



Seven Hills Charter Public School

Summary of Review

January 2011

Summary of Review – January 2011

Seven Hills Charter Public School
51 Gage Street
Worcester, MA 01605

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I. Sources of Evidence for this Document

The charter school regulations state that “[t]he decision by the Board [of Elementary and Secondary Education] to renew a charter shall be based upon the presentation of affirmative evidence regarding the success of the school’s academic program; the viability of the school as an organization; and the faithfulness of the school to the terms of its charter” 603 CMR 1.12(3). Consistent with the regulations, recommendations regarding renewal are based upon the Department of Elementary and Secondary Education’s (Department) evaluation of the school’s performance in these areas. In its review, the Department has considered both the school’s absolute performance at the time of the application for renewal and the progress the school has made during the first four years of its charter. Performance is evaluated against both the Massachusetts Charter School Common School Performance Criteria and the school’s accountability plan. The evaluation of the school has included a review of the following sources of evidence, all of which are available from the Charter School Office:

- the application for renewal submitted by the school,
- the school’s annual reports for the term of the charter,
- site visit reports generated by the Charter School Office in the twelfth, thirteenth, and fourteenth years of the school’s charter,
- independent financial audits,
- Coordinated Program Review reports,
- the year five Renewal Inspection Report and Federal Programs Renewal Inspection Report, and
- other documentation, including amendments to the school’s charter.

The following sections present a summary from all of these sources regarding the school’s progress and success in raising student achievement, establishing a viable organization, and fulfilling the terms of its charter.

II. Summary of Review Findings

Listed below are the findings contained in the review of the school’s performance in the three areas of accountability. Further evidence to support each finding can be found in the body of the report.

A. Faithfulness to Charter Findings

All stakeholders identify the school’s mission is to provide a quality education for students while preparing them to be leaders, co-workers, and community members.

SHCPS has not operated in a manner consistent with its mission of providing students with a “high quality education.”

During the charter term, SHCPS has experienced board member and administrator turnover that has impacted implementation of the school’s governance and leadership structure. The school has not yet established a permanent leadership structure.

B. Academic Program Findings

Student MCAS performance has been stagnant over the term of the charter, with 59 percent of SHCPS students failing to reach proficiency in English Language Arts and 69 percent failing to reach proficiency in mathematics in 2010.

Throughout the term of the charter, the sending district often performed at a statistically significantly higher level than SHCPS in the aggregate in both ELA and mathematics. In subgroups, SPHCPS sometimes performed at a significantly higher level than the sending district in ELA and mathematics but most often, there was no statistical significance in between the sending district and SHCPS' MCAS scores.

In 2010, SHCPS has an NCLB status of Restructuring Year 2 for ELA and mathematics. The school has not made AYP for the past five years in ELA or mathematics.

Over the charter term, SHCPS has used a battery of formative assessments to measure students' acquisition of literacy and numeracy skills and monitor student progress. Students have not consistently demonstrated proficiency on these assessments.

SHCPS offers a curriculum that is aligned with the Massachusetts curriculum frameworks (MCF). The school is in the process of fully documenting the curriculum.

The school's curriculum emphasizes the arts as well as character education and ethics.

In its fourteenth year, SHCPS introduced a standards-based grading system to track student progress in academic classes.

With the help of instructional coaches, teachers are documenting lesson plans in accordance with school-wide guidelines. Using data to inform lesson planning continues to be a work in progress.

The school has systems, structures, and staffing in place to identify, assess, and serve students who require classroom accommodations, modifications, and special education services.

Procedures are in place to identify students who are potentially English Language Learners (ELL). The school's ELL policies and procedures are established.

Over the charter term, SHCPS has taken a more systematic approach towards analyzing assessment data to inform instruction. The school has engaged instructional coaches to assist teachers in using assessment to inform instruction.

SHCPS has not developed a systematic process to review the quality of school programs to address persistently low MCAS scores. The school has an informal process for assessing the effectiveness of programs which has resulted in a number of programmatic changes.

The classroom and school environment at SHCPS is orderly. SHCPS has systems in place that are designed to help and support school community members to maintain a positive and safe school culture that is aligned with the school's mission.

In the school's thirteenth year, SHCPS administrators created school-wide expectations for instructional practice. The school's instructional expectations were evident in a majority of classes observed by the renewal inspection team. However, the team saw little evidence of differentiation.

During the current charter term, SHCPS has implemented a variety of instructional coaching models to improve teacher instruction, with variable success.

The superintendant is responsible for formally evaluating all teachers.

Over the term of the charter, professional development has become more formalized.

C. Organizational Viability Findings

Throughout the charter term, SHCPS has received unqualified audit opinions. The school has a sound budgeting process.

The ability of the board to effectively oversee the school's academic program was adversely affected by a diminished board membership during the charter term. After a significant increase in membership in 2009-10, the board is rebuilding its capacity to provide oversight of SHCPS.

The school has yet to determine an appropriate leadership structure for the school. Each year of the charter term, SHCPS has altered the leadership structure.

Throughout the charter term, stakeholders have attributed poor student achievement to inconsistent teacher performance. The school has adopted several different strategies for addressing this issue over the past four years, none of which have resulted in academic improvement

Stakeholders report being pleased with the school and the extent to which it meets the needs of individual students.

Throughout the charter term, stakeholders have reported that SHCPS has created a physically and emotionally safe environment.

The SHCPS facility is well maintained, clean, and conducive to teaching and learning.

The school is programmatically accessible.

The school is in compliance with the requirements of the CPR.

Eighty-nine percent of the teaching staff are highly qualified.

SHCPS has disseminated best practices by sharing arts and mathematics strategies with other educators.

D. Accountability Plan Objectives and Measures

The school has met a majority of measures in its accountability plan related to faithfulness to charter.

SHCPS met two out of five of its accountability plan measures related to academic achievement.

SHCPS has met all of its measures in its accountability plan related to organizational viability.

III. School Profile

<i>SHCPS Charter Public School (SHCPS)</i>			
Type of Charter	Commonwealth	Location	Worcester
Regional/Non-Regional	Non-Regional	Districts in Region	NA
Year Opened	1996	Year Renewed	2001, 2006
Maximum Enrollment	666	Current Enrollment¹	680
Students on Waitlist²	265	Grades Served	K-8

Mission Statement

“SHCPS Charter Public School is committed to preparing a diverse cross section of Worcester children for success as students, workers, and citizens by providing them a high quality education at prevailing public school costs.”

Major Amendments

No major amendments were requested and received during the charter term.

Demographics

The following table compares demographic data of the charter school to the Worcester Public School District from which it draws most of its students, and to the state. The comparison includes 39 schools in the district with grade levels that overlap with the charter school.

- Comparison Minimum refers to the school(s) among the 39 schools with the lowest percentage of students in a given category.
- Comparison Median refers to the school(s) among the 39 schools with the middle percentage of students in a given category.
- Comparison Maximum refers to the school(s) among the 39 schools with the highest percentage of students in a given category.
- The Comparison Total represents the percentage of the total number of students in a given category in all 39 schools combined.
- The Comparison Total represents the percentage of the total number of students in a given category in all 39 schools combined.

¹ As reported by the school at the time of the renewal inspection visit.

² As reported by the school at the time of the renewal inspection visit.

Race/Ethnicity (%)		African American	Asian	Hispanic	White	Native American	Native Hawaiian, Pacific Islander	Multi-Race, Non-Hispanic
SHCPS Charter School		31.9%	1.3%	49.9%	10.0%	0.3%	0.0%	6.5%
(39 Schools)	Comparison Minimum	5.1%	1.3%	7.7%	8.9%	0.0%	0.0%	0.0%
	Comparison Median	13.5%	7.6%	37.5%	33.9%	0.3%	0.0%	3.3%
	Comparison Maximum	23.2%	20.8%	64.3%	76.0%	1.4%	0.2%	8.4%
	Comparison Total	13.1%	7.9%	36.3%	38.8%	0.3%	0.0%	3.7%
State		8.2%	5.3%	14.8%	69.1%	0.3%	0.1%	2.2%

Other Demographics (%)		Males	Females	First Language Not English	Limited English Proficient	Special Education	Low-Income
Seven Hills Charter School		48.0%	52.0%	19.9%	16.3%	10.5%	79.2%
(39 Schools)	Comparison Minimum	43.4%	38.8%	15.6%	10.0%	6.4%	17.1%
	Comparison Median	52.2%	47.8%	39.9%	28.9%	16.8%	76.8%
	Comparison Maximum	61.2%	56.6%	68.0%	65.6%	30.1%	98.8%
	Comparison Total	52.3%	47.7%	39.7%	31.5%	18.9%	71.3%
State		51.3%	48.7%	15.6%	6.2%	17.0%	32.9%

IV. Areas of Accountability

A. Faithfulness to Charter

ESE Charter School Performance Criteria: Consistency of school operations with the school's charter and approved charter amendments

The school operates in a manner consistent with the mission, vision, educational philosophy and governance and leadership structure outlined in the school's charter and approved charter amendments.

Finding: All stakeholders identify the school's mission is to provide a quality education for students while preparing them to be leaders, co-workers, and community members.

All stakeholders interviewed by the renewal inspection team knew the mission statement and could paraphrase or recite it. Many of the school's programmatic elements are well aligned with the school's mission. The school's accountability plan is aligned with the school's mission; each objective of the school's accountability plan is taken directly from the school's mission statement. There is a community service club and a community service class required in grades six through eight. Students volunteer at St. Jude Hospital, Habitat for Humanity, or the Willis Foundation. The school has a program to recognize students who display characteristics of model citizenship. Students reported that the school's core values teach kind, safe, and responsible behavior, thus helping them become better co-workers. Additionally, the school has a program – the Seven Hills Enrichment Learning Laboratory (SHELL) – that rewards academically achieving students with leadership opportunities such as serving as a teaching assistant, tutoring other students, or participating in other school-based apprenticeships.

Finding: SHCPS has not operated in a manner consistent with its mission of providing students with a "high quality education."

While SHCPS has developed the social and character education aspects of its program, it has not fulfilled the academic promises of its mission. For the last five years, a majority of SHCPS students have not reached proficiency on the Massachusetts Comprehensive Assessment System (MCAS) exams. Currently the school has an accountability status of Restructuring Year Two for both English Language Arts (ELA) and mathematics. Additionally, students are not reaching proficiency on internally established academic benchmarks. In order to address academic underperformance, the school has altered its program, but never in a systematic manner. Overall academic results and the various improvement efforts undertaken by the school are discussed later in this report.

Finding: During the charter term, SHCPS has experienced board member and administrator turnover that has impacted implementation of the school's governance and leadership structure. The school has not yet established a permanent leadership structure.

The school's bylaws state that the board of trustees' membership shall be "no fewer than nine and no more than 25 members." During the 2008-09 school year, board membership dwindled to four members. In the 2009-10 school year, all but one of the four members resigned and eight new members joined. Additionally, during the 2009-10 school year the board was operating without standing finance and governance committees, which was inconsistent with the board's bylaws. The renewal inspection team found that the board is now in compliance with its bylaws; membership is now at ten members with staggered terms. The board has also established governance and finance committees. Prior to the summer of 2010, these committees operated

informally and did not keep meeting minutes, as required by the state's open meeting law; however, these committees now do meet formally and keep minutes, according to board members interviewed..

The leadership structure of the school has changed significantly over the last three years. In the 2008-09 school year, the superintendent supervised a principal, a business manager, a librarian, an office manager, and a technology leader. In 2009-10, the superintendent supervised a business manager, a student support manager, an academy director, and an office manager. In the 2010-11 school year, the superintendent has approximately ten direct reports: the village director, the student support manager, the curriculum and instruction coaches, the office manager, the director of facilities, the academy director, the technology leader, the guidance director, and the business manager all directly report to the superintendent, who has also assumed the role of principal. According to the superintendent/principal and board members, this year's administrative changes were made to concentrate overall leadership at the superintendent level and delegate responsibilities to other administrators.

Board members interviewed by the team stated that they continue to struggle with defining the correct leadership structure for the school, including the role of the superintendent/principal. The current superintendent/principal has served in the role of school leader for eight years. In fact, the board indicated that the present leadership model was not necessarily the final leadership model and that the school was in a "holding" pattern until best practices were examined. They indicated the superintendent/principal role may change in the future.

