

Mission Statement

It is the mission of the Martha's Vineyard Public Charter School to create a public school that will cultivate lifelong learners in a multi-aged, project-based setting.

Within an environment, that models interdependence as the foundation of society,

The *individual* student will learn to direct his/her own learning.

The *group* will make decisions together and recognize the unique contributions of each member.

The *community* will support and interact with the school body.

The Martha's Vineyard Public Charter School has shown that individualized and carefully monitored progress can be attained in a public school.

Specific adaptable innovations of the MVPCS include the following:

- Community interaction and service
- Student-driven curriculum
- Flexible block scheduling
- Real projects from meaningful practical themes
- Authentic assessment
- Collaborative teaching and learning
- Democratic governance
- Multiage grouping
- Parent, student, and teacher partnerships

Program Specifications

Director: Robert M. Moore

Grades Served: Kindergarten through Twelfth

Age Levels: Five through Twenty

Student / Teacher Ratio: 1:8.4

School Day: 8:20 - 3:10
School began on September 4, 2003. There were 180 days of instruction.

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Executive Summary

August 1, 2004

The Martha's Vineyard Public Charter School continued to celebrate the 'individual' through the many talents each of our community members offers to the school, during the 2003-2004 school year. In addition, the school continued to emphasize the importance of 'community', and the responsibility that each of us holds towards contributing to the success of the school. The school embraced this challenge of balancing the needs of the individual and the needs of the larger group.

The school community marked the accomplishments of its four high school graduates in June 2004. Celebrating the achievements of the graduates included recollecting their contributions to the school. The growth of our high school program, the development of the school's governance structure, the emphasis on the importance of community service, and the high school's utilization of the portfolio and juried exhibition requirement are all due in part to each of the graduates' hard work and dedication.

The 2003-2004 school wide goals included assessing the world language and physical education programs. We fielded suggestions from our community that helped the school move these programs forward in our five-year strategic plan. The school revised its progress report format, and the changes were received well by the parent body. Finally, based on the statistical work the school did for its 2003 Annual Report, the mathematics program received a higher degree of attention, both in and out of the classroom.

The Department of Education's eighth year site visit and the Coordinated Program Review, conducted this spring, affirmed the school's excellent reputation. We welcomed the auditors and visitors as we realized the rewards that evaluations reap especially when performed by outside entities. The preparations for these visits allowed the school community to self-assess its work, revisit its mission statement, and clarify its goals for the future. This was a positive and informative experience for all members of our community, and positioned us well to undergo our charter renewal site visit during the 2005-2006 school year.

The school is proud of its viable position in the educational fabric of the Island and is committed to the families who have chosen the school as their school of choice. Moreover, the school continues to dedicate itself to honoring the students with sustained vigilance and reflection about the work that is done on their behalf. It is our intent that the following Annual Report illustrates this dedication.

Respectfully submitted,

Robert M. Moore, Director

The President of the Board of Trustees

August 1, 2004

Our school's eighth year was one of continued organizational stability and programmatic growth and refinement. Under the direction of our able and respected Director, faculty worked collaboratively to strengthen academic programs in ways that will be explained throughout this report. They worked with the administration to show quantifiable measures of student growth in learning through our unique, "authentic," individualized Assessment Tool. Through an array of enriching, "hands-on" experiences, our students engaged in learning throughout the community and "off-island" world. A few of many examples: project-period camping/hiking trips in the spring, weekly mentoring of almost fifty students by business and artist volunteers, our middle school trip to Italy, a high school delegation to the Model UN in New York during which one of our students received Honorable Mention for her exemplary work, and middle-and-high-school team participation in the state and national "Botball" competition (a robotics event). In "Artists in Residence" programs, our students learned from dozens of community artists and experts on subjects ranging from dance to karate, from darkroom photography to ceramics. Each student had three different eight to ten-week experiences. These are but a few of the ways our school continues to develop into a reflection of our charter's goals of a school that cultivates life-long learners through individual, group, and community support, contributions, and interaction.

The Board functioned smoothly and effectively, mindful of the Strategic Plan it adopted in July. Our three new members quickly engaged themselves and assumed responsibilities. A dozen faculty members presented reports to the Board at regular monthly meetings to inform members about curricular areas and the ways they are working diligently to meet state Curriculum Framework standards and achieve strong MCAS scores. Through a dissemination grant, the Director, a faculty member, the Board President, and the Development Director developed and presented a workshop three times to members of the Massachusetts Charter School Association on the topic, "Working Together to Develop an Effective Board of Trustees." The workshop outlines some of the ways we have successfully cultivated a positive, constructive working relationship between our administration and Board.

Our school is in a strong position to enter its ninth year and prepare for our second charter renewal process.

Respectfully Submitted,

Susan Phelps, President
MVPCS Board of Trustees

Academic Program

Goal One: All MVPCS students will demonstrate competency as indicated by external measures in the curricular areas of Math and English Language Arts.

Measure 1: Each grade will perform in the Mastery (76-99) category as reported in terms of an Objectives Performance Index (OPI) in the curricular areas of Reading, Language and Mathematics, as indicated on the TerraNova Survey.

Measure 2:

Each grade of students will score in the top quartile (76-99 National Percentiles) in the tested curricular areas of Reading, Language, and Math according to the TerraNova CTBS Survey. Each grade is comprised of all students at each grade level for a particular year.

Measure 3:

The Mean Normal Curve Equivalent (MNCE) scores of the Grade 6, 7 and 8 cohorts (three or more years at the MVPCS) will be 65 or higher in Reading, Language, and Math as measured by the Terra Nova CTBS Survey.

