

**MYSTIC VALLEY
REGIONAL CHARTER SCHOOL**

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ANNUAL REPORT

SCHOOL YEAR 2003-2004

MYSTIC VALLEY REGIONAL CHARTER SCHOOL

2003-2004

School Administration

Dr. Anthony Biegler
School Director

Eric Hieser (August- January)
*Assistant Director to the Upper School
Grades 7-10*

Gina McKinnon
*Professional Development Coordinator
Grades K-6*

Dr. John Mucci
*Director of Student Services
Interim Assistant Director to the Upper School*

Christopher Finn
Business Manager

Board of Trustees

Neil Kinnon
Chairman

Francis K. Brown II
Treasurer

Thomas Brennan
Secretary

Henry Gennetti

Janice Bissex

Leslie Williams

Board Committees

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Michael Casullo
Neil Kinnon

PERSONNEL & CURRICULUM

Leslie Williams – *Chair*
Lisa Greeley
Anthony Chiccuarelli

BUILDING

Thomas Brennan – *Chair*
Dennis Irving

TECHNOLOGY

Pat Miller – *Chair*
Mark Coughlin

Dear Mystic Valley Community:

With 2003-2004 completed we have finished our sixth successful year in existence. Once again we made continued improvements in our academic coursework, maintained high standards of performance both for our students and staff and continued to offer exceptional extra-curricular activities even during difficult economic times.

On the Massachusetts MCAS tests we had some outstanding results. In third grade reading for the first time in our history all students passed the exam. In our seventh grade English language arts category our district was ranked twenty-first in the state showing extraordinary improvement from when the same students took the fourth grade exam. Both of these results are a true testament to the outstanding job that our staff does on a day-to-day basis and over multiple grades and years.

Perhaps the most notable event of the year was our certification as an “Official Core Knowledge School.” This event took three years of hard work on the part of the entire staff. During the annual Core Knowledge Convention, in Atlanta Georgia, Mystic Valley was awarded with our certificate and at the same time we were determined to be the first visitation school in the Northeast United States. What this means is that the Core Knowledge Team believed so much in what our school is accomplishing that it will send others looking to become “Core Knowledge Schools” to visit us to see how it is done.

On other fronts we are in the final stages before we begin construction and renovation to our campus in Maplewood, we completed our official application to become an International Baccalaureate (IB) Program and our upper school staff will actually begin teaching the IB Program with our eleventh graders this year. To accomplish the latter we have brought on some talented new staff, to join our existing team, in order to help lead us in the right direction. Some days it seems difficult to believe that just a few short years ago Mystic Valley only went up to fifth grade.

As always, on behalf of the entire Board, I want to thank the leadership team, faculty and staff for maintaining diligence in working every day toward our mission of providing the opportunity of a world class education to every child. I also want to thank the PTO, Booster Club and all of the parents who volunteer their time and effort on behalf of our school. All of you continue to make MVRCS the best school in the region and it is why people are literally lining up hoping to get the chance to send their children here every year. All of our children will ultimately benefit thank you.

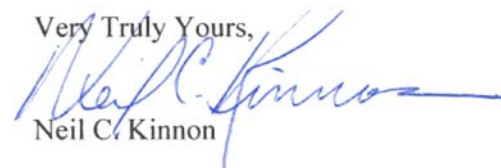
Very Truly Yours,

Neil C. Kinnon

TABLE OF CONTENTS

EXECUTIVE SUMMARY	5
SCHOOL PROGRAM	
Mission Statement	6
Student Transportation and Food Service	6
Computer/Technology	6
Enrollment Policy	6
Student Applications	6
Students on Waitlist	6
STUDENT PROFILE	
Special Needs/Limited English Proficient	8
Student Turnover	8
Attendance and Membership Rates	8
School Calendar and Hours of Operation	8
SCHOOL GOVERNANCE	
Trustee Meeting Schedule	9
Major Policy Decisions	9
Summary of Official Complaints	9
CURRICULUM DESIGN AND STAFFING	
Direct Instruction	10
Core Knowledge	10
Staff Information	10
ADDITIONAL INFORMATION	
Graduation Requirements	12
Alumni Placements	12
Parental Involvement	12
After-School Program	13
Library Resources	13
Community-Based Partnerships	14
Community Interest	14
SCHOOL PERFORMANCE	
Relation to Accountability Plan	14
External Testing - ITBS	14
External Testing - MCAS	16
Internal Assessments	19
SCHOOL FINANCE	22
ORGANIZATIONAL CHART	24

MYSTIC VALLEY REGIONAL CHARTER SCHOOL

Executive Summary

The Mystic Valley Regional Charter School opened in September 1998, to a diverse student population of approximately 510 children in grades K-5. Founded by a dedicated group of parents, educators, businesspeople, and civic activists, the school was designed to demonstrate the heights of academic achievement that all students can attain when the advantages of charter school governance are coupled with proven curricula, instructional techniques and ambitious academic standards. The founders sought to extend the promise of a world-class education to families throughout Malden and surrounding communities in order to give talented educators the opportunity to succeed in a safe and supportive work environment.

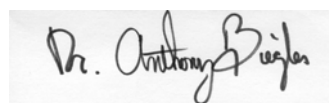
For school year 2003-2004, Mystic Valley educated over 1000 students from the Greater Malden Area between our two campuses in Malden and Melrose. Students will continue to be drawn from each of the six communities included in the school's region: Malden, Medford, Melrose, Everett, Stoneham and Wakefield. Ten additional communities were represented among the student body with Malden having the single biggest representation with over 450 students.

In the classical liberal arts tradition, the Mystic Valley Regional Charter School continues to provide a challenging core curriculum for all students, using research-proven curricula. Direct Instruction is used in the teaching of Reading, Language, Spelling and Writing in grades K-6. The school changed its Math program to Saxon Math (K-8) following school year 2001-2002, and the results have been positive (see Standardized Test Results). In order to prepare students well for a challenging high school curriculum, the Core Knowledge approach is used throughout the grade levels to provide consistent content and structure.

Direct Instruction (DI) has been crucial to the school's academic success. DI's mastery-based approach has been, and continues to be, essential to ensure competence before students proceeded to new material in reading, spelling and writing without delaying students who were ready to advance more quickly. Students are able to proceed through the curriculum according to a pace that meets their ability levels. This approach has set the tone for effective teaching based on the attainment of high learning standards. The essential emphasis behind this approach has transcended to other applications of the curricula.