ESE Charter School Performance Criteria: Accountability plan objectives and measures

The school meets, or shows progress towards meeting the faithfulness to charter objectives and measures set forth in its accountability plan.

Finding: The school has met a majority of measures in its accountability plan related to faithfulness to charter.

A charter school creates an accountability plan to set objectives in each of the three areas of charter school accountability for the charter term and to show growth through time. SHCPS has reported against an accountability plan that was approved in July 2007. The accountability plan includes three objectives and seven measures related to faithfulness to charter. The school met five, partially met one, and did not meet one of its measures. A summary of the school's success in meeting the objectives and measures contained in its accountability plan can be found in Section VII of this report.

B. Academic Program

ESE Charter School Performance Criteria: MCAS performance

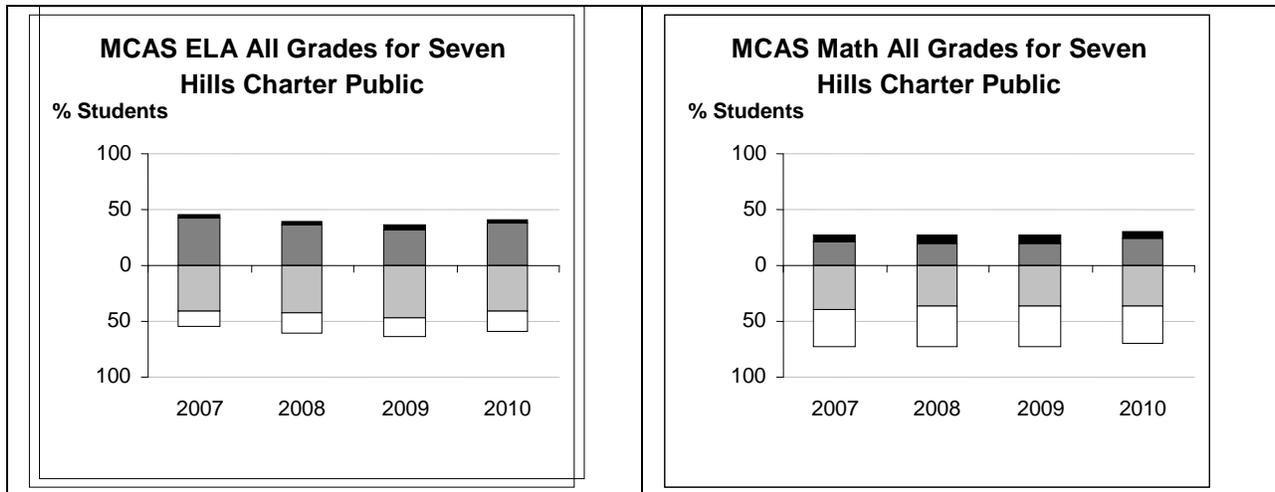
Students at the school demonstrate Proficiency, or progress toward meeting proficiency targets on state standards, as measured by the Massachusetts Comprehensive Assessment System (MCAS) exams in all subject areas and at all grade levels tested for accountability purposes.

Finding: Student MCAS performance has been stagnant over the term of the charter, with 59 percent of SHCPS students failing to reach proficiency in English Language Arts and 69 percent failing to reach proficiency in mathematics in 2010.

During this charter term, SHCPS students annually completed the MCAS grade three reading assessment, the grades four through eight English language arts (ELA) assessments, the grades three through eight mathematics assessments, and the grades five and eight science and technology assessments. The following analyses present MCAS performance data on the tests in reading, ELA and mathematics utilized by the Department for No Child Left Behind (NCLB) accountability purposes. This data also includes the Student Growth Percentile (SGP) which measures how much a student's MCAS performance has improved from one year to the next relative to his or her academic peers: other students statewide with a similar MCAS test score history. Section V summarizes other MCAS performance by grade level and provides data for tests that do not count towards AYP determinations in 2010.

Key: N = # of students tested; CPI = Composite Performance Index

Warning/Failing %
 Needs Improvement %
 Proficient %
 Advanced/Above Prof. %



ELA All Grades	2007	2008	2009	2010
% Advanced	4	3	5	3
% Proficient	42	36	32	38
% Needs Improvement	41	42	47	41
% Warning/Failing	13	19	17	18
N	433	430	441	427
CPI	75.8	69.8	70.6	71.4
SGP	-	37.0	34.5	40.0
N for SGP	-	334	346	333

Math All Grades	2007	2008	2009	2010
% Advanced	6	7	9	7
% Proficient	21	20	19	24
% Needs Improvement	40	37	37	36
% Warning/Failing	33	35	35	33
N	433	431	442	437
CPI	60.3	58.8	59.0	60.2
SGP	-	39.0	42.0	41.0
N for SGP	-	335	348	343

Finding: Throughout the term of the charter, the sending district often performed at a statistically significantly higher level than SHCPS in the aggregate in both ELA and mathematics. In subgroups, SPHCPS sometimes performed at a significantly higher level than the sending district in ELA and mathematics but most often, there was no statistical significance in between the sending district and SHCPS' MCAS scores.

District comparisons

The CPI of SHCPS has been compared to that of the Worcester because SHCPS is currently in NCLB status: Restructuring Year 2 for in ELA and mathematics.

Statistical analyses, two-tailed t tests for the equality of means, were performed to determine if any differences in performance between SHCPS and Worcester students were statistically significant at a 95 percent confidence level. Comparisons were made only if there were at least 40 students tested in a given grade or subgroup.

- Twenty-eight grade-to-grade and aggregate comparisons were conducted in both ELA and in mathematics.
 - ELA: SHCPS performed at a statistically significant higher level than Worcester in five instances. Worcester performed at a statistically significant higher level than SHCPS in nine instances. There were no statistically significant differences in performance in the other fourteen comparisons.
 - Mathematics: SHCPS performed at a statistically significant higher level than Worcester in four instances. Worcester performed at a statistically significant higher level than SHCPS in ten instances. There were no statistically significant differences in performance in the other fourteen comparisons.
 - Section VI of this document provides detailed information.
- Forty-six subgroup grade-to-grade and aggregate comparisons were conducted both in ELA and mathematics.
 - ELA: SHCPS performed at a statistically significant higher level than Worcester in eleven instances. Worcester performed at a statistically significant higher level than SHCPS in five instances. There were no statistically significant differences in performance in the remaining thirty comparisons.
 - Mathematics: SHCPS performed at a statistically significant higher level than Worcester in six instances. Worcester performed at a statistically significant higher level than SHCPS in seven instances. There were no statistically significant differences in performance in the remaining thirty-three comparisons.
 - Section VI of this document provides detailed information.

ESE Charter School Performance Criteria: Adequate Yearly Progress

The school makes Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant subgroups. The school is not identified for accountability purposes (not designated as in Needs Improvement, Corrective Action, or Restructuring).

Finding: In 2010, SHCPS has an NCLB status of Restructuring Year 2 for ELA and mathematics. The school has not made AYP for the past five years in ELA or mathematics.

- SHCPS has not made AYP in the aggregate, or for subgroups, in ELA for the years 2005-2010.
- The school has not made AYP in the aggregate, or for subgroups, in mathematics for the years 2006-2010.
- SHCPS currently has a status of Restructuring Year 2 for both ELA and mathematics.

- The school has a performance rating of “Moderate” for ELA and “Low” for mathematics.
- SHCPS’s ELA and mathematics improvement rating was “No Change” for 2010.
- In the past eight years, SHCPS has made AYP once for mathematics. During this time, the school has never made AYP in ELA.
- The AYP summary in Section VI includes full details.

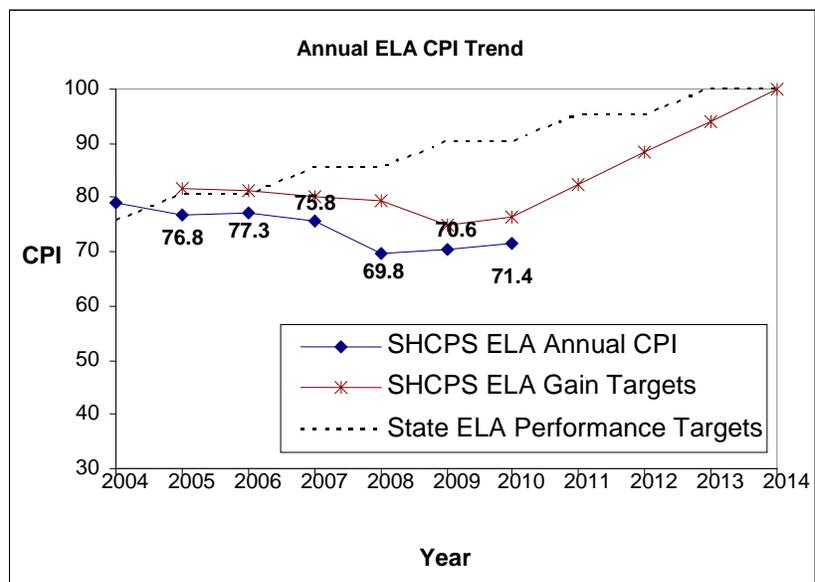
		Adequate Yearly Progress History								NCLB Accountability Status
		2003	2004	2005	2006	2007	2008	2009	2010	
ELA	Aggregate	Yes	Yes	No	No	No	No	No	No	Restructuring Year 2
	All Subgroups	No	No	No	No	No	No	No	No	
MATH	Aggregate	Yes	No	Yes	No	No	No	No	No	Restructuring Year 2
	All Subgroups	No	No	Yes	No	No	No	No	No	

Meeting state targets

SHCPS performance on ELA exams between 2007 and 2010 was below state CPI performance targets each year.

Meeting school improvement targets

SHCPS did not meet its own improvement targets in ELA in any year between 2007 and 2010.

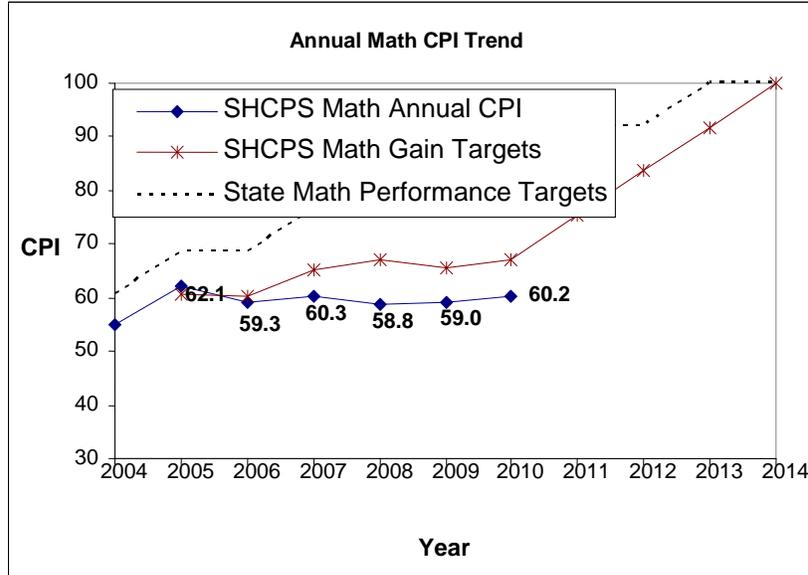


Meeting state targets

SHCPS performance on math exams between 2007 and 2010 was below state CPI performance targets each year.

Meeting school improvement targets

SHCPS did not meet its own improvement targets in math in any year between 2007 and 2010.



ESE Charter School Performance Criteria: Internal measures of student achievement

Student performance is strong and demonstrates improvement on internally-developed assessments of academic achievement.

Finding: Over the charter term, SHCPS has used a battery of formative assessments to measure students’ acquisition of literacy and numeracy skills and monitor student progress. Students have not consistently demonstrated proficiency on these assessments.

