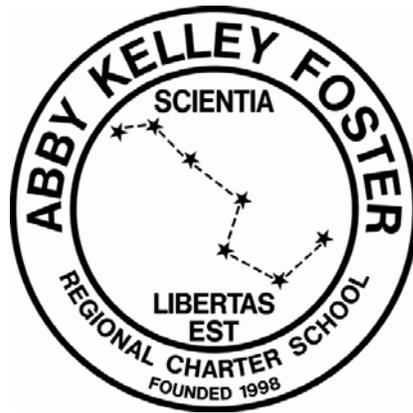


Abby Kelley Foster Regional Charter School



2003-2004 Annual Report

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

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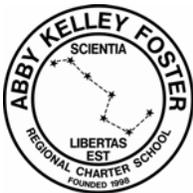
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Dear Friends:

Thank you for making the 2003-2004 academic year a success. The dedicated members of our faculty and administration continue to work diligently to fulfill our mission to provide all students with a classical liberal arts education, to demonstrate music competence and to focus on character development.

As a parent and founding Board member it is apparent from observing classes, speaking with students and community members, or attending a school production that we are an academic success, a viable organization and faithful to the terms of our charter.

We began the year with a more permanent site for our middle and high school students. The acquisition of this building was one of the most exciting and challenging tasks we faced this year. Bright, spacious classrooms, a computer lab, a library, a cafeteria, and a paneled conference welcomed the students in the fall.

The Board's commitment to the educational program remains strong. The curriculum committee met with all lead teachers and department heads to review curriculum, teacher qualifications and student progress before submitting a final report to the full Board of Trustees.

One of the unique characteristics of a charter school is the ability to refine a program or policy without restriction. Abby Kelley Foster has taken advantage of this opportunity to improve the quality of education available to all students. We have improved the curriculum and provided additional academic and extracurricular programs. Once the school identifies a successful program, teachers are given the tools to implement it. Interdisciplinary work continues at all grade levels.

After six years, the Board has decided to amend the charter in one of the most significant ways by revising our name. The success of the charter school movement across the Commonwealth has led to intense public scrutiny. The Board decided to reinforce the fact that our school is a public school by including the word PUBLIC in our name. Our revised name, Abby Kelley Foster Charter Public School, will be a constant reminder that we are a public school, open to all students.

We concluded the year with our much anticipated musical performances. Students performed an assortment of music, poetry and dance after transforming the cafeteria into a "Roaring Twenties" jazz club to host *A Night in Harlem*. The High School, Middle School and Elementary Choirs and Bands presented their "End of Year Concerts" with an array of instrumental, strings and vocal pieces.

Again, thank you for your continued support and dedication. Abby Kelley Foster Charter Public School is a success because of the strength and commitment of our families.

Sincerely,

A handwritten signature in cursive script that reads "Mary E. Burke".

Mary Elizabeth Burke, Chairman

EXECUTIVE SUMMARY

Each year brings Abby Kelley Foster Regional Charter School closer to fulfilling its mission to provide a classical liberal arts education grounded in the great works of Western Civilization, musical competence and character formation. For the past six years, the school has brought the families of the Worcester region a choice in their children's education; we look forward to continuing to deliver academic excellence in the coming years.

Abby Kelley Foster's reputation for high standards and character development led to a successful elementary school enrollment campaign for the coming year. We surpassed enrollment expectations with over 1,000 students joining us this fall in Kindergarten through junior year of high school. This year we were a K-10 school with an emerging high school, complete with class rings, National Honor Society, and Advanced Placement exams. As we prepare our new Kindergarteners to begin their school careers, our high school juniors will be busy preparing for college.

This year we added a well equipped second building to house grades 5 through 10. It is an easy walk between the new middle/high school building and the elementary school building, allowing students and teachers to benefit from interdisciplinary projects such as the Kindergarten and Grade 8 reading/writing partnership and the sharing of best practices. Our middle/high school students use the music keyboard lab in the elementary building, eliminating the need for a second keyboard lab for those students.

While pleased to achieve AYP (Adequate Yearly Progress) this year, we continue to use the growing array of data to improve our instructional content and delivery. In particular, we made great strides in implementing a comprehensive writing program across the curriculum, using LINKS strategies in reading, writing, and mathematics. Teachers of social studies, science and mathematics joined the English language arts teachers in emphasizing writing across the content areas.

We established a faculty committee, *Raise the Bar*, with representatives from most grade levels and subject areas. These fifteen teachers and administrators met every other week to thoughtfully examine the various facets of school life that contribute to our success and to discuss areas that need improvement. Six areas - curriculum, classroom, colleagues, culture, school leaders, and professional development - were analyzed to determine the characteristics of excellence which should be embedded in each. The committee discussed the areas that were fully developed, emerging, or in need of action. Priorities were set and first steps taken to move the school to a higher level of academic performance and professional instruction.

We continued to highlight student performances in vocal, instrumental, dance, and dramatic productions throughout the school year. Our athletic department and other extra-curricular activities grew as well. We have applied for membership in the Massachusetts Interscholastic Athletic Association (MIAA) and greatly increased student participation in our sailing program at Lake Quinsigamond. Students also enjoyed club programs for chess, French, and art.

It was another great year at Abby Kelley Foster, and we all look forward to building on our success.

Doris Schroeder



Head of School

Accountability Plan Goals

Abby Kelley Foster will continue to develop a comprehensive K-12 curriculum that meets the needs of all students.

Abby Kelley Foster Regional Charter School's expectation for student learning reflects the school's mission statement and establishes high expectations and standards for all students in both academic and character development. Parents have made a conscious decision to enroll their child in a school with a classical liberal arts orientation. The school uses state and national standards established by professional organizations to monitor student performance on state and national levels as well as internal testing, rubrics, and checklists.

The school has defined and measurable standards for academic expectations. Academics are measured regularly, through the use of both internal and external assessments.

The school is presently working on constructing a rubric to define academic achievement across all grades. Currently, rubrics are in place at the elementary school. The middle and high school staff are in the process of revising the rubrics for the upper grade levels. Data is gathered from a variety of internal and external sources, with the goal of constant improvement, and special emphasis is given to areas of concern regarding student performance at the lower levels of performance in all grades.

The school's in house scope and sequence for each core subject prescribes content, integrates elements of the liberal arts focus, identifies learning goals and suggests instructional strategies. Across all disciplines, the school's curriculum is intellectually rigorous, with students expected to demonstrate their knowledge in a variety of ways; quizzes and tests, papers, projects and presentation are the most common types of internal evaluation.

Abby Kelley Foster Regional Charter School students will make measurable yearly progress on all standardized assessments.

The school has systems in place to assess school-wide and individual student progress in achieving academic progress; a school-wide set of rubrics is in the developmental stage.

Academic goals and objectives for each course are established within the scope and sequence.

A variety of classroom assessment strategies are used across the school, including presentations, performances, projects, journals, notebooks, labs, essays, interviews, feedback in class, self-evaluations, debates, homework, reports, tests, quizzes and exams.

Teachers meet collaboratively to discuss and share student work and student assessment results. The curriculum is revised and instructional strategies are modified with the goal of raising student performance.

All students are required to participate in the Stanford Achievement Test, 9th Edition in the fall. Students in grades 3 through 10 are required to participate in the Massachusetts Comprehensive Assessment System (MCAS).

Abby Kelley Foster Regional Charter School will implement an effective professional development program.

The academic leadership team conducts regular meetings with teachers and administrators across all grade levels to coordinate school wide expectations. The Head of School, Middle/High School Director, Elementary School Director, Assistant Middle/High School Director, and Professional Development Director meet weekly.

The faculty reviews and evaluates the curriculum during the summer vacation, in faculty orientation prior to the opening of school, as well as at professional development meetings during the academic year. Staff development days are dedicated to curriculum review and money is allocated for teachers to review the curriculum.

The staff is involved in the development and revision of the curriculum, and activities and meetings are held to discuss each discipline. In addition, faculty are offered and/or required to attend specific professional development meetings and workshops.

The Abby Kelley Foster Regional Charter School will increase the use of technology by students and faculty.

Students, faculty and staff have access to information services via the Internet, which is available in two student computer rooms, all classrooms and offices, and the two libraries. The libraries are open throughout the school day, for individual, small group and class use.

Computers are used across all divisions and disciplines for a variety of purposes. Both the elementary and middle/high school buildings have student computer labs. Graphing calculators are employed where appropriate, and middle and high school faculty have access to wireless computer labs, TV/VCR units, and overhead projectors. All teachers have their own computer, telephone and Internet access in each individual classrooms.

Educators are available throughout the school day to meet with individuals and small groups outside the classroom in an effort to extend opportunities for learning. Wireless computer labs, as well as the computer labs and in-classroom computers, are available to students. Teachers offer academic support to all students most days after school.

Abby Kelley Foster Regional Charter will work to promote parent and community involvement.

The mission statement makes clear how strongly the school believes that parents are partners in the education of children. The school was founded by a group of community leaders in Worcester dedicated to enhancing school choice in public education, and three of the five Board members have students enrolled.

The school's parent organization, Friends of Abby Kelley School (FAKS), provides volunteer support and funds for field trips, enrichment activities, and teacher resources.

As the student enrollment grows, the school hopes to expand the parent organization and resources available. The weekly newsletter and community calendar provide a wide range of information to students and families, including community resources and opportunities. Musical performances, the spring picnic, and an expanding sports program all provide parents the chance to observe their children in various educational and recreational settings.

Formal parent-teacher conferences are scheduled twice each year, and other meetings are held throughout the year at the request of either parent or teacher.

