



# **Annual Report**

**August 2003**

**CHAMPION CHARTER SCHOOL OF BROCKTON**

**One Centre Street • Brockton, MA 02301**





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August 1, 2003

Ms. Kristin McIntosh  
Acting Commissioner of Education for Charter Schools  
Massachusetts Department of Education  
350 Main St.  
Malden, Ma 02148

Dear Ms. McIntosh:

Once again it is with great feeling of accomplishment that I submit the 2003 Annual Report for the Champion Charter School of Brockton to you on behalf of the Board of Trustees.

This past year has been a milestone year for the Champion Charter School as we received Board of Education approval for the renewal of our charter as a Horace Mann Charter School. The validation through the charter renewal process of our school's academic program, the viability of our school as an organization and the faithfulness of our school to the terms of our charter was eagerly sought and gratefully received by all members of our Board of Trustees. As we look toward our next five year charter period, we realize that it will be a period of rededication to the terms of the original vision for our school with a sense of renewed energy and challenge as we strive to maintain the momentum we have established while fine tuning our organization to meet more fully the educational needs of our students and their families.

On a more somber note, it was with mixed feelings that we accepted the resignation of our school's founding director. Curtis Wells left us upon conclusion of the school year to assume the director of the Roxbury Charter High School for Business and Entrepreneurship in Roxbury, MA. While we certainly sent him off with sincere wishes for success and happiness in his new endeavors, it is apparent that we now face the challenge of identifying a new leader for our school. The Board of Trustees has appointed Dr. Lawrence DeSalvatore, our previous Assistant Director as our Acting Director for the next few months. A Search committee has been established and the position was widely advertised. We have received over thirty applications which are currently being processed; the time line established by the search committee is currently on track. It is our goal to conduct interviews during the summer and to be able to make a recommendation to the Superintendent of the Brockton School System by September 1, 2003.

On a happier note, during the past year four additional students have graduated with a Champion Charter School diploma. These are students who were able to overcome great barriers to the achievement of their educational goals, four young people who had become sidetracked along the way but who were supported and were given the tools to create their own success. It is important to recognize that this was the first cohort of students that had to pass MCAS exams in math and language arts in order to graduate.

As you are aware, many of our charter school students can best be described as “at-risk” and have historically had great difficulty in passing the MCAS. The remediation programs which we developed and the curriculum modifications which were introduced in recent years were critical to the success of these students.

MCAS pass rates among all of our students continues to improve. As of this writing, with results from Spring tests and re-tests not yet released, 48 percent of all Champion students currently enrolled have passed the MCAS ELA test, and 35 percent have passed the math test. A short two years ago, none of our students passed either test.

During the past year we have worked closely with Brockton Public School administrators to prepare for the upcoming comprehensive Department of Education coordinated program review. We benefited greatly from pre-review visits made by DOE’s Richard Taylor and Barry Barnett and found their expertise and advice very valuable. We have been able to find solutions for most issues relating to our special education students and English language learners. We have been able to institute a school sponsored breakfast and lunch program and continue to work closely with the owner of our school building to resolve some of the facility issues that were identified. We remain confident that we will have addressed all these issues satisfactorily before the November, 2003 program review.

The Board of Trustees has begun the process of reviewing and revising our by-laws. We have added several new members to the board this year as we strive to maintain a Board which reflects the diversity of our student body. We have restructured our Board sub-committees and have actively solicited the assistance of community groups in locating new members who are willing to make the commitment of time and energy necessary for a successful Board.

On behalf of the Champion Board of Trustees, the students, and staff, I would like to thank you for your continued support of the Champion Charter School. We look forward to another year of great accomplishments.

Sincerely,

Dr. Kenneth H. Sennett  
Acting Chair, Board of Trustees

# Executive Summary

Established in mid-1998, Champion Charter School is a high school specifically designed for former out-of-school youth ages 16-21 who previously attended a Brockton public school and are currently residing in Brockton. It employs a rigorous competency-based “Diploma Plus” approach to earning a high school diploma designed by the Center for Youth Development and Education of the Commonwealth Corporation, whereby students demonstrate specific skills through projects, exhibitions, portfolios, and presentations. Students in the Basic and Intermediate levels of the program concentrate on improving reading comprehension, mathematical reasoning, writing and critical thinking skills. Students in the “Plus Phase” take two non-remedial courses at Massasoit Community College, complete a 100-hour internship, participate in a community service learning project, and complete a graduation portfolio of exemplary work.

As a Horace Mann Charter School, Champion is a part of the Brockton Public Schools and has been approved by the Brockton School Committee and the Brockton Education Association. The school director from the school’s inception through June 30, 2003 was Curtis Wells, an educator with over 36 years experience in public education. Assistant director Lawrence DeSalvatore was named interim school director effective July 1 while Champion’s Board of Trustees commenced a search for a permanent director.

Champion accepted 51 new students in the 2002-03 fall semester. They joined 55 returnees. In the spring semester, 39 more students joined the school. Over the course of the year, four students graduated, and 81 students withdrew or were discharged. As of June 30, 2002, 60 are enrolled.

On August 1, 2002, Champion applied to the Massachusetts Department of Education for renewal of its charter. In the application, Champion provided evidence of academic success, organizational viability, and faithfulness of the terms of its charter. A site visit team representing the DOE visited the school in late October to gain further evidence of the school’s academic success, viability, and faithfulness to its charter. The Massachusetts Board of Education voted in January 2003 to renew Champion’s charter for an additional five years, commencing on January 1, 2004.

Champion continued several initiatives during the 2002-03 school year. Of these, perhaps the most important has been the collection and analysis of data for the purpose of informing the school’s decision-making processes. Key findings include the following:

- Champion students are performing better on the Massachusetts Comprehensive Assessment System tests in mathematics and language arts. Twenty-three of 48 students (48%) achieved a passing score in the spring 2002 ELA test, and an additional 14 passed the December 2002 re-test. Math scores, although weaker, show a more dramatic improvement. Nine of 49 students (18%) passed the spring 2002 math test, while 14 of 49 (29%) passed the December re-test.
- Thirty-six percent of students who persist through their first year at Champion progress to the Plus Phase by the end of that year. Eighty-two percent move forward within two years.
- Champion graduates demonstrate an ability to perform capably in a college setting *while still enrolled at Champion*. 2002-03 graduates earned grades of C or better in 5 of 5 dual enrollment courses. Four of the five grades earned were A’s or A-’s.

There are a number of indices that suggest that the climate at Champion is supportive for staff and students alike. Students regularly refer to the Champion community as a family and take obvious pride in their school. Visitors often make note of the spirit of community that pervades Champion.

Students also consistently acknowledge the efforts made by Champion staff to help them achieve academic success. Comments like “they’ll always be there for you” and “I wouldn’t have come this far if it weren’t for my teachers” are common and reflect students’ recognition that Champion staff are willing to give much of themselves in order to help our students succeed. The dedication evidenced by faculty and staff is further illustrative of their comfort with the climate of the school.

Parents also appear very happy with the school. Attendance is strong for such events as our September Open House and for our Spring Showcase of student work.

Parents, sponsors, friends of Champion, and interested others: the pages ahead present a piece of the story of the Champion Charter School. We invite you to learn more about us through this report. Should you have questions, or should you like to visit, please feel free to contact us.



## Champion Charter School of Brockton

### 🌀 Annual Report 2003 🌀

*The mission of the Champion Charter School of Brockton is to provide high quality, academically challenging education for out of school youth by creating a dynamic learning laboratory that uses a school to career pedagogy as its framework; an environment that embraces the vision of the Brockton Public Schools and involves a broad range of community based organizations; and an innovative and flexible model to serve an underserved population in our community. It will provide integrated learning experiences that continually demonstrate how what is learned in the classroom relates to the workplace, the students' personal growth, their role in the community, and their future.*



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## A. School Performance

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The Champion Charter School of Brockton is designed to respond to the educational needs of the sizable number of out of school youth in Brockton. According to information posted on the Massachusetts Department of Education website, 5.7 percent of Brockton Public School students dropped out in 2000-01, the most recent year for which data is available. Brockton's high school enrollment of 4,310 students (2002-03 school year) suggests that almost 250 new drop outs are removed from the high school roles each year.

The Champion curriculum is designed to reengage out-of-school youth in ways that will keep them in school and help them to succeed academically and in the world of work. The school has developed a competency-based curriculum, based on the Massachusetts Curriculum Frameworks, where students must demonstrate proficiency in core subject areas in order to progress to the next level. Students show their knowledge and skills through regular coursework and through the development of portfolios of their best work across the several disciplines. Champion is an ungraded high school that operates on three levels: Basic (or Preliminary) Phase, Intermediate (or Presentation) Phase and the Plus Phase. These are roughly equivalent to 8<sup>th</sup> grade, 10<sup>th</sup> grade and 12<sup>th</sup> grade.

### 1. Summary of Performance Relative to Student and School Performance Objectives.

The Champion Charter School Accountability Plan, issued in July 1999, presents a wide array of indicators of progress and success, broken into three main categories:

- The academic and non-academic program
- Organizational viability
- Alignment of program and operation

This report, rather than attempting to address the full complement of indicators outlined in the accountability plan, instead presents those we see as being most useful to Champion stakeholders and to the wider community of individuals interested in the school.

#### *The Academic and Non-Academic Program*

**GOAL: Eighty percent (80%) of students enrolled for two academic years will move into the Plus Phase.**

**PERFORMANCE:** Since January 1999, 54 of 151 students (36%) enrolled for one full academic year progressed to the Plus Phase by the end of that year. *Forty-six of the 56 (82%) enrolled for two academic years progressed to the Plus Phase by the end of two years.*

**GOAL: Eighty percent of Plus Phase students will perform at a level of “needs improvement”**

**(220-239), “proficient” (240-259) or “advanced” (260-280) on the Massachusetts Comprehensive Assessment System examinations.**

**PERFORMANCE:** In the 2002-03 school year, 15 students progressed to the Plus Phase of Champion’s academic program. Thirteen of the 15 have passed the English Language Arts MCAS test. Two scored in the Proficient range and one in the Advanced range. Seven of 15 students have passed the Math MCAS test. Three of 15 took the Math test for the first time in Spring 2003. Results for the Spring administration of the test are not yet available.

