

ANNUAL REPORT – FISCAL YEAR 2004

ROBERT M. HUGHES ACADEMY PUBLIC CHARTER SCHOOL

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TABLE OF CONTENTS

Mission Statement

Letter from Mrs. Carol Arango, Board of Trustee Chairperson

Letter from Ms. Kim Thomas, Parent Teacher Organization President

Executive Summary

School Performance

2003-2004 Accountability Plan

Summary of External Test Results

Summary of Internal Test Results

Spring 2003 MCAS Test Analysis

NCLB Report Card

Mid-Cycle AYP Report

Parent Satisfaction Survey Results

School Profile

School Address/Contact Information

Grade and Age Levels Served

Educational Philosophy

Curriculum Design/Teaching Method

Number of Instruction days

Start/End Dates

Hours of Operation

Governance

Board of Trustees' Members

2003-2004 Board Committees and Members

Student Profile

Student Demographics

2003-2004 Student Applications

Student Turnover Data

Student Exclusion Data

Staff Profile

Organizational Chart
Summary of Teacher Qualifications
Teacher Turnover
Administrative Turnover

Finance

FY 2004 Financial Statement
FY 2004 Balance Sheet
FY 2005 Approved School Budget
FY 2004 State and Federal Grants

Dissemination Progress

“One who removes a mountain begins by carrying away small stones.”

MISSION STATEMENT

The mission of the Robert M. Hughes Academy Public Charter School is to provide urban students in Springfield, Massachusetts the opportunity to achieve academic and personal excellence when offered an intellectually challenging curriculum and a supportive environment. These two key elements combine to foster the development of the love of learning, moral character and social responsibility. We believe that all children will learn when those responsible for the education of our children communicate to them the clear expectation that they can learn. We believe, therefore, that the success of our students rests on the establishment of and adherence to high expectations and a commitment to rigorous standards of achievement and accountability for students, parents, teachers, and administrators. Our students will graduate from the RMHACS armed with the tools they need to meet the world on its own terms and the ambition and capacity to become leaders in society.

The Robert M. Hughes Academy Public Charter School has a student-centered and teacher-driven educational approach. The personal growth of each student is the number one priority of the entire RMH community. At RMH, each teacher has the personal goal of supporting all students to reach their highest possible level of educational achievement and their broadest possible personal growth. This goal extends to every other member of the RMH community from staff to administrators to parents.

Letter from the Chairperson of the Board of Trustees

On behalf of the Robert M. Hughes Academy Public Charter School students, parents, staff and Board of Trustees, we are pleased to submit the enclosed Annual Report for the 2003-2004 school year.

We began the school year still feeling the excitement of the previous year's academic success! Our challenge was to perpetuate the energy and focus needed further improve our academic achievements. As we prepare for the 2004-2005 school year, we are concentrating on moving from being a good school to being a great school.

CHARTER RENEWAL

Our Board members, administration, faculty and staff worked throughout the summer to prepare and submit our charter renewal application on August 1, 2003. The Department of Education conducted a week-long site visit during the month of November. After careful review of our application and the site-visit findings, the Massachusetts Department of Education granted a five-year renewal of the Robert M. Hughes Academy Public Charter School's charter!

COHESIVE TEAM

Our faculty and staff performed as a seasoned team working to enable each student the ability to achieve his/her full academic potential. Our initial MCAS scores reflect the positive results of their hard work.

Mr. Douglas Greer accepted the position of Interim Principal after the resignation of Principal Swan in January. The administrative team provided the necessary support for Mr. Greer to use his skills to provide strong and consistent leadership during the transition and through the end of the school year.

PROFESSIONAL DEVELOPMENT

Faculty members participated in the following trainings during the school year:

- Teacher orientation
- Westfield State College Masters level Classroom Management class.
- CPR/First Aid Certification
- Strengthening Reading Skills
- Using Math Centers
- Curriculum Mapping
- Rediker Software – Our grading system was brought up-to-date with current technology.
- Restraint Training
- MTEL preparation
- Dr. Lorraine Monroe training

TEACHING METHODOLOGY

With the exception of two new teachers, all teachers have been trained in the Lorraine Monroe Methodology. We continue to apply elements of the BBC, test-taking strategies and the Twelve Non-Negotiables within the school community. Students have benefited from the consistent approach provided from grade to grade and teacher to teacher.

SCHOOL CULTURE

The Dean of Students continues to give daily inspirational and motivational messages to students and faculty and challenges students and faculty to rise to their full potential. Students are encouraged to make the right choices and form a school culture that has allowed us to increase our focus on learning rather than on behavioral issues.

MCAS PREPARATION

Students participated in an MCAS rally, which included a poster contest, MCAS poetry contest and MCAS song! This year, our schedule reflected double periods for both Language Arts and Math. We increased our instructional time and focus on Reading and Math through the After School Program which met from 3:30 p.m. to 5:30 p.m. We more effectively used test results to directly influence teaching which yielded both student and class progression.

ACCOUNTABILITY PLAN

As we prepared for our charter renewal, we have detailed both academic and non-academic targets for the next five years.

GRADUATION

The graduation ceremony for the second graduating class of the Robert M. Hughes Academy Public Charter School was held on June 11, 2004 at The MacDuffie School, which is a private middle and high school located in Springfield. The family and friends of the 13 proud graduates celebrated their accomplishments in a moving ceremony.

Carol Aranjó
Board of Trustees Chairperson

**Greetings from the Robert M. Hughes Academy Public Charter School
Parent-Teachers Organization**

The Parent Teacher Organization reports great success for the 2003-2004 school year in the midst of a transitional time for the school and PTO. There was growing excitement of the parents involved in the PTO and a new sense of commitment to the mission of the group and school.

After shifts in leadership, the PTO persevered with a new executive board. The executive board included, Kim Thomas - President, Janine Fondon - Vice President, Sharon Deberry - Secretary, and Sherry Smith - Treasurer. Meetings were held consistently on the second Tuesday of each month with additional meetings scheduled as needed.

As in past years, the PTO continues to experience challenges in recruiting parents and increasing family involvement. Tough economic times, and tight work schedules are common challenges in recruiting parents. The PTO continued to solidify the existing parent base while striving to expand the involvement level of parents of children at all grade levels. The parents in the PTO learned to work together effectively to positively affect the school.

This year PTO sponsored a few new activities, which included:

1. Ice Cream Social combined with the annual Open House – November 2003
2. Bright Nights Christmas lights tour at Forest Park – December 2003
3. Family Skate Party at Interskate 91 – February 2004
4. Black History Celebration and Program – February 2004
5. Third Annual Male Mentor Breakfast – March 2004
6. First Annual Tea with Mom featuring Phyllis Alston – May 2004
7. Krispy Kreme donut fund raiser – May 2004

The PTO sold team colored T-shirts for RMH's Field Day. This was done to ensure all participants had appropriate team colors and were able to participate with team spirit.

PTO members attended the "PTO Today Conference" in Framingham, MA, where members received useful information about operating the PTO. We also discovered, through networking, that recruiting parents is a tough issue across the state. Our organization will continue to strive to involve parents in PTO activities. We realize there is a great deal of work in organizing events, but the smiles along with the fun make it worth the effort. We are looking forward to another successful school year.

The success of the PTO could not have been possible without the support of the following dedicated members who went the extra mile:

Pat Brown
Melanie Joyner
Kim Rivera

Deltra DeBerry
Alisa Madison
Rovena Sherman

Giselle Dudley
Brenda Nieves
Gwendolyn Poon

In addition to PTO members, we also received support from school personnel as well as encouragement from former Principal Swan, Dean of Students Davis and Interim Principal Greer.

