leased Elementary and Middle/High School buildings, located at 6 New Bond Street, Worcester. Proceeds of the Bonds will be used to renovate the facility, which, when completed, will house the High School program. The new facility includes approximately 150,000 square feet which approximately 90,000 square feet will be renovated to serve the needs of 440 High School students, and the lot will provide parking for approximately 180 cars. The School will be able to expand its instructional offerings to its High School students, as well as its Middle School students by freeing up space in the existing Middle/High School building. The School also will also build upon

its existing music and performance programs with the addition of a state-of-the-art auditorium and a full-size regulation gymnasium. As a classical school with a major focus on music, much needed practice rooms and performance space will be added. New athletic fields and playgrounds will be developed to provide recreation space for Abby Kelley Foster, as well as the community. Being located along the same street as the School's existing facilities, the addition of a third building will create a campus atmosphere to foster a sense of community and school identity.

Abby Kelley Foster also has executed a purchase and sale agreement which, subject to certain conditions, will allow the School to acquire the leased facilities which now house the Elementary and Middle/High School programs. The property to be acquired includes an approximate 49,000 square foot facility, which houses 550 children in Kindergarten through Grade 4, and space to accommodate parking for up to 80 cars, and an approximate 47,000 square foot facility, which houses 475 students in Grades 5 through 8, and parking to accommodate 80 cars. The 10 New Bond Street purchase also includes an approximate 5,400 square foot recreation center that the School currently leases and uses for physical education and other athletic activities and school events.

The new Board of Trustee committee structure continues to encourage extensive interaction between the members and the School. Teachers and school administrators are invited and encouraged to be active participants of the respective board committees. The school administrators and the Board have committed themselves to creating a horizontal organizational structure with the intention of making it easier for ideas and information to be shared among various groups.

The Board completed the following during the school year:

- Voted unanimously to accept the audit report for the year ending June 30, 2007.
- Voted unanimously to approve the 2008-2009 annual school budget.
- Voted unanimously to approve a revised accountability plan.
- Voted unanimously to approve to approved revised graduation requirements.
- Voted unanimously to approve a revised organization chart with the business manager and director of government relations having reporting duties to the Board.
- Elected the following officers of the Board of Trustees for the 2008-2009 school year:
 - Mr. James Walsh, Chairman
 - Mr. Stephen Sycks, Treasurer
 - Ms. Lea Christo, Secretary
- Approved Superintendent goals and objectives for the 2007-2008 school year.

COMPLAINTS RECEIVED BY THE BOARD OF TRUSTEES

As required by law, the Board follows the requirements for reviewing the complaint of any individual or group of a claimed violation of Chapter 71, Section 89. The Board received two written complaints during the 2007-2008 school year which included a request for an additional special education program and the number of half days scheduled during the school year. The parent of an elementary special education student requested the school implement a specific reading program for their child. A representative from the Board contacted the principal for additional information. The request was approved by the elementary principal and special education director when it was determined that other students would also benefit from the program. The Board also received a written complaint and heard testimony from a parent who was concerned about the number of half days scheduled during the school year and the impact it had on working parents. The addresses this issue by approving a limited number of half days during the year and instructed the school to research child care programs for parents. The two issues were resolved without any further discussion.

The Board adheres to the procedure detailed in 601 CMR 1.08. It is the policy of the Board of Trustees of the Abby Kelley Foster Charter Public School to solicit written concerns from parents prior to the monthly Board meetings as detailed in the student/parent handbook.

STUDENT PROFILE

Performance Objective: The Abby Kelley Foster Charter Public School will maintain full enrollment and an adequate waitlist.

Measure 1: AKFCPS will actively recruit and retain students from the charter region by sponsoring a minimum of six informational and community meetings each academic year.

- AKFCPS sponsored 10 informational meetings during the 2007-2008 school year.

Measure 2: AKFCPS will enroll new students each year to maintain maximum enrollment as defined by the charter.

- AKFCPS enrolled 1,426 students during the 2007-2008 school year, which is the maximum enrollment as defined by the charter.

Measure 3: AKFCPS will meet or exceed the state attendance average each year.

- AKFCPS maintained a 95% attendance rate during the 2007-2008 school year.

Measure 4: AKFCSP will maintain a waitlist equivalent to at least 15% of the maximum student enrollment.

- AKFCSP currently maintain a waitlist of 1,006 students.

Abby Kelley Foster may accept applications for students in Kindergarten through Grade 12. The School determines the number of seats available by grade annually. All student applications must be received in accordance with the School's admissions schedule. In accordance with the School's charter, students entering Kindergarten must be 5 years of age by September 1. Abby Kelley Foster reserves the right to determine the academic placement of a student at each grade level. If there are more applications than seats available, as required by Massachusetts law a lottery is held to determine which applicants will receive an offer of admission. If a lottery is needed, all applications are divided and entered into three separate lotteries: Siblings, Residents of Sending Districts, and Non-Residents.