**GOAL: Champion’s graduates will have academic skills equal to or better than those of other Massachusetts public high school graduates.**

**PERFORMANCE:** To date, Champion has graduated 29 students. No tests allow us to compare our graduates against Brockton High School graduates and against Massachusetts public high school graduates. Nevertheless, the rigor of the Champion curriculum ensures that graduates develop strong academic skills. Two indices suggest that this is the case: students’ performance in college level courses while enrolled at Champion and students’ performance in their graduation portfolio review sessions.

All Plus level students are required to enroll in two non-remedial college level courses and to pass those courses in order to graduate. To date, all Plus students have enrolled at Massasoit Community College. Two of the Champion’s four 2002-03 graduates completed two courses at Massasoit and received grades of A or A-. A third graduate, with modified graduation requirements passed one class at MCC with a grade of C. The fourth graduate, whose graduation requirements were also modified, did not complete coursework at Massasoit. Champion’s 10 2002 graduates all completed two courses at Massasoit with grades of C or better. Of 20 grades issued, 19 were B- or better, including four A’s. The average grade was a B. Champion’s 12 2001 graduates also earned high grades in their Massasoit courses. Of 24 grades issued, 20 were B- or better, including three A’s.

In order to graduate, students must also pass a rigorous review of their Plus Phase work in a graduation portfolio review session before a panel comprised of the school director, assistant director, and at least one representative from the community at large. The review focuses primarily on three portfolio pieces: the student’s autobiography and accompanying research artifacts; the internship project report and artifacts; and the community action project report and artifacts. Students formally present these three pieces before fielding questions from the review team. Reviewers may question prospective graduates on any work they have completed at Champion, including their college coursework. Two of four 2002-03 graduates earned overall graduation portfolio assessments of Proficient, and one student earned an assessment of Advanced. Out of a total of 12 portfolio pieces presented, 6 were judged Proficient and four were judged Advanced. [See Table K in Appendix A, page 2, for a complete breakdown of graduates’ portfolio assessments.] In 2002, nine of ten graduates earned overall graduation portfolio assessments of Proficient, and one student earned an assessment of Advanced. Of 30 portfolio pieces presented, 26 were judged Proficient, and four were judged Advanced. In 2001, all 12 graduates earned overall graduation portfolio assessments of Proficient. Out of a total of 36 portfolio pieces presented, 30 were judged Proficient and two were judged Advanced.

**GOAL: Champion will implement a high-quality secondary curriculum.**

**PERFORMANCE:** *Champion uses the highly regarded Diploma Plus (DP) curricular framework designed by the Commonwealth Corporation’s Center for Youth Development and Education. The*

DP framework, which is described briefly in Section B.4. of this report and in some depth in the Champion Charter School 2000 Annual Report, is currently being used in several other sites in Massachusetts and has recently been adopted by the Baltimore (MD) City Career Academy. Hilary Kopp of Jobs for the Future, in her April 2000 evaluation of the Diploma Plus model, wrote:

Diploma Plus has shown much promise. Many students who had not succeeded in traditional education settings have completed high school and started college. Alternative schools implementing both components of the model have raised their standards and expectations for what students need to accomplish before graduating. Preparing students for the college component of the Plus Year has raised staff expectations for student work and students' expectations for their own futures. (Kopp, Hilary. 2000. "A report to the Charles Stewart Mott Foundation: Findings from an early evaluation of the Diploma Plus Program." Boston: Jobs for the Future, p. 110).

**GOAL: Student enrollment will grow to a capacity of 120 students by June 2003.**

**PERFORMANCE:** Champion seeks to achieve an enrollment of 100 students by the beginning of Fall and Spring semesters. Our Fall objective will require gaining approximately 40 *new* enrollees during the Summer months. *The June 2003 goal of 120 students is beyond the capacity of our physical plant. Until a larger facility is secured, enrollment cannot exceed approximately 100 students.*

**GOAL: Champion will reduce and reengage the out of school youth population in Brockton. Champion will have an 80 percent annual retention rate by 2004.**

**PERFORMANCE:** Close to 250 students drop out of Brockton Public Schools each year. Champion offers an attractive alternative for many of those students: a chance to earn a Brockton Public Schools high school diploma in a small, personalized setting that offers individualized instruction.

The reengagement of formerly out-of-school youth is best measured by annual retention rate. Champion's annual retention rate, calculated by dividing the number of students still enrolled on the first day of classes in September by the number enrolled at any point in the previous year, was 47 percent in both 1999-00 and in 2000-01. In 2001-02, Champion's retention rate dropped to 43 percent. As of June 30, 2003, the 2002-03 retention rate is 46 percent.

**GOAL: Champion will help its students become responsible citizens.**

**PERFORMANCE:** The idea of civic and social responsibility is imbued in the very fabric of the Champion Charter School. In order to stress the importance of civic and social responsibility to Champion students prior to their entrance into the Plus Phase, every student is required to participate in at least one semester of the Facing History and Ourselves (FHAO) curriculum. FHAO is designed for students to investigate connections between the conditions that allowed the genocide of the Holocaust and ways the current culture isolates and marginalizes people based on identity. FHAO prepares students for the Plus Phase community action project by allowing students to explore their identities, their place in society, and the ability of citizens to create change. Plus Phase students take Choosing to Hope, an interdisciplinary reinvention of Champion's original autobiography and community action classes. Choosing to Hope maintains the projects and rigor of the original two classes but more deeply connects the students' life stories with their place and responsibilities within the larger community.

The objective of Choosing to Hope is to help transform students who have been disengaged not only

from school but also from the life of their communities into contributing members of those communities. Plus Phase students have effectively contributed to their school community and the larger Brockton community as they participated in the following projects:

- Annually organizing and sponsoring a Christmas gift drive for a homeless family at Brockton's Mainspring House;
- Planning, raising funds for, building, and dedicating a community park abutting Champion's school in downtown Brockton;
- Organizing, promoting, and soliciting donations for a free multicultural feast for the Brockton community;
- Planning, raising funds for and executing the Champion Charter School prom.

**GOAL: Champion will prepare its students for work in the real world of the work place.**

**PERFORMANCE:** This objective is fundamental to the mission of the Champion Charter School and is captured in the school's mission statement. The close relationship between Champion and the Massachusetts Youth Teenage Unemployment Reduction Network, (MY TURN) Inc. (MY TURN was instrumental in founding Champion, the president of MY TURN's Board sits on the Champion Board, and two MY TURN staff are assigned to Champion) ensures that issues of workforce transition remain a central focus of the school.

Champion students at the Intermediate Level must complete two half-day or day-long job shadows in order to progress to the Plus Phase, and Plus students must complete an internship of at least 100 hours, maintain a reflective journal pertaining to their internship, and produce a substantial research project focusing on one aspect of the industry represented by their internship site in order to graduate.

All first year students enroll in a year-long Career Skills course that meets weekly. The course is designed to help students develop purpose and direction in making education and career choices, acquire knowledge of postsecondary options, learn verbal and written presentation skills and job search strategies, and develop a greater understanding of the legal and social context of employment.

Twenty-eight students who were enrolled in September 2002 were enrolled in the Career Skills class for the entire year. Of the students who were enrolled for the entire year, thirteen (46%) completed all requirements for the course at a level of Proficient or Advanced. The remaining 15 students will have to retake the course in the Fall.

In order to graduate, Plus Phase students must complete an internship of at least 100 hours and a corresponding Internship Seminar. The purpose of the seminar is to examine the culture of the workplace, using students' various internship sites as the basis for this examination. Students produce a research paper on one aspect of their industry, a power analysis of their host organization, and a reflection paper evaluating their experience at their site and discussing future educational and career plans. Students develop research, analytical, interview, and presentation skills through working on these projects.

Six Plus Phase students participated in internships in 2002-2003. Four of the students (67%) completed the 100-hour internship and received credit for the Internship Seminar by earning a Proficient or Advanced assessment in the course. In 2000-01, 12 of 17 (71%) completed their internships and were graded as Proficient or Advanced in their Internship Seminar. In 2001-02, 12 of 16 (75%) completed their internships.

**GOAL: Champion will prepare its students to enter college.**

**PERFORMANCE:** Champion helps prepare students to enter college in two ways. First, *all Plus Phase students are required, as a condition of graduation, to complete two non-remedial college courses for college and high school credit at a local college.* [See Table J on page 1 in Appendix A for listing of college courses and grades for Champion’s 2002-03 graduates.] Through their college experiences, Champion students, who in many cases entered the school unsure that they were capable of *high school* level work, develop competence and confidence as learners able to perform in a college setting. All Plus Phase students are supported in their college endeavors by a Study Skills course, offered at Champion, which helps them develop the specific skills and competencies necessary to succeed in college classrooms.

*Champion’s MY TURN staff also works closely with all Champion students to expose them to postsecondary options and assist them in the college and financial aid application process.* [See page 15 for a table listing the postsecondary college and work plans of Champion’s 2002-03 graduates.]

### **Organizational Viability**

**GOAL: Champion is a fiscally solvent and stable school organization.**

**PERFORMANCE:** For information on Champion’s revenues, see page 20. The school’s financial statement, balance sheet, and approved school budget for fiscal year 2004 are included in **Appendix B.**

**GOAL: Champion will maintain a positive, workable, safe, and academically supportive school climate and facility for staff and students.**

**PERFORMANCE:** There are a number of indices that suggest that the climate and facility at Champion are positive, workable, safe, and academically supportive for staff and students alike. First, with regard to the climate of the school, *students regularly refer to the Champion community as a family,* and take obvious pride in their school. Visitors often make note of the spirit of community that pervades Champion. The Department of Education Renewal Inspection Report, submitted to the Board of Education in December 2002 stated that:

“The teachers, administrators, and other professionals create a safe environment of authentic caring and mutual respect that allows students to move away from defensive postures and engage in learning to reach their potential”.

