

# *Annual Report*

## *2007-2008*



## Global Learning Charter Public School

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New Bedford, Massachusetts 02746  
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[www.glcps.org](http://www.glcps.org)

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## **I. Letter From The Chair Of the Board Of Trustees**

Dear Friends,

The Trustees are pleased to report that we have successfully completed our first year as a Commonwealth Charter School. It has been a year of major transition as exemplified by our change in status from a Horace Mann Charter School, connected to the local New Bedford School District, to an autonomous Commonwealth Charter School. While we have changed our status, we remain committed to excellence and continued improvements in student achievement. In addition, we continue to be dedicated to the core principles of our Charter School: project-based learning, personalization, differentiated instruction, and community connectedness.

We experienced a major change to a new location at 190 Ashley Boulevard in New Bedford, a former Catholic school. This past summer we were actively engaged in making the move to our new site accompanied by all of the excitement and “headaches” of moving while major renovations were taking place at the school. On September 10, 2007, we successfully embarked upon our new school year with 387 students in grades five (5) through twelve (12).

2007-2008 has also seen a major change in the structure of our school. As a Horace Mann Charter School, we had two principals, one for the high school and one for the middle school. As a Commonwealth Charter, we have adopted a leadership model with one principal leading one unified school for grades 5 -12.

In addition, an entirely new administrative team leads the school, including an Executive Director; Principal; Assistant Principal; Director of Student, Community and Family Life; Business Manager; and Director of Institutional Advancement.

We have started to practice our “shared leadership” philosophy through our committee system which gives all staff access to the decision-making process.

Throughout the school year, we began to systematically examine a performance-based staff evaluation system. In the next few months, we plan to have a model in place.

Finally, the Board of Trustees has embarked on its own organizational change that formalizes its practice and makes it an effective leadership body.

Despite our change in status to a Commonwealth Charter, our long term affiliations with UMass Dartmouth and High Tech High remain firm, productive and continue to develop. This past spring our senior leadership visited High Tech High in San Diego and reaffirmed its commitment to project-based learning.

Our partnership with UMass Dartmouth continues to broaden. Professional development is at the core of that relationship as well as innovation in creating new leadership models to drive our school’s direction. We instituted a shared leadership program with the assistance of the University’s Center for School and Community Partnerships. UMass has also funded ten days of professional development for our staff as well as engaged several of our faculty in the University’s educational leadership program. We are deeply indebted to the University and especially to Chancellor Jean MacCormack for her continued support, wisdom and leadership.

Of course, the outcome of which we are most proud is the continued improvement in the

academic achievement of our students. Based on MCAS scores taken while a Horace Mann Charter, our students continued to make progress that brought them closer to state-wide averages on the MCAS. We are improving in English and math but have much work to do. This past year we saw considerable progress in English based upon our students' scores on the Gates-MacGinitie assessment and considerable progress in math for our fifth graders based upon the G-Made assessment. We see all of this as a baseline for further academic progress and achievement as we move toward our second year as a Commonwealth Charter School.

Finally, the Board of Trustees fulfilled its fiduciary responsibility and anticipates a surplus for our first year of operation as a Commonwealth Charter School. The Board has been fully engaged in the progress and development of the school during this past year. Members have shown their leadership in the financial management of the school especially in its oversight of the major building renovations taking place. The Board has committed itself to a strategic planning process in the coming year designed to secure a clear and sustainable vision for the Charter School into the foreseeable future.

Our primary goal is to provide high quality education to the children and families of New Bedford while we prepare them for the 21<sup>st</sup> century. We are pleased that we have the opportunity to offer the families of the city a viable educational choice for their children and we are honored to serve them.

Sincerely yours,

*Jacquelyn Ramos*

Jacquelyn M. Ramos, Chair  
Board of Trustees

## **II. School Description and Contact Information**

Global Learning Charter Public School (GLCPS) is located in New Bedford, Massachusetts particularly known for its fishing fleet which in dollars is the largest grossing fishing fleet in the entire United States. New Bedford is a very diverse city with large representations of Cape Verdean, African American, Portuguese, Brazilian as well as Caribbean and Central American Spanish speaking populations. In fact, our school population this year is about 41% people of color and 68% of our students meet the requirements for free and reduced lunch. New Bedford's per capita income sits at the bottom of the income scale in this state.

Our enrollment is currently capped at 450. This year we started with 387 students. Next year we expect to have 430 students. We enroll students starting in grade five. This year we celebrated our first graduating class of fourteen students.

In February of 2006, the Board of Education of the Department of Elementary and Secondary Education (DESE) designated GLCPS as a Commonwealth Charter School. This was a unique event because GLCPS was an existing Horace Mann Charter that requested from the Department that it be allowed to forego its Horace Mann Charter status and to apply for a Commonwealth Charter. There is no allowance in the state regulations for a Horace Mann Charter to convert to a Commonwealth Charter and "vice versa". Therefore, GLCPS needed to start the application process beginning at step one. We successfully pursued this course of action and were granted our Charter.

On September 10<sup>th</sup> of 2007, the Global Learning Charter Public School opened its doors to nearly 387 students. While we are technically a new school with a new charter, we started our year with a large cadre of experienced teachers from the Horace Mann Charter School. We also brought with us the entire student body from the previous school. Additionally, we added fourteen new staff, started a nutrition program and were led by an entirely new management team. So, we have the unique status of being "new and old" at the same time. In fact, some of the data that we will share with you in this report comes from our status as a Horace Mann. We felt compelled to introduce some of this information into the report because it gives a fuller and more accurate picture of our school and our student body. Where we introduce this data, we will declare its use.

Like our predecessor organization, we have continued important affiliations with High Tech High in San Diego, California and the University of Massachusetts at Dartmouth. High Tech High has influenced the soul of our instruction which promotes hands-on learning and "presentations of learning" (POL) in which completed student projects are presented to peers. As students become more proficient, we ask that they present their work to the community, as well.

Our affiliation with the University of Massachusetts at Dartmouth has financial and technical assistance components that support GLCPS's professional development program. The University's assistance not only reaches into our classrooms but has a substantive impact on GLCPS's management style and organizational development.

