

Benjamin Franklin Classical Charter Public School

Annual Report 2003 - 2004

Benjamin Franklin Classical Charter Public School

201 Main Street

Franklin, Massachusetts 02038

www.BFCCS.org

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2. The school has met the majority of its school performance goals.
3. The school has successfully disseminated best practices by participating in workshops, presenting at conferences, and compiling a collection of K-8 interdisciplinary projects titled “Ben’s Best.”
 - See note in this Annual Report about efforts already underway to increase grade 8 science MCAS scores by aligning our grade 8 science curriculum with the Massachusetts Curriculum Frameworks.

This 2003-2004 Annual Report is also full of examples and data indicating that the school is fulfilling its mission by honoring the school’s four pillars: character education, community service, parents as primary educators, and the Core Knowledge Curriculum. With the school’s academic, artistic, and external testing successes, and with implementing the school’s four pillars, the school remains a thriving, happy, and successful place for children to learn and thrive. By creating a uniquely successful school and by disseminating best practices, the school is fulfilling its own mission and that of the charter school legislation.

This is my fourth and last year as Head of School. I have been honored and delighted to be part of both this school and of the experimentation in democracy and education that is at the heart of the charter movement.

Ruth Gass
Head of School
June 2000 – June 2004

MCAS Data

In 2003 the Average Raw Scaled Score is recorded in terms of a Proficiency Index.

MCAS Grade 3 Reading

Number of BFCCS Students Tested in Current Year:

46

	Advanced			Proficient			Needs Improvement			Warning			Average Raw Scaled Score		
	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State	BFCCS	Franklin	State
1998															
1999															
2000															
2001				96%	80%	62%	4%	17%	31%	0%	2%	7%	36	33	30
2002				84%	80%	67%	13%	19%	27%	2%	2%	6%	33	33	30
2003				78%	75%	63%	22%	21%	30%	0%	3%	7%	94.0	91.4	85.2

BFCCPS proficiency index was 2.6 points higher than that of Franklin and 8.8 points higher than the State.

For the 2004 school year BFCCPS Grade 3 Reading are the only MCAS scores that we have received. The 2004 scores exceed those from the State, and the Franklin School District, scores are not yet on the public record.

The MCAS scores for 2003 –2004 for grade three are significantly higher than they were for the previous two years. Our extensive commitment to examining ELA may have helped these scores. In particular, our work in the third grade with the Writer’s Workshop Program helped improved our students’ skills as both writers and as readers.

- Reporting how we plan to address our eighth grade science MCAS scores, our lowest scores
- Reporting on our Adequate Yearly Progress (AYP)

Comparing BFCCPS and the Franklin School District (FSD) 2000 and 2003 MCAS scores:

There are many measures of the school's academic improvement and success. One dramatic measure is noted by comparing the MCAS scores for BFFCS and FSD for 2000 and 2003. As noted in the chart below, in 2000 all BFCCPS MCAS scores were below those from the Franklin School District; in 2003 BFCCPS scored higher than the FSD on six out of eight MCAS tests based on the combined advanced/proficient categories.

MCAS COMPARISON 2000 and 2003

TEST	Percentage Combined 2000 Advanced/ Proficient		Percentage Combined 2003 Advanced/ Proficient	
	BFCCS	Franklin	BFCCS	Franklin
Grade 3 Reading	*	*	78	75
Grade 4 ELA	14	40	85	75
Grade 4 Math	54	71	79	65
Grade 4 Science	79	85	*	*
Grade 5 Science	*	*	87	73
Grade 6 Math	*	*	86	54
Grade 7 ELA	*	*	86	90
Grade 8 ELA	79	82	*	*
Grade 8 Math	41	52	75	49
Grade 8 History	8	13	*	*
Grade 8 Science	*	*	26	69