Respectfully submitted by

Kim Thomas
PTO President

ROBERT M. HUGHES ACADEMY PUBLIC CHARTER SCHOOL

"Great works are performed not by strength but by perseverance."

- Samuel Johnson

2003-2004 EXECUTIVE SUMMARY

OVERVIEW

Despite the many challenges occurring during this school year, the students, parents, staff and Board of Trustees have remained energetic, focused, committed and unrelenting in our objective to see that each and every one of our students at RMH have the opportunity to achieve academic and personal distinction. The 2003-2004 school year was an extraordinary year with peaks and valleys offering clear lessons to learn from in our pursuit to ensure our mission, goals and objectives were met and in some areas surpassed.

THE STATE OF EDUCATION IN MASSACHUSETTS

There has been an increase in active debate regarding the validity of charter schools and its funding. Many issues raised have been financial challenges and misconceptions about charter schools. Charter schools are an important part of an expanding effort by the state and nation to improve the public school system and offer broader educational opportunities to every family. Innovative curriculum teaching methods and the emphasis on student responsibility and leadership are the cornerstones of the RMH mission. Robert M. Hughes seeks to ensure that our students are not only prepared for the next level but also equipped to become leaders. Some of our students from the first graduating class of '03 have already become leaders and mentors to other students; one alumnus is class president at their present school, while others have returned to mentor and tutor RMH students.

LEADERSHIP TRANSITION

RMH changed leadership during the 2003–2004 academic school year. Mr. Greer, the Education Director, was selected as Interim Principal. Mr. Greer's timeliness and focus has kept the school family cohesive and focused. He has shown himself to be capable and ready to meet the goals and objectives of RMH.

RMH'S CONTINUED MISSION

Massachusetts had been a leader in education since establishment of the first school in America. Robert M. Hughes Academy Public Charter School seeks to inspire characteristics in our students and throughout our community of high educational standards, clear expectations, deep moral values and the tools and resources needed to cultivate these qualities. We believe this to be our professional and personal responsibility to the RMH parents, students, staff and community.

Robert M. Hughes Academy Public Charter School is continually striving to achieve academic and personal excellence for its students and professional excellence for our faculty and staff. The dedication of our faculty and staff is evident in their daily activities and interactions with the students and parents. Our parents are more involved in their children's education and academic future. The RMH Board of Trustees' philosophy and mission remains clear: Develop the mind and heart of a child so that education, lifelong learning and giving back to his/her community will be a constant desire.

Robert M. Hughes Academy Public Charter School
Accountability Plan
2004-2009

I. Is the Academic Program a Success?

The core work of the Robert M. Hughes Academy Public Charter School (hereafter RMHACS) is to support students in achieving academic excellence. To this end, RMHACS evaluates student achievement through a number of external and internal assessments. Multiple assessments were specifically chosen in order to allow the school to measure student progress in the following ways: (a) against an absolute standard of achievement (a criterion-referenced measure); (b) against a national and local sample of students (a norm-referenced or comparative measure); and (c) against a baseline of achievement (a value-added measure, and a measure of continuous, qualitative improvement).

Measure	Assessment Method	Grades Assessed
Criterion-Referenced:	<ul style="list-style-type: none"> • Massachusetts Comprehensive Assessment System 	Grades 3-8
Norm-Referenced:	<ul style="list-style-type: none"> • Iowa Test of Basic Skills 	Grades 3-8
Value-Added:	<ul style="list-style-type: none"> • Reading First Assessment • California Achievement Test 5 	Grades K-3 Grades 3-8
Continuous, Qualitative Improvement:	<ul style="list-style-type: none"> • Student Portfolios in: Math Language Arts Social Studies Science Social Responsibility & Leadership 	Grades K-8

Because RMHACS is a small school—enrolling only 18-23 students at each grade level—there is a particular challenge in measuring student achievement accurately. The most statistically reliable measure of student performance requires assessing cohort data. However, in our case, student sample sizes are too small to allow us to rely solely on this measure. As a result, we have constructed a measurement system that looks at data in the following ways: by cohort (students who have been at the school the same amount of time), by grade (students in the same grade), by progress (student progress over the course of one academic year), by time (student achievement gains over the life of the charter).

Academic Goals and Measures:

<p>Goals: All students at RMHACS will:</p> <p>(1) become competent readers and effective writers of Standard American English;</p> <p>(2) develop a broad base of understanding of analytical and descriptive mathematical computation and operations;</p> <p>(3) demonstrate mastery of content and skills in Social Studies;</p> <p>(4) demonstrate mastery of content and skills in Science.</p>
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Year of the Charter	Measurement Tool	Level of Achievement
1	Criterion-Referenced: MCAS	<p>70% of students who have attended RMHACS for 2 + years will attain a minimum score of Proficient in Math, Reading and ELA.</p> <p>The percentage of students achieving Needs Improvement and Warning scores will be below state and local averages in all subjects.</p>
	Norm-Referenced: ITBS	<p>Each year of the charter, the average ITBS score of students who have attended RMHACS for 2+ years will be equal to or higher than the national and local (Springfield) averages.</p> <p>60% of students who have attended RMHACS for 2+ years will improve their scores by a minimum of 2 Normal Curve Equivalent (NCE) Points.</p>
	Value-Added: Grade	<p>65% of students who have a yearly attendance of 90% will increase their scores annually by a minimum of 3 Normal Curve Equivalent (NCE) points.</p>
	CAT5	<p>Each year of the charter, 90% of students will improve their scores by a minimum of 3 Normal Curve Equivalent (NCE) Points.</p>
	Continuous Improvement: Portfolios	Not applicable in year 1

Year of the Charter	Measurement Tool	Level of Achievement
2	Criterion-Referenced: MCAS	70% of students who have attended RMHACS for 2 + years will attain a minimum score of Proficient in Math, Reading and ELA. The percentage of students achieving Needs Improvement and Warning scores will be below state and local averages in all subjects.
	Norm-Referenced: ITBS	See year 1 70% of students who have attended RMHACS for 2+ years will improve their scores by a minimum of 2 Normal Curve Equivalent (NCE) Points.
	Value-Added: Grade CAT5	70% of students who have a yearly attendance of 90% will increase their scores annually by a minimum of 3 Normal Curve Equivalent (NCE) Points. See year 1
	Continuous Improvement: Portfolios	65% of students who have attended the school for at least 1 year will receive an Advanced or Proficient score on the academic sections of their portfolios.

3	Criterion-referenced: MCAS	75% of students who have attended RMHACS for 2 + years will attain a minimum score of Proficient in Math, Reading and ELA. Average Math, Reading and ELA scores will be among the top 25% of grade equivalent schools within Springfield.
	Norm-Referenced: ITBS	See year 1 75% of students who have attended RMHACS for 2+ years will improve their scores by a minimum of 2 Normal Curve Equivalent (NCE) Points.
	Value-Added: Grade CAT5	75% of students who have a yearly attendance of 90% will increase their scores annually by a minimum of 5 Normal Curve Equivalent (NCE) Points. See year 1
	Continuous Improvement: Portfolios	65% of students who have attended the school for at least 1 year will receive an Advanced or Proficient score on the academic sections of their portfolios.