The school strives to involve parents in various activities throughout the year. Parents are invited to attend annual scheduled meetings and parent-training sessions based on the needs of parents as expressed in annual surveys and through personal contacts. Parents are made to feel welcome in their child's school, and specifically, the Title I service, by being invited to attend parent-teacher conferences and school activities and by volunteering their time.

Abby Kelley Foster Regional Charter School will purchase and/or renovate a facility designed to accommodate a comprehensive K-12 academic program.

The Abby Kelley Foster Regional Charter School currently houses the elementary school students (K-4) at 10 New Bond Street, Worcester, MA. This renovated mill building includes approximately 50,000 square feet of classroom and administrative space. The building is occupied under a long-term leasing arrangement.

Over the summer of 2003 the middle and high school teachers and administrators moved into the Heald Building on New Bond Street, the former Worcester Public Schools Comprehensive Skills Center. The building adds another 50,000 square feet with approximately 28 classrooms, a dozen offices, a nurse's suite, three reception areas, a computer room, a cafeteria, and a library.

The school has been regularly upgrading and modifying the sites, physical plants and equipment, both through cosmetic and structural improvements. One noted area in need of development is an appropriate indoor athletic facility.

The school facilities meet all applicable federal, state and local laws, and are in compliance with local fire, health and safety regulations.

The Abby Kelley Foster Regional Charter School will maintain sound fiscal responsibility.

The Board of Trustees works with school administrators to support and maintain appropriate school programs, personnel services, facilities, equipment, technological support, materials and supplies for student learning.

The budget process begins in the winter of the preceding year of the budget proposal. At that time, administrators request input from department heads and curriculum coordinators to help develop a budget for the upcoming year. The budget is presented to the Board of Trustees for review and approval in the spring.

The school regularly reports to Department of Education regarding the school's financial status.

The Chief Financial Officer regularly submits budget variances and monthly financial reports to the Board of Trustees for review and approval.

The school conducts a comprehensive external audit of the school's revenues and expenditures in accordance with GAAP principles by a certified public accounting firm approved by the school's Board of Trustees and forwards the results of each annual audit to the Department of Education and other interested oversight agencies and outside observers.

Abby Kelley Foster Regional Charter school students will have the opportunity to participate in a musical or dramatic performance each year.

Music, art and drama are central to the school's charter. All K-5 students are expected to participate in a public production, either on stage or behind the scenes. Public productions will be optional in the upper grades. The school's music director and art department are in the process of developing a unified, comprehensive music and arts curriculum. This will allow students an in depth study of music theory and performance as it relates to the historical evolution of the arts.

The school's instrumental music program begins in Kindergarten with the Orff instruments. In Grade 3 students learn to play the recorder. Students in Grade 4 may learn to play a brass, woodwind percussion, or string instrument. Ensembles exist to provide both choral and instrumental opportunities.

Students in all grade levels have the opportunity to participate in a variety of music, dance, drama and art courses. Middle and high school students are placed according to talent, academic performance and self-discipline.

The keyboarding/midi laboratory works in conjunction with the middle and high school general music classes. All students in grades four through eight are required to take keyboard lessons. Students may continue with keyboard at an accelerated level if they choose to do so at the high school.

The school developed an art curriculum that reflects a balanced, discipline-based instructional approach that includes appreciation of art history and culture with a focus on performance.

Abby Kelley Foster Regional Charter School students will have available a more structured character education program.

The faculty and staff are dedicated to providing the student body with the skills necessary to reason and communicate. Central to this mission is the creation of a school community characterized by caring, discipline, order, and respect.

The School's *Code of Conduct* has been designed to guide the efforts of teachers and staff in creating a safe, orderly environment and to reinforce the primary mission of the School: rigorous academic learning. The *Code of Conduct* clearly states all school-wide rules governing student behavior as well as the consequences for breaking the rules and serves as a contract among parents, students, and staff.

Establishing a policy that promotes character education and discipline is an ongoing process. Faculty and staff work continuously to achieve as much consistency as possible with regard to disciplinary matters, and they revise and adapt disciplinary procedures as necessary.

Over the summer of 2004, the elementary school is revising the character education curriculum based on the character virtues in the student handbook: responsibility, honesty, respect, kindness, self-discipline, fairness, perseverance, friendship, trustworthiness, and citizenship. The middle and high school are in the process of using the PeaceBuilders curriculum to establish a character education curriculum that compliments the elementary school program.

**May 1, 2004 First Annual Abby Kelley Foster Family Picnic
Kendrick Field**



The Success of the Academic Program

SCHOOL PROFILE

The Abby Kelley Foster Regional Charter School served children in Kindergarten through grade ten during the 2003-2004 academic year. Eleventh grade will be added in the 2004-2005 school year, and the school will reach its full capacity when the first class graduates in June of 2006.

Abby Kelley Foster enrolled students from the city of Worcester and the neighboring towns of Auburn, Holden, Leicester, Millbury, Oxford, Shrewsbury, Sutton and West Boylston, as well as twenty other communities in Central Massachusetts. Applications for enrollment are accepted for new students in Kindergarten through Grade 5. Students entering Kindergarten must be five by September 1.

INSTRUCTION DAYS

The School began the academic year on Monday, August 25, 2003. The last day of school was held on June 18, 2004, scheduling students with 189 days and faculty with 196 days. The Elementary School day began at 7:50 a.m. and ended at 3:00 p.m. Middle and High School students began their day at 7:35 a.m. and ended at 3:00 p.m. Faculty began their day at 7:20 a.m. and concluded at 4:00 p.m.

EDUCATIONAL PHILOSOPHY AND TEACHING METHODS

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

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

INSTRUCTION

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

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

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

Teachers present new material to students who demonstrate mastery at a level of 80% accuracy. This creates the expectation for learning the first time and eliminates the re-teaching of material that has been covered in earlier lessons. Students who need extra time or assistance receive it before moving on to the next unit.

FINE AND PERFORMING ARTS

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

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

SCHOOL CULTURE

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

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

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

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

ELEMENTARY SCHOOL ACADEMICS

Direct Instruction (DI) is a curriculum and teaching methodology specifically designed to teach sophisticated strategies in reading and language. This research-based program includes not only academic content, but also a delivery system that is unique. Students are taught in small proficiency groups at their own learning pace in reading and language. Progress is monitored closely and lessons are adjusted to promote maximum individual gain. *Direct Instruction* has been proven to yield strong results with all types of students, including academically advanced children, traditionally average performers, and those with special needs.

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

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

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

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

INTERNAL ASSESSMENTS AT THE ELEMENTARY SCHOOL

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

In an effort to provide parents with more information regarding their child's academic progress, the elementary piloted a new report card system. The new report card aligns with the Massachusetts Department of Education's curriculum frameworks in the core content areas as well as with our own curriculum guides. We believe this new reporting tool will give parents a more detailed picture of their child's progress and allow the elementary school educators to tailor an educational program to address the individual learning needs of each student. The new system addressed the following areas:

- More detailed grading of each major content area. For example, in the past a student received a general grade for "mathematics." The new report card lists three to five skills appropriate to that grade level, as well as "conduct" and "effort" grades for this subject.

- An expanded area for comments. Each subject area has a comment section, allowing teachers to give parents more detailed information regarding academic progress.
- Numbers instead of letter grades. In an attempt to give parents a more descriptive summary of a child’s academic progress, we decided to use numbers for “Student Performance Levels” that correspond to where or not a child is performing in relation to grade level expectations. The numbers used are:
 - 4 Exceeding grade level standard (Advanced)
 - 3 Meeting grade level standard (Proficient)
 - 2 Making progress toward grade level standard (Needs Improvement)
 - 1 Not making adequate progress toward grade level standard (Warning)

Kindergarten	Reading	Math
4 Advanced	13%	0%
3 Proficient	66%	86%
2 Needs Improvement	18%	13%
1 Warning	3%	1%
Total	100%	100%

Grade 1	Reading	Math	Grade 2	Reading	Math
4 Advanced	15%	16%	4 Advanced	28%	9%
3 Proficient	70%	76%	3 Proficient	58%	68%
2 Needs Improvement	14%	7%	2 Needs Improvement	12%	22%
1 Warning	0%	0%	1 Warning	2%	1%
Total	100%	100%	Total	100%	100%
Grade 3	Reading	Math	Grade 4	Reading	Math
4 Advanced	7%	21%	4 Advanced	3%	0%
3 Proficient	69%	55%	3 Proficient	66%	51%
2 Needs Improvement	19%	19%	2 Needs Improvement	28%	43%
1 Warning	5%	5%	1 Warning	3%	6%
Total	100%	100%	Total	100%	100%

MIDDLE AND HIGH SCHOOL ACADEMICS

Distinctive Characteristics

- Honors courses are offered in all four core subjects: English, history, math and science.
- Students may select an accelerated music track that includes theory, history, and performance.
- We offer a course in ethics that comprises both theory and practice.
- For students having academic difficulty, we offer Saturday school and a six (6) week summer program in the core subjects.
- Technology is incorporated into the core subjects via a wireless computer lab, wireless computers and a midi keyboard lab for music.
- Foreign language offerings include Latin, Greek, and French.
- All students study English, history, math and science for four years.
- Students must study Latin for two years to meet graduation requirements.

EXPECTATIONS FOR THE SCHOOL AND COMMUNITY

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

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

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

The middle and high school participates in the PeaceBuilders program, a comprehensive community based program in school that shifts the entire school climate to a peaceful, productive and safe place for students, parents and faculty. The program creates a peaceful learning environment by increasing positive, respectful, thoughtful behavior, while decreasing violence and disruptive behavior. Through long-term practice, peaceful behavior becomes an integral part of the school's culture. The program builds character through research based tools.