Like all Commonwealth public schools, charter schools may not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, or academic achievement in admitting students, nor may charter schools set admissions criteria that are intended to discriminate or that have the effect of discriminating on any of these bases.

The School’s formal enrollment campaign for the 2008-2009 school year began on October 1, 2007 and concluded February 15, 2008. The School accepted applications for Kindergarten through Grade 12, and received 937 total applications. An enrollment lottery was held on March 12, 2008, placing 1006 students on the waitlist. The enrollment campaign included monthly, day and evening parent information sessions with the director of enrollment and a team of school administrators. Application information and lottery dates are publicized on local radio stations and in the local and regional newspapers. Parents may access enrollment information via the School’s website. In addition, the Abby Kelley Foster school community plays a vital role in the enrollment process. Parents and friends often recommend the School to applicants and, as a result, a significant number of applications are generated without formal advertising.

TOTAL ENROLLMENT

Abby Kelley Foster Charter Public School enrolls 1,426 students in grades K-12. The school enrolls 49% males and 51% females with 48% of the students qualifying for free and reduced lunch. Our special education enrollment averages 6.6% and 3.6% of our students receive limited English proficiency services. The School’s average daily attendance rate is 95.9%.

Race	Percentage
African American	25.7
Asian	4.6
Hispanic	24.5
Native American	0.1
White	41.2
Native Hawaiian	0.1
Multi Race-Non Hispanic	3.8

Grade	Students
K	142
1	137
2	145
3	139
4	144
5	143
6	142
7	140
8	127
9	79
10	43
11	21
12	22
Total	1424

City/Town	Students	Percentage
Auburn	33	2.31%
Holden	20	1.40%
Leicester	10	0.70%
Millbury	13	0.91%
Oxford	48	3.37%
Shrewsbury	21	1.47%
Sutton	3	0.21%
West Boylston	6	0.42%
Worcester	1208	84.71%
Other*	64	4.49%
Total	1426	100.00%

*Includes the towns of Northbridge, Sturbridge, Leominster, Clinton, Webster, Boylston, Oakham, West Brookfield, Rochdale, Southbridge

2008-2009 Waitlist

Grade	Students
K	138
1	167
2	98
3	142
4	60
5	88
6	58
7	89
8	62
9	57
10	16
11	22
12	9
Total	1006

STUDENT TURNOVER

At the conclusion of the 2007-2008 school year a total of 139 students withdrew from the Abby Kelley Foster Charter Public School. The School offered admission to students on the wait list in grades K-9 throughout the school year. The School's current enrollment is 1,426. A member of the school administration spoke with the parents to determine the reason for withdrawal. Reasons for the withdrawals and the number of students by grade and are listed in the following tables:

Grade	Total
Kindergarten	11
Grade 1	11
Grade 2	3
Grade 3	5
Grade 4	7
Grade 5	15
Grade 6	14
Grade 7	16
Grade 8	28
Grade 9	21
Grade 10	8
Grade 11	0
Grade 12	0
Total	139

Reason	Students
Academic	5
Closer to Home	16
Moved	29
Parent Choice	56
Private School	15
Vocational Education	13
Transportation	5
Total	139

SUSPENSIONS AND EXPULSIONS

The majority of students at Abby Kelley Foster strive to meet the expectations for responsible behavior and self-discipline. Students learn that certain actions are unacceptable and that misbehavior has consequences. Students who engage in misbehavior are required to make amends and/or restore the situation. The Middle and High School Principals, in discussions with the teacher(s), determine the type of restitution required for a particular infraction.

The elementary, middle and high school handbooks include three categories of discipline concerns that can result in suspension or expulsion: insubordination, physically dangerous behavior and illegal behavior. Insubordinate behavior is the direct refusal to comply with a reasonable staff instruction and/or speaking to staff members disrespectfully through tone of voice or language usage and non-verbal mannerisms. Physically dangerous behavior includes fighting, assault, and/or physical intimidation.

During the school year, there were twenty-three in-school suspensions and one hundred and twenty three out-of-school suspensions. Suspensions were due to insubordinate or physically dangerous behavior. The school expelled two students, one for possession of alcohol and one for threatening behavior.

STAFF PROFILE

Performance Objective: *Abby Kelley Foster Charter Public School will actively recruit, retain and employ highly qualified teachers.*

Measure 1: More than 85% of the core academic classes at AKFCPS will be taught by teachers who are highly qualified as defined by the No Child Left Behind Act.