We have also forged strong relationships with local community institutions such as the Whaling Museum through its ECHO program, the newly created Ocean Explorium as well as the local community boating program. This just begins to tell our story as we move forward to create a learning environment that introduces our students to the global community in which they live.

## **Location**

190 Ashley Boulevard  
New Bedford, Massachusetts 02746  
508-991-4105  
[www.glcps.org](http://www.glcps.org)

### **III. Mission Statement**

The mission of the New Bedford Global Learning Charter School is to have all students achieve academic excellence and master essential skills needed for a productive life in a global society, specifically by ensuring that our students reach proficiency as defined by the requirements of the national No Child Left Behind initiative and specified through the learning standards, curriculum frameworks and common assessments of the Commonwealth of Massachusetts.

We define the terms academic excellence and essential skills as follows:

- Academic excellence is achieved when a student demonstrates proficiency in mathematics, science, language arts and social studies, by presenting and defending her/his understanding of the learning standards specified in the Massachusetts Curriculum Frameworks and in the GLCPS curriculum. Our aim is to have all of our students be ready for the challenges of a college education.
- Essential skills needed for productive life in the global economy include technology literacy, presentation of learning to peers, global and community citizenship, and arts exploration. All essential skills are embedded in the curriculum, assessments and subject offerings at GLCPS; all are required of students to successfully complete the middle and high school divisions and some are also key school-wide success indicators and consequently included below under *Faithfulness to the Charter*.

### **IV. Educational Philosophy**

The educational philosophy of the Global Learning Charter Public School is that given a challenging and supportive educational environment, *all* students will learn at high levels of achievement. The mission of our school is to maintain an educational program in which all students achieve academic excellence and master essential skills needed for a productive life in the 21<sup>st</sup> century.

We aspire to follow *an Integrated Curriculum Framework* composed of three elements: standards-based core content areas; development of essential skills; and student-centered instructional strategies such as *Teaching for Understanding*, *Differentiated Instruction*, and *Project-based Learning*. Each of these elements helps us achieve our school's mission.

## **Standards-based Core Content Areas**

We use the learning standards reflected in the state curriculum frameworks and our own learning standards as a basis for integrated instruction in math/science and the humanities.

## **Essential Skills and Experiences**

Our curriculum incorporates skills across all curriculum areas including community experience, technology integration, arts exploration, oral presentation and career awareness. These student experiences help us measure the ability of our students to master essential skills needed for participation in the growing global economy and society.

## **Student-centered Instructional Strategies**

GLCPS trains its teachers in three specific teaching strategies that are highly effective in motivating and helping *all* students learn to high standards. They are *Teaching for Understanding*, *Differentiated Instruction*, and *Project-based Learning*:

- *Teaching for Understanding* is an approach to classroom instruction that suggests that the lessons students learn must be re-applied in many different circumstances in and out of classrooms. It emphasizes that classroom learning should be organized around investigative topics, which students explore individually or in teams. Teaching for Understanding enables students to better internalize knowledge and know how to use it. This approach encourages community-based teaching and learning experiences, such as applied research activities, field studies, and internships with businesses and community organizations.
- *Differentiated Instruction* is classroom teaching that customizes instruction to meet the learning styles of each student. It is a response to recent advances in educational research that show *all* students have the capacity to learn at high levels, but that each student may learn in different ways. The educator's challenge is to offer instructional strategies that can help each student meet his/her particular learning needs.
- *Project-based Learning* is a "hands-on" integrated curriculum approach. The goal is to help students formulate and answer meaningful questions using the principles of investigation, drawing upon knowledge across subject matters. Teachers take on a role similar to a coach or facilitator, while students design their own learning projects. With Project-based Learning, the teacher guides students in developing projects that will expose them to important skills and concepts.

## **Global and Community Experiences**

We strive to provide our students with meaningful experiences that develop awareness and appreciation of both local and global cultures and organizations. From field studies to formal high school internships, students experience their local environment and develop career awareness and planning. For example, we have developed strong relationships with the Ocean Explorium and the Whaling Museum. Through study, research and internet communications, students also experience world cultures, organizations and economies. Commonalities such as marine science as well as differences such as political philosophies are explored, providing students with a deeper understanding of the world.

## **Presentations of Learning**

GLCPS is committed to Presentations of Learning (POL) to allow students the opportunity to present their learning experiences publicly. Through the POL process, students demonstrate and

provide evidence of learning each term to a panel of student peers, staff, parents, and business and community members. Evidence of mastery can include performance tasks in a specific content area, projects, observations, work samples, action plans, design solutions, letters of recommendation, and self-assessments. In the coming year, we will be designing school wide presentation of learning rubrics as part of our grading process.

### **Technological Resources**

GLCPS intends to be a leader in the integration of technology into the classroom and curriculum. Our vision is that teachers and students will use technology to demonstrate higher order thinking skills and creative problem solving. The ability to quickly organize and evaluate information gives lifelong learners a broader understanding of the world and their role in it. Technology is integral to the GLCPS classroom where students construct knowledge, think critically, and propose solutions to real world problems that they will face in the 21<sup>st</sup> century.

### **Arts Exploration**

We strive to ensure that students have access to arts in their curriculum and/or extra-curriculum experience. A mixture of theater, martial arts, visual arts, and music is offered throughout the school year.

## **V. Accountability Plan Goals and Measures**

In the following pages, we have outlined our Accountability Plan and provided an update on its implementation. This is a new Accountability Plan for our new status as a Commonwealth Charter School. Text that has been placed in *italics* is our update for our first year. We are pleased with the progress that we have made. It has been a busy year and we thought, in addition to reviewing the Accountability Plan, that a brief synopsis of this year's activity would add some perspective. As such, below are some of the activities we have engaged in this year that may or may not be directly related to the Accountability Plan but give a broader picture of our past year's activity as a start-up:

- made a major facility move from County Street to Ashley Boulevard, merging two schools into one comprehensive and unified community, and completed phase I of major renovations at this new site;
- restructured and fully staffed our leadership team and hired 14 new staff members;
- sustained a strong working relationship with UMass Dartmouth, especially the Center for University, School and Community Partnerships, that provides support and technical assistance;
- implemented a student internship component and internal peer mentoring program;
- produced a major re-alignment of our curriculum;
- developed a “shared leadership” model of governing that engages all teachers, staff and administrators in making key curriculum and policy decisions and, toward that end, created a system of committees and teams that drive much of the activity at the school;
- celebrated marked improvement in student academic achievement as measured by the MCAS and the G-MADE and Gates-MacGinitie;

- instituted a new computer lab, thanks to the Jacobs family, which significantly enhances our integrated classroom technology efforts to create 21<sup>st</sup> century learners;
- created numerous opportunities for parents and the public to connect with GLCPS: Presentations of Learning exhibitions, Art Gallery Nights, our annual Global Jubilee, and performance of “The Music Man”;
- globalized the classroom through learning opportunities at the Whaling Museum and Ocean Explorium as well the United Nations and the Museum of Modern Art in New York City; and
- graduated our very first class of seniors!