“Administrators, teachers, and staff relate comfortably to these teenagers and are tolerant of high spirits and low moods. Through the visit, observers noted behavior that signified caring, respect, and a sense of safety for adults and students alike. This positive atmosphere was present in instructional settings, in one-on-one interactions and in unsupervised common areas, such as the break room, the elevator and the computer lab. Teachers, administrators, and other staff set the standard for decorum, and students learn, over time, what is expected. Students, themselves, play an important role in maintaining this culture and shared that they help new students “learn how to act right”.

“The Champion Student Handbook clearly specifies what the members of the Champion ‘community’ expect from each other, with respect being a core value. Discipline is administered with ‘gentle jurisprudence’ with student infractions being judged in light of individual circumstances.”

“In focus groups, parents seemed to appreciate the safe and welcoming climate of the school. They credited school staff for reaching out to their students and succeeding when others could not. They were enthusiastic that their students were being supported both academically and emotionally and appeared grateful for the second chance that the school was affording their family.”

*Students also consistently acknowledge the efforts made by Champion staff to help them achieve academic success.* Comments like “they’ll always be there for you” and “I wouldn’t have come this far if it weren’t for my teachers” are common and reflect students’ recognition that Champion staff members are willing to give much of themselves in order to help our students succeed. That dedication is further reflected in staff attendance at twice-weekly faculty meetings—sessions that routinely continue late into the afternoon, their commitment to professional development (see Table G on page 35), and the respectful, engaged discourse that characterizes student-staff interaction.

Since the school’s inception, *Champion’s Board of Trustees and administration have taken a number of steps to ensure that the Champion facility is safe and supports academic achievement.* The Board is currently working with the school’s landlord to move the school to the second floor, a setting the will better serve the needs of the school and its students.

**GOAL: Champion’s student recruitment and selection program will recruit, select, enroll, and maintain up to 120 eligible 16-21 year old out-of-school youth as students.**

**PERFORMANCE:** For information on Champion’s recruitment and selection process, see page 17. For enrollment figures, see Table D on page 29. For information on student retention, see Table B on page 15.

**GOAL: Strict attention will be paid to the quality of Board membership and the competence of the teaching staff.**

**PERFORMANCE:** As a Horace Mann Charter School, the Champion Charter School is governed by a sixteen member Board of Trustees—thirteen (13) voting members and three non-voting members: the school’s director, a faculty representative and a student representative. The school’s by-laws have been in effect since 1998 with minor revisions. The Board meets at noon on the last Wednesday of each month during the school year. Meetings are called during the summer months as needed.

Champion received its charter in April 1998 and opened on January 5, 1999. During that first year, the Board of Trustees worked diligently to define a clear role for itself. Because Horace Mann charter schools must function within the framework of the host school department, the Trustees crafted a Memorandum of Agreement between themselves and the Brockton School Committee. This MOA preserves the independence of the school by defining clearly those areas (mainly finance and staffing) which require approval of the Brockton School Committee and those that do not.

In the four years which have followed, the Board has transitioned from the tasks which are necessary in starting a new school to becoming more of a governing and policy making body to support the school’s administration. The Board works to develop operating policies, to monitor the progress toward achieving the objectives of the school through a manageable accountability plan, and to manage Champion’s complex financial relationship with the Brockton Public Schools.

Janice Beyer, liaison between the Brockton School Committee and the Champion, joined the Board in December. Roland Blanchette, Professor of Sociology at Massasoit Community College, joined the Board in December. Angelo Nuby, Board Treasurer, resigned in April. Brenda Wornum-Moore,

of BWM Consulting, joined the Board in June and assumed the position of Board Treasurer. Bishop Filipe Teixeira, of St. Martin de Porres church, joined the Board in June. Community member Lenell Silva joined the Board in June. The positions of Board Chairperson, Vice-Chairperson, and Clerk, are slated for final vote at the August meeting. For a listing of the Champion Board of Trustees, including affiliations, see Table C on pages 22-23.

One of the greatest strengths of the Champion Charter School is its staff. Collectively, the eight teachers possess a Ph.D., 4 masters degrees, 9 bachelors degrees and average close to 11 years teaching experience. The teaching staff is augmented by two full-time and one part-time school-to-career staff, a full-time case manager, an office manager, and a part-time nurse and part-time clinical social worker.

School Director Curtis Wells resigned from the Champion effective June 30, 2003. Mr. Wells accepted a position of School Director at Roxbury Charter High School for Finance, Entrepreneurship, and Business. Mr. Wells grew up in Roxbury and spent most of his teaching and administrative career there.

Assistant Director Lawrence DeSalvatore has been appointed Acting Director until October 1, 2003. The Board is in the process of interviewing candidates for School Director and has narrowed it down to three finalists; Dr. DeSalvatore is one of the three finalists. The Board expects to have a School Director in place prior to September 1, 2003. For a listing of all Champion staff, including years of experience and degrees, see Section E on page 25. For a list of staff professional development activities over the past year, see Table G on page 35.

#### **Alignment of Program and Operation**

**GOAL: Champion will compile and analyze demographic information to ensure that its target population is being served.**

**PERFORMANCE:** This is undertaken on a regular basis and is presented in Sections F.1. and F.2. of this and previous years' annual reports. See page 29.

**GOAL: Champion will provide a high-quality, academically challenging education for out-of-school youth by creating a dynamic learning environment that uses a school-to-career pedagogy as its framework.**

**PERFORMANCE:** The educational methodology adopted by Champion combines the rigor of the Diploma Plus curricular framework and competency-based approach to instruction and assessment with school-to-career pedagogies promoted by MY TURN. See page 17 for a description of Champion's curriculum, page 4 for an evaluation of Diploma Plus, and page 6 for a description of the contribution MY TURN's school-to-career emphasis makes to the school.

**GOAL: Champion will employ course curricula that corresponds to the Massachusetts Frameworks.**

**PERFORMANCE:** All Champion faculty have been trained in and are conversant with the Massachusetts Curriculum Frameworks. Course curricula at the Basic, Intermediate and Plus levels are all aligned with the Frameworks. Students' quarterly assessments (See **Appendix C** for sample assessment forms) are competency-based, with those competencies being tied directly to the Frameworks.

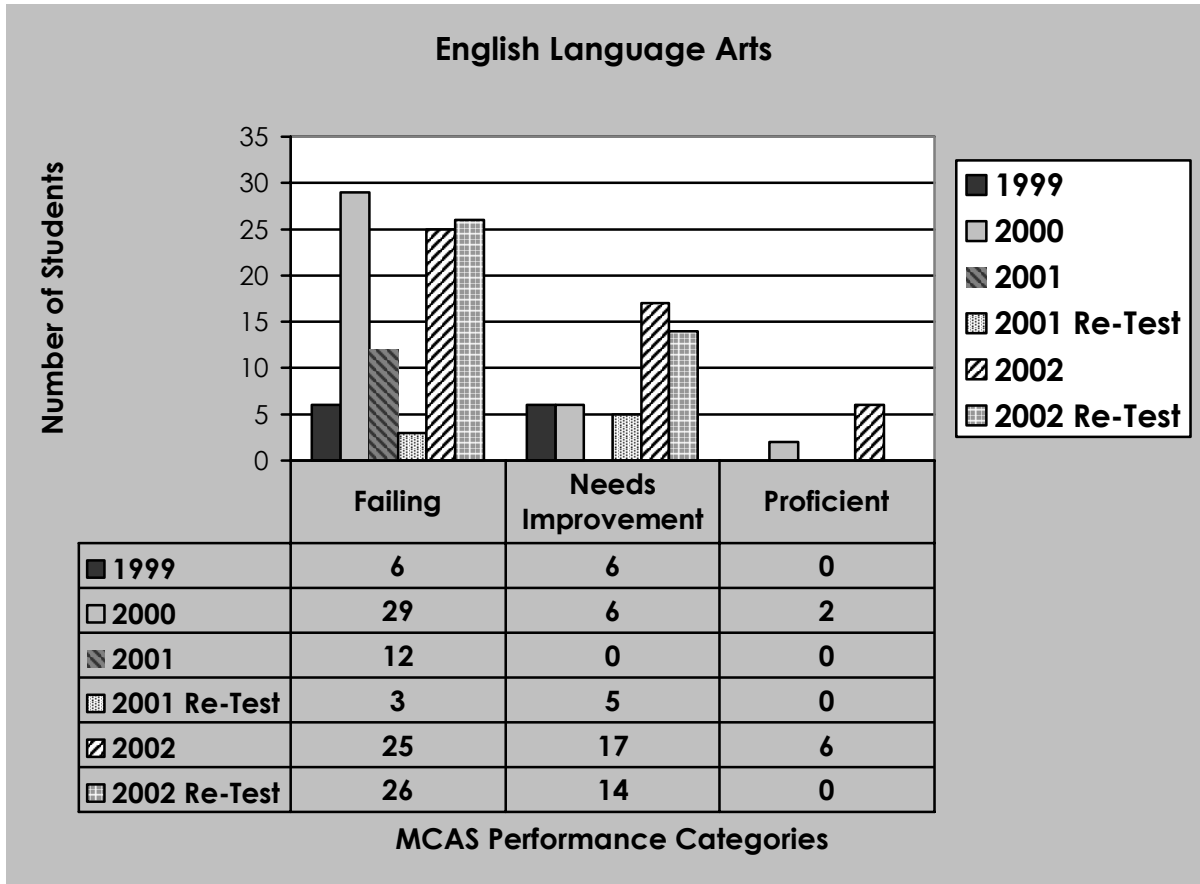
**GOAL: Champion will meet all essential statutory and regulatory requirements.**

**PERFORMANCE:** Champion follows Massachusetts Department of Education Charter School Office guidelines with regard to all statutory and regulatory requirements. The school year is 180 days long. Students are engaged in more than 990 hours of instruction over the course of the school year.