Measure 4:

Grades 4,6,7 and 8 will meet or exceed the state wide Proficient/Advanced percent results in Math and/or English on the MCAS tests.

Measure 5:

Eighty five percent of third graders will score at or above grade level as measured by the Developmental Reading Assessment during the spring evaluation session.

Goal Two: All MVPCS students will demonstrate academic progress as indicated by the Martha's Vineyard Public Charter School's Internal Assessment Instrument in the curricular areas of Math and English Language Arts.

Measure 1:

More than 75% of students will reach Apprentice or Practitioner levels in Math and English Language Arts as indicated by the Internal Assessment Instrument at the end of their two-year cycle within a particular classroom (Grades 4,6,8).

Governance

Goal One: The MVPCS will maintain strong organizational viability by demonstrating sound financial practices.

Measure 1:

Actual and proposed budgets for each school year will show effective allocation of resources to ensure effective school programs.

Measure 2:

Yearly balance sheets will show that the school is fiscally sound and maintains adequate (20% of total budget) cash reserves.

Measure 3:

Yearly submission of audited financial statements will demonstrate that the school is responsible and prudent with public resources.

Goal Two: The MVPCS will maintain a strong level of parent satisfaction.

Measure 1:

The Annual Parent Survey will indicate that at least 80% of parents responding will Agree or Strongly Agree that they are satisfied with their experience at the MVPCS.

Measure 2:

Parent and student participation in Personal Education Plan Conferences will exceed 95%.

Measure 3:

One hundred percent of parents will contribute to the school's Annual Drive.

Goal Three: Student enrollment and full-time faculty retention will be stable.

Measure 1:

Student applications to available openings will average a 2:1 ratio.

Measure 2:

Enrollment will be between 155 -160 students.

Measure 3:

The five year average of the annual student retention rate in Kindergarten through Grade 8 will exceed 90%.

Measure 4:

The five year average of the annual full-time faculty retention rate will exceed 90%.

Unique Program Areas

“It is the mission of the MVPCS to create a public school that will cultivate lifelong learners in a multi-aged, project based setting....Education is most meaningful when the student is invested in the studies by choice. The curriculum evolves out of student needs and student choice in conjunction with the MA Curriculum Frameworks....At the core of the MVPCS educational program is the belief that self-directed learning is the deepest learning. The educational program of the MVPCS is designed to empower students to learn how to direct their own learning while sharing in the community’s resources. An environment of mutual respect is fostered where success is applauded and mistakes can be made during the daily process.”

MVPCS Charter

Goal One: Schoolwork will be project based.

Measure 1:

Each age group will host at least one Project Exhibition during each semester.

Measure 2:

Two 8-10 day successful “Project Periods” will occur during each school year. Successful Project Periods include active student participation in all class activities and public exhibitions of student’s accomplishments, which may include oral, written or multimedia presentations.

Goal Two: Students will make measurable progress in becoming self-directed learners.

Measure 1: Data from the “Charter Learner Assessment Tool” will indicate that more than 75% of students at the end of their two-year cycle in a particular classroom have achieved Apprentice or Practitioner levels.

Goal Three: MVPCS will instill in its students an understanding of and appreciation for the schools five “Rights”:

- 1. To feel safe in mind, body, and spirit.*
- 2. To have personal property reserved for personal use, unless loaned or given to someone else.*
- 3. To have needs, aspirations and responsibilities acknowledged and respected.*
- 4. To be him/herself as long as s/he is responsive to others.*
- 5. To have a clean, tidy and vandalism free campus.*

Measure 1:

Every classroom will thoroughly explore, in developmentally appropriate ways, the definition of each right during the first month of school. The rights will be posted in every classroom.

Measure 2:

Independent experts who visit the school throughout the year will conclude in over 80% of cases that students “always” or “usually” demonstrate the five rights in their daily interactions.

Martha’s Vineyard Public Charter School

2003-2004 Annual Report

Curriculum Guide

The MVPCS follows the Massachusetts Curriculum Frameworks to structure and guide curriculum development at all levels.

Project Based Learning opportunities using thematic integrated curriculum are prevalent in the classrooms on a daily basis. The individualization of instruction, student choice, public exhibitions of achievement, and community service are vital aspects of the school's Project Based Learning pedagogy.

Kindergarten

Reading

The Guided Reading instruction is an opportunity to work with small groups focusing on specific topics or stages of literary development using a variety of literacy games that help promote peer learning.

Writing

The goals for beginning writers include recognition of lower and upper case letters, recognition of letter/sound correspondence, and the use of inventive spelling to understand picture/text relationship. Fine motor, prior knowledge; attention level and interest areas are the focus areas of these beginning writers.

Math

The Everyday Math textbook series introduced at this level facilitates understanding of math concepts, which include number sense, patterns, and geometry. Math concepts are introduced throughout the school year through a variety of activities and games.

Social Studies

The students are encouraged to focus on building a healthy and unified community. Cooperation, responsibility, respect, and trust are daily areas of focus as they relate to the school's Bill of Rights. Throughout the thematic studies during the year, the students explore varying global attributes to help them understand their relationship to others.

Science

A number of activities encourage students to investigate, question, experience, and experiment through the process of discovery and inquiry. Critical thinking and research skills are goals of the program.

Community

The island community plays a large role in the entire classroom experience. Visits to people and places on the Island enhance the studies. For example, journeys to fish markets, boat builders, commercial fishermen, and a charter boat fishing trip augments the classroom study of oceans.