- 100% of the core academic teachers at AKFCPS are taught by teachers who are highly qualified as defined by the No Child Left Behind Act.

Measure 2: 100% of first and second year teachers and up to 50% of the experienced faculty will receive an annual evaluation to determine effectiveness and performance progression.

- 100% of the first and second year and 50% of the experienced teachers in the K-12 program received an annual evaluation. The evaluation process included an average of 6 informal and formal classroom observations. The observations were completed by the building principals, assistant principal, superintendent, title 1 director, curriculum director. All observations included post observation meetings to discuss areas of strength and weakness. At the conclusion of the year, teachers received an annual evaluation completed by the building principal. All evaluation and classroom observation forms are available in the principal's office for review.

Measure 3: 100% of AKFCPS teachers will be required to maintain an updated professional development plan to be evaluated on an annual basis.

- 100% of AKFCPS teachers maintain an updated professional development plan that is monitored by the building principals. All professional development plans are on file with the building principals for annual review. The building principals schedule a minimum of two individual teacher meetings annually to discuss classroom observations and professional development plans.

FACULTY

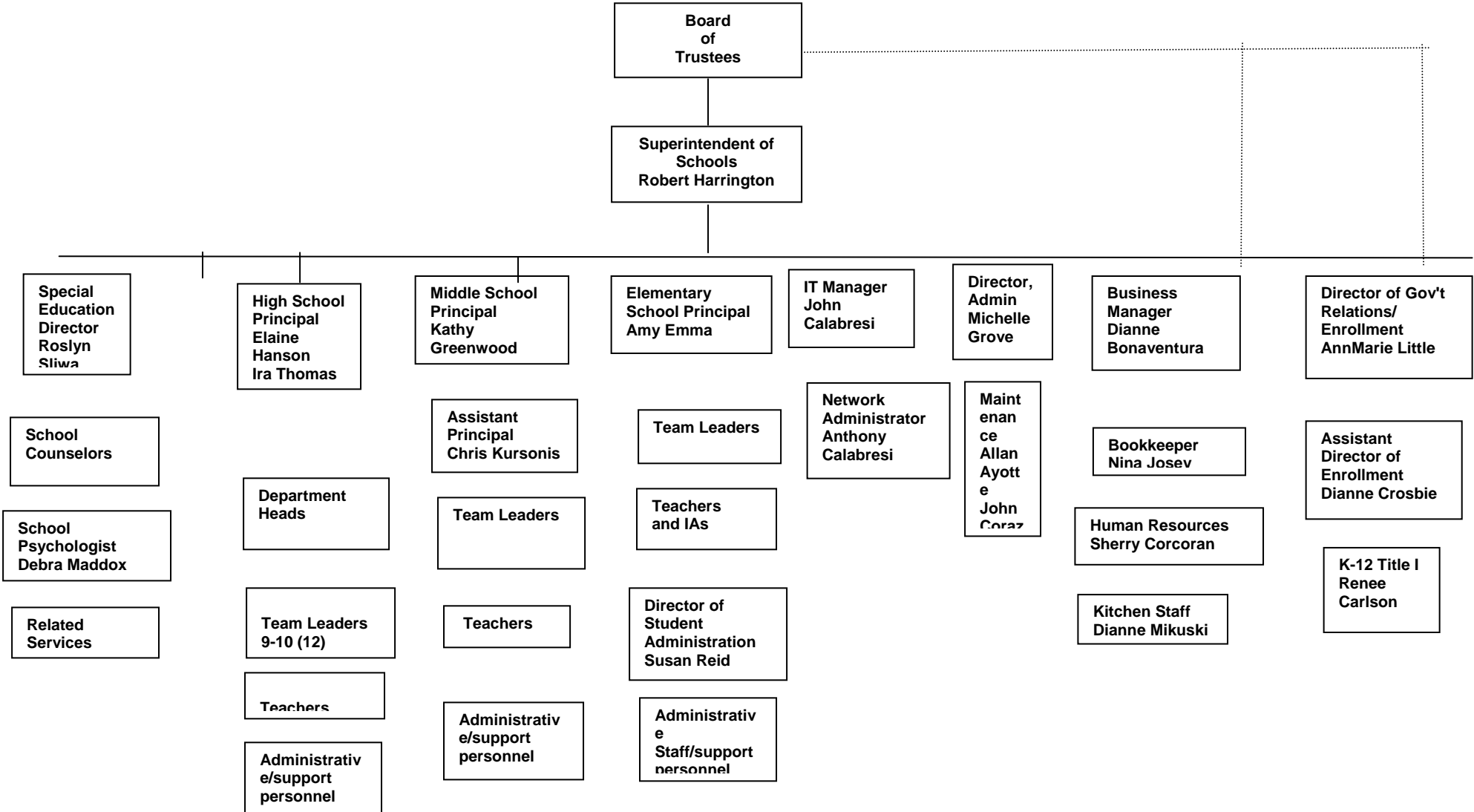
The school is committed to hiring highly qualified candidates. Under current law, charter schools are not required to hire certified teachers. However, the school actively recruits certified teachers for teaching and instructional positions. The school will continue to work with the area colleges and MA charter school association to recruit qualified candidates.