Year of the Charter	Measurement Tool	Level of Achievement
4	Criterion-Referenced: MCAS	80% of students who have attended RMHACS for 2 + years will attain a minimum score of Proficient. Average Math, Reading, and ELA scores will be among the top 25% of grade equivalent schools within Springfield.
	Norm-referenced: ITBS	See year 1 75% of students who have attended RMHACS for 2+ years will improve their scores by a minimum of 2 Normal Curve Equivalent (NCE) Points.
	Value-Added: Grade CAT5	80% of students who have a yearly attendance of 90% will increase their score annually by a minimum of 5 Normal Curve Equivalent (NCE) Points. See year 1
	Continuous Improvement: Portfolios	75% of students who have attended the school for at least 2 years will receive an Advanced or Proficient score on the academic sections of their portfolios.
5	Criterion-Referenced: MCAS	80% of students who have attended RMHACS for 2 + years will attain a minimum score of Proficient. Average Math, Reading and ELA scores will be among the top 20% of grade equivalent schools within Springfield.
	Norm-Referenced: ITBS	See year 1 80% of students who have attended RMHACS for 2+ years will improve their scores by a minimum of 2 Normal Curve Equivalent (NCE) Points.
	Value-Added: Grade CAT5	85% of students who have a yearly attendance of 90% will increase their score annually by a minimum of 5 Normal Curve Equivalent (NCE) Points. See year 1
	Continuous improvement: Portfolios	75% of students who have attended the school for at least 2 years will receive an Advanced or Proficient score on the academic sections of their portfolios.

II. Is the School a Viable Organization?

Goals: RMHACS will ensure its organizational viability by:

- (1) achieving financial stability;
- (2) implementing effective governance practices;
- (3) demonstrating high levels of market demand.

In each year of its charter, RMHACS will use the following measurement tools to ensure we are maintaining a viable organization.

Measurement Tool		Level of Achievement
Financial Stability:	Contingency Fund	1-3% of the total budget each year. Managed by the Board of Trustees (BOT).
	Income Statement	Balanced-budget: Cash-flow and Income Statements: provided by RMHACS staff and reviewed by Independent Auditor. Each year, a minimum of 50% of budget expenditures will be dedicated to instruction (staff, materials and services)
	Fund-raising	100% of BOT members will make a donation to the School. Minimum of \$10,000 raised each year.
	Enrollment	Maintain an overall enrollment (each year) of 95% of its projected student population. Budget for 95% enrollment.
Effective Governance:	Quorum	90% of meetings.
	Decision-Making	Trusteeship committee will annually review meeting minutes to identify the Board's major decisions whose quality will be audited by an outside evaluator. External audits will demonstrate the BOT is following best practices for decision-making: using Roberts Rules of Order, open meeting law, procedures for executive session, policy making and committee work.
	BOT Stability	70% of BOT members will serve the length of their term. Trustees who miss more than 3 meetings a year will be asked to leave the Board. BOT will maintain enough members to be in compliance with its charter.

Measurement Tool		Level of Achievement
Market Demand:	Enrollment	The school will maintain a waiting list equal to 30% of its enrolled student population. 80% of elementary students will return each year.
	Parent/Student Satisfaction	No more than 15% of student attrition will be due to dissatisfaction with the school's performance. In yearly surveys, 75% of parents will acknowledge their satisfaction with the school.
Human Resources:	Administration	School leaders will ensure that the school meets the relevant academic and organizational goals outlined in the Accountability Plan. Each year school leaders will meet a number of pre-determined process goals (i.e. establishing a professional development program, instituting a PTA). Process goals will be determined at the end of each year (for the following year) by the appropriate body: the BOT will establish these goals for the school's Principal; the Principal will establish them for other administrators.
	Instructional	100% of all job candidates will go through a CORI check prior to job offer. <i>Years 1-2:</i> 60% of the instructors at RMHACS will be considered "highly qualified" according to NCLB criteria. <i>Years 3-4:</i> 80% of instructors will meet NCLB criteria. <i>Year 5:</i> 90% of instructors will meet NCLB criteria.

III. Is the School Faithful to the Terms of its Charter?

Goals: All students at RMHACS will:

- (1) demonstrate the qualities of strong moral character in school;
- (2) demonstrate social responsibility;
- (3) develop a love of learning;
- (4) build capacity to become leaders.

Year of the Charter	Measurement Tool	Level of Achievement
2	<p>Continuous, Qualitative Improvement:</p> <p>Secondary School Enrollment:</p> <p>Portfolio:</p> <p style="padding-left: 20px;">Self-Assessment:</p> <p style="padding-left: 20px;">Teacher-Assessment:</p> <p style="padding-left: 20px;">Letter of Recommendation:</p> <p style="padding-left: 20px;">Presentation on social responsibility:</p> <p style="padding-left: 20px;">Essay on learning outside of school:</p> <p style="padding-left: 20px;">Leadership Memo:</p>	<p>Each year, 50% of students in 8th grade will apply for admissions into independent secondary schools.</p> <p>Each year, 25% of students in 8th grade who have attended the school for at least 3 years, will be accepted into an independent secondary school.</p> <p>70% of students will complete a self-assessment of their progress in academic and non-academic arenas, which will have a 60% alignment with their core teachers' assessments of their progress.</p> <p>All teacher assessments will have a 60% alignment with students' self-assessments.</p> <p>60% of 4th and 7th grade students will solicit a letter of recommendation describing their strong moral character from someone within the school.</p> <p>60% of 3rd, 5th and 7th grade students will give a presentation describing their participation in a project demonstrating their sense of social responsibility and achieve a rating of Advanced or Proficient by a group of community members, teachers and peers.</p> <p>60% of all students will write an essay documenting their pursuit of learning outside of school hours and achieve a rating of Advanced or Proficient.</p> <p>50% of all 4th, 6th and 8th grade students will write a memo describing at least one act of leadership they demonstrated over the course of the year and achieve a rating of Advanced or Proficient by a group of community members, teachers and peers.</p>

Year of the Charter	Measurement Tool	Level of Achievement
3	<p>Secondary School Enrollment:</p> <p>Portfolio:</p> <p>Self-Assessment:</p> <p>Teacher-Assessment:</p> <p>Letter of Recommendation:</p> <p>Presentation on social responsibility:</p> <p>Essay on learning outside of school:</p> <p>Leadership Memo:</p>	<p>See year 2.</p> <p>75% of students will complete a self-assessment of their progress in academic and non-academic arenas that will have a 70% alignment with their core teacher’s assessment of their progress.</p> <p>All teacher assessments will have a 70% alignment with students’ self-assessments.</p> <p>70% of 4th and 7th grade students will solicit a letter of recommendation describing their strong moral character from someone within the school.</p> <p>70% of 3rd, 5th and 7th grade students will give a presentation describing their participation in a project demonstrating their sense of social responsibility and achieve a rating of Advanced or Proficient by a group of community members, teachers and peers.</p> <p>70% of all students will write an essay documenting their pursuit of learning outside of school and achieve a rating of Advanced or Proficient.</p> <p>60% of all 4th, 6th and 8th grade students will write a memo describing at least one act of leadership they have demonstrated and achieve a rating of Advanced or Proficient by a group of community members, teachers and peers.</p>
4-5	<p>Secondary School Enrollment:</p> <p>Portfolio:</p> <p>Self-Assessment:</p> <p>Teacher-Assessment:</p> <p>Letter of Recommendation:</p> <p>Presentation on social responsibility:</p> <p>Essay on learning outside of school:</p> <p>Leadership Memo:</p>	<p>See year 2.</p> <p>80% of students will complete a self-assessment of their progress in academic and non-academic arenas that will have an 80% alignment with their core teachers’ assessment of their progress.</p> <p>All teacher assessments will have an 80% alignment with students’ self-assessments.</p> <p>80% of 4th and 7th grade students will solicit a letter of recommendation describing their strong moral character from someone within the school.</p> <p>80% of 3rd, 5th and 7th grade students will give a presentation describing their participation in a project demonstrating their sense of social responsibility and achieve a rating of Advanced or Proficient by a group of community members, teachers and peers.</p> <p>80% of all students will write an essay documenting their pursuit of learning outside of school hours and achieve a rating of Advanced or Proficient.</p> <p>70% of all 4th, 6th and 8th grade students will write a memo describing at least one act of leadership they demonstrated and achieve a rating of Advanced or Proficient by a group of community members, teachers and peers.</p>

EXTERNAL TEST RESULTS

IOWA Test Scores

Scores from the IOWA test have reflected growth over the past four years. During Fall 2002 through Fall 2003 there were major academic accomplishments at RMH. In particular:

- Grades 3 through 7 increased NCE indicators in Reading.
- Grades 2 through 5 increased NCE indicators in Math.
- Grades 7 increased NCE indicators in Math by 17 points.
- Grade 5 increased NCE indicators in Math by 15 points.
- Grades 2, 3, 4, and 7 increased NCE indicators in Language Arts.
- Grade 4 increased NCE indicators in Language Arts by 11 points.
- Grade 5 increased NCE indicators in Language Arts by 15 points.