Throughout the charter term, the school has administered a variety of assessments to monitor student progress of students or track academic achievement. The school administered Dynamic Indicators of Basic Early Literacy Skills (DIBELS), the Scholastic Reading Inventory (SRI), the Group Reading Assessment and Diagnostic Evaluation (GRADE), Yearly Progress Pro (YPP), and the AIMSweb Tests of Early Literacy and Numeracy (AIMSweb). Due to the completion of a Reading First grant, the school discontinued the use of the GRADE during the 2009-10 school year. Additionally, it should be noted that in annual reports, submitted to the Department throughout the current charter term, SHCPS did not provide consistent reports of student progress, or achievement, with the same set of assessments year to year. The school would report on a subset of those assessments listed above, or report student achievement on other assessments entirely, such as achievement on school created benchmarks.

In its application for renewal, SHCPS presented aggregated student performance data for the above named assessments. The school had set a goal that 75 percent of students would meet reading and math benchmarks each year. According to the table below, students have met 75 percent of benchmarks on the DIBELS/SRI accuracy assessments and the AIMSweb Tests of Early Numeracy, but not on the four other assessments.

Percent of SHCPS Students Meeting Formative Assessment Benchmarks				
Assessment	2006-07	2007-08	2008-09	2009-10
DIBELS/SRI accuracy	89%	90%	97%	99%
DIBELS/SRI fluency	62%	59%	63%	52%

GRADE comprehension	65%	63%	63%	N/A
GRADE vocabulary	68%	66%	71%	N/A
Yearly Progress Pro (math)	21%	60%	64%	66%
Test of Early Numeracy	87%	83%	97%	81%

ESE Charter School Performance Criteria: Curriculum

The school’s curriculum is documented, articulates the skills and concepts that all students must know and be able to do to meet state standards, is aligned horizontally and vertically, and supports opportunities for all students to master these skills and concepts.

Finding: SHCPS offers a curriculum that is aligned with the Massachusetts curriculum frameworks (MCF). The school is in the process of fully documenting the curriculum. SHCPS primarily uses commercially available texts which are aligned with the MCF. At the time of the renewal inspection, curriculum documentation included curriculum maps, pacing charts, and mastery guides. SHCPS teachers are able to access all curricular documents on the school’s website. The school is in the process of creating a master document that merges maps, assessments, standards, materials, and exemplars by standard.

SHCPS has three divisions: the primary academy encompasses grades kindergarten through two, the elementary academy is grades three through five, and the junior academy includes grades six through eight. Academies use different textbooks. The SHCPS’s mathematics core instructional programs use Singapore Math (grades kindergarten through five) and Prentice Hall (junior academy). The program is supplemented with additional materials such as Everyday Math, McGraw Hill’s online Yearly Progress Program Math, and the University of Michigan’s Classwide peer tutoring model. For ELA instruction, Scott Foresman’s new series, Reading Streets, is used in the primary and elementary academies. The junior academy reading program is Prentice Hall’s Choices in Literature. The writing workshop approach is used to teach writing. The SHCPS social studies curriculum uses are History Alive!, The Story of America, Adventure Tales America, and American Nation. The primary and elementary academies use Science through Inquiry Delta Science Modules and Science through Experimentation Processes. The core science program in the junior academy uses Glencoe/McGraw Hill. SHCPS offers Spanish to all students starting in kindergarten. The elementary academy students uses Viva el Espanol, and the junior academy uses Paso a Paso. Technology as a Second Language is also taught to all students so that they can acquire the skills to support their learning.

Finding: The school’s curriculum emphasizes the arts as well as character education and ethics. SHCPS offers a program of instruction in the fine arts, including music, visual arts, drama, and dance. The primary academy students learn singing and how to play simple instruments as well as the basic elements of drama and dance. The elementary academy students study musical forms and styles as well as artistic principles and explore traditional and contemporary dance forms and drama. Junior academy students have a variety of electives to choose from that build on the knowledge gained in the earlier academy studies.

SHCPS has adopted eight core values: wisdom, justice, courage, compassion, hope, respect, responsibility and integrity. These values are integrated into the curriculum through a character education program. Primary academy and elementary academy teachers use An Ethics Curriculum for Children, and junior academy teachers use the Touchstones component in ELA

classes. The core values are further enhanced by an advisory and guidance program that is delivered through morning meeting each day. Resources for this program include Circle of Power and Respect, Seven Habits of Highly Effective Teens by Steven Covey, and the FISH! Philosophy by Charthouse Communications.

Finding: In its fourteenth year, SHCPS introduced a standards-based grading system to track student progress in academic classes.

During the 2009-10 school year, SHCPS introduced a standards-based report card. Called the student learning contract (SLC), the report card tracks student mastery of grade-level “power standards” in ELA, mathematics, science, and social studies. Teachers selected the “power-standards” that each student must master before being promoted to the next grade. Report cards are generated three times a year. Reports track student mastery of grade-level standards based on formal and informal assessments given in each academic class. According to school leaders and documents reviewed by the team, SHCPS uses both commercial and internally created standards-based assessments to determine student mastery of the standards. At the end of each trimester, parents/guardians are invited to attend conferences to discuss their child’s progress. Each student maintains a portfolio of exemplary work products, such as projects unit tests, and compositions, and presents them at the conference with teacher assistance.

Finding: With the help of instructional coaches, teachers are documenting lesson plans in accordance with school-wide guidelines. Using data to inform lesson planning continues to be a work in progress.

Aided by instructional coaches, teachers are working to use student-specific achievement data to plan whole group lessons, form instructional groups, and assign students to learning centers and independent work stations. Teachers interviewed by the renewal inspection team said that they are becoming more proficient in linking formative assessment to instructional planning with the direction and assistance of the school’s instructional coaches.

While the school does not require teachers to use a standard template, all teachers must include common elements in their lesson plans. SHCPS teachers’ lesson plans must contain learning objectives correlated with the standards from the frameworks and school curriculum; descriptions of whole group, small group, and center-based instruction; specification of the roles of the teachers, co-teachers, and instructional assistants; descriptions of the instructional materials; descriptions of formal and informal means of assessing student understanding; and descriptions of guided practice and homework. The superintendent/principal reviews teachers’ instructional plans at grade-level meetings and in formal and informal classroom observations, and provides written and oral feedback on the adequacy of these plans. The renewal inspection team found that all of the lesson plans in the observed classes contained the required components, and that teachers’ instruction was consistent with these plans.

ESE Charter School Performance Criteria: Diverse learners

The school provides services for all students, including English language learners and those with disabilities and/or special education needs, as required by law. The school establishes and implements an accommodation plan that addresses the needs of diverse learners.

Finding: The school has systems, structures, and staffing in place to identify, assess, and serve students who require classroom accommodations, modifications, and special education services.

Currently, approximately 11 percent of SHCPS students receive special education services. The majority of these students receive services in a full-inclusion setting, with two percent receiving partial-inclusion services. A small number of students receive services in a substantially separate classroom. The special education program provides a full continuum of services and offers related services in counseling, speech and language therapy, and occupational and physical therapy as required by students' IEPs. Disability types served by the school include intellectual impairment, communication impairment, emotional impairment, physical impairment, health impairment, specific learning disability, autism, neurological impairment, and developmental delay. SHCPS serves 25 students found eligible for Section 504 accommodation plans including impairments in learning, reading, and health.

SHCPS has systems, structures, and staffing in place to operate its special education program. At the start of each school year, both special and general education teachers are trained on the special education requirements, receive the school's special education policies and procedures, and review students' IEPs, learning profiles, and required services, as well as the accommodations and modifications required to access the general curriculum. The school's primary approach to special education services is to provide students with disabilities access to the general curriculum within the general education classroom setting. In the inclusion settings, the special education teachers reported that coordination and collaboration of lessons and curriculum materials regularly occurs with the general education staff. During the 2009-10 school year, SHCPS established a substantially separate program in order to provide a small group of students with disabilities with their required services.

The special education program is overseen by a qualified full-time administrator who has served at the school in a variety of roles for the past six years. The program is staffed by seven full-time qualified special education teachers, a guidance counselor, a social worker, an intervention specialist, a speech and language therapist, an occupational therapist, and a part-time school psychologist. The program is supported by 29 paraprofessionals who serve as general education inclusion assistants.

Finding: Procedures are in place to identify students who are potentially English Language Learners (ELL). The school's ELL policies and procedures are established.

Approximately 19 percent of the school's overall population is identified as ELL. This year, the school conducted initial English language proficiency assessments using the IDEA Proficiency Test (IPT). All identified ELL students are assessed using the MEPA in the fall and/or spring. The program is overseen by the special education administrator while services are provided by two full-time licensed ELL teachers, one full-time paraprofessional, and one part-time paraprofessional who holds an ESL teaching license. The school employs 18 teachers that are Qualified MELA-O Administrators and the majority of teachers have received required Category 1-3 Sheltered English Immersion trainings. Interviews with teachers indicate that they have a clear knowledge of the school's ELL policies and procedures and that they receive on-going professional development.

The school issues a Home Language Survey (HLS) to all enrolled families and has established a system to identify and assess the English language proficiency of all students whose home language is not English. The HLS is translated in Spanish. Interviews with general and special

education staff indicate a clear understanding of the eligibility and special education process to ensure that the lack of English language proficiency alone is not a basis for determining student eligibility or ineligibility for special education services.

The school provides English language development (ELD) instruction that meets the ESE instructional program hours. Level 1 and Level 2 students receive a minimum of two and a half hours of direct English as a second language instruction per day; Level 3 receive up to two hours per day; and Level 4 and Level 5 (not yet reclassified as non-ELL) receive a minimum of two and a half hours per week.

ESE Charter School Performance Criteria: Program evaluation and planning

The school regularly and systematically reviews the quality and effectiveness of the academic program and modified the program accordingly. Teachers and school leaders use qualitative and quantitative evidence to inform, guide, and improve instructional planning and practice.

Finding: Over the charter term, SHCPS has taken a more systematic approach towards analyzing assessment data to inform instruction. The school has engaged instructional coaches to assist teachers in using assessment to inform instruction.

During the charter term, SHCPS has developed some systems by which to review academic data and make programmatic changes. During the school's twelfth and thirteenth year, site visitors determined that SHCPS used data primarily to identify students for interventions and monitor subsequent progress. In the fourteenth year, teachers and administrators reported some new systems to review data and make changes to instructional practice. Presently, the school has implemented a more systematic review of MCAS data to inform the academic program which begins with full staff meetings to analyze MCAS data. MCAS data is then reportedly used to make adjustments to the school's curricula and target supports for individual students.

Administrators and teachers told the renewal inspection team that teachers varied widely in their ability to translate assessment results into instructional action plans. While teachers are required to develop action plans, based on MCAS data analysis, to meet the needs of their students, the renewal inspection team discovered that not all teachers had implemented their plans.

Accordingly, in the 2010-11 school year, SHCPS engaged three full-time curriculum and instructional coaches, one in each academy, to help teachers make more effective use of data to plan and evaluate instruction. Administrators and members of the board of trustees told the renewal inspection team that the one major reason for the failure to improve student achievement at SHCPS was that teachers did not link assessment to instruction systematically in a continuous cycle. They expressed the hope that the coaches would help teachers make this connection. They also hoped to make teachers more accountable for using assessment to improve instruction.

Finding: SHCPS has not developed a systematic process to review the quality of school programs to address persistently low MCAS scores. The school has an informal process for assessing the effectiveness of programs which has resulted in a number of programmatic changes.

Past site visitors and the renewal inspection team found that SHCPS has an informal process for assessing the effectiveness of its programs which has resulted in number of changes. However, the school has never conducted a comprehensive, school-wide assessment of its program even when faced with persistently low and declining MCAS scores. In response to academic results,

the school has made changes to its staffing, supports offered to teachers, the delivery of its special education model, and format for student report cards.

As previously noted, SHCPS has not made AYP in either mathematics or ELA for the past five years. During the renewal inspection, SHCPS administrators attributed persistent student underachievement, especially in grades four and five, to the underperformance of certain teachers. Indeed, a grade by grade analysis of MCAS scores shows persistently low or declining performance on the fourth and fifth grade tests, with the lowest percentages of students reaching proficiency in those grades (see Section V of this report). Throughout the charter term, efforts had been made to change the instructional practices of underperforming teachers through increased supervision and mentoring, but these efforts were reportedly unsuccessful. This led the administration to implement improvement plans for underperforming teachers during the 2009-10 school year. Teachers on improvement plans were given instructional coaching support and told that if their performance did not improve during the school year, they would be replaced. This initiative resulted in the replacement of the entire team of fourth and fifth grade teachers.