Years of Service at AKFCPS	Teachers
1	18%
2-3	46%
4-5	21%
6 +	15%

Years of Teaching Experience	
1	10%
2-5	50%
6-9	33%
Over 10	7%

STAFF TURNOVER

Also, at the conclusion of the year, one classroom teacher and one administrator contract was not renewed due to a mutual decision between the school and the teacher and one classroom teacher contract was not renewed due to underperformance. Additionally, two teachers enrolled in advanced degree programs, three teachers accepted a job in another school district and one teacher opted not to return from maternity leave. The school did not terminate any contracts during the school year.



***IS THE SCHOOL FAITHFUL TO TERMS OF ITS CHARTER?
BEST PRACTICES AND COMMUNITY ACTIVITIES***

Performance Objective: Abby Kelley Foster Charter Public Students will have the opportunity to participate in a musical or dramatic performance each year.

Measure 1: 100% of AKFCPS students will have the opportunity to participate in a public production, either on stage or behind the scenes.

- 100% of the students had the opportunity to participate in a musical or dramatic performance by enrolling in any one of the following groups: High School Orchestra, Middle School Concert Band, High School Choir, Middle School Choir, after school Encore Programs including Select Singers, Pop Strings, and Jazz Band. The school produced a number of public performances during the school year which included: spring, winter and holiday concerts, Abby's café, elementary dramatic performance, Mulan, and various in house performances for parents and family members during the school year.

Measure 2: 100% of AKFCPS students enrolled in the high school will be required to take a full year of music and a semester of art to meet graduation requirements.

- 100% of the AKFCPS high school students are scheduled to participate in one full year of music and a semester of art. The graduation requirements are posted in the student handbook and high school enrollment package.

Measure 3: 100% of AKFCPS students will participate in an art curriculum including instruction focused on appreciation of art history and culture.

- 100% of the students enrolled are required to participate in art classes. Art is scheduled for all students at the elementary, middle and high school in accordance with the school mission. In addition, art is a graduation requirement. The school employs three full time art teachers.

Performance Objective: Abby Kelley Charter Public School will actively involve parents and community involvement.

Measure 1: The AKFCPS Parent Teacher Organization will hold a minimum of 6 meetings each academic year.

- The AKFCPS PTO met monthly at 6:30 p.m. in the elementary school library according to following:
Thursday, December 6, 2007
Thursday, January 3, 2008
Thursday, February 7, 2008
Thursday, March 6, 2008
Thursday, April 3, 2008
Thursday, May 1, 2008

Measure 2: More than 90% of parents will report that they are satisfied with the overall education their child receives at Abby Kelley Foster. Parent surveys will be administered annually.

- 98% of the parents reported on the most recent parent survey that they were satisfied with the overall education their child receives at Abby Kelley Foster.

Measure 3: AKFCPS PTO will sponsor a minimum of two social events during the academic year to increase parent involvement.

- The AKFCPS PTO held six meetings and sponsored five social events during the school year which included the father daughter dance, Worcester Tornados family night, Spree Day, Winter Craft Fair and the Book Fair.

Performance Objective: Abby Kelley Charter Public School will participate in structured character education program.

Measure 1: All AKFCPS middle and high school students will be required to participate in one community service project annually.

- 100% of the students participated in one community service project during the 2007-2008 school year. Over the past year, the high school students had the wonderful opportunity to work with the elementary and middle school students in a variety of ways including touring, mentoring and teachers aides. In addition to serving the school community the high school was also involved with local organizations that support our families including the Mustard Seed and the local Red Cross. The middle school students were also active in the community by supporting the needs of various local organizations. The students sponsored fundraisers, work with the elderly, collected food donations for the mustard seed and the animal shelter.

Middle School Community Service
Grade 5: Holy Trinity Nursing Home.
Grade 6: Worcester Animal Shelter
Grade 7: The Mustard Seed
Grade 8: Walk for the Homeless.

Measure 2: All AKFCPS elementary school students will participate in a monthly character education program which will include the ten character virtues.