Table I
RMHACS IOWA Test of Basic Skills Reading Scores

	Fall 2000 Percentile Rank (NCE)	Spring 2001 Percentile Rank (NCE)	Fall 2001 Percentile Rank (NCE)	Spring 2002 Percentile Rank (NCE)	Fall 2002 Percentile Rank (NCE)	Spring 2003 Percentile Rank (NCE)	Fall 2003 Percentile Rank (NCE)	Spring 2004 Percentile Rank (NCE)
Grade 1	NA	83 (59)	92 (69)	83 (60)	83 (62)	83 (62)	65 (58)	65
Grade 2	NA	68 (50)	68 (54)	68 (45)	68 (51)	68 (51)	50 (50)	52
Grade 3	50	50 (40)	68 (46)	68 (48)	68 (47)	68 (47)	61 (56)	59
Grade 4	68 (36.5)	68 (46)	50 (41)	17 (24)	68 (46)	68 (46)	45 (48)	54
Grade 5	68 (41.7)	68 (45)	50 (43)	50 (39)	50 (44)	50 (44)	49 (49)	51
Grade 6	68 (47.1)	50 (42)	50 (38)	32 (29)	68 (45)	68 (45)	42 (46)	33
Grade 7	NA	NA	68 (43)	50 (40)	50 (42)	68 (42)	52 (51)	53
Grade 8	NA	NA	NA	NA	46 (50)	68 (50)	34 (41)	41

Table II
RMHACS IOWA Test of Basic Skills Language Arts Scores

	Fall 2000 Percentile Rank (NCE)	Spring 2001 Percentile Rank (NCE)	Fall 2001 Percentile Rank (NCE)	Spring 2002 Percentile Rank (NCE)	Fall 2002 Percentile Rank (NCE)	Spring 2003 Percentile Rank (NCE)	Fall 2003 Percentile Rank (NCE)	Spring 2004 Percentile Rank (NCE)
Grade 1	NA	92 (69)	97 (78)	92 (70)	92 (68)	83 (57)	71 (61)	42
Grade 2	NA	83 (57)	68 (52)	32 (31)	68 (48)	68 (45)	58 (54)	52
Grade 3	32 (32.4)	50 (37)	68 (48)	32 (31)	50 (44)	50 (41)	42 (46)	46
Grade 4	50 (35.2)	68 (45)	50 (37)	17 (22)	50 (44)	68 (54)	60 (55)	64
Grade 5	50 (38.1)	68 (49)	50 (40)	32 (33)	50 (43)	68 (45)	65 (58)	63
Grade 6	68 (42.8)	68 (48)	50 (38)	32 (28)	68 (50)	83 (57)	42 (45)	34
Grade 7	NA	NA	68 (49)	68 (47)	68 (45)	68 (50)	60 (55)	65
Grade 8	NA	NA	NA	NA	68 (49)	68 (55)	46 (48)	47

**Table III
RMHACS IOWA Test of Basic Skills Mathematics Scores**

	Fall 2000 Percentile Rank (NCE)	Spring 2001 Percentile Rank (NCE)	Fall 2001 Percentile Rank (NCE)	Spring 2002 Percentile Rank (NCE)	Fall 2002 Percentile Rank (NCE)	Spring 2003 Percentile Rank (NCE)	Fall 2003 Percentile Rank (NCE)	Spring 2004 Percentile Rank (NCE)
Grade 1	NA	83 (62)	83 (60)	68 (55)	83 (59)	68 (54)	53 (51)	39
Grade 2	NA	68 (49)	68 (46)	32 (34)	50 (43)	50 (42)	53 (51)	44
Grade 3	32 (31.9)	50 (38)	68 (46)	50 (38)	50 (43)	50 (43)	48 (49)	52
Grade 4	50 (40.4)	68 (45)	50 (40)	17 (17)	68 (47)	83 (65)	59 (55)	60
Grade 5	68 (47.8)	68 (48)	50 (42)	50 (39)	50 (41)	68 (45)	59 (55)	53
Grade 6	50 (41.8)	68 (46)	50 (38)	17 (19)	68 (48)	83 (65)	47 (48)	55
Grade 7	NA	NA	50 (31)	83 (55)	50 (44)	68 (48)	70 (61)	62
Grade 8	NA	NA	NA	NA	53 (58)	92 (66)	39 (44)	49

INTERNAL TEST RESULTS

The 2003-2004 academic year was the first year RMHACS used the California Achievement Test (CAT) to assess student mastery of grade level math and reading concepts. The CAT scoring and analysis is managed internally by the After School Coordinator.

Table I CAT Mathematics Scores

	Spring 2004 Percentile Rank (NCE)
3 rd Grade	56
4 th Grade	60
5 th Grade	55
6 th Grade	49
7 th Grade	56
8 th Grade	49

Table II CAT Reading Scores

	Spring 2004 Percentile Rank (NCE)
3 rd Grade	58
4 th Grade	51
5 th Grade	49
6 th Grade	41
7 th Grade	53
8 th Grade	47

**MCAS Test Spring 2003
Test Analysis Report**

MCAS results have improved since the tests were first administered at Robert M. Hughes Academy Public Charter School in the spring of 2000. MCAS results in 2003 showed improvement in every subject area. The greatest gains were in Grade 3 Reading, Grade 4 Language Arts and Math, and in Grade 6 Math.

RMHACS Grade 4 Mathematics MCAS Scores

Academic Year	Performance Level				
	Number of Students	Advanced	Proficient	Needs Improvement	Warning/Failing
2000	16	0%	6%	56%	37%
2001	17	0%	6%	41%	53%
2002	23	0%	0%	21%	73%
2003	19	16%	16%	68%	0%

RMHACS Grade 6 Mathematics MCAS Scores

Academic Year	Performance Level				
	Number of Students	Advanced	Proficient	Needs Improvement	Warning /Failing
2001	21	0%	10%	48%	43%
2002	13	0%	7%	13%	80%
2003	21	5%	48%	43%	5%

RMHACS Grade 8 Mathematics MCAS Scores

Academic Year	Performance Level				
	Number of Students	Advanced	Proficient	Needs Improvement	Warning /Failing
2003	13	0%	31%	46%	23%

RMHACS Grade 3 Reading MCAS Scores

Academic Year	Performance Level				
	Number of Students	Advanced	Proficient	Needs Improvement	Warning /Failing
2001	16	0%	30%	50%	20%
2002	17	0%	36%	59%	5%
2003	24	0%	42%	54%	4%