PeaceBuilders pledge:

- To praise people
- To give up put-downs
- To seek wise people as advisors and friends
- To notice the hurts I have caused and make amends
- To right wrongs
- To help others

Students pledge, "I will build peace at home, at school and in my community each day."

ENGLISH LANGUAGE ARTS (ELA)

Grade 5

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

Grade 6

Grade 6 ELA continues to use *Open Court* and *Write Source* materials to develop reading and writing skills. Two novels are also included in the program. *Open Court* units are organized by theme and each includes literature from around the world to develop and enhance that theme. Our purpose is to develop students' critical thinking skills and expand their vocabulary.

Grade 7

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

Grade 8

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

Grade 9

Grade 9 World Literature focuses on a variety of literature genres. The literature selected includes a selection of non fiction, fiction, short stories, and poetry.

Grade 10

Grade 10 American Literature focuses on a variety of literature genres. The literature selected includes a selection of non fiction, fiction, short stories, and poetry. Authors are selected from the Massachusetts Curriculum Frameworks.

Honors

Honors English language arts for the 9th and 10th grade is an in depth analysis of American and world literature. Although the format and text readings are similar, these courses are more intense and broader in scope.

English Language Arts Assessments

A variety of assessments are used to monitor student progress including tests, quizzes, compositions, reports, projects, and oral presentations.

MATHEMATICS

Grade 5 Mathematics

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

Grade 6 Glencoe Math Course I

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

Grade 7 Glencoe Math Course II

By 7th Grade will compare, order, estimate, and translate among integers, fractions and mixed numbers (i.e., rational numbers), decimals, and percents; use ratios and proportions in the solution of problems, in particular, problems involving unit rates, scale factors, and rate of change; demonstrate an understanding of absolute value; and apply the rules of powers and roots to the solution of problems.

Grade 8 Glencoe Math Course III/Algebra

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

Grade 9 Algebra I/Geometry

Students identify and use the properties of operations on real numbers, including the associative, commutative, and distributive properties; the existence of the identity and inverse elements for addition and multiplication; the existence of n^{th} roots of positive real numbers for any positive integer n ; and the inverse relationship between taking the n^{th} root of and the n^{th} power of a positive real number; and simplify numerical expressions, including those involving positive integer exponents or the absolute value

Grade 10 Geometry/Algebra II

Students calculate midpoints of segments, slopes of lines and segments, and distances between two points using rectangular coordinates, and apply the results to the solutions of problems; add, subtract, and multiply polynomials; divide polynomials by monomials; and demonstrate facility in symbolic manipulation of polynomial and rational expressions by arranging and collecting terms.

SOCIAL SCIENCE

Grade 5 American History

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

Grade 6 World Geography

In this course students examine the geography and cultures of countries outside of the United States and North America. The goal of this course is to give students an understanding of the different

countries of the world and to show students how the area in which a person lives affects the way their culture develops and matures.

Grade 7 Ancient and Classical History

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

Grade 8 World History I: 500-1800

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

Grade 9 United States History I: 1600-1877

This course presents the historical and intellectual origins of the United States from the Revolution through the Civil War and Reconstruction. Students study the major political and economic reasons that led to the start of both the Revolutionary War and the Civil War. The course also examines the results that these wars had on society and politics.

Grade 10 United States History II: 1877-present

Students explore the history of the United States from Reconstruction through the present. The students focus on the development of the United States as a major factor in international relations. Students examine the importance of major movements in American history such as the Progressive movement and the New Deal. The course concludes with a study of the important political and social changes during the Cold War, the Civil Rights movement, and recent history.

SCIENCE

Grade 5 Introductory Science

This course prepares students in the basics of life, Earth, and physical science while teaching them why science matters to them. Students use *Glencoe Science: An Introduction to Life, Earth, and Physical Sciences* which helps them link science and society.

Grade 6 Life Science

Students study the structure and function of organisms from the cellular level through complex body systems, understand how heredity and evolution have led to biodiversity, and how organisms interact with each other and their environment. *Glencoe Life Science* is the primary book used for life science.

Grade 7 Earth Science

The study of earth science focuses on the Earth's place in the solar system, the origin of our planet, and the processes and systems that shape and change our world today. *Glencoe Earth Science* is the primary book used for earth science.

Grade 8 Physical Science

The basis for the physical science course is matter and energy. Students explore the structure of matter and how it reacts under various conditions. The course is heavily based on mathematics which students use to explain and predict how matter will behave.

Freshman Biology

Freshmen Biology presents biology from a human perspective using *BSCS Biology: A Human Approach*. The students study life using the six unifying characteristics of living organisms: evolution, homeostasis, organization, continuity, development, and ecology.

Freshman Honors Biology

The honors biology, *BSCS Biology: A Molecular Approach*, uses an alternative to the presentation of vocabulary and isolated facts by using inquiry to present biology as an experimental science. Honors biology begins with a focus on the content of biology at the level of organization of molecules.

Sophomore Chemistry

Sophomore chemistry is a full-year course taught through Steven Zumdahl's *World of Chemistry*. Students taking chemistry can expect to learn about the composition, structure, properties, and reactions of matter in the relationships of matter and energy.

Sophomore Honors Chemistry

Honors chemistry is an accelerated course using Steven Zumdahl's *Chemistry*. Like sophomore chemistry, students will spend a large amount of time studying atomic structure, molecular theory, periodicity, and stoichiometry.

FOREIGN LANGUAGE

French

French classes focus on building oral proficiency. In fifth and sixth grade, students learn the basics of the language to communicate on topics such as greetings, nationality, numbers, ages, family, weather, dates, food, invitations, activities, places, and describing people. Cultural awareness about the francophone world is also highlighted. Students practice their oral and auditory skills, mainly through conversation, games, and cooperative learning.

Latin

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

MUSIC AND ART

Keyboarding/Midi Laboratory

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

Middle School Band (Grades 5-8)

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

High School Band (Grades 9-12)

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

Middle School Choir (Grades 5-8)

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

High School Choir (Grades 9-12)

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

Art

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

GRADUATION REQUIREMENTS

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

	Subject	Credits	Completed in
Core Courses	English Language Arts (ELA)	24	4 years
	Mathematics	24	4 years
	History	24	4 years
	Science	24	4 years
	Foreign Language	18	3 years
Non-core Courses	Music	6	2 years
	Art	4	2 years
	Ethics	4	2 semesters over 2 years
	PE/Health	4	4 years
	Senior Project	2	1 semester
Other	Electives	34	4 years
	TOTAL	168	

ACADEMIC REQUIREMENTS

- Students must earn a minimum cumulative 2.0 grade point average (GPA) in order to receive a diploma from Abby Kelley Foster Regional Charter School.
- Students must pass the Massachusetts Comprehensive Assessment Test as mandated by state law.
- Class rank is determined by grade point average, based on final grades in all subjects for all students. Grades are weighted against two measures: frequency and difficulty.
- Rank is computed at the end of the sophomore year and after each semester of the junior and senior years.
- In order to be promoted to the next grade a student must maintain a 2.0 GPA.
- A student failing a core subject must repeat the work in the summer in a course comprised of 120 hours: five days a week, four hours a day, for six weeks. He/she may request permission to work with a tutor or in another program (at the student's expense) with the written approval of the School Director. All students, whether attending the AKF summer program or some other program or tutoring, must pass the AKF competency test in order to receive credit for the work.
- A student failing two or more core courses must repeat the grade.
- The total number of credits required for graduation is 168. One credit is awarded for each class period a course meets per year. Daily classes that meet all year = 6; semester courses that meet three times per cycle = 1.5.

EXTERNAL ASSESSMENTS

MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM (MCAS)

As a public school our students, including students with disabilities and students with limited English proficiency, are required to take and pass the MCAS (Massachusetts Comprehensive Assessment System). MCAS was implemented by the Education Reform Act of 1993.

Teachers supplement the regular curriculum with individually prepared as well as commercial materials designed to improve student performance on the test. The School developed Individual Student Success Plans for all students in the Warning category. In addition, summer and after school workshops in reading and math are offered as MCAS remediation.

All students in Grade 10 must pass the MCAS tests as one condition of eligibility for earning a high school diploma. Students are given multiple opportunities, if necessary, to pass the tests after Grade 10. In addition to passing the MCAS tests, students must also meet the graduation requirements established by Abby Kelley Foster Regional Charter School for promotion and high school graduation.

MCAS OVERVIEW

The 2003 MCAS results demonstrated improvement across all grade levels and subject areas. Abby Kelley Foster made adequate yearly progress (AYP) during the 2003-2004 school year for the first time in two years. The school is proud of the academic gains made this year, but we are not satisfied with the current results. The academic leadership team, department heads and team leaders continue to analyze the results, student progress and instructional techniques in order to capitalize on our strengths and work with the areas of concern.

We truly believe that all students will achieve even more in the coming year and look forward to working with our school community to bring about these results.

GRADE 3 READING 2004

Proficient increased from 42% to 57%

Needs Improvement decreased from 49% to 31%

GRADE 4 ELA

Advanced and *Proficient* increased from 10% to 47%

Failing was cut in half, from 32% to 16%

GRADE 4 MATH

Advanced and *Proficient* increased from 12% to 31%

Failing decreased from 58% to 22%

GRADE 5 SCIENCE

The state gave the Science and Technology/Engineering test to this grade level for the first time in 2003, so no comparison is possible. The last time our students took a Science and Technology MCAS was the fourth grade in 2000.