- 100% of the elementary school students participate in a structured character education program during the school day. Character Education is weaved into the daily behavior and academic expectations on during the regular school day. As a school offering a classical liberal arts education, we believe that character education should be embedded in the curriculum and taught using an interdisciplinary approach. With that in mind, every grade level has found opportunities within the English language arts curriculum to discuss the ten character virtues of responsibility, truth, citizenship, fairness, respect, true friendship, kindness, perseverance, self-discipline and courage. In addition, many of these character virtues can be illustrated using examples from history or social studies, and those interdisciplinary connections are discussed and used as opportunities to hone students' writing skills.

Measure 3: More than 90% of the student body will report that they feel safe at school as determined by the annual parent/student survey.

- 97% of the parents reported on the most recent parent survey that their child felt safe at school.
- 95% of the students at the middle/high school reported on the most recent student risk survey that they felt safe at school.

Measure 4: The number of out of school suspensions will decrease by 5% each year for the students in the middle and high school.

- Due to the increase of students at the middle and high school the number of out of school suspensions increased during the 2007-2008n school year. The out of school suspension totaled 123 for the 2007-2008 school year for 1,426 students an increase of 71 suspensions over the previous year.

Students in Grades K-4 study General Music once per week. The curriculum for elementary General Music education consists of developing an appreciation of various music genres through singing, performing on various instruments and learning music notation. Kindergarten, Grade 1 and Grade 2 General Music consists of introducing these principles and developing student's interest and abilities in singing, rhythm and basic notation. In third grade, all General Music students advance their knowledge of these music principles by learning to play the recorder. By fourth grade, students continue their General Music education but may also elect to learn a brass, woodwind or percussion instrument and/or sing in the Grade 4 choir. Also, starting as early as Grade 2, students may elect to take string lessons on violin, viola or cello and private keyboard lessons are offered after school beginning in kindergarten.

The curriculum for middle and high General Music consists of an even balance between music theory/history and music performance. Students spend an equal amount of their music education studying the historical/theoretical applications of music in the General Music classroom and music performance in the state-of-the-art keyboard and M.I.D.I. laboratory. Students in Grades 5-8 take General Music/Keyboarding three times per six day cycle. Students in Grades 9 and 10 take General Music/Keyboarding every day (six classes per six day cycle) for one semester (half year). Students in Grades 11 and 12 may choose to take a music elective which runs every day (six classes per six day cycle) for one semester (half year) or every day (six classes per six day cycle) for two semesters (full year). Grade 12 students who sing/play an instrument must also complete a Senior Recital Seminar, which meets once a week for one semester (half year).

All students in Grades 5-8 may elect to play an instrument in the middle school band and/or sing in the middle school choir. These classes meet three times per six day cycle and are scheduled to allow students to participate in both band and choir. Advanced performance students in Grades 5-8 may also be promoted to a High School or after school music program offered at AKFCPS. All students in Grades 9-12 may elect to play an instrument in the high school band and/or sing in the high school choir. These classes meet three times per six day cycle and are scheduled to allow students to participate in both band and choir. Students may also elect/try-out for orchestra, rock band, elite choir, jazz band, flute choir and pop strings which meet once a week during and/or after school. Also, students in Grades 5-12 may elect to take strings lessons on violin, viola, cello or string bass, which meets individually or by ensemble three times per six day cycle.

All students in Grades 5-12 may elect to take private music lessons after school. Students may take lessons from beginning to advanced levels in voice, piano, traditional violin, fiddle, viola, cello, bass, electric bass, trumpet, trombone, saxophone, flute, recorder, clarinet, classical guitar, electric guitar, jazz guitar. We also offer keyboard and M.I.D.I. lab programs. These lessons are fee-based and occur Monday-Friday after school. There are also scholarships available.

Performances are an integral part of the overall program of Abby Kelley Foster and often include, but are not limited to, musical ensembles and musical productions. The main objective is to provide every student the opportunity, at some point in the year, to perform on stage in front of an audience with confidence and a high

degree of proficiency. This could be in a monthly general class assembly, in front of peers and parents in classroom, or in an off-site production.

Music theory is a key component and a pre-requisite to being able to participate in assembly performances. The other components are talent, academics and discipline.

Talent – This includes an ability to sing, dance, articulate, or act within the visual arts. Students with organizational skills, talent for writing, drawing, painting, construction, wood working, video handling and production, sound, and technical knowledge have the opportunity to participate utilizing their individual talents. The collaboration of our music and art students talents contribute to a successful performance on and behind the stage. All students must demonstrate standard of excellence in their selected area.

Academics – Along with demonstrating to an overall mastery of 80% in music class, the student must be doing well in all other subjects. Being part of a performance does not exempt any student from completing all assignments. It is the student’s responsibility to collect and complete any missed assignments due to practice schedules.

Discipline – Good behavior is another aspect students who desire to be in a performance must possess. Because the practice schedule is often rigorous and short, taking the time out to discipline someone is not an option. If a student exhibits good behavior in all other classes, the assumption will be made that he or she will be well behaved during the process of preparing for a production as well.