RMHACS Grade 4 English Language Arts MCAS Scores

Academic Year	Performance Level				
	Number of Students	Advanced	Proficient	Needs Improvement	Warning /Failing
2002	14	0%	0%	39%	61%
2003	16	16%	37%	42%	5%

RMHACS Grade 7 English Language Arts MCAS Scores

Academic Year	Performance Level				
	Number of Students	Advanced	Proficient	Needs Improvement	Warning /Failing
2002	14	0%	43%	36%	21%
2003	16	0%	44%	56%	0%

NCLB Report Card

District Report Card - Robert M. Hughes Academy Public Charter School

Grade 03 - Reading

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
GENDER						
Female	13	100	NA	38	62	
Male	11	100	NA	45	45	9
RACE/ETHNICITY						
African American/Black	21	100	NA	43	52	5
White	3	100	NA			
LOW INCOME	13	100	NA	62	38	
ALL STUDENTS						
2003	24	100	NA	42	54	4
2002	22	100	NA	36	59	5
STATE						
2003	74114	100	NA	62	30	7
2002	74143	98	NA	67	27	6

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality

Grade 04 - English Language Arts

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Disabled	1	100				
GENDER						
Female	11	100	18	36	45	
Male	8	100				
RACE/ETHNICITY						
African American/Black	19	100	16	37	42	5
LOW INCOME	14	100	7	36	50	7
ALL STUDENTS						
2003	19	100	16	37	42	5
2002	23	96	0	0	39	61
STATE						
2003	75024	99	10	45	34	10
2002	75008	97	8	46	37	10

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality

Grade 04 - Mathematics

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Disabled	1	100				
GENDER						
Female	11	100	27	9	64	
Male	8	100				
RACE/ETHNICITY						
African American/Black	19	100	16	16	68	
LOW INCOME	14	100	14	21	64	
ALL STUDENTS						
2003	19	100	16	16	68	
2002	23	96	0	0	22	78
STATE						
2003	75339	100	12	28	43	16
2002	75682	98	12	27	42	19

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality

Grade 06 - Mathematics

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Disabled	1	100				
GENDER						
Female	14	100	7	50	43	
Male	7	100				
RACE/ETHNICITY						
African American/Black	14	100	7	43	43	7
Hispanic	6	100				
White	1	100				
LOW INCOME	17	100	6	53	35	6
ALL STUDENTS						
2003	21	100	5	48	43	5
2002	15	100	0	7	13	80
STATE						
2003	78040	100	16	26	32	26
2002	78561	99	13	28	29	29

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality

Grade 07 - English Language Arts

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Disabled	1	100				
GENDER						
Female	8	100				
Male	8	100				
RACE/ETHNICITY						
African American/Black	11	100		36	64	
Hispanic	4	100				
LOW INCOME	13	100		46	54	
ALL STUDENTS						
2003	16	100		44	56	
2002	14	100	0	43	36	21
STATE						
2003	79345	99	8	57	28	7
2002	76710	97	9	55	28	8

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality

Grade 08 - Mathematics

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
GENDER						
Female	10	100		30	40	30
Male	3	100				
RACE/ETHNICITY						
African American/Black	10	100		30	40	30
Hispanic	2	100				
White	1	100				
LOW INCOME	7	100				
ALL STUDENTS						
2003	13	100		31	46	23
STATE						
2003	78589	99	12	25	30	33
2002	74890	98	11	23	33	33

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality

Mid-Cycle AYP Report

ENGLISH LANGUAGE ARTS													
Student Group	Participation				Performance			Improvement		Attendance			AYP 2003
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	59	59	100	Yes	59	80.1	Yes	22.4	Yes	94.0	-0.9	Yes	Yes
Lim. English Prof.	0	0	-	-	0	-	-	-	-	-	-	-	-
Spec. Ed.	2	2	-	-	2	-	-	-	-	-	-	-	-
Free Lunch	40	40	100	Yes	40	80.0	Yes	24.2	Yes	93.8	-1.1	Yes	Yes
Afr. Amer./Black	51	51	100	Yes	51	79.4	Yes	22.5	Yes	94.1	-0.7	Yes	Yes
Asian or Pacif. Isl.	0	0	-	-	0	-	-	-	-	-	-	-	-
Hispanic	4	4	-	-	4	-	-	-	-	-	-	-	-
Native American	0	0	-	-	0	-	-	-	-	-	-	-	-
White	3	3	-	-	3	-	-	-	-	-	-	-	-

MATHEMATICS													
Student Group	Participation				Performance			Improvement		Attendance			AYP 2003
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	53	53	100	Yes	53	74.1	Yes	38.2	Yes	94.0	-0.9	Yes	Yes
Lim. English Prof.	0	0	-	-	0	-	-	-	-	-	-	-	-
Spec. Ed.	2	2	-	-	2	-	-	-	-	-	-	-	-
Free Lunch	38	38	100	Yes	38	73.0	Yes	43.0	Yes	93.8	-1.1	Yes	Yes
Afr. Amer./Black	43	43	100	Yes	43	73.3	Yes	40.8	Yes	94.1	-0.7	Yes	Yes
Asian or Pacif. Isl.	0	0	-	-	0	-	-	-	-	-	-	-	-
Hispanic	8	8	-	-	8	-	-	-	-	-	-	-	-
Native American	0	0	-	-	0	-	-	-	-	-	-	-	-
White	2	2	-	-	2	-	-	-	-	-	-	-	-

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

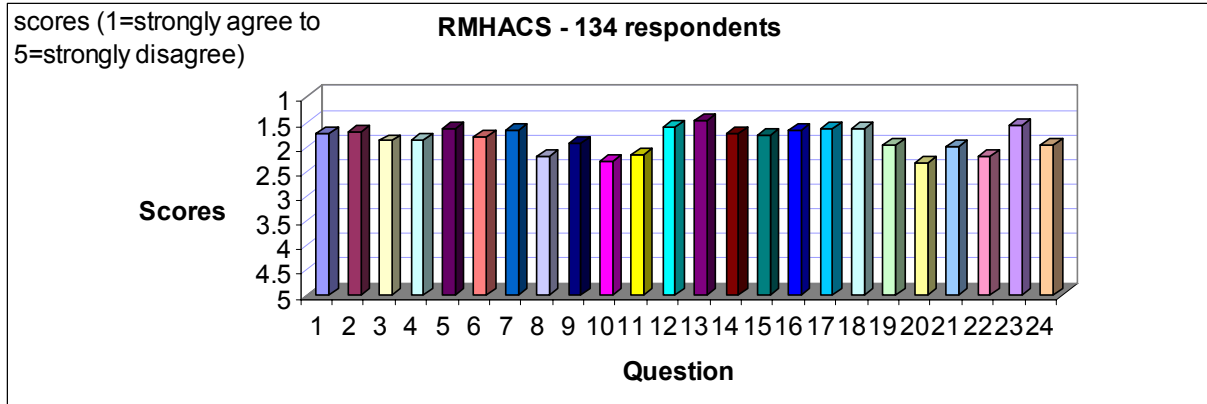
District Report Card - Robert M. Hughes Academy Charter

Schools Identified for Improvement Robert M. Hughes Academy Charter Public Schools												
	English Language Arts						Mathematics					
School	1999	2000	2001	2002	2003	Status	1999	2000	2001	2002	2003	Status
Robert M. Hughes Academy Public Charter School	Yes	Yes	N/A	N/A	Yes		Yes	Yes	No	No	Yes	

Teacher Quality Data for High-Poverty and Low-Poverty Robert M. Hughes Academy Charter Public Schools		
School	HQ%	LIC%
High Poverty		
Robert M. Hughes Academy Public Charter School	43.75	24.32

PARENT SATISFACTION SURVEY RESULTS

The Parent Satisfaction Survey was administered in May 2004. There were one hundred thirty-four (134) respondents to the self-administered survey. The response rate represents seventy-four percent (74%) of the parent group. The survey results showed parent satisfaction with RMHACS in the 90th percentile as reflected in the graph below:



The following survey questions received the highest satisfaction ratings. These are the areas in which RMHACS excels.