**1. Faithfulness to the Charter**

Objective 1: Students will show evidence of technological literacy using the digital portfolio as a core tool.

Measure: All students will demonstrate increased use and knowledge of current software and technology by creating and maintaining a digital portfolio. Portfolios will be evaluated based on Massachusetts Technology Literacy Standard rubrics for grades 6-8 and 9-12. Students will show increased proficiency each year, and 100% of students will meet these standards by the end of grades 8 and 12.

*Outcome status:*

*In our first year nearly all students have created an electronic folder for their school work / projects. A pilot group of students has begun to place those files into a Microsoft Publisher template that can be used to organize the work in their digital portfolio. Our instructional technology teacher is working with staff and students to use the Publisher template. During the week of August 25<sup>th</sup> to 29<sup>th</sup> we are holding a five-day professional development work session focused on technology in the classroom that will bring all teaching staff up to speed on creating digital portfolios in Microsoft Publisher. Our instructional technology teacher and a consultant will provide instruction to staff. Part of the outcome of this professional development will be setting the stage for placing student digital portfolios on the GLCPS website where parents, staff, and the community will have access.*

*In 2008 – 2009 our Instructional Leadership Team will review the Massachusetts Technology Literacy Standard rubrics. A tool will be developed for teachers at each grade level to measure and track student proficiency.*

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Objective 2: Students will show evidence of continuous improvement in public speaking by completing a minimum of two Presentations of Learning (POLs) per year.

Measure: All students will demonstrate improvement in public speaking by satisfying the requirements of each grade level’s POL rubric. Students will show growth in their Presentations of Learning as measured by the GLCPS POL Master Rubric. Students will achieve a minimum of 30% mastery (5<sup>th</sup> grade), 50% mastery (8<sup>th</sup> grade) and 90% mastery (12<sup>th</sup> grade).

*Outcome Status:*

*Currently, each grade level (5 – 8) has an existing uniform Presentation of Learning rubric. Grades 9 – 12 have rubrics that are particular to each teacher. Under the direction of the Instructional Leadership Team, each grade-level and teacher-created rubric will be reviewed and revised as necessary. Also, the Instructional Leadership Team will supervise the development of GLCPS POL Master Rubric. Our goal will be to have final rubrics completed for use in Winter/Spring 2009.*

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Objective 3: Students will participate in at least one field study, research project or community/service learning program focusing on Global Citizenship each year.

Measure: All students will write a reflection piece that demonstrates an increased awareness of their connection to the world as global citizens. In each grade these reflections will be guided and graded according to rubrics based on the Massachusetts History and Social Science Curriculum Frameworks (Concepts and Skills for: A. Civics and Government and/or B. History and Geography). 100% of students will meet Massachusetts proficiency standards at the end of each grade.

*Outcome Status:*

*At the current time we have different sets of experiences for our students that are primarily idiosyncratic to individual teaching staff. In the coming year, our intent is to prepare a uniform approach coordinated by our Instructional Leadership Team and our humanities (ELA/Social Studies) subject level teams.*

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Objective 4: Students will participate in at least one Arts Exploration course each year.

Measure: All students will fulfill course requirements each year in Arts Exploration.

*Outcome Status:*

*This past year grades 5 – 8, 9, and 11 completed at least one Arts Exploration Course. Grades 10 and 12 did not complete such a course. At GLCPS, Arts Exploration includes music, art, and martial arts. At the high school level, our history program integrates art appreciation into its curriculum. Next year all grades and all students are scheduled to have at least one Arts Exploration Course in their schedule.*

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Objective 5: The school will disseminate best practices in teaching, learning and school design, which may include curriculum & pedagogy; organizational governance; policies and procedures; and leadership development.

Measure: The school will demonstrate that it is actively sharing best practices by maintaining a log of dissemination activities, showing a minimum of five initiatives per year.

*Outcome Status:*

Please refer to Best Practices and Dissemination section on page 27.

## **2. Academic Achievement**

Objective 1: Students will demonstrate continuous improvement in all required academic disciplines as measured by MCAS.

Measure: The school will meet the minimum Adequate Yearly Progress (AYP) requirement for NCLB.

The school, as an aggregate, will have MCAS scores that exceed the New Bedford School District average in all required tests.

*Outcome Status:*

*While we are a school in its first year as a Commonwealth Charter, we do have a history as a Horace Mann Charter. 80% of our current students were part of that school and two-thirds of our staff was teachers at that school. Our essential mission is the same and therefore, we think that it may be instructive to include last year's MCAS scores in this year's report as one indicator of success. Clearly, we are very interested in seeing how our students did in their first year as a Commonwealth this spring.*

*Please see table below. It is a comparison of the Charter School's students with the local district and the state. As you can see, the Charter School's outcomes are considerably more aligned with the state average than that of the local school district particularly in the Proficient, Needs Improvement and Warning categories.*

## MCAS Scores

Grade & Subject	Advanced/Above Proficient			Proficient			Needs Improvement			Warning/Failing		
	Global Learning Charter School	New Bedford District	State	Global Learning Charter School	New Bedford District	State	Global Learning Charter School	New Bedford District	State	Global Learning Charter School	New Bedford District	State
5 - ELA	6	3	15	47	37	48	36	45	28	11	14	9
5 - Math	9	7	19	37	27	32	41	43	31	13	23	18
5- Science	6	3	14	34	26	37	49	49	37	12	22	12
6 - ELA	14	2	9	54	41	58	27	40	25	6	18	7
6 - Math	18	6	20	30	22	32	30	32	28	23	40	20
7 - ELA	3	1	9	58	42	60	37	40	23	2	16	8
7 - Math	6	2	15	27	16	31	52	36	30	15	45	24
8 - ELA	7	3	12	73	51	63	16	34	18	3	12	6
8 - Math	9	4	17	24	15	28	46	37	30	21	44	25
8- Science	0	0	3	18	7	30	51	46	44	31	46	24
10 - ELA	6	6	22	52	40	49	36	40	24	6	14	6
10 - Math	23	16	42	32	27	27	32	37	22	13	21	9

Objective 2: Students will show yearly academic improvement in reading and mathematics.