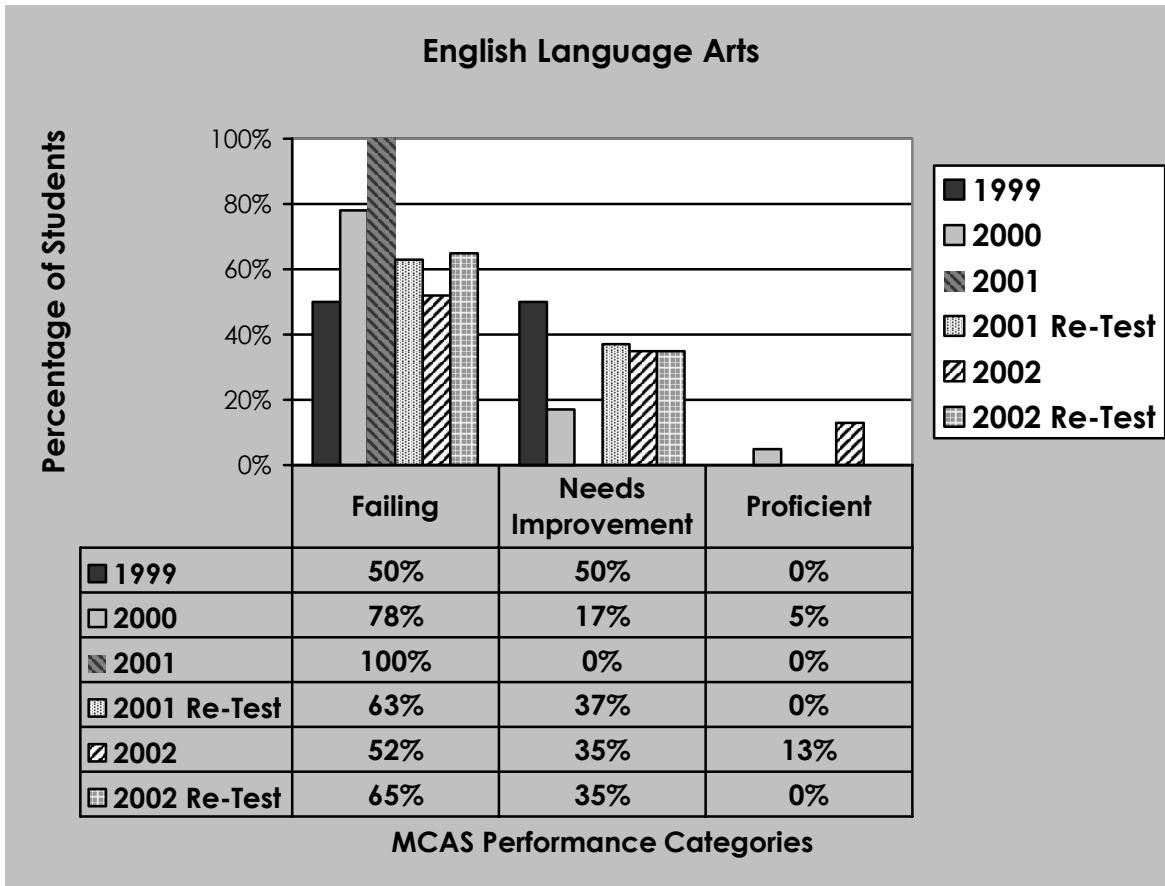
## **2. Summary of External Standardized Test Results**

The charts which follow present results from 1999 through the December 2002 re-take administration of Massachusetts Comprehensive Assessment System (MCAS) examinations in English language arts and mathematics, first by number and then by percentage. Students taking MCAS re-tests cannot score above 239 (Needs Improvement). All Champion students who have not passed either the English language arts or the mathematics MCAS tests take those tests during the spring and fall, regardless of when they enter the school.

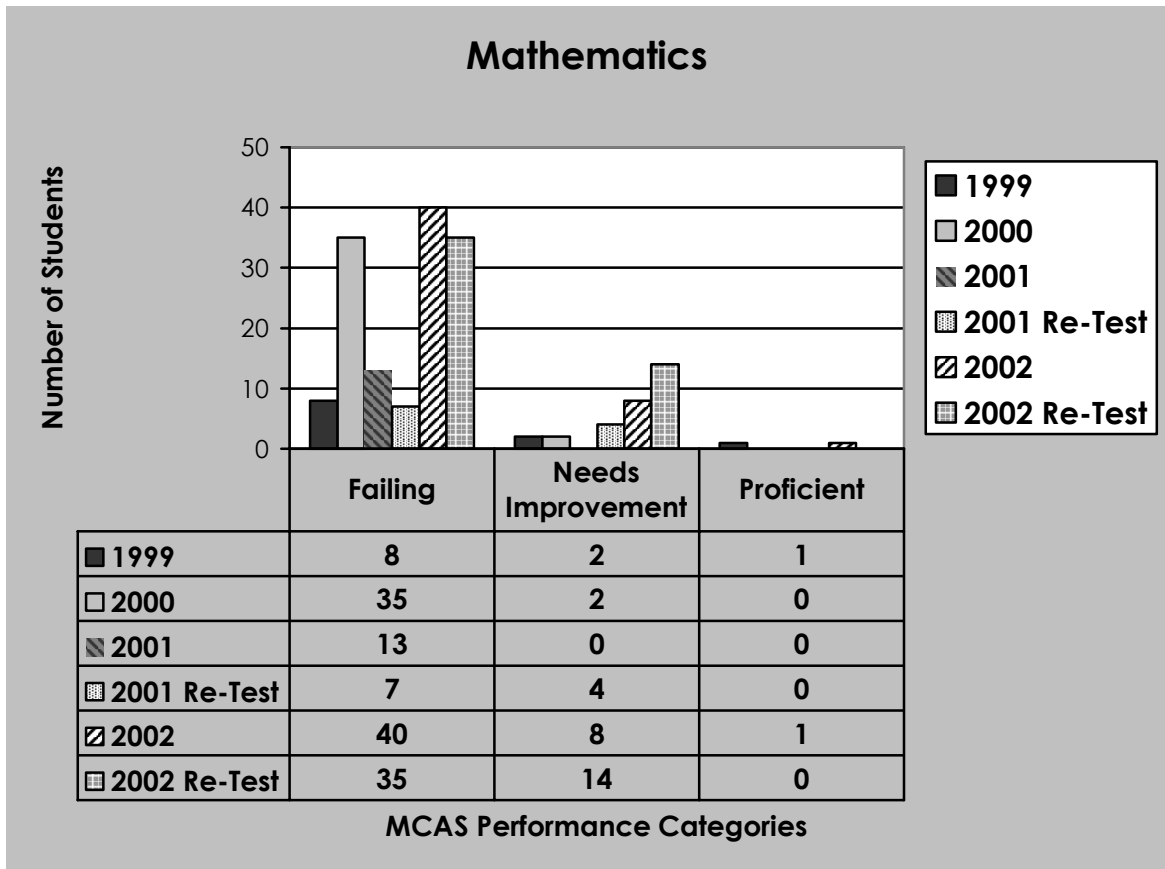
**Figure A: MCAS Language Arts Results, Number of Students in Each Category**



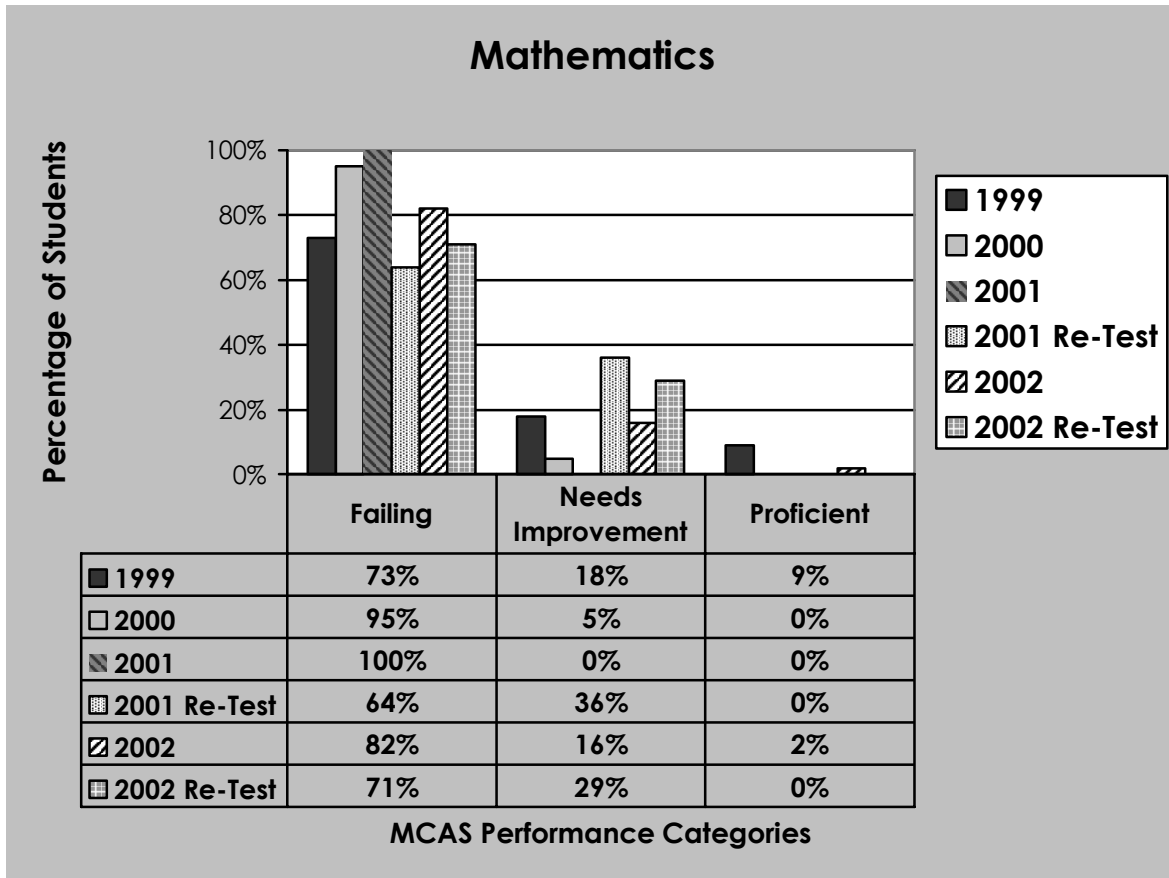
**Figure B: MCAS Language Arts Results, Percentage of Students in Each Category**



**Figure C: MCAS Mathematics Results, Number of Students in Each Category**



**Figure D: MCAS Mathematics Results, Percentage of Students in Each Category**



### 3. Summary of Alumni Placements

**Table A: Summary of Postsecondary Schooling and Employment Plans for 2002-03 Graduates**

Number of graduates, Classes of January and June 2002	4
Number working or intending to work full time	1
Number accepted into college or other postsecondary education	3

### 4. Summary of Official Complaints

No official complaints have been lodged with the Champion Charter School Board of Trustees.