	Total	Percent
I support my student's learning at home.	125	93%
The school meets the academic needs of the students.	122	91%
The school expects quality work of its students.	122	91%
My child is safe at school.	118	88%
Overall, the school performs well academically.	118	88%
The school succeeds at preparing children for their futures.	118	88%
The school has an excellent learning environment.	114	85%

The following are areas that need improvement:

- Improve teacher and student interactions.
- Improve the social needs of the students.

SCHOOL PROFILE

School Address/Contact Information

Address: Robert M. Hughes Academy Public Charter School
91 School Street
Springfield, MA 01105

Phone: (413) 747-5200

Fax: (413) 747-4528

Email: dgreer@rmhughes.com

Website: www.rmhughes.com

Grades and Ages Served

During the 2003-2004 school year, RMHACS served students in grades kindergarten through 8. Students' ages ranged from 5 years to 13 years, 11 months. During 2003-2004 school year, RMH served 180 students from the greater Springfield area.

Educational Philosophy

Educating children is about laying the foundation for a lifetime of learning. This requires an immense respect for each child as an individual and a learner. It also requires respect for the different learning styles of each child. A child who feels respected will not only learn in our classrooms, but will also carry these learning skills into adulthood.

James P. Comer, noted child psychiatrist at the Yale Child Study Center, offers compelling theory of child development, which serves as a foundation to the RMHACS educational approach. Comer believes that children learn through a complex set of interactions involving the development of five critical pathways: the socio-interactive, which influences interactions with others; the psycho-emotional, influencing personal control; the moral; the linguistic and intellectual/cognitive. Motivation to learn grows out of interrelationships among all five areas.

The teacher's role is to focus on and balance the developing pathways. The RMHACS emphasizes the teacher's relationship to the student, to the class and to the school, not only in terms of pedagogy but also in terms of ethics and morals. Students are taught to learn with a focus on values, including morality and "universal truths" about humanity. These values are modeled in the classroom and throughout the school, creating an environment for both learning and character building.

Curriculum Design/Teaching Method

The school's current curriculum by Dr. Ella Forbes, a professor at Temple University, was developed especially for Robert M. Hughes Academy Public Charter School and is based on the Massachusetts Curriculum Frame Works. This student-centered curriculum emphasizes advanced broad-based learning and considers the multi-cultural needs of the students represented at the school. The curriculum provides great expectations for student learning. It immerses the young student into phonics-based reading, includes exposure to classic literature and encourages integration of the four basic subject areas throughout all lessons.

During the fall of 2003 Dr. Forbes visited RMH to spend time with faculty and administration. Dr. Forbes continued involvement ensures that the faculty has a clear understanding of the curriculum and the opportunity to work through any of the materials and planning that might be challenging as they develop the most effective ways to present the material to the students. The faculty is encouraged to develop as many lesson plans and projects while there is consultant support available. A follow-up visit with the faculty at the mid-year point Dr. Forbes continues to work with the administration thereby ensuring the curriculum is administered properly.

The STAR Assessment is used along with the **Iowa Test of Basic Skills** and the **MCAS** results to provide valuable information that supports student placements, identifies areas of deficit and achievement and serve as useful tools in the development of the Individual Learning Plans. These tools allow teachers to identify academic areas that need to be enhanced while developing creative and innovative lessons that incorporate the teaching and introduction of skills needed by youngsters and the accommodations that must be made in order to meet the needs of students who learn differently. Students are provided with materials that are motivational and that accommodate a variety of learning styles. This allows the teachers to bring students to a greater level of success.

The Black Board Configuration, promoted by Dr. Lorraine Monroe is another tool used at the Robert M. Hughes Academy Public Charter School. Its purpose is to move students into the classroom quickly, settle the class, and prepare students to learn and work. The configuration allows students to know what they will learn in each class. The configuration, when properly delivered, eliminates the need to deliver verbal instructions at the beginning of class. It is a visual illustration of the teacher's commitment to instruction. It reflects the teacher's plan for a lesson with a coherent beginning, middle, and end. The Configuration helps both the teachers and the students to organize and stay focused. The Configuration serves as a tool to pace test-taking practices. This particular tool is that it improves school tone, strengthens teachers' skills in

planning and pacing, standardizes students' expectations school-wide, provides leaders with a management tool that makes daily observations possible and meaningful, provides students with an example of how organization and planning increases student achievement.

School schedule revisions were made this year to place more emphasis on MCAS prep classes. Students were provided with the additional instruction in specific areas to be measured by the MCAS test. Students reviewed study skills, test-taking skills in content subject areas such as math, language arts, science, and social studies. Students participated in practice tests under simulated test conditions. Teachers adapted curriculum-based testing to emulate standardized tests.

Accommodations for learning style differences are integrated into the individual learning plans and individual education plans for each student. The teachers utilize a wide range of skills and tools to accommodate the individual needs of students.

The students at Robert M. Hughes Academy receive Special Education Services, and Title One Services as indicated in their ILP's, IEP's or 504 plans. RMHACHS has sub-contracted services for students with the following agencies:

- The Weldon Center at Mercy Hospital – for hearing and speech assessments and services
- Academic and Behavioral Assessment Center – for testing and consultation.

Providing the students with the services described above increases their ability to be active participants in both the school community and curriculum-based learning.

With regard to bilingual education, there were no students with limited English proficiency. Subsequently, the RMHACS student profile for the 2003-2004 school year did not present any bilingual educational challenges.

Community Educational Relationships have been developed as a resource for faculty as well as students at The Robert M. Hughes Academy Public Charter School. Westfield State College provides a professional development program for the teaching staff. Students are provided with other educational opportunities offered through community relationships such as:

- Visits to college campuses and student focused presentations
- Visits to local government offices and student focused programs
- Sponsoring a local food pantry through soliciting donations
- Participating in cooperative learning opportunities with a local private middle/high school

- Participation in tutorial opportunities sponsored by a college as well as a high school
- Making community contributions by singing at local community events and senior citizens homes
- Raising money for charities.

Springfield College and The MacDuffie School provide tutors for RMHACS students. Tutors concentrate on the subject areas of reading and math. The tutors reinforce and review the academic materials provided by the teachers or special project tutors and work directly with the classroom teacher to implement student support. This school year, there were six MacDuffie School tutors, two sets of MacDuffie Special Project tutors and five Springfield College tutors. There were thirty-six students who received tutorial services.

2003-2004 Days of Instruction

<u>Scheduled Days</u>	<u>Teacher Work Days</u>	<u>Pupil School Days</u>
September 8, 2003 – June 16, 2004	175	170

Hours of Operation: 7:00 a.m. to 4:00 p.m.

Calendar includes two days for inclement weather

Teacher Make-up Work Days were November 25, 26 December 8, January 30 and March 8.

The student daily average attendance during the 2003-2004 school year was 96%.