Measure: All students will show improvement in reading and mathematics as measured by the percentage of students performing at or above grade level on the Gates-MacGinitie for ELA and the G-MADE for mathematics in grades 5-10.

Students who are below grade level will show movement towards grade level as measured by beginning-of-year and end-of-year assessments.

*Outcome Status:*

*This year we administered the G-MADE (for math) to our fifth grade students. The initial administration in September revealed that 64.45% of our students (58 of 90) were below grade level. In May's administration, 64.4% (58 of 90) were at grade level showing a complete positive reversal. This was a pilot administration of the test. It will be administered to grades 5 – 10 next year.*

*We also administered the Gates-MacGinitie to grades 5 – 8 for ELA. As noted in the table below, our students are making gains.*

### Gates-MacGinitie Scores

Grade	Fall (grade level avg.)	Spring (grade level avg.)
5 <sup>th</sup> Grade Avg.	4.3	6.1
6 <sup>th</sup> Grade Avg.	6.5	8.1
7 <sup>th</sup> Grade Avg.	7.9	9.1
8 <sup>th</sup> Grade Avg.	8.4	9.5

Measure: 90% of all students will attain grade level in reading and mathematics by 8<sup>th</sup> grade.

*Outcome Status:*

*We measured the 8<sup>th</sup> grade reading outcome this year with the Gates-MacGinitie. 73% of our 8<sup>th</sup> graders were at reading level in the spring. We have started to review our remediation efforts at the lower grades so that we can move toward improved outcomes.*

*Next year, we will administer both the G-MADE for math, as well as the Gates-MacGinitie for reading, to the 8<sup>th</sup> grade to assess their progress toward this measure.*

### **3. Organizational Viability**

Objective 1: The Board of Trustees will promote continuous improvement in effective school management.

Measure: Execution of the Bylaws will be evaluated each year during the Board's annual meeting. Amendments will be proposed and adopted at this time, if necessary.

*Outcome Status:*

*The Board has yet to hold its annual meeting. It is in the process of identifying a slate of officers for the coming year and expects to vote on new officers at its August meeting. The Board is also in the midst of recruiting new members so that it can fill available vacant seats. The Bylaws allow for a thirteen (13) member Board which currently has seven (7).*

Measure: The Board will develop a five-year strategic plan with a completion goal of June 30, 2009.

*Outcome Status:*

*The Board has acknowledged the need for a strategic plan. The Development Committee of the Board has initiated discussions. The Executive Director and the Director of Institutional Advancement will work with the Board to initiate a process and timeline in 2008-2009.*

Measure: The Board will complete an annual financial audit, as presented by the finance committee, which will pass all standard accounting practices and not have any material deficiencies.

*Outcome Status:*

*We are working with our accounting firm, Adamoswki and Adamowski, who will start our audit on August 18th. We hope to have a completion date of October 1<sup>st</sup>, 2008.*

Measure: The Board will strive to secure an annual reserve fund from its yearly budget estimated at 3-5%.

*Outcome Status:*

*We have an un-audited estimate which reaches this goal. However, we will wait to report out on this data point until we have a final audit.*

.....

Objective 2: The school will maintain a high level of stakeholder satisfaction.

Measure: On a yearly basis, the school will show that at least 85% of parents are satisfied with the experience of their child at GLCPS. An annual survey instrument will be employed to collect data which will also include an open-response section that allows parents to offer input and recommendations.

*Outcome Status:*

*Our Director of Student, Family and Community Life and the Director of Development will develop and administer a parent survey instrument during the 2008-2009 school year.*

Measure: On a yearly basis, the school will maintain a 90% student return rate (excluding students moving out of district or graduating). Student retention will be assessed annually.

*Outcome Status:*

*Our projected retention rate from School Year 07-08 to School Year 08-09 is 75%*

Measure: The school will retain 85% of its staff (of those who meet GLCPS teaching standards).

*Outcome Status:*

*As of this date, 98% of staff are returning.*

## **VI. Internal / External Testing**

Please refer to the above Accountability Plan section 2 titled Academic Achievement.

## **VII. Instructional Days**

Our school year was 180 days for students. We started on September 10<sup>th</sup>, 2007 and ended on June 23<sup>rd</sup>, 2008. The staff day was eight hours per day starting at 7:15 AM and ending at 3:15

PM. The student day began at 8:15 AM and ended at 2:45 PM.

## **VIII. Board of Trustees Membership**

The Board currently has seven members.

Jacqueline Ramos, Acting Chairperson as well as Chair of the Governance Committee  
Election Date: June 13<sup>th</sup>, 2006. Expiration of Term: June 12<sup>th</sup>, 2009 renewable for three years.  
Employer: Lesley University, Director of the Center for Children, Families and Public Policy.

Raymond Veary, Esquire, Member of Governance Committee  
Election Date: May 22<sup>nd</sup>, 2007. Expiration date: May 21<sup>st</sup>, 2010 renewable for 3 years.  
Employer: Bristol County District Attorney's Office, Attorney.

Pamela Cruz, Member  
Founding Member May 6<sup>th</sup>, 2006. Expiration date: May 5<sup>th</sup>, 2012.  
Employer: New Bedford Area Office of Dept. of Social Services, Director of Finance Office.