Six through Eight-Year-Old Program

English Language Arts

The language arts program is based upon Guided Reading principles. The students work with a teacher in small, flexible, multi-age teams based on similar needs. Reading skills addressed include phonics, decoding strategies, fluency, and comprehension. Language arts centers offer the students self-directed activities around the room that develop their skills and enjoyment of literature. In addition, the students participate in author studies and library visits. The students write throughout the curriculum addressing penmanship, spelling, and vocabulary. Writing Workshop involves drafting, using inventive spelling, conferencing, editing, revising, illustrating, and publishing.

Mathematics

The Everyday Mathematics program is used at this level. The students are divided into first and second year groups. The continuous two-year program introduces, revisits, and reinforces numerous concepts and skills. Daily whole group discussions encourage the use of mathematical vocabulary, and guide the students as they make connections and learn problem-solving strategies. These are followed by hands-on activities, cooperative math games, and independent journal work. Components of the curriculum include geometry, measurement, data, diagrams, graphs, numeration, patterns and algebra, operations and computation.

Social Studies

Social studies is interwoven within thematic studies and the two-year curriculum coincides with the Massachusetts Curriculum Frameworks of history and geography, economics, civics and government. At the beginning of each year, the children are introduced to the school's pillars and Bill of Rights. These founding principles guide the children as they conduct themselves independently and interact with others in the learning community. Social studies based themes include exploration of heritage and the world, patriotic signs and symbols, and famous historical figures. Literature such as folk tales, historical fiction, and non-fiction texts help the students to research within these themes. Map skills using a variety of maps and globes are used in both social studies and science.

Science

Inquiry based learning drives the science portion of the thematic studies curriculum. This involves the children in questioning, predicting, exploring, observing, and recording the world and experiences around them. Research skills using nonfiction texts along with hands on science experiments and activities are included. Within the two-year span, the themes include the study of Earth and Space, Dinosaurs, The Ocean, Simple Machines, The Human Body, and Nutrition. The class uses the Island community to complement its science studies.

Specials

Physical Education, Music, Art, Drama, and electives (Artists in Residence) are part of each student's week.

Eight through Ten-Year-Old Program

English Language Arts

The curriculum integrates content area themes with language arts skills. “Quick Writes”, which are brief responses to a topic or question, help increase writing comfort and fluency.

Compositions that are more formal include focused correction areas during which students practice general and individualized writing skills. Reading takes place independently as well as in supervised small groups everyday. Read aloud is tied to content areas with selections from many genres. The spelling program utilizes the close ties between spelling and phonics and allows each to reinforce the other, using words that have been chosen for structural as well as phonetic generalizations.

Mathematics

Students are organized into two grade level groups that meet five days a week using the Everyday Math Program. The program is organized into units of study that spiral back throughout the year, which gives students the opportunity to be repeatedly exposed to previously learned skills. Components of the curriculum include measurement, multiplication, and division, place value, decimals and fractions, algebraic formulas and geometry.

Social Studies

The social studies curriculum focuses on themes during the two-year cycle to study Massachusetts and its cities and towns from the time of the arrival of the Pilgrims, North American political and physical geography, and one early civilization. The students work on writing and research skills, cooperative learning, and citizenship through the social studies curriculum.

Science

Thematic units are the core of the science curriculum revolving around the study of plant and animal life cycles, adaptations, electricity and magnetism, rocks and minerals, matter, weather and climate. Inquiry, observations, predictions, questioning, hypothesizing, and conclusions are present in all scientific investigations.

Specials

Physical Education, Music, Spanish, Art, and electives (Artists in Residence) are part of the weekly activities for each student.

Ten through Twelve-Year-Old Program

English Language Arts

The English language arts program is focused on literature, composition, and word study. Classics, Fantasy, and the Poetry Anthology are major components of the literature program during this two-year cycle. Composition includes narrative, persuasive, and expository writing. Word study involves vocabulary, spelling, Greek and Latin root words, prefixes, suffixes, phonics, and dictionary skill work. Thematic units used during the two-year cycle are Courage, Historical Fiction, and School Literacy Publication. The students' understanding of literacy is assessed using the Leslie, Caldwell, Gambrell, and Ekwall-Shanker assessment instruments.

Mathematics

The mathematics program uses a hands-on problem solving approach guided by the Connected Mathematics Series. Number sense, statistics and probability, patterns, relations and functions, and geometry and measurement are focused whole-group units during the two-year cycle. Weekly assessments of student understanding in the form of "warm-ups" direct individualized and whole-group instruction. In the course of two years, students become adept at reading and interpreting their own MVPCS Math Assessment Tool to set independent math goals for themselves. Individualized lessons and practice materials help students meet these goals. Fifth grade students meet as a group 2 times a week to practice computation skills using teacher-designed worksheets and math games and sixth grade students meet as a group an additional 2 times a week for Math MCAS preparation.

Social Studies

The thematic driven curriculum includes US History, exploration, colonization, slavery, World Geography, the American Revolution, colonization, and Native American studies. Research and analysis of nonfiction texts, secondary and primary sources, oral presentations, art, theater, music, poetry, chart and map study are all used to gain a greater understanding of history, economics, civics and government, and geography.

Science

The Science program uses an active, inquiry-based approach to discovery. The two-year cycle studies Electricity and Magnetism, Astronomy, Environmental Science, Geology, Physics, Life Science, Physical Science, the Island Ecosystems, Molecules, Sound, and Light. Active exploration, experimentation, observation, class discussion, nonfiction literature, writing, and projects are the strategies used to enhance learning. The Island and its resources are an integral part of this curriculum.