GRADE 6 MATH

Advanced and *Proficient* increased from 25% to 29%

Failing decreased from 55% to 32%

GRADE 7 ELA

Advanced increasing from 1% to 2%

Failing decreasing from 14% to 9%

We had 27 fewer students in this class in 2003 as compared to 2002.

GRADE 8 MATH

Advanced and *Proficient* increased from 23% to 39%

Needs Improvement decreased from 42% to 22%

Failing increased from 34% to 39%

Although there was a small increase in the failing percentage, the other three levels show the tremendous effort put forth by the students and teachers

COMPARISON SCORES FOR GRADES 8, 7, 6, 4, and 3

The scores in the tables below were chosen to provide a basis for comparison with Worcester, our largest sending district; Seven Hills, a Worcester charter school one year older than us; and the state.

For the first time in six years, the state has replaced the Scaled Scores with a Proficiency Index (PI). Using a complicated formula that awards points for scores in the various levels (*Advanced*, *Proficient*, *Needs Improvement*, and *Warning*); the state has assigned a number to each test. Here are the PI numbers for AKF, the state, Worcester Public Schools, and Seven Hills Charter School for Grade 8 Mathematics and Science and Technology/Engineering.

Our greatest successes this year were with our eighth graders.

GRADE 8 MATHEMATICS AND SCIENCE/TECHNOLOGY PERFORMANCE INDEX

2003	Mathematics	Science/Technology
State	63.2	61.7
Abby Kelley Foster	63.1	69.9
Worcester (combined)	42.5	43.4
Seven Hills	52.0	48.4

The following charts break down the scores by level and demonstrate how Abby Kelley Foster eighth graders did in comparison to the other eighth graders in Worcester and the state.

GRADE 8 SCIENCE AND TECHNOLOGY/ENGINEERING

School	Students	A (%)	P (%)	NI (%)	W (%)
MA	78,422	4	28	37	30
Abby Kelley Foster	62	10	31	37	23
Accelerated Learning Lab	65	2	11	42	46
University Park Campus School	40	0	13	48	40
Burncoat Middle School	339	3	21	27	49
Forest Grove Middle School	435	1	16	37	46
Worcester East Middle	416	0	7	25	67
Sullivan Middle	541	2	9	26	62
Doherty Memorial	42	5	40	45	10
Seven Hills Charter	64	2	6	53	39

GRADE 8 MATHEMATICS

School	Students	A (%)	P (%)	NI (%)	W (%)
MA	78,456	12	25	30	33
Abby Kelley Foster	62	13	24	37	23
Accelerated Learning Lab	65	0	15	29	55
University Park Campus School	40	10	35	48	8
Burncoat Middle School	339	3	13	23	60
Forest Grove Middle School	435	3	11	32	53
Worcester East Middle	416	1	9	23	66
Sullivan Middle	541	2	8	24	65
Doherty Memorial	42	21	52	24	2
Seven Hills Charter	64	2	19	34	45

The 2003 MCAS assessment allowed us the opportunity to compare the same group of students over time. Our eighth graders, the Class of 2007, took their first math MCAS in 1999. They took a second math exam in 2001, and now we have a third set of scores.

GRADE 8 MATHEMATICS

Class of 2007	Students	A (%)	P (%)	NI (%)	W (%)
MA 2003	78,456	12	25	30	33
MA 2001	77,192	13	23	30	33
MA 1999	79,029	0	21	67	12
Abby Kelley Foster 2003	62	13	24	37	23
Abby Kelley Foster 2001	86	6	15	30	49
Abby Kelley Foster 1999	89	3	11	39	46
Worcester Public Schools 2003	1908	2	12	26	58
Worcester Public Schools 2001	2023	4	15	33	48
Worcester Public Schools 1999	2029	9	19	46	26
Seven Hills Charter 2003	64	2	19	34	45
Seven Hills Charter 2001	79	4	16	30	49
Seven Hills Charter 1999	83	4	18	37	41

KEY

A **Advanced**
P **Proficient**
NI **Needs Improvement**
W **Warning**

May 1, 2004 First Annual Abby Kelley Foster Family Picnic



ALL GRADE LEVEL COMPARISON SCORES

Exam	Year	Students	A (%)	P (%)	NI (%)	W (%)
Grade 8 Mathematics	2003	62	13	24	37	23
	2002	64	9	14	42	34
Grade 8 Science/Technology	2003	62	10	31	37	23
	2002	Not Given				
Grade 7 ELA	2003	55	2	40	53	5
	2002	81	1	48	37	14
Grade 6 Mathematics	2003	69	6	23	39	32
	2002	78	3	22	21	55
Grade 5 Science/Technology	2003	93	10	18	51	22
	2002	Not Given				
Grade 4 ELA	2003	97	3	43	37	16
	2002	92	0	10	59	32
Grade 4 Mathematics	2003	97	8	23	47	22
	2002	92	1	11	30	58
Grade 3 Reading	2004	92	*	57	31	12
	2003	98	*	42	49	9
	2002	88	*	66	28	6

* Only three levels are provided: Proficient, Needs Improvement, and Warning.

STANFORD ACHIEVEMENT TEST

The School began using the Standard Achievement Test, Ninth Edition (SAT-9) in year two to track annual progress. As noted in last year's annual report, the academic leadership team decided to change the administration of the SAT-9 exams to October of each year. There are three advantages to moving the exams to the fall:

- The School will interrupt the normal academic program only once (in October) to give the tests to all students, returning and new.
- Teachers will have access to the information about students' strengths and weaknesses early in the academic year and will be able to plan remediation and acceleration accordingly.
- Students will not be over-burdened with standardized testing in the spring. The MCAS are already scheduled for April and May, so eliminating the extra week of testing for the SAT-9's will decrease the anxiety many students feel about these high-stakes tests.

Consequently, we have decided to hold the data from this year's SAT9s until we have comparison scores from the fall 2004 testing. In the 2004-2005 annual report, we will be able to compare data of the October 2003 test results with the tests administered in October 2004.

The Viability of the Organization

SCHOOL GOVERNANCE

BOARD OF TRUSTEES

Mary Elizabeth Burke, Chairman

Profession: Public Policy

Term: Founding Board Member elected in 1997 and re-elected on January 6, 2004 to a three-year term.

Committees: Curriculum and Nominating

Lea Christo, Secretary

Profession: Social Worker

Term: Founding Board member, elected in 1997 and re-elected on January 6, 2004 to a three-year term.

Committees: Curriculum, Personnel and Nominating

Peter Lukes, Treasurer

Profession: Attorney,

Term: Founding Board member, elected in 1997 and re-elected on January 6, 2004 to a three-year term.

Committees: Building and Finance and Nominating

Joseph Williams

Profession: Financial Analyst

Term: Elected in 2002 to a three-year term.

Three year term concludes in 2005, re-election will be held at the annual meeting in May 2005.

Committees: Building and Finance and Nominating

Richard Simonian

Profession: Public Administration

Term: Elected September 3, 2002 to a three year term

Three year term concludes in 2005, re-election will be held at the annual meeting in May 2005.

Committees: Personnel and Nominating

MAJOR POLICY DECISIONS

The Board of Trustees is committed to the goals of the School's charter. The faculty and administration remain confident in the mission of the school and worked tirelessly to provide all students with a classical liberal arts education.

AUGUST 2003

- School transportation contract reviewed for negotiation.
- Hired Mark Peter of Rubin and Rudman, LLP as counsel to the Board.
- Construction projects at both campuses were inspected for completion.
- Approval of the 2003-2004 academic curriculum and graduation requirements.

SEPTEMBER 2003

- Established the Building and Grounds Committee to review real estate opportunities.
- Hired Dr. Bruce Lockerbie, of Paideia, Inc. to conduct an evaluation of the Board of Trustees and Head of School.

NOVEMBER 2003

- Board of Trustees and Head of School evaluation conducted by Paideia, Inc. presented to the Board.
- Personnel Committee was authorized and directed to develop a policy and periodic evaluation for the Head of School.
- Counsel to the Board was authorized and directed to draft a revision to the by-laws and establish a protocol for conducting school business and for the relationships among Board members.

DECEMBER 2003

- Developed measurable goals and objectives for the Head of School.
- Curriculum Committee and Head of School were directed to establish a set of school wide academic and character development standards.

JANUARY 2004 ANNUAL MEETING

- The three year terms of the office for the following members of the Board of Trustees expired and required re-election: Mary Beth Burke, Lea Christo, Peter Lukes, Mark Cheffers and Michael Pakaluk.
- Mary Beth Burke, Lea Christo and Peter Lukes were nominated and re-elected for a further three-year term as a Board member.
- Mark Cheffers and Pakaluk were not re-elected for a further term.
- Mark Peters was instructed to prepare a set of corporate documents for the establishment of a Foundation Board.

MARCH 2004

- Adopted general protocol for the conduct of business.
- Adopted 2004-2005 academic calendar.
- Adopted revised goals and objectives for the Head of School.
- Adopted updated organization chart.

APRIL 2004

- Authorized and endorsed the incorporation of a non-profit charitable corporation for the support of the Abby Kelley Foster Regional Charter School.
- Approved application for the Massachusetts Interscholastic Athletic Association, Inc. (MIAA)

MAY 2004

- Established the first Tuesday in May as the permanent date for the annual meeting.
- Adopted “Abby Kelley Foster Charter Public School” as the revised school name.

JUNE 2004

- Accepted the curriculum committee report regarding elementary, middle and high school curriculum.
- Adopted 2004-2005 school budget.
- Adopted policy and procedures governing the evaluation of the Head of School.