Dr. Jean MacCormack, Member of Finance Committee  
Founding Member May 6<sup>th</sup>, 2006. Expiration date: May 5<sup>th</sup>, 2012.  
Employer, University of Massachusetts at Dartmouth, Chancellor.

Len Coriaty, Member of Governance Committee  
Founding Member May 6<sup>th</sup>, 2006. Expiration date: May 5<sup>th</sup>, 2012.  
Employer: Workforce Investment Board, Executive Director.

Benjamin Baker, Chair of Development Committee  
Founding Member May 6<sup>th</sup>, 2006. Expiration date: May 5<sup>th</sup>, 2012.  
Employer, Baker Books, Proprietor.

Forrest Dow, Chair of the Finance Committee  
Founding Member May 6<sup>th</sup>, 2006. Expiration date: May 5<sup>th</sup>, 2012.  
Employer: Citizens Bank, Senior Vice President for Commercial Lending.

## **IX. Major Board Policy Decisions**

The first major change was the Board's vote to terminate its Horace Mann Charter to pursue a Commonwealth Charter.

The Global Learning Charter Public School consisted of two schools, one a high school and one a middle school. Each school had a principal and the schools operated independently. The Board changed the organizational chart by reducing the number of principals from two to one and by supporting a "one school" philosophy.

The Board supported the introduction of uniforms for the student body, which was successfully

implemented.

The Board supported the introduction of a performance-based staff evaluation system which is currently being developed.

The Board supported the creation of a management philosophy that is guided by the notion of “shared leadership” and encourages staff participation in school decision-making.

The Board supported a new site for the school as well as approved financing for the necessary up-grades and renovations to the current building.

## **X. Charter Amendments**

The Commissioner approved our name change from Global Learning Charter School to Global Learning Charter Public School.

## **XI. Official Complaints Received by the Board of Trustees**

The parent of an expelled student appealed to the Chair of the Board of Trustees for a hearing on the case. The case was heard and the expelled student’s punishment was reduced to a suspension.

## **XII. Student Demographics**

*Enrollment as of June 30, 2008*

<b>Grade</b>	<b>Census</b>
5	91
6	71
7	71
8	66
9	22
10	17
11	21
12	14
<b>Total</b>	<b>373</b>

***Gender, Race and Ethnic Composition***

<b>Total Number of Students Enrolled</b>		
<b>2008</b>	<b>381</b>	<b>Percent</b>
<i>Male</i>	<i>163</i>	<i>42.8</i>
<i>Female</i>	<i>218</i>	<i>57.2</i>
American Indian	1	.2
Black Non-Hispanic	51	13.4
Asian	4	1
Hispanic-White	69	18.1
Hispanic-Black	14	3.6
White	221	58
Other	21	5.7

***Other Demographics***

<b>Category</b>	<b>Number</b>	<b>Percent</b>
Limited English P P	0	
First Language other than English	49	12.8
Special Education	37	9.7
Low Income	259	68
Attendance		95.4

**XIII. Student Applications & Statistics**

***Applications Received***

<b>Grade</b>	<b>Number</b>	<b>Residence</b>	<b>Seats Available</b>
5 <sup>th</sup>	94	New Bedford	96
6 <sup>th</sup>	92	New Bedford	12
7 <sup>th</sup>	84	New Bedford	7
8 <sup>th</sup>	68	New Bedford	17
9 <sup>th</sup>	28	New Bedford	30
10 <sup>th</sup>	25	New Bedford	0
11 <sup>th</sup>	29	New Bedford	0
12 <sup>th</sup>	16	New Bedford	0
<b>Total</b>	436		151

#### **XIV. Student Attrition Data**

A. Total number of students who left during the school year

- 32 total students withdrew.

The following is a breakdown of the withdrawals:

<b>Number of withdrawals</b>	<b>Category</b>
1	Expelled see below
2	Adult Education Program
1	Teen Pregnancy Program
6	Moved
3	Medical Issues
19	Returned to NBPS

B. Total number of students who left and will not continue for the school year 2008 - 2009

- 11 total students withdrew.

The following is a breakdown of the withdrawals:

<b>Number of withdrawals</b>	<b>Category</b>
4	Moved
1	Adult Education Program
6	Returned to NBPS

#### **XV. Suspensions and Expulsions**

A. Number of students expelled

- One student was expelled due to carrying a weapon on school property.

B. Number of students suspended in school and out of school

- A total of 117 suspensions were issued in 2007 - 2008.

The following is a break down of the suspensions:

<b>Number Suspended</b>	<b>Reason</b>
14	Assault and/or battery of a member of school community
36	Disruptive Behavior
5	Embarrassment/Harassment of any student, staff or other community member
12	Fighting
2	Inciting/Encouraging others to do any violations
5	Leaving school without permission
3	Possessing weapons or fireworks
1	Skipping detention
10	Threat of violence directed towards any member of the school community
1	Use electronics during school day
1	Use of profane language
4	Willful destruction of or damage to school property
23	Defiance of authority
<b>Total</b>	117