Specials

Each student's week includes World Language, Art, Physical Education, and Electives (Offerings and Artists in Residences). Each student is invited to participate in the school's Mentorship Program.

Twelve through Fourteen-Year-Old Program

English Language Arts

The program uses a reading and writing Workshop Model in which large blocks of time are designated to reading and writing. Short story, essay, memoir, grammar, poetry, biography and autobiography, literary analysis, and individual research projects are units of study. Language arts lessons focus on spelling patterns, etymology, vocabulary, and parts of speech.

Mathematics

The math text, Connected Math, set the course of study of the strands of Number Sense and Operations, Patterns, Relations, and Algebra, Geometry and Measurement and Data Analysis, and Statistics and Probability. Students study elements of graphing linear equations and inequalities while exploring the workings of a graphing calculator. Small and large group instruction is consistently part of the pedagogy.

Social Studies

During the two-year cycle students begin with an exploration of the Americas and the first human inhabitants of the North American continent. Students examine the transformation of America from an agrarian to industrial society. The group searches for the meaning and evidence of the beginnings of American democracy through reading primary source documents such as the Magna Carta, the Declaration of Independence, and the Constitution. Students explore the Africans in America, the development of slavery, and take an in-depth look at the causes and effects of the US Civil War. During the second year students examine the archeological and genetic evidence for African genesis and human migration across the globe. A review of Geography concepts and the development of Neolithic and the Early Civilizations of China, India, Egypt, Mesopotamia, Crete and Phoenicia follow this. Major focus is devoted to the transformation of cultures over time, religious and social connections between groups, and their systems of belief and government in Classical Greece, and Rome. After the group's trip to Italy, the class begins Facing History and Ourselves, a study of the Holocaust and Human Behavior. Students engage in an examination of racism and prejudice and the power of individuals to oppose hatred while creating a multi-media exhibition of courage honoring those who refused to commit crimes and fought against racism and fascism.

Science

The program covers the strands of Inquiry, Physical Science, Life Science, Earth and Space Science, and Technology and Engineering. Using the Island as a classroom, the learning experiences include scientific observations of different ecosystems. Investigation, lab and fieldwork, and individual research are cornerstones of this program.

Specials

Each student studies Art, World Language, Physical Education, and Electives (Offering and Artists in Residence classes) each week. Each student is invited to participate in the school's

Mentorship Program.

High School Program

The High School program is divided into two separate programs with a set of distinct goals. The 'First Years' (ninth and tenth grades) program is classroom and curriculum centered offering a variety of project based learning experiences in preparation for the 10th grade MCAS tests. The 'Penultimate and Ultimate Year's' program is driven by independent research experiences, referred to as portfolios and juried exhibitions, under the supervision of the faculty. In addition, the students are required to demonstrate 12th grade understandings as outlined in the Massachusetts Curriculum Frameworks.

The First Years Program

English

The English program is literature-based using novels, short story, essays, poetry, and non-fiction. A Shakespeare study is an annual curricular component. Group and independent reading is an important part of the program. Creative writing, mastery of narrative and expository writing, and literary analysis are aspects of the program. Opportunities to explore creative writing and poetry through the Writing Workshop Model are provided. Vocabulary and literary terminology are also emphasized.

Mathematics

Math is designed to be an integrated two-year program of algebra, geometry, number sense, and probability and statistics. Students study linear, quadratic and exponential equations, the rules governing geometric relationships among symmetry, volume, and area. The group solves and graphs linear equations throughout the year. Learning of the subject matter incorporates the use of the graphing calculator and geometry software.

Social Studies

The two-year course of study concentrates on World History from 500 CE to the present. History, politics, geography, and economics are constantly intertwined in the students' research, projects, and activities. The use of primary and secondary sources to support research is the focus of independent research

Science

The program investigates logic and the scientific method in the studies of evolution, expansion, geology, energy, meiosis and mitosis, genetics and DNA, Physical Science, and chemistry. Lab work, journal entries, observations, experiments, and oral presentations are demonstrations of student understanding.

Specials

Physical Education, Art, Electives, Community Service Learning, and World Languages are part of each student's week. In addition, each student participates in a weekly mentorship with an

Island adult in an area of interest to the student.

The Penultimate and Ultimate Years Program

English

World and American Literature are examined during this two-year program of study. Drama, novels, poetry, short stories, essays, and speeches are examined. Students are asked to write poetry, fiction, self-evaluations, review essays, author studies, and speeches. Vocabulary and word etymology are focused on in this program.

Math

The course explores new applications to the standard curriculum and the four strands of number sense, patterns and relations, geometry, and statistics and probability. Pascal's triangle, the binomial theorem and combinatorics, matrices, properties of number systems, geometric proofs related to finite networks, trigonometry, exponential and logarithmic functions, and properties of discrete and continuous distributions are concepts introduced and studied in this program.

United States History

The themes of civics, government, and America in the world are interwoven throughout this course of study, which specifically looks at the US in the 19th and 20th centuries. The Supreme Court, the Stock Market Crash of 1929, the Constitution, the Depression, FDR, Cold War, Viet Nam, The Bill of Rights, terrorism, and propaganda are topics studied in depth during this course.

Science

The class selects the subject of this course. The two most recent course syllabi were Environmental Science and Astronomy. A broad range of subjects is interwoven into each course including statistics, technology, economics, business law, history, and social science.

Portfolio and Juried Exhibition

The course prepares the students to successfully complete required five portfolios and one juried exhibition during their last two years of High School, required for graduation.

Specials

Each student participates in Physical Education, Community Service Learning, Art, Electives, and World Languages each week. In addition, each student is engaged in a weekly mentorship with an adult in an area of interest to the student.