SHCPS administrators described a number of additional changes implemented by the school in response to low MCAS scores. The school has provided teachers with a variety of mentoring/coaching programs throughout the charter term. In the 2009-10 school year SHCPS revised the service delivery model for special education based on poor MCAS test results for the special education subgroup. Also in 2009-10 the school introduced a standards-based report card to improve student progress monitoring and ensure that all teachers at a grade level were teaching the same content. Some of these changes were recently implemented, so their effectiveness in improving scores has not yet been determined.

ESE Charter School Performance Criteria: Classroom and school environment

The classroom and school environment is orderly, supports the goal of student understanding and mastery of skills, and is consistent with the school's mission.

Finding: The classroom and school environment at SHCPS is orderly. SHCPS has systems in place that are designed to help and support school community members to maintain a positive and safe school culture that is aligned with the school's mission.

Throughout the charter term, site visitors have found that SHCPS has established expectations that help to foster an orderly school environment. The classrooms, hallways, and common areas observed by the renewal inspection team were orderly and productive. Students and teachers were respectful and focused on learning.

The school has established systems and structures to maintain an orderly environment. SHCPS has an academy director who is responsible for student behavior. The academy director works closely with the guidance counselor and intervention teams to teach and monitor behavioral expectations in the school. SHCPS has a disciplinary code that emphasizes a three-pronged approach to creating a safe environment that is conducive to learning: The school is committed to teaching school-wide expectations, stopping inappropriate behavior, and to changing patterns of behavior. School-wide behavior expectations are divided based on the three aspects of the SHCPS code of conduct: "Be kind. Be safe. Be responsible." The staff and family handbook gives examples of inappropriate behavior and states the consequences for such actions and ways to make restitution for whatever wrong has been committed. The school has well understood

systems of monitoring student behavior in the classroom. Site visitors saw consistent behavior management techniques used in classrooms. Students interviewed said that the rules were fair and that they were consistently applied. SHCPS has also implemented a bully alert system so that students can anonymously report bullying that they have either experienced or witnessed.

ESE Charter School Performance Criteria: Instruction

School-wide instructional practice is aligned with the school design, instructional expectations, and the curriculum. Instruction is effectively delivered and conveys clear expectations to students. The use of classroom time maximized meaningful student learning. Students are actively engaged in learning.

Finding: In the school's thirteenth year, SHCPS administrators created school-wide expectations for instructional practice. The school's instructional expectations were evident in a majority of classes observed by the renewal inspection team. However, the team saw little evidence of differentiation.

In SHSPS's twelfth year, site visitors to the school were told that they would see a variety of instructional strategies in classrooms. During the school's thirteenth year, school administrators created a set of instructional expectations for the 2009-10 school year. The same expectations are in place for the current school year and include: well-established rules and procedures, appropriately paced lessons, flexibly grouped students, clear learning goals and expectations, differentiated lessons, and multiple opportunities for student participation.

Instruction has become more congruent with school-wide expectations over the past two years. In the school's fourteenth year, site visitors did not see consistent implementation of the school's expected instructional practices. The renewal inspection team (fifteenth year) observed instruction that was consistent with school expectations in 23 of the 26 classes observed by the team. In a typical class, a whole group lesson by the teacher was followed by small group independent work, or work in learning centers. All but one class had at least one instructional assistant. The adults all had defined instructional roles and moved purposefully around the room, interacting with groups of students and individual students. The learning goals and expectations were clear in 24 of the 26 classes observed. In almost all of the classes observed, the learning goals were written on the whiteboard or chart paper, and the teachers referred to them in course of delivering the instruction. The team found that teachers were striving to help students master learning objectives, and that the students were aware of these objectives and able to articulate them on demand. Students had many opportunities to participate in, and were highly engaged in, 24 of the 26 classes observed by the team.

The renewal inspection team found limited evidence of differentiated lessons, except in classes that were co-taught by special educators. In most of the classrooms observed, students participated in the same variety of activities as they rotated to learning centers. Additionally, the renewal inspection team only observed a few classes that promoted higher-order thinking skills. Comprehension questions were often at the literal level, and teachers rarely asked students to apply, analyze, synthesize, or evaluate. Class discussions were more focused on facts than on ideas or concepts.

ESE Charter School Performance Criteria: Professional Climate

Teachers are provided with feedback, guidance, professional development, and opportunities for collaboration that lead to improved instructional practice and student achievement. The school establishes a

professional climate resulting in a purposeful learning environment and reasonable rates of retention for school administrators, teachers, and staff.

Finding: During the current charter term, SHCPS has implemented a variety of instructional coaching models to improve teacher instruction, with variable success.

In the thirteenth and fourteenth year of the current charter cycle, SHCPS had teachers serve as instructional coaches for each grade level or academic department. These coaches worked with new or underperforming teachers to set goals, assist in data analysis, review lesson plans, or provide suggestions for meeting student needs. During the fourteenth year (2009-10) site visitors learned that some coaches were not well qualified for their positions because they lacked experience or content area expertise. During the renewal inspection visit, the superintendent explained to visitors that some of the coaches' supervision and mentoring had been unsuccessful; underperforming teachers had not changed their instructional methods. In response, the superintendent created a program wherein underperforming teachers were placed on improvement plans. As described earlier in this report, three experienced teachers were hired to coach the underperforming teachers with the understanding that the coaches would replace those teachers who did not comply with their improvement plans. At the end of the 2009-10 school year, eight teachers – a fifth of the school's teaching staff – were discharged or resigned and were replaced by the teacher/coaches, new hires, and teachers who transferred from other grades.

In order to improve instruction, SHCPS employed three curriculum and instructional coaches, one for each academy, for the 2010-11 school year. The coaches support teachers with various initiatives and provide professional development workshops. Additionally, the coaches help teachers implement the goals in their professional growth plans. Similar to the staffing initiative begun last year, the superintendent/principal recommends continued employment of teachers based in part on the student and teacher performance data furnished by the coaches.

Finding: The superintendent is responsible for formally evaluating all teachers.

Throughout the charter term, the superintendent conducted formal teacher evaluations. The teacher evaluation system at SHCPS combines administrative oversight and feedback with individual teacher reflection and personal goal setting. Teachers are observed, both formally and informally, by the superintendent. Teachers meet with the superintendent three times a year to discuss their performance and their progress in regard to their professional growth goals. In the spring, the superintendent produces a formal, summative evaluation that takes into account teacher portfolios, professional growth plans, data evaluation summaries, and the teacher's own self-reflection evaluation. New this year, the superintendent will recommend continued employment of teachers based in part on the student and teacher performance data that is furnished by the curriculum and instructional coaches.

Finding: Over the term of the charter, professional development has become more formalized.

In the school's twelfth and thirteenth year, professional development revolved around teacher study groups that met bimonthly and covered a range of topics. Teachers largely determined the topics for discussion. SHCPS also offered optional professional development sessions once a week that occurred before the school day and were led by faculty members. At the fourteenth year site visit, new teachers reported that they received training before the start of the school year. Additionally, last year teachers received two full days and five half-days of professional development. According to the superintendent/principal, topics for these days have included

higher-level thinking skills, data-driven instructional design, and differentiated instruction. Currently, SHCPS has centralized its professional development offerings. This year, teachers participated in a summer teaching academy for a week before the opening of school. Teachers set professional expectations with respect to teaching and learning as well as behavior management. Each new hire also participated in a week-long summer program at the Eagle Hill Institute for Teacher Training. Teachers told the team that they also have opportunities to attend conferences in their content areas and in instructional areas.

ESE Charter School Performance Criteria: Accountability plan objectives and measures

The school meets, or shows progress towards meeting the academic achievement objectives and measures set forth in its accountability plan.

Finding: SHCPS met two out of five of its accountability plan measures related to academic achievement.

SHCPS's accountability plan includes one objective and five measures related to academic achievement. The school met two, and did not meet three of its five measures. A summary of the school's success in meeting the objectives and measures contained in its accountability plan can be found in Section VII of this report.

C. Organizational Viability

ESE Charter School Performance Criteria: Financial management

The school demonstrates financial solvency, stability, internal controls, and oversight.

Finding: Throughout the charter term, SHCPS has received unqualified audit opinions. The school has a sound budgeting process.

From FY07 through FY10, the school has received unqualified audit opinions. The school's net assets increased from FY07 to FY10. At the end of FY10, SHCPS had total net assets of approximately \$5.8 million most of which (\$5,637,665) was unrestricted. The 2010 figures show an increase of approximately \$1 million over the prior year. The audits reported on SHCPS and its related foundation, The Learning First Foundation, Inc. (Foundation). As of June 30, 2010, the Foundation held \$1.5 million in net assets. The Foundation owns the facility that SHCPS leases under an occupancy agreement that renews annually.

The renewal inspection team determined that the school has a well-understood process for drafting and approving of the annual budget. The board meeting minutes reviewed by the team showed that the board discussed and voted to approve the school's budgets in 2009 and 2010. Information provided by the superintendent/principal, the business manager, and board members confirmed that the budget process is oriented toward student achievement and maintains the integrity of the academic program. For example, over the last two years SHCPS was able to fund the salaries of three instructional coaches. The school has also been able to offer, provision, and staff "specials" such as art, music, and physical education courses as supplementary offerings to the core content courses. Interviewees also emphasized that the budgets are sustainable through cash reserves.

ESE Charter School Performance Criteria: Board governance

The members of the board understand their responsibilities and are engaged in oversight of the school's academic progress and financial condition.

Finding: The ability of the board to effectively oversee the school's academic program was adversely affected by a diminished board membership during the charter term. After a significant increase in membership in 2009-10, the board is rebuilding its capacity to provide oversight of SHCPS.

As noted in the Faithfulness to Charter section of this report, during the 2008-09 school year, board membership shrunk to four. During this time, board members reported that their diminished membership impeded their ability to delegate necessary work. In 2009-10, three board members resigned and nine new members joined. Through these changes the board came into compliance with the membership and committee composition requirements of its bylaws. Since the 2009-10 school year, SHCPS has been governed by a 10-member board of trustees. The board now has formal finance and governance standing committees as required by the bylaws. The bylaws allow the board to create other subcommittees; since November 2009, the board has created an effective instruction committee, a parent and family partnerships committee, and a student motivation committee. The effective instruction committee focuses on issues such as the school's leadership structure, teacher recruitment and retention, and professional development. The parent and family partnership committee focuses on issues such as family engagement and effective use of support services. The student motivation committee focuses on issues such as strategies for motivating students in grades seven and eight.

The board is in the process of training new members and rebuilding its ability to oversee the school. In the board's November 2009 retreat, parent survey results, school management issues, the status of the administrative structure, and teacher recruitment were discussed. In addition, the board examined accountability and school improvement plans. The minutes show that the board held a subsequent retreat in June 2010, facilitated by an independent consultant, at which plans for renewal of the school's charter were discussed. The board also held a board development retreat on August 2, 2010, which was facilitated by a consultant and included discussion on strategic planning, development of consensus on guiding principles related to the board/superintendent relationship, and a review of the roles and responsibilities of the full board of trustees, individual board members, and the school leader.

ESE Charter School Performance Criteria: School leadership

The board of trustees regularly and systematically assesses the performance of (the) school leader(s) against clearly defined goals and makes effective and timely use of the evaluations. School leaders administer the school in a manner that ensures academic success, organizational viability, and faithfulness to charter.

Finding: The school has yet to determine an appropriate leadership structure for the school. Each year of the charter term, SHCPS has altered the leadership structure.