*=No test given

Grade	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
1	81.7	84.8	92.0	84.0	80.0	87.0	88.0	82.3
2	90.0	90.5	96.8	94.0	92.0	88.0	94.0	87.0
3	94.0	92.0	90.0	88.0	94.0	91.0	91.0	87.0
4	86.0	90.0	87.2	88.0	92.0	92.0	93.0	
5	91.0	82.3	87.5	83.0	84.0	85.0	83.0	
6		83.5	78.3	83.0	80.0	93.0	89.0	
7			87.0	83.0	86.0	84.0	88.0	
8				85.0	87.0	84.0	78.0	
Mean	88.5	87.2	88.4	86.0	86.9	88.0	88.0	85.4

CAT Math (regular conditions)

Grade	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
1	82.0	77.0	90.0	86.0	84.0	83.0	92.0	88.0
2	94.8	95.0	98.4	96.0	90.0	87.0	71.0	90.0
3	73.5	93.0	87.7	85.0	91.0	89.0	91.0	88.0
4	79.3	93.0	95.0	93.0	91.0	94.0	94.0	
5	83.0	87.3	88.0	92.0	91.0	94.0	93.0	
6		90.5	90.5	89.0	91.0	95.0	96.0	
7			89.0	85.0	85.0	93.0	93.0	
8				78.0	80.0	92.0	93.0	
Mean	82.5	89.3	91.2	88.0	87.9	90.9	90.4	88.7

The low math score in 2002-2003 for grade 2 math was improved in 2003-2004. Last years second graders as this years third graders scored in the 88% and this years second graders scored in the 90%.

This year BFCCPS students took a different version of the CAT than in previous years. We had been told by the testing company that the norms are harder to obtain under the newer version of the test, and we are delighted by our continuing high scores.

Internal Accountability Results

As was noted in the opening letter from the Board Chair, one of the major accomplishments of this past year was the collection of data on the internal aspects of the Accountability Plan. Each teacher was given a form for each section of the internal accountability plan for which each was held accountable. Teachers were asked to include rubrics, copies of tests, and samples of work, among other items. As a result, the school is beginning to collect an archive of its work and standards as well as a clear way to collect information needed for the internal parts of the Accountability Plan. The information below comes from that vast amount of data collected from the teachers.

Language Arts

Goal from the BFCCPS Accountability Plan:

75% of the tested students will score 80% or better on an internally designed grammar test.

In grades one through eight, end of the year grammar tests were given to students based on the grammar requirements listed in both the Core Knowledge Sequence and in the State Frameworks. In every grade at least 75% of the students scored 80% or better on year end grammar tests.

History

Goal from the BFCCPS Accountability Plan:

75% of tested students will score 80% or better on the internally designed and administered year-end test on Core Knowledge history that was studied during the year.

In grades five, six, and eight year end tests on Core Knowledge history that was taught were given, and in each of those grades at least 75% of the students scored above 80%.

Geography

Goal from the BFCCPS Accountability Plan:

80% of the tested students will score 85% or better on an internally administered geography test.

In grades 5, 6 and 8, eighty percent of the students scored 85% or better on internally administered geography tests based on the Core Knowledge curriculum.

Humanities

Goal from the BFCCPS Accountability Plan:

80% of students in each Humanities class will master the skill elements articulated by the individual rubrics for each representative project.

In summary, this part of the Accountability Plan requires that each humanities teacher design a project that tests and showcases students' skills, knowledge and presentation skills within one area of the core curriculum.

Last year the BFCCPS was awarded a Dissemination Grant from the Massachusetts Department of Education to publish a book of representative samples of projects from each grade to send to educators and legislators. In addition, the school invited teachers from other schools to learn more about these projects in a seminar presented at BFCCPS. The book, "Ben's Best", is enclosed with this Annual Report and that is a compilation of humanities projects reported in last year's Annual Report. We will disseminate this year's projects in some form.

Following is a list of this years humanities projects:

Kindergarten: Writing and illustrating books based on Aesop's Fables

First Grade: Writing and presenting a timeline of student's lives to help them understand the idea of chronology.

Second Grade: Completing a unit on Immigration during which students read from actual diaries about passages to America, recreated arriving at Ellis Island, wrote stories about their own families, and presented at an evening for parents.