We are committed to making sure that parents and families enrolled at Abby Kelley Foster are invited to be partners in their child’s education. Like all schools, our parents are busy with work and their family life and often times can only dedicate limited time to attending and participating in school events. Despite these challenges, we continue to make a strong effort to keep the lines of communication open with our parents through monthly principal newsletters and periodic letters from the superintendent or other staff members highlighting recent items of interest.

We have experienced an increased level of parent participation in our recently reorganized Abby Kelley Foster Parent Teacher Organization (AKFPTO). The organization has been in existence since the School’s inception in 1998, however a revised set of by-laws and a better focused mission has energized the membership and we anticipate both increased activity and additional members. Currently, our AKFPTO plans our annual teacher appreciation day, end of school year spree day, Scholastic Book Fair, and various fundraising events during the school year.

The School’s *Code of Conduct* clearly defines expectations for student conduct, focusing on ten character virtues: Responsibility, Honesty, Respect, Kindness, Self-discipline, Fairness, Perseverance, Friendship Trustworthiness and Citizenship. It is apparent to anyone who enters our elementary and middle/high school buildings that character education plays an active role in our School. Each building is decorated with the 10 character virtues so every student is made aware upon entering our School that they are responsible for their behavior.

These values are the cornerstone of the School’s character education curriculum. Students focus on a different virtue each month throughout the school year. Students are encouraged to model the character virtues in their daily actions and to develop the habits that characterize a civil society. Our strong Code of Conduct and

character education program provides students with a foundation for appropriate behavior both during and after school. We ask our parents to reinforce such lessons by talking about the virtues and encouraging students to model them at home. Monthly newsletters and weekly character education breakfasts reward students who have modeled the appropriate character virtue of the month.

The Board of Trustee's Education Committee and selected faculty members formed a character education subcommittee to compose a comprehensive K-12 curriculum with the expectation that it will also serve as a best practice for future conferences and workshops. The committee is comprised of teachers, administrators and board members dedicated to integrating the character virtues throughout the curriculum.

Abby Kelley Foster Charter Public School continues to work with traditional public schools, charter schools, area private schools, local community organizations and businesses to enhance our academic program. Our administrators and teachers have hosted professional development sessions regarding behavior management, character education and teaching techniques. Character education and behavior management are key components of our mission and involve all staff members. The success of the behavior management system provides our teachers with the opportunity to present our methodology to area public schools and charter schools. In turn, our teachers are provided the opportunity to attend workshops and travel to schools to meet and share different techniques and learning styles with other education professionals.

AKFCPS continues to work with Quinsigamond Community College to develop an "early-college" program where higher achieving high school students receive instruction from college professors. As a result, four AKFCPS students have earned college credit as well as fulfilling high school graduation requirements.

In keeping with the School's goal to provide all students with an opportunity to perform in a musical or dramatic performance each year, Abby Kelley Foster has formed a unique partnership with the Performing Arts School of Worcester (PASOW). The music department has been collaborating with PASOW for the past four years with the objective to combine, expand, and enhance both music programs.

NO CHILD LEFT BEHIND SCHOOL REPORT CARD

This school report card includes information regarding Abby Kelley Foster Charter Public School’s performance on the Massachusetts Comprehensive Assessment System (MCAS) by content area, grade level and statewide comparison data. This report card also provides information required by the federal No Child Left Behind Act.

Our District Report Card details teacher qualifications, enrollment data and student achievement data. Under current law, charter school teachers can either be certified or pass the Massachusetts Test for Educator Licensure (MTEL) within their first year of employment. Currently, 100% of our core subject teachers meet the federal guidelines to be considered highly qualified. We urge you to review your child’s grade level assessment information to determine academic progress. Student achievement data is reported by subgroups at all grade levels.

Total # of Teachers	89
Percentage of Teachers Licensed in Teaching Assignment	74.2
Total Number of Classes in Core Academic Areas	257
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0
Student/Teacher Ratio	16.0 to 1

Students	Percentage
Male	49%
Female	51%
Limited English Proficiency	3.8%
Low Income	52%
Special Education	6.6%
First Language Not English	3.8%
Migrant	0

Race/Ethnicity	Students
African American	25%
Asian	4%
Hispanic	24%
Native American	0.1
White	41%
Native Hawaiian, Pacific Islander	0.1
Multi Race	3%

Adequate Yearly Progress - According to federal law, a measure of the extent to which students in a school, taken as a whole and certain groups within the school, demonstrate proficiency in English language arts and mathematics. All schools are rated, and AYP determinations are made, based on an analysis of the performance and improvement schools and districts demonstrate toward achieving this goal. Detailed information on AYP determinations can be found on the MA Department of Education website at <http://www.doe.mass.edu/sda/ayp/cycleIVmid/>.