COMPLAINTS RECEIVED BY THE BOARD OF TRUSTEES

As required by law, the Board follows the requirements for reviewing the complaint of any individual or group of a claimed violation of Chapter 71, Section 89. No individual or group has submitted such written complaint to the Board of Trustees. If such a circumstance arises, the Board will follow the procedure detailed in 601 CMR 1.08. It is the policy of the Board of Trustees of the Abby Kelley Foster Regional Charter School to solicit written concerns from parents prior to the monthly Board meetings. The inquiries discussed at the meetings were class size, and the ability of curricula to challenge all students, high school curriculum, character education, staffing, music education, the meal program and transportation.

STUDENT PROFILE

STUDENT DEMOGRAPHICS

The student population was made up of four hundred and fifty-three females (51%) and four hundred and thirty-seven males (49%) for a total of eight hundred and ninety students. Three hundred and seventeen students (35%) received free or reduced lunch. Ninety-seven students (11%) received special education services throughout the year. The school maintained a ninety-five (95) percent attendance rate throughout the year.

Ethnicity	Number	Percentage
Indian	4	1%
Asian	41	5%
African American	156	17%
Caucasian	552	62%
Hispanic	136	15%
Total	890	100%

Prototype	Students
502.1	57
502.2	36
502.4	4
Total	97

Town	Enrollment
Auburn	54
Holden	10
Leicester	14
Millbury	18
Oxford	26
Shrewsbury	19
Sutton	1
Worcester	666
Other	62
Total	890

LIMITED ENGLISH PROFICIENCY

Currently, the number of students with languages other than English is insufficient to necessitate a bilingual program. However, students who have limited English proficiency receive support in the *Language for Learning* program and with extra support from teachers and instructional assistants.

TITLE I

Eligible students in grades 1-3 and 6-10 received Title I services in reading and math throughout the school year. Title I is an inclusive program, with Title I teachers working collaboratively with the classroom teachers. Students are ranked by a variety of assessments including Massachusetts Comprehensive Assessment System (MCAS), student progress and SAT 9 scores.

APPLICATIONS RECEIVED

All students in the Commonwealth are eligible for enrollment at Abby Kelley Foster Regional Charter School. Preference is given to students residing in the towns specifically named in the charter: Auburn, Holden, Leicester, Millbury, Oxford, Shrewsbury, Sutton, West Boylston and Worcester. Preference is also given to siblings of currently enrolled students. New students are accepted in Grades K – 5. Students who are entering Kindergarten must be five years of age on or before September 1. The school does not discriminate based on race, religion, sex, learning ability, or any other basis prohibited by law. All procedures for admission, lottery, and waitlist are handled in accordance with existing charter school regulations. The school enrolled fifty-eight new students after the beginning of school.

The school held two lotteries for the 2004-2005 school year, March 3, 2004 and June 25, 2004. As of June 2004, Abby Kelley Foster received four hundred seventy-five applications for enrollment. At the end of the 2003-2004 school year, there were two hundred fifty-three seats available for the upcoming school year. Of the four hundred seventy-five applications, two hundred ninety-seven have been accepted, one hundred five have been placed on the waitlist and seventy-three have declined admission.

Town	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Auburn	10	2	1	2	0	0
Holden	8	0	0	0	0	0
Leicester	0	0	0	2	2	0
Millbury	2	0	0	1	0	0
Oxford	7	0	2	2	1	1
Shrewsbury	9	2	1	1	3	0
Sutton	0	0	0	0	0	0
West Boylston	1	0	1	0	0	0
Worcester	148	55	57	35	31	29
Other	32	7	9	5	4	2
Total	217	66	71	48	41	32

STUDENT TURNOVER

At the end of 2003-2004 school year, one hundred thirty-two students withdrew from Abby Kelley Foster Regional Charter School. Of the one hundred thirty-two students, sixty-nine withdrew during the school year and sixty-three students completed the school year and chose not to return in the fall.

Student retention is one of our highest priorities. We work diligently with parents and students to meet the needs of our student population. Our staff remains committed to the success of our academic program. The Enrollment Director or designee spoke to all parents to determine the reason for withdrawal. We require parents to play an active role in their child's education including their commitment to school policies concerning uniform and behavior issues.

Abby Kelley Foster averaged a fourteen percent turnover at the end of the school year. Student withdrawals are primarily due to families moving from the area, discipline concerns, acceptance to area private schools, facility issues and the demands of our academic program.

SUSPENSIONS AND EXPULSIONS

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

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

During the 2003-2004 school year, there were a total of forty in-school suspensions and thirty-four out-of-school suspensions. Suspensions were due to insubordinate or physically dangerous behavior.

STUDENT/TEACHER RATIO

The student-to-teacher ratio, using the full time equivalent figures, was 10:1. This ratio was calculated based on the number of full-time teachers and instructional assistants, which includes school counselors, special education, physical education, music, art and foreign language teachers. Class size for the middle and high school averaged around twelve to fifteen students.

May 1, 2004 First Annual Abby Kelley Foster Family Picnic



STAFF PROFILE

FACULTY

Under current law, charter school teachers can either be certified or pass the Massachusetts Test for Educator Licensure within their first year of employment.

The school employed 88 full-time equivalent teachers and instructional assistants. The school currently has 57 core subject teachers, 12 instructional assistants, 2 physical education teachers, 1 librarian, 1 computer teacher, 11 collaborative services personnel and 3 Title I teachers. The school employed additional full-time administrative and support staff including custodians, nurses and administrative assistants.

The Abby Kelley Foster Regional Charter School academic leadership team has a combined total of more than one-hundred years of experience in teaching and administrative duties. Their experience and knowledge serve as the educational foundation of the school. Of the school's classroom, special subject teachers, collaborative services staff and Title I teachers, 13% are new to the field of teaching, 49% are novices with one to two years experience, 32% have three to seven years of experience and 6% have over ten years of experience.

Years of Service at Abby Kelley Foster	Staff
6 years	11%
5 years	3%
4 years	10%
3 years	13%
2 years	26%
1 year	37%
Total	100%

Total Teaching Experience	Staff
1 year of less	17%
2 to 3 years	40%
4 to 7 years	31%
Over 10 years	12%
Total	100%

Certified teachers: **65.22%**

Teachers who passed the Massachusetts Test for Educator Licensure: **22.36%**

Highly Qualified Teachers: **88.71%**

Definitions:

Percent of teachers licensed: The percentage of teachers with Provisional, Initial, or Professional licensure (all teaching staff, including long-term substitutes).

Percent of core academic classes taught by highly-qualified teachers: The percentage of staff, measured in "full-time equivalency" teaching in core academic areas that meet the NCLB definition of highly-qualified. To meet the definition, teachers must hold a valid Massachusetts license AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

PROFESSIONAL DEVELOPMENT ACTIVITIES

Prior to the opening of school, instructional staff received one week of comprehensive professional development. Individual sessions were held on the school's philosophy and culture, classroom management, the school's *Code of Conduct* and discipline procedures, curriculum, student assessment, lesson format and delivery, communication with parents and the school's technology system.

During the school year, additional professional development was offered on the use of the inquiry-based method of instruction and special education in the areas of classroom accommodations, the individual education plan process, confidentiality and the responsibilities of the regular education teacher. Selected instructional staff attended workshops on the Wilson Reading Program, Wilson Foundations Program, No Child Left Behind, Title I, Saxon Math, Open Court, Great Source Writing, John Collins Writing Method, LINKS reading, writing and mathematics strategies, technology integration, first aid training, autism, behavior management, grant writing, and the use of passive physical restraint.

STAFF TURNOVER

Thirteen faculty members will not be returning in the fall. Contracts were not renewed for three classroom teachers and one instructional assistant due to performance. Two teachers relocated out of state at the end of the year, one teacher returned to graduate school and three teachers opted not to renew their contracts. In addition, one teacher and one instructional assistant went on maternity leave at the end of the school year. The school maintains an overall staff retention rate of over eighty percent throughout the past six years.

Faithfulness to the Terms of the Charter

DISSEMINATION ACTIVITIES

YEAR IN REVIEW

Each week the Head of School writes a letter to parents and Board members to keep them apprised of recent or upcoming school events, programs and activities. The following excerpts from these “Monday Letters” highlight some of our accomplishments and community activities completed throughout the school year.

SEPTEMBER

- The middle and high school teams were thrilled with the spacious accommodations, the students were happy and focused, and it was a joy to be so close to the elementary school. We would like to thank everyone who worked amazingly hard and long hours to make this a reality. This includes all who were employed, but extends to parents who organized groups to clean, those who came in and worked themselves, or who simply placed a cool drink in a worker’s hand.
- The first sailing club meeting was a great success. There were over thirty participants. Students learned the parts of a boat and rigged a sailboat.
- The Care Mobile offered free dental screening to all children with parental permission. The nurse practioners also conducted vision and hearing screenings. They offered free physicals and immunizations to children who need them.
- Massachusetts State Representative Robert Spellane toured the school. Representative Spellane met with the fourth graders as part of *Legislative Education Week* to talk with them about democracy and how a representative government works. After a little exercise where groups of students discussed “the dream field trip,” one representative from each group had to present their peers’ choice to the whole grade level. It was a good lesson on how a representative’s job is not easy!

OCTOBER

- This is the season of harvest and a time to celebrate the fruits of our labor throughout the year. Our school community had a harvest worthy of celebration. The improved character and the educational results that we observed in our students represented the fruits of our labor. Teachers and parents took time to reflect on the progress that we made as a community.
- We passed another milestone in our charter school history when we received our certificate of renewal from Lt. Governor Kerry Healey. The Boston Evening Academy Charter School in Boston hosted the Charter School Renewal Awards ceremony.