Standardized test scores confirmed the remarkable learning gains achieved during the school's first six school years. Using the highly respected Iowa Test of Basic Skills, the school has shown drastic improvement of learning from the time that students arrived in September 1998 through the end of their sixth year of instruction ending in June 2004. **Throughout this time period, each grade-level class, as a whole, has maintained an above average ranking.**

In summary, the Mystic Valley Regional Charter School has met the founders' goals for academic performance and financial stability. The school has been fully enrolled from the onset while maintaining a waitlist of over 1,100 students. The school benefits from strong leadership, experienced management, highly skilled faculty, supportive parents, and hard-working students. A firm foundation has been established to support both the addition of eleventh grade in the 2004-2005 school year and the school's ultimate expansion to grade twelve.



Dr. Anthony Biegler

MYSTIC VALLEY REGIONAL CHARTER SCHOOL

MISSION STATEMENT

To establish a school which provides the opportunity of a world-class education. The prime characteristics being a well mannered disciplined and structured academic environment. One which promotes and incorporates certain core virtues, as well as, our common American culture, both which are embodied in our Declaration of Independence and our United States Constitution.

The Mystic Valley Regional Charter School was founded on the following principal:

- That a first-rate education is the birthright of every child,
- That all children can learn,
- That every child should be challenged to reach his or her full potential.

The overachieving goals of the school are to:

- Demonstrate the heights of academic achievement that public schools can routinely attain when the advantages of charter school governance are coupled with new academic standard,
- Offer area families new choices in public education,
- Create new professional opportunities for teachers that permit them to succeed,
- Graduate well educated, civic minded, principal adults capable of thoughtful, logical reasoning.

The Mystic Valley Regional Charter School served children in kindergarten through grade ten, aged five through approximately sixteen years old. Eleventh grade will be added in the 2004-2005 school year, and the school will continue to expand by a grade per year through grade 12.

STUDENT TRANSPORTATION AND FOOD SERVICE

Preferred Meal Systems, Inc. provides food service for the Mystic Valley Regional Charter School. Breakfast and lunch are served daily, with a varied menu featuring both hot and cold items. Food is brought to the school prepared or semi-prepared. School food service personnel assemble the meals and deliver them to the classrooms for consumption by the students. The school manages the free and reduced price meal program.

Joseph's Transportation, Inc. provides transportation services to the school out of its base in Medford, MA. Approximately 40 percent of the student population used the bus service, which is free of charge and open to all eligible students. Mystic Valley changed it's eligibility standard for school year 2003-2004. To be eligible, a student needed to live one and one half linear miles, or greater, from the school and live in the communities named in the charter. Eight routes service the region, which is composed of Everett, Malden, Melrose, Medford, Stoneham, and Wakefield. Students are transported to both the main campus in Malden and the upper school campus in Melrose.

MYSTIC VALLEY REGIONAL CHARTER SCHOOL

COMPUTER/TECHNOLOGY RESOURCES

For both of its campuses, The Mystic Valley Regional Charter School benefits from a site-based local-area network (LAN) in which the school's 232 computers (163 in Malden, 69 in Melrose) are connected to a central hub (in each location) structure and linked to the Internet via a cable modem provided by Comcast; this configuration allows a full 100Mbit/sec of bandwidth.

At least one desktop computer (Pentium 200MMX with 256K L2 Cache, 64MB RAM, and 16x CD-ROM) is in every classroom for both the teacher and the students. The LAN operates on a NT Server that supports the Windows 98 operating system or higher. Computers use either Netscape Communicator or MS Internet Explorer to access the Internet. As noted, the school's library uses the CIRC Library Circulation and Cataloguing System, which can be accessed from any desktop in the school.

The school has a computer laboratory at its main campus, housing 30 computers for the students in grades K-7. There are two-computer laboratories in the school's Melrose campus, totaling 60 computers, for the older students. 45 of the 90 computers in the various laboratories were purchased through funds obtained a private grant from the Walton Foundation.

ENROLLMENT POLICY/ADMISSIONS

All students in the Commonwealth are eligible for enrollment at the Mystic Valley Regional Charter School. Preference, as dictated by State law, is given to siblings of current students. Preference of regional applicants (Malden, Medford, Melrose, Everett, Stoneham and Wakefield) is given to those over applicants from outside the charter community. Students who are entering kindergarten must be five years of age before September 1 of the school year for which they are applying. The school does not discriminate based on race, religion, sex, learning ability, or any other basis prohibited by law, and does not accept new students after the fifth grade.

STUDENT APPLICATIONS

The following table outlines the number of applications received after the opening of school by grade level and town of residence. These applications were for school year 2003-2004.

Town	K	1 st	2 nd	3 rd	4 th	5 th	Total
Everett	64	13	8	8	12	5	110
Malden	136	23	20	15	15	14	223
Medford	25	5	5	5	4	5	49
Melrose	45	8	6	2	3	0	64
Stoneham	2	2	0	0	0	0	4
Wakefield	13	2	3	4	0	1	22
Other	34	14	10	10	8	13	89
Total	319	67	52	43	42	38	561

MYSTIC VALLEY REGIONAL CHARTER SCHOOL

STUDENTS ON WAITING LIST

The following table outlines the number of students on the school's waiting list at year's end by grade and town of residence. The grades are for school year 2004-2005.

City/Town	K	1 st	2 nd	3 rd	4 th	5 th	Totals
Everett	32	14	28	19	11	9	113
Malden	111	131	75	71	115	114	617
Medford	13	5	13	16	5	6	58
Melrose	17	8	18	6	4	1	54
Stoneham	1	2	0	0	0	1	4
Wakefield	1	2	5	6	0	1	15
Non-Regional	28	37	47	36	48	49	245
Totals	203	199	186	154	183	181	1106

STUDENT PROFILE

As of March 1, 2004, 1031 students were enrolled at the Mystic Valley Regional Charter School. Following is a demographic profile of the student population.

Race/Ethnicity	Number	Percentage	Gender	Number	Percentage
American Indian/Alaskan Native	10	1%			
Asian or Pacific Islander	93	9%	Male	526	51%
African American/Haitian Creole	134	13%	Female	505	49%
Hispanic	41	4%			
White	753	73%			

Residence	Number	Percentage	Residence	Number	Percentage
Arlington	1	.1%	Melrose	128	12%
Boston	1	.1%	Revere	17	1.6%
Chelsea	4	.4%	Saugus	17	1.6%
Everett	196	19%	Stoneham	27	2.6%
Haverhill	4	.4%	Tewksbury	2	.2%
Lynn	2	.2%	Wakefield	32	3%
Lynnfield	3	.3%	Woburn	3	.3%
Malden	459	45%			
Medford	135	13%			

*Please note percentages do not add up to 100% because of rounding.

NSL/SBP Eligibility	Number	Percentage
Free meals	124	12%
Reduced price meals	76	7%

STUDENTS WITH SPECIAL NEEDS/LIMITED ENGLISH PROFICIENCY

The following table outlines the number and percentage of special needs students by special education prototype:

Prototype	Number of Students	Percentage of Total Enrollment
502.2	108	10%
Total	108	10%

There were no students that qualified as having Limited English Proficiency.