## **XVI. Administrative Staff**

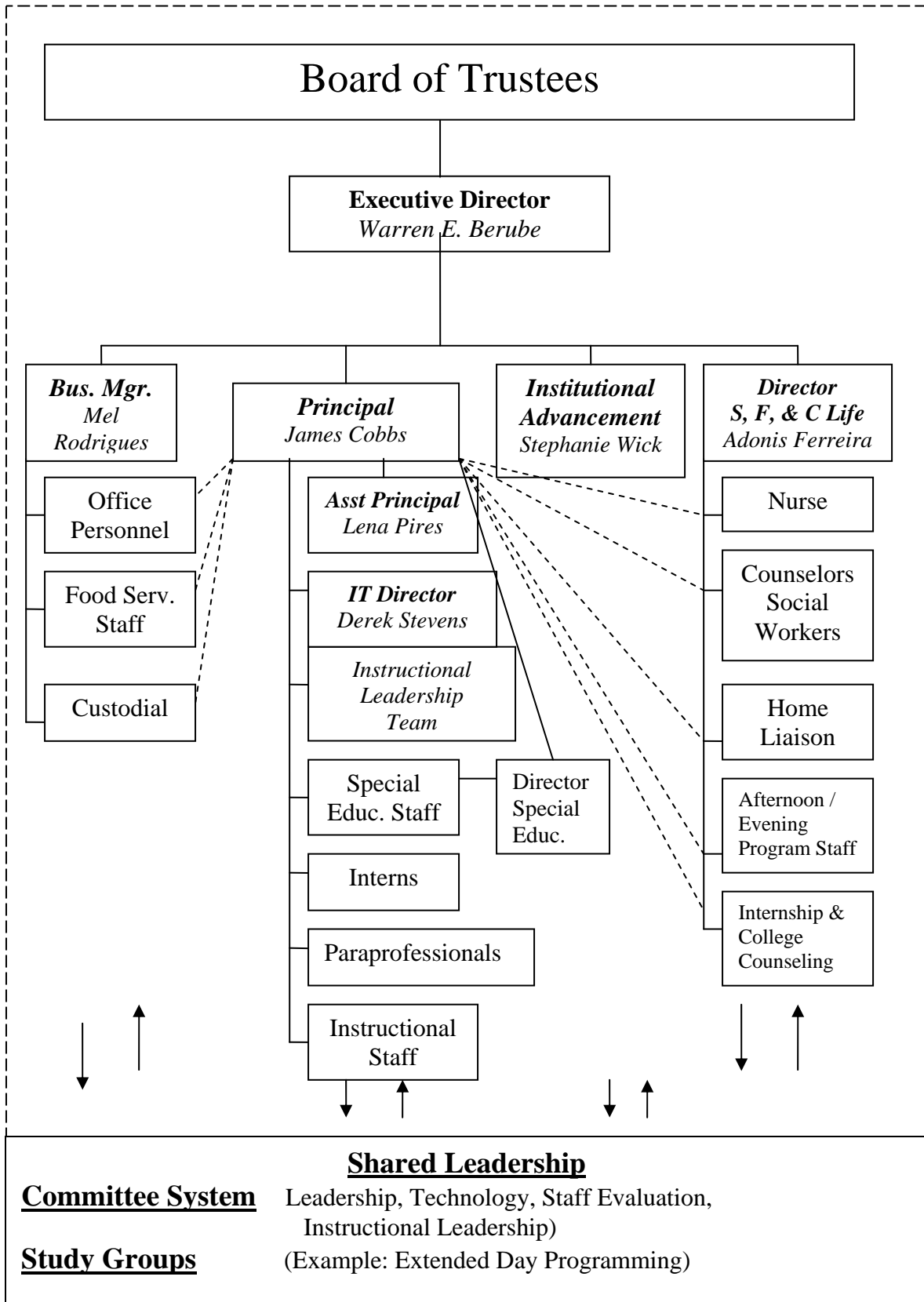
### A. Senior Leadership Team

Executive Director	Warren E. Berube, EdD
Principal	James M. Cobbs, PhD
Assistant Principal	Lena Pires, MS
Business Manager	Melissa Rodrigues
Director of Student and Family Life	Adonis Ferreira, EdM
Director of Institutional Advancement	Stephanie Wick, EdM
Director of IT	Derek Stevens, MS

### B. Administrator Attrition Rate

- Zero Percent

C. Organization Chart with Administrative Staff



## **XVII. Classroom Teacher and Intern (Aides) Qualifications and Statistics**

Total FTE	36.8
Average Years of Teaching Experience	6.4
Average Years of Service at School	2.7
Average Class Size	
Grades 5 through 8	24
Grades 9 through 12	10

## **XVIII. Teacher Attrition**

### *Teaching Staff 2007-2008*

Total FTE	36.8
Total departure before end of school year	8% * (3 FTE)
Total teaching staff not returning FY09	8% ** (3 FTE)

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\* Two were asked to leave and one accepted a position elsewhere.

\*\* One was not invited to return; one accepted a position elsewhere; and one was a reduction in the force.

# XIX. Financial Statement for FY08

## Global Learning Charter Public School Unaudited Financial Statement July 2007 through June 2008

<u>Income</u>	
Total Federal Grants	425,204
Total Fundraising	18,370
Total Cash Receipts	100,715
Interest	7,554
Misc Refunds	20,405
State RB - Food Service	108,724
State RB - Transportation	130,658
Other Income - Other	6,026
<b>Total Other Income</b>	374,081
Private Foundations	77,000
Tuition	4,038,398
<b>Total Income</b>	4,933,053
<u>4001 · Expenditures</u>	
<b>1000 · Administration</b>	
1210 · School Management	67,510
1410 · Business Office	25,222
1430 · Legal	28,665
<b>Total 1000 · Administration</b>	121,397
<b>2000 · Instruction</b>	
2210 · Principals' Office	68,638
2310 · Special Subjects	10,247
2320 · Medical/Therapeutic Services	20,382
2357 · Professional Development	31,342
2410 · Textbooks	22,166
2415 · Classroom	109,652
2451 · Instructional Technology	48,185
2453 · Audio Visual & Library	8,003
2700 · Guidance	2,084
<b>Total 2000 · Instruction</b>	320,698
<b>3000 · Student Services</b>	
3200 · Health	5,187
3300 · Transportation	205,373
3520 · Student Activities	15,309
3530 · Food Service	142,434
<b>Total 3000 · Student Services</b>	368,303
<b>4000 · Buildings</b>	
4120 · Heating/Oil	71,364
4130 · Utilities	
4130 · Utilities	11,186
4220 · Building Maintenance	57,955
4225 · Security	7,399
4300 · Extraordinary Maintenance	79,432
4400 · Rent	120,000
<b>Total 4000 · Buildings</b>	347,337
<b>5000 · Debt</b>	
5400 · Debt Interest	39,636

5450 · Debt Principal	70,924
5500 · Short Term - Payroll	5,690
<b>Total 5000 · Debt</b>	<u>116,250</u>
<b>Total 4001 · Expenditures</b>	1,273,984
<b>4002 · Salaries</b>	
4002-01 · All Payroll Taxes	50,018
4002-02 · All Benefits	294,606
4002 · All Salaries	2,276,402
<b>Total 4002 · Salaries</b>	<u>2,666,184</u>
<b>Total Expense</b>	<u>4,074,233</u>
	858,820