### 5. Total Number of Applications Received

Champion received 116 applications for admittance during the 2002-03 school year. Of these, 90 ultimately chose to attend Champion. All students are Brockton residents.

### 6. Number of Students on Waiting List

To date, Champion has not had the need to employ a waiting list.

### 7. Student Turnover Data

Please refer to the following table.

**Table B: Reasons for and Numbers of Withdrawals and Dismissals**

Reason For Withdrawal	2000-01		
Poor attendance	23 (33%)	15 (19%)	10 (12%)
Failure to make commitment to schoolwork	9 (13%)	15 (19%)	19 (23%)

Attend alternative program	7 (10%)	7 (9%)	8 (10%)
Full-time work	6 (9%)	3 (4%)	1 (1%)
Family difficulties, including homelessness	6 (9%)	8 (10%)	5 (6%)
Changed mind about attending after enrolling	0 (0%)	4 (5%)	7 (9%)
Detention/ Incarceration	4 (6%)	4 (5%)	1 (1%)
Personal difficulties	4 (6%)	7 (9%)	5 (6%)
Major or repeated violations of school rules	3 (4%)	3 (4%)	10 (12%)
Did not like school environment	0 (0%)	3 (4%)	5 (6%)
Family moved	1 (1%)	3 (4%)	5 (6%)
Pregnancy and/or parenting problems	1 (1%)	6 (8%)	6 (7%)
Unknown	6 (9%)	0 (0%)	0 (0%)
<b>Total</b>	<b>70 (100%)</b>	<b>78 (100%)</b>	<b>82 (100%)</b>

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## **B. School Program**

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The Champion Charter School is a high school designed for out-of-school youth. Champion supports students to achieve proficiency in academic and work-related subjects and to transition into post-secondary activities. We offer a project-based curriculum and competency-based assessment. This means that students do not receive grades in the traditional sense. Instead they demonstrate their knowledge and skills through the work they do and the projects they complete. This is a school for mature students who are committed to working hard to get an education.

### **1. Grades and age levels served**

Champion is an ungraded high school that operates on three levels: Basic Phase, Intermediate (or Presentation) Phase, and the Plus Phase. These are roughly equivalent to 8<sup>th</sup> grade, 10<sup>th</sup> grade, and 12<sup>th</sup> grade.

## **2. Eligibility Requirements**

The Champion Charter School is open to Brockton residents, ages 16 – 21, who have dropped out of a Brockton Public School. In the admissions process, students are required to participate in a screening interview to determine readiness to return to an academic environment.

## **3. Enrollment policy**

A wide range of community based organizations that serve young people are actively engaged in our recruitment efforts, including truant officers of the Brockton Public Schools; the Brockton High School guidance staff; outreach workers for the local Boys and Girls Club, RISE Youth Centers and YMCA; juvenile probation officers; Brockton Housing Authority staff; and the pediatric social worker at the Brockton Neighborhood Health Center. We mail informational materials and conduct follow-up telephone calls to all students who have withdrawn from Brockton High within the last year and to students who have previously attended Champion Charter School. We place ads in Brockton’s local daily newspaper and on Brockton Community Access cable television “bulletin boards.” Finally, word-of-mouth from current and former Champion students brings a substantial number of students to our doors.

Completed applications from students include an application form, reference forms, transcripts (when available), a contract of support signed by a sponsor of the student’s candidacy for admission, and a brief essay . (See **Appendix D** for the Champion Application Form.) The key to a student’s acceptance is his/her level of understanding of the program and his/her enthusiasm to involve himself/herself with the process of his/her own education. Once students are enrolled, they engage in an extensive orientation and an initial assessment, using the Test of Adult Basic Education (TABE).

## **4. Summary of Curriculum Design and Teaching Methods**

The Champion Charter curriculum design is based on the Diploma Plus (DP) Program of the Commonwealth Corporation. The first stage of the Diploma Plus model (the Intermediate, or Presentation phase at Champion Charter School) concentrates on improving each student’s reading comprehension, mathematical reasoning, writing and critical thinking skills while exposing students to a variety of career pathways. Teachers develop hands-on, inquiry-based projects and curricula that are tied to specific competencies in academic and foundations skill areas and, whenever possible, also linked to the community or to the workplace in order to make learning relevant. A formal mapping of the curriculum assures adherence to statewide standards in language arts, mathematics, science and social studies.

In order to advance into DP’s Plus Phase, students must successfully present and defend before a panel of outside judges, a portfolio of their best work in all subject areas. (See Figure E below for a summary of required portfolio items.) The Presentation Portfolio in and of itself serves as a primary piece of a student’s application to enter the Plus Year and as a primary tool for assessing students’ readiness, both in terms of academic skills and maturity for Plus Year entry. It is intended to emphasize: the refinement and presentation of student work products and assignments; reflection by students on their strengths, weaknesses and growth; and the importance of meeting deadlines, following-through on assignments, and taking responsibility for meeting program requirements.

**Figure E: List of Portfolio Products across Disciplines**

**Language Arts:** thematic essay • creative piece • annotated bibliography and reading journal

**Mathematics:** individual project and exhibition • group project and exhibition

**Social Studies:** history project • persuasive essay • social science project

**Science:** individual project • group project and exhibit

**Visual Arts:** individual art project

**Employability/Job Readiness Requirements:** resume • job application • cover letter • thank you letter • letters of reference from two significant adults • job shadow questionnaire

**Career Exploration:** evidence of having researched at least two postsecondary institutions • Personal statement or essay describing current career goals and, in relation to these goals, reasons for wishing (or not wishing) to attend a post-secondary program • five-year postsecondary education and employment plan • job shadow reflection sheets

**The Plus Phase.** The Plus Phase presents students with challenging transitional experiences where students encounter an adult world of responsibility while remaining firmly planted in a supportive secondary school program. Students complete an autobiography project, a community development project, and a research project associated with their workplace internship. Plus Year students participate in at least 100 hours of paid or unpaid internships or community service placements and enroll in at least two non-remedial “Dual Enrollment” community college courses. Students earn standard college credit, as well as high school credit, upon successful completion of the courses. For high school credit, students must pass the courses with a “B-” or better. In order to graduate, students present and defend a Graduation Portfolio comprising all of the work of the Presentation Portfolio as well as additional research and reflection papers required for the Autobiography Curriculum, the Internship Project and the Community Action Project. Transcripts and exceptional work from the college classes are also included. Students present their Graduation Portfolios to the Champion Charter Director, the assistant director, and a community member.

For a more detailed outline of the Diploma Plus curriculum as implemented at Champion, please refer to the 1999-2000 annual report.

## **5. Graduation and Promotion Requirements**

To graduate, students must demonstrate mastery of specific 12<sup>th</sup> grade level competencies (as indicated above) that are embedded in their class work and their major projects. In addition, they must successfully complete their community college course work and their internship. Put simply, students earn a high school diploma by demonstrating a high level of skill and competency, not by

accumulating credits according to "time-in-seat."

**6. Student/Teacher Ratio**

The student/teacher ratio for the 2002-03 school year, based on an average daily enrollment of 79.2, was 10 to 1. The certified teaching staff consists of 8 teachers: social studies (2), science (1), art (1), language arts (2), and mathematics (2).

MY TURN, Inc. provides 1.5 school-to-career staff who are responsible for all career-related component of the curriculum. All teachers incorporated the use of technology in their subject area programs.

**7. School Calendar**

Champion Charter School is a Horace Mann Charter working in conjunction with the Brockton Public Schools. The school calendar is the same as that of the school district. The number of instructional days is 180 each school year. School is in session from 8:30 to 2:15 on Mondays and Fridays, and from 8:30 to 3:15 on Tuesdays, Wednesdays, and Thursdays. (See **Appendix E** for 2002-03 and 2003-04 school calendars.)

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**C. Finance**

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The Champion Charter School’s financial statement, balance sheet, and approved school budget for fiscal year 2004 are included in **Appendix B**.