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

ENGLISH LANGUAGE ARTS														
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate		AYP 2007
	Enrolled	Assessed	%	Met	N	2007 CPI	Met	2006 CPI	Gain Target	On Target Range	Met	%	Met	
				Target			Target				Target		Target	
				-95%			-85.4							
Aggregate	696	694	100	Yes	694	81.2	No	78.4	2.7	78.6-83.6	Yes	100.0	Yes	Yes
Lim. English Prof.	22	22	-	-	22	58.0	-	-	-	-	-	-	-	-
Special Education	73	72	99	Yes	72	55.2	No	55.6	5.6	56.7-65.7	No	-	N<6	No
Low Income	319	318	100	Yes	318	75.9	No	74.6	3.2	75.3-80.3	Yes	-	N<6	Yes
Afr. Amer./Black	182	181	99	Yes	181	76.4	No	72.2	3.5	73.2-78.2	Yes	-	N<6	Yes
Asian or Pacif. Isl.	36	36	-	-	36	94.4	-	-	-	-	-	-	-	-
Hispanic	158	158	100	Yes	158	73.7	No	70.4	3.7	71.6-76.6	Yes	-	N<6	Yes
White	317	316	100	Yes	316	86.5	Yes	82.4	2.2	82.4-87.1	Yes	100.0	Yes	Yes

MATHEMATICS														
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate		AYP 2007
	Enrolled	Assessed	%	Met	N	2007 CPI	Met	2006 CPI	Gain Target	On Target Range	Met	%	Met	
				Target			Target				Target		Target	
				-95%			-76.5							
Aggregate	696	696	100	Yes	696	64.4	No	62.3	4.7	64.5-69.5	No	100.0	Yes	No
Lim. English Prof.	22	22	-	-	22	51.1	-	-	-	-	-	-	-	-
Special Education	73	73	100	Yes	73	35.6	No	42.1	7.2	44.8-53.8	No	-	N<6	No
Low Income	319	319	100	Yes	319	57.4	No	56.1	5.5	59.1-64.1	No	-	N<6	No

Afr. Amer./Black	182	182	100	Yes	182	55.1	No	52.3	6.0	55.8-60.8	No	-	N<6	No
Asian or Pacif. Isl.	36	36	-	-	36	90.3	-	-	-	-	-	-	-	-
Hispanic	158	158	100	Yes	158	56.3	No	49.8	6.3	53.6-58.6	Yes	-	N<6	Yes
White	317	317	100	Yes	317	70.8	No	68.3	4.0	69.8-74.8	Yes	100.0	Yes	Yes

Massachusetts Comprehensive Assessment System (MCAS)

The Education Reform Act of 1993 required all public school students, including charter school students, to pass the MCAS as a condition for high school graduation. The MCAS tests are based on the curriculum frameworks adopted by the Massachusetts Board of Education. Additionally, the Federal No Child Left Behind Act requires annual testing in grades 3-8 and high school.

2007 MCAS Comparison

Name	Grade/Subject	% Advanced	% Proficient	% Needs Improvement	% Warning
Abby Kelley	3rd Reading	5%	40%	41%	15%
Worcester	3rd Reading	4%	29%	44%	23%
State	3rd Reading	14%	45%	32%	9%
Abby Kelley	3rd Math	4%	23%	37%	36%
Worcester	3rd Math	8%	28%	27%	37%
State	3rd Math	19%	41%	24%	16%
Abby Kelley	4th English	6%	46%	39%	8%
Worcester	4th English	4%	29%	44%	24%
State	4th English	10%	46%	34%	10%
Abby Kelley	4th Math	11%	24%	50%	14%
Worcester	4th Math	8%	19%	44%	28%
State	4th Math	19%	29%	39%	13%
Abby Kelley	5th English	7%	48%	38%	6%
Worcester	5th English	5%	35%	40%	20%
State	5th English	15%	48%	28%	9%
Abby Kelley	5th Math	4%	29%	41%	25%
Worcester	5th Math	10%	26%	33%	31%
State	5th Math	19%	32%	31%	18%
Abby Kelley	5th Science	3%	26%	57%	14%
Worcester	5th Science	4%	21%	48%	26%
State	5th Science	14%	37%	37%	12%

Abby Kelley	6th ELA	1%	50%	45%	4%
Worcester	6th ELA	3%	45%	36%	16%
State	6th ELA	9%	58%	25%	7%
Abby Kelley	6th Math	11%	23%	37%	28%
Worcester	6th Math	12%	26%	28%	34%
State	6th Math	20%	32%	28%	20%