STUDENT TURNOVER

Over the course of the 2003-2004 school year, 40 students withdrew from the Mystic Valley Regional Charter School. 35 students were admitted from the school's waiting list during the year.

MYSTIC VALLEY REGIONAL CHARTER SCHOOL

Reasons cited for the withdrawals as well as the number of students who cited each reason are listed in the following table:

Reason	Number
Curriculum concerns	0
Discipline problem	8
Facilities	0
Family issues	10
Former school a better match	2
Moved from area	18
Special needs issue	2
Length of day	0

The School Director and/or other members of the school leadership spoke to all parents at the time their children were withdrawn to determine the reason for the change. Sometimes there were multiple reasons; sometimes a single factor seemed to be the decisive factor.

AVERAGE DAILY ATTENDANCE AND MEMBERSHIP RATES

The school's average daily attendance rate for the 2003-2004 school year was 96% (987 of 1031). The average membership rate was 99.5% (1026 of 1031).

SCHOOL CALENDAR AND HOURS OF OPERATION

Instruction began for students on August 25, 2003 and ended on June 30, 2004. The total number of days of instruction during the 2003-2004 school year was 200. For students, the school day began at 8:00 a.m. and ended at 3:30 p.m.

The calendar for 2004-2005 includes 200 instructional days beginning August 25, 2004 and ending on June 30, 2005. The hours of operation will continue to be 8:00 a.m. to 3:30 p.m.

GOVERNANCE

All policies of the school are created and governed by the school's Board of Trustees.
See Attachment A for Organizational Chart

BOARD OF TRUSTEES MEETING SCHEDULE

Board meetings are customarily held in the Multi-Purpose Room on the second Thursday of the month at 7:00 p.m. Exceptions to this schedule are made when school is not in session.

SUMMARY OF MAJOR POLICY DECISIONS

In 2003-2004, the Board of Trustees of the Mystic Valley Regional Charter School:

- Sent faculty members to Professional Development Conferences for the continual development of an International Baccalaureate Diploma Program

MYSTIC VALLEY REGIONAL CHARTER SCHOOL

- Assigned Dr. Mucci as Director of Student Services
- Signed a long term lease extension with the Archdiocese of Boston for the property at 770 Salem Street in Malden
- Purchase of the building previously leased at 30 Laurel Street in Malden and the adjacent firehouse from the City of Malden.
- Henry Gennetti left the Board in February 2004
- Decided not to participate in the Federal Title 1 Program for 2003-2004

SUMMARY OF OFFICIAL COMPLAINTS RECEIVED BY THE BOARD OF TRUSTEES

It is the policy of the Board of Trustees of the Mystic Valley Regional Charter School to solicit written concerns from parents prior to the monthly Board meetings. This year several inquiries were discussed at the meetings. The issues included busing, the curricula of the school, facilities, standardized testing (both IOWA's and MCAS), and uniform policies, including policies regarding hair extensions, growth of athletic program and field space and the attendance policy of the school.

As required by law, the Board will follow the requirements for reviewing the complaint of any individual or group of a claimed violation of Chapter 71, Section 89. If such a circumstance arises, the Board will follow the procedure detailed in 601 CMR 1.08.

CURRICULUM DESIGN AND TEACHING METHODS

Great teachers and proven curricula are the keys to student success at MVRCS. Students in our elementary program are taught Language Arts and Reading through Direct Instruction and Mathematics using the Saxon K-8 Math Series. The Science and Social Studies curricula follow the Core Knowledge Sequence developed by E. D. Hirsch. In the upper grades the course of study prepares students for the International Baccalaureate (IB) program. Critical to successful implementation of our program is grade level planning done in teams. All courses are aligned with the Massachusetts Curriculum Frameworks and standards.

DIRECT INSTRUCTION

Direct Instruction (DI) is a research-based model for teaching that emphasizes well-developed, clearly designed lessons presented in small learning increments. The key beliefs of the DI are that teachers are responsible for student learning and that curriculum design is a key factor in student achievement. DI is a highly structured method of instruction, which features a well-sequenced plan of instruction for reading and language. As DI is based on the mastery learning philosophy, students are grouped and advance according to their individual progress.

CORE KNOWLEDGE

The Core Knowledge Sequence at MVRCS is a detailed outline of specific content in science, history and geography, language arts, math, visual arts and music. It provides a coherent foundation of learning while allowing teachers the flexibility to meet student needs. Core

MYSTIC VALLEY REGIONAL CHARTER SCHOOL

Knowledge is incremental in its philosophy, designed to encourage steady growth in student knowledge and skills throughout the K-8 years.

STUDENT/TEACHER RATIO

The number of full-time teachers and instructional assistants at the Mystic Valley Regional Charter School during the 2003-2004 school year, including all classroom, special education, and special subject teachers, were 88. Based on a total maximum enrollment of 1031 (March 1st), the ratio of students to teachers was under 12 to one. All 88 teachers were in compliance with the state requirements for teaching.

NAME	DEGREE	CURRENT POSITION	Yrs teaching	Yrs at MVRCS
Abel, K	MASTERS	Teacher, Kindergarten	7	4
Airo-Farulla, R	BACHELORS OF ARTS	Spanish Teacher	2	2
Amari, M	HIGH SCHOOL	Instructional Assistant, Grade 2	5	5
Anderson, I	MASTERS	Instructional Assistant, Grade 6	3	2
Baer, M	BACHELORS OF ARTS	Teacher, Kindergarten	4	2
Baglio, J	BACHELORS OF ARTS	Music Teacher	5	5
Barell, J	BACHELOR OF ARTS	Physical Education Teacher	1	1
Bessler, B	HIGH SCHOOL	Instructional Assistant, Kindergarten	3	3
Biegler, A	Ph.D	School Director-School Leadership	20	6
Bradford, G	MASTERS	History Dept Head	20	1
Bradford, M	MASTERS	Librarian	20	1
Bruno, M	BACHELORS OF SCIENCE	Special Education Teacher	2	2
Burke, A	MASTERS	Language Arts, Grade Seven	19	6
Butler, Jon	BACHELOR OF SCIENCE	Floating Teacher	5	1
Butler, K	BACHELORS OF ARTS	Instructional Assistant, Grade One	4	4
Butters, E	BACHELOR OF ARTS	Instructional Assistant, Kindergarten	1	1
Caron, L	BACHELORS OF SCIENCE	Teacher, Grade One	4	4
Carroll, D	HIGH SCHOOL	Instructional Assistant, Grade One	5	5
Catanzano, N	BACHELORS OF ARTS	Teacher, Kindergarten	2	2
Coleman, M	BACHELORS OF SCIENCE	Math Teacher, Grade Eight	5	2
Courtney, J	MASTERS	Lead Teacher, Grade Five	17	6
Cowdery, S	MASTERS	Science Dept Head	15	1
Craypo, J	BACHELORS OF ARTS	Floating Teacher	2	2
DeBenedictis, D	BACHELORS OF Science	Teacher, Grade Six	3	2
Dench-Irish, C	MASTERS	Spanish Teacher	3	3
Desmond, A	BACHELORS OF ARTS	Teacher, Grade Three	2	2
Devine, M	BACHELOR OF ARTS	Instructional Assistant, Grade One	1	1
DiVincenzo, N	BACHELOR OF ARTS	Floating Teacher	1	1
Donovan, S	BACHELORS OF ARTS	Teacher, Grade Three	3	3
Dorey, K	MASTERS	Lead Teacher, Grade Three	4	4
Drury, R	BACHELORS OF ARTS	Teacher, Grade Four	3	3
Duck, K	BACHELORS OF SCIENCE	Lead Teacher, Grade One	4	4
Faye, Jessie	BACHELOR OF ARTS	Instructional Assistant, Grade Two	1	1
Feldman, Z	BACHELOR OF ARTS	Math Teacher, Grade 7	1	1
Finn, C	BACHELORS OF ARTS	Business Manager-School Leadership	N/A	6
Fiorino, L	HIGH SCHOOL	Instructional Assistant, Kindergarten	6	3
Fitzpatrick, K	BACHELOR OF ARTS	Instructional Assistant, Grade Three	1	1