Offerings, Project Period, & Artists-in-Residence

In addition to addressing student interests during the daily classroom structure, the MVPCS put great emphasis on the afternoon Offerings, the two week Project Periods in January and June, and the ongoing Artists-in-Residence Program.

The Offerings are electives offered to the ten through fourteen-year old-students. They take place on Monday and Friday afternoons. During these classes, teachers share a variety of learning experiences with students, which often center on the teacher's own interests and hobbies. Some of this year's courses titles were: *Homework Club, Math Minds, ABC Quilts, Theater Skills, Mentorships, Independent Art, Aromatherapy, Botball, Knitting, Comfortable Reading, Skate Park, Play Writing, Gardening, Yearbook, Out and About Photography, Hiking, Sketching and Reflecting, How Did They Do That?*

Project Period takes place twice a year, the first two weeks of January, and the last two weeks of the school year. The students select a two-week course of study from an array of courses designed by the faculty. Curriculum connections to the MA Curriculum Frameworks as well as the assessment rubrics are the foundation of each course. Each course requires a public exhibition of the work accomplished during the two week, sixty hour course. Course titles during the 2003-2004 school year were: *Shakespeare and the Renaissance, Community Service, Commedia D'elle Art, Walkabout 2004, Save Our Seas, Quest, ART!, Independent Study.*

The Artists-in-Residence Program has existed since the school first opened. Every student in the school has the opportunity to participate in these weekly, Wednesday afternoons, multiage classes. Students engage in a variety of artistic endeavors while directly learning from the experts. Course titles for this year included: *Wheel Throwing, Introduction to Photographic Design, Creative Memories, Art and the Small Farm, Knitting, Theater Skills, Black and White Photography and the Darkroom, Aikido, Drawing and Sketching, Introduction to Drawing, Experimenting With Art, Comedy Improv, Farm Life and Crafts, Gnomes and Their Homes, Animation Plus, Woodworking, Theater Skills, Introduction to Dance and Yoga.*

External Standardized Tests

The *TerraNova Survey* was administered in March 2004 to students in Grades 3 through 11, in the curricular areas of Math, Science, English Language Arts and Social Studies.

The *MCAS* was administered in April and May 2004 to students in Grades 3, 4, 5, 6, 7, 8, and 10.

The *Developmental Reading Assessment* was administered to students in Kindergarten through Grade 3.

TerraNova CTBS Survey

Goal One: All MVPCS students will demonstrate competency as indicated by external measures in the curricular areas of Math and English Language Arts.

Measure 1: Each grade will perform in the Mastery (76-99) category as reported in terms of an Objectives Performance Index (OPI) in the curricular areas of Reading, Language, and Mathematics as indicated on the TerraNova Survey.

Content Area & Objectives	Grade 4	5	6	7	8
Reading					
Basic Understanding	96	92	90	89	91
Analyze Text	94	94	91	95	87
Identify Reading Strategies	79	86	82	88	87
Evaluate/Extend Meaning	82	89	88	89	89
Language					
Writing Strategies	87	84	83	85	81
Editing Skills	86	89	82	77	79
Sentence Structure	82	86	79	89	80
Mathematics					
Data/Stats & Probabilities	92	78	78	83	75
Number /Number Relations	84	79	77	84	81
Computation & Estimation	84	78	69		
Measurement		75	69		
Geometry & Spatial Sense				85	59
Patterns, Functions, Algebra				87	71

Summary: The objectives in the content areas in Reading and Language were areas of Mastery for Grades 4-8. Mastery was seen in Grade 4, 5 and 7 Mathematics. Grades 6 and 8 showed Mastery to Partial Mastery of the Mathematics objectives. The school continues to target the areas of Grade 6 and 8 Mathematics as areas for attention.

Goal One: All MVPCS students will demonstrate competency as indicated by external measures in the curricular areas of Math and English Language Arts.

Measure 2: Each grade level (3-8) will perform in the top quartile and at Mastery level (76-99) as reported in National Percentiles by the TerraNova CTBS Survey.

National Percentiles of TerraNova Survey Results (1999-2004)

Reading	Language	Math
	Grade 3	
84/80/80/90/83	66/73/86/69/73	81/68/82/81/91
	Grade 4	
76/74/95/85/90/88	75/85/95/80/84/85	88/69/89/81/78/87
	Grade 5	
70/86/92/89/91/91	61/78/85/73/82/81	47/78/76/63/72/76
	Grade 6	
70/67/77/72/88/85	54/70/77/80/85/80	55/58/71/68/78/74
	Grade 7	
82/82/67/75/88/92	60/75/74/60/81/87	52/60/53/60/69/82
	Grade 8	
74/84/73/74/79/86	53/81/74/74/70/77	56/70/60/65/77/64

Summary: All Grades achieved Mastery level performance in all curricular areas except for Grade 3 (Language), Grade 6 (Math) and Grade 8 (Math). Grade 5 has shown positive consistency during the last two years (78/74). All grade levels in each of the curricular areas have shown consistent growth over this six-year period. The school continues to monitor its math program closely through regular staff meetings.

Goal One: All MVPCS students will demonstrate competency as indicated by external measures in the curricular areas of Math and English Language Arts.

Measure 3: The Mean Normal Curve Equivalent (MNCE) scores of the Grade 6, 7 and 8 cohorts (three or more years at the MVPCS) will be 65 or higher in the curricular areas of Reading, Language and Math as measured by the TerraNova CIBS Survey.