As noted in the Faithfulness to Charter Section of this report, the school's leadership structure has changed significantly over the past four years. At the beginning of the charter term, the superintendant (the person who still holds this role) was serving as the school's educational leader as well as managing the day to day operations of the school. At that time, the board realized that the superintendent was finding the dual role to be challenging. As a remedy, in 2007-08 the school hired a principal to oversee the academic program. At the end of the 2008-09 school year, the principal resigned and the board eliminated that position from the administrative

structure. At that point, the school created the academy director position who was responsible for daily operations and asked two lead teachers to assist the superintendent with instructional oversight. In the school's fourteenth year (2009-10) the superintendent reported that she was again responsible for overall organizational and instructional leadership of the school. At that point, site visitors determined that the leadership structure consisted of several administrators with overlapping responsibilities. During the renewal inspection, the superintendent reported that she is supervising ten direct reports as well as filling the vacant principal position. As noted above, board members interviewed by the renewal inspection team stated that they continue to struggle with defining the correct leadership structure for the school, including the role of the superintendent/principal. They indicated the superintendent/principal role needed to be "cleaned up" and that change in the future was inevitable.

ESE Charter School Performance Criteria: Organizational planning

The school has clear and well-understood systems for decision-making and communication. These systems result in a common sense of purpose for all school constituents. The school has realistic plans for program improvement based on evaluation and analysis of data.

Finding: Throughout the charter term, stakeholders have attributed poor student achievement to inconsistent teacher performance. The school has adopted several different strategies for addressing this issue over the past four years, none of which have resulted in academic improvement

During each site visit of the charter term, administrators, teachers, and board members have identified teacher quality as the primary reason for the school's low MCAS scores. Stakeholders consistently reported that the recruitment and retention of qualified staff was a persistent challenge for the school. In order to address this problem, SHCPS began several initiatives each year. None of these changes has yet to alter the school's overall low MCAS scores.

In the school's twelfth year, SHCPS augmented its professional development offerings to teachers. SHCPS partnered with Community Partners Initiative, an organization that provides schools with data analysis, professional development activities, and ideas for interventions. The school also implemented an informal mentoring program for newer teachers during that year. In its thirteenth year, school administrators reported that though weak teachers were discharged at the end of the 2007-08 school year, a few weaker teachers remained during the 2008-09 school year. The school adjusted the salary schedule, modified the school schedule and calendar, increased its recruiting, and made the hiring process more rigorous. The next year (2009-10), SHCPS departmentalized classrooms in grades four and five. Previously those grades had self-contained classrooms, but school administrators wanted to increase teacher expertise in content areas and provide fourth and fifth grade students with a math/science classroom and then an ELA/social studies classroom. Also in 2009-10, the instructional coaching model resulted in the replacement of the entire fourth and fifth grade staff at the end of the year.

While SHCPS implemented many of these changes and communicated plans to faculty prior to implementation, site visitors noted that initiatives were not effective and did not improve academic outcomes for students. During the year fourteen visit, new teachers reported that the supports meant to be in place were unhelpful, unclear, or not well organized. Administrators reported to the renewal inspection team that some efforts taken by the school to alter the instructional practices of underperforming teachers had not been successful. While the

administration pointed to the dismissal of the fourth and fifth grade teaching team as the remedy to low and declining MCAS performance in those grades, the school will not be able to evaluate the effectiveness of this strategy until the release of the 2011 scores.

ESE Charter School Performance Criteria: Family satisfaction

The school demonstrates that families and students are satisfied with the school's program.

Finding: Stakeholders report being pleased with the school and the extent to which it meets the needs of individual students.

During the charter term students and parents have reported satisfaction with the amount of support provided to all students. Parents reported that teachers know their children well and provide extra help to struggling students. Students and parents particularly reported satisfaction with the school's extracurricular programs in music, theater, and art.

ESE Charter School Performance Criteria: School safety

The school establishes and maintains a physically safe environment for students and staff. The school establishes an environment that is free from harassment and discrimination, and effectively addresses the social, emotional, and health needs of its students.

Finding: Throughout the charter term, stakeholders have reported that SHCPS has created a physically and emotionally safe environment.

During all four visits made to the school during the current charter term, parents, students, and staff have reported that SHCPS has created a safe learning environment. Site visitors noted that the school's core values were posted on classroom walls and teachers referenced the values during morning meetings. The school offers programs in anger management and conflict resolution, as well as participation in the Big Brothers/Big Sisters program. The school's website includes a written non-discrimination statement. Students indicated that some limited instances of bullying had taken place, but the school has implemented a process that allows students to report bullying anonymously. Parents told the team that the school is an emotionally safe place as well as a physically safe place. The school has emergency drills, and staff and students are trained in evacuation procedures. The school is secure, as evidenced by the use of video cameras in and outside the building.

ESE Charter School Performance Criteria: School facilities

The school provides facilities that meet applicable state and federal requirements, are suited to its programs, and are sufficient to serve diverse student needs.

Finding: The SHCPS facility is well maintained, clean, and conducive to teaching and learning. The renewal inspection team noted that the school was clean, well-lighted, and had well-provisioned classrooms. The school is divided into three sections: one for the primary academy, one for the elementary academy, and one for the junior academy. The school has a library, a gymnasium, a computer lab, and a separate area to prepare food. Classrooms were provisioned with technology that was actively used by teachers and students to enhance the learning process.

The school leases its building from the Learning First Foundation, Inc. and both boards collaborate on the need for capital items for the school. Essentially, the Foundation is responsible for repair and replacement of major items, such as the roof or a boiler, and the school is responsible for day-to-day maintenance and custodial items. Staff members can log on to the

intranet to create a “facilities ticket email” if they have a request for a repair or other maintenance issue.

Finding: The school is programmatically accessible.

SHCPS’s four story building has an elevator providing access to all floors and full programmatic accessibility to persons with disabilities.

ESE Charter School Performance Criteria: Compliance

The school is in compliance with the requirements of the Coordinated Program Review (CPR). Employees of the school meet all applicable state and federal qualifications and standards.

Finding: The school is in compliance with the requirements of the CPR.

Seven Hills Charter Public School (SHCPS) underwent a Mid-Cycle Review (MCR) on March 3, 2010, which reviewed special education non-compliance findings in the school’s January 2007 full Coordinated Program Review (CPR). The MCR report found that all previous non-compliance special education issues were corrected and the cycle was closed on March 25, 2010. The next full CPR is scheduled for 2013-14.

Finding: Eighty-nine percent of the teaching staff are highly qualified.

During the 2009-10 school year, approximately 89 percent of the school’s teachers were highly qualified.

ESE Charter School Performance Criteria: Dissemination

The school has collaborated with its sending district(s) on the sharing of innovative practices, or provided models for replication and best practices.

Finding: SHCPS has disseminated best practices by sharing arts and mathematics strategies with other educators.

SHCPS disseminated best practices in the 2009-10 school year by hosting its second annual statewide conference on promising instructional practices in music, art, foreign languages and physical education. Thirty-eight teachers representing 13 schools attended this conference. The participating schools subsequently formed a network to promote continuing collaboration, including cross-visitations and exchange of practices.

Also in the 2009-10 school year, in partnership with Worcester State University, SHCPS offered a three-credit course on Singapore Math strategies. SHCPS teachers were frequent guest lecturers in mathematics department classes at Worcester State University. SHCPS hosted visiting teachers from Ten Acres Country Day School for a learning day. The teachers observed mathematics classes and subsequently engaged in professional discussions with SHCPS staff about methods and strategies in debriefing sessions.

ESE Charter School Performance Criteria: Accountability plan objectives and measures

The school meets, or shows progress towards meeting the organizational viability objectives and measures set forth in its accountability plan.

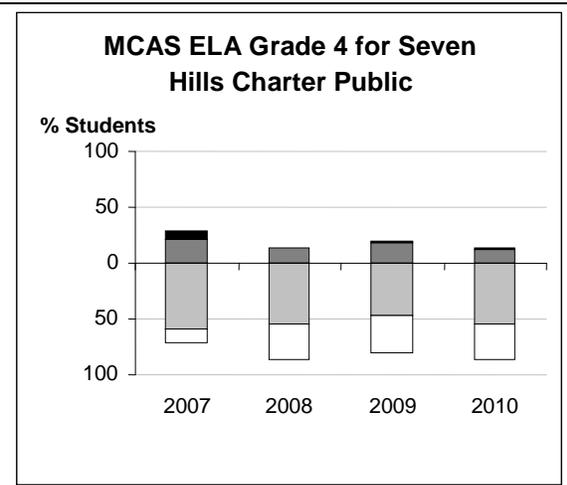
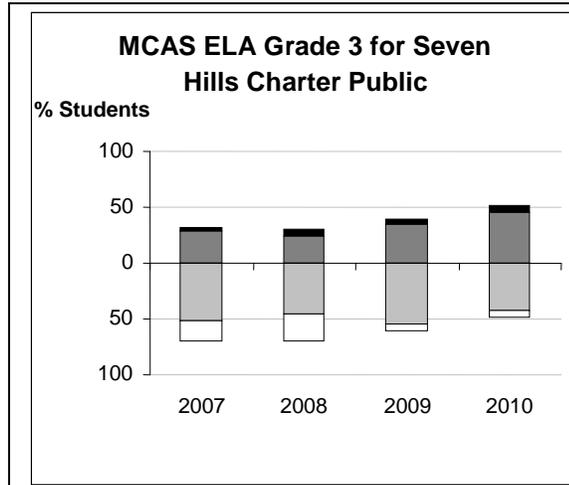
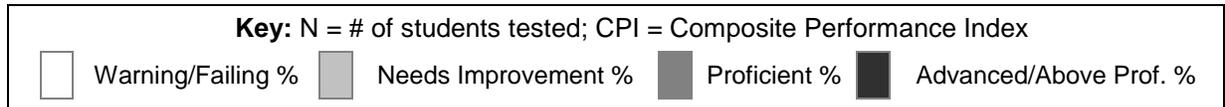
Finding: SHCPS has met all of its measures in its accountability plan related to organizational viability.

SHCPS’s accountability plan includes two objectives and seven measures related to organizational viability. The school met all measures during the 2009-10 school year. A

summary of the school's success in meeting the objectives and measures contained in its accountability plan can be found in Section VII of this report

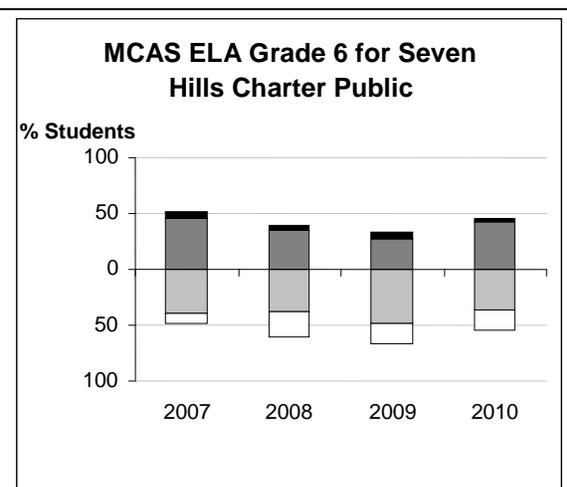
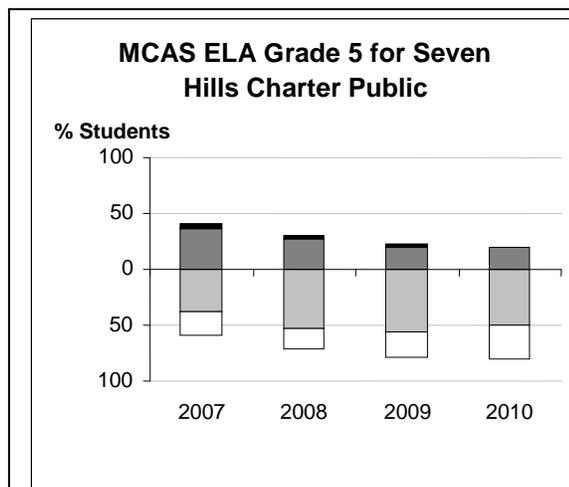
V. MCAS Performance

English language arts



ELA Grade 3	2007	2008	2009	2010
% Advanced	3	5	5	6
% Proficient	29	25	35	45
% Needs Improvement	51	45	55	42
% Warning/Failing	18	25	5	6
N	73	77	78	78
CPI	68.2	64.9	76.6	81.4

ELA Grade 4	2007	2008	2009	2010
% Advanced	8	0	1	1
% Proficient	21	13	18	12
% Needs Improvement	59	54	47	54
% Warning/Failing	12	33	33	33
N	75	70	76	76
CPI	68.7	53.9	54.9	53.9
SGP		21.5	21.0	16.0
N for SGP		70	75	72