## **XX. Balance Sheet for FY08**

	<u>Jun 30, 08</u>
<b>ASSETS</b>	
<b>Current Assets</b>	
Checking/Savings	1,017,719.84
Other Current Assets	<u>1,079,682.53</u>
<b>Total Current Assets</b>	<u>2,097,402.37</u>
<b>TOTAL ASSETS</b>	<u><u>2,097,402.37</u></u>
<b>LIABILITIES &amp; EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
Accounts Payable	-98,885.36
Other Current Liabilities	<u>348,507.60</u>
<b>Total Current Liabilities</b>	249,622.24
<b>Long Term Liabilities</b>	<u>945,937.91</u>
<b>Total Liabilities</b>	1,195,560.15
<b>Equity</b>	<u>901,842.22</u>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<u><u>2,097,402.37</u></u>

**XXI. Approved School Budget for FY09**

**Global Learning Charter Public School  
2008 - 2009 School Year  
Line-Item Budget Detail**

Tuition FY09: (425 @ \$10,780)	4,581,500
State & Federal Grants	<b>542,246</b>
Title 1	206,000
Special Education	84,046
Charter Start up	235,000
Teacher Quality	12,600
Enhanced Ed thru Technology	
Instructional Technology	
Academic Support	4,600
Other Income	<b>421,507</b>
Interest	10,000
Cash Receipts (transportation)	10,000
Annual Fund	15,000
Global Gala/Jubilee	15,000
Transportation Reimbursement/State	135,187
Food Service Cash Receipts	36,720
Food Service Reimbursement/State	129,600
Gifts/Donations	70,000
Private Foundations	
Jacobs	70,000
<b>Total Revenues</b>	<b>5,545,253</b>

**SALARIES**

<u>Account #</u>	<u>DESCRIPTION</u>	<u>Budget</u>
4002-1000-1410	Administration	246,750
4002-2000-2200	Building Leadership	375,178
4002-2000-2305-01	Teaching Services	2,045,681
4002-3000-3100	Student Services	194,196
4002-4000-4110	Custodial	33,635
	Food Service	49,620
<b>Total Salaries</b>		<b>2,945,060</b>
<b>Raise 4%</b>		<b>117,802</b>
4002-ALL	Payroll Taxes (FICA)	42,703
4002-ALL	Total Benefits	<b>446,000</b>
<b>Total Salaries + Benefits</b>		<b>3,551,566</b>

## 2008 - 2009 EXPENSES

4001-1000-1210-04	Administration Contracted Services	75,000
4001-1000-1210-05	Administration Supplies & Materials	250
4001-1000-1210-06	Administration Other Expense	5,000
4001-1000-1410-04	Business Office Contracted Services	81,024
4001-1000-1410-05	Business Office Supplies & Materials	250
4001-1000-1410-06	Business Office Other Expense	2,000
4001-1000-1430-04	Legal	20,000
4001-2000-2210-04	Principals' Office Contracted Services	6,325
4001-2000-2210-05	Principals' Office Supplies & Materials	10,000
4001-2000-2210-06	Principals' Office Other Expense	7,000
4001-2000-2310-04	Special Subjects Contracted Services	12,800
4001-2000-2310-05	Special Subjects Supplies & Materials	4,700
4001-2000-2310-06	Special Subjects Other Expense	0
4001-2000-2320-04	Medical Contracted Services	13,000
4001-2000-2357-04	Professional Development Contracted Services	5,000
4001-2000-2357-05	Professional Development Supplies & Materials	0
	Professional Development Other Expense	9,146
4001-2000-2410-05	Textbooks	28,000
4001-2000-2415-04	Classroom Contracted Services	19,904
4001-2000-2415-05	Classroom Supplies & Materials	74,250
4001-2000-2415-06	Classroom Other Expense	0
4001-2000-2451-04	Instructional Technology Contracted Services	4,000
4001-2000-2451-05	Instructional Technology Supplies & Materials	45,000
4001-2000-2451-06	Instructional Technology Other Expense	0
4001-2000-2453-04	Audio Visual & Library Contracted Services	0
4001-2000-2453-05	Audio Visual & Library Supplies & Materials	10,576
4001-2000-2453-06	Audio Visual & Library Other Expense	0
4001-2000-2700-04	Guidance/College Contracted Services	5,000
4001-2000-2700-05	Guidance Supplies & Materials	3,000
4001-2000-2700-06	Guidance Other Expense	0
4001-3000	Student Services	
4001-3000-3200-04	Health Contracted Services	150
4001-3000-3200-05	Health Supplies & Materials	2,000
4001-3000-3200-06	Health Other Expense	500
4001-3000-3300-04	Transportation Contracted Services	206,187
4001-3000-3400-04	Food Service Contracted Services	166,320
4001-3000-3400-05	Food Service Supplies & Materials	1,000
4001-3000-3400-06	Food Service Other Expense	0
4001-3000-3520-04	Student Activities Contracted Services	0
4001-3000-3520-05	Student Activities Supplies & Materials	2,500
4001-3000-3520-06	Student Activities Other Expense	0
4001-4000	BUILDINGS	
4001-4000-4120	Heating/Electricity	167,000
4001-4000-4130-04	Utilities - MS & HS	27,000
4001-4000-4220-04	Building Maintenance Contracted Services	30,000
4001-4000-4220-05	Building Maintenance Supplies & Materials	20,000
4001-4000-4220-06	Building Maintenance Other Expense	0
4001-4000-4225-04	Security Contracted Services	5,400

4001-4000-4225-05	Security Supplies & Materials		0
4001-4000-4225-06	Security Other Expense		0
4001-4000-4300-04	Extraordinary Maintenance Contracted Services		100,000
	RENT		120,000
4001-5000	Debt		
4001-5000-5400	Debt Interest		12,000
4001-5000-5450	Debt Principal		409,128
	MA Development	67,128	
	Citizens construction loan 750k (5yrs)	192,000	
	Citizens elevator loan 500k (5yrs)	150,000	
	<b>Total Expenses</b>		<b>1,710,410</b>
	<b>Total Salaries &amp; Expenses</b>		<b>5,261,976</b>
	<b>Total Revenue</b>		<b>5,545,253</b>
	<b>Projected Budgetary Reserve</b>		<b>283,277</b>

## **XXII. Best Practices and Dissemination**

Given the challenges we faced this year transitioning to a Commonwealth Charter School and moving to a new facility a mere two weeks before the start of school, teachers have had less time than they had hoped to pursue dissemination efforts actively. In the coming year, we plan to formalize and systematize a process for documenting best practices and expanding our dissemination efforts.