Cohort 'A' were grade 6 students during the 2003-2004 school year. (11 students)

Cohort 'B' were grade 7 students during the 2003-2004 school year. (7 students)

Cohort 'C' were grade 8 students during the 2003-2004 school year. (10 students)

Cohort	Test Year	Reading	Language	Math	Total Score (NCE)
A	2002	75	70	71	76
	2003	76	71	61	67
	2004	71	68	63	70
B	2001	85	85	76	88
	2002	84	78	58	78
	2003	81	79	72	79
	2004	82	81	72	82
C	2001	78	71	64	75
	2002	73	75	63	73
	2003	79	74	63	75
	2004	70	65	63	70

Summary: Each cohort scored at or above 65 in each of the curricular areas except Cohort A (Math) and Cohort C (Math). Math continues to be the target area for improvement throughout the school, particularly in grades 6 & 8.

2003 MCAS Results

Goal One: All MVPCS students will demonstrate competency as indicated by external measures in the curricular areas of Math and English Language Arts.

Measure 4: Grades 4, 6, 7, and 8 will meet or exceed the State wide Proficient/Advanced percent results in Math and English Language Arts on the MCAS Tests.

Proficient/Advanced % Results

		MVPCS	State	Difference
Grade 4	English	71%	55%	+16
	Math	71%	40%	+31
Grade 6	Math	28%	42%	-14
Grade 7	English	78%	65%	+13
Grade 8	Mathematics	46%	37%	+9

Summary: Grade 4 (English and Mathematics, Grade 7 (English) and Grade 8 (Math) exceeded the State wide Proficient/Advanced percent results. Grade 6 (Math) fell below the State average. The school continues to work diligently in bolstering the math results in grades 6 and 8 through professional development and regular math staff meetings. It is the school's belief that the second year of using the math text, Everyday Mathematics, in grades K-4 will begin to see positive results. The school continues to monitor its math program closely.

Developmental Reading Assessment

Grade 3 Spring, 2004 Results

This analysis uses Developmental Reading Assessment (DRA) results from spring, 2004.

Goal One: All MVPCS students will demonstrate competency as indicated by external measures in the curricular areas of Math and English Language Arts.

Measure 5: Eighty five percent of third graders will score at or above grade level as measured by the Developmental Reading Assessment during the spring evaluation session.

On Grade Level scores are 24, 28 or 30. Above Grade Level scores are 34, 38, 40, or 44.

<u>Individual Student</u>	<u>Score</u>
Student 1	44
Student 2	38
Student 3	28
Student 4	28
Student 5	44
Student 6	30
Student 7	16
Student 8	44
Student 9	28
Student 10	44
Student 11	30
Student 12	44
Student 13	34
Student 14	44
Student 15	30

Summary: This chart shows that 93% of students scored at or above grade level on the Developmental Reading Assessment during the spring evaluation session.

Internal Assessment Performance Indicators

Martha's Vineyard Public Charter School Internal Assessment Instrument

The MVPCS Internal Assessment Instrument is fully implemented in all classrooms in the subject areas of Math, Science, English Language Arts, and Social Studies. This tool provides authentic assessment of student progress, guides instruction and curriculum development, serves as a vehicle for professional development, and informs parents of the educational growth of their children. This performance-based measurement is aligned with the MA Curriculum Frameworks and serves as a model of authentic assessment. It documents progress by using teacher-generated tests, portfolios, juried exhibitions, student self-evaluations, and teacher anecdotes as a means of assessing student performance. As students demonstrate skill, knowledge, and application, the teacher records the data. Using this instrument, five skill levels are identified: Novice, Beginner, Apprentice, Practitioner, and Flyer. Each curricular area and strand from the Math, Science, English Language Arts, and Social Studies MA Curriculum Frameworks is represented.

Internal Assessment Instrument Data

Goal Two: All MVPCS students will demonstrate academic progress as indicated by the Martha’s Vineyard Public Charter School’s Internal Assessment Instrument in the curricular areas of Math and English Language Arts.

Measure 1: More than 75% of students will reach Apprentice or Practitioner levels in Math and English Language Arts as indicated by the Internal Assessment Instrument at the end of their two-year cycle within a particular classroom (Grades 4, 6, 8).

Percentage of students performing at Apprentice or above

Grade 4	<u>English Language Arts</u> Language 70% Literature 90% Composition 70% Media 80% Total Average: 77.5%	<u>Math</u> Number Sense 70% Patterns 70% Geometry 70% Statistics 70% Total Average: 70%
Grade 6	<u>English Language Arts</u> Language 100% Literature 92% Composition 100% Media 83% Total Average: 93.8%	<u>Math</u> Number Sense 83% Patterns 83% Geometry 92% Statistics 100% Total Average: 89.5%
Grade 8	<u>English Language Arts</u> Language 100% Literature 93% Composition 100% Media 14% Total Average: 76.8%	<u>Math</u> Number Sense 64% Patterns 64% Geometry 71% Statistics 29% Total Average: 57%

Summary: All grades attained the objective of 75% of the students performing at the Apprentice or Practitioner levels in English Language Arts. Grade 6 attained the objective of 75% in Math. Grade 4 had 70% of the students attain Apprentice/Practitioner levels of performance and grade 8 had 57% attain such performance levels. The school continues to target the math curriculum as an area for attention.