MYSTIC VALLEY REGIONAL CHARTER SCHOOL

Flaherty, S	MASTERS	Teacher, Grade Five	2	1
Griffiths, J	BACHELOR OF ARTS	Instructional Assistant, Grade One	1	1
Guerriero, D	MASTERS	Teacher, Grade Five	7	6
Herrera, A	BACHELORS OF ARTS	Spanish Teacher	2	2
Hieser, E	MASTERS	Assistant Director to the Upper School-School Leadership	21	2
Holden, S	ASSOCIATES DEGREE	Instructional Assistant, Kindergarten	4	4
Jaffe, B	MASTERS	Instructional Assistant, Grade Five	3	3
Johnson, K	MASTERS	History Teacher, Grade 8	6	3
Keane, C	MASTERS	Science Teacher, Grade Seven	4	4
King, C	BACHELORS OF SCIENCE	Lead Teacher, Second Grade	4	4
Kinnon, K	MASTERS	Special Education Coordinator	12	5
Knowles, B	BACHELORS OF ARTS	Teacher, Grade One	2	2
Lapointe, G	BACHELOR OF ARTS	Music Teacher	7	1
Laramee, B	BACHELORS OF SCIENCE	Teacher, Second Grade	3	3
Levine, H	MASTERS	Teacher, Grade Kindergarten	5	5
Lincoln, E	BACHELORS OF SCIENCE	Art Teacher	3	3
Loman, J	MASTERS	Teacher, Second Grade	2	2
Mahoney, C	BACHELORS OF ARTS	Teacher, Sixth Grade	3	2
McKinnon, G	BACHELORS OF SCIENCE	Professional Development Coordinator-School Leadership	8	6
Miller, S	BACHELORS OF SCIENCE	Physical Education Teacher	3	3
Moreno, P	MASTERS	Spanish Dept Head	10	1
Mostafa-Tithi, W	BACHELORS OF SCIENCE	Science Teacher, Grade Nine	2	2
Moynihan, M	BACHELORS OF SCIENCE	Special Education/History Teacher	2	2
Mucci, John	Ph.D.	Director of Student Services-School Leadership	23	1
Mucha, M	BACHELORS OF ARTS	Latin Teacher	5	1
Nichols, M	BACHELORS OF SCIENCE	Teacher, Grade One	2	2
Norris, K	BACHELORS OF SCIENCE	Lead Teacher, Grade Four	6	5
O'Connor, T	BACHELORS OF ARTS	Teacher, Grade One	2	2
Orbison, S	PH. D.	English Dept Head	20	1
Patterson, A	MASTERS	Instructional Assistant, Grade One	1	1
Peledge, Ja	BACHELORS OF ARTS	Teacher, Grade Eight Language Arts	4	4
Peledge, Ju	BACHELORS OF ARTS	Physical Education Teacher	2	2
Peledge, L	BACHELORS OF SCIENCE	Teacher, Grade Four	5	5
Peligrini, L	BACHELOR OF ARTS	Instructional Assistant, Kindergarten	1	1
Penhaligon, H	BACHELOR OF ARTS	Instructional Assistant, Grade Two	1	1
Pietro, T	BACHELORS OF SCIENCE	Spanish Teacher	3	3
Piscuineri, D	HIGH SCHOOL	Instructional Assistant, Kindergarten	1	1
Procopio, N	BACHELORS OF ARTS	Lead Teacher, Kindergarten	4	4
Roman, C	MASTERS	Math Chair	6	2
Rothberg, S	BACHELOR OF ARTS	Art Teacher	1	1
Rouleau, D	BACHELORS OF SCIENCE	Teacher, Grade Six	5	5
Samaha, A	BACHELOR OF ARTS	Teacher, Kindergarten	1	1
Sise, A	BACHELORS OF ARTS	Science Teacher, Grade Eight	1	1
Sugrue, L	MASTERS	Art Teacher	5	4
Sullivan, V	MASTERS	Teacher, Second Grade	4	3
Sutherland, D	BACHELOR OF ARTS	Instructional Assistant, Grade Four	1	1
Taplin, R	MASTERS	Special Education Teacher	7	4
Tortolano, L	MASTERS	Floating Teacher	1	1
Ungerelli, S	BACHELOR OF ARTS	Instructional Assistant, Spec. Ed	2	1

MYSTIC VALLEY REGIONAL CHARTER SCHOOL

Upton, D	MASTERS	Spec. Education Teacher	5	3
Wallace-Vaudo, B	BACHELORS OF ARTS	Teacher, Grade four	2	2
Walton, M	BACHELORS OF ARTS	History Teacher, Grade seven	2	2
Wassall, H	BACHELORS OF ARTS	Teacher, Grade Five	4	3
Waterman, A	BACHELORS OF ARTS	Teacher, Grade 3	1	1
Wolford, I	BACHELORS OF SCIENCE	Special Education Teacher	3	2
Young, J	MASTERS	Math Teacher, Grade Nine	10	1

STAFF TURNOVER

Eighty-six of the eighty-eight educational staff who started the year, completed the year (a 98% retention rate). One left for personal reasons and one did not return after having a child.