NOVEMBER

- Dozens of our parents traveled to the State House hearings on legislation concerning charter schools. Our parents were part of a group of more than 450 parents who were prepared to testify on behalf of their charter schools and the charter school initiative.
- Our parents' organization, Friends of Abby Kelley School (FAKS), hosted their monthly meeting last Wednesday evening. In an effort to allow more parents to attend, a parent volunteer and several members of the Student Council provided childcare. Abby's Café returned to the school's performance line-up.
- Abby Kelley Foster began the accreditation process through the New England Association of Schools and Colleges (NEAS&C). Founded in 1885, the NEAS&C is the nation's oldest regional accrediting association. A process of systematic improvement, accreditation relies on a voluntary, peer-review method of periodic review. The goals of accreditation include school effectiveness, improvement, and public assurance.
- Bob Carroll, our high school history teacher, took advantage of the strike at St. Gobain Abrasives to bring primary sources into his classroom. He arranged for both a union representative and a management official to talk to his sophomore classes. We don't always think of history as a "hands-on" lesson, but Mr. Carroll made history come alive for his students as they heard from both sides of the issue and asked questions to clarify their understanding of labor relations.

DECEMBER

- Abby Kelley Foster achieved "Adequate Yearly Progress" (AYP). This designation is related to the No Child Left Behind Act signed by President Bush in January of 2002 intended to lead to higher achievement for all children.
- Over the years our most successful source of new students has been referrals from current parents. Parents were able to articulate to other parents how much it means to have an option like Abby Kelley Foster – a safe, free, public school that works with parents as our partners and features a classical liberal arts education with a commitment to music and the arts and a structured program of character education.
- As the holidays approach, many of us are frantically trying to fit in one last-minute errand or purchase. One of our third graders, Hannah Sycks was the recipient of the "Young Hero Award" through Children's Friend, Inc. of Worcester. She donated the hair to "Locks of Love," an organization that produces wigs for children with long-term hair loss caused by illness. Children's Friend, Inc. is a private, non-profit agency that has been serving children and families in Central Massachusetts since 1849.
- One of our sophomores, Stacey Johnston, organized a community service project with the Daybreak Resource Center as part of her ethics course.

- The school had many reasons to celebrate during the holiday season: ample space for our middle and high school, rising MCAS scores and making AYP (Annual Yearly Progress), a dedicated faculty and staff, and, most importantly, a community of teachers, administrators, Board members, parents and students who are committed to our mission of a classical liberal arts education.

JANUARY

- Lt. Governor Kerry Healey toured both buildings and spoke to our high school students. She commented on her certainty that students were working hard and that teachers were committed to their students' success. She mentioned the "heart" of the teachers – their caring attitude and their investment in their students. She told the students how lucky they were to attend our school. She has visited several schools around the state and from what she saw at Abby Kelley Foster, she could tell that this was a special place. Roberta Schaefer, of the MA Board of Education, State Representative George Peterson of Grafton, AKF Board Chairman Mary Beth Burke, and Board secretary Lea Christo were also on hand to greet the Lieutenant Governor.
- The Student Council volunteered at the Oddfellows in Worcester. Students played bingo with residents in order to get more involved in their community.
- "Donuts with Doris," an informal chat time with parents, provided an opportunity for parents to get to know each other, share strategies, and give the Head of School an inside look at parents' concerns.
- A critical piece of a classical liberal arts education is interdisciplinary study. The seventh grade team developed a project that demonstrated how we put this into action during an Ancient Egypt history class. Students toured the Worcester Art Museum to gain first hand knowledge of how difficult it must have been for people of ancient civilizations to make the mosaics. Students worked in collaborative groups to design their own mosaics with chunks of tile. The tie-in between art, history, and English language arts was completed when the students made "exhibit cards," similar to the museum's. Students then articulated the theme they were trying to express with the mosaics.
- The fifth and sixth grade book club offered students and parents an insightful and reflective opportunity to read and work together.

FEBRUARY

- Second and third graders enjoyed a fresh approach to Shakespeare's *Romeo and Juliet*. Elementary school parent, Diane Berg, presented it not as a love story, but as a fencing story. The presentation included some reproductions of weapons of the time. Students prepared a few scenes from the play to present in the Great Hall at Higgins Armory where Mrs. Berg works. This is yet another example of our classical liberal arts education and parents as partners in action.

- The Abby Kelley Foster music department is proud to present the *Valentine's Day Spectacular*, featuring the elementary and middle school band, choir, and strings programs.
- Students who participated in *Jump Rope for Your Heart*, sponsored by the American Heart Society, earned more than \$4300 for heart research.
- Last semester an ethics course was offered for the high school students. Stacey Johnston recently completed her culminating project, far exceeding the goals she had set with the instructor, Mrs. Jeneski. Stacey's work involved a number of activities designed to heighten students' awareness of abusive relationships in teens. She contacted a local social service agency and arranged to have a speaker talk to her classmates. She made posters and organized a clothing drive that garnered over thirty boxes of women and children's wear to donate to a women's shelter.

MARCH

- Grade 8 students and parents participated in a comprehensive review of the liberal arts program offered at the high school level. Ms. Severin, our Middle/High School Director, spoke about the distinctive character of our school, our high school course offerings, and graduation requirements.
- Robyn Stewart, Assistant Director of Financial Aid at The College of the Holy Cross, gave a presentation about the cost of college and how financial aid can help finance that education. A common theme throughout the evenings presentation was that what students do academically and what parents do financially NOW will have a big impact on each student's future prospects. Mr. Meegan also met separately with students to discuss how the choices and efforts a student makes in high school greatly influence admission to college.
- Jessica Brewster, Kindergarten teacher, contacted Nicole Tadgell, the illustrator of *Fatuma's New Cloth* and arranged for her to share her talents with the children at the elementary school. Nicole read her book and explained step by step how the book was born. She brought her sketches, photos and textiles. This was Nicole's first school visit, and she was thrilled to be here.
- Michelle Sarkisian, elementary school art teacher, has been displaying our students' artwork on Artsonia.com, a website where you may view your child's artwork and purchase items that use their drawings.
- Over 160 teachers, students and parents attended Worcester Ice Cat's Abby Kelley Foster Night at the Centrum.
- Nearly four hundred teacher candidates visited the elementary school for the Fourth Annual Charter School Recruitment Fair. More than twenty charter schools were on hand to talk to applicants about fall openings. Time after time we were told, "We've heard many good things about this school." When asked for details, candidates reported the high level of teacher

commitment, character education, the emphasis on music, rising test scores, and a controlled environment where students wear uniforms.

- Abby Kelly Foster Charter School became a PeaceBuilders school. PeaceBuilders is a set of values, a common language, and a way of life. By implementing the PeaceBuilders program within the middle and high schools, we hope to decrease inappropriate comments and bullying. The PeaceBuilders program will be a wonderful complement to our Green Team system at the elementary school and the character education goals of our charter.
- The Scholastic Book Fair was a great “Treasure Hunting” success. It not only provided children with affordable books to read, but your generous support enabled us to raise money for the school and provide books for classrooms.
- The AKF Chess Club participated in the Second Annual Millbury Scholastic Chess Game Day.
- In honor of Dr. Seuss’s 100th birthday, Joe Theroux, a storyteller performed a Seuss story for each class as well as the Theroux original story, “The Curveball Princess.”

APRIL

- Abby Kelley Foster students stole the show at *Catch a Rising Star*, a Worcester area talent show. Jesse Brusa and Ashley and Rebecca Corridori had the audience toe tapping when they danced to the catchy song, “That’s the Kind of Sugar Papa Likes.” Connor Lee tugged at their heartstrings with his rendition of “Where is Love?” Our students are our best ambassadors for Abby Kelley Foster.
- Peg Kirby, a clinical psychologist, spoke to parents and friends on the topic “Love and Logic.” The program is based on the parent training program called “Becoming a Loving and Logical Parent” designed by the Cline/Fay Institute to help parents raise responsible children.
- Abby Kelley Foster raised over \$2,500 in the *Pennies for Patients* fund drive to raise money for the Leukemia and Lymphoma Society. We thank coordinator, Laurie Kalil, and her sons for their patience and efficient organization of the collection.

MAY

- The school kicked off National Charter School Week with a celebration for the school community. More than three hundred parents and school staff were on hand for two fun-filled hours of good food, face painting and games organized by our high school students. This was a great way to gather and celebrate choice in public education.
- For the third year in a row Abby Kelley Foster art work was on display at the State House. Representative Peterson sponsored our elementary school students’ work during the first week following vacation.

- Grade 8 science teacher Ann Boover was involved in a bird migration research project, observing and listing the bird species that visit the AKF property. Ms. Boover was joined by Arlena Ferabolli, sophomore, at the Auburn Sportsman’s Club. Arlena helped identify the species of bird by looking through field guides.