Abby Kelley	7th English	4%	45%	47%	4%
Worcester	7th English	3%	41%	37%	20%
State	7th English	9%	60%	23%	8%
Abby Kelley	7th Math	7%	19%	35%	39%
Worcester	7th Math	6%	18%	29%	47%
State	7th Math	15%	31%	30%	24%
Abby Kelley	8th English	18%	64%	18%	0%
Worcester	8th English	4%	51%	31%	13%
State	8th English	12%	63%	18%	6%
Abby Kelley	8th Math	18%	19%	36%	27%
Worcester	8th Math	7%	17%	30%	46%
State	8th Math	17%	28%	30%	25%
Abby Kelley	8th Science	4%	28%	48%	19%
Worcester	8th Science	1%	14%	39%	45%
State	8th Science	3%	30%	44%	24%
Abby Kelley	10th English	25%	54%	17%	0%
Worcester	10th English	10%	42%	37%	11%
State	10th English	22%	49%	24%	6%
Abby Kelley	10th Math	38%	42%	13%	8%
Worcester	10th Math	24%	24%	33%	19%
State	10th Math	42%	27%	22%	9%

FINANCIAL PROFILE

Performance Objective: The Abby Kelley Foster Charter Public School will operate and manage in a fiscally responsible manner that ensures stability and success.

Measure 1: AKFCPS will undergo an external audit of the school's revenues and expenditures in accordance with GAAP principles by a certified public accounting firm approved by the school's Board of Trustees, and submit the results of each annual audit to the Department of Education.

- The School has received unqualified opinions for each year of operation from its independent auditor. The business office implemented the revised charter school audit requirements and financial statement formats beginning for the fiscal year 2006 audit.

Measure 2: AKFCPS Business Office will submit monthly Statements of Activities and Operating Budgets to the Superintendent of Schools and the Board of Trustees Finance Committee for review and approval.

- AKFCPS Business Office submitted monthly statements to the Finance Committee during regularly scheduled monthly meetings.

Measure 3: AKFCPS Business Office will continue to maintain sound business practices and adhere to the recommendations and guidelines of the Charter School Office.

- The School adheres to the *Recommended Fiscal Policies and Procedures Guide* developed by the Department of Education Charter School Office. All business office transactions must adhere to the Board of Trustee approved Fiscal Policy and Procedure Guide.

Statement of Net Assets (Unaudited)
Year Ended June 30, 2008

Assets

Current Assets:

Cash and Cash Equivalents	\$	7,559,228
Cash- Bond Trustee Account	\$	27,898,222
Accounts Receivable	\$	26,141
Prepaid Expenses	\$	137,618
Deposits	\$	700,000

Total Current Assets \$ 36,321,209

Fixed Assets (net of accumulated depreciation)

Musical Instruments	\$	-
Computers and Peripherals	\$	200,126
Text and Library	\$	269,658
Instructional Materials	\$	300
Furniture and Fixtures	\$	183,714
Automobiles	\$	26,854
Land Improvements	\$	1,031
Leasehold Improvements	\$	948,108

Total Fixed Assets \$ 1,629,791

Other Assets:

Facility Acquisition Costs	\$	340,836
Bond Acquisition Fees	\$	523,957
Property- Construction in Progress	\$	7,856,671

Total Other Assets \$ 8,721,464

Total Assets \$ 46,672,464

Liabilities and Net Assets

Current Liabilities

Accounts Payable	\$	260,116
Accrued Payroll and Related Expenses	\$	242,212
Other Accrued Expenses	\$	21,791
Accrued Construction Related Expenses	\$	200,376
Other Current Liabilities	\$	34,270

Total Current Liabilities \$ 758,765

Long-Term Debt \$ 34,860,000

Total Liabilities \$ 35,618,765

Net Assets \$ 11,053,699

Total Liabilities and Net Assets \$ 46,672,464

Statement of Activities (Unaudited) June 30, 2008

Revenue from State Sources	\$14,510,405
State Grants	\$44,092
Revenue from Federal Sources	\$896,088
Meal Program Revenues	\$369,742
Other Revenues	\$14,340
	<hr/>
Total Operating Revenues	\$15,834,667
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Administration	\$1,646,957
Instructional Services	\$6,757,490
Other Pupil Services	\$1,573,657
Operation and Maintenance of Plant	\$968,500
Benefits and other Fixed Charges	\$2,577,441
	<hr/>
Total Operating Expenses	\$13,524,045
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Operating Income	\$2,310,622
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Interest Income	\$169,221
Interest Expense	-\$18,705
Letter of Credit Fee	-\$62,058
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Total Non-Operating Revenue/(Expenses)	\$88,458
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Change in Net Assets	\$2,399,080
	<hr/> <hr/>