APPLICANTS FOR TEACHING POSITIONS

Faculty recruitment began in early Spring 2003 and lasted throughout the summer. Over 250 applications were received for the openings that were projected for school year 2003-2004. The school is a member school of Carney Sandoe and Company, TeachersTeachers.Com, Search Associates and The International Educator to assist in its continued search for dynamic teachers worldwide. The Leadership Team attended many job fairs and recruitment sites. There were also numerous advertisements in the local and regional newspapers.

GRADUATION/PROMOTION REQUIREMENTS

Explicit academic standards at each grade level serve as the basis for promotion at the Mystic Valley Regional Charter School. Teachers may recommend to the School Director for retention any students who receive below passing marks in one or more subjects. For kindergartners, teachers also consider students' social and developmental maturity in recommending promotion or retention. The School Director takes all such recommendations into account, including input from other appropriate faculty, e.g. the school nurse and/or special education personnel, before making final decisions concerning promotion.

The Mystic Valley Regional Charter School completed its sixth year of operation in June 2004, as a K-10 school. It will expand by a grade per year through grade 12. The school will therefore serve twelfth-graders in its eighth year of operation. Specific graduation requirements are:

All science, mathematics, language arts, history and foreign languages courses listed will be offered to all students.

- | | |
|--|---|
| <ul style="list-style-type: none"> 4 Units of English 4 Units in History 4 Units of Mathematics 4 Units of Science | <ul style="list-style-type: none"> 3 Units of Spanish 1 Unit of Latin 1 Unit of Integrated Technology 3 Electives |
|--|---|

Each student's program of study will have a strong academic core including mathematics, science, and language arts, history

ALUMNI PLACEMENTS

MVRCS graduated its third eighth grade class in 2003-2004. Of the 63 students that graduated in June 2004, 13 left the school to attend ninth grade somewhere else rather than

MYSTIC VALLEY REGIONAL CHARTER SCHOOL

MVRCS. Of these 13, all but 2 are going to local Private Schools. The school will graduate its first class in 2006.

PARENTAL INVOLVEMENT

Through the school's Parent Teacher Organization (PTO) parents provided ongoing support for the success of the Mystic Valley Regional Charter School. The PTO met periodically throughout the year, playing an important role in coordinating parent volunteers for school activities and fundraising.

Following is a summary of the various ways in which parents supported the school:

- Participated in civic parades
- Promoted social gatherings for parents
- Assisted in identifying enrichment activities for the school
- Organized Staff Appreciation Lunch
- Sponsored student Field Day
- Volunteered for Athletic Coaching

AFTER-SCHOOL PROGRAM

Recognizing the need and desire for child care beyond normal school hours, the Mystic Valley Regional Charter School once again selected Ed. Solutions, Inc. to provide a fun, safe, and academically enriching after-school program for its students. Their state-licensed, yearlong course of activities was open to students in all grades and designed to be engaging as well as educational. It is a fee-based program open to all children enrolled at the school. The after-school program is offered from 3:30 to 6:00 p.m. on regular school days and from 12:00 to 6:00 p.m. on half-days throughout the school year.

LIBRARY RESOURCES

The library at the Mystic Valley Regional Charter School contains over 2000 handpicked selections including a wide range of award-winning literature, poetry, and history classics. The school uses the CIRC Library Circulation and Cataloguing System, which are connected over a local-area network to desktop computers in each classroom. Desktop computers further support the library with Internet access for conducting research, Microsoft Encarta 99 encyclopedia software, subscribed to Cable-in-the-Classroom, a wide range of reference books, as well as a full-time librarian. There is a dedicated 30 computers in the school's Library for student use.

COMMUNITY-BASED PARTNERSHIPS

The Mystic Valley Regional Charter School worked with the Mayor's office of Malden on subjects ranging from transportation to school safety. Mystic Valley collaborated with the Lynn YMCA (swimming), Tufts University (crew) and the Malden Lacrosse League to promote extracurricular opportunities to students. Mystic Valley is also a member of the Malden Chamber of Commerce and is represented at the Malden Kiwanis Club. Mystic Valley also partnered up with local fire (Malden Fire Prevention).

MYSTIC VALLEY REGIONAL CHARTER SCHOOL

COMMUNITY INTEREST

The Mystic Valley Regional Charter School participated with the local communities in celebration of various holidays and special events by marching in parades or participating through different avenues. The school has also been the subject of articles and editorials in regional newspapers. The students of Mystic Valley visited many elderly homes to serve meals and entertain the residents of these communities. Mystic Valley also helps support the neighborhood 4th of July celebration by providing chairs and tables for this annual event.

SCHOOL DISSEMINATION EFFORTS

During school year 2003-2004 the Mystic Valley Regional Charter School was recognized by the Core Knowledge Foundation of Charlottesville, Virginia as an official Core Knowledge Visitation Site. Schools from around the country are encouraged by the Foundation to visit Mystic Valley as an example for the comprehensive implementation of the Core Knowledge Curriculum. In March 2004, the Twenty-First Century Charter School of Racine Wisconsin sent a delegation of teachers, administrators and parents to tour the facility.

In addition to being a Visitation Site, Mystic Valley was recognized at the annual Core Knowledge Convention in Atlanta, and a group of teachers presented to the entire delegation.

Mystic Valley also collaborated with the Boston College School of Education to develop a data analysis software package involving the correlation of MCAS, IWOA's and PSAT scores.

2003-2004 SCHOOL PERFORMANCE IN RELATION TO THE ACCOUNTABILITY PLAN

- *Accountability Plan Goal 1: The total student body (K-10) will achieve at least a year's growth (1.0) on their average core total scores for Reading, Math and Language, when measured using grade equivalent standards.*

Method of Assessment

- The IOWA Test of Basic Skills

Summary of Results

- Grade equivalent scores were used to examine the learning gains of same-class students over a one-year period. The total student body average was a positive 1.3. This total represents a one year and three month gain in a one full year time period. The analysis below indicated that the goal was exceeded.