**1. Private Revenue**

During fiscal year 2003, the Champion Charter School raised private funds, including:

<i>Diploma Plus Grant</i> .....	\$15,000.00
<i>Private Donations</i> .....	\$3,099.06

**2. City, State and Federal Monies**

<i>City of Brockton</i> .....	\$774,337.25
This represented the funding from the Brockton Public Schools for FY 2003	
<i>Title I</i> .....	\$79,093.00

<i>Title IIA</i> .....	\$7,679.00
<i>Title IID</i> .....	\$1,487.00
<i>Title V</i> .....	\$4,979.00
<i>Summer Success</i> .....	\$8,796.00

**3. Total Revenue from all Sources**

\$891,365.31

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**D. Governance**

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**1. Board of Trustees**

**Table C: Board of Trustees**

<b>Name</b>	<b>Affiliation</b>	<b>Board Position</b>	<b>Term Began</b>	<b>Term Ends</b>
Ms. Mary Waldron	Brockton Public Schools	member	December 2001	June 2005
Ms. Allyne Pecevich	Brockton Housing Authority	member	December 2001	June 2005
Mr. Jason Wheeler	Entrepreneur	member	January 2002	June 2004
Mr. Edward Jacoubs	Director of Prevention Resources, Office of the Plymouth County District Attorney	member	January 2000	June 2004
Bishop Filipe Texiera	St. Martin de Porres	member	July 2003	June 2006

Mr. Wayne McAllister	Community representative; Brockton Fire Department	member	June 1998	June 2004
Ms. Janice Sutherland	Parent Representative	member	June 2002	June 2004
Ms. Wendy Mumford	Director of Planning, Brockton Private Industry Council	member	April 1999	June 2005
Ms. Janice Beyer	Brockton School Committee	member	November 2002	June 2006
Mr. Roland Blanchette	Massasoit Community College	member	January 2003	June 2005
Ms. Brenda Wornum-Moore	BWM Consulting	member	July 2003	June 2006
Ms. Lenell Silva	Plymouth County D.A.'s Office	member	July 2003	June 2006
Ms. Michelle Allman	Teacher representative	member	November 2001	June 2004
Mr. Paul Protentis	President, MY TURN, Inc.	member	June 1998	June 2006
Dr. Ken Sennett	Director of Pupil Personnel Services, Brockton Public Schools	Acting Board Chair	June 1998	June 2005
Dr. Lawrence DeSalvatore	School Director , Champion Charter	member, ex officio	July 2003	
Unfilled	Student Representative	member, ex officio	September 2003	June 2004

## **2. Board Committees**

The Board of Trustees has organized the following committees:

- Personnel subcommittee
- Program subcommittee
- Development/Finance/Facilities subcommittee

## **3. Summary of Major Board Policies and Activities**

Over the past year, the Board of Trustees:

- Oversaw Champion's renewal application for a second five-year charter
- Updated the Memorandum of Agreement governing relations between Champion and Brockton Public Schools.
- Elected five new Board members.
- Approved the newly created Champion Policies and Procedures Manual
- Initiated and oversaw the search for a new school director
- Negotiated with the owner of Champion's facility for a move from the fourth to second floor

In the coming year, the Board plans to:

- Develop a 3 – 5 year strategic plan for the school
- Revise the school's mission statement to make it a clearer expression of the purpose of the school
- Develop and implement a plan for meeting Champion's need for a permanent facility

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## **E. Staff**

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### **1. Administrative**

**Curtis D. Wells, School Director / 4.5 years at Champion  
37 years experience in the field of education**

- Bachelor of Arts in Elementary Education, University of Massachusetts, Boston (Boston State College)
- Master of Arts in Administration and Supervision, University of Massachusetts, Boston (Boston State College)
- Certificate of Advanced Studies, Harvard Graduate School of Education

**Lawrence E. DeSalvatore, Jr., Assistant Director / 2.5 years at Champion  
17 years experience in the fields of education and youth work**

- Bachelor of Arts, History, College of the Holy Cross
- Master of Arts in Teaching, History, Boston University
- Doctor of Philosophy, Developmental and Educational Psychology, Boston College

## **2. Support Staff**

**Lisa Sharp, Office Manager / 4.5 years at Champion  
12 years experience in office management and support**

- Associate of Arts, Quincy College
- Certificate, Microsoft Office, Brockton Area Private Industry Council

The Champion has secured the services of part-time bookkeeper Jennifer Martin (who performs the same duties for MY TURN, Inc.) to handle procurement and payables on a regular basis. Champion, in keeping with the spirit of a Horace Mann charter school, coordinates many of its business functions (e.g., payroll) with the Brockton Public Schools.

## **3. Full-Time Equivalent Teachers (8.0)**

**Jody Price, Language Arts/English / 4.5 years at Champion  
24 years teaching experience**

- Bachelor of Arts, English/French, University of Massachusetts, Boston
- Master of Arts, English, University of Dayton
- Doctor of Philosophy, English, University of Rhode Island

**William Lutton, Social Studies / 4.5 years at Champion  
16 years teaching experience**

- Bachelor of Arts, Philosophy and Psychology, Clark University
- Master of Education, Secondary Education, University of Massachusetts

**Mary Morrison, English Language Arts / 2 years at Champion  
14 years teaching experience**

- Bachelor of Arts, English, University of Massachusetts, Boston

**Ilani D'Alfonso, Visual Arts / 4.5 years at Champion  
14 years teaching experience**

- Bachelor of Arts, Elementary Education, California (PA) State College
- Bachelor of Arts, Graphic Design/Illustration, Massachusetts College of Art
- Master of Arts, Art Education, Massachusetts College of Art

**Michelle Allman, Mathematics / 4 years at Champion**

**11 years teaching experience**

- Bachelor of Science, Mathematics, Wesleyan University
- Master of Science, Mathematics, Tufts University (completed coursework)

**Kathleen FitzGerald, Social Studies /4.5 years at Champion**

**5 years teaching experience**

- Bachelor of Arts, Social Studies, University of Massachusetts
- Master of Arts, History, Northeastern University

**Kelly Stukenborg, Science / 4.5 years at Champion**

**5 years teaching experience**

- Bachelor of Science, Biology, St. Michael's College
- Currently enrolled in Masters of Arts in Teaching program at Northeastern University

**Obukohwo Urhiafe / first year at Champion**

**3.5 years teaching experience**

- General Certificate of Education, Pure and Applied Mathematics and Physics, University of London (UK)
- Master of Science in Architecture, Ahmadu Bello University, Zaria, Nigeria
- Master of Science in Architectural Studies and Environmental Designs, Massachusetts Institute of Technology
- Currently enrolled in Master in the Art of Teaching Mathematics program, Bridgewater State College

#### **4. Program Staff**

MY TURN, Inc. staff work with students and faculty on the integration of school-to-career pedagogies into academics, provide career counseling and job placement to students, and arrange work based learning experiences such as job shadows and the internships required in the Plus Phase of the Champion Charter School. The case manager addresses the social and emotional needs of Champion students through individual counseling and by facilitating students' procurement of services by a range of community-based providers. The BAMS clinical social worker provides individual and group counseling services to Champion students.

**Craig Kennedy, Out of School Youth Coordinator, MY TURN, Inc. / 3 years at Champion**

**9 years experience in youth work and training**

- Bachelor of Arts, Political Science, Boston University
- Currently enrolled in Master of Public Administration program, Bridgewater State College

**Tuuli Pesonen, Work-Based Learning Specialist, MY TURN, Inc. / first year at Champion**

**4 years experience in youth work and education**

- Bachelor of Arts, Psychology, Smith College
- Master of Education, Harvard Graduate School of Education

**William Jeserski, Case Manager, first year at Champion**

**4.5 years experience in youth work**

- Bachelor of Science, Sociology, Bridgewater State College
- Currently enrolled in Master of Criminal Justice program, Bridgewater State College

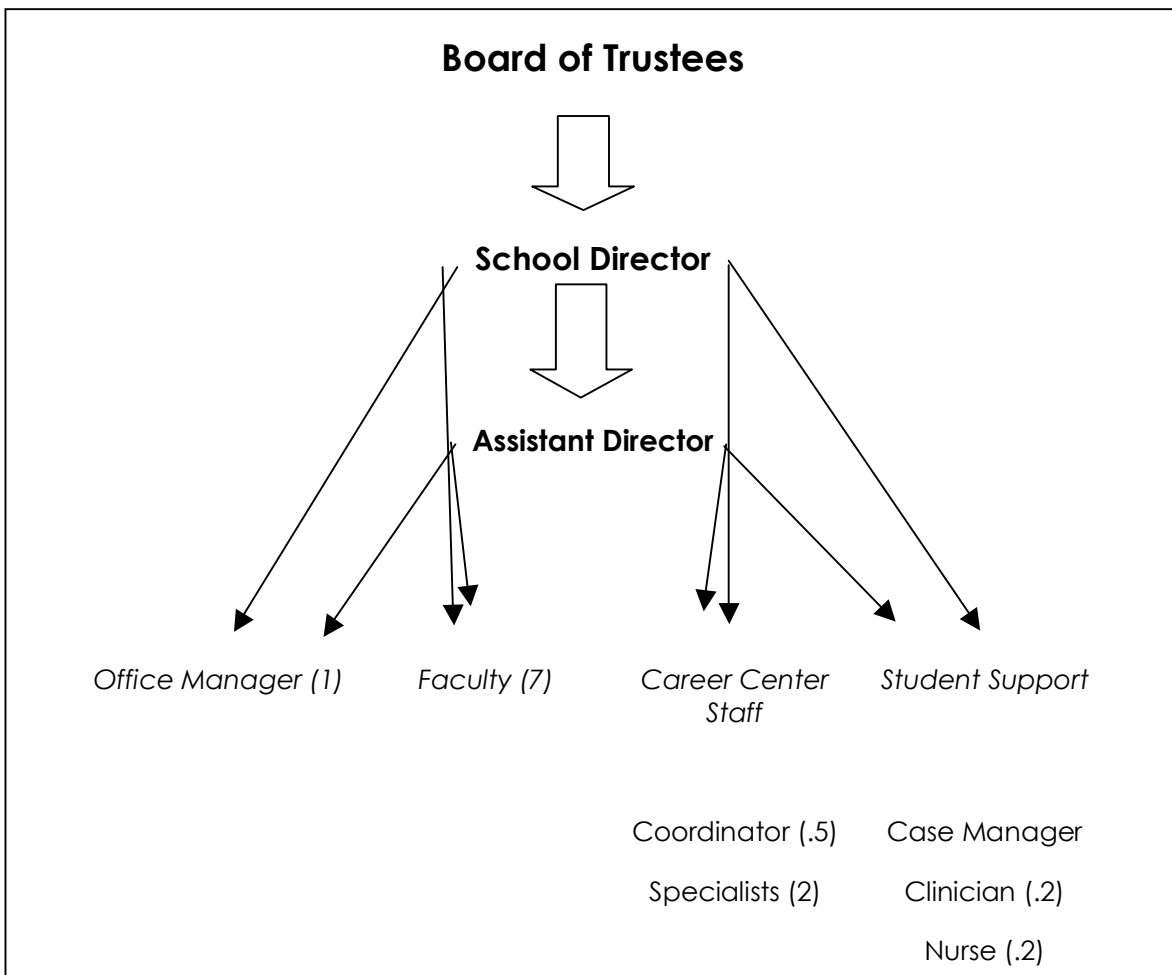
**Keith Wick, Clinical Social Worker, BAMSI, Inc. / first year at Champion**

**6 years experience providing clinical counseling services to adolescents and young adults**

- Bachelor of Arts, Recreational Therapy, Utica College of Syracuse University
- Master of Social Work, Boston University

Obukohwo Urhiae was hired in September to teach math. William Jeserski was hired in September to fill the vacant case manager position. In September, Keith Wick, a clinical social worker, was placed at Champion by Brockton Area Multi Services, Inc. (BAMSI). Curtis Wells resigned from Champion in June 2003 to accept another School Director position. Kelly Stukenborg resigned from Champion in June 2003 to accept another teaching position. Jody Price resigned from Champion in June 2003. Obukohwo Urhiae's contract was not renewed.