GOVERNANCE

Board of Trustees

- **Carol Aranjo**, Chairperson
CEO, D. Edward Wells Federal Credit Union
Joined RMH Board 12/1998 as a founding member
- **Candice E. Lopes**, Vice Chairperson
Legislative Aide to State Representative Stephen Buoniconti
Joined RMH Board 12/1998 as a founding member
- **Norma Baker**, Treasurer
Executive Director of Northern Educational Services, grandparent, community leader and radio talk show host
Joined RMH Board 12/1998 as a founding member and NES Board Member
- **Amy Hughes**, Clerk
Wife of the late Robert M. Hughes, retired English and French teacher of The MacDuffie School
Joined RMH Board 3/2002
- **Patricia Brown**, Parent Representative to the Board
Joined the RMH Board in 8/2001
- **Helen R. Caulton-Harris**
Commissioner, Springfield Department of Health and Human Services
Joined the RMH Board 12/1998 as a founding member
- **Carol Moore Cutting**
Grandparent, entrepreneur; first African-American female in Massachusetts granted a construction permit by the Federal Communications Commission to build an FM radio station in Massachusetts
Joined the RMH Board 12/1998 as a founding member
- **Rance A. O' Quinn**
Chairman of the NES Board of Directors, EEO Compliance Officer, Federal Equal Employment Opportunity Commission
Joined the RMH Board 12/1998 as founding member and NES Board Member
- **Lorraine Swan**
Project Specialist, Massachusetts Career Development Institute
Joined the RMH Board 12/1998 as a founding member
- **Mary Anne Lane**
Attorney in private practice, Lane Law Offices
Joined the RMH Board May, 2002

2003-2004 Board Committees and Members*

- 1) **Executive Committee:** Acts on behalf of the Board between regular meetings and in emergency situations. Members: Carol Aranja (Committee Chairperson), Norma Baker, Amy Hughes, Candace Lopes, Douglas Greer (ex officio).
- 2) **Finance Committee:** Provides advice and recommendations to the Board on all fiscal planning, budgeting, financial policy development, monitoring of financial performance, fundraising and resource development. Members: Norma Baker (Committee Chairperson), Candace Lopes and Deborah Duncan.
- 3) **Personnel Committee:** Oversees personnel matters, developing and reviewing the personnel policies, practices, benefits and retirement. This committee is responsible for hiring at the executive level and oversees policy and adherence to policy. Members: Mary Ann Lane (Committee Chairperson), Carol Aranja, Candace Lopes, Lorraine Swan and Norma Baker.
- 4) **Educational Policy Committee:** Reviews and recommends revisions to the curriculum of the school as necessary. This committee is charged with the quality assurance of all RMH services associated with education delivery. It is further charged with the development and recommendations of policies, procedures, and associated protocols under the academic purview. Members: Carol Cutting (Committee Chairperson), Helen Caulton-Harris, Douglas Greer.

** The Board Chairperson and the Principal serve as ex officio members of each committee.*

The Board of Trustees did not receive any official complaints during the 2003–2004 school year.

STUDENT PROFILE

STUDENT CHARACTERISTICS

2003-2004 Enrolled Students

Grade	Accepted	Black	White	Hispanic	Asian	Female	Male
K	19	15		4		8	11
1	23	20	1	2		8	15
2	22	20		2		14	8
3	20	14	1	5		13	7
4	22	20		2		13	9
5	20	17		3		10	10
6	19	16		3		10	9
7	22	14	2	6		13	9
8	13	9		4		7	6
Totals	180	145	4	31		96	84

Number of Limited English Proficient Students: 0

Number of Linguistic Minorities: 0

Number of Students with IEP's: 13 (5%)

Number of Special Services Students: 56 (31%)

Number of Students Qualifying for Free Price Meals: 115 (63.8%)

Number of Students Qualifying for Reduced Price Meals: 13 (7.2%)

2003-2004 Student Applications

Grade	Applicants	2003/2004 RMH Students Enrolled	New RMH Students Enrolled	Waiting List	Applications Per Opening
K	42	19	19	23	2.2
1	23	23	8	15	2.9
2	11	21	2	9	5.5
3	21	27	2	19	10.5
4	28	20	6	22	4.6
5	26	20	5	21	5.2
6	22	22	4	18	5.5
7	31	16	4	27	4.4
8	15	13	5	10	3
<i>Totals</i>	<i>219</i>	<i>180</i>	<i>55</i>	<i>164</i>	<i>3.98</i>

All applicants are Springfield, MA residents.

Student Turnover Data

A total of twenty-three (23) students transferred during the school year. The reasons for these student transfers are categorized below:

Transferring Students

Reason for Transfer	Number of Students
Moved to another city or state	1
Parent wanted a shorter academic day	9
Parent wanted a different disciplinary structure	9
Parent wanted children in the same school	2
Parent felt school work was too demanding	2
Total	23

A total of thirty-three (33) students will not return to Robert M. Hughes Academy Public Charter School for the following reasons:

Students not returning to RMH

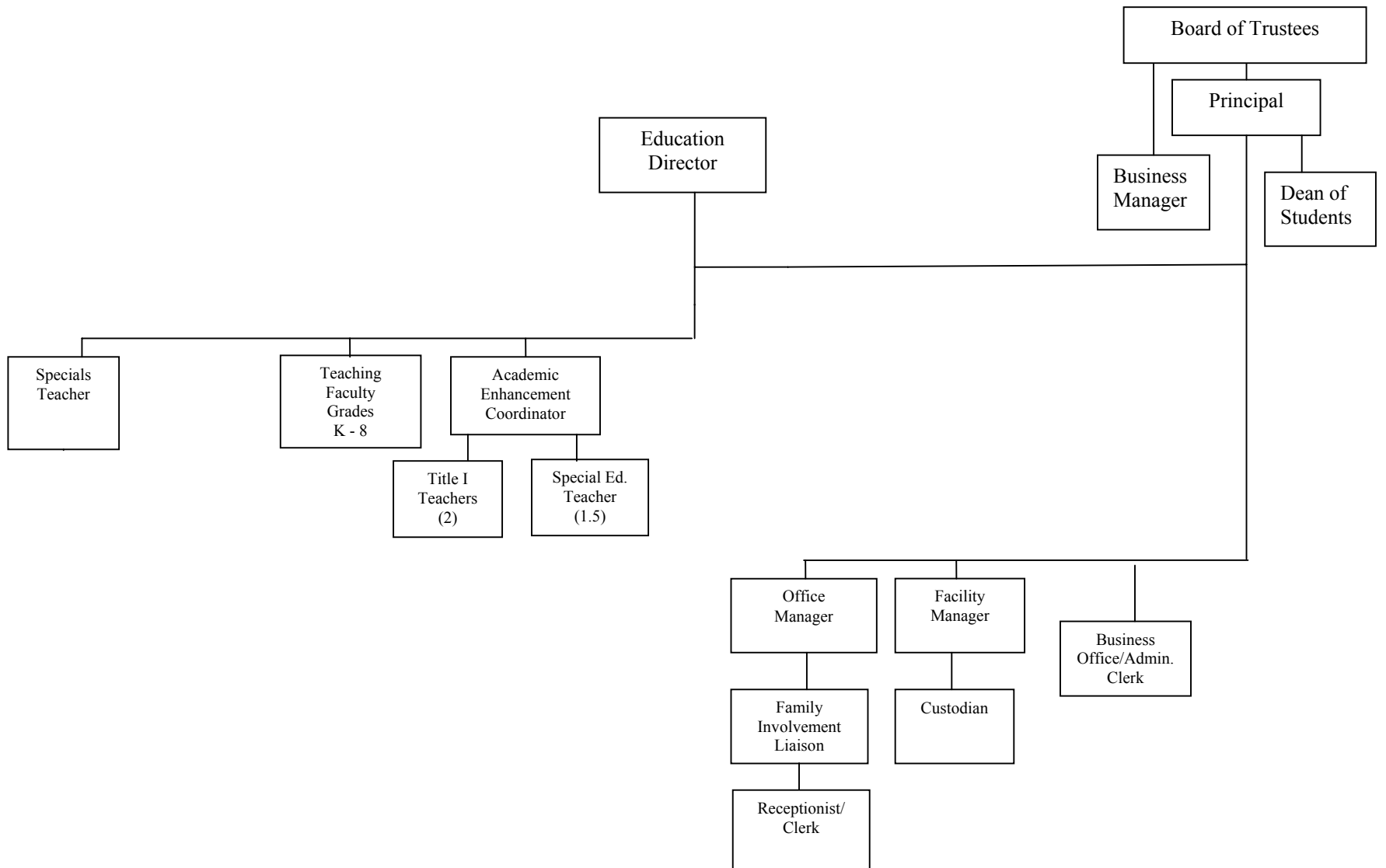
Reason for change	Number of Students
Moving to another city or state	4
Student accepted into a college preparatory school	2
Changing to another school	10
Did not respond to reenrollment appeal	2
Changing to another school due to transportation issues	2
Eighth grade graduates of RMHACS	13
Total	33