Board of Trustees 2003-2004

Trustee Affiliation	Year Elected	Term Ends	Position	Committees
Susan Phelps Educator, Manager	1999	2004	President	Teaching & Learning Finance Building Task Force
Nelia Decker Librarian	2001	2006	Vice Pres.	Trusteeship (Co-Chair) Graduation
Amanda Hutchinson Business Owner	2003	2006	Secretary	Teaching & Learning
Selena Roman Educator, Business Manager	2002	2005	Treasurer	Finance (Chair)
Sam Berlow Technology Consultant, Business Owner	2003	2006		Trusteeship Technology Task Force
Marie Larsen Business Owner	2002	2005		Teaching & Learning Trusteeship
Bruce MacNelly Architect	2001	2004		Building Task Force (Chair)
Jim Newman Educator	2002	2005		Finance
Nancy Cole Grant Writer	2003	2004		Trusteeship (Co-chair) Teaching & Learning

Summary of Major Policy Decisions

The Board approved an updated Finance Policy at the November meeting, to clarify accounting and reporting procedures and the respective roles of administration and staff in the school's financial management.

Summary of Official Complaints

The Board received no official complaints during the 2003-2004 school year.

Student Demographics- June, 2004

Gender

<u>Number of Students</u>	<u>Gender</u>
87	Male
68	Female
<u>Total</u>	
155	

Race

<u>Number of Students</u>	<u>Race</u>
13	African American
139	White, not Hispanic
2	Native American
1	Asian
<u>Total</u>	
155	

Town of Residence

<u>Number of Students</u>	<u>Town of Residence</u>
4	Aquinnah
10	Chilmark
37	Edgartown
31	Oak Bluffs
39	Tisbury
34	West Tisbury
<u>Total</u>	
155	

Free and Reduced Lunch

<u>Number of Students</u>		<u>Percent</u>
4	Reduced Lunch	2.5%
11	Free Lunch	7%

Special Education

<u>Number of Students</u>	<u>SPED Prototype</u>	<u>Percent</u>
32	10	21%
1	20	.6%
1	70	.6%

Limited English Proficient

Number of Students

0

Linguistic Minorities

Number of Students

0

Suspensions

Number of Students

1

In School Suspension

2

Out of School Suspension (Code of Conduct violations)

0

Expulsions

Attendance Rate

Grades

Percent

95.5%

Student Applicants, Wait List & Turnover, June 2004

<u>Age</u> <u>as of 9/1/04</u>	<u>Number</u> <u>of Applicants</u>	<u>District</u> <u>of Residence</u>	<u>Number</u> <u>of Applicants</u>
5	32	Edgartown	10
6	5	MV Regional High School	1
7	4	Mashpee	2
8	6	Oak Bluffs	18
9	6	Tisbury	14
10	6	<u>Up-Island</u>	<u>24</u>
11	4	Total:	70
12	4		
13	2		
<u>14</u>	<u>1</u>		
Total:	70		

Total Number of Applications per Opening

<u>Age as of 9/1/04</u>	<u>Number of Openings</u>	<u>New Applicants</u>
5	14	32
6	0	5
7	0	4
8	0	6
9	0	6
10	3	6
11	0	4
12	2	4
13	2	2
14	1	1
Total:	22	70

Cumulative Waiting List: July 2004

<u>Grades</u>	<u>Number of Students</u>
K	14
1	21
2	14
3	12
4	18
5	9
6	10
7	16

Total: 114

Student Turnover Data

Mid Year

Three students left during the school year. One student went to the local elementary school. One student went to the local high school. One student dropped out of high school.

School Transfers for September 2004

Seven eighth grade students transferred to the Martha's Vineyard Regional High School at the end of the school year.

Two ninth graders transferred to the Martha's Vineyard Regional High School at the end of the school year.

Alumni Placements

Four students graduated from the Martha's Vineyard Public Charter School's High School on June 5, 2004.

All four students will begin college in September 2004. Two High School graduates from June 2003 will also begin their first year at college in September 2004.

Staff Profile

Director:	Robert Moore
FTE Teachers / Aides:	20
Average Years of Teaching Experience:	8.5
Average Years of Service at MVPCS:	4.5
Percent of Highly Qualified Teachers:	94%
Average Class Size:	12 students
Teacher Turnover:	1 teacher / advisor left at the end of 2004 to pursue another career. No teacher left during the school year.
Administrative Team Turnover:	None

Summary of Dissemination Activities

2000-2001 School Year

1. Put Internal Assessment Instrument in published form for distribution.
2. A web site for the Internal Assessment Instrument was created to allow for wider access.
3. Worked with a group of Island District teachers on four Saturday workshops on the topic of *Assessment* and produced a group project entitled, Stories in the Classroom.

2001-2002 School Year

1. The school held four collaborative workshops in spring 2002 with other local teachers on the topic of “Project Based Learning”.
2. The school focused on developing centralized information for Project Period including curriculum, course descriptions, and expectations.

2002-2003 School Year

1. Designed and offered a two week summer session (2002) in project-based learning using the themes of Robotics and Art. Charter School and MV School District teachers co-taught the two courses that served over twenty-five island students.
2. Presentation delivered at the Coalition Center for Essential School Reform Conference on Equity and Democracy on March 21, 2003. The school’s SPED Administrator, one teacher and a parent and student presented a workshop on the MVPCS’ development and implementation of the *Personal Education Plan*.

2003-2004 School Year

1. The director, president of the board, development director, and a teacher presented three workshops entitled, “Building a Board of Trustees”, using the MVPCS model as a foundation for the discussion. The group presented the first workshop in April 2004, at the Massachusetts Charter School Association’s Annual Conference at the College of the Holy Cross. The second workshop was held on Martha’s Vineyard for three other Massachusetts charter schools. The

third workshop will be held in August 2004 at the Massachusetts Charter School Association's Leadership Institute in Northampton.