That said, we are proud that many of our teachers have been actively engaged in efforts to share their GLCPS curriculum, pedagogy and methods, largely through teacher training and leadership development opportunities. By capitalizing on our rich collaborative partners within the larger New Bedford community and beyond, they have begun what we hope will become a deep and systemic means of sharing best practices. The following are just a few examples:

- One of our 8<sup>th</sup> grade teachers (who was also selected as the “Southcoast Teacher of the Year”) was invited to attend an international conference on *Visible Thinking*<sup>1</sup> in Amsterdam. In addition to training 40 GLCPS staff, this teacher was visited by Somers Central School District in New York for consultation and demonstration. Following their visit, they requested that she design a *Visible Thinking* training for them, using our curriculum module. She conducted a three-day professional development work session for 25 of their leadership teachers who will introduce *Visible Thinking* to 450 teachers district-wide.

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<sup>1</sup> [\*Visible Thinking\*](#), developed by Project Zero, Harvard University, is an approach to teaching and learning that emphasizes the use of thinking routines and documentation to make thinking more visible in classrooms. Thinking routines support the development of students as self-directed learners and learning for understanding. Visible Thinking is used as the instructional approach in several projects and the ideas associated with it continue to develop.

- Three of our staff, one fifth grade teacher and two of our eighth teachers, led three institutes (for a total of 20 hours) for 120 teachers from New Bedford, Fairhaven, Fall River, Dartmouth, Lakeville & Lower Cape Cod. The institutes, which focused on training teachers in science and social studies, were executed in collaboration with two core partners: New Bedford Ocean Explorium<sup>2</sup> and the Connecting Oceans Academy<sup>3</sup>. Half of the Oceans Academy staff are GLCPS teachers who trained 250 teachers who, in turn, will impact 20,000 students throughout the southcoast and the Cape. Moreover, the courses were taught in conjunction with professors and researchers from UMass Dartmouth, also a key GLCPS partner.
- This summer, two of our middle school teachers were asked to develop pre-site, on-site and post-site curriculum lessons and activities for the National Park Service's (NPS) Underground Railroad Walking Tour. The objective of the "*Enduring Understanding*" curriculum is to help students learn about and appreciate the risks many individuals have taken to secure economic, political, and social opportunities and seek freedom for themselves and/or others. The material, aimed for grades 4 and 5, will be piloted this fall. Our teachers incorporated *Visible Thinking* and *Understanding by Design*, two of GLCPS's core teaching methods, to develop the curriculum. In addition, technology skills will be addressed in the final assessment when students will reconstruct the tour using GoogleEarth with pop-ups of text and pictures. Technology integration is also a key component of GLCPS's teaching methodology. Finally, the curriculum will be posted on the NPS web site for educators who are interested in using the site-based walking tour program in their classrooms.
- One of our teachers is on the board of the Southeastern Environmental Education Alliance (SEEAL). This organization works with area education providers such as the Lloyd Center for Environmental Studies, Westport River Watershed Association, and Trustees of the Reservation to implement quality environmental education programs. In this capacity, this teacher is helping to shape and inform environmental science effort in the region.

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<sup>2</sup> It is the mission of the Ocean Explorium to establish New Bedford as a center for ocean science public education, with a particular emphasis on environmental stewardship and science literacy.

<sup>3</sup> The Connecting Oceans Academy aims to enhance teaching and learning through professional and curriculum development in science, social studies, art, language arts, and math. With a focus on underserved schools and teachers of culturally diverse classrooms, the work of the Connecting Oceans Academy (COA) is assessment based, grounded in research, aligned with standards, and centered on creating learning experiences that promote inquiry, critical thinking and understanding of the ways the natural systems, especially the ocean, shape and influence social systems. The COA promotes a sense of pride of place and stewardship while seeking connections using interdisciplinary and integrated curricula.

## XXIII. NCLB Report Card

### Global Learning Charter Public (District) (04960000)

**Warren Berube, Charter School Leader**

Mailing Address: 190 Ashley Boulevard

New Bedford, MA 02746

Phone: (508) 991-4105

FAX: (508) 991-4110

Website: <http://www.glcps.org>

Overview:

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

Enrollment - 2007-08		
	District	State
<b>Total Count</b>	387	962,766
<b>Race/Ethnicity (%)</b>		
African American or Black	13.2	8.1
Asian	1.0	4.9
Hispanic or Latino	23.0	13.9
Multi-race, Non-Hispanic	3.4	1.9
Native American	0.5	0.3
Native Hawaiian or Pacific Islander	0.0	0.1
White	58.9	70.8
<b>Gender (%)</b>		
Male	42.6	51.4
Female	57.4	48.6
<b>Selected Populations (%)</b>		
Limited English Proficiency	0.0	5.8
Low-Income	68.0	29.5
Special Education	8.3	16.9
First Language Not English	12.4	15.1

**Grades Offered:** 05, 06, 07, 08, 09, 10, 11, 12

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

Educator Data - 2007-08			
	District	State	
Total # of Teachers	37	70,717	
Percentage of Teachers Licensed in Teaching Assignment	67.4	95.8	
Total Number of Classes in Core Academic Areas	62	275,949	
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	95.7	
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0	4.3	
Student/Teacher Ratio	10.5 to 1	13.6 to 1	
	All Schools	High Poverty Schools	Low Poverty Schools
Percentage of Teachers Licensed in Area in Which Teaching	67.4	67.4	-
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	100.0	-
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0	0.0	-

Educator Quality Data for High-Poverty and Low-Poverty Global Learning Charter Public (District) Public Schools			
School	Highly Qualified %	Not Highly Qualified %	Licensed %
<b>High Poverty</b>			
Global Learning Charter Public School	100.0	0.0	67.4