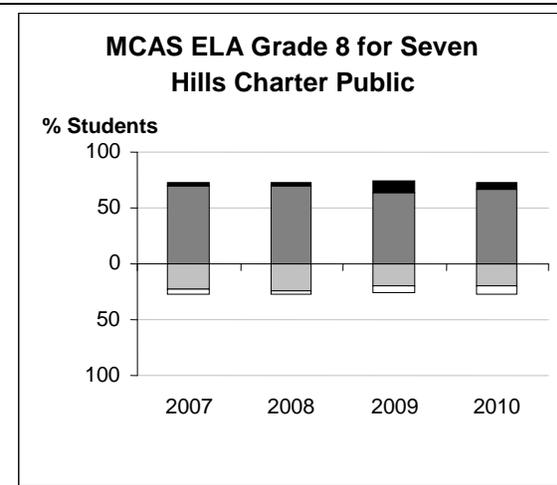
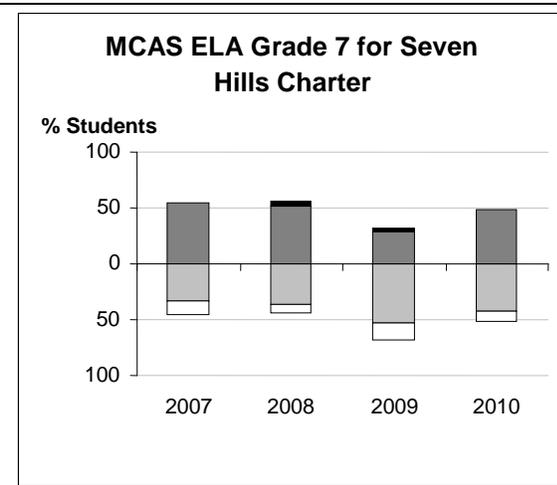


ELA Grade 5	2007	2008	2009	2010
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ELA Grade 6	2007	2008	2009	2010
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% Advanced	4	3	3	0
% Proficient	37	27	19	20
% Needs Improvement	38	53	56	50
% Warning/Failing	21	18	23	30
N	73	74	75	74
CPI	70.9	65.2	64.0	59.1
SGP		29.0	30.5	28.0
N for SGP		73	68	73

% Advanced	6	4	5	3
% Proficient	46	35	28	42
% Needs Improvement	39	38	49	37
% Warning/Failing	10	23	18	18
N	70	74	74	71
CPI	77.9	68.9	66.9	73.6
SGP		41.0	35.5	54.0
N for SGP		68	68	68



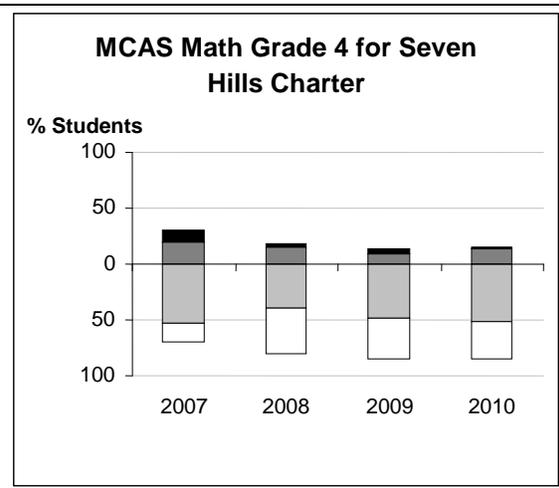
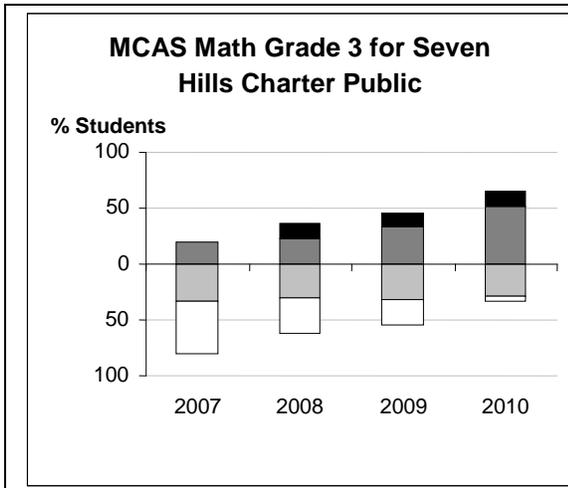
ELA Grade 7	2007	2008	2009	2010
% Advanced	1	4	3	1
% Proficient	54	52	29	48
% Needs Improvement	34	36	53	42
% Warning/Failing	11	8	15	9
N	76	77	66	67
CPI	79.3	80.5	72.0	77.6
SGP		43.0	29.0	55.0
N for SGP		68	65	61

ELA Grade 8	2007	2008	2009	2010
% Advanced	3	3	11	7
% Proficient	70	69	64	66
% Needs Improvement	23	24	19	20
% Warning/Failing	5	3	6	8
N	66	58	72	61
CPI	91.3	88.4	89.9	85.7
SGP		51.0	65.0	72.0
N for SGP		55	70	59

Mathematics

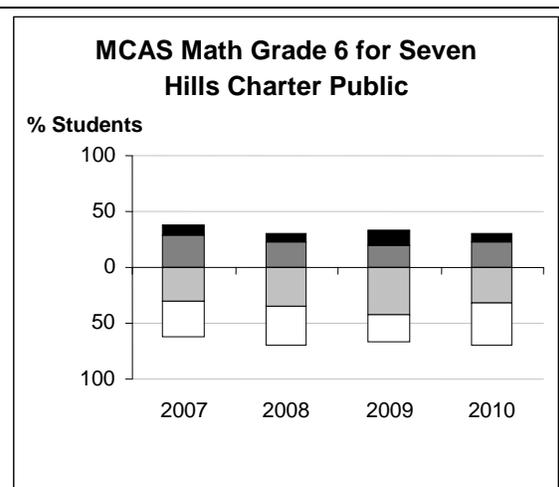
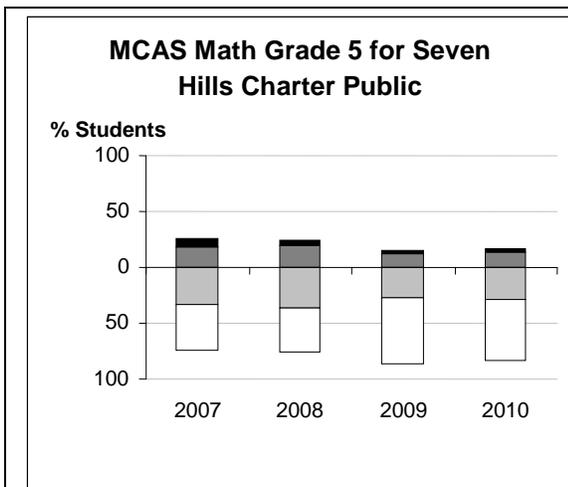
Key: N = # of students tested; CPI = Composite Performance Index

Warning/Failing %
 Needs Improvement %
 Proficient %
 Advanced/Above Prof. %



Math Grade 3	2007	2008	2009	2010
% Advanced	0	14	12	14
% Proficient	19	23	33	51
% Needs Improvement	34	31	32	29
% Warning/Failing	47	31	23	5
N	73	77	78	78
CPI	52.7	64.9	71.8	83.3

Math Grade 4	2007	2008	2009	2010
% Advanced	11	3	5	1
% Proficient	20	15	9	14
% Needs Improvement	53	39	49	51
% Warning/Failing	16	42	36	34
N	75	71	77	79
CPI	67.3	51.1	51.6	53.8
SGP		36.0	18.0	19.0
N for SGP		71	76	74

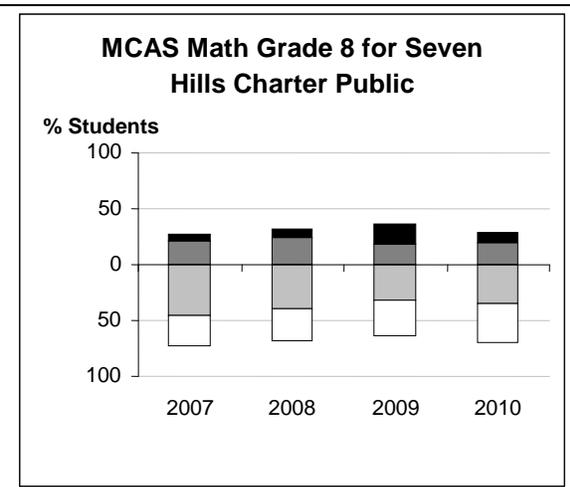
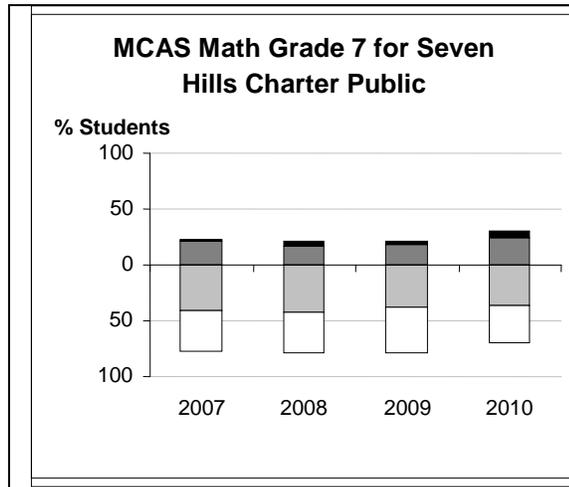


Math Grade 5	2007	2008	2009	2010
% Advanced	8	5	3	4
% Proficient	18	20	12	13

Math Grade 6	2007	2008	2009	2010
% Advanced	9	9	14	7
% Proficient	29	22	20	23

% Needs Improvement	34	36	27	29
% Warning/Failing	40	39	59	54
N	73	75	75	76
CPI	56.8	55.3	44.0	44.7
SGP		26.0	33.0	34.5
N for SGP		74	69	76

% Needs Improvement	31	35	43	32
% Warning/Failing	31	34	23	38
N	70	74	74	71
CPI	66.8	61.8	64.5	58.5
SGP		54.5	59.0	70.5
N for SGP		68	69	68