**Figure F: Champion Organizational Chart**



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## F. Student Characteristics

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### 1. Student Enrollment

**Table D: 2002-03 Student Enrollment Figures**

	Fall Semester 2002 Enrollment	
Graduated	8	0
Retained	55	63
New enrollees	51	39
<b>Total Enrollment</b>	<b>106</b>	<b>102</b>

### 2. Demographics

**Table E: Demographic Summary of 2002-03 Champion Students**

<i>Total</i>	145	100%
<i>Race/Ethnicity</i>		
African American	55	41%
White	43	31%
Cape Verdean	17	17%
Latino	24	17%
Asian	2	3%
<i>Gender</i>		
Male	79	54%
Female	66	46%
<i>Residence</i>		
Brockton	145	100%
LEP Students	0	0%

Linguistic Minorities	34	23%
Special Needs Students	11	8%
Special Services	0	0%
Free and Reduced Lunch	97	67%
Ineligible	48	33%

### **3. Average Daily Attendance Rate**

The average daily attendance rate is 51.8, computed as the cumulative number of students present over the course of the school year divided by the total number of days in session. In other words, on average, 52 students were in attendance at Champion at any given day during the school year.

### **4. Average Membership Rate**

The average membership rate is 78.8. This number represents the average number of students enrolled in the school over the course of the school year.

### **5. Number of Students Suspended /Expelled**

There were 25 student suspensions during the course of the school year. Average length of suspension was 2 days. Reasons for suspensions included leaving school without permission, inappropriate language directed at staff, fighting, and possession of marijuana on school premises. One student was expelled for fighting and another for possession of drugs with intent to distribute and possession of a weapon.

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## **G. Other Items of Interest**

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### **1. Parent Participation/Support**

Parents and other adults play a crucial role in the Champion Charter School community. As a condition of admission to Champion, all students must be presented by a sponsor who agrees, in writing, to assist the student in reaching his or her goal of earning a high school diploma (See **Appendix F** for a copy of the Contract of Support). Frequently, parents agree to perform in the role of sponsor. Champion staff strives to keep both parent and sponsor apprised of the progress of the individual student. One means of doing so is through regular parent conferences. During the 2001-02 school year, parent conferences were held on November 27, February 12, and April 30.

### **2. Extra-Curricular and Other Special Programs and Events**

**Table F: Partial Listing of Extra-Curricular and Other Events**

Type of Program/Event	Description
Retreat	Plus Phase Retreat
Field Trip	Camp Clark Outdoor Team Building Day
Guest Speaker	Massasoit Community College
Guest Speaker	Women's Place Crisis Center
Guest Speaker	Brockton Hospital Better Beginnings Neonatal Care Program
Guest Speaker	RISE Youth Opportunity Program
Guest Speaker	Life Resources Outdoor Education Leadership Program
Guest Speaker	MELD Young Dad's Program
Guest Speaker	"Sojourner Truth"
Guest Speaker	American Red Cross
Guest Speaker	Alanon-Alateen
Guest Speaker	President, Bridgewater State College
Field Trip	Camp Clark, EPA Data Collection Project
Event	Second Annual Spring Showcase of Student Work
Event	Mayor's Youth Summit
Guest Speaker	Gibbs School
Seminar	Credit for Life Fair
Conference	MY TURN Career Development Conference and Awards Banquet
Ceremony	Graduation
Field Trip	Six Flags New England

### 3. Computer/ Technology Resources

Champion features a computer laboratory equipped with 12 Dell Pentium 3 desktop computers. In addition, staff has access to 11 Dell Pentium 3 desktop computers and four Dell Pentium 3 laptop computers. Eleven inkjet and laser printers, two scanners, a digital camera, and a video camcorder are available for staff and student use. The school is wired to the Internet through a T1 cable, and all staff members have individual electronic mail accounts. Champion utilizes Windows 2000 as its

operating system. A wide variety of applications are available to staff and students, including Microsoft Office 97 for our desktop computers and Office 2000 for staff laptops, Microsoft Internet Explorer, Microsoft Photo Editor, Adobe Acrobat, Adobe Photo Deluxe, Microsoft Paint, and Microsoft Publisher. We also own and use a number of educational applications, including PLATO, Kurzweil 3000, Geometer's Sketch Pad, Green Globes and Graphing Equations, and Hot Dog Stand: The Works.

#### 4. Professional Development Activities

As a community of learners, Champion Charter School commits substantial resources to ensuring that staff members are afforded regular opportunities for professional development. During the 2001-02 school year, Champion staff participated in the following professional development:

**Table G: Partial Listing of Professional Development Activities by Date and Description**

Staff Member	Event	Presented by
All Staff	Professional Development: Dealing with Stress and Trauma	Steve Gross, The Trauma Center
All Staff	Professional Development: Special Education (24 hours)	Dr. Lisa Battaglini, Bridgewater State College
All Staff	Professional Development: Crafting a Consistent Message regarding Teen Pregnancy	Alliance for Young Families
Michelle Allman	Graph Theory, Adolescent Psychology, Public Policy & Education, Mathematics and Science Teaching Methods, Instructional Methods, Special Education, Research Methods	Northeastern University (MAT Program)
Michelle Allman	Authentic Assessment	Neighborhood House
Michelle Allman	Using Geometer's Sketchpad with the Integrated Math Program (IMP)	Keystone Press
Mary Morrison	Writing Workshop	UMass-Boston
Mary Morrison	Teaching English	NE Assn. of Teachers of English
William Lutton	Methods for Preparing Students for the MCAS	Center for Youth Development and Education
William Lutton	Islamic History and Teaching Methods	Education Cooperative
William Lutton and William Jeserski	The Advisory Model at Lowell Middlesex Academy Charter School	Project for School Innovation
William Lutton and Kathleen FitzGerald	Developing Diploma Plus Competencies for the Social	Center for Youth Development and Education

	Studies	
Kathleen FitzGerald	Facing History and Ourselves: Race and Membership	Eugenics Institute
Kathleen FitzGerald	New England Social Studies Teachers Conference	New England Social Studies Teachers
Kathleen FitzGerald and Jody Price	Teaching Facing History and Ourselves	Facing History and Ourselves
Kathleen FitzGerald and Jody Price	Teaching the Holocaust	The Holocaust Memorial Museum

## 5. Collaborations and Partnerships

As a small school, Champion relies heavily on outside partnerships and collaborations in order to meet the academic, social, and emotional needs of our students and to assist in the overall operation of the school. As a “Horace Mann” charter school, Champion enjoys a close working relationship with the Brockton Public Schools, of which it is a part. Although Champion is governed by a Board of Trustees and is not obligated to adhere to many of the policies and procedures that govern other schools in the district, the school nonetheless enjoys several benefits from its BPS affiliation. These include payroll and purchasing services, as well as BPS’s commitment to provide a facility for the school. For the 2002-03 school year, a grant from the Massachusetts Department of Public Health allowed BPS to provide an on-site school nurse to Champion students and staff.

Champion also works closely with the Massachusetts Youth Teenage Unemployment Reduction Network (MY TURN) Inc., which played an instrumental role in the founding of the school. Two MY TURN staff are employed at Champion and provide school-to-career services for Champion students and alumni.

Champion also collaborates with local institutions of higher education to provide greater learning opportunities for students. Students in the Plus Phase enroll in one non-remedial college level course each semester at Massasoit Community College. Champion is currently in conversation with the Office of the President at Bridgewater State College in an effort to find ways in which the Champion and BSC can work together more closely.

Champion partners with the Center for Youth Development and Education (CYDE) of the Commonwealth Corporation to implement CYDE’s Diploma Plus (DP) curriculum. As one of the most successful of CYDE’s DP sites, Champion plays an important role in shaping the DP model. In return, Champion benefits from high quality professional development and technical assistance from CYDE.

Champion also collaborates with the Brockton Neighborhood Health Center. In past years, BNHC has made its medical services available to all Champion students, and BNHC staff members have provided information sessions for students.

In 2002-03 Champion expanded its formal relationship with Brockton Area Multi-Services, Inc. (BAMSI). A clinical social worker provided individual and group counseling services for 12 hours

per week during the school year.

Champion maintains informal collaborations with many institutions and agencies that serve or otherwise interact with Brockton youth. These include the Old Colony YMCA, the Boys and Girls Club of Brockton, the Reach Independence through Self Improvement (RISE) Youth Center, the Brockton District Court Juvenile Division, the Massachusetts Department of Youth Services, Life Resources, The Department of Social Services, Brockton Public Schools, and the Brockton Housing Authority. These collaborations involve reciprocal referral processes, networking, and otherwise ensuring that the needs of Champion students, former students, and potential students are addressed.