JUNE

- Mrs. Lee hosted a gala celebration in the library for Mrs. Colburn’s second grade class. They continued reading for Six Flags even after receiving their tickets. Each student read for 2055 minutes!
- Twenty-four students from Grade 9 toured the neighboring St. Gobain (formerly Norton) Company. A multi-national corporation based in France, St. Gobain is a world-leader in the abrasives industry and is one of the largest employers in Central Massachusetts. The purpose of the trip was to introduce our students to a variety of possible career opportunities, such as engineering, manufacturing, human resources, and safety and security, information systems, and accounting.
- YouthGrow, a summer gardening program for local students ages 13-15, had fourteen positions available for paid internships. Of the more than forty students who competed, three AKF students completed the application and interview process successfully and will be working in a multi-part program this summer where they will learn to garden organically, take instruction from a professional chef, volunteer at a local food pantry, and organize a banquet.
- Mr. Kerr, our Kindergarten Instructional Assistant searched for a creative way to encourage his Kindergarten class to “stay green.” Finally he made a deal with them: if the whole class could stay green, he would shave his head. Well, they did, and he did! If you happen to be near the elementary school at arrival or dismissal times, be sure to thank Mr. Kerr for being such a good sport.
- The middle and high school band and choir performed at “A Night in Harlem” a program of songs and dance from the era of the Harlem Renaissance. The students performed in 1920’s costumes while parents – many of whom were also in costume – enjoyed a café atmosphere.
- Donna Finn’s daughter Caroline is a director at the Dr. Franklin Perkins School, a residential program located in Lancaster, MA, for children with behavioral and emotional disorders. Caroline expressed a need for recorded stories for the girls in her charge, some of whom are as young as five. AKF teachers and students responded by taping stories and purchasing books to send along with the tapes. The children at Perkins greatly appreciated their new “bedtime” stories and thanked the AKF contributors.

SCHOOL PROGRAMS AND COMMUNITY SERVICE

Students participated in the Cystic Fibrosis Walk, Community Reading Day, and a clothing drive for the Salvation Army, an eyeglass collection for the Lions Club and worked with Saint Gobain/Norton Company to promote environmental awareness, as well as numerous other activities.

The school offered Saturday morning MCAS preparation classes during the school year to enhance student academic skills. We continue to provide summer remediation and MCAS support classes for students in danger of retention and/or in need of MCAS assistance.

During the week of June 28, the School hosted *Camp Invention* for children in the Worcester community. *Camp Invention* is a nation-wide program that provides students the opportunity to discover innovative solutions through hands-on learning. The National Inventors Hall of Fame started *Camp Invention* as an educational outreach program in 1990. The camp features five hands on modules including, Problem Solving on Planet ZAK, Marbleous Inventions, Dig It: Ancient Inventors, AMAZing Games, and I Can Invent.

The School recognizes the need for child care beyond normal school hours and partners with the YMCA to provide an enjoyable, safe, and academically enriching after-school program for its students. The after-school enrichment program is an extracurricular supplement to services provided at the Abby Kelley Foster Regional Charter. It is a fee-based program, open to all children enrolled at the school. The after-school program is offered on regular school days, half-days, and during school vacation weeks throughout the school year.

A dedicated group of parent volunteers and community members was instrumental to the success of the academic and enrichment programs. Volunteers demonstrated tremendous support for the Community Reading Day Program, field trips and classroom activities. Parent volunteers donated countless hours over the course of year, supporting the classrooms and administrative offices. The students and faculty at Abby Kelley Foster Regional Charter School experienced the rewards of community service this past year. Teachers and students have formed lasting partnerships with area community organizations. Our teachers attended best practices workshops sponsored by both the traditional public schools and charter schools. The academic leadership team regularly attends the monthly Greater Worcester Principals' Breakfast to discuss curriculum, professional development, staffing concerns and budget issues.

WORCESTER MUNICIPAL SAFETY CABINET

The Worcester Public School system was awarded an Emergency Response Management Grant. The goal of the project was to review and update crisis response plans and procedures in the private, parochial and public schools in Worcester and how they interface with public safety agencies and emergency management.

Abby Kelley Foster was invited to serve on this Municipal Safety Cabinet. Members of the cabinet met monthly to discuss and establish training workshops, drills in all areas of mitigation/prevention, preparedness, and response and recovery plans to improve the abilities of schools to deal effectively with crisis situations.

MASSACHUSETTS CHARTER SCHOOL ASSOCIATION

Abby Kelley Foster continues to play an active role in the Massachusetts Charter School Association. The goals of the Association are to provide regular forums for charter school constituents to discuss the challenges, best practices, and successes of their schools, to disseminate innovative ideas, and to advocate policy on a state wide level.

This year proved challenging for the supporters of charter schools. Parents, teachers, and students contacted, met with and wrote letters in support not only of Abby Kelley Foster but charter schools statewide. Charter schools provide the families in our community with a choice in public education, and our parents wanted their voices to be heard.

THE MATH/COMPOSITION PARTNERSHIP

The School teamed up with the Holliston Public School District to develop a Math/Composition Partnership project which targets student progress on the MCAS over the next two years in mathematics in the middle school and writing/long compositions. The creation of technology based math and writing labs in both schools fosters an environment of flexibility and promotes student success in math concepts and English/language arts compositions using *Inspiration* and word processing software. The math lab is equipped with *CLEAR Math* and *Explore Learning*, and every student develops an understanding of how the computer can be used as a learning tool while developing expertise in mathematics. Teachers simultaneously develop an understanding of how the computer can be used to gather data and assist in analyzing student strengths and weaknesses. In the wireless writing lab, students learn to write effectively using technology-based strategies to organize a first draft, rethink, revise, and improve their compositions. Students share and critique their work with one another in the class and across the partnership. The partnership was made possible through a \$100,000 technology grant.

SCHOOL PERFORMANCES

Our school performances support the School's mission and demonstrate our dedication to the fine arts. The outstanding commitment and instruction of our music department have established Abby Kelley Foster as a leader in the fine arts community.

The elementary music program has made great progress over the years. Students begin using Orff instruments in Kindergarten; add recorders in grade three; and a full complement of string, brass, woodwind and percussion instruments by grade five. General music classes from Kindergarten to grade four participate in musical productions that highlight their vocal and instrumental talents as they perform for classmates, other grade levels, and their parents and families. These performances include drama, dance, singing, and instrumental arrangements.

We continue to foster a positive atmosphere for our students to explore performance opportunities outside the immediate school community as well. Our students have benefited from this flexibility and have been able to, audition for and perform in community productions without penalty for missed school time. Abby Kelley Foster students performed in, *A Christmas Carol* and *Titanic* to name a few.

One of our middle school students is a regular performer on *ZOOM*, the national PBS television series. We also continue to offer private and group lessons during and after school for students who wish to develop their musical proficiency.

PARENT SATISFACTION SURVEY SPRING 2004

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am satisfied with the overall education my child receives at Abby Kelley Foster.	44%	47%	7%	2%	1%
I am satisfied with the school's teaching methods.	39%	47%	11%	2%	1%
I am satisfied with the school's philosophy.	36%	51%	11%	2%	0%
I have a clear understanding of the school's mission.	36%	51%	10%	2%	1%
I am satisfied with the qualifications of my child's teacher.	47%	43%	6%	2%	1%
I am satisfied with the performance of my child's teacher.	49%	42%	6%	1%	1%
My child's teacher is available and open to my questions and concerns.	52%	35%	11%	1%	1%
Teachers adapt their instructional methods to their students' learning styles.	32%	47%	14%	4%	3%
I am satisfied with the school's method of communication about my child.	39%	40%	14%	5%	3%
I am satisfied with the school's method of communication about school events.	39%	42%	14%	3%	1%
I am satisfied with the quality of the school's writing instruction.	30%	56%	13%	1%	0%
I am satisfied with the quality of the school's math instruction.	32%	56%	7%	3%	1%
I am satisfied with class size.	31%	49%	15%	6%	0%
I am satisfied with the technology available to my child.	26%	42%	26%	5%	1%
I would like more school sponsored events with opportunities for parents to participate.	24%	41%	32%	3%	1%
My child feels safe at school.	49%	45%	3%	2%	1%

No Child Left Behind Report Card

April, 2004

This school report card includes information regarding the school's performance on the Massachusetts Comprehensive Assessment System (MCAS) by content area, grade level and for particular student populations. Comparison data from the state and from 2003 are also provided. The school has also provided information required by the federal No Child Left Behind act.

Part I Teacher Qualifications

The Abby Kelley Foster Regional Charter School, located in the Greendale neighborhood of Worcester, is a public school that offers students a classical liberal arts public education. We currently serve students in Kindergarten through Grade 10 and will add a grade per year until we become a K-12 school. New students may enroll in Kindergarten through Grade 5.

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

Enrollment	AKF	State
Ethnicity		
African American	14.1 %	8.8 %
Asian	4.1 %	4.7 %
Hispanic	14.9 %	11.5 %
Native American	0.2 %	0.3 %
White	66.6 %	74.6 %
Gender		
Male	50.3 %	51.5 %
Female	49.7 %	48.5 %
Selected Population		
Limited English Proficiency	0.0 %	5.0 %
Low-income	31.9 %	27.1 %
Special Education	9.9 %	15.6 %
Total Count	877	980,842

Certified teachers: **65.22%**

Teachers who passed the Massachusetts Test for Educator Licensure: **22.36%**

Highly Qualified Teachers: **88.71%**

Under current law, charter school teachers can either be certified or pass the Massachusetts Test for Educator Licensure within their first year of employment.

Definitions

Percent of teachers licensed: The percentage of teachers with Provisional, Initial, or Professional licensure (all teaching staff, including long-term substitutes). This information is not required from charter schools.

Percent of core academic classes taught by highly-qualified teachers: The percentage of staff, measured in "full-time equivalency", teaching in core academic areas that meet the NCLB definition of highly-qualified. To meet the definition, teachers must hold a valid Massachusetts license AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

Part II School Achievement in Mathematics and Reading

Massachusetts Comprehensive Assessment System (MCAS)

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

Performance Levels

Advanced (A) - Students demonstrate a superior understanding of challenging subject matter, and solve a wide variety of problems.

Proficient (P) - Students demonstrate a solid understanding of challenging subject matter, and solve a wide variety of problems.

Needs Improvement (NI) - Students demonstrate partial understanding of subject matter, and solve some simple problems.