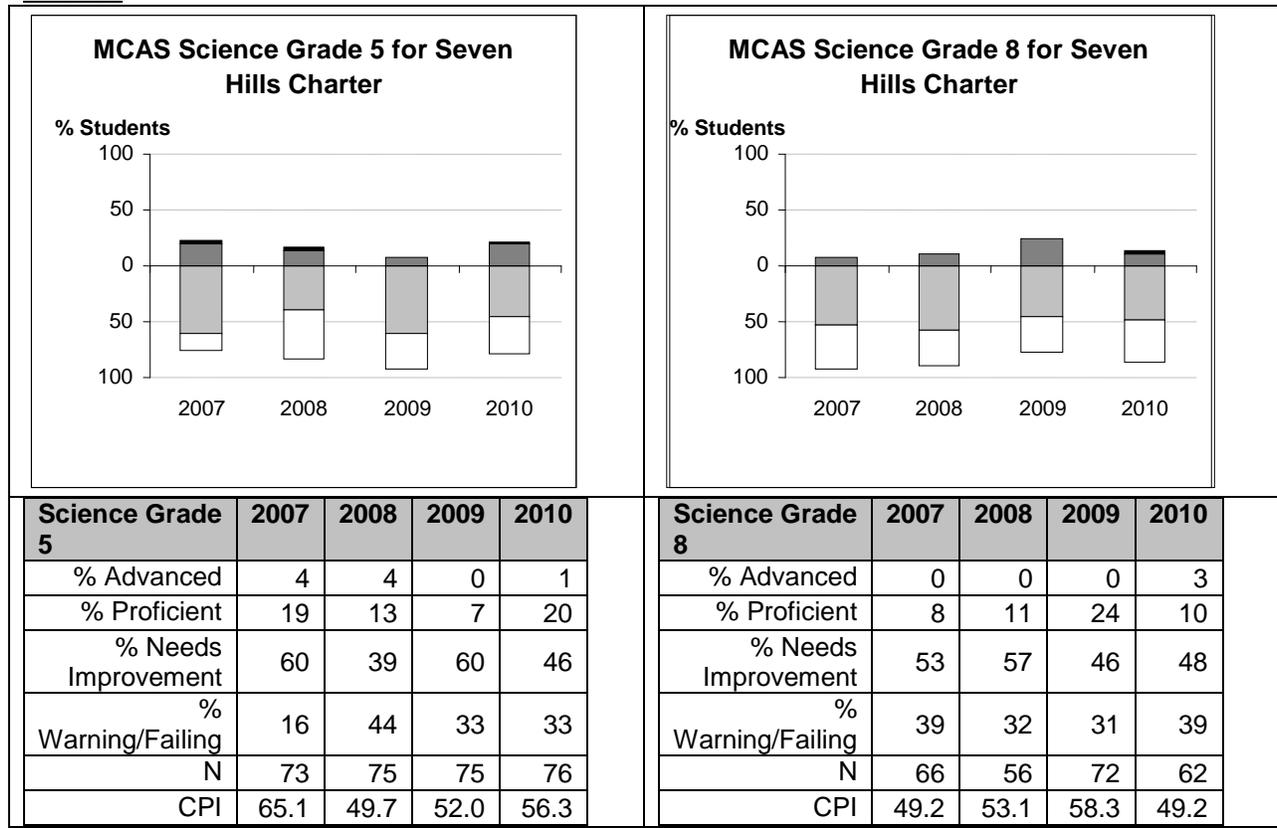


Math Grade 7	2007	2008	2009	2010
% Advanced	1	4	3	6
% Proficient	21	17	18	25
% Needs Improvement	41	43	38	37
% Warning/Failing	37	36	41	32
N	76	77	66	71
CPI	54.6	58.4	55.7	60.6
SGP		32.0	40.0	46.0
N for SGP		67	65	65

Math Grade 8	2007	2008	2009	2010
% Advanced	6	7	19	10
% Proficient	21	25	18	19
% Needs Improvement	45	40	32	35
% Warning/Failing	27	28	31	35
N	66	57	72	62
CPI	64.0	61.4	66.3	59.7
SGP		55.0	66.0	52.0
N for SGP		55	69	60

SHCPS Median Student Growth Percentiles (SGP)			
Year	2008	2009	2010
English Language Arts	37.0	34.5	40.0
Mathematics	39.0	42.0	41.0

Science



VI. Comparative Statistical Analysis of MCAS Results

LEA:	0486	7 Hills Charter School	SHCPS
LEA:	0348	Worcester	WPS

Aggregate Results				Low Income		Spec. Ed.		Lim. Eng. Prof.		Afr. Amer./Black		Asian/Pac. Isl.		Hispanic		Native Amer.		White	
ELA	School/District	Students Included	CPI *																
Grade 3																			
2007	SHCPS	73	68.2	60	64.2														
2007	WPS	1,677	68.2	1,108	61.7														
5/07	State	7,811	63.3																
2008	SHCPS	77	64.9	64	63.3														
2008	WPS	1,635	66.4	1,101	61.4														
5/08	State	7,854	63.3																
2009	SHCPS	78	76.6	63	75.8														
2009	WPS	1,824	69.7	1,273	64.0														
5/09	State	7,876	63.7																
2010	SHCPS	78	81.4	65	82.3														
2010	WPS	1,615	76.1	1,141	70.8														
5/10	State	7,922	65.1																
Grade 4																			
2007	SHCPS	75	68.7	58	62.9														
2007	WPS	1,683	66.7	1,104	59.5														
5/07	State	7,817	63.3																
2008	SHCPS	70	53.9	62	52.8									42	77.4				
2008	WPS	1,637	62.3	1,082	55.6									690	60.4				
5/08	State	7,872	63.3																
2009	SHCPS	76	54.9	65	51.9														
2009	WPS	1,663	65.6	1,137	59.9														
5/09	State	7,874	63.3																
2010	SHCPS	76	54.0	63	51.2									41	53.7				
2010	WPS	1,740	68.9	1,237	62.2									632	59.0				
5/10	State	7,911	63.3																
Grade 5																			
2007	SHCPS	73	70.9	55	67.7														
2007	WPS	1,639	71.8	1,057	65.2														
5/07	State	7,870	64.4																
2008	SHCPS	74	65.2	58	63.8														
2008	WPS	1,621	70.5	1,051	63.6														
5/08	State	7,864	63.3																
2009	SHCPS	75	64.0	64	63.3														
2009	WPS	1,636	73.6	1,099	67.1														
5/09	State	7,874	63.3																
2010	SHCPS	74	59.1	58	58.6														
2010	WPS	1,597	72.8	1,162	67.7														
5/10	State	7,907	63.3																
Grade 6																			
2007	SHCPS	70	77.9	51	74.0														
2007	WPS	1,662	76.8	1,082	71.0														
5/07	State	7,877	63.3																
2008	SHCPS	74	68.9	60	65.4														
2008	WPS	1,595	77.9	1,032	72.5														
5/08	State	7,876	63.3																
2009	SHCPS	74	66.9	62	67.3														
2009	WPS	1,589	75.1	1,052	69.8														
5/09	State	7,869	63.3																
2010	SHCPS	71	73.6	60	72.9														
2010	WPS	1,555	79.5	1,107	74.7														
5/10	State	7,872	63.3																
Grade 7																			
2007	SHCPS	76	79.3	48	75.5														
2007	WPS	1,584	74.0	1,094	69.7														
5/07	State	7,877	63.3																
2008	SHCPS	77	80.5	59	77.5														
2008	WPS	1,563	74.4	1,071	68.6														
5/08	State	7,869	63.3																
2009	SHCPS	66	72.0	50	70.0														
2009	WPS	1,480	78.6	1,042	74.5														
5/09	State	7,866	63.3																
2010	SHCPS	67	77.6	54	77.3														
2010	WPS	1,534	78.7	1,124	75.3														
5/10	State	7,860	63.3																
Grade 8																			
2007	SHCPS	66	91.2	45	92.2														
2007	WPS	1,712	79.2	1,128	74.7														
5/07	State	7,473	63.3																
2008	SHCPS	58	88.4	40	86.3														
2008	WPS	1,565	79.7	1,075	75.1														
5/08	State	7,868	63.3																
2009	SHCPS	72	89.9	50	87.5														
2009	WPS	1,599	82.3	1,116	78.7														
5/09	State	7,870	63.3																
2010	SHCPS	61	85.7	48	84.4														
2010	WPS	1,519	82.0	1,104	78.3														
5/10	State	7,837	63.3																
All Grades Combined																			
2007	SHCPS	433	75.5	317	71.8	60	47.1			127	78.5			203	69.2			81	83.9
2007	WPS	9,957	72.1	6,573	67.0	2,228	53.6			1,241	69.9			3,394	63.9			4,273	80.3
5/07	State	52,538	63.3																
2008	SHCPS	430	69.8	343	66.9	65	41.9			130	71.4			208	64.7			62	80.7
2008	WPS	9,616	71.5	6,412	66.1	228	53.3			1,226	67.9			3,431	62.9			3,937	79.2
5/08	State	52,561	63.3																
2009	SHCPS	441	70.6	354	68.5	51	44.1			137	74.3			220	66.8			49	75.5
2009	WPS	9,791	73.9	6,791	68.1	2,252	54.4			1,292	72.9			3,602	64.9			3,830	81.0
5/09	State	49,875	63.3																
2010	SHCPS	427	71.4	348	70.6	46	53.3			149	75.5			206	66.4			41	82.3
2010	WPS	9,560	76.1	6,875	71.3	2,230	54.8			1,279	74.3			3,512	67.7			3,694	83.1
5/10	State	49,868	63.3																

Notes: (1) An asterisk (*) beside a higher CPI indicates a difference that is statistically significant at the p < 0.05 level; 2-tailed. This means the probability is less than 5/100 that a difference in performance of this size occurred by chance, if the two groups were randomly assigned.
 (2) State results are provided for context. Statistical significance testing was not performed in comparison to the state.
 (3) Results for subgroups with less than 40 students are not displayed.

LEA:	0486	7 Hills Charter School	SHCPS
LEA:	0348	Worcester	WPS

Aggregate Results				Low Income		Spec. Ed.		Lim. Eng. Prof.		Afr. Amer./Black		Asian/Pac. Isl.		Hispanic		Native Amer.		White	
Math	School/District	Students Included	CPI	Students Included	CPI	Students Included	CPI	Students Included	CPI	Students Included	CPI	Students Included	CPI	Students Included	CPI	Students Included	CPI	Students Included	CPI
Grade 3																			
2007	SHCPS	73	52.7	60	50.8														
2007	WPS	1,680	63.6	1,109	56.3														
2007	State	71,323	60.2																
2008	SHCPS	77	64.9	64	63.3														
2008	WPS	1,635	66.4	1,101	61.4														
2008	State	70,393	61.2																
2009	SHCPS	78	71.8	63	69.8									42	69.6				
2009	WPS	1,820	68.5	1,272	68.2									688	58.8				
2009	State	70,791	61.4																
2010	SHCPS	78	83.3	65	82.7														
2010	WPS	1,616	72.3	1,145	66.2														
2010	State	70,552	63.2																
Grade 4																			
2007	SHCPS	75	67.3	58	61.6														
2007	WPS	1,682	62.2	1,104	55.6														
2007	State	70,645	77.1																
2008	SHCPS	70	53.9	62	52.8														
2008	WPS	1,637	62.3	1,082	55.6														
2008	State	71,450	78																
2009	SHCPS	77	51.6	66	49.6														
2009	WPS	1,664	66.7	1,138	61.7														
2009	State	70,709	78.3																
2010	SHCPS	79	53.8	66	53.4									42	53.6				
2010	WPS	1,742	68.5	1,237	63.1									633	60.2				
2010	State	70,924	78.7																
Grade 5																			
2007	SHCPS	73	56.8	55	53.6														
2007	WPS	1,645	64.9	1,059	57.3														
2007	State	71,352	75.7																
2008	SHCPS	74	65.2	58	63.8														
2008	WPS	1,621	70.5	1,051	63.6														
2008	State	70,748	76.2																
2009	SHCPS	75	44.0	64	44.5														
2009	WPS	1,645	63.8	1,109	56.7														
2009	State	71,793	77.1																
2010	SHCPS	76	44.7	60	42.5														
2010	WPS	1,591	66.0	1,156	60.3														
2010	State	70,946	77.4																
Grade 6																			
2007	SHCPS	70	66.8	51	62.7														
2007	WPS	1,663	64.2	1,079	56.5														
2007	State	72,889	75.3																
2008	SHCPS	74	68.9	60	65.4														
2008	WPS	1,595	77.9	1,032	72.5														
2008	State	71,679	77.1																
2009	SHCPS	74	64.5	62	63.7														
2009	WPS	1,598	69.1	1,061	62.7														
2009	State	71,085	78.2																
2010	SHCPS	71	58.5	60	55.8														
2010	WPS	1,556	71.0	1,107	65.2														
2010	State	72,177	79.7																
Grade 7																			
2007	SHCPS	76	54.6	48	47.9														
2007	WPS	1,589	54.0	1,095	48.1														
2007	State	73,592	70.4																
2008	SHCPS	77	80.5	59	77.5														
2008	WPS	1,563	74.4	1,071	68.6														
2008	State	73,169	71.1																
2009	SHCPS	66	55.7	50	52.5														
2009	WPS	1,507	59.4	1,060	53.3														
2009	State	71,975	73.1																
2010	SHCPS	71	60.6	58	56.5														
2010	WPS	1,542	62.6	1,133	57.3														
2010	State	71,452	76																
Grade 8																			
2007	SHCPS	66	64.0	45	63.9														
2007	WPS	1,712	52.7	1,129	44.1														
2007	State	74,119	70.2																
2008	SHCPS	58	88.4	40	86.3														
2008	WPS	1,565	79.7	1,075	75.1														
2008	State	73,365	72.1																
2009	SHCPS	72	66.3	50	64.5														
2009	WPS	1,600	56.3	1,114	49.8														
2009	State	73,170	72.1																
2010	SHCPS	62	59.7	48	56.3														
2010	WPS	1,503	62.4	1,090	56.7														
2010	State	72,180	74.9																
All Grades Combined																			
2007	SHCPS	433	60.3	317	56.6	60	39.2							203	54.3			81	73.8
2007	WPS	9,971	60.3	6,575	53.3	2,230	40.9							3,402	48.6			4,279	68.3
2007	State	505,822	76.2																
2008	SHCPS	430	69.8	343	67.0	65	41.9							208	64.7			62	80.7
2008	WPS	9,616	71.8	6,412	66.1	2,228	53.3							3,431	62.9			3,937	79.2
2008	State	501,966	77.7																
2009	SHCPS	442	59.1	355	57.3	51	36.3							220	52.5			50	75.5
2009	WPS	9,834	64.1	6,754	57.8	2,269	43.9							3,610	53.0			3,843	72.6
2009	State	499,177	78.3																
2010	SHCPS	437	60.2	357	58.2	48	36.5							211	55.1			42	73.8
2010	WPS	9,550	67.2	6,868	61.5	2,236	45.0							3,510	57.2			3,682	75.7
2010	State	499,632	79.9																

Notes: (1) An asterisk (*) beside a higher CPI indicates a difference that is statistically significant at the p < 0.05 level; 2-tailed. This means the probability is less than 5/100 that a difference in performance of this size occurred by chance, if the two groups were randomly assigned.
(2) State results are provided for context. Statistical significance testing was not performed in comparison to the state.
(3) Results for subgroups with less than 40 students are not displayed.