## 6. Formal Site Visits

**Table K: Listing of Site Visits**

Visitor	
YO! Hartford Department of Labor grantee	View school in anticipation of creating similar school in Hartford, CT
Mass. Department of Education Site Visit Team	Charter renewal site visit
Bridgett Ziniti, DOE Food Services	Inspection of CCS free and reduced breakfast and lunch program
Jennifer Nahas	Data Gathering for Diploma Plus Evaluation
Brockton Hospital Student Nurses	Information Gathering
Barry Barnett, Richard Taylor, DOE	Program Quality Assurance inspection
Boston Evening Academy staff	Cross-site sharing
Lowell Middlesex Academy staff member	Share LMACS experience with advisory model

## 7. Public Relations and Publicity

Champion Charter School has been the subject of media coverage during the 2002-03 school year. (see Appendix G) As reported in the February 4, 2003 edition of the *Brockton Enterprise*, the Department of Education voted to renew our charter for

another five years. As part of the renewal process, a team of evaluators conducted a 4-day site visit at the Champion. The renewal team spoke to students, parents, faculty, Board members, and community partners to gain a better understanding of our school. The renewal team also observed classes in session and attended the weekly school-wide Circle Meeting.

The renewal team was highly impressed by the level of participation and enthusiasm exhibited by Champion supporters. The site visit Inspection Report noted that “the dedication and leadership of the founders—administrators, board members, faculty and community partners—and their common message of purpose, help students, parents, community members and newcomers internalize the mission of the school.”

The *Brockton Enterprise* ran a story on Champion student Yvonne Pina. On October 22, 2002, Yvonne received the Ann Wheeler Commitment to Education Award from the Commonwealth Corp. Yvonne, one of the first students to enroll in the Champion’s Diploma Plus program, achieved outstanding marks in all her classes. Yvonne graduated from the Champion in June 2003 and next plans to attend college. She will be the first person in her family to pursue post-secondary education.

The *Boston Globe* reported on the improvement of Champion MCAS scores in December 2002. Compared to the April 2002 test results, significant improvements were made; 62% passed the English portion and 36% passed the Math portion. Staff credited the intensive MCAS remediation given to students between October and December with helping students pass the retest.





# **APPENDIX A**

## **Data Tables**



**Table 1: Student Movement into the Plus Phase**

COHORT	1	2	3	4	5	6	7	8	9	TOTAL
	Entered 1/99	Entered 4/99	Entered 9/99	Entered 1/00	Entered 9/00	Entered 1/01	Entered Fall '01	Entered Spring '02	Entered Fall '02	
Number and Percentage of Those Students Completing One Full Academic Year	24 of 59 41%	8 of 22 36%	24 of 60 40%	6 of 26 23%	22 of 52 42%	9 of 23 39%	25 of 70 36%	10 of 41 24%	22 of 52 42%	150 of 405 37%
Number and Percentage of Those Students Completing One Year Who Progress to Plus Phase	10 of 24 42%	6 of 8 75%	7 of 24 29%	2 of 6 33%	10 of 22 45%	1 of 9 11%	5 of 25 20%	3 of 10 30%	10 of 22 45%	54 of 150 36%
Number and Percentage of Those Students Completing Two Full Academic Years	11 of 59 19%	7 of 22 32%	13 of 60 22%	1 of 22 5%	13 of 52 25%	5 of 23 22%	6 of 70 9%	NA	NA	56 of 308 18%
Number and Percentage of Those Students Completing Two Years Who Progress to Plus Phase	10 of 11 91%	6 of 7 86%	11 of 13 85%	0 of 1 0%	11 of 13 85%	4 of 5 (80%)	4 of 6 67%	NA	NA	46 of 56 82%



**Table J: College Courses and Grades of 2002-03 Champion Graduates**

<b>Course Name</b>	<b>Grade Earned</b>	<b>Course Name</b>	<b>Grade Earned</b>
Business Management & Organization	A-	Principles of Marketing	A-
Music Theory	A	Spanish	A-
Computer Keyboarding	C		

**Table K: Graduation Portfolio Review Grades of 2002-03 Champion Graduates**

	<b>Emerging</b>	<b>Capable</b>		
<b>Autobiography</b>	0	2	1	1
<b>Internship Project</b>	0	0	3	1
<b>Community Action Project</b>	0	3	0	1
<b>Overall</b>	0	1	2	1

**Table L: 2001-02 Job Shadow and Internship Placements**

<b>Name of Business or Organization</b>	<b>Description of placement</b>	<b>Number of Job Shadows</b>	
A & B Automotive	Automotive	1	0
Ailano School of Cosmetology	Cosmetology	2	0
American Medical Response	Emergency Response	0	1
Brockton Day Nursery	Child Care	2	0
Brockton High School	Education	3	0
Brockton Neighborhood Health Clinic	Health Care	6	0
Brockton Police Department	Law Enforcement	1	0
Bumper to Bumper	Automotive	1	0
Computer Ed Institute	Technology	2	0
Cooperative Artists Institute	Cultural	0	1
Good Samaritan Hospital	Health Care	1	0
Invent Media	Advertising	1	0
Jims Autobody	Automotive	1	0
Mayors Office	Public Administration	2	0
Metro South Chamber of Commerce	Economic Development	1	0
Motion Hydraulics	Repair/Manufacturing	6	0
MSPCA	Animal Care	0	1
MY TURN, Inc.	Nonprofit	0	1
North Main St. Vet. Clinic	Animal Care	2	0
Premium Physical Therapy	Health Care	1	0
Raymond School	Education	2	0
RISE	Social Work	3	0
Rockland Trust	Business	1	0
Sheppard Industries	Music Production	0	1
South Huntington Physical Therapy	Health Care	1	0
Wheaton College Observatory	Science	1	0

# **APPENDIX B**

## **Financial Information**



**Champion Charter School**  
**Balance Sheet as of**  
**June 30, 2003**  
**Unaudited**

**ASSETS**

**Current Assets**

**Checking/Savings**

1000 - Rockland Trust (Federal) 18,626.09

1001 - Donations- Crescent Cred 6,450.65

**Total Checking/Savings 25,076.74**

**Other Current Assets**

1600-00 COMPUTER SOFTWARE 5,592.84

**Total Other Current Assets 5,592.84**

**Total Current Assets 30,669.58**

**Fixed Assets**

1500 - COMPUTER EQUIPMENT 80,957.54

1550-00 ACC DEP - COMPUTER -

1650-00 ACC DEP COMPUTER 31,424.10

SOFTWA -2,057.67

**Total Fixed Assets 47,475.77**

**TOTAL ASSETS 78,145.35**

**LIABILITIES & EQUITY**

**Liabilities**

**Current Liabilities**

**Accounts Payable**

2000 - Accounts Payable 10,899.89

**Total Accounts Payable 10,899.89**

**Other Current Liabilities**

2500-00 ACCRUED EXPENSES 3,700.00

**Total Other Current Liabilities 3,700.00**

**Total Current Liabilities 14,599.89**

**Total Liabilities 14,599.89**

**Equity**

Retained Earnings 33,801.05

Net Income 29,744.41

**Total Equity 63,545.46**

**TOTAL LIABILITIES & EQUITY 78,145.35**

**Champion Charter School**  
**Profit and Loss Statement**  
**July 2002 through June 2003**  
**Unaudited**

**Ordinary Income/Expense**

**Income**

Diploma Plus	15,000.00
Private Donations	3,099.06
City Funds	774,337.25
Title I Funds (Mass DOE)	79,093.00
Title V Funds (Mass DOE)	1,874.00
Title IIA Funds (Mass DOE)	7,679.00
Summer Success (Mass DOE)	8,796.00
Title IID Funds (Mass DOE)	1,487.00

<b>Total Income</b>	<u>891,365.31</u>
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**Expense**

Salaries	694,636.47
Fringe Benefit	24,491.25
Professional Development	840.00
Travel	2,399.73
Building Rent/Lease	78,000.00
Advertising	305.00
Supplies/Furniture	11,565.24
Postage	1,306.18
Printing	87.50
Student Activities/Supplies	8,664.80
Meetings/Memberships	869.25
Textbooks	2,480.50
Software	5,553.15
Classroom Materials	5,297.39
Consulting	5,289.00
Fundraising	541.50
Insurance	2,883.00
Custodial	11,410.81
Alarm Monitoring	545.25
Computer Servicing/Internet	2,949.41
Contract Labor/Service Contract	1,505.47

<b>Total Expense</b>	<u>861,620.90</u>
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<b>Net Ordinary Income</b>	<u>29,744.41</u>
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<b>Net Income</b>	<u><u>29,744.41</u></u>
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Budget  
 School Year 2003-04  
 Champion Charter School

Personnel

School Director	<b>82,000</b>
Director Fringe (20%)	<b>16,400</b>
Director Retirement (9%)	<b>7,380</b>
Case Manager	<b>40,000</b>
Case Manager Fringe (20%)	<b>8,000</b>
Clinical Social Worker	<b>6,228</b>
Bookkeeper	<b>2,500</b>
Dietary Aide/Lunch Monitor @4.5 hrs/day; 8.63/hr	<b>7,000</b>
Teacher Stipends	<b>6,437</b>
Consultant--Development	<b>6,000</b>
Teachers (8)	<b>384,000</b>
Teacher Fringe (20%)	<b>76,800</b>
Teacher Retirement (9%)	<b>34,560</b>
<b>SUB-TOTAL PERSONNEL</b>	<b>\$677,305</b>

Non-Personnel

Staff Professional Development	<b>3,587</b>
Instructional supplies	<b>5,119</b>
TAP Performance Assessment	<b>900</b>
1" binders	<b>1,416</b>
Printer cartridges	<b>378</b>
Printing	<b>3,000</b>
PLATO JFY	<b>5,000</b>
PLATO upgrade	<b>1,020</b>
MCSA dues	<b>1,500</b>
Transportation	<b>11,088</b>
Food, etc/hospitality, incentives, etc	<b>5,000</b>
Recruitment/advertising	<b>3,000</b>
Library/magazines	<b>1,000</b>
Water	<b>3,000</b>
Paint supplies for repainting interior of school	<b>1,000</b>
AlphaSmart (\$249 x 15)	<b>3,735</b>
Pinnacle Plus gradebook program, plus TA	<b>6,803</b>
MIAA insurance	<b>2,750</b>
Office supplies	<b>893</b>
<b>SUB-TOTAL NON-PERSONNEL</b>	<b>\$60,189</b>
<b>TOTAL</b>	<b>\$737,494</b>