Parent Involvement

Parent involvement has been an integral part of the success of the MVPCS and is one of the reasons many families have chosen to educate their children here. Parents are welcome to participate on many levels. We state clearly in our enrollment information and in a contract, which parents sign when they accept a space for their child that the parents are a critical part of the parent/teacher/child triangle. One hundred percent of families participated in at least two Personal Education Plan Conferences. We have not mandated parent involvement, but it is strongly encouraged and several mechanisms are in place for input and involvement.

Parent involvement expanded during the 2003-2004 school year. An increase in the number of parents helping in the classrooms, participating in book clubs, helping with grounds maintenance, and serving on a variety of school wide task forces has contributed to our vibrant school community. One hundred percent of families participated in this year's Annual Drive with a thirty percent increase in financial contributions from last year, attesting to parent approval and confidence in the school.

Parent Representatives

One representative from each advisory met with the Director and the Development Director on the first Tuesday of each month. This group of parents served as liaisons to the parents within their respective classrooms. The parent representatives and the Director discussed issues involving the academic program as well as school wide activities. It was an opportunity for the group to inform each other about events and activities taking place, either in the school or out in the community. These meetings gave the Director opportunities to explain and clarify aspects of the program, which the parent representatives then shared with other parents in their particular rooms. These meetings will continue during the 2004-2005 school year as we strive to involve parents in as many aspects of the school as possible and continue to enhance the communication links between school and home.

Parent Participation

Parents participated in school activities and school planning in numerous ways. Below is a listing of some of the areas in which parents were invited to participate during the 2003-2004 school year.

Parent Participation in School Activities

- Chaperones on field trips
- Mentors
- Mini-lessons
- Building and Grounds, i.e.: sign painting, plantings, and playground
- Lunch Program
- After School Tennis and Basketball
- Jurors on Student Assessment Panels
- School Book Fair and Library Celebration Day
- Community Service Learning
- Open Houses
- High School Graduation
- September Potluck Cookout
- Last Day of School Celebration
- Project Period
- Morning Meeting
- Theater Performances
- Student Portfolio and Exhibition Panels
- Community Building Activities

Parent Participation in School Planning

- Task Forces, Teacher Hiring Committees
- Standing Committees
- Board of Trustees
- Parent Roundtable Planning Meetings
- Fund Raising
- Phone Trees for the Classrooms
- Parent Representatives

Collaborations

The MVPCS continues to reach out to the island community to forge partnerships with organizations. We extend our sincere gratitude to the organizations listed below. We have been able to offer our students an education that truly utilizes the island, and the wider world, as their classroom because of these groups' commitment to our students.

Aids Alliance of Martha's Vineyard
Alateen and Alanon
Aquamarine Dockbuilders
Aquinnah Shellfish Hatchery
Beach Plum Inn
Bennett Solar Energy
Bodhi Path Meditation Center
Boston by the Sea
Boston Museum of Science
Cat Trap of Martha's Vineyard
Chilmark Elementary School
Creative Drama Workshop
Drum Workshop
Elder Services of Martha's Vineyard
Farm Institute
Featherstone of Martha's Vineyard
Felix Neck Wildlife Refuge
Herring Run Restoration Project
Island Food Pantry
Island Gymnastics Training
Istituto Comprensivo Statale
Native Earth Teaching Farm
Martha's Vineyard Amateur Astronomy Club
Martha's Vineyard Boys and Girls Club
Martha's Vineyard Community Services
Martha's Vineyard Garden Club
Martha's Vineyard Historical Society
Martha's Vineyard Hospital
Martha's Vineyard Regional High School

Martha's Vineyard Shellfish Hatchery
Martha's Vineyard Ice Arena
Martha's Vineyard Shipyard
MSPCA
Museum of Fine Arts
NAACP of Martha's Vineyard
North Tabor Farm
Oak Bluffs Police
Options in Education
Polly Hill Arboretum
Rotary Club
Retired Volunteer Service Corps
Senior Environmental Corps
South Mountain Company
Superintendent, Martha's Vineyard Public Schools
Trustees of Reservation
United States Coast Guard
Vineyard Gazette
Vineyard Haven Public Library
Wampanoag Tribe
Wellness Center of Martha's Vineyard
West Tisbury Elementary School
West Tisbury Landfill
West Tisbury Police
West Tisbury Public Library
Windmere Nursing Home
Woods Hole Oceanographic Institute

Teacher Evaluation Procedures

Teacher evaluation is considered an ongoing process of professional development. The goal is for teachers to reflect upon their practice throughout the school year, as they continuously seek ways in which to implement and expand upon strategies that work well for each of their students.

Methods for Teacher Evaluation

- Peer support
- Parent and student feedback
- Director observation, feedback, and dialogue
- Self-evaluation

Key Qualities Considered by the Director

The Director meets regularly with individual faculty members. The Director looks at curriculum, program planning, program structure, and a teaching process that reflects and includes:

- Recognition of different learning styles and individual development
- Student assessment
- Support and encouragement of self-directed learning
- Student involvement in the learning and assessment process
- Clear expectations for students
- Helping students experience success
- Tone of classroom, relationships, peer interactions, teacher-student interactions
- Use of the MVPCS Assessment Instrument
- Annual participation in professional development opportunities
- Reflection on practice

Conclusions

- All teachers demonstrated distinct areas of strength.
- Areas that will be further addressed during the 2004-2005 school year are implementation of classroom strategies and programs based primarily upon standardized test results analysis, quantification of MVPCS Internal Assessment Tool data for each classroom, and continued in depth reflection on professional practice.