2003-2004 Scores for Kindergarten Students on the ITBS for Fall 2003 and Spring 2004

Season	Reading	Language	Math	Core Total
Fall 03'	0.7	1.1	1.0	0.9
Spring 04'	2.0	2.3	2.0	2.0
Gains	1.3	1.2	1.0	1.1

ITBS Core Total Scores for Same Group of Students for Spring, 2003 and Spring, 2004

MYSTIC VALLEY REGIONAL CHARTER SCHOOL

Group Description- Grade in Spring, 03' Grade in Spring, 04'	Spring, 2003 ITBS Core Total Grade Equivalent	Spring, 2004 ITBS Core Total Grade Equivalent	Score Difference
Group A Kindergarten Spring 03' 1 st Grade-Spring 04'	2.0 R L M 2.2 2.2 2.0	2.7 R L M 2.8 2.6 2.6	0.7 R L M 0.6 0.4 0.6
Group B 1 st Grade-Spring 03' 2 nd Grade-Spring 04'	2.7 R L M 2.8 2.7 2.6	3.6 R L M 3.7 3.6 3.7	0.9 R L M 0.9 0.9 1.1
Group C 2 nd Grade-Spring 03' 3 rd Grade-Spring 04'	3.5 R L M 3.6 3.4 3.7	4.7 R L M 4.7 4.7 4.9	1.2 R L M 1.1 1.3 1.2
Group D 3 rd Grade-Spring 03' 4 th Grade-Spring 04'	4.7 R L M 4.8 4.6 4.7	6.4 R L M 6.1 6.7 6.6	1.7 R L M 1.3 2.1 1.9
Group E 4 th Grade-Spring 03' 5 th Grade-Spring 04'	6.2 R L M 6.0 6.4 6.3	7.1 R L M 6.6 7.5 7.2	0.9 R L M 0.6 1.1 0.9
Group F 5 th Grade-Spring 03' 6 th Grade-Spring 04'	7.4 R L M 7.0 7.9 7.4	9.1 R L M 8.5 9.9 9.1	1.7 R L M 1.5 2.0 1.7
Group G 6 th Grade-Spring 03' 7 th Grade-Spring 04'	8.6 R L M 8.1 9.0 8.7	9.9 R L M 9.5 10.1 9.5	1.3 R L M 1.4 1.1 0.8
Group H 7 th Grade-Spring 03' 8 th Grade-Spring 04'	10.8 R L M 10.4 11.7 9.9	12.4 R L M 11.7 12.9 12.5	1.6 R L M 1.3 1.2 2.6
Group I 8 th Grade-Spring 03' 9 th Grade-Spring 04'	11.4 R L M 10.3 12.3 11.4	12.9 R L M 12.1 13.1 13.3	1.5 R L M 1.8 0.8 1.9
(TAP test in 9 th Grade)			
R = Reading	L = Language	M= Math	Total Avg 1.3

Accountability Plan Goal 2: A cohort of grade level classes that have a sixth year history of ITBS scores will maintain an average percentile point gain above 15.

Standardized Test Results in Percentile Ranks for the Iowa Test of Basic Skills 1998-2004

Group Description Grade in Fall, 98' Grade in Spring, 04'	Fall, 1998 ITBS Core Total Percentile Rank	Spring, 2004 ITBS Core Total Percentile Rank	Score Difference
Group A Kindergarten-Fall 98' 5 th Grade-Spring 04'	86	81	-5
Group B First Grade-Fall 98' 6 th Grade-Spring 04'	54	85	+31
Group C 2 nd Grade-Fall 98' 7 th Grade-Spring 04'	58	79	+21
Group D 3 rd Grade-Fall 98' 8 th Grade-Spring 04'	77	84	+7
Group E 4 th Grade-Fall 98' 9 th Grade-Spring 04'	55	81	+26
			Average Gain +16.0

MYSTIC VALLEY REGIONAL CHARTER SCHOOL

Ninth grade students take the TAP test.

Method of Assessment

The Iowa Test of Basic Skills (ITBS)

Summary of Results

The average gain for the core total percentile ranks was **16.0**. This constitutes a significant school-wide gain in percentile rank over the period measured. When taking the fact that MVRCS began operations and the implementation of a full curriculum plan in the fall of 1998, the gains take an even greater level of significance. Another factor that lends credence to the significance of the accomplishment is that the students came to MVRCS in the fall of 1998 from six different cities in the Metro Boston area and from numerous schools within those cities. After being exposed to any variety of curriculum approaches to teaching reading, math and language, the students were taught these same subjects through a strict *Direct Instruction* approach.

The gains for Group B (+31), Group E (+26) and Group C (+21) were particularly significant. Gains of such magnitude in national norm percentile rank are rare in a measuring period that translates into four school years. In many cases where a new curriculum is implemented school-wide, gains in achievement levels are not expected in the first few years. Often a decline in scores is seen as teachers become familiar with the curriculum and students go through the natural adjustment period. The steady increase the above data shows, in all but one grade level, and across the time period measured, clearly shows a different scenario.

****Accountability Plan Goal 3: Seventy-five (75%) of all students taking MCAS tests in Reading and Math will receive scores that reflect the categories of Advanced, Proficient and Needs Improvement.***

Method of Assessment

The Massachusetts Comprehensive Assessment System (MCAS)

Summary of Results

Results from the MCAS indicate that 92 % of fourth graders scored in the categories of Advanced, Proficient and Needs Improvement on the English Language Arts Component while 87% of fourth graders met the same criteria for Mathematics. Third grade reading scores reflected a rate of 96% of students falling into the categories outlined above. For sixth grade Math, 70% of the students achieved scores that fell into the categories of Advanced, Proficient and Needs Improvement. Ninety eight percent of 7th graders reached the target categories for Language Arts. For eighth grade Math, 65% of the students reached the target areas.

MYSTIC VALLEY REGIONAL CHARTER SCHOOL

Grade 4 PERCENTAGE OF STUDENTS

	English Language Arts				Mathematics			
	Advanced	Proficient	Needs Improvement	Warning	Advanced	Proficient	Needs Improvement	Warning
MVRCS	8	41	44	8	8	24	55	13
STATE	10	45	34	10	12	28	43	16
Melrose	18	53	26	3	12	32	47	9
Medford	11	38	41	10	10	30	44	16
Everett	6	43	43	8	7	28	51	15
Malden	2	35	48	14	6	17	50	28

Grade 3 – READING PERCENTAGE OF STUDENTS IN COMPARISON WITH STATE AND MAJOR SENDING-DISTRICTS

(Sending-districts ranked by numbers of students in the warning category.)

	Proficient	Needs Improvement	Warning
MVRCS	69	27	4
STATE	63	30	7
Melrose	76	22	2
Medford	61	35	3
Everett	51	42	7
Malden	54	37	9

(The advanced category is not used for this test)

Grade 5- Science and Technology/Engineering PERCENTAGE OF STUDENTS

	Advanced	Proficient	Needs Improvement	Warning
MVRCS	13	35	39	12
STATE	18	33	34	15
Melrose	32	40	23	4
Everett	10	27	38	25
Medford	11	30	44	15
Malden	8	25	44	24

6 – MATH PERCENTAGE OF STUDENTS IN COMPARISON WITH STATE AND MAJOR SENDING-DISTRICTS

	Advanced	Proficient	Needs Improvement	Warning
MVRCS	14	29	27	30
STATE	16	26	32	26
Melrose	16	34	32	17
Everett	11	26	39	24
Medford	12	28	34	26
Malden	10	21	35	34