Student Exclusion Data

Numbers of Students placed on in-school suspension, out-school suspension or expelled.

Students placed on in-school suspension > 10 days	0
Students placed on out-school suspension > 10 days	0
Students expelled	0
Total	0

Robert M. Hughes Academy Public Charter School Organizational Chart



STAFF PROFILE

Interim Principal: **Douglas G. Greer**

Summary of Teacher Qualifications

Number of FTE classroom teachers	16
Number of FTE Title One teachers	3.5
Number of FTE SpEd teachers	1.5
Number of paraprofessionals	1
Student to classroom teacher ratio	11:1
Percentage of teachers who have earned a Bachelor's Degree:	76 %
Percentage of teachers who have earned a Master's Degree:	16 %
Percentage of teachers who have earned advanced degrees:	4 %
Percentage of teachers who have completed all requirements of DOE	68 %
Note: 100% of teachers who have not completed all requirements of DOE are aggressively pursuing completion of these requirements.	
Average years of teaching experience:	5.3 years
Average years of service with the school:	1.9 years

Teacher Turnover

% of teachers who returned:	81 %
% of teachers who completed 2002/2003 but did not return in fall of 2003:	19 %
% of teachers who did not complete 2003/2004:	10 %

Administrative Turnover

The Principal, O'Rita Swan, resigned January 26, 2004.
An Interim Principal, Douglas Greer, was appointed February 1, 2004 and served in this capacity through the end of the school year.

FINANCIAL PROFILE

Approved Budget FY 2005

Income

Per-Pupil Revenue	
(Tuition100)	1,549,980.00
305 Title I Fund	120,206.00
533 Facilities Gant	22,340.00
140 Teacher Quality	16,258.00
160 Title IID	2,395.00
302 Title V	1,820.00
240 Federal Special Ed	29,674.00
274 Federal Special Ed	5,000.00
331 Safe & Drug Free School	2,292.00
625 Summer Academic Support	2,500.00
Private Gifts, Grants, and Cont	15,800.00
728 Reading First Grant	80,867.00
Interest Income	1,500.00
Contributions, In-Kind	160,735.00

Total Income 2,011,367.00

Expense

Salaries\Wages	1,030,326.30
Fringe Benefits	102,086.79
Payroll Taxes	79,335.13
Facility	195,193.00
Materials & Supplies	47,747.00
Other Cost	340,644.65
Depreciation	58,534.46

Total Expense 1,853,867.33

Net Income **157,499.67**

**Robert M. Hughes Academy Public Charter School
State and Federal Grants
FY 2004**

Income

305 Title I Fund	142,084.01
533 Facilities Grant	25,167.96
140 Teacher Quality	16,824.34
240 Federal Special Education Entitlement	20,490.80
274 SPED-Program Improvement	7,660.25
331 Safe & Drug Free School	1,472.00
625 Summer Academic Support	3,500.00
728 Reading First Grant	<u>233,067.59</u>
Total Grants Awarded	<u>450,266.95</u>

Robert M. Hughes Academy Public Charter School
Un-audited
Balance Sheet
As of June 30, 2004

ASSETS

Current Assets

Checking/Savings	
Cash-Hampden Savings-Operating	316,681.81
Cash-National Credit Union	
Administration	51,489.09
Cash-Petty Cash	200.06
Total Checking/Savings	<u>368,370.96</u>
Accounts Receivable	144,391.61
Other Current Assets	<u>30,755.19</u>
Total Current Assets	543,517.76

Fixed Assets

Buildings/Leasehold Improvement	915,227.24
Telephone Installation	3,766.98
Classroom-Furniture	15,006.07
Occupancy-Furniture	7,171.44
Office-Furniture	5,865.81
Equipment Capital-Computer	9,038.07
Classroom-Equipment	7,096.27
Capital lease-Occupancy-Equipment	<u>17,606.84</u>
Total Fixed Assets	980,778.72

TOTAL ASSETS

1,524,296.48

LIABILITIES & EQUITY

Liabilities

Current Liabilities

Accounts Payable	1,670.98
Other Current Liabilities	417,170.13

Long Term Liabilities

Capital Lease Payable-Building	<u>754,542.19</u>
---------------------------------------	-------------------

Total Liabilities

1,173,383.30

Equity

Opening Bal Equity	180,645.77
Net Assets-Investment in Capital	202,336.42
Retained Earnings	133,053.87
Net Income	<u>-165,122.88</u>

Total Equity

350,913.18

TOTAL LIABILITIES & EQUITY

1,524,296.48

Robert M. Hughes Academy Public Charter School
UNAUDITED
Profit and Loss
June 30, 2004

Income

4000 · Comm Per-Pupil Revenue (Tuition100)	1,477,030.00
4040 · Comm Grant-(305) Title I Fund	142,084.01
4060 · Comm Grant-(533) Facilities Fund	25,167.96
4061 · Comm Grant-140 Teacher Quality	16,824.34
4080 · Comm Grant-(240) Special Ed	20,490.80
4120 · Comm Grant-(274) Special Ed	7,660.25
4130 · Grant 331 Safe & Drug Free School	1,472.00
4140 · 625 Summer Academic Support	3,500.00
4160 · Private Gifts, Grants, and Contributions	11,476.35
4180 · Other Non Grant Receipts	9,316.68
4185 · 728 -Reading First Grant	233,067.59
4220 · Interest Income	1,384.33
4240 · Contributions, In-Kind	160,735.00
Total Income	<u>2,110,209.31</u>

Expense

Salaries\Wages	1,205,241.91
Fringe Benefits	111,513.06
Payroll Taxes	92,754.05
Facility Expense	103,157.95
Materials & Supplies Expense	217,662.22
Other Cost Expense	459,223.88
Depreciation	85,779.12
Total Expense	<u>2,275,332.19</u>
Net Income	<u><u>-165,122.88</u></u>

Dissemination Progress

2004-2005 proposed model for replication

Standard Based Assessments to Guide Instruction

Daily assessments: This includes daily observations of students and staff by administration during daily activities.

Periodic assessments: Mandatory weekly formal assessment. This includes end of unit assessments, quizzes, and bi-weekly progress assessments to parents.

Product assessments: This includes quarterly samples of daily work, group projects, portfolios, and Individual Learning Plans to monitor progress over time.

External and Internal Standardized Test assessments: Use of formal standardized tests. i.e. (Iowa Test of Basic Skills, California Achievement Tests, MCAS exams)