VII. Adequate Yearly Progress Data

Performance and improvement ratings for Massachusetts public schools are based on aggregate student performance on MCAS tests. Performance is measured using the Composite Performance Index (CPI), a measure of the distribution of student performance relative to attaining proficiency. Ratings are used to track schools' progress toward meeting the goal of all students achieving proficiency in English language arts and mathematics by 2014. SHCPS's most recent AYP Data is presented below.

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	Restructuring Year 2	Moderate	No Change
MATHEMATICS	Restructuring Year 2	Low	No Change

English Language Arts															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2010
	Enrolled	Assessed	%	Met Target (95%)	N	2010 CPI	Met Target (90.2)	2009 CPI Baseline	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	436	427	98	Yes	427	71.4	No	70.6	5.9	74.0-79.0	No	95.9	0.3	Yes	No
Lim. English Prof.	52	50	96	Yes	50	57.5	No	61.0	7.8	64.3-73.3	No	96.2	1.0	Yes	No
Special Education	48	46	96	Yes	46	53.3	No	44.1	11.2	50.8-59.8	Yes	94.9	-0.4	Yes	Yes
Low Income	356	348	98	Yes	348	70.6	No	68.5	6.3	72.3-77.3	Yes/SH	95.9	0.3	Yes	Yes
Afr. Amer./Black	151	149	99	Yes	149	75.5	No	74.3	5.1	76.9-81.9	Yes/SH	97.2	0.4	Yes	Yes
Asian or Pacif. Isl.	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	211	206	98	Yes	206	66.4	No	66.8	6.6	70.9-75.9	No	95.2	0.3	Yes	No
Native American	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	42	41	98	Yes	41	82.3	No	75.5	4.9	75.9-84.9	Yes	95.6	0.3	Yes	Yes

Mathematics															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2010
	Enrolled	Assessed	%	Met Target (95%)	N	2010 CPI	Met Target (84.3)	2009 CPI Baseline	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	437	437	100	Yes	437	60.2	No	59.0	8.2	64.7-69.7	No	95.9	0.3	Yes	No
Lim. English Prof.	52	52	100	Yes	52	48.1	No	47.6	10.5	53.6-62.6	No	96.2	1.0	Yes	No
Special Education	48	48	100	Yes	48	36.5	No	36.3	12.7	44.5-53.5	No	94.9	-0.4	Yes	No
Low Income	357	357	100	Yes	357	58.2	No	57.3	8.5	63.3-68.3	No	95.9	0.3	Yes	No
Afr. Amer./Black	152	152	100	Yes	152	63.3	No	61.1	7.8	66.4-71.4	Yes/SH	97.2	0.4	Yes	Yes
Asian or Pacif. Isl.	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	211	211	100	Yes	211	55.1	No	52.5	9.5	59.5-64.5	No	95.2	0.3	Yes	No
Native American	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	42	42	100	Yes	42	73.8	No	75.5	4.9	75.9-84.9	No	95.6	0.3	Yes	No

Adequate Yearly Progress History										NCLB Accountability Status
		2003	2004	2005	2006	2007	2008	2009	2010	
ELA	Aggregate	Yes	Yes	No	No	No	No	No	No	Restructuring Year 2
	All Subgroups	No								
MATH	Aggregate	Yes	No	Yes	No	No	No	No	No	Restructuring Year 2
	All Subgroups	No	No	Yes	No	No	No	No	No	

VII. Accountability Plan Objectives and Measures

<u>A. Faithfulness to Charter</u>	2009-10 Performance	Notes
Objective: “...for success as workers...”		
Measure: The number of students eligible to participate in the Junior Academy SHCPS Enrichment Learning Laboratory will increase each year and will not drop below 20%.	Partially Met	<ul style="list-style-type: none"> ▪ In 2009-10, the percentage of eligible students was 27 percent, exceeding the 20 percent target. ▪ The number of eligible students decreased each year from 2008 to 2010. ▪ 66% of students were eligible in 07-08, 50% in 08-09, and 27% in 09-10.
Measure: SHCPS Charter Public School will host at least five community education opportunities per year in order to explore various occupations and higher education.	Met	<ul style="list-style-type: none"> ▪ SHCPS hosted 16 events designed to help students explore career and college opportunities in 09-10. ▪ In each of the prior school years, the school hosted more than five community education opportunities.
Measure: SHCPS Charter Public School will participate in at least three community service projects per year in order to learn about ways to improve the quality of life for those around us.	Met	<ul style="list-style-type: none"> ▪ In 09-10, SHCPS participated in more than 13 community service projects. ▪ The school met this measure for every year of the charter term.
Objective: “...for success as citizens...”		
Measure: At least 80% of SHCPS students will receive recognition for displaying characteristics of model citizenship throughout the school year.	Not Met	<ul style="list-style-type: none"> ▪ During 09-10 school year, 72 percent of the students received recognition.
Objective: “...by providing a high quality education ...”		
Measure: SHCPS Charter Public School will disseminate best practices to surrounding districts each year by hosting annual showcases, preparing publications or online tools to be shared, presenting at professional conferences and forming partnerships with other institutions.	Met	<ul style="list-style-type: none"> ▪ In 09-10, SHCPS hosted its second annual statewide conference on promising instructional practices in music, art, foreign languages and physical education.. ▪ In the 09-10 school year SHCPS offered a course on Singapore Math strategies at Worcester State College.
Measure: SHCPS Charter Public School Board of Trustees will participate in an annual reflective retreat with an independent consultant in order to evaluate the effectiveness of the school and their governance. The Board will review results of student, staff and parent satisfaction surveys and produce a summary	Met	<ul style="list-style-type: none"> ▪ Seven Hill’s board of trustees held a retreat in November 2009 at which parent survey results and school management issues were discussed. ▪ In June 2010, the board held a retreat facilitated by an independent consultant, at which plans for renewal of the school’s charter were discussed. ▪ A board development retreat was held on August 2,

report at the end of each retreat.		2010, which was facilitated by a consultant and included discussion of board governance.
Measure: The School Advisory Council, comprised of parents, staff and community members, will report to the Board of Trustees on the school's achievement relative to their annual improvement plan.	Met	<ul style="list-style-type: none"> SHCPS's board meeting minutes demonstrated that the School Advisory Council has reported to the board during the past two years.
<u>B. Academic Program</u>	2009-10 Performance	
Objective: "...for success as students..."		
Measure: SHCPS Charter Public School will make AYP in ELA and math on the MCAS each year.	Not Met	<ul style="list-style-type: none"> SHCPS did not make Adequate Yearly Progress (AYP) in ELA or mathematics in the aggregate and for all subgroups in any year of the current charter term.
Measure: SHCPS Charter Public School students will earn MCAS scores at or above the state average and higher than those of the sending district.	Not Met	<ul style="list-style-type: none"> In 2010 SHCPS met or exceeded the Worcester Public Schools proficiency percentage on only three out of thirteen exams: by eight percentage points in grade 3 reading, by 12 percentage points in grade 8 ELA, and by three percentage points in grade 8 mathematics. In 2010, SHCPS met or exceeded the performance of students statewide only on the grade 3 mathematics exam.
Measure: Using normed Curriculum Based Measures (CBM), 75% of SHCPS students will reach reading and math benchmarks each year.	Not Met	<ul style="list-style-type: none"> In 11 of the 17 tests administered, more than 75 percent of the SHCPS students who took the reading exams in 2010 met the benchmarks. Students in k, grade one, four, five, seven, and eight did not meet the measure for sections of the AIMSweb tests. More than 75 percent of K, grade one, and two students met benchmarks on the Test of Early Numeracy. However, fewer than 75 percent of students in grades 3 through 8 met the benchmarks in 2010.
Measure: At least 85% of all SHCPS Charter Public School parents will participate in at least one SLC conference or school meeting per year to discuss their child's progress.	Met	<ul style="list-style-type: none"> 100 percent of parents participated in at least one School Learning Conference (SLC) to discuss their child's progress in the 2009-2010 school year.
Measure: At least 85% of all SHCPS Charter Public School students will work with staff and family members to develop and monitor and an SLC goal each trimester.	Met	<ul style="list-style-type: none"> All parents participated in a SLC each trimester and developed student learning goals in 09-10.
<u>C. Organizational Viability</u>	2009-10	

	Performance	
Objective: "...preparing a diverse cross section of Worcester children ..."		
Measure: SHCPS Charter Public School will maintain an enrollment level equal to or exceeding 90% capacity as defined by our yearly enrollment target as set by the Board of Trustees.	Met	<ul style="list-style-type: none"> ▪ In every year of the charter term, SHCPS has fully or overenrolled students. ▪ 678 students in 2007-08, ▪ 680 in 08-09, ▪ 673 in 09-10, and ▪ 680 in the current school year.
Measure: SHCPS Charter Public School will maintain a waitlist equal to or exceeding 15% of the school's population.	Met	<ul style="list-style-type: none"> ▪ In each year of the current charter term, SHCPS's waitlist equaled 40 percent or greater of the school's population.
Measure: SHCPS Charter Public School will develop a student body representing the diversity of the sending district.	Met	<ul style="list-style-type: none"> ▪ Demographic data comparing enrollment at SHCPS to the Worcester Public Schools shows that SHCPS has a student body that represents the diversity of the sending district. ▪ In 2010, SHCPS enrolled higher percentages of African American and Hispanic students than did the Worcester Public Schools. The Worcester Public Schools enrolled higher percentages of Limited English Proficient, Special Education, Low Income, and White students than SHCPS.
Objective: "...at prevailing public school costs..."		
Measure: SHCPS Charter Public School Board of Trustees will approve a balanced budget each year that maintains integrity of the academic programming of the school.	Met	<ul style="list-style-type: none"> ▪ For FY09 and 10, SHCPS's board of trustees approved balanced budgets.
Measure: SHCPS Charter Public School administrators will present balance sheets, budget to actual expenditures and current profit and loss statements to the Board of Trustees on a quarterly basis.	Met	<ul style="list-style-type: none"> ▪ Balance sheets and profit and loss statements are provided to the board at each meeting and that an analysis of budgeted to actual expenditures is provided to the board on a quarterly basis.
Measure: SHCPS Charter Public School will apply for and receive entitlement and competitive grants on a yearly basis.	Met	<ul style="list-style-type: none"> ▪ During the 2009-10 school year, the school applied for and received 11 entitlement grants and three competitive grants that totaled \$1,033,026.
Measure: SHCPS Charter Public School Parent Guild and Student Groups will facilitate fund-raisers in order to raise at least \$20,000 per year to support student activities and specialized purchases.	Met	<ul style="list-style-type: none"> ▪ The Parent Guild and student groups raised \$45,230 in the 2009-2010 school year.