MYSTIC VALLEY REGIONAL CHARTER SCHOOL

Grade 7 – ENGLISH LANGUAGE ARTS

PERCENTAGE OF STUDENTS IN COMPARISON WITH STATE AND MAJOR SENDING-DISTRICTS

	Advanced	Proficient	Needs Improvement	Warning
MVRCS	15	76	8	2
STATE	8	57	28	7
Melrose	9	65	20	5
Malden	3	54	34	9
Medford	6	63	24	7
Everett	3	60	31	7

Grade 8 – MATH

PERCENTAGE OF STUDENTS IN COMPARISON WITH STATE AND MAJOR SENDING-DISTRICTS

	Advanced	Proficient	Needs Improvement	Warning
MVRCS	7	23	53	18
STATE	12	25	30	33
Melrose	11	27	36	27
Medford	8	24	28	40
Everett	5	21	30	44
Malden	6	17	30	47

Grade 8 – HISTORY AND SOCIAL STUDIES

PERCENTAGE OF STUDENTS IN COMPARISON WITH STATE AND MAJOR SENDING-DISTRICTS

	Advanced	Proficient	Needs Improvement	Warning
MVRCS	0	4	60	35
STATE	1	11	46	42
Melrose	0	7	50	42
Everett	0	10	50	40
Medford	1	8	49	42
Malden	1	11	46	42

MYSTIC VALLEY REGIONAL CHARTER SCHOOL

Summary of Comparison to State and Major Sending-Districts

The MVRCS seventh grade class put an exceptional effort forth. Statewide results revealed that the MVRCS class of 2008 achieved a ranking of 21st in the state in a field of 444 school districts. A top 5% state ranking is quite unique for the local region of cities that MVRCS is located in. The percentage of 7th grade students that successfully passed the Language Arts assessment was 98%. MVRCS students that reached the advanced level nearly doubled the state average. Fifteen percent of MVRCS students reached the advanced level as compared to 8% for the state average. The students that reached the proficient range numbered 76%. Fifty seven percent of students reached this level of achievement statewide.

MVRCS students achieved in a competitive fashion when compared to students from around the state and major sending-districts. The most significant outcomes are the positive movements MVRCS students made out of warning categories when compared to their counterparts from around the state and from the major sending-districts. MVRCS students are advancing toward higher scores at a faster rate than the other students analyzed. The same can be said when comparing positive increases in the amount of students reaching the proficient or advanced categories. MVRCS students made a larger increase over the previous year than the state as a whole and the sending-districts. For example, fourth grade students receiving warning categories in Math fell from 24% to 13%. None of the major sending-districts' results or the statewide results reflected this dramatic of a movement.

When considering students that received a passing score by reaching either the needs improvement, proficient or advanced categories, MVRCS students also competed strongly when compared to students from the major sending-districts and to students from around the state. Third grade results for Reading showed that MVRCS had the lowest percentage of students in the warning category. Fourth grade results for Math showed that MVRCS had the second lowest percentage of students in the warning category. In fourth grade Language Arts, MVRCS students recorded the fourth lowest percentage. In sixth grade Math, the students recorded the second lowest percentage in the warning category. For seventh grade Language Arts, scores reflected a tie with Melrose for the lowest percentage. In eighth grade Math, the students recorded the third lowest percentage of scores in the warning category. In eighth grade Language Arts, student scores reflected the second lowest percentage of scores in the warning category when compared to the major sending-districts.

2003 MCAS Highlights

- **Seventh grade students ranked 21st in a field of 444 districts in English/Language Arts**
- **98% of seventh grade students received a passing score**
- **96% of third grade students received passing scores in Reading**
- **Fourth grade Math scores reflected all-time highs in advanced and proficient categories**
- **Fourth grade Math scores that fell into the warning category showed a decrease of 9% from the previous year**
- **92% of fourth grade students received passing scores in Language Arts**

MYSTIC VALLEY REGIONAL CHARTER SCHOOL

- **A higher percentage of MVRCS eighth grade students received passing scores in Math and History than their counterparts around the state**

** Accountability Plan Goal 4: Internal assessment of student progress will be conducted through a rigorous monitoring process.*

Method of Assessment

School-developed lesson progress monitoring system.

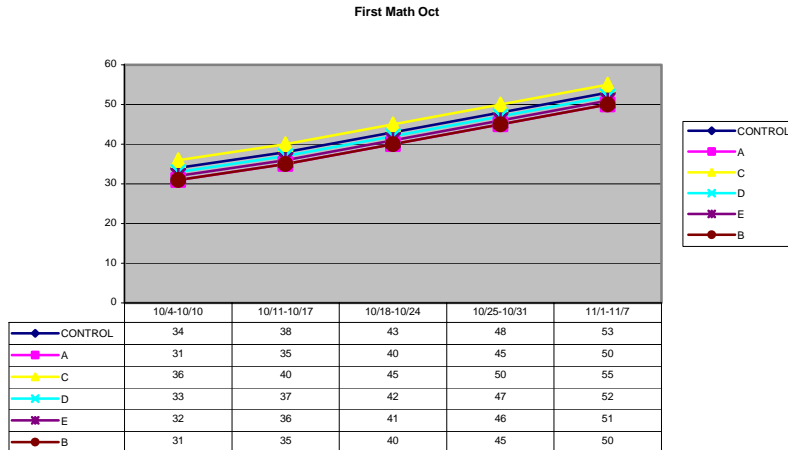
Summary of Results

Internal assessments of student academic progress were monitored each week through a school-wide reporting system. Daily lesson progress in grades K-8 were tracked, recorded and submitted weekly by all teachers and instructional assistants. One professional development coordinator shared the responsibility of oversight for specific grade levels. Gina McKinnon supervised the academic progress for grades K-6. Dr. John Mucci supervised the academic progress for grades 7-10.

The professional development coordinator met weekly with the lead teachers of the grade-level teams to analyze the lesson progress reports. Priority topics for discussion were number of lessons taught and student achievement on unit assessments. When deemed necessary by the group, adjustments were made in student instructional groupings. All grouping for Reading, Math and Language in grade K-6 were based on ability. The professional development coordinators also gathered important information to help prioritize the schedule of the following week's classroom visits as indications of possible problems with instructional techniques or strategies that arose through the analysis. An example of a month-long analysis for lesson progress in first grade Math can be found below. Reports of this nature were submitted to the Board of Trustees on a monthly basis.

Internal assessments took on a more cumulative form through the distribution of progress reports and report cards. Progress reports were distributed to parents at the five-week point in each academic quarter. Report cards were distributed at the end of each ten-week academic quarter.