Warning/Failing (W/F) - Students demonstrate minimal understanding of subject matter, and do not solve simple problems

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT						
Disabled	7	100				
GENDER						
Female	55	100	4	53	33	11
Male	42	100	2	31	43	24
ETHNICITY						
African American	12	100		33	33	33
Asian or Pacific Islander	2	100				
Hispanic	6	100				
Native American	1	100				
White	76	100	4	47	39	9
LOW INCOME	26	100		31	35	35
ALL STUDENTS						
2003	97	100	3	43	37	16
2002	92	99	0	10	59	32
STATE						
2003	75024	99	10	45	34	10
2002	75008	97	8	46	37	10
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT						
Disabled	7	100				
GENDER						
Female	55	100	9	18	60	13
Male	42	100	7	29	31	33
ETHNICITY						
African American	12	100	8	8	50	33
Asian or Pacific Islander	2	100				
Hispanic	6	100				
Native American	1	100				
White	76	100	9	25	49	17
LOW INCOME	26	100		15	50	35
ALL STUDENTS						
2003	97	100	8	23	47	22
2002	92	99	1	11	30	58
STATE						
2003	75339	100	12	28	43	16
2002	75682	98	12	27	42	19
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						

Grade 6 Mathematics

Students	#	%	A	P	NI	W/F
Disabled	2	100				
GENDER						
Female	28	100	7	21	36	36
Male	41	100	5	24	41	29
ETHNICITY						
African American	9	100				
Asian or Pacific Islander	4	100				
Hispanic	9	100				
White	47	100	4	28	47	21
LOW INCOME	25	100	4	20	24	52
ALL STUDENTS						
2003	69	100	6	23	39	32
2002	78	100	3	22	21	55
STATE						
2003	78040	100	16	26	32	26

Grade 8 Mathematics

Students	#	%	A	P	NI	W/F
Disabled	8	89				
GENDER						
Female	31	100	10	16	32	42
Male	28	97	18	36	11	36
ETHNICITY						
African American	4	80				
Hispanic	4	100				
White	54	100	15	24	22	39
LOW INCOME	5	100				
ALL STUDENTS						
2003	62	98	13	24	21	42
2002	64	97	9	14	42	34
STATE						
2003	78589	99	12	25	30	33
2002	74890	98	11	23	33	33

Grade 3 Reading

Students	#	%	A	P	NI	W/F
Disabled	14	100	NA	21	36	43
GENDER						
Female	48	100	NA	52	40	8
Male	50	100	NA	32	58	10
ETHNICITY						
African American	10	100	NA	30	50	20
Asian or Pacific Islander	6	100	NA			
Hispanic	13	100	NA	46	54	
White	69	100	NA	42	48	10
LOW INCOME	36	100	NA	22	64	14
ALL STUDENTS						
2003	98	100	NA	42	49	9
2002	88	100	NA	66	28	6
STATE						
2003	74114	100	NA	62	30	7

Grade 7 English Language Arts

Students	#	%	A	P	NI	W/F
Disabled	6	100				
GENDER						
Female	30	100	3	47	47	3
Male	25	100		32	60	8
ETHNICITY						
African American	5	100				
Hispanic	2	100				
White	48	100	2	42	52	4
LOW INCOME	13	100		38	62	
ALL STUDENTS						
2003	55	100	2	40	53	5
2002	81	100	1	48	37	14
STATE						
2003	79345	99	8	57	28	7
2002	76710	97	9	55	28	8

ENGLISH LANGUAGE ARTS

Student Group	Participation				Performance			Improvement		Attendance			AYP 2003
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	250	250	100	Yes	250	76	Yes	6.4	Yes	93	0	Yes	Yes
Lim. English	0	0	-	-	0	-	-	-	-	-	-	-	-
Spec. Ed.	27	27	100	Yes	27	56	No	8.1	Yes	92	-1.4	Yes	Yes
Free Lunch	75	75	100	Yes	75	66	No	6.4	Yes	93	-0.8	Yes	Yes
Afr. Amer	27	27	100	Yes	27	66	No	-1	No	94	-1.2	Yes	No
Asian or Pacif. Isl.	8	8	-	-	8	-	-	-	-	-	-	-	-
Hispanic	21	21	100	Yes	21	74	No	31.9	Yes	93	-1.8	Yes	Yes
Native American	1	1	-	-	1	-	-	-	-	-	-	-	-
White	193	193	100	Yes	193	78	Yes	5.1	Yes	93	0.3	Yes	Yes

Mathematics

Student Group	Participation				Performance			Improvement		Attendance			AYP 2003
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	229	228	100	Yes	228	63	Yes	15.3	Yes	93	0	Yes	Yes
Lim. Eng	0	0	-	-	0	-	-	-	-	-	-	-	-
Spec. Ed.	18	17	-	-	17	-	-	-	-	-	-	-	-
Free Lunch	56	56	100	Yes	56	50	No	11.3	Yes	93	-0.8	Yes	Yes
Afr. Amer	26	25	96	Yes	25	55	No	12.4	Yes	94	-1.2	Yes	Yes
Asian or Pacif. Isl.	6	6	-	-	6	-	-	-	-	-	-	-	-
Hispanic	19	19	-	-	19	-	-	-	-	-	-	-	-
Native American	1	1	-	-	1	-	-	-	-	-	-	-	-
White	177	177	100	Yes	177	67	Yes	17.5	Yes	93	0.3	Yes	Yes

Adequate Yearly Progress History										
	English Language Arts					Mathematics				
Students	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
Aggregate	Yes	Yes	No	No	Yes	Yes	Yes	No	No	Yes
All subgroups	N/A	N/A	N/A	N/A	No	N/A	N/A	N/A	N/A	Yes

Schools Identified for Improvement												
Abby Kelley Foster Regional Charter Public Schools												
	English Language Arts						Mathematics					
School	1999	2000	2001	2002	2003	Status	1999	2000	2001	2002	2003	Status
Abby Kelley Foster	Yes	Yes	No	No	Yes	SNI	Yes	Yes	No	No	Yes	SNI

Additional Data Definitions:

African-American - A person having origins in any of the black racial groups in Africa.

Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands and Samoa.

Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

Native American - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community attachment.

White - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Limited English Proficient: a student whose first language is a language other than English who is unable to perform ordinary classroom work in English.

Low Income: An indication of whether the student meets ANY ONE of the following definitions of low income:

1. The student is eligible for free or reduced price lunch; or
2. The student receives Transitional Aid to Families benefits; or
3. The student is eligible for food stamps.



FINANCIAL PROFILE

BALANCE SHEET

Abby Kelley Foster Regional Charter School

STATEMENT OF NET ASSETS (UNAUDITED)

June 30, 2004

Current Assets	
Cash and Cash Equivalents	\$ 2,516,547
Accounts Receivable	<u>334,285</u>
Total Current Assets	2,850,832
Fixed Assets (net of accumulated depreciation)	
Musical Instruments	57,888
Computers and Peripherals	169,805
Text and Library	244,928
Instructional Materials	81,937
Furniture and Fixtures	137,231
Leasehold Improvements	<u>1,780,553</u>
Total Fixed Assets	2,472,342
Total Assets	<u>\$ 5,323,174</u>
Current Liabilities	
Accounts Payable	\$ 541
Accrued Payroll and Related Expenses	268,036
Other Accrued Expenses	<u>30,250</u>
Total Current Liabilities	298,827
Long-Term Debt	<u>297,993</u>
Total Liabilities	596,820
Net Assets	<u>4,726,354</u>
Total Liabilities and Net Assets	<u>\$ 5,323,174</u>

STATEMENT OF ACTIVITIES

Abby Kelley Foster Regional Charter School

STATEMENT OF ACTIVITIES (UNAUDITED)

Year ended June 30, 2004

Revenues:	
Revenue from State Sources	\$ 7,459,838
State Grants	170,028
Revenue from Federal Sources	487,757
Meal Program Revenues	174,410
Other Revenues	<u>59,281</u>
Total Revenues	8,351,314
Expenses:	
Direct Personnel	2,968,970
Indirect Personnel	633,196
Administrative Personnel	744,034
Taxes and Benefits	<u>717,967</u>
Total Compensation	5,064,167
Professional Services	235,708
Vendor Services	891,890
Administrative Expenses	149,416
Instructional Expenses	175,706
Facilities	1,742,473
Other Operating Expenses	<u>97,752</u>
Total Expenses	8,357,112
Change in net assets	<u>\$ (5,798)</u>

FISCAL YEAR 2005 BUDGET

Abby Kelley Foster Regional Charter School

FISCAL YEAR 2005 BUDGET

Revenues:

Revenue from state sources	\$ 8,938,000
State Grants	167,000
Revenue from federal sources	501,000
Meal Program Revenues	95,000
Other Revenues	<u>61,000</u>
Total Revenues	9,762,000

Expenditures:

Direct Personnel	3,638,700
Indirect Personnel	784,871
Administrative Personnel	796,080
Benefits	<u>893,000</u>
Total Compensation	6,112,651
Professional Services	135,000
Vendor Services	925,000
Administrative Expenses	168,100
Instructional Expenses	188,750
Other Operating Expenses	122,400
Facilities	<u>1,215,210</u>
Total Operating Expenditures	8,867,111
Principal Repayment	255,423
Musical Equipment	7,500
Text/Library Books	100,000
Instructional Materials	50,000
Furniture and Fixtures	75,000
Leasehold Improvements	175,000
Computers and related equipment	<u>145,000</u>
Total Capital Outlay/Debt Repayment	807,923

Total Expenditures 9,675,034

Change in net assets \$ 86,966