MYSTIC VALLEY REGIONAL CHARTER SCHOOL



****Accountability Plan Goal 5: The staff of the school will achieve a high level of professional competency prior to the start of the school year that will be sustained throughout the year.***

Method of Assessment

- Evaluations, both written and oral, from professional consultants retained by the school for training/observation purposes prior to and during the year.
- Observations/Evaluations (both formal and informal) from the administrative team of the school
- Increases in student achievement, as measured by internal and external measures, will indicate teacher competency

Summary of Results

- All staff participated in an intensive two-week training session immediately prior to the opening of school. During this period, staff were extensively trained on the theories of, and implementation of:
 1. The various curricular (Direct Instruction and Core Knowledge)
 2. The school's behavior management policy and Code of Virtues
 3. Measuring and tracking student performance
 4. Identifying, assisting and educating children that require special education
 5. Enforcing the policies of the school (uniform, homework, etc...)
 6. Creating a positive atmosphere conducive to learning
- Throughout the year staff attended 5 in-house professional development sessions covering a number of topics from educational to relating to special education
- Independent Direct Instruction Consultants visited, observed and trained the staff 5 days a month from September to June (50 days)
- Independent Core Knowledge Consultants visited, observed and trained the 4 times during the year.
- Selected member of the staff attended numerous workshops including, but not limited to, the National Direct Instruction Conference, the National Core Knowledge Conference and seminars held by the Bureau of Educational Research and the International Baccalaureate Organization

MYSTIC VALLEY REGIONAL CHARTER SCHOOL

FINANCES (Unaudited)

FY03 Ending Statement of Net Assets ASSETS

Current Assets:

Cash and cash equivalents	\$ 5,168,571
Accounts receivable	7,681
Prepaid expenses	217,468
Total current assets	<u>5,393,720</u>

Noncurrent Assets:

Property and equipment at cost, net	
of accumulated depreciation	1,970,339
Rent Deposit	12,500
Deposit 30 Laurel Street	25,000
Total Noncurrent assets:	<u>2,007,839</u>
Total assets	<u>\$ 7,401,559</u>

LIABILITIES

Accounts Payable	\$ <u>74,328</u>
Other Payable	<u>3,807</u>
Accrued Expenses	<u>15,750</u>
Note Payable	<u>145,074</u>
Total current liabilities	<u>238,959</u>

NET ASSETS

Unrestricted net assets	<u>5,760,595</u>
Current Change in Net Assets	<u>1,402,004</u>
Total net assets	<u>7,162,599</u>
Total liabilities and net assets	<u>\$ 7,401,559</u>

FY03 ACTUAL EXPENDITURES

State Cap/Student Grant/Transportation Monies	\$ 8,392,604
Food service revenue	229,259
Total Operating Revenues	<u>8,805,122</u>
Non-Operating income	
Rental Income	31,533
Interest Income	28,695
Athletics and Recreational Income	36,379
Student Enrichment Income	13,375
Other income	<u>20,343</u>
Total non-operating revenues	<u>130,325</u>
Total Revenues	<u>8,935,447</u>

Operating Expenses

Salaries	3,867,534
Payroll taxes	166,367
Fringe benefits	451,157
Insurance (other)	49,938
Student supplies and materials	188,253
Athletics and Recreation	87,028
Professional services	342,972
Contracted services	1,084,995
Administrative expenses	122,371
Telephone	37,463
Electricity	51,988
Gas	35,564
Water and Sewer	11,625
Waste Removal	14,982
Repairs and maintenance	130,082
Other operating expense	38,859
Miscellaneous Expense	13,183
Rent Expense	324,439
Leasing Expense	15,616
Interest Expense	127,887
Depreciation Expense	371,140
Total operating expenses	<u>7,533,443</u>
Net Income (Loss)	<u>1,402,004</u>

Mystic Valley received a private grant from the Walton Foundation for \$45,719 during school year 2003-2004

MYSTIC VALLEY REGIONAL CHARTER SCHOOL

MVRCS BUDGET FY05

Revenue

State Cap/Student	8230200
Grants	300,000
Fed Paying Student Offset	114,000
Federal Lunch Program	60,000
Other Income	6,000
Interest Income	36,000
Transportation Reimbursement	110,000
Competitive Sports Fees	36,000
Total Revenue	<u>8,900,931</u>

Salaries

School Leadership	358,200
Teacher Salaries Reg Ed	2,486,550
Instructional Assistants Reg Ed	410,300
Health	75,778
Librarian	77,165
Teacher Salaries SPED	236,500
Instructional Assistants SPED	45,507
Incentive Compensation	177,265
Total Salaries	<u>3,867,265</u>

Hourly Wage Personnel

Administrative Staff	138,300
Custodial Staff	73,284
Food Service Staff	45,100
Temporary Staff/Substitutes	30,250
Total Hourly Wage Personnel	<u>286,934</u>

Taxes and Benefits

Group Insurance	573,000
Payroll Taxes	207,300
Workers Comp Insurance	22,800
Total Taxes and Benefits	<u>803,100</u>

Instructional Expense

Library and Reference Books	36,000
Other Publications	12,000
Educational Supplies	12,000
Instructional Supplies	90,000
Testing Materials	30,000
Total Instructional Expense	<u>180,000</u>

Competitive Sports

Supplies	12,000
Compensation	75,000
Transportaion	49,800
Facilities	30,000
Total Competitive Sports	<u>166,800</u>

Professional Services

Legal Fees	60,000
Audit Fees	20,400
Consulting Fees	108,000
Accounting Fees	54,000

MYSTIC VALLEY REGIONAL CHARTER SCHOOL

Recruiting Fees	36,000
Total Professional Services	278,400
Vendor Services	
Contracted Transportaion	440,000
Contracted Food Service	165,000
Contracted Custodial Services	96,000
Contracted SPED	462,000
Total Vendor Services	1,163,000
Administrative Expenses	
Travel/Auto	4,800
Airfare	6,000
Meals	6,000
Lodging	7,200
Business Expense Other	6,000
Bank Fees	6,000
Dues and Subscriptions	6,000
Printing -Admin	1,200
Office Supplies	42,000
In House Food Service	3,600
Medical Supplies	3,600
Total Administrative Expenses	92,400
Other Operating Expenses	
Telephone	27,000
Postage	6,000
Electricity	48,000
Water & Sewer	12,000
Gas	48,000
Waste Disposal	18,000
Maintenance & Custodial Supplies	26,400
Building Repairs and Maintenance	60,000
Equipment Repairs & Maintenance	36,000
Computer Repair & Maintenance	24,000
Miscellaneous	6,000
Total Other Operating Expenses	311,400
Fixed Expenses	
Rent Expense St Josephs	200,004
Rent Franklin	150,000
Rent Maplewood	0
Leasing Expense	30,000
Property and Prof Liab Insurance	36,000
Interest Expense	360,000
Depreciation	528,000
Total Fixed Expenses	1,304,004
Income(Loss) from Operations	447,628

ATTACHMENT A

Mystic Valley Regional Charter School Organizational Chart

